

**TEACHERS' PROBLEMS IN THE ENGLISH TEACHING LEARNING
PROCESS AND ASSESSMENT OF READING TEXT FOR
IMPLEMENTING THE 2013 CURRICULUM OF THE TENTH GRADE
STUDENTS OF MAN KARANGANOM KLATEN IN THE ACADEMIC
YEAR OF 2016/2017**

THESIS

Submitted as A Partial Requirements
for Undergraduate Degree in English Education Departement



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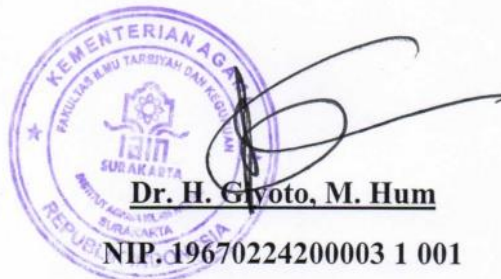

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DEDICATION

This thesis is dedicated to:

1. My parents, Joko Istanto B. Sc and Wartini who always support me emotionally and materially with prayer, love, and patience. Without your support I cannot do anything.
2. My sisters, Isti Kusumastuti S. Si and Putri Kusumawati who always support and give motivation to finish this thesis.
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MOTTO

The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called “truth”.

~Dan Rather~

Keramahtamahan dalam perkataan menciptakan keyakinan, keramahtamahan dalam pemikiran menciptakan kedamaian, keramahtamahan dalam memberi menciptakan kasih.

~Lao Tse~

PRONOUNCEMENT

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I hereby sincerely state that thesis entitled **“Teachers’ Problems in the English Teaching Learning Process and Assessment of Reading Text for Implementing the 2013 Curriculum at the Tenth Grade Students of MAN Karanganom Klaten in the Academic Year of 2016/2017”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, July 28th 2017

Stated by,




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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, July 17th 2017

The researcher

Diah Kusumaningrum

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ABSTRACT

Kusumaningrum, Diah. 2017. *Teachers' Problems in the English Teaching Learning Process and Assessment of Reading Text for Implementing the 2013 Curriculum of the Tenth Grade Students of MAN 1 Karanganom Klaten in the Academic Year of 2016/2017*. Thesis. English Letters Study Program, Islamic Education and Teacher Training Faculty.

Advisors: Dr. H. Giyoto, M. Hum.

Keywords: Teachers' Problems, English Teaching Learning Process, Assessment, Reading Text, the 2013 Curriculum

The objectives of this study are to know the teachers' problems in using the appropriate method, material, media, and assessment for implementing of the 2013 Curriculum in the English teaching learning reading text of the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017.

This study used descriptive qualitative research that was called case study. The researcher used interview, observation, and documentation to collect the data. This study was conducted to the English teachers that taught at the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017. The researcher analyzed the qualitative data by reducing, displaying, and drawing and verifying conclusion to know the teachers' problems in the English teaching learning process and assessment of reading text for implementing the 2013 Curriculum at the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017. This study was using data triangulation to validate the data.

In the result of the study, the researcher concludes that the teachers' problems in the teaching learning process are of the method, material and media. The teachers' problems in using method concern: less classroom management, less students' knowledge, many vocabulary difficulties, lack of pupil interest, students' low concentration, unindependent students, unreadiness of the teacher to use the PBL method, not making conclusion, unsupportive situation and psychological condition, less facilities, and different application from the lesson plan. The problems in using material are that: difficulties in mastery the main material, differences mastery among the students, not available textbook, different application from the lesson plan, unresponsive students, unvariation material, different material each class, and unreadiness of the teacher to determine the material with the time allocation, and unsuitable material with the PBL method. The teacher's problems in using media are that: the textbook/students' worksheet book as the one source, the limited media, unsupportive condition of the classroom with the media, students' low understanding with media, unresponsive students, broken media and unreadiness teacher to use media. The teachers' problems in doing authentic assessment are that the less mastery in implementing authentic assessment, less mastery in gathering the scores from measurement technique, unvalid score, and unsuitable the authentic assessment with the principles.

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LIST OF CODES

FN : Field Note

INT : Interview

OBS : Observation

PR : Pre-Research

R : The Researcher

T1 : Teacher 1, the representatative of Dra. Murtiningsih. English teacher of X-Science 1, X-Science 2, X-Science 3, X-Social 1, X-Social 2

T2 :Teacher 2, the representative of Hatifah Sulistyorini, S. Ag, English teacher of X-Agama, X-Social 3, X-Social 4

CHAPTER I

INTRODUCTION

A. Background of the Study

Curriculum is the main point of education that can determine the goals of education, how the teaching learning process be held, and how a teacher has to do in the classroom. Curriculum is a set of plan and systematization about the goals, content, material, and method that used as a guideline to implement in teaching learning process for achieving the educational goals (National Education Decree No. 20/2003).

Curriculum has components that can develop the quality of education. As Widiyastono's explanation (2014: 8) the main components of the curriculum are goals, materials, method, media, and evaluation. We can know about the system education in a country by knowing the curriculum that is used. Curriculum is used to be a guideline in the optimization the students' competence, so curriculum can control the teachers and students in the teaching-learning process.

Djojonegoro (in Lestari, 2016: 1) states that the society aspiration that is influence the goverment to make serious efforts in the expansion of learning chance. The goverment makes development of the educational quality so that it can produce the human that has potential and high competing capability. The goverment surveys the purpose, content, and curriculum standard to develop the educational quality. In this era,

Indonesia has changed curriculum in several times (Post-Independence Period, the Old Order, the New Order and the Reformation). Those are the 1947 Curriculum (called *Rentjana Pembelajaran*), the 1952 Curriculum, the 1964 Curriculum, the 1968 Curriculum, the 1975 Curriculum, the 1984 Curriculum, the 1994 Curriculum, the 2004 Curriculum (Curriculum Based Competence), the 2006 Curriculum (School-Based Curriculum), and the 2013 Curriculum.

The 2013 Curriculum is the newest curriculum in Indonesia. The existence of the new curriculum is to develop the previous curriculum. This curriculum is the substitution of the School-Based Curriculum. The change of the School-Based Curriculum into the 2013 Curriculum is caused by the performance of competence of education is not clear and aimed. The different competence of teachers in a variety of region can make multiple interpretations so the students' quality does not have the same standard.

Hidayat (2013: 120) explains that the composing of the 2013 Curriculum emphasize on simplification, thematic-integrative refers to School-Based Curriculum that has some problems include the following: (1) the content of curriculum is overload, that can be shown from a lot of subjects, materials, and difficulties of the material are intemperate for students, (2) the function and purpose of national education cannot be achieved, (3) the competence of curriculum does not give description about holistic-domain of attitude, skill, and knowledge, (4) some competencies from the curriculum that are needed appropriate with the development of requirement do not get accommodations, (5) curriculum is insensitive with

social change that occurs in the local, national and international, (6) the standard of teaching-learning process does not describe the sequence of teaching learning in detail, so the teacher becomes the center of teaching-learning process, (7) the standard of evaluation does not direct to evaluation based competence and there are still many teachers that do not make a remedial, (8) the School-Based Curriculum needs more specific document so the implementation of the curriculum does not have multi-interpretation.

In the executing of the changing of curriculum, the government must consider the elements of education. Hidayat (2013: 126) classifies the elements of education into 4 aspects, consist of the graduate standard of competence, the standard of content, the standard of process and standard of evaluation. Those aspects are interrelated to achieve the educational purpose.

The researcher knows that the implementation of 2013 curriculum has many constraints. In 2013, 2013 curriculum was only implemented in minority of the schools in Indonesia. In 2014, The all national schools had to implement the 2013 Curriculum. The implementation of 2013 Curriculum was not implemented in the new academic year but in the second semester. The implementation of the 2013 Curriculum could not gain ends. In 2015, some schools that did not have a qualification to implement 2013 Curriculum might use 2006 Curriculum that called KTSP or School-Based Curriculum. In this case, some schools used the 2006 Curriculum and the 2013 Curriculum that caused the national examination used the 2006 Curriculum that was combined with the 2013 Curriculum. In 2016, the

schools that had had a qualification to implement the curriculum 2013 might use the curriculum 2013. And English is one of many subjects in the national exam.

English is important to be learned because it is used as International language. Indonesian learn English as a foreign language. English has been learned early because in the globalization the government expects that the society can be competitive with another country in the World. Learning the foreign language is not easy. English is the obligatory subject that is learned in the junior and senior high school. The teacher must have some competencies in teaching this language.

The Singapore Education Official (in Gove, 2010: 24) states that the inspired teacher is very important. The best curriculum, infrastructure, and policies are useless if there is no an inspired teacher. From the quotation from the Singapore Educational Official, the researcher knows that the teacher has a key position in the teaching-learning process. A teacher has been defined as a person who has knowledge, skills, and special training in teaching. The teacher is the person who is capable of creating behavioral change terms of cognitive, psychomotor as well as affective domain (Mbise in HakiElimu, 2008).

Teacher is a person that manages the situation in the classroom. The teacher has to choose the material, method, and media that are appropriate for the situation in the class especially for language teachers, they must choose the appropriate material, method and media to teach knowledge about language comprehensively. Nevertheless, the teacher has some

problems in teaching material in the classroom. Watkins (2008: 9) states that most language teachers felt frustrated when some of their learners have failed to learn something which the teachers think they explain very clearly.

In MAN Karanganom Klaten, the teachers are using the 2013 Curriculum to teach materials in the teaching-learning process. Based on the pre-research interview with an English teacher (Dra. Murtiningsih), she explained that the 2013 Curriculum is not easy to apply in MAN Karanganom Klaten because of some problems. She said that the conditions in the classroom influence the implementation of curriculum, especially the students' conditions. Many students that are heedless the teacher when teaching learning process be held. She said that the 2013 Curriculum is nearly same with KTSP (School-Based Curriculum). School-Based Curriculum has three steps include exploration, elaboration, and confirmation and the 2013 Curriculum has five steps include observing, questioning, experimenting, associating, and communicating. The teacher said the steps are same. Another word, Hatifah Sulistyorini S, Ag said the expectation of the implementation 2013 Curriculum is very high, but in the reality, there are many problems that faced by the teacher to reach the purpose of education appropriate with the 2013 Curriculum. In MAN Karanganom Klaten, the facilities are less such as LCD and VGA cable. The condition of language laboratory is not better from the expectation. The laboratory cannot be used because it is still repaired. Another case, the English lesson has only 2x45 minutes for a week. The teacher thinks that the time allocation is not enough to study a foreign language.

The researcher also observes the implementation of the 2013 Curriculum in the classroom when the researcher was doing Teaching Training Practice (PPL), there were some students who are not interested with English subject. Some students said that English is difficult. When the teacher taught English by using English, the students did not know about the teacher explanation. The mastery of vocabulary is less. Another case, the textbook that is used for teaching learning process is limited so the students must borrow the textbook in the library. The textbook cannot be borrowed for studying in the house. One textbook is used by two students. The students just have a worksheet book.

Broughton et al, (2003: 89) explain that reading is essentially an intellectual skill, this is the ability to correlate the black marks on the paper by way of the formal elements of language. Teaching reading is not easy. They also explain that a recurring problem in helping the students to understand what they read is that no matter how carefully the teacher chooses the texts. For understanding a text, some students can understand too easily and some students cannot (Broughton et al, 2003: 107).

Based on the standard of content of the 2013 Curriculum about the level of competence (in the Regulation of Ministry of National Education No. 21, 2016) elementary school and junior high school are the basic education level, but senior high school is the medium education level. Tenth grade students are the phase transition from junior high school to senior high school. It means the transition from basic level into the medium level. In this condition, the students need adaptation for the new environment.

MAN Karanganom Klaten is using the 2013 curriculum that is revised. Based on the observation, the researcher knows that the English teachers always update about the development of curriculum. It makes the researcher is interested to know about the teacher problems in doing assessment besides the teacher's problems in the teaching learning process. Because in the teaching learning process, the teacher is not only delivering material for the students but also making assessment. The 2013 curriculum is using authentic assessment that including affective, cognitive, and psychomotor aspects.

Based on the description above, the researcher is interested in the teacher problems in the teaching English, under the title **“Teachers’ Problems in the English Teaching Learning Process and Assessment of Reading Text for implementing the 2013 Curriculum of the Tenth Grade Students of MAN Karanganom Klaten in the Academic Year of 2016/2017”**.

B. Identification of the Study

Based on the background above, the researcher has identified some problem, such as:

1. There are some problems that are faced by the teacher in the implementation of the 2013 Curriculum in the teaching learning process.
2. Many teachers have problems in the applying approach in the teaching learning process.

3. There are some problems that are faced by the teacher in making evaluation based on the 2013 Curriculum.
4. There are some problems that are faced by the English teacher to teach the students by using the 2013 Curriculum in the teaching learning process in the senior high school in academic years of 2016/2017.
5. There are some problems that are faced by the teachers to teach the reading skill for the students in the senior high school.
6. There are some problems that are faced by the teacher to teach English text in the teaching learning process by using the 2013 Curriculum in the senior high school in the academic year of 2016/2017.
7. There are some problems that are faced by teachers to make authentic assessment in the teaching English in the senior high school in the academic year of 2016/2017.

C. Limitation of the Study

As many qualitative studies, this research has the limitations. There are limitations to this research. First, this study is restricted to the tenth grade students of MAN Karanganom Klaten. This study only uses one school of senior high school and just for tenth grade students, so the answer to the research problem is specific. Second, the study is restricted to the teacher's problems, this study focused on the problems faced by the teacher for implementing of Curriculum 2013 as the newest curriculum in Indonesia. Third, the study is focused on the standard of process and standard of assessment in the 2013 Curriculum. The standard of process here is about method, media and using materials by the teacher and the

standard of assessment here is authentic assessment. The last limitation is focused on English teaching-learning process in reading English text.

D. Research Problem

Based on the description of the research above, the researcher would like to make research problem. The problem which is discussed in this research are:

1. What are the teachers' problems in using the appropriate method for implementing of the 2013 Curriculum in the English teaching learning reading text of the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017?
2. What are the teachers' problems in using instructional material for implementing the 2013 Curriculum in the English teaching learning reading text of the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017?
3. What are the teachers' problems in using instructional media for implementing the 2013 Curriculum in the English teaching learning reading text of the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017?
4. What are the teachers' problems in doing authentic assessment appropriate with the 2013 Curriculum in the English teaching learning reading text of the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017?

E. Objectives of the Study

Based on the research problem, the research has a purpose. The objective study of this research are:

1. To know the teachers' problems in using the appropriate method for implementing of the 2013 Curriculum in the English teaching learning reading text of the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017.
2. To know the teachers' problems in using instructional material for implementing the 2013 Curriculum in the English teaching learning reading text of the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017.
3. To know the teachers' problems in using instructional media for implementing the 2013 Curriculum in the English teaching learning reading text of the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017.
4. To know the teachers' problems in doing authentic assessment appropriate with the 2013 Curriculum in the English teaching learning reading text of the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017.

F. Benefits of the Study

The researcher expects the result of the study will be useful for two major benefits. There are theoretical benefit and practical benefit. The research benefits are:

1. Theoretical Benefit

This research is expected to give a reference to develop in English teaching learning process, especially in implementing Curriculum 2013. Besides, this research can have a significant theoretical framework for other researchers who are interested in conducting research on the same major. This research is also expected to give an example about teacher's problems in the implementation of Curriculum 2013 for any further researchers who want to study the same case take the same major. This study becomes a helpful and useful reference to the next study.

2. Practical Benefit

a. For researcher

The researcher expects to get more information about problems in English teaching learning process and assessment, especially in teacher's problems. It is expected that the researcher can have more understanding about the English teaching learning activities and assessment so that the researcher can prepare to be a creative and innovative teacher.

b. For the English teachers

The result of this study can give more information for the teachers, especially English teachers about the teacher's problems in the implementation of Curriculum 2013 in teaching learning process and assessment. From this result, the teachers can evaluate and solve their problems, so they become good teachers.

c. For the readers

The researcher expects the result of this study can give more information to the readers about the teacher's problem in the implementation of Curriculum 2013 in the teaching-learning process and assessment. It is also expected to explain the new issue in the education system.

G. Definition of Key Terms

For avoiding misunderstanding, the study used several key terms.

There are some key terms such as:

1. Teacher's problems

HakiElimu (2008) says that a teacher is a person who teaches or facilitates the learning process. The problem is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome. Teacher's problems are some matter or situation regarded as unwell that faced by the teacher.

2. English teaching learning process

HayCraft (1986) states that teaching and learning a language inevitably relate with different nationalities. Teaching and learning language must adapt to culture and attitudes which they are the essential aspects. English is a foreign language.

3. Assessment

Assessment is now not so much something which is 'done unto' students but which often involves negotiations with students and sometimes with employers as well (Huddleston & Unwin, 2002: 111).

4. Reading

Nunan (2003: 68) states that reading is a fluent process of readers to combine information from a text and their own background knowledge to build meaning.

5. Implementation the 2013 Curriculum

Implementation Curriculum is how to deliver the instructions of curriculum to learners for making the graduate that have some competencies that were appropriate their characteristics and their own capability (Hidayat, 2013: 158).

This study is focused on implementation of Curriculum 2013 as the newest curriculum in Indonesia.

CHAPTER II

REVIEW ON RELATED LITERATURE

The review on related literature in this research will discuss about curriculum, curriculum in Indonesia after decentralization, the component of the 2013 Curriculum, teaching, language teaching, teachers' problems in teaching, the English teaching learning process, the implementation the 2013 Curriculum in the teaching learning process, teaching reading, problems in the teaching reading, English text, method, material, media, previous study, and conceptual framework. This section is devoted to describe those points in details.

A. Curriculum

In the first times, "curriculum" is used in the sports area. Etymologically, the curriculum is derived from the Greek, the "*curir*" means the runner and "*curere*" means raced area. So, curriculum means the distance of the race that must be taken by a runner (Hidayat, 2013: 14). Hamalik (2014: 16) describes that curriculum is derived from Latin "*Curruiculae*" that means the range that must be taken up by the runner. Despite there is difference spelling between the etymological curriculum from Greek and Latin, but it has the same meaning as the raced area or race-course.

Hidayat (2013: 15) says that in 1855, the terminology of the curriculum is used in education that means some lessons in the University. In another word, Hamalik (2014) states that the definition of the curriculum

is the education period of time that must be taken up by students so that they can get a certificate of education. The certificate is the evidence that students have taken up the curriculum like as the runner that takes up a range from start to finish. Richards (2001: 39) states that curriculum is all those activities in which the children engage under auspices of the school. It includes not only what pupils learn, but also how they learn it, how teachers help them learn, using what supporting materials, styles, and methods of assessment, and in what kind of facilities.

In summary, curriculum is the main point of education that is used as the reference to the elements of education for achieving the educational purpose.

B. Curriculum in Indonesia after Decentralization

The development of curriculum in Indonesia certainly follows globalization. The change of curriculum is accommodated to the purpose that can be reached. Since Indonesia has gotten a freedom, the government makes the changes of curriculum as many as ten times. Widyastono (2014: 54) states that after decentralization, the curriculum in Indonesia changes in three times such as the 2004 Curriculum, the 2006 Curriculum, and the 2013 Curriculum.

1. The 2004 Curriculum

Hidayat (2013: 13) says that curriculum that is developed in this period is called Curriculum Based Competence. Education is emphasized to develop the ability for doing tasks that are appropriate with the standard of the curriculum. It means the education refers to the

effort to prepare students that will be able to do appropriate competencies.

Curriculum Based Competence is a set of planning and arrangement about competence and learning outcome, assessment, teaching learning process and the effort of education in developing school curriculum. This Curriculum oriented in: a) the result and impact that are expected to give a meaning for the students through the learning experience, b) the diversity that can be manifested that is appropriate with a requirement (Hidayat, 2013: 14).

The characteristics of the 2004 Curriculum (Curriculum Based Competence) are:

- a. It emphasizes on students' achievement both individually and classically.
- b. It is oriented on learning outcome and diversity.
- c. Delivering material in the teaching learning process is using variation approach and method.
- d. The resources of material are not only from the teacher, but also other education resources that are appropriate with educational elements.
- e. The assessment is emphasized on process and learning outcome of achieving the effort of mastery or achieving competence (Hidayat 2013: 15).

2. The 2006 Curriculum

The characteristics of School-Based Curriculum are:

- a. It emphasizes on students' achievement both individually and classically.
- b. It is oriented on learning outcome and diversity.
- c. Using variation approach and method in delivering materials in teaching learning process.
- d. Students not only get material from the teacher, but also other resources appropriate to the element of education.
- e. Assessment is emphasized on process and learning outcome of achieving the effort of mastery or achieving competence (Hidayat 2013: 18).

There are some differences from School-Based Curriculum that can be contrasted with Curriculum-Based Competence. Those are every school has authority to make educational planning by own account refers to standards that determined such as the purpose, vision-mission, structure and content of the curriculum, load learning, education calendar, and syllabus development (Hidayat, 2013: 18).

3. The 2013 Curriculum

Mulyasa (2013: 167) explains that the theme of the 2013 Curriculum is the curriculum that can produce the students that are productive, creative, innovative and effective through the reinforcement of attitude, skill, and knowledge that are integrated.

Widyastono (2013: 131) states that the 2013 Curriculum is developed with some characteristics, those are:

- a. Developing the spiritual and social attitudes, the sense of curiosity, creativity, and cooperation which are balanced with intellectual knowledge and psychomotor.
- b. Giving learning experience that is planned when the students apply the knowledge that is learned in the school to their society and find the learning sources in the society.
- c. Developing and applying the students' attitude, knowledge, and skill in some situations in society.
- d. Giving more time for developing students' attitude, knowledge, and skill.
- e. The competence is described into the classroom, main competence (KI) that is specified into basic competence (KD) of instructional subject.
- f. The main competence (KI) organizes the elements of basic competence (KD). All the basic competence (KD) and teaching learning process is developed for achieving the main competence (KI).
- g. Basic competence (KD) is developed based on accumulative principle, reinforced and enriched among the subject of instruction and the grade of education (horizontal and vertical relation).

The Ministry of National Education makes improvement of the 2013 Curriculum. The government makes improvement in producing the

generation that has three competencies. Based on the Ministry of National Education, there are four problems that had been improved such as: (1) the complexity of instruction and assessment of spiritual and social attitude, (2) the dissonance among the main competence, basic competence, syllabus and textbook, (3) the implementation of thinking process 5M (observing, questioning, experimenting, associating and communicating) as the instruction method that has procedural and mechanical characteristic, (4) delimitation the students' ability through separation of taxonomy of the thinking process each phases.

Based on the problems the government makes some improvements, those are: (1) arranging the competence of spiritual attitude and social attitude on all subjects, (2) coherence of the main competence, basic competence and document, (3) giving the space for teachers to implement the curriculum creatively, (4) arranging the competence that is delimited from separation of taxonomy of thinking process (The Ministry of National Education, 2016: 6).

C. The Components of the 2013 Curriculum

1. Graduation Standard of Competence

Based on UU 20/2003 article 35, the graduation standard of competence is the qualification of the graduates' ability that includes attitude, knowledge, and students' skill that must be achieved from elementary until senior high school.

The graduation standard of competence for elementary school until senior high school is used as the main reference for developing the

standard of content, standard of process, standard of educational assessment, standard of teacher and educational staff, standard of infrastructure, standard of management, and standard of financing (The Regulation of the Ministry of National Education No. 20/2016).

Based on the appendix of the Regulation of the Ministry of National Education No. 20/2016, the graduation standard of competence of senior high school has 3 domains, attitude, knowledge, and skill. Those are can be explained below:

a. Attitude

The students have behavior that reflects attitude such as (1) faithful and cautious to the Omnipotent God, (2) good character, honest, and caring, (3) be responsible, (4) true lifelong learners, (5) physically and mentally healthy. Those are must be appropriate with the students' development in the family, school, society, surrounding environment, nations, countries, regions, and international.

b. Knowledge

The students have factual, conceptual, procedural, and metacognitive knowledge at the technical, specific, detailed, and complex level regard to science, technology, art, culture, and humanities. The students can link their knowledge in themselves, family, school, society, surrounding environment, nations, countries, regions, and international context.

c. Skill

The students have skill for thinking and doing creatively, productively, critically, independently, collaboratively and communicatively through the scientific approach to the development of knowledge that had been learned in education unit and another source independently.

2. Standard of Content

Based on the Government Rules 19/2005 about National Standard of Education is determined that standard of content is the criteria about the scope of material and competence level for achieving the graduates' competence in the education level and the certain type of education. The scope of the material is identified based on the criteria of mandatory loads that determined in accordance with the provisions of legislation, a scientific concept, the characteristics of education unit, and education program. The level of competence is identified based on the criteria of the level of students' development, qualification of Indonesian competence, mastery of tiered competence (The Regulation of the Ministry of National Education No. 21/2016).

3. Standard of Process

The standard of process in the curriculum is the criteria for the implementation of the teaching learning process in the unit of education to get the standard of graduation. Mulyasa (2013: 25) states that outline of the standard of process can be described:

- a. The teaching learning process in the unit of education must be interactive, inspiring, gratify, giving a challenge, motivating the students to participate actively and giving enough space for the initiative, creativity, and autonomy that are appropriate with students' talent, interest, physical development, and psychology.
- b. Each education unit executes planning, the implementation of teaching learning process, assessment and supervision so that the teaching learning process carried out effective and efficient.
- c. The planning of teaching learning process is arranged into a lesson plan for each lesson.

Based on the The Regulation of the Ministry of National Education No. 22/2016, the standard of the process includes the planning of the teaching learning process, the implementation of the teaching learning process, the assessment of the learning outcome, and the supervision of the teaching learning process.

The instruction planning is designed to be a syllabus and lesson plan that refers to the standard of content. The instruction planning includes arranging lesson plan, media, material, the equipment of instruction assessment, instruction scenario. The arranging syllabus and lesson plan must be adjusted with the instructional approach that is used. The syllabus is the reference to make the instructional design for every subject. The lesson plan is the planning of instruction activity face to face in a meeting or more. The lesson plan is developed from syllabus to

direct the students' activity in achieving the basic competence (The Regulation of the Ministry of National Education No. 22/2016).

The implementation of teaching learning process is the realization of lesson plan that includes opening, main activity, and closing. The assessment of teaching learning process uses authentic assessment that evaluates the students' readiness, process and the learning outcome with integrated manner. It can describe the students' capacity, manner, and learning outcome that are capable of producing the instructional effect of the knowledge aspect and natural effect of attitude aspect. The supervision of teaching learning process is done through monitoring, supervising, evaluating, reporting and following up ongoing. The supervising is done by the headmaster and the supervisor (The Regulation of the Ministry of National Education No. 22/2016).

Based on the explanation above, it can be concluded that standard of process is the standard of teaching learning process. Teaching learning process also called as instruction. The principle of teaching learning process is the rule, norm or law that has to get attention by teacher and students so that the teaching learning process can be effective and efficient (Ruhimat et.al, 2012: 182). Heinich et. al., (1993: 7) define that instruction is the arrangement of information and environment to facilitate the learning process. Hamalik (2014: 57) defines instruction as a combination that is arranged through the aspect of humans, material, facility, equipment, and procedure that give the influence the achieving the educational purpose.

Ruhimat et. al., (2012: 176) state teaching learning as a system that has some components include the purpose, materials, strategy, media, and evaluation. As the appendix of The Regulation of the Ministry of National Education No. 22/ 2016, the main activity in the teaching learning process uses instructional method, instructional media and the materials that are adjusted to the students' characteristics and the instruction's subject.

In summary, the teaching-learning process has the main components, these are material, method, and media for achieving the educational purpose.

4. Standard of Assessment

Standard of Assessment of Education is a criterion of scope, purpose, benefit, principle, mechanism, procedure, and the assessment of the learning results instrument that is used as the basis of the assessment of the learning result of students in the elementary school until senior high school. Assessment is a process of gathering and processing information to measure the achievement of the students' learning result. Assessment is the process for gathering and processing information to measure the students' learning outcome. For doing assessment the teacher uses the minimum criteria of mastery learning/ minimum learning mastery standard. Minimum criteria of mastery learning is the criteria of mastery learning that refers to the graduation standard of competence that considers the characteristics of the students, the characteristics of the subject matter, and the situation of education

units. The scope of the learning assessment in the elementary and high school includes some aspect, those are attitude, knowledge, and skill (The Regulation of the Ministry of National Education No. 23/2016).

a. The Principles of Assessment

Based on the Regulation of the Ministry of National Education No. 23/ 2016, there are some principles of assessment:

- 1) Valid: the assessment is based on the data that reflects the ability to be measured.
- 2) Objective: the assessment is based on the procedure and the clear criteria that do not influence by the subjectivity of the assessor.
- 3) Fair: the assessment is equal for all students with special needs, differences of the background of religion, ethnic group, culture, tradition, social economic status, and gender.
- 4) Integrated: the assessment becomes one of components that cannot be separated with the teaching learning process.
- 5) Open: the assessment procedure, criteria, and the basis of making decision can be known by the committee.
- 6) Comprehensive and continuous: the assessment includes all aspects of competence by using some appropriate assessment techniques to monitor the development of the students' ability.
- 7) Systematic: the assessment is done well-prepared and continued by following the the basic steps.

- 8) Refers to the criteria: the assessment is based on the measurement of achieving competence that is set, and
- 9) Responsible: the technique, procedure, and result of assessment can be proved.

b. The Assessment by The teacher

Based on the Ministry of National Education (2015: 5) the assessment by the teacher is a process to gather information or data about the students' achievement of learning in attitude, knowledge, and skill aspect that are done well-planned sistematically for monitoring the process, the learning development, and the improvement of learning outcome through giving an assignment and evaluating the learning outcome.

The assessment that has been done by the teacher is called as authentic assessment that includes affective assessment, cognitive assessment, and psychomotor assessment.

1) Affective Assessment

a) Definition of Affective Assessment

Based on the Regulation of the Ministry of National Education No. 53/ 2015, the affective assessment is the assessment about the students' willingness attitude as the learning outcome in the teaching learning process and their environment. The affective assessment is done by the counseling teacher, the religion teacher, civic education teacher, and the class-control teacher. The affective

assessment is used to know the achievement and build the students' behavior and character that are appropriate with the attitude aspect in the basic competence (KD) of the main competence of spiritual attitude (KI-1) and social attitude (KI-2).

Based on the Regulation of the Ministry of National Education No. 23/2016, the subject teacher does not have obligation to do affective assessment, the teacher can warn the student that has bad attitude in the classroom. The teacher must assess the aspects of attitude in the affective assessment including honest, discipline, responsible, tolerance, cooperative, polite and courteous, and confident.

b) The Technique of Affective Assessment

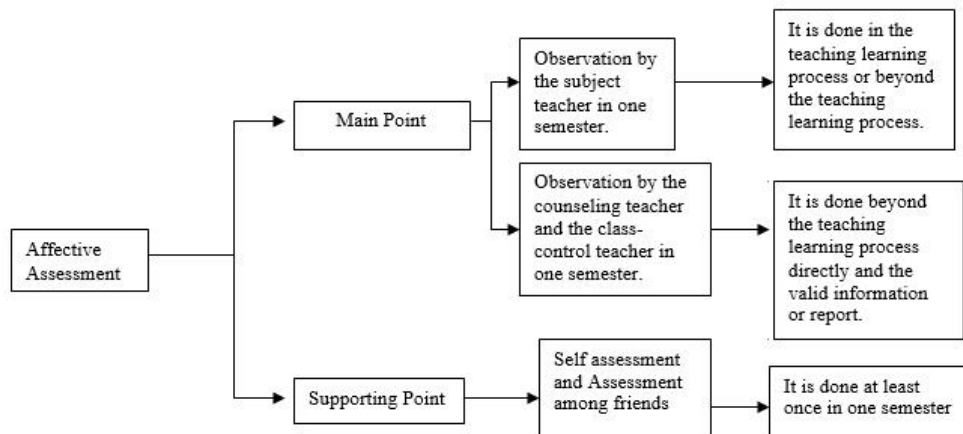


Figure 2.1. The affective assessment technique (The Ministry of National Education, 2015: 8)

The technique of affective assessment is done by the subject teacher, counseling teacher, and the class-control teacher through observation that is compiled in a journal. Observation is a technique that is done continuously through observing the attitude. The teacher uses self assessment and assessment among friends and the confirmation data.

2) Cognitive Assessment

a) Definition of Cognitive Assessment

Based on the Ministry of National Education (2015: 14) cognitive assessment is the assessment to measure the students' ability such as factual, conceptual, procedural, metacognitive knowledge, and the skill in first level until advance level of thinking. It concerns to the achievement of the basic competence (KD) of the third main competence (KI-3).

b) The Technique of Cognitive Assessment

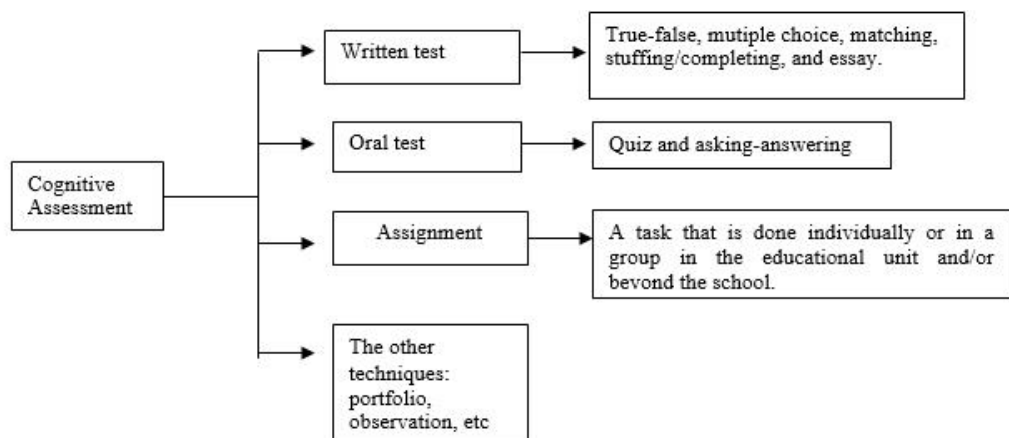


Figure 2.2. The cognitive assessment technique (The Ministry of National Education, 2015: 14)

The cognitive assessment is used to assess the students' knowledge, the teacher can use written test, oral test, assignment, and the other techniques to assess the students' knowledge. Written test includes true-false, multiple choice, matching, stuffing/completing, and essay; oral test includes quiz and asking-answering; and assignment includes a task that is done individually or in a group in the educational unit and/or beyond the school. The teacher also can use the other techniques.

3) Psychomotor Assessment

a) Definition of Psychomotor Assessment

Based on the Ministry of National Education (2015: 22) the psychomotor assessment is the assessment to measure the achievement competence of the students toward the basic competence (KD) of the fourth main competence (KI-4).

b) The Technique of Psychomotor Assessment

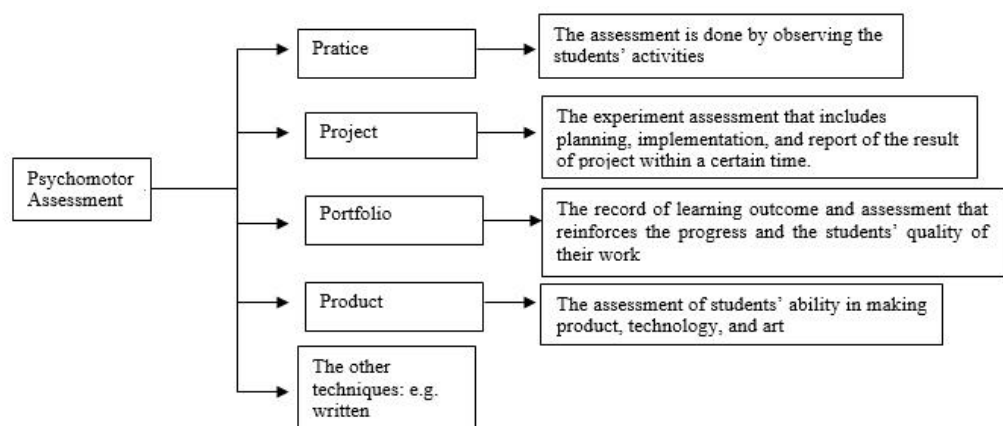


Figure 2.3. The psychomotor assessment technique (The Ministry of National Education, 2015: 23)

Based on the figure above the psychomotoric assessment uses practice, project, portfolio, product, and the other techniques that are appropriate with the material.

From the four components of curriculum the researcher is interested two aspects. Those are standard of the process that includes method, material, and media and standard of assessment.

D. Teaching

David & Robert (2010: 241) state that teaching is a highly complex, socially interactive activity. Teaching is the process of guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning, but learning is the process of acquiring and getting knowledge of a subject or a skill by study, experience, or instruction (Brown, 2007: 8).

Rahyubi (2012: 7) states that teaching is the process of helping the students to get information, idea, skill, value, thinking style, the facilitator to express themselves, and the manner how to learn. In summary, teaching is the process of facilitating and guiding the learners to get new knowledge and experiences.

E. Language Teaching

Brown (2007: 6) describes some definition about language such as:

1. Language is systematic.
2. Language is a set of arbitrary symbols.
3. Those symbols are primarily vocal, but may also be visual.
4. The symbols have conventionalized meanings to which the refer.

5. Language is used for communication.
6. Language operates in speech community or culture.
7. Language is essentially human, although possibly not limited to humans.
8. Language is acquired by all people in much the same way: language and language learning both have universal characteristics.

Richards (2006: 4) states that language teaching was viewed as a process of mechanical habit formation. Brown (2006: 18) states that the language teaching has mirrored the theoretical trends, approaches and techniques that have stressed the importance self-esteem, intrinsic motivation, students cooperatively, learning together by developing individual strategies for constructing meaning and focusing on the communicative process in language learning. It can be concluded that language teaching is a process to develop individual strategies for constructing meaning and focusing on the communicative process in language learning

F. Teachers' Problems in the Teaching

There are many problems that are faced by the teacher when doing his or her work. Hamalik (2013:12) gives definition of teaching problems in two dimensions, those are dimension of components and the interactions among the component. The components are learning goals, teacher, teaching plan, teaching media, learning strategy and teaching evaluation. The interaction among components mean that the components are synergies, dynamic or synergy and dynamic.

Commonly, the problems that are faced by teachers in the teaching are material, method, and media.

1. Preparing Material

Yaumi (2013: 254) states instructional material which is used in the teaching-learning process sometimes does not pass through a systematic process to develop it. Kozma (2003: 212) states that the problem that are often faced by a teacher and lecturer is so many materials that must be taught with limited time. The teacher often does not consider scientific stage at the limited time.

Preparing instructional material is the substance that will be explained in the teaching learning process. Without instructional material the teaching learning process does not work. There are two problems in the mastery of instructional material, those are the mastery the main and extra of the instructional material. Arikunto (in Rifai, 2016: 2) states that material is the main point of teaching learning process because the instructional material is efforted to be mastered by the students. Because of that, the teacher must consider the choosing materials that relates to syllabus and the students' needs in their age and certain environment. The students' interest will increase if the material that is taught appropriate to their needs.

2. Instructional Method

Robert (in Prahesti's Thesis, 2015: 1) says that the biggest problem of English teaching-learning process in Indonesia is the method that is used by the teacher. Rifai (2016: 2) states that the teacher should not be

fixed on one method, but preferably the teacher uses variation method so that the teaching learning process can make the student become interested. Using the variation method cannot be effective if the using of the method is not appropriate with the situation and the psychological condition of the students. Because of that, the choosing the variation method is not giving benefit if the teacher disregard the factors that influence the using of the method.

3. Instructional Media

The problems in using instructional media are some teachers cannot use the media, and only use textbook as the sources of all knowledge. Instructional technology and media provide the teacher with the tools to engage students in learning. The teacher must be prepared to choose the best tools for his or her students. Such tools offer powerful possibilities for improving learning. The teacher must be using the variation technology and media when he or she teaches in the classroom. The roles of the teacher and students are clearly changing because of the influence of technology in the classroom. No longer are teachers and textbook the sources of all knowledge. The teacher becomes a facilitator of knowledge acquisition. With a few keystrokes students can explore the world, gain access to the library, other teachers and students, and a host of resources to obtain the information that they seek (Smaldino et. al., 2005: 5).

G. English Teaching Learning Process

There are many different contexts and classroom arrangements to teach and learn English (Harmer, 2010: 12). Nurhayati et. al., (2008) explains English is regarded as a foreign language in some countries like Indonesia, Vietnam, and China. So, it is common to consider the context of English learning in these places as EFL (English as a Foreign Language) context.

HayCraft (1986) states that teaching and learning a language inevitably relate with different nationalities. Language is the unique expression of a historical development, of a special social awareness, and of particular ways of thought. Teaching and learning language must adapt to the culture and attitudes which they are the essential aspects.

The instruction of English as a foreign language may occur in many countries. EFL (English as a Foreign Language) is studying for different purposes, such as: passing the examination, career development, pursuing education, etc. In most countries, English as foreign language is a part of education curriculum, especially in Indonesia, English is a compulsory subject for junior and senior high school, but for the lower levels, such as elementary schools and kindergarten, English is taught as the local content element (Nurhayati et. al., 2008: 3). There are four skills involved in the mastery of a language: receptive skills and productive skills. Listening and reading are receptive skills and speaking and writing are productive skills (HayCraft, 1986: 8).

The 2013 Curriculum gives priority to scientific approach (observing, questioning, experimenting, associating, and communicating) that is advocated by the other innovative approach, such as problem based learning, discovery learning, explorative learning, project based learning, and communicative language teaching that all of them more or less refer to the meaning from 'nature appropriate with human character' that is focused on students, authentic, contextual, and giving meaning to the students' life in daily activity (the Ministry of National Education, 2014).

Based on the Ministry of National Education (2014), approaches are appropriate with English instruction principle based on genre or text. English teaching-learning process includes some activity, such as:

- a. The purpose to do social function. Texts that are expressed, scrutinized, read, and written by students are directed to implement social function authentic or close to authentic of a source and the using of a source. The students will find authentic problem or difficulty.
- b. The teaching-learning process includes observing, questioning, experimenting, associating, and communicating activity. For implementing the every activity is also covered the other steps, for example, questioning activity can be done in the observing stage. Moreover, experimenting, associating, and communicating activity also can be done. When the students collect information, they sometimes have to fix their experiment.
- c. The teaching learning process is implemented through the process of habituation and civilizing with using some examples in the accuracy

and acceptance the content of meaning, the structure of the text, an audiolingual element from the text that is spoken, scrutinized, read, written include the behavior in the context of using language.

- d. The teaching learning process fuses initiative and liveness self, cooperation in a group, and professional guidance.
- e. The instruction includes the developing of the ability to arrange the steps of activity in the applying of every task, includes in using instruments such as a table, diagram, power point, audio/visual instrument, etc.
- f. The instruction also includes the developing of the ability to ask, includes questioning about the things that are not known and questioning the things that are settled.

Based on the Ministry of National Education (2014: 73) there are some differences concepts between English instruction for the previous curriculum and the 2013 curriculum. The differences concepts are:

Table 2.1. The differences concepts between English/Indonesia Instruction

No	The Previous Curriculum	The 2013 Curriculum
1.	Instruction material is emphasized on grammar/ grammatical structure.	Instructional material is emphasized on competence to use language as the communication device for explaining idea and knowledge.
2.	Students are not accustomed to reading and comprehending the meaning of a text.	Students are not only accustomed to reading and comprehending the meaning of a text but also to abstract and rewrite with their own word.

3.	Students are not accustomed to arranging a text that is systematic, logical, and effective.	Students are accustomed to arranging a text that is systematic, logical, and effective through rehearsal arranging text.
4.	Students are not defined by the rule of arranging text appropriate with a requirement.	Students are defined to the rule of arranging text appropriate with requirement so the process of arranging text will not cause ambiguity (must be adjusted with situation and condition: who, what, and how).
5.	English teaching learning process is not emphasized on expression and spontaneity to use language.	Students are accustomed to expressing themselves and their knowledge that makes convincing spontaneously.

Source: The Ministry of National Education explanation (2014: 73).

H. The Implementation of the Curriculum 2013 in Teaching Learning Process

1. The Implementation of the 2013 Curriculum in Teaching Learning Process

The Ministry of National Education (2013: 3) states that the instructional target of the 2013 Curriculum is competence instruction by reinforcing teaching learning process and authentic assessment to achieve the competencies of attitude, knowledge, and skill. Mulyasa (2013: 99) states that the implementation of the 2013 Curriculum is the actualization curriculum in the teaching learning process and figuration competence and character of students.

Mulyasa (2013: 108) specifically, the teaching learning process based competence in The 2013 Curriculum concerns:

- a. To introduce the life value to the students that is appropriate with the concept of *learning to know, learning to do, learning to be* and *learning to live together*.
- b. To make the students is aware about the important of learning in their life, that must be planned and managed systematically.
- c. To give learning facilities for the students so that they can learn quietly and happily.
- d. To make a conducive teaching learning process for digging the students' potential by giving some basic competencies.

Mulyasa (2013: 109) states that there are some steps to make the teaching learning process become effective, gratify and give an understanding that must be considered by the teacher.

- a. Warming Up and Apperception

Warming up and apperception are necessary to do for knowing the students' knowledge, giving motivation by presenting the interesting material and encouraging the students to get a new experience.

- b. Exploration

Exploration is the step to introduce the material and then connect it with the students' knowledge. The teacher use an exact method to develop the student's acceptance of standard material and new competence.

c. Instructional Consolidation

Consolidation is the process to make the students become active in making competence and character, and connect them with students' life. The teacher must make the students actively solve their problem, especially in the actual problem.

d. Figuration of Attitude, Competence, and Character

The teacher must give motivation to the students so that they can apply the concept of the character competence that they are learned in the daily activity.

e. Formative Evaluation

Formative evaluation is important to make remedial. The teacher can analyze the students' weakness and the problems that are faced by the teacher in making character and competence from the students.

Dyers, J.H et. al., (in the explanation of Ministry of National Education, 2014: 61) review $\frac{2}{3}$ of the human creativity is gotten through education and $\frac{1}{3}$ from that is gotten from genetic factor. This is different with human intelligence which $\frac{1}{3}$ is obtained through education and $\frac{2}{3}$ is gotten from genetic factor. Based on the explanation above, the Ministry of National Education expects the teaching-learning process must be emphasized to make creativity students. The creativity can be obtained through observing, questioning,

experimenting, associating and networking. These activities can be called as scientific approach.

2. Scientific Approach

The Ministry of National Education (2014: 30) states that the teaching learning process is like a scientific process so that the 2013 Curriculum uses the essence of scientific approach in the teaching learning process. The government is convinced that scientific approach is the point of the development and expansion of students' attitude, skill, and knowledge. Scientific approach is setting out inductive reasoning than deductive reasoning. Inductive reasoning uses specific evidence into relations of an idea that more extensive. Commonly, scientific method puts unique phenomenon with the study which is specific and detail to formulate the general conclusion. Scientific approach uses a method of inquiry based on the evidence from the object that can be observed, empirical, and measurable with the specific reasoning principles. Generally, scientific method contains an activity to collect data through observing/experimenting, processing information or data, analyzing data, formulating, and testing the hypothesis.

There are some steps in the teaching-learning process by scientific approach. Based on the Regulation of the Ministry of National Education No. 81 A /2013 in Appendix IV teaching-learning process consists of 5 points, those are:

- a. Observing;
- b. Questioning;

- c. Experimenting;
- d. Associating; and
- e. Communicating.

The five points in the teaching-learning process can be elaborated in a variety of learning activity, in the same manner as in the table below.

Table 2.2. The relevance of the instruction process with the learning activity and the meaning

Instructional Step	Learning Activity	Competencies that are developed
Observing	Reading, listening, scrutinizing, watching (without media/ using media).	Training the truth, carefulness, and looking for information.
Questioning	Making a question about the information that cannot be comprehended what they observe or question for getting extra information about what they observe (starting from factual question until hypothetical question)	Developing creativity, curiosity, the ability to formulate a question for making a critical mind that is needed to educate living and throughout life learning.
Collecting information/ Experimenting	<ul style="list-style-type: none"> - Doing experiment - Reading another source besides a textbook. - Observing object/ incident/ activity - Interviewing with informant 	Developing careful, honest, and respectful attitude; admiring another opinion; the ability to communicate, applying the ability to collect information through various manners that are learned; developing learning habit and throughout life learning.
Associating/ processing information	<ul style="list-style-type: none"> - Processing information that was collected from the activity result of collecting/ experimenting, observing, and collecting information. - The processing of information that is collected to increase comprehensiveness and deepness the mastery of 	Developing students' attitudes that are honest, careful, discipline, rule obedient, hard worker, the ability to apply the procedure and the ability by inductive and deductive thinking in making conclusion.

	information and processing information to get a solution of some sources that have a different argument or contradictive argument.	
Communicating	Explaining the result of observation, conclusion based on the result of analysis orally, written, or another media.	Developing the honest, careful, and tolerance attitude, the ability to think systematically, showing opinion briefly and clearly, and developing the ability to use language well and correctly.

Source: The Ministry of National Education (2014: 30-31)

3. Communicative Language Teaching

One of the methods of teaching language is Communicative Language Teaching. Richards & Rodgers (1999: 159) states that communicative Language Teaching refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. The goal of language teaching is to develop communicative competence.

In Communicative Language Teaching, there are some characteristics of language follow:

- a. Language is a system for the expression of meaning.
- b. The primary function of language is to allow interaction and communication.
- c. The structure of language reflects the functional and communicative uses.

- d. The primary units of language are categories of functional and communicative meaning as exemplified in discourse, not grammatical.

Richards (2006: 11) summarizes that the principles of communicative language teaching (CLT) includes (1) make the real communication the focus of language learning, (2) provide opportunities for learners to experiment and try out what they know, (3) be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence, (4) provide opportunities for learners to develop accuracy and fluency. (5) link the different skills such as speaking, reading, and listening together, since they usually occur so in the reality, (6) let the students induce or discover grammar rules.

Communicative Language Teaching (CLT) marks the beginning of a major paradigm shift within language teaching in twentieth century (Richards & Rodgers, 1999: 151). The role of language teacher in the class room that of a facilitator who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning (Richards, 2006: 20). In summary, CLT can facilitate the students to learn language, especially foreign language so that the students can use and practice the language. The teacher becomes a facilitator in the teaching learning process.

I. Teaching Reading

Broughton et al, (2003: 89) explain that reading is a common place of teacher education tend to teach by the methods which are used. Reading is essentially an intellectual skill, this is the ability to correlate the black marks on the paper by way of the formal elements of language. Nunan (2003: 68) gives explanation about the aspect in teaching reading. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. The second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. You only learn to read once. Once you have learned how to read in one language, you do not learn how to read again in a second/foreign language, but rather you learn how to transfer skills that you have already learned to the new reading context in a new language. There are some steps to teaching reading:

- a. The teacher makes some questions for testing. It is needed to know about the inferences about meaning to be drawn.
- b. The teacher needs to bear in mind is that the choice of an appropriate text. It is important in building up students' reading competence.
- c. The teacher must introduce all aspects of reading, all the various kinds of relationship, between words in the text, between grammatical constructions, between logical and rhetorical elements, between the author and the reader and the text. It should be covered by the questioning.

- d. The teacher needs to bear in mind when using questions to help the students to understand what they read is that the form in which the question is put may have a bearing on how easy or difficult it is for the students (Broughton et al, 203:101-104).

J. Problems in Teaching Reading

Teaching reading in the classroom is not easy because there are some problems that must be faced by the teacher. Kennedy (1981: 195-197) states that there are 4 factors that are most often responsible for people to comprehend reading materials.

1. Classroom Management

There are some teachers that cannot manage their class in the teaching learning process. It is caused by some factors that come from the condition, time, students or even teacher. The class has many students class is not effective to teach so that the teacher.

2. Knowledge

Knowledge is the essential in comprehension. Without an appreciation of the meanings of words, there can be no comprehension. Moving beyond the meaning of individual words, domain knowledge is also considered crucial for comprehension. Appreciation of the domain that is being referred to a text allows the reader to move from a word of propositional representation of the text to someone that integrates this knowledge with a broader body of background knowledge, thus allowing the reader to build a potentially inference-rich mental model of the situation or event.

3. Vocabulary Difficulties

An excessive vocabulary burden forces the readers to rely on the dictionary or to bypass many important words. When any appreciable number of words is left out, understanding must suffer.

4. Lack of Pupil Interest

It is difficult to some readers but the most thoroughly disciplined readers to concentrate on material they dislike or that is unrelated to their personal interests. Without thoughtful attention to content comprehension, some materials will be underestimated. Lack of interest causes the mind to wander, eliminates any desire to excel, encourages a dislike for the task and reduces consciousness effort.

K. English Text

Siahaan & Shinoda (2008: 1-2) state that a text is a meaningful linguistic unit in linguistics context and nonlinguistics context. A text of language is a text spoken or written in any language. English text is a text spoken or written in English. Learning the English Text is learning to communicate in the culture of English people.

Based on the syllabus of English subject in the 2013 Curriculum, there are 3 genre texts that must be taught to the students.

1. Descriptive Text

Descriptive text is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. Descriptive text is a text containing two

components identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object (Siahaan & Shinoda, 2008: 73).

2. Recount Text

Winch et, al (2002: 50) state that recount tells about an experience that happened in the past. Recount text is usually chronological, actions verbs, and past tense. Recount text may involve personal feelings and opinions that contain details. Recount text may be personal (involves 'I' or 'we'). A recount text is the retelling or recounting of an event or an experience. Recount text is a text that retells events or experience in the past.(Digeryasa, 2016: 2). The rhetorical structure and textual element consist of orientation, record of events, and re-orientation.

3. Narrative Text

The narrative tells a story that the series of connected events or action or process of an action, which the events can make the story are usually told in the order in which would happen. Narrative text can be a true story and fictional, the true narrative includes the writing of history, autobiography or news reports and the fictional story includes a short story, novelette or novel. A narrative can tell about what happens in the situation of minutes or years (Dumais, 1988: 60). The

generic structure of narrative text consists of orientation, complication, and resolution (Digeryasa, 2016: 16).

4. The Competence of Teaching Learning Reading English Text

Based on the syllabus of English subject, there are three genres that must be learned by the tenth grade students: reading descriptive text, recount text, and narrative text. The students at least must reach the basic competence of learning. The basic competence includes:

a. Descriptive Text

3.4 Distinguishing the social function, text structure, and linguistic elements of descriptive text, oral and written by giving and asking information that concern with tourist attractions, the famous historical buildings, short and simple appropriate for the context.

4.4 Descriptive Text

4.4.1 Capturing the meaning contextually concerned with the social function, structure of descriptive text, short and simple that concern with tourist attraction, the famous historical building.

b. Recount Text

3.7 Distinguishing the social function, text structure, and linguistic elements of recount text, oral and written by giving and asking information that concern with historical experience appropriate with the context.

4.7 Recount text – Historical experience.

4.7.1 Capturing the meaning contextually that concern with the social function, text structure, and linguistic elements of recount text, oral and written concerned with historical experience.

c. Narrative Text

3.8 Distinguishing the social function, structure of the text, and the linguistics elements oral and written narrative texts by giving and asking information that concern with the simple legend appropriate with the context.

4.8 Capturing the meaning contextually concerned with the social function, structure of the text, and the audiolingual elements oral and written narrative texts that concern with the simple legend (The Ministry of National Education, 2016).

L. Method

1. The Definition of Instructional Method

Anthony (in Richards & Rodgers 2002: 19) identifies about approach, method, and technique. Approach is a set of correlative supposition dealing with the nature of language teaching learning. Method is a comprehensive plan for the orderly language material presentation, no part of that contradicts and all of that is based on the selected approach. A technique is a specific trick, stratagem or contrivance that used to achieve an immediate purpose. An approach is axiomatic, method is procedural and technique is implementational.

As Anthony's model (in Richards & Rodgers 2002: 19) approach is the level at which supposition and beliefs about the language and language learning are specified, method is the level at which theory will be practiced, the choices are made about the specific skill to be taught, the content to be taught and the step to present the content, technique is the level at which classroom procedures are described.

The teaching method is the ways that are used by the teacher to deliver the lesson for the students so that the teacher must choose the appropriate teaching method to agree with the purpose and target that have been determined. In another side, the appropriate method can make the teaching-learning process become educative, conducive and interesting (Hamdayama, 2016: 94)

Yaumi (2013: 206) describes that method is the way to implement the planning that has been made in the real activity so that the optimal purpose can be reached. Method is used to realize the strategy that has been determined. Strategy as a planning to realize something but method is the way that can be used to implement strategy. Yaumi (2013: 215) explains that the component of instructional method includes some methods that are adjusted with the steps of the activity. Every step can be adjusted to one or more method. It depends on what the method that matches with purpose, material, and media that used.

It can be concluded that method is the ways that used by teacher to deliver material in the teaching learning process.

2. The Instructional Method in the Implementation of the 2013 Curriculum

Based on the appendix of the Regulation of the Ministry of National Education No. 22/2016, the standard process of the 2013 curriculum emphasizes on the characteristic of competence and the subject of instructional. Discovery/inquiry learning is needed to reinforce scientific approach, integrated thematic (thematic among the subject of instructional). In addition to discovery/inquiry learning, project based learning is also needed to produce students' creativity. It is adjusted with a characteristic of competence and the grade of education. It can be concluded that the main method of teaching learning process uses discovery/inquiry learning and project based learning but as a teacher can use some methods to teach English that are appropriate with the educational purpose. The Ministry of National Education (2014: 32) states that there are 3 instructional methods for implementing the 2013 Curriculum include problem based learning, problem based learning and discovery learning.

a. Project Based Learning

Project Based Learning (PJBL) is the instructional design that uses project/activity as media. PJBL uses problem as the first step for gathering and integrating the new knowledge based on experience in the real activity. It is designed for used in the complex problems that are needed by students in doing an investigation and comprehending it. The inquiry process is started

from making a question guideline and guiding the students in a collaborative project that integrates some subjects. PJBL gives the occasion for the students to dig the content of material by using a variety of learning style, so every student learns appropriate with their learning style. In the project based learning, the teacher has a position as a facilitator, instructor, advisor, and mediator to get the optimal results that are appropriate with the student's imagination, creativity, and innovation (The Ministry of National Education, 2014: 32).

Project Based Learning has some characteristics, such as:

- 1) The students make a decision about a framework.
- 2) There is a problem or challenge that is sent to the students.
- 3) The students make a design of the process in determining the solution of the problem or challenge.
- 4) The students have a collaborative responsibility access and manage information to solve problems.
- 5) The evaluation process is worked continue.
- 6) The students make a reflection based on their activities that are gotten done in periodic.
- 7) The final product of learning activity will be evaluated qualitatively.
- 8) The teaching learning situation gives tolerance to the fault and change (The Ministry of National Education, 2014).

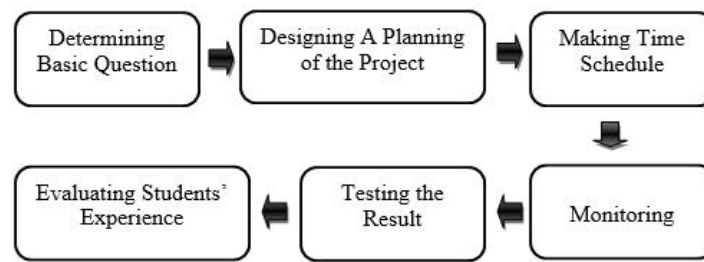


Figure 2.4. The diagram of the operational steps of PBJL method (The Ministry of National Education, 2014: 34)

For understanding the figure above, there are operational steps of PBJL method that can be explained:

1) Determining Basic Question

The teaching learning process is started with the an essential question, it gives an assignment to the students in doing an activity. The teacher must take a topic that is appropriate with reality. It is started with a deep investigation. The topic must be relevant to the students.

2) Designing A Planning of the Project

The teacher and the students make a collaborative planning. It is meant the students have a contribution for their project. Planning is containing the rule of the game, choosing the activity that can support for answering the essential question. The students must integrate some subjects that are possible and knows the tools and material that can be accessed for helping to solve the problem.

3) Making Time Schedule

The teacher and students make a time schedule of the project. In this stage, there are some activity such as: (1) making timeline, (2) making deadline, (3) bringing the students to make a new method for the project, (4) guiding the students when they make a method that does not have relation with the project, and (5) asking the students to make explanation/reason why they choose the method.

4) Monitoring the Students and Progress of the Project

The teacher has a responsibility do monitoring the students' activity during finishing the project. The teacher becomes a mentor when the students do the project. The monitoring process is can be easy if the teacher makes a rubric that can record all important activity.

5) Testing the Result

The assessment is done to help the teacher in measuring the level of achievement of the standard, evaluating the students' progress, giving feedback, and helping the teacher to make instructional strategy in the next meeting.

6) Evaluating Students' Experience

The teacher and students make a reflection about their activity and the project that is done. This process can be done individually or simultaneously. The students explain their feeling and experiences during the process to finishing their

project. The teacher and students make a discussion for improving the activity during the process of finishing project so that will be found a new finding to answer the problems that are presented in the first stage.

b. Problem Based Learning (PBL)

Exline (2004) states that Inquiry Based Learning has several variations that are most widely used includes Future Problem Solving Program and Problem Based Learning, so PBL is one of the variation of Inquiry Based Learning. Problem Based Learning is an instructional approach that presents a contextual problem so that can stimulate the students to learn. The students must do cooperative working in a team to solve the reality problem. In another definition, PBL is an instructional method that challenges the students to study about how to learn, work in a group for getting a solution of reality problem (The Ministry of National Education, 2014: 38).

There are some strategies in doing Problem Based Learning method such as:

- 1) Problem is a study.
- 2) Problem is a plumbing of comprehension.
- 3) Problem is an example.
- 4) Problem is a part of a process.
- 5) Problem is a stimulus of authentic activity (The Ministry of National Education, 2014: 38).

The position of the teacher, students, and problem in the teaching-learning process based on PBL method can be shown in the table below.

Table 2. 3. The position of the teacher, students, and problems in teaching-learning process based on PBL

Teacher as Trainer	Students as Problem Solver	Problem as the First Challenge and Motivation
Asking about thinking.	The students must be active.	Problem is interesting to be solved.
Monitoring teaching-learning process.	Concerned with the teaching-learning process.	Supplying the requirements that have relation with the subject that is learned.
Probing (Challenge the students to think)	Building the instruction.	
Keeping the students belong to the instruction.		
Organizing the dynamic of a group.		
Keeping the process going on.		

In the teaching-learning based on PBL method, the teacher must give some problems as the stimulation that are expected to increase the students' skill of achievement the instructional material. There are some steps of PBL method that are shown in the diagram below.

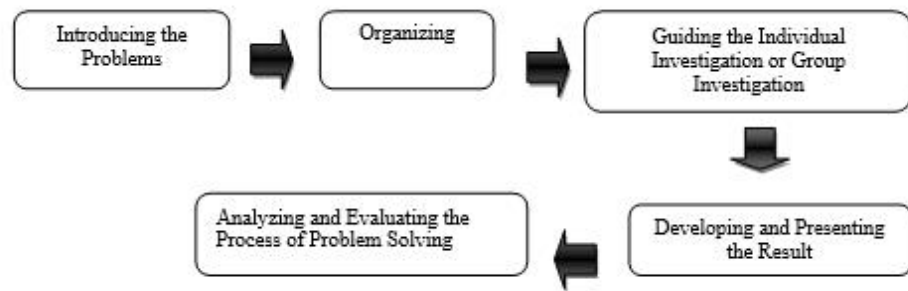


Figure 2.5. The diagram of the operational steps of PBL method

For understanding the figure above, there are some operational steps of PBL method can be explained includes:

1) Introducing the Problems to the Students

The teaching-learning process is started with explaining the instructional goal and the activities that will be done. The teacher must explain what should be the students doing in detail and how the teacher will evaluate the teaching learning process.

2) Organizing the Students to Learn

The teacher starts the instruction by making some groups of students. Each group will choose and solve the different problem. The problem solving needs cooperation and discussion among the member of a group.

3) Guiding the Individual Investigation and Group Investigation

Investigation is the main activity in PBL. Although every case has different investigation technique, commonly

involve identical characteristics include collecting data and experimenting, making a hypothesis and explaining, and giving problem solving. The main aspect of investigation process is collecting data and experimenting. In this step, the teacher has to encourage the students for collecting data and doing experiment until they can understand the dimension of the problem situation. The purpose is the students can collect the complete information to make and build their ideas.

4) Developing and Presenting the Result

The investigation is followed by making a product. The product is not only written a report but also videotape (showing the problem situation and problem-solving), model (the physical realization of problem situation and problem solving), computer program, and multimedia presentation. The quality of the product is influenced the students' intelligence level. The next step is presenting/showing the product, the teacher as the organizer, assessor and giving feedback.

5) Analyzing and Evaluating the Process of Problem Solving

This step helps the students to analyze and evaluate the process and the students' skill of investigation and intellectual by themselves. During this step, the teacher asks the students to reconstruct their mind and the activity that have been done in the teaching-learning process.

c. Discovery Learning

Heinich et. al., (1993: 19) states that Discovery method is used inductive, or inquiry, approach to learning, it presents problems to be solved. The purpose of Discovery Learning is to foster and deeper understanding of the content through involvement with it. Based on the Ministry of National Education (2014: 43) Discovery Learning is the instruction that happens if the students that are not presented a subject in the final form, but it is expected the students can organize themselves. Budiningsih (in the Ministry of National Education, 2014: 43) states that Discovery Learning is understanding concept, meaning, and relation to the intuitive process until making a conclusion.

Discovery Learning has the same principle with Inquiry. Discovery Learning emphasizes on finding concept or principle that is not known before. The problem in Discovery Learning that is faced by the students like an intentional problem by the teacher. Whereas, the problem in Inquiry Learning, the students must enroll their skill and capability to find experiences from the problem through investigation (The Ministry of National Education, 2014). Syah (in the Ministry of National Education, 2014) states that there are some procedures in the implementation of Discovery Learning. The steps of Discovery Learning can be described in the figure below.

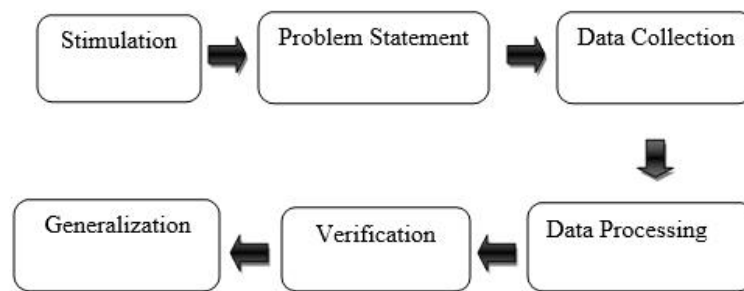


Figure 2.6 The diagram of the operational steps the Discovery Learning process

The operational steps of Discovery Learning can be explained below.

1) Stimulation

In this step, the students face something that can make a question. The teacher cannot give a generalization so that the students have a passion for investigating the material by themselves. The teacher can start the teaching-learning process by giving a question, a suggestion to read a book and the other activities that direct to solve a problem.

2) Problem Statement

The students get an occasion for identifying as many as possible problems that are relevant to the instructional material, then one of them is chosen and formulated into a hypothesis.

3) Data Collection

In this step, the students are expected to answer the question or verify the hypothesis is true or wrong. The students actively learn to find something that has relation with a

problem that is faced. The students intuitively correlate problem and their experience. The experience is gotten from relevant information, reading a literature, observing an object, interview with an informant, doing test by themselves, etc.

4) Data Processing

All informations are processed, classified, tabulated, calculated and interpreted. Data Processing is also called as code or category that has a function for making a concept and generalization. From the generalization, the students will get new knowledge about alternative answer and solution that are needed to get logical evidence.

5) Verification

The students do investigation accurately to verify the hypothesis that is determined is true or false. The students correlate the hypothesis with the result of data processing. Verification has a function for making a creative teaching learning process if the teacher gives an opportunity for the students to find a concept, theory, rule or comprehension through some examples that they see in the daily life.

6) Generalization

Generalization or drawing conclusion is a process to draw a conclusion that become a general principle and occur for all case or problems. It is same as giving attention the verification result. The result of verification is formulated into

principles as the basis of generalization. After drawing conclusion the students must pay attention to the generalization process that is emphasized to the mastery material on the meaning and rule or principle that are large as the basis of the student's experience, and the important the rule of the process and generalization from the experience (The Ministry of National Education, 2014).

M. Material

1. Definition of Material

Sanjaya (2012: 20) states that material is the main point in the teaching-learning process. Gafur (2012: 66) defines material (subject content) as a group of knowledge, attitude, and skill that must be learned by students so that the competence and instructional purpose can be reached. Ruhimat et. al., (2012: 152) state that materials are the content of curriculum, lesson or study with topic/subtopic and the detail.

Gafur (2012: 65) states that materials are selected to help the students in order to can achieve competence. Some teachers consider that material (subject content) is the main point in the teaching learning process.

In summary, material is the main point of teaching-learning process that to be learned by students.

2. The Material in Reading

The teacher must choose and develop instructional material with considering some criteria, those are relevant (psychologist and

sociology), various, rational/ scientific, functional, up to date, and comprehensive/ balance. The teacher develops and makes the material with two ways: a) resources by design, the instructional materials that are planned and developed for instructional importance and b) resources by utilization, the instructional materials that is used and employed for instructional importance in the environment(Ruhimat et. al., 2012).

For teaching reading, the teacher may use an article from newspaper or magazine, an extract from a novel, etc. The teacher also uses material whatever the source of material, but it is important to make the students become challenging. The students do not need to understand every word but if there is too much that cannot be understood, the students are likely to become demotivated quite quickly (Watkins, 2008: 57).

3. Genre Based Approach

The Material of reading text is presented based on Genre Based Approach. Hayland (2009: 15) states that genre is a term for grouping texts together, representing how the writers typically use language to respond the recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture. Genre Based Approach includes modelling of text (MOT), joint construction of text (JCOT), and independent construction of text (ICOT). The scheme of the steps of Genre based Approach can be described below:

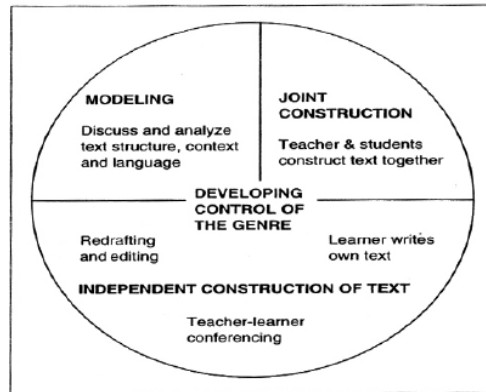


Figure 2.7 The steps of Genre Based Approach (Hyland, 2003: 21)

a. Modelling of Text

In this stage the teacher demonstrates a particular text type to students. This stage aims to build up students' understanding of the purpose, overall structure, and the linguistic features of the particular text type the class is focusing on. In this stage, the teacher should choose a text that is similar to the one the teacher will use in the next stage (joint construction) and to the one that students will eventually write themselves. Model text may be commercially produced, teacher-written, or texts written previously by other students. It is helpful to have this model on an overhead or a large sheet of paper, so that the teacher can talk about it as a class more easily (Hyland, 2003: 21).

b. Joint Construction of Text

The whole class, by a small group, or by a teacher and student, may jointly construct a text during conferencing. The steps that should be passed by the teacher and students in this stage, namely: researching the topic, pooling information, jointly constructing a text, and assessing the students' progress (Hyland, 2003: 21).

c. Independent Construction of Text

This stage is done when the students have enough confidence about the understanding of the topic or the text discussed (Hyland, 2003: 21). Students have developed considerable background knowledge about the subject, are aware of the linguistic characteristics of the text type, and have jointly constructed a similar text.

N. Media

Media is derived from Latin "*medius*" means center, intermediary, and companion. In Arabic, media is used as intermediary or message delivery from the sender to the receiver (Arsyad, 2002: 2). Smaldino et. al., (2005:18) state that a medium (plural, media) is a means of communication and source of information. It derived from the Latin word that has a meaning "between". The term refers to anything that carries information between a source and a receiver. Media includes video, television, diagrams, printed materials, computer programs, and instructors. These are called as instructional media when they carry messages with an instructional purpose.

In summary, media is an instrument to communicate and get information, so instruction media can be defined as the instrument that can make teaching learning process is easier, interesting and communicative.

The concept of instructional media has two sides that are interdependent, those are hardware and software. Heinich et al.,(1993: 61) bring instructional media into some kinds, such as: (1) printed media, (2) exhibition media, (3) visual media, (4) audio media, (5) video, (6) computer, (7) multimedia, and (8) computer and network.

There are some principles in selecting media in the teaching-learning process. Heinich et. al., (1993: 63) state that the selecting media are:

1. Media is selected appropriately with the instructional situation or setting.
2. Media is selected appropriately with learning variables (e.g., reader, nonreader, or auditory preference).
3. Media is selected appropriately with the nature of the objective (e.g., cognitive, affective, motor skill, or interpersonal).

O. Previous Study

Before this research was done, there are several related studies with this research. The previous study of this research are:

The first previous research was conducted by Thivhavhudzi Muriel Madugela (2012) from University of South Africa, the research entitled **“Problems Facing Educators in Implementing the National Curriculum Statement: The case of Tshifhena Secondary School, Vhembe District, Limpopo Province, South Africa”**. There are some similarities between the research from Thivhavhudzi Muriel Madugela and this research. The similarities are, the topic of the research about the problem faced by the educator in the implementing curriculum, using qualitative data, case study as research design and using the interview for collecting data.

Despite the similarities, there are any differences between her research and this research, such as (1) the sample of the research, from her research, the sample is learners, educators and SMT and SGB members, but this research is focused on the teacher. (2) the collecting data of her research

used questionnaire, interview and secondary data (information on dates and at the venues of NCS training workshops), but in this research does not use questionnaire and secondary data. This research uses interview, observation, and documentation. (3) the purpose of her research is to find out which challenges the implementation of the NCS presents to FET educators at a particular school, namely Tshifhena Secondary School in Vhembe District, Limpopo Province, but the purpose of this research is to know the teachers' problems in the English teaching learning process and assessment of reading text for implementing the 2013 Curriculum of the tenth grade of MAN Karanganom Klaten in the academic year of 2016/2017.

The result of the research is that the implementation of the National Curriculum Statement was problematic and far from satisfactory. The study highlights the need for the Department of Education to prioritise educational resources for schools and educator training in curriculum implementation.

The second previous study was conducted by Anisa Putri Cahyani (2013) from The State Islamic Institute of Surakarta, that research entitled **“A Case Study on the Implementation English Curriculum in SMA Negeri Sragen Bilingual Boarding School”**. There are some similarities between the research from Anisa Putri Cahyani and this research. The similarities are, the topic of the research about in the implementation curriculum, using qualitative data, case study as research design, using interview, observation, and documentary study for collecting data, triangulation as the trustworthiness of data, the subject of this research is tenth grade of senior high school.

Despite the similarities, there are any differences between her research and this research, such as (1) the sample of the research, from her research, the sample students, and teacher, but this research is focused on teacher although in the same grade. (2) the collecting data of her research used non-participant observation, interviews with some key informants, documentary study of any materials or file related, questionnaire to collect students' responses and test from MGMP Sragen which represents KTSP-based end-of-term test, but in this research does not use questionnaire, (3) the purpose of her research is to find out the implementation of English curriculum toward the instruction process in SMA Negeri Sragen Bilingual Boarding School, to describe the students' learning achievements measured by the end-of-term test in SMA Negeri Sragen Bilingual Boarding School and to reveal the problem faced by teacher and students along the implementation of English curriculum in SMA Negeri Sragen Bilingual Boarding School, but the purpose of this research is focused on knowing the teachers' problems in the English teaching learning process and assessment of reading text for implementing the 2013 Curriculum of the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017.

The findings of this research are that the students are more excellent in oral communication than in structure and grammar section. Moreover, from questionnaire and interview findings, the majority of the students also feel that their structure and grammar mastery needs improvement. The other problems they experience are about teaching method, communication ability, lacking vocabulary and test mastery. In the teacher's side, the

problem is about creativity. It is not easy to find strategies to boost up students' interest in every English class that can avoid boredom and monotonous learning atmosphere.

The last previous research was conducted by Heri Retnawati and Samsul Hadi, Ariadie Chandra Nugraha (2016) from Yogyakarta State University that research entitled **“Vocational High School Teachers’ Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province of Indonesia”**. There are some similarities between the research and this research. The similarities are the topic of the research about the implementation of the 2013 Curriculum in the senior high school and using interview for collecting data.

Despite the similarities, there are some differences between their research and this research, such as (1) the sample of their research was 22 vocational high school teachers and the vice principals of *curriculum* in the Province of Yogyakarta Special Region of Indonesia, but this research is focused on the teacher at the tenth grade of MAN Karanganom Klaten. (2) the collecting data of their research used focused group discussion, but this research uses interview, observation, and documentation (3) their research focused on assessment, this research is not only focused assessment but also teaching learning process, those are media, method, and material. (4) the purpose of their research is to describe vocational high school teachers' difficulties in implementing the assessment within The 2013 Curriculum, but the purpose of this research is focused on knowing the teachers' problems in the English teaching learning process and assessment of reading

text for implementing the 2013 Curriculum of the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017.

The results of the research are that the teacher had difficulties for developing the instrument of attitude, implementing the authentic assessment, formulating the indicators, designing the assessment rubric for the skills, and gathering the scores from multiple measurement techniques. In addition, the teachers could not find feasible application for describing the students' learning achievements.

From the explanation above, the researcher knows that they have some different points that are focused on the research but they discuss the same topic that is curriculum. So, the researcher can compare the theories that are used in the previous study.

P. Conceptual Framework

The implementation of the 2013 Curriculum in MAN Karanganom Klaten as reflected in English teaching-learning reading text that is known from several aspects, such as method, material, and media. From those aspects, the researcher will know about the teachers' problems in the using method, material, and media. This research is not only focused on the English teaching learning process but also assessment by the teacher. The conceptual framework for this research is presented in the scheme below.

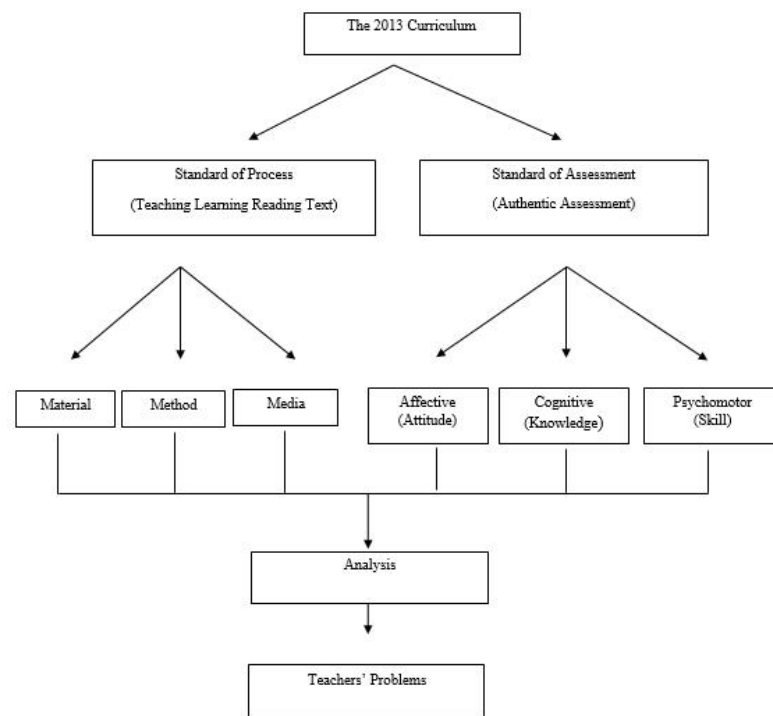


Figure 2.8 The diagram of conceptual framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed qualitative research which conducted to understand the contexts or settings in which participants in a study address a problem or issue (Creswell, 2007: 40). This study used descriptive qualitative research that was called case study as the research design.

Nisbet & Watt (in Cohen et. al., 2005: 181) state that a case study is a specific instance that is frequently designed to illustrate a more general principle. Kothari (2004: 95) defines that a case study refers to the method of securing information concerning a phenomenon under study from all or a selected number of respondents of the concerned universe. In a case study, the investigator examines those phenomena which exist in the universe independent of his action. Through this study, the researcher hopes to be able to investigate the teachers' problems in the English teaching learning process and assessment in the implementation of the new curriculum in Indonesia, the 2013 Curriculum. This study was conducted at the tenth grade of MAN Karanganom Klaten in the academic year of 2016/2017.

Hitchcock and Hughes (in Cohen, 2007: 253) consider that case study has some characteristics, includes: (1) it is related with a rich and vivid description of incidents appropriate to the case, (2) it provides a chronological narrative of incidents appropriate with the case, (3) it blends a

description of incidents with the analysis of them, (4) it focuses on individual actors or groups of actors, and looks for understanding their perceptions of incidents, (5) it highlights specific incidents that are appropriate to the case, (6) the researcher is integrally included in the case, (7) an experiment is made to describe the richness of case in writing up the report.

B. Research Setting

1. Place of the Research

This research was conducted in MAN Karanganom Klaten. MAN Karanganom Klaten is located at Jl. Dr. Soetomo, Karanganom, Klaten Utara, Klaten, Jawa Tengah, 57438 (Phone: 0272-3217235). It was built in 1979 through Decree of Directorate General of Religious Affairs as MAN Klaten Filial Surakarta. On July, 25th 1991 MAN Klaten Filial Surakarta became MAN Karanganom Klaten based on Decree of the Ministry of Religious Affairs No. 137/1991.

MAN Karanganom Klaten uses the 2013 curriculum as the guideline which is collaborated with local curriculum includes the mastery of theology and skill. Teaching-learning process in MAN Karanganom Klaten uses packet system where the students must attend the lesson that has been arranged. MAN Karanganom Klaten has 20 classes those are 8 classes of tenth grade, 7 classes of eleventh-grade, and 5 classes of twelfth. There are 495 students that study in MAN Karanganom Klaten.

2. Time of the Research

This research was conducted in the academic year of 2016/2017.

This research was conducted in the teaching learning reading English text. The complete of the setting of this research includes planning, data collection, data analysis and reporting as stated in the table below:

Table 3.1. Time Setting of the Research

No	Activity	Month					
		Jan	Feb	Mar	Apr	Mei	Jun
1.	Planning	√	√	√			
2.	Data Collection				√	√	√
3.	Data Analysis					√	√
4.	Reporting						√

C. Subject and Object of the Research

1. Subject

The subject of this research was the teachers that teach at tenth grade students of MAN Karangnom Klaten. The teachers were Dra. Murtiningsih and Hatifah Sulistyorini, S.Ag.

2. Object

The object of this research was teaching learning process and assessment of the tenth grade students of MAN Karangnom Klaten. There were eight classes in tenth grade, include Agama, Science-1, Science-2, Science-3, Social-1, Social-2, Social-3 and Social-4. The researcher took all classes

for doing observation. Those classes were taken based on the recommendation from the English teachers.

D. The Technique of Data Collection

There were three types of data collection tools: interview, observation, and documentation.

1. Interview

In this research, the researcher was using interviews to collect the primary data. Schunk (2012: 494) explains interview is the situation in which interviewer ask some questions or problems to discuss and the interviewee gives responses orally. Kothari (2004: 97) states that the interview method of collecting data includes showing of oral-verbal stimulation and reply in terms of oral-verbal responses. Cohen et al., (2007: 349) state that interview is a flexible tool for collecting data. There are some enabling multi-sensory channels to be used, such as verbal, non-verbal, spoken and heard. The interview order can be controlled while still giving space for spontaneity, and the interviewer can give stressing, not only to complete the answers but also to give the response about complex and deep issues.

The researcher was doing an interview to get information from the English teachers. By doing interview, the researcher got information about the teacher's problems in the implementation of Curriculum 2013 in teaching-learning process and assessment of the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017, especially in the reading English text. Interview was conducted on May

8th 2016; May, 24th 2017; and June, 5th 2017. The research instruments were interview guideline and tape recorder. With using the research instruments, the researcher got information about the teacher's problems included method, material, media, and assessment.

2. Observation

This research was also using observation to collect the data. The observation was conducted in the teaching-learning process in the classroom. Creswell (2012: 213) describes observation is the process of collecting information by observing people and places open-ended at the research site. In the observation activities, the researcher was as non-participant observer that only observes and monitors. The researcher used a video recorder and observation guideline that related to the teacher's problems in using media, method, material, and assessment for implementing 2013 curriculum in the process of teaching-learning reading narrative text at the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017. The researcher wrote descriptive and reflective notes in the field notes after the observation was done.

There were eight classes in tenth grade, include Agama, Science-1, Science-2, Science-3, Social-1, Social-2, Social-3 and Social-4. The first English teacher (Dra. Murtiningsih) taught the students of Science-1, Science-2, Science-3, Social-1, Social-2. The second English teacher (Mrs. Hatifah Sulistyorini, S.Ag) taught the students of Agama, Social-3, Social-4. The researcher observed the teaching-learning process in all

classes of at tenth grade students of MAN Karangnom Klaten. All classes that were observed based on the recommendation from the English teachers. The observation was held on Tuesday, April 18th 2017 until Wednesday, May 24th 2017. The researcher conducted the observation for twenty one times.

3. Documentation

Herdiansyah (in Khasanah's thesis 2015: 56) states that documentation is one of the ways to collect qualitative data by viewing or analyzing documents created by research subject or by others on the subject. Documents indicate a good source as text (word) data for a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them. They are also ready to be analyzed without the necessary transcription that is needed with observation and interview (Creswell, 2012: 223).

Documentation was one of the methods to determine teacher's problem in the implementation of Curriculum 2013 in the teaching English text of the tenth grade students of MAN Karangnom Klaten in the academic year of 2016/2017. The documents are the syllabus, the lesson plan, the teacher's material, and students' reading score. The researcher collected the data from the teachers then analyzes them to make a conclusion.

E. The Technique of Data Analysis

Miles & Huberman (1994: 10) states that the analysis data technique of qualitative study contains three linked sub-processes. There are data reduction, data display and conclusion drawing/ verification.

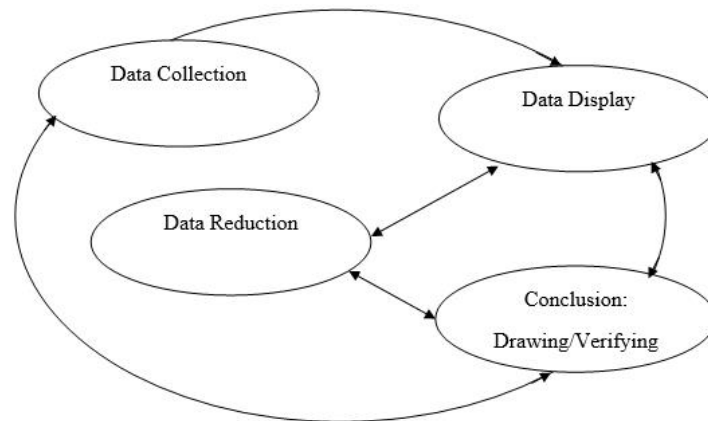


Figure 3.1. Chart of the data analysis components: Interactive model (Miles & Huberman, 1994: 12)

The three concurrent streamlines or activities and the whole interaction of the analysis are described below.

a. Data reduction

Data reduction happens continuously throughout the analysis. It is part of the analysis that cannot separate from the analysis. The early stages in this steps through editing, segmenting and summarizing data. In the middle stages, it occurs coding and memoing, and associated activities such as finding topics, clusters, and patterns. In the next stages, it occurs through conceptualizing and explaining, since evolving abstract concept is also a manner for reducing the data. The qualitative analysis does not differ with quantitative analysis to reduce the data. The

parallels in the conceptual structure are shown in the level of abstraction design. The purpose of data reduction is to reduce the data without significant loss of information. In qualitative analysis, an additional important component of not losing information is not to strip the data from the context.

b. Data Display

Data displays are used to organize, compress and assemble the information. Because qualitative data is typically momentous, bulky and dispersed, displays can help in all stages of analysis. Miles and Huberman consider displays as essential, they often use a phrase 'You know what you display'. Displays are a major avenue to valid qualitative data analysis. There are some ways of displaying data, such as charts, graphics, diagrams of different types (Venn diagrams, causal models, etc.) and anyway that moves the analysis forward is appropriate. Displays are used at all stages since they enable data to be organized and summarized, they can show what stage the analysis has reached and displays are the basis of the next stage of the analysis. The good qualitative data analysis involves repeating and interactive data displays can make the message become clear. It is also same with the grounded theory literature.

c. Drawing and Verifying Conclusions

Reducing and displaying data have a function to assist in drawing conclusions, this is the reason for reduction and displaying data. Drawing conclusions must follow reductions and display of data, in fact,

it takes place more or less concurrently with them. Thus the possible conclusions may be the note in the early of analysis, but they can be obscure and ill-formed at this stage. They are just held tentative pending further work and have been analyzed. Conclusions will be the form of propositions that have to draw and need to be verified.

Conclusions drawing and verifying is the third stage of the analysis. It includes developing propositions and is conceptually distinct from the other stages. But it is likely to happen concurrently with reduction and displays of data. This stage in the analysis is the most difficult to describe than other because it typically involves a number of different analytical processes. It may be used simultaneously rather than sequentially, which cut across and combine with each other. This work starts from the point where ordering and integration of the previous analysis are required. After coding and memoing, there are labels, at different levels of abstraction, and unit of various memos. The purpose of drawing and verifying conclusions is to integrate what has been done into a meaningful and coherent picture of data.

F. The Technique of Data Trustworthiness

The Data trustworthiness assures of the stability and trust from the conclusion and data interpretation, it reduces a possibility of misinterpretation. There are variety of procedures involving 'redundancy of data gathering and procedural challenges for explanations' are employed (Denzin, 1989; Goetz and LeCompte 1984, in Cahyani's Thesis, 2013: 49). To avoid the vague data, it can be gathered from many ways and views to

get complete evidence before drawing conclusions. In the qualitative data, the technique of data trustworthiness is called 'triangulation'.

Creswell (2012: 259) states that triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research. The inquirer examines each information source and finds evidence to support a theme. This ensures that the study will be accurate because the information draws on multiple sources of information, individuals, or processes. In this way, it encourages the researcher to develop a report that is both accurate and credible.

Denzin (2007: 264) classified triangulation into several types, such as (1) Researcher Triangulation, (2) Data Source Triangulation, (3) Theoretical Triangulation, and (4) Methodological Triangulation. In this study, the researcher mainly uses data source triangulation that is also called data triangulation. The data gathering from the various sources of data validity that consist of the information which can answer the research problems, from some informants, content analysis on documents or archive and activities seen from observation. By digging data from various sources and techniques, one type of data can be tested its truth and trusty (Sutopo, 2002 in Cahyani's Thesis 2013: 50). There is the diagram of data triangulations.

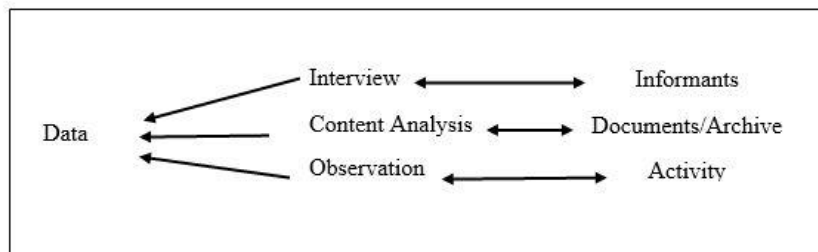


Figure 3.2. Data triangulation (Sutopo in Cahyani's Thesis, 2013: 50)

In this research, the researcher was using triangulation to process the data in detail. It was making the data could be valid and reliable. The triangulation would be presented through the diagram below:

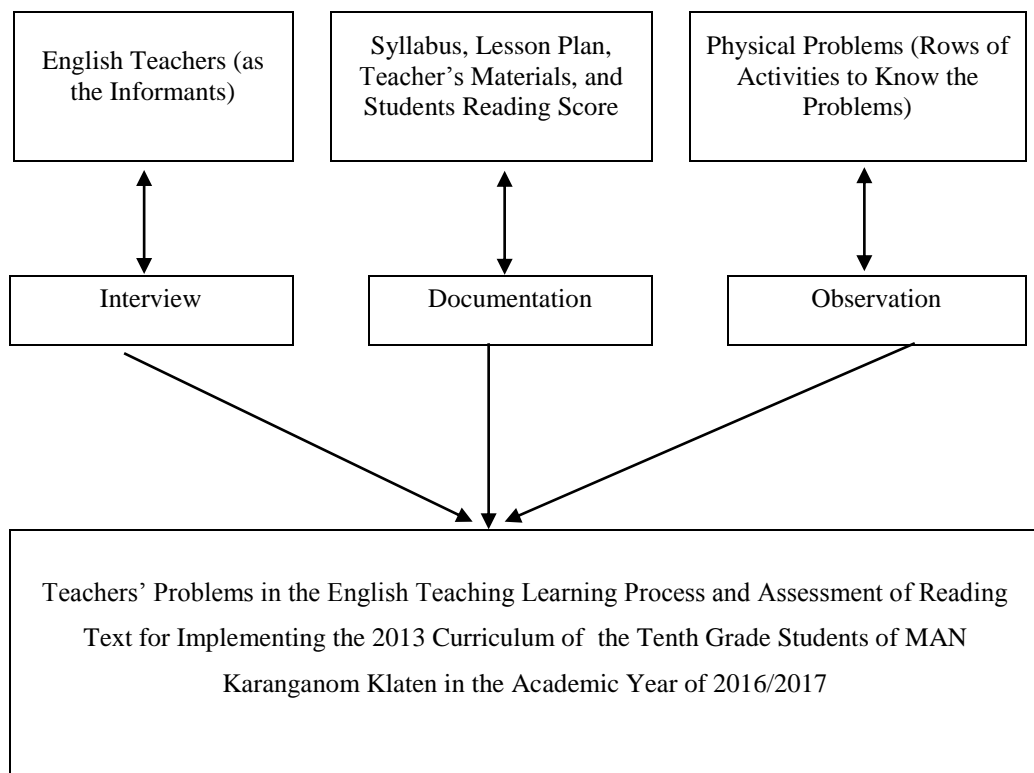


Figure 3.3. Diagram of the application data triangulation

The diagram above describes the triangulation process. There is the technique to collect the data. The data from English teachers collect by using interview, the English teachers as the informant. This study is using lesson plan, syllabus, teachers' material, and students reading score as the documents, the document will be analyzed with the regulations of the ministries of education and culture. The instruments of the data are interview, observation and documentation. The instruments are used to get field note of interview, fieldnote of observation, and documents.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter will discuss the data that has been found during the research. The data will be analyzed based on observation result, interview result and documentation result.

A. Research Finding

The research finding consists of the description of the data that was found in research field includes two parts. The first part is the problems faced by teacher 1. The second part is the problems faced by teacher 2.

1. Problems Faced by Teacher 1 in the English Teaching Learning Process and Assessment of Reading Text for implementing the 2013 Curriculum

Based on the observation, interview, and documentation, the researcher found the teachers' problems in the English teaching learning process and assessment of reading text for implementing the 2013 Curriculum. The findings will be explained below:

a. Problems in the Teaching Learning Process

The problems of teaching learning process include method, material, and media as the component of teaching learning process. To know the problems, the researcher conducted observation,

interview with an English teacher (Dra. Murtiningsih), and documentation. The observation was conducted in the classes that were taught by Dra. Murtiningsih. The classes were X - Science 1, X - Science 2, X - Science 3, X - Social 1, and X - Social 2.

1) Problems in Using Method

a) The result of Interview

In the teaching learning of reading text of tenth grade students in the academic year of 2016/2017, there were three genres: descriptive text, recount text, and narrative text.

Based on the interview, the teacher used scientific approach by using inquiry learning as the method.

Researcher : Kalau untuk pembelajaran reading text biasanya ibu menggunakan metode apa?

Teacher 1 : Pembelajaran text menggunakan metode, ya metode yang saya gunakan itu ya apa ya? Yang kita yang sering dipakai metode, metode pembelajaran sendiri secara scientific inquiry. Scientific learning.

The implementation of inquiry learning had some problems. The problems that were faced by the teacher were that the students had low response, the students acted like they do, sometimes during the teaching learning process the students did not get new knowledge. When the teacher taught in the classroom, the teacher had to follow the situation and the condition of the students.

Researcher : Kalau dalam pengaplikasian didalam kelas niku pripun bu? Kegiatan pembelajaran reading metode yang digunakan metode inquiry learning, nah pengaplikasian di kelas itu apakah ada masalah?

Teacher 1 : Kadang-kadang juga yo namanya permasalahan itu pasti selalu ada, banyak sekali permasalahan yang timbul di kelas itu. Permasalahannya itu lo mbak anak itu itu seenaknya sendiri, dikasih metode yang seperti apapun responnya itu kurang. Malah kadang di IPS 2 itu lo sering tidak jadi pelajaran. Jadi kita itu setiap mengajar itu melihat kondisi siswa biarpun kita sudah mengajar yang ini dan itu kalau tidak sesuai dengan keadaan siswa ya sulit juga.

The teacher used the steps of scientific approach that was not in sequence. The teacher could not do innovation in the teaching learning process to make easier. The problems that were faced by the teacher were that the students could not learn independently and they could not think scientifically without guiding. It means that the teacher has to explain the materials and guide the students.

Researcher : Apakah pengaplikasian metode didalam kelas selalu menggunakan langkah scientific dengan apakah berurutan ngonten?

Teacher 1 : Kalau berurutan kadang bisa kadang tidak tergantung kelas yang kita ampu juga. Kurikulum yang terbaru kan tidak mengharuskan menggunakan langkah scientific secara urut mbak, jadi mau ada 5M atau tidak yang terserah guru aja, yang penting siswa itu harus berfikir secara ilmiah,tapi yo sulit mbak kudu dibimbing terus.

The condition of students could cause the method that would be used by the teacher changed. The teacher's problems were that the students had difficulties in translating and understanding the text, they had less comprehended the whole of the text, and they had less vocabulary mastery.

Researcher : Apakah ada permasalahan untuk menentukan metode yang sesuai untuk mengajar reading text bahasa Inggris yang sesuai dengan kurikulum 2013?

Teacher 1 : Ya permasalahan itu pasti selalu ada, terutama melihat kondisi anaknya. Karena kondisi anak itu kurang menguasai text. Untuk kesulitan dalam mentranslate mengerti bacaan, jadi memang agak sulit kalau gak memang gurunya yang sabar nuntun satu persatu memang seperti itu. Vocab siswa itu kurang sekali.

Based on the interview, the teacher said that the schedule of English subject influenced the condition of the teaching learning process. It could make the students become less focus.

Researcher : Apa saja penyebab timbulnya masalah tersebut?

Teacher 1 : Ya, itu tadi anak vocabnya kurang apalagi kadang-kadang kalau jam siang siswa itu sudah tidak konsentrasi. Inginnya yo karepe golek sing gampang.

Most of the schedules of English subject were afternoon. The English schedule that was held in the afternoon could make low concentration of the students

became low because the students were tired. Because of that, the students had difficulties in receiving the material.

Researcher : *Apakah itu sangat berpengaruh?*

Teacher 1 : *Iya pengaruh sekali, otomatis dia kan merasa lelah, kadang panas, terus memperhatikan males. Inginnya ya seperti itu, pokoknya alasannya ada-ada sajalah.*

The teacher had problems in making the students learn English by themselves or as a facilitator. The teacher said that the teacher became a motivator. The teaching learning process that was oriented to the students-centered was difficult to implement in the classroom. The teacher explained that the condition of students was different. It could make the teacher change the strategies.

Researcher : *Dalam implementasi metode tersebut, apakah ibu menggunakan sistem student center atau guru hanya sebagai fasilitator niku bu?*

Teacher 1 : *Kalau kita ke student center itu kadang-kadang ya sulit juga kalau guru sebagai motivator aja sulit juga. Jadi kalau diterapkan ke kurikulum 2013 kurang pas yo memange. Seharusnya pembelajaran gini guru cuma memberikan pengarahannya siswa belajar sendiri, mandiri jadinya. Jadi untuk menciptakan siswa itu aktif, jadi guru itu hanya mengadakan eksplorasi saja. Mestinya seperti itu.*

The problem that was faced by the teacher was that the teacher could not make the students explore their abilities by themselves because the students did not focus.

It was caused they did not have skills since they were in junior high school., the mastery of vocabulary and pronunciation were less. The students' interest also became one of the teacher's problems. The students' interest was low, it could make the students have difficulty learning English as a foreign language.

Researcher : Apakah metode yang ibu gunakan sudah berorientasi pada kebebasan individu dalam mengeksplorasi kemampuan peserta didik?

Teacher 1 : Belum sepenuhnya bisa, karena kadang-kadang anak itu kurang fokus untuk mendengarkan, atau kurang fokus untuk menerima pelajaran.

Researcher : Apa yang menyebabkan kurang fokus bu?

Teacher 1 : Karena dia merasa kesulitan dari awal, jadi modal yang dibawa dari SMP atau MTS itu sangat kurang, vocabnya kurang, pronounciationnya juga kurang begitu bagus. Untuk minatnya kayaknya banyak yang nglokro. Untuk urusan minat itu juga gampang gampang angel juga sih. Memang maunya itu semua bisa, tapi kalau kita seperti itu nuntun satu-satu waktunya yang tidak mencukupi, terus terang.

b) The result of observation

Based on the observation, the teaching learning process was teacher-centered. Some students were not active. They preferred listening to the teacher explanation. The teacher could not manage the implementation of the method, for example, when the teacher wanted to discuss

the material that needed to be done by the students as homework, the students did not do the task and the teacher used the time to do the last task.

The teacher could not make the students to do their task independently. The teacher needed to be a facilitator, but oftenly, the teacher transferred the knowledge. The teacher used the material in the step of organizing the students to learn in a group, it did not match with PBL (Problem Based Learning). It was shown that the teacher used a text with the same questions. The teacher did not pay attention to the time allocation, and oftenly the teacher did not warn the students when the time was over doing the task or discuss the material.

c) The result of documentation

The teacher made the lesson plan before the teaching learning process be held. The lesson plan did not match with the revised 2013 Curriculum. It was shown that the lesson plan was still using the previous guideline. The teacher made the steps that were using a scientific approach in a sequence that did not match with the revised 2013 Curriculum. The teacher did not revise the lesson plan. The teaching learning process was different from the lesson plan based on the observation result.

2) Problems in Using Material

a) The Result of Interview

The teacher used some sources as the materials. The teacher said that the students did not have a textbook. It could add difficulties in the teaching learning process. The teacher said that the students had difficulties in learning English because the students did not have a textbook. When the teacher chose material, there was a problem. The teacher had to select the material from some sources. The teacher said that the students had difficulties to learn English as the problem that was faced by the teacher.

Researcher : Permasalahan dalam materi pembelajaran, kan tadi sudah disampaikan bahwa kondisi siswa itu berbeda-beda. Bagaimana cara ibu menentukan materi pembelajaran untuk reading?

Teacher 1 : Materi yang tersedia itu dari LKS dan dari buku panduan, dari buku yang lain dari Mediatama itu. Kita ambil dari itu, jadinya kalau anak tidak punya itu jadi sulit yang namanya bahasa asing kalau anak tidak punya buku itu kita sulit juga.

The teacher also had problems about how to explain the material with the time allocation. Based on the interview, oftenly, the material that was delivered the students was not appropriate to the planning. It was caused by the condition of the students.

Researcher : Dalam penyampaian materi apakah sudah sesuai dengan alokasi waktu yang ibu rencanakan?

Teacher 1 : Tidak selalu, malah selalu tidak sesuai. Ya, kadang-kadang bisa sesuai tetapi kebanyakan tidak selalu sesuai.

The students' response to the material that was explained by the teacher was low. Some students did not interest with the material that was taught. They did not understand the purpose of learning English as a foreign language. They thought that English is a difficult subject.

Researcher : Bagaimana respon peserta didik mengenai materi yang ibu ajarkan?

Teacher 1 : Ada yang senang ada yang tidak, ada yang tertarik ada yang tidak. Memang yang namanya kondisi anak itu ya pasti ada yang senang ada yang tidak seperti itulah. Mereka belum tahu tujuannya belajar itu untuk apa. Bagi mereka itu, bahasa Inggris pelajaran yang sulit.

b) The Result of Observation

When the researcher conducted the observation, the researcher knew that the teacher delivered the material for each class was different. The teacher taught narrative text three times in the class of X-social 2, twice in the class of X- Science 3, once in the class of X- Science 1, Science 2, and Social 1. It was caused that there was a class that the English Schedule was often off, there was a class that received the material easily and there was a class that received the material with difficulty.

The material in recount text

The materials that discussed from every group were different, so the students had to pay attention during the presentation. In fact, there were many students that did not pay attention during the presentation. It could cause the students had different understanding about the material.

The material of narrative text

The material of the story of Telaga Warna was very interesting, but most of the students did not know about the story. When the teacher asked the students to analyze and find the difficult word, the students found a lot of difficult words. For analyzing the text, the students had to translate sentence by sentence about the story. It wasted time, until the time was up the students could not finish their task. Some students were not ready to follow the teaching learning process. Some students did not understand the text when the teacher asked the students to retell the story.

From the explanation above, the researcher knew that the teacher had some problems in the teaching reading text. The problems were that the teacher had the different time allocation to deliver material for each class, and the time allocation to deliver the material was too long, it was shown the students analyzed about the generic structure of

a story wasted 2x 45 minutes, and the material was less varied and monotonous.

c) The Result of Documentation

The legend of “Telaga Warna” was one of narrative text. The teacher used the material from the students’ worksheet. From the lesson plan, the teacher did not include the material. From the lesson plan, the teacher used some stories, but in fact, the teacher used a story with the same question (problem) for all students or groups because of the limited time.

3) Problems in Using Media

a) The Result of Interview

For teaching reading, the teacher used a text as the media. Based on the interview, the problems were faced by the teacher were that when the teacher wanted to use a method, the teacher wanted to use a media that was appropriate to the method. In reality, the media was not appropriate to the condition of the class. It showed that the teacher did not understand the condition of the classroom.

Researcher : Apakah ada permasalahan ketika memilih media pembelajaran yang akan digunakan?

Teacher 1 : Kadang-kadang ada, pasti. Permasalahannya itu tadi misalnya kita ingin mengambil metode yang sesuai yang kita harapkan, ndelalah kita sudah ambil media seperti itu ternyata di kelas juga sulit menerima e.

The teacher said that the using media was interesting, but the students' response was low.

Researcher : Menurut ibu, apakah media yang ibu gunakan itu sudah menarik dan bagaimana respon siswa?

Teacher 1 : Kalau menurut diri saya itu yo menarik, tetapi kadang-kadang siswa kurang respon.

b) The Result of Observation

Based on the observation, the teacher used a text from the students' worksheet book. The students' attention about the text was low, it could be identified from the noisy class.

c) The Result of Documentation

Based on the lesson plan, the teacher used a laptop, projector, and speaker. But, in the action, the teacher used text and whiteboard as the media.

b. Problems in Doing Assessment

The problems of assessment included affective assessment, cognitive assessment, psychomotor assessment. The problems will be explained below.

The teacher did not master the overall authentic assessment because the authentic assessment was complicated.

Researcher : Kalau permasalahan dalam kurikulum 2013, selama ini kurikulum 2013 itu menggunakan penilaian autentik nggih, bagaimana pendapat ibu mengenai penilaian dalam kurikulum 2013 niku pripun?

Teacher 1 : Penilaian kalau kita harus menilai keseluruhan secara mendetail itu sulit sekali, terlalu rumit, kadang-kadang membingungkan juga. Terus terang saya belum bisa menguasai keseluruhannya.

The teacher could not give the students' appropriate score with the real condition. The teacher gave the extra score for the students so that the students' score was good. The teacher made rubric and assessment technique, but in doing assessment the teacher did not use the rubric and technique correctly. When the teacher did the assessment, the subjectivity of the teacher could influence the result.

Researcher : Apakah ada permasalahan dalam penilaian tersebut bu?

Teacher 1 : Banyak permasalahan dalam penilaian itu, banyak nilai yang tidak sesuai dengan apa yang ada dalam kenyataan. Baik nilai yang afektif, psikomotorik maupun kognitif. Memang karena kita itu dituntut ke sistem pendidikannya. Jadi harus seperti itu.

1) Problems in Doing Affective Assessment

a) The Result of Interview

In MAN Karanganom Klaten, there was a questionnaire that must be filled by the teacher. But, in fact, the instrument did not execute.

Researcher : Ada instrumennya?

Teacher 1 : Dengan cara angket. Angket mestinya ada tapi jarang dipakai, jarang terlaksanalah. Rencana ada tapi kenyataanya belum bisa dilaksanakan secara penuh.

The teacher had problems for giving scores for the students because it was influenced by the educational system. Because the assessment was complicated, the teacher did not do the authentic assessment fully. The teacher assessed the students generally.

Researcher : *Dari semua aspek afektif apakah ada permasalahan dalam penilaiannya?*

Teacher 1 : *Sekali lagi, semua nilai akhirnya itu nanti banyak yang tidak sesuai dengan kenyataan, karena tuntutan sistem pendidikan. Saya tidak dapat memperhatikan anak satu persatu mbak, penilaiannya itu sangat rumit. Saya menilai ya secara umum saja.*

The teacher made the assessment technique, but in reality, the teacher could not implement the assessment fully. The teacher sometimes did not use the assessment guidance.

Researcher : *Teknik penilaiannya bu bagaimana? Apakah ada permasalahan?*

Teacher 1 : *Sudah ada rumusnya tersendiri, dari sekolah sudah ada tinggal penerapannya. Tapi ya itu tetap saja tidak bisa sepenuhnya saya terapkan, dengan kondisi lapangan yang seperti itu saya mau gak mau harus menilai bagus kan ya, jadi kadang pedoman penilaian yang sudah saya buat itu tidak saya gunakan.*

b) The Result of Observation

The teacher often warned the students that made a commotion, they did not respect with the teacher and the other friends, some students spoke without respect. The

students did not care about the teacher's warning that was the problem. Some students made a commotion in the classroom, and some students could not be controlled.

c) The Result of Documentation

The teacher used observation, self- assessment, and peer assessment to assess the students' attitude. The teacher did not have a blueprint. The teacher only used observation to assess the students' attitude.

2) Problems in Doing Cognitive Assessment

a) The Result of Interview

The teacher used written test and task to assess the students' knowledge. The teacher also gave a task to make a descriptive text and recount text as the cognitive assessment.

Researcher : Untuk penilaian kognitifnya itu bu?

Teacher 1 : Kognitif yang digunakan tes tertulis untuk yang disini menggunakan ada tes tertulis ada tugas juga. Recount text disuruh membuat recount text, descriptive text disuruh menulis descriptive text.

When the teacher was making the cognitive assessment, she had some problems. The problems that were faced by the teacher were that some students did the task by cheating and the score was not valid. When the teacher gave a task, some students did not submit the task,

so the teacher gave the score without evaluation of the students' task. The teacher gave the score subjectively.

Researcher : *Permasalahannya bagaimana bu?*

Teacher 1 : *Kalau tes ya tes dikelas ya mbak, tes itu kurang valid menurut saya, karena mereka banyak yang menyontek, bertanya sama teman. Kalau penugasan itu masih banyak mbak yang kadang tidak mengumpulkan, seharusnya tidak saya kasih nilai, tapi ya kasian.*

b) The Result of Observation

During the teaching learning process, the teacher always brought the assessment book. The teacher often gave pretest before the teacher started the class. The teacher checked the students' attendance one by one and gave some questions. In this section, most of the students could not answer the question despite the teacher gave a hook. Based on the observation, the teacher did not do daily test for all classes because the time was up and the teacher had to prepare the final test.

c) The Result of Documentation

The cognitive assessment is included the students' knowledge about the generic structure of the text and language feature. The teacher's evaluation was using the oral or written test and giving an assignment. The teacher did not have a blueprint. The teacher also did not include the instrument in the lesson plan.

3) Problems in Doing Psychomotor Assessment

a) The Result of Interview

The teacher used practice as the instrument for psychomotor assessment.

Researcher : Kalau instrumen untuk penilaian psikomotorik itu bagaimana?

Teacher 1 : Untuk psikomotorik kan untuk nilai praktek kan, nilai praktek ya sesuai dengan materi yang diberikan, misalnya untuk conversation kita harus menilainya, misalnya instrumen yang kita nilai, bagaimana intonasinya, pronounciationnya, bagaimana untuk pemilihan kata dalam berbicara jadi vocabnya begitu.

The problems that were faced by the teacher in doing psychomotor assessment were that the teacher faced the students that could not practice, the teacher had to give good score that was not appropriate to the reality.

Researcher : Permasalahan apa yang ibu hadapi untuk penilaian psikomotorik?

Teacher 1 : Untuk psikomotoriknya ya, saya menilai ketika siswa praktek di kelas, masalahnya apa ya, banyak siswa yang tidak melakukan praktek. Dan lagi tuntutan sistem yang mengharuskan saya menilai dengan nilai yang baik, jadi nilainya tidak sesuai kenyataan.

b) The Result of Observation

The teacher gave a project to translate and analyze a legend that entitled "Telaga Warna". The problem that was faced by the teacher was that some students did not do the task. For example, the X-Social 2, most of the students did

not do their homework. The teacher used the time allocation of teaching learning process for doing the task in the classroom.

c) The Result of Documentation

The teacher used to practice, project, product, and portfolio. The teacher only used a project as the instrument for psychomotor assessment. The teacher did not have a blueprint.

2. Problems Faced by Teacher 2 in the English Teaching Learning Process and Assessment of Reading Text for implementing the 2013 Curriculum

When the teacher teaches in the classroom certainly the teacher finds some problems. The researcher conducted a research to know about the teacher's problems, especially in the teaching learning process and assessment. Based on the observation, interview, and documentation, the researcher found the teachers' problems in the English teaching learning process and assessment of reading text for implementing the 2013 Curriculum. The findings are:

a. Problems in the Teaching Learning Process

The problems of teaching learning process include method, material, and media. The problems can be explained below.

1) Problems in Using Method

a) The Result of Interview

The teacher used selective method for teaching learning process, but the students had some difficulties in learning English. It needed more time for students to understand the content of a text. English is a foreign language, the students had low understanding about English because English is a foreign language. The students had to translate the text sentence by sentence before they would comprehend the text.

Researcher : Untuk pembelajaran reading text sendiri ibu menggunakan metode apa?

Teacher 2 : Beragam metode saya gunakan, namun yang sering saya gunakan adalah diskusi, studi pustaka, penugasan dan translation. Untuk pemahaman bacaan, menurut saya anak-anak (karena keterbatasan kemampuan mereka) lebih cepat paham kalau mereka tahu artinya.

The students' condition became the important factor in the teaching learning process. When the teacher wanted to use a method that was appropriate to the material, but the situation of a class could not support, the teacher could not realize the 2013 curriculum.

Researcher : Apakah ada permasalahan untuk menentukan metode yang sesuai dalam mengajar reading teks bahasa inggris yang sesuai dengan kurikulum 2013?

Teacher 2 : Melihat kemampuan anak-anak kami, memang banyak kendala dalam merealisasikan kurikulum 2013

The limited of facilities such as LCD, language laboratory, internet connection could create the disturbance of implementation of the 2013 Curriculum in the teaching learning process. The students' ability was less, the different motivation from the students could influence the method that was used by the teacher. There were many students that had low motivation for learning English because English is a foreign language.

Researcher : Apa saja penyebab timbulnya permasalahan tersebut?

Teacher 2 : Penyebabnya, diantaranya adalah: kurangnya fasilitas madrasah (LCD, lab bahasa, jaringan internet yang memadai, dll), kemampuan anak yang terbatas, motivasi anak yang beragam (masih banyak yang kurang termotivasi karena bahasa inggris terlalu asing bagi mereka).

Every genre text has different characteristics. When the teacher taught the text, the teacher had to give attention to the characteristics. There were different problems that were faced by the teacher to teach the different genre text.

Researcher : Untuk pembelajaran reading descriptive text, recount text, dan narrative text apakah ada perbedaan permasalahan ketika pengaplikasian metode dalam kegiatan belajar mengajar?

Teacher 2 : Tentu saja ada.

The problems that were faced the teacher were that the tenses of texts were different. It influenced the method that was implemented in the classroom

Researcher : Apakah perbedaan masalah tersebut?

Teacher 2 : Kalau teks deskriptif itu menggunakan verb satu sehingga ketika murid mentranslate ke dalam bahasa indonesia mereka mencari dalam kamus dengan mudah, sedangkan untuk teks recount dan narrative itu kan yang digunakan verb dua ya mbak, jadi ya itu untuk mentraslate saja mereka membutuhkan waktu yang banyak, meskipun saya lebih sering meminta siswa untuk mentranslate di rumah, digunakan sebagai PR. Kebanyakan dari mereka menggunakan Google translate dan tidak menggunakan kamus, sehingga vocabulary yang mereka kuasai cukup sedikit.

b) The Result of Observation

Based on the observation, the problems that were faced by the teacher were that the noisy class, some students were chatting that was out of the material, the students could not use English when the students presented the result of discussion, the students did not pay attention when the other students presented the material and the teacher explained the material.

c) The Result of Documentation

Based on the teacher's lesson plan, the teacher made the steps of scientific approach sequentially. The teacher had understood about the revised 2013 Curriculum. In

teaching language, the teacher understood that she had choices in determining the method that would be used. The scientific approach is procedural. The teacher can use another method that is appropriate to the material. But, the teacher did not revise the lesson plan that was appropriate with the revised 2013 Curriculum. The teacher made the teaching learning process by using scientific approach in sequence.

2) Problems in Using Material

a) The Result of Interview

The teacher did not have a problem in choosing the material. Because the materials of descriptive text, recount text, and narrative text were near the students' environment.

Researcher : Apakah ada permasalahan dalam menentukan materi yang cocok dengan kondisi siswa?

Teacher 2 : Sejauh ini (terutama untuk materi teks descriptive, recount dan narrative) tidak terlalu susah karena materinya tidak terlalu jauh dari dunia mereka

The teacher had problems with time management. The situation and condition of the class could make the delivering material was longer.

Researcher : Dalam penyampaian materi apakah sesuai dengan alokasi waktu yang ibu rencanakan?

Teacher 2 : Tergantung situasi dan kondisi kelasnya. Kadang sesuai kadang tidak,

tapi lebih banyak tidak sesuai dengan alokasi waktu.

b) The Result of Observation

The teacher used “The Legend of Malin Kundang” story as the material was correct because the students knew about the story of “The Legend of Malin Kundang” so the students could link their knowledge to the story. The problems that were faced by the teacher were that because of the limited time, the teacher only used a text to teach narrative text, the material was not appropriate to the PBL method. Problem Based Learning method required the students solve different problems. But, in reality, the teacher gave the same material and the same problem or question. There were no variation of materials.

c) The Result of Documentation

Based on the lesson plan, the teacher did not include the material.

3) Problems in Using Media

a) The Result of Interview

The limited media became one of the teacher’s problems. The media that was available in the school was limited, the teacher had to use the media by turns. When the teacher wanted to use media, often times the media was used by another teacher. Additionally, when the teacher used media, the media could not be used because the media

was out of order. The teacher had to change the media. The teacher also used the internet as media, but in fact, the connection was bad.

Researcher : *Penggunaan media dalam kegiatan belajar dan mengajar di kelas apakah ada permasalahan yang ditimbulkan?*

Teacher 2 : *Ada, keterbatasan media elektroniknya (mis, sudah terencana memutar video tapi LCD tidak ada karena sudah terpakai guru lain), ketika surfing internet, jaringan putus, dll. Seperti UNBK itu lo mbak, komputer banyak yang rusak.*

Researcher : *Apakah media mempengaruhi penyampaian materi yang ibu ajarkan?*

Teacher 2 : *Ya, sangat mempengaruhi mbak, kalau medianya tidak menarik anak itu ogah-ogahan. Masalahnya disitu mbak, kami sebenarnya juga ingin menggunakan media yang menarik, tapi dengan fasilitas yang kurang seperti ini, kadang LCD tidak bisa digunakan, ya saya jadi males mbak mau pakai media. Solusinya ya menggunakan yang ada saja, pakai papan tulis sama text.*

b) The Result of Observation

The printed materials were used by the teacher as the media that was delivered to the students one by one. The material was taken from textbooks because the textbook was limited, so the teacher had to copy the material from the textbook. When the teacher used the pictures from the paper, the students could not understand the pictures because the pictures were colorless, so the student asked about the pictures of the teacher.

The teacher asked the students to use a dictionary for doing the task. The students who had dictionary were only a few. So, they had to borrow from the library, but the dictionary in the library was not enough. Some students did not do the task and asked the seatmate to do the task. When the students were doing the task, some of them cheated the other students. The teacher asked the students to answer a question, some students opened the next page, so when the teacher asked about the story that related to the pictures, the student answered quickly without seeing the pictures. The using material of narrative text was less interesting because the students felt confused with the pictures.

c) The Result of Documentation

Based on the lesson plan the teacher would use a laptop, computer, LCD, movie/pictures, power point presentation, and recording (for listening) but in fact, the teacher used only pictures, text, and whiteboard.

b. Problems in Doing Authentic Assessment

The problems of assessment include: affective assessment, cognitive assessment, psychomotor assessment. The problems can be explained below.

The problems that were faced by the teacher in doing assessment were complex. The teacher had to make the students score comply with graduation standard. The claim from the 2013

Curriculum required the students to get a good score. Although the teacher was doing remedial, the teacher had to give an extra score for the students.

Researcher : Apakah masih ada sistem dongkrak- dongkrak nilai itu bu?

Teacher 2 : Ya iya, Intinya tadi kan gak boleh kurang nilainya, kurikulum sekarang itu nilai harus baik. Anak itu tidak boleh tinggal kelas.

Researcher : Kok bisa begitu nggih bu?

Teacher 2 : Kalau dulu kan gak bisa ngikuti harus tinggal kelas, sekarang tidak. Zaman SD itu dulu banyak sekali, saiki munggah sesuk ra munggah. Ada itu dulu kasus satu kelas dengan saya itu ada 3 pasang kakak beradik yang satu kelas itu yang gara-gara kakaknya tinggal kelas berarti kan 6 orang.

1) Problems in Doing Affective Assessment

a) The Result of Interview

The teacher did an affective assessment, although the 2013 curriculum did not require the English teacher to make an affective assessment.

Researcher : Mengenai penilaian afektif bu, bagaimana ibu melakukan penilaian?

Teacher 2 : Penilaian afektif sebenarnya guru bahasa Inggris tidak perlu memberikan nilai, tapi saya tetap melakukan penilaian sebagai bahan pertimbangan.

The teacher made the affective assessment noticed the students that were less and prominent. The teacher gave B score for the average students.

Researcher : Bagaimana cara ibu memberikan penilaian afektif?

Teacher 2 : Yang saya perhatikan itu yang menonjol dan yang kurang. Kalau yang rata-rata tidak perlu diperhatikan, nilainya sudah B. Saya rasa itu Pemerintah kalau bikin kurikulum itu tidak melihat situasi yang ada, sudah siap atau belum, pendukungnya apakah semuanya sudah tersedia.

The problems that were faced by the teacher in the assessment were complicated and detail, the teacher could not notice the students one by one. The teacher also did not use the assessment guidance fully.

Researcher : Apa permasalahan yang ibu hadapi dalam penilaian sikap?

Teacher 2 : Ya itu mbak, kan penilaiannya itu sangat rumit dan harus detail, sedangkan saya tidak mungkin kan akan memperhatikan anak satu per satu. Saya menggunakan pedoman penilaian tidak secara utuh.

b) The Result of Observation

Based on the observation in the classroom, the teacher often gave warning to the students who did not pay attention to the teacher's explanation. For example, the teacher said "*Satria, ayo diperhatikan, kalau tidak memperhatikan nilai sikapnya kurang!*". The problem that was faced by the teacher was that the teacher could not assess the students one by one.

c) The Result of Documentation

Based on the lesson plan the teacher used observation as the assessment technique with an

observation sheet as the instrument form. The teacher used a blueprint to give a score. In the affective assessment, the teacher would give a spiritual and social assessment.

2) Problems in Doing Cognitive Assessment

a) The Result of Interview

The teacher had some problems in doing the cognitive assessment because there were many scores that had to be processed. It could take a lot of time. The teacher said that there were many students that cheated when the teacher did daily test.

Researcher : Apakah ada permasalahan dalam penilaian kognitif bu?

Teacher 2 : Permasalahannya apa ya? Saya pikir terlalu banyak nilai yang harus diolah. Saya kadang merasa tidak sempat untuk menilai anak mbak. Untuk ulangan saya selalu meminta anak untuk mengerjakan sendiri tetapi ya masih saja anak yang menyontek teman lain.

The problems that were faced by the teacher were that there were still a lot lower score. Because of the system, the teacher had to give a good score for the students by giving an extra score.

Researcher : Mengenai proses penilaian itu permasalahannya apa bu?

Teacher 2 : Ya saya sesuaikan dengan kurikulum mbak, tetapi masih banyak nilai yang kurang. Permasalahannya ya nilai siswa yang kurang bagus. Mau gak mau tuntutan sistem kalau penilaian harus bagus, ya saya harus memberikan

tambahan nilai meskipun sudah saya lakukan remidi dan penugasan.

b) The Result of Observation

The teacher gave a task and did not ask the student to submit the task. In the daily test, there were many students who cheated the other friends, so the score was not valid.

c) The Result of Documentation

Based on the lesson plan the teacher used a written test with an essay as instrument form. The teacher used a blueprint to give a score. The instrument form was essay, but in the lesson plan, the teacher used multiple choice and essay as the instrument.

3) Problems in Doing Psychomotor Assessment

a) The Result of Interview

The problems that were faced by the teacher were that many students did not contribute to the group discussion. The teacher did not know the students who were active or passive. Because the teacher could not observe one by one.

Researcher : Mengenai masalah dalam penilaian psikomotorik bu, apa saja masalah yang ibu hadapi?

Teacher 2 :Ya, banyak murid yang tidak ikut berdiskusi dengan temannya, sebenarnya saya tahu beberapa, tapi saya juga tidak bisa mengamati satu persatu. Murid yang tidak aktif akan

saya beri nilai kurang. Meskipun itu satu kelompok nilainya bisa beda-beda.

The teacher gave an average score to the students who did not present the result of the discussion. The teacher gave a score based on the process of discussion. The teacher did not ask all students to present the result because it had limited time. The teacher's subjectivity could influence the score.

Researcher : Itu bu, kan sering kali tidak semua kelompok mepresentasikan hasil diskusi mereka, lalu untuk mendapatkan nilai psikomotorik bagaimana?

Teacher 2 : Ya itu mbak, saya beri nilai rata-rata. Saya kan sudah mengamati proses diskusi juga jadi ya saya beri nilai berdasarkan proses diskusi. Karena waktunya suka mepet mbak.

Because of the limited time, the problems that were faced by the teacher were that the assessment was not valid, the teacher had a problem with the time allocation in doing an assessment.

Researcher : Kalau penilaian seperti itu, itu apakah valid bu?

Teacher 2 : Ya, sebenarnya kurang valid mbak, tapi gimana lagi materinya cukup banyak yang harus diajarkan terus kadang-kadang banyak kelas yang banyak liburnya.

b) The Result of Observation

When the teacher made psychomotor assessment, some students do not participate in their groups. Not all groups presented their project.

c) The Result of Documentation

Based on the lesson plan the teacher used practice test with practicing as the instrument form. The teacher used a blueprint to give a score.

B. Discussion

In discussion, the researcher discusses some main point of the research findings concerning with the teachers' problems in the English teaching learning process and assessment of reading text for implementing the 2013 curriculum at the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017.

1. Problems in the Teaching Learning Process

Based on the literature review, the components of teaching learning process are method, material, and media.

a. The Problems in Using Method

1) The Teacher 1

Based on the revised 2013 Curriculum, the teacher does not have to use a scientific approach in sequence. The teacher used the method that was appropriate for the 2013 Curriculum. The teacher used the inquiry learning (Problem Based Learning

as the method). Based on the documentation, the teacher made the lesson plan before the class was held. The lesson plan did not match with the revised 2013 Curriculum. The teacher did not revise the lesson plan that was appropriate with the Regulation of the Ministry of National Education. The teaching learning process was different from the lesson plan. It is proved from the observation in the classroom. The teacher taught the students did not use the lesson plan.

Kennedy (1981: 195-197) states that there are 4 factors that are most often responsible for people to comprehend reading materials, including: classroom management, knowledge, vocabulary difficulties, and lack of pupil interest. Based on the interview, the teacher had some problems in choosing and using the method. When the teacher used a method in the teaching learning process, the teacher had to face some problems; the students had low response; the students learned in the classroom based as they want; sometimes during the teaching learning process the students did not get new knowledge; the students could not learn independently; the students had difficulties in translating and understanding text; the students had less comprehended the whole of the text, the mastery of vocabulary was low, the subject of time that was started in the afternoon made the students cannot focus; and the students' concentration was low because they were tired.

From the explanation above the teachers' problems in using method in the teaching reading text can be summarised such as classroom management, knowledge, vocabulary difficulties, lack of pupil interest, students' low concentration, and the students' independence.

Based on the Ministry of National Education (2014: 38) there are some steps of inquiry learning (Problem Based Learning) including: introducing the problems, organizing, guiding the individual investigation and group investigating, analyzing and evaluating the process of problems solving, and developing and presenting the result.

a) The first meeting

In this meeting, the researcher observed the steps of Problem Based Learning. The material was recount text, the teaching learning process was started from the fourth step.

The fourth step is developing and presenting the result. In the material of recount text, every group presented their result in front of the class. The problem was that the teacher did not manage the presentation. When a group presented the result, the other students did not pay attention to the presentation. The teacher asked the other students to give some questions about the result, but the students gave questions were almost same. The group had to answer the questions orally, but in fact, the group discussed the answer

to the question from the other students in front of the class. It wasted time. The group also asked the teacher about the answer before they answered the question. The students were not confident with their answer.

The last step is analyzing and evaluating the process of problem solving. The teacher must facilitate the students to make a conclusion. The teacher did not make a conclusion and did not facilitate the students to make a conclusion.

b) The Second Meeting

The process of introducing the problems to the students, the teacher gave some questions about the materials that had to be learned. The teacher gave questions about what is narrative text, the generic structure, and the communicative purpose. In this process, some students could not answer the questions. There were some students that were not aware with the material. It could be known that the students used the questions as a joke.

The second step is organizing the students to learn. The teacher asked the students to analyze the generic structure of narrative text. The teacher gave the same problems about narrative text with the same text. It was not appropriate to the PBL method that should give different problem to the students.

The third step is guiding the individual investigation and group investigation. In this step, the teacher walked around the class and came close to the students. In this step, some students did not analyze the generic structure of the legend of “Telaga Warna”. The teacher warned the students, but the students still did not do the task.

The fourth step is developing and presenting the result. In this step, the teacher asked the students to explain the generic structure of the narrative text from the legend of “Telaga Warna”, but the students could not answer immediately. The teacher asked the students, but some students could not answer about the generic structure of narrative text. Because of that, the teacher had to explain the generic structure of narrative text by herself.

The last step is analyzing and evaluating the process of problem solving. In this step, the teacher must facilitate the students to make a conclusion. The teacher did not make a conclusion and facilitate the students to make a conclusion.

Rifai (2016: 2) explains that the variation method cannot be effective if the using of method, is not appropriate to the situation that supported and psychological condition. In this research, the teacher had problems to use method that is appropriate with the situation and psychological condition.

The main point of teaching learning process in the 2013 Curriculum is the process must be oriented to explore the students' ability individually. (The Ministry of National Education, 2016: 10). But, when the teacher taught in the classroom, students could not learn independently.

From the explanation above the problems in using method for implementing the 2013 Curriculum in the teaching reading text at the tenth grade of MAN Karanganom are that: (1) teachers' classroom management was less, the teacher could not manage the teaching learning process in the classroom, (2) students' knowledge about the text, the students had low comprehension about the text, (3) vocabulary difficulties, the students had less vocabulary mastery so that when the students faced English text, the teacher could not comprehend the whole of the text without using dictionary, (4) lack of pupil interest, when the teacher taught in the classroom some students made commotion and did not pay attention to the teacher's explanation, (5) students had low concentration, because the schedule of English subject was held in the afternoon, it could make the students concentration become low, (6) the students could not learn independently so that the teacher had to guide the students to learn English, (7) in the steps of organizing the students to learn, the teacher gave the same problems about narrative text with the same text. It was not appropriate with the PBL method that should give different

problem to the students, (8) the teacher did not make a conclusion and did not facilitate the students to make a conclusion, and (9) the teacher had problems to use method that was appropriate with the situation and psychological condition, the situation and psychological condition often were not support to use method that was appropriate with the lesson plan.

2) The Teacher 2

Kennedy (1981: 195-197) states that that there are 4 factors that are most often responsible for people to comprehend reading materials including: classroom management, knowledge, vocabulary difficulties, and lack of pupil interest. Based on the interview the teacher used selective method for teaching learning process, but the students had some difficulties in learning English. The problems that were faced by teachers in the implementation of the method that was appropriate to the 2013 curriculum were that the students needed more time for understanding the content of a text, the students had low understanding of the foreign language, the students had to translate the text before they comprehended the text, the limited of facilities such as LCD, language laboratory, and internet connection could disturb the process of teaching learning, the students' ability was less, and the students had low motivation.

From the explanation above, the teacher's problems in using method in the teaching learning reading text are: classroom

management, knowledge, vocabulary difficulties, lack of pupil interest, and less facilities.

Based on the Ministry of National Education (2014) there were some steps of inquiry learning (Problem Based Learning) including: introducing the problems, organizing, guiding the individual investigation and group investigation, analyzing and evaluating the process of problems solving, and developing and presenting the result.

a) The first meeting

The first step is introducing the problems. In this step, the teacher introduced the purpose of teaching learning process and the activity in the classroom. The teacher gave some clues about the material that would be learned. The teacher gave some questions to the students to explain the purpose of teaching learning process. The problem that was faced by the teacher was that the noisy class, so when the teacher asked some questions, the student did not give a response. Some students answered the questions by using Indonesian. The teacher also asked the students to analyze some pictures about the material that would be learned.

The second step is organizing the students to learn. The teacher asked the students to discuss some pictures with their seatmate. The problem was that some students made a conversation that is out of the material. The teacher used the

the same pictures, it did not match with the PBL. The teacher had to use different materials or different problems in this steps, but the teacher used the same material for all groups.

The third step is guiding the individual investigation and group investigation. In this step, the teacher gave an explanation about the instruction for the students. The teacher did not check one by one.

The fourth step is developing and presenting the result. The teacher asked the student to present the result of the discussion in front of the class. The problems that were faced by the teacher were that the students could not use English when the students presented the discussion and the other students did not give feedback. The teacher could not make the students become active.

The last step is analyzing and evaluating the process of problem solving. The teacher gave feedback and made a conclusion. The problem that was faced by the teacher in this step was the students did not pay attention with the teacher's explanation.

For the next, the teacher repeated the second step until the last step. In the second step, the teacher gave the students a task to match English word list into the Indonesia word list and make discussion group, the teacher asked the students to discuss with their seatmate. In the third step, the teacher walked

around the class and came close to the students to help and check the process of discussion. In the fourth step, the teacher asked the students to write their task on the whiteboard. In the last step, the teacher discussed the material with the students and made a conclusion. The problems were the noisy students and some students did not contribute to do their task.

b) The second meeting

The first step is introducing the problems. In this step, The teacher gave a question to the students about the generic structure of narrative text. The teacher gave a clue about how to know about text structure of narrative text, but the condition of the class was so noisy, so it could disturb the teacher to explain the material.

The second step is organizing the students to learn. The teacher asked to make discussion groups. There were 6 groups. The teacher gave some questions by using Indonesian to understand how far they can understand the text. After the students read the text, they should analyze text structure based on the teacher's explanation.

The third step is guiding the individual investigation and group investigation. The students started the discussion. The teacher checked every group. But some students did not give contribution to the discussion.

The fourth step is developing and presenting the result. The teacher would give a chance for every group to present in front of the class. The student presented the result of the discussion in front of the class. The group that presented their result were only two.

The last step is analyzing and evaluating the process of problem solving. The teacher asked for the other groups to complete the discussion from their friends' explanation before. The teacher and the students concluded about the story of "The Legend of Malin Kundang" but the class was noisy. .

Based on the documentation, from the lesson plan, the teacher made the steps of scientific approach sequentially. The teacher had understood about the revised of the 2013 Curriculum. The teacher had an understanding that for teaching language the teacher have choices in determining the method that will be used. The problem that was faced by the teacher was that the teacher did not make an appropriate lesson plan. Based on the observation, the teaching learning process was different with the lesson plan.

Rifai (2016: 2) explains that the variation method cannot be effective if the using of method is not appropriate to the situation that supported and psychological condition. Based on the inteview and observation result, the one of problems in using method in teaching learning process was the unsupportive situation and psychological condition.

From the explanation above the problems in using method for implementing the 2013 Curriculum in the teaching reading text at the tenth grade of MAN Karanganom are that: (1) the teachers' classroom management, the teacher could not manage the time allocation in the classroom so that the students could not manage the classroom, (2) students' knowledge, the students' ability was less, the students needed more time for understanding the content of a text, the students had low understanding of the foreign language, the students could not use English when the students presented the discussion. (3) vocabulary difficulties, the students had low vocabulary mastery, the students had to translate the text before they comprehended the text, (4) lack of pupil interest, the students had low motivation to learn English text, the class was noisy, when the teacher asked some questions, the student did not give a response (5) less facilities, the limited of facilities such as LCD, language laboratory, and internet connection could disturb the process of teaching learning, (6) the teacher did not make an appropriate lesson plan, the lesson plan did not match with the revised 2013 Curriculum, (7) the teaching learning process was different with the lesson plan, (8) In the step of organizing the students to learn, the teacher used the the same pictures for all groups, it did not match with the PBL, and (9) the teacher had problems to use method that was appropriate with the situation and

psychological condition, the situation and psychological condition often were not support.

b. Problems in Using Material

1) Teacher 1

For teaching reading text must be give attention with the genre of the text. Hayland (2009: 15) states that Genre Based Approach includes modelling of text (MOT), joint construction of text (JCOT), and independent construction of text (ICOT). The material of reading text of the tenth grade students are descriptive text, recount text, and narrative text. Based on the observation result, the teacher did not have problems in using Genre Based Approach (GBA). The Scientific Approach as the procedural of the 2013 Curriculum could be combined with the Genre Base Approach. Because the Scientific Approach did not have to use in sequence, the teacher could implement Genre Based Approach.

Based on the Rifai's explanation (2016: 2) there are two problems in the mastery of instructional material, those are the mastery the main and extra of the instructional material. Based on observation, the researcher knew that the teacher delivered the material in each class was different. Many students did not pay attention when the teacher explained the material. Many students did not give attention when the other students presented the result of the discussion. It could cause the

students' different understanding about the material. The students did not know about the story of "Telaga Warna" before translated the material as the main material. It wasted the time, until the time was up the students could not finish their task. Some students were not ready to follow the teaching learning process. Some students did not understand the whole text when the teacher asked the students to retell the story. Based on the documentation, The Legend of "Telaga Warna" was one of narrative text. The teacher used the story from the students' worksheet book. The material was no varied. The teacher could not manage the allocation of time. The teacher did not include the material in the lesson plan. The teacher did not give extra material for the students. The students had difficulties in mastery the main material, it is shown when the students could not retell the story.

Based on the interview, the teacher had some problems about instruction material included students did not have a textbook, the teacher also had problems explain the material was appropriate to the time allocation, the material that was delivered often was not appropriate to the planning, the low students' response to the material that was explained by a teacher.

Based on the observation, the teaching learning process was teacher-centered. The teacher had to a facilitator, but the teacher often only transferred the knowledge.

Based on the Ministry of National Education (2014: 38), in the step of organizing the students to learn, he teacher starts the instruction by making some groups of students. Each group will choose and solve the different problem. The problem solving needs cooperation and discussion among the member of a group. The teacher used the same material and questions/problems. It did not match with Problem Based Learning (PBL).

From the explanation above, the teacher's problems in using material are: (1) The students had difficulties in mastery the main material, it is shown when the students could not retell the story, (2) the students did not have textbook, (2) The time allocation to deliver material was often not appropriate with the planning, (3) there was not variation material, (4) the students' response to the material that was explained by teacher was low, (5) the teacher delivered the material for each class was different, the students' different understanding about the material, and (6) the teachers had problems in the preparation, the teachers did not include the material in the lesson plan, and (7) The teacher used the same material and questions/problems. It did not match with Problem Based Learning (PBL).

2) Teacher 2

Hayland (2009: 15) states that Genre Based Approach includes modelling of text (MOT), joint construction of text (JCOT), and independent construction of text (ICOT). The material of reading text of the tenth grade students are descriptive text, recount text, and narrative text. Based on the observation result, the teacher did not have problems in using Genre Based Approach (GBA). The Scientific Approach as the procedural of the 2013 Curriculum could be combined with the Genre Base Approach. Because the Scientific Approach did not have to use in sequence, the teacher could implement Genre Based Approach that was combined with Scientific Approach.

Rifai (2016:2) states that there are two problems in the mastery of instructional material, those are the mastery the main and extra of the instructional material. There were no variation materials. The teacher only used a material in teaching reading narrative text, there were no extra material, Based on the interview, When the teacher chose the material there were some problems that faced by the teacher. The limited textbook required the teacher to search another source. The teacher had problems about time allocation.

Based on the observation, the problems faced by the teacher were that the teacher only used a text to teach narrative text because of the limited time, the material was not appropriate to

the PBL method. Problem Based Learning method required the students to solve different problems. The teacher gave the same text with the same questions. Based on the documentation, the teacher did not include the material in the lesson plan.

From the explanation above, the teacher's problems in using material are that: (1) There was only a material, and no extra material, (2) Not all students could master the main material, (3) the students had less comprehending about text that influenced the time allocation, (4) the limited textbook required the teacher to search another source, (5) the teacher had problems for making time allocation, (6) the teacher only used a text to teach English text, (6) the material was not appropriate for the PBL method, because in the Problem Based Learning, the students had to solve different problem, and (7) the teacher did not include the material in the lesson plan.

c. Problems in Using Media

1) Teacher 1

Smaldino et. al., (2005: 5) state that the problems in using instructional media are some teachers cannot use the media, and only use textbook as the sources of all knowledge. The teacher only used students worksheet book as the source in teaching reading text. Based on the observation, the teacher used a text from the students' worksheet book. The students' interest with the text was low, it could be known from the noisy

classes. Based on the interview, when the teacher wanted to use a method that would use an appropriate media. The media was not appropriate to the condition of the class, and the students' response was low. In the lesson plan, the teacher used a laptop, projector, and speaker. But, the teacher used text and whiteboard as the media. The teacher did not use the media that were appropriate with the lesson plan

In this research, the teacher's problems in using media are that (1) the teacher only used students' worksheet book as the source for teaching reading text, (2) when the teacher wanted to use method with an appropriate media, the media was not appropriate with the condition of the class, (3) the students' response was low, it was shown from the class was very noisy, and (4) the teacher did not use the media that were appropriate with the lesson plan.

2) Teacher 2

Smaldino et. al., (2005: 5) state that the problems in using instructional media are some teachers cannot use the media, and only use textbook as the sources of all knowledge. Based on the observation, The teacher used a printed material as the media that was delivered to the students one by one. The material was taken from textbook. The teacher only used textbook as the source for teaching. When the teacher used the pictures from the material, the students could not understand

the pictures because the pictures were colorless, the only few students who had dictionary, the material of narrative text was less interesting because the students felt confused with the pictures.

Based on the interview, the limited media became one of the teacher's problems. The media that was had in the school was limited, the teacher had to use the media by turns. When the teacher wanted to use a media, the media often was used by another teacher. Additionally, when the teacher used a media, the media could not be used so that the teacher needed to change the media that was available, such as textbook and whiteboard. The teacher also used the internet as media, but in fact, the connection was bad.

Based on the documentation, the teacher would use a laptop, computer, LCD, movie/pictures, power point presentation, and recording (for listening). But in fact, the teacher used pictures, text, and whiteboard.

The teacher's problems in using media in the teaching learning reading text at tenth grade of MAN Karangnom Klaten are that (1) the teacher only used textbook as the source of teaching reading text, (2) the media in the school was limited, (2) the media sometimes could not be used, (3) the students could not understand the media, and (4) the teacher did not use the media that was appropriate with the lesson plan.

2. Problems in Doing Authentic Assessment

The scope of the learning assessment in the elementary and high school includes some aspects, those are attitude, knowledge, and skill (The Regulation of the Ministry of National Education No. 23/2016).

a. Teacher 1

Based on the Regulation of the Ministry of National Education No. 23/ 2016, there are some principles of assessment such as valid, objective, fair, integrated, open, comprehensive and continuous, systematic, refers to the criteria, and responsible. Based on the interview, the teacher could not master the overall authentic assessment. The teacher gave the score that was not appropriate with the real condition, the teacher's subjectivity influenced the score. It can be concluded that the authentic assessment was not valid, objective, refers to the criteria, and responsible.

Retnawati, et, al (2016) states that the teacher had difficulties for developing the instrument of attitude, implementing the authentic assessment, formulating the indicators, designing the assessment rubric for the skills, and gathering the scores from multiple measurement techniques. The teacher had problems in implementing the authentic assessment and gathering the scores from mutiple measurement technique. Based on the interview with the Teacher 1, the problems in the implementation of authentic assessment were that the teacher did not master the overall

authentic assessment because the authentic assessment was complicated, the teacher did not give the students' score that was appropriate with the real condition, the subjectivity of the teacher could influence the result, and in doing assessment, the teacher did not use the rubric and technique.

From the explanation above, the problems in doing authentic assessment are that: (1) the teacher had problems in implementing the authentic assessment because the teacher did not master the overall authentic assessment, (2) the teacher had problems in gathering the scores from mutiple measurement technique, (3) in doing assessment, the teacher did not use the rubric and technique, (4) the teacher did not give the students' score that was appropriate with the real condition, the subjectivity of the teacher could influence the result, and (5) the authentic assessment was not appropriate with the principles.

b. Teacher 2

Based on the Regulation of the Ministry of National Education No. 23/ 2016, there are some principles of assessment such as valid,objective, fair, integrated, open, comprehensive and continous, systematic, refers to the criteria, and responsible. Based on the interview, the teacher could not master the overall authentic assessment. The teacher gave the score that was not appropriate with the real condition, the teacher's subjectivity influenced the

score. It can be concluded that the authentic assessment was not valid, objective, refers to the criteria, and responsible.

Based on the explanation Renawati, et, al (2016) the teacher had difficulties for developing the instrument of attitude, implementing the authentic assessment, formulating the indicators, designing the assessment rubric for the skills, and gathering the scores from multiple measurement techniques. In this research the researcher found that teachers' problems in doing authentic assessment were that (1) the teachers did not master the overall authentic assessment because the authentic assessment was complicated so that the teacher had problems in implementing the authentic assessment (2) the teachers did not give the students' score that was appropriate with the real condition so that the subjectivity of the teacher could influence the result. the teachers had to make the students' score comply with graduation standard. Despite the teacher was doing remedial, the teacher had to give extra score for the students. (3) the teacher had problems in gathering the scores from multiple measurement techniques. In doing assessment, the teachers did not use the rubric and technique, and (4) the authentic assessment was not appropriate with the principles.

a. Problems in Doing Affective Assessment

1) Teacher 1

Based on the revised 2013 Curriculum, the affective assessment is done by the counseling teacher, religion teacher, and civic education teacher. The English teacher has a duty to advise and warn the students that have a bad attitude in the classroom (The Ministry of National Education, 2016).

Based on the interview, MAN Karanganom Klaten had a questionnaire that must be filled by the teacher to make the authentic assessment, but in fact, the instrument did not execute. The teacher had problems for giving score for the students because of the demand of the education system. There were some problems that were faced by the teacher in doing an assessment. Because the assessment was complicated, the teacher did not do the authentic assessment fully. The teacher made the assessment technique, but in reality, the teacher could not implement the assessment fully. The teacher sometimes did not use the assessment guidance.

Based on the observation, the problems that were faced by the teacher were that the students did not care about the teacher's warning, Some students made a commotion in the classroom and some students could not be controlled.

Based on the documentation, The teacher used observation, self-assessment, and peer assessment to assess the students' attitude, but in reality, the teacher only used

observation. The teacher did not have a blue print for giving an assessment.

Based on the interview, observation, and documentation, the teacher's problems in the doing affective assessment are that (1) the teacher made the assessment technique, but in fact, the teacher could not implement the assessment fully, (2) the students did not care about the teacher's warning, (3) the teacher sometimes did not use the assessment guidance, and (4) the teacher did not have a blue print.

2) Teacher 2

Based on the interview, The teacher did affective assessment although the 2013 curriculum did not require the English teacher to make affective assessment. The teacher made the affective assessment by paying attention to the less and prominent students. The teacher gave B score for the average students. The teacher said that the assessment was complicated and detail, the teacher could not notice the students one by one. The teacher also did not use the assessment guidance fully.

Based on the observation in the classroom, the teacher often gave warning to the students that did not pay attention to the teacher's explanation. The problem that was faced by the

teacher was the teacher could not assess the students one by one.

Based on the documentation, the teacher used observation as the assessment technique with an observation sheet as the instrument form. The teacher used a blue print to give a score. In the affective assessment, the teacher would give a spiritual and social assessment.

Based on the interview, observation, and documentation, the teacher's problems in doing affective assessment were that the teacher could not notice the students one by one and the teacher did not use the assessment guidance fully.

From the explanation above, it can be concluded that teachers' problems in doing affective assessment are that (1) the teachers made the assessment technique, but in reality, the teacher could not implement the assessment fully, (2) the teachers could not notice the students one by one, (3) the students did not care about the teacher's warning, (4) the teachers sometimes did not use the assessment guidance, and (5) the teachers did not have a blue print.

b. Problems in Doing Cognitive Assessment

1) Teacher 1

Based on the interview, the problems were that some students did the task by cheating so the score was not valid and

when the teacher gave a task, some students did not submit the task so the teacher gave the score without correct the students' task.

Based on the observation, the problem that was faced by teacher in doing cognitive assessment was that the most of the students could not answer the question despite the teacher gave a hook and the teacher did not do daily test for all classes because the time was up.

Based on the Regulation of the Ministry National Education No.53/2015, the teacher can use written test, oral test, assignment, and the other techniques to assess the students' knowledge. Based on the documentation, The cognitive assessment included the students' knowledge about the generic structure and language feature of the text. The teacher used oral or written and giving an assignment. The teacher did not have a blue print.

From the explanation above, the teacher's problems in doing cognitive assessment are that (1) some students did the task by cheating so that the score was not valid, (2) some students did not submit the task, so the teacher gave the score without correcting the students' task, (3) most of the students could not answer the question despite the teacher gave a hook, (4) the teacher did not have a blue print, and (5) the teacher did not do daily test for all classes.

2) Teacher 2

Based on the interview, The teacher had some problems in making the cognitive assessment. There were many scores that had to be processed. It could take a lot of time. There were many students that cheated when the teacher made a daily test, there were many students that still had less score. Because of the demand of the system, the teacher had to give extra score for the students.

Based on the observation, the teacher gave a task and did not ask the student to submit the task. In the daily test, there were many students that cheated from their friends, so the score was not valid.

Based on the Regulation of the Ministry National Education No.53/2015, the teacher can use written test, oral test, assignment, and the other techniques to assess the students' knowledge. Based on the documentation, the teacher used a written test with an essay as instrument form. The teacher used a blue print to give a score. The instrument form was only essay, but in the lesson plan of the instrument, the teacher used multiple choice and essay. The instrument in daily test was only essay.

From the explanation above, the teacher's problems in doing cognitive assessment were that (1) many students cheated the other students when the teacher made daily test, (2)

there were many students that still had less score, because of the demand of system, the teacher had to give a good score for the students by giving extra score, and (3) the implementation was different from the lesson plan.

From the explanation above, it can be concluded that teachers' problems in doing cognitive assessment are that (1) many students that cheated when the teachers made daily test so that the score was not valid, (2) there were many students that still had less score, because of the demand of system, (3) the teachers had to give a good score for the students by giving extra score, (4) the implementation was different from lesson plan, (5) some students did not submit the task so the teacher gave the score without correcting the students' task, (6) the most of students could not answer the question although the teacher gave a hook, and (7) the teachers did not do daily test for all classes.

c. Problems in Doing Psychomotor Assessment

1) Teacher 1

Based on the interview, the teacher faced the students that could not practice, the teacher had to give good score that was not appropriate with the real condition.

Based on the observation, the teacher faced some students did not do the task.

Based on The Regulation of the Ministry National Education No. 53/2015, the psychomotoric assessment uses practice, project, portfolio, product, and the other techniques that are appropriate with the material. Based on the documentation, the teacher used to practice, project, product, and portfolio. The teacher did not have a blue print.

From the explanation above, the teacher's problems in the doing psychomotor assessment are that (1) the teacher had to face the students that could not practice, (2) the teacher had to give a good score that was not appropriate with the real condition, (3) some students did not do the task, and (4) the teacher did not have a blue print.

2) Teacher 2

Based on the interview, many students did not contribute to the group discussion. The teacher would give lower score for the students that were not active than the students that were active in a group. But, the teacher could not observe one by one. The teacher gave the average score to the students that did not present the result of the discussion. The teacher gave a score based on the process of discussion. The teacher did not ask all students to present the result because of limited time. Because of the limited time, the assessment was no valid, and the teacher had a problem with the time allocation.

Based on the observation, When the teacher made psychomotor assessment, some students did not give a contribution in their groups. Not all groups presented their project.

Based on The Regulation of the Ministry National Education No. 53/2015, the psychomotoric assessment uses practice, project, portfolio, product, and the other techniques that are appropriate with the material. Based on the lesson plan, the teacher used practice test with practicing as the instrument form. The teacher used a blue print to give a score.

Based on the interview, observation, and documentation, the teacher's problems in the doing psychomotor assessment were that (1) many students did not contribute to the group discussion, (2) the teacher could not observe one by one, (3) the assessment was not valid because the teacher did not ask all students to present the result because of the limited time, and (4) the teacher had a problem with the time allocation.

From the explanation above, it can be concluded that teachers' problems in doing psychomotor assessment are that (1) many students did not contribute to the group discussion, (2) the teachers could not observe one by one, (3) the assessment was no valid because the teacher did not ask all students to present the result because of the limited time, (4)

the teachers had problem about the time allocation, (5) some students did not want practice, (6) the teachers had to give a good score that was not appropriate with the real condition, and (7) some students did not do the task.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the study conducted by the researcher about teachers' problems in the English teaching learning process and assessment of reading text for implementing the 2013 Curriculum at the tenth grade students of MAN Karanganom Klaten in the academic year of 2016/2017.

A. Conclusion

There are some problems in using method for implementing the 2013 Curriculum in the teaching reading text at the tenth grade of MAN Karanganom Klaten. The problems are that: (1) the teachers' classroom management is less, (2) the students' knowledge about the text is less, the students have low comprehension about the text, (3) the students have many vocabulary difficulties, (4) lack of pupil interest, when the teachers teach in the classroom some students make commotion and do not pay attention to the teacher's explanation, (5) students have low concentration, (6) the students cannot learn independently (7) in the steps of organizing the students to learn, the teachers give the same problems about narrative text with the same text. It is not appropriate with the PBL method that should give different problem to the students, (8) Teacher 1 does not make a conclusion and facilitate the students to make a conclusion, (9) the situation and psychological condition often are not support to use method that was appropriate with the lesson plan,

(10) less facilities, Teacher 2 is disturbed with the limited of facilities. LCD, language laboratory, and internet connection can disturb the process of teaching learning, and (11) the teaching learning process is different with the lesson plan.

There are some problems that are faced by the teachers in using material. The teachers' problems in using material reading text at the tenth grade of MAN Karangnom Klaten are that : (1) The students have difficulties in mastery the main material, it is shown when the students cannot retell the story, (2) Not all students can master the main material, (3) the students do not have textbook, (4) The time allocation to deliver material is often not appropriate with the planning, (5) there is no variation material, (6) the students' response to the material that is explained by teacher was low, (7) Teacher 1 delivers the material for each class was different, the students' different understanding about the material, (8) the teachers have problems in the preparation, the teachers do not include the material in the lesson plan, and (9) the teachers use the same material and questions/problems. It does not match with Problem Based Learning (PBL).

There are some problems that are faced by teachers in using media. The teachers' problems in using media in the teaching learning reading text at tenth grade of MAN Karangnom Klaten are that (1) Teacher 1 only uses students' worksheet book and Teacher 2 only uses textbook as the source for teaching reading text, (2) the media in the school is limited, (3) when the teachers want to use method with an appropriate media, the media is not appropriate with the condition of the class, (4) the students' response is low, it

is shown from the class was very noisy, (5) Teacher 2 has problems that the media sometimes cannot be used, (6) Teacher 2 has problems that the students cannot understand the media (7) the teachers do not use the media that were appropriate with the lesson plan.

There are some problems in doing authentic assessment in MAN Karangnom Klaten. The problems in doing authentic assessment in reading text at the tenth grade of MAN Karangnom Klaten are that: (1) the teachers have problems in implementing the authentic assessment because they do not master the overall authentic assessment, (2) the teachers have problems in gathering the scores from mutiple measurement technique, in doing assessment, the teachers do not use the rubric and technique, (3) the teachers do not give the students' score that was appropriate with the real condition, the subjectivity of the teachers could influence the result, and (4) the authentic assessment is not appropriate with the principles.

B. Suggestion

After conducting this research, the researcher has some suggestion, those are:

1. The teachers have to understand the situation and condition their students.
2. The teachers have to choose selective method so that the students can interest with the teaching learning process, especially for English subject, the teachers must make innovation because English is a foreign language that the students did not know English well.

3. The teachers have to choose material that appropriate with the students' interest, the purpose of education, and syllabus.
4. The teachers must pay attention with time allocation before the teachers make lesson plan.
5. The teachers have to use the variation media so that the students will not feel bored.
6. The teachers must develop their skill to teach and do the assessment that is appropriate with the directive of assessment.
7. The teachers certainly have problems but the teachers must be able to solve the problems.

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SILABUS MATA PELAJARAN
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH
MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN
(SMA/MA/SMK/MAK)

MATA PELAJARAN
BAHASA INGGRIS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2016

KOMPETENSI DASAR, MATERI, DAN KEGIATAN PEMBELAJARAN UNTUK KELAS X

Alokasi waktu : 2 jam pelajaran/minggu

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>)</p> <p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his, dsb.</i> - Kata tanya <i>Who? Which? How?</i> Dst. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>guru/rekaman, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Menyatakan rencana, menyarankan, dsb.</p> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>tangan</p> <ul style="list-style-type: none"> • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI 	<p>menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<p>wisata atau bangunan bersejarah setempat.</p> <ul style="list-style-type: none"> - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.5 Teks pemberitahuan (<i>announcement</i>)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</p>	
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense vs present perfect tense</i>)</p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya,</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>. - Adverbial dengan <i>since</i>, <i>ago</i>, <i>now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>4.7 Teks <i>recount</i> – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.8 Membedakan fungsi sosial, struktur teks, dan	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<p>nilai-nilai luhur, mengambil teladan</p> <ul style="list-style-type: none"> • Struktur Teks <p>Dapat mencakup:</p> <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>tanya jawab tentang isinya</p> <ul style="list-style-type: none"> - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p> 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Satuan Pendidikan	: MAN Karangnom Klaten
Kelas/Semester	: X / 2
Mata Pelajaran	: Bahasa Inggris – Wajib
Topik	: Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal
Waktu	: 10 x 45 menit

A. Kompetensi Inti MAN Kelas X

- KI 1:** Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2:** Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3:** Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural 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 metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman .
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai , dalam melaksanakan komunikasi fungsional
- 4.8. Menangkap makna dalam teks descriptive lisan dan tulis sederhana.**

4.10. Menyusun teks descriptive lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks..

C. Indikator Pencapaian Kompetensi

Dengan rasa hormat, jujur, peduli, berani, percaya diri, berkomunikasi baik, peduli social dan ingin tahu:

1. Mengidentifikasi isi teks descriptive yang diperdengarkan.
2. Mengidentifikasi isi teks descriptive tulis.
3. Membuat teks descriptive sederhana tentang , tempat wisata, dan bangunan bersejarah.
4. Mempresentasikan secara lisan teks descriptive sederhana tentang , tempat wisata, dan bangunan bersejarah.

D. Tujuan Pembelajaran

Dengan rasa hormat, jujur, peduli, berani, percaya diri, berkomunikasi baik, peduli social dan ingin tahu, siswa dapat:

1. Mengidentifikasi isi teks descriptive yang diperdengarkan.
2. Mengidentifikasi isi teks descriptive tulis.
3. Membuat teks descriptive sederhana tentang , tempat wisata, dan bangunan bersejarah.
4. Mempresentasikan secara lisan teks descriptive sederhana tentang , tempat wisata, dan bangunan bersejarah..

E. Materi

Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb.

Struktur text

- (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- (2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan
- (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.

yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal

- (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal
- (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (5) Rujukan kata

Topik

Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.

F. Model/Metode Pembelajaran

Eklektik: Problem Based Learning

G. Kegiatan Pembelajaran

PERTEMUAN KE-1

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'

	permasalahan atau tugas		
Kegiatan Inti	<ul style="list-style-type: none"> Menyediakan model/orang untuk menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal. Guru dengan siswa menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam bahasa Inggris. Guru menunjukkan teks menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal Guru memperlihatkan teks/video/audio Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal. 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. 	60'
	<ul style="list-style-type: none"> Memberikan rincian, Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal 	<p>Menanya</p> <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 	
	<ul style="list-style-type: none"> Mengingatkan agar siswa senantiasa menggunakan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan 	

	<p>bersejarah terkenal pada setiap konteks sosial yang memerlukannya;</p> <ul style="list-style-type: none"> • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal • memberikan penilaian unjuk kerja 	kata dan intonasi yang tepat.	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<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. 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya. mereka sukai. pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

	<p>secara konsisten dan terprogram,</p> <ul style="list-style-type: none"> • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 		
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PERTEMUAN KE-2:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'

Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model/orang untuk menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal. • Guru dengan siswa menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam bahasa Inggris. • Guru menunjukkan teks menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal • Guru memperlihatkan teks/video/audio Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal. 	<p>Mengamati</p> <ul style="list-style-type: none"> • .Siswa menirukan contoh secara terbimbing. 	60'
	<ul style="list-style-type: none"> • Memberikan rincian, Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal 	<p>Menanya</p> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif. 	
	<ul style="list-style-type: none"> • Mengingatkan agar siswa senantiasa menggunakan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal pada setiap konteks sosial yang memerlukannya; • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. 	

	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <ul style="list-style-type: none"> • memberikan penilaian unjuk kerja 		
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

PERTEMUAN KE-3:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model/orang untuk menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal. • Guru dengan siswa menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam bahasa Inggris. 	<p>Mengamati.</p> <ul style="list-style-type: none"> • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	60'

	<ul style="list-style-type: none"> Guru menunjukkan teks menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal Guru memperlihatkan teks/video/audio Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal. 		
	<ul style="list-style-type: none"> Memberikan rincian, Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal 	<p>Menanya</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif. 	
	<ul style="list-style-type: none"> Mengingatkan agar siswa senantiasa menggunakan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal pada setiap konteks sosial yang memerlukannya; memberi penguatan; memotivasi siswa melakukan refleksi dalam menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari. 	
	<ul style="list-style-type: none"> Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja 	

		kelompok.	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	Mengomunikasikan <ul style="list-style-type: none"> • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa dapat menggunakan 'learning journal' 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

PERTEMUAN KE-4:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. 	15'

	<p>yang sudah dipelajari dan terkait dengan materi yang akan dipelajari;</p> <ul style="list-style-type: none"> • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model/orang untuk menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal. • Guru dengan siswa menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam bahasa Inggris. • Guru menunjukkan teks menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal • Guru memperlihatkan teks/video/audio Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal. 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	60'

	<ul style="list-style-type: none"> • Memberikan rincian, Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal 	<p>Menanya</p> <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 	
	<ul style="list-style-type: none"> • Mengingatn agar siswa senantiasa menggunakan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal pada setiap konteks sosial yang memerlukannya; • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal • memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari. 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> • 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'	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

PERTEMUAN KE-5:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'

	<p>kompetensi dasar yang akan dicapai;</p> <ul style="list-style-type: none"> Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 		
Kegiatan Inti	<ul style="list-style-type: none"> Menyediakan model/orang untuk menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal. Guru dengan siswa menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dalam bahasa Inggris. Guru menunjukkan teks menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal Guru memperlihatkan teks/video/audio Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal. 	<p>Mengamati.</p> <ul style="list-style-type: none"> Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	60'
	<ul style="list-style-type: none"> Memberikan rincian, Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal 	<p>Menanya</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif. 	
	<ul style="list-style-type: none"> Mengingatkan agar siswa senantiasa menggunakan 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyunting teks 	

	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal pada setiap konteks sosial yang memerlukannya;</p> <ul style="list-style-type: none"> • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal • memberikan penilaian unjuk kerja 	<p>deskripsi yang diberikan guru dari segi struktur dan kebahasaan</p> <ul style="list-style-type: none"> • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari. 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa dapat menggunakan 'learning journal' 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tu- 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

	<p>gas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan</p> <ul style="list-style-type: none"> • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 		
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H. ALAT DAN SUMBER BELAJAR

Alat dan Bahan: Laptop, speaker, projector.

Sumber Belajar: Guru sebagai model, buku ajar, audio, dan video

I. PENILAIAN PROSES DAN HASIL BELAJAR

Sikap:

- observasi, penilaian diri, teman sejawat
capaian siswa dinilai oleh guru, siswa sendiri dan temnnya dengan menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik

- Jurnal, di dalam dan luar kelas, berupa catatan pendidik

Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan keterampilannya

Pengetahuan:

Pengetahuan siswa tentang struktur teks, fitur kebahasaan dievaluasi dengan menggunakan testulis/lisan & penugasan (PR, proyek)

Keterampilan:

Unjuk kerja/Praktik, Proyek, produk, portofolio

Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas **mengamati**, menanya, mengeksplorasi, mengasosiasi hingga mengkomunikasikan.

Kriteria Penilaian

Dimension	Excellent	Good	Fair	Poor
Keterampilan	Selalu menggunakan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan struktur text yang benar dan tepat dan kebahasaan yang benar [point max 100]	Sering menggunakan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan struktur text yang benar dan tepat dan kebahasaan yang benar [point max 90]	Jarang jarang menggunakan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan struktur text yang benar dan tepat dan kebahasaan yang benar [point max 74]	Sekali-sekali menggunakan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan struktur text yang benar dan tepat dan kebahasaan yang benar [point max 59]
Pengetahuan	100—91	90—75	74—60	59—0
Sikap	100—91	90—75	74—60	59—0
Hasil Karya	100—91	90—75	74—60	59—0

Tabel 1 : Konversi Kompetensi Pengetahuan, Keterampilan, dan Sikap

PREDIKAT	NILAI KOMPETENSI		
	PENGETAHUAN	KETERAMPILAN	SIKAP
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D	1	1	

No	Aspek yang dinilai	Skor			
		1	2	3	4
1					
2					
3					
4					
5					
	Jumlah				

Keterangan skor:

4 = Sangat baik

3 = baik

2 = Cukup

1 = Kurang baik

Kriteria penilaian dapat dilakukan sebagai berikut :

Skor maksimal : $4 \times 4 = 16$

Penentuan nilai : Nilai siswa = $\frac{\text{skor diperoleh}}{\text{Skor maksimal}} \times 100$

Klaten, Januari 2017

Mengetahui
Kepala MAN Karanganom Klaten

Guru Mata Pelajaran

Drs. H. Muhadi
NIP. 19591109 198303 1 006

Dra. Murtiningsih
NIP. -

-

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah/Madrasah	: MAN Karangnom Klaten
Kelas/Semester	: X/Gasal
Mata Pelajaran	: Bahasa Inggris
Jurusan	: Agama/IPA/IPS
Materi Pokok/Tema /Sub Tema	: teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
Alokasi Waktu (Pertemuan)	: 5 x pertemuan

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan 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 berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa inginnya 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.
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.

B. KOMPETENSI DASAR

- 3.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.4. Teks *deskriptif*
 - 4.4.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
 - 4.4.2. Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat

wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

2. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya
3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
4. Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. TUJUAN PEMBELAJARAN

Setelah melalui proses pembelajaran peserta didik dapat:

1. Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya
2. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya
3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
4. Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

E. MATERI PEMBELAJARAN

- Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal
- Fungsi sosial : Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.
- Struktur Teks :
 - (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
 - (2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya,
 - (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.
- Unsur Kebahasaan :
 - (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal

- (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal
- (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (5) Rujukan kata

F. METODE PEMBELAJARAN

Problem Based Learning (Menyimak, diskusi kelompok, studi pustaka, role-play, penugasan individu dan kelompok)

G. MEDIA PEMBELAJARAN

Laptop, Computer, LCD, Rekaman untuk Listening, Loud Speaker, Film/gambar, Power Point Presentation

H. SUMBER PEMBELAJARAN

Buku Paket

Buku Pathway to English for Senior High School Grade X (General Programme)

Audio CD/VCD/DVD

Suara guru

Koran/majalah berbahasa Inggris

[www. dailyenglish.com](http://www.dailyenglish.com)

http://americanenglish.state.gov/files/ae/resource_files

<http://learnenglish.britishcouncil.org/en>

I. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN KE-1

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mencek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'

	untuk menyelesaikan permasalahan atau tugas		
Kegiatan Inti	<ul style="list-style-type: none"> Menyediakan model/orang untuk menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal. Guru dengan siswa menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal dalam bahasa Inggris. Guru menunjukkan teks menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal Guru memperlihatkan teks/video/audio Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal. 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran tempat wisata, dan bangunan bersejarah. 	60'
	<ul style="list-style-type: none"> Memberikan rincian, Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal 	<p>Menanya</p> <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 	
	<ul style="list-style-type: none"> Mengingatkan agar siswa senantiasa menggunakan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal pada setiap konteks sosial yang memerlukannya; memberi penguatan; memotivasi siswa melakukan refleksi dalam menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal memberikan penilaian 	<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. 	

	unjuk kerja		
	<ul style="list-style-type: none"> Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. 	
	<ul style="list-style-type: none"> Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya. mereka sukai. pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. 	
Penutup	<ul style="list-style-type: none"> Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, memberikan umpan balik terhadap proses dan hasil pembelajaran, memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan menyampaikan rencana pembelajaran pada pertemuan berikutnya. Salam penutup 	<ul style="list-style-type: none"> Bersama-sama guru membuat rangkuman pelajaran. Memperhatikan. Menjawab salam. 	15'

PERTEMUAN KE-2:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> Doa bersama, mengucapkan salam. 	<ul style="list-style-type: none"> Menjawab salam. Siswa berdoa 	15'

	<ul style="list-style-type: none"> • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	bersama. <ul style="list-style-type: none"> • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model/orang untuk menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal. • Guru dengan siswa menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal dalam bahasa Inggris. • Guru menunjukkan teks menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal • Guru memperlihatkan teks/video/audio Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal. 	Mengamati <ul style="list-style-type: none"> • .Siswa menirukan contoh secara terbimbing. 	60'
	<ul style="list-style-type: none"> • Memberikan rincian, Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah 	Menanya <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari 	

	terkenal	teks deskriptif.	
	<ul style="list-style-type: none"> • Mengingatn agar siswa senantiasa menggunakan Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal pada setiap konteks sosial yang memerlukannya; • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal • memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

	<ul style="list-style-type: none"> • Salam penutup 		
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PERTEMUAN KE-3:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model/orang untuk menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal. • Guru dengan siswa menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal dalam bahasa Inggris. • Guru menunjukkan teks menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal • Guru memperlihatkan 	<p>Mengamati.</p> <ul style="list-style-type: none"> • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	60'

	teks/video/audio Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal.			
	<ul style="list-style-type: none"> • Memberikan rincian, Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal 	Menanya	<ul style="list-style-type: none"> • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif. 	
	<ul style="list-style-type: none"> • Mengingatkan agar siswa senantiasa menggunakan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal pada setiap konteks sosial yang memerlukannya; • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal • memberikan penilaian unjuk kerja 	Mengeksplorasi	<ul style="list-style-type: none"> • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari. 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	Mengasosiasi	<ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	Mengomunikasikan	<ul style="list-style-type: none"> • Siswa membuat klipng deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa dapat menggunakan 'learning journal' 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang 		<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

	<p>sudah dilaksanakan secara konsisten dan terprogram,</p> <ul style="list-style-type: none"> • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 		
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PERTEMUAN KE-4:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model/orang untuk menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu 	60'

	<p>bangunan bersejarah terkenal.</p> <ul style="list-style-type: none"> • Guru dengan siswa menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal dalam bahasa Inggris. • Guru menunjukkan teks menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal • Guru memperlihatkan teks/video/audio Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal. 	<p>dari teks</p>	
	<ul style="list-style-type: none"> • Memberikan rincian, Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal 	<p>Menanya</p> <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 	
	<ul style="list-style-type: none"> • Mengingatkan agar siswa senantiasa menggunakan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal pada setiap konteks sosial yang memerlukannya; • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks deskriptif lisan dan tulis, sederhana, tentang tempat wisata, dan bangunan bersejarah terkenal • memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari. 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan 	

	<p>fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks</p> <ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>(<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • 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' 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

5. PENILAIAN

1. Sikap Spiritua

- a. Teknik penilaian : observasi
- b. Bentuk instrumen : lembar observasi
- c. Kisi-kisi

No.	Sikap/Nilai	Butir Instrumen
1.	Rasa syukur kepada Tuhan	1, 2, dan 3
2.	Santun	4

Instrumen: lihat lampiran 1

2. Sikap Sosial

- a. Teknik penilaian : observasi
- b. Bentuk instrumen : lembar observasi guru
- c. Kisi-kisi

No.	Sikap/Nilai	Butir Instrumen
1.	Jujur	1
2.	Kerja sama dan gotong royong	2
3.	Disiplin	3
4.	Percaya diri	4
5.	Tanggung jawab	5
6.	Peduli	6
7.	Cinta damai	7

Instrumen: lihat lampiran 1

3. Pengetahuan

- a. Teknik penilaian : tes tertulis
- b. Bentuk instrumen : soal pilihan ganda dan uraian
- c. Kisi-kisi

No.	Indikator	Butir Instrumen
1.	Fungsi sosial teks <i>descriptive</i> tentang tempat wisata	
2.	Struktur teks <i>descriptive</i> tentang tempat wisata yang ada	2
3.	Unsur kebahasaan pada teks <i>descriptive</i> tentang tempat	

Instrumen: lihat lampiran 2

4. Keterampilan

- a. Teknik penilaian : tes praktik
- b. Bentuk instrumen : unjuk kerja
- c. Kisi-kisi

No.	Keterampilan	Butir Instrumen
1.	Membaca teks <i>descriptive</i> tentang tempat wisata	
2.	Mendengarkan teks <i>descriptive</i> tentang tempat wisata	
3.	Berbicara (berdialog dan presentasi).	3
4.	Menulis teks <i>descriptive</i> tentang tempat wisata yang ada	4

Instrumen: lihat lampiran 3

5. Pembelajaran Remedi dan Pengayaan

Teknik penilaian dan bentuk instrumen disesuaikan dengan pembelajaran remedi dan pengayaan yang ditetapkan oleh guru.

Klaten, Juli 2016

Mengetahui,
Kepala Madrasah

Guru Mata Pelajaran,

Drs. H. Muhadi
NIP. 19591109 198303 1 006

Hatifah Sulistyorini, S.Ag
NIP.19700522 199603 2 001

LAMPIRAN

Lampiran 1

Penilaian Sikap Spiritual dan Sosial

Lembar Observasi Sikap Spiritual

No.	Perilaku yang	Sko
1.	Berdoa sebelum dan sesudah pelajaran.	
2.	Memiliki rasa syukur atas kesempatan mempelajari bahasa Inggris.	
3.	Memiliki rasa syukur atas pengalaman yang diperoleh.	
4.	Mengenakan pakaian yang rapi dan sopan.	
Jumlah skor maksimal = 16		

$$\text{Nilai sikap spiritual} = \frac{\text{Jumlah skor}}{\text{Jumlah skor maksimal}} \times 100$$

Lembar Observasi Sikap Sosial

No.	Perilaku yang	Sko
1.	Jujur dalam berkomunikasi dan berinteraksi dengan teman dan guru.	
2.	Mampu bekerja sama dengan tim.	
3.	Menaati peraturan dan mengikuti kegiatan pembelajaran.	
4.	Bersikap tenang dan tidak gugup.	
5.	Menyelesaikan tugas tepat waktu.	
6.	Memperhatikan penjelasan guru dan presentasi teman.	
7.	Menerima hasil evaluasi dan saran dari orang lain.	
Jumlah skor maksimal = 28		

$$\text{Nilai sikap sosial} = \frac{\text{Jumlah skor}}{\text{Jumlah skor maksimal}} \times 100$$

Petunjuk Penilaian Sikap Spiritual dan Sosial

Skor	Nilai Kualitatif
4	Sangat Baik
3	Baik
2	Cukup
1	Kurang

Rubrik Penilaian Sikap Spiritual dan Sosial

Rentang Skor	Nilai	Nilai Kualitatif
76-100	SB	Sangat Baik
51-75	B	Baik
26-50	C	Cukup
≤ 25	K	Kurang

Lampiran 2

Penilaian Pengetahuan

Lembar Penilaian Soal Pilihan Ganda dan Soal Uraian

No.	Indikator	Butir Soal
1.	Indikator 1 = 3 soal 2 soal pilihan ganda	Pilihan ganda A1, A2 Uraian
2.	Indikator 2 = 8 soal 5 soal pilihan ganda	Pilihan ganda A3, A6, A7, A8, A9 Uraian
3.	Indikator 3 = 4 soal 3 soal pilihan ganda	Pilihan ganda A4, A5, A10 Uraian

Petunjuk Penilaian Soal Pilihan Ganda

Nomor Soal	Bobot Soal
1-10	5

Jumlah skor maksimal = 50

$$\text{Nilai pilihan ganda} = \frac{\text{Jumlah skor}}{\text{Jumlah skor maksimal}} \times 100$$

Petunjuk Penilaian Soal Uraian

No.	Butir Pertanyaan	Bobot Soal	Kriteria							Nilai Skor
			0	5	10	15	20	25	30	
1.	Soal uraian nomor	10								
2.	Soal uraian nomor	20								
3.	Soal uraian nomor	20								
4.	Soal uraian nomor	20								
5.	Soal uraian nomor	30								
Jumlah Skor		100								

$$\text{Nilai uraian} = \frac{\text{Jumlah skor}}{\text{Jumlah skor maksimal}} \times 100$$

$$\text{Nilai akhir} = \frac{\text{nilai pilihan ganda} + \text{nilai uraian}}{2}$$

Lampiran 3
Penilaian Keterampilan

Lembar Penilaian Keterampilan

Nama :

Nomor Urut :

Instrumen Penilaian Tes Praktik

No.	Aspek yang	Sko	Catatan Jenis
1.	<i>Reading Skills</i>		Unjuk kerja <i>Reading</i> pada materi teks <i>Recount</i> tentang
	a. <i>Fluency</i> (kelancaran)		
	b. <i>Accuracy</i> (ketepatan)		
	c. <i>Pronunciation</i> (pengucapan)		
	d. <i>Intonation</i> (intonasi)		
2.	<i>Listening Skills</i>		Unjuk kerja <i>Listening Skills</i>
	a. <i>Comprehension</i> (pemahaman)		
	b. <i>Accuracy</i> (ketepatan)		
	c. <i>Pronunciation</i> (pengucapan)		
	d. <i>Vocabulary</i> (kosakata)		
3.	<i>Speaking Skills</i>		Unjuk kerja <i>Speaking Skills</i>
	a. <i>Fluency</i> (kelancaran)		
	b. <i>Pronunciation</i> (pengucapan)		
	c. <i>Intonation</i> (intonasi)		
	d. <i>Accuracy</i> (ketepatan)		
4.	<i>Writing Skills</i>		Unjuk kerja <i>Writing Skills</i>
	a. <i>Vocabulary appropriateness</i> (kesesuaian kata)		
	b. <i>Topic appropriateness</i> (kesesuaian topik/isi)		
	c. <i>Structure</i> (struktur/format)		
	d. <i>Grammar</i> (tata bahasa)		
	e. <i>Spelling</i> (ejaan)		
Jumlah			

Jumlah skor maksimal setiap keterampilan = 25

Jumlah skor maksimal = 100

Rubrik Penilaian Tes Praktik

Rentang Skor	Nilai	Nilai Kualitatif
76-100	SB	Sangat Baik
51-75	B	Baik
26-50	C	cukup
≤25	K	Kurang

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: MAN Karangnom Klaten
Kelas/Semester	: X / 2
Mata Pelajaran	: Bahasa Inggris – Wajib
Topik	: Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa.
Waktu	: 6 x 45 menit

A. Kompetensi Inti MAN Kelas X

- KI 1:** Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2:** Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3:** Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural 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 metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman .
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai , dalam melaksanakan komunikasi fungsional

3.9. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa sesuai dengan konteks penggunaannya.

4.13. Menangkap makna dalam teks recount lisan dan tulis sederhana.

4.14. Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan , secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Dengan rasa hormat, jujur, peduli, berani, percaya diri, berkomunikasi baik, peduli social dan ingin tahu:

1. Mengidentifikasi fungsi social, struktur teks pada teks recount sederhana tentang pengalaman/kejadian/peristiwa .
2. Mengidentifikasi unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa
3. Mengidentifikasi isi teks recount sederhana yang diperdengarkan.
4. Mengidentifikasi isi teks recount tulis sederhana.
5. Membuat teks recount tulis sederhana
6. Membuat teks recount lisan sederhana..

D. Tujuan Pembelajaran

Dengan rasa hormat, jujur, peduli, berani, percaya diri, berkomunikasi baik, peduli social dan ingin tahu, siswa dapat:

1. Mengidentifikasi fungsi social, struktur teks pada teks recount sederhana tentang pengalaman/kejadian/peristiwa .
2. Mengidentifikasi unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa
3. Mengidentifikasi isi teks recount sederhana yang diperdengarkan.
4. Mengidentifikasi isi teks recount tulis sederhana.
5. Membuat teks recount tulis sederhana
6. Membuat teks recount lisan sederhana..

E. Materi

Teks *recount* lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa.

Fungsi sosial

Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.

Struktur

- a. Menyebutkan tindakan/ peristiwa/kejadian secara umum
- b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut
- c. Jika perlu, ada kesimpulan umum.

Unsur kebahasaan

- (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.
- (2) Penyebutan kata benda
- (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- (5) Rujukan kata

Topik

Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.

F. Model/Metode Pembelajaran

Eklektik: Problem Based Learning

G. Kegiatan Pembelajaran

PERTEMUAN KE-1

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'

	<p>dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas</p>		
Kegiatan Inti	<ul style="list-style-type: none"> Menyediakan model untuk menunjukkan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa Guru dengan siswa menunjukkan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa dalam bahasa Inggris. Guru menunjukkan teks menunjukkan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa. Guru memperlihatkan teks/video/audio Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadianb/peristiwa yang diberikan/ diperdengarkan guru 	60'
	<ul style="list-style-type: none"> Memberikan rincian, Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa. 	<p>Menanya</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,. 	
	<ul style="list-style-type: none"> Mengingatkan agar siswa senantiasa menggunakan Teks <i>recount</i> lisan dan 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. 	

	<p>tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa pada setiap konteks sosial yang memerlukannya;</p> <ul style="list-style-type: none"> • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa • memberikan penilaian unjuk kerja 	<ul style="list-style-type: none"> • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<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. 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks <i>recount</i> sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

	<p>belajar peserta didik, dan</p> <ul style="list-style-type: none"> • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 		
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PERTEMUAN KE-2

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model untuk menunjukkan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 	60'

	<ul style="list-style-type: none"> • Guru dengan siswa menunjukkan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa dalam bahasa Inggris. • Guru menunjukkan teks menunjukkan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa. • Guru memperlihatkan teks/video/audio Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa 		
	<ul style="list-style-type: none"> • Memberikan rincian, Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa. 	<p>Menanya</p> <ul style="list-style-type: none"> • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount 	
	<ul style="list-style-type: none"> • Mengingatkan agar siswa senantiasa menggunakan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa pada setiap konteks sosial yang memerlukannya; • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa • memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. 	

	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	Mengkomunikasikan. <ul style="list-style-type: none"> • Siswa mempresentasikannya di kelas 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

PERTEMUAN KE-3

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'

	<p>yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</p> <ul style="list-style-type: none"> • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 		
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model untuk menunjukkan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa • Guru dengan siswa menunjukkan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa dalam bahasa Inggris. • Guru menunjukkan teks menunjukkan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa. • Guru memperlihatkan teks/video/audio Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i>. 	60'
	<ul style="list-style-type: none"> • Memberikan rincian, Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa. 	<p>Menanya</p> <ul style="list-style-type: none"> • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> 	
	<ul style="list-style-type: none"> • Mengingatkan agar siswa senantiasa menggunakan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berlatih menyusun kalimat-kalimat yang 	

	<p>kejadian/peristiwa pada setiap konteks sosial yang memerlukannya;</p> <ul style="list-style-type: none"> • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/kejadian/peristiwa • memberikan penilaian unjuk kerja 	<p>diberikan menjadi text recount.</p> <ul style="list-style-type: none"> • 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. 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<p>Mengasosiasi.</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. 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat klipng teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (<i>learning journal</i>) 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

H. ALAT DAN SUMBER BELAJAR

Alat dan Bahan: Laptop, speaker, projector.

Sumber Belajar: Guru sebagai model, buku ajar, audio, dan video, internet

I. PENILAIAN PROSES DAN HASIL BELAJAR

Sikap:

- observasi, penilaian diri, teman sejawat
capaian siswa dinilai oleh guru, siswa sendiri dan temnnya dengan menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik

- Jurnal, di dalam dan luar kelas, berupa catatan pendidik

Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan keterampilannya

Pengetahuan:

Pengetahuan siswa tentang struktur teks, fitur kebahasaan dievaluasi dengan menggunakan testulis/lisan & penugasan (PR, proyek)

Keterampilan:

Unjuk kerja/Praktik, Proyek, produk, portofolio

Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas **mengamati**, menanya, mengeksplorasi, mengasosiasi hingga mengkomunikasikan.

Kriteria Penilaian

Dimension	Excellent	Good	Fair	Poor
Keterampilan	Selalu menggunakan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa dengan struktur text yang benar dan tepat dan kebahasaan yang benar [point max 100]	Sering menggunakan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa dengan struktur text yang benar dan tepat dan kebahasaan yang benar [point max 90]	Jarang jarang menggunakan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa dengan struktur text yang benar dan tepat dan kebahasaan yang benar [point max 74]	Sekali-sekali menggunakan Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa dengan struktur text yang benar dan tepat dan kebahasaan yang benar [point max 59]

Pengetahuan	100—91	90—75	74—60	59—0
Sikap	100—91	90—75	74—60	59—0
Hasil Karya	100—91	90—75	74—60	59—0

Tabel 1 : Konversi Kompetensi Pengetahuan, Keterampilan, dan Sikap

PREDIKAT	NILAI KOMPETENSI		
	PENGETAHUAN	KETERAMPILAN	SIKAP
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D	1	1	

No	Aspek yang dinilai	Skor			
		1	2	3	4
1					
2					
3					
4					
5					
	Jumlah				

Keterangan skor:

4 = Sangat baik

3 = baik

2 = Cukup

1 = Kurang baik

Kriteria penilaian dapat dilakukan sebagai berikut :

Skor maksimal : $4 \times 4 = 16$

Penentuan nilai : $\text{Nilai siswa} = \frac{\text{skor diperoleh}}{\text{Skor maksimal}} \times 100$

Klaten, Januari 2017

Mengetahui
Kepala MAN Karanganon Klaten

Guru Mata Pelajaran

Drs. H. Muhadi
NIP. 19591109 198303 1 006

Dra. Murtiningsih
NIP. -

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah/Madrasah : MAN Karangnom Klaten
Kelas/Semester : X/Genap
Mata Pelajaran : Bahasa Inggris
Jurusan : Agama/IPA/IPS
Materi Pokok/Tema /Sub Tema : Teks *recount* – peristiwa bersejarah
Alokasi Waktu (Pertemuan) : 4 x pertemuan

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan 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 berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan 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.
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.

B. KOMPETENSI DASAR

- 3.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
- 4.7. Teks *recount* – peristiwa bersejarah
- 4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah
- 4.7.2. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
2. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah

4. Menyusun *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. TUJUAN PEMBELAJARAN

Setelah melalui proses pembelajaran peserta didik dapat:

1. Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
2. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah
4. Menyusun *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

E. MATERI PEMBELAJARAN

- Fungsi Sosial
Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan
- Struktur Teks
Dapat mencakup:
 - orientasi
 - urutan kejadian/kegiatan
 - orientasi ulang
- Unsur Kebahasaan
 - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan
 - Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb.
 - Adverbia dan frasa preposisional penunjuk waktu
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

F. METODE PEMBELAJARAN

Menyimak, diskusi kelompok, studi pustaka, role-play, penugasan individu dan kelompok

G. MEDIA PEMBELAJARAN

Laptop, Computer, LCD, Rekaman untuk Listening, Loud Speaker, Film/gambar, Power Point Presentation

H. SUMBER PEMBELAJARAN

Buku Paket

Buku Pathway to English for Senior High School Grade X (General Programme)

Audio CD/VCD/DVD

Suara guru

Koran/majalah berbahasa Inggris

[www. dailyenglish.com](http://www.dailyenglish.com)

http://americanenglish.state.gov/files/ae/resource_files

<http://learnenglish.britishcouncil.org/en>

**I. LANGKAH-LANGKAH PEMBELAJARAN
PERTEMUAN KE-1**

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model untuk menunjukkan Teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah • Guru dengan siswa menunjukkan Teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah dalam bahasa Inggris. • Guru menunjukkan Teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah • Guru memperlihatkan teks/video/audio <i>recount</i> 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran terkait peristiwa bersejarah 	60'

	lisan dan tulis terkait peristiwa bersejarah		
	<ul style="list-style-type: none"> Memberikan rincian, Teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah 	<p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks <i>recount</i> yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia 	
	<ul style="list-style-type: none"> Mengingatkan agar siswa senantiasa menggunakan Teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah pada setiap konteks sosial yang memerlukannya; memberi penguatan; memotivasi siswa melakukan refleksi dalam menunjukkan Teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks <i>recount</i> lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. 	
	<ul style="list-style-type: none"> Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan peristiwa bersejarah dengan fokus pada struktur teks, dan unsur kebahasaan. 	
	<ul style="list-style-type: none"> Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks <i>recount</i> yang menggambarkan peristiwa bersejarahsesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya. 	
Penutup	<ul style="list-style-type: none"> Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan 	<ul style="list-style-type: none"> Bersama-sama guru membuat rangkuman pelajaran. Memperhatikan. Menjawab salam. 	15'

	<p>secara konsisten dan terprogram,</p> <ul style="list-style-type: none"> • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 		
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PERTEMUAN KE-2:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model/orang untuk menunjukkan Teks recount lisan dan tulis terkait peristiwa bersejarah. • Guru dengan siswa menunjukkan Teks recount lisan dan tulis terkait peristiwa bersejarah dalam 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menirukan contoh secara terbimbing. 	60'

	<p>bahasa Inggris.</p> <ul style="list-style-type: none"> • Guru menunjukkan teks recount lisan dan tulis terkait peristiwa bersejarah • Guru memperlihatkan teks/video/audio Teks recount lisan dan tulis terkait peristiwa bersejarah. 		
	<ul style="list-style-type: none"> • Memberikan rincian, teks recount lisan dan tulis terkait peristiwa bersejarah 	<p>Menanya</p> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount. 	
	<ul style="list-style-type: none"> • Mengingatkan agar siswa senantiasa menggunakan teks recount lisan dan tulis terkait peristiwa bersejarah pada setiap konteks sosial yang memerlukannya; • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks recount lisan dan tulis terkait peristiwa bersejarah • memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount yang dibaca/didengar. 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa mengelompokkan teks recount sesuai dengan fungsi sosialnya. 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyunting recount yang dibuat teman. • Siswa menyampaikan hasilnya didepan guru dan teman dan mempublikasikannya di mading. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tu- 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

	<p>gas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan</p> <ul style="list-style-type: none"> • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 		
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PERTEMUAN KE-3:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mencek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model/orang untuk menunjukkan Teks recount lisan dan tulis terkait peristiwa bersejarah. • Guru dengan siswa menunjukkan Teks recount lisan dan tulis terkait peristiwa bersejarah dalam bahasa Inggris. • Guru menunjukkan teks menunjukkan Teks recount lisan dan tulis terkait 	<p>Mengamati.</p> <ul style="list-style-type: none"> • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	60'

	<p>peristiwa bersejarah</p> <ul style="list-style-type: none"> Guru memperlihatkan teks/video/audio Teks recount lisan dan tulis terkait peristiwa bersejarah. 		
	<ul style="list-style-type: none"> Memberikan rincian, Teks recount lisan dan tulis terkait peristiwa bersejarah 	<p>Menanya</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount. 	
	<ul style="list-style-type: none"> Mengingatkan agar siswa senantiasa menggunakan Teks recount lisan dan tulis terkait peristiwa bersejarah pada setiap konteks sosial yang memerlukannya; memberi penguatan; memotivasi siswa melakukan refleksi dalam menunjukkan Teks recount lisan dan tulis terkait peristiwa bersejarah memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyunting teks recount yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menyebutkan peristiwa sejarah lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari. 	
	<ul style="list-style-type: none"> Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	
	<ul style="list-style-type: none"> Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat klipng peristiwa sejarah yang mereka sukai. Siswa dapat menggunakan 'learning journal' 	
Penutup	<ul style="list-style-type: none"> Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, memberikan umpan balik terhadap proses dan hasil pembelajaran, memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, 	<ul style="list-style-type: none"> Bersama-sama guru membuat rangkuman pelajaran. Memperhatikan. Menjawab salam. 	15'

	<p>dan</p> <ul style="list-style-type: none"> • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 		
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PERTEMUAN KE-4:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model/orang untuk menunjukkan Teks recount lisan dan tulis terkait peristiwa bersejarah. • Guru dengan siswa menunjukkan Teks recount lisan dan tulis terkait peristiwa bersejarah dalam bahasa Inggris. • Guru menunjukkan teks menunjukkan Teks recount lisan dan tulis terkait peristiwa bersejarah • Guru memperlihatkan 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	60'

	teks/video/audio Teks recount lisan dan tulis terkait peristiwa bersejarah.		
	<ul style="list-style-type: none"> Memberikan rincian, Teks recount lisan dan tulis terkait peristiwa bersejarah 	Menanya <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia 	
	<ul style="list-style-type: none"> Mengingatkan agar siswa senantiasa menggunakan Teks recount lisan dan tulis terkait peristiwa bersejarah pada setiap konteks sosial yang memerlukannya; memberi penguatan; memotivasi siswa melakukan refleksi dalam menunjukkan Teks recount lisan dan tulis terkait peristiwa bersejarah memberikan penilaian unjuk kerja 	Mengeksplorasi <ul style="list-style-type: none"> Siswa menyunting teks recount yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menyebutkan peristiwa sejarah lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari. 	
	<ul style="list-style-type: none"> Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	Mengasosiasi <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	
	<ul style="list-style-type: none"> Memberikan nasihat dan informasi yang relevan kepada para siswa 	Mengomunikasikan <ul style="list-style-type: none"> Siswa membuat laporan evaluasi diri secara tertulis tentang peristiwa sejarah termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan 'learning journal' 	
Penutup	<ul style="list-style-type: none"> Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah 	<ul style="list-style-type: none"> Bersama-sama guru membuat rangkuman pelajaran. Memperhatikan. Menjawab salam. 	15'

	<p>dilaksanakan secara konsisten dan terprogram,</p> <ul style="list-style-type: none"> • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 		
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1. PENILAIAN

1. Sikap Spiritua

- a. Teknik penilaian : observasi
- b. Bentuk instrumen : lembar observasi
- c. Kisi-kisi

No.	Sikap/Nilai	Butir Instrumen
1.	Rasa syukur kepada Tuhan	1, 2, dan 3
2.	Santun	4

Instrumen: lihat lampiran 1

2. Sikap Sosial

- a. Teknik penilaian : observasi
- b. Bentuk instrumen : lembar observasi guru
- c. Kisi-kisi

No.	Sikap/Nilai	Butir Instrumen
1.	Jujur	1
2.	Kerja sama dan gotong royong	2
3.	Disiplin	3
4.	Percaya diri	4
5.	Tanggung jawab	5
6.	Peduli	6
7.	Cinta damai	7

Instrumen: lihat lampiran 1

3. Pengetahuan

- a. Teknik penilaian : tes tertulis
- b. Bentuk instrumen : soal pilihan ganda dan uraian
- c. Kisi-kisi

No.	Indikator	Butir Instrumen
1.	Fungsi sosial teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah.	1
2.	Struktur teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah.	2
3.	Unsur kebahasaan pada teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah	3

Instrumen: lihat lampiran 2

4. Keterampilan

- a. Teknik penilaian : tes praktik
- b. Bentuk instrumen : unjuk kerja
- c. Kisi-kisi

No.	Keterampilan	Butir Instrumen
1.	Membaca teks recount terkait peristiwa bersejarah.	1
2.	Mendengarkan teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah.	2
3.	Berbicara (berdialog dan presentasi).	3
4.	Menulis teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah.	4

Instrumen: lihat lampiran 3

5. Pembelajaran Remedi dan Pengayaan

Teknik penilaian dan bentuk instrumen disesuaikan dengan pembelajaran remedi dan pengayaan yang ditetapkan oleh guru.

Klaten, Juli 2016

Mengetahui,
Kepala Madrasah

Guru Mata Pelajaran,

Drs. H. Muhadi
NIP. 19591109 198303 1 006

Hatifah Sulistyorini, S.Ag
NIP.19700522 199603 2 001

LAMPIRAN

Lampiran 1

Penilaian Sikap Spiritual dan Sosial

Lembar Observasi Sikap Spiritual

No.	Perilaku yang	Sko
1.	Berdoa sebelum dan sesudah pelajaran.	
2.	Memiliki rasa syukur atas kesempatan mempelajari bahasa Inggris.	
3.	Memiliki rasa syukur atas pengalaman yang diperoleh.	
4.	Mengenakan pakaian yang rapi dan sopan.	
Jumlah skor maksimal = 16		

$$\text{Nilai sikap spiritual} = \frac{\text{Jumlah skor}}{\text{Jumlah skor maksimal}} \times 100$$

Lembar Observasi Sikap Sosial

No.	Perilaku yang	Sko
1.	Jujur dalam berkomunikasi dan berinteraksi dengan teman dan guru.	
2.	Mampu bekerja sama dengan tim.	
3.	Menaati peraturan dan mengikuti kegiatan pembelajaran.	
4.	Bersikap tenang dan tidak gugup.	
5.	Menyelesaikan tugas tepat waktu.	
6.	Memperhatikan penjelasan guru dan presentasi teman.	
7.	Menerima hasil evaluasi dan saran dari orang lain.	
Jumlah skor maksimal = 28		

$$\text{Nilai sikap sosial} = \frac{\text{Jumlah skor}}{\text{Jumlah skor maksimal}} \times 100$$

Petunjuk Penilaian Sikap Spiritual dan Sosial

Skor	Nilai Kualitatif
4	Sangat Baik
3	Baik
2	Cukup
1	Kurang

Rubrik Penilaian Sikap Spiritual dan Sosial

Rentang Skor	Nilai	Nilai Kualitatif
76-100	SB	Sangat Baik
51-75	B	Baik
26-50	C	Cukup
≤ 25	K	Kurang

Lampiran 2

Penilaian Pengetahuan

Lembar Penilaian Soal Pilihan Ganda dan Soal Uraian

No.	Indikator	Butir Soal
1.	Indikator 1 = 3 soal 2 soal pilihan ganda	Pilihan ganda A1, A2 Uraian
2.	Indikator 2 = 8 soal 5 soal pilihan ganda	Pilihan ganda A3, A6, A7, A8, A9 Uraian
3.	Indikator 3 = 4 soal 3 soal pilihan ganda	Pilihan ganda A4, A5, A10 Uraian

Petunjuk Penilaian Soal Pilihan Ganda

Nomor Soal	Bobot Soal
1-10	5

Jumlah skor maksimal = 50

$$\text{Nilai pilihan ganda} = \frac{\text{Jumlah skor}}{\text{Jumlah skor maksimal}} \times 100$$

Petunjuk Penilaian Soal Uraian

No.	Butir Pertanyaan	Bobot Soal	Kriteria						Nilai Skor	
			0	5	10	15	20	25		30
1.	Soal uraian nomor	10								
2.	Soal uraian nomor	20								
3.	Soal uraian nomor	20								
4.	Soal uraian nomor	20								
5.	Soal uraian nomor	30								
	Jumlah Skor	100								

$$\text{Nilai uraian} = \frac{\text{Jumlah skor}}{\text{Jumlah skor maksimal}} \times 100$$

$$\text{Nilai akhir} = \frac{\text{nilai pilihan ganda} + \text{nilai uraian}}{2}$$

Lampiran 3
Penilaian Keterampilan

Lembar Penilaian Keterampilan

Nama :

Nomor Urut :

Instrumen Penilaian Tes Praktik

No.	Aspek yang	Sko	Catatan Jenis
1.	<i>Reading Skills</i>		Unjuk kerja <i>Reading</i> pada materi teks <i>Recount</i> tentang
	a. <i>Fluency</i> (kelancaran)		
	b. <i>Accuracy</i> (ketepatan)		
	c. <i>Pronunciation</i> (pengucapan)		
	d. <i>Intonation</i> (intonasi)		
2.	<i>Listening Skills</i>		Unjuk kerja <i>Listening Skills</i>
	a. <i>Comprehension</i> (pemahaman)		
	b. <i>Accuracy</i> (ketepatan)		
	c. <i>Pronunciation</i> (pengucapan)		
	d. <i>Vocabulary</i> (kosakata)		
3.	<i>Speaking Skills</i>		Unjuk kerja <i>Speaking Skills</i>
	a. <i>Fluency</i> (kelancaran)		
	b. <i>Pronunciation</i> (pengucapan)		
	c. <i>Intonation</i> (intonasi)		
	d. <i>Accuracy</i> (ketepatan)		
4.	<i>Writing Skills</i>		Unjuk kerja <i>Writing Skills</i>
	a. <i>Vocabulary appropriateness</i> (kesesuaian kata)		
	b. <i>Topic appropriateness</i> (kesesuaian topik/isi)		
	c. <i>Structure</i> (struktur/format)		
	d. <i>Grammar</i> (tata bahasa)		
	e. <i>Spelling</i> (ejaan)		
Jumlah			

Jumlah skor maksimal setiap keterampilan = 25

Jumlah skor maksimal = 100

Rubrik Penilaian Tes Praktik

Rentang Skor	Nilai	Nilai Kualitatif
76-100	SB	Sangat Baik
51-75	B	Baik
26-50	C	cukup
≤25	K	Kurang

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Satuan Pendidikan	: MAN Karangnom Klaten
Kelas/Semester	: X / 1
Mata Pelajaran	: Bahasa Inggris – Wajib
Topik	: Teks naratif lisan dan tulis berbentuk legenda sederhana
Waktu	: 6 x 45 menit

A. Kompetensi Inti MAN Kelas X

- KI 1:** Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2:** Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3:** Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural 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 metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman .
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai , dalam melaksanakan komunikasi fungsional
- 3.9. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada teks narrative sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya..**
- 4.15. Menangkap makna teks narrative lisan dan tulis berbentuk legenda, sederhana , dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks..**

C. Indikator Pencapaian Kompetensi

Dengan rasa hormat, jujur, peduli, berani, percaya diri, berkomunikasi baik, peduli social dan ingin tahu:

1. Mengidentifikasi fungsi social, struktur teks pada teks narrative sederhana berbentuk legenda rakyat...

2. Mengidentifikasi unsur kebahasaan pada teks narrative sederhana berbentuk legenda rakyat.
3. Menemukan isi/gagasan utama ,pesan pada teks narrative lisan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaannya.
4. Menemukan isi, pesan dari teks narrative tulis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaannya.

D. Tujuan Pembelajaran

Dengan rasa hormat, jujur, peduli, berani, percaya diri, berkomunikasi baik, peduli social dan ingin tahu, siswa dapat:

1. Mengidentifikasi fungsi social, struktur teks pada teks narrative sederhana berbentuk legenda rakyat.
2. Mengidentifikasi unsur kebahasaan pada teks narrative sederhana berbentuk legenda rakyat
3. Menemukan isi/gagasan utama ,pesan pada teks narrative lisan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaannya.
4. Menemukan isi, pesan dari teks narrative tulis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaannya

E. Materi

Teks naratif lisan dan tulis berbentuk legenda sederhana.

Fungsi sosial

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur

- a. Pengenalan tokoh dan setting
- b. Komplikasi terhadap tokoh utama
- c. Solusi dan akhir cerita

Unsur kebahasaan

- (1) Kata-kata terkait karakter, watak, dan setting dalam legenda
- (2) Modal auxiliary verbs.
- (1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- (6) Rujukan kata

Topik

Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.

F. Model/Metode Pembelajaran

Eklektik: Problem Based Learning

G. Kegiatan Pembelajaran

PERTEMUAN KE-1

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	

Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mencek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model untuk menunjukkan Teks naratif lisan dan tulis berbentuk legenda sederhana. • Guru dengan siswa menunjukkan Teks naratif lisan dan tulis berbentuk legenda sederhana dalam bahasa Inggris. • Guru menunjukkan Teks naratif lisan dan tulis berbentuk legenda sederhana. • Guru memperlihatkan teks/video/audio Teks naratif lisan dan tulis berbentuk legenda sederhana • Memberikan rincian, 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 guru • 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>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan 	60'

	<p>sederhana.</p>	<p>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> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu. 	
	<ul style="list-style-type: none"> • Mengingatkan agar siswa senantiasa menggunakan Teks naratif lisan dan tulis berbentuk legenda sederhana pada setiap konteks sosial yang memerlukannya; • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks naratif lisan dan tulis berbentuk legenda sederhana • memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahasa yang digunakan dalam teks 	<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 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi social, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks legenda 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

	<p>konsisten dan terprogram,</p> <ul style="list-style-type: none"> • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 		
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PERTEMUAN KE-2

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model untuk menunjukkan Teks naratif 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mengamati 	60'

	<p>lisan dan tulis berbentuk legenda sederhana.</p> <ul style="list-style-type: none"> • Guru dengan siswa menunjukkan Teks naratif lisan dan tulis berbentuk legenda sederhana dalam bahasa Inggris. • Guru menunjukkan Teks naratif lisan dan tulis berbentuk legenda sederhana. • Guru memperlihatkan teks/video/audio Teks naratif lisan dan tulis berbentuk legenda sederhana 	<p>keteladanan dari cerita legenda</p>	
	<ul style="list-style-type: none"> • Memberikan rincian, Teks naratif lisan dan tulis berbentuk legenda sederhana. 	<p>Menanya</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. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu. 	
	<ul style="list-style-type: none"> • Mengingatkan agar siswa senantiasa menggunakan Teks naratif lisan dan tulis berbentuk legenda sederhana pada setiap konteks sosial yang memerlukannya; • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks naratif lisan dan tulis berbentuk legenda sederhana • memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa melengkapi rumpang dari beberapa teks legenda sederhana 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahasa yang digunakan dalam teks 	<p>Mengasosiasi</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.	
	<ul style="list-style-type: none"> Memberikan nasihat dan informasi yang relevan kepada para siswa 	Mengkomunikasikan <ul style="list-style-type: none"> Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. 	
Penutup	<ul style="list-style-type: none"> Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, memberikan umpan balik terhadap proses dan hasil pembelajaran, memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan menyampaikan rencana pembelajaran pada pertemuan berikutnya. Salam penutup 	<ul style="list-style-type: none"> Bersama-sama guru membuat rangkuman pelajaran. Memperhatikan. Menjawab salam. 	15'

PERTEMUAN KE-3

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> Doa bersama, mengucapkan salam. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mencek kehadiran mereka; Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; 	<ul style="list-style-type: none"> Menjawab salam. Siswa berdoa bersama. Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. Siswa mendengarkan dengan serius. Siswa memperhatikan. 	15'

	<ul style="list-style-type: none"> • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 		
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model untuk menunjukkan Teks naratif lisan dan tulis berbentuk legenda sederhana. • Guru dengan siswa menunjukkan Teks naratif lisan dan tulis berbentuk legenda sederhana dalam bahasa Inggris. • Guru menunjukkan Teks naratif lisan dan tulis berbentuk legenda sederhana. • Guru memperlihatkan teks/video/audio Teks naratif lisan dan tulis berbentuk legenda sederhana 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru • 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 	60'
	<ul style="list-style-type: none"> • Memberikan rincian, Teks naratif lisan dan tulis berbentuk legenda sederhana. 	<p>Menanya</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. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu. 	

	<ul style="list-style-type: none"> • Mengingatkan agar siswa senantiasa menggunakan Teks naratif lisan dan tulis berbentuk legenda sederhana pada setiap konteks sosial yang memerlukannya; • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Teks naratif lisan dan tulis berbentuk legenda sederhana • memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara berkelompok menuliskan /menyalin teks narrative dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks narrative kepada teman dengan menggunakan unsur kebahasaan yang tepat. 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahasa yang digunakan dalam teks 	<p>Mengasosiasi</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. 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • 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' 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

	kelompok sesuai dengan hasil belajar peserta didik, dan <ul style="list-style-type: none"> • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 		
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H. ALAT DAN SUMBER BELAJAR

Alat dan Bahan: Laptop, speaker, projector.

Sumber Belajar: Guru sebagai model, buku ajar, audio, dan video, internet

I. PENILAIAN PROSES DAN HASIL BELAJAR

Sikap:

- observasi, penilaian diri, teman sejawat
capaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik

- Jurnal, di dalam dan luar kelas, berupa catatan pendidik

Guru mengobservasi dan mencatat perilaku siswa yang mencakup sikap dan keterampilannya

Pengetahuan:

Pengetahuan siswa tentang struktur teks, fitur kebahasaan dievaluasi dengan menggunakan testulis/lisan & penugasan (PR, proyek)

Keterampilan:

Unjuk kerja/Praktik, Proyek, produk, portofolio

Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas **mengamati**, menanya, mengeksplorasi, mengasosiasi hingga mengkomunikasikan.

Kriteria Penilaian

Dimension	Excellent	Good	Fair	Poor
Keterampilan	Selalu menyampaikan Teks naratif lisan dan tulis berbentuk legenda sederhana dengan struktur text yang benar dan tepat dan kebahasaan yang benar [point max 100]	Sering menyampaikan Teks naratif lisan dan tulis berbentuk legenda sederhana dengan struktur text yang benar dan tepat dan kebahasaan yang benar [point max 90]	Jarang jarang menyampaikan Teks naratif lisan dan tulis berbentuk legenda sederhana dengan struktur text yang benar dan tepat dan kebahasaan yang benar [point max 74]	Sekali-sekali menyampaikan Teks naratif lisan dan tulis berbentuk legenda sederhana dengan struktur text yang benar dan tepat dan kebahasaan yang benar [point max 59]
Pengetahuan	100—91	90—75	74—60	59—0

Sikap	100—91	90—75	74—60	59—0
Hasil Karya	100—91	90—75	74—60	59—0

Tabel 1 : Konversi Kompetensi Pengetahuan, Keterampilan, dan Sikap

PREDIKAT	NILAI KOMPETENSI		
	PENGETAHUAN	KETERAMPILAN	SIKAP
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D	1	1	

No	Aspek yang dinilai	Skor			
		1	2	3	4
1					
2					
3					
4					
5					
	Jumlah				

Keterangan skor:

4 = Sangat baik

3 = baik

2 = Cukup

1 = Kurang baik

Kriteria penilaian dapat dilakukan sebagai berikut :

Skor maksimal : $4 \times 4 = 16$

Penentuan nilai : $\text{Nilai siswa} = \frac{\text{skor diperoleh}}{\text{Skor maksimal}} \times 100$

Klaten, Januari 2017

Mengetahui
Kepala MAN Karangnom Klaten

Guru Mata Pelajaran

Drs. H. Muhadi
NIP. 19591109 198303 1 006

Dra. Murtiningsih
NIP. -

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah/Madrasah : MAN Karangnom Klaten
Kelas/Semester : X/Gasal
Mata Pelajaran : Bahasa Inggris
Jurusan : Agama/IPA/IPS
Materi Pokok/Tema /Sub Tema : teks naratif - legenda rakyat
Alokasi Waktu (Pertemuan) : 4 x pertemuan

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan 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 berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan 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.
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.

B. KOMPETENSI DASAR

- 3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya
- 4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

D. TUJUAN PEMBELAJARAN

Setelah melalui proses pembelajaran peserta didik dapat:

1. Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

E. MATERI PEMBELAJARAN

- Teks naratif lisan dan tulis berbentuk legenda sederhana
- Fungsi sosial : Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.
- Struktur Teks :
 - (1) Pengenalan tokoh dan setting
 - (2) Komplikasi terhadap tokoh utama
 - (3) Solusi dan akhir cerita
- Unsur Kebahasaan :
 - (1) Kata-kata terkait karakter, watak, dan setting dalam legenda
 - (2) Modal auxiliary verbs.
 - (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
 - (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
 - (5) Rujukan kata

F. METODE PEMBELAJARAN

Problem Based Learning (Menyimak, diskusi kelompok, studi pustaka, role- play, penugasan individu dan kelompok Metode)

G. MEDIA PEMBELAJARAN

Laptop, Computer, LCD, Rekaman untuk Listening, Loud Speaker, Film/gambar, Power Point Presentation

H. SUMBER PEMBELAJARAN

Buku Paket

Buku Pathway to English for Senior High School Grade X (General Programme)

Audio CD/VCD/DVD

Suara guru

Koran/majalah berbahasa Inggris

[www. dailyenglish.com](http://www.dailyenglish.com)

http://americanenglish.state.gov/files/ae/resource_files

<http://learnenglish.britishcouncil.org/en>

I. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN KE-1

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi 	15'

	<p>dengan mencek kehadiran mereka;</p> <ul style="list-style-type: none"> • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<p>dengan cara menjawab sesuai dengan yang telah mereka peroleh.</p> <ul style="list-style-type: none"> • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model untuk menunjukkan legenda rakyat, sederhana • Guru dengan siswa menunjukkan legenda rakyat, sederhana dalam bahasa Inggris. • Guru menunjukkan Legenda rakyat, sederhana • Guru memperlihatkan teks/video/audio teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang legenda rakyat, sederhana 	60'
	<ul style="list-style-type: none"> • Memberikan rincian, Legenda rakyat, sederhana 	<p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks narrative yang ada dalam bahasa Inggris, perbedaan teks dalam 	

		bahasa Inggris dengan yang ada dalam bahasa Indonesia	
	<ul style="list-style-type: none"> Mengingatkan agar siswa senantiasa menggunakan Legenda rakyat, sederhana pada setiap konteks sosial yang memerlukannya; memberi penguatan; memotivasi siswa melakukan refleksi dalam menunjukkan Legenda rakyat, sederhana memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membaca teks narrative lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. 	
	<ul style="list-style-type: none"> Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan legenda rakyat dengan fokus pada struktur teks, dan unsur kebahasaan. 	
	<ul style="list-style-type: none"> Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya. 	
Penutup	<ul style="list-style-type: none"> Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, memberikan umpan balik terhadap proses dan hasil pembelajaran, memberikan tugas, baik 	<ul style="list-style-type: none"> Bersama-sama guru membuat rangkuman pelajaran. Memperhatikan. Menjawab salam. 	15'

	<p>tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan</p> <ul style="list-style-type: none"> • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 		
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PERTEMUAN KE-2:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mencek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model/orang untuk menunjukkan Legenda rakyat, sederhana . • Guru dengan siswa menunjukkan Legenda rakyat, sederhana dalam bahasa Inggris. • Guru menunjukkan legenda rakyat, sederhana • Guru memperlihatkan teks/video/audio Legenda rakyat, sederhana . 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menirukan contoh secara terbimbing. 	60'

	<ul style="list-style-type: none"> • Memberikan rincian, legenda rakyat, sederhana 	<p>Menanya</p> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks narrative. 	
	<ul style="list-style-type: none"> • Mengingat agar siswa senantiasa menggunakan legenda rakyat, sederhana pada setiap konteks sosial yang memerlukannya; • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Legenda rakyat, sederhana • memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks narrative yang dibaca/didengar. 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa mengelompokkan teks narrativet sesuai dengan fungsi sosialnya. 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyunting narrative yang dibuat teman. • Siswa menyampaikan hasilnya didepan guru dan teman dan mempublikasikannya di mading. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan • menyampaikan rencana 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

	pembelajaran pada pertemuan berikutnya. <ul style="list-style-type: none"> • Salam penutup 		
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PERTEMUAN KE-3:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model/orang untuk menunjukkan Legenda rakyat, sederhana . • Guru dengan siswa menunjukkan Legenda rakyat, sederhana dalam bahasa Inggris. • Guru menunjukkan teks menunjukkan Legenda rakyat, sederhana • Guru memperlihatkan teks/video/audio Legenda rakyat, sederhana . 	Mengamati. <ul style="list-style-type: none"> • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	60'
	<ul style="list-style-type: none"> • Memberikan rincian, Legenda rakyat, sederhana 	Menanya <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan pokok, informasi 	

		rinci dan informasi tertentu dari teks narrative.	
	<ul style="list-style-type: none"> Mengingatkan agar siswa senantiasa menggunakan Legenda rakyat, sederhana pada setiap konteks sosial yang memerlukannya; memberi penguatan; memotivasi siswa melakukan refleksi dalam menunjukkan Legenda rakyat, sederhana memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyunting teks narrative yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menyebutkan legenda rakyat lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari. 	
	<ul style="list-style-type: none"> Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	
	<ul style="list-style-type: none"> Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat klipng legenda rakyat yang mereka sukai. Siswa dapat menggunakan 'learning journal' 	
Penutup	<ul style="list-style-type: none"> Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, memberikan umpan balik terhadap proses dan hasil pembelajaran, memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan menyampaikan rencana pembelajaran pada pertemuan berikutnya. Salam penutup 	<ul style="list-style-type: none"> Bersama-sama guru membuat rangkuman pelajaran. Memperhatikan. Menjawab salam. 	15'

PERTEMUAN KE-4:

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ul style="list-style-type: none"> • Doa bersama, mengucapkan salam. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengecek kehadiran mereka; • Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari; • Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas 	<ul style="list-style-type: none"> • Menjawab salam. • Siswa berdoa bersama. • Siswa menanggapi dengan cara menjawab sesuai dengan yang telah mereka peroleh. • Siswa mendengarkan dengan serius. • Siswa memperhatikan. 	15'
Kegiatan Inti	<ul style="list-style-type: none"> • Menyediakan model/orang untuk menunjukkan Legenda rakyat, sederhana . • Guru dengan siswa menunjukkan Legenda rakyat, sederhana dalam bahasa Inggris. • Guru menunjukkan teks menunjukkan Legenda rakyat, sederhana • Guru memperlihatkan teks/video/audio Legenda rakyat, sederhana . 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	60'
	<ul style="list-style-type: none"> • Memberikan rincian, Legenda rakyat, sederhana 	<p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara 	

		lain perbedaan antar berbagai teks narrative yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia	
	<ul style="list-style-type: none"> • Mengingatkan agar siswa senantiasa menggunakan Legenda rakyat, sederhana pada setiap konteks sosial yang memerlukannya; • memberi penguatan; • memotivasi siswa melakukan refleksi dalam menunjukkan Legenda rakyat, sederhana • memberikan penilaian unjuk kerja 	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyunting teks narrative yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menyebutkan legenda rakyat lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari. 	
	<ul style="list-style-type: none"> • Membimbing siswa untuk menganalisis fungsi, struktur teks, dan pilihan bahahasa yang digunakan dalam teks 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	
	<ul style="list-style-type: none"> • Memberikan nasihat dan informasi yang relevan kepada para siswa 	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat laporan evaluasi diri secara tertulis tentang legenda rakyat termasuk menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan 'learning journal' 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, • melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, • memberikan umpan balik terhadap proses dan hasil pembelajaran, • memberikan tugas, baik 	<ul style="list-style-type: none"> • Bersama-sama guru membuat rangkuman pelajaran. • Memperhatikan. • Menjawab salam. 	15'

	tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, dan <ul style="list-style-type: none"> • menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Salam penutup 		
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J. PENILAIAN

1. Sikap Spiritua

- a. Teknik penilaian : observasi
- b. Bentuk instrumen : lembar observasi
- c. Kisi-kisi

No.	Sikap/Nilai	Butir Instrumen
1.	Rasa syukur kepada Tuhan	1, 2, dan 3
2.	Santun	4

Instrumen: lihat lampiran 1

2. Sikap Sosial

- a. Teknik penilaian : observasi
- b. Bentuk instrumen : lembar observasi guru
- c. Kisi-kisi

No.	Sikap/Nilai	Butir Instrumen
1.	Jujur	1
2.	Kerja sama dan gotong royong	2
3.	Disiplin	3
4.	Percaya diri	4
5.	Tanggung jawab	5
6.	Peduli	6
7.	Cinta damai	7

Instrumen: lihat lampiran 1

3. Pengetahuan

- a. Teknik penilaian : tes tertulis
- b. Bentuk instrumen : uraian
- c. Kisi-kisi

No.	Indikator	Butir Instrumen
1.	Fungsi sosial teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat.	1
2.	Struktur teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat.	2

3.	Unsur kebahasaan pada teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat	3
----	--	---

Instrumen: lihat lampiran 2

4. Keterampilan

- a. Teknik penilaian : tes praktik
- b. Bentuk instrumen : unjuk kerja
- c. Kisi-kisi

No.	Keterampilan	Butir Instrumen
1.	Membaca teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat.	1
2.	Mendengarkan teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat.	2
3.	Berbicara (berdialog dan presentasi).	3
4.	Menulis teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat.	4

Instrumen: lihat lampiran 3

5. Pembelajaran Remedi dan Pengayaan

Teknik penilaian dan bentuk instrumen disesuaikan dengan pembelajaran remedi dan pengayaan yang ditetapkan oleh guru.

Mengetahui,
Kepala Madrasah

Klaten, Juli 2016

Guru Mata Pelajaran,

Drs. H. Muhadi
NIP. 19591109 198303 1 006

Hatifah Sulistyorini, S.Ag
NIP. 19700522 199603 2 001

LAMPIRAN

Lampiran 1

Penilaian Sikap Spiritual dan Sosial

Lembar Observasi Sikap Spiritual

No.	Perilaku yang	Sko
1.	Berdoa sebelum dan sesudah pelajaran.	
2.	Memiliki rasa syukur atas kesempatan mempelajari bahasa Inggris.	
3.	Memiliki rasa syukur atas pengalaman yang diperoleh.	
4.	Mengenakan pakaian yang rapi dan sopan.	
Jumlah skor maksimal = 16		

$$\text{Nilai sikap spiritual} = \frac{\text{Jumlah skor}}{\text{Jumlah skor maksimal}} \times 100$$

Lembar Observasi Sikap Sosial

No.	Perilaku yang	Sko
1.	Jujur dalam berkomunikasi dan berinteraksi dengan teman dan guru.	
2.	Mampu bekerja sama dengan tim.	
3.	Menaati peraturan dan mengikuti kegiatan pembelajaran.	
4.	Bersikap tenang dan tidak gugup.	
5.	Menyelesaikan tugas tepat waktu.	
6.	Memperhatikan penjelasan guru dan presentasi teman.	
7.	Menerima hasil evaluasi dan saran dari orang lain.	
Jumlah skor maksimal = 28		

$$\text{Nilai sikap sosial} = \frac{\text{Jumlah skor}}{\text{Jumlah skor maksimal}} \times 100$$

Petunjuk Penilaian Sikap Spiritual dan Sosial

Skor	Nilai Kualitatif
4	Sangat Baik
3	Baik
2	Cukup
1	Kurang

Rubrik Penilaian Sikap Spiritual dan Sosial

Rentang Skor	Nilai	Nilai Kualitatif
76-100	SB	Sangat Baik
51-75	B	Baik
26-50	C	Cukup
≤ 25	K	Kurang

Lampiran 2

Penilaian Pengetahuan

Lembar Penilaian Soal Uraian

No.	Indikator	Butir Soal
1.	Indikator 1 = 5 soal 5 soal uraian	Uraian 1-5
2	Indikator 2 = 5 soal 5 soal uraian	Uraian 6-10

Petunjuk Penilaian Soal Uraian

No.	Butir Pertanyaan	Bobot Soal	Kriteria				Nilai Skor
			0	5	10	15	
1.	Soal uraian	10					
2.	Soal uraian	10					
3.	Soal uraian	10					
4.	Soal uraian	15					
5.	Soal uraian	15					
6.	Soal uraian	10					
7.	Soal uraian	10					
8.	Soal uraian	10					
9.	Soal uraian	5					
10.	Soal uraian	5					
	Jumlah Skor	100					

$$\text{Nilai uraian} = \frac{\text{Jumlah skor}}{\text{Jumlah skor maksimal}} \times 100$$

Lampiran 3

Penilaian Keterampilan

Lembar Penilaian Keterampilan

Nama

Nomor Urut

Instrumen Penilaian Tes Praktik

No	Aspek yang	Sk	Catatan Jenis
1	<i>Reading Skills</i>		Unjuk kerja <i>Reading</i> pada materi teks <i>Recount</i> tentang peristiwa bersejarah
	a. <i>Fluency</i> (kelancaran)		
	b. <i>Accuracy</i> (ketepatan)		
	c. <i>Pronunciation</i> (pengucapan)		
	d. <i>Intonation</i> (intonasi)		
2	<i>Listening Skills</i>		Unjuk kerja <i>Listening Skills</i>
	a. <i>Comprehension</i> (pemahaman)		
	b. <i>Accuracy</i> (ketepatan)		
	c. <i>Pronunciation</i> (pengucapan)		
	d. <i>Vocabulary</i> (kosakata)		
3	<i>Speaking Skills</i>		Unjuk kerja <i>Speaking Skills</i>
	a. <i>Fluency</i> (kelancaran)		
	b. <i>Pronunciation</i> (pengucapan)		
	c. <i>Intonation</i> (intonasi)		
	d. <i>Accuracy</i> (ketepatan)		
4	<i>Writing Skills</i>		Unjuk kerja <i>Writing Skills</i>
	a. <i>Vocabulary appropriateness</i> (kesesuaian)		
	b. <i>Topic appropriateness</i> (kesesuaian topik/isi)		
	c. <i>Structure</i> (struktur/format)		
	d. <i>Grammar</i> (tata bahasa)		
Jumlah			

Jumlah skor maksimal setiap keterampilan = 25

Jumlah skor maksimal = 100

Rubrik Penilaian Tes Praktik

Rentang Skor	Nilai	Nilai Kualitatif
76-100	SB	Sangat Baik
51-75	B	Baik
26-50	c	cukup
≤25	K	Kurang

A. Choose the correct answer by crossing a, b, c, or d!

Text for number 1-3

Young Stars

The finalists of “Academic Fantasi Indonesia 1” (AFI) are wonderful young people. Mawar who was born on 26 February 1985 is a cute girl. She has straight, short hair. She has bright skin, chubby cheeks and lovely smile make her look very marvelous. She is not very tall. However, her weight which is 40 kg matches her body well and makes her look cute.

Unlike Mawar, Ve looks tall. She is 1,69 meters tall. She looks quiet slim. Her weight is 45 kg. Compared to Mawar, Ve looks darker. The 22 years old girl has black straight hair.

Another finalist is Ismail who is better known as Smile. He was born on 16 September 1983. He looks much bigger and taller than his two female friends. He is tall and muscular. His complexion is fair and his hair is short and straight.

1. What is the main information of the text?
 - a. Ve AFI
 - b. Mawar AFI
 - c. Ismail AFI
 - d. The finalist of AFI
 - e. The characteristics of AFI
2. Which one is true about Mawar!
 - a. She is taller than Ve
 - b. She is heavier than Ve
 - c. Her skin is darker than Ve
 - d. She is taller than Smile
 - e. She is younger than Smile
3. “She has bright skin, chubby cheeks.” (Paragraph 1)
The underline word can mean.....
 - a. White

- b. Dark
- c. Black
- d. Brown
- e. Brownish

Text for number 4-7

Zayn is the youngest in our family. He is fourteen years old and four years younger than me.

He has short and straight hair. He has bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Zayn is interested in sports. At school, he plays football and tennis. He is the best badminton player in our family.

- 4. The writer is..... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen
 - e. Twenty
- 5. Which of the following statement is not true about Zayn?
 - a. He has long and straight hair
 - b. He has bright eyes
 - c. He has a friendly smile
 - d. He has short and straight hair
 - e. He is interested in sports
- 6. According to the passage, we know that Zayn is...
 - a. The writer`s youngest sister
 - b. The writer`s youngest brother
 - c. The writer
 - d. A writer`s best friend
 - e. A writer`s elder brother
- 7. He is fourteen years old....than me.
The underline word refers to.....

- a. Zayn
- b. The writer
- c. The writer`s brother
- d. The writer`s sister
- e. The writer`s family

Text for number 8-10

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. She is kind and beautiful girl.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part time to earn some money. Rohmi sells food in school, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is she can manage her time well and she always looks cheerful.

8. What does the second paragraph tell you about?
- a. Rohmi and her family
 - b. Rohmi and her father
 - c. Rohmi and her brother
 - d. Rohmi and her friends
 - e. Rohmi and her mother
9. “..... Rohmi and her brother work part-time to earn some money.”
What do the underlined words means?
- a. Work for the whole of working week
 - b. Work for only part of each day or week
 - c. Work for the purpose of getting money as much as possible
 - d. Work for family
 - e. Work for life

10. What is the purpose of this text?
- a. To describe about special friend
 - b. To describe about Rohmi`s family
 - c. To inform the reader about Rohmi
 - d. To entertain the reader
 - e. To describe about Rohmi

B. Complete this paragraph using the adjective correctly in the bellow!

I have an (1)... brother. His name is Virdion. He is a (2)... student in UGM majoring Pharmacy .He is a (3)... boy. He is like my mother. His skin is (4)... . Every Sunday, he usually goes to the sport center, sometimes by himself or with some of his friends. Once a while, he will ask me to join him to have some work out. He is very (5).... brother.

Answer choices

- A. Younger
- B. Clever
- C. Energetic
- D. Beautiful
- E. Handsome
- F. Black
- G. Older



READING

Task 1:

Now, read text 1 carefully. What do you think about the place described below?

Text 1

TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean, the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orang utans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.



Source: <http://orangutanproject.com>
Picture 6.2

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown

monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Puting National Park. What about you?

Text sources: 1. <https://www.lonelyplanet.com/indonesia/tanjung-puting-national-park/sights/natural-parks-forests/tanjung-puting-national-park> 2. www.indonesian.travel.com, 3. www.Exploguide.com

Task 2: Comprehension Questions

Answer the following questions briefly.

1. Based on the text, can you guess what ecotourism is. Give some examples of other ecotourism destinations.
2. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
3. How is the park different from the parks in cities?
4. How is Camp Leaky related to Tanjung Puting National Park?
5. What does the word ex-captive tell you about the orangutans in Camp Leaky, which is a rehabilitation site for orangutans?
6. How can people reach Camp Leaky?
7. What is special about the means of transportation to Camp Leaky.
8. What can tourists enjoy during their trip to Camp Leaky?
9. Which do you think is the most interesting scene in Tanjung Puting National Park?
10. How important is the research by Dr. Birute Galdikas?
11. What is the author's purpose in writing this text?
12. How is each paragraph related to each other?
13. What is the most dominant tense used in this text?

Task 3 : A Question to Ponder

Tourists probably bring food and snacks in paper or plastic packages when they visit Tanjung Puting National Park. What should they do with the wastes? If you were also a tourist, what would you do?

Task 4:

Rearrange the place of the main ideas in the right column to match it with the purpose of each paragraph.

Parts of the text	Purpose	Main Idea
Paragraph 1	Opening statement to introduce the subject	a. Orangutan is the main reason why people come to Tanjung Puting National Park.
Paragraph 2	Supporting paragraph that describes the subject	b. Camp Leaky is where we can see orangutans.
Paragraph 3	Supporting paragraph that describes the subject	c. People from foreign countries come because of its exotic nature.
Paragraph 4	Supporting paragraph that describes the subject	d. Tanjung Puting National Park is an internationally famous ecotourism destination because its amazing nature
Paragraph 5	Supporting paragraph that describes the subject	e. To go to Camp Leaky we should take perahu klotok down the Sekonyer river.
Paragraph 6	Concluding paragraph that indicates the end of the text	f. The travelling by perahu klotok gives interesting experience.

A descriptive text describes a particular object like a place, thing, or person. What is the author's purpose in writing a description? The author wants to describe the particular object by describing its or his/her specific features to help readers visualize what a person, an animal, a park, or a thing is like.

How is a descriptive text constructed? It starts with an opening paragraph. In the paragraph there is a topic sentence that introduces the object going to be described. A series of paragraphs follow the opening to describe the parts or the features or the specific characteristics of the subject.

14. The speaker started studying in her school when she was years old.
- a. 3 d. 6
b. 4 e. 7
c. 5
15. Thomas never pulled the speaker's hair again because
- a. he was afraid of her
b. she was bigger than he was
c. he was afraid of the teacher
d. the teacher was angry with her
e. he moved to another school

Reading Section

This text is for questions 16 to 18.

Karl Landsteiner was born in Vienna on 14th June 1868. His father, Leopold Landsteiner, a doctor of law, was a well-known journalist and newspaper publisher. He died when Karl was six years old. Karl was brought up by his mother, Fanny Hess, to whom he was so devoted that a death mask of her hung on his wall until he died. After leaving school, Karl studied medicine at the University of Vienna, graduating in 1891.

Even while he was a student, he had begun to do biochemical research and in 1891, he published a paper on the influence of diet on the composition of blood ash. To gain further knowledge of chemistry, he spent the next five years in the laboratories of Hantzsch at Zurich, Emil Fischer at Wurzburg and E. Bamberger at Munich.

Karl made numerous contributions to pathological anatomy, histology and immunology, all of which showed not only his meticulous care in observation and description, but also his biological understanding. But his name will no doubt always be honored for his discovery in 1901 of, and outstanding work on, the blood groups, for which he was given the Nobel Prize for Physiology or Medicine in 1930.

In 1901-1903, Karl pointed out that a similar reaction may occur when the blood of one human individual is transfused, not with the blood of another animal, but with that of another human being, and that this might be the cause of shock, jaundice and haemoglobinuria that had followed some earlier attempts at blood transfusions.

His suggestions, however, received little attention until, in 1909, he classified the bloods of human beings into the now well-known A, B, AB and O groups.

16. What is the text about?
- a. The biography of Leopold Landsteiner.
b. The biography of Karl Landsteiner.
c. The invention of diet on the composition of blood ash.

- d. Karl Landsteiner's educational background.
e. The invention of blood types of human beings.
17. Why did he receive the Nobel Prize for Physiology or Medicine in 1930?
- a. He spent his life in some laboratories for five years.
b. He made advance progress in biochemical research.
c. He contributed to pathological anatomy, histology, and immunology.
d. He pointed out that blood transfusion may cause shock.
e. He discovered the blood groups.
18. "To gain further knowledge . . ." (Paragraph 1)
The underlined word can be best replaced by
- a. to discover d. to get
b. to require e. to hit
c. to honor

This text is for questions 19 to 24.

One evening, last week, my wife and I were sitting quietly at home. Suddenly we heard a loud bang. I supposed that the old lady in the flat above ours was moving the furniture about. My wife was afraid that the noise would wake the baby. She turned down the TV and moment later we heard someone calling for help.

I run upstairs. The old lady's door was shut but I could see smoke coming through the letter box and under the door and smell something burning. "Ring the fire brigade," I shouted down to my wife. I banged on the door but the old lady took a long time answer. I was turning over in my mind the idea of breaking the door down when she finally appeared. "I was having a bath," she said, "when the water heater in the kitchen blew up. And I was getting dressed when you knocked." I took her down stairs to our flat. Smoke was pouring out of the kitchen and the heater was in flames. Just then I heard a fire engine arriving outside and the heavy footsteps of the firemen on the stairs. "It's in here," I shouted, "You turned up promptly, I must say."

When I got back to our flat, my wife was making the old lady a cup of tea. Soon afterwards, the fire chief came in to ask a few questions. It turned out that the fire was not very serious and the firemen were already putting it out. When they left, my wife went up with the old lady to help her clean up the mess. When she returned, my wife remarked, "It's all right now. Nothing was damaged except the water heater. But wasn't it lucky that baby slept through the noise?" She took the teacups into the kitchen and I heard her scream and the cups crash to the floor. When I got there, water dripping from the ceiling and forming a pool on the floor. The baby woke up at least and began to cry.

19. What is the story about ?
- A disastrous accident.
 - A confused old lady.
 - A fire brigade in action.
 - A surprising evening.
 - A small accident in the kitchen.
20. The writer suspected that something was wrong when
- there was a loud noise
 - there was a cry for help
 - his wife was afraid of the noise
 - furniture was being moved about
 - he saw smoke coming through his letter-box
21. Which of the following statement is **true**?
- The old lady hurried to the door when the writer knocked.
 - The noise in the old lady's flat didn't disturb the baby.
 - The writer kicked the door open to save the old lady's life.
 - There was great damage in the flat after the fire.
 - The old lady immediately called the fire brigade.
22. "I was turning over in my mind the idea of breaking the door down . . ."
- Turning over in my mind means
- chancing
 - repeating
 - reminding
 - considering
 - supposing
23. After reading the whole story, we know that
- the old lady was good at house cleaning
 - the baby was startled by the some of the fire engine
 - the fire occurred because the old lady had been careless
 - the old lady always enjoyed having tea with the writer's wife
 - the fire had caused a leak in the ceiling of the writer's kitchen
24. Which of the following statement is **false**?
- The baby woke up a long while after the fire.
 - The writer and his wife were at home watching TV that night.
 - The fire engine didn't arrive as quickly as the writer had thought.
 - The writer's wife was so startled that the cups fell from her hands.
 - The writer's wife didn't expect to see a pool of water in her kitchen.

This text is for questions 25 to 28.

A Memoir of WS Rendra

Willibrordus Surendra Broto Rendra, known as WS Rendra was born in Solo on November 7, 1935. He was a poet, writer, dramatist, cultural activist, and theater director. He was one of the most talented artists and often called "the peacock" by the press.

Rendra studied at the American Academy of Dramatic Arts, the same school as Marlon Brando, the greatest movie actor of all time. After he graduated, he returned to Indonesia in 1968, and he founded Bengkel Teater. Rendra brought traditional expressions into modern context.

In 1969, he created a series of dramas without any dialogues where actors employed their bodies and simple sounds such as bip bop, zzzz, and rambate rata-rata. The journalist poet Gunawan Mohamad dubbed these experimental performances as a "mini-word theater".

Rendra died at age of 73, but the remained is the most influential poet in the country.

25. How did Bengkel Teater amaze their fans?
- They created up to date artwork.
 - They introduced a new drama workshop.
 - They changed traditional theater into modern one.
 - They performed artistically experimental works.
 - They performed modern expressions to the audience.
26. Why did Gunawan Mohamad call Rendra's series of drama as a mini-word theater?
- They did not use verbal and body language.
 - They used only simple sounds.
 - They did not use dialogues.
 - The actors only used their bodies.
 - The actors just kept silent during the show.
27. What does the writer think about Rendra?
- A multi-talented artist.
 - An astonishing drama writer.
 - The exemplary artist of Indonesia.
 - The greatest movie actor of all time.
 - The peacock of the Indonesian drama.

28. "He was one of the most talented artists . . ."
The synonym of the underlined word is
- helpful
 - expensive
 - amazing
 - skillful
 - cheerful

This text is for questions 29 to 32.

Walter Elias Disney (December 5, 1901 - December 15, 1966) was an American animated film producer and animator. He was also the creator of an American-based theme park called Disneyland, and the founder of the highly profitable corporation, now known as the Walt Disney Company.

Disney was born in Chicago to Elias Disney and Flora Call. He was named after his father and after his father's close friend, Walter Parr, the minister at St. Paul Congregational Church. In 1906, his family moved to a farm near Marceline, Missouri.

The family sold the farm in 1909 and lived in a rented house until 1910. When they moved to Kansas City, Disney was nine years old at the time.

According to the Kansas City, Missouri, Public School District records, Disney began attending the Benton Grammar School in 1911 and continued his formal education there until he graduated on June 8, 1917. During this time, Disney also enrolled in classes at the Kansas City Art Institute. In the fall of 1917, Disney rejoined his family.

He left school at the age sixteen and became a volunteer ambulance driver in World War I, after he changed his birth certificate to show his year of birth as 1900 in order to be able to enlist the service. He served as a member of the American Red Cross Ambulance Force in France until 1919.

29. When did Disney begin studying at a Grammar School?
- 1906
 - 1909
 - 1911
 - 1917
 - 1919
30. The second paragraph mainly tells about
- Disney's farm
 - life in Chicago
 - religious affairs
 - Disney's childhood
 - Disney's father's friend
31. What did Disney do to become an ambulance driver?
- He rejoined his family.
 - He took a driving license.
 - He showed his birth certificate.
 - He reduced the years of his birthday.
 - He left Benton Grammar School.

32. ". . . the founder of the highly profitable corporation . . ." (Paragraph 1)
The underlined word has synonym with
- disadvantageous
 - successful
 - beneficial
 - illegal
 - licensed

This text is for questions 33 to 35.

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late. I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

33. What is the purpose of the text?
- To explain about something wrong.
 - To inform about the writer's activities.
 - To entertain the readers about the funny story.
 - To discuss about how to overcome the problem.
 - To retell about the writer's terrible day.
34. What made everything went wrong?
- He got up late in the morning.
 - His came to school on time.
 - His bag was left at home.
 - He got punishment from his teacher.
 - His father was late to ride him.
35. Which of the following statement is **false** according to the text?
- The writer didn't sleep a wink at that night.
 - He didn't hand in his homework.
 - He had breakfast before leaving for school.
 - He fell down the stairs.
 - His father rode him to school.

Part 3

Questions 9 to 11.

Directions:

In this part of the test, you will hear several short dialogues. The dialogues will be spoken two times. They will not be printed in your test book, so you must listen carefully to understand what the speakers say. In your test book, you will read a question about each dialogue. The question will be followed by five answers. You have to choose the best answer to each question and mark it on your answer sheet.

9. What will the man do?
- Take the phone for the woman.
 - Leave the woman alone.
 - Getting a quick call.
 - Giving a mobile phone.
 - Thanking the man.
10. What shouldn't the man buy?
- Eggs.
 - Tea.
 - Rice.
 - Sugar.
 - Nuggets.
11. What did Lion Yuris do?
- He was spy.
 - He was a bullfighter.
 - He wrote famous stories.
 - He wrote about bullfighting.
 - He wrote an adventure novel.

Part 4

Questions 12 to 15.

Directions:

In this part of the test, you will hear several monologues. Each monologue will be spoken two times. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you hear the monologue and the question about it, read the five possible answers and decide which one would be the best answer to the questions you have heard.

12. What is the monologue about?
- Surabaya's climate.
 - Rare rainfall in Surabaya.
 - The tropical cyclone of Narelle.
 - Weather report.
 - High speed wind.
13. Why does the rain rarely fall during tropical cyclone?

- The cyclone prevents cloud formation.
- The weather is shifted.
- The climate change.
- The rain intensity is low.
- The cyclone is over.

14. Why did the speaker get bored?

- His friend left him.
- His friend was confused choosing a shirt.
- His friend went to the cassette counter.
- His friend went to the clothes section.
- He couldn't call his friend.

15. How long did the speaker in the cassette counter?

- 10 minutes.
- 20 minutes.
- 30 minutes.
- 40 minutes.
- 50 minutes.

Reading Section

This text is for questions 16 to 19.

After her husband had gone to work, Mrs. Richard sent her children to school and went upstairs to her bedroom. She was too excited to do any housework that morning, for in the evening she would be going to a fancy dress party with her husband. She intended to dress up as a ghost and as she had made her costume the night before, she was impatient to try it on. Though the costume consisted only of a sheet, it was very effective. After putting it on, Mrs. Richard went downstairs. She wanted to find out whether it would be comfortable to wear.

Just as Mrs. Richard was entering the dining-room, there was a knock on front door. She knew it must be the baker. She had told him to come straight in if ever she failed to open the door and to leave the bread on the kitchen table. Not wanting to frighten the poor man, Mrs. Richard quickly hid in the small store-room under the stair. She heard the front door open and heavy footsteps in the hall. Suddenly the door of the store-room was opened and a man entered. Mrs. Richard realized that it must be the man from the Electricity Board who had come to read the meter. She tried to explain the situation, saying "It's only me," but it was too late. The man let out a cry and jumped back several paces. When Mrs. Richard walked towards him, he fled, slamming the door behind him.

16. Who had come to Mrs. Richard's house this morning?

- The baker.
- Her husband.
- The poor man.
- The electricity man.
- Her children.

17. The man let out a cry and jump several paces because
- he was surprised to see someone coming
 - he was frightened to see something like ghost
 - he was surprised of seeing Mrs. Richard
 - he was angry with Mrs. Richard
 - he had finished reading the meter of electricity
18. Where did Mrs. Richard hide?
- In the kitchen.
 - In the store-room.
 - In the bedroom.
 - In front of the door.
 - In the dining-room.
19. What is the purpose of the text?
- To retell Mrs. Richard's experience.
 - To describe a ghost under stairs.
 - To tell the story of haunted-house.
 - To explain how Mrs. Richard's daily activities are.
 - To give information about Mrs. Richard's housework.

This text is for questions 20 to 22.

Steven Paul Jobs was born on 24 February 1955 in San Francisco, California, to Abdulfattah Jandali and Joanne who gave him up for adoption. He was taken in by Paul and Clara Jobs, and grew up with them in Mountain View, California.

He attended Homestead High School in Cupertino California and went to Reed College in Portland Oregon in 1972 but dropped out after only one semester, staying on to "drop in" on courses that interested him. He took a job with video game manufacturer Atari to raise enough money for a trip to India and returned from there a Buddhist. Back in Cupertino he returned to Atari where his old friend Steve Wozniak was still working. Wozniak was building his own computer and in 1976 Jobs pre-sold 50 of the as-yet unmade computers to a local store and managed to buy the components on credit solely on the strength of the order, enabling them to build the Apple I without any funding at all.

The Apple II followed in 1977 and the company Apple Computer was formed shortly afterwards. By the time production of the Apple II ended in 1993 it had sold over 6 million units. In 1985 Jobs was fired from Apple and immediately founded another computer company, NeXT. In the meantime, in 1986, Jobs bought The Computer Graphics Group from Lucasfilm.

The group was responsible for making high-end computer graphics hardware but under its new name, Pixar, it began to produce innovative computer animations. Their first title under the Pixar name, Luxo Jr. (1986) won critical and popular acclaim and in 1991 Pixar signed an agreement with Disney, with whom it already had a relationship, to produce a series of feature films, beginning with Toy Story (1995).

In 1996 Apple bought NeXT and Jobs returned to Apple, becoming its CEO. In 2003, Jobs was diagnosed with pancreatic cancer and underwent surgery in 2004. Despite the success of this operation he became increasingly ill and received a liver transplant in 2009. He returned to work after a six month break but eventually resigned his position in August 2011 after another period of medical leave which began in January 2011. He died on 5 October 2011.

20. Apple II was built in
- 1976
 - 1977
 - 1993
 - 1995
 - 1996
21. Steve Jobs resigned from his position because
- Apple fired him
 - he signed an agreement with Disney
 - he won critical and popular acclaim
 - his health condition became worse
 - becoming Apple's CEO
22. What did Steve do when he was fired from Apple?
- Returning to Atari.
 - Founding NeXT.
 - Signing an agreement with Disney.
 - He bought The Computer Graphics Group from Lucasfilm.
 - Producing a series of feature films.

This text is for questions 23 to 25.

Charles Robert Darwin was born in Shrewsbury, England, on February 12, 1809. He came from a wealthy family and never had to work. He studied medicine and theology. In 1831 he graduated from University of Cambridge with a degree of theology. He began a career as a scientist quite by chance. On December 27, 1831, 22 years old Charles Darwin joined the crew of the HMS Beagle as a naturalist. The five years expedition collected hydrographic, geologic, and meteorologic data from South America and many other regions around the world. Darwin's own observation on this voyage led to his theory of natural selection.

Charles Darwin was greatly influenced by the geologist Adam Sedgwick and naturalist John Henslow in his development of the theory of natural selection, which was to become the foundation concept supporting the theory of evolution. Darwin's theory holds that environmental effects lead to varying degrees of reproductive success in individuals and groups of organisms. Natural selection tends to promote adaptation in organisms when necessary for survival. This revolutionary theory was published in 1859 in Darwin's now famous *On the Origin of Species by Means of Natural Selection*.

The show was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle.

After the show I had lunch. There were several big restaurants at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the 'corkscrew'- because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

23. Charles Darwin's theory of evolution believed that
- people could defend themselves naturally
 - environment affected natural selection
 - organism needed adaptation to survive
 - people and nature supported to each other
 - natural selection tend to adapt organism to survive
24. How was Darwin's theory of natural selection developed?
- Adapted by the necessary for survival.
 - Influenced by his collection.
 - Supported the effect of environment.
 - Influenced by John Henslow.
 - Affected by groups of organisms.
25. The famous Darwin theory was published based on
- theories developed by other scientists
 - the influence of organisms adaptation in survival living
 - the success of his observation supported by geologist and naturalist
 - his expedition and natural observation data a scientist
 - the observation of other geologists' natural selection

26. Which of the following sea animals is known as 'killer'?
- Sea lions.
 - Dolphins.
 - Seals.
 - Turtles.
 - Whales.
27. What is the main idea of paragraph two?
- There was a water-ski show held on a lake.
 - The sea animals performed fantastic things in the water.
 - The writer had lunch in one of the restaurants at the park.
 - The Oceanorium displayed all sorts of fish and animals under water.
 - The writer visited the Oceanorium to watch all sorts of fish and performance.
28. Which of the following had made the writer very excited?
- Watching a girl riding on a back of a turtle.
 - Watching a girl riding on a back of a whale.
 - Watching a man feeding the shark.
 - Riding the roller coaster.
 - Water skiing on the lake.
29. "There were huge turtles, sharks, and a beautiful tropical sea fish." (Paragraph 2)
The synonym of the underlined word is
- tiny
 - massive
 - enormous
 - wide
 - heavy

This text is for questions 26 to 29.

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals.

35. Where did they drop first?
- At Sanur Beach.
 - At Sangeh.
 - At their uncle's house.
 - At Bedugul Lake.
 - At Kuta Beach.

This text is for questions 36 to 38.

I, Milton Friedman was born on July 31, 1912, in Brooklyn, N.Y., the fourth and last child and first son of Sarah Ethel (Landau) and Jeno Saul Friedman. My parents were born in Carpatho-Ruthenia of the Soviet Union. They emigrated to the U.S. in their teens, meeting in New York. When I was a year old, my parents moved to Rahway, N.J., a small town about 20 miles from New York City.

I was awarded a competitive scholarship to Rutgers University. I graduated from Rutgers in 1932. I financed the rest of my college expenses by the usual mixture of waiting at tables, clerking in a retail store, occasional entrepreneurial ventures, and summer earnings. Shortly, however, I became interested in economics.

In economics, I had the good fortune to be exposed to two remarkable men: Arthur F. Burns and Homer Jones. Arthur Burns shaped my understanding of economic research, introduced me to the highest scientific standards, and became a guiding influence on my subsequent career. Homer Jones introduced me to rigorous economic theory, made economics exciting and relevant, and encouraged me to go on to graduate work. On his recommendation, the Chicago Economics Department offered me a tuition scholarship. As it happened, I was also offered a scholarship by Brown University in Applied Mathematics, but, by that time, I had definitely transferred my primary allegiance to economics. In 1976 I won the Nobel Memorial Prize in Economics for my achievements in the fields of consumption analysis, monetary history and theory and for his demonstration of the complexity of stabilization policy. In 1977, at age 65, I retired from the University of Chicago after teaching there for 30 years.

36. Who influenced Milton Friedman on economic research?
- Sarah Ethel.
 - Jeno Friedman.
 - Arthur F. Burns.
 - Homer Jones.
 - Alfred Nobel.
37. What is the main idea of paragraph three?
- Milton Friedman was very committed in his interest and talent in economics.
 - Homer Jones shaped Milton Friedman understanding of economic research.

- Arthur Burns introduced Milton Friedman to rigorous economic theory.
- Brown University offered Milton Friedman a tuition scholarship.
- Milton Friedman was offered a scholarship by the Chicago Economics Department in Applied Mathematics.

38. What did Milton Friedman do in financing his college expenses?

- He was a teacher during summer.
- He had a job in Entrepreneur Company.
- He worked as a clerk in a retail store.
- He sold tables to people.
- He taught economics in the university.

This text is for questions 39 and 40.

My Practical Work Experience

From January to March I did a practical work experience in a public nursery school called "AWO-Kinderhook". The AWO (Arbeiterwohlfahrt) is a labor welfare that used to support deprived people. Most of my time at the nursery school, I worked with babies and toddlers up to 3 years of age in a small group with only 10 children. The thing I enjoyed most about working with the little ones was that I got the chance to support the child's learning playful process and really making a positive difference. I loved to spend time with kids, they're very honest.

My daily responsibilities included to play with the children, e.g. to dress up or play hide-seek, to sing and dance with them, to do arts and crafts with them and to look after them and their needs, e.g. to help them to eat, to change their diapers and put them to bed for a nap. I also planned and guided activities. The activities had to be developed to stimulate the children's sense.

39. How long did the writer work at the nursery school?
- 1 month.
 - 2 months.
 - 3 months.
 - 4 months.
 - 5 months.
40. The following are what the writer did at the nursery school, **except**
- dressing up the children
 - playing and dancing with the children
 - helping the children to eat
 - doing arts and crafts with the children
 - bathing the babies

was renowned	: / wəz ri'naund /
evacuate	: / i'vækjuert /
reclaim	: / ri'kleim /
declare	: / di'kleər /
surrender	: / sə'rendər /
betray	: / bi'treɪ /
assault	: / ə'sɔ:lt /
treason	: / 'tri:z ə n /
shed tears	: / ʃed træz /
martyred	: / 'mɑ:rtərd /
resist	: / ri'zɪst /
exile	: / 'egzail /



READING COMPREHENSION

CUT NYAK DHIEN

Cut Nyak Dhien was a leader of the Acehese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.

Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Uleë Balang aristocratic class in VI *mukim*, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.



Source: <http://tranquility-hill.blogspot.com>

Picture 10.2

On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Se-cond Aceh Expedition, the Dutch successfully captured VI *mukim* in 1873, followed by the Sultan's Palace in 1874.

In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

Some time later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she accepted his proposal. They were married in 1880. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.

The war continued, and the Acehnese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the Dutch. Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the Acehnese. This is recorded in Dutch history as "Het verraad van Teukoe Oemar" (the treason of Teuku Umar).

The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and then she hugged her and said: "As Acehnese women, we may not shed tears for those who have been martyred."

After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies.

One of her troops, Pang Laot, told the Dutch the location of her headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise. Despite desperately fighting back, Dhien was captured. Her daughter, Cut Gambang, escaped and continued the resistance. Dhien was brought to Banda Aceh and her myopia and arthritis slowly healed, but in the end she was exiled to Sumedang, West Java because the Dutch were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908.

(Adapted from: http://en.wikipedia.org/wiki/Cut_Nyak_Dhien)
Note: Mukim is an area consisting of 5 villages.

Task 1:
Form Completion

Fill in the blanks with information about Cut Nyak Dhien mentioned in the reading text.

Short Bio

Name	: Cut Nyak Dhien
Place of birth	: _____
Date of birth	: _____
Place of death	: _____
Date of death	: _____
Parents and Origins	: _____
Names of husband	: _____
Name of daughter	: _____
Important Dates on War	: _____
	: _____
	: _____
	: _____

Task 2:
Comprehension Questions

Answer the following questions by referring to the reading text about Cut Nyak Dhien!

1. When was Cut Nyak Dhien awarded the title of Indonesian National Hero?
2. Tell your classmates about Cut Nyak Dhien's parents!
3. What education did she receive when she was young?
4. Who was Teuku Cik Ibrahim Lamnga?
5. When did the Aceh war start?
6. What happened in Aceh in 1874?
7. Why did Cut Nyak Dhien swear to destroy the Dutch?
8. What was the effect of Cut Nyak Dhien's marriage to Teuku Umar on the Aceh armies?
9. Why did Teuku Umar surrender to the Dutch in 1893?
10. How was Teuku Umar killed?

11. According to the text, how should an Acehnese woman respond to the death of her family member in a war?
12. What did Cut Nyak Dhien suffer from when she was old?
13. What was done by Cut Gambang after Cut Nyak Dhien was captured?
14. When Cut Nyak Dhien was brought to Banda Aceh, was her nearsightedness getting better?
15. Why did the Dutch put her into exile in Sumedang?
16. Had you lived close to Cut Nyak Dhien, what would you have done to support her efforts in fighting against the Dutch colonialization?

POINTS TO PONDER

- Imagine that you had lived in Cut Nyak Dhien's era. What would you have done? Why?
- Can you imagine what would have happened without the presence of people like Cut Nyak Dhien?
- Do you feel thankful to her and her people? How will you express your thankfulness?



VOCABULARY EXERCISE

Complete the following sentences using the words in the box. If needed, you may change the parts of speech.

guerrilla army	aristocratic	renown
evacuate	reclaim	declare
holy war	surrender	betray
assault	treason	tears
resist	exile	martyr

1. A man who was arrested in Belarus on May 31 is being charged with _____, but the government officials have not explained the charges.
2. Bali is _____ for its beauty. It is called the Goddess Island.



Reading

Activity 1 Read the following story in front of your friends and your teacher. Pronounce the words in the box first!

kingdom/'kɪŋdəm/	ruled/ru:ld/	wise/waɪz/
pity/'pɪti/	begging/begɪŋ /	pregnant/'pregnənt/
princess/prɪn'ses/	daughter/'dɔ :tə (r)/	spoiled/spɔ ɪld/
palace/'pæləs/	necklace/'nekləs/	jewel/'dʒu:əl/
cruel/'kru: əl/	silence/'saɪləns/	emerged/i'm3:dʒ/
pool/pu:l/	place/pleɪs/	sank/sæŋk/

Telaga Warna

Long ago, there was a kingdom in West Java. The kingdom was ruled by a king named Prabu. Prabu was a kind and wise king, but it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day, begging for a child.

A few months later, the queen got pregnant. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.

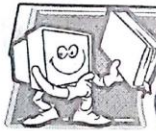
One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel.

"My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu.

"I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying. Then, there was a miracle. Earth was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom. Nowadays, people called the lake "Telaga Warna". It means "Lake of Color". On a bright day, the lake is full of color. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake.

Taken from <http://englishstory12.blogspot.com>

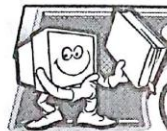


Individual Activity 3

Create as many as questions you can based on the story of Telaga Warna. Use questions words such as who, where, when, why, how. Then, exchange your questions with your classmate sitting next to you. Discuss them together.

Example:

1. "Long ago, there was a kingdom in West Java. The kingdom was ruled by a king named Prabu."
Who ruled the kingdom in West Java?
2. "Prabu was a kind and wise king, but it was a pity that Prabu and his queen hadn't got any children."
What happened to the king and the queen?
3. "The queen often cried."
Who often cried?



Individual Activity 4

The story of Telaga Warna is called narrative. It is told and written using this structure: orientation, complication, and resolution. Now, individually complete the following chart to find out the structure of the story of Telaga Warna.



WARMER

Look at the pictures below! Do you know who or where they are? Discuss with your classmates!



Source: <http://www.kumpulansejarah.com/2012/10/sejarah-klash-cerita-batu-mallo-kundang.html>
Picture 12.2



Source: <http://masetmaro15.blogspot.com/2012/04/rumah-gadang-rumah-adat-mirangkasau.html>
Picture 12.3



Source: <http://www.pelaminanminang.com/>
Picture 12.4





VOCABULARY BUILDER

Match the words with the Indonesian equivalents. Compare your work to your classmate's.

live hard (<i>verb</i>)	mengenal
passed away (<i>verb</i>)	kaya raya
raided (<i>verb</i>)	hidup susah
pirates (<i>noun</i>)	mengingkari
bravery (<i>noun</i>)	menyerang
defeat (<i>verb</i>)	menghancurkan
wealthy (<i>adjective</i>)	membujuk
recognized (<i>verb</i>)	keberanian
merchant (<i>noun</i>)	mengutuk
denied (<i>verb</i>)	pedagang atau saudagar
pleaded (<i>verb</i>)	meninggal
cursed (<i>verb</i>)	bajak laut
wreck (<i>verb</i>)	mengalahkan



PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

live hard	: / lɪv ha:rd /
passed away	: / pæsəd ə'weɪ /
raided	: / 'reɪdəd /
pirates	: / 'paɪrəts /
bravery	: / 'breɪvəri /
defeat	: / dɪ'fi:t /
wealthy	: / 'welθi /
recognized	: / 'rekəgnəzəd /
merchant	: / 'mɜ:tʃənt /
denied	: / dɪ'naɪd /
pleaded	: / pli:ded /
cursed	: / kɜ:rsəd /
wreck	: / rek /



READING

Read the following text, and then answer the following questions.

THE LEGEND OF MALIN KUNDANG

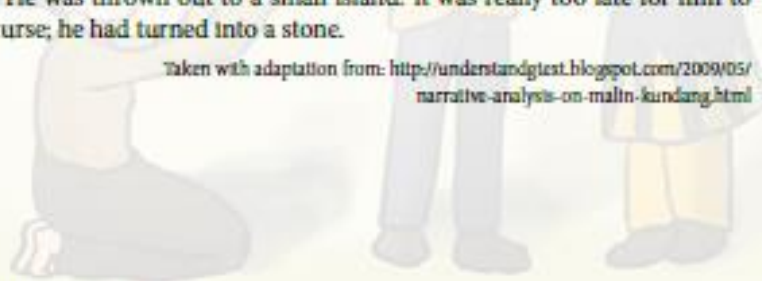
A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Taken with adaptation from: <http://understandtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html>



COMPREHENSION QUESTIONS

1. Why did Malin Kundang and his mother have to live hard?
2. Give an example that Malin Kundang was a healthy, diligent, and strong boy!
3. How did the merchant allow Malin Kundang to join him in the sail?
4. What happened many years after Malin Kundang join the sail?
5. How did the local people react when they saw Malin Kundang landing on the coast?
6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
7. What made Malin Kundang's mother sad and angry?
8. What did she do when Malin Kundang denied that she was his mother?
9. How did the curse happen?
10. What is the moral of the story?

POINTS TO PONDER

- How should children behave to parents?
- Is there any religious teaching regarding this?



VOCABULARY EXERCISES

Complete the sentence using the words from the box, you may need to use more than one word for one sentence.

live hard	raided	pirate
bravery	defeat	wealthy
recognize	merchant	denied
pleaded	cursed	wrecked

1. Indonesian football team succeeded in AFC U-19 Championship. Our team _____ South Korean team.
2. In our national flag, white means purity and red means _____.
3. "Is that Anna?" "I can't _____ her. She looks different when she's wearing *kebaya* and *sanggul*."

NILAI PENGETAHUAN

KKM : Mata Pelajaran :
 Tahun Pelajaran : 2016/2017 Kelas/smtr : X MIPA.1
 Guru Pengajar :

No	No. Induk	Nama	L/P	Nilai Pengetahuan															
				H = Nilai Ulangan Harian										RT2 NF	UTS	UAS/UKK	NA	Nilai LCK	Predikat
				(U = Tes tulis/lisan, T = Penugasan Terstruktur atau KMTT)															
U1	T1	H1	U2	T2	H2	U3	T3	H3	U4	T4	H4								
1	3592	Ade Kurnia Sari	P	70	80	70	75	80	80	80									
2	3593	Anindya Cahyawati	P	70	85	80	70	80	75	80									
3	3594	Arjun Pamungkas	L	70	80	70	75	80	80	80									
4	3595	Astri Hidayati	P	70	80	90	80	80	85	75									
5	3596	Ayu Jatisukma Putri	P	70	80	75	80	80	80	80									
6	3597	Diah Ayu Sekarmira K.	P	70	75	75	70	80	70	80									
7	3598	Dinda Widi Amelia	P	70	85	85	90	80	80	80									
8	3599	Dwi Febriana Sari	P	70	80	70	80	80	80	80									
9	3600	Fadhillah Nur Azizah	P	70	80	70	80	80	80	80									
10	3601	Fatimah	P	70	80	80	70	80	75	75									
11	3602	Fitri Indah Hapsari	P	70	85	80	80	80	80	80									
12	3603	Fitri Rohmah Hidayah	P	70	80	90	80	80	80	80									
13	3604	Fitri Sekar Ningrum	P	75	80	85	70	80	75	80									
14	3605	Indah Lestari	P	70	85	85	75	80	70	80									
15	3606	Isnun Kurnia Bi Utami	P	70	80	70	70	80	70	80									
16	3607	Istiqomah	P	70	80	70	70	80	80	80									
17	3608	Kamila Kusumaningsih	P	70	80	70	80	80	80	80									
18	3609	Lani Tri Harsanti	P	75	90	70	70	70	80	80									
19	3610	Larasati Pramundita	P	75	80	70	70	80	80	80									
20	3611	Lia Aprilianti Dewi	P																
21	3612	M. Kefin Saifulloh	L	70	80	70	70	80	75	75									
22	3613	Meilina Avivah Zahwa Magfiro	P	70	80	75	70	80	70	80									
23	3614	Muchamad Bayu Ismail	L	70	80	70	70	80	70	80									
24	3615	Muhammad Choirul N A	L	70	80	70	70	80	70	75									
25	3616	Muhammad Fajar Hendriyanto	L	70	85	70	70	80	70	75									
26	3617	Muhammad Luqmanul Hakim	L	70	75	80	70	80	80	80									
27	3618	Rindi Candra Dita P. S.	P	70	80	75	70	80	75	75									
28	3619	Rohkimlatun	P	70	80	75	70	80	75	80									
29	3620	Rony Adi Prasetyo	L	70	80	75	70	80	80	75									
30	3621	Sigit Purnomo	L	70	80	70	70	80	70	80									
31	3622	Taufik Arif Amirudin	L	70	80	70	70	80	70	80									
32	3623	Utama Ari Wibawa	L	70	80	70	70	80	70	80									
33	3624	Wiladatul Fauziyah	P	70	85	75	80	80	80	80									
34	3625	Wisnu Aldhika Putra	L	70	80	70	70	80	75	80									

L = 11
 P = 23
 Jml = 34

Keterangan :

No	NA (Nilai Akhir)	Predikat	Nilai Sikap
1	91 - 100	A	SB (Sangat Baik)
2	81 - 90	B	B (Baik)
3	71 - 80	C	C (Cukup)
4	≤ 70	D	K (Kurang)

Mengetahui
 Kepala Madrasah,

Drs. Muhadi
 NIP. 19591109 198303 1 006

Klaten, 2017
 Guru Mata Pelajaran

NIP.

NILAI PENGETAHUAN

KKM
Tahun Pelajaran
Guru Pengajar

2016/2017

Mata Pelajaran
Kelas/smt
X MIPA.2

No	No. Induk	Nama	L/P	Nilai Pengetahuan															
				H = Nilai Ulangan Harian										RT/NT	UTS	UAS/UKK	NA	Nilai LOK	Predikat
				(U = Tes tulis/lisan, T = Penugasan Terstruktur atau KMTT)															
U1	T1	H1	U2	T2	H2	U3	T3	H3	U4	T4	H4								
1	3626	Alfina Kisdayanti	P	80	85	90	75	80	80	70	80								
2	3627	Anggi Rediana Sari	P	80	80	70	70	70	70	70	75								
3	3628	Anita Sari	P	75	85	70	70	70	78	70	78								
4	3629	Danar Prakoso	L	75	80	70	75	70	80	70	80								
5	3630	Dewi Masrurbh	P	75	85	75	90	85	80	70	80								
6	3631	Dewi Nur Rahmawati	P	70	70	70	90	70	75	70	75								
7	3632	Dwi Damayanti	P	70	85	75	75	70	70	70	78								
8	3633	Fitri Dyah Kumalasari	P	70	70	70	95	70	70	70	70								
9	3634	Gilang Faif Prasetyo	L	70	70	70	75	70	75	70	75								
10	3635	Hafizha Salsabila	P	70	70	70	90	70	75	70	75								
11	3636	Hanisa Aulina Zalfani	P	80	80	70	75	70	80	70	80								
12	3637	Inka Mutmainah Putri	P	70	85	70	85	80	80	70	80								
13	3638	Intan Nur Afrisa	P	70	75	70	85	70	75	70	78								
14	3639	Ipung Riyani	P	70	80	70	80	70	75	70	75								
15	3640	Jihan Dewi Rahmawati	P	70	70	70	75	70	70	70	75								
16	3641	Kevin Martua Tobing	L	70	70	70	75	75	70	70	74								
17	3642	Udiya Riska Putri	P	70	70	70	70	70	75	70	78								
18	3643	Lusiana	P	75	85	70	95	80	80	75	80								
19	3644	Luthfia Nur Aini	P	70	80	75	85	70	68	70	68								
20	3645	Maulida Alima Husna	P	70	80	70	85	70	80	75	80								
21	3646	Miftacha Febriani Putri	P	70	80	80	85	80	78	70	78								
22	3647	Mohammad Anas	L	80	70	70	88	70	70	70	70								
23	3648	Muhammad Fikrian Hafidz	L	70	80	70	80	70	80	70	80								
24	3649	Nailis Sa'adah Hidayati	P	75	85	70	80	80	70	70	78								
25	3650	Ning Tyas Sari	P	70	80	70	50	70	74	70	74								
26	3651	Nur Arifin	L	70	80	70	70	70	70	70	70								
27	3652	Nur Fitriyani	P	70	80	70	80	80	80	74	80								
28	3653	Prihatin	P	75	80	70	75	70	75	68	75								
29	3654	Rendra Widhi Prayoga	L	70	70	70	71	70	75	70	75								
30	3655	Riana Dewi Mangesti	P	70	70	70	88	70	80	70	80								
31	3656	Siti Isbandiah Munawaroh	P	80	85	70	85	70	80	70	80								
32	3657	Syajarotul Luluk	P	70	85	70	90	80	80	80	80								
33	3658	Taufik Romadhon	L	75	85	70	90	70	70	70	70								
34	3659	Yuni Setyaningsih	P	70	80	70	80	80	70	70	70								

L = 8
P = 26
Jml = 34

Keterangan :

No	NA (Nilai Akhir)	Predikat	Nilai Sikap
1	91 - 100	A	SB (Sangat Baik)
2	81 - 90	B	B (Baik)
3	71 - 80	C	C (Cukup)
4	≤ 70	D	K (Kurang)

Mengetahui
Kepala Madrasah,

Drs. Muhadi
NIP. 19591109 198303 1 006

Klaten, 2017
Guru Mata Pelajaran

NIP.

NILAI PENGETAHUAN

KKM
Tahun Pelajaran
Guru Pengajar

2016/2017

Mata Pelajaran
Kelas/smt

X MIPA.3

No	No. Induk	Nama	U/P	Nilai Pengetahuan														RTZ	UTS	UAS/UKK	NA	Nilai LCK	Predikat
				H = Nilai Ulangan Harian																			
				(U = Tes tulis/lisan, T = Pengisian Terstruktur atau KMTT)																			
U1	T1	H1	U2	T2	H2	U3	T3	H3	U4	T4	H4												
1	3660	Achir Runi Fadhlyah	P	75	75	80	65	80	78	80	80												
2	3661	Aden Raihannisak	P	70	70	75	80	80	80	80	80												
3	3662	Anik Wulansari	P	75	75	80	85	80	75	80	80												
4	3663	Asri Puspitasari	P	80	70	80	80	80	80	80	80												
5	3664	Azizah Salsabilla Firdausa	P	78	70	80	75	80	75	80	80												
6	3665	Bella Septa A.	P	70	70	70	65	80	70	80	80												
7	3666	Chindy Mahardika	P	70	75	75	80	80	70	75	70												
8	3667	Dewi Ayu Lestari	P	70	75	75	80	80	70	80	78												
9	3668	Fernanda Indi R.	P	70	70	70	70	80	75	70	80												
10	3669	Fitri Fatmasari	P	70	70	80	85	80	75	80	80												
11	3670	Hendy Haryanto	L	75	70	70	70	75	70	70	70												
12	3671	Isna Wati Khosannah	P	75	70	75	80	80	80	80	80												
13	3672	Ivan Tri Cahyo	L	70	70	70	60	70	68	70	70												
14	3673	Kharolin Labaika	P	70	70	80	85	80	70	80	80												
15	3674	Usan Nanda Kiroh	P	70	70	70	65	80	80	70	70												
16	3675	Ludwina Daeresta Novita	P	70	70	70	70	80	70	80	80												
17	3676	Mayang Ruchi Bimardati	P	80	70	80	85	80	75	80	70												
18	3677	Muhammad Reno S.	L	70	75	70	70	70	70	70	70												
19	3678	Muhammad Verry E.	L	50	70	70	70	80	70	80	70												
20	3679	Nugroho Nur Waqid	L	70	70	70	70	80	70	80	70												
21	3680	Putri Ayu Nurjanah	P	70	70	70	70	80	75	80	70												
22	3681	Ramadhani Lailatul	P	75	70	80	85	80	80	80	70												
23	3682	Revina Ika Cahyawati	P	70	70	70	65	80	70	70	75												
24	3683	Rizka Ajizah	P	70	70	70	70	80	75	70	80												
25	3684	Sekar Triyani	P	70	70	70	75	80	70	70	70												
26	3685	Shevia Kurniawati M. J.	P	70	80	75	80	85	80	80	85												
27	3686	Suci Dwi Rokhani	P	75	75	70	70	80	80	80	70												
28	3687	Ujang Maulana	L	70	70	75	80	75	70	80	70												
29	3688	Viva Windasari	P	70	70	70	75	70	70	80	70												
30	3689	Wahyu Riyadi	L	70	70	70	70	70	70	70	70												
31	3690	Winda Dwi Wulandari	P	70	80	70	70	85	80	80	80												
32	3691	Wisnu Haryono	L	70	70	70	75	70	70	70	70												
33	3692	Yulia Putri Rumini	P	70	75	80	85	70	80	80	80												
34	3693	Yuni Farida	P	70	70	70	65	70	70	75	70												

L = 8
P = 26
Jml = 34

Keterangan :

No	NA (Nilai Akhir)	Predikat	Nilai Sikap
1	91 - 100	A	SB (Sangat Baik)
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3	71 - 80	C	C (Cukup)
4	≤ 70	D	K (Kurang)

Mengetahui
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Klaten, 2017
Guru Mata Pelajaran

NIP.

NILAI PENGETAHUAN

KKM
Tahun Pelajaran : 2016/2017
Guru Pengajar

Mata Pelajaran
Kelas/smt : X IPS.1

No	No. Induk	Nama	L/P	Nilai Pengetahuan														RTZ	NT	UTS	UAS / UKK	NA	Nilai LCK	Predikat
				H = Nilai Ulangan Harian.																				
				(U = Tes tulis/lisan, T = Pemugnsan Terstruktur atau KMTT)																				
U1	T1	H1	U2	T2	H2	U3	T3	H3	U4	T4	H4													
1	3694	Afriyani Khoiriyah	P	80	70	70	70	75	70	75	80													
2	3695	Ardi Pranowo	L	70	70	75	70	75	75	68	80													
3	3696	Aulia Wanda Hapsari	P	80	75	75	70	80	70	70	80													
4	3697	Ayu Rindi Pamungkas	P	70	70	80	70	75	70	70	70													
5	3698	Berlana Dwi Rahmawati	P	80	80	70	70	75	70	70	60													
6	3699	Budi Raharjo	L	70	70	70	70	70	70	80	70													
7	3700	Feri Saputri S.	P	80	80	85	80	75	70	70	80													
8	3701	Fidiya Nur Ngaini	P	80	80	85	80	75	70	70	80													
9	3702	Galuh Nur Hidayah	P	70	70	70	68	78	70	75	70													
10	3703	Indah Arum Widyaningsih	P	80	70	70	70	75	70	70	70													
11	3704	Khurnia Fatiha Hasna	P	70	70	70	70	75	70	70	70													
12	3705	Linda Rahmawati	P	75	75	70	70	75	70	75	70													
13	3706	Much. Wahid Hendrawan	L	70	70	70	70	70	68	75	70													
14	3707	Muhamad Nur Huda	L	70	70	70	70	75	70	70	70													
15	3708	Nur Widlastuti	P	70	70	70	70	75	70	70	70													
16	3709	Rahmat Bahtiar R.	L	70	70	70	70	75	70	70	70													
17	3710	Rifqi Fajri	L	75	70	70	70	75	70	70	70													
18	3711	Riko Ferdian	L	70	70	70	70	75	70	70	70													
19	3712	Rizqika Diah Yesy Utami	P	70	70	70	70	75	70	70	70													
20	3713	Roy Adhi Pratama	L	75	75	70	70	75	70	70	70													
21	3714	Toni Setiawan	L	70	70	70	70	75	70	70	70													
22	3715	Sefrida Chorin Kumala D.	P	70	70	70	70	75	70	70	70													
23	3716	Surya Amandha Triwanto	L	70	70	70	70	75	70	70	70													
24	3717	Tasya Ariska	P	75	75	70	70	75	70	70	70													
25	3718	Tri Widyastuti	P	70	70	70	70	75	70	70	70													
26	3719	Wulandari Ayuning Putri	P	70	75	70	70	75	70	70	70													
27	3720	Yuni Nurul Janah	P	80	80	75	80	80	75	70	80													
28																								
29																								
30																								
31																								
32																								
33																								
34																								

L = 10
P = 17
Jml = 27

Keterangan :

No	NA (Nilai Akhir)	Predikat	Nilai Sikap
1	91 - 100	A	SB (Sangat Baik)
2	81 - 90	B	B (Baik)
3	71 - 80	C	C (Cukup)
4	≤ 70	D	K (Kurang)

Mengetahui
Kepala Madrasah,

Klaten, 2017
Guru Mata Pelajaran

Drs. Muhadi
NIP. 19591109 198303 1 006

NIP.

X AGAMA 1

NO	No Induk	N a m a	L/P	Nilai		
				descriptive	recount	narrative
1	3570	Bagus Allail Nur R.	L	75	82	80
2	3571	Bela Kurnia Fatmawati	P	70	86	80
3	3572	Dewi Mashitoh A.	P	76	86	70
4	3573	Dwi Andriyanto	L	70	86	70
5	3574	Erna Puspitasari	P	70	84	70
6	3575	Hami Na'im	L	76	86	95
7	3576	Hanif Syarifudin	P	70	82	70
8	3577	Heni Indrianingsih	P	70	86	85
9	3578	Jefri Apsari Wulandari	P	70	82	80
10	3579	Khoiriyah Mahmudah	P	78	86	75
11	3580	Lilis Nur Khasanah	P	70	86	95
12	3581	Linda Marwanti	P	74	86	80
13	3582	Muhammad Syahrul Akbar	L	70	84	80
14	3583	Nur Febriyani	P	74	82	75
15	3584	Olivia Puspita Sari	P	70	82	80
16	3585	Risa Ismaya	P	70	82	90
17	3586	Riski Fadzillah	P	70	84	75
18	3587	Satria Arbi Mardhatillah	L	70	86	70
19	3588	Sidiq Nur Andrian	L	78	86	70
20	3589	Sinta Niasih Dewi S.	P	70	86	85
21	3590	Tri Setyorini	P	70	86	85
22	3591	Yuni Kamilatan	P	76	86	80

L : 6
P : 16
22

Klaten,
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MADRASAH ALIYAH NEGERI KARANGANOM KLATEN

TAHUN PELAJARAN 2016/2017

X IPS 3

NO	No Induk	N a m a	L/P	Nilai		
				descriptive	recount	narrative
1	3749	Aldi Istanto	L	70	70	70
2	3750	Amala Putri Hanifah	P	80	80	70
3	3751	Andre Purnomo	L	70	70	70
4	3752	Angga Budi Saputro	L	80	80	70
5	3753	Anggi Tri Loka Sari	P	80	80	74
6	3754	Ani Evi Agustini	P	80	80	70
7	3755	Anisa Juli Rahmawati	P	70	70	76
8	3756	Burhandoko	L	70	76	70
9	3757	Diyah Ristiyani	P	75	75	74
10	3758	Fachrezy	L	75	75	70
11	3759	Fani Nur Zita Amelliya	P	80	80	70
12	3760	Faris Nur Safrudin	L	75	75	70
13	3761	Febri Bagas Susilo	L	70	70	70
14	3762	Gigih Aji Wicaksono	L	80	80	70
15	3763	Ihwan Setiawan	L	75	75	70
16	3764	Ilyas Taufiqurrohman	L	70	70	70

17	3765	Ine Nur Agustina	P	75	75	74
18	3766	Lucky Saputra	L	70	70	70
19	3767	M. Farkhan Fakhruhin	L	80	80	70
20	3768	M. Risal Fildaliy	L	75	75	70
21	3769	Mahmud Aji Saputro	L	75	75	70
22	3770	Mytha Kartika Sari	P	70	70	74
23	3771	Rifki Syachputra	L	75	75	70
24	3772	Syahguh Utama	L	80	80	70
25	3773	Wildan Agung Nugroho	L	80	80	72
26	3774	Yoga Setiawan	L	75	75	70

L : 18

P : 8

Klaten,

Guru Mata Pelajaran

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NIP.



MADRASAH ALIYAH NEGERI KARANGANOM KLATEN

TAHUN PELAJARAN 2016/2017

X IPS 4

N O	No Induk	N a m a	L/P	Nilai		
				descriptiv e	recount	narrative
1	3775	Aan Islamudin	L	74	70	72
2	3776	Agung Nugroho	L	70	70	72
3	3777	Ayu Ristiana	P	70	72	70
4	3780	Dina Ayu Rahmawati	P	70	72	70
5	3781	Fita Velintina	P	70	74	74
6	3782	Ika Dwiningsih	P	70	76	70
7	3783	Joko Purnomo	L	70	76	76
8	3784	Lala Ikasari	P	70	70	70
9	3785	Latifah Permatasari	P	72	70	70
10	3788	Muhanifah Galuh Sekar Wangi	P	70	74	70
11	3789	Muna Khoiriyah M.	P	74	70	70
12	3790	Nia Novianti Nurohmah	P	72	70	70
13	3791	Nur Hidayah Puji Dewi H	P	74	76	76
14	3792	Pandi Setiawan	L	72	70	72
15	3793	Pratiwi Aprilia Kusumawati	P	70	74	74
16	3795	Reza Fiqi Tyas P.	L	72	72	72
17	3796	Ridwan Oja Saputra	L	70	76	70

18	3798	Sandy Arifa Putra	L	70	72	72
19	3799	Seto Haryanto P.	L	70	70	70

L : 8

P : 11

19

Klaten,

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NIP.

FIELD NOTE

OBSERVATION IN THE TENTH GRADE STUDENTS OF MAN KARANGANOM KLATEN IN THE ACADEMIC YEAR OF 2016/2017

a) Field Note 1

Code : FN/OBS/01
Topic : Narrative Text (The Legend of Malin Kundang)
Teacher : Hatifah Sulistyorini, S.Ag
Class : X-Social 3 (20 students)
Time : Tuesday, April 18th 2017, at 11.00 – 11.45 & 12.15 – 13.00

This was the first time the researcher observed the English class. There were twenty students here. The class started at 11.00 o'clock. The researcher was well-welcomed by the students. Because the researcher had finished field practice for two months, the teacher and students invited directly.

The teaching learning process was begun with a greeting. The teacher asked the students about the last material (recount text). She said “Last, we have recount text, and I hope all of you have done the complete the homework Cuk Nyak Dien Translation” Because of limited time, the teacher gave supplementary task for homework about recount text, the homework were the question on students' worksheet book page 20 number 16-35, Essay number 1-10, and remedial test. The task was used as the daily test.

The classroom was so noisy, so the teacher asked the students in order to keep silent. The teacher gave some clues for the students “Ok, coba saya yakin kalian sudah familiar dengan text ini, coba kalau ada text yang judulnya Cinderella, Snow White, The Legend of Prambanan Temple, dan Sleeping Beauty, itu termasuk teks apa?” They mentioned recount text, dialogue, procedure text, and descriptive text. The teacher gave a clue “Yang biasanya diawali dengan once upon a time” A student

said “narrative, narrative bu.” The teachers asked the student about their knowledge in the last experience in the junior high school. The teacher asked about the function of narrative text. Some students opened the book and answered the teacher’s question by using Indonesia.

The teacher gave some clues for students. The teacher and students made a conclusion. After that, the teacher asked the students to make a conclusion about the social function with their own words. But, no one wanted to answer it. So, the teacher gave some clues again and made a conclusion in English by herself. The teacher asked about recount text “Apakah recount text itu sedang terjadi, sudah terjadi atau akan terjadi?” But the students answered freely, they said “Akan bu, akan terjadi” Because of that, the teacher explained about recount text and compared with the social function of narrative text. The teacher distributed some papers to the students. The teacher asked the students for looking the picture in the paper. There were three pictures in the paper. The teacher said “ There are three strips in this paper, ada orang yang sedang sujud, ada gambar rumah adat, dan kapal laut. Coba sekarang kamu discuss with your friends about the pictures, mendiskusikan dengan temanmu tentang gambar ini., kira-kira nanti ketemunya tentang cerita apa” The students discussed the picture but most of them were made conversation out of the material.

The teacher asked the students to present their discussion in front of the class. There were four students that presented their discussion in front of the class. They represented every line in the classroom. They explained their discussion by using Indonesia. The teacher gave a feedback. The classroom was stopped because of the time for a break (it was also for praying Dzuhur). After the time for a break, the teaching learning process was continued. The teacher gave the students a task to match the English word list into the Indonesia word list. The teacher asked the students for doing the task with their seatmate and if they finished the task they can write the answer on the whiteboard. The teacher checked the students during the process of discussion. The group that had finished the task

wrote their work on the whiteboard. When a student wrote the answer on the whiteboard, some students came close to the teacher to ask about their work that is correct or not. After that, the teacher discussed the word list and asked the students to check their works with the correct answer that had been written on the whiteboard. The teacher asked the students to learn the story “The Legend of Malin Kundang” as the homework. The teaching learning process was finished.

Reflective Note:

The problem that was faced by the teacher was that the students cannot understand the instruction which was used by the teacher when the teacher uses the English language. The teacher had to warn the students again and again because they were very noisy. During the discussion, some students did not contribute to do their task and made a commotion. The teacher used print out material as the media that was delivered to the students one by one. The material was taken from textbooks, because the textbook was limited, so the teacher had to copy the material from the textbook. When the teacher used the pictures as the material, the students could not understand with the pictures because the pictures were not colorful, so the students asked about the meaning of the pictures to the teacher. The teacher asked the student to use dictionary for doing the task. The students that brought dictionary was only a few. So, they had to borrow in the library, but the dictionary in the library was not enough. Some students did not do the task and asked the seatmate to do the task. When the students were doing the task, some of them cheated the other students. Some students opened the next page, so when the teacher asking about the story that related to the pictures the student answered The Legend of Malin Kundang without paid attention with the pictures. The using material of narrative text was the lack of interesting because the students felt confused with the pictures.

The teacher used “The Legend of Malin Kundang” story as the material is correct because the students knew about the legend of “The Legend of Malin Kundang” before, so the students can link their

knowledge to the story. The teacher gave question about the difficult word in the story is correct. The students that had finished their task came close the teacher and asked about their answer is true or false, then a student wrote on the whiteboard. When a student wrote on the whiteboard, the other students that had finished their task came close to the teacher and asked about the answer. The teacher gave feedback that the answer on the whiteboard is true and asked the other students to check their tasks with the answer on the whiteboard. The teacher did not check the results of all students. The tasks did not collect to the teacher. Because of that, the researcher knows that the teacher cannot know the students that have finished the task or not, the students that have done the task or not.

b) Field Note 2

Code : FN/OBS/02
Teacher : Hatifah Sulistyorini, S.Ag
Topic : Narrative Text (The Legend of Malin Kundang)
Class : X- Social 4 (16 students)
Time : Wednesday, April 19th 2017, at 13.00 – 14.30

The teacher entered the classroom and greeting. The teacher asked about the students' attendance. The teacher wrote on the whiteboard to give homework to the students. The homework was a remedial test from the students' worksheet book page 24 until 26. The teacher brought a paper, then showed it to the students. In the paper, there were three pictures included a statue, traditional building, and ocean. The teacher gave some questions about those pictures "Mengingat gambar ini cerita tentang apa?" Some students answered questions "Malin Kundang, Anak durhaka pada orang tuanya" The students answered together by Indonesia language. The teacher gave some clues "We will discuss this story, cerita rakyat. Sekarang, kancil dan buaya, kancil dan kura-kura dikategorikan sebagai apa?" Some students answered that legend, folklore, fable and fairy tale. The teacher said "Jenis text apa yang akan kita bahas sekarang?"

Kalian sudah pernah membahasnya di SMP, who is still remember about narrative text?” Students did not answer the question.

The teacher wrote about text structure of the narrative text on the whiteboard, and gave question to students about the social function of narrative text, but the students did not answer her, so the teacher said “May be, I give you some clues about it. Cerita Cinderella itu sudah terjadi, akan, atau sedang terjadi” The teacher asked the students and discussed narrative text. The teacher explained the social function of narrative text and the checked the students’ understanding with some questions. The teacher wrote on the whiteboard and explained about the text structure of narrative text. The teacher asked the students to rewrite in their book. The teacher distributed some papers about narrative text and asked the students to look at page 171. The teacher gave a task and said “Match the Indonesian equivalent. Jodohkan kata-kata yang di sebelah kiri dijodohkan dengan bahasa Indonesia!” The teacher would give a score for the students that finished the task with the correct answer and asked them for using dictionary. The teacher asked the students to discuss the task with the seatmate. The teacher gave feedback one by one. The students did not present their discussion, but showed their work to the teacher one by one. The teacher said “Before you pray, tolong nanti teksnya dibaca di rumah, ada kata sulit cari di kamus dan try to answer the question on the next page. You must understand a text at home. You must understand about the content of the text. Next week we will discuss it.” The students prayed together and the teacher closed the meeting.

Reflection:

The problems that were faced by the teacher were that the students were not active, during the discussion, some students made a commotion. In the teaching learning process, the teacher used pictures as the media. The teacher showed the pictures in front of the class. The pictures were not colorful and the size of the pictures was small. The pictures were not clear. The teacher asked the students about the pictures, but the student could not answer. So, the teacher had to explain the pictures, there were three

pictures included a statue, traditional building, and ocean. The material is a story about “The Legend of Malin Kundang”.

The material is appropriate for the students because the students knew about the story before. The teacher asked the student to use dictionary as the media to find difficult words. But, the students found difficulties to use the dictionary and the meaning of the difficult word. The teacher asked them to search the difficult word based on part of speech. Some students made a commotion and did not discuss with the seatmate.

The teacher checked the students’ task one by one so that made need the more time and no one that wrote the answer on the whiteboard. There were some students that had finished the task and there were some students that did not finish the task. The task was not collected by the teacher so the teacher did not know about the students that had finished the task or not. The teacher did not do an assessment that was appropriate with the instruction because of the condition of the classroom.

c) Field Note 3

Code : FN/OBS/03
Topic : Narrative Text (The Legend of Malin Kundang)
Teacher : Hatifah Sulistyorini, S.Ag
Class : X- Social 3 (20 students)
Time : Tuesday, April 25th 2017, at 11.00 – 11.45 & 12.15 – 14.30

The teaching learning process was started with a greeting. The teacher checked the students’ attendance. Then, she said “the work last met, you have you done about vocabulary that will be read in text today. Today, we will learn about narrative text, last week I gave you an example of text have you read at home?”

The teacher continued the teaching learning process.\

?, Z The teacher gave question to the students about the generic structure of narrative text. The teacher gave a clue about how to know the text structure of narrative text, she said “narrative usually use the word

once upon a time, one day, there was a little girl in the jungle, dan sebagainya”

The teacher explained about the first text structure of narrative text was orientation (introducing time/place, characters,). Next, the teacher explained the second part of text structure of narrative text. But, the condition of the classroom was very noisy, so it could disturb the teacher to explain the material. The teacher continued to explain the text structure of narrative text, those were complication, resolution, and coda. The teacher asked the student to read and discuss with the other friends about the story of “The Legend of Malin Kundang” that was given by the teacher. The teacher asked to make group discussion. There were six groups. The teacher gave some questions by using Indonesian for knowing how far they can understand about the text. The reason why the teacher gave the questions by using Indonesian because the teacher knew if she gives questions by using English, the students will answer by reading the sentences from the text. After the students read the text they should analyze text structure based on the teacher’s explanation. The students started the discussion. The teacher checked every group.

The teacher asked the students to present the result in front the classroom if they had done. The teacher would give a chance for every group to present in front of the class. The student presented the result of the discussion in front of the class. The other students tried to pay attention to their friend’s explanation. The teacher asked for the other groups to complete their discussion work from their friend’s explanation before. The teacher pointed one of the students to explain the text of The Legend of Malin Kundang by using Indonesian. The teacher and the student concluded the story of The Legend of Malin Kundang. Then, the teacher said that tomorrow would learn about the new story related in narrative text.

Reflective Note:

The problem in the teaching learning process in this meeting was that the students made a commotion and did not pay attention to the

material. During the process of teaching and learning, the students discussed the task about the generic structure of the story of “The Legend of Malin Kundang”. Some students suspended the student that did the task. The teacher asked the students to present the result. The teacher pointed a group, but a group did not want to present their result of the discussion. It wasted the time. Because of that, the teacher gave motivation and warning if the group did not want to present the task, the teacher would not give a score for the group. But the group still did not want, so the teacher pointed to another group.

Mahmud’s group presented the result in front of the class by using Indonesia. The teacher gave some questions by using Indonesian. The student answered by using Indonesian. By using Indonesian, the teacher wanted to the students’ understanding. The students that answered by Using Indonesia became a problem because the subject is English, the teacher had to accustom the students to use English. The teacher had to ask the student use English, although a little bit. When the teacher presented the material, many students did not pay attention.

The teacher used a text as the media. The text would be discussed in every group. The media was appropriate to the skill that used, reading narrative text. The material was the story of “The Legend of Malin Kundang”. The text is appropriate to the students’ knowledge because all students know about the story. But when the teacher asked by using Indonesian, the students answered by using Indonesian. The students easily answered the question by using Indonesian. Because the time was up, the teacher closed the meeting. There was only one group that presented the result. The teacher gave a score to the group that had presented their result of the discussion. The teacher only assessed one group.

d) Field Note 4

Code : FN/OBS/04

Topic : Narrative text (The Legend of Malin Kundang)

Teacher : Hatifah Sulistyorini, S.Ag

Class : X- Social 4 (18 students)
Time : Wednesday, April 26th 2017, at 11.00 – 11.45 & 12.15 – 13.00

Teaching learning process was started with a greeting. The teacher checked the attendance first, there were eighteen students that came. The teacher repeated the last material about narrative text. The teacher asked the students to open the paper that had been given by the teacher at the last meeting. The teacher made some groups and gave a task. There were some students that did not bring the paper. The students that did not bring the paper become a group. The teacher said “ Ok, kemarin kalian sudah mencari vocabnya sudah, kata-kata sulit nya sudah dikerjakan. Now, look at the text “The Legend of Malin Kundang” The teacher gave the time to the students to answer. The teacher explained about the text structure of narrative text and asked the students to find the text structure of narrative text from the story “The Legend of Malin Kundang”. The teacher wrote some questions on the whiteboard. From the questions, the teacher explained one by one and asked the students if they had problems when they did the task. The students that did not bring the material was doing their task out of the Class. The teacher said “ Tolong ini nanti dikerjakan kemudian saya akan memberikan waktu untuk kalian untuk mempresentasikan di depan!” The teacher asked the students to present by using Indonesian because the teacher wanted to know about the students’ understanding of a text.

The teacher observed the process of discussion and checked the group one by one. The group that had finished their task, one of them showed their task to the teacher. After that, the presentation was held. The first presentation was presented by Joko’s group. Because Joko did not join to do the task, so he presented their task was not clear. The teacher asked the other member of Joko’s group to explain their task again. The presentation was continued. There were only three groups that presented the task because the time was done. The teacher made a conclusion. The

teaching learning process was done. The teacher asked the leader of the Class to close the meeting by using English instruction. The teacher and the students were praying together. The teacher said “Wassalamu’alaikum Wr. Wb”

Reflection:

The problems that were faced by the teacher were that the Class was not active, the condition of the Class was very noisy. The teacher used a text as the media. During the discussion, the students did the task, but some of them did not discuss the task. The discussion ran for long duration. The teacher asked the student to discuss the generic structure, but they retold the story by using Indonesian. The student that presented the result was very slow. There was nobody that received the presentation. The teacher gave suggestion to use English, but the teacher decided to use Indonesia when they presented the result.

The media that were used by the teacher was whiteboard and text. The teacher did not use the variation of media.

e) Field Note 5

Code : FN/OBS/05
Topic : Recount text and Narrative text
Teacher : Dra. Murtiningsih
Class : X- Social 2 (25 students)
Time : Wednesday, May 3rd 2017, at 07.45 – 09.15

Teaching learning process was started with a greeting. The teacher checked the attendance first, and gave some question to the students. Most of the students could not answer the question. The teacher asked the students to present about the task at the last meeting. The task was translating and answering the question about recount text from the student’s worksheet book. Every group consisted of three students. The group had different text. Every group presented their translation task in front of the class. All of the members of the group had to present the task, two students read the translation product and a student presented the answer to the questions from the text. The condition of this Class was very

noisy, so for starting the presentation needed more time. The presentation was held, the students read their translation and answered the question from the students' worksheet book. Because the condition was very noisy, the teacher just gave feedback for the group that presented their task. The teacher asked the students to collect the task after they presented it.

The teacher asked a student to clean the whiteboard. The teaching learning process was continued with the next material about narrative text. She said "Today, we will continue about narrative text, and what is about narrative text?" There were the students that answered the teacher's question. The teacher wrote on the whiteboard and gave question again "What is narrative text?" but the students were still silent. The teacher gave question again "What is the communicative purpose of narrative text? Do you know narrative text? What kind of narrative text? Please mention it!" A student said "Holiday in Parangtritis beach." The teacher said that the story was recount text. The other students did not answer the questions. So, the teacher gave a clue "Narrative is legend, mitos. Ok, please mention it. Ada snow white, ada Nyi Roro Kidul. Please mention it!"

The teacher gave question the students randomly, but there were students that could answer the questions. The teacher wrote some material on the whiteboard, and asked the students about the social function and generic structure of narrative text and compared that with another genre text. But, the student did not understand and just listened the teacher. Time was up. The teacher asked the students to learn the narrative text that entitled "Telaga Warna" and closed the meeting.

Reflection:

The problems that were faced by the teacher in the teaching learning process were method, media, and material. During the teaching learning process, the teacher asked the students to answer the questions that were made. The Class was very noisy that disturbed the teacher when explained the material. Most of the students could not answer the questions. So, the teacher had to give the question to the other students and explained the answer by herself. The teacher continued the teaching learning process

with the presentation. Because the Class was very noisy for beginning the presentation wasted time.

The teacher used the students' worksheet book and whiteboard as the media. The problem of using whiteboard was that the students did not interest, that proved the students made the condition the Class was noisy. The material that was presented by the students is recount text. The recount text that was presented by every group was different. Because the other students did not pay attention to the presentation, so the teacher just gave feedback to the group that presented the result. It can cause the students' understanding is different.

After the presentation, the teacher asked the students to collect their results. In this meeting, the teacher continued with narrative text by asking some questions, but the students could not answer.

f) Field Note 6

Code : FN/OBS/06
Topic : Recount Text
Teacher : Dra. Murtiningsih
Class : X- Social 1 (25 students)
Time : Wednesday, May 3rd 2017, at 11.00 – 11.45 & 12.15 – 13.00

Teaching learning process was started with a greeting. The teacher checked the attendance first and gave some question to the students about the last material. Some students could answer the question. The teacher asked the students about the task that was discussed in the last meeting. The teacher asked the students to present their task in front of the class. There were six groups. The task was about to translate and answer the question. The teacher asked the students to use English when they explained in front of the class. The task was different each group that was taken from the students' worksheet book.

The teacher invited the first group to present their discussion in front of the class. The teacher asked the students for using English to open the presentation. The students tried to use English, although the pronunciation

was still wrong. The students presented the translation by reading English text first than reading the translation sentence by sentence. When the presentation was done the teacher asked the other students to give question for the group. Some students were active to give a question without pointed by the teacher. But, the questions were almost same. The questions usually about the genre text, main idea of the paragraph, and the purpose of the text.

The group that presented their discussion had to answer the questions orally. When the group wanted to answer the questions, the member of the group discussed the question too long in front of the Class and asked the teacher about the answer. The time of the break and praying Dhuhur had come, so the discussion would be continued after 12.15 o'clock.

The discussion would be continued for the second group. The presentation was started at 12.30 o'clock. The second group was invited to present their results in front of the Class. After, the presentation and answered the question had finished, the teacher invited the third group to present their task, but time was up, so the teacher closed the meeting and asked to the students to continue the presentation at the next meeting.

Reflection:

The presentation was held actively. During the presentation, the group that had presented their material invited the other groups or students to give a question. There were not variation questions. The group that presented the material discussed the question in front of the class and it was taking a long time. When the students answered the question, they could not answer using English, so they asked the teacher about the answer by using English. And they asked the teacher that the answers were true or false. The discussion was active, but many students did not pay attention to the presentation. This meeting was only two groups that presented their material.

The materials were recount text. The materials that were discussed by every group were different, so the students had to pay attention during

the presentation. In fact, there were many students that did not pay attention during the presentation. It can cause the students' understanding about the material were different.

The teacher used the student's worksheet book as the media is simple, because all students have the book. The student's worksheet is made by herself.

g) Field Note 7

Code : FN/OBS/7
Topic : Narrative Text (“Telaga Warna”)
Teacher : Dra. Murtiningsih
Class : X- Science 1 (28 students)
Time : Wednesday, May 3rd 2017, at 13.00 – 14.30

Teaching learning process was started with a greeting. The teacher checked the attendance first. The teacher said that the day they will be learning about narrative text. The teacher gave some questions about the definition of narrative text, the communicative purpose, and the generic structure. The students could not answer the question, so the teacher gave explanation about narrative text and gave some clues. The teacher said “Ok, kita kemarin sudah mempelajari recount text, sekarang kita akan mempelajari narrative text. What is narrative text? What is the communicative purpose of narrative text? What is the generic structure of narrative text? Ok, open your book page 40, 41, and 42 please look the title, itu judul apa? Apakah fabel, mitos, atau legend?” Some students said fabel and legend. Then the teacher asked “what is legend?” the students could not answer and the teacher wrote on the whiteboard about narrative text. The teacher explained about the communicative purpose and generic structure of narrative text.

The teacher asked the students to read “Telaga Warna” The teacher asked the students to analyze the generic structure of “Telaga Warna”. The teacher did not give more time for the students doing the task and asked the students about orientation, complication, and resolution of the text.

There was a student that answered the question by reading the text. The teacher gave feedback and asked the students to make a question about the “Telaga Warna” by using question word. The teacher gave an example to make a question using question word. The teacher also asked the students to give the answer about the question. The students were active, but the questions that they made were not correct. The teacher gave the homework to translate the text page 41 and 42, and then closed the meeting by using Hamdalah and prayed before going to home.

Reflection:

The problems that were faced by the teacher in the teaching learning process were that the students were not active, during the teaching learning process, the teacher gave some questions to the students. The teacher used whiteboard and students’ worksheet book as the media. There were varied media. The material that would be discussed were narrative text, generic structure and the communicative purpose of narrative text. By using an example of narrative text “Telaga Warna” the teacher can relate the story with the generic structure and the communicative purpose. In fact, the teacher gave the students limited time, the teacher asked the students about the generic structure of narrative text, a student answered by reading students’ worksheet book. The teacher gave students to make question about the legend of “Telaga Warna” by using question words. But, the students that were pointed to wrote their result on the whiteboard, there was no question that is correct, the questions was ungrammatical.

h) Field Note 8

Code : FN/OBS/08
Topic : Narrative Text (The Legend of Malin Kundang)
Teacher : Hatifah Sulistyorini, S.Ag
Class : X- Agama (24 students)
Time : Monday, May 8th 2017, at 13.00 – 14.30

The teacher came to the Classroom and said “Assalamu’alaikum Wr.Wb.” The teacher checked the attendance first. Because the teacher asked the students to learn about narrative text in the last meeting. The

teaching learning process was begun with some questions about narrative text. And the teacher asked the students about the generic structure of narrative text. The students could not answer the question. Then the teacher wrote the generic structure on the whiteboard, then gave deep understanding about narrative text in detail.

After this, the teacher gave one example about the narrative text that came from West Sumatra entitled “The Legend of Malin Kundang” The teacher made interaction with the students about the content of the story. And asked one of them to mention about anything which is contained in the story. First, the students could mention it by using Indonesian then the teacher asked the students to translate it by using English. The teacher asked to use dictionary.

Then the teacher asked the students to make a small group consist of four students in each group. Every group would be given a sheet of paper by the teacher. The paper contained some questions to identify the generic structure of the text entitled “The Legend of Malin Kundang” After the task was done, the teacher asked that every group was required had to one person to present in front of the class or just stand up and explain their result of the discussion. After the presentation had done, the teacher gave a comment about the result and the teacher gave suggestion for the students to use their own word not same with the text. In the section, the teacher asked the other groups to give comment about the presentation, but no one gave the comment. Then, the teacher invited the next group. There were only two groups that presented the result because the time was up.

In the last section, the teacher explained about the result of the discussion of the text. And the teacher gave homework to the students to find the moral value that was contained in the text, after the students find the moral value the students have to answer the question that had been given on a piece of paper by using English. The teacher closed meeting with asked the students to pray together, then the teaching learning process was finished.

Reflection:

The students could not answer the questions that were given by the teacher. The teacher asked the students to discuss the story of “The Legend of Malin Kundang”. The discussion was running long. Some students did not give contribution to the discussion. When the students presented their results, the students just read the text, and did not use their own word. The teacher used the text of “The Legend of Malin Kundang”, whiteboard and dictionary as the media. The media are appropriate with reading text, but the teacher did not use variation media. The material that was used was “The Legend of Malin Kundang” is correct because the students knew the story very well. The students could explain the story very well. But, the students did not have the mastery the vocabulary well. Because of that, when the teacher asked the students to tell the story by using English, nobody could explain it. And the Class was silent. When the teacher asked the students to discuss the generic structure of the text, the students looked for the difficult words in the dictionary one by one, Its wasted time. Because of that, there were just two groups that presented their results. The students paid attention to the presentation, but nobody that wanted to gave feedback.

i) Field Note 9

Code : FN/OBS/09

Topic : Daily test

Teacher : Hatifah Sulistyorini, S.Ag

Class : X- Social 3 (20 students)

Time : Tuesday, May 9th 2017, at 11.00 – 11.45 & 12.15 – 13.00

Because the teacher had another agenda, the teacher asked the duty teacher for giving a daily test. The duty teacher gave instruction to the student and distributed the paper of the daily test question. The daily test had to be done on a piece of paper and submitted to the teacher after the Class finished. The duty teacher left the students to do the daily test. The researcher observed the daily test process. The Class was so noisy because

the teacher could not come in this class. Some students were doing the task by talking and discussing with their friends.

Reflection:

Because the teacher did not come. The class was very noisy. There was nobody that was doing the daily test by his/herself. Many students did not do the test and just wanted to cheat the friend. Some students used cell phone to open google translate.

j) Field Note 10

Code : FN/OBS/10

Topic : Narrative text (Telaga Warna)

Teacher : Dra. Murtiningsih

Class : X- Social 2 (24 students)

Time : Wednesday, May 10th 2017, at 07.45 – 09.15

The teacher came to the Class and said “ Assalamu’alaikum Wr. Wb” The teacher started this meeting by making English situation. The teacher checked the attendance. The teacher mentioned the students’ name one by one and gave a question to the student that was called. The students did not respect with the teacher. When the teacher gave a question they used the questions as a joke. The students could not answer the question and just kept silent. Because of that, the teacher gave the questions to all students, she said “Ok, what is the communicative purpose of narrative text? tujuan komunikatif narrative text itu apa?” The student could not answer so the teacher explained the communicative purpose of the narrative text by herself. Then, the teacher asked about the generic structure of narrative text “Ok, the generic structure of narrative text, who knows?” A student raised her hand and answered the question correctly. Then the teacher repeated again with all friends.

The teacher asked the students to analyze a text about the generic structure of “Telaga Warna”. Before that, the teacher asked the student to retell the story of “Telaga Warna”by using Indonesian. The teacher pointed the students randomly, but the student just read the translation of the text. Because of that, the teacher asked the student to read deeply after

that the student explains the story by using her own word. The teacher waited the student to tell about the story and came close to the student. The other students were very noisy. The teacher did not feel satisfied because the student could not understand about the story. The teacher pointed to another student to retell the story again. The student could not retell so the teacher came close to him and checked his translation. The student did not do the homework and the teacher asked all students who did not do the homework. Because many students that did not do the homework the teacher gave a time for doing students' homework in the classroom and checked the students' homework one by one. The teacher was angry because the students underestimated with their task. The teacher said "Saya gak mau tau besok pagi harus dikumpulkan ke meja saya, di meja guru." For the students that finished their homework, the teacher asked them to try making a question about the story of "Telaga Warna". The teacher gave an example of making question.

The condition of the Class was not conducive. The teacher checked and came close to the students during they did the homework in the classroom. The teacher found the students that searched the Indonesian version of the story. The teacher warned the students to translate not to search from the internet and google translate. The student could not finish their homework in the classroom. Time was up. The teacher asked the students that the task had to be done and collected to the teacher. The teacher gave homework for the student to analyze the generic structure the story of "Telaga Warna".

Reflection:

The problems that were faced by the teacher in the teaching learning process were that the students were noisy, the students could not answer the teachers' questions. The teacher used the legend of "Telaga Warna" and the students' translation as the material. The teacher hoped that the meeting the students can analyze the generic structure of the text, and The present the result. But, in reality, most of the students did not do the homework to make translation of the legend of "Telaga Warna". During

the time, the teacher just asked the students to do the homework in the classroom. The process of teaching learning was disturbed. The laziness students make the teaching learning process was not appropriate to the teacher's planning.

k) Field Note 11

Code : FN/OBS/11
Topic : Recount text
Teacher : Dra. Murtiningsih
Class : X- Social 1 (26 students)
Time : Wednesday, May 10th 2017, at 11.00 – 11.45 & 12.15 – 13.00

The teaching learning process was started with a greeting. The teacher checked the attendance. first The teacher asked the student to continue the presentation at the last meeting. The situation of this Class was noisy, so the teacher asked the student to keep silent. The presentation was started by greeting, explaining the translation of recount text, discussion, and closing. When the students translated the text the student had to read English text sentence by sentence first, then they could read the translation. In the discussion section, the presentator invited the other students to give some questions about their material that presented. The group that presented the material had to discuss the question from their friends in front of the class and answered orally. There were four groups presentation at this meeting.

The first presentation was third group. There were three members in the group. Before the time of the break, there was only one group that presented their material. And after the time of the break there were three groups presentation that presented their material. When the last group presented their material and invited their friends to gave the question for their group, the bell had rung, so the teacher stopped the presentation and asked the group for closing the presentation. The teacher closed the meeting.

Reflection:

The problems that were faced by the teacher were the Class was very noisy. During the presentation the students explained the result well, but the other students did not pay attention. The students tried to read English text, although some words were not appropriate with pronunciation. The discussion was active. But, the students gave question rarely same. The presenters had to discuss in front of the class that could waste time. The presenter also asked the teacher what the correct answer. It can make the students are not confident.

The teacher used the students' worksheet book as the media. The material was recount text, that every group had a different theme of recount text. Because the material was different and the students did not pay attention to the presentation, it can make the students' understanding is different. Because of the time is limited, the last groups did not have a discussion section.

1) Field Note 12

Code : FN/OBS/12
Topic : Narrative text (The Legend of Malin Kundang)
Teacher : Hatifah Sulistyorini, S.Ag
Class : X- Social 4 (21 students)
Time : Wednesday, May 10th 2017, at 13.00 – 14.30

The teacher came to the classroom and saying “Assalamu’alaikum Wr. Wb” The teacher checked the attendance then reviewed about the last material (narrative text). The teacher said “ Ok, what is the social function of narrative text?” Some students opened the last material and said “to entertain” The teacher give feedback that the social function of narrative text is to entertain or amuse the reader and listener but that is the common social function. The teacher said “Social function harus dikaitkan dengan text yang kita baca atau dengar, kalau to entertain itu masih sangat umum, jadi harus dikaitkan dengan textnya” After that, the teacher asked the students to make a question or ask the difficulties of the material. Because nobody asked to the teacher, the teacher asked the students about the text

structure of narrative text. The students answered about the text structure of narrative text.

The teacher said “To understand about narrative text there were some question, sekarang siapkan selembar kertas” The teacher distributed some papers for the students and asked them for doing the daily test. During the daily test, some students asked their friends, but the teacher reminded for doing by themselves. The daily test was not conducive because some students still cheated the other students.

The students that had finished their daily test had to collect their papers to the teacher. The teacher reviewed about the test and closed the meeting by saying hamdalah and praying before they went to the home.

Reflection:

The daily test was not conducive, there were some students that cheated to the other students. The teacher had problems to manage the students that cheated. When the teacher left the Class. Some students utilized the time to cheat their friends.

m) Field Note 13

Code : FN/OBS/13
Topic : Narrative text (The Legend of Malin Kundang)
Teacher : Hatifah Sulistyorini, S.Ag
Class : X- Agama (22 students)
Time : Monday, May 15th 2017, at 13.00 – 14.30

The teacher came into the classroom and said “Assalamu’alaikum Wr. Wb” then checked the attendance first. The teacher asked the students about the last material. The teacher asked the students to open the text that had been discussed in the last meeting. Then, the teacher asked about the generic structure about narrative text. The students said simultaneously about the generic structure of narrative text and explained about the orientation. The teacher gave questions about the main participant of the story of The Legend of Malin Kundang The teacher pointed a student and said “Tokoh didalam cerita itu siapa saja? Tokoh utamanya siapa? Yang lainnya siapa?” The student did not answer the teachers’ question, so the

teacher asked the other students to answer the question. A student raised her hand and answered that Malin Kundang is the main participant. The teacher discussed the participant in the text, those were Malin Kundang, beautiful woman (Malin Kundang's wife), merchant. The teacher discussed the time of the text (a long time ago) and the Class was West Sumatra. The teacher explained about the complication and resolution from the story of "The Legend of Malin Kundang".

The teacher gave questions about the complication, the problem that was faced by Malin Kundang. The students answered "Hidupnya susah, merantau, perampokan, durhaka." The teacher gave feedback and asked about the resolution, the students answered the question quickly. The teacher said "Didalam teks Malin Kundang apakah ada Codanya, pesan moralnya apakah tertulis atau tidak" The students answered that moral value was not in the text so they had to find by themselves.

The teacher gave some questions for the students to remember the story of "The Legend of Malin Kundang". The teacher retold the story of "The Legend of Malin Kundang". The teacher gave the chance for the students to give question about The Legend of Malin Kundang. But nobody gave question to the teacher, so asked the student to open the next page (page 117), there were ten questions about the text and asked them for did the test in the a piece of paper. The teacher used English, so some students could not understand the instruction. The teacher said "Untuk kali ini no dictionary!" The test was individual test. The students did the test, some students asked the others students. The students discussed the question and translate the question first. The students walked around the Class and checked the students. The teacher warned them, "Do by yourself!" The students that had finished their test had to collect the paper to the teacher.

The teacher wrote on the whiteboard about the homework and asked the students to collect the homework in the teacher's desk. The teacher asked the student to pray together and say goodbye.

Reflection:

During the teaching learning process, Some students were active. The problems that were faced by the teacher were some students did not understand with the teachers' question. The students that active just no more 10%. The teacher gave instruction using English and some students did not understand about the instruction. The teacher used text book and whiteboard. The textbook that was borrowed from the library, there were eighteen. So, there were four students that must use the textbook with the seatmate. When the students did the task, some students asked the other students and cheated.

n) Field Note 14

Code : FN/OBS/14

Topic : Narrative text ("Telaga Warna")

Teacher : Dra. Murtiningsih

Class : X- Science 3 (31 students)

Time : Tuesday, May16th 2017, at 11.00 – 11.45 & 12.15 – 14.30

The teacher came to the classroom and said "Assalamu'alaikum Wr. Wb" The teacher checked the attendance and asked the students' circumstances. The teacher said "Today, we will start about narrative text, before we study about narrative text, please mention the kind of the text!". The teacher pointed the students to answer the question with randomly. The students could not answer the question, so the teacher gave a clue and said "recount" Because of that, the students could mention some kinds of text. The teacher wrote on the whiteboard and give question "what is narrative text, do you know about narrative text?" Any students that answered "narrative text is legend, mitos, fabel" Then, the teacher asked the students to open the student worksheet book page 40. The material was a story of "Telaga Warna" and the teacher gave question what is legend? But the students did not answer the question. The teacher asked about the communicative purpose and generic structure of narrative text. Because the students had opened the students worksheet book, they answered by reading the book. Then, the teacher asked the student to analyze the generic structure of the legend of "Telaga Warna". The teacher gave an

example of doing the task. Then, the teacher asked the students randomly to answer the generic structure of the legend of “Telaga Warna”. The students answered freely and the teacher gave feedback about the correct answer. When the teacher explained about the generic structure some students were lazy and sleepy.

The teacher asked the students to make a question about the text by using question word. The students did the task, but the situation of Class was not conducive. The teacher gave ten minutes for the students to make a question and asked the students to write the question on the whiteboard. There were six students that wrote the question on the whiteboard. Because of the time for praying Dhuhur had come, the teacher and students stopped the teaching learning process and continued after the time of the break. The teaching learning process was continued and the teacher asked the students to look the whiteboard. The teacher discussed one by one the questions that were made by the students. And asked another student to correct the question that was made. But, some students did not give attention. From the six questions that were made, just only a question that was correct. The teacher asked the other students to answer the question on the whiteboard. The teacher asked the students to answer the question in the students’ worksheet book page 40.

Then the teacher asked the student to analyze the activity 2 (The Lost Catterpillar). The teacher said “Please, analyze the text activity 2, tolong dibaca bacaan, have you difficult word on the text?”. Because of the time was up, so the teacher asked the student to do the task as homework and asked to translate the story of “The Lost Caterpillar” into Indonesia.

Reflection:

Teachers’ problems in the teaching learning process was the condition of the Class was noisy. The Class was active, although some students made noises. The teacher gave task to make questions from the legend of “Telaga Warna”, the students that pointed to write on the whiteboard, they did not immediately do the task. When the teacher

discussed the questions that wrote on the whiteboard, some students did not pay attention. There were six questions that wrote on the whiteboard and just only one question that was correct.

The teacher used the students' worksheet book and whiteboard as the media. The material was "Telaga Warna". The materials that had been discussed in the last meeting, the teacher asked to make a question. But When the teacher explained the correct questions that were made, the teacher just made the correct question without explaining how to make the questions.

o) Field Note 15

Code : FN/OBS/15

Topic : Narrative text (Telaga Warna)

Teacher : Dra. Murtiningsih

Class : X- Science 2 (32 students)

Time : Tuesday, May 16th 2017, at 13.00 – 14.30

When the teacher came, the students were not ready to follow the teaching learning process. Some students came late to the classroom. The teacher waited until the students entered the room. The situation of the Class was very crowded. The teacher walked in the center of the Class and greeted the students. The teacher asked the students about their feeling. The teacher started to explain the material by saying " today, we will learn about narrative text. Before we learn about narrative text, please mention the text you know?" No one answered the question, so the teacher gave some clues by mention some kind of texts, so the students would link with their knowledge in the past. During the teaching learning process, there were some students that permitted to go toilet. Because there were not students that answered the teacher's question, the teacher asked the students to open the students' worksheet book page 40, 41, and 42.

The teacher asked the students to look the title of the text at page 40 until 42. The teacher gave a question " What is Telaga Warna, Tangkuban Perahu, Banyuwangi, Surabaya?" Some students actively mentioned the other Class. The teacher explained about the kind of narrative text. The

teacher asked about the communicative purpose about narrative text, and wrote on the whiteboard and said “to entertain or... entertain or... amuse the reader or listener” And the teacher asked about the generic structure of narrative text. The teacher wrote the generic structure of narrative text in the classroom and explained it to the students.

The teacher asked the students to read “Telaga Warna” The teacher compared the generic structure of narrative text and recount text, the teacher said “ada evennya, kalau ada evennya itu apa ta?” . The students were answering “ada” The teacher gave feedback that recount and narrative were different. The teacher asked the student to read again the text about “Telaga Warna”. The teacher explained the generic structure of some kind of texts. The teacher asked the students to analyze the generic structure of “Telaga Warna”. The teacher did not give more time for the students to do the task and asked the students about orientation, complication, and resolution of the text. There was a student that answered the question by reading the text. The teacher gave feedback and asked the students to make a question about the legend of “Telaga Warna” by using question word. The teacher gave an example to make a question using question word. The teacher also asked the students to give the answer about the question. The students were very crowded when doing their tasks.

The teacher walked around the Class to check the students what did they do. There were two students actively wrote the task on the whiteboard. And the other students that were pointed by the teacher were not ready and before they wrote on the whiteboard they asked to the teacher first and asked the teacher to correct the task. The teacher discussed the students’ answer and asked the student to translate the text page 41 and 42. The teacher asked the students to find the difficult word. The teacher closed the meeting by saying hamdallah.

Reflection:

The problems that were faced by the teacher were the class was very noisy, the teacher could not manage the Class, there were some students

were not ready to follow the teaching learning process. The students could not answer the teachers' questions, so teachers must explain by herself. The teacher gave a task for the students to make a question using question word from the legend of "Telaga Warna". Before the students wrote on the whiteboard the students asked the teacher first, that the question is true or false. The teacher gave the questions. It can make the students were not confident with their ability. The teacher used the students' worksheet book and whiteboard as the media. The material about "Telaga Warna" was discussed in the last meeting before, so the students had known about the material.

p) Field Note 16

Code : FN/OBS/16
Topic : Narrative Text (Telaga Warna)
Teacher : Dra. Murtiningsih
Class : X- Social 2 (24 students)
Time : Wednesday, May 17th 2017, at 07.45 – 09.15

When the teacher came to the Class, the Class was noisy, so the teacher waited the students to keep silent. The teaching learning process was started with a greeting. The teacher checked the attendance and asked about their homework. The teacher reviewed the last material. The teacher gave question "What is the communicative purpose of narrative text?" The teacher pointed a student based on the students' presence, but no one answered. The teacher explained the communicative purpose of narrative text.

The teacher said "What the meaning of amuse? Do you know Timun Emas? Folk story Timun Emas, Kancil Nyolong Timun, Keong Emas," The students answered that they knew about the story. The teacher explained the communicative purpose of narrative text by using Indonesian. Then the teacher asked about the generic structure of narrative text. The students answered the question and the teacher gave feedback. The teacher asked the students to open page 40, and gave some questions. There were eight questions. The first question was please mention the

orientation of the text?. The teacher pointed one student and asked him to answer, but he could not answer.

The teacher explained about the orientation about narrative text. The second question was who is involved in “Telaga Warna”. A student answered that Prabu was involved in “Telaga Warna”. Then the teacher pointed a student and give question “What happened with Prabu?, Who was the character of Prabu?” The student answered by using Indonesian, so the teacher said “Please, speak in English!” The teacher gave questions about the princess in the story of “Telaga Warna” and asked the students to retell the story by using their own words. But the students just read their translation. The teacher gave advice to their students, and warned the students that did not want to learn in the classroom. The teacher pointed some students to retell the story of “Telaga Warna”.

The teacher gave the student task to find the problems and the problems solving of the story of “Telaga Warna”. The students made the Class was very noisy. The the teacher sat on the chair and said “Tolong dari bacaan itu dicari apa masalahnya dan penyelesaiannya seperti apa!” The teacher gave the time to the students to do the task. The teacher asked the student “ Do you have finish?”, and walked around the class to check the students’ task. The teacher gave an example about the problem, the first problem was Prabu did not have a child and asked the students to resolve the problems. The teacher said “Masalah yang kedua apa?” The students answered that Prabu had a childish daughter and the problem solving was giving the daughter what is she wanting. The teacher asked again “Ada lagi” The students answered “Kalung emas yang dibuang” and the problem solving was the society cried and made “Telaga Warna”.

The teacher asked the students to translate the problems and solutions by using English. Then the teacher asked the students to make question from the text by using question word. The teacher gave an example first. The teacher invited the students randomly to write their questions on the whiteboard and gave feedback, discussed with the students. Because the time was up the teacher closed the meeting.

Reflection:

The problems that were faced in the teaching learning process were that some students were very noisy. The teacher gave some questions for the students about narrative text, but the student did not answer the question. The teacher also asked the student to retell the story of “Telaga Warna”, the students just read the translation that they do as the homework. Some students did not understand about the text. So, the teacher gave question to the students about the problems and the solving of the text. The teacher asked the students to make a question by using question word, some students did not know about question word that had to make. The teacher used a whiteboard and students’ worksheet book as the media. And the material was the story of “Telaga Warna”, the teacher did not discuss the other stories.

q) Field Note 17

Code : FN/OBS/17
Topic : Narrative text (Telaga Warna)
Teacher : Dra. Murtiningsih
Class : X- Social 1 (23 students)
Time : Wednesday, May 17th 2017, at 11.00 – 11.45 & 12.15 – 13.00

The teacher came to the Class and said “Assalamu’alaikum Wr. Wb” The teacher checked the attendance. The Class was very noisy, the teacher pointed a student to answer a question. The teacher said “Mbak Aulia, please mention the kind of the text, do you know?” The student could not answer, then the teacher asked another student with different questions. The question was the communicative purpose of recount text. The student could not answer so the teacher pointed to another student to answer the question. But, the student could not answer, so the teacher offered the question to all of the students. The students answered the question with a link.

Then the teacher pointed a student and asked about the generic structure of recount text. But the student could not answer. Then, the

teacher said “Who knows?” Some students enthusiastically raised their hands and wanted to answer the question. The teaching learning process continued with some questions, those were the generic structure of descriptive text, the communicative purpose of descriptive text, the communicative purpose of report text, the communicative purpose of narrative text, the generic structure of the narrative text. The students were active. Then the teacher wrote on the whiteboard about narrative text that had been mentioned by the students, the communicative purpose and generic structure of narrative text. The teacher said “What do you know about narrative text?” The students mentioned some fiction stories. The teacher explained some titles of narrative text. The teacher asked the students to open the students’ worksheet book page 40. The teacher asked the students to analyze the story of “Telaga Warna” and find the difficult word.

The teacher walked around and checked the students that did the task. Some students asked to the teacher about the difficult word. The time was up then the teacher closed the meeting.

Reflection:

The problem during the teaching learning process were the students could not answer the teacher’s question. The teacher had to ask another student and often answer the question by herself. The students’ worksheet book and whiteboard are used as media. The material is the story of “Telaga Warna” is very interesting, but the most of the students did not know about the story. When the teacher asked the students to analyze and find the difficult word, the students find a lot of difficult words, and for analyzing the text the students must translate the story sentence by sentence. It wasted the time, until the time was up the students could not finish their task.

r) Field Note 18

Code : FN/OBS/18

Topic : Daily test (Narrative text)

Teacher : Hatifah Sulistyorini, S. Ag

Class : X- Agama (24 students)

Time : Monday, May 22th 2017, at 13.00 – 14.30

The teacher came the Class. The teaching learning process was started by greeting. The teacher asked the students to do a daily test about narrative text. The teacher asked the students to do the test on a piece of paper. Some students asked the other students about the test, the teacher warned the students that they had to do the test by themselves. The students that finished the test had to collect their test in the teacher's desk. The teaching learning process was done. The teacher asked the leader of the class for guiding to pray. The teacher closed the meeting by saying Hamdalah.

Reflection:

The problems in the daily test were the Class was very noisy, some students cheated their friends.

s) Field Note 19

Code : FN/OBS/19

Topic : Daily test (Narrative text)

Teacher : Dra. Murtiningsih

Class : X- Science 3 (24 students)

Time : Tuesday, May 23th 2017, at 11.00 – 11.45 & 12.15 - 13.00

Teaching learning process was started with a greeting. The teacher checked the attendance first. After that, the teacher said that today there would be daily test. The teacher divided the Class into two groups. The students that had odd were doing the daily test first and the students that had even would do the daily test after the time of the break. The teacher distributed the question and gave instruction. The question was divided into 2 parts. The question was analysis on the generic structure and some questions about the content of the text. The test was conducive although there were some students asked for their friends. The second section, the student that had even number was doing the test. The teacher explained the instruction of the test. During the daily test, the students could not cheat their friends because the teacher walked around the classroom.

Reflection:

The problems in the daily test were the Class was very noisy, some students cheated their friends.

t) Field Note 20

Code : FN/OBS/20
Topic : Daily test
Teacher : Dra. Murtiningsih
Class : X- Science 2 (32 students)
Time : Tuesday, May 23th 2017, at 13.00 – 14.30

Teaching learning process was started with a greeting. The teacher checked the attendance first. After that, the teacher said that today there would be daily test. The teacher divided the class into two groups. The students that sat on the left side would do the test first. During the test, the teacher walked around the Class to check that the students did the test. Some students opened the student worksheet book when the teacher did not look at them. Some students asked with their friends about the answer to the question. The test is about to find the generic structure of recount text and some questions about the content of the text. The bell was ringing, the students that sat on the right side entered the Class and did the test. The meeting was done and the teacher did closing.

Reflection:

The problems that were faced by the teacher were some students did not understand about the instruction, so the teacher must repeat again and again about the instruction. Some students asked to the other friends. The researcher found there was a student that open the student's worksheet book when doing the test.

u) Field Note 21

Code : FN/OBS/21
Topic : Daily test (Narrative text)
Teacher : Dra. Murtiningsih
Class : X- Social 2 (24 students)
Time : Wednesday, May 24th 2017, at 07.15 – 09.30

Teaching learning process was started with a greeting. The teacher checked the attendance first. The teacher asked the students to save their book. The teacher then told the students that the exam time was coming. The teacher said that the daily test was just 45 minutes, but in fact the daily test was more than 45 minutes. The teacher said that the daily test was just 45 minutes but in fact the daily test was more than 45 minutes. Some students were not in the classroom so some students came late. The situation of the class was not conducive. There were some students that did not understand about the question on the test. Some students were using google translate during the daily test. Some students were talking with their friends in the daily test. There were some students that left the classroom without permission. The daily test was done and the teacher continued with other material “Present & Past Prefect Tense”

Reflective Note:

The problems that were faced by the teacher were some students did not understand about the instruction, so the teacher must repeat again and again about the instruction. There were many students that came into the classroom too late. They did not ask the teacher about the instruction, but they disturbed the other friends that were doing the test. The lazy students will have the greater possibility to copy or cheat their friend’s work. The teacher could not manage the classroom. Some students were using google translate.

INTERVIEW TRANSCRIPT

Interview Transcript

Code : PR-INT/T1/01
Topic : Pre-Research Interview
Informant : Dra. Murtiningsih
Place : Classroom (X-Science 3)
Time : Thursday, October 6th 2016, at 11.20

The researcher came to the classroom and follow to observe another student from IAIN Surakarta that was doing the field practice in the teaching learning process in the classroom. The researcher made a conversation with the teacher during the time.

- R : Bagaimana bu cara mengajar mbak Della?
- T1 : Bagus mbak ada variasinya, manajemen kelas juga lumayan.
- R : Disini menggunakan kurikulum 2013 ya bu?
- T1 : Iya.
- R : Bu, menurut ibu bagaimana pendapat ibu mengenai kurikulum 2013?
- T1 : Menurut saya, kurikulum 2013 itu sama saja mbak dengan KTSP. Kalau di KTSP kan ada EEK, K13 itu ada 5M. EEK dan 5M itu hampir sama.
- R : Menurut Ibu sendiri bagaimana penerapan K13 di sekolah ini?
- T1 : Bagaimana ya mbak, K13 itu mengharuskan siswanya aktif sedangkan kondisi siswa disini itu ya... bisa lihat sendiri lah mbak.
- R : Kalau mbak Della pripun nggih bu ngajaripun?
- T1 : Sudah bagus, manajemen kelasnya paling bagus diantara teman yang lain mbak.
- R : Oh iya bu, masalah yang ditemui itu apa bu?
- T1 : Ya siswanya mbak, kesulitan dalam mengajar siswa disini mbak.
- R : Iya bu, terima kasih.

Interview Transcript

Code : PR-INT/T2/02
Topic : Pre-Research Interview
Informant : Hatifah Sulistyorini, S.Ag
Place : Library
Time : Friday, February 9th 2016, at 08.30

The researcher met the headmaster of MAN 1 Karangnom Klaten, and asked to do research in the school. The headmaster recommended to meet the Deputy headmaster of school Curriculum areas, the head of administration, and Deputy headmaster of Public Relation to require permission for doing research. The head of administration gave permission and asked to meet the English teacher first. If the English teacher gave permission, the researcher could conduct a research and had to submit a permission research.

R : Assalamu'alaikum bu, maaf mengganggu saya Diah Kusumaningrum dari IAIN Surakarta/

T2 : Ya mbak, ada apa? Dulu PPL sini ya?

R : Iya bu, Pamong saya Pak Samino.

T2 : O iya, pak Samino.

R : Bu kalau saya badhe izin penelitian untuk kelas 10 saget. Untuk melakukan observasi kelas.

T2 : Nanti mbak, saya ada jam di kelas agama.

R : Iya bu, ibu sendiri mengajar kelas apa saja nggih?

T2 : Kelas sepuluh Agama, IPS 3 sama IPS 4 mbak.

R : Begini bu, saya bermaksud melakukan penelitian untuk masalah yang dihadapi guru dalam pembelajaran di kelas sesuai dengan implementasi kurikulum 2013. Niatnya mau observasi dulu sekalian pre interview.

T2 : Dulu kan sudah PPL mbak, gak perlu observasi. Materinya apa ta?

- R : Narrative Text bu,
- T2 : O, narrative text masih lama mbak, besok kalau sudah masuk materinya saya kabari
- R : Jadi mboten perlu observasi bu, kalau mau observasi bisa tidak?
- T2 : Gak perlu mbak, kan sudah pernah obervasi kelas. Kegiatan belajar mengajar yo ngono kae mbak, besok saya kabari saja.
- R : Nggih bu, matur suwun. Mengenai masalah yang ibu hadapi saat ini dalam pembelajaran bahasa inggris itu bagaimana bu?
- T2 : Ya, bagaimana ya mbak,
- R : Mengenai masalah dalam penggunaan metode, media atau pemilihan materi bu sesuai dengan kurikulum 2013 niku pripun bu?
- T2 : Medianya mbak sangat terbatas sekali, seperti LCD, proyektor, itupun kadang bisa dipakai kadang tidak. Jadi kalau mau mengajar di kelas menggunakan media itu jadi males mbak.
- R : Kalau mengenai metode dan materi bu?
- T2 : Itu lebih kepada kondisi kelas mbak.
- R : Jadi, kondisi kelas sangat mempengaruhi nggih bu?
- T2 : Iya mbak, selain itu mbak. Laboraturium bahasa itu belum bisa digunakan, padahal disana ada LCD fasilitasnya lengkap. Dari dulu diperbaiki tapi belum jadi-jadi Di MAN itu beda mbak sama sekolah umum, soalnya tahun ini untuk kelas 1 itu langsung diterima, jadi nggak ada seleksi.
- R : Jadi langsung NEM gitu nggih bu?
- T2 : Iya mbak, semua yang daftar itu diterima.
- R : Dadose diterima semua? Mengenai kurikulum 2013 sendiri pripun nggih bu?

- T2 : Iya mbak. Kalau K13 menurut saya, kurikulum 2013 itu ekspektasi pemerintah itu terlalu tinggi tidak sesuai dengan kenyataan di lapangan. Mereka itu tidak melihat kenyataan yang ada di lapangan.
- R : Iya nggih bu, kalau untuk pelajaran bahasa inggris sendiri bagaimana?
- T2 : Jamnya kurang mbak sekarang untuk materi wajib hanya 2x45 menit dalam seminggu padahal bahasa inggris itu bahasa asing ya mbak, jamnya malah dikurangi. Mengajar bahasa asing itu padahal sulit
- R : Jadi, sekarang ini cuma dua jam seminggu nggih bu?
- T2 : Iya mbak, untuk wajib hanya 2 jam pertemuan seminggu itu sangat kurang. Yang untuk peminatan 3 jam mbak.
- R : Bu Hatifah mengajar kelas Agama, IPS 3 sama IPS 4 niku hari nopo nggih bu?
- T2 : Sebentar, saya lihat jadwal dulu mbak.
- R : Iya bu.
- T2 : Saya Senin jam kedelapan dan sembilan di kelas Agama, Selasa Jam enam tujuh di kelas IPS 3, IPS 4 rabu jam delapan sembilan.
- R : Kalau saya mau penelitian boleh di kelas apa bu?
- T2 : Kelas agama saja mbak.
- R : Nggih bu, satu kelas mboten nopo-nopo. Kalau minta hasil siswa angsal nggih?
- T2 : Ya mbak, tapi tidak semua kan?
- R : Terserah ibu mawon.
- T2 : Iya mbak, kelas agama saja.
- R : Kalau Bu Murti adanya jam kapan nggih bu?
- T2 : Selasa, Rabu ada mbak?
- R : Nggih suwun, nggih bu. Badhe pamit riyin.

T2 : Iya mbak.

R : Assalamu'alaikum

T2 : Wa'alaikumsalam

Interview Transcript

Code : INT/T2/03
Topic : Interview
Informant : Hatifah Sulistyorini, S.Ag
Place : Classroom (X- Agama)
Time : Monday, May 8th 2016, at 08.30

The teacher gave a task for the students and checked the students during doing the the task. When the teacher finished to check the students the researcher asked the teacher to do interview. The teacher gave permission and the researcher did free interview.

R : Bu, Menurut ibu permasalahan yang dihadapi dalam pembelajaran itu apa?

T2 : Seperti UNBK itu lo mbak, komputer banyak yang rusak.

R : pripun bu solusinya?

T2 : Ya, akhirnya juga bisa.

R : Pakai itu ya bu, UN nya itu gantian nopo?

T2 : Ya gantian.

R : Kalau di Karanganyar itu masih banyak yang menggunakan KTSP bu.

T2 : O, iya tapi kalau yang negeri harus, harus ikut anu, dari kemenag kan mengikuti. Sebenarnya kan, sakjane belum siap penuh, teknologinya itu.

R : Iya bu, kalau teknologi susah nggih bu.

T2 : Sekarang ini aturan buat guru juga beda mbak, katanya sudah tidak syarat admintrasi untuk sertifikasi. Tapi gak tahu itu berita benar atau bohong. Kalau dulu kan dituntut harus bikin karya tulis. Adminitrasi itu harus bisa guru sekarang. Sekarang ini guru juga mengurus administrasi. Sebenarnya

guru itu harus fokus kan ada tata usaha seharusnya yang ngurusi administrasi kan tata usaha. Kita Cuma, kalau nilai ya setor nilai. Nilai itu yang ngurusi kurikulum

R : Jadi administrasi itu yang mengurus kurikulum?

T2 : Kalau nilai rapot ya kurikulum, ngeprint nya di tata usaha. Biasanya kan itu tugasnya TU, kurikulum kan ada urusan tersendiri.

R : Apakah masih ada sistem dongkrak- dongkrak nilai itu bu?

T2 : Ya iya, Intinya tadi kan gak boleh kurang nilainya, kurikulum sekarang itu nilai harus baik. Anak itu tidak boleh tinggal kelas.

R : Kok bisa begitu nggih bu?

T2 : Kalau dulu kan gak bisa ngikuti harus tinggal kelas, sekarang tidak. Zaman SD itu dulu banyak sekali, saiki munggah sesuk ra munggah. Ada itu dulu kasus satu keals dengan saya itu ada 3 pasang kakak beradik yang satu kelas itu yang gara-gara kakaknya tinggal kelas berarti kan 6 orang.

R : Mengenai kenaikan kelas itu kadang ada kasus yang disuruh pindah kalau tidak naik, pripun nggih bu??

T2 : Ya, sekarang modelnya seperti itu tetep naik tapi disuruh pindah ke sekolahan yang agak kurang. Tapi itu tidak mendidik kan menyebabkan anak jadi gak punya greget. Sekarang itu juga ada program KIP itu lo, kadang itu tidak nyasar, ada tetangga itu yang gak punya gak dapat, dan orang yang masih dilihat mampu lah malah dapat.

R : Iya bu, ditempat saya itu anak lurah saja juga bisa dapat. Yang gak dapet itu biasanya Cuma PNS.

T2 : Kadang PNS pun kadang ada yang kurang lo mbak. Kalau dilihat yang pengusaha itu kan biasanya memang penghasilannya lebih besar. Tetangga-tetangga saya itu buat batu bata malah penghasilan lebih banyak itu malah entuk bantuan e. Sudah masuk kelasnya bu Murti.

R : Sudah bu, masuk kelas IPS2.

- T2 : Iya, IPS2 , IPS3, IPS 4 itu serinya tiga itu. IPS3 itu sih mending diskusi sih do gelem.
- R : Kok bisa gitu nggih bu?
- T2 : Jadi memang mungkin waktunya yang terbatas, karena memang anak kalau gak bagus disatu sisi tapi punya kelebihan di sisi lain, tapi kalau satu persatu diperhatikan waktunya yo gak bisa. Banyak yang bidang olahraga kayak yang IPS 1 kemarin ada yang olahraga memang sudah ikut tim olahraga ikut badminton.
- R : Sinten bu?
- T2 : Sandi namanya ikut Joko. Gak pernah ikut gak pernah masuk, lha kan isih anu terus di Jakarta, pulang-pulang pas kemarin AKSIOMA, ada even baru pulang suruh mewakili itu baru pulang.Ujian yang semesteran kemarin pulang pas AKSIOMA itu. Jadi setiap ada even itu sekalian ujian susulan.
- R : Mengenai penilaian afektif bu, bagaimana ibu melakukan penilaian?
- T2 : Penilaian afektif sebenarnya guru bahasa Inggris tidak perlu memberikan nilai, tapi saya tetap melakukan penilaian sebagai bahan pertimbangan.
- R : Bagaimana cara ibu memberikan penilaian afektif?
- T2 : Yang saya perhatikan itu yang menonjol dan yang kurang. Kalau yang rata-rata tidak perlu diperhatikan, nilainya sudah B. Saya rasa itu Pemerintah kalau bikin kurikulum itu tidak melihat situasi yang ada, sudah siap atau belum, pendukungnya apakah semuanya sudah tersedia.
- R : Apa permasalahan yang ibu hadapi dalam penilaian sikap?
- T2 : Ya itu mbak, kan penilaiannya itu sangat rumit dan harus detail, sedangkan saya tidak mungkin kan akan memperhatikan anak satu per satu. Saya menggunakan pedoman penilaian tidak secara utuh.
- R : Apakah ada permasalahan dalam penilaian kognitif bu?

- T2 : Permasalahannya apa ya? Saya pikir terlalu banyak nilai yang harus diolah. Saya kadang merasa tidak sempat untuk menilai anak mbak. Untuk ulangan saya selalu meminta anak untuk mengerjakan sendiri tetapi ya masih saja anak yang menyontek teman lain.
- R : Mengenai proses penilaian itu permasalahannya apa bu?
- T2 : Ya saya sesuaikan dengan kurikulum mbak, tetapi masih banyak nilai yang kurang. Permasalahannya ya nilai siswa yang kurang bagus. Mau gak mau tuntutan sistem kalau penilaian harus bagus, ya saya harus memberikan tambahan nilai meskipun sudah saya lakukan remidi dan penugasan.
- R : Mengenai masalah dalam penilaian psikomotorik bu, apa saja masalah yang ibu hadapi?
- T2 : Ya, banyak murid yang tidak ikut berdiskusi dengan temannya, sebenarnya saya tahu beberapa, tapi saya juga tidak bisa mengamati satu persatu. Murid yang tidak aktif akan saya beri nilai kurang. Meskipun itu satu kelompok nilainya bisa beda-beda.
- R : Itu bu, kan sering kali tidak semua kelompok mempresentasikan hasil diskusi mereka, lalu untuk mendapatkan nilai psikomotorik bagaimana?
- T2 : Ya itu mbak, saya beri nilai rata-rata. Saya kan sudah mengamati proses diskusi juga jadi ya saya beri nilai berdasarkan proses diskusi. Karena waktunya suka mepet mbak.
- R : Kalau penilaian seperti itu, itu apakah valid bu?
- T2 : Ya, sebenarnya kurang valid mbak, tapi gimana lagi materinya cukup banyak yang harus diajarkan terus kadang-kadang banyak kelas yang banyak liburnya.

Interview Transcript

Code : INT/T1/04
Topic : Interview
Informant : Dra. Murtiningsih
Place : Teacher Room
Time : Wednesday, May 24th 2017, at 09.00

After the researcher observed the classroom the researcher asked permission for doing interview. The teacher gave permission and the researcher made interview with the teacher about teachers' problems.

R : Assalamu'alaikum wr. wb bu, maaf mengganggu.

T1 : Ya mbak.

R : Boleh mengganggu sebentar bu.

T1 : Iya Silahkan.

R : Saya ingin bertanya bagaimana pendapat ibu mengenai pendidikan di Indonesia?

T1 : Ya sistem pendidikan di Indonesia sekarang itu memudahkan siswa mendapatkan nilai baik. Makanya terus dampaknya ke guru banyak yang tidak dihargai begitu.

R : Jadi intinya lebih menguntungkan siswa nggih bu?

T1 : Iya, nilai kan sekarang misalnya harus mencapai ini,tapi memang kalau kondisi anak tidak bisa mecapai harus tetap dicapai, ok mau gak mau harus ada tugas yang harus diberikan, kadang kadang juga untuk kemampuan anak kurang ya biasa-biasa saja. Akhirnya anak ya jadi seenaknya sendiri.

R : Lalu apakah nilai bagus ataupun jelek itu diharuskan lulus?

T1 : Iya, kan gini kalau nanti terjadi ada nilai siswa itu tidak mencapai KKM atau mungkin ada anak yang tidak naik itu kan yang disalahkan ya sekolahan dan gurunya, jadi gurunya dikiranya gak bisa ngajar. Nanti untuk sekolahnya, sekolah itu nanti, lo mosok gak naik , jadi semua

disalahkan guru pun juga disalahkan. Kayaknya seperti itu, bukan kayaknya tapi memang seperti itu sekarang ya, ho.o. Kalau ada anak yang tidak lulus atau tidak naik itulah kesalahan guru dan sekolahan intinya seperti itu.

R : Pandangan ibu mengenai mata pelajaran yang ibu ajar, khususnya pelajaran bahasa Inggris, ibu mengampu dari IPA, semua IPA dan IPS nya 2 kelas. Bagaimana pendapat ibu mengenai pelajaran tersebut?

T1 : Kalau Pelajaran bahasa Inggris, kalau kelas IPA memang banyak yang antusias yang anak IPS itu kurang begitu antusias. Kadang kala kalau di sekolah ini itu basicnya inputnya itu hanya apa adanya, jadinya banyak sekali anak-anak yang kurang bisa, apalagi dasar saja kita tidak bisa, Saya sendiri saja juga bingung harus mengajar apa. Saya kan sebenarnya basicnya guru Bahasa Jerman.

R : Tadi yang inputnya tadi apa adanya itu saged diperjelas mboten?

T1 : Kadang-kadang untuk nilai NEM rendah itu diterima. Memang NEM itu tidak menjamin anak itu pandai atau enggak, kalau akhirnya ya. Padahal kita harus banyak siswa untuk memenuhi guru-guru yang sertifikasi. Jadi untuk mengambil input anak-anak yang minat sekali disini itu sulit. Apalagi disekitar kita banyak sekolahan-sekolahan yang lebih bagus lah.

R : Mengenai motivasi ibu sendiri kan terjun di profesi guru kan sebenarnya ibu basicnya kan Bahasa Jerman,

T1 : Iya bahasa Jerman,

R : Menjadi guru bahasa Inggris niku pripun?

T1 : Terus terang, karena kendalanya itu di kurikulum. Di kurikulum sekarang ini kan bahasa Jerman itu gak diajarkan lagi, ndelalah disini saya masih bisa diampukan ke bahasa Inggris ya, dan akhirnya dan yang satu rumpun saya mengajar bahasa inggris,.

R : Jadi harus satu rumpun nggih?

- T1 : Heem, satu rumpun bahasa.
- R : Jadi kalau bahasa Jerman sampun mboten.
- T1 : Gak ada lagi, nggih.
- R : Kalau sudut pandang ibu wau melihat peserta didik priipun?
- T1 : Ya yang namanya peserta didik itu dari beraneka ragam orang tua, beraneka ragam daerah, beraneka ragam juga, apa ya? Kebiasaan. Jadi memang untuk disatukan memang sulit juga, ada yang memang anak itu sulit sekali dididik ya juga memang ada. Memang kita harus super sabar, sabar dan telaten, kalau tidak kita akan menderita sendiri, kadang-kadang stres.
- R : Ya kadang kondisi anak.
- T1 : Kondisi anaknya.
- R : Untuk permasalahan pemilihan metode ya buk ya, bagaimana masalah penerapan keadaan kelas dan siswa dimana ibu mengajar tadi nggih?
- T1 : Metode kadang-kadang semua diterapkan tapi untuk yang pas memang sulit. Karena kondisi anak itu tadi,
- R : Apakah sebelum kegiatan ibu selalu menentukan metode apa yang akan digunakan?
- T1 : Sebelumnya sudah ditentukan, tetapi setelah sampai di kelas anak didik ternyata tidak terpakai juga karena tidak sesuai.
- R : Jadi kadang metodenya berubah nggih?
- T1 : Heem, iya berubah lihat kondisi anak, anaknya maunya gimana. Tapi kalau kita harus saklek dengan metode yang kita pakai kadang-kadang kalau tidak bisa menerima kadang sulit juga.
- R : Kalau untuk pembelajaran reading text biasanya ibu menggunakan metode apa?

- T1 : Pembelajaran text menggunakan metode, ya metode yang saya gunakan itu ya apa ya? Yang kita yang sering dipakai metode, metode pembelajaran sendiri secara scientific inquiry, scientific learning.
- R : Kan di kelas 10 itu ya bu, sesuai silabus itu ada descriptive text, recount text, narrative text, kan itu memiliki karakter teks yang berbeda. Apakah ada perbedaan metode yang digunakan dalam pembelajaran reading?
- T1 : Ya, kadang-kadang ya ada tapi lebih ke inquiry learning aja. Scientific inquiry learning itu yang dipakai.
- R : Apakah ada permasalahan untuk menentukan metode yang sesuai untuk mengajar reading text bahasa Inggris yang sesuai dengan kurikulum 2013?
- T1 : Ya permasalahan itu pasti selalu ada, terutama melihat kondisi anaknya. Karena kondisi anak itu kurang menguasai text. Untuk kesulitan dalam mentranslate mengerti, jadi memang agak sulit kalau gak memang gurunya yang sabar nuntun satu persatu memang seperti itu. Vocab siswa itu kurang sekali.
- R : Apa saja penyebab timbulnya masalah tersebut?
- T1 : Ya, itu tadi anak vocabnya kurang apalagi kadang-kadang kalau jam siang siswa itu sudah tidak konsentrasi. Inginnya yo karepe golek sing gampang.
- R : Jam siang itu juga berpengaruh nggih bu?
- T1 : Iya, pengaruh sekali. Fresh itu kalau jam pertama sampe jam keempat atau keenam itu masih agak fresh tapi kalau setelah Dhuhur itu udah kurang konsen sekali.
- R : Apakah itu sangat berpengaruh?
- T1 : Iya pengaruh sekali, otomatis dia kan merasa lelah, kadang panas, terus memperhatikan males. Inginnya ya seperti itu, pokoknya alasannya ada-ada sajalah.

- R : Kalau mengenai masalah metode recount, descriptive sama narrative tadi apakah hampir sama?
- T1 : Heem,
- R : Kalau dalam pengaplikasian didalam kelas niku pripun bu? Kegiatan pembelajaran reading metode yang digunakan metode inquiry learning, nah pengaplikasian di kelas itu apakah ada masalah?
- T1 : Kadang-kadang juga yo namanya permasalahan itu pasti selalu ada, banyak sekali permasalahan yang timbul di kelas itu. Jadi kita itu setiap mengajar itu melihat kondisi siswa biarpun kita sudah mengajar yang ini dan itu kalau tidak sesuai dengan keadaan siswa ya sulit juga.
- R : Dalam implementasi metode tersebut, apakah ibu menggunakan sistem student center atau guru hanya sebagai fasilitator niku bu?
- T1 : Kalau kita ke student center itu kadang-kadang ya sulit juga kalau guru sebagai motivator aja sulit juga. Jadi kalau diterapkan ke kurikulum 2013 kurang pas yo memange. Seharusnya pembelajaran gini guru cuma memberikan pengarahan siswa belajar sendiri, mandiri jadinya. Jadi untuk menciptakan siswa itu aktif, jadi guru itu hanya mengadakan eksplorasi saja. Mestinya seperti itu.
- R : Untuk kenyataan di lapangan itu pripun bu?
- T1 : Tidak bisa terlaksana penuh sepenuhnya, karena sekali lagi melihat kondisi anak dalam input awalnya.
- R : Apakah pengaplikasian metode didalam kelas selalu menggunakan langkah scientific dengan apakah berurutan ngonten?
- T1 : Kalau berurutan kadang bisa kadang tidak tergantung kelas yang kita ampu juga. Kurikulum yang terbaru kan tidak mengharuskan menggunakan langkah scientific secara urut mbak, jadi mau ada 5M atau tidak yang terserah guru aja, yang penting siswa itu harus berfikir secara ilmiah, tapi yo sulit mbak kudu dibimbing terus.

- R : Apakah metode yang ibu gunakan sudah berorientasi pada kebebasan individu dalam mengeksplorasi kemampuan peserta didik?
- T1 : Belum sepenuhnya bisa, karena kadang-kadang anak itu kurang fokus untuk mendengarkan, atau kurang fokus untuk menerima pelajaran.
- R : Apa yang menyebabkan kurang fokus bu?
- T1 : Karena dia merasa kesulitan dari awal, jadi modal yang dibawa dari SMP atau MTS itu sangat kurang, vocabnya kurang, pronounciationnya juga kurang begitu bagus. Untuk minatnya kayaknya banyak yang nglokro. Untuk urusan minat itu juga gampang gampang angel juga sih. Memang maunya itu semua bisa, tapi kalau kita seperti itu nuntun satu-satu waktunya yang tidak mencukupi, terus terang.
- R : Tadi ada beberapa masalah nggih bu ya, cara ibu mengatasi masalah itu priapun?
- T1 : Dengan cara pendekatan dengan siswa, pendekatan aja tidak semua siswa bisa menerima, hanya siswa-siswa yang antusias sekali yang bisa menerima.
- R : Jadi ada yang antusias ada yang tidak?
- T1 : Iya begitu.
- R : Pendekatan, kalau untuk kepercayaan diri siswa itu sendiri bagaimana bu?
- T1 : Sulit, dalam satu kelas yang percaya pada diri sendiri itu tidak ada 10%, paling banyak 10% lah lainnya ya itu setiap kali ulangan atau pelajaran pasti inginnya tanya-tanya terus jadinya diskusi terus. Untuk mandiri itu kurang sekali, kalau mengerjakan pasti akan tergantung temannya.
- R : Apakah pernah ada siswa yang mengeluh mengenai metode yang ibu terapkan?

- T1 : Kalau siswa sendiri belum pernah dengar, tapi kalau dalam kenyataan ya itu siswa kadang-kadang ini kadang-kadang gimana ya, kadang-kadang gak tau apa yang harus ditanyakan atau dikerjakan seperti itu.
- R : Menurut ibu apakah penerapan metode tersebut sudah berhasil?
- T1 : Belum sepenuhnya berhasil, banyak yang belum berhasil, karena sekali lagi melihat kondisi anak dan terus juga larinya ke sistem pendidikan juga. Sistem pendidikan itu kurang begitu pas untuk diterapkan.
- R : Permasalahan dalam materi pembelajaran, kan tadi sudah disampaikan bahwa kondisi siswa itu berbeda-beda. Bagaimana cara ibu menentukan materi pembelajaran untuk reading?
- T1 : Materi yang tersedia itu dari LKS dan dari buku panduan, dari buku yang lain dari Mediatama itu. Kita ambil dari itu, jadinya kalau anak tidak punya itu jadi sulit yang namanya bahasa asing kalau anak tidak punya buku itu kita sulit juga.
- R : Apakah buku paket itu menjadi satu-satunya sumber belajar?
- T1 : Ya tidak. Bisa dari internet bisa dari LKS, karena paket semuanya belum bisa terpenuhi.
- R : Paket dari pemerintah bu?
- T1 : Belum ada malah, kita beli sendiri. Beli sendiri aja jumlahnya terbatas sekali. Jadi kita hanya pinjam sementara kembalikan lagi, dikembalikan ke perpustakaan.
- R : Jadi buku paketnya itu bukan dari pemerintah nggih bu?
- T1 : Heem, jadi beli sendiri. Pemerintah malah belum ada, belum ada dropping dari pemerintah, atau mungkin kita harus beli atau harus di drop gak tau persis. Tapi mestinya kalau dari instansi lain dari dinas itu di drop dari pemerintah. Kalau dari KEMENAG kayaknya harus beli sendiri.
- R : Tadi kan materi-materi dari beberapa sumber sampun cocok dengan kurikulum 2013?

- T1 : Ya memang harus diambil yang cocok yang mana tidak semua dipakai.
- R : Jadi mengadakan seleksi?
- T1 : Iya betul,
- R : Nah, materi tersebut sampun sesuai dengan tujuan pembelajaran belum?
- T1 : Kayaknya sudah.
- R : Apakah ada permasalahan untuk menentukan materi yang cocok dengan kondisi siswa?
- T1 : Ya, kayaknya kalau ambil materi enggak, tetapi kalau kita ambil materi gimana ya, kita ambil materi yang siswa-siswa juga familiar lah bisa diterima yang siswa sudah kenal gitu lo.
- R : Kalau antara descriptive, narrative, dan recount itu apakah ada perbedaan permasalahan mboten bu? Kalau dalam pemilihan materi.
- T1 : Tidak mbak.
- R : Dalam penyampaian materi apakah sudah sesuai dengan alokasi waktu yang ibu rencanakan?
- T1 : Tidak selalu, malah selalu tidak sesuai. Ya, kadang-kadang bisa sesuai tetapi kebanyakan tidak selalu sesuai.
- R : Apa penyebabnya bu?
- T1 : Ya, kondisi anak itu tadi.
- R : Antara materi satu dengan dengan lain itu sama nopo mboten bu?
- T1 : Kadang-kadang tidak karena ada kelas yang banyak liburnya, ada kelas yang lebih mudah menerima, ada kelas yang sulit menerima juga ada. Jadi tidak bisa sama dalama satu minggu misalnya harus ini semua tidak. Ada yang keterbelakang ada yang malah justru sudah maju.

- R : Jadi, kalau misal kemarin kan ibu menyampaikan materi narrative text antara satu dengan yang lain itu, kelas satu dengan yang lain itu alokasi waktunya apakah berbeda?
- T1 : Berbeda, iya benar.
- R : Ketika menyimpulkan materi, apakah ibu yang menyimpulkan sendiri atau meminta siswa untuk menyimpulkan atau bersama-sama?
- T1 : Kita lihat sikon juga, kadang-kadang yo gurunya atau saya sendiri, kadang- kadang bersamaan, kadang-kadang juga siswa.
- R : Bagaimana respon peserta didik mengenai materi yang ibu ajarkan?
- T1 : Ada yang senang ada yang tidak, ada yang tertarik ada yang tidak. Memang yang namanya kondisi anak itu ya pasti ada yang senang ada yang tidak seperti itulah. Mereka belum tahu tujuannya belajar itu untuk apa. Bagi mereka itu bahasa Inggris pelajaran yang sulit.
- R : Jadi kalau misalnya harus tertarik semua itu susah?
- T1 : Sulit, iya susah.
- R : Dalam permasalahan media pembelajaran, apakah dalam pembelajaran bahasa inggris khususnya reading itu menggunakan media apa bu?
- T1 : Medianya Cuma buku teks itu tadi yang sering dipakai.
- R : Kalau reading descriptive, recount dan narrative berarti sama bu?
- T1 : O..., enggak kalau descriptive itu bisa manual misalnya dengan mendiskripsikan orang, nah anak disuruh maju untuk mendiskripsikan sendiri atau mendiskripsikan orang lain, teman lain. Teman bisa jadi model, untuk model bisa.
- R : Kalau recount bagaimana bu?
- T1 : Kalau recount itu kan pengalaman sendiri jadi kalau anak disuruh cerita ya cerita pengalaman sendiri dan juga kalau reading untuk reading sendiri

itu. Kalau reading recount ya kita menggunakan teks saja kadang kita ambil dari internet juga.

R : Narrative pripun bu?

T1 : Narrative kalau dari internet bisa, manual juga bisa, model.

R : Apakah ada permasalahan ketika memilih media pembelajaran yang akan digunakan?

T1 : kadang-kadang ada, pasti. Permasalahannya itu tadi misalnya kita ingin mengambil metode yang sesuai yang kita harapkan, ndelalah kita sudah ambil media seperti itu ternyata di kelas juga sulit menerima e.

R : Menurut ibu, apakah media yang ibu gunakan itu sudah menarik dan bagaimana respon siswa?

T1 : Kalau menurut diri saya itu yo menarik, tetapi kadang-kadang siswa kurang respon.

R : Jadi kembali lagi pada siswa nggih bu?

T1 : Iya, bagaimana lagi yang kita hadapi itu siswa kalau siswa yang mengikuti kita, kadang-kadang siswa itu gak mau juga.

R : Solusinya itu bagaimana bu??

T1 : Solusinya itu selalu menyesuaikan kondisi anak. Kondisi anak yang tepat anak itu bisa menerima seperti apa.

R : Apakah setiap pembelajaran di kelas itu selalu diadakan evaluasi?

T1 : kadang-kadang iya, kadang-kadang tidak. Karena kadang-kadang alokasinya waktunya tidak sesuai yang diharapkan.

R : Jika ada, bagaimana proses evaluasi dilakukan bu?

T1 : Evaluasi dilakukan itu diakhir, kadang secara lisan, kadang tertulis lalu dikumpulkan ada penugasan juga.

- R : Kan saya lihat, kalau diawal itu ibu mengabsen terus sama memberikan pertanyaan itu tetap ada penilaian atau tidak?
- T1 : Itu pretest mbak, tetap ada memang harus ada.
- R : Fungsinya pretes itu untuk apa bu?
- T1 : Agar anak bisa ingat apa yang sudah dipelajari,dan mungkin dari SMP kan pernah punya modal, mengingatkan kembali mengenai pelajaran yang akan dipelajari.
- R : Kalau evaluasi tesnya biasanya bentuk teks buat reading itu seperti apa bu?
- T1 : Untuk reading saya bisa kadang-kadang menggunakan lisan, kadang juga tertulis.
- R : Terus itu bentuknya?
- T1 : Bentuknya question tag.
- R : Kalau permasalahan dalam kurikulum 2013, selama ini kurikulum 2013 itu menggunakan penilaian autentik nggih, bagaiman pendapat ibu mengenai penilaian dalam kurikulum 2013 niku pripun?
- T1 : Penilaian kalau kita harus menilai keseluruhan secara mendetail itu sulit sekali, terlalu rumit, kadang-kadang membingunkan juga. Terus terang Saya belum bisa menguasai keseluruhannya.
- R : Kalau untuk aspek afektif niku instrumen apa yang ibu gunakan?
- T1 : Melalui pengamatan tingkah laku, karakter keseharian saja. Tingkah lakunya sehari-hari.
- R : Ada instrumennya?
- T1 : Dengan cara angket. Angket mestinya ada tapi jarang dipakai, jarang terlaksanalah. Rencana ada tapi kenyataanya belum bisa dilaksanakan secara penuh.
- R : Teknik penilainnya bu?

- T1 : Sudah ada rumusnya tersendiri, dari sekolah sudah ada tinggal penerapannya.
- R : Apakah ada permasalahan dalam penilaian tersebut bu?
- T1 : Banyak permasalahan dalam penilaian itu, banyak nilai yang tidak sesuai dengan apa yang ada dalam kenyataan. Baik nilai yang afektif, psikomotorik maupun kognitif. Memang karena kita itu dituntut ke sistem pendidikannya. Jadi harus seperti itu.
- R : Kalau instrumen untuk penilaian psikomotorik itu bagaimana?
- T1 : Untuk psikomotorik kan untuk nilai praktek kan, nilai praktek ya sesuai dengan materi yang diberikan, misalnya untuk conversation kita harus menilainya, misalnya instrumen yang kita nilai, bagaimana intonasinya, pronounciationnya, bagaimana untuk pemilihan kata dalam berbicara jadi vocabnya begitu.
- R : Kalau untuk reading descriptive sendiri itu pripun bu instrumennya?
- T1 : Untuk descriptive, psikomotoriknya ya, yang dinilai ya masalah pembedaharaan katanya, vocab, juga pronounciation, terus juga intonation, intonasinya kalau untuk yang psikomotorik seperti itu.
- R : Kalau untuk apa recount sama narrative sama atau tidak?
- T1 : Kalau recount dan narrative hampir sama, tetapi nanti tesnya tertulis itu ada perbedaan.
- R : Perbedaanya dimana bu?
- T1 : Untuk recount untuk psikomotorik kita bisa menulis tentang pengalaman sendiri, jadi kita bisa menilainya dari segi structure-nya, dari segi pemilihan kata, pembedaharaan kata juga tentang apa ya, ya itu yang ditanyakan disitu.
- R : Untuk penilaian kognitifnya itu bu?

- T1 : Kognitif yang digunakan tes tertulis untuk yang disini menggunakan ada tes tertulis ada tugas juga. Recount text disuruh membuat recount text, descriptive text disuruh menulis descriptive text.
- R : Dari semua aspek tersebut, dari kognitif, afektif, dan psikomotorik apakah ada permasalahan dalam penilaiannya?
- T1 : Sekali lagi, semua nilai akhirnya itu nanti banyak yang tidak sesuai dengan kenyataan, karena tuntutan sistem pendidikan.
- R : Apakah penilaian yang ibu lakukan sesuai dengan kurikulum 2013?
- T1 : Maunya seperti itu harus bisa menyesuaikan kalau tidak nanti takut kesalahan.
- R : Hasil penilaian itu kan kadang masih ada penilaian dibawah KKM, apakah pernah dilakukan remedial atau yang nilainya bagus atau diatas KKM dilakukan pengayaan?
- T1 : Pengayaan ada, remedial memang selalu ada, untuk pengayaan itu hanya digunakan untuk anak-anak yang sudah mencapai KKM dan yang belum mencapai KKM itu biasanya ada penugasan, ya penugasan sama dikasih tes yang lain.
- R : Apa kesan ibu selama mengajar bahasa Inggris di MAN 1 Klaten?
- T1 : Kesan Saya ya terus terang ya gimana ya, ada berbagai macam anak dan berbagai macam asal dan kemampuan ya senang ya susah. Ketika menghadapi anak-anak yang mudah menerima itu senang sekali tetapi kalau menghadapi anak yang kurang begitu kadang-kadang ya gimana ya jengkel.
- R : Suwun nggih bu nggih.
- T1 : Iya mbak

Interview Transcript

Code : INT/T2/05
Topic : Interview
Informant : Hatifah Sulistyorini S. Ag
Place : Teacher Room
Time : Wednesday, June 5th, at 10.00

The researcher came to the teacher room and made conversation with the teacher. Then, the researcher asked permission to the teacher to make a interview.

R : Assalamu'alaikum Wr. Wb, maaf bu, bisa mengganggu sebentar.

T2 : Iya mbak silahkan, pripun?

R : Badhe nyuwun waktu bu, untuk wawancara.

T2 : Ya mbak.

R : Langsung saja ya bu, Apa pandangan ibu mengenai pendidikan di Indonesia?

T2 : Menurut saya pendidikan di Indonesia masih perlu penyempurnaan, terutama untuk sistemnya. Seperti kita ketahui, sistem pendidikan di Indonesia selalu mengalami perubahan. Ganti menteri ganti kebijakan, dan efeknya sistem pendidikanpun turut berubah.

R : Apa pandangan ibu mengenai pelajaran yang ibu ajarkan?

T2 : Saya guru bahasa inggris. bahasa inggris adalah bahasa asing pertama yang diajarkan di sekolah. Bahasa inggris juga merupakan bahasa internasional. Apalagi sekarang kita berada di era globalisasi, bahasa inggris sangat penting dikuasai agar kita tidak tertinggal.

R : Motivasi apa yang mendasari ibu untuk terjun sebagai profesi guru?

T2 : Saya melihat banyak sekali anak yang masih kurang beruntung karena tidak mendapat kesempatan duduk di bangku sekolah. Oleh karenanya saya ingin membantu mereka melalui ilmu yang sudah saya peroleh di bangku kuliah. Selain di madrasah, saya biasa membantu anak-anak di

sekitar tempat tinggal saya yang mengalami kesulitan belajar, terutama pelajaran bahasa inggris.

R : Bagaimana sudut pandang guru melihat peserta didik?

T2 : Peserta didik adalah anak yang mempunyai kelebihan dan kekurangan. Dewan guru adalah patner mereka dalam belajar. Mereka harus diperlakukan sebagai subyek pembelajar bukan sebagai obyek.

R : Bagaimana keadaan kelas dan siswa tempat ibu mengajar?

T2 : Kelas kami sangat heterogen, baik dalam masalah latar belakang sosial ekonomi, kemampuan akademik maupun dalam bidang lainnya

R : Apakah sebelum kegiatan pembelajaran ibu selalu menentukan metode yang apa akan digunakan?

T2 : Tentu saja, saya harus menentukan metode pembelajaran sebelum kegiatan dilaksanakan.

R : Untuk pembelajaran reading teks sendiri ibu menggunakan metode apa?

T2 : Beragam metode saya gunakan, namun yang sering saya gunakan adalah diskusi, studi pustaka, penugasan dan translation. Untuk pemahaman bacaan, menurut saya anak-anak (karena keterbatasan kemampuan mereka lebih cepat paham kalau mereka tahu artinya.

R : Untuk kelas X, sesuai dengan silabus terdapat beberapa jenis teks seperti descriptive text, recount text, dan narrative text memiliki karakter teks yang berbeda, apakah ada perbedaan metode yang digunakan untuk pembelajaran reading?

T2 : Metode yang saya gunakan hampir sama, tergantung situasi dan kondisi kelasnya.

R : Apakah ada permasalahan untuk menentukan metode yang sesuai dalam mengajar reading teks bahasa inggris yang sesuai dengan kurikulum 2013?

- T2 : Melihat kemampuan anak-anak kami, memang banyak kendala dalam merealisasikan kurikulum 2013
- R : Apa saja penyebab timbulnya permasalahan tersebut?
- T2 : Penyebabnya, diantaranya adalah: kurangnya fasilitas madrasah seperti LCD, lab bahasa, jaringan internet yang memadai, dan lain lain, kemampuan anak yang terbatas, motivasi anak yang beragam, masih banyak yang kurang termotivasi karena bahasa inggris terlalu asing bagi mereka.
- R : Apa saja permasalahan dalam menentukan metode dalam pembelajaran reading descriptive text?
- T2 : Sama mbak, descriptive, narrative dan recount permasalahannya sama.
- R : Bagaimana cara ibu mengatasinya?
- T2 : Untuk mengatasi masalah tersebut saya berusaha untuk mencari jalan terbaik bagi mereka. Menurut saya metode diskusi sangat cocok untuk mereka, meskipun ada beberapa anak yang kurang aktif. Namun metode ini saya anggap lebih membantu mereka dalam memahami teks bacaan.
- R : Apakah ada permasalahan dalam pengaplikasian metode belajar dalam kegiatan pembelajaran reading di kelas?
- T2 : Seperti yang tadi, masih ada beberapa anak yang kurang aktif dalam berdiskusi.
- R : Untuk pembelajaran reading descriptive text, recount text, dan narrative text apakah ada perbedaan permasalahan ketika pengaplikasian metode dalam kegiatan belajar mengajar?
- T2 : Tentu saja ada.
- R : Apakah perbedaan masalah tersebut?

- T2 : Kalau teks deskriptif itu menggunakan verb satu sehingga ketika murid mentranslate ke dalam bahasa indonesia mereka mencari dalam kamus dengan mudah, sedangkan untuk teks recount dan narrative itu kan yang digunakan verb dua ya mbak, jadi ya itu untuk mentraslate saja mereka membutuhkan waktu yang banyak, meskipun saya lebih sering meminta siswa untuk mentranslate di rumah, digunakan sebagai PR. Kebanyakan dari mereka menggunakan google translate dan tidak menggunakan kamus, sehingga vocabulary yang mereka kuasai cukup sedikit.
- R : Dalam implementasi metode tersebut apakah menggunakan sistem student centered/ guru sebagai fasilitator?
- T2 : Ya, saya berusaha untuk membuat siswa aktif dalam kegiatan pembelajaran meskipun harus dengan pancingan.
- R : Apakah dalam pengaplikasian metode tersebut didalam kelas selalu menggunakan langkah pendekatan saintifik dengan urutan?
- T2 : Tidak selalu urutan, tergantung situasi dan kondisi.
- R : Apakah metode yang ibu gunakan sudah berorientasi terhadap kebebasan individu dalam mengeksplorasi kemampuan peserta didik?
- T2 : Saya pikir sudah
- R : Apakah pernah ada siswa yang mengeluh mengenai metode yang ibu terapkan?
- T2 : Pasti saja ada, karena siswa punya kemampuan dan keinginan yang berbeda.
- R : Menurut ibu, apakah penerapan metode tersebut sudah berhasil?
- T2 : Saya pikir sudah, meskipun tidak 100%.
- R : Mengenai materi pembelajaran, dengan kondisi siswa yang berbeda-beda. Bagaimana ibu menentukan materi pembelajaran untuk reading?

- T2 : Saya berikan materi yang lebih dekat dengan kehidupan mereka.
- R : Apakah buku paket menjadi satu-satunya sumber belajar?
- T2 : Tidak
- R : Apakah ada buku paket yang bukan dari pemerintah?
- T2 : Ada, dari penerbit Erlangga, Widiatama
- R : Dari mana sajakah sumber materi tersebut ibu peroleh, descriptive text, recount text, dan narrative text?
- T2 : LKS, buku paket dari Diknas, Erlangga, Widiatama dan sumber lain seperti internet
- R : Apakah materi tersebut sudah sesuai dengan tujuan pembelajaran?
- T2 : Ya, saya pikir sudah.
- R : Apakah ada permasalahan dalam menentukan materi yang cocok dengan kondisi siswa?
- T2 : Sejauh ini terutama untuk materi teks descriptive, recount dan narrative tidak terlalu susah karena materinya tidak terlalu jauh dari dunia mereka
- R : Apakah ada perbedaan permasalahan antara pemilihan materi untuk descriptive text, recount text, dan narrative text?
- T2 :. Tentu saja ada, namun tidak terlalu signifikan.
- R : Bagaimana cara ibu mengatasinya?
- T2 : Sharing dengan guru bahasa inggris lainnya atau forum MGMP
- R : Dalam penyampaian materi apakah sesuai dengan alokasi waktu yang ibu rencanakan?
- T2 : Tergantung situasi dan kondisi kelasnya. Kadang sesuai kadang tidak, tapi lebih banyak tidak sesuai dengan alokasi waktu.

- R : Ketika menyimpulkan materi, apakah ibu yang menyimpulkan sendiri atau meminta satu siswa untuk menyimpulkan atau secara bersama-sama?
- T2 : Bervariasi, kadang anak-anak sendiri kadang bersama-sama
- R : Bagaimana respon peserta didik mengenai materi yang ibu ajarkan?
- T2 : Lumayan bagus
- R : Apakah dalam pembelajaran bahasa Inggris khususnya reading menggunakan media?
- T2 : Ya
- R : Media apa yang ibu gunakan untuk pembelajaran reading descriptive text?
- T2 : Buku, Gambar, Ppt, audio-video, internet, dan lain lain.
- R : Media apa yang ibu gunakan untuk pembelajaran reading recount text?
- T2 : Buku, Gambar, Ppt, audio-video, internet, dan lain lain
- R : Media apa yang ibu gunakan untuk pembelajaran reading narrative text?
- T2 : Buku, Gambar, Ppt, audio-video, internet, dan lain lain.
- R : Apakah ada permasalahan ketika menentukan media pembelajaran yang akan ibu gunakan?
- T2 : Tidak,
- R : Penggunaan media dalam kegiatan belajar dan mengajar di kelas apakah ada permasalahan yang ditimbulkan?
- T2 : Ada, keterbatasan media elektroniknya mis, sudah terencana memutar video tapi LCD tidak ada karena sudah terpakai guru lain, ketika surfing internet, jaringan putus, dan lain lain. Seperti UNBK itu lo mbak, komputer banyak yang rusak.

- R : Menurut ibu apakah media yang ibu gunakan itu menarik? Dan bagaimana respon peserta didik?
- T2 : Lumayan. Responnya bagus terutama ketika diputarkan video atau film, atau disuruh surfing internet.
- R : Apakah setiap kegiatan pembelajaran di kelas selalu diadakan evaluasi? jika iya, bagaimana proses evaluasi dilakukan?
- T2 : Ya, karena di kurikulum 2013 penilaiannya bukan hanya produk/hasil namun proses juga dievaluasi
- R : Jelaskan dan beri contoh evaluasi tes yang dilakukan?
- T2 : Misal, saat pembelajaran narrative mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan) anak-anak berdiskusi kelompok untuk menentukan fungsi social, struktur teks dan unsur kebahasaan. Pada saat berdiskusi mereka sudah dievaluasi terutama untuk sikapnya. Pada saat mereka menyampaikan hasil diskusi, mereka juga sudah dievaluasi. Jadi evaluasi bukan hanya berupa ulangan/tes.
- R : Bagaimana pendapat ibu mengenai penilaian dalam kurikulum 2013?
- T2 : Sangat rumit.
- R : Untuk aspek afektif, instrumen apa yang ibu gunakan?
- T2 : :Langsung lihat RPP saja mbak, ada semua, recount, descriptive, narrative ada.
- R : Bagaimana cara ibu memberikan penilaian afektif?
- T2 : Yang saya perhatikan itu yang menonjol dan yang kurang. Kalau yang rata-rata tidak perlu diperhatikan, nilainya sudah B. Saya rasa itu Pemerintah kalau bikin kurikulum itu tidak melihat situasi yang ada, sudah siap atau belum, pendukungnya apakah semuanya sudah tersedia.
- R : Apakah ada permasalahan dalam penilaian afektif?

- T2 : Saya tidak bisa menilai satu-satu ya mbak, kalau yang biasa-biasa saja ya saya nilai B.
- R : Bagaimana cara ibu mengatasinya?
- T2 : Ya intinya saya melakukan pengamatan di kelas sebisa mungkin.
- R : Apakah ada permasalahan dalam penilaian psikomotorik?
- T2 : Ada tentu mbak, semua ada permasalahannya. Ya seperti dulu itu mbak.
- R : Apakah penilaian yang ibu lakukan sudah sesuai dengan kurikulum 2013?
- T2 : Saya kira sudah sesuai ya mbak.
- R : Apakah dari hasil penilaian masih ada nilai siswa yang dibawah KKM? Jika ada apakah dilakukan remedial? Untuk yang nilainya diatas KKM apakah diadakan pengayaan?
- T2 : Ada. Yang dibawah KKM remidi. Diatas KKM pengayaan
- R : Apa kesan ibu selama mengajar bahasa Inggris di MAN 1 klaten?
- T2 : Sangat kompleks. Menyenangkan karena bias berbagi ilmu, melelahkan karena butuh energy untuk memotivasi anak-anak, menyedihkan kalau masih ada anak yang harus remidi, dan lain sebagainya

PHOTOGRAPHS

A. Teacher 1



The teacher explains the material to the student.



The teacher controls the students that do a task.



Some students come late when the presentation have been started.



A student writes the work in the white board.



Some students are lazy to follow the teaching learning process.



Students' worksheet book.

B. Teacher 2



The students are tired to follow the teaching learning process.



The teacher explains the material.



The teacher checks the process of discussion.



The students do the dialy test.



A student presents the result of discussion



English Textbook

TEACHERS' BIOGRAPHY

A. Biography of Teacher 1

Name : Dra. Murtiningsih
Date of Birth : April, 12th 1963
Identity number of civil servants : -
Education : Undergraduate Degree of German
Education Departement



B. Biography of Teacher 2

Name : Hatifah Sulistyorini, S. Ag
Date of Birth : May, 22nd 1970
Identity number of civil servants : 19700522 199603 2 001
Education : Undergraduate Degree of Islamic
Education Departement





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SURAT KETERANGAN

Nomor : 336 / Ma.11.23 / PP.00.6 /06/2017

Berdasarkan Surat permohonan dari Institut Agama Islam Negeri Surakarta dengan ini menerangkan bahwa :

Nama : Diah Kusumaningrum
NIM : 133221071
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan / Prodi : Pendidikan Bahasa Inggris
Alamat : Prapatan Pakis, Wadunggetas, Wonosari, Klaten

Benar – benar telah mengadakan penelitian dilingkungan MAN Karangnom Klaten dalam rangka menyelesaikan Observasi, Penelitian dan Pengumpulan Data dengan judul Skripsi " Teachers' Problems in the English Teaching Learning Process and Assesment Reading Text for Implementing the 2013 Curriculum in the Second Semester of the Tenth Grade Students of MAN Karangnom Academic Year of 2016/2017"

Yang telah dilaksanakan pada tanggal : 10 Februari s d 12 Juni 2017

Demikian Surat Keterangan dikeluarkan atas permintaan yang bersangkutan dan untuk dapat dipergunakan sebagaimana mestinya.

Klaten, 13 Juni 2017

a.n. Kepala
Kepala Ur. Tata Usaha

Masruhin Prihatno

NIP. 19711002 199103 1003