

APPENDICES

APPENDIX I

Translation of Qur'an Verse

No.	Page	Surah/Verse	Translation	
			English	Indonesian
1.	2	An-Nahl/125	"Call (people) to the path of your Lord with wisdom and good teaching, and argue with them in a good way. Indeed, your Lord, He is the one who knows better who goes astray from His path and He is the one who knows better who is guided."	"Serulah (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. Research Instruments

1. Project-Based Learning (PjBL)

1. Observation Guideline for the implementation of Project-based Learning by Mahendra, et al. (2023)

No.	Constructivism in English Language Learning Implementation	Participan's Response	
		Yes	No
1.	<ul style="list-style-type: none"> Project Determination (the instructor and students decide on the project's Project completion step planning (the instructor helps students create and oversee the project completion activities' steps) 		
2.			
3.	<ul style="list-style-type: none"> Create a project implementation schedule (the instructor helps the students plan out all of the activities they have created) 		
4.	<ul style="list-style-type: none"> Project completion under teacher supervision and facilitation (The instructor guides and assists the students in carrying out the developed project design) 		
5.	<ul style="list-style-type: none"> Preparing project outcomes reports and presentations (the instructor helps students present and publish their work) 		
6.	<ul style="list-style-type: none"> Evaluating the project's process and outcomes (at the conclusion of the session, the instructor and students consider the project's activities and outcomes). 		

2. Interview Protocol

Interview protocol for English teachers: The advantages of implementing constructivism strategy in teaching English by Efgivia et al, (2021)

No.	Interview Questions	Participant's Response
1.	Does implementing constructivist learning strategies make students independent in solving problems?	
2.	Does implementing constructivist learning strategies make the	

	classroom atmosphere more comfortable?	
3.	Does implementing constructivist learning strategies make students more creative and active in learning activities in class?	
4.	Does implementing constructivist learning strategies make students more critical in thinking?	
5.	Does implementing constructivist learning strategies make students free when expressing their ideas in the learning process?	
6.	Does implementing constructivist learning strategies make the learning meaningful?	

2. Task-Based Learning

1. Observation Guideline for the implementation of Task-based Learning in teaching English by Nur, S et all. (2021)

No.	Constructivism in English Language Teaching Implementation		Participan's Response	
			Yes	No
1.	Pre-Task	<ul style="list-style-type: none"> • The instructor presents the subject and assignment. • The instructor talks with the class about the subjects and highlights key terms. • To get the students' attention, the instructor can use pertinent posters, images, and demonstrations to present the assignment. • Students can also provide some examples that pertain to the subject matter. 		
2.	Task Cycle	<ul style="list-style-type: none"> • The instructor assigns assignments for the class to complete in pairs or small groups, such as information gap exercises. • The instructor then observes the pupils' work on the task (as a companion). 		

3.	Post-task	<ul style="list-style-type: none"> • Students get ready to turn in their work. • The task is presented or reported by students. • After listening, the teacher offers remarks. 		
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2. Interview Protocol

Interview protocol for English teachers: The advantages of implementing constructivism strategy in teaching English by Efgivia et al, (2021)

No.	Interview Questions	Participant's Response
1.	Does implementing constructivist learning strategies make students independent in solving problems?	
2.	Does implementing constructivist learning strategies make the classroom atmosphere more comfortable?	
3.	Does implementing constructivist learning strategies make students more creative and active in learning activities in class?	
4.	Does implementing constructivist learning strategies make students more critical in thinking?	
5.	Does implementing constructivist learning strategies make students free when expressing their ideas in the learning process?	
6.	Does implementing constructivist learning strategies make the learning meaningful?	

3. Problem-Based Learning

1. Observation Guideline for the implementation of Problem-based Learning in teaching English by Arum, (2024).

No.	Constructivism in English Language Learning Implementation	Participant's Response	
		Yes	No
1.	<ul style="list-style-type: none"> • Orientation (During the orientation, the instructor presents a 		

	real-world issue to the class)		
2.	<ul style="list-style-type: none"> Formation of Groups (Students are split up into three to four-person groups so they may collaborate and talk through the topic) 		
3.	<ul style="list-style-type: none"> Guiding the Discussion (The instructor assists the class in their discussion. The instructor poses thought-provoking questions) 		
4.	<ul style="list-style-type: none"> Display of Work (Every group presents their work to the class. Peers are able to voice their opinions in this way) 		
5.	<ul style="list-style-type: none"> Assessment (The instructor assesses the outcomes of the talks and presentations, providing comments to help the students gain knowledge from the experience) 		

2. Interview Protocol

Interview protocol for English teachers: The advantages of implementing constructivism strategy in teaching English by Efgivia et al, (2021)

No.	Interview Questions	Participant's Response
1.	Does implementing constructivist learning strategies make students independent in solving problems?	
2.	Does implementing constructivist learning strategies make the classroom atmosphere more comfortable?	
3.	Does implementing constructivist learning strategies make students more creative and active in learning activities in class?	
4.	Does implementing constructivist learning strategies make students more critical in thinking?	
5.	Does implementing constructivist learning strategies make students free when expressing their ideas in the learning process?	
6.	Does implementing constructivist learning strategies make the learning meaningful?	

4. Role Play

1. Observation Guideline for the implementation of Role-play in teaching English by Pinatih, (2021)

No.	Constructivism in English Language Learning Implementation	Participan's Response	
		Yes	No
1.	<ul style="list-style-type: none"> English teacher explain to the students about the technical implementation of the role-play 		
2.	<ul style="list-style-type: none"> English teachers dividing students into groups 		
3.	<ul style="list-style-type: none"> English teacher tell a story or situation to students 		
4.	<ul style="list-style-type: none"> English teacher provide vocabulary that reflects the story or situation 		
5.	<ul style="list-style-type: none"> English teacher give students time to prepare dialogue from the role-play that will be present 		
6.	<ul style="list-style-type: none"> English teacher give time to students in each group to presents their role-play in front of the class 		
7.	<ul style="list-style-type: none"> English teacher allow each student an opportunity to provide feedback among the group. 		

2. Interview Protocol

Interview protocol for English teachers: The advantages of implementing constructivism strategy in teaching English by Efgivia et al, (2021)

No.	Interview Questions	Participant's Response
1.	Does implementing constructivist learning strategies make students independent in solving problems?	
2.	Does implementing constructivist learning strategies make the classroom atmosphere more comfortable?	
3.	Does implementing constructivist learning strategies make students more creative and active in learning activities in class?	
4.	Does implementing constructivist learning strategies make students more critical in thinking?	
5.	Does implementing constructivist learning strategies make students	

6.	free when expressing their ideas in the learning process? Does implementing constructivist learning strategies make the learning meaningful?	
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APPENDIX III. Research Letter



**PERWAKILAN YAYASAN PEMBINA LEMBAGA
PENDIDIKAN DASAR DAN MENENGAH
(YPLP-DM) PGRI PROVINSI KALIMANTAN SELATAN**

Sekolah Menengah Atas (SMA) PGRI 7 Banjarmasin
Alamat: Jalan Ahmad Yani km 5,5 Samping Stadion Lambung Mangkurat No. 8 telp. 0511-3257233 Banjarmasin

Nomor : 421.3/005-SMA PGRI 7/Disdikbud/2025
Lampiran :
Hal : Izin Penelitian

Kepada Yth.
**Wakil Dekan Bidang Akademik
Dan Kelembagaan Universitas Islam Negeri (UIN)
Antasari Banjarmasin**
di-
Tempat

Dengan hormat,

Berdasarkan surat dari **Wakil Dekan Bidang Akademik Dan Kelembagaan Universitas Islam Negeri (UIN) Antasari Banjarmasin Nomor B-0172/Un.14/III.1/PP.00.9/01/2025 Tanggal 21 Januari 2025**, Perihal Permohonan Izin Penelitian Mahasiswa/i di bawah ini:

Nama : Nor Habibah
NIM : 210101030057
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Judul Penelitian : **Instilling Constructivism Strategy In Teaching English: A Case Study Of English Teacher In Teaching English**

Berdasarkan ini kami sampaikan bahwa Mahasiswa/I tersebut diatas dapat kami berikan Izin penelitian untuk memperoleh Informasi/data dalam rangka penyusunan skripsi di SMAS PGRI 7 Banjarmasin.

Demikian Surat Keterangan ini disampaikan untuk dapat diketahui dan dipergunakan Seperlunya.



Banjarmasin, 10 Februari 2025
Kepala SMAS PGRI 7 Banjarmasin

Chandra, S.Pd.



**PERWAKILAN YAYASAN PEMBINA LEMBAGA
PENDIDIKAN DASAR DAN MENENGAH
(YPLP-DM) PGRI PROVINSI KALIMANTAN SELATAN**

Sekolah Menengah Atas (SMA) PGRI 7 Banjarmasin

Alamat: Jalan Ahmad Yani km 5,5 Samping Stadion Lambung Mangkurat No. 8 telp. 0511-3257233 Banjarmasin

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/025-SMA PGRI 7/Disdikbud/2025

Yang bertanda tangan dibawah ini Kepala SMAS PGRI 7 Banjarmasin, dengan ini menerangkan bahwa:

Nama : Nor Habibah
NIM : 210101030057
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Judul Penelitian : **Instilling Constructivism Strategy In Teaching English: A Case Study Of English Teacher In Teaching English**

Yang namanya tersebut di atas telah melaksanakan penelitian untuk penyusunan disertasi pada SMAS PGRI 7 Banjarmasin. Sesuai Surat dari **Direktur Pascasarjana Universitas Islam Negeri (UIN) Anatasari Banjarmasin Nomor: B-0172/Un.14/III.1/PP.00.9/01/2025 Tanggal 21 Januari 2025**

Demikian Surat Keterangan ini disampaikan untuk dapat diketahui dan dipergunakan Seperlunya.



Banjarmasin, 10 April 2025
Kepala SMAS PGRI 7 Banjarmasin

Chandra, S.Pd.



KEMENTERIAN AGAMA
MADRASAH ALIYAH DARUL IMAD
 DESA THAIBAH RAYA TATAH MAKMUR KAB.BANJAR
 STATUS "TERAKREDITASI B" SK. BAP S/M PROF. KALSEL TAHUN 2022
 Alamat : Jalan Qubah Sari Desa Thaibah Raya kec. Tatah Makmur Kabupaten Banjar Kalimantan Selatan 70654

Nomor : 020/MA 17.01/PP 00.06/02/2025
 Lampiran : -
 Perihal : Balasan Izin Riset

Kepada Yth.
 Wakil Dekan Bidang Akademik dan Kelambagaan UIN Antasari
 Di-
 Banjarmasin

Menanggapi Surat Permohonan Izin Riset Mahasiswa Program Studi Tadris Bahasa Inggris UIN Antasari Banjarmasin Atas Nama :

Nama	: Nor Habibah
NIM	: 210101030057
Judul Penelitian	: <i>INSTILLING CONSTRUCTIVISM STRATEGY IN TEACHING ENGLISH: A CASE STUDY OF ENGLISH TEACHER IN TEACHING ENGLISH</i>

Pada Dasarnya Kami Menyetujuinya Dan Tidak Keberatan.
 Demikian Surat Balasan Ini Kami Buat, Untuk Dapat Diketahui Dan Dipergunakan Sebagaimana Mestinya.

Thaibah Raya, 07 Februari 2025
 Kepala MA Darul Imad



H. Ahmad Dasuki, S. Pd.I



KEMENTERIAN AGAMA
MADRASAH ALIYAH DARUL IMAD
 DESA THAIBAH RAYA TATAH MAKMUR KAB.BANJAR
 STATUS "TERAKREDITASI B" SK. BAP S/M PROF. KALSEL TAHUN 2022
 Alamat : Jalan Qubah Sari Desa Thaibah Raya kec. Tatah Makmur Kabupaten Banjar kalimantan Selatan 70654

SURAT KETERANGAN PENELITIAN
 Nomor : 037/MA 17.01/PP.00.06/04/2025

Yang bertanda tangan di bawah ini Kepala MA Darul Imad:

Nama : H. Ahmad Dasuki, S. Pd. I
 NIP : -
 Jabatan : Kepala Madrasah

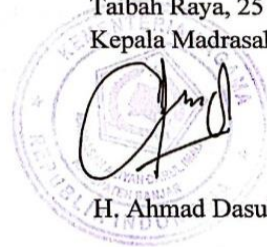
Menerangkan bahwa:

Nama : Nor Habibah
 NIM : 210101030057
 Program Study : Tadris Bahasa Inggris
 Judul Penelitian : **Instilling Constructivism Strategy In Teaching English :
 A Case Study Of English Teacher In Teaching English**

Yang namanya tersebut di atas telah melaksanakan penelitian untuk penyusunan disertasi pada MA Darul Imad. Sesuai surat dari **Direktur Pascasarjana Universitas Islam Negeri (UIN) Antasari Banjarmasin Nomor: B-0172/Un.14/III.1/PP.00.9/01/2025 Tanggal 21 Januari 2025.**

Demikian surat keterangan ini di sampaikan untuk dapat diketahui dan dipergunakan sebagaimana mestinya.

Taibah Raya, 25 April 2025
 Kepala Madrasah



H. Ahmad Dasuki, S.Pd. I



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANJARMASIN**

Jalan Pulau Laut Nomor 24 Kota Banjarmasin - 70114

Telepon (0511) 3353586; Faksimili (0511) 3353586;

e-mail : bjmkalsel@kemenag.go.id/ Website : banjarmasinkota.kemenag.go.id

Nomor : B-1070/Kk.17.01-2/PP.00.9/03/2025

04 Maret 2025

Sifat : Biasa

Lamp. : -

Hal : Persetujuan Izin an. Nor Habibah

Yth. Wakil Dekan Bidang Akademik dan Kelembagaan
Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri (UIN) Antasari
Banjarmasin
Di

Tempat

Berdasarkan Surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Antasari Banjarmasin, Nomor : B-0180/Un.14/III.1/PP.00.9/01/2025 tanggal 30 Januari 2025, Hal: Mohon Izin Riset, maka dengan ini kami menerangkan :

Nama : Nor Habibah

NIM : 210101030057

Program Studi : Tadris Bahasa Inggris

Judul Skripsi :

**INSTILLING CONSTRUCTIVISM STRATEGY IN TEACHING ENGLISH: A CASE
STUDY OF ENGLISH TEACHER IN TEACHING ENGLISH**

Pada prinsipnya kami menyetujui yang bersangkutan untuk melaksanakan penelitian tersebut di MAN 2 Kota Banjarmasin, terhitung mulai tanggal 1 Februari 2025 sampai dengan 1 April 2025 dengan ketentuan :

1. Tidak mengganggu proses kegiatan belajar-mengajar di Madrasah.
2. Menyampaikan laporan/ hasil penelitian tersebut ke Kantor Kementerian Agama Kota Banjarmasin.

Demikian surat ini kami sampaikan, atas perhatian Bapak/ Ibu, kami mengucapkan terima kasih.

Kepala Kantor,



SAIPUDIN

Tembusan Yth :

Kepala MAN 2 Kota Banjarmasin



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANJARMASIN
MADRASAH ALIYAH NEGERI 2 KOTA BANJARMASIN
 Jalan Pramuka No.28 RT.20 Telp. (0511) 3258164 – 3270855 Fax : 3258164
 Banjarmasin 70238 E-mail : man2modelbjm419122@gmail.com

SURAT PERNYATAAN

Nomor : 230 /Ma.17.01-2/PP.00.6/01/2025
 Perihal : Persetujuan Melaksanakan penelitian

Kepada Yth :
 Kepala Kantor Kementerian Agama
 Kota Banjarmasin

Sehubungan dengan surat dari Wakil Dekan Bidang Akademik dan Kelembagaan, Universitas Islam Negeri Antasari, Nomor B - 0180/Un.14/III.I/PP.00.9/01/2025, tanggal 30 Januari 2025 perihal izin riset dalam rangka penyusunan Skripsi.

Adapun nama mahasiswa tersebut :

Nama : **Nor Habibah**
 NIM : 210101030057
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan :

Dengan ini kami informasikan beberapa hal sebagai berikut :

1. Pada prinsipnya kami tidak keberatan dan menyetujui permohonan tersebut selama tidak mengganggu kegiatan belajar mengajar.
2. Izin melakukan penelitian/minta data hanya digunakan semata-mata untuk kepentingan akademik dari tanggal 01 Februari s.d 01 April 2025. Setelah data terkumpul diperlihatkan untuk mendapatkan Surat Keterangan telah selesai melakukan penelitian.

Demikian atas perhatiannya kami ucapkan terima kasih.

31 Januari 2025

Kepala





KEMENTERIAN AGAMA REPUBLIK INDONESIA 1625
KANTOR KEMENTERIAN AGAMA KOTA BANJARMASIN
MADRASAH ALIYAH NEGERI 2 KOTA BANJARMASIN

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 Banjarmasin 70238 E-mail : man2modelbjm419122@gmail.com

SURAT KETERANGAN TELAH SELESAI PENELITIAN
No : 1625 /Ma.17.01-2/TL.00/04/2025

Berdasarkan surat dari Kementerian Agama Kantor Kota Banjarmasin, Nomor : B – 1070/Kk.17.01-2/PP.00.9/03/2025, pada tanggal 4 Maret 2025, perihal : Persetujuan Penelitian. Maka Kepala Madrasah Aliyah Negeri 2 Kota Banjarmasin menerangkan bahwa :

Nama	: Nor Habibah
N I M	: 210101030057
Prodi	: Tadris Bahasa Inggris
Judul Penelitian	: "Instilling Constructivism Strategy in Teaching English : A case Study Of English Teacher In Teaching English."

Yang bersangkutan benar telah mengadakan penelitian pada Madrasah Aliyah Negeri 2 Kota Banjarmasin dari tanggal 1 Februari 2025 s.d 1 April 2025.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

05 Mei 2025

Kepala

 Abdul Hadi

APPENDIX IV. Photographs

Observation in Class



Teacher's Interview



Books

Simple Past Tense

The simple past tense is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. Simple past tense has some patterns, pay attention to the box below.

(+) S + Verb2 + O + adv
(-) S + did not/didn't + O + adv
(?) Did + S + Verb1 + O + adv?

Examples:

(+) John Cabot sailed to America in 1498. (-) (?)
(-) My father didn't come to your school last year.
(?) Did Amara find the way to my house last Sunday?

Note:

- frequency: often, sometimes, always
- a definite point in time: last week, when I was a child, yesterday, six weeks ago
- an indefinite point in time: the other day, ages ago, a long time ago

Exercise

Make a text which gives some information of the past experience using the pattern of simple past tense. Tell it in front of the class confidently!

Present Perfect Tense

The present perfect is formed by combining the auxiliary verb "has" or "have" with the past participle (Verb3).

Example:

- I **have studied**.
- He **has written** a letter to Maria.

'Since' and 'For'

We use 'since' with a fixed time in the past (2004, April 23rd, last year, two hours ago). The fixed time can be another action, indicated with the past simple (since I was at school, since I arrived, etc).

Example:

- I've known Sam since 1992.
- She's been here since 2 p.m.
- We use 'for' with a period of time (2 hours, three years, six months).
- I've known Julie for ten years.
- She's had a cold for a week.

Special info

3 Facts about Present Perfect Tense

- It can express a repeated action. When an action happened more than one time in the past, use the present perfect.
(For example, "I have visited Bali three times".)
- It is common to use the present perfect with the words "for" and "since." "For" and "since" are adverbs that tell about the duration of an activity. They answer the question "how long?"
(For example, "I have studied English for a long time".)
- The negative adverb "never" requires the present perfect. You can say, "I have never been to France." You would not say, "I did never go to France."

Source: <https://teachingenglish.com.au/teaching-grammar-simple-past-and-present-perfect/272383.html>

Exercise

1. Practice the dialogue below with one of your classmates in front of class without book. After that, write and mention some sentences of present perfect tense sentences in it!

Have you ever seen the sunset from the top of Surya mall building? Yes, I've had it a few times. What about you?

LET'S BEGIN

PRE-LISTENING

3. Which of the following topics is the most debatable?

- Moving to a new city
- Tobacco advertisement
- Smoking problems

4. Why is it the most debatable?

5. Scan the QR Code then listen and repeat!

congested banned grim benefitting police
notoriously addiction reserved prevalence developers

6. Scan the QR Code then listen to arguments about various issues among your classmates. Match the speaker's information with the right response. Draw a line from the speaker to the responses. You may draw a line more than once.

a. What's the problem with teenagers? Why they start smoking?

b. Well, as a manager of a tobacco industry, we are you going to do to overcome the situation?

c. That's good news. Actually it's been a very long dream since our first president.

d. I think it would be a good idea to talk with parents whose children smoke.

e. I'm sorry, but I disagree with the movement. Opening a new city means destroying habits around it. Don't you think so?

f. Right! But it's worth nothing as it's the capital that is moving, not the whole Jakarta with 10 million people.

g. Unfortunately, if we do it, the country's economy will suffer. Jobs will be lost, income will fall, and tax revenues will plummet.

h. It's really serious. From a journal I read, it is said that exposure to nicotine can have lasting effects on adolescent brain development.

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Assessment Rubric

Scoring Scale:

- 1 - Very Bad
- 2 - Bad
- 3 - Pretty Good
- 4 - Good
- 5 - Excellent

The usury make up toward students

The Pro → Clearly confidence about their opinions.
Con → more make sense about their opinions.
→ their thoughts make up really helps their looks in school.
→ Can improve their appearance

No	Student Name	Argument	Fluency	Teamwork	Rebuttal
1	Ulya	3	3	3	2
2	Assyite Khafsa } Pro	4,5	3	3	2
3	Fachrid	4	3	3	2
4					
5	Anisah } Cons	4,5	3	3	2
6	Tasya } Cons	4	2	3	2
7	Vidya	3	3	3	2
8					
9					
10					
11					
12					
13					
14					
15					

MC : Neville
Speaker I : Zaskia
Speaker II : Nazla

Page 1

Scoring Scale:

- 1 - Very Bad
- 2 - Bad
- 3 - Pretty Good
- 4 - Good
- 5 - Excellent

The effectiveness AI

1. Pro → you can mix the language.
Con → Speak louder, and really confidence about the opinion.
2. Pro → need more visual data.
Con → Really confidence.

3. Pro →

No	Student Name	Argument	Fluency	Teamwork	Rebuttal
1	Rodhan	4	3	5	5
2	Nadha } Pro	4,5	5	3	5
3	Khafsa	3	3	3	3
4					
5	Fahma } Cons	5	4,5	4	4,5
6	Alisa } Cons	4	4	4	5
7	Hellmuth Zaker }	5	5	5	5
8					
9					
10					
11					
12					
13					
14					
15					

Speaker I : Zaskia : 5
Speaker II : Nazla : 4,5

Page 1

Teacher's Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

Informasi Dasar

Mata Pelajaran: Bahasa Inggris

Materi: Narrative Text

Model Pembelajaran: Roleplay

Kelas/Semester: XI / 1

Alokasi Waktu: 2 x 45 menit

Kompetensi Inti

Menghargai dan menghayati ajaran agama yang dianutnya.

Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari narrative text dalam bentuk legenda rakyat, cerita rakyat, atau fabel.

4.7 Mengkonstruksi narrative text dalam bentuk legenda rakyat, cerita rakyat, atau fabel secara lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Tujuan Pembelajaran

Siswa dapat menjelaskan pengertian dan tujuan dari narrative text.

Siswa dapat mengidentifikasi struktur dan ciri kebahasaan dari narrative text.

Siswa dapat menyusun dan mempresentasikan narrative text melalui kegiatan roleplay.

Materi Pembelajaran

Pengertian Narrative Text: Teks yang bertujuan untuk menghibur atau menginspirasi pembaca dengan cerita.

Struktur Teks: Orientation, Complication, Resolution, Re-orientation (opsional).

Unsur Kebahasaan: Past tense, konjungsi temporal, penggunaan kata sifat dan kata keterangan.

Metode Pembelajaran

Pendekatan: Saintifik (Scientific Approach)

Strategi: Roleplay, Diskusi Kelompok

Langkah-langkah Pembelajaran

Kegiatan Pendahuluan

Pembukaan (10 menit):

Guru memberi salam dan mengecek kehadiran siswa.

Guru menyampaikan tujuan pembelajaran.

Apersepsi dengan menanyakan cerita rakyat yang dikenal siswa.

Kegiatan Inti

Eksplorasi (20 menit):

Guru menjelaskan konsep narrative text dan ciri-cirinya.

Guru memberikan contoh narrative text singkat.

Elaborasi (40 menit):

Siswa dibagi dalam kelompok kecil.

Setiap kelompok memilih cerita rakyat atau legenda untuk dipresentasikan.

Siswa menulis skenario berdasarkan struktur narrative text.

Siswa berlatih melakukan roleplay.

Konfirmasi (15 menit):

Setiap kelompok mempresentasikan roleplay mereka.

Guru memberikan umpan balik dan klarifikasi.

Kegiatan Penutup

Refleksi (10 menit):

Siswa dan guru melakukan refleksi tentang proses pembelajaran.

Guru memberikan tugas individu untuk menulis narrative text lain.

Penilaian

Keterampilan Menulis: Kesesuaian dengan struktur narrative text.

Keterampilan Berbicara: Kejelasan dan ekspresi saat roleplay.

Kerja Sama Kelompok: Partisipasi aktif dalam kelompok.

Sumber dan Media

Buku teks Bahasa Inggris Kelas XI

Video atau film pendek cerita rakyat

Alat peraga untuk roleplay

Penutup

Guru menutup kelas dengan memberikan motivasi dan mengingatkan siswa tentang pentingnya memahami budaya melalui cerita rakyat.

Rencana Pelaksanaan Pembelajaran (RPP)

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: XI/I

Materi Pokok: Narrative Text

Model Pembelajaran: Task Based Learning (TBL)

Kompetensi Inti (KI)

Menghargai dan menghayati ajaran agama yang dianutnya.

Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar (KD)

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk legenda, sesuai dengan konteks penggunaannya.

4.7 Menyusun teks naratif berbentuk legenda, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Tujuan Pembelajaran

Peserta didik dapat menganalisis fungsi sosial, struktur, dan unsur kebahasaan dari narrative text.

Peserta didik dapat menyusun dan mempresentasikan narrative text berbentuk legenda dengan menggunakan bahasa yang tepat.

Peserta didik dapat bekerja secara kolaboratif dalam kelompok untuk membuat proyek cerita legenda.

Metode Pembelajaran

Pendekatan: Scientific Approach

Model: Task Based Learning

Langkah-langkah Pembelajaran

Pendahuluan (15 menit)

Guru membuka pelajaran dengan salam dan doa.

Guru menjelaskan tujuan pembelajaran dan kegiatan yang akan dilakukan.

Apersepsi dengan mendiskusikan cerita legenda yang dikenal oleh siswa.

Kegiatan Inti (60 menit)

Identifikasi Masalah: Guru memberikan contoh teks naratif dan meminta siswa mengidentifikasi elemen-elemen cerita.

Pengumpulan Data: Siswa diminta untuk mencari dan membaca teks naratif lain dari berbagai sumber.

Siswa berdiskusi dalam kelompok untuk menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks yang mereka temukan.

Penutup (15 menit)

Guru dan siswa melakukan refleksi terhadap pembelajaran yang telah dilakukan.

Guru memberikan tugas individu untuk mencari teks naratif lain sebagai persiapan proyek.

Media dan Alat

Buku teks

Internet

Laptop/komputer

Kertas dan alat tulis

Penilaian

Penilaian Sikap: Observasi perilaku siswa selama pembelajaran.

Penilaian Pengetahuan: Tes tertulis tentang teks naratif.

Penilaian Keterampilan: Penilaian proyek dan presentasi kelompok.




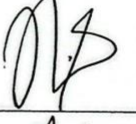
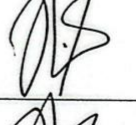
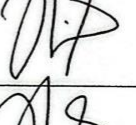

Refleksi

Setelah pembelajaran, guru menyusun refleksi untuk mengidentifikasi kelebihan dan kekurangan dalam proses pembelajaran dan merencanakan perbaikan ke depan.

AFFENDIX V. CONSULTATION NOTES

CONSULTATION

NAME OF ADVISOR: HIDAYAH NOR, M. Pd.

No	Day/Date	Notes	Signature
1	Friday, 16 July 2024 (offline)	<ul style="list-style-type: none"> • Change to thesis format • change Some old school references to newer ones • Change previous studies to be more specific to ELT 	
2	Monday, 20 January 2025 (offline)	<ul style="list-style-type: none"> • Consultation of research participants revision of • Instruments into each model 	
3	Friday, 24 January 2025 (offline)	<ul style="list-style-type: none"> • Request signature for research acc 	
4	Tuesday, 28 January 2025 (offline)	<ul style="list-style-type: none"> • Consul how to process data chapter 4 	
5	Wednesday, 16 April 2025 (offline)	<ul style="list-style-type: none"> • Findings consultation revision • Definon of key terms use "in this research" to specific 	
6	Wednsday, 4 June 2025 (offline)	<ul style="list-style-type: none"> • Consultation chapter 4 	
7	Thursday, 5 June 2025 (offline)	<ul style="list-style-type: none"> • Findings and Discussion revision • Request signature for approval 	

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9. Academic Achievement : -
10. Non-Academic Achievement : -
11. List of Scientific Works :
 - a. Instilling Constructivism Strategy in Teaching English: A Case Study of English Teacher in Teaching English

Banjarmasin, 20 June 2025



Nor Habibah