TEACHING STRATEGY ON THE TEACHING INTERNSHIP

(A Study at Seventh Semester English Education Department UIN Walisongo Semarang

in the Academic Year of 2017/2018)

THESIS

Submitted in Partial Fulfillment of the Requirement

for gaining the Degree of Bachelor of Education

in English Language Education

By:

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SEMARANG

2018

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Semarang, 20 February 2018

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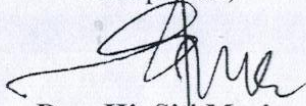Student Number : 133411059

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has been tested in Munaqasyah session by the team of thesis examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Language Education Department.

Semarang, 24 July 2018
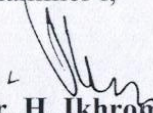THE BOARD OF EXAMINERS

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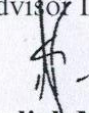Examiner I,

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Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis

Tittle	:**Teaching Strategy on the Teaching Internship (A Study at Seventh Semester English Education Department UIN Walisongo Semarang in the Academic Year of 2017/2018)**

Name	: Suciati Ayu Mutmainnah
Student Number	: 133411059
Department	: English Language Education
Study Program	: S1

I state that the thesis is ready to be submitted to education and teacher training faculty of Walisongo State Islamic University to be examined at munaqosyah session.

Wassalamu'alaikum wr. wb.

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ADVISOR NOTE

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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title   : **Teaching Strategy on the Teaching Internship (A Study at Seventh Semester English Education Department UIN Walisongo Semarang in the Academic Year of 2017/2018)**

Writer   : Suciati Ayu Mutmainnah

Student Number : 133411059

This study discusses about teaching strategy on the teaching internship at seventh semester English Education Department UIN Walisongo Semarang in the academic year of 2017/2018. The research subjects were four teacher candidates. The data were collected through observation, interview, and documentation. All of the data were analyzed by using descriptive qualitative approach. This study shows that the teaching strategies are often used by the teaching intrenship were Communicative Language Teaching, Grammar-Translation Method, Direct Method, Community Language Learning, and Audio-Lingual Method. There are was some problems in general found when they applied teaching strategy; the students do not know how to speak in English. The students are difficult to comprehend what the teachers said. The students less understand of learning materials. The students less interested in learning materials. The students are confused in translating. And the students felt difficult in pronunciation. When the students of teaching internship applied various teaching strategies, and some activities involve in they have some the advantages. The students are more active, the students understand the learning material, do not need much learning media, the students can memorize some new vocabularies, provide student's motivation.

Keywords: Teaching Strategy, Teaching Method, Teaching Internship

DEDICATION

This thesis is dedicated to:

- My beloved father and mother who always support emotionally and materially with prayer, love and patience.

- My brothers and my sisters. I love you so much.

- My big family who always support and motivate the writer to finish this thesis.

ACKNOWLEDGEMENT

بسم الله الر حمن الر حيم

Praise be to Allah, the merciful, the compassionate that the writer can finish this thesis completely with title *"TEACHING STRATEGY ON THE TEACHING INTERNSHIP (A Study at Seventh Semester of English Education Department UIN Walisongo Semarang in the Academic Year of 2017/2018)"*.

Shalawat and Salam for the Prophet Muhammad who brings us from the darkness to the brightness. The writer realizes that there are many people who already helped her in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

1. Dr. H. Rahardjo, M. Ed the dean of Tarbiyah & Teacher Training Faculty of UIN Walisongo Semarang.

2. Dr. H. Ikhrom, M. Ag. as the Head of English Department and

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8. My beloved sisters and brothers, who always support and motivate the writer to finish this thesis.

9. All of my wonderful friends at the English Department 2013 (PBI B '13) who always support me.

10. My dearest friends, Luthfiyatul Ulwiyah, Nur Hafidatun Nisa, Muniroh, Puji Anggoro Sari, and Nailul Muna who always want to listen my grumble, May Allah always protectsall of you.

11. Last but not least, those who cannot be mentioned one by one who have supported, given motivation to the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial to everyone. Aamiin.

Semarang, 26 February 2018

The Researcher

Suciati Ayu Mutmainnah

NIM. 133411059

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reason for choosing the topic, research question, objective of the research, significances of the research, and limitations of the research.

A. Background of the Study

English is well thought-out as the most vital and influential language in the world. It is used by a large number of people in the world to communicate each other.[1] English is intended to understand and express information, thoughts, feelings, and develop science, technology and culture. Thus, it can be said that mastering English for students is an essential requirement as stock in an effort to make interaction and communication in the midst of a growing social community, both nationally and internationally. The mastery of English can be obtained through various programs, and programs of teaching or learning in a formal school course is the primary vehicle for students.

Teaching learning is really important in human life. Islam also recommend that every human being should learn

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[1]Fatah Huda, "An Investigation of English Teaching Strategies in Enhancing Students Vocabulary Implemented by a Pre-Service English Teacher", *Journal of English and Education*, No. 4, Vol. 2, 2016.

and teach something that is not yet known.Allah says in the holy book:

$$ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝$$

"4. Who has taught by the pen, 5. He has taught man that which he knew not." (Al-Alaq, verse: 4-5).[2]

It described that from verse above, Allah teaches people about what they don't know. It can be said that teaching learning is the process where people always search knowledge.

The purpose of language teaching and learning is to develop students' ability to communicate in the language, in oral and written form. The ability to communicate includes listening, speaking, reading, and writing. This requires a teacher to really master the language taught. And it is more difficult when language is taught a foreign language, which makes the students have to work even harder in mastering it. Such as English learning, this is the foreign language or second language for students.

Indonesia uses English as a Foreign Language (EFL), which makes English more difficult to be learned.[3] Everyone

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[2]Departemen Agama RI, *Al-Hikmah Al-Qur'an dan Terjemahnya*, (Bandung: CV Penerbit Diponegoro, 2005), p. 597.

[3] Fatah Huda, "An Investigation of English Teaching Strategies in Enhancing Students Vocabulary Implemented by a Pre-Service English Teacher", *Journal of English and Education*, No. 4, Vol. 2, 2016.

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has tried to reduce the obstacles and difficulties in learning English. But unfortunately, few people are able to reduce these problems. This is a challenge for teachers and students in learning English.

According to Witherington cited by Marno and Idris, Teaching is a process was conducted by teachers in developing student learning activity. This consist understanding that the teaching process by the teacher presents the learning process on the part of the students in the form of changes in behavior, including changes in skills, habits, attitudes, knowledge, understanding, and appreciation.[4] In other words, Teaching is not confined to tell or to impart knowledge of subject matter to others but in wider perspective teaching aims at around development of personality of child.

One of the main tasks of teachers is to educate and guide students to learn and develop their potential. In carrying out their duties, teachers should be able to assist students in providing other experiences to shape life as individuals who can live independently in society. So students can adjust to the environment, both the school environment (formal) and outside the school (informal).

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[4]Marno & M. Idris, *Strategi & Metode Pengajaran*, (Yogyakarta: Ar-Ruzz Media, 2010), p. 37.

Teaching is an exciting and rewarding activity but like other professions it is demanding.[5] It is requires that its practitioners clearly understand what should be done to bring about the most desirable learning in the pupil and be highly proficient in the skills necessary to carry out these tasks.

The success of the teacher in carrying out the task of learning is determined by his understanding of the components of teaching and the ability to apply or manage a number of learning components effectively. Teachers are not only required to master the subject matter that will be delivered in the learning process. But the ability to apply and synergize relationships between numbers of teaching components is an activity that must be done, and this is a strategic activity for a teacher in the learning process.[6]

Teaching strategy is the point of view and action needed to select the appropriate teaching method, which leads to a more specialized aspect, namely planning, tactics, and training conducted by the teacher to achieve the learning objectives. So that learning materials can be accepted by students effectively.

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[5]Muhammad Azeem, "Problems of Prospective Teachers during Teaching Practice", *Academic Research International,* Vol. 1, No 2, 2011.

[6]Mustopa Halmar, *Strategi Belajar Mengajar*, (Semarang: Unnisula Press, 2008), p. 52

Teaching internship is an important component of becoming a teacher.[7] Every faculty of education students must follow the teaching internship program to prepare a professional teacher. Professional teachers are required to always have the ability, insight and creativity in creating effective learning. This means that the teacher is able to teach the students to master the lesson material given in accordance with the demands of the curriculum.

According Ma'mun, in professional job teaching is a kind of activity which needs to obtain the goal of education.[8] To prepare a professional teacher candidate, a prospective teacher must be provided with knowledge in education and teacher education and practice. Lectures are adequate and appropriate field of study is one of the supporting factors in realizing professional teachers and able to realize the generation of character.

Education and Teacher Teaching Faculty is one of the faculty at UIN Walisongo Semarang which aims to prepare experts and improve the competence and professionalism. Besides being equipped with a set of theoretical sciences,

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[7]Edith Kiggundu and Samuel Nayimuli, "Teaching Practice: a Make or Break Phase for Student Teachers", *South African Journal of Education*, Vol. 29, 2009.

[8]Nadiah Ma'mun, *Teaching English as a Foreign Language*, (Semarang: Varos Mitra Utama, 2013) p. 4

students are also equipped with practical experience through field practice activities.

Teaching internship is Education and Teaching Training Faculty academic program that must be followed by all regular and non-regular S1 students (qualification program). In general, this activity aims to provide real experience and expand the students' horizons in the formation of pedagogical, professional, personal, and social competence as a candidate educator and educational staff, so as to be able to carry out educational tasks in the school, which includes learning management and educational insight adequately thereby through the activity of teaching training experience the students are able to guide, encourage and arouse interest and motivation of learners in learning and in overcoming the problem of life. In addition students can also build communication both personal and social.[9]

Students of teaching intrenship is who students at the stage of practicing the learning sciences that have been obtained from universities. That means teaching internship, also need to be considered. Therefore, the researcher will describe about "TEACHING STRATEGY ON THE TEACHING INTERNSHIP (A Descriptive Study at Seventh

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[9]Buku Panduan Praktik Pengalaman Lapangan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Walisongo Semarang, (Semarang: Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, 2016) p. 8.

Semester of English Education Department UIN Walisongo Semarang in the Academic Year of 2017/2018)".

B. Reasons for Choosing the Topic

This research is mostly discussed about the teaching strategy on teacher internship. And for the reasons, the researcher has four reasons, as follows:

1. Teaching English as a foreign language needs a go preparation that the students of teaching internship not only understand and master the teaching strategies but also can implement and create some activities in English teaching.

2. Teaching English is a complex process that the students of teaching internship sometimes they face some problems in the process of English teaching, such as the students of teaching internship felt nervous for the first time and the students of teaching internship less experience in apply a teaching strategy.

3. Teaching strategy is one of the most important parts that lead to the achievement of learning goals.

4. Students of teaching internship is who at the stage of practicing the learning sciences that have been obtained from universities. That means teaching internship need to be considered.

C. Question of the Study

Based on the description of the study above, the researcher would like to make a question of the research. The problem that is discussed in this study can be stated as follow:

How is the teaching strategy on the teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018?

D. Objective of the Study

The researcher was intended to meet the following objective:

To explain the teaching strategies on the teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018.

E. Significant of the Study

This study is expected to give a precious contribution to some parties theoretically, practically, and in the research and development program.

1. Theoretically

a) To the English teacher by doing this research, the researcher hopes it can be as reference for English teacher both in formal and non-formal education institutions.

b) To the English Education Department of Walisongo State Islamic University, this study expects becoming a considerable resource when they are going to write a thesis either to enrich their knowledge of teaching strategy or to add their resource in writing a thesis related to the topic of teaching strategy in learning English and the use of journal writing.

c) To the other researchers who wish to discuss the topic of teaching strategy and journal writing, the result of this research study can be a beneficial reference as to what they are like.

2. **Practically**

a) To the teaching practice at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018, the result of this research can be their reference to increase knowledge for researcher about strategies in teaching.

b) For the researcher, this research will help the researcher can get many real experiences about how the teaching strategy on teaching internship.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter highlights two main points (i) previous studies of the research, and (ii) theoretical description which ideally discuss the scopes of teaching strategy on teaching internship.

A. Previous of the Study

The previous study that supports of this research are:

1. A final project has been entitled "Strategy of Teaching Speaking Effectively" (A Descriptive Study at English for General Class of Small England/SE Course in Blora for 45th and 46th Period)" by Mochammad Sayyidatthohirin (2015) Walisongo State Islamic University.[1] This study used descriptive qualitative approach. To collecting the data, this study are interview, observation, and documentation. The findings show that most of the time in the classroom, the teacher used descriptive questioning strategies. From the data analysis, it can be concluded that compare contrast questioning strategies were suitable to be applied in teaching junior high school students. This study shows that (1) The strategy of teaching speaking

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[1]Mochammad Sayyidatthohirin, 123411069 "Strategy of Teaching Speaking Effectively (A Descriptive Study at English for General Class of Small England/ SE Course in Blora for 45th and 46thPeriod)", *Thesis*, (Semarang: Walisongo State Islamic University, 2015).

effectively implemented by Small England (SE) teachers at English for general class is the teachers use three methods in BTC, CTC, and TC class. They are Communicative Language Teaching (CLT), Direct Method, Audio-Lingual Method (ALM). But among those three classes, the teachers use different techniques. In BTC, the teachers use question-answer, conversation, drilling, and learning from film. In CTC, the teachers use the same techniques as in BTC. But they add discussion, speech, games, storytelling, and dialogue techniques. In TC, the teachers use the same techniques as in CTC. But they delete drilling and add storytelling more. Besides that, they also invite the students to practice with native speaker directly. (2) The problems faced by the teacher during the teaching speaking process are from student, teacher, and infrastructures. From students, the problems are they are lazy, not focus, tired, and confused to manage the schedule between studying in formal school and SE. from teachers, the problems are some teachers have double job in different places, busy with their family, busy with their another job.

The similarity of the thesis is the researcher discuss about teaching strategies in English teaching and learning process. The differences between this a final project with the researcher are: first, the researcher wants to describe the whole of the teaching strategy used by the

subject, don't on teaching English speaking. Second, on the subject of the study. The subject of this study is teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018.

2. A final project has been entitled "Strategies in Teaching English for Autistic Students of Seventh Grade of SMPLBN Jepara in Academic Year 2015/2016" by Elsya Sadewa (2016) Muria Kudus University.[2] The result of this study showed the teacher's strategies used by teacher in teaching and learning process at seventh grade students of SMPLB 1 Jepara in academic year 2015/2016. The purpose of this study is to know the strategies used by the teacher in step of teaching English for autistic students of seventh grade of SMPLB 1 Jepara in academic year 2015/2016. This study uses qualitative case study because the data was collected with observation sheet in describing form, this research focuses on strategies used by teacher in teaching English for autistic students The result of this study showed the teacher's strategies used by teacher in teaching and learning process at seventh grade students of SMPLB 1 Jepara in academic year 2015/2016. From the finding of the research, it was found that strategies to teach

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[2]Elsya Sadewa, 201232071 "Strategies in Teaching English for Autistic Students of Seventh Grade of SMPLBN Jepara in Academic Year 2015/2016", *Thesis,* (Kudus: Muria Kudus University, 2016).

autistic students are: First is priming is the activity from the teacher to allow the students to become familiar with the materials, second is academic modification is the teacher modifies the curriculum, syllabus and also material to makes students easier, third is visual support is the teacher using visual media in teaching learning process such as cartoon, picture, puppet and real things. The last is reinforcement is teacher activity to give same reward (star and candy) in the end of teaching and learning activity when the students get high score or good behavior.

The similarity of the thesis is the researcher discuss about teaching strategies in English teaching and learning process. The difference between this thesis with the researcher is on the subject of the study. The subject of this study is teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018.

3. The journal has been entitled "Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR" by Chutima Intarapanich (2013) Kasem Bundit University.[3] This research is qualitative research aims to investigate the EFL teaching methods, approaches and strategies which would be found in English

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[3]Chutima Intarapanich, "Teaching Methods, Approaches and Strategies Found in EFL Classrooms: a Case Study in Lao PDR", *Procedia - Social and Behavioral Science,* No. 88, 2013.

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as a foreign language classes in Lao PDR. To obtain the data, qualitative research methods, namely, observations and interviews were both administered with 5 English teachers. The results of the study revealed that Communicative Language Teaching (CLT), Grammar Translation Method (GTM) and Total Physical Response (TPR) were three major methods/approaches found in the foreign language classrooms studied. Regarding the language teaching used, the activities found implemented in primary grade level were limited and short while more various activities were found in the secondary level. Many activities in the secondary schools provided the students more opportunity to communicate and use the language.

The similarity of the study is the researcher discuss about teaching strategies in teaching and learning process. The differences between this journal with the researcher are this study to investigate ability in making teaching strategies used by research subjects. And on the subject of the study, the subject of this study is teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018.

4. The journal has been entitled "An Investigation of English Teaching Strategies in Enhancing Students Vocabulary Implemented by a Pre-Service English

Teacher" by Fatah Huda (2016) Department of English Education, Indonesia University of Education.[4] This research was aimed to investigate the strategies used by a pre-service teacher to improve students' vocabulary and students' responses toward the teacher's strategies. A qualitative approach with case study design with a pre-service English teacher was used and 35 students in one junior high school participated in this study. The data were collected through observations, interview, and questionnaire. The results showed that the teacher used varieties of techniques in numerous methods as his teaching strategies, such as Contextual Teaching and Learning with neighborhood walk, Silent way with pictures and crosswords puzzle, and Total Physical Response with gamification, to enhance students' vocabulary. The strategies are proven to be appropriate to be implemented in the classroom and leads to the vocabulary collection improvement for most students in the classroom.

The similarity of the study is the researcher discuss about teaching strategies in English teaching and learning process. The differences with the researcher are

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[4]Fatah Huda, "An Iinvestigation of English Teaching Strategies in Enhancing Students Vocabulary Implemented by a Pre-Service English Teacher", *Journal of English and Education*, No. 4, Vol. 2, 2016.

this study to investigate English teaching used by the subjects of research. And on the subject of the study, the subject of this study is teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018.

B. Theoretical Description

1. English Language Teaching

The aim of English language teaching and learning is to develop the students' ability to communicate in that language, in oral and written form. Ability to communicate includes listening, speaking, reading, and writing. So, the teachers are required to be able to give effective and efficient teaching.

In teaching, it needs effectiveness. So that the goal of education can be reached. According to Chris Kyriacou, effective teaching can be formulated as a teaching that is success to make student learning based on the teacher's purpose.[5]

According to Bum, there are twelve characteristics of effective teaching. They are[6]:

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[5] Chris Kyriacou, *Effective Teaching Theory and Practice*, (Bandung: Nusa Media, 2012), p. 15.

[6] Paul C. Talley and Tu, Hui-ling, "A Relative Comparison Made of Two Teaching Methodologies: The Examples of 'Suggestopedia' vs.

a) Instruction is guided by a preplanned curriculum

b) There are high expectation for students learning

c) Students are carefully oriented to lesson

d) Instruction is clear and focused

e) Learning progress is monitored closely

f) When students do not understand, they are retaught

g) Class time is used for learning

h) There are smooth and efficient classroom routines

i) Instructional groups formed in the classroom fit instructional needs

j) Standards for classroom behavior are high

k) Personal interactions between teachers and students are positive

l) Incentives and rewards for students are used to promote excellence.

Teaching is not just the effectiveness that teachers have to pay attention. But there are also teaching components. This can help a teacher in performing his duties. The components of teaching can be divided into two, namely; main components and support components.[7]

Total Physical Response", *International Journal of Humanities and Social Science,* Vol. 6, No. 4, 2016

[7]Mustopa Halmar, *Strategi Belajar Mengajar,* (Semarang: Unnisula Press, 2008), p. 40-47.

a) Main component. Main component in teaching consist of:

1) Goal. Goal is a formulation of behavior and abilities that must be achieved and owned students after they completed experience and learning activities in the learning process.

2) Lesson material. Lesson material is the content of teaching and learning activities that will color the goals, or behavior that is expected to have students.

3) Learning method. Learning method is a series of activities that need to be taken by students and teachers to achieve the expected goals. Matrices are selected based on predetermined objectives and materials.

4) Media. Media is a tool of transformation of learning materials to the purpose of learning.

5) Evaluation. Evaluation is a barometer to measure the achievement of goals. To know the purpose has been achieved or not, evaluation plays a very important role.

b) Supporting components, supporting components is a component that must be considered in teaching and learning process, which consists of:

1) Students

Students as object as well as subject in teaching learning process, students are individuals who carry out learning, he is an individual who has the ability both physically, psychologically and knowledge.

2) Teacher

Teachers are the main roles in the instrumental process from planning, implementation, to assessment. Although teaching is a learning process of the students, but how the learning process can be done well, is determined by the teacher's behavior as a determinant of instructional process.

3) Teacher Competence

According to Undang-Undang Republik Indonesia No. 14 year 2005 about teachers and lecturers, it is explained that: Competence is a set of knowledge, skills and behaviors that must be possessed, experienced, and mastered by teachers or lecturers in performing professional dues.[8]

Competencies that must be owned by a teacher in accordance with Peraturan Pemerintah No. 19 year 2005 about National Education Standards (Standar Nasional Pendidikan/SNP)

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[8] Undang-Undang Republik Indonesia No. 14 year 2005

section 28 verse (3) there are four competencies, the consist of:[9]

i. Pedagogic Competence

Pedagogic competence is the ability to manage the learning of learners that include understanding of learners, design and implementation of learning, evaluation of learning outcomes, and development of scaled participants to actualize the various potentials it has.

ii. Personality Competence.

Personality competence is the ability of the personality that are steady, stable, mature, disciplined, wise, and authoritative personality, an example for students, and noble character (SNP, section 28 verse (3)).

iii. Professional Competence.

Professional competence is a broad and deep mastery of learning materials that enables students to meet the competency standards applied in the National Education Standards (SNP, section 28 verse (3)).

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[9]Peraturan Pemerintah Nomor 19 Tahun 2005, *Standar Nasional Pendidikan*, pasal 28, ayat (3)

iv.   Social Competence

Social competence is the teacher ability as part of the community to communicate and get along effectively with students, fellow educators, education personnel, parents, and the surrounding community (SNP, section 28 verse (3)).

By looking at the teaching components above, then as a teacher must understand that teaching have components that are related to each other. In addition to the teaching components, there are teaching elements that should be known as teachers.

In teaching, there are several elements of teaching competence. According to Chris Kyriacou, there are three main elements of teaching competence that contribute to teacher authority:[10]

a) Knowledge of subjects.

b) Interest and enthusiasm for the subjects.

c) The ability to build an effective learning experience.

2. Teaching Strategy

a. Definition of Teaching Strategy

Strategy in Greek language is *strategos*, which means the whole business includes the plans, the ways

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[10]Chris Kyriacou, *Effective Teaching Theory and Practice*, (Bandung: Nusa Media, 2012), p. 226.

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and tactics used by the military to achieve victory in warfare. The term strategy was originally used in a variety of disciplines including methodical didactic science (the science of educating and teaching). [11]

Oemar Hamalik (1992) defines teaching as a process of conveying knowledge and skills to students. In another sense, it is also explained that teaching a professional activity requires high-level skills and involves decision-making (Devies, 1971).[12]

Teaching is a complex process, because it does not just convey information from teachers to students. Many activities or actions need to be done, especially on better learning outcomes for all students. So needed a strategy in teaching that must a teacher do, in order to achieve the expected goals.

According to Nana Sudjana (1989) in cited by Rohani, teaching strategy is the tactics that teachers determine in implementing the teaching and learning process (teaching) in order to influence the students (learners) to achieve the objectives of teaching

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[11]Mustopa Halmar, *Strategi Belajar Mengajar,* (Semarang: Unnisula Press, 2008), p. 52.

[12]Pupuh Fathurrohmah & Sobry Sutikno, *Strategi Belajar Mengajar: Strategi Mewujudkan Pembelajaran Bermakna Melalui Penananman Konsep Umum & Islami,* (Bandung, PT. Refika Aditama, 2007), p. 7

(Competencies and Indicators of Learning Results) more effectively and efficiently.[13]

More specific opinion about learning strategy is expressed by Romiszowski (1981) which states that the strategy is a point of view and act direction taken in order to choose the appropriate learning methods, which leads to more specialized aspect, it is plan, tactic, and training.[14]

So it can be concluded that teaching strategy is a way that a teacher does in achieving learning goals. And that way is by applying the methods of learning effectively during the process of teaching and learning activities. Not only effective but can achieve the expected results.

In the world of education, strategy relates to several terms, they are approach, method, and technique. They are important terms that must be understood by a teacher. All have an important role in the learning process.

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[13]Ahmad Rohani, *Pengelolaan Pengajaran (Sebuah Pengantar Menuju Guru Profesional)*, (Jakarta: PT Rineka Cipta, 2010), Edisi Revisi, p. 38.

[14]Paul Eggendan Don Kauchak, *Strategi dan Model Pembelajaran; Mengajarkan Konten dan Keterampilan Berpikir,* translated by. Satrio Wahono, (Jakarta: PT Indeks, 2012), p. 6

In education, approach is more appropriate defined as a way of beginning something. So that way, the term "approach" can be defined as a way to begin learning.[15]

After that, the next term is method. According to Knowles (Sudjana, 2005) in cited by Suprihatningrum, method is organizing students in an effort to achieve goals. In other opinion, according to Ruhani method is a systematic and general way of working that serves as a means to achieve a goal.[16]

The definition about method is similar with the definition of strategy. But, we have to know that the method is the net step after strategy. According to Borwn Method, which is a part of a strategy and includes techniques, is also vital.[17]

The next, technique is knowledge of the ways of teaching used by teachers or instructors (Roestiyah, 2001: 1). For more details, According to Knowles

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[15]Abdul Majid, *Strategi Pembelajaran,* (Bandung: Rosdakarya, 2013), p. 19.

[16]Jamil Suprihatiningrum, *Strategi Pembelajaran: Teori dan Aplikasi*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 154-155.

[17]Fatah Huda, "An Iinvestigation of English Teaching Strategies in Enhancing Students Vocabulary Implemented by a Pre-Service English Teacher", *Journal of English and Education*, No. 4, Vol. 2, 2016.

(Sudjana: 2005), technique is the steps taken in methods to manage learning activities.[18]

Based on the definition above, among approaches, strategies, methods and techniques have relevance in teaching and learning process. They have an important role to achieve success in learning. This should be understood by every teacher. As the teachers, while the process of teaching and learning, they have to know the relationship among these terms.

According to Suprihatiningrum, the relationship among approaches, strategies, methods and techniques can be described as follows:

Approach

Strategy
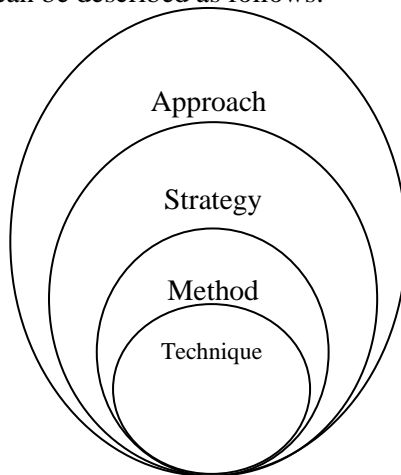
Method

Technique

Picture 2.1: Scheme of Relationship among Teaching Approach, Strategy, Method and Technique.

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[18]Jamil Suprihatiningrum, *Strategi Pembelajaran: Teori dan Aplikasi*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 157.

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Viewed from the picture above that, the approach includes strategies, methods, and techniques. Suprihatiningrum also revealed that strategy is defined as a tactic. Therefore, to create learning strategy requires methods and techniques. While the method is the way teachers use to deliver learning materials that require appropriate techniques. So, a good strategy then requires good methods also to achieve the specified goal.[19]

b. Methods of Language Teaching

In teaching, teachers need creativity and innovation that must be applied in their teaching strategies. So in the process of learning to teach students do not feel bored. So they can follow the lessons given by the teacher. When a teacher needs a good strategy, it needs a good teaching method as well.

Language teaching methods over time have developments. Initially the method of teaching language is only done in a simple way that only applies grammatical rules.

According Effendi, at the beginning of the 19th century, a view reinforced the need for mastery of the rules and vocabulary in language teaching.

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[19]Jamil Suprihatiningrum, *Strategi Pembelajaran: Teori dan Aplikasi*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 159

The pioneer is an educator from Germany Karl Ploetz, suggesting that the selection of certain texts to be translated to and from the first language. The method came to be known as "Grammar-Translation Method". This method is widespread in Western Europe. After that in the mid-19th century, also emerged a new method pioneered by Francois Gouin from France. This method is known as "Direct Method". This method emphasizes the functional use of language and overrides the memorization of grammatical rules. This method is widely used in continental Europe, America, the Middle East, the rest of the world until the first quarter of the 20th century. After Direct Method, which is since 30 the development of language teaching method is very fast. Beginning with reading methods, Audio-Lingual (50s), cognitive approach (60s), communicative approach (70s), and several approaches developed.[20]

The above mentioned several methods of teaching the language, for more details there are several methods in teaching the language as follows:

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[20]Ahmad Fuad Effendy, *Metodologi Pengajaran Bahasa Arab*, (Malang: Misykat, 2005), p. 18-19

1) The Grammar-Translation Method

The grammar-translation method is not new. It has had different names, but it has been used by language teachers many years. At once time it was called the Classical Method since it was first used in teaching of the classical language. This method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.[21]

The Grammar-Translation Method focuses on developing students' appreciation of the target language's literature and teaching the language. Students are presented with target-language reading passages and answer questions that follow.[22]

The goal of this method is to be able to read literature written in the target language. Students

[21]Diane Larsen and Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 11.

[22]Chutima Intarapanich, Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR, *Procedia - Social and Behavioral Science,* No. 88, 2013.

need to learn about the grammar rules and vocabulary of the target language.

The characteristic of the grammar-translation method are students are taught to translate from one language to another. And when they translate are readings in the target language, students study grammar deductively. They also learn grammatical paradigms. They memorize native-language equivalents for target-language vocabulary words.

2) The Direct Method

The direct method is not new. Its principle has been applied by language teachers for many years. Recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the grammar Translation Method (GTM) was not very effective in preparing students to use the target communicatively, the Direct Method became popular.[23]

The Direct Method (TDM) allows students to perceive meaning directly through the target language taught from the beginning because no translation is allowed. Visual aids and learning

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[23]Diane Larsen and Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 23.

materials are used to clarify the meaning of vocabulary items and concepts in real life language.[24]

The goal of direct method is to intend that students learn how to communicate in the target language. The role of teacher and student is between both are more like partners in the teaching/ learning process.

The characteristic of this method is when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime. He never translates it into student's native language. Students speak in the target language a great deal and communicate as if they were in real situation.[25]

3) The Audio-Lingual Method

The Audio-Lingual Method is a method which was introduced in the United States of America (USA) in 1940s. Even though the method is considered very old, many language teachers still like it and believe that it is a powerful method. It

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[24]Chutima Intarapanich, "Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR", *Procedia - Social and Behavioral Science,* No. 88, 2013.

[25]Diane Larsen and Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 29

was also a response to the Reading Method and the Grammar Translation Method.

The Audio Lingual Method is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns until able to produce them spontaneously.[26]

The Goal of the audio lingual method is students to be able to use the target language communicatively. In order to do this, the teacher believes students need to over learn the target language, to learn to use it automatically without stopping to think

The characteristic of this method is new vocabulary and structural patterns are presented through dialogues. The dialogues are learnt through imitation and repetition, drill (such as repetition, backward build-up, chain, substitution, transformation, and question-answer) are conducted based upon the patterns present in the dialogue.[27]

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[26]Chutima Intarapanich, "Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR", *Procedia - Social and Behavioral Science,* No. 88, 2013.

[27]Diane Larsen and Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 45.

4) The Silent Way

The Silent Way is the theoretical basis of Caleb Gattegno that teaching must be subordinated to learning and thus, students must develop their own inner criteria for correctness.[28] In a classic silent way procedure, a teacher models sounds while pointing to phonemic chart or to an arrangement of Cuisenaire rods. A student imitates the teacher and the teacher indicates (silently) if he or she is correct. If not, another student is prompted to help the first student. A third or fourth student is prompted if necessary until a correct version of the phoneme is produced.[29]

The goal of this method is students to be able to use the language for self-expression-to express their thought, perceptions, and feelings.

The characteristic of this method is the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible.

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[28]Chutima Intarapanich, "Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR", *Procedia - Social and Behavioral Science,* No. 88, 2013.

[29]Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (England, Longman, 2001), p. 89.

5) Suggestopedia

Suggestopedia develop by Georgi Lozanov, Suggestopedia sees the physical surroundings and atmosphere of the classroom as of vital importance. By ensuring that the students are comfortable, confident and relaxed, the effective filter is lowered, thus enhancing learning.[30] Suggestopedia is to help learners eliminate psychological barriers to learning.

Teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication. And this is being the goal of this method.

One of the characteristic this method is giving motivation to make students relaxed and comfortable. In the Suggestopedia method students' feeling have an important place. Venkanna & Glorry in citied by Vebriana Setia Deny et.al, added that the effect of physical surrounding and pleasant atmosphere of the classroom can make the students

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[30]Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (England, Longman, 2001), p. 89.

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relaxed, confident and comfortable because they do not feel under pressure to learn in the classroom.[31]

6) Community Language Learning (CLL)

Community Language Learning (CLL) is the name of the method developed from Curran's application of psychological counseling techniques to learning, which is known as Counseling-Learning. Community Language Learning represents the use of Counseling-Learning theory to teach languages.[32]

The goal of this method is students to learn how to use the target language communicatively. In addition, the students to learn about their own learning, to take increasing responsibility for it, and to learn how to learn from one another.

The characteristic of this method is students typically have a conversation using their native language. The teacher helps them express what they want to say by giving them the target language translation in chunks. These chunks are recorder,

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[31]Vebriana Setia Deny, et.al, "Suggestopedia Method on Improving Students' Reading Comprehension", *Research in English and Education (READ),* Vol. 1, No. 2, 2016.

[32]Chutima Intarapanich, "Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR", *Procedia - Social and Behavioral Science,* No. 88, 2013.

and when they are played, it sounds like a fairy fluid conversation. Later, a transcript is made of the conversation, and native language equivalents are written beneath the target language words. The transcriptions of the conversation become a text with which students work.

7) Total Physical Response (TPR)

The originator of TPR is James Asher. TPR asks students to respond physically to the language they hear. Language processing is thus matched with physical action. Asher sees the need to lower the effective filter and finds that organizing physical actions in the classroom helps to do this. A typical TPR class might involve the teacher telling students to 'pick up the triangle from the table and give it to me' or 'walk quickly to the door and hit it'. When the students can all respond to commands correctly, one of them can then start giving instructions to other classmates.[33]

The teachers who use TPR believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language. And this is being the goal of this method.

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[33]Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (England, Longman, 2001), p. 90.

The characteristic of this method are learners are physically active and mobile, there is no assumed relationship among learners and it emphasizes the importance of individuals acting alone, procedurally speaking, TPR is largely mechanical in its delivery, placing the most classroom emphasis on listening skills.[34]

8) Communicative Language Teaching (CLT)

CLT method aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.[35] Communicative Language Teaching (CLT) stresses the need to teach communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. Students usually work with

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[34]Paul C. Talley and Tu, Hui-ling, "A Relative Comparison Made of Two Teaching Methodologies: The Examples of 'Suggestopedia' vs. Total Physical Response", *International Journal of Humanities and Social Science,* Vol. 6, No. 4, 2016.

[35]Diane Larsen and Freeman, *Techniques and Principle in Language Teaching*, (New York: Oxford University Press, 2000), p. 121.

authentic materials in small groups on communicative activities.[36]

The goal of this method is to enable students to communicate in the target. In this method, the students are seen more responsible managers of them on learning.

The characteristic of CLT is that almost everything that is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks.

c. Factors Selection Methods

Basically every method is no better. Because each method has its own advantages and disadvantages. So a teacher when choosing an indirect teaching method chooses without considering anything.

According Fathurrohman and Sutikno there are several factors that influence the selection of methods include:[37]

[36]Chutima Intarapanich, "Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR", *Procedia - Social and Behavioral Science,* No. 88, 2013.

[37]Pupuh Fathurrohman and Sobry Sutikno, *Strategi Belajar Mengajar: Strategi Mewujudkan Pembelajaran Bermakna Melalui Penanaman Konsep Umum & Islami*, (Bandung: PT. Refika Aditama, 2007), p. 60-61

1) Goals to be achieved, the goal is the intended target of any teaching and learning activities. Characteristics of goals to be achieved greatly influence the determination of the method, because the method is subject to purpose, not vice versa.

2) The subject matter, the subject matter is a number of material to be conveyed by the teacher to be learned and mastered by the learners.

3) The students, the students have different characteristics, good interests, talents, habits, motivation, social situation, family environment and psychological aspects such as quiet nature, super active, closed, open, etc. All of these differences will affect the determination of the learning method.

4) Situation, situation of learning activity is setting of dynamic learning environment. The teacher must be careful in looking at the situation. Therefore, at a certain time the teacher conducts the process of learning outside the classroom or in the open.

5) Facilities, facilities may influence the selection and determination of teaching methods. Therefore, the absence of facilities will greatly interfere with the choice of appropriate methods.

6) Teachers, each oaring possesses personality, performance style, and different teaching experience, teaching competence is usually also influenced by educational background. Teachers with a teacher education background are usually more skilled in choosing the right method and applying it.

According Ma'mun, the teachers before deciding to choose a certain methods in running teaching-learning process effectively, therefore, they need to concern some following terms. They are as follow:[38]

1) Goal
2) Students' characteristics
3) Teachers' competency
4) Characteristic of the metter
5) Situation of classes
6) Complecity of facility
7) Knowing the strenght and weakness of each method will applied

3. Teaching Internship

a. Definition of Teaching internship

According to Buku Panduan Praktik Pengalaman Lapangan, teaching internship is a student

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[38]Nadiah Ma'mun, *Teaching English as a Foreign Language*, (Semarang: Varos Mitra Utama, 2013) p. 9-10

learning activity undertaken in the field to integrate theoretical knowledge gained on campus with practical experience in the field so that specific targets which are the target of the competency of study program can be achieved. Such activities include learning and administrative management in school/madrasah practice. Learning Practice is the exercise of conducting learning activities by students in the classroom, beginning the lesson planning, implementation and assessment.[39]

The teaching internship gives the student educator experience in teaching. Specifically, they get opportunities to explore the situational framework of teaching; examine purposes of teaching; select materials and resources for teaching; analyze procedures of teaching; and evaluate the results of teaching.[40]

b. Competence of Teaching internship

Teaching internship will be required to be a teacher at school. Teacher as educator and teacher

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[39]*Buku Panduan Praktik Pengalaman Lapangan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Walisongo Semarang*, (Semarang: Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, 2016), p. 9.

[40]Hellen N. Inyegaand Justus O. Inyega, "Experiences of Student-Teachers on Placement", *International Journal of Educational Policy Research and Review,* Vol. 4, No. 5, 2017.

occupies a very important position in order to form and producing qualified human resources, all at once is one element in the field of education that should be participate actively and place their positions as professionals in accordance with the demands of that society growing. Among the demands on teachers/prospective teachers, there is something important and need to be highlighted that is about teacher competencies that must be considered and always improved quality.

According to Peraturan Pemerintah No. 19 year 2005 about national education standards mention there are four competencies Which a good teacher must have at a basic level or intermediate, namely "pedagogic competence, competence personality, professional competence and social competence ".[41] This is in line with the expected targets achieved through activities teaching internship in Education and Teacher Training Faculty Walisongo State Islamic University is the personal formation of Education and Teacher Training Faculty students as a potential teacher who has pedagogic competence, professional, personal and social.

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[41]*Peraturan Pemerintah RI No. 19 Tahun 2005*, *Standar Nasional Pendidikan*, pasal 28, ayat (3)

1) Pedagogical Competence

Pedagogic competence is the ability to manage the learning of learners which includes understanding of learners, learning planning, implementation of learning, classroom management, evaluation of learning outcomes, and development of learners to actualize various potentials. This competence includes the execution of tasks within Class, from the preparation of lesson plans, carry out learning activities, and conduct assessment processes and learning outcomes through the implementation of teaching skills. In this competence, the target is minimal which students must possess after they pass of teaching training are:

a) Able to lesson plan
b) Able to perform the appropriate learning process with plans that have been prepared
c) Able to manage the organization of time and students in the creative implementation of classroom learning, dynamic and dialogical.
d) Able to create a learning atmosphere meaningful and fun.
e) Able to carry out process evaluation activities and learning outcomes

f) Have commitment to improve quality learning.[42]

2) Professional Competence

Professional competence is the ability to comprehensively and comprehensively comprehend the learning material that enables the learner to meet the specified competency standard. The minimum targets that must be owned by the student teaching training after implementing the teaching training experience are:

a) Mastering the field of study/material that becomes the task and the responsibility.

b) Able to develop the subject matter.

c) Able to use the supporting material.

d) Able to plan and implement the program remedial and enrichment.

e) Able to develop subject matter with daily life according to field of study respectively.[43]

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[42]*Buku Panduan Praktik Pengalaman Lapangan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Walisongo Semarang*, (Semarang: Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, 2016) p. 10.

[43]*Buku Panduan Praktik Pengalaman Lapangan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Walisongo Semarang*, (Semarang: Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, 2016), p. 11.

3) Personality Competence

Personality competence is the competence associated with the attitude and personality that must be possessed by the student as a prospective teacher. In this competency, the minimum targets that students must possess after they carry out the teaching training experience are:

a) Shows the adult attitude in thinking and act

b) Have polite and word-spoken behavior

c) Shows a high sense of responsibility within perform the task.

d) Having a high discipline in carrying out duties and obligations

e) Able to present themselves as prospective teachers Islamic religious education, Arabic teacher, power Islamic education, English teachers, teachers mathematics, physics teachers, biology teachers, and teachers chemistry.[44]

4) Social Competence

Social competence is the competence of students as prospective teachers related to the way of putting in the environment of school practice

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[44]*Buku Panduan Praktik Pengalaman Lapangan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Walisongo Semarang*, (Semarang: Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, 2016), p. 11.

and how to establish relationships with others. The minimum targets expected by the students of teaching training are:

a) Able to communicate well with others (PPL committee, field supervisor, head schools, the tutor teacher, teachers, students, committee schools/madrasah, Parents and communities in around school practice)

b) Able to cooperate with all components of the school practice and inter-student practice

c) Actively participate in activities that are organized by faculty, exercise school, and the group of teaching internship.

d) Also as a potential teacher should understand and guided by the teacher's ethical code.[45]

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[45]*Buku Panduan Praktik Pengalaman Lapangan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Walisongo Semarang,* (Semarang: Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, 2016) p. 12.

CHAPTER III
RESEARCH METHOD

This was an overview chapter of the method of the research. It played an urgent role in research since it affected the findings as well as the discussion. Before conducting the study, the researcher had to refer and applied the appropriate method to find the accurate data.

Here the researcher of this study represented a clear description research approach, research focus, design time, and setting of the research, subject of the study, instrument, technique of data collection, and technique of data analysis.

A. Type and Research Approach

Qualitative research assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study) is one in which the insights and outcomes generated by the research cannot be applied to contexts or situation beyond those in which the data were collected.[1]

The researcher used a qualitative approach in this research. It is the research procedures which produce

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[1]David Nunan, *Research Method in Language Learning*, (USA: Cambridge University Press, 1992) p. 3

descriptive data in the form of words written or spoken about people and behaviors that can be observed, because the researcher wanted to describe about teaching strategy on the teaching internship at seventh semester English Education Department UIN Walisongo Semarang in the academic year of 2017/2018.

B. **Time and Setting**

In order to obtain the necessary the data in this study, the research was carried out on September 5th 2017 – September 13th 2017, the researcher conducted an observation. And on November, 14th 2017 - November, 21th 2017, the researcher conducted an interview to the research subjects of four students at seventh semester English Education Department UIN Walisongo Semarang the academic year of 2017/2018.

C. **Source Data**

Bisri (1998: 59) in Prastowo states that if consideration of data source is based on kind of the data determined. In this step, we decide primary source and

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secondary source, particularly in normative research based on document source or reading material.[2]

  While according to Pohan (2007: 46) in Prastowo too, for the research to look for education data, there are many kinds of data source, they are as follows:[3]

1. Person or someone consists of all of people assumed have the information relate to the research problem;
2. Institutions, social organization, school, office, and the others;
3. Activity process, the incident is running, for instance teaching-learning activity, or the others;
4. Document materials, report, files, decision letters, and the others;
5. Literatures, it is book, magazine, article in journal, newspaper, and other writing materials;
6. Historical inheritance, as like temple, ancient inscription, monument, replication, and the others.

  That's way, this research primary source is the answer result from:

1. The principle teaching internship program
2. Five students of teaching internship
3. Teaching strategy

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[2]Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 207.

[3]Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 206.

4. Some files and documents

The participants of this research are four students of teaching internship at seventh semester English Education Department UIN Walisongo Semarang in the academic year of 2017/2018. The researcher interviewed and observed them to find out the teaching strategies to use.

Besides, the researcher used secondary data, they are some literatures as supporting references.

D. Research Focus

Spreadly in Sugiono stated that a focused refers to a single cultural domain or a few related domains.[4]

In this research, the researcher focus on four of the students teaching internship. And the researcher has limited the problem through question research. This is to describe about the teaching strategies on the teaching internship at Seventh Semester English Education Department UIN Walisongo Semarang in the Academic Year of 2017/2018.

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[4]Sugiyono, *Metode Penelitian Kuntitatif Kualitatif dan R & D*, (Bandung: Alfabeta CV, 2014), p. 286.

The students are:

Table 3.1: Participants of the Research

No.	Students	Students Number	School
1.	Kirana Dewi Kusumaningtyas	143046049	MTs. Darul Ulum
2.	Rizky Harmianti	1403046052	SMK 3 Semarang
3.	Bintan Shofia Rizki	1403046037	MAN Kendal
4.	Abdul Latif	1403046097	SMP 18 Semarang

E. Data Collection Technique

Actually the data collection techniques can be applied by participant observation, in depth interview, documentation, and combination among them or triangulation (Sugiyono, 2007: 147).[5] To obtain the necessary data in this study, the researcher use various methods of data collection as follows:

1. Observation

Observation is a technique or way of collecting data by way of direct observation of the study to be studied and hold records systematically. Such activities may be related to the way the teacher teaches and the students when they attend class.

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[5]Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 207.

This method, the research was carried out on September, 5th 2017 - September, 13th 2017, to conducted an observation of four the students of teaching internship who became the subjects of research.

2. Interview

The interview is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required information. In the interview, the interview took only a guideline that outlines the things that will be requested.[6]

the research was carried out on November, 14th 2017 - November, 21th 2017, to conducted an interview. The researcher will interview four of the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018. This method is one of the main data collections. The researcher uses this method to know in detail about how the teaching strategy that apply by the students of teaching internship.

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[6]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1991), p.128.

3. Documentation

Documentation is a way to collect, find data about things or documents in the form of writings and notes, books and others that will be associated with the data needed.[7]

This method is used by the researcher to find out the identity data and school placement the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018.

F. **Data Analysis Technique**

Data analysis is the process of systematically searching and compiling the data obtained from interviews, field notes, and other materials, so it can be understood easily, and its findings can inform others.[8]

The researcher used descriptive qualitative research based on data collection. The researcher collected, arranged, and presented data. Because the qualitative method is kind of research without using any calculation or

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[7]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1991), p. 131.

[8]Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfa Beta, 2010), p.334.

statistic procedure. To know the teaching process students of teaching internship. The researcher did steps as follow:

1. Reduction

Reducing the data means resuming, choosing point things, focusing on the important things, looking for the theme and pattern. By doing so, the data reduced will give clear explanation, and it will be easier for the researcher to collect the next data, and look for it if it is needed.[9]

This step, the researcher checked all of the data collected from the responses of information, observation, documents and selected images. The goal is for data smoothing (filtering) and next is the improvement of sentences and words, giving additional information, discard information that is repetitive or unimportant, translating into Indonesian local expression to be English translation, including transcribing recorded interviews, is a smoothing process collecting the data obtained from interviews, observations, and documentations.

2. Display data

After reducing all of the data, the next step is displaying the data. In qualitative research, it can be done in short explanation, diagram, relationship among category, flowchart, and others. Miles and Huberman

[9]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta CV, 2014), p. 247.

(1984) in Sugiyono explain about this that the most frequent form of display data for qualitative research data in the past has been narrative text.[10] It purposes to make easy for the researcher in understanding what would happen, planning next task based on what is understood of it.

In this step, the researcher classified answers and other data according to the variable group. Then it was classified again according to certain indicators as set before. By doing this, the data would have a suitable place within the framework of predefined reports.

3. Conclusion/ Verification

Interpretation is the final step in the data analysis technique. At this stage, researcher interpreted the data that had been previously coded by enriching information through comparative analysis does not eliminate all original context. The result is a picture presentation about the situation and symptoms in the form of narrative exposure.

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[10]Sugiyono, Metode *Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta CV, 2014), p. 249.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter discusses the research finding and analysis that is analyzed by the researcher. It deals with the descriptions of research result, discussion of the research finding and limitation of the research.

A. Research Finding

1. The Implementation of Teaching Internship Program at Seventh Semester of English Education Department UIN Walisongo Semarang Academic Year of 2017/2018

Education and Teacher Teaching Faculty is one of the faculty of UIN Walisongo Semarang that aims to prepare Islamic religious teachers and improve competence and professionalism in the field of Islamic education, which consists of English Department (PBI), Islamic Education (PAI), Arabic Department (PBA), and Management of Islamic Education Department (MPI), both in Junior High School (SMP/MTs) and Senior High School (SMA/MA).

Teaching Internship Program (PPL) is a Education and Teacher Teaching Faculty academic program with a weight of 4 credits, to be followed by all regular and non regular students. In general, this program aims to provide real experience and expand the knowledge of students in the framework of the establishment of professional

competence, personal and social competence for prospective educators and educational personnel, so being able to carry out the tasks of education in school well.

The implementation of teaching internship program at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 has implemented on July 24th 2017 – September 24th 2017. There are 103 the students and placed in 30 schools located in two districts and one city, they are Kendal district, Grobogan district, and Semarang City.

The researcher gets data from Handbook Program Teaching internship of UIN Walisongo Semarang as documentation about terms, benefit and target goals and activities in teaching internship.

2. **The Terms of Teaching Internship Program**

Students teaching internship program participants are students who have fulfilled the following requirements:

a. Registered as an active students of Education and Teacher Training Faculty.

b. Register as teaching internship program participants in accordance with provisions stipulated by Program Teaching internship organizers.

c. Especially for regular SI students, teaching internship program participants must achieve credit of at least 100 credits of cumulative grade IPK at least 2.00 and have

graduated with a score of at least 2.0 (C) in the following courses, especially for English Department students:

1) The subjects to students of English Department :

Table 4.1: The Subjects to Students of Teaching Internship.

No.	Subjects
1.	Dirasah Agama Intensif
2.	Micro Teaching
3.	Ilmu Pendidikan Islam
4.	Curriculum Development
5.	Language Evaluation
6.	Language Teaching Media
7.	Language Learning Methodology
8.	Lesson Planning

2) Have been following the activities of teaching internship program, pre-teaching internship activities, it is debriefing.

3) Special for regular students, not taking courses in the morning (only take the course hours to V-IV).

3. **Goals, Benefits and Targets Implementation of English Department's Teaching Internship Program**

a. Goals

The goals achieved in the teaching internship program are as follows:

1) To guide students toward the formation of individuals who have the knowledge, skills and

attitudes required in the establishment of potential as Islamic education Teachers, Arabic Teachers, Islamic Educators, and English Teachers.

2) Train and improve teacher's competency to be skilled in carrying out educational tasks that are both educational, administrative and religious guidance services and student affairs.

3) Providing experience to students to understand the existence of educational institutions with all the problems both related to the learning process and management of schools in general.

4) Establish and improve the institutional cooperation relationship between Education and Teacher Training Faculty with school.

b. Benefits

1) For Students

a) Deepen the understanding of students about the education process in the school with all the problems.

b) Provide field experiences to students about the learning process and school administration activities.

2) For School Practice

a) Acquire the opportunity to participate in preparing and forming prospective teachers or

candidates of competent Islamic education personnel.

b) Acquire the assistance of personnel, knowledge and thinking for school development.

3) For the Education and Teacher Training Faculty

a) Obtaining feedback from the experience of student teaching internship to the development of education in the field for the adjustment and development of academic programs Education and Teacher Training Faculty.

b) Improve cooperation with practicing schools for the development of Tri Dharma collage.

c. Target

The expected target is achieved through the activities of the teaching internship program is the personal formation of the students of Education and Teacher Training Faculty as a potential teacher who has pedagogic, professional, personal and social competence.

4. **Teaching Internship Activities**

Students must perform teaching activities that have been specified, these activities are:

a. The practice of teaching is done by students of teaching internship in the classroom that includes; implement the

lesson plan, implement the learning process and evaluate the work.

b. The number of teaching exercises in the training school is tailored to the type of program. For regular SI programs, teaching exercises are held at least 10 meetings. If certain conditions of minimum target of teaching internship are not fulfilled, it can be closed with other tasks such as Al Qur'an reading guidance, additional tutoring and others.

B. Discussion

The researcher conducted interview to four the students of teaching internship as a premier data to know about the teaching strategy on the students at seventh semester of Education English Department UIN Waliongo Semarang. The interview was carried out by the researcher on November, 14th 2017- November, 21th 2017. And the researcher has given eight questions to the four respondents, the details of the questions are:

1. What is your name?
2. Where do you perform teaching internship?
3. How many times did you teach while teaching internship?
4. What teaching strategies do you often apply when performing teaching internship?

5. Why do you use that kind of the teaching strategies to applied in your class?

6. Is there any problem when you apply the teaching strategy? explain!

7. What are the advantages and disadvantages of the teaching strategies that your apply?

8. Based on your opinion, how teaching strategies are effectively implemented in the classroom?

From the results of interviews conducted, the researcher get four students as research subjects, as follows:

Table 4.2: The Code of Research Participants

No.	Students	Students Number	Code
1.	Kirana Devi Kusumaningtyas	143046049	Respondent 1
2.	RizkyHarmianti	1403046052	Respondent 2
3.	BintanShofiaRizki	1403046037	Respondent 3
4.	Abdul Latif	1403046097	Respondent 4

The four respondents above have done perform teaching internship in two areas are Semarang City and Kendal District. For respondent 1, 2 and 4 are in Semarang City and respondent 3 in Kendal District area. At the school level placement, according to the data the researcher found two respondents to be teachers of practice at Junior High School level and two respondents in Senior High School level. For more details can be seen in the table below:

Table 4.3: Placements of School to Teaching Internship Students.

No.	Students of Teaching internship	School
1.	Respondent 1	MTs Darul Ulum Semarang
2.	Respondent 2	SMKN 3 Semarang
3.	Respondent 3	MAN Kendal
4.	Respondent 4	SMPN 18 Semarang

One of the activities undertaken by the students of teaching internship is teaching internship. According to the handbook teaching internship program UIN Walisongo Semarang, the students of teacher internship at seventh semester of Education English Department must perform teaching activities more than ten times. For this time the researcher also asked questions about how many practicing teachers perform teaching internship during the teaching internship program. Based on interview data, the researcher found that four respondents had different on teaching activity in each school. In the respondent 1 practiced teaching activities twelve times in a week. Respondent 2 has been doing teaching activities three times in a week. For respondent 3 do teaching activities four times in a week. And respondent 4 that is five times in a week. By looking at the intensity of teaching the respondents, it can be said that four respondents have done teaching activities more than ten times during the teaching internship program. This is in accordance with the

regulations in the handbook teaching internship program UIN Walisongo Semarang.

The researcher also get data about teaching strategy by teacher internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 through interviews conducted from the four respondents. From those results, the researcher describe it as follows:

1. **Teaching Strategy that is Often Applied**

There are different kinds of the teaching strategies that can be applied when teaching English. Each teacher should be able to determine a suitable teaching strategy for their students. On the students at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018, they must determine an effective teaching strategy to apply. Based on the data, researchers get there are several kinds of the strategies teaching language used by the respondents. The kinds of the teaching strategies that respondents often use are as follows:

a. Communicative Language Teaching

The teaching strategy used when the respondents become teachers of practice is one of them using Communicative Language Teaching (CLT) method. This method is used by one respondent when he

becomes a school teacher in school. Of the four respondents were only respondent 1 using this method. This is appropriate from the interview data that has been done by the researcher, that respondent 1 said "*Communicative Language Teaching.*" So the CLT method has been used for teaching strategy on the students of teaching internship at seventh semester of Education English Department UIN Walisongo in the academic year of 2017/2018.

b. Grammar-Translation Method

Although GTM is a traditional language teaching method but it is still used today. The researcher found from four respondents, there are two respondents who use this strategy when they become teacher of practice. For this method, respondent 2 and respondent 3 who have used GTM as the strategy in language teaching. This is in accordance with the respondent 2 said *"usually if not Grammar-Translation Method….."*, and the respondent 3 said *"I use a Grammar-Translation Method…"* From the information above the researcher found that the students of teaching internship at seventh semester of Education English Department UIN Walisongo in the academic year of 2017/2018 has used GTM in teaching English when becoming a teacher of practice.

c. Direct Method

Other teaching strategies used by students of teaching internship is the direct method. When the researcher interviewed four respondents, there was only one respondent who used the direct method, respondent 2. This can be seen when researchers ask about teaching strategies that are often used when perform teaching internship. And the respondent 2 said *"....I use Direct Method."* It can be said that when the respondent 2 becomes a teacher of practice, she often uses the direct method for the strategy of teaching English language.

d. Community Language Learning

From the interview data, the researcher found that one of the teaching strategies used from four respondents is Community Language Learning. There are two respondents who have used this method when they become teachers of practice. Using this method are respondent 3 and respondent 4. Based on the interview, Respondent 3 said *"....and Community language Learning."* And respondent 4 also said *".... and then Community Language Learning."* So the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 has been using CLL method as one of the strategy of teaching English.

e. Audio-Lingual Method

The next teaching strategy used by the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang is Audio-Lingual Method. This is appropriate from the interview data that the researcher obtained from four respondents. And there is only one respondent who uses this method is the respondent 4. The respondent 4 has been using two teaching strategy, one of the method is Audio-Lingual Method. This is in accordance with the information given by the respondent 4 when answering question about teaching strategies that are often used when teaching internship. The respondent 4 said *"I always use Audio-Lingual Method…."* It is clear that the method of Audio-Lingual Method has been used by the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarangas a teaching strategy.

To clarify from the information above about teaching strategy that is often applied by teachers practice at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018, the researcher will create a table as follows:

Table 4.4: Teaching Strategy on the Teaching Internship

No.	Respondent	Teaching strategy
1.	Respondent 1	Community Language Teaching
2.	Respondent2	Grammar-Translation Method and Direct Method
3.	Respondent3	Grammar-Translation Method and Community Language Learning
4.	Respondent4	Audio-Lingual Method and Community Language Learning

2. **Reasons for Using the Teaching Strategies Applied by The Students of Teaching Internship**

The researcher have data showing that there are several reasons that affect the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 to apply the teaching strategy they use in classroom.These reasons include:

a. More interesting to use.

One of the reasons teachers of practice use the teaching strategy they apply is an interesting teaching strategy to use. This is based on data obtained by researchers in the interview conducted. This is as stated by the respondent 1 said *"Because it is more interesting."* According to the information, it can be said that an interesting teaching strategy can influence

teachers of practice the use of teaching strategies to be applied when teaching English.

b. Making students more understanding of the material

The purpose of using the teaching strategy of the given the material easy to understand by the students. Data owned by the researcher, the respondent 2 who gave a statement that the reason for the use of teaching strategy is to make students more understand the material presented. The respondent 2 said *"....why I use the method is to make students more understand about the material, I give them."* So based on the statement of the respondent 2, the researcher can conclude that making the students more understanding the material is one of the factors influencing the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 apply the teaching strategy they use.

c. Suitable to the learning material

Based on the results of the interviews, the researcher found that the reason for the use of teaching strategies that teacher use is the teacher can suitable to the material. This can be seen through the respondent 3 said *"yes…. I use this method because… it suitable with the material that I teach."* From the

statement that suitable the learning material can influence the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 to choose the teaching strategy applied in the classroom.

d. giving students enthusiasm in learning

Data owned by the researcher about the reason of the use of the last teaching strategy that is able to give the students the spirit and more enthusiastic in following the lesson. To support the above statement, the respondent 4 have provided answer from interview conducted by the researcher. The respondent 4 said *"because we have to teach students to the spirit of learning in the classroom by using some of these methods, so that students are more enthusiastic in learning."* It is shows that influence the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 in choosing a teaching strategy that can make spirit and enthusiasm of the students in following the lesson. So the students can enjoy the lesson that goes on and avoid saturation in the classroom.

3. Problems in Applying the Teaching Strategies

When a teacher applying teaching strategies in classroom, not least experience the problems that appear. The Researcher has found some problems faced by teachers of practice in implementing teaching strategies in the class. Based on the interview data on the problems that come when the four respondents apply the teaching strategy will the researcher describe below:

a. Students do not know how to speak in English.

The researcher get results from respondent 1 said *"of course, ... some students did not know how to speak English."* The respondent 1 has given answer to the question of whether there is a problem in implementing the teaching strategy? So the researcher got that which became one of the problems when the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 applying the teaching strategy is the students who do not know how to speak in English.

b. Students hard to catch what the teacher said

From the interview that has been done by the researcher to respondent 2. The researcher found that there are problems that appear when the respondent 2 apply the teaching strategy that use. Based on the

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statement of the respondent 2 said *"Sometime his disciple is sometimes hard to catch what I said, well like that."* From the statement, the researcher conclude that one of the problems that appear when the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 is the students hard to catch what the teacher said.

c. Students less understanding of learning materials

The material is one component of teaching that must exist in teaching and learning activities. And when the teachers apply the teaching strategies they apply in the classroom, they also experience problems in the delivery of the material. Although they implement teaching strategies that they find to be effective, sometimes students do not understand the material given by them. This is in accordance with the interview data conducted by the researcher. Based on the interview to the respondent 3 said *"There are some problems, yes like ....maybe the students are less understanding about the material...."* So, One of the problems in the implementation of teaching strategies the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 is the

students less in understanding the material presented by them.

d. Students less interested in learning materials

The researcher has interview data on the problems that appear the teacher of practice applies the teaching strategy. From the data the respondent 3 said *"... keep the students less respect, less what the name is ... interested in the material that I teach."* From the respondent 3 statement the researcher concluded that the problems experienced by the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 when apply the teaching strategies that the students are less interested in the material provided by them. And this is what makes teachers practice can't implement the teaching strategy maximally.

e. Students are confused in translating

Other problems that appear when the teacher of practice apply the teaching strategy in teaching English is translation. Translation is one that makes students felt confused in learning English. And this makes teacher internship have problems in implementing teaching strategies. The researcher finds from interview data conducted on respondent 4. Based

on the statement given by the respondent 4 said *"When I use the method, students are more confused to translate a sentence completely, so they are more likely to be translated in words of words, not a sentence completely,..."* So one of the problems when the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 implementing teaching strategies in teaching English is the students feel confused in translating a sentence.

f. Students are difficult in pronounciation

When teaching a foreign language, a student is also required in a clear and correct pronunciation. Apparently, this is also the problem teacher of practice in implementing the teaching strategies that they apply. The researcher found in interview to the respondent 4. Based on the interview given by the researcher, the respondent 4 said *"...we do not just apply a single ... imitate a word, so it must be repeated over and over again so that the student can really pronounce it properly and correctly, like that."* So, pronunciation is one of the problems that appear when the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of

2017/2018 implementing teaching strategies in teaching English.

4. **Advantages and Disadvantagesof Applied Teaching Strategies**

The teaching strategy applied by the teacher has advantages and disadvantages of each. To know the advantages and disadvantages of the strategy applied by the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018, the researcher has interviewed four respondents. From the results of data obtained by researchers, researchers found advantages and disadvantages when teacher of practice implement teaching strategies. The advantages of using teaching strategies applied to the four respondents are as follows:

a. Students are more active

The results of data obtained by the researcher about the advantages in the use of teaching strategies that teacher of practice apply in the classroom is through a statement from the respondent 1said *"The advantage is the students more active ..."* And the respondent 3 also provide a statement about the advantages in apply teaching strategy that uses in class. Based on the interview, the respondent 3 said *"The advantages that students can learn*

independently, so look for your own information like that ...." Based on the statement from respondent 1 and respondent 3, the researcher concludes that the advantages in using the teaching strategy used by the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 is to make the students more active in following the classroom learning.

b. Students easily understand the learning material

The researcher also get result through interviews to the respondents 2 about the advantages in applying the teaching strategies that she used in the classroom. Based on the data interview, the respondent 2 said *"Well because, why I use the method is to make students more understand about the material, I give for them."* In the information given by the respondent 2, it can be concluded that the students more easily understand the material given by the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 apply the teaching strategy used. This can provide convenience to teacher of practice in providing materials to the students.

c. Do not need much learning media

Learning media is the factor to support the success of a teaching strategy that applied when the learning activity take place. And the teacher should pay attention to media learning is suitable for use. Learning media required is not much when implementing teaching strategies can also be the advantage in the teacher to apply the teaching strategies that they use in the classroom. In accordance with the data obtained by the researcher when giving interview to the respondent 3 said *"Mmm advantages ... because what?, do not use a lot of media."* From this statement, the use of media that is not too much can give the advantages when the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 apply the teaching strategy they use in the classroom. So the teacher can teach maximally and utilize the available learning media.

d. Students can memorize new vocabulary

The research conducted by researchers by giving interviews to four respondents about the advantages in applying the teaching strategy. The researcher have obtained results from the respondent 3

said *"....what are the other advantages also many students memorize the new vocabulary."* The statement given by the respondent 3 can be concluded that the advantages in applying the teaching strategy that used the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 is the students can memorize new vocabulary. This makes it easier for a student to learn the language.

e. Get more maximum result

The researcher get data through interviews to four respondents about the advantages of teaching strategies they do in the class. Based on the existing interview through the respondent 4 said *"oh .... For the advantages…. of both methods I think the result can be maximized because students are more enthusiastic using this method, ..."* From the statement given by respondent 4, the researcher found that the advantages when the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 in using teaching strategy is to get maximum result.

f. Suitable with learning materials

The researcher also found that suitable with the learning material is one of the advantages in using teaching strategies that teacher of practice use in the classroom practice. This can be shown through interview conducted by the researcher to therespondent 4 said *"...the second can be suitable with learning materials vocabulary or speaking .."* So, the researcher can conclude that suitable with the learning material is the advantages in using teaching strategies that the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 apply practice in the classroom.

g. Provide student motivation

Based on the data obtained by the researcher through interview to the respondent 4, the researcher has also found other the advantages when the teacher of practice applying the teaching strategies they use in the classroom. This is shown from the statement of respondent4 said *"...More makes students more .....mm motivated in learning..."* The researcher have concluded from the statement of respondent 4 that the advantages of applying the teaching strategy when the students of teaching internship at seventh semester of

English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 applying the teaching strategy is to make students more motivated in learning.

After the advantages of applying the teaching strategy, the researcher also discussed the disadvantages of the teachers in implementing the teaching strategies they used during the teaching internship program. And the disadvantages are as follows:

a. The students less vocabulary

When the teachers of practice apply the teaching strategies they use in the classroom can be known through interviews conducted by the researcher. Based on the interview to the respondent 1 said *"... And the disadvantages the students less vocabulary."* According to the respondent 1's statement, the researcher concludes that the disadvantages when the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 in applying the teaching strategy is the less students in vocabulary mastery.

b. Facilities and infrastructure are inadequate

The researcher has found some the disadvantages in applying the teaching strategy

applied by teachers of practice through interview data. One of them is inadequate facilities. This is based on the statement of respondent 2 said *"he eh…. yes facility and infrastructure..."* And the respondent 3 also stated the same thing with the respondent 2. The respondent 3 said *"If the disadvantages ...the students are less interested in the material, yes it was because of less what?… yes use LCD. Now, the students prefer to see for example see the material on the LCD like that,"* The researcher get one of the disadvantages when the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 apply the teaching strategy that they use is inadequate facilities and infrastructure. And that gives the students no interest in the teaching materials they teach.

c. Some students less active

The disadvantages have been found in the statements given by respondents 3. The researcher asks about the disadvantages when the respondent 3 apply the teaching strategy, and she said *"The other short comings are also the students. So, the students are inactive, what? less of information left behind with their active friends, like that."* The researcher

conclude from the statement given by the respondent 3 that there are some students who are less active in following the lesson to be the disadvantages applying the teaching strategy used by the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018.

d. Teachers must repeat in teaching

Based on the results of data obtained by the researcher in interview on all respondents, the researcher gets other disadvantages. When the researcher asked about the disadvantage in applying the teaching strategy used, the respondent 4 said *"Then to the disadvantages, if the Audio-lingual method we should be more patient because not only once, so it needs repeatedly in teaching to students."* The researcher concludes that the disadvantages when the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 apply the teaching strategy that they use in the class during the teaching internship program is the teacher must be patient to repeat the learning material so that the student understand to the material.

e. Students have problems in translation

When the teachers of practice teach a foreign language, translation is a problem for the teachers of practice. This is also the advantages when teachers of practice in implementing teaching strategies. Based on the results of interview obtained by the researcher, the respondent 4 said *"Then the next method is ...Community Language Learning, well we can't directly teach students translated in one full sentence, so it must go through the processes of words, second and so on."* So, based on the respondent 4's statement, the researcher found that the disadvantages when the students of teaching internship at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 apply the teaching strategy they use is the student difficulties in translating.

5. **The Effective of Teaching Strategy to be Applied**

This research is about teaching strategies on the students of teaching internship, because they have experienced situations when teaching. Finally motivate the researcher to ask questions about effective teaching strategies according to them. From the data obtained by the researcher through the interview, the researcher found

some opinions about effective teaching strategies to be applied in class.

a. Using videos and using pictures

     Based on interview data, the researcher found out from the respondent 1's statement when the researcher asked questions about effective teaching strategies to be applied in the class according to them. Respondent 1 said *"In my opinion ... by using videos"* and *"Well, sometimes using picture, like that"* This statement provides an explanation that according to respondent 1 the effective of teaching strategy to apply is to use videos and some pictures.

b. Combine several techniques

     The researcher found the opinions of the study subjects through an interview about the effective of teaching strategies to apply. From the opinion of the respondent 2 *"....Yes better to use a combination of several techniques, we try to…… apply to the students, not just one ... an one technique ..."* So the researcher finds the opinion of the respondent 2 that the effective of strategy to apply in class is combination of several techniques.

c. Pay attention to student condition

     The researcher also found other opinions, from respondent 3 of the interview that have been done by

the researcher. Based on the result of the interview, the respondent 3 said *"The effective teaching strategy that, maybe with the first we see what it is, the condition of the students first.Yah, yesterday, I was thought, if for example there are hours of sports like that, a simple…"* From the statement of three respondents, the researchers draw the conclusion that in the opinion of the respondents 3 the effective of teaching strategies is observing the condition of the students first before the learning activities take place.

d. Audio-Lingual Method

The researcher get the results of interviews that have been conducted the researcher to respondent 4. The respondent 4 provides opinion on the effective of teaching strategies to apply. According to the interview data, the respondent 4 said *"If for my junior high school level, it is preferred in terms of pronunciation, because in the junior high school it is a beginning in learning English, so Elementary School has never been more deeply in the discussion, Junior High School must be focused again in a pronunciation of sentences so that the future of students is not wrong in saying a word, and later on the future students are not confused between distinguishing sentence one with another sentence,*

whose voice may be almost the same, so like that ... So more likely on Audio Lingual Method." From the statement, the researcher found that the respondent 4 thought Audio-Lingual Method was one of the effective of teaching strategies to apply in Junior High School. Because based on the respondent 4 experience who perform teaching internship in Junior High School.

C. **Limitation of Research**

This study need the scope of limit the information as the researcher conducted, and the limitation of this study as follows:

1. Relative short time of research makes this could not done maximum.

2. The research can only conduct the interview as main source of data collection, because the Teaching Internship Program has been finished when the research conducted the study.

3. The research was limited for teaching internship of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018. So, research is conducted in other university or in the same university, it still possible to get different result.

4. The implementation of the research was less perfect: this was more due to less experience and knowledge.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher would concluded and gave suggestions based on the research problems.

A. Conclusion

After analyzing and interpreting the data, the researcher comes to concluded that the teaching strategies are often used by the students of teacher practice at seventh semester of English Education Department UIN Walisongo Semarang in the academic year of 2017/2018 are Communicative Language Teaching, Grammar-Translation Method, Direct Method, Community Language Learning, and Audio-Lingual Method. When the students of teaching internship applied the teaching strategies in the classroom, not a few of them have problems in their application. From the data obtained interview results, there are some problems that appeared when the students of teaching internship applied the teaching strategies. The problems are the students do not know how to speak in English. The students are difficult to comprehend what the teachers said. The students less understand of learning materials. The students less interested in learning materials. The students are confused in translating. The students felt difficult in pronunciation.

Every teaching strategy has advantages and disadvantages. When the students of teaching internship applied teaching strategies have some the advantages. They are the students are more active, the students easily understand the learning material, do not need much learning media, the students can memorize some new vocabularies, get maximum results, suitable with the material, and provide student motivation. For the disadvantages of teaching strategies that the students of teaching internship applied in the class are the students less vocabulary. Lack of media in teaching. Some students less active. The teachers must repeat in explanation of English teaching. And the students have problems in translation.

B. Suggestion

Based on those conclusions, the researcher would like to offer some suggestions. The suggestions are as follow:

1. The students of teaching internship before implementing teaching strategies that will be used in the classroom, they should consider several factors. The factors are the learning objectives to be achieved, the learning materials, the students who have different character, the situation of the environment, and the facilities to support the teaching. The more preparation learning in teaching strategies used in the classroom the better it is.

2. The students of teaching internship should be able to communicate or discuss to the teacher if there are problems that appear when teaching in the classroom. It can help the student of teacher practice in overcoming these problems.

3. Teaching Internship Program is the beginning of teaching with the real students in classroom. Being a good practice teacher should be creative in teaching by using some strategies, such as teaching English with some various activities. So that the students will be enjoy in learning English and more active in every activity applied by the students of teaching internship.

4. To prepare students in Teaching Internship Program, Education and Teacher Training Faculty should be implemented 2 periods the program (Pre-Teaching Internship Program). So the students more recognize the school placements.

5. Education and Teacher Training Faculty should be able to change the policy in the management of courses, specially micro teaching. In providing these course early, so that students can better prepare for the Teaching Internship Program.

6. And for English Department can provide guidance more intensive to the students, particulary in teaching intrenship.

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APPENDICES

APPENDIX 1

<div align="center">

Research Interview

Teaching Strategy on the Teaching Practice

</div>

1. What is your name?
2. Where do you perform teaching practice?
3. How many times did you teach while teaching practice?
4. What teaching strategies do you often apply when performing teaching practice?
5. Why do you use that kind of the teaching strategies to applied in your class?
6. Is there any problem when you apply the teaching strategy? explain!
7. What are the advantages and disadvantages of the teaching strategies that your apply?
8. Based on your opinion, how teaching strategies are effectively implemented in the classroom?

INTERVIEW TRANSCRIPT

Respondent 1   : Kirana Devi Kusuma Ningtyas
Date   : November, 14th 2017
Place   : Campus 2 UIN Walisongo Semarang
Time   : 08:30 AM

[00:01 – 00:02]	:	"What is your name?"
[00:03 – 11:04]	:	"My name is Kirana Devi Kusuma Ningtyas"
[00:05 – 00:08]	:	"Mmm… where do you perform teaching practice?"
[00:09 – 00:11]	:	"MTs Darul Ulum in Semarang"
[00:12 – 00:16]	:	"How many times did you teach while teaching practice?"
[00:17 – 00:19]	:	"…. 12x in a week."
[00:21 – 00:26]	:	"What teaching strategies do you often apply when performing teaching practice?"
[00:27 – 00:28]	:	"Communicative Language Teaching."
[00:29 – 00:30]	:	"Just it?"
[00:31 – 00:33]	:	"Yah… sometime…"
[00:34 – 00:39]	:	"Why do you use that kind of the teaching strategy to apply in your class?"
[00:40 – 00:42]	:	"Because it is more interesting."
[00:43 – 00:47]	:	"… okay, is there any problem when you apply the teaching strategy?"
[00:48 – 00:55]	:	"Of course, …. some students didn't know how to speak in English."
[00:56 – 01:04]	:	"Oh, … what are the advantages and disadvantages of the teaching stras...strategies that your apply?"
[01:05 – 01:18]	:	"The advantage is the students is more active and the disadvantages the students less vocabulary."

[01:19 – 01:26] : "Oh okay, based on your opinion, how teaching strategies are effectively implemented in the classroom?"

[01:27 – 01:31] : "In my opinion … by using videos."

[01:32 – 01:33] : "Just it?"

[01:34 – 01:36] : "Yah, sometimes using picture, like that."

[01:37 – 01:39] : "Okay, thank you."

APPENDIX 3

INTERVIEW TRANSCRIPT

Respondent 2   : Rizky Harmianti

Date   : November, 14th 2017

Place   : Perum. Bhakti Persada Indah Blok T No. 2 Ngaliyan

Time   : 11:10 AM

[00:01 – 00:02]   : "What is your name?"

[00:03 – 00:05]   : "Hallo, my name is Rizki"

[00:06 – 00:09]   : "Mmm, where do you perform teaching practice?"

[00:10 – 00:16]   : "… I perform take teaching practice in vocational 3 Semarang (SMK 3 Semarang)."

[00:17 – 00:22]   : "… How many times did you teach while teach… teaching practice?"

[00:23 – 00:33]   : "Sometime I teach one…the third time or three time in a week. Yah, only three classes."

[00:34 – 00:42]   : "Oh okay, mmm… what teaching strategies do you often apply when performing teaching practice?"

[00:43 – 00:49]   : "Mmm, I never use one teaching one method,….one…mmm, what you mean…."

[00:52 – 00:53]   : "What teaching…"

[00:54 – 01:58]   : "Selain apa, selain metode itu…, teknik saya jarang sekali pakai satu teknik. Usually, I combine two techniques. Biasanya kalo ngak Grammatical-Translation Method, saya pakainya Direct Method jadi dicampur, ya tergantung situasi best on the situation on the students. When sometime I want to use Audio Lingual Method, but in fact there is no LCD, there is no projector. Of course, itu difficult for

me ya. Sangat sulit untuk saya untuk menyampaikan video, lagu seperti itu. Kalau lagu mungkin masih bisa karena ada speaker, ada computer tapi kalau untuk video kayaknya susah, soalnya nyari LCD. Jadi harus nunggu jadwal, sedangkan kita pinjem LCD itu harus ngantre nunggu di TU. Yah, jadi kita lebih ke pindah ke teknik yang lain seperti langsung Direct Method, saya menyiapkan gambar-gambarnya lalu langsung ditunjuk ini gambar apa seperti itu. Kalau ngak da, ya pakai yang ada di kelas itu saja."

[01:59 – 02:06]	:	"Okay,….why do you use that kind of the teaching strategies to applied in your class?"
[02:07 – 02:20]	:	"Yah karena, why I use the method is to make students easier understand about the material, I give for them."
[02:21 – 02:25]	:	"Mmm okay, is there any problem when you apply the teaching strategy? explain!"
[02:26 – 02:44]	:	Yah, sometimes it's very difficult when I use TPR. Sometime muridnya itu kadang susah menangkap apa yang saya katakan, yah seperti itulah."
[02:45 – 02:50]	:	"What are the advantages and disadvantages of the teaching strategies that your apply?"
[02:51 – 03:47]	:	"Yah, kalau advantagesnya tentu mendurung…mendorong muridnya ya biar cepet paham tentang materinya. Kalau disadvantagesnya, yah kalau disadvantagesnya kalo cumin satu method, kayaknya kok masih kurang gitu lho. We need more than one method, one technique, because… saya pernah dengar ya, ngak da teknik satupun yang paling benar itu ngak ada. Tapi kombinasi dari semuanya itulah teknik yang bagus yang mana sesuai dengan itu. Jadi tidak memihak oh Grammatical-Translation Method itu bagus, oh

Direct Method bagus paling bagus diantara method-method yang lain, tidak tapi justru malah gabungan dari semuanya itu kadang menciptakan method yang bagus. jadi anak-anak bisa lebih paham."

[03:48 – 04:04]   :   "Kalau lebih ke apa?.....itu lho disadvantages ketika kamu me… menerapkan strategi di kelas itu mungkin apa karena sarana dan prasarananya tidak ada…"

[04:05 – 04:18]   :   "He eh betul sarana dan prasarana, terus juga anak-anaknya ya kita tau anak SMK seperti apa ya seperti itu, terlalu bukan…bukan karena SMK mungkin kurang faham bukan, tapi mereka terlalu aktif. Jadi kita juga harus menyesuaikan anaknya."

[04:19 – 04:22]   :   "Mmm… adalagikira-kira?"

[04:23 – 05:07]   :   "Mmm….Ya kalau ngajar sih, kita kan ngajar ngak hanya masalah nyampein materi sudah gitu ya, tapi kita kan mikir anak ini harus berbicara dengan sopan, harus berpakaian dengan sopan. Nah, itu sangat dibutuhkan dalam jenjang SMK. Kita sangat butuh itu jadi kita, selain kita ngajar bahasa Inggris teknik ini kita pakai tapi kita juga harus memperhatikan, oh anaknya bicara apa, bicara yang kurang sopan, pakaiannya tidak bajunya ngak dimasukkan. Nah, itu banyak… banyak sekali. Kadang itu yang menghambat kita untuk membuat anak paham gitu lho, jadi kita kan fokus… fokusnya ngak Cuma kesatu teknik tadi itu, tapi bisa mempengaruhi tekniknya ngak kesampaian kemuridnya."

[05:08 – 05:16]   :   "And next… based on your opinion, how teaching strategies are effectively implemented in the classroom?"

[05:17 – 05:53]   :   "Yah how teaching strategy one effectively implemented in the classroom? Yah seperti tadi kita ngak, ya lebih baik pakai kombinasi dari beberapa teknik, kita coba ke….ke diapis…diaplikasikan kemuridnya ngak Cuma satu… satu teknik aja, karena kalau satu teknik aja saya masih yah kalau saya sendiri yakin kurang bamget kalau di kelas kita Cuma pakai Grammatical-Translation Method,kanditranslationya grammar artinyaapa, kalau kayak gitu terus kan lama-kelamaan juga muridnya bosen kan pasti. Jadi harus pakai variasi teknik yang lain."

[05:54 – 05:55]   :   "Okay, thank you."

[05:56 – 05:57]   :   "Yah."

APPENDIX 4

INTERVIEW TRANSCRIPT

Respondent 3   : Bintang Sofia Rizki

Date   : November, 16th 2017

Place   : Perum. Bhakti Persada Indah Blok E No. 5 Ngaliyan

Time   : 09:50 AM

[00:01 – 00:03]	:	"What is your name?"
[00:04 – 00:06]	:	"My name is Bintang Sofia Rizki"
[00:07 – 00:09]	:	"Mmm… where do you perform teaching practice?"
[00:10 – 00:15]	:	"I perform my teaching practice in MAN Kendal."
[00:16 – 00:20]	:	"Mmm… how many times did you teach while teaching practice?"
[00:21 – 00:23]	:	"…. Maybe four time per week."
[00:24 – 00:31]	:	"Time four a week. What teaching strategies do you often apply when performing teaching practice?"
[00:32 – 00:40]	:	"I use a Grammatical-Translation Method and Community Language Learning."
[00:41 – 00:49]	:	"Oh ya, why do you use that kind of the teaching strategies to applied in your class?"
[00:50 – 00:58]	:	"Ya … saya menggunakan metode ini karena… pas sesuai dengan materi yang saya ajarkan"
[00:59 – 01:02]	:	"Jadi lebih ke melihat materinya?"
[01:03 – 00:04]	:	"Ya lihat materi."
[01:05 – 01:09]	:	"Okay… is there any problem when you apply the teaching strategy?"
[01:10 – 01:27]	:	"Ya ada beberapa masalah, ya seperti…. mungkin siswanya kurang memahami

tentang materi gitu ya terus, terus siswanya kurang respek kurang apa namanya tertarik dengan materi yang saya ajarkan."

[01:28 – 00:36] : "Oh ya, …What are the advantages and disadvantages of the teaching strategies that your apply?"

[01:37 – 02:53] : "Mmm, kelebihannya….. karena apa ya tidak menggunakanbanyak media. Misal, kalau pakai LCD atau gitu kan ribet nanti lama kayak gitu. Terus apa lagi ya? Kelebihannya itu siswa jadi bisa belajar mandiri, jadi cari informasi sendiri kayak gitu. Jadi gurunya tinggal mengamati, mengawasi nanti kalau yang ada yang kurang tepat nanti tinggal dibetulkan atau dikasih tau ya begitu, terus apa ya kelebihan lainnya juga siswa banyak menghafal kosa kata-kosa kata baru. Kalau kekurangannya …. Siswa kurang tertarik dengan materi, ya tadi karena kurangnya apa ya media misal, ngak pakai LCD kan sekarang siswa lebih suka lihat misal lihat materi di LCD kayak gitu, atau video ata apa gitulah. Itu terus …. Kekurangan yang satunya juga siswa jadi, siswa yang tidak aktif itu apa ya jadi kekurangan informasi ketinggalan sama teman-temanya yang aktif, kayak gitu."

[02:54 – 03:04] : "Oh, kalau menurutmu kira-kira …strategi mengajar yang efektif itu yang bagaimana?"

[03:05 – 03:40] : "Strategi mengajar yang efekti fitu, mungkin dengan pertama kita lihat itu apaya, keadaan siswanya dulu iya kan. Kan kemarin saya diajarin kalau misalnya ada jam habis olahraga kayak gitu, terus siswanya kan mungkin capek jadi mengajarnya yang simple aja yang apa ya, ya…. Bikin menarik biar siswanya tertarik juga, terus biar ngak

terlalu berat kayak gitu, lihat keadaan siswa juga."

[03:41 – 03:45]   :   "Oh jadi gitu, ya sudah terimakasih karena sudah mau menjadi partisipan."

[03:46 – 03:47]   :   "Iya sama-sama."

APPENDIX 5

INTERVIEW TRANSCRIPT

Respondent 4 : Abdul Latif

Date   : November, 21th 2017

Place   : Campus 2 UIN Walisongo Semarang

Time   : 09:15 AM

[00:01 – 00:02]	:	"What is your name?"
[00:03 – 00:05]	:	"My name Abdul Latif."
[00:06 – 00:08]	:	"Where do you perform teaching practice?"
[00:09 – 00:13]	:	"I'm perform in SMPN 18 Semarang."
[00:14 – 00:17]	:	"How many times did you teach while teaching practice?"
[00:18 – 00:21]	:	"I'm teach… five day in a week."
[00:22 – 00:29]	:	"Okay,…what teaching strategies do you often apply when performing teaching practice?"
[00:30 – 00:38]	:	"I always use Audio Lingual Method and then Community Language Learning."
[00:39 – 00:48]	:	"And next, …why do you use that kind of the teaching strategies to applied in your class?"
[00:49 – 01:02]	:	"Karena kita harus mengajar siswa untuk semangat belajar di kelas dengan cara menggunakan beberapa metode tersebut, sehingga siswa lebih antusias dalam belajar."
[01:03 – 01:07]	:	"… Is there any problem when you apply the teaching strategy?"
[01:08 – 02: 08]	:	"…. Usually I have some problems when I use that method …. For the first, Community Language Learning…ketika saya menggunakan metode tersebut, siswa itu lebih bingung mengartikan sebuah kalimat secara sepenuhnya. Jadi mereka lebih cenderung diartikan dalam kata-kata perkata, ngak sebuah

kalimat secara sepenuhnya, itu yang … metode Community Language Learning. Kemudian yang kedua itu Audio Lingual Method jadi disitu kita lebih fokus pada ….pronunciation. jadi ngak kita kan menggunakan metode tersebut kita ngak Cuma sekali menerapkan sebuah menirukan sebuah kata jadi kita haru sberulang-ulang agar siswa itu bener-bener dapat mengucapkannya dengan baik dan benar, seperti itu."

[0:09 – 02:17] : "Okay, …. And next question, what are the advantages and disadvantages of the teaching strategies that your apply?"

[02:18 – 03:42] : "Oh… for the advantages …. Dari kedua metode tersebut menurut saya hasil yang di dapat lebih maksimal karena siswa itu lebih semangat menggunakan metode ini, metode itu. Jadi ngak, ngak merasa jenuh ketika siswa belajar di kelas ,jadi lebih enjoy. Yang kedua dapat di sesuaikan dengan materi pembelajaran, ketika kita menggunakan ….ngak-ngak… ketika kita menggunakan pembelajaran vocabulary atau speaking. Kita lebih meng..fokus pada menggunakan Audio Lingual Method, jadi disitu itu lebih, lebih, lebih gimna….lebih membuat siswa lebih ….mmm… termotivasi dalam belajar. Kemudian untuk yang disadvantages, kalau yang Audio Lingual Method itu kita harus lebih sabar karena ngak cuma sekali, jadi butuh berulang kali mengajar siswa. Kemudian yang metode selanjutnya yaitu …. Community Language Learning, nah kita ngak bisa langsung mengajar siswa mengartikan secara satu kalimat penuh, jadi harus melalui proses-proses yaitu kata perkata, kata yang pertama terus kata yang kedua dan seterusnya. Jadi

nanti baru tercipta sebuah satu kalimat penuh seperti itu, jadi ngak bisa langsung, itu kelemahannya."

[03:43 – 03:54] : "Mmm… oh okay, and based on your opinion, …bagaimana teaching strategy yang efektif untuk diimplementasikan di kelas, menurut Anda?"

[03:55 – 04:38] : "Kalo untuk setingkat SMP manurut saya itu lebih diutamakan dalam hal pronouncationnya karena apa, karena dalam setingkat SMP itu merupakan sebuah awal dalam pembelajaran bahasa Inggris, jadi sebelumnya SD sudah pernah tapi belum lebih mendalam dalam pembahasannya, maka dalam SMP tersebut harus difokuskan lagi dalam sebuah pengucapan kalimat-kalimat agar kedepannya siswa itu tidak salah dalam mengucapkan sebuah kata, dan nanti kedepannya siswa tidak bingung antara membedakan kalimat satu dengan kalimat yang lain, yang suaranya mungkin hampir sama, jadi sepertiitu…Jadi lebih cenderung pada Audio Lingual Method."

[04:39 – 04:45] : "Okay…. Thank you for your information and good bye.

[04:46 – 04:47] : "Good bye."

APPENDIX 6

<div align="center">

Rencana Pelaksanaan Pembelajaan
(RPP)

</div>

Sekolah	: MTs Darul Ulum
Matapelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/1
Materi Pokok	: Asking for, Giving, and Refusing Thing or Help
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak, dan menerima jasa dan barang.	3.1.1 Peserta didik dapat mengidentifikasi ungkapan meminta, memberi, menolak, dan menerima jasa dan barang.
4.1 Menyusun teks percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak, dan menerima jasa dan barang.	4.1.1 Peserta didik dapat membuat dialog yang mencakup tentang ungkapan meminta, memberi dan menolakpertolongan atau jasa.

C. Tujuan Pembelajaran

Peserta didik dapat mengidentifikasi dan membuat dialog yang mencakup tentang ungkapan meminta, memberi dan menolak pertolongan atau jasa.

D. Materi Pembelajaran
1. Asking for things
   · Could you…
   · Would you take my English book, please?
   · Could you do me favors, please?
   · May I …, please?

2. Giving things
·   Certainly
·   Of course
·   Sure / yes, sure
·   Okay
·   Here it is.
·   Yes, it is . Please
·   Definitely !
·   Sure, Please wait a second
3. Refuse things
·   Thank you for your offer, but I don't want to
·   No, thanks
·   No need to bother, thanks
·   I'm sorry. I'm using it.
·   Not now. I'm using it. Sorry.

E. Metode Pembelajaran
Diskusi.

F. Media, Alat, dan Sumber Pembelajaran
- **Media**
  Pictures.
- **Alat/bahan**
  Whiteboard, Board Marker, Books.
- **Sumber Belajar**
  Dra. Hj. Entin Suryatin, M.A., dkk. 2005. BAHASA INGGRIS (MTs) Berdasarkan Kurukulum Berbasis Kompetensi Kelas VIII. Bandung. Angkasa Bandung Buku Bahasa Inggris untuk SMP/MTs Kelas VIII semester 1 by Putra Nugraha

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Langkah-langkah Kegiatan Pembelajarn	Waktu
Pendahuluan	1) Guru memberi salam kepada peserta didik	10 menit

	2) Guru memeriksa kehadiran peserta didik 3) Guru menyiapkan peserta ddidk secra psikis dan fisik untuk mengkiuti proses pembelajaran 4) Guru mengajukan pertanyaan terkait asking for, giving, and refusing help 5) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai (asking for, giving, and refusing help)	
Inti	A. Mengamati (observing) Peserta didikmelihat gambar tentang asking for, giving, and refusing thing or help. B. Mempertanyakan (Questioning) Guru menanyakan arti dari kosa kata yang ada pada buku. Guru menyampaikan pertanyaan penuntun, untuk membangkitkan rasa ingin rasa ingin tahu peserta didik dari percakapan. C. Eksperimen (Experimenting) Peserta didik berusaha mengkategorikan kalimat asking for, giving, refusing thing or help. Peserta didik diminta untuk membuat dialog sederhana mengenai asking for, giving, refusing thing or help dengan teman kelompoknya D. Menalar (Associating) Peserta didik dapat menyimpulkan materi asking for, giving, refusing thing or help.	55 menit

	E. Mengkomunikasikan (Communicating) Peserta didik membacakan dialog yang sudah dibuat bersama teman kelompoknya	
Penutup	Guru bersama-sama dengan pesertadidik membuat kesimpulan sederhana. Melakukan penilain dana tau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. Memberikan klarifikasi mengenai materi kepada pesertadidik yang belum paham. Menyampaikan tugas dan rencana pembelajaran yang akan dating.	15 menit

H. Hasil Penilaian Pembelajaran
- **Sikap**
  Teknik Penilaian   : Penilaian Pengembangan Karakter
  Bentuk Instrumen   : Teacher Observation
  Rubrik Penilaian terhadap pengembangan karakter peserta didik pertemuan kedua.

Nama Peserta didik	Tanggung Jawab			
	1	2	3	4
	…	…	…	…
	…	…	…	…
	…	…	…	…

Keterangan:
1 = Belum terlihat
2 = Mulai terlihat
3 = Mulai berkembang
4 = Membudaya konsisten

Pedoman Peskoran

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} X\ 4$$

- **Pengetahuan**
  Jenis/TeknikPenilaian   : TesTertulis
  Jenis/Teknikpenilaian   : Tertulis
  Bentuk Instrumen   : Melengkapi Dialog
  sederhana

- **Student worksheet**
  <u>Put each verb into the correct for!</u>
  Brian   : Hello, Steve. I haven't seen you for ages.
  What… (you/do) these days?
  Steve   : I … (train) to be a shop manager.
  Brian   : Really? … (you/enjoy) it?
  Steve   : Yes, it's quite interesting. How about you?
  Brian   : Well, I … (not/work) at the moment, but I'm
  very busy. I … (build) a house.
  Steve   : Really? … (you/do) it alone?
  Brian   : No, some friends of mine … (help) me.

- **Keterampilan**
  Jenis / Teknik Penilaian   : Autentic assessment
  Menis / Teknik penilaian   : Tertulis
  Bentuk Instrumen   : Membuat Dialog
  Menggunakan Asking for
  and Giving refusing

RubrikPenilaian

Penilaian dari Aspek Keterampilan (Skills)			
Kemampuan Menulis (Writing Skill)			
No	Aspek yang Dinilai	Kriteria	Score
1	Originalitas Penulisan	Sangat original	5
		Original	4
		Cukup original	3
		Kurang original	2
		Tidak original	1
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5
		Isi sesuai dengan judul	4
		Isi cukup sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2
		Isi tidak sesuai dengan judul	1
3	Keruntutan Teks	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4
		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1
4	Pilihan Kosa Kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2

		Pilihan kosa kata tidak tepat	1
5	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1
6	Penulisan Kosa Kata	Penulisan kosa kata sangat tepat	5
		Penulisan kosa kata tepat	4
		Penulisan kosa kata cukup tepat	3
		Penulisan kosa kata kurang tepat	2
		Penulisan kosa kata tidak tepat	1
7	Kerapihan Tulisan	Tulisan rapih dan mudah terbaca	5
		Tulisan tidak rapih tetapi mudah terbaca	4
		Tulisan rapih tetapi mudah terbaca	3
		Tulisan tidak rapih dan sulit terbaca	2

Pedoman Pengskoran:

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} X\ 4$$

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	NilaiKompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Semarang, 1 Agustus 2017

Guru Bahasa Inggris Mahasiswa Praktikan
MTs Darul Ulum Bahasa Inggris

Syaefudin, S.Ag., S.Pd., M.SI. Kirana Devi K
NIP 197403072006041008 NIM 1403046049

Mengetahui,
Kepala MTs Darul Ulum

M Abdul Hadi, M.S.I

RENCANA PELAKSANAAN PEMBELAJARAN
A. **Identitas Program Pendidikan, meliputi:**

Nama Sekolah	: SMK Negeri 3 Semarang
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: **Teks lisan dan tulis tentang niat melakukan sesuatutidakan/kegiatan**
Komp. Keahlian	: TKR
Kelas/Semester	: X / 1 (Gasal)
Tahun Pelajaran	: 2017/2018
Alokasi Waktu	: 1 x 3 JP (@45 menit)
KBM	: 75

B. **Kompetensi Inti dan Kompetensi Dasar**
   Kompetensi Inti (KI)

KI.3	Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, kenseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Mata Pelajaran 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	Menunjukan ketrampilan 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. Menunjukan ketrampilan 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 (KD)

3.3   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to)

4.3   Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.

C. **Indikator Pencapaian Kompetensi**

3.3.1   Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai niat melakukan sesuatu tindakan/kegiatan.

3.3.2   Membedakan makna, fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan/kegiatan.

4.3.1   Menyusun teks lisan dan tertulis mengenai niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan.

4.3.2   Mengkomunikasikan secara lisan dan tulis niat melakukan sesuatutindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan.

D. **Tujuan Pembelajaran**

3.3.1.1   Setelah diskusi peserta didik dapat mengidentifikasi fungsi sosial dalam teks mengenai niat melakukan sesuatu tindakan/kegiatan.

3.3.1.2   Setelah diskusi peserta didik dapat mengidentifikasi struktur teks dalam teks mengenai niat melakukan sesuatu tindakan/kegiatan.

3.3.1.3 Setelah diskusi peserta didik dapat mengidentifikasi unsur kebahasaan dalam teks mengenai niat melakukan sesuatu tindakan/kegiatan.

3.3.2.1 Setelah diskusi peserta didik dapat membedakan makna, fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan/kegiatan.

4.3.1.1 Diberikan percakapan tertulis, peserta didik dapat menyusun teks lisan dan tertulis mengenai niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan.

4.3.2.1 Diberikan teks sederhana, peserta didik dapat mengkomunikasikan secara lisan dan tulis niat melakukan sesuatutindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan.

E. Materi Pembelajaran

FAKTA
a. Future Tense
b. Modal (would like to, will, be going to)

KONSEP

- (Social Function : to state plans or something intended to do in the future)
- Students are able to use expressions of telling and asking about intentions of doing something.
- Students are able to express telling and asking about intentions of doing something in the context of daily life.

METAKOGNITIF

- Mencipta dialog yang dipraktekan di depan kelas.

F. Pendekatan, Strategi dan Metode

❖ Pendekatan Berfikir   : Scientific
❖ Model Pembelajaran   : Discovery Learning
❖ Metode Pembelajaran   : Observasi, diskusi, dan tanya jawab.

G. Kegiatan Pembelajaran

Pendahuluan	Alokasi Waktu
1. Peserta didik melakukan pembukaan dengan salam pembuka dan berdo'a untuk memulai pembelajaran. 2. Peserta didik melakukan pengkondisian kelas. 3. Peserta didik menerima tujuan pembelajaran cakupan materi dan manfa'at dari pemberian materi Intention yang akan dicapai. 4. Peserta didik mendengarkan teknik penilaian dari guru yang akan digunakan.	10 menit

Inti		
A. Pemberian Rangsangan (*Stimulation)*;	• Peserta didik melihat gambar beberapa tempat terkenal di Indonesia. • Peserta didik menirukan *expressions of telling and asking about intentions of doing something* yang dicontohkan oleh guru.	15 menit
B. Pernyataan / Identifikasi Masalah *(Problem Statement)*	• Peserta didik duduk berkelompok (satu kelompok terdiri dari 4 orang) • Peserta didik membaca dialog tentang *expressing intention*. (halaman 40-41) • Peserta didik mendiskusikan masalah-masalah yang ada hubungannya dengan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan *(intention)*terkait dengan fungsi sosial, struktur teks, dan unsur keahasaannya.	35 menit

	• Peserta didik, setelah berdiskusi, merumuskan hal-hal apa saja yang harus diperhatikan dalam teks yang ada hubungannya dengan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan *(intention)* yang berkaitan dengan fungsi sosial, struktur teks dan unsur kebahasaannya.	
C. Pengumpulan Data (*Data Collection)*	• Peserta didik diberikan dialog yang berisi tentang niat melakukan suatu tindakan/kegiatan. • Peserta didik berdiskusi untuk membedakan antara memberi informasi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.	20 menit
D. Pembuktian (*Verification)*	• Peserta didik membuat laporan tentang perbedaan antara memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dalam sebuah tabel.	20 menit
E. Menarik Kesimpulan *(generalization)*	• Peserta didik mempresentasikan hasil pekerjaan. • Peserta didik lain memberi tanggapan terhadap presentasi.	25 menit
Penutup		
1. Secara bersama-sama peserta didik menyimpulkan materi tentang tindakan memberi dan meminta informasi terkait niat melakukan suatu		10 menit

tindakan/kegiatan.
2. Peserta didik merespon konfirmasi dan penguatan terhadap kesimpulan dari hasil pembelajaran.
3. Peserta didik memberikan respon *(post tes)*secara individu dan mengerjakannya.
4. Guru memberikan motivasi kepada siswa.
5. Guru menutup pembelajaran dengan berdo'a dan dilanjutkan dengan salam.

H. Alat/Bahan dan Media Pembelajaran
- Media   : LCD Proyektor, Power Point.
- Alat/bahan   : Gambar

I. Sumber Belajar
- ➢ Buku siswa: Buku Kementrian Pendidikan dan kebudayaan 2016 , *Bahasa Inggris .Jakarta* kementrian pendidikan dan kebudayaan ,Chapter 3 (halaman 38-49)
- ➢ Buku Guru: Buku Kementrian Pendidikan dan Kebudayaan 2016, *Bahasa Inggris. Jakarta*kementrian pendidikan dan kebudayaan, Chapter 3 (31-37)
- ➢ http://samuderabahasainggris.blogspot.co.id/2016/04/expressing-intentions-dalam-bahasa.html

J. Penilaian Pembelajaran
1. **Ulangan Harian, 2. Ulangan Akhir Semester, 3. Ulangan Kenaikan Kelas, 4. Ujian Sekolah, 5. Ujian Nasional, 6. Ujian Unit Kompetensi, 7. Ujian Kompetensi Keahlian**
   a. **Jenis Penilaian   : Penilaian harian**
   b. **Teknik Penilaian   : demonstrasi (praktik)**
   c. **Instrument Penilaian   : Tes tertulis dan tidak tertulis**

J.1. ANALISIS HASIL PENILAIAN

- **Penilaian Pengetahuan :** Tes Tertulis Analisis

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Tujuan Pembelajaran	Indikator Soal	THB	Jenis Soal	Soal
3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to).	3.3.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai niat melakukan sesuatu tindakan/kegiatan. 3.3.2 Membedakan makna, fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan/kegiatan.	3.3.1.1 Setelah diskusi peserta didik dapat mengidentifikasi fungsi sosial dalam teks mengenai niat melakukan sesuatu tindakan/kegiatan. 3.3.1.2 Setelah diskusi peserta didik dapat mengidentifikasi struktur teks dalam teks mengenai niat melakukan sesuatu tindakan/kegiatan. 3.3.1.3 Setelah diskusi peserta didik dapat mengidentifikasi unsur kebahasaan dalam teks mengenai niat melakukan sesuatu tindakan/kegiatan. 3.3.2.1 Setelah diskusi peserta didik dapat membedakan makna, fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan/kegiatan.	1. Disajikan teks dialog, siswa dapat membedakan kalimat antara memberi dan meminta informasi terkait niat melakukan suatu tindakan/ kegiatan dengan memeperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis sesuai dengan konteks penggunaannya.		Analisis	Find the expressions of telling and asking intentions based on the following conversation! A long weekend is coming. Riri, Santi, and Bayu are talking about their plans. Riri: It will be a long weekend soon. Let's make it interesting! Santi: Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home. Bayu: Stay at home? Well, you could do something more interesting! Santi: So, what about you Bayu? What are you going to do? Bayu: Definitely! My dad and I are going to go swimming.Would you like to come with us? Santi:

| | | | | | | Swimming? I don't really like swimming. I would like to stay at home than go swimming. |

Bayu: What about you, Riri? What would you like to do on the long weekend?

Riri: I have a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.

Santi: That sounds like a very good plan! Your choco chips cookies are always delicious.

Riri: Well, yes. That is my favorite. But we would liketo try to make strawberry cookies.

Santi: Oh, how I envy you. My mother is going to accompany my little brother to attend a drawing competition. I don't think I can ask her to teach me baking cookies.

Riri: Oh,

						would you like to join me to learn baking cookies? You can come to my house. Santi: Okay, I would like to join with you, Riri. Thanks for asking me to join you Riri.
4.3 Menyusun teks interaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	4.3.1 Menyusun teks lisan dan tertulis mengenai niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan. 4.3.2 Mengkomunikasikan secara lisan dan tulis niat melakukan sesuatutindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan.	4.3.1.1 Diberikan percakapan tertulis, peserta didik dapat menyusun teks lisan dan tertulis mengenai niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan. 4.3.2.1 Diberikan teks sederhana, peserta didik dapat mengkomunikasikan secara lisan dan tulis niat melakukan sesuatutindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan.	1. Menyusun teks interaksional lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan tindakan/kegiatan dengan memeperhatian fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks di dunia kerja dengan tepat.		Tes Praktik Tertulis	1. Please work in Pair, Present a really simple conversation about telling and asking information about intentions based on the picture.

J.2. Kartu Soal

Satuan Pendidikan: SMK N 3 Semarang Mata Pelajaran: Bahasa Inggris Bahan Kelas: Directly Statement Semester : 1 (satu)/ gasal	Bentuk Tes: Analisis Penyusun: Fauzi Maulana Akbar Alokasi Waktu: 60 menit Tahun Pelajaran: 2017/2018	
Kompetensi Dasar 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to) 4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	Jumlah Jawaban ada 10	Skor setiap Jawaban berbobot 10
Materi Expressing Intentions	Rumusan Butir Soal Find the expressions of telling and asking intentions based on the following conversation! A long weekend is coming. Riri, Santi, and Bayu are talking about their plans. Riri: It will be a long weekend soon. Let's make it interesting! Santi: Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.	

	Bayu: Stay at home? Well, you could do something more interesting!
	Santi: So, what about you Bayu? What are you going to do?
	Bayu: Definitely! My dad and I are going to go swimming.Would you like to come with us?
	Santi: Swimming? I don't really like swimming. I would like to stay at home than go swimming.
	Bayu: What about you, Riri? What would you like to do on the long weekend?
	Riri: I have a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.
	Santi: That sounds like a very good plan! Your choco chips cookies are always delicious.
	Riri: Well, yes. That is my favorite. But we would liketo try to make strawberry cookies.
	Santi: Oh, how I envy you. My mother is going to accompany my little brother to attend a drawing competition. I don't think I can ask her to teach me baking cookies.
	Riri: Oh, would you like to join me to learn baking cookies? You can come to my house.
	Santi: Okay, I would like to join with you, Riri. Thanks for asking me to join you Riri.

Indikator Soal
Peserta didik mampu membedakan antara ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegatan
 	
Peserta didik mampu membuat teks dialog memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegatan
	Kunci Jawaban
	
	  • **Test Tulis Analisis**
	
	  • **Tes Praktik Tertulis**
	    Membuat dialog
	    Free

Buku Sumber : Buku Siswa : Buku siswa: Buku Kementrian Pendidikan dan kebudayaan 2016 , *Bahasa Inggris .Jakarta* kementrian pendidikan dan kebudayaan ,Chapter 3 (halaman 38-49)	

J.3. Kunci Jawaban

Asking Intention	Telling Intention
What are you going to do?	My dad and I are going to go swimming.
Would you like to come with us?	I would like to stay at home than go swimming.
What would you like to do on the long weekend?	We are going to practice baking cookies.
Would you like to join me to learn baking cookies?	But we would liketo try to make strawberry cookies.
	My mother is going to accompany my little brother to attend a drawing competition.
	I would like to join with you, Riri.

Kriteria Penskoran :

$$Nilai = \frac{Skor\ Perolehan}{Skor\ Maksimal}\ X\ 100$$

- **Penilaian Ketrampilan :** Pembuatan Kalimat (Make Dialoge About Intentions)

Instrumen / Butir Soal Keterampilan

No	Soal	Kunci Jawaban	Skor
1	Please work in Pair, Present a really simple conversation about telling and asking information about intentions based on the picture.	Free	Vocabulary (25%) Punctuation (25%) Grammar (25%) Content (25%)

PENILAIAN YANG DIPILIH DENGAN DICETAK TEBAL
    1. TES PRAKTIK, 2. PENILAIAN PRODUK. 3. PENILAIAN PROYEK, 4. JURNAL, **5. PORTOPOLIO,** 6. TEKNIK LAIN SESUAI DENGAN KOMPETENSI YANG DINILAI

K. REMIDI PENILAIAN, DAN PENGAYAAN TUGAS LANJUT ATAU MANDIRI

a. Remidial Proses Pembelajaran

Perbaikan diberikan kepada peserta didik yang hasil penilaian kurang dari 75, DENGAN MATERI :

b. Pengayaan

Memberi kesempatan ulangan kepada peserta didik yang menginginkan hasil ulangan melebihi yang diperoleh walaupun sudah tuntas dengan materi membuat percakapan yang terdiri atas 5 kalimat yang menyatakan dan menanyakan informasi terkait niat melakukan suatu tindakan/kegiatan.

c. Tugas Mandiri Terstruktur

Membuat percakapan tentang rencana libur panjang dengan menuliskan kalimat intentions di dalam skenario naskah drama sederhana dengan jumlah kata minimal 100 kata.

Semarang, 17 Agustus 2017

Guru Mata Pelajaran   Mahasiswa Praktikan

Tutut Wahayuningrum,S.Pd.   Rizki Harmiyati
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Kepala Sekolah

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APPENDIX 8

Rencana Pelaksanaan Pembelajaran

Nama Sekolah   :MAN Kendal
Mata Pelajaran   :Bahasa Inggris
Kelas/Semester   :X/1
Materi Pokok   :Informasi Jati Diri (*Introduction*)
Alokasi Waktu   :2 × 2 JP

I.   TUJUAN PEMBELAJARAN

1. Siswa mampu mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi transaksional lisan dan tulis yang terkait dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaan.
2. Siswa mampu meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks yang tepat sesuai dengan konteks penggunaan.
3. Siswa mampu meminta dan member informasi tentang jati diri dan hubungan keluarga dengan menggunakan unsur bahasa (*pronoun, subjective, objective, possessive*) yang tepat sesuai konteks penggunaan.

II.   KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar	Indikator
3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: *subjective, objective, possessive*).	3.1.1.Siswa dapat menjelaskan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait dengan jati diri, dan hubungan keluarga sesuai dengan konteks penggunaan

4.1. Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1.Siswa dapat menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana tentang tindakan member dan meminta informasi terkait jati diri dan orang lain sesuai dengan konteks penggunaan.

III. MATERI PEMBELAJARAN

Materi pokok: *Introducing yourself and others*

A. Fungsi Sosial

Memperkenalkan dan menyebutkan identitas untuk mengembangkan komunikasi interaksional dengan orang lain.

B. Struktur Teks

Teks transaksional

1. Pembuka (*Opening*)
2. Isi (*Content: talking about identity*)
3. Penutup (*Closing*)

Introducing Yourself	Introducing Others
1. My name is . . .	1. Julia, please meet Hani.
2. I'm . . .	2. Julia, have you meet Hani?
3. Nice to meet you; I'm . . .	3. I'd like to meet Hani.
4. Pleased to meet you; I'm . . .	4. I'd like to introduce you to Hani.
5. Let me introduce myself; I'm . . .	5. Julia, this is Hani. Hani, this is Julia.

Response
1. Nice to meet you.
2. Pleased to meet you.
3. How do you do?

C. Unsur Kebahasaan
1. Kosakata tentang nama, alamat rumah, asal sekolah, hobi, hubungan keluarga, teman.
2. Kalimat *simple present tense*.
3. Tata bahasa (*Grammar*) tentang kata ganti (*Pronoun*)

D. Topik
Memperkenalkan diri sendiri dan orang lain.

E. Tata Bahasa
Pronoun

Subjective	Objective	Possessive Adjective	Possessive Pronoun
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
We	Us	Our	Ours
They	Them	Their	Theirs
It	It	Its	Its

Simple Present Tense
Form:
Verbal Sentences
(+) S + V1/V1 $_{-s/es}$ + O   I go to school every day.
(-) S + do/does + not + O   I do not go to school every day.
(?) Do/Does + S + V1 + ?   Do I go to school every day?

Nominal Sentences
(+) S + is / am / are + C   She is beautiful.
(-) S + is / am / are + not + C   She is not beautiful.
(?) Is / Am / Are + S + C + ?   Is she beautiful?

F. Vocabulary Builder

Introduce	Sub district
Family	Regency
Graduate	City
Knowledge	Town
Religion	Village

G. Dialogue Example
    1. Introducing Yourself
        <u>Dialogue 1</u>
        Ketut   : Good morning. Allow me introduce myself.
                  My name is Ketut Wardana.
        Dyah   : Good morning, Mr. Wardana. I'm Dyah
                  Pitaloka.
        Ketut   : It's nice to meet you, Ms. Pitaloka.
        Dyah   : I'm pleased to meet you too. Where are you
                  from?
        Ketut   : I'm Balinese. I'm from Denpasar. What about
                  you? Are you Javanese?
        Dyah   : No, I'm Sundanese. I come from Cirebon.
        Ketut   : This is my business card. It's a pleasure to talk
                  with you.
        Dyah   : Thank you. Goodbye.

        <u>Dialogue 2</u>
        Agus   : Hi! My name is Agus Prasetya.
        Mita   : Hi, Agus. I'm Mita Nasution. Are you
        Sundanese?
        Agus   : No, I'm Javanese. I come from Surakarta,
        Central Java. And you?
        Mita   : I'm Batakese. I'm from Medan, Sumatra.
        Agus   : Nice meeting you, Mita.
        Mita   : Nice to know you too, Agus. Bye.
    2. Introducing Others
        <u>Dialogue 3</u>
        Ratih   : Tania, I don't think you know Mr. Bagaskara?
                  Mr. Bagaskara, this is Mrs. Tania Hartono
        Tania   : No, I don't think we've met before. Nice to
                  meet you Mr. Bagaskara.
        Bagas   : Pleased to meet you too, Mrs. Tania. Do you
                  also work with Mrs. Ratih?
        Tania   : No, I'm from Delta Printing company.

        <u>Dialogue 4</u>
        Anisa   : Have you two met each other?
        Bella   : No, we haven't.
        Anisa   : Bella, this is Cindy. Cindy this is Bella.

(*Bella and Cindy smile and shake hands*)

Bella   : Nice to meet you Cindy.
Cindy   : Nice to meet you too, Bella.
Bella   : Where are you from, Cindy?
Cindy   : I'm from East Java.
Bella   : East Java, which part?
Cindy   : Surabaya, the capital. How about you, Bella?
Bella   : Central Java, in a city called Magelang. It's near Yogyakarta.
Cindy   : How do you know Anisa?
Bella   : She is my friend from senior high school.

IV. METODE

1. Pendekatan dalam pembelajaran ini menggunakan *scientific approach* atau pendekatan ilmiah dengan langkah-langkah sebagai berikut: mengamati, menanya, menalar, mencoba, dan membuat jejaring
2. Model pembelajaran yang digunakan adalah: *cooperative learning*

LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Pertama

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Guru membuka pelajaran dengan mengucapkan salam, berdoa, dan perkenalan. 2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin. 3. Guru menyampaikan model dan tujuan pembelajaran. 4. Guru memberikan motivasi kepada siswa.	10 menit
Inti	**Observing** 1. Siswa menyimak guru menyampaikan contoh perkenalan diri. 2. Siswa mengamati langkah-langkah dalam memperkenalkan diri. 3. Siswa mengamati struktur kalimat	70 menit

	yang digunakan, yaitu *Simple Present Tense*. **Questioning** 1. Dengan bimbingan guru, siswa dapat mempertanyakan kata-kata sulit (*vocabulary*) yang ditemukan dalam memperkenalkan diri. **Exploring** 1. Siswa memahami materi yang disampaikan oleh guru tentang perkenalan diri sendiri. 2. Siswa membuat langkah-langkah perkenalan menurut informasi data diri sendiri. **Associating** 1. Secara individu, siswa membuat teks sesuai yang guru contohkan. 2. Siswa membuat teks dengan urutan yang tepat. 3. Siswa membuat teks dengan stuktur yang tepat (*Simple Present Tense*). 4. Siswa menghubungkan materi *introducing yourself* dengan kehidupan sehari-hari. **Communicating** 1. Siswa mempraktikkan perkenalan mengenai diri sendiri di depan kelas.	
Penutup	1. Siswa menceritakan masalah yang ditemui ketika belajar materi tentang *Introduction*. 2. Guru memberi umpan balik kepada siswa berdasarkan materi yang telah dipelajari. 3. Guru memeriksa pemahaman siswa. 4. Dengan bimbingan guru, siswa	10 menit

	membuat kesimpulan tentang apa yang telah dipelajari.	
	5. Siswa dipersilahkan untuk mempelajari materi selanjutnya.	
	6. Siswa berdoa seletah pelajaran berakhir dan mengucapkan salam.	

Pertemuan Kedua

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Guru membuka pelajaran dengan mengucapkan salam, berdoa, dan perkenalan. 2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin. 3. Guru menyampaikan model dan tujuan pembelajaran. 4. Guru memberikan motivasi kepada siswa. 5. Guru meninjau ulang materi yang telah disampaikan pada pertemuan sebelumnya.	10 menit
Inti	**Observing** 1. Siswa menyimak contoh dialog memperkenalkan orang lain. 2. Siswa mengamati langkah-langkah dalam memperkenakan orang lain. 3. Siswa mengamati penggunaan kata ganti (*pronoun*) yang digunakan dalam memperkenalkan orang lain. **Questioning** 1. Dengan bimbingan guru, siswa dapat mempertanyakan kata-kata sulit (*vocabulary*) yang ditemukan dalam memperkenalkan orang lain. **Exploring** 1. Siswa menganalisis cara membuat percakapan tentang memperkenalkan orang lain.	70 menit

	2. Siswa menganalisis penggunaan struktur teks (*Simple Present Tense*) yang digunakan dalam memperkenalkan orang lain. **Associating** 1. Siswa membentuk kelompok yang terdiri dari 3 orang. 2. Setiap siswa mengambil gulungan kertas berwarna untuk menentukan kelompoknya. 3. Setiap kelompok membuat percakapan tentang memperkenalkan orang lain. 4. Setiap kelompok menuliskan teks percakapan yang mereka buat. **Communicating** 1. Salah satu kelompok mempraktikkan percakapan yang telah mereka buat di depan kelas. 2. Semua kelompok mengumpulkan hasil diskusi bersama anggota kelompok masing-masing.	
Penutup	1. Siswa menceritakan masalah yang ditemui ketika belajar materi tentang Introduction. 2. Guru memberi umpan balik kepada siswa berdasarkan materi yang telah dipelajari. 3. Guru memeriksa pemahaman siswa. 4. Dengan bimbingan guru, siswa membuat kesimpulan tentang apa yang telah dipelajari. 5. Siswa dipersilahkan untuk mempelajari materi selanjutnya. 6. Siswa berdoa seletah pelajaran berakhir dan mengucapkan salam.	10 menit

V. MEDIA

Papan tulis, kertas.

VI. SUMBER BELAJAR

A. Buku Ajar Bahasa Inggris untuk SMA/MA/SMK/MAK.

B. Indonesia. Kementrian Pendidikan dan Kebudayaan. 2016. *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Edisi Revisi*. Jakarta: Kementrian Pendidikan dan Kebudayaan.

C. Purnomo, Wahyu. *New Standard to English Competence. English for Senior High School*. Sidoarjo: Galuh Sansekerta Inti.

VII. PENILAIAN

A. Pengetahuan

    a. Teknik Penilaian   : Tes Tertulis

    b. Bentuk Instrumen   : *Worksheet – Daily Test*

    c. Instrumen   :

NO	INSTRUKSI	SKOR
1.	Multiple Choice about First Unit (10 numbers) Choose a, b, c, d, or e that the best answer the question!	B = 1 S = 0 Total maks. skor: 10
2.	Essay (5 numbers) Answer these questions completely!	2 : Baik 1 : Kurang baik 0 : Tidak mengisi Per nomer, maks. skor: 2 Total maks. skor: 10

Total nilai: 1. B = _____

                 2. B = _____

                 3. N = $\frac{\text{Total skor 1} + \text{Total skor 2}}{2}$ = _____

B. Keterampilan

    a. Teknik Penilaian   : Praktek (*Speaking Skill and Writing Skill*)

    b. Bentuk Instrumen   : Lembar Observasi

    c. Instrumen   :

NO	NAMA	Penilaian *Speaking*				
		Kelancaran (*Fluency*)	Pengucapan (*Pronunciaton*)	Ketepatan (*Accuracy*)	Intonasi (*Intonation*)	Mimik dan Gerak Tubuh (*Mimic and Gesture*)
1.						
2.						
3.						

NO	NAMA	Penilaian *Writing*			
		Kesesuaian Kata (*Appropriate Vocabulary*)	Struktur (*Structure*)	Tata Bahasa (*Grammar*)	Ejaan (*Spelling*)
1.					
2.					
3.					

Keterangan:

      85 : Baik sekali

      80 : Baik

      78 : Cukup baik

      75 : Kurang baik

Kendal, 17 Juli 2017

Mengetahui,
Guru Ampu

Mahasiswa Praktikan

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APPENDIX 9

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMP N 18 Semarang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/ 1
Skill : Speaking dan listening
Materi Pokok : Tindakan Menyapa (Greeting)
Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar			Indikator
3.1	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya	3.1.1 3.1.2	Siswa mampu menggunakan take leave dalam kehidupan sehari-hari. Siswa mampu mengucapkan take leave baik secara lisan mupun teks.
4.11	menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1.1 4.1.2	Siswa dapa tmenyusun kegiatan yang berkaitan dengan take leave secara pendek baik tulisan maupun lisan. Siswa dapat mempraktikkan kegiatan take leave secara langsung dengan baik dan benar.

C. TUJUAN PEMBELAJARAN
Pertemuan Pertama
Setelah mengikuti pembelajaran tentangtindakan menyapa, siswa diharapkan dapat:
1. Siswa mampu mengucapkan kegiatan take leave dengan baik dan benar.
2. Siswa mampu membedakan penggunaan kegiatan yang ada dalam take leave sehari-hari dengan baik dan benar.

D. MATERI PEMBELAJARAN
1. Pengertian take leave
   Take leave atau yang biasa disebut "leave taking" merupakan sebuah ucapan yang digunakan ketika mengakhiri sebuah percakapan (berpamitan). Dalam bahasa inggris kita menyebut "pamitan" dengan istilah "leave taking", kegunaan dari "leave taking" untuk memberi tanda bahwa percakapan akan usai, menutup percakapan dan untuk berpamitan.
2. Contoh contoh Greeting

Bye
Good bye
Nice to meet you
See you later
See you next time
Good night
Good evening
Good morning

E. METODE/MODEL PEMBELAJARAN
- Scientific approach
  Scientific approach merupakan sebuah metode pembelajaran yang menggunankan sebuah model pendekatan. Dalam metode ini terdapat beberapa point yang menjadi titik berat pada saat mengajar, yang menjadi sasaran pembelajaran mencakup pengembangan ranah sikap, pengetahuan, dan keterampilan yang

dielaborasi untuk setiap satuan pendidikan. Scientific approach dalam pembelajaran sebagaimana dimaksud meliputi mengamati, menanya, menalar, mencoba, membentuk jejaring untuk semua mata pelajaran.

Source:
- http://www.eurekapendidikan.com/2015/09/hakikat-scientific-approach-atau.html.
- http://www.studybahasainggris.com/penjelasan-tentang-leave-taking-dalam-bahasa-inggris/
- Buku Guru Bahasa Inggris "When English Rings the bell" edisi revisi 2016.

F. MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR
1. Media::
   - LCD proyektor, laptop, power point, video, black marker.
2. Bahan :

➢ Gambar
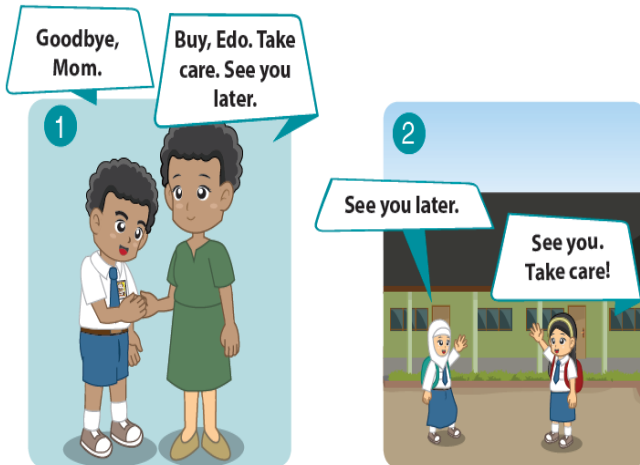
➤   Video

3. Sumber belajar:
-   https://www.youtube.com/watch?v=fcPhl6_Fl2I
-   https://www.youtube.com/watch?v=svS0UikccrY
-   Buku Siswa " When English Rings a Bell"edisi 2016 halaman 10-13.

G. KEGIATAN PEMBELAJARAN

Introduction	• Menyapa siswa • Mengecek kehadiran siswa • Memberimotivasikepadasiswadanmemberisedikitgamabrantentangmateripadahariini	• *Assalamualaikum,* Good morning students, how are you today, • I will check who is not coming today in the class. • Kemarin kita sudah belajar tentang greeting, masih ingat?. • Sudah pernah belajar tentang take leave belum? Pada hari ini, kita akan belajar tentang take leave.	**10** minutes
Core Activity	**Observing** • Guru meminta siswa untuk membuka buku chapter 1 tentang take leave/goodbye. • Guru memutar video tentang take leave	• Guru mempraktikansekilas contoh dalam take leave yang terdapat dibuku chapter 1. • Guru mengajak siswa untuk mengobservasisebuah video tentang take leave.	**10** minutes
	Questioning • Guru memberi kesempatan siswa bertanya	• Is there any question so far students?	**5** minutes
	Exploring • Guru memberikan materi menggunakan power point	Guru memberi penjalasan kembal imateri take leave dengan menggunakan power point.	10 minutes
	Associating • Guru meminta siswa untuk berlatih atau mempraktikkan take	Siswa dibagi kelompok, setiap kelompok terdiri dari 2 siswa. Kemudian guru memInta siswa	**25** minutes

	leave.	untuk mempraktikkan dialog pendek tentang take leave didepan kelas.	
	Communicating Guru meminta kepastian kepada siswa terhadap siswa lain yang maju didepan kelas untuk praktik take leave.	Students, sudah benarkah yang diucapkan teman kalian?	**10** minutes
Closin g	• Guru mengajak siswa menyimpulkan materi pada hari ini • Guru dan siswa berdoa terlebih dahulu pada saat pelajaran selesai.	Siswa menyimpulkan materi pelajaran pada hari ini. Guru dan siswa berdoa bersama pada saat pelajaran selesai.	**10** minutes

H. PENILAIAN, PEMBELAJARAN REMEDIAL, DAN PENGAYAAN

1. Teknik Penilaian
   a. Sikap (spiritual dan sosial)
      Observasi (jurnal)
   b. Pengetahuan
      1) Tes tertulis (Uraian)
      2) Penugasan (Lembar Kerja)
   c. Keterampilan :
      Praktik (Penilaian Praktik)
2. Pembelajaran Remedial
   Tulis kegiatan pembelajaran remedial antara lain dalam bentuk:
   • pembelajaran ulang
   • bimbingan perorangan
   • belajar kelompok
   • pemanfaatan tutor sebaya
   bagi peserta didik yang belum mencapai ketuntasan belajar sesuai hasil analisis penilaian.

3. Pembelajaran Pengayaan

Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk perluasan dan/atau pendalaman materi (kompetensi) antara lain dalam bentuk tugas mengerjakan soal-soal dengan tingkat kesulitan lebih tinggi, meringkas buku-buku referensi dan mewawancarai narasumber.

Semarang, 29 Juli 2017

Mengetahui,
Guru Mata Pelajaran   Guru Mapel,

Siri Chalimah, S.Pd   Abdul Latif
NIP 198211182008012004   NIM . 1403046097

DAFTAR PUSTAKA

- https://www.youtube.com/watch?v=fcPhl6_Fl2I
- https://www.youtube.com/watch?v=svS0UikccrY
- Buku Siswa " When English Rings a Bell"edisi 2016 halaman 10-13 penerbit Pusat Kurikulum dan Perbukuan, Balitbang dan kemdikbud.
- http://www.eurekapendidikan.com/2015/09/hakikat-scientific-approach-atau.html.
- http://www.studybahasainggris.com/penjelasan-tentang-leave-taking-dalam-bahasa-inggris/

LAMPIRAN PENILAIAN

1. **Penilaian Sikap**
   Petunjuk:
   a. Amati perkembangan sikap siswa menggunakan instrument jurnal pada setiap pertemuan.
   b. Isi jurnal dengan menuliskan sikap atau perilaku siswa yang menonjol, baik yang positif maupun negatif. Untuk siswa yang pernah memiliki catatan perilaku kurang baik dalam jurnal, apabila telah menunjukkan perilaku (menuju) yang diharapkan, perilaku tersebut dituliskan dalam jurnal (meskipun belum menonjol)

   Jurnal Perkembangan Sikap Sosial

   Nama Sekolah   : SMP
   Kelas/Semester : VII/1
   Tahun Pelajaran: 2017/2018

No.	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap

2. **PenilaianKompetensiPengetahuan**
   a. Teknik   : testertulis
   b. Bentuk   : uraian
   c. Indikatorsoal/Kisi-kisi:

No.	Aspek yang dinilai	Kriteria	Skor
1.	**Tujuan Komunikatif**	- **Sangat Memahami**	**5**
		- **Memahami**	**4**
		- **Cukup memahami**	**3**
		- **Kurang Memahami**	**2**

		-	Tidak Memahami	1
2	**Keruntutan Teks**	-	**Struktur teks yang digunakan sangat runtut**	**5**
		-	**Struktur teks yang digunakan runtut**	**4**
		-	**Cukup runtut**	**3**
		-	**Kurang runtut**	**2**
		-	**Tidak runtut**	**1**
3	**Pilihan kosa kata**	-	**Sangat variatif dan tepat**	**5**
		-	**Variatif dan tepat**	**4**
		-	**Cukup variatif dan tepat**	**3**
		-	**Kurang bervariatif dan tepat**	**2**
		-	**Tidak bervariatif dan tepat**	**1**
4	**Pilihan Tata Bahasa**	-	**Pilihan tata bahasa sangat tepat**	**5**
		-	**Tepat**	**4**
		-	**Cukup tepat**	**3**
		-	**Kurang tepat**	**2**
		-	**Tidak tepat**	**1**

No.	Name	Score			
		Communicative	**Structure text**	**Vocabulary**	**Grammatical**
1.					
2.					
3.					
4.					

3. Penilaian Kompetensi Keterampilan
    a.   Teknik   : kinerja/praktik
    b.   Indikator soal/Kisi-kisi:

No.	Aspek yang dinilai	Kriteria	Skor
	Pengucapan (pronunciation)	- **Hampir sempurna** - **Ada beberapa kesalahan, tetapi tidak mengganggu makna** - **Ada beberapa kesalahan dan mengganggu makna** - **Banyak kesalahan** - **Terlalu banyak kesalahan**	**5** **4** **3** **2** **1**
	Intonasi(intonation)	- **Hampir sempurna** - **Ada beberapa kesalahan, tetapi tidak mengganggu makna** - **Ada beberapa kesalahan dan mengganggu makna** - **Banyak dan mengganggu makna** - **Terlalu banyak dan merubah makna**	**5** **4** **3** **2** **1**
	Kelancaran (Fluency)	- **sangat lancar**	**5**

		- lancar	4
		- cukup lancar	3
		- kurang lancar	2
		- tidak lancar	1
	KetepatanMakna(accuracy)	- Sangat tepat	5
		- Tepat	4
		- Cukup tepat	3
		- Kurang tepat	2
		- Tidak tepat	1

No.	Name	Score			
		Pronunciation	**Intonation**	**Fluency**	**Accuracy**
1.					
2.					
3.					
4.					

APPENDIX 10

OBSERVATION LIST

OBSERVATION LIST

No.	Date	Name of Practican	School	Teaching Strategy	Media	Language Used	The Role of Students	The Role of Teacher
1.	5/9/2017	Kicana Devi Kusuma Ningtyas	MTs Darul Ulum Semarang	Communicative Language Teaching (CLT)	Pictures	English as target language (75%)	Communicators	- Facilitator - Monitor
2.	7/9/2017	Abdul Latif	SMPN 18 Semarang	Community Language Learning (CLL)	- LCD - Video	English as target language (70%)	Communicators	- Facilitator - Motivator
3.	11/9/2017	Bintang Shofia Rizki	MAN Kendal	Community Language Learning (CLL)	- Dialogue	English as target language (80%)	Communicators	- Facilitator - Monitor - Motivator
4.	13/9/2017	Rizky Hermianti	SMKN 3 Semarang	Direct Method (DM)	- LCD - Pictures	English as target language (100%)	Speakers - Communicators	- Facilitator - Communicator

APPENDIX 11

DOCUMENTATIONS

The student of teaching practice (respondent 1) does teaching activity.

The student of teaching practice (respondent 2) gave lesson to their
students.

The student of teaching practice (respondent 3) gave learning to their students.

The student of teaching practice (respondent 4) does teaching activity in the class.

The researcher has finished interviewing to the respondent 1

The researcher has finished interviewing to the respondent 2

The researcher has finished interviewing to the respondent 3

The researcher has finished interviewing to the respondent 4

Nomor	: B.3962/Un.10.3/J4/PP.00.9/10/2017	Semarang, 17 September 2017
Lam	: -	
Hal	: **Penunjukan Pembimbing Skripsi**	

Kepada Yth.
1. Nadiah Makmun, M.Pd
2. Dra. Hj. Ma'rifatul Fadhilah, M.Ed.

Assalamu'alaikum Wr.Wb

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama	:	Suciati Ayu Mutmainnah
NIM	:	133411059
Judul	:	"Teaching Strategy on Teaching Practice (A Descriptive Study at Seventh Semester English Department UIN Walisongo Semarang in the Academic Year of 2017/2018)"

Dan menunjuk saudari Nadiah Makmun, M.Pd dan saudari Dra. Hj. Ma'rifatul Fadhilah, M.Ed sebagai pembimbing dalam skripsi sebagai syarat kelulusan S 1. Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

A.n. Dekan,
Ketua Jurusan Pendidikan Bahasa Inggris

Dr. H. Ikhrom, M.Ag
NIP: 19650329 199403 1 002

Tembusan:
1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Ketua Jurusan Pendidikan Bahasa Inggris
3. Dosen Pembimbing
4. Yang bersangkutan
5. Arsip

PIAGAM

Nomor : B-289/Un.10.0/L.1/PP.03.06/05/2017

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa :

Nama : **SUCIATI AYU MUTMAINAH**

NIM : **133411059**

Fakultas : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Reguler Angkatan ke-68 Semester Genap Tahun Akademik 2016/2017 dari tanggal 29 Maret 2017 sampai tanggal 12 Mei 2017 di Kabupaten Semarang, dengan nilai ;

.... 85 .... (................ 4,0 / A ....)

Semarang, 19 Mei 2017
Ketua,

Dr. H. Sholihan, M.Ag.
NIP. 19600604 199403 1004

Panitia Pelaksana

ORIENTASI PENGENALAN AKADEMIK DAN KEMAHASISWAAN

OPAK 2013

DEWAN MAHASISWA (DEMA)

INSTITUT AGAMA ISLAM NEGERI WALISONGO SEMARANG

Sekretariat: Gedung Student Centre Kampus III IAIN Walisongo. Jl. Raya Boja-Ngaliyan Km. 2 Semarang

Piagam Penghargaan

Nomor:

Panitia Pelaksana Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK) 2013
Dewan Mahasiswa (DEMA) IAIN Walisongo Semarang memberikan penghargaan ini kepada :

Nama   : Suciati Ayu Mutmainah

Tempat Tanggal Lahir :

Fakultas/NIM   : FITK

Yang telah berpartisipasi aktif dalam kegiatan Orientasi Pengenalan Akademik dan Kemahasiswaan IAIN Walisongo Semarang
Tahun Akademik 2013/2014 pada tanggal   s/d   Agustus 2013 sebagai PESERTA dengan Nilai : Amat Baik/Baik/Cukup/Kurang

Semarang, 15 September 2013

Mengetahui,
Pembantu Rektor III
IAIN Walisongo

Dr. H. M. Darori Amin, M.A
NIP. 19530112198203 1001

Pengurus,
DEMA IAIN Walisongo

Mukhamad Bisyri Asmuni
Presiden DEMA

Panitia Pelaksana
Orientasi Pengenalan Akademik dan Kemahasiswaan
OPAK 2013

Achmad Munazib
Ketua Panitia

Novita Larviani
Sekretaris

CURRICULUM VITAE

A. Personal identity

1. Name   :   Suciati Ayu Mutmainnah
2. Place and date of birth :   Semarang, 19 April 1995
3. Original Address   :   Jl. Krajan Bagus Ds. Sembungharjo Rt 01 Rw 09 Kec. Genuk Kota Semarang
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5. Email   :   suciati.ayumutmainah@gmail.com

B. Education

Formal Education:

1. SD Negeri Sembungharjo 02 Semarang
2. SMP AT-Thohiriyyah Semarang
3. SMA AT-Thohiriyyah Semarang
4. Students of Education and Teacher Training Faculty of Walisongo State Islamic University 2013