AN ANALYSIS OF THE STUDENTS' PROBLEMS IN LEARNING READING AFTER COVID-19 PANDEMIC AT SMK NEGERI 2 WONOGIRI IN ACADEMIC YEAR 2022/2023

THESIS

Submitted as a Partial Requirement

for the degree of *Sarjana*

UNIVERSITAS ISLAM NEGERI
RADEN MAS SAID
SURAKARTA

by

Yuni Siswanti

SRN. 16.32.2.1.2.47

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF

SURAKARTA

2023

ADVISOR SHEET

Subject: Thesis of Yuni Siswanti

SRN   : 163221247

<div align="right">

To:

The Dean of Cultures and

Languages Faculty

Raden Mas Said State Islamic

University of Surakarta

In Surakarta

</div>

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Yuni Siswanti

SRN   : 163221247

Title   : An Analysis of The Students' Problem in Learning Reading After Covid-19 at SMK Negeri 2 Wonogiri in Academic Year 2022/2023

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Bachelor Degree in English Language Education Study Program.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

<div align="right">

Sukoharjo, 16th June 2023

Advisor

Maria Wulandari, M.Pd.

NIP.

</div>

RATIFICATION

This is to certify the *Sarjana* thesis entitled "AN ANALYSIS OF THE STUDENTS' PROBLEM IN LEARNING READING AFTER COVID-19 PANDEMIC AT SMK NEGERI 2 WONOGIRI IN ACADEMIC YEAR 2022" by Yuni Siswanti has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education Study Program.

Chairman   : Atin Kurniawati, S.Pd., M.A   (..............)

NIP. 19910104 202012 2018

Secretary   : Maria Wulandari, M.Pd.   (..............)

NIP.

Main Examiner: Nor Laili Fatmawati, M.Pd   (..............)

NIP.

Sukoharjo, 16th June 2023

Approved by

Dean, Faculty of Cultures and Languages

Prof. Dr. Toto Suharto, S.Ag, M.Ag.

NIP. 197'0403 199803 1 005

DEDICATION

Alhamdulillahirabbil'aalamiin, all praise thanks to Allah SWT who has given all the blessings and give the best path for my success. I would like to dedicate this thesis to the all of people that I really love from yesterday, now, and tomorrow ever after:

1. My beloved parents (Mr. Sukimin and Mrs. Suparsi), who have been gave me a strength when I thought of giving up. Who continually provide their moral, spiritual, emotional and financial support.

2. My beloved sisters (Nurhayati and Yuli Tri Wardani), who shared their love and advice for me.

3. All of the lecturers in Raden Mas Said State Islamic University of Surakarta, especially for Mrs. Maria Wulandari, M.Pd. I am really thankfull for all of the guidance and suggestion for this thesis.

4. Mrs. Marlina who helps and guides me throughout this study.

MOTTO

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِنْ تَنْصُرُوا اللّٰهَ يَنْصُرْكُمْ وَيُثَبِّتْ اَقْدَا مَكُمْ

"O you who believe! If you help (in the cause of) Allah, He will help you, and

make your foothold firm."

(QS Muhammad: 7)

اِنَّ مَعَ الْعُسْرِ يُسْرًا

"For indeed, with hardship (will be) ease."

(QS. Al Inshirah: 6)

아무 걱정 하지 마

잘 될 거야 hello future

(NCT DREAM - Hello Future)

PRONOUNCEMENT

Name   : Yuni Siswanti

SRN   : 163221247

Study Program   : English Language Education Study Program

Faculty   : Cultures and Languages

      I hereby sincerely state that the thesis titled "An Analysis of The Students' Problem in Learning Reading After Covid-19 at SMK Negeri 2 Wonogiri in Academic Year 2022/2023" 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, 16th Juni 2023

Stated by,

Yuni Siswanti

SRN. 163221247

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "An Analysis of The Students' Problem in Learning Reading After Covid-19 at SMK Negeri 2 Wonogiri in Academic Year 2022/2023". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Mudofir, S.Ag., M.Pd as The Rector of Raden Mas Said State Islamic Institute of Surakarta

2. Prof. Dr. Toto Suharto, S.Ag., M.Ag as The Dean of The Faculty of Cultures and Languages

3. Elen Inderasari, S.Pd., M.Pd. as The Head of Language Department

4. Wildan Mahir Muttaqien, S.Pd., MA.TESOL as The Head of English Language Education Study Program

5. Mrs. Maria Wulandari, M.Pd as the advisor for her guidance, permission, approval, valuable advices, corrections, and helps to revise all mistakes during the entire process of writing this thesis, also for the motivation and encouragements to the researcher.

6. All friends who support this research.

7. My bias, Mr. Kwon Ji Yong and Na Jaemin.

8. My beloved almamater, Raden Mas Said State Islamic University of Surakarta.

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, 16th Juni 2023

Sincerely, The researcher

Yuni Siswanti

Table of Contents

ABSTRACT

Yuni Siswanti. 2023. An Analysis of The Students' Problem in Learning Reading After Covid-19 at SMK Negeri 2 Wonogiri in Academic Year 2022/2023. Thesis. English Language Education Study Program, Faculty of Cultures and Language. Raden Mas Said State Islamic University of Surakarta.

Reading is one of the important skills. Reading is assumed to be a central means of learning new information. This research was conducted to describes the students' problems in learning English and the factors that make the students have problems in learning English in English speaking lesson at the eleventh grade of Motorcycle Technical A in SMK Negeri 2 Wonogiri in the academic year 2022/2023.

This research used descriptive qualitative research that focused on students' problems in learning English. Eleventh grade of Motorcycle Technical A in SMK Negeri 2 Wonogiri was chosen by the researcher as sample which consists of 36 students. In collecting data, the researcher used observation, interview, and questionnaire. The data collect were analyzed by reducing the data, presenting the data, taking the conclusion and verification. The researcher used data triangulation, to show trustworthiness of the data.

From the data analysis, the researcher found that every student had different problems in reading, there were hard to determining the main idea, find the detsil information, making inference, and understanding the main idea (Vocabulary).Students had factors that caused problems in learning English, there

were 2 factors, internal factor and external factors. Internal factors consist of language knowledge, learner's background knowledge, lack of reading strategies, reading process and motivation. External factors consist of students' perception and teacher's teaching style.

CHAPTER I

INTRODUCTION

A. Background of the Study

In the world formal education learning process is always linked to a system learning, where this system refers to an activity or activity teaching-learning carried out by teachers to students to transfer knowledge within a certain period and time unit. *Undang-undang nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional* has also explained that education is a place or a place for developing all the potential that exists in humans. In this era, learning becomes one of the things that is so important. During the Covid-19 pandemic in 2022, Indonesia and almost all over the world get the impact of this problem.

In educational practice during the Covid-19 pandemic in the last 2 years, almost all educational institutions have implemented online learning due to the maintain the safety and health of students. This system is also known as online learning system. All components of education are forced to adapt quickly because of this sudden change. Schools must have their classes online and this must be something new for some people who used to have face to face classes before this pandemic era. Everyone is not ready to accept sudden change chaos. Students are also required to be independent when learning online and not depend on the teacher/lecturer. Students must be as creative as possible in exploring the material

presented by the teacher and not just fixated on printed books. Students are also more free to learn because the time is more relaxed, not too tied up like in formal schools.

The terms of online and offline learning emerged as a form of learning patterns in the current information technology era. Online is an abbreviation of "on the network" as a substitute for the word online that we often use in connection with internet technology. Online is a translation of the term online which means connected to the internet. Online learning means that learning is done online, using learning applications and social networks. Online learning is learning that is carried out without face-to-face meetings, but through an available platform. All forms of study materials are distributed online, communications are also carried out online, and tests are also carried out online. This online learning system is supported by several applications, such as Google Classroom, Google Meet, Edmudo and Zoom (Syahfi, 2020).

However, along with the decreasing number of Covid-19 cases in Indonesia, teaching and learning activities can be carried out again but still implementing strict health protocols to prevent Covid-19 transmission in the school environment. The offline learning or we can call that as face to face learning is a learning process that support the success of learning and the educator is unable to assess the abilities of his students without going through a face to face based learning process (Kemendikbud). According

to Husamah (2014, 111) face to face learning is a learning activity in the form of direct interaction between the students and the teachers.

There are four basic skills in English that must be mastered by the students through the learning process (Harmer, 2007). All of the basic skills in English are equally important in supporting the students' English mastery. However, reading has always been seen as a fundamental skill that could assist the students in mastering the other skills (Fuchs & Fuchs, 2006). In order to increase knowledge, reading becomes so essential. John Cabansag (2013) stated that "Of the fourth skills, reading can be regarded as specifically important because reading is assumed to be a central means of learning new information."

Reading is also becomes a subject that has to be learnt by the students. It can help them to get some knowledge and information. Reading could give positive influence on students' other language aspects, as well as prepares them with the social and economic aspects that they are going to meet in the society stated Krashen & Brown (2007). Ahmadi (2016) said that students can build their vocabularies and create a continuing language learning through reading. Due to the importance of reading skill, it is being a part of subject in English and taught from the very basic English in elementary school until university level.

Nowadays, even though some students have upgraded their technological skills but most of them still show the anxiety of learning, stress, loneliness, and isolated. These problem can cause less efficient

learning, difficulty to understand the materials presented by the lecturer, lack of intensive interaction between teacher and students, and lack of concentration that most of the time caused by an unsupportive learning environment (Limbong & Simarmata, 2020). After online learning in several schools, one of which is at SMK Negeri 2 Wonogiri, the researcher found several obstacles faced by students and teachers after online learning was applied. In a real situation, students experienced a lot of obstacles on face-to-face learning after the pandemic related to teaching materials, learning interactions, and learning environments. Therefore, learning process is not optimal and affect students' ability to think as well the formation of learning achievement gaps.

Gaps learning outcomes resulting from loss learning competence (Learning Loss) makes students could not learn the required competencies because they are unable to follow the material or lose basic competencies what should be learned. Learning loss has an impact on decreased achievement learning due to lack of quality and facilities for students in carrying out learning. When the researcher conducted pre-research on March 13rd 2023, the researcher interviewed the students and the teacher in SMK Negeri 2 Wonogiri. The result of this pre-research are English teachers in this school focused on teaching reading and speaking skills. Apparently the students are still lack in understanding the reading material.

In this case, students find it difficult to absorb the explanations from the teacher in the form of videos and papers of online learning material.

They become so weak when teachers teach reading. They are hard to find the meaning of the text that they already read before. Texts that they read are formal invitation letter, personal letter, and factual report because they are in the lesson plan. However, in reality when offline learning begun, they still have difficulty to distinguish the types of text. They also lack in vocabulary. They said that they enjoyed learning English although not really like the material that being taught. They just casually join the class without any pressure. Especially after covid-19 pandemic happened, they are like losing their learning English motivation so that some of them have bad score and they don't care about it. The students realize that they were lack in the reading and they are not trying to improve their skills. They just go to school without thinking about their grade or material that given by the teacher. Students became increasingly lazy to interact with learning materials. In the interviews that the researcher conducted before, nowadays students are even more impressed by ignoring English lesson even though they are also interested in this lesson.

There are some previous studies that have similarities with the research. The first study is conducted by Zainil, Y & Hutabarat, Y. (2020). They researched "Students' Reading Comprehension Problem in Reading Analytical Exposition Text in SMAN 1 Solok". They found some problem that every student had difficulty in reading exposition text. They found out three internal factor in students' problem in reading analytical

exposition. They are in students' preparation before test followed by ability of the students, learning interest, and learning motivation.

Second previous study is conducted by Qrqez, M., & Rashid, R. (2017). They investigated "Reading Comprehension Difficulties among EFL Learners: The Case of First and Second-Year Students at Yarmouk University in Jordan". They found out that most of the respondents were very excited to learn English because every student needed to mastered it, but some students faced obstacles in the reading process, such as ambiguous words, foreign vocabulary, and the limited time available to process them.

Third previous study is from Marzona, Y., & Ikhsan Muhammad. They researched about "An Analysis of Students' Reading Comprehension in Narrative Text at Second Grade at SMAN 1 Talamau". They found out that the students' problem in mastering reading are caused by the lack of vocabularies and less comprehending in language future.

From the explanation above, this research has similarities with three of those described above, namely the researcher are in the same path in explaining reading problems. But this research also have a gap. That are the students' grade and the research's goals. They are the problem experienced by students of SMK Negeri 2 Wonogiri, an eleventh grade and their major is Motorcycle Vehicle. Furthermore, the researcher decide to conduct the research entitled *An Analysis of The Students' Problem in Learning Reading After Covid-19 Pandemic at SMK Negeri 2 Wonogiri.*

B. Identification of the Problem

Based on the background of the study above, some problem can be identified as follows :

1. The students had a learning loss after Covid-19 pandemic.

2. The students have a good score in the last semester (eleventh grade) but their reading skill is still lack.

3. The students are had problems in learning reading.

C. Limitation of the Problem

From the identification above, analysis of this research is the students in Eleventh grade who had several problems in learning after Covid-19 pandemic in SMK Negeri 2 Wonogiri. The researcher limited the problem and focused in analyze students' problems in learning reading at SMK Negeri 2 Wonogiri based on their behavior and attitude in the class. This thesis is focused on non-cognitive aspect.

The researcher choose Eleventh grade for sample because this grade is perfect for the research. They already have experienced about online learning before and now on they have to go to school for learning as usual or we call it as offline learning. The researcher also only focused on Motorcycle Vehicle major because in this major, students are more familiar with English vocabularies in order to be able to do their own major. They usually learn about mechanical words and those are written in

English. The researcher chose TBSM-A in academic year 2022/2023 as the researcher's informant because the other class have their own schedule that can not be disturb at that time.

D. Formulation of the Problem

Based on the research background, the problems of this study can be identify as follow :

1. What are the problems faced by students at Eleventh grade of Motorcycle Technical-A in academic year 2022/2023 in learning reading after pandemic at SMK Negeri 2 Wonogiri ?

2. What are the factors that cause problems faced by students at Eleventh grade of Motorcycle Technical-A in academic year 2022/2023 in learning reading after pandemic at SMK Negeri 2 Wonogiri ?

E. Objective of the Study

The purpose of this research is to analyze the students' problem in learning English lesson after Covid-19 pandemic. The research objective that can be formulated as :

1. To describe the students' problems at Eleventh grade of Motorcycle Technical-A in academic year 2022/2023 in SMK Negeri 2 Wonogiri face after Covid-19 pandemic especially in reading.

2. To describe the factors that affect the students' problems at Eleventh grade of Motorcycle Technical-A in academic year 2022/2023 in SMK Negeri 2 Wonogiri face after Covid-19 pandemic especially in reading.

F. Benefit of the Study

The research of *"An Analysis of The Students' Problem in Learning Reading After Covid-19 at SMK Negeri 2 Wonogiri in Academic Year 2022/2023"* hopefully will give some benefits to the teachers, the readers, and the other researcher. There are two kinds of benefits of the researcher, namely theoretical benefits and practical benefit.

1. Theoretical benefit

    The result of this research is expected to give the contributions as a new reference in reading in Vocational High School.

2. Practical benefit

    a. The researcher

        Understand about how students' learn English after pandemic and their problems in learning reading in the daily lesson.

    b. The students of SMK Negeri 2 Wonogiri

        The result of this research gives information about their problems and hopefully can motivate them to practice more and to encourage them to learn English so that their English got better and they will learn it easily.

c. The English Teacher of SMK Negeri 2 Wonogiri

The result can be used as feedback to improve teachers and the school to make a better English learning method so that it can help students easy to understanding the lesson.

G. Definition of the Key Terms

There are some terms used in this research that need to be defined to avoid misunderstanding and misinterpretation, some terms used in this research as follows:

1. Problems

According to Sugiyono (2009:52) problem is a deviation between what should have happened and what actually happened, between theory and practice, between rules and implementation, between plans and executors.

2. Reading

Sutari(2000) stated that reading is a process of getting the meaning of something written of printed by interpreting its characters or symbols. Reading is a second language that defined as process of grasping full linguistics meaning in the new language through the symbol used to represent it.

3. Vocational High School

UU Republik Indonesia No 20 Tahun 2003 tentang Sistem Pendidikan Nasional, Vocational High School is defined as the education institution responsible for preparing students to work in certain fields of work

CHAPTER II

LITERATURE REVIEW

B. Theoritical Review

1. The Concept of Reading

Brown (2001) stated that reading would be best developed in association with writing, listening, and speaking activity. Capitalizing on the interrelationship of skill, especially the reading – writing connection is the best aim to achived. The most effective input to improve student's competence and performance is still reading itself. In the reading field, the reader deals with words or combination of words written by the writer. From the explanation above, the researcher concluded reading as an activity to get ideas or various kinds of information from a text. Reading can creates a relationship between the reader and the writer so that the written information can be accepted and understood by the reader.

Reading is a very important thing not only for students but also for all of us. Through reading, students can collect a lot of knowledge, idea, and various information. If they do reading activities, they will collect a lot of knowledge, idea and information easily. The students will be more active in learning because they can use knowledge that they have through reading that stated from Junaidin (2017). Readers can master various types of knowledge such as science technology, education, economics, lifestyle, and the currents of globalization that occur in the world.

2. Purpose of Reading

Reading skill has purposes according to Grabe and Stoller (1991) that cited in Sarah (2019) as follows:

a. Reading to search for simple information

   This is a common reading ability. It is used so often in reading tasks that it is probably best seen as a type of reading ability

b. Reading to skim

   It is a common part of many reading tasks and a useful skill in its own right. It involves, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Reading to learn from the texts

   Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to reading and reflection strategies to help remember information).

d. Reading to integrate information

   Reading to integrate information. These skills inevitably require critical evaluation of the information being read so that the

reader can decide what information to integrate and how to integrate it for the reader's goal

3. **Types of Reading**

There are two types of reading. They are extensive and intensive reading. To get maximum benefit from their reading, students need to be involved in both of them (Harmer, 2001).

a. Extensive reading

Extensive reading means reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding (Greell, 1981). It is reading activity which teacher encourages students to choose for themselves what they like to read and to do for their pleasure and general language improvement.

b. Intensive Reading

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get imany opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text.

4. Level of Comprehension

Reading comprehension skills were classified according to what was reported by Burn (1984:177) cited in Sinaga, Deify Fitri (2015) divides reading comprehension skill into two levels, as follow:

a. Literal Comprehension

Literal comprehension represents the ability of understanding the information that is explicitly stated in the print and illustration. The students can recall, identify, classify, and sequence the detail, fact and stated main ideas from a variety of written materials, and can interpret directions this level of comprehension involves surface meaning. According to Burke (2021) literal understanding is the basic understanding of a text, including facts and information that are stated directly. Literal understanding is the most basic form of understanding; therefore, it has to be developed first and is usually focused on during the early stages of literacy. When responding to literal comprehension questions, a student must be able to find the answer directly from the text. Literal understanding applies the first three important aspects of understanding, including finding main ideas and supporting details, sequencing events, and answering memory questions.

This type of understanding generally has one definite answer. The examples of initial literal comprehension questions are :

1. What happened...
2. Who is in charge...

3. Which character...

4. When did this happen...

5. Where did it happen...

6. What's the main idea...

7. How many...

b. Interpretative or Inferential Comprehension

Higher level of comprehension involves reading beyond or between the lines. The reader brings knowledge and experience to the act of reading and draws the differences. She must be able to read critically and analyze carefully what she has read. She also needs to see relationship among ideas, for example, how ideas go together and also implied meaning of the ideas. Interpretative or referential comprehension includes thinking process such as drawing conclusion, making generalization, prediction outcomes. At this level, teacher can asks more challenging question such as asking students to do the following task:

1. Rearrange the ideas or topic discussed in the text

2. Explain the author's purpose of writing in the text

3. Summarize the main idea when this is not explicitly stated in the text.

4. Select conclusion which can be deduced from the text they have read.

Burke stated that inferential meaning involves determining what the

text means. You start with the stated information. This information is then used to determine a deeper meaning that is not stated explicitly. Determining inferential meaning requires you to think about the text and draw conclusions.

Examples of the types of information that can be identified as having inferential meaning include:

1. Generalization

2. Causality

3. Future prediction

4. Unstated main idea

Another reading comprehension statement comes from Nagah and Hafez (2002) in Amaal (2021) as follows:

a. Literal comprehension

   Identify lexical and idiomatic terms, identify and remember details, recognize ideas declared in the text, and follow instructions.

b. Inferential understanding

   By deducing similarities and differences, deducing cause-effect relationships, inferring implicit meanings in the text, deducing the writer's purposes and motives.

c. Creative understanding

   It means responding to the topic, trying to simulate it, adding and supplementing (providing suggestions and alternative solutions that can lead to better results) and solving similar

problems based on the readable material, adding a comment, completing a text, and build a creative opinion.

Based on the statement above, it can be concluded that the reading level of Vocational High School students is in inferential reading because in the reality, they are invited to make their own conclusions, predict the future and also it is more complicated than the literal reading.

5. Strategy of Reading

Students need to find some strategies to develop their reading skill. In reading, there exist four major categories of strategies. They are skimming, scanning, careful-reading and predicting. These are considered at the same time as the sub-skills of reading(Phan, 2006). There are several strategies for improve reading. According to Mikulecky Jeffries, some important comprehension skills, they are:

a. Previewing for better comprehension

The aim of previewing is to find out what the readers are going to be reading before they actual read. For example when they receive a letter, they usually look first at the return address or the stamp to find out where it came from and who sent it. Then they make some guesses about what will be about.

b. Scanning

The students do not read every word, only key words that will answer their question. Skip over unimportant words so that they can read faster.

c. Skimming

It means running the students eyes over a text to get a quick idea of the abstract of a text. They skim to get a general sense of what it is all about.

d. Using vocabulary knowledge for effective reading

Guessing is the best strategy, in order to try and understand what is being written or talked about. Their reading more enjoy because they don"t have to stop often.

e. Making inferences

Good readers constantly make inferences as they read. That means. Sometimes they look forward, trying to predict what is coming. Then they use the clues to guess about the text and about the writers' ideas.

f. Finding topics

In order to understand what the students are reading, they need connect it to something they already know. To make this connection they need to be sure that they know what it is that they are reading about.

g. Discovering topics of paragraph

It is difficult to understand what the students are reading if they don"t know what it is about! Even when there are no difficult words or grammar they cannot make sense of the sentences if they don"t know the topic.

h. Understanding main idea

The main idea of a paragraph is a statement of the author"s idea about the topic. A main idea statement is always a complete sentence that includes both the topic and the ideas that the author wishes to express about the topic.

i. Summarizing

Summarizing is the process of retelling the important parts of a passage in a much shorter form. It is an important reading skill when they are able to summarize a passage, they can be confident that they have understood it. Those comprehension skills allow the students to read well in English, they think in English as their read. If they think in another language and translate into English, they will have difficulty with comprehension. Understanding the words and the grammar is not enough. Students need to be able to make logical connection between the ideas and information in your reading.

6. Problem in Learning Reading

There are of course, many possible problems why a student may experience problem in learning reading. According to Nuttal (1982) that cited in Puspita (2017:13) the problem can be mention as :

a. Determining the Main Idea

The main idea is a summary statement that includes the details or ideas in a selection. It is what all the other sentences are about. The main idea is more specific than the topic. Whereas the topic is the subject, the main idea is the general idea that is expressed about the topic. The main idea is the essence of a paragraph which is more true if the author wants to convey a message to the reader. Therefore, the main idea is very important in a paragraph that the author develops as the main idea.. Examples of questions in determining the main idea:

1) What is the main idea of the second paragraph?

2) What is the main idea of the first paragraph?

Based on the pre-research that has been done by the researcher, students still have difficulty in determining which sentence contains main idea so that when reading a text they become confused. They are often answer questions based on what they think is appropriate as an answer.

b. Detail Information

Detail information is additional information that explains, defines, or proves the main idea. In the text, we can find supporting detail

to answer the question of who, why, when, where, what, and how. There are explicit and implicit supporting details. Explicit is something that is clearly expressed or stated in the text. Moreover, implicit is something that is implied indirectly without being directly expressed in the text. Some examples of detailed information, namely:

1. "According to the passage, who were fighting for the conversation in the forest?".

2. "All of the following are true except...".

When the researcher asked the students about how they find out detail information they clearly said that it was not too difficult because they can handle it using 5W + 1H questions.

c. Making Inference

Making Inference is very important to ensure a good understanding of a text. Readers focus on what they are looking for from the text and don't focus on the unimportant text. In making inferences, students are expected to be able to understand the text and find conclusions from statements in a text. Readers are also expected to practice combining clues from the text and their background knowledge to create a conclusion. This means that the clues in the text will help students to build assumptions and draw conclusions. So, they can answer those questions.

Examples of questions are often stated in one of the following forms:

1. "From the passage, we can conclude that...".

2. "What is the meaning of the statement above?".

In this part, usually the students facing a hard time because they also confused about how to find out the clues that available in the text. They always think that every sentence is important so they hard to make a conclusion.

d. Understanding the Meaning of Words (Vocabulary)

Students are expected to expand their knowledge of vocabulary every time they read, such as by finding out the meaning of new words they encounter in the dictionary and guessing the meaning from the context. The context can help students to make general predictions about their meaning. This means that making predictions from context will greatly assist students in understanding the meaning of a passage without constantly searching for each new word. Vocabulary is the main component to understand a reading text from reading ability.

In the process of adding vocabulary when students read from a text, such as looking up the meaning of a new word in a dictionary and guessing the meaning of the context. Examples of questions to understand the meaning of words, namely:

1. "What is the meaning of the underlined sentence?".

2. "The underlined word refers to ...".

In this part the researcher asked students about how they understand the meaning of some vocabularies and they just answer that they are depend on Google Translate. They always search every words that they do not know about the meaning and they simply did that in the class during teaching and learning activity because nobody uses dictionary anymore.

Puspita (2017:13) stated that the basic questions on the reading test is about the main idea, finding reference, understanding the difficult word and making inference based on the passage. The aspects of reading comprehension according to Nuttal (1982) that the students should understand to comprehend a text well are determining main idea, finding specific or detail information, making inference and understanding meaning of words. These aspects are regarded as problems that the students encounter in reading the text.

Akbari (2014) in her research found some of the comprehension problems from insufficiency or lack of grammatical knowledge.

a. Recognizing and understanding different kinds of phrases and determining their head noun.

b. Recognizing and understanding different kinds of clauses and determiningtheir grammatical function.

 c. Recognizing the main sentence in a complex sentence and consequently failing to recognize the main verb of the sentence.

d. Recognizing the role of conjunctive adverbs.

e. Recognizing the reference of the pronouns.

f. Recognizing and understanding the tense of the verb.

g. Understanding the passive sentences.

h. Lack of knowledge of collocations.

i. False generalizations or stereotyping about words with similar spelling or pronunciation.

Based on the explanation of the statement, the researcher will focus on 5 aspects or indicators based on the problems faced by students, namely: determining the main idea, detailed information, making inferences, locating reference, and understanding the meaning of words.

7. **Factors of Problem in Learning Reading**

When reading a text, students could counter many factors that contribute to the cause of students problems in comprehending text. Comprehending English, and reading texts is not an easy thing according to Kennedy (1981) cited in Sitompul (2019). There are so many students facing some obstacles in comprehending English reading texts. It is like looking for detail information and main idea in the text.

The researcher divided into two factors, it is internal and external factor. Internal factors come from the student themselves while external factors come from outside or wider scope.

a. Internal Factor

According to Westwood cited in Mardiani, (2021:987) stated that the problems in learning reading at text level are produced by several factors, as follows :

1. Language knowledge

Word knowledge is the most important element for reading comprehension   because   readers   can not   comprehend   the sentence without attaching the meaning to the word a passage with many unfamiliar words causes difficulties in comprehension. In the pre-research that already conducted, the researcher found out that many students stll struggling in finding the meaning of one word in a sentence which makes it difficult for them because they have to work twice.

2. Learner's Background knowledge

The   learner's background knowledge   is one area of research in which researcher have attempted to discover how what readers know affects what they understand. For example, if students have   limited background   knowledge   in   reading   a   text,   they cannot follow and understand it because they do not know what the text is about. A learner's background knowledge is defined as a student's prior knowledge of the world, the aim of   which   is   to   integrate   new information from the text into previous information. If students do not know what type of text it

is, such as a formal invitation, personal letter or factual report, they cannot follow and understand what the text is about. Students will be able to understand a text well if they already know the type of text. In the really, the researcher discovered students are still lacking in differentiating various kinds of text that they learn,

3. The Lack of Reading Strategies

The lack of reading strategies is another issue that causes difficulty in reading comprehension. If students have acquired reading skills or strategies, they can process text efficiently. Referred to strategies as learning techniques, behaviors, problem-solving, or study skills that make learning more effective and efficient. In conclusion, the students must know the reading strategy so that they do not have difficulty finding the information they want to know. If they don't understand, they won't reach the comprehension of the text they read.

In SMK Negeri 2 Wonogiri, many students use Google Translate as their partner to do their task. Even in the middle of the class, the teacher give them permission to open their hand phone and browse the meaning of the word they did not know. They do not have any other strategies because the teacher never teach them how to answer this question using various way.

4. Reading Process

The reading process is a psycholinguistic process in which students do not use all the information on the page. Therefore, they do not need to know every word to understand the text. Although long sentences with embedded clauses are more difficult to read, second language acquisition research has shown that students can understand texts that are beyond their syntactic abilities. They can ignore grammatical difficulties and extract meaning from other sources such as vocabulary, or context clues, and still understand a passage.

Students have to choose the most productive sign language to define the author's message. In addition, the reading process is a complex process to reconstruct the meaning encoded by the author. The factors of difficulty in understanding the reading text can be concluded as language knowledge, learner's background knowledge, motivation, lack of reading strategies, and the reading process.

5. Motivation

Motivation is one of the important roles of students and the reason why students when reading a text will affect their reading achievement. If students are not interested in the topic they are reading. They may fail to read. So it can be concluded that students' motivation can affect reading results. Studies of poor

students of first and second languages have shown that poor students lack the motivation to read or improve their reading skills; As a result, lack of motivation becomes an obstacle to reading comprehension.

b. External Factors

1. Students' Perception

Sembiring (2021) stated that the online learning system that has been implemented so far has made students expectation to this learning will be better. According to Toha (in Asrori, 2020), one of the factors that influence individual perception is the expectations and motivation. The delivery of material taught by the teacher is also the hope of students during it. The delivery that students want is to convey the material with creativity so that students can better understand and be more motivated to study. Based on the results of the pre-research, the student's opinions are agree if learning is carried out not face to face or back in online learning. Then most of the students in the Eleventh grade of Motorcycle Technical A agrees with face-to-face learning. Nevertheless, there are still some obstacles that faced by students.

Students are not fully familiar with face-to-face learning in schools. Students argue that face-to-face learning is more effective than in-person learning online, because online learning has lots of obstacles and very boring. However, problems were encountered in

its implementation. Students stated that they studied more often when online learning was taking place. This is of course inversely proportional to the current conditions where these students feel lazy to study because they think that there is already a teacher who will explain material that they do not understand without looking back for references from books or articles on the internet.

2. Teacher's Teaching Style

Teacher behavior affects all types of learning, especially learning foreign languages. Cheng and Dörnyei (2007) stated that teachers can arouse students' enthusiasm by being a personal model in class. Stipek (2002), also said that the importance of projecting teacher enthusiasm. According to Adinda (2020 : 23) Teacher is one of school environmental factors who has important role to increase students learning achievement. Teacher is a subject in education who has duty to transfer the knowledge to the students.

A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher alsodetermines whether their students to be good readers or not. Teacher also will become source of learning difficulties if he/she does cannot choose the right technique to teach the material.

B. Previous Studies

Researchers have conducted research involving the problem of learning reading activities , namely:

Hidayati, D. (2018), has researched "Students' Difficulties in Reading Comprehension". The purpose of this study was to determine the difficulties faced by the eleventh graders of SMAN 1 Darussalam Aceh Besar. The method used for this research is descriptive quantitative. The test results shows that most of the eleventh grade students SMAN 1 Darussalam, Aceh Besar had difficulty answering the main idea, drawing conclusions, and finding reference questions. The most difficult aspect is the question of the main idea because the main idea located is difficult to find.

Kasim, U., & Raisha, S. (2017), entitled "EFL Students' Reading Comprehension Problems: Linguistics and Non-Linguistic Complexities". The researcher concludes that this study purposes to investigate how to solve students' reading comprehension problems in EFL classes. The class tries to identify linguistic and non-linguistic reading comprehension problems. The results of this study is most of the students experience reading problems in linguistics, and the biggest reading comprehension problem is semantics.

Laily, R. (2018), researched "The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test". The researcher concludes that this study shows most of the students' problems are related to vocabulary knowledge and mastery. This problem are related to reading habits and

the lack of interest especially in reading comprehension courses. The students need more interactive fun learning activities such as games, or audio-visual media to keep them interested while the lecture continues or to reduce their anxiety.

Mikatama, Yosyie(2019) Improving the Students' Reading Skill by Using Sketch to Stretch Strategy Among the Eight Grades at SMP Negeri 1 Batanghari in Academic Year of 2019/2020.The purposes of this research are to investigate the using of note-taking strategy can improves the students' reading skill and learning activities. The researcher had outlined the problem in this research that focused on reading abilities. It is related on the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class and they always feel bored in reading subject.

Putri, O. Sherly (2018) has researched about Factors Affecting English Language Students of Education Administration . This study aims to determine the factors that affect the ability of students. This research is a descriptive research with qualitative approach. The results of this study indicate that in general the factors that affect the ability of students are ability listening, ability reading and speech capability.

Based on the researches above, the researcher has different and similar aspects in conducting this research. Previous research above can be

concluded as research similarity by analyzing the problem of reading comprehension of reading texts that become the focus of this research also. The researcher interested in analyzing students' problems in comprehending English reading texts and what factors that can affect the students' problem also.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This researcher uses descriptive design with qualitative research. Qualitative research have a basic concept. It has terms of research where the researcher should explore and understand, (Cresswell, 2009:4). Further, Creswell(2009) explained that this qualitative research process involves contain important things, such as asking questions, collecting specific data from participants, analyzing data and interpreting the meaning of data. Moleong (1995: 6) stated that qualitative methodology is a research procedure without statistic analysis or other quantification method.

The type of the research is case study, where the definition of case study is a research method that specifically investigates contemporary phenomena contained in the context of real life, using various data sources. key case study research makes it possible to investigate a particular event, situation, or social condition and to provide insight into the processes that explain how certain events or situations occur (Hodgetts & Stolte, 2012).

It is focused on students problems in learning reading comprehension. According to Sugiyono (2015: 19) in the qualitative research, the researcher investigated the activities, situations or materials seriously. Sugiyono also said that qualitative researchers prosecuted can dig data based on what is spoken, is perceived and performed by participants in the data source. Researcher did

observation and analysis about students problem in learning reading comprehension. The research has main point, there are to collect and to accumulate the basic data in descriptive way. The research was done in the classroom. It is the result of observation about an analysis of the students problem in learning reading after covid-19 pandemic at SMK Negeri 2 Wonogiri.

B. **Research Setting**

1. Place of the Research

    This research take place at SMK Negeri 2 Wonogiri. It is located on Jl. Raya Wonogiri-Ngadirojo Km 3 Bulusari, Bulusulur, Wonogiri. The reason why the researcher choose this school as a place for research is because this school is one of public vocational high school that has a good track record in the field of English. this school often participates in various kinds of English competitions and gets good result.

2. Time of the Research

    This research is started from March, 2023.

Here are schedule of the research:

No	Schedule	April				May				June
		1	2	3	4	1	2	3	4	1
1	Asking Permission	■	■							
2	Pre Research			■	■					
3	Conducting the Observation				■	■	■			
4	Conducting the Interview							■	■	
5	Analysing the Data								■	■
6	Making the Data Conclusion									■

C. Research Subject

Informant is people who can give information about the research study. In this study, the informants are 36 students of eleventh grade of Motorcycle Vehicle Major.

D. Data and Source of the Research

In order to find out the result of this research, the writer has to collect the information from the object of research. Arikunto suggested that data   is known as the result which is collected by the researcher that consists of fact or numbers. The source of data in research is the subject from which the

data is obtained (Suharsimi, 2010: 172). In this research, the source of data can be obtained from informants and events or activities that actually occurred.

1. Informant

   Informant is a person who answers questions relating to their opinions or feelings about something, so that information can be collected about it.

2. Event or Activity

   Data or information can also be obtained through observation of events or activities related to research problems, from events or incidents. In this way, researchers can find out the process of how something happened with greater certainty for witnessing it firsthand. By observing an event or activity, the researcher can cross-check the verbal information given by the subjects studied.

E. Technique of Collecting the Data

   Moleong (2005:58) stated that data collection technique are methods or strategies to get the data that needed to answer the problem. According to Arikunto (2002:127) we can use test, questionnaire, interview, observation, rating scale, and documentation to collect our data. In this research, the researcher use observation, and interview and questionnaire to collect the data.

1. Interview

   Interview is the most common format of data collection in qualitative research. Interview is particuly aims to getting the story behind a

participant's experience (Mc Namara,1999). According to Dedy Mulyana (2004:180), interview is a form of communication between two people involving someone who wants to obtain information from another person by submitting questions, based on specific goals. Interview is the most effective way for conducted qualitative research, it can help the researcher explains, understand, and explore research subjects' opinion or experience. Interview questions are usually open-ended questions so that deep information will be collected. Interview is a conversation with a certain goals. The interview was carried out by two people, namely the interviewer who asked the question and the interviewee who will answer the question (Moleong, 2007:186).

Interview is devided into three types according to Arikunto (2006), they are structured, unstructured and semi structured interview. Structured interview means the interview is conducted by interviewer by reading complete and detailed questions. The researcher makes prepare, precise and fixed questions. Unstructured interview means the researcher does not use any guide and it will depends on the situation or researcher's ability to collect information from interviewee. Semi structured interview means a combination between structured and unstructured interview that uses fixed questions and it could be develop during the interview process to get some additional information based on related topic. In this research, the researcher will use structured interview to get the data from the students of SMK Negeri 2 Wonogiri.

2. Questionnaire

   Questionnaire is a data collection technique that done by giving a set of questions or statements written to the respondent to answer. The aim of giving the questionnaire is to obtain information from respondents about what they have experienced and know. When we make some of question, we should consider the amount of questions so that they are not too many or few and the important thing is that they are adjusted to the indicators set (Siyoto & Sodik, 2015).

3. Observation

   Observation is the action of collecting data on the performance based on an object using five senses (Arikunto,2006 :156-157). According to Sugiyono (2017:203), observation is a technique of collecting data to observe human behavior, work processes, and natural phenomena, and respondents. In this study, researchers conducted online observation to find facts.

F. Research Instrument

   Research instrument is the tools used for data collection and analysis. The main tool or instrument in data collection on this study is the researcher herself by observing, asking, listening, requesting and taking research data.

According to Arifin, Muhammad and Khoirudin (2014) there are several instrument that used to research the data as follows :

1. Interview Guidelines

    Interview is person-to-person conversations or person-to-group interviews. Conversation over by both parties, namely researcher as interviewer and research subjects as informants (Ulfatin, 2014: 189). During interview the researcher need interview guide lines, that are contain list of the topics and questions an interview plans.

2. Questionnaire Result

    Questionnaire result is a result of number that are used to obtain information from respondents in the sense of personal reports, or things that they know.

3. Observation Guidelines

    Observation is conducting direct observation, observation can carried out with tests, questionnaires, various pictures, and sound recordings. An outline provided before doing an observation.

G. The Trustworthiness of Data

This research is carried out by applying qualitative research methods. Therefore, it concerned with the trustworthiness. Data or information collected from research in the form of interviews to see whether the research findings are credible or not, it has to be checked. In this study, the examination

of the research findings used triangulation. Based on Sugiyono (2017:241) technique triangulation of data collection is to combine various techniques data collection and data sources into one.

Triangulation technique means that the researcher uses different data collection techniques to obtain data from the same source. Researchers used participatory observation and in-depth interviews with interviewees on the same data source simultaneously. There are three types of triangulations according to Sugiyono (2016:372), they are source triangulation, technical triangulation and time triangulation. Moleong (2012: 330) states that triangulation is a data validity checking technique that utilizes something else, outside of the data for the purpose of checking or comparing the data against it. Based on in that comparison, there are four types of triangulations as follow :

1. Source of triangulation

    Source of triangulation is triangulation by comparing observations with data from interviews, comparing what people say in public and personally. By doing this technique, you will get the same views, thoughts and opinions. then more established truths are extracted from several sources.

2. Triangulation methods

    The triangulation method is checking the degree of trust in the results of intervention research with several data collection techniques.

3. Triangulation by utilizing observers or other researchers which aims to reexamine the level of trustworthiness of the data.

4. Triangulation theory

Triangulation theory is triangulation used in discussing the problem of overuse of one theory.

Researcher used the triangulation method to collect data similar to the observation data collection. This is done to obtain more detailed and specific information according to the research objectives. The technique used by researchers in collecting data is using interview and observation techniques. It aims to obtain detailed and specific information according to the research objectives.

H. Technique of Analyzing the Data

Technique of analyzing the data is a process of finding and compiling the data collected so that the data can be concluded and used as an information material that can be understood by the researcher and others. According to Miles and Huberman (in Sugiyono, 2017: 133), suggested that the activities in qualitative data analysis are carried out interactive and takes place continuously until complete, so that the data already saturated, the activity are in the form of data reduction, data presentation, and verification data.

In this research, the researcher choose to using technique of analyzing the data from Miles and Huberman in Sugiyono (2017:132) with stages data collection, namely :

1. Data collecting

    Data collecting is a collecting data stage by conducting some observations, and interviews where researchers act as a key instrument in data collection. The longer researcher in the field, the more data will be obtained.

2. Data reduction

    Data reduction is a stage of selecting and focusing on which important data and summarizes which data are the essential ones. In data reduction, field note s are summarized, selected, and focused on important things. So, field notes are used as raw material that are shortened, reduced, compiled more systematic, making it easier to control. Reduced data provides more conical picture of the observations, make it easier for researchers to find the data obtained when needed.

3. Data Display

    Data display according to Miles Huberman in Sugiyono (2017:137) states that what is often used in presenting the data in qualitative research is a narrative text. Displaying data in qualitative research will make the researcher easier to understand what is happening and guide the researcher to plan further research based on what has been understood.

4. Drawing and Verifying Conclusion

The final step in the analysis of qualitative data according to Miles and Huberman is drawing conclusions and verification. The initial conclusions found are still tentative, and will change if strong evidence is found to support the next stage of data collection.
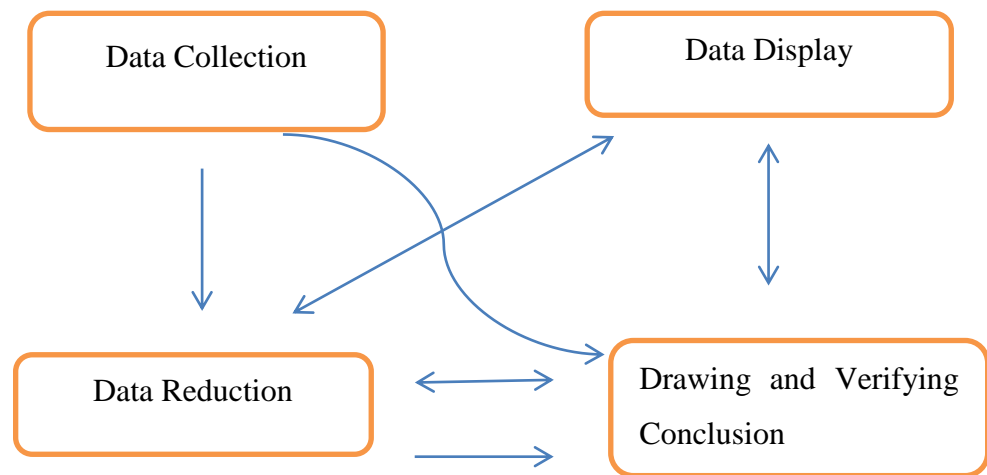

Figure 3.1. Component of data analysis (interactive model)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter explains and discusses the results and the discussions from the collected data through interview,observation, and questionnaire with 36 students as the participants. This research was conducted to explore two research questions; what are the problems faced by students at Eleventh grade of Motorcycle Technical-A in academic year 2022/2023 in learning reading after pandemic at SMK Negeri 2 Wonogiri and what are the factors that cause problems faced by students at Eleventh grade of Motorcycle Technical-A in academic year 2022/2023 in learning reading after pandemic at SMK Negeri 2 Wonogiri . The researcher took the data interview from the students on 13rd June 2023 at 12.10 PM. The others instrument from google questionaire that the researcher took, data questionaire from the students started on 9th June 2023 until 11th June 2023.

A. Research Finding

In order to find the research results, the researcher gave questionnaires to the students. Questionnaire was given to the whole students In Eleventh grade of Motorcycle Technical A that consist of 36 students. The questionnaires purposed to get the deeper understanding of students' problems in English reading lesson. In addition, questionnaire consisted of 20 question. From number 1-6 there were questions about the students' problems in

learning reading. Furthermore, from number 6-20 there were questions about the factors of students' problems in learning reading.

Another technique of collecting data used by the researcher was interview. By doing interviews the researcher got the information that needed for the research. The researcher conducted the interviews with ten students frm Eleventh grade of Motorcycle Technical A of SMK Negeri 2 Wonogiri. The observation was conducted by the researcher to know about the process of teaching and learning reading in the class. In collecting data, the researcher employed an observation. The researcher observed the students' problems and factors that affect them in learning reading.

The observation had been done three times by the researcher in 15th May 2023, 22 nd May 2023 and 29th May 2023.Base on the result of observation and questionnaire, the researcher could take some conclusions about the students' problems in learning reading. The result of students' questionnaire, interview, and observation can be seen as follows:

1. Students' Problems in Reading

   a. Determining the main idea

   From the result of questionnaire, students had problem in determining the main idea. When the researcher asked them in questionnaire "Do you know how to find the main idea in the paragraph 2 for example?", most of them answered they can not answer it. And from the results of interview, when the researcher make sure about the data, the researcher asked them again if they knew about this type of question and they are still confused

and when they do the test by answering that kind of question they said they just answer it by guessing

b. Detail Information

Majority of this class always said that they do not know yet how to find the detail information. They used to read a whole text but still cannot finding the detail information.

c. Making Inferences

Making inferences is very important to ensure the students' understading a text. That is why when the researcher conducted a questionnaire about it, most of the students in this class answered not knowing how to make a inference by concluding the text.

d. Understanding the meaning (vocabulary)

The students are lack of mastering vocabulary, because according to them remembering vocabulary was very difficult. It could be proved by the all of the subject when the researcher asked them about why they had problems in reading, then they said "kesulitanya menghafal kosa kata mbak. Soalnya di Bahasa Inggris itu kosa katanya membludak."

2. Factor of Problem in Learning Reading

a. Internal Factor

1. Language knowledge

From the questionnaires results, 48,8% of the students said they are agree that they have a problems with their languang

knowledge because they do not familiar with the difficult sentences. While 42,2% of the students said that they are disagree with this factor. Another opinion from 6,1% students said that they are totally agree with with statement because English is not their language.

When the researcher ensure them about their choice in questionnaires 9 of 10 students agree that they do not have language knowledge especially in reading text.

2. Learners' background knowledge

From the questionnaires results, 70,7% are totally agree that they have problem in learning English from background knowledge. 212% said that they are agree and 6,1% said that they are disagree with this factor.

When the researcher makesure again and asked them about this, majority of the students change their mind and totally agree with the statement because when the researcher asked them can they mention about kinds of English text, they answer it surely they do not knew about that.

3. Lack of reading strategies

The students of this class answer easily that they only use goggle translate for daily use in school. 39,4% are totally agre that they use google translare for help. 57,6% agree that they

also use this application. But when the researcher asked them about this, every single peson totally agree that they only use google translate for finding the way to translate English text.

4. Reading prosess

Based on quisionnisre, half of the students using old method for reading the taxt. So that is why they do not have another way to make their reading better.

5. Motivation

In the questionnaire when the researcher asked the students do they love to learn English the majority of students. It is 66,7 % agree that they like to learn English. 18,2% are also agree and the other 15,2% disagree.in the interview, the students answer that actually they like to learning English but they said to the researcher that they do not like reading because it is difficult.

b. External factors

1. Students' perception

When the researcher conducted the observation, she asked the students near her about how he learn English and surprisingly he answer I just listening to the teacher. So when this questionnaire begin and they answer not honest so the researcherasked them again to confirm but they already said that they do not study in home. They only study in the school

with their teacher.

2. Teacher's teaching style

727% of the students are really like their teacher. When the researcher comes to did observation, they are listening to their teacher and obeying her. The researcher did interview to ensue one more time and the answer is still the same.they like their teachers' teaching style.

B. Discussion

Based on the research finding, the researcher will discuss the finding of the research. The discussion is about the students' problems in learning reading and. the factors that make students' have problems in learning sreading.

After describing the data, the researcher needed to analyze the data because the data is still draw. It is appropriate with the answer of the problem statements. The explanation will be presented below:

They do not know how to determining the main idea, finding detail information, making inference,and understanding the meaning of words. It is suitable with the theory from Nuttal (1982) that cited in Puspita (2017:13).

in this school the students majority can not understanding all of the problems that usually happen. Actually that four aspect is very important to know because it is the indicator of understanding the material of reading lesson in the school. If they can not answer it and find it properly how can they

understand the problems?

Another cases are the factor that can affect the learning reading process. Based on Westwood theory, there are many factors that can impact the reading problems of the students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion of the research and suggestion for developing the students' difficulties in English speaking lesson at eleventh grade of SMK Negeri 2 Wonogiri. The following discussion provides the conclusion and suggestion of the study:

A. Conclusion

Based on the research finding, it can be concluded that the researcher found students' problems in learning Reading and factors that cause problems learning Reading. Every student of XI Motorcycle Technical-A SMK Negeri 2 Wonogiri had problema in learning English. They do not know how to determining the main idea, finding detail information, making inference,and understanding the meaning of words. The students did not understand what the text is talking about They did not understand and make them hard to say something.

The students of XI Motorcycle Technical-A SMK Negeri 2 Wonogiri had factors that cause problems learning Reading. There were two factors, Internal factor and external factor. Internal factors consist of language knowledge, learner's background knowledge, lack of reading strategies, reading process and motivation. External factors consist of students' perception and teacher's teaching style.

B. Suggestion

After conducting an action and based on research findings, the researcher would like to propose some suggestions for English teacher, students, and other researchers. The researcher hopes, it can become an input determining the appropriate teaching technique, method and media which can increase students' interest in speaking, as follow:

1. For the English teacher

    a. Keep your hardwork, maam. The students really like the way you teach. Justmake some more variation so that you and the students can not be bored.

    b. The teacher should make the learning process more fun and interesting.

 2. For the students

    a. The students should more practice reading and doing exercise on book in their daily life and explore their ability in reading confidently and enjoy during the reading class.

    b. The students should be more active and have the motivation to learn and practice their English, especially in reading.

    c. The students should improve their vocabulary, pronunciation and meaning by using a dictionary or google translate that can be easily used in their reading activity.

3.. For other researchers

The researcher hopes that other researchers could continue this research at related topic and find out other problems and strategies in reading. Furthermore, the researcher recommends for other researcher to study the problems factors and strategies in reading to get more real condition about students' problems and strategies.

REFERENCES

Arikunto, S. (2006). *Manajemen Penelitian*. Jakarta: Rineka

Assidiqi, Dimas. (2021). *Peluang Menurunnya Capaian Hasil Belajar (Learning Loss) dan Alternatif Solusinya : Kajian Pembelajaran Online di Era Pandemi Covid-19 di Jurusan Teknik Mesin UNESA*. JPTM. Volume 10 Nomor 03 Tahun 2021, 47-54

Brown, Douglas 2003. Language Assessment: Principles and Classroom Practices. San Francisco: San Francisco State University.

Grabe, S & Sttaler F. L. 2002. Teaching and Researching Reading. London: Longman.

Haris. 2020. The Use Of Global Method To Improve Reading Comprehension At The Eight Grade Of SMPN 2 Sungguminasa. A Thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar

Ikrima Hikmawati (NIM: 109014000150). Improving Students' Reading Comprehension of Narrative Text by Using Jigsaw; A Classroom Action Research at the Second Year of SMP YMJ Ciputat in Academic Year 2013/2014. Skripsi of English Education Departement at Faculty of Tarbiyah and Teachers' Training of State Islamic University Syarif Hidayatullah Jakarta, 2014.

Kurniawan, Muhammad. Rudi Salam. (2022). Student Learning Actigity Analysis With Learning Loss- Events Post End of Full Online Learning. Jurnal EPISTEMA Vol. 3 No. 2. https://doi.org/10.21831/ep.v3i3.50645

Mardiani, Selvia. Jismulati, Erni. Indonesian High School Students' Difficulties in Understanding English Test. *Jurnal PAJAR (Pendidikan dan Pengajaran) Volume 5 Nomor 4 Juli* 2021. http://dx.doi.org/10.33578/pjr.v5i4.8359

Masri, A. Amaal (2021). The Level of Reading Comprehension Skills of Students with Learning Disabilities in Jordan. Al-Balqa' Applied University. https://www.researchgate.net/publication/357164322

Nunan, David. 2003. Practical English Language Teaching. (1st ed). McGraw-Hill Education.

Oakhill, J. V., Cain, K., & Elbro, C. (2019). Reading Comprehension and Reading Comprehension Difficulties. In D.A. Kilpatrick, R. M. Joshi, & R. K. Wagner (Eds.), Reading Development and Difficulties: Bridging the Gap Between Research and Practice (pp. 83-115). Cham, Switzerland: Springer. -

Pendidikan, M., Kebudayaan, D., & Indonesia, R. (2020). Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Coronavirus Disease (Covid-19). Surat Edaran Dari Kemetrian RI. Republik Indonesia, Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional

Richard, Jack C. 2002. Curicullum Development in Language Teaching. New York. Cambridge University Press.

Rombot, O. Boeriswati, E., Suparman, M. A. (2020). Improving Reading Comprehension Skills of International Elementary School Students through Blended Learning. Al Ibtida: Jurnal Pendidikan Guru MI, 7(1), 56-68.

Sugiyono. 2017. *Metode Penelitian Pendidikan(Pendekatan Kuantitatif, Kualitatif, R&D).* Bandung: Alfabeta.

Westwoods, Peter. 2008. What Teachers Need to Know About Reading and Writing Difficulties. Victoria : Acer Press.

APPENDICES

Daftar Siswa Kelas XI TBSM-A

No. Absen	Nama Lengkap
1	Adi Kiswanto
2	Adrian Sakti Millano
3	Afni Helmia Putri
4	Ahmad Jaiz Jauharol Fikri
5	Al Fitri Mirsalita
6	Alan Ferdiansyah
7	Ananda Surya Kusuma
8	Aprieska Neysa Anggraenny
9	Arya Adi Pratama
10	Azzi Prastiyo
11	Bagas Setyawan
12	Bagas Widiantoro
13	Bintang Satria Mahardika
14	Bryan Agus Prasstya
15	Daffa Habiib Putra Setyawan
17	Dedek Pamungkas

18	Dicki Putra Pratama
19	Doni Ismunandar
20	Fahrul Nurdesta Pratama
21	Fauzan Mulya Nugraha
22	Febri Setya Pamungkas
23	Ferdian Rahmadani
26	Kelvin Firman Syah
27	Meisita Rossiani
28	Mohammad Roihan Farras Azhar
29	RAMADANI
30	Reza Aditya Putra
31	Rizki Putra Rahmadan
32	Setyo Nugroho
33	Sheptian Dika Mardani
34	Surya Utama
35	Tito Aryanto
36	Yahya Nur Ilham

OBSERVATION GUIDELINES

1. Guru sangat aktif pada saat proses pembelajaran.

2. Bahan ajar disesuaikan dengan kebutuhan peserta didik.

3. Ketika proses pembelajaran berlangsung, posisi guru hanya didepan kelas menjelaskan materi.

4. Hanya guru yang menyampaikan materi.

5. Peserta didik lebih banyak menyimak penjelasan guru daripada aktif menyampaikan pendapat.

6. Guru menggunakan berbagai media belajar.

7. Guru memberikan kesempatan kepada peserta didik untuk menyampaikan pendapat/materi didepan kelas.

8. Guru hanya menggunakan papan tulis sebagai media belajar.

9. Bahan ajar disesuaikan dengan minat peserta didik

10. Guru hanya menjadi pendamping ketika proses pembelajaran berlangsung.

11. Guru menjawab dan menjelaskan setiap pertanyaan yang diajukan peserta didik.

12. Guru dan peserta didik sama-sama aktif dalam proses pembelajaran.

13. Guru memberikan kesempatan bertanya untuk peserta didik.

14. Guru lebih mengedepankan diskusi bersama peserta didik pada saat proses pembelajaran.

Questionnaire for Students

Name :

No. :

Class :

Major :

Phone :

PEDOMAN KUISIONER UNTUK SISWA

Petunjuk :

- Pertanyaan-pertanyaan berikut ini berkaitan dengan pengajaran membaca/reading pada pelajaran bahasa Inggris. Mohon diisi sebenar-benarnya.

- Jawaban tidak akan mempengaruhi nilai bahasa Inggris anda.

1. Apakah anda menyukai pelajaran bahasa Inggris? Mengapa?

2. Apakah anda menyukai 4 keterampilan (skill) Bahasa Inggris (listening, speaking, reading, dan writing) yang diajarkan?

3. Apakah anda senang ketika diajar membaca/reading dikelas? Mengapa?

4. Apakah anda menganggap membaca/reading merupakan salah satu keterampilan(skill) yang anda anggap susah? Mengapa?

5. Apakah anda menyukai kondisi belajar saat ini dengan sistem tatap muka (luring)? Mengapa?

6. Apakah anda lebih menyukai kondisi belajar dahulu dengan sistem pjj (pembelajaran jarak jauh)? Mengapa?

7. Apakah anda bersemangat saat akan memulai pelajaran bahasa Inggris? Mengapa?

8. Apakah anda memiliki motivasi yang yang tinggi saat mempelajari teks bacaan Bahasa Inggris? Berikan alasannya!

9. Apakah anda mudah dalam memahami teks bacaan bahasa Inggris? Mengapa?

10. Apakah anda mengetahui banyak kosa kata bahasa dalam Bahasa Inggris?

11. Apakah anda mengalami kesulitan saat memahami suatu teks bacaan Bahasa Inggris? Apabila iya sebutkan kesulitan anda!

12. Bagaimana cara anda memahami teks Bahasa Inggris?

13. Apakah anda dapat membedakan jenis jenis teks bacaan Bahasa Inggris seperti teks deskriptif, naratif, prosedur dll?

14. Apakah anda dapat dengan mudah memukan suatu tema atau main idea dalam teks bacaan Bahasa Inggris?

15. Apakah anda mengalami kesulitan untuk menemukan tema di suatu teks bacaan bahasa Inggris? Mengapa?

16. Apakah anda memiliki cara atau strategi tertentu untuk memahami isi dari suatu teks bacaan Bahasa Inggris? Apabila iya sebutkan strategi yang anda gunakan!

17. Apakah anda langsung membaca begitu saja teks Bahasa Inggris tersebut? Mengapa?

18. Apakah anda dapat memahami suatu teks bacaan dari mengartikan sebagian kata Bahasa Inggris yang anda anggap penting?

19. Bagaimana cara anda untuk mengetahui suatu tema dan detail informasi pada suatu teks Bahasa Inggris?

20. Apakah anda perlu menerjemahkan semua kata Bahasa Inggris ke dalam Bahasa Indonesia untuk memahami teks bacaan tersebut? Mengapa?

QUESTIONNAIRE RESULTS

Cara guru mengajar mempengaruhi saya dalam belajar bahasa Inggris.
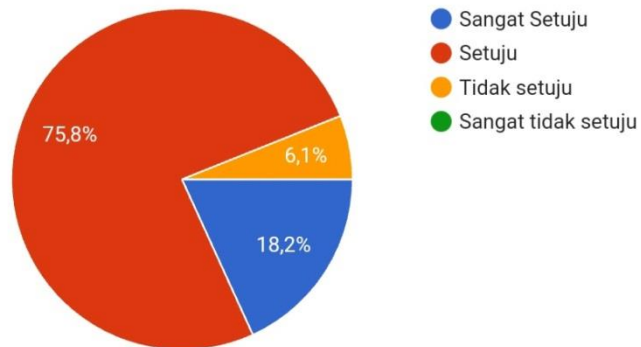
33 jawaban

Salin

- ● Sangat Setuju
- ● Setuju
- ● Tidak setuju
- ● Sangat tidak setuju

75,8%
6,1%
18,2%

Cara guru mengajar mempengaruhi saya dalam belajar bahasa Inggris.

33 jawaban

Salin

- ● Sangat Setuju
- ● Setuju
- ● Tidak setuju
- ● Sangat tidak setuju

75,8%
6,1%
18,2%
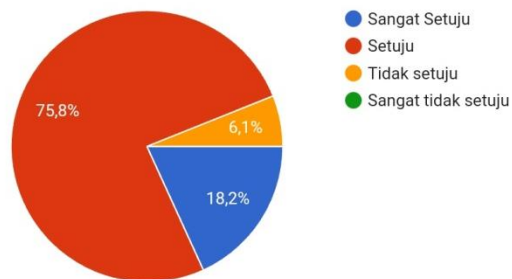
Saya hanya mengandalkan guru sebagai sumber belajar.

33 jawaban

Salin

- ● Sangat Setuju
- ● Setuju
- ● Tidak setuju
- ● Sangat tidak setuju

51,5%
6,1%
42,4%
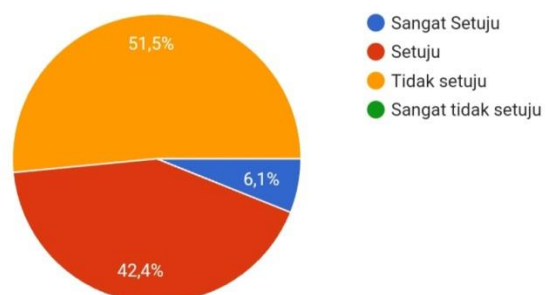
Saya memiliki motivasi yang tinggi saat akan mempelajari teks bacaan bahasa Inggris.

☐ Salin

33 jawaban

- ● Sangat Setuju
- ● Setuju
- ● Tidak setuju
- ● Sangat tidak setuju

21,2%

66,7%

12,1%
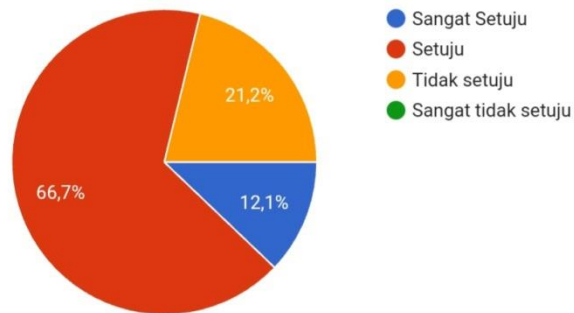
Saya bersemangat saat akan memulai pelajaran reading(membaca).

☐ Salin

33 jawaban
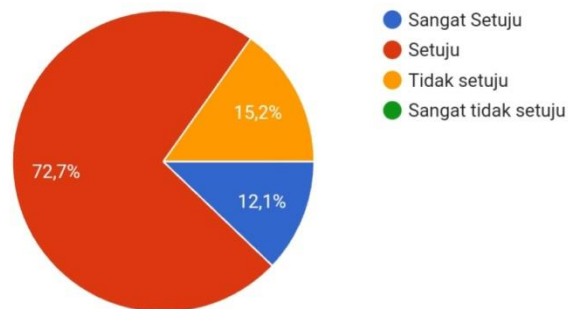
- ● Sangat Setuju
- ● Setuju
- ● Tidak setuju
- ● Sangat tidak setuju

15,2%

72,7%

12,1%

Saya mengandalkan google translate untuk menerjemahkan teks bacaan bahasa Inggris.

☐ Salin

33 jawaban

- ● Sangat Setuju
- ● Setuju
- ● Tidak setuju
- ● Sangat tidak setuju

57,6%

39,4%

Saya memiliki cara tertentu untuk memahami isi dari suatu teks bacaan bahasa Inggris.

33 jawaban

- Sangat Setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

27,3%
54,5%
18,2%

Saya dapat memahami arti kata yang ada didalam teks bacaan bahasa Inggris.

33 jawaban

- Sangat Setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

51,5%
45,5%

Saya dapat dengan mudah memahami isi teks bacaan bahasa Inggris.

33 jawaban

- Sangat Setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

51,5%
6,1%
42,4%
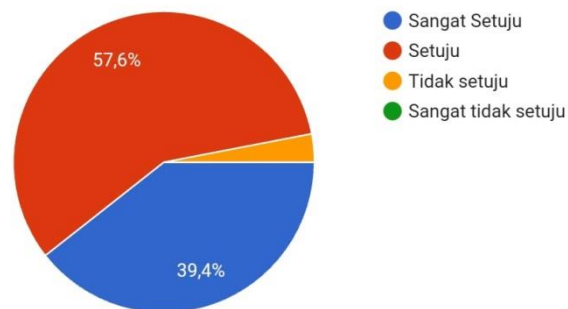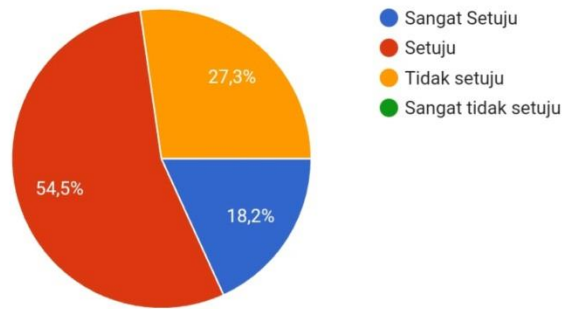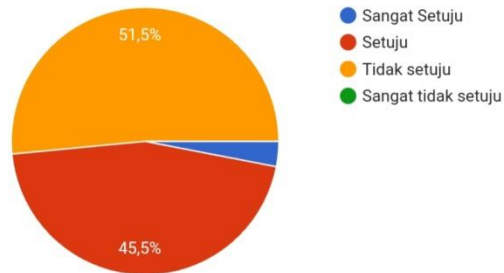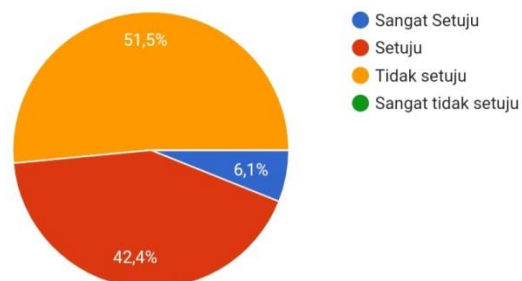
Saya dapat dengan mudah membedakan jenis-jenis teks bacaan bahasa Inggris.

33 jawaban

- Sangat Setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

72,7%
6,1%
21,2%
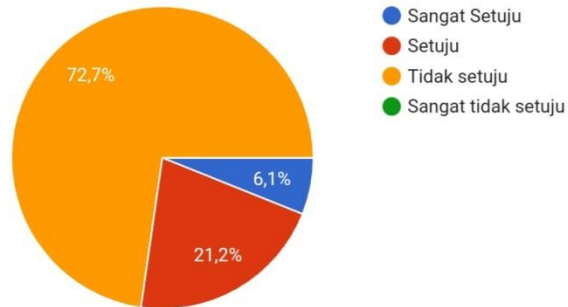
Saya kesulitan dalam memahami teks bacaan bahasa Inggris.

33 jawaban

- Sangat Setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

60,6%
15,2%
24,2%
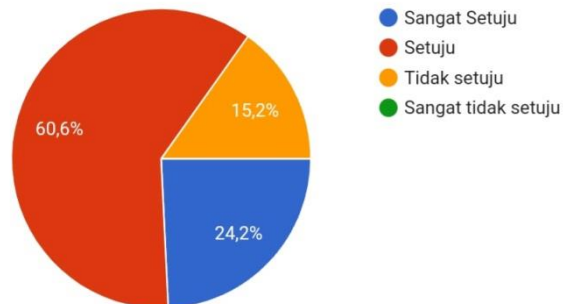
Reading(membaca) merupakan salah satu keterampilan(skill) yang anda anggap sulit.
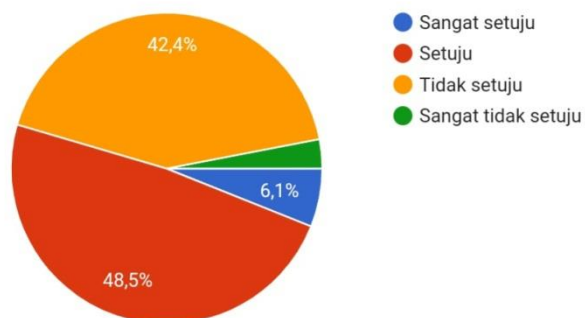
33 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

42,4%
6,1%
48,5%

Saya senang ketika diajar membaca/reading di kelas.

33 jawaban

- Setuju
- Sangat Setuju
- Tidak setuju
- Sangat tidak setuju

15,2%

6,1%

78,8%

Saya menyukai pelajaran bahasa Inggris.

33 jawaban

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

15,2%

66,7%

18,2%
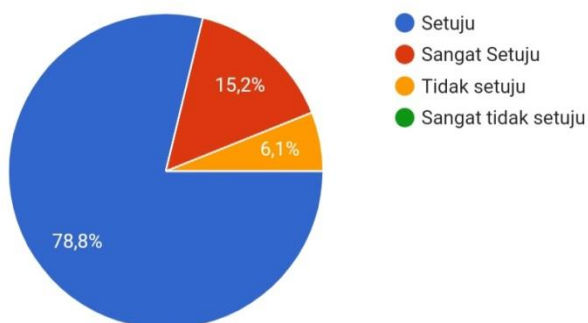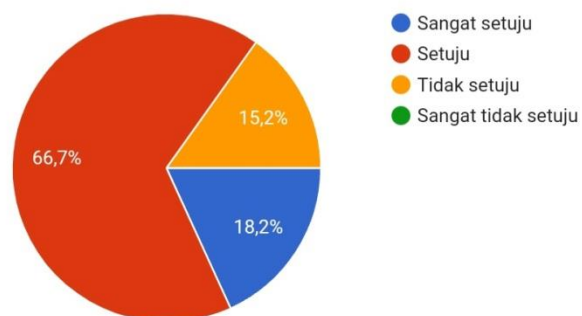
Saya senang dengan metode pembelajaran bahasa Inggris yang guru saya terapkan.

33 jawaban

- Sangat Setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

72,7%

24,2%
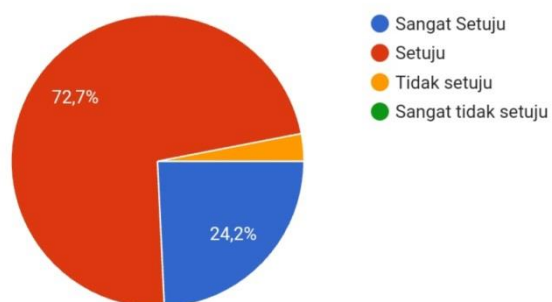
INTERVIEW GUIDELINES

1. Apakah masalahmu dalam membaca teks bacaan bahasa Inggris?

2. Aspek apa yang membuatmu kesulitan untuk memahami teks bacaan bahasa Inggris?

3. Apakah anda dapat dengan menemukan main idea (pokok pikiran) dalam teks bacaan bahasa Inggris?

4. Apakah anda dapat dengan mudah menemukan informasi secara mendetail pada teks bacaan bahasa Inggris?

5. Apakah anda dapat dengan mudah menemukan kesimpulan pada teks bacaan bahasa Inggris?

6. Apakah anda dapat dengan mudah menemukan vocabulary pada teks bacaan bahasa Inggris?

INTERVIEW RESULTS

1. **Time : Monday, 14th June 2023 at 12.11 PM**

   Informant : Bagas Widiantoro

   Researcher : Yuni Siswanti

R : "Siang, mas Bagas."

I : "Iya kak, selamat siang."

R : "Terima kasih ya sudah meluangkan waktunya untuk wawancara."

I : "Iya, Kak. Sama-sama."

R : "Kan kemarin sudah saya tanya di kuisioner terkait permasalahan dalam membaca. Nah mas Bagas kan jawabnya tidak ada masalah. Berarti selama ini kalau ada pelajaran reading, tidak ada masalah? Tidak ditemui masalah sama sekali?"

I : "Ngga ada."

R : "Berarti pas mengerjakan teks bahasa Inggris kamu paham semua? Bisa mengerjakan?"

I : "Ya ngga mesti paham."

R : "Nah, berarti kan ada masalah. Bukan tidak ada masalah sama sekali ya."

I : "Iya."

R : "Nah, masalahnya berarti apa sekarang?"

I : "Arti."

R : "Oke. Berarti kalau ada satu teks bahasa Inggris gitu to berarti mas Bagas kesulitan dalam mencari artinya apa?"

I : "Iya."

R : "Oke, berarti kalau teks ya familiar temanya mas Bagas masih bisa ngerjain ya?"

I : "Iya."

R : "Oke. Lalu aspek yang tidak dipahami tadi cara mengartikan ya?"

I : "Iya."

R : "Kalau misalkan ada soal yang disuruh nyari main idea atau pokok pikiran itu kesulitan ngga

I : "Ngga. Kan biasanya pokok pikiran itu kan ada di awal paragraf atau akhir."

R : "Oke jadi ngga kesulitan ya."

I : "Iya."

R : "Terus kalau menemukan informasi mendetail kayak the following sentence are true except.. gitu bisa?"

I : "Ya mungkin kalau mengartikannya itu yang susah."

R : "Berarti masih artinya ya? Tapi kalau ditanya informasinya apa kalau sudah tau artinya berarti tahu ya?"

I :"Iya."

R : "Terus, kalau nyari kesimpulan. Teks itu tentang apa. Bisa ngga?"

I : "Tergantung."

R : "Tergantung apa?"

I : "Tergantung teksnya aku paham ngga mbak."

R : "Kalau vocab dek? Misalkan perujukan kata. Kamu bisa ngga? Cari itu di dalam teks?"

I : "Ngga terlalu sih kak."

R :"Karena apa?"

I : "Apa ya? Hehe"

R : "Soalnya jawabanmu beda sama di kuisioner."

I : "Kalau disuruh cari itu kayaknya ngga."

R : "Terus pertanyaan saya menyukai pelajaran bahasa inggris jawabannya ngga suka. Waah serius ini?"

I : "Iyaa hehe."

R : "Kenapa ga suka?"

I : "Susah."

R : "Susah dipahami?"

I : "Iya, hehe."

R :"Dalam semua hal atau membaca tok?"

I : "Kalau membaca agak bisa mbak."

R : "Terus pernyataan reading adalah salah satu skill yang sulit dikuasai jawabannya?"

I : "Tidak setuju."

R : "Berarti membaca tidak susah ya sebenarnya?"

I : "Iya."

R : "Terus kesulitan memahami teks bacaan bahasa Inggris karena tadi artinya. Jadi kesulitan ya?"

I : "Iya."

R : "Terus pernyataan saya dapat dengan mudah memahami isi teks bacaan bahasa Inggris tadi?"

I : "Tidak setuju kak soalnya ngga tau jenis teksnya."

R : "Saya dapat dengan mudah memahami isi teks bacaan bahasa bahasa Inggris."

I :"Setuju."

R : "Berarti pas baca langsung tau?"

I : "Ya mungkin. Tapi harus baca berkali-kali."

R : "Saya dapat memahami arti kata yang ada di dalam teks bacaan bahasa Inggris. Jawaban kamu setuju. Tadi katanya kesulitan."

I : "Hehe kesulitan kak."

R : "Saya memiliki cara tertentu untuk memahami isi dari suatu teks bahasa Inggris."

I : "Cuma dibaca semua kak. Berkali-kali."

R : "Saya mengandalkan google translate untuk menerjemahkan teks bacaan bahasa Inggris."

I : "Iya kak. Pakai google translate."

R : "Gak pakai kamus lain lagi?"

I : Nggak. Cuma google translate."

R : "Saya bersemangat saat akan memulai pelajaran membaca. Jawabanmu?"

I : "Semangat kak."

R : "Mengandalkan guru sebagai sumber belajar itu tidak setuju. Berarti dirumah belajar sendiri lagi?"

I : "Kadang-kadang kak."

R : "Kamu suka sama cara ngajarnya bu Marlina?"

I : "Suka kak."

R : "Perlu diganti ngga?"

I : "Ngga."

R : "Cara beliau ngajar mempengaruhi kamu dalam belajar bahasa Inggris ngga? Misalkan jadi lebih ngerti atau paham gitu."

I : "Iya. Jadi berkembang kak."

R : "Oke cukup sekian mas Bagas. Terimakasih ya."

I : "Iya kak. Sama-sama."

2. **Time : Monday, 14th June 2023 at 12.28 PM**

   Informant : Alan Ferdiansyah

   Researcher : Yuni Siswanti

R : "Siang, mas Alan."

I : "Iya mbak, selamat siang."

R : "Terima kasih ya sudah meluangkan waktunya untuk wawancara."

I : "Iya, Mbak. Sama-sama."

R : "Kan kemarin sudah saya tanya di kuisioner terkait permasalahan dalam membaca. Nah mas Alan kan jawabnya tidak ada masalah. Berarti selama ini kalau ada pelajaran reading, tidak ada masalah? Tidak ditemui masalah sama sekali?"

I : "Ngga ada."

R : "Berarti pas mengerjakan teks bahasa Inggris kamu paham semua? Bisa mengerjakan?"

I : "Ya ngga mesti paham."

R : "Nah, berarti kan ada masalah. Bukan tidak ada masalah sama sekali ya."

I : "Iya."

R : "Nah, masalahnya berarti apa sekarang?"

I : "Arti."

R : "Oke. Berarti kalau ada satu teks bahasa Inggris gitu to berarti mas Alan kesulitan dalam mencari artinya apa?"

I : "Iya."

R : "Oke, berarti kalau teks ya familiar temanya mas Alan masih bisa ngerjain ya?"

I : "Iya."

R : "Oke. Lalu aspek yang tidak dipahami tadi cara mengartikan ya?"

I : "Iya."

R : "Kalau misalkan ada soal yang disuruh nyari main idea atau pokok pikiran itu kesulitan ngga

I : "Ngga. Kan biasanya pokok pikiran itu kan ada di awal paragraf atau akhir."

R : "Oke jadi ngga kesulitan ya."

I : "Iya."

R : "Terus kalau menemukan informasi mendetail kayak the following sentence are true except.. gitu bisa?"

I : "Biasanya bisa mbak. Tergantung teksnya. Kalah ngga tahu jenisnya ya kesulitan."

R : "Terus, kalau nyari kesimpulan. Teks itu tentang apa. Bisa ngga?"

I : "Sedikit."

R : "Kalau nyari vocab dek? Misalkan perujukan kata. Kamu bisa ngga? Cari itu di dalam teks?"

I : "Kesusahan mba."

R : "Terus pertanyaan saya menyukai pelajaran bahasa inggris jawabannya ngga suka?"

I : "Tidak."

R : "Kamu jawab e setuju tapi disini bilang ngga suka. Kenapa ga suka?"

I : "Ngga sukanya banyak yang tidak dipahami mbak."

R : "Terus pernyataan saya senang diajar reading atau membaca di kelas."

I : "Setuju."

R : "Berarti sebenarnya pelajarannya menyenangkan."

I : " Iya mbak."

R : "Terus pernyataan reading adalah salah satu skill yang sulit dikuasai jawabannya?"

I : "Ya susah."

R : "Berarti setuju ya sebenarnya?"

I : "Iya."

R : "Terus kesulitan memahami teks bacaan bahasa Inggris karena tadi artinya. Jadi kesulitan ya?"

I : "Iya."

R : "Terus pernyataan saya dapat dengan mudah memahami isi teks bacaan bahasa Inggris tadi?"

I : "Tidak setuju mbak soalnya ngga tau jenis teksnya apa."

R : "Saya dapat dengan mudah memahami isi teks bacaan bahasa bahasa Inggris."

I : "Nggak mudah mbak. Tak baca berkali-kali."

R : "Saya dapat memahami arti kata yang ada di dalam teks bacaan bahasa Inggris. Jawaban kamu tidak setuju."

I : "Ngga tahu mbak."

R : "Saya memiliki cara tertentu untuk memahami isi dari suatu teks bahasa Inggris."

I : "Cuma dibaca semua mbak. Berkali-kali."

R : "Saya mengandalkan google translate untuk menerjemahkan teks bacaan bahasa Inggris."

I : "Pakai google translate terus o."

R : "Gak pakai kamus lain lagi?"

I : Nggak. Cuma google translate."

R : "Saya bersemangat saat akan memulai pelajaran membaca. Jawabanmu?"

I : "Semangat mbak."

R : "Mengandalkan guru sebagai sumber belajar itu tidak setuju. Berarti dirumah belajar sendiri lagi?"

I : "Sedikit mbak. Tapi pas dirumah ngga belajar lagi."

R : "Kamu suka sama cara ngajarnya bu Marlina?"

I : "Oke aja mbak. Ngga usah diubah. Udah suka kayak begini."

R : "Cara beliau ngajar mempengaruhi kamu dalam belajar bahasa Inggris ngga? Misalkan jadi lebih ngerti atau paham gitu."

I : "Bisa memoengaruhi."

R : "Oke cukup sekian mas Alan. Terimakasih ya."

I : "Iya mbak. Sama-sama."

3. Time : Monday, 14th June 2023 at 12.28 PM

Informant : Arya Adi Pratama

Researcher : Yuni Siswanti

R : "Mas Arya Adi Pratama. Saya mau tanya-tanya terkait masalah dalam membaca teks bahasa Inggris. Mas Arya disini jawab tidak paham bahasanya, berarti tidak paham sama sekali?"

I : "Nggak sama sekali, hehe."

R : "Okay. Terus aspeknya yang membuat kesulitan itu kurang belajar ya menurut jawaban mas Arya disini. Berarti kamu sebelum mengerjakan soal itu belajar gitu bias jadinya? Mengerjakan soal-soalnya?"

I : "Lumayan si mbak."

R : "Iya, oke oke. Dalam reading jadi sebener e ga terlalu susah ya. Bias dipelajari gitu. Terus kalau ada pertanyaan buat cari pokok pikiran atau main idea gitu kamu bias jawab?"

I : "Bisa mbak kalau main idea."

R : "Terus kalau mencari informasi secara detail? Itu bias nemuin ga di teks?"

I : "Rata-rata bisa mbak. Tapi seringnya kesulitan."

R : "Terus kalau disuruh cari kesimpulan, bisa nggak?"Nah, berarti kan ada masalah. Bukan tidak ada masalah sama sekali ya."

I : "Lumayan susah."

R : "Kalau vocabulary tadi?"

 I : "Susah, mbak."

R : "Oke. Berarti kalau ada sinonim antonim gitu susah nyari?"

I : "Iya."

R : "Terus sukak pelajaran bahasa Inggris, sebener e?'

I : "Suka. Cuma susah memahami mbak."

R : "Seneng pas diajar?"

I : "Iya."

R : "Reading itu berarti termasuk kedalam skill yang mbok anggap susah?"

I : "Iya mbak."

R :"Kenapa kesusahan? Cari artinya tadi?"

I : "Iya."

R : "Terus memahami isi teks bacaan bahasa Inggris?"

I : "Susah, mbak."

R : "Terus saya dapat dengan mudah memahami isi teks bacaan bahasa bahasa Inggris."

I :"Ngga bisa bedain. Lumayan susah."

R : "Saya dapat memahami arti kata yang ada di dalam teks bacaan bahasa Inggris. Jawaban kamu tidak setuju tadi karena kesusahan ya."

I : "Hehe iya mbak."

R : "Terus memahami arti kata tadi juga kesusahan."

I : "Nggak tahu, hehe."

R : "Punya cara tertentu ngga buat memahami teks?"

I : "Mencari tahu artinya mbak. Liat beberapa kata sama di soal tanya apa."

R : "Saya mengandalkan google translate untuk menerjemahkan teks bacaan bahasa Inggris."

I : "Iya, haha. Pakai google translate aja."

R : "Saya bersemangat saat akan memulai pelajaran membaca. Jawabanmu?"

I : "Semangat mbak."

R : "Dirumah kamu ga belajar lagi? Berarti tergantung sama miss Marlina ya?"

I : "Hehe. Iya, mbak."

R : "Kamu suka sama cara ngajarnya bu Marlina?"

I : "Suka mbak."

R : "Perlu diganti ngga?"

I : "Ngga usah."

R : "Cara beliau ngajar mempengaruhi kamu dalam belajar bahasa Inggris ngga? Misalkan jadi lebih ngerti atau paham gitu."

I : "Iya. Meningkat."

R : "Oke cukup sekian mas Arya. Terimakasih ya."

I : "Iya kak. Sama-sama."

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 2 WONOGIRI
Alamat: Jl. Raya Wonogiri – Ngadirojo km.3,Bulusulur Wonogiri
Kodepos. 57651 Telp.(0273) 323837 Fax. (0273) 323837
Website. http://www.smkn2wonogiri.com Email. Smkn2wonogiri@yahoo.com

SILABUS MATA PELAJARAN

Nama Sekolah	: SMK. NEGERI 2 WONOGIRI
Bidang Keahlian	: TEKNOLOGI DAN REKAYASA
Kompetensi Keahlian	: SEMUA KOMPETENSI KEAHLIAN
Mata Pelajaran	: BAHASA INGGRIS
Kelas / Semester	: XI / 1 dan 2
Durasi (Waktu)	: 108 JP @ 45 Menit

KI-3 (Pengetahuan)

Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4 (Keterampilan)

Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Kegiatan Pembelajaran	Penilaian
1	2	3	5	6
3.13 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can) 4.13 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan	**Pengetahuan** 3.13.1. Mengidentifikasi fungsi social yang melibatkan ungkapan offering and suggestion serta responnya 3.13.2. Mengidentifikasi struktur teks yang melibatkan ungkapan offering dan suggestion serta responnya 3.13.3. Mengidentifikasi unsure kebahasaan yang melibatkan ungkapan offering dan suggestion serta responnya **Ketrampilan** 4.13.1. Menyajikan dialog tentang offering dan suggestion sesuai dengan tema yg diberikan 4.13.2. Menyajikan presentasi tentang ungkapan offering dan suggestion sesuai dengan tema yang diberikan	**Teks lisan dan tulis untuk memberi saran dan tawaran dan responsnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain *Ungkapan* Saran dan tawaran: *Why don't you talk to your parents?* *What about seeing a doctor now?* *You should let them know.* *You can use my PC.* *Do you need any help?* *sur kebahasaan* 1) Kata kerja terkait dengan pemberian saran atau tawaran 2) Preposition + verb ing 3) Ucapan, tekanan kata, intonasi,	**Mengamati** • Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responsnya dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan maupunformat penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannyadan menuliskan ungkapan yang digunakan. **Menanya** Dengan pertanyaan pengarah dari guru, siswa mempertanyakan antara lain, perbedaan antara berbagai ungkapan memberi saran dan tawaran dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, dan kemungkinan menggunakan ungkapan lain dsb **Mengeksplorasi** • Siswa secara mandiri mencari beberapa teks yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponsnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa memberi saran dan tawaran melalui tulisan **Mengasosiasi** • Siswa menganalisis ungkapan untuk	**1. Sikap** • Jujur • Disiplin • Tanggung jawab • Sopan santun • Kerja sama • Inisiatif • Kreatif • Inovatif • Daya tangkap • Ketekunan • Ketelitian • Kecepatan kerja • Stabilitas emosi • Komunikasi **2. Pengetahuan:** • Tes Tertulis • Tes lisan **3. Keterampilan:** • Unjuk Kerja Observasi dan Penerap an K3

81

memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		4) Rujukan kata *Topik* Keteladanan tentang perilaku peduli, kerjasama, dan proaktif	menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responsnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **Mengomunikasikan** • Siswa mendemonstrasikan memberi saran dan tawaran serta meresponnyasecara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (*learning journal*).	
3.14. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan	**Pengetahuan** 3.14.1. Mengidentifikasi fungsi social yang melibatkan ungkapan opinion dan responnya 3.14.2. Mengidentifikasi struktur	**Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responsnya** *Fungsi Sosial* • Menjaga hubungan	**Mengamati** • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responsnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran	**1. Sikap** • Jujur • Disiplin • Tanggung jawab • Sopan santun • Kerja sama • Inisiatif

dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion) 4.14 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan	teks yang melibatkan ungkapan opinion dan responnya 3.14.3. Mengidentifikasi unsure kebahasaan yang melibatkan ungkapan opinion dan responnya **Keterampilan** 4.14.1. Menyajikan paragraph tentang pendapat sesuai dengan tema yang diberikan 4.14.2. Menyajikan presentasi tentang pendapat sesuai dengan tema yang diberikan	interpersonal dengan guru, teman, dan orang lain *Ungkapan* menyatakan pendapat/pikiran *I think …* *I suppose...* *In my opinion …* *Unsur* *Kebahasaan* Ucapan, tekanan kata, intonasi	• Siswa menirukan model interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). **Menanya** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyatakan pendapat dan pikiranyang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengomunikasikan** • Siswa menyatakan pikiran dan pendapat	• Kreatif • Inovatif • Daya tangkap • Ketekunan • Ketelitian • Kecepatan kerja • Stabilitas emosi • Komunikasi 2. **Pengetahuan:** • Tes Tertulis • Tes lisan 3. **Keterampilan:** • Unjuk Kerja Observasi dan Penerapan K3

83

yang benar dan sesuai konteks			dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (*learning journal*).	
3.15. Menerapkan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat telephone (taking simple phone message) sesuai dengan konteks penggunaannya di dunia kerja. 4.15. Menuliskan kembali teks pesan sederhana lewat telephone terkait tempat kerja dengan memperhatikan	**Pengetahuan** 3.15.1. Mengidentifikasi fungsi social yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat telephone (taking simple phone message) sesuai dengan konteks penggunaannya di dunia kerja. 3.15.2. Mengidentifikasi struktur teks yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat telephone (taking simple phone message) sesuai dengan konteks penggunaannya di dunia kerja. 3.15.3. Mengidentifikasi unsure kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait pesan	**Teks lisan dan tulis untuk menangani pesan lewat telepone serta responsnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain *Ungkapan* Ungkapan handling phone Making Phone Calls **Introducing yourself** Good morning/afternoon/evening. This is Mike at (company name)/Mike from (department name). Could I speak to (person you're calling for)? When the person you want to speak to is unavailable Can I leave a message for	**Mengamati** • Siswa mendengarkan/menonton interaksi ungkapan handling phone serta responsnya • Siswa mengikuti interaksi ungkapan handling phone • Siswa menirukan model interaksi ungkapan handling phone • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi ungkapan handling phone (fungsi sosial, struktur teks, dan unsur kebahasaan). **Menanya** • Dengan bimbingan dan arahan guru, siswa mempertanyakan ungkapan handling phone dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan ungkapan handling phone dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi**	**1. Sikap** • Jujur • Disiplin • Tanggung jawab • Sopan santun • Kerja sama • Inisiatif • Kreatif • Inovatif • Daya tangkap • Ketekunan • Ketelitian • Kecepatan kerja • Stabilitas emosi • Komunikasi **2. Pengetahuan:** • Tes Tertulis • Tes lisan **3. Keterampilan:** Unjuk Kerja Observasi dan Penerapan K3

fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks dunia kerja	sederhana lewat telephone (taking simple phone message) sesuai dengan konteks penggunaannya di dunia kerja. **Keterampilan** 4.15.1. Menyajikan percakapan secara tertulis yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat telephone (taking simple phone message) sesuai dengan konteks penggunaannya di dunia kerja. 4.15.2. Menyajikan percakapan secara lisan yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat telephone (taking simple phone message) sesuai dengan konteks penggunaannya di dunia kerja.	him/her? Could you tell him/her that I called, please? Could you ask him/her to call me back, please? Okay, thanks. I'll call back later. **Dealing with bad connections** I think we have a bad connection. Can I call you back? I'm sorry, we have a bad connection. Could you speak a little louder, please? I'm sorry, could you repeat that please? **Ending the call** Thank you very much. Have a good day. Thanks for your help. Have a good day. Receiving Phone Calls **Answering the phone** Company ABC, this is Mike. How may I help you? Good morning/afternoon, Company ABC. How may I help you? Purchasing department, Frank speaking.	• Siswa membandingkan ungkapan handling phone yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengomunikasikan** • Siswa menyatakan ungkapan handling phone dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan ungkapan handling phone dalam jurnal belajar (*learning journal*).	

		Note: If we are taking an external call and talking to a customer, "How may I help you?" is common. If we are taking an internal call, we normally do not say "How may I help you?" For internal calls, saying your name and your department is usually sufficient. **Getting the name of the caller if he/she doesn't give it to you** May I have your name please? Who am I speaking with? May I ask who's calling? **Responding to a caller's request** Sure, let me check on that. Let me see if she's available. Sure, one moment please. **Asking someone to wait on the line** Can I put you on hold for a minute? Do you mind holding while I check on that? (or "handle that for you," "check to see if he's available," etc.) **Taking a message**		

| | | He's/she's not available at the moment. Would you like to leave a message?
He's/she's out of the office right now. Can I take a message?

Dealing with bad connections/wrong numbers

I'm sorry, we have a bad connection. Could you give me your number and I'll call you right back?
I think we have a bad connection. Could you speak a little louder, please?
I'm sorry, could you repeat that?
I'm sorry, you have the wrong number.

Ending the call

Is there anything else I can help you with?...Okay, thanks for calling. Have a great day.
Is there anything else I can do for you?...Okay, have a good day.

Unsur

Kebahasaan

  Ucapan, tekanan kata, intonasi | | |

3.16. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja, sesuai dengan konteks penggunaannya 4.16. Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan	**Pengetahuan** 3.16.1. Mengidentifikasi fungsi social yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat pengumuman yang disampaikan sesuai dengan konteks penggunaannya di dunia kerja. 3.16.2. Mengidentifikasi struktur teks yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat pengumuman sesuai dengan konteks penggunaannya di dunia kerja. 3.16.3. Mengidentifikasi unsure kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat pengumuman sesuai dengan konteks penggunaannya di dunia kerja. **Keterampilan**	• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks - Istilah khusus terkait dengan jenis pemberitahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan - Ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia *Layout* dan dekorasi yang membuat tampilan teks	**Kegiatan pendahuluan** - Siswa Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar. **Kegiatan inti** - Siswa Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Siswa Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Siswa mencari teks announcement di sumber lain yang relevan - Siswa membandingkan teks yg dibuat sendiri dgn teks dari sumber lain **Kegiatan penutup** - Siswa Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman - Siswa Melakukan refleksi tentang proses dan hasil belajar.	1. **Sikap** • Jujur • Disiplin • Tanggung jawab • Sopan santun • Kerja sama • Inisiatif • Kreatif • Inovatif • Daya tangkap • Ketekunan • Ketelitian • Kecepatan kerja • Stabilitas emosi • Komunikasi 2. **Pengetahuan:** • Tes Tertulis • Tes lisan 3. **Keterampilan:** Unjuk Kerja Observasi dan Penerapan K3

unsur kebahasaan, secara benar dan sesuai konteks	4.16.1. Menyajikan percakapan secara tertulis yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat pengumuman sesuai dengan konteks penggunaannya di dunia kerja. 4.16.2. Menyajikan percakapan secara lisan yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat pengumuman sesuai dengan konteks penggunaannya di dunia kerja	pemberitahuan lebih menarik.		

| 3.17. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya

 4. 17 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | **Pengetahuan**

 3.17.1. Mengidentifikasi fungsi social yang melibatkan ungkapan undangan dan responnya

 3.17.2. Mengidentifikasi struktur teks yang melibatkan ungkapan undangan dan responnya

 3.17.3. Mengidentifikasi unsure kebahasaan yang melibatkan ungkapan undangan dan responnya

 Keterampilan

 4.17.1. Menyajikan dialog tertulis tentang undangan sesuai dengan tema yang diberikan

 4.17.2. Mempresentasikan dialog tentang undangan sesuai dengan tema yang diberikan | **Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana**

 Fungsi Sosial

 Mengundang secara resmi

 Struktur

 Lisan

 - *Would you like to join us to our art exhibition*
 Tulis

 - *You are invited to the graduation party*
 - *We would like to invite you to the wrap up meeting.*
 Unsur kebahasaan:

 • Kata dan tata bahasa baku
 • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
 • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
 • Rujukan kata | **Mengamati**

 • Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet).
 • Siswa berlatih menentukan gagasan utama, dan informasi rinci
 • Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.
 • Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.

 Menanya

 Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi.

 Mengeksplorasi

 • Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber
 • Siswa mengundang dengan bahasa Inggris dalam konteks simulasi, role-play dan kegiatan terstruktur | 1. **Sikap**
 • Jujur
 • Disiplin
 • Tanggung jawab
 • Sopan santun
 • Kerja sama
 • Inisiatif
 • Kreatif
 • Inovatif
 • Daya tangkap
 • Ketekunan
 • Ketelitian
 • Kecepatan kerja
 • Stabilitas emosi
 • Komunikasi
 2. **Pengetahuan:**
 • Tes Tertulis
 • Tes lisan
 3. **Keterampilan:**

 Unjuk Kerja Observasi dan Penerapan K3 |

			Mengasosiasi • Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisienci, efektivitasnya. • Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. • Siswa menyunting undangan yang diambil dari berbagai sumber • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok **Mengkomunikasikan** • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat kliping undangan resmi • Dengan menggunakan multimedia, siswa membuat kartu undangan	

3.18. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya 4.18 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	**Pengetahuan** 3.18. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya **Keterampilan** 4.18. Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	**Surat pribadi sederhana** *Fungsi Sosial* • Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis • Memberi informasi kepada teman *Struktur* a. Date b. Salutation: Dear .... c. Opening paragraph: Greetings, memberi kabar keadaan sekarang dan apa yang sedang dilakukan d. Content: Mengabarkan hal yang sudah/ akan terjadit e. Closing: Menutup surat dengan harapan untuk bertemu kembali f. Signature *Unsur kebahasaan*: (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan	**Mengamati** • Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). • Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. • Siswa berlatih menentukan gagasan utama, dan informasi rinci **Menanya** • Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan antara lain fungsi social, struktur dan unsur kebahasaan yang digunakan dalam surat pribadi. • Siswa mempertanyakan cara menetukan gagasan	**1. Sikap** • Jujur • Disiplin • Tanggung jawab • Sopan santun • Kerja sama • Inisiatif • Kreatif • Inovatif • Daya tangkap • Ketekunan • Ketelitian • Kecepatan kerja • Stabilitas emosi • Komunikasi **2. Pengetahuan:** • Tes Tertulis • Tes lisan **3. Keterampilan:** Unjuk Kerja Observasi dan Penerapan K3

92

| | | | kata, intonasi, ketika mempresentasikan secara lisan

(4) Rujukan kata
(5) simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi | utama, dan informasi rinci dan informasi tertentu

Mengeksplorasi

• Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber
• Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu
• Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi.

Mengasosiasi

• Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisienci, efektivitasnya.
• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam surat pribadi | |

			Mengomunikasi	
			• Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback.	
			• Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru	
			• Siswa memperoleh penguatan dari guru	
3.19. Menganalisis 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 tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks	**Pengetahuan** 3.19.1. Mengidentifikasi fungsi social yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. ungkapan undangan dan responnya 3.19.2. Mengidentifikasi struktur teks yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.	**Tindakan/kegiatan/keja dian tanpa perlu menyebutkan pelakunya (Passive Voice)** *Fungsi Sosial* menyatakan dan menanyakan tentang tindakan/kegiatan/keja dian tanpa perlu menyebutkan pelakunya *Struktur Teks* Insects *are considered*dangerous animals. Tsunami *is caused* by earthquake affecting the seabed.	**Mengamat**i • Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. • Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat	**1.Sikap** • Jujur • Disiplin • Tanggung jawab • Sopan santun • Kerja sama • Inisiatif • Kreatif • Inovatif • Daya tangkap • Ketekunan • Ketelitian • Kecepatan kerja • Stabilitas emosi • Komunikasi **2. Pengetahuan:** • Tes Tertulis • Tes lisan **3. Keterampilan:** Unjuk Kerja Observasi dan Penerapan K3

penggunaannya. (Perhatikan unsur kebahasaan passive voice) 4.19 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	3.19.3. Mengidentifikasi unsure kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. **Keterampilan** 4.19.1. Menyajikan paragrap yang mengandung kalimat passive sesuai dengan tema yang diberikan 4.17.2. Mempresentasikan paragraph yang mengandung kalimat passive sesuai dengan tema yang diberikan	*Unsur kebahasaan* (1) Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. (2) tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. *Topik* Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya	Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). **Menanya** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks *simulasi* dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. **Mengasosiasi** • Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. • Siswa membandingkan antara kalimat passive	

			dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. **Mengomunikasi** • Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya.	

3.20. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain. 4.20 Menyusun teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata	**Pengetahuan** 3.20.1. Mengidentifikasi fungsi social teks factual report 3.21.1. Mengidentifikasi struktur teks dari teks factual report 3.22.1. Mengidentifikasi unsure kebahasaan dari teks factual report **Keterampilan** 4.20.1. Membuat paragraph tentang teks factual report 4.21.1. Mempresentasikan tentang teks factual report	**Teks ilmiah faktual (*factualreport*) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam**, *Fungsi sosial* a) Mengamati alam b) Menulis paparan ilmiah mengenai benda,binatang dan gejal/ peristiwa alam *Struktur* - Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with .... - Penggambaran mengenai bagian, sifat dan tingkah lakunya *Unsur kebahasaan* - Simple Present - Kata kerja yang menggambarkan	**Mengamati** • Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Menanya** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. **Mengeksplorasi** Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan	1. **Sikap** • Jujur • Disiplin • Tanggung jawab • Sopan santun • Kerja sama • Inisiatif • Kreatif • Inovatif • Daya tangkap • Ketekunan • Ketelitian • Kecepatan kerja • Stabilitas emosi • Komunikasi 2. **Pengetahuan:** • Tes Tertulis • Tes lisan 3. **Keterampilan:** Unjuk Kerja Observasi dan Penerapan K3

| pelajaran lain. | | | binatang/ benda/ gejala alam (be, have etc)

- Kata sifat

- Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati

- ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.

- Rujukan kata | sesuai dengan konteks.

Mengasosiasi

• Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.

• Siswa mendiskusikan gagasan pokok, informasi tertentu dan informasi rinci dari teks report.

• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok

Mengomunikasi

• Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas

• Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual. | |

			• Membuat learning journal dalam pembelajaran ini. Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan	
3.21. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.	**Pengetahuan** 3.21.1.Mengidentifikasi fungsi sosial terkait informasi sebab akibat 3.21.2.Mengidentifikasi struktur teks terkait informasi sebab akibat 3.21.3. Mengidentifikasi unsure kebahasaan terkait informasi sebab akibat **Keterampilan** 4.21.1. Siswa dapat menggali makna dari	**Struktur Teks** • Memulai • Menanggapi (diharapkan/di luar dugaan) **Unsur Kebahasaan** • Kata yang menyatakan hubungan sebab akibat: *because of ..., due to ..., thanks to ...* • Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb • Ucapan, tekanan	**Mengamati** • Siswa memperhatikan berbagai teks yang berhubungan dengan sebab akibat terjadinya suatu peristiwa • Siswa membacakan contoh-contoh conjunction yang berhubungan dengan sebab akibat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. **Menanya**	1. **Sikap** • Jujur • Disiplin • Tanggung jawab • Sopan santun • Kerja sama • Inisiatif • Kreatif • Inovatif • Daya tangkap • Ketekunan • Ketelitian • Kecepatan kerja • Stabilitas emosi • Komunikasi 2. **Pengetahuan:** • Tes Tertulis • Tes lisan 3. **Keterampilan:**

99

(Perhatikan unsur kebahasaan *because of ..., due to ..., thanks to ...*) 4.21. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	informasi sebab akibat 4.21.2. Siswa dapat mengemas suatu kejadian terkait sebab akibat dalam bentuk lisan dan tulisan 4.21.3. Siswa dapat menyampaikan suatu kejadian terkait sebab akibat dalam bentuk lisan dan tulisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibatyang dapat menumbuhkan perilaku yang termuat di KI.	• Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan antara lain fungsi social, struktur dan unsur kebahasaan yang digunakan dalam teks yang berhubungan dengan sebab akibat • Siswa mempertanyakan cara menetukan gagasan utama, dan informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari contoh teks yang berisi tentang hubungan sebab akibat yang lain dari berbagai sumber • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Mengasosiasi** • Siswa menganalisis berbagai macam teks yang berisi tentang sebab akibat terjadinya suatu peristiwa terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari	Unjuk Kerja Observasi dan Penerapan K3

			segi ketepatan, efisienci, efektivitasnya.	
			• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan	
			Mengomunikasi	
			• Siswa menyampaikan hasil analisis di depan guru dan teman untuk mendapat feedback.	
			• Siswa berkreasi dalam menyusun teks yang berhubungan dengan sebab akibat	
			• Siswa memperoleh penguatan dari guru	
3.22. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	**Pengetahuan** 3.22.1. Menganalisis fungsi sosial, beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya 3.22.1. Menganalisis struktur teks beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait	**Teks exposisi analitis yang terkait isu aktual** *Fungsi Sosial* Memberi informasi tentang teks eksposisi analitis *Struktur* ▪ **THESIS :** *Introduces the topic and shows speaker or writer's*	**Mengamati** • Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis	**1. Sikap** • Jujur • Disiplin • Tanggung jawab • Sopan santun • Kerja sama • Inisiatif • Kreatif • Inovatif • Daya tangkap • Ketekunan • Ketelitian • Kecepatan kerja • Stabilitas emosi

101

4.22. Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	isu aktual, sesuai dengan konteks penggunaannya 3.22.3. Menganalisis unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya **Keterampilan** 4.22.1. Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 4.22.2. Mempresentasikan teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	*position; Outlines of the arguments to be presented* ▪ ***ARGUMENTS :** It consists about Point and Elaboration Point, states the main argument. Elaboration: develops and supports each point of argument* **REITERATION :** *(restatement), restates speaker or writer's position* *Unsur kebahasaan*: ● Kata dan tata bahasa baku ● Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. ● Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan ● Rujukan kata	**Mempertanyakan (questioning)** ● Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** ● Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. ● Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu ● Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut ● Siswa membacakan teks eksposisi kepada teman	● Komunikasi 2. **Pengetahuan:** ● Tes Tertulis ● Tes lisan 3. **Keterampilan:** Unjuk Kerja Observasi dan Penerapan K3

102

			dengan menggunakan unsur kebahasaan yang tepat	
			Mengasosiasi	
			• Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan	
			• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.	
			Mengkomunikasikan	
			• Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan	
			• Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.	
			• Siswa	

			mempresentasikannya di kelas	
			• Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.	
			• Siswa membuat 'learning journal'	
3.23.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.	**Pengetahuan** 3.23.1. Mengidentifikasi fungsi sosial, untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya. 3.23.2. Mengidentifikasi struktur teks untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya 3.23.3. Mengidentifikasi unsure	**Pengandaian jika terjadi suatu keadaan/kejadian/per istiwa di waktu yang akan datang** **Conditional Sentence** *Fungsi Sosial* Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peri stiwa di waktu yang akan datang *Struktur Teks* - *If teenagers eat too much fast food, they*	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. • Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. • Dengan bimbingan dan arahan guru, siswa	**1. Sikap** • Jujur • Disiplin • Tanggung jawab • Sopan santun • Kerja sama • Inisiatif • Kreatif • Inovatif • Daya tangkap • Ketekunan • Ketelitian • Kecepatan kerja • Stabilitas emosi • Komunikasi **2. Pengetahuan:** • Tes Tertulis • Tes lisan **3. Keterampilan:**

104

4.23 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya **Keterampilan** 4.23.1. Menyusun paragraph yang mengandung kalimat pengandaian sesuai dengan type yang disajikan 4.23.2. Melengkapi kalimat pengandaian sesuai dengan type yang disajikan	*can easily become overweight.* - *If you excercise regularly, you will get the benefit physically and mentally* *Unsur Kebahasaan* - If Clauses dalam simple present - Main Clause dengan modals can/ will *Topik:* Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa diwaktu yang akan datang	mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). **Menanya** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. **Mengasosiasi** • Siswa menganalisis ungkapan pengandaian	Unjuk Kerja Observasi dan Penerapan K3

			yang dipelajari dengan memperhatikan format penulisannya melalui strategi yang digunakan. • Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan pengandaian dalam bahasa ibu atau bahasa Indonesia. • Secara berkelompok siswa mendiskusikan ungkapan pengandaian yang mereka temukan dari sumber lain • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur dan unsur kebahasaan yang disampaikan dalam kerja kelompok **Mengomunikasikan** • Siswa menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/ kejadian/peristiwa dimasa yang akan datang dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian • Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk	

				menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.	
				Mengamati	
				• Siswa membaca/membacakan/me nonton/ mendengarkan berbagai macam resep.	
				• Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan dari teks prosedur yang dibaca/dibacakan/ditonton/ di dengarkan	
				• Siswa belajar membaca intensif untuk menemukan informasi rinci dan nentukan jedah yang tepat untuk membaca bermakna	
				Menanya	
				Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks prosedur berbentuk resep yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam	

			bahasa Indonesia	
			Mengeksplorasi	
			• Siswa membacakan resep kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin resep favoritnya • Siswa secara berpasangan memberikan penilaian terhadap resep yang ditulis pasangannya	
			Mengasosiasi	
			• Siswa membandingkan beberapa resep makan dan mengelompokan kata-kata yang digunakan • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menulis teks resep dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja	
	Pengetahuan 3.24.1. Mengidentifikasi fungsi sosial, struktur teks dan unsur			

	kebahasaan dalam teks prosedur berbentuk kiat-kiat (tips) penggunaannya		kelompok. **Mengomunikasikan** • Siswa mempublikasikan resep yang dibuat pada mading kelas. • Siswa membuat jurnal belajar (learning journal)	
3.24. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (tips), pendek dan sederhana, sesuai dengan bidang keahlian dan konteks penggunaannya.	3.24.2. Menangkap makna teks prosedur secara lisan dan tulis berbentuk manual dan kiat-kiat (tips) **Ketrampilan** 4.24.1. Mempresentasikan teks prosedur berbentuk manual dan kiat-kiat (tips) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		**Mengamati** • Siswa membaca/ membacakan/mendengark an berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan	1. **Sikap** • Jujur • Disiplin • Tanggung jawab • Sopan santun • Kerja sama • Inisiatif • Kreatif • Inovatif • Daya tangkap • Ketekunan • Ketelitian • Kecepatan kerja • Stabilitas emosi • Komunikasi 2. **Pengetahuan:** • Tes Tertulis • Tes lisan 3. **Keterampilan:** Unjuk Kerja Observasi dan Penerapan K3
4.24. Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan		**Teks prosedur lisan dan tulis** Fungsi sosial Menguraikan cara membuat makanan langkah demi langkah	**Mempertanyakan** Dengan pertanyaan	

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		dalam resep untuk mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, dan pemborosan. Struktur teks (1) Tujuan (2) Bahan (tidak selalu harus ada) (3) Langkah-langkah secara berurut) Unsur kebahasaan (1) Uraian tindakan dalam Simple Present tense, biasanya dalam bentuk kalimat imperatif (2) Ukuran/takaran (3) Adverbia penghubung langkah (4) Adverbia dan frasa preposisional untuk cara (5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (6) Ucapan, tekanan kata, intonasi, ketika	pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur **Mengeksplorasi** • Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips **Mengasosiasi** • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada	

		mempresentasikan secara lisan. **Topik** Cara membuat kue, lauk, penganan, dsb., dengan memberikan keteladanan tentang perilaku efisien, ramah lingkungan, dan tanggung jawab. **Multimedia** Foto, gambar, yang membuat tampilan teks lebih menarik	tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa mempresentasikan beberapa tips yang disalindari beberapa sumber • Siswa membuat jurnal belajar (*learning journal*)	

RESEARCH

DOCUMENTATION