

SKRIPSI

**ANALYSIS OF TEACHING METHOD OF ENGLISH TEACHER
FOR THE TENTH GRADE OF SMAN 4 PAREPARE**



By

**SURYA PUTRA MANAB
Reg. Num: 13.1300.055**

PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE OF ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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2020

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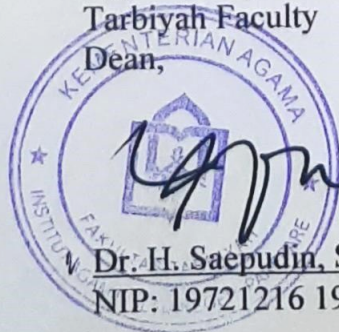
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Has been legalized by
Consultants

Consultant : Dr. Ismail, MM.
NIP : 1963107 198703 1 003
Co-Consultant : Mujahidah, S.Pd.I., M.Pd.
NIP : 19790412 200801 2 020

(.....)
(.....)

Approved by:
Tarbiyah Faculty
Dean,



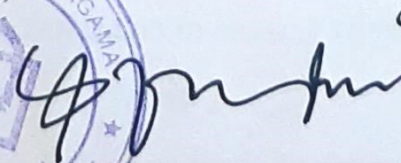
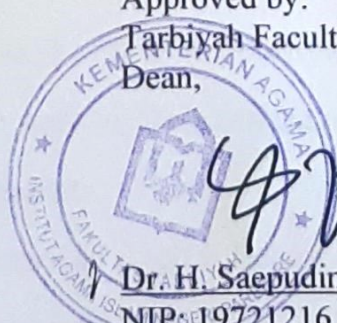
Dr. H. Saepudin, S.Ag., M.Pd.
NIP: 19721216 199903 1 001

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Student Reg. Number : 13.1300.055
Faculty : Tarbiyah
Study Program : English Education
By Virtue of Consultant Degree : Sti.08/PP.00.9/035a/2016

Approved by
Examiner Commission

Dr. Ismail, MM. (Chairman) (.....)
Mujahidah, S.Pd.I., M.Pd. (Secretary) (.....)
Dr. Abd. Haris Sunubi, S.S., M.Pd. (Member) (.....)
Dra. Hj. Nanning, M.Pd. (Member) (.....)

Approved by:
Tarbiyah Faculty
Dean,


Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

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At last, it is undeniable that this skripsi is still far from perfection although many efforts have been made to make it complete. Therefore, critics and suggestions from the reader are necessary to complete the lack of this writing. Hopefully, this skripsi can assist the reader both theoretically and practically in English Language Teaching field or another related field.

Parepare, February 25th, 2020



SURYA PUTRA MANAB
NIM: 13.1300.055

DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

The writer who signed the declaration below:

Name : SURYA PUTRA MANAB
NIM : 13.1300.055
Place and Date of Birth : Parepare, 02nd of May 1995
Study Program : English Education
Faculty : Tarbiyah Faculty
Title of Skripsi : ANALYSIS OF TEACHING METHOD OF
ENGLISHTEACHER FOR THE TENTH GRADE OF
SMAN 4 PAREPARE.

Stated that this skripsi is his own writing. if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and degree that has been gotten would be postponed.

Parepare, 25th of February 2020

The Writer,



SURYA PUTRA MANAB
NIM: 13.1300.055

ABSTRACT

SURYA PUTRA MANAB. *Analysis Teaching Method of English Teacher for the Tenth Grade of SMAN 4 Parepare* (Supervised by Ismail and Mujahidah).

The problem statement in this study is how the English teacher implements the method in the tenth grade of SMAN 4 Parepare. This study aims to identify the method used by the English teacher and implemented to the students.

This research is a qualitative descriptive study. This research was conducted at SMAN 4 Parepare. The research design used is a case study. The subjects of this study were one English teacher of class tenth grade and three randomized students. The object of this research is the process of learning English which consists of verbal and non-verbal activities. The techniques for collecting the data were observation and interview. The instruments of the data collection were observation sheets and interview guides. The data were analysed using the descriptive analysis technique applying the Miles and Huberman model. The activities of data analysis were data reduction, data display, and conclusion drawing/verification.

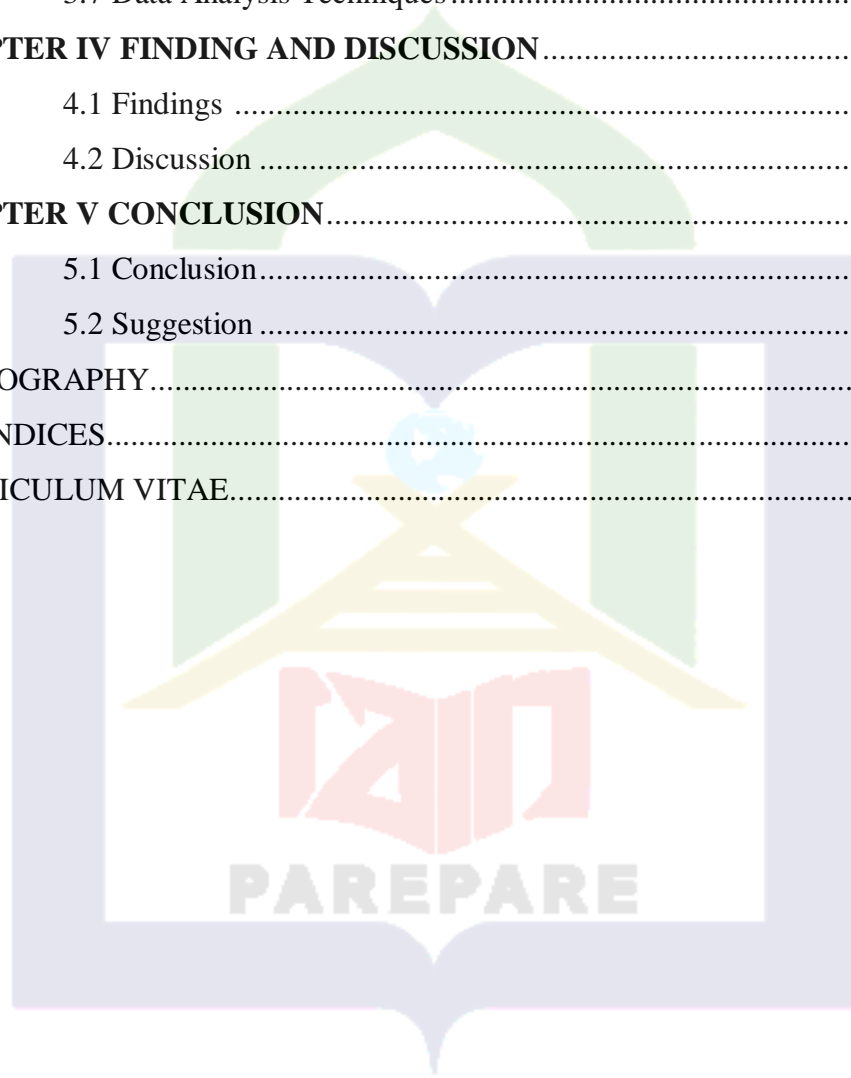
Based on findings, the approach used by teacher was communicative approach. Most of the techniques or method used by teacher is immediate association between the English word, phrase, and its meaning through demonstration or principles of direct method. In the case of the consistency, the English teachers still showed a considerable inconsistency. It is concluded that the English teacher still need further upgrading regarding approaches, methods, and techniques of teaching English as a foreign language.

Keywords: Teacher's Method, Consistency, English Language Teaching

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CHAPTER 1

INTRODUCTION

1.1 Background of The Research

Education is one of the most important things in life, it means that every human being deserves and hopes to always grow in education. Education in general has a meaning of a life process in developing each individual to be able to live and live life. Therefore education is very important because without human education will be difficult to develop and even going backward, thus education should really be directed to produce quality human beings and able to compete.

One of the goals of improving the quality of education is the process of teaching and learning in the classroom. The main purpose of the teaching and learning process is to change student behavior based on the goals that have been planned by the teacher before the learning activities take place.

Changes in student behavior in educational goals are divided into three categories. They are cognitive domains, affective domains, and pshycomotoric domains. Cognitive domain refers to students' understanding of teaching and learning materials. Affective domains refer to student interests and student attitudes. The pshycomotoric domain refers to student progress. When the teaching and learning process is assumed to be a process of changing student behavior, it means that evaluation of the teaching and learning process becomes more important.

Evaluation is a process to collect, analyze and interpret information to determine the level of learning and teaching performance. Often the ongoing teaching-learning process is ineffective. Therefore it is necessary to evaluate the process in order to know the performance of students and to get input to the next step that is degrading, adding, modifying, or supporting the teaching and learning process. As a result, the effectiveness of the teaching and learning process will be ensured by looking at evaluation tools. For example, there are times when all the students in the class answer the question about the test correctly one hundred percent. That does not mean we can conclude that they are smart. We need to evaluate several factors such as, how to teach teachers, student performance in other fields, and test quality.¹

To measure the learning performance that has been achieved, good evaluation tool is needed. A good instrument will be one that can measure some aspects of ability and then classify students according to their understanding and also produce the same results in other periods and elsewhere.

Every teacher who teaches English is easy but it is difficult for students. The cause of the problem is how do we so that the English material that we provide can be accepted by students with the maximum and there is a positive response from students. Teaching English lessons is not just delivering the finished material, the important material that has been delivered wrong without taking into account the psychological students we learn. Does not a teacher want students to feel comfortable and happy about the material

¹SuharsimiArikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2009, hlm.57.

presented in the appropriate method. If students are comfortable and happy with the way we teach the material we submit to students will be quickly accepted by children.²

In every teaching activity, basically includes three activities namely, activities before learning, learning implementation activities, and activities after learning. In order for teaching activities to be effective, teachers should be able to choose the most appropriate teaching method. The learning process will be effective if it takes place in a conducive, warm, interesting, fun and reasonable situation. Therefore, teachers need to understand the various teaching methods with various characteristics, so as to be able to choose the right method and able to use teaching methods that vary according to the expected goals and competencies.

Teacher teaching methods are the means used to implement the plan that has been prepared in the form of real and practical activities to achieve learning objectives. Appropriate methods will make students feel happy and eager in following the teaching and learning activities in the classroom, and vice versa. Methods that are not appropriate will make students quickly bored, lazy and not eager in following the lesson. There are several methods of learning English that can be used by teachers, among others (1) Speech, (2) Discussion, (3) Exercise Method and so on. Teachers need to have knowledge of the various methods of learning English so that when teaching in the classroom teachers can use appropriate and varied methods.

²Nurmansyah,S.Pd, “The Fun Method of Teaching English, accessed from http://www.kompasiana.com/sarjanapendidikan/metode-mengajar-bahasa-inggris-yang-menyenangkan_54f97e95a333110a068b514f, on 22 september 2018, at 14.00 wita

Learning method is important to be studied because the learning method is an important part in the learning process. Interestingly whatever a material, but in the delivery of educators using methods that are not in accordance with the subjects will be useless, will not happen a good learning process and good learning outcomes as well. Because in teaching teachers must have the ability to use methods and media learning. Methods used in accordance with teaching objectives, methods used in accordance with the situation of learners, methods used in accordance with facilities and educators must have the ability to communicate with students.

As expressed by Syaiful Bahri Djamarah and Aswan Zain in his book "Strategi Belajar Mengajar", that if teachers in teaching and learning process does not use variation, it will be boring students, decreased student attention, drowsiness, and consequently learning objectives are not achieved. In this case the teacher requires variations in teaching. For that variation of the use of learning methods is necessary, for basic skills in English (listening, writing, reading, speaking) can be achieved well.³

Some of senior school in Parepare is still facing problems in improving learning achievement. This is indicated by the number of students who talk to their friends during the teaching and learning activities, when given the task by the teachers do not do immediately, the low interest of students to come to library, and more than 50% of students do not want to give his opinion when the discussion in the classroom, the absence of material questions when the teacher provides an opportunity to ask questions, and students are less

³Syaiful Bahri Djamarah & Aswan Zain. 2010. *Strategi Belajar Mengajar (EdisiRevisi)*. Jakarta: PT Rineka Cipta, hlm.10.

understanding of the material given it is visible from the answers of students who are less appropriate when asked to explain by the teacher. In addition, teachers are less varied in using methods, Submission of material has not been packaged in an interesting manner so students tend to get bored and not pay attention. Teacher teaching methods used by teachers is thought to be one of the causes of low student learning motivation. This low motivation will have an impact on student achievement.

On the basis of the above background, the researcher is interested in conducting research on “AN ANALYSIS TEACHING METHOD OF ENGLISH TEACHER FOR THE TENTH GRADE OF SMAN 4 PAREPARE”

1.2 Problem Statement

Based on the background problems that have been described, the problem is Formulated in this study are;

- 1.2.1 What a kind of method that teacher usually uses in teaching English?
- 1.2.2 How the English teacher implements the method in the tenth grade of SMAN 4 Parepare?

1.3 Objective of the Research

In accordance with the formulation of the problem which has been summarized above, the purpose of this study to determine the various methods learning used as well as its application in learning English in tenth grade of SMAN 4 Parepare 2019/2020 Academic Year.

1.4 Benefits of The Research

This research is expected to be a contribution both theoretically and practically to the development of educational program. Theoretically this research can give input, in the form of development of contextual learning method especially in English learning. Practically, the teaching method is expected to be useful:

1.4.1 For the Teacher

- Provide experience for teachers in designing fun learning english models.
- Developing the potential of teachers as curriculum developers, planners, implementers as well as motivators, as well as input materials in improving the effectiveness of developing professional skills to make changes, improvements in learning English.

1.4.2 For the Students

- Grow motivation, increase activity, nurture creativity and full of student initiative in learning English.
- Exercising courage, skill and confidence while doing English learning.

1.4.3 For the School

- Improve the quality of learning management in order to achieve the goal of English learning.

1.4.4 For the Author

- Giving experience to researchers and adding knowledge as a provision to become a professional teacher someday.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of English Teaching Method

English is a West Germanic language that was first spoken in early medieval England and is now a global. Named after the Angles, one of the Germanic tribes that migrated to England. English has developed over the course of more than 1,400 years.

English is the third most widespread native language in the world, after Standard Chinese and Spanish. It is the most widely learned second language and is either the official language or one of the official languages in almost 60 sovereign states. There are more people who have learned it as a second language than there are native speakers. English is the most commonly spoken language in the United Kingdom, the United States, Canada, Australia, Ireland and New Zealand, and it is widely spoken in some areas of the Caribbean, Africa and South Asia. It is a co-official language of the United Nations, of the European Union and of many other world and regional international organisations. It is the most widely spoken Germanic language, accounting for at least 70% of speakers of this Indo-European branch. English has a vast vocabulary, and counting exactly how many words it has is impossible.

Modern English grammar is the result of a gradual change from a typical Indo-European dependent marking pattern with a

rich inflectional morphology and relatively free word order, to a mostly analytic pattern with little inflection, a fairly fixed (SVO) word order and a complex syntax. Modern English relies more on auxiliary verbs and word order for the expression of complex tenses, aspect and mood, as well as passive constructions, interrogatives and some negation. Despite noticeable variation among the accents and dialects of English used in different countries and regions – in terms of phonetics and phonology, and sometimes also vocabulary, grammar and spelling, English-speakers from around the world are able to communicate with one another with relative ease.⁴

The view of the concept of learning continues to experience changes and developments in accordance with the development of science and technology. Signs of these developments, we can observe based on the notions below:

- 2.1.1.1 Teaching is tantamount to teaching. Teaching activities are conducted by teachers to convey knowledge to students. In this concept, the teacher acts and plays an active role even very prominent and decisive. Teaching is tantamount to teaching;
- 2.1.1.2 Teaching is a teaching and learning interaction. Teaching takes place as a process of interplay influence in the form of interaction relationship between teacher and student. The teacher acts as a teacher, while the student plays a role as doing the learning act. Teachers and students show a balanced activity even if their roles are different but related to each other;

⁴Wikipedia, accessed from https://en.wikipedia.org/wiki/English_language, on 15 March 2018, at 12.00 wita.

2.1.1.3 Teaching as a system. The meaning of teaching is essentially wider and not just as a process or procedure.⁵

According to Oemar Hamalik⁶, teaching has several definitions important, including:

- Teaching is conveying knowledge to students in school.
- Teaching is passing the culture to the younger generation through the institution of school education.
- Teaching is the effort to organize the environment so as to create learning conditions for students.
- Teaching or educating is to provide student learning guidance.
- Teaching is an activity preparing students to become good citizens according to the demands of society.
- Teaching is a process of helping students deal with people's daily lives.

From some of the above opinions, it can be concluded that, "Teaching is to convey knowledge to students to help students deal with the problems contained in everyday life.

In this case students can actually learn alone without any teacher, but often students have difficulty in understanding the contents of the book therefore, the role of teachers in teaching and learning process is very important.

The method has a very strategic role in teaching. Methods act as signposts or how to process learning so that it can run well and systematically.

⁵Mohammad Surya, *Psikologi Pembelajaran dan Pengajaran*. Bandung: Pustaka Bani Quraisy, 2004, hlm. 50

⁶Oemar Hamalik, *Proses Belajar Mengajar*, Jakarta: Bumi Aksara, 2004, hlm. 20.

Implementative learning methods implemented as a technique, which is doing what really happens to achieve goals. Here are some understanding of learning methods according to some experts:

According to Suryosubroto, method is a way, which in its function is a tool to achieve goals. The more appropriate the method used the more effective the achievement of the goal⁷.

Meanwhile, according to Syaiful Bahri Djamarah & Aswan Zain suggests "the position of the method as one component that took part for the success of teaching and learning activities"⁸.

Nana Sudjana suggests that teaching methods is the way teachers use to connect with their students during teaching⁹.

The method literally means "way". In general, the method is defined as a way or procedure used to achieve a particular goal. In another opinion also explained that the method is the way or procedure used by the facilitator in the interaction of learning by taking into account the whole system to achieve the goal.¹⁰

According to academic research, linguists have demonstrated that there is **not one single best method for everyone** in all contexts, and that no one teaching method is inherently superior to the others.

⁷Suryosubroto, *Proses Belajar Mengajar di Sekolah*, Jakarta: PT RinekaCipta, 2009, hlm.141.

⁸Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar (EdisiRevisi)*, Jakarta: PT Rineka Cipta, 2010, hlm.72.

⁹Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, Bandung: Sinar Baru Algesindo, 2005, hlm.76

¹⁰Zaifbio, basic concepts of learning methods and techniques, accessed from <https://zaifbio.wordpress.com/2009/07/01/konsep-dasar-metode-dan-teknik-pembelajaran/>, on 05 October 2018, at 10.30 wita.

Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs.

An experienced professional language teacher always adopts the **Principled Eclecticism approach**, deciding on the most suitable techniques and applying the most appropriate methodology for that learner's specific objectives, learning style and context.

Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner, training manager, or teacher, it is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning a language.

2.1.2 Kinds of English Teaching Method

2.1.2.1 The Grammar Translation Method (GTM)

The grammar translation method cannot probably be traced back to the tenets of any particular master teacher or methodologist but it seems to be rooted in the formal teaching of Greek and Latin which prevailed in Europe for many centuries. Though Latin and Greek were not learnt for communication they were considered to be useful for intellectual discipline and were seen as a prestige symbol.

The grammar-translation method was the product of German scholarship. It was known in the United States of America as the Prussian method, as it had its origin in Germany or to be more exact in Prussia – at the end of the eighteenth century. Some of its leading exponents are J.

Seidentucker, Karl Plotz, H.S. Ollendorf and J. Meidinger – all German scholars.

This method was very popular with European and foreign language teaching from the 1840s to the 1940s, and in the slightly modified form it is being used in some parts of the world even today.

2.1.2.1.1 What is Grammar Translation Method?

It is a way of learning a language through a detailed study of its grammar. The learner then applies the rules of grammar in translating sentences and parts of texts from the mother tongue into the target language and vice versa.

- Grammar is taught *prescriptively* – through the presentation and study of rules.
- A distinctive feature of this method is its focus on translating the *sentence*.
- Accuracy is given great importance. The learner is required to attain high standards in translation. A.P.R. Howatt (1984) says : ‘High priority is attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the nineteenth century.’
- Vocabulary is taught through bilingual word lists, reference to dictionaries and memorization of words and their meanings.
- The method focuses primarily on the skills of reading and writing, with little emphasis on listening or speaking.
- The mother tongue of the learner is used to explain new items and make comparisons with their equivalents in the target language.

In this method, the teacher is totally dependent on the *text* as s/he follows the given lessons and exercises in it rigidly. S/he has little scope for innovative planning to incorporate the actual needs of the learner in the classroom.

The learner is therefore exposed only to literary language. Communication skills are neglected with little attention to correct pronunciation.

2.1.2.1.2 In The Classroom – a Simulation

The input, given below, is taken from George Orwell's *The Decline of English Murder and Other Essays*:

George Orwell served in the Imperial Police in Burma during the 1920s. Below is an account of a hanging he witnessed: It was in Burma, a sodden morning of the rains. A sickly light, like yellow tinfoil, was slanting over the high walls into the jail yard. We were waiting outside the condemned cells, a row of sheds fronted with double bars, like small animal cages. Each cell measured about ten feet by ten and was quite bare within except for a plank bed and a pot for drinking water. In some of them brown, silent men were squatting at the inner bars, with their blankets draped round them. These were the condemned men, due to be hanged within the next week or two.

Step 1 (Learner read the passage)

Teacher : Nimish, read the next two lines.

Learner : 'Each cell measured about ten feet by ten and was quite bare within except for a plank bed and a pot for drinking water.'

Teacher : Now translate the sentence.

Learner : (*in mother tongue*) what does 'cell' mean?

Teacher : (*gives translation in mother tongue*)

Learner : (*translates*)

Teacher : (*helps with 'except for' and 'measured'*)
(This activity continues till the passage is 'done')

Step 2

Teacher : any question?

Learner : what does 'sodden' mean?

Teacher : (*translates into the mother tongue. Gives explanations and illustrations in the mother tongue.*)

Learner : (*in mother tongue*) what is the meaning of 'fronted with double bars'?

Teacher : (*gives a corresponding phrase in the mother tongue*)

2.1.2.2 The Direct Method

The roots of the direct method go far back as the nineteenth century. In 1880, Francois Gouin wrote a book called the *Art of Teaching and Learning of Languages*. According to this book, a foreign language could be taught using a series of simple events. The teacher described each event in the foreign language and set reading and writing tasks on these lessons. The teacher used *full sentences* in the foreign language as input rather than words and phrases; no translation was used.

This method, though not popular in France, found a ready audience in Germany. In the late nineteenth – early twentieth century, Henry Sweet (1845-1912), an English philologist, set about modifying and improving the 'direct method' as it was called, by the turn of the century.

The aim of the direct method was to get the learner to *think* in the target language.

2.1.2.2.1 The Direct Method: A Good Start to Teach Oral Language

Proponents of the Direct Method are of the opinion that “language consists - except for lexicographers - not of words, but of sentences”¹¹ which will enable the students to learn speech earlier. In the Direct Method language is learnt for communication, as Larsen-Freeman (2000) states language is primarily speech. Classroom instruction and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language. Conversational activities hold an important place in this method. Through using language in real contexts, students stand a better chance of thinking, and speaking in the target language. Similarly, Stern points out that the Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique (Stern, 1983).

However, taking the students’ comprehension capacity into consideration, as long as the classroom instruction is conducted in the target language students will benefit a lot from the use of this method. Though this method was criticized for not teaching listening strategies systematically, there is no question that students’ listening development relies on listening to the target language continuously. Students who listen to the target language constantly tend to develop their listening skills.

¹¹W. Vietor, *Der Sprachunterricht muss umkehren*, O.R. Reisland, Leipzig, 1882, hlm 4.

2.1.2.2.2 Principles of the direct approach

The teaching methodology was based on the following principles:

- The process of learning is essentially one of forming associations: speech with appropriate action, words with concepts and objects. The associations had to be direct, concrete and definite, and cross associations which conflicted with each other had to be avoided.
- Repetition was essential if associations had to be formed and reinforced. The teacher should begin with a limited number of items.
- Memory depends not only on repetition, but attention and interest as well. So, if a learner is motivated and wants to learn a language, s/he will do it.
- The teaching materials, namely, texts, dictionaries and grammar should be interrelated and coordinated to make learning effective.
- Formal teaching of grammar should be done only after learners have intuitively absorbed it from the texts. There should be no memorization of word lists, verb declensions, etc. grammar teaching should begin at the *sentence level* (and not word level) as syntax is the most important part of grammar.

2.1.2.2.3 Stages of learning

Direct Method divided the learning of a target language into five stages.

1	2	3	4	5
Mechanical	Grammatical	Idiomatic and lexical	Literary	Archaic
Pronunciation of words and sentence are mastered thoroughly	The grammatical categories in the text are identified and taught. The teaching of grammar is graded from easy to difficult	Idioms in the text and other sources are taught systematically	graded texts from contemporary literature are studied	Older literature with particular emphasis on its lexical and syntactical items is studied

2.1.2.2.4 In the classroom – a simulation

A class which used a direct method textbook would be conducted in the following way:

Step 1

Teacher: (*touching the blackboard*) the blackboard is black.

(*Showing a piece of chalk*) the piece of chalk is white.

(*Holding up a book*) this book is red.

(*Pointing to another book*) that book is green.

(*Holding up a piece of paper*) this piece of paper is yellow.

(*Pointing*) that desk is brown.

(*Holding up a pencil*) is this pencil green or is it blue?

It's blue.

(During this part of the lesson, learners listen to the target language)

Step 2

(In the next stage, the teacher asks the learners questions and gets them to answer in the target language. The questions are distributed among learners in the class or, they may answer in chorus)

Teacher : is this piece of chalk white or blue?

Learner : it is blue.

Teacher : it's blue.

Learner : it's blue.

Teacher : is this piece of paper green or is it yellow?

Learner : it's yellow.

Teacher : *(correcting the pronunciation of 'yellow')* it's yellow.

Learner : it's yellow.

Teacher : class, repeat 'yellow'.

Class : yellow.

Step 3 *(Other items are introduced later)*

Teacher : look at the desk. What colour is it?

Learner : it's brown.

Teacher : look at the book. What colour is it?

Learner : it's green.

Teacher : is it yellow?

Learner : no, it isn't.

Teacher : touch the desk. What colour is it?

Learner : it's brown.

Teacher : touch the wall. What colour is it?

The exercises normally consist of questions/answer based on what is done in the class. Some blank-filling and transformation exercises too are included.

2.1.2.3 The Audio – Lingual Method

This method was developed mainly in America in the sixties and seventies. The *Audio – Lingual Method* can be based on rigorous scientific disciplines like linguistics and psychology.

The roots of the audio – lingual method can be traced back to the language teaching programmes devised in America during the Second World War. Its focus was on the learner's ability to gain the communicative skills required in everyday discourse, particularly the skills of listening and speaking in the target language. William Moulton of Princeton University enumerated five slogans which formed the basis of the audio – lingual method.

Language is speech, not writing.

A language is a set of habits.

Teach the language, not about the language.

A language is what native speakers say, not what someone thinks they ought to say.

Languages are different.

As you can see, these slogans are influenced by behaviourist psychology and structural linguistics.

2.1.2.3.1 Main features of the audio – lingual method

The audio – lingual method treated each language skill separately: listening, speaking, reading, and writing. This method focused primarily on the skills of listening and speaking, in accordance with Moulton’s first slogan: *language is speech, not writing*. The skills of writing and reading were not neglected, but the focus throughout remained on listening and speaking. Dialogues were the main feature of the audio – lingual syllabus, and they were the chief means of presenting language items. They also provided learners an opportunity to practise, mimic and memorize bits of language. Pattern drills were an essential part of this method and used as an important technique for language teaching/learning. The language laboratory was introduced as an important teaching aid. It gave learners an opportunity to mimic a model and memorize language patterns. Like the direct method, the audio – lingual method too tried to avoid the use of the mother tongue, though perhaps not so rigidly.

2.1.2.3.2 Techniques of the audio-lingual method

The skills were taught in the following order: listening → speaking reading → writing. The first few stages concentrated on listening and speaking skills.

Language was introduced through dialogues which contained common structures used in everyday communication as well as useful vocabulary. The dialogues were memorized line by line. Learners mimicked the teacher or a tape, listening carefully to all the features of the spoken target language. Native speaker – like pronunciation was important in presenting the model.

Phrases and sentences of a dialogue were learnt through repetition, first by the whole class, then smaller groups and finally individual learners.

To consolidate what was learnt, the dialogue was adapted and *personalized* by application to the learner's own situation. These drills were practised orally, first in chorus and later individually. Some generalizations (not rules) were given to advanced learners about the structures they had practised.

Reading and writing were introduced in the next stage. The reading material was generally based on the oral lesson in order to establish a relationship between speech and writing. *All reading material was introduced orally first.*

Writing, in the early stages, was confined to *transcriptions* of the structures and dialogues learnt earlier. Once the learner had mastered the basic structures, s/he was asked to write reports/compositions based on the oral lesson.

2.1.3 The Advantages of Using Teaching Method

Methods are expected to create the interaction of teaching and learning between students and teachers in the learning process. With the selection of good and appropriate methods and on target will increasingly create educational interaction is getting better too. According Darwyan Shah¹² method plays an important role in teaching, including:

¹²Darwyan Syah, dkk, *Perencanaan Sistem Pengajaran Pendidikan Agama Islam*, Jakarta: Gaung Persada Press, 2007, h.134.

2.1.3.1 Method as an extrinsic motivational tool

One component of teaching that can provide motivation to learn to students is the teacher. Skills using a variety of teaching methods teachers can generate and maintain the motivation to learn that students have. Teaching methods used by teachers should lead to positive attitudes of students as well as generate excitement and enthusiasm for learning.

2.1.3.2 Method as a teaching strategy

The teaching strategy is the real action of a teacher in teaching by using certain ways and using the teaching components (objectives, materials, methods, tools, and evaluation) that aims to enable students to achieve defined learning objectives. One way to implement a strategy well is to use varied teaching methods.

2.1.3.3 Method as a means of achieving goals

The purpose of teaching will not be achieved if one of the teaching components is not involved. One such component is the teaching method. Through teaching methods teachers can connect students with materials as well as learning resources. Through intermediate methods students can master the teaching materials which is the goal of teaching.

The use of varied teaching methods will foster participative spirit of students, reduce boredom, foster interest and provide opportunities for students to determine the right choice with their own learning styles. Haris Mujiman states that "The determination of teaching methods is closely related to the development of student learning because appropriate methods will

foster learning motivation and good learning motivation along with reflection ability will encourage student learning."¹³

2.1.4 Factors Affecting Method Selection

According to Ismail SM¹⁴ before deciding to choose a method to be more effective a teacher should consider the following:

2.1.4.1 The Purpose

The method chosen by educators should not conflict with the objectives that have been formulated, but must support where the activities of educational interaction proceed to achieve its objectives.

2.1.4.2 The Characteristics of Student

Differences in the characteristics of students need to be considered in the selection of teaching methods. Aspects to consider in choosing teaching methods are biological, intellectual, and psychological aspects.

2.1.4.2 The Ability of Teacher

The ability and experience of teaching, teachers will influence how to choose a good and proper teaching method so that the teacher's ability should be considered in the selection of teaching methods.

2.1.4.3 The Lesson Material

It is important to recognize the nature of the lesson material that will be delivered, because not all methods are suitable to be used to deliver the lesson.

¹³Haris Mujiman, *Manajemem Pelatihan Berbasis Belajar Mandiri*, Yogyakarta: Pustaka Pelajar, 2009, hlm.81.

¹⁴Ismail SM, *Strategi Pembelajaran Agama Islam Berbasis PAIKEM: Pembelajaran Aktif, Inovatif, Kreatif, Efektif dan Menyenangkan*, Semarang: RaSAIL Media Group, 2008, hlm.32.

2.1.4.4 The Situation of Class

Classroom conditions from day to day will always change according to the psychological condition of the students. Therefore in determining the teaching method the teacher must take into account the class dynamics from any angle.

2.1.4.5 The Facility

Teaching methods chosen by teachers should be tailored to school facilities.

2.1.4.6 The advantages and disadvantages of the method

The advantages and disadvantages of the method should be taken into account in choosing teaching methods. If necessary the combination of method can be done by the teacher to cover the weakness of other methods. Based on the above description can be concluded that the selection of teaching methods used by teachers should be based on certain criteria, should not be using the method of teaching. These criteria include how the class situation, the material to be taught and the completeness of the facility.

2.2 Previous Related Research Finding

This part discusses the previous studies especially those concerning with the analysis about the effect of using any method on students.

Mahyudin (2012)¹⁵ has studied and analysed the effectiveness of teaching the simple present tense by using grammar translation method (an experiment study at the seventh grade of SMPN 1 Pebayuran). The aim of his

¹⁵Mahyudin, *The Effectiveness of Teaching the Simple Present Tense by using Grammar Translation Method (An experiment study at the seventh grade of SMPN 1 pebayura)*, Jakarta: State Islamic University, 2012) published.

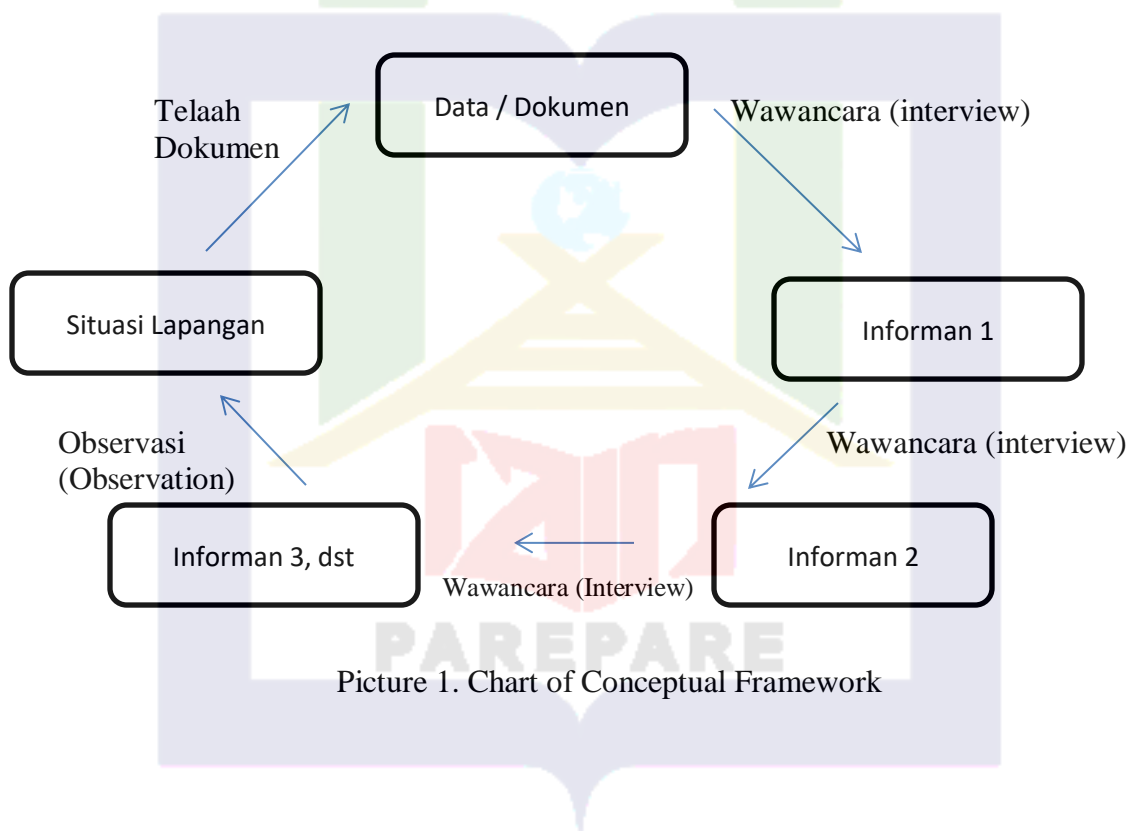
research is to gain the information about is the usage of grammar translation method effective than the audio lingual method for teaching the simple present tense at the seventh grade of SMP Pebayuran. He conclude that teaching the Simple Present Tense by using Grammar Method has a significant influence and more effective than teaching the simple present tense by using Audio Lingual Method.

AasMegasari's research in 2013¹⁶ entitled "Implementation of Direct Methods in the Process of Learning English in Early Childhood". This research is Classroom Action Research (CAR) conducted in group B TK AttaqwaGerlong Academic Year 2012/2013. As a result, the application of direct methods can facilitate children's interest in learning English so that the response shown through action or verbal increases. Through direct method, it can assist teachers in preparing simple vocabulary, conversations, instructions or questions in English and repeated during class as outlined in the lesson plan.

¹⁶AasMegasari, *Implementation of Direct Methods in the Process of Learning English in Early Childhood*". This research is Classroom Action Research (CAR) conducted in group B TK AttaqwaGerlong Academic Year 2012/2013, Skripsi (Universitas Pendidikan Indonesia, 2013), p.30

2.3 Conceptual Framework

The researcher will conduct his research at SMAN 4 Parepare with the excuse of wanting to know how professional the English teacher is there. based on the researcher's observation, SMAN 4 students rarely get good achievements in the field of English so the researcher wants to find out the problem by looking directly into the field. The conceptual framework of this research is presented the following chart.



Picture 1. Chart of Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research uses qualitative approach. Qualitative research can be interpreted as a research procedure that produces descriptive data in the form of words written or spoken from people and behavior that can be interpreted. Process and meaning (subject perspective) are more highlighted in qualitative research. Theoretical basis is used as a guide to focus the research in accordance with the facts in the field. In addition the theoretical basis is also useful to provide an overview of the background research and as a material discussion of research results.¹⁷

Kriyantono states that "qualitative research aims to explain the phenomenon in depth through the collection of data as deep as it is." Qualitative research emphasizes the depth of data obtained by researchers. The deeper and detailed the data obtained, the better the quality of this qualitative research. In this research, qualitative research is done by interview and observation method. Through this method, researchers will analyze the data obtained from the field with details.¹⁸

This study is directed to describe the symptoms, facts or events systematically and accurately, about the properties of a particular population or region without seeking interrelations and testing the hypothesis. From the

¹⁷Wikipedia, diakses dari https://id.wikipedia.org/wiki/Penelitian_kualitatif, pada tanggal 08 April 2018 pukul 17.00 wita.

¹⁸Rachmat Kriyantono, *Teknik Praktis Riset Komunikasi*, Jakarta: Prenada, 2006, hlm.120

results of this research description, will produce a description of the facts in the form of words written or spoken of the people and observed behavior.

The reason researchers choose qualitative descriptive research because the title of this research talks about the problem of teaching methods of teachers, based on the following considerations and arguments:

- 3.1.1 Qualitative research is based on a scientific background as a whole, rely on humans as a research tool, conduct inductive data analysis, directing the target of his research to find the basic theories are descriptive, more concerned with the process than the outcome, has a set of criteria to check the validity of data, and the results of his research are agreed upon by both parties: Researchers and research subjects.¹⁹
- 3.1.2 Through qualitative methods the author can know (subject) personally and see experiences that we may not know at all.

While the research approach used is case study, which is an intensive, integrated, and deep research. This research is explorative and profound in order to produce a picture of a particular event.

3.2 Location of the Research and Duration of the Research

The location of research in this research is carried out for the teacher of tenth grade of SMAN 4 Parepare. Then the duration of the research is one month. It is included in observation in the class and interview the teacher of the tenth grade of SMAN 4 Parepare.

¹⁹Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung: PT. Remaja Rosdakarya. 2006, hlm.27.

3.3 Variable of the Research

The variable in this research used an independent variable of analysis teaching method and a dependent variable of English teacher.

3.3.1 The independent variable is analysis teaching method: analysis teaching method that can make the class fun in learning English in SMAN 4 Parepare.

3.3.2 The dependent variable is English teacher: in Merriam Webster's dictionary, "a person whose job is to teach students about certain subjects".²⁰

In this research, the researcher wanted to analyse the English teaching method of English teacher for the tenth grade of SMAN 4 Parepare.

3.4 The Focus of The Research

The research focuses on teacher's method in teaching English at SMAN 4 Parepare. The participant of the research is the English teacher of the tenth grade of SMAN 4 Parepare in the year of academic 2018/2019. Based on the previous observation the population English teacher in SMAN 4 Parepare comprised of four civil servants (PNS) and two honorary teachers. They are Baharuddin, S.Pd, Nurliah Beddu, S.Pd, Hj. Atirah, S.Pd, Kamisna, S.Pd, Muh. Facrul a. Usman, S.Pd, Hasriani Sarman, S.Pd.

Based on the population above, the researcher saw that the population of English teacher in the tenth grade of SMAN 4 Parepare academic year of 2018/2019 was probably enough to get the data.

3.5 Instrument of the Research

In this Study, a Research instrument according to Suharsimi Arikunto is a tool for researcher to collect data. Whereas according to Suharsimi Arikunto

²⁰Merriam Webster, diakses dari <https://www.merriam-webster.com/dictionary/teacher>, diakses pada tanggal 11 oktober 2018 pukul 01.00 wita.

in the previous edition was a tool or facility used by researchers in collecting data so that their work was easier and the results were better, in the sense of being more accurate, complete and systematic, so that they were easily processed.²¹

The instruments used by researcher in this case are principal instruments and supporting instruments. The main instrument is man himself while supporting instruments are observation and interview.

The main instrument in this study is the researcher himself. According to Moleong the position of researcher in Qualitative research is that he is also a planner, executor, data collection, analysis, data interpreter, in the end he becomes the reporter of the results of his research.²²

To help researchers as the main instrument, the researcher makes supporting instruments. In the preparation of these supporting instruments, Suharsimi Arikunto suggested that the selection of methods to be used by researchers was determined by the research objectives, research samples, locations, implementers, costs and time, and data to be obtained.²³ From the stated objectives, in this study using interview and observation methods. After determining the method used, the researcher compiles the required data collection instruments.

Furthermore, before conducting interviews and observations the researcher first makes the interview guideline grid as follows:

²¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2009, hlm.149.

²²Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung: PT. Remaja Rosdakarya, 2006, hlm.168.

²³Op.Cit, hlm 153-154.

RESEARCH GUIDELINES FOR ENGLISH TEACHERS OF TENTH GRADE IN SMAN 4 PAREPARE					
No	Aspect	Sub Aspect	Technique of Collecting Data	Instrument	Data Source
1.	objective conditions	<p>a. Learning activities when in class.</p> <p>b. Activities when students follow the lessons that the teacher gives.</p> <p>c. Activities when the teacher gives students English material.</p> <p>d. Activities when students and teacher interact when learning takes place</p>	a. Observation	Observation Guidelines	<p>a. English Teacher</p> <p>b. Students of SMAN 4 Parepare</p>
2.	Difficulties in learning	<p>a. Selection of methods in learning</p> <p>b. Difficulties in using approaches,</p>	<p>a. Interview</p> <p>b. Observation</p>	Interview and observation guidelines	a. English Teacher

		methods and techniques			
3.	Factors that cause difficulties for students in learning English.	a. Classroom environment b. Student learning atmosphere	a. Interview b. Observation	Interview and observation guidelines	a. English Teacher
4.	Constraints faced in learning English	a. Constraints that often arise in the learning process	a. Interview b. Observation	Interview, observation and documentation	a. Students of SMAN 4 Parepare b. English Teacher
5.	Efforts are made to overcome the obstacles that arise in learning English	a. Efforts are made to overcome the obstacles that arise in learning English b. Efforts that have been made in overcoming obstacles that arise in learning English	a. Observation b. Interview	Interview and observation guidelines	a. English Teacher

Tabel 1. Interview, observation and Documentation guidelines

3.6 The Procedure of Collecting Data

Data collection in this research is that the researcher serves as the performer and instrument. As for collecting data used several methods of interview, observation, and documents.

3.6.1 Interview

Seidman (1998) states that conducting interviews is a fundamental way to obtain information about one's experiences and the meaning he or she makes out of these experiences²⁴. The purpose of the teacher interview in this study is to prove the results obtained from classroom observation and to obtain more in-depth information, free and flexible responses to obtain information about feelings, attitudes or emotions for certain questions that are not possible through classroom observation. The interview questions for the teachers were prepared based on the perceptual as well as the practical aspects of teaching method. In this study, interviews were conducted with direct informants and is done by asking open-ended questions, allowing respondents to give a broad answer.

3.6.2 Observation

This data collection technique is used to capture the data needed to complete the data from the interview. According to Sutopo, observation is an observational activity undertaken by the researcher, in which the researcher plays an active role in the study site so that it is actually seen in the activities examined²⁵. In this observation, researchers are involved with the daily

²⁴Irving Seidman. *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. New York: Teachers College Press, 1998, hlm 7

²⁵Harsono, *Model-Model Pengelolaan Perguruan Tinggi*, Yogyakarta: Pustaka Pelajar, 2008, hlm.164.

activities of the person being observed or being used as a source of research data. Observation is used to understand the problems that exist around the perpetrators and resource persons²⁶.

Researchers present as pure researchers not as teachers or students. This observation technique is done to get data about the steps undertaken in thematic learning. Observation is done by plunging directly into the field actively to obtain a picture and a real description of the attitude and behavior of informants. the information obtained is then analyzed, interpreted, and summarized. To obtain the data, the researcher applies as observer as well as being a full member of the observed group, so that subjective impression can be muted.

3.6.3 Documentation

Documentation is the collection of data processed through documents. documents can be in the form of writing, drawings, or monumental works of someone²⁷. Documentation methods are used to collect data from document sources that may support or even contradict the results of interviews²⁸. This technique is done to obtain data in the form of documents or archives. Documentation method is implemented to complete the data obtained from interviews and observation. Data obtained in the form of writing, recording such as manual books, official reports, diaries, meeting minutes²⁹.

²⁶Ibid, hlm.165

²⁷Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfa Beta, 2009, hlm.240.

²⁸Harsono, *loc. Cit.*

²⁹Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2009, hlm.135.

In this research, documentation was used by researchers in collecting official records and diary documents. The tool used is a voice recorder. Daily records are used by researchers in collecting data at a time during interviews. This diary is always carried out when conducting research and for writing complete data so that no data is missed. The tools used are books and pens

3.7 Data Analysis Techniques

The data analysis technique used in this study refers to analysis techniques during the field, Miles and Huberman models. Based on the model of Miles and Huberman, analysis of qualitative research data was carried out at the time of data collection, and after completion of the collection. Analysis of research data is carried out simultaneously, which includes three activities, namely data reduction, data presentation, and drawing conclusions.³⁰

3.7.1 Data Reduction

The data obtained from the field is quite a lot. For this reason, data reduction is needed. Reducing data means summarizing, choosing important things, focusing on important things, creating categories, and removing unnecessary ones. Data that has been reduced will provide a clearer picture and make it easier for researchers to collect further data. Data reduction carried out in this study by grouping collected data (creating categories). Based on the analysis instrument the researcher creates categories such as learning planning, implementation of learning, and interviews. This is needed to do the next stage, namely the presentation of data so that no part of learning is presented repeatedly.

³⁰Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfa Beta, 2009, hlm.337.

3.7.2 Displaying Data

After the data has been reduced, the next step is to present the data. Data presentation in qualitative research can be done in the form of brief descriptions, charts, relationships between categories, and the like. Presentation of data for planning and assessment of learning is done by presenting a brief description of each component contained in the instrument table for analysis of the implementation of learning plans. The presentation of learning implementation data is done by presenting in the form of narrative texts that describe learning that takes place purely, what it is in learning that occurs without including analysis or interpretation from the researcher. Through the presentation of the data, it will be easier to understand what is happening and plan for the next work.

3.7.3 Drawing Conclusion

Conclusions in qualitative research might answer the formulation of the problem formulated from the start, but also not. Conclusions are taken with regard to valid evidence. The conclusions in this study are descriptions of the 10th grade English learning methods at SMAN 4 PAREPARE.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, consist of research finding and discussion of data analysis

4.1 Findings

4.1.1 The Teacher's Method in Teaching English

English teacher of SMAN 4 Parepare were the object of this research. There was one English teacher and three classes as the respondent in this research from totally six English teacher. These classes were taught with same teacher because the researcher only focuses in the first grade of SMU. The name of the teacher as the object for the research is mam Nurliah Beddu, S.Pd. The researcher conducted the research on Monday, July 22th 2019 until Friday, 26th 2019.

Observation was done to find out what the teacher's method was used in teaching English and know the student's respons about the method was applied by the teacher. This observation was done at three classes during the teaching and learning process. In the class tenth, there was only one English teacher taught full English, while the other English teacher taught in class eleventh and twelfth. Number of students in each class tenth could be seen in the table as follows:

X IPA 1	X IPA 2	X IPA 3
30	30	30

Table 1. Number of students in each class tenth of SMAN 4 PAREPARE

In this observation, the researcher could see directly the method was used by the teacher in teaching English . In teaching English, the English teacher of SMAN 4 Parepare used direct method to achieve the purpose of English learning, also the teacher used a handbook as the helper for the teacher to achieve the purpose of English Learning.

At the beginning of the meeting the teacher introduced the material to the students after introducing the material, the teacher gave the handbook and then give the task of reading text before the students were asked to read the handbook, the teacher showed the good example to pronounce the text and pointed one of the students to reread the text. In the final activity, the teacher concluded the material and asked the difficulties were faced by the students in the teaching and learning process.

Students' responses of the method which was used by the teacher could be classified as standard because the students would be active if the teacher give attention to the students and some students are active to complete the task was given by the teacher, but when the teacher not give them attention, the students were not active and done other activities. The students didn't care about the task which given by the teacher.

4.1.2 The Result of Interview

The researcher doing the interview with the teacher of class tenth and also with the students.

4.1.2.1 The result from interview with the teacher

Based on the researcher interview result with the English teacher in SMAN 4 Parepare, Mam Nurliah Beddu, S.Pd, explain that method which used in English learning is direct method because Students can be motivated to be able to mention and understand sentence words in foreign languages taught by their teacher, especially teachers use visual aids and various kinds of fun media. In learning English, of course, the teacher initially teaches simple words and sentences that students can understand and know in everyday language (for example, pens, pencils, benches, tables, etc.), students can easily grasp foreign language symbols taught by their teacher and also, Students can gain direct and practical experience, even though at first the sentence spoken is not yet understood. In learning English of course students have different learning motivation. So that, the way to treat the student who had low learning motivation in learning English is the teacher directly comes to the student and provide special learning, especially students who are less intelligent or shy in saying a few words in English. The average ability of students in learning English are still quite standard because most students have a lack of vocabulary pronunciation, so by implementing this method there is little improvement and the students don't feel difficult in studying English.

4.1.2.2 The result from interview with Students

Based on the researcher interview result with the students in SMAN 4 Parepare. The researcher able to conclude that among 30 students there are 18 said that interested with studying English, and there are 12 said that not interested with studying English. Some various reason that the researcher found, start from the pronunciation, lack of vocabulary, and sometimes they feel bored with the method that the teacher apply in teaching English but also some of the students feel fun and enjoy in studying English by applying the method that the teacher used and they are not ignore every time the teacher gives them task in their handbook.

4.2 Discussion

In this research, researcher do observation and interview to know the method which is used by the teacher in teaching English. from the results of interviews and observations, the researchers found that the English teacher in SMAN 4 PAREPARE using Direct Teaching Method in teaching English.

According to Richards and Rodgers tell about Design features of the method, include:

- What the objectives of a method are;
- How language content is selected and organised within the method;
- The types of learning tasks and teaching activities the method advocates;
- The roles of learners;
- The roles of teachers; and
- The role of instructional materials

Also, method refers to “the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented”³¹.

Nurliah Beddu, apply direct method with the first step when enter in the room, she gives a speech and advise to the students. After giving greeting and advice to the students, then the teacher review little bit about previous material to the students. When the teacher begins to teach, the next step is the teacher introduces the materials and the learning objectives to the students and then divide the group of the students while explaining by using the second language.

A long of teaching and learning process, the teacher gives direction to the students who do not understand about the materials and also the teacher is paying attention to student activity in doing the tasks that are given. At the end of the lesson, the next steps is giving a chance to each group to answer the questions that have been provided and then the teacher asks the students' difficulties in the lesson and discusses the correct answer from the previous problem. Before ending the meeting, the teacher absent the students' attendance in the classroom and go home.

In this research, researcher did observation and interview to know student response about the strategy which is used by teacher in teaching English. From the result of interview and observation researcher found that the student's respond in English teaching method that have been in used by teachers in learning English are:

³¹ Richards, J.C. and Rodgers, T.S. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. P15.

Class X IPA 1, students' respond in English learning are still classified standard because some students are not active and some are also active students. If teachers pay attention to the student, the students will be active and vice versa. In the learning process students are active with their activities even some students ignored the learning. Regarding the problem of teacher and student approach has not been fully fulfilled.

Class X IPA 2, students' respond in English learning are still considered to be standard level because not all students are active in reading comprehension lesson especially when they in group division. The students give information each other about the duty which is given by the teacher but even though the students give each other information, only one student was active in completing the tasks assigned by the teacher. Regarding the problem of teacher and student approach has not been fully fulfilled because the teacher focuses only on the active students only.

Class X IPA 3, students' respond in applying English teaching method are considered good because all of students are active in understanding the content of material that has been given by teachers, the students also share information in the form of vocabulary. In the group division, the students have their respective duties so the task that given by the teacher can be resolved quickly and the students can not realize that time has run out. Students and teacher approach was good because teacher focuses on all students so that students do not have the opportunity to do other activities.

After the researchers analyzed, the researchers found that the method used by teachers in English learning is direct method, the teacher apply direct

method in English learning in SMAN 4 PAREPARE because students can practice their English skill specially in speaking and listening, together also in doing the tasks that are given. Students can improve some vocabularies to that are given along the material.

Researchers concluded that the implementation of direct method that the teacher uses for teaching is not fully effective because the teacher only focuses on the active students in learning. Then the teacher sometimes forget to translate in Indonesian when she mention the difficult vocabulary to the students, so some of the students was not active in English learning. Before starting the learning, the teachers should provide some instruction to students who are less able to understand the contents of the the material more deeply because the students' knowledge to understand the contents of the material was still quite standard. Then the teacher also need to give some refreshing to the students in the form of the game so that students did not easily bored in learning.

Students' response to the method that used by the teacher was still classified as the standard level because students will be active when the teacher reprimanded them directly, some students was also active in understanding the contents of the material, even some of them who ignore learning and create other activities that there is no relation with the material, in English learning students feel bored because the method of the teacher was not interesting without adding some game inside of the material. So the students were not interesting to the method.

From the explanation above it can be conclude that the learning process is not effective because the effectiveness of the learning process should be viewed from the relationship of certain teachers, in certain situations in an attempt to achieve certain instructional goals. The effectiveness of the learning process means the success rate of teachers in teaching certain groups of students with certain methods to achieve instructional goals.

According Sinambela, learning can to be effective when achieving the desired goals, both in terms of learning objectives and student achievement is maximized.

- Achievement mastery learning.
- Achievement of student activity effectiveness.
- Achieving the effectiveness of teachers' ability to manage learning, and student responses to positive learning.³²

Teachers really need to pay attention to the strategies used in the learning process because effective learning needs to be supported by the atmosphere of the classroom and learning environment is conducive.

Therefore, teachers should be able to manage the students, and manage the learning resources, create effective classes with improvements in the effectiveness of the learning process cannot be done partially, must be thorough start from planning, implementation, and evaluation.

It is as stated by Kenneth D. More that there are seven steps in implementing effective learning, namely: planning, formulation of learning objectives of learning planning to the students, learning process using sharing

³²R. Mawar. *Bab II Landasan Teori* [http://eprints.uny.ac.id/8481/3/bab% 25202% 25202% 25202% 2520_08520241028](http://eprints.uny.ac.id/8481/3/bab%25202%25202%25202%2520_08520241028) Accessed on Saturday, October, 7, 2019.

strategies (multi strategy), evaluation, closing learning process and follow up / follow up³³.

The related theory in this finding is used by Richards and Rogers (1986). According to these two experts, approaches in language learning refer to theories, assumptions, and beliefs about the naturalness of language and language learning while the method is an umbrella that links specifically between theory and practice. The method is an umbrella for practice; others remember the ability to link specifically between theory and practice.³⁴ However, if you find literature that actually puts the approach as an umbrella for others, don't be confused. For example, in 1963, Edward Anthony, an applied linguist from America, put the term approach (method), methods (methods) and techniques (technique) in a row. Anthony emphasized that what is a source of practice and principles in language teaching is approach. The method is a set of plans in teaching language material based on the chosen approach. Whereas technique is a particular strategy or procedure used to achieve goals, its nature is consistent with the method and also harmonious with the approach chosen. From this we can conclude that the approach is an umbrella of methods and techniques.

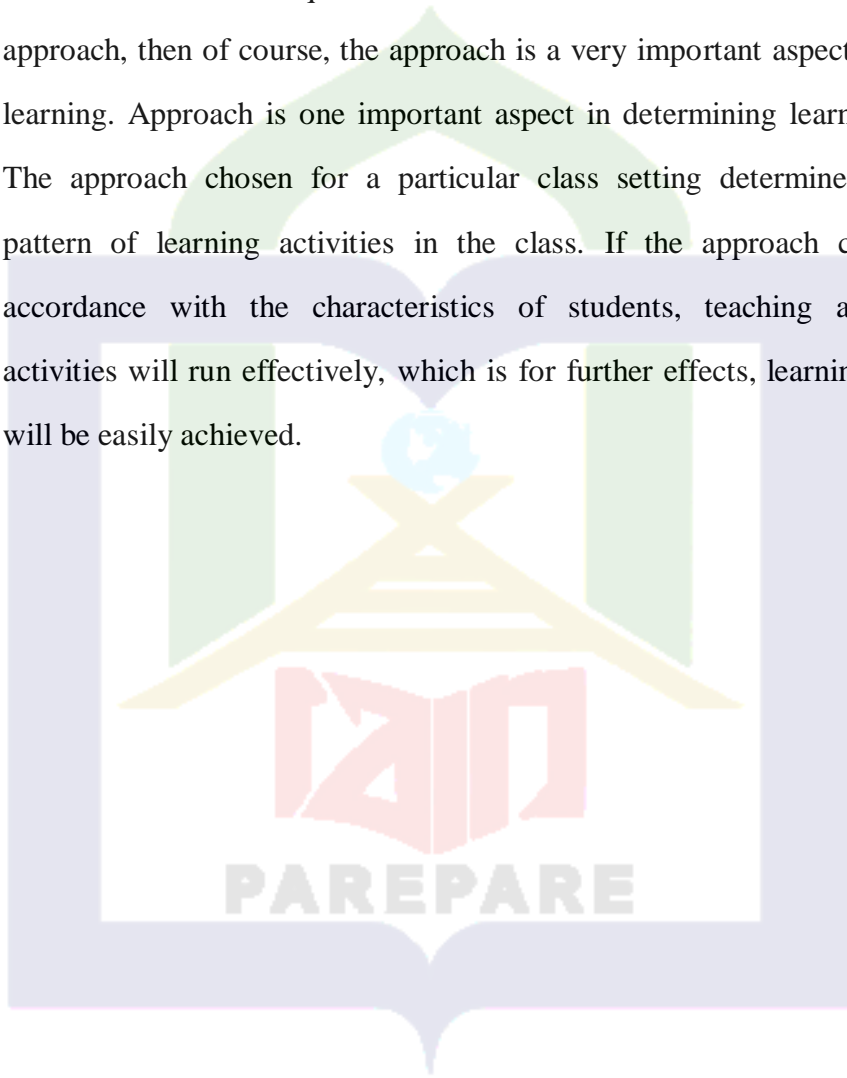
Likewise, Brown (2001) in his book *Teaching by Principles* emphasizes the same thing by introducing the term methodology as anything related to "how to teach", curriculum / syllabus as a design for organizing language teaching programs, and techniques more specified as a number of various

³³ Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru* (Jakarta: PT Raja Grafindo Persada, 2010), h. 326.

³⁴ Richards, J.C. and Rodgers, T.S. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. P36.

activities, exercises or assignments that are applied in a language learning class to realize learning objectives³⁵.

Since the existence of methods and techniques - which are the 'weapons' of the teacher to conquer students in the classroom - is taken from the approach, then of course, the approach is a very important aspect in language learning. Approach is one important aspect in determining learning success. The approach chosen for a particular class setting determines a detailed pattern of learning activities in the class. If the approach chosen is in accordance with the characteristics of students, teaching and learning activities will run effectively, which is for further effects, learning objectives will be easily achieved.



³⁵ Brown, Douglas. 1987. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall. P50.

CHAPTER V

CONCLUSION

5.1 Conclusion and Suggestion

Based on the result of data analysis, the researcher concluded that the English teacher who teaches in class X at SMAN 4 PAREPARE was used direct method approaching in teaching English. There are several reasons so that the teachers use direct method in their class. Firstly, the teacher only uses the second language being taught as an introduction. The first language is not used in class. The teacher usually starts learning by having a conversation and showing pictures. Besides that, grammar is taught in an integrated manner taken from the language expression being discussed. Secondly, the text is not analysed in grammar, but in meaning. Cultural understanding is also introduced as a very important part of second language learning.

5.2 Suggestion

Based on the conclusion above, the researcher would like to give suggestion for the teacher of SMAN 4 PAREPARE. The suggestion is method and strategy in learning English is very important to be implemented in the class for the teaching and learning process, so that Teachers should to pay attention the proper method which used in teaching and learning process.

In the learning process, teachers should to improve their knowledge and experience to understand the concepts, implementations and reasons in using teaching method in the class.

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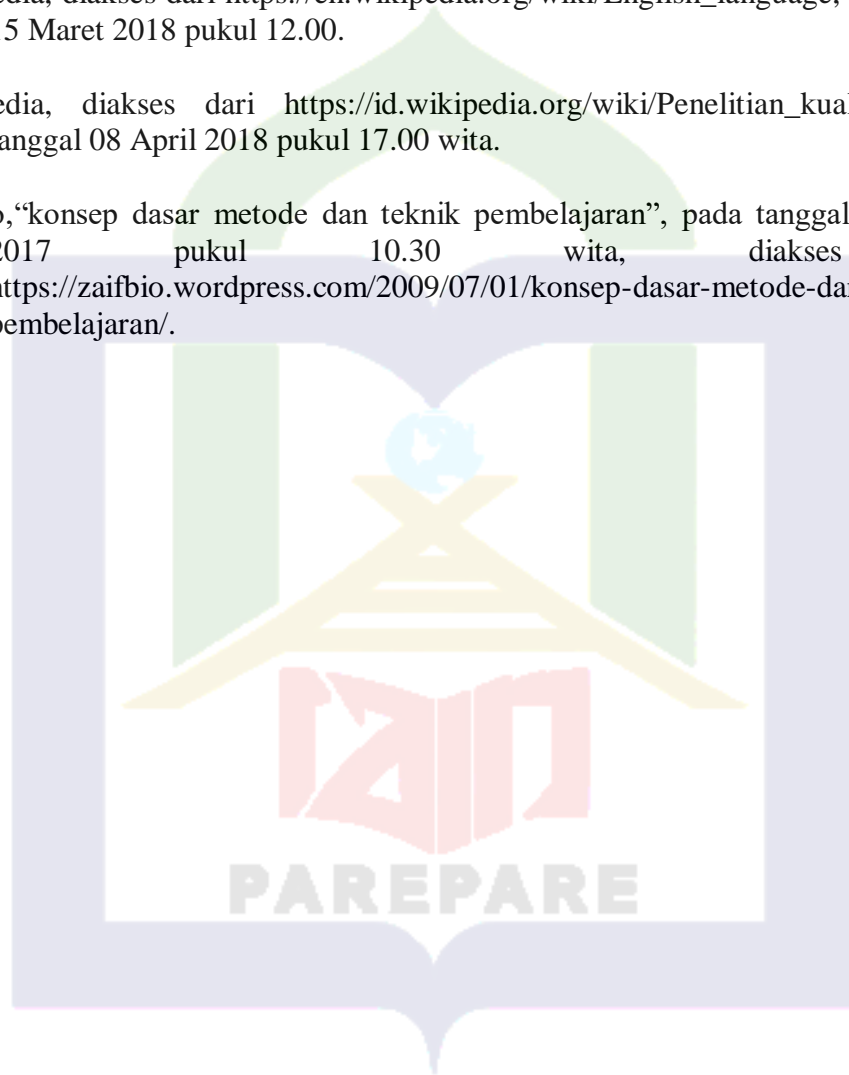
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APPENDICES



PEDOMAN OBSERVASI

Dalam pengamatan (observasi) yang di lakukan adalah mengamati pelaksanaan proses belajar mengajar bahasa inggris di SMA Negeri 4 Parepare meliputi:

A. Tujuan

Untuk memperoleh informasi dan data mengenai metode yang di gunakan oleh guru bahasa inggris dan respon siswa terhadap metode yang di gunakan oleh guru dalam proses belajar mengajar di SMA Negeri 4 Parepare.

B. Aspek yang diamati

1. Metode yang akan di terapkan oleh guru di dalam kelas
2. Langkah awal guru ketika memasuki ruangan kelas
3. Langkah yang di lakukan pada saat memulai proses belajar mengajar
4. Langkah yang di lakukan pada saat proses pembelajaran
5. Respon siswa terhadap metode yang di gunakan
6. Langkah yang di lakukan pada akhir pembelajaran

Appendix 2: Teacher Interview Guidelines (English Teacher SMA Negeri 4 Parepare)

Name :

Jenis Kelamin :

Profesi :

Pertanyaan:

1. Metode apa yang ibu gunakan dalam rangka mencapai tujuan pembelajaran bahasa inggris dan alasan ibu menggunakan metode tersebut?
2. Apakah metode yang ibu gunakan sudah terkait terhadap ketiga aspek yaitu: kognitif, efektif, dan psikomotorik siswa?
3. Bagaimana metode ibu dalam pembelajaran bahasa inggris yang terkait dengan group size siswa apakah lebih banyak aktifitas individual atau aktifitas kelompok?
4. Jika aktifitasnya lebih kepada individual, model pembelajaran apa yang di terapkan dan sebaliknya?
5. Bagaimana motivasi siswadalam mempelajari bahasa inggris dalam kelas? Apakah semua siswa memiliki motivasi yang sama?
6. Strategi apa yang ibu lakukan terhadap siswa yang memiliki motivasi belajar yang rendah dan bagaimana ibu mengatasinya?
7. Di dalam kelas sudah pasti siswa memiliki karakteristik yang berbeda, contohnya gaya belajar dan jenis kelamin, bagaimanakah ibu menerapkan strategi tersebut dengan karakteristik siswa yang berbeda?
8. Apakah gaya belajar dan jenis kelamin dapat mempengaruhi pembelajaran bahasa Inggris?
9. Bagaimanakah rata-rata kemampuan siswa dalam menerima materi pembelajaran ibu?
10. Apakah ada peningkatan kemampuan berbahasa inggris terhadap siswa setelah menggunakan metode tersebut yang ibu terapkan?

Appendix 3: Student Interview Guidelines (Student SMA Negeri 4 Parepare)

Name :

Kelas :

Pertanyaan:

1. Apakah anda tertarik pada pembelajaran Bahasa Inggris?
2. Dalam pembelajaran Bahasa Inggris, kendala-kendala apa saja yang sering anda temui pada saat pembelajaran berlangsung?
3. Metode pembelajaran apa yang sering di terapkan guru dalam proses pengajaran Bahasa Inggris di dalam kelas?
4. Menurut anda, bagaimanakah metode yang di gunakan oleh guru dalam pembelajaran Bahasa Inggris?
5. Apakah metode yang di gunakan guru anda menarik atau tidak dan apa alasanya?
6. Apakah dalam pembelajaran Bahasa Inggris memerlukan metode yang baik agar dapat memahami isi konteks dalam pembelajaran tersebut?
7. Apakah ketika anda mulai bosan dengan metode yang di gunakan oleh guru, anda akan mengabaikan pembelajaran tersebut?

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif 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

KI 3: Memahami, menerapkan, 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.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teksmemaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUAR A GURU Koran/majalah berbahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman. 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan	hubungan dengan guru, teman dan orang lain <i>Ungkapan</i> <i>My name is... I'm ... I live in ... I have ... I like</i> dan sebagainya <i>Unsur kebahasaan</i> : (1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi. (2) Kata kerja dalam simple present tense: <i>be, have</i>	pemaparan jati diri yang digunakan. Mempertanyakan <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri Mengeksplorasi <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari berbagai sumber. Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan Mengasosiasi <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. 	tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian Unjuk kerja <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab 		<ul style="list-style-type: none"> www.dailyngh.com http://americanenglish.state.gov/file/ae/re/source_files http://leamenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>njati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dalam simple present tense</p> <p>(3) Kata tanya <i>What?</i> <i>Who?</i> <i>Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<ul style="list-style-type: none"> Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. <p>Penilaian Diri dan Penilaian Sejawat</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur</p>	<p>Teks lisan dan tulis untuk memuji bersayap (extended) serta responnya</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>“Excellent! You really did it well, Tina.”</p> <p>“That’s nice, Anisa. I really like it.”</p> <p>“It was great. I like it, thank you,”</p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan 	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/majalah ber www.dailyenglish.com http://americanenglish.state.gov/file/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucap kan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	kata, intonasi	<p>ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>). 	<p>responnya .</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan . Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			an Komunikasi		
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (<i>care</i>), serta</p>	<p>Teks lisan dan tulis untuk menunjukkan perhatian (<i>care</i>)</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p> <p><i>Unsur kebahasaan</i> : Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan perhatian. Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teksmenunjukkan perhatian Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian 	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/majalah ber www.dailyenglish.com http://americanenglish.state.gov/files/ae/source_files http://learnenglish.britishcouncil/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>responnya , sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>		<p>menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>). 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			Komunikasi		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan</p>	<p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu <i>Fungsi Sosial</i> Menyatakan rencana <i>Struktur Teks</i> 'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend <i>Unsur Kebahasaan</i> Kata kerja <i>I'd like to ... , I will ... , I'm going to ... ;</i> tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observasi)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/D VD SUARA GURU Koran/ majalah berbahasa Inggris www.dailynenglish.com http://americanenglish.state.gov/file/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>an dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>dan cetak yang jelas dan rapi.</p>	<p>antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. Siswa membandingkan 	<p>dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>ungkapan menyatakan dan menanyakantentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris didalam dan diluar kelas Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli,</p>	<p>Teks lisan dan tulis untuk mengucapan dan merespon ucapan selamat bersayap (extended)</p> <p><i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailynghlish.com http://americanenglish.state.gov/file/ae/re/source

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kerjasama, dan cinta damai, dalam melaksanakan akan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamatbersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur</p>	<p>Ungkapan baku dari sumber-sumber otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika merespons ucapan selamatbersayap secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat 	<p>penyampaian</p> <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, 		<p>files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>		<ul style="list-style-type: none"> Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. Siswa membuat kartu ucapan selamat Siswa memperoleh 	<p>peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		feedback dari guru dan teman sejawat	dipublikasi <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</p>	<p>Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian</p>	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ael/resource_files http://learnenglish.britishcouncil.org/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p>	<p>an tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p>	<p>sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. 	<p>formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar 		<p>en/</p>
<p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian</p>	<p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p>	<ul style="list-style-type: none"> Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	<p><i>an</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya 	atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dengan bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya. 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab,</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membangun, mengenalkan, mengidentifikasi, memuji, mengkritik, memprom</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan/menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulis an/ 	<p>9 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/D VD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyngh.com http://america.english.state.gov/file

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana. 4.9. Menyunting teks deskriptif lisan dan	osikan, dsb. <i>Struktur text</i> (1) Penyebab utan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan (2) Penyebab utan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagian nya, dan (3) Penyebab utan tindakan dari atau terkait dengan	<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan 	<p>penyampaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan 		<ul style="list-style-type: none"> s/ae/re source files http://le.arnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar</p>	<p>orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah</p>	<p>tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, 	<p>n Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan sesuai dengan konteks.	<p>rah terkena l</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>struktur dan unsur kebahasaannya</p> <ul style="list-style-type: none"> Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan temandan mempublikasikannya di mading. Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan 'learning journal' 	<p>editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris	Teks tulis berbentuk <i>announcement</i> (pemberita	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan 	2 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/VCD/DVD</u> <u>SUAR A</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna</p>	<p>huan)</p> <p><i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperluas informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan</p>	<p>dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</p> <ul style="list-style-type: none"> Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks 	<p>keruntutan struktur teks <i>announcement</i></p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>) <p>Pengamatan</p>		<p>GURU</p> <ul style="list-style-type: none"> Koran/ majalah berbahasa Inggris www.dailynenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<p>lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber.</p> <ul style="list-style-type: none"> Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan 	<p>(observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan komunikasi perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi <p>- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks <i>announcement</i> dalam kerja kelompok Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks Membuat jurnal belajar (<i>learning journal</i>) 	<p>catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/kejadian/pe	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/diperdengarkan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>recount</i> 	7 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/VCD/DVD</u> <u>SUAR A GURU</u> <u>Koran/majala</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikas iinternatio nal yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam</p>	<p>ristiwa.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membangun, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan / peristiwa /kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan / kejadian /peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata</p>	<p>guru</p> <ul style="list-style-type: none"> Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan 	<ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian formatpenulisan/ penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi</p>		<p>h berbahasa Inggris</p> <ul style="list-style-type: none"> www.dailynenglish.com http://americanenglish.state.gov/files/ae/source_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14.Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetakan yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i> Keteladan</p>	<p>informasi tertentu dari teks</p> <ul style="list-style-type: none"> Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi <i>text recount</i>. Siswa secara berkelompok menuliskan/menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa mendiskusikan 	<p>balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>. Kumpulan karya siswa yang mendukung proses 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	an tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.	<p>gagasan pokok, informasi rinci dan informasi tertentu dari teks.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa mempresentasikan nya di kelas Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa	Teks naratif lisan dan tulis berbentuk legenda	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan 	6 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/ VCD/D VD</u> <u>SUAR A</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaan</p>	<p> sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Kompleksi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(4) Modal auxiliary verbs.</p>	<p>guru</p> <ul style="list-style-type: none"> Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. <p>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi 	<p>dan keruntutan struktur teks naratif</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan <p>Kesesuaian format penulisan/ penyampaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas <p>Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi</p>		<p><u>GURU</u></p> <ul style="list-style-type: none"> <u>Koran/ majalah berbahasa Inggris</u> <u>www.dailymail.com</u> <u>http://americanenglish.state.gov/files/ae/resource_files</u> <u>http://learnenglish.britishcouncil.org/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>annya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>rinci dan informasi tertentu</p> <ul style="list-style-type: none"> Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut <p>Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p>	<p>balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung proses penulisan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	<p>teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam</p>	<p>Lagu sederhana</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/VCD/DVD www.youtube.com SUARA GURU Koran/majalah berbahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16. Menangkap makna lagu sederhana.	<i>kebahasaan</i> (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbe ntuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika meresent asikan secara lisan <i>Topik</i> Ketelad an tentang perilaku yang menginspi	Mempertanyakan • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu Mengeksplorasi • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar Mengasosiasi • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat	dan cinta damai dalam melaksanakan Komunikasi - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Portofolio • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara		Inggris • www.dailynenglish.com • http://americanenglish.state.gov/files/ae/resource/files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	rasi.	<p>kumpulan lagu-lagu yang bertema perdamaian dengan menyalin</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		



HASIL WAWANCARA

Nama : Nurliah Beddu, S.Pd.

Profesi: Guru X IPA 1

1. Metode yang saya gunakan dalam pembelajaran bahasa Inggris yaitu Direct method dan diselingi dengan beberapa latihan tugas yang ada di handbook, alasannya karena waktu yang di gunakan sedikit.
2. Ya.. jelas sudah tercapai ketiga aspek, karena kognitifnya itu siswa lebih mudah memahami isi bacaan yang ada di handbook mereka, dan efektifnya itu cepat prosesnya, dan psikomotorik siswa,kitabisa langsung menilai tiap-tiap individu.
3. Lebih banyak aktifitas komunikasi in speaking English karena vocabulary siswa juga bisa bertambah dan biasanya juga saya menggunakan aktifitas repetition ketika waktu yang dimiliki masih banyak.
4. Model pembelajaran individual saya mengecek beberapa siswa dibagian speaking meskipun ada beberapasiswa memiliki kekurangan dibagian grammar tetapi itu bukan prioritas dan saya lakukan secara acak.
5. Jelas berbeda terutama siswa yang agak malas atau motivasinya rendah
6. Kalau siswa yang memiliki motivasi rendah saya mendatangi langsung dan merangkul dan memberi pelajaran khusus dan memberi pancingan-pancingan jika mereka melupakan beberapa kosakata.
7. Dalam menghadapi karakter siswa yang berbeda kita harus pintar-pintar membujuk. Saya juga memberikan siswa motivasi belajar kepada siswa yang mempunyai nilai dibawah rata-rata.
8. Ada sedikit pengaruh terhadap jenis kelamin terutama laki-laki biasa malu sama siswa perempuan.

9. Tergolong biasa-biasa saja karena siswa-siswa tersebut memiliki kosa kata yang masih kurang.
10. Jelas ada sedikit peningkatan karena metode yang saya gunakan ini kita bias tahu langsung yang mana siswa yang perlu meningkatkan kosakata/vocabulary untuk bisa berbicara bahasa inggris dengan baik.



Appendix 5: Documentation

SMA Negeri 4 Parepare



Aktivitas Belajar di Kelas



Appendix 6: Research Licenses



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jalan Veteran Nomor 28, Parepare Telp. (0421) 23594, Fax (0421) 27719, Kode Pos 91111
 Email : dpmtsp@pareparekota.go.id; Website : www.dpmtsp.pareparekota.go.id

PAREPARE

Parepare, 2 Juli 2019

Nomor : 458/IPM/DPM-PTSP/7/2019 Yth. Kepala Cabang Dinas Pendidikan Provinsi Sulawesi Selatan Wilayah VIII

Lampiran : --

Perihal : Izin Penelitian

Di - Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Peraturan Walikota Parepare No.39 Tahun 2017 tentang Pelimpahan Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare
6. Surat Dekan Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 1036/In. 39/PP.00.9 /06/2019 tanggal 28 Juni 2019 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, Pemerintah Kota Parepare (Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kota Parepare) dapat memberikan Izin Penelitian kepada :

N a m a : Surya Putra Manab
Tempat/Tgl. Lahir : Parepare / 02-05-1995
Jenis Kelamin : Pria
Pekerjaan / Pendidikan : Mahasiswa / S1
Program Studi : Tadris Bahasa Inggris
A l a m a t : Bln Pondok Indah Soreang H/02
 Kec. Soreang
 Kota Parepare

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :

Analysis of Teaching Method of English Teacher for the Tenth Grade of SMA Negeri 4 Parepare

Selama : TMT 22/07/2019 S/D 17-08-2019
Pengikut/Peserta : Tidak Ada

Sehubungan dengan hal tersebut pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera dibelakang Surat Izin Penelitian ini.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

Kepala Dinas Penanaman Modal
Dan Pelayanan Terpadu Satu
Pintu Kota Parepare




TEMBUSAN : Kepada Yth.

- 1 Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
- 2 Walikota Parepare di Parepare
- 3 Dekan Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare di Parepare



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 4 PAREPARE



Website : sman4parepare.sch.id E-mail : smanegeri4parepare@gmail.com
Jalan : Lasiming no. 22 Telp, /Fax (0421) 2918936, Kota Parepare 91113

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/639-UPT SMA 4/PARE/DISDIK

Yang bertandatangan di bawah ini, Kepala UPT SMA Negeri 4 Parepare Menerangkan bahwa nama yang tercantum di bawah ini :

Nama : SURYA PUTRA MANAB
NIM : 13.1300.055
Fakultas/Program Studi : Tarbiyah / Tadris Bahasa Inggris

Telah melaksanakan Penelitian di UPT SMA Negeri 4 Parepare dengan Judul “ANALYSIS OF TEACHING METHOD OF ENGLISH TEACHER FOR THE TENTH GRADE OF SMAN 4 PAREPARE”. Dari Tanggal 22 Juli 2019 – 17 Agustus 2019.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 9 Desember 2019
Kepala UPT SMAN 4 Parepare



ILMUHAMMAD TAHA TAKING, S. Pd., M. Pd
Pangkat : Pembina
NIP. 196812081994121005

PAREPARE



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
BARRU, PAREPARE, SIDRAP

Jalan Jenderal Sudirman No. 123 Parepare, Kode Pos 91125
Telpon. 081342561901/08114111132 email: cabdiswil8@gmail.com

REKOMENDASI

Nomor : 867 /1030 -CD.WILVIII/DISDIK

Yang Bertanda tangan dibawah ini, Kepala Cabang Dinas Pendidikan Wilayah VIII, menerangkan bahwa :

1. Nama : SURYA PUTRA MANAB
Perguruan Tinggi : IAIN Parepare
Lembaga : S1
Fakultas/Prodi : Tarbiyah / Tadris bahasa Inggris
Tempat Penelitian : SMAN 4 Parepare

Kami tidak keberatan untuk melaksanakan penelitian selama 1 Bulan mulai tanggal 22 Juli s.d 19 Agustus 2019 dengan mendahului laporan ke sekolah dan hasil. (Penelitian setelah selesai dilaporkan ke Cabang Dinas Pendidikan Wilayah VIII).

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya..

Parepare, 09 Juli 2019
a.n KEPALA CABANG DINAS PENDIDIKAN
WILAYAH VIII
KASI SMA & FASILITASI, PAUD, DIKMAS & PT

AMIRUDDIN, S.Sos
Pangkat : Penata
Nip : 19690802 198903 1 018

CURRICULUM VITAE



SURYA PUTRA MANAB, the writer was born in Parepare, South Sulawesi, on the Second of May 1995. He is the First child from three in his family, from the couple of Lukman and Sainab. He has one little brother, name is Muh. Hatta Batul khulan and one little sister, name is Dwi Yuliani Lukman.

He began his study in Elementary school of SD Negeri 5 Parepare and graduated on 2007. In same year, he continued his study in SMP Negeri 1 Parepare and graduated on 2010. After that he decided to continue his study in SMA Negeri 4 Parepare and graduated on 2013. However, he continued his study in State Islamic College (STAIN) Parepare on 2013 and now it has been changed become State Islamic Institute (IAIN) Parepare. During he studies at IAIN Parepare, the writer completed his Sarjana Degree (S1) in 2020 specializing in English Education Study Program by Submiting skripsi entitled “Analysis of Teaching Method of English Teacher for the Tenth Grade of SMA Negeri 4 Parepare”.