


## APPENDIX I

### TRANSLATION OF QURAN VERSE

No.	Page	Surah/Verse	Translation	Terjemahan
1	4	An-Nahl: 125	Invite (all) to the way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord (alone) knows best who has strayed from His way and who is (rightly) guided.	Seluruh (manusia) kepada jalan Tuhanmu dengan hikmah dan pengajaran yang baik, dan berdebatlah dengan mereka dengan cara yang baik. Sesungguhnya Tuhanmu, Dialah yang lebih mengetahui siapa yang sesat dari jalan-Nya dan Dialah yang lebih mengetahui siapa yang mendapat petunjuk.

## APPENDIX II

### SURAT PERGANTIAN JUDUL

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

Nomor : B - ~~keg~~/Un.14/III.1.f/PP.00.9/01/2022  
Lamp : -  
Hal : Perubahan Judul Skripsi

2 Juni 2022

Kepada Yth.  
Sdr (i) Avioleta Qory Chandra  
NIM. 180101031168  
Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**BILINGUAL EDUCATION PROGRAM AT SENIOR HIGH SCHOOL: A CASE STUDY DURING ONLINE AND OFFLINE LEARNING AT SMAN BANUA KALIMANTAN SELATAN**

Berubah menjadi:


**THE BILINGUAL MODELS AND STRATEGIES AT SENIOR HIGH SCHOOL: A CASE STUDY DURING ONLINE LEARNING AT SMAN BANUA KALIMANTAN SELATAN**


Menunjuk :

1. Hj. Nur Laila Kadariyah, S.Ag., M.Pd. sebagai Dosen Pembimbing Konten dan Metodologi.
2. Hidayah Nor, S.Pd., M.Pd. sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Ketua,  
  
Afifah Linda Sari, M.Pd  
NIP. 198711102015032004



## APPENDIX III

### RESEARCH PERMISSION LETTER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
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#### SURAT RISET

Nomor: B-12/11 /Un.14/III.1/PP.00.9/03/2022

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

Nama : Avioleta Qory Chandra  
Nomor Induk Mahasiswa : 180101031168  
Semester : DELAPAN (VIII)  
Alamat : Komp. Sukarelawan Permai F-10 RT 45 RW X, Loktabat Utara, Kec. Banjarbaru Utara, Kota Banjarbaru.  
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

THE BILINGUAL MODELS AND STRATEGIES AT SENIOR HIGH SCHOOL: A CASE STUDY DURING ONLINE LEARNING AT SMAN BANUA KALIMANTAN SELATAN

Tempat yang dituju : Kepala SMAN Banua Kalimantan Selatan Bilingual Boarding School  
Barang yang dibawa : Seperangkat alat riset  
Lamanya Riset : 2 (Dua) bulan  
Dari tanggal : 30 Maret 2022  
Sampai dengan tanggal : 29 Mei 2022

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

Banjarmasin, Maret 2022  
Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Muradi, M.Ag  
NIP. 197808082005011006

Mahasiswa yang bersangkutan,

Avioleta Qory Chandra  
NIM. 180101031168

*Subbag. Mikwa & Alumni FTK UIN Antasari*

## APPENDIX IV

### OBSERVATION GUIDELINE

Class/Semester:	Date/Time:
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No	Teaching Aspects	Description of Observation
1.	Opening activity	
2.	Core activity	
3.	Closing activity	
4.	Time allocation	
5.	Teaching media	

**Transcript code:**

TM : Teaching Model  
 TS : Teaching Strategy  
 TC : Teacher's Challenge

OBV1 : XD  
 OBV2 : XC  
 OBV3 : XID  
 OBV4 : XIIC

Class/Semester: X D/2	Date/Time: February 23, 2022
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No	Teaching Aspects	Description of Observation
1.	Opening activity	The teacher starts the class by <i>salam</i> and asks students who are absent. Then she opens the class by reciting <i>basmallah</i> . After that, the teacher gives a little stimulation for introducing the materials in form of little survey. Here, the teacher gives students precise instruction and clue in English and Indonesia. The teacher asks the students a question and the students answer the questions anonymously. In the middle of the survey, the teacher fixes students mistakes and explains it.
2.	Core activity	The teacher asks students what they will learn on that day. Then, the teacher gives information about their material. The teacher explains the material using English, then the teacher give a sentence in Indonesia and the students should translate it into English. The teacher focuses on the grammar since it is grammar class. The teacher gives students time and when the time is over, the students need to write the answer on chat box. After that, the teacher and students check the answers together and the teacher gives feedbacks. To give students deeper understanding, the teacher also gives alternative answers. Besides translating a sentence and write it in a good organization, the students are also asked to read some examples in teacher's monitor. If there is a pronunciation mistake, the teacher will fix it immediately.
3.	Closing activity	The teacher concludes the material together with the students. The teacher allows students to ask freely in WhatsApp group since the time is limited. The teacher closes the class by reciting <i>hamdalah</i> and <i>salam</i> .
4.	Time allocation	60 minutes
5.	Teaching media	Zoom, Powerpoint slide, Mentimeter and WhatsApp group

Class/Semester: XI D/2	Date/Time: February 26, 2022
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No	Teaching Aspects	Description of Observation
1.	Opening activity	The teacher starts the class by <i>salam</i> and asks students who are absent. Then she opens the class by reciting <i>basmallah</i> . After that, the teacher gives a little stimulation for introducing the materials in form of little survey. Here, the teacher gives the direction by giving many examples so that students can answer the survey. Then, the teacher asks the students a question and the students answer the questions anonymously. After all students have finished writing their answers, the teacher corrects students' mistakes and gives them feedbacks.
2.	Core activity	The teacher divides students into several groups and gives them 5 minutes to discuss about the material that will be learned. The students are allowed to use Indonesia while discussing it then they should present their discussion in English. When the time is over, the teacher points some students to represent their discussion. Then the teacher gives appreciation to all students. After that, the teacher explains the material and the teacher provides several examples which some students are asked to read. If there is mistake, the teacher directly corrects it. The teacher also asks students to construct some sentences within considering the grammatical use.
3.	Closing activity	The teacher concludes the material together with the students. The teacher allows students to ask freely in WhatsApp group since the time is limited. The teacher closes the class by reciting <i>hamdalah</i> and <i>salam</i> .
4.	Time allocation	60 minutes
5.	Teaching Media	Zoom, Powerpoint slide, Mentimeter, and WhatsApp group

Class/Semester: XIIC/2	Date/Time: February 17 <sup>th</sup> 2022
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No	Teaching Aspects	Description of Observation
1.	Opening activity	Teacher invites students to join warm up activity in form of listening activity; here the instruction is delivered in full-English. Before the activity is begun, the teacher asks students to find out difficult words in the questions. Then, the teacher plays the audio and shows students the audio script. After listening to the audio, the teacher asks the students about activity happened in the audio and then the teacher points some students to answer the questions.
2.	Core activity	Because the material has been learned previously, so the teacher invites the students to review the material. After that, the teacher asks some students to read a passage provided in the textbook. After finishing that, the teacher divides the students into several groups and each of group is given a task provided in the textbook. The students are allowed to discuss it using Indonesia, and then they should present it in English. After the time is over, each group present their discussion while others can give additional answers. Here the teacher also gives her feedbacks.
3.	Closing activity	The teacher together with students reviews the materials. The teacher allows students to mix the languages – English and Indonesia, as long as students can deliver their understanding well.
4.	Time allocation	60 minutes
5.	Teaching media	Zoom, Textbook, PowerPoint, and WhatsApp group.

Class/Semester: X C/2	Date/Time: March 9 <sup>th</sup> 2022
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No	Teaching Aspects	Description of Observation
1.	Opening activity	-
2.	Core activity	The teacher involves students in presentation activity. There, the students do question and answer by themselves and then the teacher gives additional information to students. Moreover, after doing the presentation, the teacher re-explains the material with the help of textbook, so that all students can directly read the material. After that, they do the exercises together which are provided by the book.
3.	Closing activity	-
4.	Time allocation	60 minutes
5.	Teaching media	Zoom, Powerpoint slide, textbook and WhatsApp group



## APPENDIX V

### OBSERVATION TRANSCRIPT

#### OBSERVATION AT 10D

	Transcript	Code
001	T: To start our meeting today, <u>I want you to visit this link that I posted on the chat box. I hear someone just come right now. So the person who has just come please click this link and participate in the polling. Ok, so there is a question asking you "What is your favorite action (V-ing)?" So, tell me your favorite activity that has to be in "-ing" ending, and you may contribute maximum two answers. Ok, hang on a minute. Well, what is it said in your device?</u>	TS/OBV1/001
002	S: <u>(Students keep silent)</u>	TC/OBV1/002
003	T: Ok, here I've got some opinions, like my favorite activity is eating, drawing, watching, reading, sleeping. Well, by the end of the polling, I'd like to let some people guess, <u>who might have written, siapa yang mungkin sudah pernah menulis that certain words, ok!</u> I'm still waiting there are 15 people already participating. 16. Ok nice! Reading novel or comic. In my point of view, regarding of the size of the word, it usually I mean, the bigger the size of the word, represent the more people say the same thing. The smaller the words get, the smaller amount of people say so. Ok 21 people. Ok Shaina, give it a try guess, who might have written the word "Travelling."	TS/OBV1/003
004	S: <u>(The student keeps silent)</u>	
005	T: Ok Shaina, you are still muted.	
006	S: <u>I am sorry miss. What are you asking miss?</u>	TC/OBV1/006
007	T: Ok guess. Who might have written the word "Travelling"? Guess among the people in this class, who might have written "Traveling".	
008	T: <u>Oh ok here I got some guesses. Lena says Embun or Dhiya. Aul says it might be Nade. Ok what about Shaina? Do you agree with these 2 people or do you have another guesses. Ok, leni says It might be dhiya.</u>	TS/OBV1/008
009	S: I think it might be Nade or Dhiya.	
010	T: Now let's check it out! Nade or Dhiya! Is it correct? Was it you?	
011	S: No	
012	T: Nade says no, what about Dhiya? Was it you?	
013	S: Me too miss, I am not.	
014	T: Now, anybody wants to? Aika, was it you?	
015	S: Not me miss.	
016	T: Ow not her. Should we force Nade to admit that it was her who had written travelling?	
017	S: I love traveling, but I didn't write that.	
018	T: Ok.. me myself I didn't have any idea of that. Ok let's check, Embun, was it you because there are some people saying it's you? Embun, is it you?	
019	S: Not me miss	
020	T: Ok now anybody wants to admit? And then it turns that there is a plot twist. It was Shaina herself who has written this. Ok no one wants to admit?	
021	S: Me miss	
022	T: Thank you JJ for admitting that you had written the word. Yes Shaina is dying to meet the person who has written travelling. Ok class thank you so much for participating in the polling. You have made the correct forms of	

- gerund actually, such as reading novel or comic, watching movie, day dreaming, and then singing. Oh really? Do we have singer in our class? Who? Will that be Kiki?
- 023 S: Ghea miss
- 024 T: Oh Ghea, make senses. Ok. Sleeping, loving designing something. Ok unfortunately designing is a transitive verb, meaning this verb needs an object, such as reading. Jadi designing itu butuh objek. So it is better for you to say designing a cartoon character or designing a room. So it's better to put an object after the word design. Watching series, sleeping. For sleeping, it is intransitive verb, so we don't need an object. So remember everyone, although we are focusing on gerund, we still need to concern about whether the verb is transitive or intransitive. Here are some examples of transitive verbs, listening to musing, reading books, reading novels, watching series, and etc. anyway thank you so much for that. Now let's proceed to our material today. Basically we are going to continue to our previous topic. Where we were up to? Anybody can tell me please? TM/OBV1/024
- 025 S: (students keep silent)
- 026 T: Ok, Lena could you please tell us now where we were up to?
- 027 S: Em
- 028 T: So We have talked about rainforest and we have talked about the first group of rainforest that is remember, forget, and recall. To check whether you still in line with the first group of rainforest, I'd like you to ask for your help, please translate this sentence into English. Ok, I'm gonna say the Indonesian sentence, please help me translate and you can participate via chat box, "Aku masih ingat pertama kali bertemu Jeje, tapi dia tidak." Ok in this case I don't really concern about the word choice or your diction or the vocabulary that you are going to use, but the focus is whether you still comprehend the topic about gerund or infinitive, after certain verbs remember, forget and recall. The sentence says, "Aku masih ingat pertama kali bertemu Jeje, tapi dia tidak." Which would you use? Gerund or infinitive. I will give you for 1 minute but don't hit the enter button yet, just send to everyone. TS/OBV1/028
- 029 T: So We have talked about rainforest and we have talked about the first group of rainforest that is remember, forget, and recall. To check whether you still in line with the first group of rainforest, I'd like you to ask for your help, please translate this sentence into English. Ok, I'm gonna say the Indonesian sentence, please help me translate and you can participate via chat box, "Aku masih ingat pertama kali bertemu Jeje, tapi dia tidak." Ok in this case I don't really concern about the word choice or your diction or the vocabulary that you are going to use, but the focus is whether you still comprehend the topic about gerund or infinitive, after certain verbs remember, forget and recall. The sentence says, "Aku masih ingat pertama kali bertemu Jeje, tapi dia tidak." Which would you use? Gerund or infinitive. I will give you for 1 minute but don't hit the enter button yet, just send to everyone.
- 030 T: Ok, thank you Lena for becoming the first Participant to post the answer. Thank you Nade. Meanwhile, I'm going to read and give the feedback. (Then the teacher read students' answer). Ok, I'm still waiting for other entries from other participants. Ok, the answers are quite the same one another. Ok. Is anyone still typing for the answer? No? If there is no one else typing for the answer, let me give the feedback. So overall 95% already make correct answers toward this question. Yes the answer is, "I still remember meeting Jeje for the first time, but she doesn't". Well class there are at least 3 ways of translating the sentence, the first time is "I still remember meeting Jeje for the first time, but she doesn't remember meeting me." (The connection suddenly unstable). Ok, as you can see in the chat box, I've given the alternative answers of translating the sentence. As I said, the point is we have to use infinitive or TC/OBV1/030

	gerund and in this case the activity already took place in the past, <i>kejadiannya sudah terjadi dulu</i> . “I remember meeting Jeje for the first time, but she doesn’t remember meeting me.” For the alternative number 1, the sentence is sounds a bit redundant, you know that? <u>Redundant means <i>berulang-ulang atau mubazir</i></u> . Because there are some words that are repeated twice, such as remember and meeting. These make the sentence is too much or too wordy, terlalu banyak kata-kata. So I can say sentence number one is not highly recommended to be used, <u><i>jadi tidak begitu disarankan untuk alternatif nomer 1</i></u> . Next, sentence number 2, “I still remember meeting Jeje for the first time but she forgot meeting me.” Ok, another alternative you can also use the word “forgot” but the point is still, we still use gerund in this case. Why so? <u>Once again, because the action meeting already took place in a certain time in the past, <i>sudah terjadi di suatu waktu di masa lampau</i></u> . Next alternative number three is the most recommended one, because this sentence I can say is the most concise one, <u><i>paling singkat, padat, dan jelas</i></u> . “I still remember meeting Jeje for the first time, but she doesn’t.” you know this occurrence often happen especially for me, my own experience, people often remember meeting me, but I forget. Right. So I guess everyone now already stick to the topic the first group of rainforest, so I’ll re-write here. Now we finish talking about the first cluster, remember, forget, and recall. Now let’s move to the next “re” that stands for regret. So class, as we know, in Indonesian, there is an Indonesian expression, “ <i>penyesalan selalu datang</i> .” anyone wants to help me finish the sentence?	TS/OBV1/030
031	S: <i>Selalu datang terlambat</i> .	
032	T: <u>But class, the fact is that, unfortunately in English, <i>dalam bahasa Inggris</i>, we know the term “regret” can come before an accident and can come after the accident. Regret in English can come in the beginning as well as in the end of something. <i>Dia bisa datang di awal dan bisa datang di akhir</i>. Ok, make senses? Well quite different with Indonesian expression, <i>sedikit berbeda dengan istilah di Indonesia bahwa penyesalan selalu datang belakangan</i>, but not for English. In English we do recognize “regret” can come before another activity took place, <i>sebelum kejadian lain terjadi</i>. Now everyone let’s take a look at the sentences labelled by “H” and “I”. Look! I regret to tell you that you failed the test. Well for sentence I can I ask Aliya Azizah to read?</u>	TS/OBV1/032
033	S: (the student still keeps quite)	
034	T: Yes Aliya read sentence I please. You are still muted.	
035	S: <u>Sorry miss, yang mana miss?</u>	TC/OBV1/035
036	T: Ok read a sentence labelled “I”	
037	S: I regret lending him some money. He never paid me back.	
038	T: Ok next, let me ask Kiki, are you there?	
039	S: (the student still keeps quite)	
040	T: <u>Ok Kiki is still connecting the audio</u> . Now Kiki, can you unmute yourself?	TC/OBV1/040
041	S: Yes miss	
042	T: Ok please read the sentences on the right column "regret+infinitive and regret+gerund. Read out loud please.	
043	S: Regret+infinitive means regret to say, to tell someone, to inform someone of some bad news. Regret+gerund means to regret something that happened in the past.	
044	T: Ok good thank you so much. Right class, as I said before, “regret” can come before something happen and can come after something happen. Then how to differentiate? Ok, the first way to differentiate whether the “regret” comes before or after is by looking at the word after that. <u>Is it in gerund form or is it in infinitive form. If the word coming after the word regret is in infinitive, that is usually used to tell a bad news. For example, “I regret to tell you that you failed the test” or “<i>Saya menyesal memberitahukan anda ini, tapi what? Like that. Jadi menyesal dulu baru diberitahukan</i></u> . For example, I would take myself	TS/OBV1/044

- as the example. For example, Embun doesn't like the way I behave, and then she needs to tell me what she dislikes about me. Then, Embun would say, *cara yang disampaikan adalah*, "Miss, I regret to tell you this, but I don't like ..."  
*Jadi menyesal dulu baru mengatakan apa yang tidak disukai*. And please underline that is bad news, we often use regret + infinitive for telling other people about bad news. For example, delay, something we dislike about someone's behaviour, or something we dislike about public service, pelayanan di tempat umum, and etc. next, regret+gerund means regret something that happen. So the action took place first, and then we regret it. So regret+gerund is the most common version of regret. *Jadi regret+gerund ini adalah bentuk paling lazim dari penyesalan*. That's the nature of regret. Ok, any question so far? Ok seems like there is no question about regret. Now class, to keep it anonymous, I want you once again to participate in this polling. So I want you to click this link, we have got 6 minutes left, but please join again once the meeting stop. But meanwhile please join this polling activity via Mentimeter, here it is. So the question is, tell me something that you regret. Well it doesn't have to be something that you regret the most. It can be just kind of little thing that you regret, you didn't do, or you regret doing. Ok, this time I want to focus on gerund+infinitive. *Hal apa yang kalian lakukan* and now you regret. Your answer will remain anonymous like we did in the beginning of the meeting. Time is yours, and I'll be gladly waiting for your responses. Also, you don't need to write the full sentence, you can just write, "eating too much, sleeping a lot." You can start by v-ing or you can also by adding not before v-ing. Ok thank you for the first participant. (The teacher reads students' sentences). Guys I need to admit that your vocabulary range is awesome!
- 045 T: While we wait for other responses, the words learn and study. There is slightly different between learn and study. Learn is a transitive verb, for example not learning English, not learning cooking, and etc. *jadi kata learn memerlukan objek*. Next, the word learn has a deeper meaning. Learn is *mempelajari sesuatu yang abstrak dan maksudnya lebih dalam*. For example, you experience something bad in your life. And then you can say "I learn something from that problem." But we don't say, "I study something from that problem."
- 046 T: So class, we have talked about remember, recall, and regret. Before we continue to the next word for verbs that followed by gerund or infinitive, do you have any question? So do you now get the concept regret before the action happens and after the action happens? Do you get the general idea of them? Hopefully yes, as I see your responses via *Mentimeter*, I guess everybody already understand about regret + infinitive and regret + gerund. Okey, now let's go on to the next word of rainforest. Is the slide now visible to everyone? Yes? Ok cool!
- 047 T: So we have remember, recall, regret and "S" stands for stop. So, here I've got 2 examples, *boleh bacakan*, can I ask nada please read the two examples
- 048 S: "They stop having lunch at the restaurant", "they stop to have lunch at the restaurant."  
T: Ok cool! And also the meaning, please!  
S: They stop having lunch at the restaurant means they don't eat lunch at the restaurant anymore.  
T: Cool! And then?  
S: They stop to have lunch at the restaurant means they stop another activity in order to have lunch at the restaurant.
- 049 T: ok perfect! (Then the teacher corrects student's mispronunciation). They stop having lunch at the restaurant means they don't eat lunch at the restaurant anymore. For this case, for the word stop, we are not talking about whether it is present or place, whether the activity already took place or not, but, when we

are talking about the verb stop, we focus on the number of activity. If we use gerund after stop, there is only one activity. While, if we use to infinitive after stop, there might be two or three or more activities happening in certain time. The activity in this sentence is having lunch, and then, *selanjutnya*, for example, we usually have lunch at Restaurant Smaban, and then you stop doing it. Just stop it. You don't eat there anymore. While "They stop to have lunch at the restaurant" meaning that you are or they are doing something like exercising, or maybe driving, or maybe running or whatever, and then they stop. They stop those activities to have lunch. So do you have the concept? Another example, Nada is rubbing her head, and I want her to stop doing that. "Nada stop to listen to me" meaning that Nada stop rubbing her hair and then she listens to me. Well, in the remaining time, any question? Or do you need any confirmation or explanation about "stop"? Alright, now I am going to give you a situation. Please help me translate into English. I've a got a situation, please make a sentence from the situation so you don't need to translate all the words from the situation I give you. *Tidak perlu menerjemahkan semua kata yang ada di situasinya*. Just make a sentence, alright. And then you decide whether it uses gerund or to infinitive. Ok?

TS/OBV1/049

- 050 T: The situation will be in Indonesian just to avoid referring to the certain grammar point. "*Saya dulu pecinta berat K-Pop, dan saya sering membeli merchandise k-Pop, dan saya sekarang saya berhenti membeli merchandise k-pop.*" The thing that you need to focus is the word "stop". How would you make the situation into a sentence, type it in the chat box, I'm gonna count into three. On a count of 3, please send the answer to the chat box, 1,2,3 waterfall!
- 051 T: (The teacher reads students' answers) Wow amazing! Give applause to everyone! Ok class thank you so much for your responses via chat box. You all made correct answers about stop. So well, basically we have finished talking about certain verbs that can be followed by both gerund and infinitive with difference in meaning. *Jadi kita sebenarnya sudah selesai bahas* certain verbs followed by gerund and infinitive with difference in meaning. But we still have one word, that is try, we can continue next time, so anyway thank you so much for your active participation in my class today, I really appreciated, can't wait to see you next time, I wish you have a great day today and Assalamu'alaikum wr wb
- 052 S: Wa'alaikumussalam wr wb, thank you so much miss!

## OBSERVATION AT 10C

	Transcript	Code
	<i>(The recording is incomplete; it is only the recording of the main activity in the classroom. Now, the activity is the students do a presentation and answering exercises together)</i>	
001	SG: Number two, "Why they are eat so fast?" the sentence is false because the word eat has to be "eating," so the right sentence is "Why they are eating so fast?" Three, "Why are your doing when I'm not at home?" the object is "at home" but the sentence is wrong because "your" has to be "you", so the correct sentence is "What are you doing when I'm not at home?" Four, "Where is the Rosman's house?" It's true, because the object is the Rosman's house. Five, "How to keep our body from the 'viruses'? It's true, because the viruses is the object.	
002	SG: Now the subject question. (Then the student read sentences in the slide which is consisted of five questions. Then they ask their friends to answer the questions). Anyone can answer the first question? Is it true or false?	
003	SG: Please open your mic if you know the answer or you can raise your hand.	
004	T: <u>You may choose one person for number 1 until 5. And then maybe you can explain why it is true and why it is false. Yes please group 1, you may choose the person as you like.</u>	TC/OBV2/003
005	SG: How about Rumaída? Please answer the question number 1. Is it true or false? <u>Ini benar atau salah?</u>	TC/OBV2/004
006	S: <u>True</u>	
007	SG: Oke, for the next question, we choose Nadia Santoso.	
008	S: Emm.. False?	
009	SG: Ok, the next question, yes Nadia, you may choose one person to answer the next question.	
010	S: Zulfa Mazidah?	
011	S: Number three right? I think it's true.	
012	SG: Then Zulfa, choose anyone to answer the fourth question. Ok, if not, I will choose one person. How about Nazwatun?	
013	S: I think it's true.	
014	SG: Ok, you can choose one person to answer number 5.	
015	S: I choose Dedegelis.	
016	S: Number 5 right? I think it's true.	
017	SG: Ok, next slide please. We will discuss the answer.	
018	T: Sorry for the interruption, for number one, "who stayed in our house last week? The answer key is true, right? Why is it true? Can group 1 explain?	
019	SG: This is true because the subject question uses wh- questions, so the answer of number one is true	
020	T: So, we don't need any auxiliary verb?	
021	SG: Yes we don't have to put auxiliary verb in subject question.	
022	T: Ok, what about the structure itself?	
023	SG: The structure in number 1 is true because it contains question word and then verb and then the object.	
024	T: <u>What about number 2, why is it false? Can someone else explain instead of Hesti from Group 1? Maybe Nasywa, can you explain number 2 Nasywa why is it wrong?</u>	TC/OBV2/024
025	SG: Because whom should be who.	
026	T: Ok number 3, why is it true?	
027	SG: Because the first word is the question word. It is "does" and it's true because "does" is one of question words in 5wh-+h questions	
028	T: Can you please explain number 4 and 5	
029	SG: The fourth is true because "Did is a question word and "Mike" is the	

- object followed by the verb “tried”. And the fifth is false because the “cutting” is must be “cut”. And the structure is true for number 5. Ok Nasywa, next slide please. So, here is our presentation, thank you for all of your attention and participation, wassalamu’alaikum wr. wb.
- 030 T: I want you girls to ask some questions as I said before you need to prepare 1 question related to the topic that we are discussing today, right? So I want you to have one question to ask about subject and object question. From group 2, is there any question? C’m on girls, we are not going to keep silent, but we’re having discussion here, which part that you understand and which part that you don’t understand? TC/OBV2/030
- 031 S: (all students remain silent) TC/OBV2/001
- 032 T: *Jadi semua sudah paham ya tentang* subject object questions? All right so we discuss this together everyone, as you can see in number one “listening/why/me/isn’t/to/anybody” so we will make a question from the word below. What do you think is the answer for number one? We will start with “why” and then followed by?
- 033 S: listening
- 034 T: Why?
- 035 S: anybody
- 036 T: Anybody? And then?
- 037 S: Isn’t listening to me
- 038 T: “Why isn’t anybody listening to me?” Not, “Why anybody isn’t listening to me?” Because it is a question so after wh- question followed by the verb. Is it the subject or object question?
- 039 S: Object?
- 040 T: What about number 2? Let’s make a question first.
- 041 S: Can I ask you a question?
- 042 T: Ok let’s see. Yes “Can I ask you a question” we will go through this exercise first after that we will choose whether it is object or subject question. Number three, “borrow/did/book/whose/you?”
- 043 S: Whose did ...?
- 044 T: Whose book did you borrow?” We use “Whose for possessive, right? Something that belongs to you. Number 4 “about/are/worrying/what/you?”
- 045 S: “What are you worrying about?”
- 046 T: “What are you worrying about?” Then number 5, “has/cake/who/my/eaten”
- 047 S: Who has eaten my cake?
- 048 T: “Who has eaten my cake?” Ok. Number 1 as you can see here, we have the auxiliary verb. So number 1 belongs to subject or object questions? Does it have the aux verb/be? What do you think?
- 049 S: Yes miss
- 050 T: yes because the structure itself followed with the question why and isn’t belongs to aux Verb/be, right? And then followed by the subject anybody and the main verb is “listening”. Next for the 2<sup>nd</sup> exercise, “Can I ask you a question?” Is it in subject or object questions, what do you think?
- 051 S: Subject
- 052 T: Why is it subje?
- 053 S: I think its object miss because ada “question”?
- 054 T: Yes, we start it with “can” or auxiliary verb. Auxiliary verb also includes not only verb but also modal verbs like can, should, so that what we call the object question. So here, can I borrow your pen? This also belongs to object questions. What about number 3, “Whose book did you borrow?”
- 055 S: Subject question
- 056 T: Why is it included in subject quest?
- 057 S: Because there is no auxiliary verb
- 058 T: Exactly, so the difference between the subject and object questions is the TC/OBV2/058

- auxiliary verb. Instead of the auxiliary verb, we have ...?
- 059 S: (The students remain silent) TC/OBV2/059
- 060 T: Girls can you hear my voice? TC/OBV2/060
- 061 S: Yes miss, can you repeat again? I don't really hear you. TC/OBV2/061
- 062 T: Ok says here "Whose book did you borrow?" belongs to subject question because here we have the verb. And then "What are you worrying about?" belongs to object question. "Who has eaten my cake?" belongs to subject question because you ask for the person, isn't it? "Has eaten" is the verb, isn't it? What kind of verb is that? Present perfect. Ok we will go with the next exercise girls I hope it can help with the explanation as well. So here, we can see, we have correct the mistake in each question number 1, "What time you will be here?" How should we make the question? Do you know? So for example, the answer key is "What time you will be here?" Kan biasanya kalo misalkan after wh- questions followed by how long, what time, how many and then will be followed by auxiliary verb after that, the subject. What about number two? "Happened what to your leg?" It is "What happened to your leg?" And then for number 3, "To what are you listening?"
- 063 S: What are you listening to?
- 064 T: "What are you listening to?" is the correct one. And then for number 4, "Which speaker did gave the best presentation?" What do you think is the answer? "Which speaker gave the best presentation?" Because here, we already have "give" in the past tense, so we don't need "did" actually because it belongs to subject question as well. And then for number 5, "How's your new friend like?" The answer is "What's your new friend like? / How's your new friend?" So, any question about the exercise we did? Masih bingung ya? TS/OBV2/064
- 065 S: Miss *yang jawaban nomer 5 itu?*
- 066 T: Jawaban nomer 5 itu "What's your new friend like?" / "How's your new friend?" Next part C, now we have four ... Can you hear my voice girls?
- 067 S: Yes miss
- 068 T: So for the number one, "400 people have commented on your photo." *Yang jadi subjek di sini yang mana girls?*
- 069 S: 400 people
- 070 T: "400 people" is the subject, so which one is the object?
- 071 S: The object is "the photo".
- 072 T: If you want to ask a question, "How many people have commented on your photo? Or What have 400 people commented on? So if you want to ask the subject question, we will use "How many people have commented on your photo?" .... Kenapa? Karena kita tanya tentang "400 people" and also "have commented". "Have commented" ini dalam bentuk tenses apa? TS/OBV2/072
- 073 S: Past tense?
- 074 T: Present perfect. *Kenapa?* Ada have + v3/past participle. So if you ask "How many people have commented on your photo?" The answer is 400 people. And then if you want to ask about the object, "What have 400 people commented on?" What's the answer?
- 075 S: Your photo?
- 076 T: "Your photo", isn't it? We're talking about the object. Then number 2, "A fire damaged the roof" so which one is the subject? "A fire". And "the roof" is an object. So if we want to make a question using subject, how do we make it? Starts with what? What is it? TS/OBV2/078
- 077 S: Repeat again miss
- 078 T: Kalau misalnya kita mau nanya subjeknya, kita pakai "What" after that followed by verb, begitukan rulesnya. "What damage the roof?" The fire. "What did the fire damage?" The roof. Yang membedakan subjek dan objek adalah, kalau untuk menanyakan objek kita pakai auxiliary verb, misalnya did, can, to be. Nah kalau misalnya di subjek, setelah wh- question, followed by the



- verb langsung. Di sini verbnya “damage” kan?
- 079 S: Yes miss.
- 080 T: *Masih bingung? Kalau masih bingung kita ke nomer 3. “Joanna is afraid of spiders” kalau misalnya kita mau tanya tentang Joanna, gimana pertanyaannya?* TS/OBV2/080
- 081 S: What Joanna afraid of?
- 082 S: Who is afraid of spiders?
- 083 T: Exactly! “Who is afraid of spiders?” The answer is Joanna. What about the object, *kalau kita mau tanya tentang apa yang ditakutkan Joanna, gimana pertanyaannya?*
- 084 S: What is Joanna afraid of?
- 085 T: *Kenapa kita gak pakai “did” di sini, karena “afraid” itu adalah adjective. We cannot say “What did Joanna afraid of”, instead “What is joanna afraid of?”. Is that clear?*
- 086 S: Yes miss
- 087 T: *Kalau gak clear bilang ya girls. Because we have to make the things clear. Ok what about this one? “His brother told them a joke about elephants”. How do we make subject quest with this one?*
- 088 S: Who told a joke about elephants?
- 089 T: “Who told a joke about elephants?” What about the object?
- 090 S: Emm.. “Who did tell them a joke about elephants?”
- 091 T: *Itu subject question. Gak usah lihat subjeknya, jadi kita bisa tanya “Who told them about a joke?” Siapa? “His brother”. Yakan? And then if you want to ask the object, we need to erase the “elephant”. Jadi pertanyaannya adalah, “What did his brother tell them a joke about?” Understand? We only need to erase the “elephants.” Oke? “Told” disini kembali ke V1 karena disini sudah ada “did” understand girls? Or not? Masih bingung?* TS/OBV2/091
- 092 S: Yes miss
- 093 T: *Jadi ini ngomongin tentang objek yang mana di situ ada question word (wh-questions) after that followed by auxiliary verb. Trus juga ada helping verb seperti did, do. Ada juga to be such as was, were, etc. Then it is followed by the v]subject and then we have verb followed after that. That’s the object. “Can I borrow your pen?” Yes you can borrow my pen. So the focus is on the “pen”. And then “Do you have much homework?” I don’t have much homework, here we focus on “homework”. The first thing you have to remember is the auxiliary verb. And then moving on, to the subject question. Here it says, “We use the same word order in the question” as in the statement Subject + verb + object, don’t add the auxiliary verb. Seperti apa contohnya? “Who told you the news?” We use the quest word after that directly followed by the verb. Another example Who borrowed my book?” Rainha borrowed my book. Kita fokusnya kemana?*
- 094 S: Rainha
- 095 T: Kita tidak menggunakan kata-kata penghubung lagi setelah question word.

## OBSERVATION AT 11D

- 001 T: Is there anyone absent today?
- 002 S: (The student mentions the name)
- 003 T: Ok four people. Thank you for the information Diva, then we are complete now. Now I'm going to record the meeting, please just proceed. Let's just get started, Assalamu'alaikum wr.wb.
- 004 S: Wa'alaikumussalam wr wb
- 005 T: Good morning everyone. How is your day?
- 006 S: Good Miss, how about you Miss?
- 007 T: Good Alhamdulillah. To start our meeting today, I'd like to ask you to visit this link that I posted on the chat box. I have a little survey using Mentimeter. So the person who has just come please click this link and participate in the polling. Ok, so there is a question asking you "What's your greatest regret?" I will give you the example, mine, I'll go first. Mine is my greatest regret is spending too much money buying things that I don't really actually need. What about you? Ok you may just need to send or post your sentences using this website and don't worry your name will be hidden. TC/OBV3/003
- 008 T: Ok I see still no one in the screen, are you there yet by the way?
- 009 S: (Students keep silent) TC/OBV3/009
- 010 T: Ok, somebody says her greatest regret is being lazy to study and procrastinating her work I guess. And I believe that this is just from one person since it's indicated by the person I can hear. Well, I'll be gladly waiting for the others. It doesn't have to be things that you have to think that hard. The other person says that her greatest regret is spending a little time with her little sister, alright.
- 011 T: Alright! So I found out something new! So, one person says she regrets studying wrong material for the weekly test. Ok, playing with the cellphone too often. Ok, wasting her time. *(The teacher reads students' answers)* I guess I have read all of them. Ok! Well this is interesting "trusting others too much". Ok right anyone. Dear everyone, anyway, it's ok to regret about things that we did in the past. The most important one is how we improve ourselves, how we not do that thing again, how we rebuild the things that we have destroyed before. Ok guys, before we really go to our topic today, I'd like to divide you into breakout rooms. In there, I want you to discuss about what are the ways to express our regret. How can we express our regret I mean what grammar or what expression that we use to express regret. Basically we have been talking about our regret and I'm not gonna judge who said that, who is saying the things. My intention was just want to help you express your feeling or maybe express you've been thinking lately. So hopefully by doing this thing, it will reduce your pain reduce your stress, I hope.
- 012 T: So class again, there are 15 participants. I'm going to divide you into breakout rooms consisting of let's say 3 people, so there will be 5 groups and please in your breakout rooms discuss with your team, what are the ways or what are the expression to express regret. Please accept my invitation. (The students were in the breakout rooms and the teacher checked them one by one and asked if the students whether have questions) TC/OBV3/012  
TS/OBV3/012
- 013 T: Well.. Now I'd like to hear your discussion result. Can I ask present list number 2. TC/OBV3/013
- 014 S: Yes miss
- 015 T: Ok Aliefia, please tell us your group's discussion result. What are the ways or expression that we can use to express regret?
- 016 S: Regret+gerund miss?
- 017 T: Ok cool! What else?
- 018 S: Regret+to infinitive miss?

- 019 T: Ok next from other teams. Can I go to group 5. Anyone here from group 5?
- 020 S: Me and Sasha miss
- 021 T: Ok Anaya, please tell us your discussion result What are the ways or expressions that we can use to express regret? TC/OBV3/021
- 022 S: Other than regret+gerund, I think should have + past participle miss.
- 023 T: Ok cool! Any addition from your partner? TC/OBV3/023
- 024 S: I Wish + past perfect miss
- 025 T: Ok interesting! Using I wish! Alright anyway thank you so much! Would you give applause for everyone! So here let me rewrite your discussion result. The ways of expressing regret, the first one we can use "regret+gerund/infinitive". Well naturally regret+to infinitive for example "I regret to tell you this" is quite uncommon in English, I mean in the culture itself. Because regret is usually regret+gerund, example "I regret lending him my book" but both "regret+gerund" or "gerund+infinitive" are ok. The difference is just on the nature. Well "regret+infinitive" is to tell somebody else usually about bad news. And that person doesn't know the information yet before we tell them. Ok number 2 is using second conditional sentence including I wish. I should have written there, second conditional sentence and "I wish + past simple". Number 3, "I wish+V2". Next number 4, we can also use third conditional sentence including I wished. Basically we have I wish and I wished. So, when we say "I wish" we are talking about the present moment, so we regret something that should be happening or should not happening at the moment. Meanwhile, when we use I wished, we regret about something in the past. And also it is followed by the past perfect. I wish I had done that, using the past perfect, just quite the same with the third conditional sentence. Then number 5, we can also use as suggested by group 5, should/shouldn't have + V3/past participle and exactly that is what are going to discuss today. Now let me share the screen. Can you see the screen now? Could you please react by raise hand if you think so.
- 026 T: So class, the big umbrella of this material is called modals of lost opportunity. We have should have + V3, we have could have + V3, we have would have + V3. So, when talking about the past, we use all modals with the perfect simple infinitive or perfect continuous infinitive. Disclaimer, our textbook unfortunately only focuses on the perfect simple infinitive. In fact, in real life, we can also use perfect continuous infinitive. What is the perfect continuous infinitive? We'll see later. Let's see one by one. We can construct expressing regret using should + have + V3. I'd like you remind you as well, should have can also be followed by been + ving, let's move on first. Basically, when we refer to the present or future time, we use modal + base form / bare infinitive; for example, you should go to the doctor now or in the future. So, the use of should + V1/bare infinitive is used to talk about the present or near future, or we can use it as an advice. But if we refer to the past, we use should + have + V3. For example, you should have gone to the doctor yesterday. The fact that it was the best thing to do in the circumstances but you didn't go. So, this is kind of regret we did or we didn't do in the past, but the best idea was should have been done or should not have been done.
- 027 T: When we use should have we want to express that the decision we took or the action we made in the past was wrong and that now we think different decision or action would have been done. Anything we did or we didn't in the past was wrong decision, and now we regret it. So, therefore, it often expresses the fact that we know regret having made that the decision or regret what we did.
- 028 (There is technical problem which the power point slides do not move, so that the teacher re-explains the material again using English). TC/OBV3/028
- 029 T: Can I ask now, please help me read the example. Diva, could you please TC/OBV3/029

- read the example number 1?
- 030 S: Yes miss. (The student reads the example)
- 031 T: Ok cool. Thank you Diva. "The Emergency Exits should have opened automatically but for some reason they didn't and fifteen people were killed." In this sentence both the regret and the fact are written in the same sentence. Next, Mirna could you please read the example number 4? TC/OBV3/031
- 032 S: (The student reads the example)
- 033 T: Ok cool! Thank you so much! Anyway, I'd like to focus on a little bit on the pronunciation, as well as could as well as should. Could, would, and should, these words have "L" there, but we don't pronounce the "L". We have one last slide from this power point presentation. Can I ask Najma to read the example number 1 from this slide. TC/OBV3/033
- 034 S: (The student reads the example)
- 035 T: So class, as mentioned in the beginning, we can also use passive voice in should "have + past participle". Why so? Because sometimes the subjects of our sentence are impersonal meaning that the thing does not do the action itself. For example the box. "The box shouldn't have been thrown away. There was some money hidden in it." We did the wrong thing, we had thrown it away and now we regret it. Why? There is money inside the box, and now the box is gone. Now please Azliya read the second example. TC/OBV3/035
- 036 S: (The student reads the example)
- 037 T: Ok cool! (*The teacher re-read and explain the example*). Ok class, I have another slide. As we have seen the description and explanation about should "have + past participle". Now, why don't we practice constructing sentences using should + past participle". Past participle can be in form of simple participle or it can be in form of progressive or passive voice.
- 038 T: Keysha, are you there?
- 039 S: Yes miss
- 040 T: Keysha could you please read and perhaps construct a sentence using should have. Ok here it is. Read the sentence and then try to construct the sentence using should+past participle according to the situation given. TC/OBV3/040
- 041 S: "She covered her eyes instead of her nose and mouth"
- 042 T: And then so what is the problem? What should have been done in the situation? *Apa yang seharusnya dilakukan pada situasi itu?* Starts from "she"
- 043 S: She should cover her nose and mouth?
- 044 T: Is it in the past or present?
- 045 S: Past miss?
- 046 T: Ok, so past modals are always followed by have, ok. So she should have..
- 047 S: She should have covered her nose and mouth.
- 048 T: Ok cool, thank you so much! Next can I ask Astrid to read and construct the sentence using should have? TC/OBV3/048
- 049 S: Yes miss. "She's been having high fever and a cough for 7 days. She didn't go to the hospital, it turned out she had Corona Virus."
- 050 T: Ok, what seems to be the problem
- 051 S: Didn't go to hospital miss.
- 052 T: Perfect, then we can say, She should
- 053 S: She should have been to hospital?
- 054 T: Ok, did she go there or not?
- 055 S: No miss.
- 056 T: No, so the verb three of go is?
- 067 S: Gone miss
- 058 T: Ok cool! "She should have gone to the hospital earlier." I need to clarify about this. Sometimes we use been to replace gone, but the key is that, we use been to talk when somebody has returned from the place where she or he went. While, when she didn't go or she hasn't returned from the place she went, we

- use gone instead of been. It's quite incorrect if we say "She should have been to hospital, because she didn't go to the hospital earlier. Alright thank you Astrid, next is Shofi .
- 059 S: "The government didn't take decisive action."
- 060 T: So what should have the government done?
- 061 S: *(The student's voice is too low)*
- 062 T: They, should have, taken, decisive action. Ok. Note, the word government can be both interpreted as singular and plural noun, depending on how we see this word. If we see government as one organization or unity, then we can say as an "it". Meanwhile when we see government as the compilation or fraction or a group of people, then we can say as "they". So just don't be confused. Sometimes they say government as "they" and sometimes as "it".
- 063 T: I guess the time is almost over, so I think we should come to the conclusion of today's lesson. So anybody wants to retell or summarize what we learn today?
- 064 S: (Students keep silent) TC/OBV3/064
- 065 T: Can I ask Anjani? TC/OBV3/065
- 066 S: Yes miss. The conclusion, we can express "regret+gerund/infinitive", but with infinitive is uncommon. The second is with second conditional sentence. The third is use "I wish + V2". Four is use third conditional sentence including "I wish + past perfect". And five is "should/shouldn't + have = V3" miss
- 067 T: Ok cool! Everyone, are there any questions? Anyway, if you do have question, you may drop the question in our group. So that's all for today, thank you for your active participation, see you again next time, Assalamu'alaikum wr wb.
- 068 S: Wa'alaikumussalam wr wb. Thank you so much miss
- 069 T: Bye!

## OBSERVATION AT 12C

- 001 T: Good morning girls  
 002 S: Good morning Miss  
 003 T: Hello what's up girls? *Semuanya baik?*  
 004 S: Alhamdulillah Miss  
 005 T: Alhamdulillah. So for today we're gonna study and I hope that everyone could study great. So let me show you my screen guys. Is my screen visible to you?  
 006 S: Yes Miss  
 007 T: Ok thank you for confirming. To start the day, we will see Mario and Laila. What happen between them? Listen to Mario and Laila talking about job application and social media. What differences are there? So before we listening to the audio, we should see the point first. Number one, in the experiences they have had, and then in their attitudes and opinions. And don't forget, there are also other exercises, these are also other opinions from Mario and Laila. You have to choose the opinions you agree with, and then I will ask you to compare it with your partner. Jadi ada 5, pilih 1 yang kalian setuju, ok? (Then the teacher reads the opinions provided in the book). Ada kata-kata sulit atau tidak dimengerti? Any question for this part? No? Ok! So, let's continue to our audio. TS/OBV4/007  
 008 T: (*The teacher starts playing the audio*) Ok, can you hear it clearly?  
 009 S: Yes Miss  
 010 T: Thank you. I will also open the script for you in case some of you get bad signal. TC/OBV4/010  
 011 T: Ok, so from Mario experience, what is experience he has had, Alel?  
 012 S: He decides to not ... (*The student's voice is not clear*). The social media is too demanding.  
 013 T: Ok I got your point. So social media is too demanding. Ok great! Is there any opinion? How about Delfa? What do you think about Mario's experience? TC/OBV4/013  
 014 S: I think people nowadays is always, not all people, may think like that too because I think I will do the same thing like Mario do Miss. Because it's my privacy and nobody shouldn't disturbing my privacy.  
 015 T: Ok, thank you for your opinion Delfa I agree also with part of your opinion, but just a part. And then the second person is laila, let's hear about Laila. (The teacher plays the audio).  
 016 T: So, that's all part Laila. What do you think about her experience, Niska? TC/OBV4/016  
 017 S: Laila gets a job and the interviewer wants to see her social media  
 018 T: And then does she accept it?  
 019 S: Yes Miss  
 020 T: Yes ok and she agrees with him.  
 021 S: And the interview loves how Laila shows herself on online  
 022 T: Ok thank you Niska, So for part D now, I also agree with Niska that Laila has also experienced the thing like Mario but she faces it differently. Laila agree with the interviewer asking for social media. And then for part E, with the opinions of Mario and Laila, please choose one that you agree, Anggi! TC/OBV4/022  
 023 S: I don't really see with the employer I see the employers having a look at my social media postings  
 024 T: Ok the third one?  
 025 S: Yes  
 026 T: And how about Dwi, which on do you choose? TC/OBV4/026  
 027 S: I also choose number three Miss.  
 028 T: OK. So what do you think about today? What will we discuss from the audio that we heard? Kira-kira kita mau bahas apa hari ini. We already know that it's about writing but what kind of writing? TC/OBV4/028

- 029 S: Opinion essay Miss?
- 030 T: Yes correct. It is about opinion but it's not about the dialogue one. We're gonna talk about essay. And not only about the essay, it's about the linking. How to add idea (addition) and to reinforce idea in an essay. But first of all, let's we review. Its opinion essay and I think you already know. Opinion essay is to show about one thing or another thing or about one situation. And then, what are the functions of the essay paragraphs? so opinion essay is usually divided into four parts. At the top of the slide, this is the question for the essay, or sometimes people changes it into title. So, for the first one, like usual in part of essay is for an introduction to the main issues. And then the second part, I think I just tell you because we already discussed it in ten grades and eleven grades. *Atau ada yang ingat paragraf kedua tentang apa?*
- 031 S: Argument?
- 032 T: Yes argument or evidence to support the opposite side of the arugment from the writer's opinion. And then paragraph three is evidence to support the writer's opinion. And the last one is always about conclusion. Ya thank you Dwi I see your lips are moving and you say conclusion. So next, please open your Empower page 64 and 65 and we read the text together. Paragraph one please Nava.  
S: *(The student reads the paragraph)* TC/OBV4/032
- 033 T: Ok thank you Nava, Ok paragraph two Lathifah  
S: *(The student reads the paragraph)* TC/OBV4/034
- 034 T: Ok thank you Lathifah, oke next Dwi  
S: *(The student reads the paragraph)* TC/OBV4/036
- 035 T: Ok thank you, next Tyas.  
S: *(The student reads the paragraph)*
- 036 T: Ok thank you Tyas. So usually I will discuss with you all the meaning of each paragraph and the function, but for today it will be a groua task for you guys to do. I will divide you into four rooms. In each room, please write down or take a note of your task. So room one, the task is writing 3a, room 2 is writing 3b and 3c, room three is writing 3d, and room four is writing 3e. these are the layout of the exercise so this is room one, red circle is room one, green circle is room two, blue circle is room three, and exercise E is room four. So far is there any question for the exercise?
- 037 S: Clear Miss.
- 038 T: Ok it's already clear. The rules are I will give you ten minutes to discuss, and then after discussing it with your group, we will back to this main room and then you should share your idea or your answer by the guided questions before.
- 039 S: Yes Miss.
- 040 T: *(The teacher divide students into 4 break out room then the teacher enters each break out room)*  
Group 1
- 041 T: So girls, is there any problem?
- 042 S: No Miss
- 043 T: if you have no problem, I'll go to other rooms. If you have difficulties, you may chat me.  
Group 2:
- 044 S: Outline the issue bagian itu ya "company is examining applicants' social media for information to use in the selection process" *gitu kan?* The issue yang *pengen diangkat oleh penulisnya itu?*
- 045 T: If you found the answer, don't forget to mark it down and if other have any other opinion, *silahkan*. Is there any problem?
- 046 S: *Sejauh ini belum*, Miss.
- 047 T: Ok great, so I will go to other rooms, if you have any problem, just contact

- me. Thank you girls.
- Group 3:
- S: *(Students in group discuss the answer)*
- 048 T: Don't forget in paragraph two, there are three main idea. I will go to other rooms then.
- 049 S: Ok Miss
- Group 4:
- S: *(Students discuss the answer)*
- 050 T: *Ya itu benar, ada dua ide dalam satu kalimat menggunakan "as well as", "beside". Tapi kalau secara arti memang sama, menambahkan. Btw please don't forget to highlight the linker words. I'll move on to other groups, bye..* TS/OBV4/056
- 051 T: Ok back again to the main room here. In two minutes the room will be closed. Please leave this meeting and then go back to our meeting, we will do the presentation.
- 052 S: Ok Miss..
- 053 T: Thank you for re-confirming, see you soon.  
(The presentation)
- 054 SG1: Assalamu'alaikum everyone! Good morning! We are from group 1 and we will explain and we will share about our discussion in writing 3A. We will start our sharing now. (The students explain the answer in bilingual)
- 055 T: I think you don't have to bring the clear explanation; you just need to mention it and give us the proof.
- 056 SG1: Ok Miss. *(Then the students continue their explanation).*
- 057 T: There is only one view of opinion, what is the second view of opinion?
- 058 SG1: "Besides actively seeking negative information?"
- 059 T: So, it's correct. So it contains two sides of view. Ok next.
- 060 SG1: *(The students continue their explanation)*
- 061 T: *Oke, Mimi apakah ada yang ingin ditambahkan?* TC/OBV4/061
- 062 SG1: Yes Miss. Guys that's all from us. Is it clear for everyone? The final answer from this writing 3A is 2,4,3,1.
- 063 T: Thank you group 1. Then I wanna ask you girls is there any other opinions from other groups. Oke so we move to the group 2. *But before I wanna ask group 1, Mimi, is the essay already appropriate with the main frame essay?* TC/OBV4/063
- 064 SG1: Yes Miss, I think It's a complete essay Miss and perfect Miss. Because it includes introduction, two sides of view, and conclusion Miss.
- 065 T: Ok thank you mimi. So we move to the group 2.
- 066 SG2: Ok Miss, I will share the screen.
- 067 T: Ok, we will wait for you.
- 068 S: *Apakah layarnya sudah terlihat* Miss?
- 069 T: yes, but could you please zoom in?
- 070 SG2: How about now?
- 071 SG2: Assalamu'alaikum wr. wb. We are from group 2 and we will present our discussion. *(The students start presenting their discussion using English).*
- 072 T: Ok, so I think it's already correct. There are two ways the writer creates interest. Good job girls. Next to the part C
- 073 SG2: *(The students continue their presentation) (In the middle of presentation, one of the members is lost her connection; she cannot join the Zoom meeting. So that, she records her voice before the presentation)* TC/OBV4/073
- SG2: *I think has problem with her connection* Miss. Miss, *may I play Shofa's recording? She already recorded hers.*
- T: *Ok..*  
*(When the student play the audio, the audio cannot be clearly heard)*
- T: *So I think for the Shofa's recording, you may send it to our WhatsApp group, and we will check it. Ok is there any other opinion from other groups? Nothing? Ok so let's move to the next group.*



074 SG3: Ok, Assalamu'alaikum wr wb, we will present about our discussion. (The students start the presentation in English)

075 T: Ok, thank you. How about other groups?

076 S: I think it's already enough Miss.

077 T: Ok, thank you for confirming. Next to the group 4.

078 S: Assalamu'alaikum wr wb. We will present about part 3d (*The students start the presentation in English*)

079 T: So, for the first type, it adds one new idea in the same sentence. For the second type, it adds two new ideas in one sentence. Ok silahkan dilanjutkan (*The students continue the presentation*)

080 T: Alright, is there any addition from group 4?

081 S: No, I think it's enough from us, thank you for your attention, Assalamu'alaikum wr wb

082 T: ok thank you for all the groups I think all of you already understand it clearly. Applause for all of us! I will continue my discussion and share my screen. So for today, do you remember and let's review our topic today. What is the function of each paragraph? Siapa yang bisa? Ada yang mau jadi volunteer?

083 S: Saya Miss

084 T: Oke silahkan..

085 S: *Paragraf 1 itu untuk introduction, untuk paragraf 2 sama 3 itu untuk argument dari sisi yang berbeda, untuk paragraf 4 itu conclusion and solution yang diberikan writer for the issue.*

086 T: Ok thank you Niska. So, what Niska said is true. For paragraph 1 is introduction, for paragraph 2 is argument against, for paragraph 3 is argument for, and for paragraph 4 is summary or conclusion, or advice. But remember, for the summary, the writer's opinion could be choose one type of argument or can be neutral. Ok next. Some linkers we know? What are they? *Siapa yang bisa bantu?* TY please.

087 S: *Dari teks tadi kan, Miss?*

088 T: Ya benar, from the text.

089 S: Also, what is more, moreover, as well as, above all, besides, and furthermore.

090 T: Ya, this is the linker we have learned today. And the last point for today, there are types of linkers in essay, please mention the main two types of linkers. Miss cabut ya namanya. Niska please.

091 S: *Yang pertama untuk nambahin argumen baru satu aja dan 2 argumen yang sama di 1 sentence. Trus ada main argument atau argument yang utama.*

092 T: Ok thank you Niska. So that's all for today, thank you so much girls. Please check out our google classroom and I give you an exercise there. The new exercise is at the top of main course and you can see here writing and vocabulary exercise. And for today's material I already post it in unit 5D writing. And I also put the audio and also the power point. So thank you for today girls, don't forget to work on your task and see you on final test.

093 S: Thank you Miss.

## **APPENDIX VI**

### **INTERVIEW GUIDELINES**

The interview was conducted online and offline which depend on teachers' schedule. There are 13 interview questions for each teacher. The researcher wants to collect the data about bilingual model and bilingual strategies used by the teachers, and teachers' challenges on implementing the model and strategies during online learning. The questions list is below:

1. How long have you been teaching in bilingual school?
2. Did you have any teacher training before teaching English in bilingual school?
3. How do you introduce English as language instruction to the students for the first time?
4. What difficulties did you face when you first introduced English as an instructional language to students and how did you overcome them?
5. Is it possible to use full English or dominant English in teaching 12 graders?
6. What are difficulties in teaching using full English or dominant English?
7. What activities you usually do to improve students' English skills?
8. Do you actively involve students in problem solving, predicting, paraphrasing, summarizing, comparing sentences, and defining ambiguous words? Please explain it!
9. What will you do if the students do not understand the explanation in English? Do you recommend them to use Indonesian book or bilingual book?
10. How do you correct students' mistakes in the classroom?
11. What is the biggest difference during online and offline learning?
12. What are your difficulties during online learning?
13. Do you usually evaluate your teaching during online learning?

The answers of the questions are coded to group it based on the needs of the researcher. The code can be seen below:

TM: Teaching Model	ITV1: First interview
TS: Teaching Strategy	ITV2: Second interview.
RC: Teaching Challenge	ITV3: Third interview

**Interview with Ms. B on Thursday, April 14<sup>th</sup> 2022**

No	Questions and Answers	Code:
1	<p><b>How long have you been teaching in bilingual school?</b></p> <p>Answer: <u>I have been teaching in bilingual school since 2014, so it's about 8 years.</u></p>	TC/ITV1/1
2	<p><b>Did you have any teacher training before teaching English in bilingual school?</b></p> <p>Answer: Yes I had. I came to this school on April 2014. I did the teacher training with other English teachers, Ms Muna and Ms Afiah. In the first week, I did observation to English teachers in this school at least three times. During the training, I practiced to make syllabus and lesson plan in order to familiar with this national curriculum and Cambridge material. <u>Since I had learned how to make lesson plan and how to teach students using Cambridge material, so that I don't have any difficulties in teaching students using this system.</u></p>	TC/ITV1/2
3	<p><b>How do you introduce English as language instruction to the students for the first time?</b></p> <p>Answer: <u>In the first semester, I teach ten grade students using 50% English and 50% Indonesian in which the explanation is in English and concluded in Indonesian as less as possible. This is used to make students get used to it. Then, in the second semester, we teach students in full-English, but we still use Indonesian in our daily conversation to make them comfortable in studying English. The reason why we directly use English 50% in the classroom because we try to make the class balance since not all students have been good in English and vice versa.</u></p>	TM/ITV1/3
4	<p><b>What difficulties did you face when you first introduced English as an instructional language to students and how did you overcome them?</b></p> <p>Answer: Students come from different regions. They obviously have different English skills. <u>There are students who have been good in English and they are mixed with students who are not really good in English. So that, to overcome the problem, the students who are good in English are grouped with students who are not really good in English. If the students still cannot follow the material, we will give them extra lesson or extra work. For the extra work, we do not take it from school material, yet we as students to read Oxford novel or we ask students to watch videos related to materials which the level of it is lower and use simple instructions.</u></p>	TC/ITV1/4
5	<p><b>Is it possible to use full English or dominant English in teaching 12 graders?</b></p> <p>Answer: Yes. Because when they were still in 10 grades, they have been taught using dominant English and when they were in 11 grades, they were taught using full English. So students in 12 grades have been adjusted with full English.</p>	TM/ITV/5
6	<p><b>What are difficulties in teaching using full English or dominant English?</b></p> <p>Answer: <u>The students sometimes do not understand the materials but have no problems with the language instruction, which is English. So, I will re-explain the materials and give them simple English video to give students deeper understanding.</u></p>	TC/ITV1/6

7	<p><b>What activities you usually do to improve students' English skills?</b></p> <p>Answer: <u>During online learning, the students are asked to read English novel based on their English level to be get used to English vocabularies and structures. We don't give them extra task because if we decide the things they should do with the novel, they are unwilling to read the novel, beside they will just read the novel to fulfill the task.</u> Different with offline learning, the students are asked to read English novel and the teacher may give students extra task, namely write new vocabularies and each week the students need to finish the novel.</p>	TC/ITV1/7
8	<p><b>Do you actively involve students in problem solving, predicting, paraphrasing, summarizing, comparing sentences, and defining ambiguous words? Please explain it!</b></p> <p>Answer: Yes. In every meeting, <u>I ask students to summarize and paraphrase the story in the textbook because there are lots of texts given in the textbook. But, I only choose some samples of students because it is hard to check all students' work in online learning.</u></p>	TC/ITV1/8
9	<p><b>What will you do if the students do not understand the explanation in English? Do you recommend them to use Indonesian book or bilingual book?</b></p> <p>Answer: <u>We do not recommend the students to use Indonesian book or bilingual book, because they will only remember word by word, not the whole things.</u> In addition, regarding the bilingual system in this school, we expect students to be fluent in English and familiar with language switching. Instead of using Indonesian or bilingual book, I will share them simple English video which is related to the materials based on their English level.</p>	TS/ITV1/9
10	<p><b>How do you correct students' mistakes in the classroom?</b></p> <p>Answer: I will correct students' mistakes directly in the classroom, so that they can learn together from the mistakes.</p>	
11	<p><b>What is the biggest difference during online and offline learning?</b></p> <p>Answer: The teacher needs more time and extra work on preparing the materials.</p>	
12	<p><b>What are your difficulties during online learning?</b></p> <p>Answer: <u>The students become passive and their productive skill, especially speaking skill is decreasing.</u> Until now, I have not found any appropriate activity to improve students' skill during online learning. But, if it is only for fulfilling the students' score, I will give them task, like audio and video tasks. Unfortunately, if the students do those kinds of activities, they are able to prepare themselves, which the results are not as good as they speak directly with real people.</p>	TC/ITV1/12
13	<p><b>Do you usually evaluate your teaching during online learning?</b></p> <p>Answer: Yes, I do self-reflection after teaching during online learning. Then, I will check students' output form their daily task per topic and I will review it in the classroom.</p>	

**Interview with Ms. A. on Monday, April 18<sup>th</sup> 2022**

No	Questions and Answers	Code:
1	<b>How long have you been teaching in bilingual school?</b> Answer: <u>Almost 10 years. I started teaching in 2012 until the current year.</u>	TC/ITV2/1
2	<b>Did you have any teacher training before teaching English in bilingual school?</b> Answer: <u>I studied English at university and was accepted at this school once I graduated. I then took part in various teacher trainings during my time as a teacher, such as zumre (a teacher training program held by affiliated school), MGMP, and DTP or Development of Teaching Proficiency.</u>	TC/ITV2/2
3	<b>How do you introduce English as language instruction to the students for the first time?</b> Answer: <u>Firstly, this school requires the new students to have minimum A2 level of English (according to CEFR), therefore it is an uncommon thing to find anyone who does not know English at all. Secondly, there is matriculation program for new students of SMAN Banua. This program is aimed at introducing the English language as the instructional language at this school. Furthermore, this program helps map the students' English proficiency for further follow up. Thirdly, the language used in this matriculation program is 80% English.</u>	TM/ITV2/3
4	<b>What difficulties did you face when you first introduced English as an instructional language to students and how did you overcome them?</b> Answer: <u>The inevitable hindrance when introducing English as an instructional language is the diversity of students' prior knowledge of English, specifically in vocabulary. Some may have higher level of English while some others have low level of English. This situation then led to an inharmonious flow of teaching &amp; learning process. As the solution, we provide a program that helps students acquire vocabularies according to their level of English. Students are asked to read an English novels ranging from Starter level – higher level, then to make the summary of the story and list the new vocabularies they encounter.</u>	TC/ITV2/4
5	<b>Is it possible to use full English or dominant English in teaching 12 graders?</b> Answer: <u>Yes. 12 graders in SMAN Banua study B2 &amp; C1 level (Upper-intermediate &amp; Advanced levels), so it is supposed to be easy enough for them to understand English.</u>	TM/ITV2/5
6	<b>What are difficulties in teaching using full English or dominant English?</b> Answer: <u>Teaching using full English could be challenging in a heterogeneous classes where the students' English proficiency differs greatly. In this case, teacher will have to adjust the pace of the material delivery in order to maintain the balance for higher level learners and lower level learners.</u>	TC/ITV2/6
7	<b>What activities you usually do to improve students' English skills?</b> Answer: <u>The term English skills refer to a general idea of ability in using English language. This includes reading, listening, speaking &amp; writing, which need different techniques to be used. One example is in reading skill. English department has a program to help improve students' reading comprehension and vocabulary mastery by reading English novels. These novels are already designed according to the students' English level such as starter/beginner.</u>	TC/ITV2/7

	<p>level 1 to 6. For speaking skill, students send a voice note which contains of pronunciation practice. Furthermore, for writing skill, the students write a story with certain topics, and for listening, there are audio provided by the book, but because sometimes the internet connection is unstable, so I sometimes send it to WhatsApp Group. Overall, the activities can be conducted, but cannot be maximal.</p>	
8	<p><b>Do you actively involve students in problem solving, predicting, paraphrasing, summarizing, comparing sentences, and defining ambiguous words? Please explain it!</b></p> <p>Answer: This school divides the English classes as Main Course and Grammar. The Main Course class consist of reading, listening, speaking &amp; writing, while grammar class is solely for drilling grammar material. <u>On the other hand, problem solving, predicting, paraphrasing, comparing sentences can be both applied in MC class and Grammar Class. The techniques normally used are pair work, gallery showroom, and group work</u></p>	TC/ITV2/8
9	<p><b>What will you do if the students do not understand the explanation in English? Do you recommend them to use Indonesian book or bilingual book?</b></p> <p>Answer: In my classes, the major problem the students face is that they do not understand the material. Not because they don't understand the English language as the medium of teaching but because of the complexity of the material itself. <u>Yes, indeed, there are particular students who are struggling with English as a language, but not many. And the solution for these people is by giving extra lesson where they can re-learn the material in a slower pace. Meanwhile, if the whole class have difficulties understanding the material, teacher then will need to employ different teaching method or make use of different media.</u></p>	TS/ITV2/9
10	<p><b>How do you correct students' mistakes in the classroom?</b></p> <p>Answer: Reward and punishment are the two things to be there. Verbal reward is the one to be used most often. Why so? Because the students have at least tried to practice their English. Furthermore, there two ways of correcting students' mistakes: First, by direct correction, for example when the students mispronounced a word, or using inappropriate grammar in their instructional conversation. In this case, teacher directly corrects the mistakes. Second, by pair work/group work, in this activity students learn from their peers and teacher monitors the process.</p>	
11	<p><b>What are the biggest differences during online and offline learning?</b></p> <p>Answer: There are at least 3 main differences between online &amp; offline learning, namely student participation, types of material and media, and evaluation. During offline classes, student can actively participate in the discussions, group work, and those who are kinaesthetic learners could simply move or touch the media. Besides that, <u>there are also technical problems that can interfere the process, either from the teacher's side or the students themselves. The term 'technological backward' or 'gagap teknologi' is also one of the problems that affect students' participation in my classes. Teachers also need to adjust the type of the material taught and the media used, as not all material is suitable for online class, such as practical material (KD 4) . As the consequence of point #2, online class requires different form &amp; method of evaluation.</u></p>	TC/ITV2/11

12	<b>What are your difficulties during online learning?</b> Online learning is the issue faced by the whole school parties, not merely teachers as individual. Therefore, the solution of the problems mentioned in point #13 is by collaborating with other teachers (specifically English teachers), the school authorities, and the students' parents.	TC/ITV2/12
13	<b>Do you usually evaluate your teaching during online learning?</b> Answer: Yes. Evaluation is an essential part in a teaching & learning process.	TC/ITV2/13

### Third Interview with Mrs. R on Thursday, April 21<sup>st</sup> 2022

No	Questions and Answers	Code:
1	<p><b>How long have you been teaching in bilingual school?</b>            Answer: <u>I started teaching English language since 2014, so it is approximately 7.5 years.</u></p>	TC/ITV3/1
2	<p><b>Did you have any teacher training before teaching English in bilingual school?</b>            Answer: <u>We do have. The teaching training is called DTP (Development Teacher Program) which is held twice a year, in June and December.</u></p>	TC/ITV3/2
3	<p><b>How do you introduce English as language instruction to the students for the first time?</b>            Answer: <u>For Banua itself, we have English matriculation before students entered the class. We have it around two weeks. In matriculation, the teachers want to teach English, so I think it's best for the teacher to use English all time. I mean, if they don't understand, we still can repeat it in English or we can translate it into <i>bahasa</i>. But for me, myself, and also for our school, it's necessary and obligatory to use English even to introduce it to the students. If we use <i>bahasa</i>, I'm afraid that they will become too lazy to start speaking in English. I do understand that they don't have that kind of confidence, I mean especially if your vocabulary isn't reach enough to be able speaking in English. But, practice makes perfect, right?</u></p>	TM/ITV3/3
4	<p><b>What difficulties did you face when you first introduced English as an instructional language to students and how did you overcome them?</b>            Answer: <u>The difficulty is that when I tried to introduce English to my students, it's hard to comprehend the material itself for them. Since we need to finish the material itself, we need them to be able to understand the material quickly. And also, when I introduced English, especially when I used full English in the class, they tend to be quite. I mean, they don't want to talk, maybe they feel under pressure. Overcoming the problems, sometimes I will do some kind of games to be able to attract students' attention and also for them to learn it in a fun way. Other than that, I will have the students to do peer-tutor that the high level students are paired with the standard students.</u></p>	TC/ITV3/4
5	<p><b>Is it possible to use full English or dominant English in teaching 12 graders?</b>            Answer: <u>Yes, it is possible. But unfortunately I don't teach 12 graders.</u></p>	TM/ITV3/5
6	<p><b>What are difficulties in teaching using full English or dominant English?</b>            Answer: <u>It is difficult to make students comprehend the materials as some of them don't understand the language. If they don't understand the materials, I will explain it again in English. But if some of them still don't understand the meaning of words, I will translate it into <i>bahasa</i>.</u></p>	TC/ITV3/6
7	<p><b>What activities you usually do to improve students' English skills?</b>            Answer: <u>Most of time, I will open the class by brainstorming. Here, I will show them a picture. Then I will ask them to explain the picture. Or, I will ask them about their experience, their current situation, or it is just to engage students with their previous lesson. Then, for listening, I only play audio during the class. But previously, the students are needed to read some questions or the instructions to make them easier understanding the audio. For grammar, I will use an application like quizziz.</u></p>	TC/ITV3/7



8	<p><b>Do you actively involve students in problem solving, predicting, paraphrasing, summarizing, comparing sentences, and defining ambiguous words? Please explain it!</b></p> <p>Answer: Yes sometimes. When brainstorming, the students need to solve their own problems. In another activity, they also need to solve their or other friend's problem when they do presentation in the classroom. The students also get involved in comparing sentences activity, in which we compare one sentence to another that have different grammar.</p>	TC/ITV3/8
9	<p><b>What will you do if the students do not understand the explanation in English? Do you recommend them to use Indonesian book or bilingual book?</b></p> <p>Answer: I don't recommend them to use either Indonesian textbook or any other bilingual sources. In offline learning, I recommend them to bring Oxford dictionary and in online learning, because it is hard to prohibit students to not use digital dictionary. So that, I recommend the students to use Vocabulary.com.</p>	TS/ITV3/9
10	<p><b>How do you correct students' mistakes in the classroom?</b></p> <p>Answer: I usually don't correct students' mistakes directly, instead, I ask themselves to correct their own mistakes. If they cannot identify their own mistakes, I will ask other students to identify the mistakes. Lastly, I will give the feedback and confirming the answers. For your information, before I entered the class, I give them 3 be(s) rules. First is be respectful, second is be responsible, and third is be brave enough to make mistakes. Therefore, the students are brave enough to encounter their answers though they don't know they are right or wrong.</p>	
11	<p><b>What are the biggest differences during online and offline learning?</b></p> <p>Answer: Two main differences are students' lack of interaction and motivation. Boosting their interaction, I will give them direct questions. While boosting their motivation to learn, I give them story book and the audio to increase their spirit to learn.</p>	TC/ITV3/11
12	<p><b>What are your difficulties during online learning?</b></p> <p>Answer: <u>It is hard to build their confidence during online learning, especially in speaking. Added with the condition of the students, sometimes they turn off their camera during the class and they response us slowly. However, to engage them, I will ask them many questions and also I will involve them in playing game. Other than that, unstable internet connection makes the learning process become harder and not all activities can be applied. So that, I will only give them explanation only and send additional material in WhatsApp group and Google Classroom.</u></p>	TC/ITV3/12
13	<p><b>Do you usually evaluate your teaching during online learning?</b></p> <p>Answer: Yes, sometimes. I will find out better media to engage students interaction in the classroom.</p>	TC/ITV3/13



## LESSON PLAN

<b>CLASS/ SEMESTER</b>	10 Empower B1+ / 1	<b>DATE</b>	<b>November 2021</b>
<b>MEETING/UNIT</b>	1 meeting + 1 Exercises / Unit 6B	<b>DURATION</b>	<b>2 x 40 minutes</b>

<b>Competence Standard/ Topic</b>	<p><b>Unit 6 – Different Cultures</b></p> <p><b>3.8.</b> Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa <b>teks report</b> lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X sesuai dengan konteks penggunaannya.</p> <p><b>4.8.1.</b> Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks report lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X.</p>
<b>Basic Competence/ Sub Topic</b>	<b>6B [Vocabulary]</b> – Describing food
<b>Objectives</b>	<p>At the end of this unit, students will be able to:</p> <p><b>6B [Vocabulary] – Describing food</b></p> <ul style="list-style-type: none"> <li>- use lexical set to describe food</li> <li>- use adjectives to describe food preparation</li> </ul>
<b>Guidance/ Character Building</b>	critical thinking skills, confidence, friendliness

### Learning Method/ Technique: Class Discussion, Individual Work, Class Activities

<b>ACTIVITIES</b>	<b>SYNTAX</b>
<i>Pre-activities/ Warm up</i>	<p><b>5 minutes</b></p> <p>Each meeting always starts with greetings, checking students' attendance, and checking students' understanding of previous lesson ("What do you learn on the last meeting?").</p>
<i>Main Activities:</i>	<p><b>Meeting 1 (2 X 40 minutes)</b></p> <p><b>6B [Vocabulary] – Describing food</b></p> <p><i>Exploration</i></p> <ul style="list-style-type: none"> <li>- Students <b>discuss</b> about food and describe them ("Are you a foodie? Do you have any unique food that you've ever tasted?")</li> <li>- Students discuss food based on the pictures [1a, 1b].</li> </ul> <p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>- Students <b>discuss vocabulary</b> that they can use to describe specific food.</li> <li>- Students <b>match adjectives with the foods</b> while drilling their pronunciation [1c, 1e].</li> <li>- Students discuss further about adjectives that they can in recipes.</li> </ul> <p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>- Students complete a recipe based on an adjective.</li> <li>- Students test their understanding in adjectives related to food and recipes.</li> </ul>
<i>Formative Evaluation: Exercise</i>	<p><b>Exercise</b></p> <p>The exercise for the meeting will test students' understanding on the sub-topic. The exercises are enclosed on the quiz and homework document.</p> <p><b>In doing exercises:</b></p> <p>Passing grade: 75%. Students who get the scores below the passing grade will have a remedial test by doing a second attempt on the same test online to revise their answers.</p>
<i>Closing</i>	<p>Students summarize their understanding about the topic 'Different Cultures' by:</p> <ul style="list-style-type: none"> <li>- Listing what they have done during the meeting.</li> <li>- Listing the new things, they learnt.</li> <li>- Listing things they need to work on more.</li> </ul>

	Students are reminded to go over each material and improve their skills by exploring other materials related to the topic 'Different Cultures'.
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**Note: -Materials, quiz, homework are enclosed**

<b>References</b>	<ul style="list-style-type: none"> <li>- Doff, Adrian et. al. 2015. <i>Cambridge English Empower B1+ Intermediate Student's Book with Online Access</i>. Cambridge: Cambridge University Press.</li> <li>- Edwards, Lynda et. al. 2015. <i>Cambridge English Empower B1+ Intermediate Teacher's Book</i>. Cambridge: Cambridge University Press</li> </ul>
<b>Equipment/ Media</b>	Baamboozle, Empower B1, Google Form, PowerPoint slides, Student's notebook

Gambut, November 2021

Mengetahui,  
Principal,

Teacher

**Risa Lisdariani, M.Pd**  
NIP. 19851217 201101 2 003

**Nurafiah, S.Pd**





# SMAN BANUA KALSEL BILINGUAL BOARDING SCHOOL

ENGLISH

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Students listen to audio 2.53 about job applications and social media.</li> <li>- Ss discuss in class with guided questions</li> <li>- Some Ss share their thoughts due to Mario and Laila's opinion</li> <li>- Ss review previous lessons of Opinion Essay</li> <li>- Ss read the example of Essay text</li> <li>- Ss are divided into groups and discuss the material each groups assigned for</li> <li>- Each groups in turn share their finding of Essay text based on guided questions</li> <li>- Ss resume their meeting material with teacher</li> </ul>
Summative Evaluation: Grammar Exercise and Unit Test	<p><b>3 x 40 minutes Unit5 reading, vocabulary, listening, speaking exercise</b></p> <p>Students do grammar exercise at dorm and in the lesson Ss and teacher discuss the answer.</p> <p>Passing grade: 75%. Students who get the scores below the passing grade will have an extra lesson outside of school time</p> <p><b>2 x 40 minutes Test</b></p> <p>In doing Unit test</p> <p>Passing grade: 75%. Students who get the scores below the passing grade will have a remedial test by doing a second attempt on the same test online. Students will only need to revise their wrong answers. If they score more than 75%, their Unit Progress Test score is revised to be 75%.</p>
Closing	<p>Ss summarize their understanding of Unit 5 Fairness</p> <p>Ss are reminded to work on grammar exercise in Students' book.</p>

Note: -Materials, quiz, homework have to be enclosed

- Assessment format depends on the subject teacher

References	<p>Doff, Adrian et. al. 2015. <i>Cambridge English Empower C1 Advance Student's Book with Online Access</i>. Cambridge: Cambridge University Press</p> <p>Edwards, Lynda et. al. 2015. <i>Cambridge English Empower C1 Advance Teacher's Book</i>. Cambridge: Cambridge University Press</p>
Equipments/ Media	<p>Power point slides, LCD Projector, marker, board, student's notebook</p>

Gambut, July 2020

Guru Mata Pelajaran

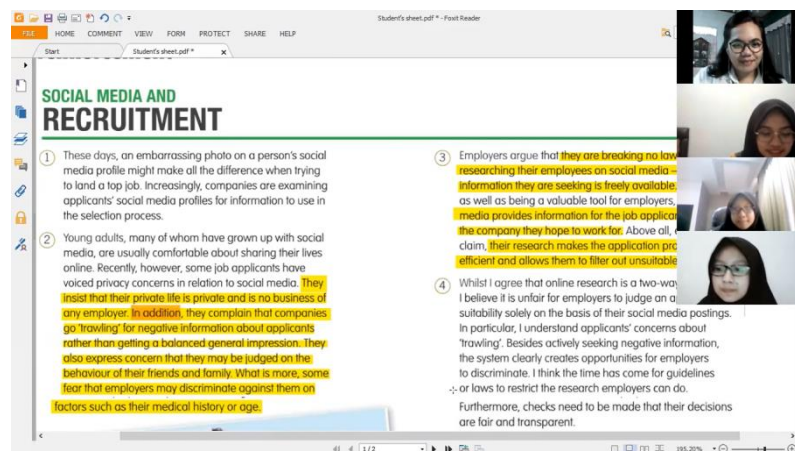
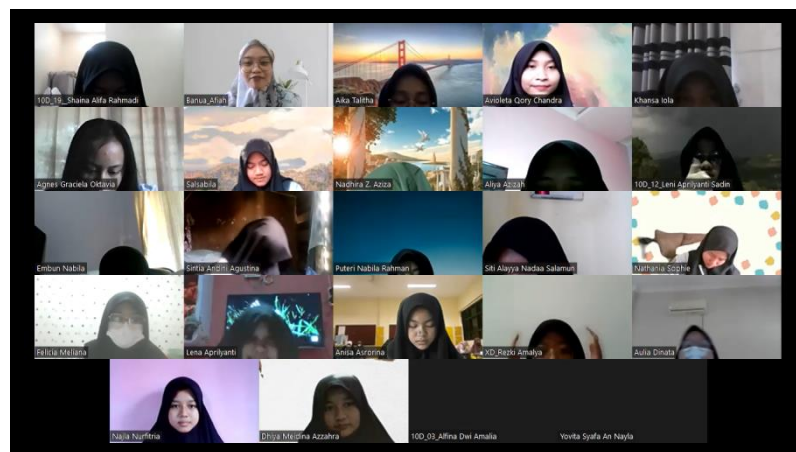
*Bianca*

Bianca Maria Talitha, S.Pd  
NIP. 19880421 201402 2 003



## APPENDIX VIII

### DOCUMENTATION PHOTO



## **CURRICULUM VITAE**

### **I. Personal Details**

Name : Avioleta Qory Chandra  
Place and Date of Birth : Banjarbaru, November 10<sup>th</sup> 2000  
Gender : Female  
Marital Status : Single  
Religion : Islam  
Nationality : Indonesia  
Parents : Kasin Chandra and Setyawati Chandra

### **II. Formal Educational Background**

2018 – 2022 : English Education Department of Antasari  
State Islamic University Banjarmasin  
2015 – 2018 : SMAN Banua Kalimantan Selatan  
2012 – 2015 : SMPN 1 Banjarbaru  
2006 – 2012 : SDN Loktabat 1 Banjarbaru  
2003 – 2006 : TK Pembina Banjarbaru

### **III. Organization Experiences**

2019 – 2022 : Member of LiDS Educia  
2018 – 2019 : Antasari Voice