

**Teachers' Barriers in Teaching English using "When English Rings a Bell" Based on the Revised Edition of 2013 Curriculum by English Teachers at MTs N 1 Semarang**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for Degree of Education Bachelor  
in English Language Education



**Nur Aini**

Student Number: 133411082

**EDUCATION AND TEACHER TRAINING FACULTY  
WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG  
2019**

## THESIS PROJECT STATEMENT

I am, the student with the following identify:

Name : **Nur Aini**  
Student Number : 133411082  
Department : English Language Education

Certify that this thesis entitled:

### **Teachers' Barriers in Teaching English using "When English Rings a Bell" Based on the Revised Edition of 2013 Curriculum by English Teachers at MTs N 1 Semarang**

Is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinion or finding included in the thesis are quoted or cited in accordance with ethical standarts.

Semarang, December 22<sup>th</sup> 2019

The Writer,



**Nur Aini**

NIM. 133411082

## RATIFICATION

Thesis with the following identity:

Title Teachers' Barriers in Teaching English using "When English Ring a Bell" Based on the Revised Edition of 2013 Curriculum by English Teachers at MTs N 1 Semarang

Name Nur Aini

NIM 133411082

Department English Language Education

Have been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining the Bachelor Degree in English Language of Education.

Semarang, 30 Desember 2019

### THE BOARD OF EXAMINER

Chairman,



Daviq Rizal, M.Pd  
NIP. 197710252007011015

Secretary,



Dra. Nuna Mustikawati Dewi, M.Pd  
NIP. 196506141992032001

Examiner I,



Dr. Hj. Siti Mariam, M.Pd  
NIP. 196507271992032002

Examiner II,



Sayyidatul Fadlilah, M.Pd  
NIP. 198109082007102001

Advisor I,



Daviq Rizal, M.Pd  
NIP. 197710252007011015

Advisor II,



Dra. Nuna Mustikawati Dewi, M. Pd  
NIP. 196506141992032001



**ADVISOR NOTE**

Semarang, December 22<sup>th</sup> 2019

To

The Dean of Education and Teacher Training Faculty

Walisongo Islamic State University

Semarang

**Assalamu'alaikum wr. wb.**

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

Title : **Teachers' Barriers in Teaching English using "When English Rings a bell" based on the revised edition of 2013 curriculum by English Teacher at MTs N 1 Semarang**

Name : Nur Aini

NIM : 133411082

Field of Study : English Language Education

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo Islamic State University Semarang to be examined at Munaqasyah session.

**Wassalamu'alaikum wr. wb.**

Advisor I



**Daviq Rizal, MPd**

**NIP.197710252007011015**

**ADVISOR NOTE**

Semarang, December 22<sup>nd</sup> 2019

To

The Dean of Education and Teacher Training Faculty

Walisongo Islamic State University

Semarang

**Assalamu'alaikum wr. wb.**

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

**Title : Teachers' Barriers in Teaching English using "When English Rings a bell" based on the revised edition of 2013 curriculum by English Teacher at MTs N 1 Semarang**

**Name : Nur Aini**

**NIM : 133411082**

**Field of Study : English Language Education**

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo Islamic State University Semarang to be examined at Munaqasyah session.

**Wassalamu'alaikum wr. wb.**

Advisor II



**Dra. Nuna Mustikawati Dewi, M.Pd**

**NIP.196506141992032001**

## ABSTRACT

**Title : Teachers' Barriers in Teaching English using "When English Rings a Bell" based on 2013 Curriculum Revised 2017 (A Study at MTs N 1 Semarang)**

**Name : Nur Aini**

**NIM : 133411082**

**Keywords : Curriculum, English Teachers, Teachers' Barriers**

The research discusses teachers' barriers in teaching English using "when English rings a bell" based on the revised edition of 2013 curriculum by English teachers at MTs N 1 Semarang. The main object of this are (1) To describe the implementation of the revised 2013 curriculum revision in teaching English using "when English rings a bell" at MTs N 1 Semarang. (2) To explain the barriers faced by the English teachers using "when English rings a bell" in teaching English at MTs N 1 Semarang. This research is descriptive qualitative research. The sample in this research is English teachers at MTs N 1 Semarang. The researcher collected the data by using observation, interview, and documentation. The data was collected in December 2019 with the English teachers, and the vice principal of curriculum. The documents are syllabus, lesson plans, and pictures. The research shows that the teachers' barriers in teaching English using "when English rings a bell" based on the revised edition of 2013 curriculum by English teachers at MTs N 1 Semarang has the barriers. The barriers are finding the learning process and assessment process.

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا إِنَّ مَعَ الْعُسْرِ يُسْرًا

5. so, verily, with every difficulty, there is relief

6. verily, with every difficulty there is relief.

(Al-Insyirah: 5-6)<sup>1</sup>

---

<sup>1</sup> Hartono, Juz ‘Amma, (Semarang: Pustaka Rizki Putra, 2012), p. 116-117

## DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

- ❖ My dear parents, my father Sudaeri thanks for love, pray, and always motivation for me.
- ❖ My lovely Patmiah (Alm), who always look at me by Allah's side. Thanks for regarding me as a good and nice girl and for teaching me the real meaning of life.
- ❖ My Sista and brother, especially Jamiul'alim, M.M more than words to show my feeling. Thanks for the valuable efforts and contributions in making my education successful.
- ❖ And all of my best friends, thanks for the help.



## ACKNOWLEDGEMENT

### *Bismillaahirrahmaanirrahiim*

First, all praises be to Allah Azza wa Jalla, the Almighty for the blessing and mmercy that had given to me, health and inspirations during my study. So, I can complete this final project. Without Him, I could not stay patient and control to write this final project from the first page to the last page.

Second, *Shalawat* and *Salam* always dedicated to our lovely Prophet Muhammad PBUH, the last prophet who had brought us from the darkness to the lightness.

The researcher realizes that this thesis will never be complete without support, cooperation, help and encouragement from a lot of people. In this chance, the researcher would like to give the sincerest gratitude and appreciation to:

1. Dr. Hj. Lift Anis Ma'sumah, M.Ag as the Dean of Education and Teacher Training Faculty.
2. Sayyidatul Fadillah, M.Pd as the Head of English Language Education Department.
3. Daviq Rizal, M.Pd and Dra. Nuna Mustikawati Dewi, M.Pd as the advisors, who had given the guidance till this thesis finished.
4. All Lecturers at Education and Teacher Training Faculty, who had given the valuable knowledge and guidance during my study.
5. The Principal (Drs. H. Asroni, M.Ag), The Vice Principal of Curriculum (Joko, S.Pd), and the English teacher (Agus Muhadjir,

S.Pd and Zahrotun Nisa', A.Md) of MTs N 1 Semarang. Thanks for giving me the permission to conduct the research.

6. The big family of Cosmos (my family of KKN at Wates, Getasan, Semarang) and MTs N 1 Semarang (Place of PPL). Thanks for giving me the great experiences.

7. All my lovely friends in Rembang and Semarang, Arif, Masrifah, Lukman, Yuyun, Ika, Shadov, Wanda. Thanks for the help, and support.

8. My teacher of SMART (Kholiq). Thanks for the help and support

9. The boys of photocopy who had helped me in my thesis printing process. Thank you so much.

10. Family of BPI F-29. Thanks for the help.

Finally, the researcher realize that there are so many mistakes in this study in spite of all my efforts. Therefore, I would be very grateful for any corrections, comments, and criticisms for all readers to improve this thesis.

Semarang, December 22<sup>th</sup> 2019

The Writer,



Nur Aini

NIM. 133411082

## TABLE OF CONTENT

	Page
<b>PAGE OF TITLE</b> .....	i
<b>THESIS PROJECT STATEMENT</b> .....	ii
<b>RATIFICATION</b> .....	iii
<b>ADVISOR NOTE</b> .....	iv
<b>ADVISOR NOTE</b> .....	v
<b>ABSTRACT</b> .....	vi
<b>MOTTO</b> .....	vii
<b>DEDICATION</b> .....	viii
<b>ACKNOWLEDGEMENT</b> .....	ix
<b>TABLE OF CONTENT</b> .....	xi
<b>LIST OF APPENDIXES</b> .....	xiii
 <b>CHAPTER I : INTRODUCTION</b>	
A. Background of the Research.....	1
B. Research Questions .....	4
C. Objectives and significances of research .....	5
D. Limitation of study .....	6
 <b>CHAPTER II :REVIEW OF RELATED LITERATURE</b>	
A. Curriculum .....	7
1. Definition of Curriculum .....	7
2. Scientific Approach .....	10
3. Syllabus .....	13
4. Lesson Plan .....	16
B. Teaching English.....	19
1. Reading Skills .....	19
2. Speaking Skills .....	21
3. Writing Skills .....	25
C. Teachers' Role in Teaching .....	27
1. Learning Model in Teaching English....	30
2. Assessment in Teaching English .....	31

D. Teachers' Barriers .....	35
1. Teachers' Barriers of ICT .....	35
2. Teachers' Barriers of Curriculum .....	38
E. Previous Research .....	42

### **CHAPTER III : RESEARCH METHOD**

A. Research Method .....	46
B. Time and place .....	47
C. Source of Data Collection.....	47
D. Focus of the Research .....	47
E. Technique of Data Collection .....	47
F. Technique of Data Analysis .....	49

### **CHAPTER IV : RESEARCH FINDING AND DISCUSSION**

A. Implementation of the 2013 curriculum revised 2017 in teaching English .....	52
1. Lesson Plan .....	52
2. Learning Process .....	53
3. Discovery Learning as Learning Model	57
4. Assessment Process .....	58
B. Barriers faced by the English teacher .....	60
1. Lack of time allocation.....	60
2. Students' Condition .....	63

### **CHAPTER V : CONCLUSION AND RECOMMENDATION**

A. Conclusion .....	66
B. Recommendation .....	67

**BIBLIOGRAPHY**

**APPENDIXES**

**CURRICULUM VITAE**

## **LIST OF APPENDIXES**

- Appendix 1 : Lesson Plan 1
- Appendix 2 : Lesson Plan 2
- Appendix 3 : Syllabus 2
- Appendix 4 : Interview Transcript with English Teacher A
- Appendix 5 : Interview Transcript with English Teacher B
- Appendix 6 : Interview Transcript with Vice Principal
- Appendix 7 : Observation Sheet 1
- Appendix 8 : Pictures



# CHAPTER I

## INTRODUCTION

In this chapter the researcher describes background of the research, research question, objective of the study, significance of the study, and limitation of the study.

### **A. Background of the research**

Education is one of the important parts in the country's development. The quality of the education also influences the country's quality, so it is not strange thing when the government put much attention to the educational world. There are many efforts which are done by them to increase the educational quality. The revise some parts of educations, one of the revision's target is curriculum.

Curriculum is the soul of education, and it influences the success of the education in Indonesia. Based on the situation, the government revises the curriculum periodically. The revision can be partially on the certain component or completely on the entire component. The renewal of the curriculum usually starts from the conceptual change and it is followed by the structural change. The conceptual changes are the change of the curriculum concept, for example the change on the approach, the foundation, and the change of model of lerning. The curriculum is like a compass in guiding the ship to sail the world of education. Like a

compass, curriculum plays an important role in organizing, directing, and guiding the learning activities.<sup>1</sup>

Related to the reformation and importance of the curriculum, education practitioners in Indonesia are continuously looking for ways to improve the quality of education, one of which is 2013 curriculum which is expected to give contribution for the realization of the qualified and potential learners. Curriculum change is a long process. Administrators and teachers begin by consulting the national and state standards written for the various content disciplines that establish what should be taught at each grade level.<sup>2</sup>

A Curriculum is a plan for learning consists of two main dimensions, vision and structure. Vision in a curriculum is the product of people's assumptions from the conceptualization of reality. Structure in a curriculum is a basic organization for translating the visionary aspects of the plan into experiences for the learners.<sup>3</sup>

But, the curriculum is often changed after an evaluation of the curriculum. The curriculum change is done to make a better

---

<sup>1</sup> Estevanus, K.H and Johanis T, An Analysis of the Readiness and Implementation of 2013 Curriculum in the West Part, *International Journal of Environment and Science Education*.

<sup>2</sup> Brown, D.H, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Person Longman (2008).

<sup>3</sup>Wiles Bondi, *Curriculum Development* (New York: Macmilan Publishing, 1989), page 3.



future of national education. A change to be better will not come true if there is no attempt to change it. It stated in holy Qur'an Surah al-Anfal 53:<sup>4</sup>

ذ لك بان الله لم يك مغيرا نعمة انعمها على قوم حتى يغيروا مانفسهم, وانالله سميع  
عليم

“Because Allah will never change the grace which He hath bestowed on a people until they change what is in their (own) souls: and verily Allah is He Who heareth and knoweth (All things).”

The curriculum and teaching methods used by educators role in classroom effective teaching. Barriers to learning refer to any factors, there are factors internal or external to the learner.<sup>5</sup>

Teaching English as a Foreign Language has gained momentum since the introduction of a curriculum. In 2013, a new curriculum change was primary and secondary education with a communicative curriculum to manage the ability of their learning.<sup>6</sup>

---

<sup>4</sup>Departemen Agama Republik Indonesia, *Al-Qur'an Dan Terjemahnya Al-Jumanatul 'Ali* (Bandung: CV. Penerbit J-Art, 2005), page 184.

<sup>5</sup>Sifiso L. Zwane and Matome M. Malale, ‘Investigating Barriers Teachers Face in the Implementation of Inclusive Education in High Schools in Gege Branch, Swaziland’, *African Journal of Disability*, 7 (2018), page 2.

<sup>6</sup>Pınar Yeni-Palabiyik and A. Daloglu, ‘Research Papers English Language Teachers’ Implementation of Curriculum with Action-Oriented Approach in Turkish Primary Education Classrooms’, *I-Manager's Journal on English Language Teaching*, 6.2 (2016), 45–57.

The implementation of 2013 curriculum is followed by the changes of approaches. Teaching process is supposed to use scientific approach. However, there are still problems in implementing the 2013 curriculum. One of them is the using of conventional teaching method in most learning process in Indonesia. Whereas, in 2013 curriculum students must be active in learning process and teacher is only as a facilitator.<sup>7</sup>

The implementation of the curriculum refers to the teachers to deliver instruction and assessment provided in a curriculum. Explored implementation experiences and understanding of the barriers teachers perceive the implementing a new curriculum.<sup>8</sup>

So, Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school.

## **B. Research Questions**

The research questions are as follows:

1. How is the implementation of the 2013 curriculum revised 2017 in teaching English using “When English Rings a Bell” at MTs N 1 Semarang?
2. What are the barriers faced by the teaching English using “When English Rings a Bell” at MTs N 1 Semarang?

---

<sup>7</sup> Dwi Anggani L.B & Januarius M, The Implementation of Scientific Approach with Project-Based Learning in Teaching Recount Text, *Scientific Journal of Unnes* (2018).

<sup>8</sup>Erica A. Nevenglosky, ‘Barriers to Effetive Curriculum Implementation’, in *Academic Emergency Medicine* (Walden University ScholarWorks, 2018), page 36.

## **C. Objective and Significance of the study**

### 1. Objective of the study

- a. To describe the implementation of the revised 2013 curriculum revision in teaching English using “When English Ring a Bell” at MTs N 1 Semarang.
- b. To explain the barriers faced by the English teacher using “When English Rings a Bell” in teaching English at MTs N 1 Semarang.

### 2. Significances of the study

#### a. For the students

The research adds students’ knowledge about the English learning process and the various problems which happen in it, so it will motivate them to be active students in learning English.

#### b. For the English teachers

The finding of the research hopefully can help the teachers to identify problems in teaching English and help them to solve this problem. It gives the contribution to the teachers in the form of suggestion to complete their role in teaching English using “When English Rings a Bell” in the English learning process. The other study is to give reflection to the teachers to evaluate they are working the goal of the 2013 curriculum revised 2017, especially in English a subject.

c. For the other researcher

The research can be one of the references for other researchers who want to conduct on curriculum in language learning.

**D. Limitation of the study**

There are bunch components of the curriculum that can be researched, but in this research, the researcher only focuses on the implementation of the difficulties which are faced by the English teacher using a book on revised edition of 2013 curriculum revised 2017 in MTs N 1 Semarang. The implementation is restricted in the aspect of the learning process, learning model, and assessment process.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the researcher discusses about review of related literature and previous research.

#### **A. Curriculum**

##### 1. Definition of Curriculum

A curriculum is a plan for learning consisting of two main dimensions: vision and structure. Vision in a curriculum is the product of people's assumptions from the conceptualization of reality. Structure in a curriculum is a basic organization for translating the visionary aspects of the plan into experiences for the learners.<sup>1</sup>

Curriculum is the total of resources intellectual, scientific, cognitive, and linguistic that is brought to bear on the dialog and exchange of teaching and learning. It includes documents, textbooks, and adjunct resources and materials, both official and unofficial that are brought together by teachers and students to structure teaching and learning in classrooms and other learning environments. Taken in its simplest terms, curriculum is simply what is taught and learned in schools. It is the constitutive cultural and scientific content

---

<sup>1</sup>Bondi, page 3

of education that is transmitted by the message systems of pedagogy and assessment.<sup>2</sup>

Curriculum is a kind of official or informal process by which learner under supervision of the school, learns new knowledge or skill and changes attitudes and values. Curriculum is the process when the learner faces different aspects of the environment while teachers guide her. The term curriculum comes from the word "Currere" in Latin which means "running on a racecourse" and refers to the steps or stages of the teaching and learning content. If we think of curriculum as indifference to students' individual learning experiences. All that can be done is to allow students to learn specific content. If we think of curriculum as a sequence of learning experiences of individual students. All that can be done is to provide students with opportunities to learn specific content. Thus, a good definition of curriculum is a sequence of learning opportunities provided to students in their study of specific content.<sup>3</sup>

New curriculum standards differ from the previous national curriculum standards in two ways. First, whereas the old curriculum standards referred to some different aspects of

---

<sup>2</sup>A. Luke, A. Woods, and K. Weir, *Curriculum, Syllabus Design, and Equity: A Primer and Model* (Australia: Routledge, 2013).

<sup>3</sup>Ghasem Barani, Fereydoon Azma, and Seyyed Hassan Seyyedrezai, 'Quality Indicators of Hidden Curriculum in Centers of Higher Education', *Procedia - Social and Behavioral Sciences*, 30 (2011), 1657–61.

desired change in pupils (eg: knowledge, skills, understanding, ways of working mathematically). The new curriculum standards focus on learning objectives and competencies. The new curriculum standards are organized in a systematic structure in which four general competency areas are subdivided into pairs of knowledge and skills to be learned by students.<sup>4</sup>

These different components of the official curriculum are what we term competing curricula for teachers' attention and given that they are created by different authors, they may also promote differing narratives. Curriculum ergonomics is concerned with the intersection between the design and use of curriculum materials. An important component of teacher's use consist of their interpretations of those materials. The curricular aims and objectives of the official curriculum, instead of their district adopted textbooks which have been the focus of previous research examining teachers' interpretations.<sup>5</sup>

The conclusion is curriculum interpreted to mean all of the organized courses, activities, and experiences which pupils

---

<sup>4</sup>Morten Misfeldt and others, 'Tools, Rules and Teachers: The Relationship Between Curriculum Standards and Resource Systems When Teaching Mathematics', *International Journal of Educational Research*, 94 (2019), 122–33.

<sup>5</sup>J. D. Davis and others, 'Teachers' Perceptions of the Official Curriculum: Problem Solving and Rigor', *International Journal of Educational Research*, 93 (2019), 91–100.

have under the direction of the school, whether in the classroom or not. So, a curriculum is a plan for learning therefore what is known about the learning process and the development of the individual has beaten on the shaping of a curriculum.

## 2. Scientific Approach

The scientific approach allows teachers or curriculum developers to improve the learning process, namely by breaking the process into steps or stages in detail which contains instructions for the students to carry out learning activities. The above definition shows there are specific steps in the scientific approach. The stages must be ordered and every step has a different purpose.<sup>6</sup>

The scientific approach is a learning process that can stimulate students to do the following skill: observing, questioning, associating, experimenting, and networking.<sup>7</sup>

The first thing to do in the scientific approach is observing. In this step, the students must observe something related to the materials. The teachers do not mention the material that they should learn. The teachers must provide an object that directs students to the materials. Students and teachers are provided with objects, real objects, or phenomena.

---

<sup>6</sup>Xiaowei Tang and others, 'The Scientific Method and Scientific Inquiry: Tensions in Teaching and Learning', *Science Education*, 94.1 (2009), page 31.

<sup>7</sup>Kementerian Pendidikan dan Kebudayaan, page 295.



The activities in this step is not only observing but they also includes listening, reading, and seeking information. The students can guess what they will learn based on the observation. When they are getting confused, it brings them to the next step.

The second step is questioning. Questioning can be used by both teachers and students in the classroom. The teacher gives a question to help the student to construct their idea or to confirm their understanding. The students use the questioning process to solve their confusion in the observing process. It helps them to complete information and give them more opportunity to be active. The activities in the questioning process are discussion, group working, and class discussion. It gives the students freedom in proposing their idea. This process makes the students have critical thinking skills which logic and systematic.

The third step is associating. Associating is the process of thinking logically and systematically on empirical facts that can be observed in the form of the knowledge to obtain a conclusion. In the context of learning, associating is focused on students learning activities. The term associating used in Curriculum is more appropriate than reasoning. Associating is to describe teachers' and students' active participation in the classroom. Of course, students must be more active and are given more opportunities in learning.

The four-step is experimenting. To get the real or authentic learning, learners have to do experiments. For example, students should understand the concepts of greeting and parting, then practice it in the real situation. They can do a conversation with their friends using the expression they have learned. Experimenting helps the students to develop knowledge about the environment, and make them able to use the scientific method and attitude to solve the problems they face in everyday life. The application of experimental methods is intended to develop various learning objectives, attitudes, skills, and knowledge.

The last step in the scientific approach is communicating. The students should communicate what they have to learn. They deliver the result of their observation, the conclusion which they have got from the deep analysis. They can deliver the result orally or in the form of a written report or other media. Communicating process expands the honesty, accuracy, tolerance, systematic thinking skill, expressing opinion, and it also develops good speaking skill. The above structured steps are designed to make the learning process more directed. The learning purpose covers 3 aspects, namely knowledge, skill, and attitude.

The scientific approach step helps the students attain all aspects. The activity in each step gives the lesson to the

students. They get experience which adds and sharpens their knowledge, skill, and attitude.

### 3. Syllabus

The function of the new syllabus in Bahrain is to act as a reference point by which to plan and implement the English teaching program. To help planners and teachers to see the importance of genre within this new syllabus, the preface to the draft syllabus included the following manifesto concerning the value of focusing on genre. This is related mainly to the classroom use of genres. However, for the syllabus itself, it is then important to select and sequence the genres to be taught over the four semesters, a 2year timeframe.<sup>8</sup>

Types of syllabus design, recently, task-based approaches to second language teaching, which focus on the ability to perform a task or activity, and not on the explicit teaching of grammatical rules, the focus of concern among language and syllabus designers. Historically, task-based approaches to language teaching started in the early seventies and developed throughout the seventies. There are three kinds of proposals for task-based teaching syllabuses; the procedural syllabus, the process syllabus, and task-based language teaching. Temporary different from another important way, third again select the

---

<sup>8</sup>Stephen Bax, 'The Role of Genre in Language Syllabus Design: The Case of Bahrain', *International Journal of Educational Development*, 26.3 (2006), 315–28.

elements of the linguistic such as. Words, structures, ideas, functions, and conditions to analysis. This approach creates more favorable to the development of the second language ability rather than taking an approach that focuses on teaching and learning about language rules alone.<sup>9</sup>

ESP has grown to become an important and distinct area in the field of English Language Teaching. This growth shows an increasing need for learners to use English in their specific fields such as science, technology, medicine, business. ESP, which is a learner-centered approach, is characterized by two features: special attention to learners' needs and inclusion of special content or text in activities. Needs analysis is an integral part of any ESP course that is used for developing materials, designing syllabus and determining teaching methods. Although there are different ideas about needs analysis, no one denies its importance in ESP courses.<sup>10</sup>

In a text-based syllabus, as the name suggests, contains about all of the text. Another key element of the syllabus type is the contents chosen which relate to the social context needed by students. This syllabus design approach refers to the Australian tradition, which emphasizes the social context of the

---

<sup>9</sup>Massoud Rahimpour, 'Current Trends on Syllabus Design in Foreign Language Instruction', *Procedia - Social and Behavioral Sciences*, 2.2 (2010), 1660–64.

<sup>10</sup>A. Dehnad and others, 'Syllabus Revision: A Needs Analysis Study', *Procedia - Social and Behavioral Sciences*, 9 (2010), 1307–12.

built, and how the language of the user in this context. Language used as a resource to make meaning achieves the final goal.<sup>11</sup>

The use of a competency building approach when selecting and structuring the syllabus of manager's vocational training in Russia determines the choice of relevant innovative training technologies that are active participation of a student, interaction of a teacher. These technologies allow to develop skills for teamwork, interpersonal relations, decision making, and leadership qualities. Important to note that the seminars and practicing specialists, and experts. When choosing training technologies it is reasonable to take into account regional and professional specific features.<sup>12</sup>

The conclusion syllabus is a learning plan for a particular subject or theme that includes core competencies, basic competencies, learning materials, learning activities, assessment, time allocation, and learning resources. Syllabus is a staple in learning activities, because it is used as a reference in making and developing learning implementation plans in the class. With the syllabus, the teacher can find out how he will

---

<sup>11</sup>Zahra Abbaszadeh, 'Genre-Based Approach and Second Language Syllabus Design', *Procedia - Social and Behavioral Sciences*, 84 (2013), 1879–84.

<sup>12</sup>Tatiana Baklashova, 'Manager's Professional Training in Russia: Syllabus and Technologies', *Procedia - Social and Behavioral Sciences*, 152 (2014), 1057–61.

carry out good, effective, and efficient learning so that what has become the specified competency standard can be achieved maximally.

#### 4. Lesson Plan

In the learning process usually, the teachers have drafted the activity before teaching in the class. There is a document that contains the plan from the teachers. This document is called a lesson plan. A lesson plan is a plan that describes procedures and the organization of learning to achieve the basic competencies specified in Content Standards and is described in the syllabus.

The lesson plan is based on the session of the course syllabus which focuses on “Translation of Advertising”. In the design of the lesson plan, the Standart of Lesson structure which is commonly used in Language Teaching Studies is adapted to teaching translation. Thus the plan is divided into three phases as presentation, practice, and production. In each phase of the plan, authentic material such as brand logos, slogans, and TV commercials are used for bringing real-life examples of advertising into the translation class.<sup>13</sup>

Teachers of some students who are educated in elementary and secondary schools still have problems in designing lesson

---

<sup>13</sup>Seda Kuscü and Sezer Unlu, ‘Teaching Translation: A Suggested Lesson Plan on Translation of Advertising through the Use of Authentic Materials’, *Procedia - Social and Behavioral Sciences*, 199 (2015), 407–14.

plans. The model of instruction to improve the ability of the student in designing lesson plans that are developed. Learning model based on the theory of constructivism and metacognition consists of the four steps as follows. Firstly, learning was created design approach by using a backward. Secondly, the learning model designed using theory constructivism and metacognition. Finally, the ability of the students in designing lesson plans were evaluated.<sup>14</sup>

The lesson plan expert teachers tend to plan lessons with efficiency, with comfort, with ease, ability to anticipate events of a lesson, strategies for focusing on lesson planning to accommodate their students' needs challenges and interests. Lesson planning, as evidenced in literature, is an important aspect where teacher expertise exists. It exposes teachers' beliefs, understanding and the curriculum, the subject concerned, the students, pedagogy, and so forth. Lesson planning for ESL/EFL teaching synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners.<sup>15</sup>

---

<sup>14</sup>S. Janjai, 'Improvement of the Ability of the Students in an Education Program to Design the Lesson Plans by Using an Instruction Model Based on the Theories of Constructivism and Metacognition', *Procedia - Engineering*, 32 (2012), 1163–68.

<sup>15</sup>W. Li and W. Zou, 'A Study of EFL Teacher Expertise in Lesson Planning', *Teaching and Teacher Education*, 66 (2017), 231–41.

They conclusion, in composing the lesson plan the teacher should consider some principles. There are eight principles. The first is student differences which include the ability, talent, and emotional. The second is the active participation of the students, the teachers should design the learning activity which gives opportunities for the students to be active. The third is students centered to encourage the spirit of learning and motivation. The fourth principle is the development of reading and writing culture. The fifth is the lesson plan containsing of the program of giving positive feedback, reinforcement, enrichment and remedial. The sixth is emphasis on the coherence between basic competencies, learning materials, learning activities, indicator formula, assessment, and learning resources in a whole learning experience. The next principle is Accommodates –integrated thematic learning, the integration of cross-eyes lessons, across all aspects of learning, and cultural diversity. The last is the application of information and communication technologies in an integrated, systematic, and effective following the circumstances. The teachers cannot arbitrarily alone in preparing the lesson plan. They should pay attention to all the above principles.



## **B. Teaching English**

The teaching English are reading skills, speaking skills, and writing skills.

### **1. Reading Skills**

Reading is chosen to use for reading comprehension tests that meet 3 criteria: length, number of collocations, and level of difficulty. The passage was focused on vocabulary. The reading passage had a Flesch-Kincaid grade level of 15 and Flesch-Kincaid reading ease score was 28. A great number of learners are lack of ability to analyze and understand in reading comprehension. Moreover, learners found that English grammar is another factor forces individual to ignore learning English.<sup>16</sup>

Reading is an interactive cognitive process where the reader interacts with the author's text and perspective. Reader awareness, monitoring, and setting this strategy while reading is metacognitive. Metacognitive is about children's knowledge and control over their thought processes and learning activities, such as reading. The metacognitive concept includes the process of thinking, self-awareness, understanding, and memory techniques as well as learning characteristics. The goal of a

---

<sup>16</sup>Pimanmas Ninsuwan, 'The Effectiveness of Teaching English by Using Reading Aloud Technique towards EFL Beginners', *Procedia - Social and Behavioral Sciences*, 197. February (2015), 1835–40.

metacognitive strategy is to teach students how to set goals and how to be effective and independent.<sup>17</sup>

Vocabulary teaching is to increase the number of active words used and to build effective reading comprehension and retelling skills. A person starts learning the mother tongue from birth. In this process, the first storytelling as an example of children's literature. Because of their artistic value, fables are regulated to create awareness in teaching vocabulary. And then someone not only develops vocabulary knowledge, but he also ensures cultural transmission. Words and phrases don't make sense to the reader unless they take part in the context.<sup>18</sup>

Basic reading skills of the most important skills in the delivery of information and ideas in our culture. Reading skills are critical all learning in school and for productive life skills. Reading is an active process in the early learning age. Reading skills ranging from identifying, recognizing and pronouncing letters and syllables and then reading words, sentences, and

---

<sup>17</sup>Roza Zhussupova and Meruyert Kazbekova, 'Metacognitive Strategies as Points in Teaching Reading Comprehension', *Procedia - Social and Behavioral Sciences*, 228.June (2016), 593–600.

<sup>18</sup>Melda Karagoz, Neslihan Yucelsen, and Utku Oryasin, 'A Study of Tale Reading Dictionary Framework of Teaching Vocabulary', *Procedia - Social and Behavioral Sciences*, 152 (2014), 943–49.

passages or essays. Low reading proficiency may affect an individual to take more time to complete his reading.<sup>19</sup>

Solving the problem of the reading achievement of students in high and low poverty schools has long at the heart of school improvement efforts. Although there are many factors underlying achievement gaps, differences in access to and use of technology represent a critical factor, particularly in our increasingly digitalized society. Studies indicate that, in comparison to their peers living in poverty, economically advantaged children have access to a range of technology outside of school. Access to technology situated within transformative learning contexts. Contexts emphasizing research and inquiry, knowledge acquisition, critical thinking, communication, and collaboration.<sup>20</sup>

The conclusion is teaching reading very important to users of the ability to analyze and understand the text.

## 2. Speaking Skills

Speaking in a second language can create a great deal of anxiety for language learners, and so teachers must provide support for the speaking task, giving learners time for planning

---

<sup>19</sup>Manisah Mohd. Ali and Muhammad Nazeri Saiden, 'The Used of Graded Reading Materials for Children with Reading Difficulties', *Procedia - Social and Behavioral Sciences*, 191 (2015), 2631–33.

<sup>20</sup>Jeanne R. Paratore and others, 'Engaging Preservice Teachers in Integrated Study and Use of Educational Media and Technology in Teaching Reading', *Teaching and Teacher Education*, 59 (2016), 247–60.

what to say. In teaching English there is teaching speaking cycle for planning a holistic and sequenced series of speaking activities. They are: focusing learners' attention on speaking, providing input and/or guide planning, conduct speaking tasks, focus on language/skills/strategies, repeat speaking tasks, direct learners' reflection on learning, facilitate feedback on learning.<sup>21</sup>

In contrast, most NESTs are untrained as English teachers because teaching experience and formal training are not requirements for them with such academic and occupational backgrounds. The government offers a 2week training program before assigning NESTs to local schools, but the program usually falls short in equipping them with the necessary knowledge and information about the national English curriculum and providing opportunities to learn variousteaching English as a Foreign language. In an oral and productive skill, speaking should be given enough importance to have its role as the output for the language teaching process. Another skill is more complicated than it seems at first and involves more than just pronouncing words. Speaking material can be chosen from

---

<sup>21</sup>Anne Burns, 'Concepts for Teaching Speaking in The English Language Classroom', *LEARN Journal: Language Education and Acquisition Research Network Journal*, 12.1 (2019), 1–11.

various sources but it is important to keep context and aligned with the culture of the learners.<sup>22</sup>

In English skills, speaking casually is a superior status. It can give high priority when teaching. Importantly, teaching English skills to EFL Arabic students always demands assignments for Arabic English teachers because they are considered as foreign languages. Difficulties associated with teaching English language skills to Arab students in the Arab world, the current study is considered the first study to highlight problems in learning and teaching English language skills in Saudi schools in Kuala Lumpur where English is actively used as a second language.<sup>23</sup>

How to improve our learner's vocabulary and grammar in teaching speaking at EFL learners. This study viewed vocabulary and grammar as important aspects that must be possessed by our learners along the process of learning. How important the mastery of vocabulary and grammar were, particularly for people who studied English as a foreign language as stated in the Collier. All of the processes in teaching must be able to rise of our learners' vocabulary and grammar

---

<sup>22</sup>Ahmet Selcuk Akdemir, Muzaffer Barin, and Hakan Demiroz, 'Broadsheet English: Teaching Speaking Through Newspaper Articles', *Procedia - Social and Behavioral Sciences*, 46 (2012), 3967–71.

<sup>23</sup>Bandar Mohammad Saeed Al-Sobhi and Abdul Shakour Preece, 'Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions', *International Journal of Education and Literacy Studies*, 6.1 (2018), 1–11.

because without vocabulary and grammar we could state that our learners were not able to speak English fluently. The students that have bad vocabulary and grammar were signed by the learners who felt shy, hesitation, or afraid. The bad vocabulary and grammar students usually are not ready practicing to speak English.<sup>24</sup>

In Thailand, speaking skill is an important part of the language learning and teaching process. So it is very difficult for Thai learners to master English in terms of speaking and listening. Because most of the teaching media in the classroom is Thai. Many teachers to learn the English language but not native speakers, leading to the use of unnatural language and create a failure of language class interaction.<sup>25</sup>

The conclusion is people start speaking if the situation is personally meaning to them. Understanding the personal meaning of circumstances allows us to fathom why in type of similar situations of the real world. Some participant is actively pursuing their goal with the help of speech acts, while others are indifferently silent.

---

<sup>24</sup>Muhammad Husnu, 'Demonstration Technique to Improve Vocabulary and Grammar Element in Teaching Speaking at EFL Learners', *English Language Teaching*, 11.2 (2018), 26–30.

<sup>25</sup>Attapol khamkhien, 'Teaching Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective', *English Language Teaching*, 3.1 (2010), 184–90.

### 3. Writing Skills

Good writing has many aspects. It usually includes a quality of content, rhetorical flair, and at a more fundamental level, an appropriate, competent, and accurate use of language. In the context of the teaching and learning of writing, the ability to write well for a student is developed with practice and supported by meaningful feedback provided by the teachers. It can, however, be time-consuming and intensive for teachers to provide detailed feedback for the many students in their classes across the aspects of content quality, rhetorical effectiveness, and accurate language use. More often than not, teachers tend to be distracted by the language errors made in the student's compositions and would spend much time providing feedback on these mechanical issues of writing.<sup>26</sup>

Student writing assessment is an important task for teaching writing. Many programs do not require students to take courses in assessment or evaluation, and courses on teaching writing use only limited time for assessment discussions. Moreover, teachers often feel that assessment is a necessary evil rather than a central aspect of teaching that has the potential to be beneficial to both teachers and students. They may believe, rightly or wrongly, that assessment courses focus too much on

---

<sup>26</sup>Fei Victor Lim and Jean Phua, 'Teaching Writing with Language Feedback Technology', *Computers and Composition*, 54 (2019), 1–13.

statistics and large scale assessment and have little to offer classroom teachers.<sup>27</sup>

In the area of second and foreign language instruction, teaching writing has a controversial issue. Although there are some approaches for writing instruction in English as a Second Language or English as a Foreign Language context, not many ESL/EFL writing instructors have explicit writing approaches. Therefore, much of writing instruction still focuses on a traditional approach, predominantly concerned with knowledge about the pattern of language and writing improvement as the result of the imitation of direction, in the form of texts provided by the instructor. ESL/EFL writing is a difficult, intricate and demanding process. This difficulty and intricacy in ESL/EFL argumentative writing arises from the reality that writing includes seeking out a thesis, promoting support for the claim, drawing up, modifying, and finally editing the thesis to ensure an effective, error-free writing output.<sup>28</sup>

Teaching writing as a problem-solving process. Effective writing could solve problems. The process of problems solving to increase our creative capacity. Reflection in

---

<sup>27</sup>S. C. Weigle, 'Teaching Writing Teachers about Assessment', *Journal of Second Language Writing*, 16.3 (2007), 194–209.

<sup>28</sup>Maleerat Ka-kan-dee and Sarjit Kaur, 'Teaching Strategies Used by Thai EFL Lecturers to Teach Argumentative Writing', *Procedia - Social and Behavioral Sciences*, 208.Icllic 2014 (2015), 143–56.



the writing classroom as foundational to understanding the importance of metacognitive in the design process.<sup>29</sup>

The learners' writing skills improved in a short period. The implementing designed template since it turned the participants into autonomous learners and gave them confidence in writing. Moreover, it improved their performance in other subject matter that required academic writing, especially social studies. The template showed improvement in a very short time, therefore can serve for learners who do not have time to master the techniques and requirements of academic writing.

The conclusion is writing very important. The good writing can understand the meaning of the text. The ability to write well for a student is developed with practice and supported by meaningful feedback provided by the teachers.

### **C. Teachers' Role in Teaching**

In the revised curriculum 2013, the teachers' role is that the teachers are not making a syllabus, they just develop what the government has already prepared, the teachers' roles in the provision of books are just in the provision of preparing lesson plans for the development of the existing textbook.

It looks that their tasks are easier than before, but it challenges them to be more creative. The teachers must create the

---

<sup>29</sup>Carrie S. Leverenz, 'Design Thinking and the Wicked Problem of Teaching Writing', *Computers and Composition*, 33 (2014), 1–12.

learning process that less their role but can maximize the students' participation.

The teachers' role is a facilitator for the students in the learning process. There are some attitudes that the teachers must have as facilitators.

Firstly, the teachers cannot be excessive to retain their opinion and believe. They must have equanimity for positive and negative feedback. Secondly, they can pay more attention to their students, especially about students' aspirations and feelings. Support and motivation are examples of teachers' attention. Thirdly, are they receive and appreciate students' ideas which innovative, creative, moreover difficult. Some conditions of students must be noticed by the teachers. This condition such as ability, strength, interest, hobby, attitude, personality, habit, family background, and school activities.

The students are not growing at the same speed, the teachers must understand that condition. It is better if the teachers give different tasks for each student or they can group them based on their ability. When the teachers find students who abnormal or have a special need, they must contact the specialist to solve it. In the learning process, the teachers must vary their method of learning. Modification and enrichment of materials are good to do by them. The other important thing is all of the students must involve in every learning activity. The teachers must assess their students' use of various procedures objectively.

Teachers' education student teachers' beliefs about teaching might be regarded as a foundation for new and updated beliefs that influence how student teachers' beliefs about self affect their classroom practice during practicum. Student teachers focus on their image in the students' minds more than they do on pedagogical issues. Beliefs that student teachers have about themselves constitute an important role during the practice. Student teachers hold expectations towards teaching and the teaching profession and expectation of the teacher preparation Program.<sup>30</sup>

Assessment is an integral part of the instructional process. It establishes where learners are at present and what level they have achieved, it gives learners feedback on their learning, it diagnoses learners' needs for further development, and it enables the planning of curricula, materials, and activities. The importance of the teachers' role in assessment is inevitable as they are the core of this process. Making decisions about the process of the lessons, determining the strengths and weaknesses of alternatives available to them, making selections on their experience and making judgments about their learners' progress.<sup>31</sup>

---

<sup>30</sup>Sezen Seymen, 'Beliefs and Expectations of Student Teachers' about Their Self and Role as Teacher During Teaching Practice Course', *Procedia - Social and Behavioral Sciences*, 46 (2012), 1042–46.

<sup>31</sup>Sehnaz Sahinkarakas, 'The Role of Teaching Experience on Teachers' Perceptions of Language Assessment', *Procedia - Social and Behavioral Sciences*, 47 (2012), 1787–92.

The conclusion is that the teachers as a facilitators for the students in the learning process. The teachers must understand their students' condition. The teachers as a foundation for new and updated beliefs that influence students' beliefs about self affect in their classroom practice.

#### 1. Learning Model in teaching English

The learning model is a design or a pattern that is used as a guide in learning in the classroom or tutorials and learning to determine learning tools including books, films, computers, curriculum, and others. The learning model is a conceptual framework of a pattern of systematic procedures were developed based on the theory and use in organizing the learning process to achieve the learning objectives. So, the learning model can be said as the framework of learning activity and it is processed based on theory. The decision of kind of learning model notices some aspects such as the purpose of learning, the environment, and the students.

The scientific approach will be obvious when it is used in a certain model of learning such as (Project Based Learning), Problem Based Learning, Discovery Learning.<sup>32</sup>

Firstly, Problem Based Learning (PBL) is a learning model that involves the students to solve a problem through some stages of the scientific method. Based on the definition, it is seen

---

<sup>32</sup>Kementerian Pendidikan dan Kebudayaan, *Implementasi Kurikulum 2013* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2013), page 195

that the students is are hoped to be independent in learning, it is also indirectly sharpened students' skill in solving problem. Problem-based learning stimulates the students to think about their problems and how to solve them. It will be useful for the students' daily life.

Secondly, Discovery learning is the materials that are not given in the final form, so the students are stimulated to identify what they want to know. In this model of learning, students must search for information related to the material and then construct it to order information. Discovery learning is good to make the students more active in the process of learning and it can also build students' creative thinking. They will be more responsible for their work.

Thirdly, Project Based Learning is a model of learning which has purpose to students' ability to create or make something valuable. The students are given autonomy to construct their learning process and at the climax is that they can produce valuable and reliable products. Project-based learning needs more time because the students through some stages to create the product. They need time to prepare the material, understand the problem, and then make the product.

## 2. Assessment in teaching English

Assessment is the process of measuring students' comprehension in the learning process. In language assessment, three core components: knowledge, skills, and principles.

Background in educational measurement, knowledge or language and linguistic description, language teaching approaches, as well as knowledge of socio-cultural aspects related to assessment. Skill includes item construction and analysis, use of statistic, and technology for language testing. The validity of assessment includes the consequences of testing on stakeholders (eg. Teachers and students), ethics and professionalism in the field.<sup>33</sup>

The importance of classroom assessment in Indonesia has been recognized since the change of the old curriculum into a new curriculum that places students at the center of learning. More specifically this has come to the attention of teachers and the government when a new curriculum was established in both countries. Educators from both countries recognize that classroom assessment must be seen as a process rather than a product where there is purpose of assessment, not just a matter of getting students' scores and determining whether they graduate more to find out student is progress in learning.<sup>34</sup>

Teacher is an important factor to practice the methods and techniques effectively in the language classroom. Creating a

---

<sup>33</sup>Frank Giraldo, 'Language Assessment Practices and Beliefs: Implications for Language Assessment Literacy', *How*, 26.1 (2019), 35–61, page 38.

<sup>34</sup>Saeffurrohman Saeffurrohman and Elvira S. Balinas, 'English Teachers Classroom Assessment Practices', *International Journal of Evaluation and Research in Education (IJERE)*, 5.1 (2016), page 82.

students centered, creative, and effective learning environment allows students to express themselves better and to understand themselves in terms of strengths and weaknesses. The teachers should be aware of what they have to do correctly during their language teaching practices in their classrooms. Teachers are involved in learning strategies in two obvious ways: knowing about, supporting, managing, and occasionally teaching, the strategies used by their students, and using a range of strategies of their own.<sup>35</sup>

Traditional assessments like multiple-choice tests are used to evaluate students' performance in English language teaching (ELT) at schools, but these assessment methods are not effective and efficient because they do not show the real performance of students. On the other hand, student-centeredness mainly focus on the number of teaching and learning methods and techniques used in ELT. It emphasizes learning by doing. As a main focus in process learning assessment requires different assessment methods to consider factors, such as student understanding and personal differences into consideration, as well as evaluating students' performance. Therefore educators need to develop the

---

<sup>35</sup>Mehmet Nuri Gomleksiz, 'An Assessment of High School Students' Opinions on The Use of Methods and Techniques in English Classes', *Procedia - Social and Behavioral Sciences*, 122 (2014), 92–97.

assessment of student-centered language to evaluate the students in ELT. One of these ways are in the form of e-portfolios.<sup>36</sup>

Language assessment that the results were lower in terms of reliability compared to other aspects. Therefore, the development of a reliable model on English speaking skill assessment is very important and it will hopefully bring about English language teaching improvement. The step of the study and the components of a portfolio on English speaking skill assessment as well as to develop the English speaking skill assessment criteria for grade 6 students. The results found that the component of the portfolio on English speaking skill assessment for grade 6 students comprises three parts: introduction, contents, and assessment criteria. There are 7 steps in using a portfolio in assessment: planning, preparation for students, evidence collecting, progress monitoring, improvement of performance, reflection, and displaying the works.<sup>37</sup>

The conclusion is that the learning process of the teachers need an assessment to measure their students. In language assessment, there are three core components. Those are

---

<sup>36</sup>Ahmet Erdost Yastibas and Gulsah Cinar Yastibas, 'The Use of E-Portfolio-Based Assessment to Develop Students' Self-Regulated Learning in English Language Teaching', *Procedia - Social and Behavioral Sciences*, 176 (2015), 3–13.

<sup>37</sup>Daruwan Srikaew, Kamonwan Tangdhanakanond, and Sirichai Kanjanawasee, 'Development of an English Speaking Skill Assessment Model for Grade 6 Students by Using Portofolio', *Procedia - Social and Behavioral Sciences*, 191 (2015), 764–68.



knowledge, skill, and principles. The process, all indicators are assessed, and then analyzed to see what have been or have not been achieved by students, and the to locate students' difficulties in achieving the competence. The result of the assessment is used to give feedback and follow-up activities for students to reach competence.

#### **D. Teachers' Barriers**

The teachers' barriers are teachers' barriers of Information and Communication Technologies, and teachers' barriers on Curriculum

##### **1. Teachers' Barriers of ICT (Information Communication Technologies)**

All areas of life have been influenced by technology. One of them is the world of education, to educate individuals with the skill to complete the needed. Studies show that there are many factors to pursue of ICT integration lack of in-service training, lack of appropriate materials, lack of basic ICT knowledge, lack of basic skills for ICT integration, lack of appropriate course content and curriculum teachers' beliefs, attitudes and motivations toward ICT and the use of ICT in teaching and learning. Video Modeling as an intervention has been identified as an effective technique, educators have experienced issues associated with the implementation of technology that is required for Video Modeling (VM). The technological challenges that present themselves can date

teachers from utilizing high tech devices that are essential in the classroom. Various studies have identified common barriers associated with implementing technology into a child's educational environment. These identified variables are a scarcity of resources, lack of training, teachers' attitudes towards technology in the classroom, and lack of time.<sup>38</sup>

National and international statistics show that schools around the world are becoming increasingly well equipped with computer hardware and access to the internet. Descriptive statistics reports internet connection and pupil/computer ratios, however, tell us little about the quality and quantity of student and teacher interaction with computers. The computer is available in every school in their study, only one-half of the teachers used the computers. It was found that only 4 of 13 teachers who modified teaching in their classroom in the primary ways at school were designated as having high access to computer technology.<sup>39</sup>

One reason is that teachers face some obstacles when integrating technology into their instructions. They are: teachers have not access to technology even though it is available

---

<sup>38</sup>Desha Marino and Janice Myck Wayne, 'The Technological Barriers of Using Video Modeling in the Classroom', *The Journal of Special Education Apprenticeship*, 4.1 (2015), 1–15.

<sup>39</sup>E. Wood and others, 'Teachers' Perceptions: Barriers and Supports to Using Technology in the Classroom', *Education, Communication & Information*, 5.2 (2005), 183–206.

because it does not function properly. Teachers tend not to increase efforts to integrate technology when they face difficulties. Teachers have confidence about the benefits and difficulties of using technology for teaching. Teachers need a lot of time when using technology with students, training can be a barrier to technology integration when it does not have a connection to actual classroom practice.<sup>40</sup>

By increasing public access to schools but continuing to use technology some people have noted that personal barriers are more important in changing whether and how many teachers are integrating technology into their classrooms. A teacher may know how to use technology. The first level barrier does not always make a teacher believe in the value of technology for teaching practice. Researchers have found that individual attitudes such as self-confidence or anxiety about using technology have correlated with the actual use of technology. So, those who prefer technology or more open and willing to try it are more likely to adopt technology in their classrooms.<sup>41</sup>

Efforts to create enhanced-technology learning environments in teacher education programs are often grounded

---

<sup>40</sup>T. J. Kopcha, 'Teachers' Perceptions of the Barriers to Technology Integration and Practices with Technology under Situated Professional Development', *Computer & Education*, 59.4 (2012), 1109–21.

<sup>41</sup>Courtney K. Blackwell and others, 'Adoption and Use of Technology in Early Education: The Interplay of Extrinsic Barriers and Teacher Attitudes', *Computers and Education*, 69 (2013), 310–19.

in a faculty development framework. The model included a context dimension, an attitude dimension, and an organizational dimension, the model's goal is to create ongoing support for faculty involved in the process of incorporating computer technology into their teaching. Factors reaching beyond technical knowledge and skill issues. Unfortunately, the model failed to incorporate many other important factors influencing the use of technology in teacher education programs.<sup>42</sup>

The conclusion is that the teachers' barriers to Information and Communication Technologies (ICT) are: lack of appropriate materials, technical support, training, time, teachers' attitudes towards technology in the classroom, experience and attitude towards computer for educational purposes.

## 2. Teachers' Barriers on Curriculum

Teachers' involvement in the planning and developing of the curriculum is instrumental towards dispelling a negative perception of schools as specialized teaching shops divorced from the larger society and to change of teachers as hapless state functionaries. Teachers barriers on curriculum there are: lack of teacher competence and skills in curriculum development, questionable capacity of schools to initiate and

---

<sup>42</sup>J. Wedman and L. Diggs, 'Identifying Barriers to Technology-Enhanced Learning Environments in Teacher Education', *Computers in Human Behavior*, 17.4 (2001), 421–30.

sustain school-based curriculum projects, large teaching loads for teachers, massive exodus of teachers to seek employment in the private sector, hierarchical and conservative management and organization strategies, excessive bureaucratic control of curriculum initiatives by the state, lack of relevant resources to facilitate teachers' involvement in curriculum planning and development, weak channels of communication between policy makers, teachers, and administrators, ineffective methods of bringing about change and implementation of policies, teachers' attitude and values in education.<sup>43</sup>

There were three major categories of barriers identified by participants: lower priority for Health and Physical Education, lack of performance measures for physical activity, and lack of sufficient infrastructure. Lower priority for health and physical education, teachers reported that the new curriculum expectations for various subjects are demanding and unrealistic. Lack of performance measure for physical activity, teachers had problems implementing the required program because the provincial curriculum document is unclear about expectations for physical activity. Lack of sufficient infrastructure, even

---

<sup>43</sup>L. A. Monyooe, 'Barriers Towards Teachers' Involvement in Development of Curriculum', *Psychological Reports*, 79.1 (1996), 113–14.

participants who have relatively good facilities reported overcrowding and the use such as portables for classrooms.<sup>44</sup>

The curriculum included two textbook chapters with system dynamics simulation and stock and flow diagrams as components of learning activities. The activities were introduced with a discussion of models (physical, mathematical, and computer), the process of modeling (part of the scientific method that supports prediction) and variable interconnections in the stock and flow models.<sup>45</sup>

Teachers are trained to function as state officials by teaching a curriculum determined using officially selected books. Classroom practices that are compliant, not critical, not reflective, and not progressive. In 1990 curriculum debates in South Africa reached a critical turning point towards progressive teaching and learning. The transformation from content-based school curriculum to the outcomes-based curriculum and people's education. The change was swift and quick teacher educators suddenly had to survive in a new curriculum world.<sup>46</sup>

---

<sup>44</sup>John J. M. Dwyer and others, 'Teachers' Perspective on Barriers to Implementing Physical Activity Curriculum Guidelines for School Children in Toronto', *Canadian Journal of Public Health*, 94.6 (2003), 448–52.

<sup>45</sup>H. Skaza, K. J. Crippen, and K. R. Carroll, 'Teachers' Barriers to Introducing System Dynamics in K-12 System Curriculum', *System Dynamics Review*, 29.3 (2013), 157–69.

<sup>46</sup>Mumthaz Banoobhai, 'Critical Reflection: Tools for Curriculum Implementation and Innovation', *Procedia - Social and Behavioral Sciences*, 47 (2012), 175–79.

Curriculum implementation refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. Curriculum designs generally provide instructional suggestions, scripts, lesson plans, and assessment options related to a set of objectives. Such designs focus on consistency to help teachers successfully to implement and maintain the curricular structure to meet various objectives. Instructional practices and curriculum use between teachers in the same grade level, and vertical alignment as similarities in instructional practices of curriculum implementation between the previous and following grade levels. Having curriculum alignment between the same grades and the preceding and following grade level offers consistency in supporting learning objectives and expectations designed to promote student preparedness and growth.<sup>47</sup>

The conclusion is teachers' barriers to curriculum are: lack of teacher competence and skills in curriculum development, teachers reported that the new curriculum expectations for various subjects, curriculum document is unclear about expectation for physical activity, good facilities the use for classrooms.

---

<sup>47</sup>Nevenglosky.

## E. Previous Researches

Some previous researches that almost have the same topic or idea with this research are:

1. Futiqa Zen conducted a research entitled "Implementasi Kurikulum 2013 dan Hambatan yang Dialami oleh Guru Matematika di SMKN Tulungagung Tahun 2015.(Multi Kasus di SMKN 1 Boyolangu dan SMKN 2 Boyolangu)"<sup>48</sup>. This research focused on the implementation of 2013 and the barriers faced by mathematics teachers. The findings of the research are that the mathematic learning process use a scientific approach but not fully. Then the teachers faced some barriers namely; (1) students who are still difficult to change the habit of a model and teaching methods in the previous curriculum (2) books from the government are an elusive (3) lack of the use of media because not all of the students have electronic media like laptop
2. Research from Nuruzzaman, the student of Civil Engineering Study Program Education and Planning, Faculty of Engineering Yogyakarta State University entitled “ Faktor-Faktor yang Menghambat Implementasi Kurikulum 2013 di SMKN 1 Seyegan Sleman Jurusan Teknik Gambar Bangunan

---

<sup>48</sup> Futiqa Zen, Implementasi Kurikulum 2013 dan Hambatan yang dialami oleh Guru Matematika di SMKN Tulung Agung, *Thesis*, 2015



(TGB)<sup>49</sup>. This research studied the obstruction faced by teachers in the implementation of the 2013 curriculum from the aspect of preparation, implementation, evaluation, and the preparedness of facilities. The research is descriptive quantitative. The research instrument was a Likert scale with a score of the highest barrier was 4 and 1 for the lowest barriers. The result of the research are ; (1) lesson preparation perceived barriers rather higher (mean 1.8), the main obstacle is overly complicated planning, too much administration is prepared, the difficulty in activating student and lack of socialization of curriculum 2013; (2) The main obstacle in the implementation was that many students are passive, they were bored with discussion, and the time was not enough to implement 5 M (the steps of scientific approach) (mean 1.8); (3) the main obstacle in the evaluation was there are so many points should be made and there are many students should be assessed so the time was not enough,(mean 1.8); (4) the preparedness of facilities have the highest mean (2.1), the main obstacles are not all of the classes have LCD, the limitation of Wifi signal, some facilities were broken, and many teachers who have not been able to use technology, the teachers didn't have textbook and teaching materials.

---

<sup>49</sup> Nuruzzaman, Faktor-faktor yang Menghambat Implementasi Kurikulum 2013 di SMKN 1 Seyegan Sleman jurusan Teknik Gambar Bangunan, *Thesis*, Yogyakarta State University, 2015.

3. Research conducted by Khasanah entitled "The Implementation of 2013 Curriculum by the English Teacher and Its Barriers of SMA N 1 Rembang"<sup>50</sup>. This research focuses on teaching learning planning, teaching learning process, and teaching learning evaluation. The result from this research is that there was still teachers' understanding of the implementation of the 2013 curriculum on the dimension of teaching learning planning, teaching learning process, and teaching learning evaluation.

The above research investigated the effect of the 2013 curriculum to the teachers and the barriers faced by teachers from a different subject. However, in this research, the writer focuses on the implementation of the 2013 curriculum and the English teacher barriers in that implementation. The above research investigated the effect of the 2013 curriculum on the teachers and the barriers faced by teachers from different subjects. However, in this research, the writer focuses on the implementation of the 2013 curriculum revised 2017 and the English teacher barriers in that implementation.

---

<sup>50</sup> Khasanah, The Implementation of 2013 Curriculum by the English teacher and Its Barriers (A Case Study at the 10<sup>th</sup> Grade of SMAN 1 Rembang in Academic Year of 2014/2015), *Thesis*, UIN Walisongo Semarang, 2015.

Conceptual Framework Teachers' Barriers  
in Teaching English

Items	Solutions
Lesson Planning	Well planned, organized lessons.
	Good-time keeping
	Determine lesson learning aims
Learning Process	Authentic
	Related with the objectives and contents of the lesson
	Be self- confident during all the lesson
Assessment	Establishing assessment items
	Evaluation strategies according to the curriculum
	Opportunities for reviewing process
Lack of time allocation	Arrive before students in class and make sure you have everything you need
	Prepare lesson planning
Communication with students	Mutual respect
	Eye contact
	Posing questions
Level of English	Explanation clearly and in details
	Speak clearly
	Have a good accents

## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher discusses the research method that was used in the research, time and place, source of data collection, focus of the research, the technique of data collection, and the technique of data analysis.

#### **A. Research Method**

In this research, the writer used descriptive qualitative research to collect data and present the research. The research intends to collect information about the implementation of 2013 revised 2017 in English learning and the barriers which the teachers found in implementing it. It is why this research uses descriptive qualitative research. Qualitative research is research that presents written or oral descriptive data of observed people and behavior.<sup>1</sup>

The writer concludes this research uses to analyze the social phenomena and it is present in the form of written text without any calculation. The information is got from deep observation, interview or other ways which are not changing the real situation. There are some reasons for using qualitative research in this research. The objects of the research are definite and it is possible changes in the future.

---

<sup>1</sup>L. J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya Offset, 2009), page 4.

## **B. Time and place**

This research was conducted in December 2019 by English Teachers at MTs N 1 Semarang.

## **C. Source of Data Collection**

As a data source, interview with English teachers, teaching documents, learning process, and assessment process are observed by the researcher. The researcher interview with the Vice Principal of Curriculum as a supporting data. The subject in this research is the English teachers at MTs N 1 Semarang.

## **D. Focus of the research**

This research focuses on the implementation of the revised 2013 curriculum in teaching English and what are the barriers faced by the teaching English using “when english rings a bell” at MTs N 1 Semarang.

## **E. Technique of Data Collection**

In qualitative research, data can be taken from archival documents, written and oral expressions of people or their behavior because of that the method that is used in gathering research data are :

### **1. Observation**

In this research, the data are collected by doing an observation in the classrooms. In observation activities, the researcher does not involve in eaching learning process which is done by the English teacher and his students. The researcher

only observes and monitors. Besides, the researcher makes a recording as well. Recording is useful to help the researcher in re-observing by herself before taking the conclusion. Research instrument used in the observation is a video recorder and the observation guideline related to the school situation and English learning process which use the 2013 curriculum revised 2017.

## 2. Interview

In order to get the information deeply about the data, the researcher also takes an interview. By doing an interview with the English teachers, the more explicit information the researcher gets. This interview was conducted to get information on the history and development of MTs N 1 Semarang. As well as to obtain data relating to the implementation of the revised curriculum 2013 in teaching English and the problem which is faced by the English teachers using “When English Rings a bell”.

## 3. Documentation

One of the ways to determine the teachers’ barriers in teaching English using “When English Rings a Bell” based on 2013 Curriculum revised 2017 by teachers is documentation. Documents can provide information about the state, rules, discipline, and may provide clues about the style of leadership. The documents in question are lesson plan and syllabus. It needs to be analyzed to determine whether the lesson plan is in

accordance with the syllabus and the principles of 2013 Curriculum revised 2017 or not.

#### **F. Technique of Data analysis**

The researcher used triangulation for testing the validity of the data. The triangulation used here is the triangulation of technique. Data is checked based on the data collection techniques used, those are observation, interview, and documentation.

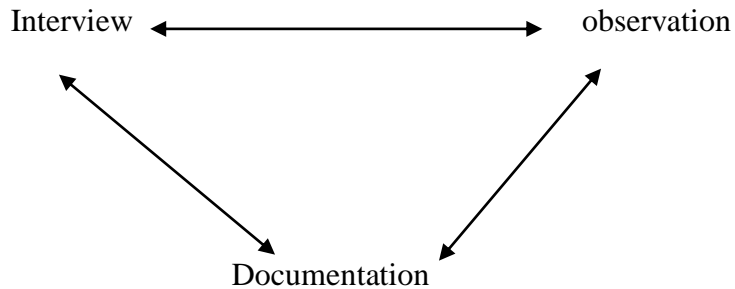


Figure 2.1: Triangulation with three data collection techniques

In this research, the process of analyzing the data begins when the researcher collect to the data. There are activities in the analysis of data, including data reduction, the data display, and conclusion. Creswell said that qualitative researchers should already think and analyze when qualitative research begins. In this research is used interactive analysis model, as stated by Miles and Huberman, named:

### 1. Data collection

This is the process to get all the needed information in this research. The writer uses some techniques as mentioned before namely observation and interview. The technique is enough to get all the needed information to conduct this research.

### 2. Data Reduction

Data reduction is seen by Miles & Huberman as the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear notes or transcription. In this process, all data are reduced by choosing the necessary data from the result of the interview and observation. The data is categorized to make easy in the presentation of data.

### 3. Data Display

Data display is seen by Miles & Huberman is an organized, compressed, assembly of information that permit conclusion drawing and action. The most frequent form of display from qualitative data in the past has been extended text. The presentation of data in this research was in the form of narration which consists of the implementation of the 2013 curriculum revision 2017 in the English learning process and some categories of teachers' difficulties in the implementation of the 2013 curriculum revision 2017.



#### 4. Drawing Conclusion

The next step after the data displayed is concluding. It also becomes the final step of this research. The conclusions are credible if it is supported by consistent and valid proof. It gave a reflection of the research's result.

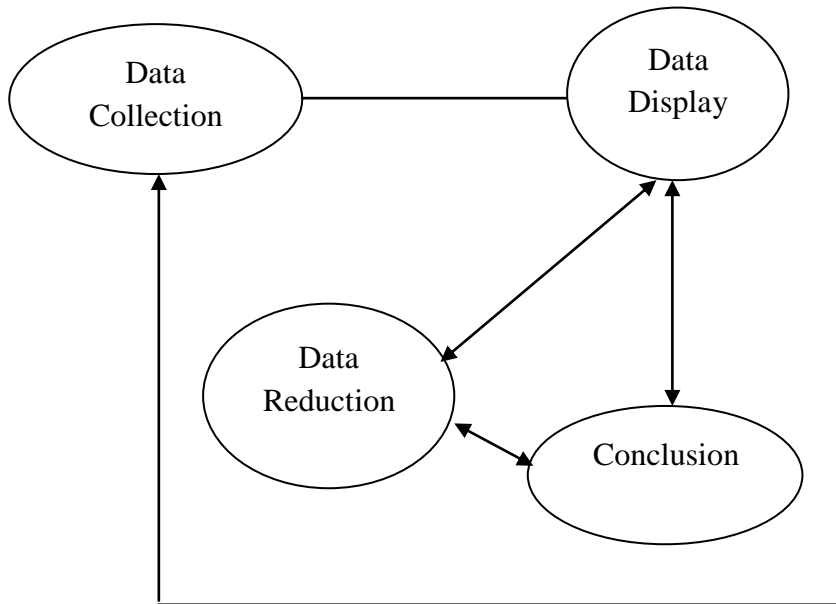


Figure 3.1: Components of Interactive Analysis Models

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter describes the data and the result of the study. The writer presents the data description how the implementation of the revised 2013 curriculum in teaching English and the barriers faced by the teaching English using “when English rings a bell” at MTs N 1 Semarang.

#### **A. Implementation of the revised 2013 curriculum in teaching English**

The writer discusses some parts of the implementation of the revised 2013 curriculum such as, the preparation process which includes making the lesson plan, learning process, learning model, assessment process.

##### **1. Lesson plan**

English teachers in MTs N 1 Semarang usually make lesson plan before teaching in class. The lesson plan used as guidance in teaching but sometimes the condition of the class and students make the learning process is not appropriate with the lesson plan. The teachers sometimes change the activity in the lesson plan because of the students’ condition or the facilities.

The teachers made lesson plan by their self, but they can create lesson plan in collaboration with Teacher Association on Subject Matter (Musyawarah Guru Mata Pelajaran). This is in line with the fact on the literature that “teachers have a role to

develop lesson plans while the government provides guidance”.

The teachers' lesson plans appropriate with the demand of the revised 2013 curriculum. The all teachers have complete the component in the lesson plan, such as the subject identity, indicator formula, the learning model, and the assessment process.

The other components of lesson plan is the core competence. The teacher make lesson plan from the syllabus. The following are the core competence based on the English syllabus of the revised 2013 curriculum.

## 2. Learning Process

The learning process in revised 2013 curriculum used the scientific approach. Based on the teachers' lesson plan the writer analyzed thattheir lesson plan hadcharacteristics of scientific approach such as learning materials based on facts or phenomena that can be explained by logic or specific reasoning and the learning objectives are formulated simply and clearly.

The writer observed the learning process from two classes namely the class of teacher A and teacher B. The learning process of two classes is done in the classroom. Both of the teachers started the lesson by greeting the students and they reviewed the previous materials first.

The first observation is in the teacher A's class the material is *My uncle is a zookeeper*. Teacher A provided some pictures

and a video of the animals. The first activity was watching the video. Teacher A started connecting the laptop to the LCD projector, unluckily the projector didn't work. They tried restart it but it still not work. It can't connect. The teacher asked the students to take other projector and cable. The new projector still did not work. She realized that it was not effective so Teacher A skipped this process and she continued to the next activity. The students are asked to make question about the pictures they have observed. In the next activity Teacher A gave question about the pictures what do the animal eat and the students should answer it in written form. The students have finished doing the task then Teacher A asked the students retell the eat of animals with their own words in front of the class. The students requested times to prepare it. When the students was ready, the teacher started the activity, he offered the students, who wanted go first. The timing almost off, so there was only a student who retell the story in front of the class. Then teacher then asked the students to retell the story in the written form and submitted it in the next meeting. They ended the lesson by concluding the material they have learned that day.

The activity in the teacher A's class was not fully appropriate with the lesson plan. In the lesson plan the students should observe a video in the observing process, but because of the constraint from the media the teacher skipped it.

The next observation is in the class of teacher B. The material was about greeting. Teacher B asked the students make a dialog. In the main activity the students work in group. The next activity the teacher asked the students to come forward in front of the class to practice role-play. The teacher gave homework for the students in the end of the lesson.

The learning process of teacher B's class have been appropriate with the lesson plan. There is a little difference that is in the lesson plan is written that in the questioning process of the activity, the students asked question about the content of the text. In fact the activity didn't appear. On the contrary the teacher asked question to the students about some difficult words. It is as the effort from the teacher to make the students active in class. The learning process of teacher B's class reflects the scientific method. The activity in teacher B's class which reflects the scientific method are in the following table:

Table: The Implementation of Scientific Approach  
in teacher B's Class

No.	Step	Observation
1.	Observing	<ul style="list-style-type: none"> <li>a. Students observe examples of expressions to greet people.</li> <li>b. Students practice saying expressions used to greet people, such as: Good morning, good afternoon, good evening, good night, how are you?</li> <li>c. Students practice saying expressions that are used to respond the greetings, such as: Good morning, good afternoon, good evening, good night, I'm fine, thank you.</li> </ul>
2.	Questioning	<ul style="list-style-type: none"> <li>a. Students ask questions about the contents of the text, the meaning of words, grammar, text</li> </ul>

No.	Step	Observation
		structure, communicative functions of the text, as well as the other things that want to be known in a simple way.
3.	Exploring	a. Students can distinguish social functions from greeting expressions and responses.
4.	Associating	a. Students form group of 2 people. b. Students in pairs make dialogues that contain greeting expressions and responses in writing to the situation given by the teacher. c. Students asked to underline the greeting expressions they use in the dialogs they make.
5.	Communicating	a. Students in pairs come forward to do role-play with dialogue that has been made. b. The teacher give feedback on understanding students' concepts about the material.

The explanation in the above table showed that the teacher used scientific method in the learning activity, although not all of the steps run well, for example in the questioning process, the teacher should stimulate the students to ask question. The question was mostly from teacher not from the students. It to seemed difficult for the students to ask question.

Based on the result of observation above can be said that the process of learning in MTs N 1 Semarang used scientific method which suitable with the criteria of scientific method. The materials given to the students based on the fact and it applicable in the real life. The teachers gave materials which stimulate the students to think critically and creatively. It is proves that when the teachers ask the students to make dialog in the group and practice in front of class.

The other criteria of scientific approach is that the learning materials foster and inspire students to hypothetically think when seeing diversities, similarities and links in the learning materials. These criteria have been fulfilled by the teachers, they had prepared the materials which make the students think creatively. For example in the activities of teacher B's class, the students should find the words and make the dialog in the group. This process trains their ability seeing diversities and similarities then connect it to the learning materials. The other example is in the teacher A's class when the students should analyze the pictures what do the animal eat.

There are some activities in the lesson plan is not seen in the learning process. In the step of questioning, not all of the students participated. There were only few students who interact with the teacher in the step. Actually in this step, the students should propose the question about the result of the observation but the students were confused about what should they asked.

### 3. Discovery Learning as Learning Model

The teachers at MTs N 1 Semarang implemented the learning model appropriate with the demand of revised 2013 curriculum. Based on the observation of two classes, the teachers used the discovery learning model. In the teacher A's class, the teachers asked the students to find some words. Beside that the teacher A guided the students found some information from the pictures. The students should read the text of picture and analyzed

what the animal eat. There are various learning model in 2013 curriculum, but based on the documentation of their lesson plan all of them used discovery learning.

The use of discovery learning model is appropriate with the guideline from The Ministry of Education and Culture “ scientific approach will be obvious when it is used in certain model of learning such as : project based learning, problem based learning, and discovery learning”. The teachers seem understand well the various kind of learning model and they can implement it properly. The Ministry of Education and Culture explained that “the principle in discovery learning is that the materials are not given in final form, so the students must identify what they want to know”. When the students should find the materials by themselves, they indirectly got experience in problem solving. The students have opportunity to be problem solver and the teachers are only as the mentor. In the fact that the teachers still involve in each students’ activities to give explanation for them.

#### 4. Assessment Process

Assessment is the process of gathering information to decide students’ achievement of learning outcomes. The assessment which is used in 2013 is the authentic assessment. This assessment is not only assessing the students’ knowledge but also it assessing the ability which includes the process of learning, students’ attitude and the result of learning. There are four aspects that should be assessed by the teachers. The aspect is illustrated in



the core competence, the first and second core competence is for attitude, the third is for cognitive, and the fourth is for skill. The all components should be assessed in each material.

Table: Assessment process

a. Spiritual Attitude

No.	Technique	Instrument Form	Examples of the Instrument	Execution time	Information
1.	Observation	Observation Sheet	Attached	When learning process	Assessment for and of learning

b. Social Attitude

No.	Technique	Instrument form	Examples of the instrument	Execution time	Information
1.	Observation	Observation sheet	Attached	When learning process	Assessment for and of learning.
2.	Self-assessment	Observation sheet	Attached	When learning closing	Assessment as learning.
3.	Peer-to-peer assessment	Observation sheet	Attached	When learning closing	Assessment as learning.

c. Knowledge

No.	Technique	Instrument form	Examples of the Instrumen	Execution time	Information
1.	Writing test	Underline, stuffing, and the others	Attached	When learning closing	Assessment for learning and assessment as learning.

#### d. Skills

No.	Technique	Instrument Form	Examples of the instrument	Execution time	Information
1.	Portfolio	1. Writing test (make a dialogue) 2. Oral test (conversation)	1. Make a dialog about greeting expressions! 2. Practice a dialogue that you have made!	During the learning process	Assessment for, as, and of learning.

### B. Barriers faced by the English teacher

The barriers faced by the English teacher are lack of time allocation, and students' condition,

#### 1. Lack of time allocation

From the result of observation in class, the teachers could not finish the materials as they have planned in the lesson plan. Some of the steps in lesson plan are not seen in the learning process. The teachers need more time when they use media like computer and LCD projector. In the Teacher A's class he used performance assessment to assess the students. This was used to assess their speaking skill. Teacher A asked the students to retell from the picture about what the animal eat. Unluckily the time isn't enough, so Teacher A decided to ask the students to retell the story in written form. It became their homework. In the result of interview the teachers feel that time allocation in 2013 curriculum is not enough, because

there are many materials and they should teach using scientific approach. The following are the teachers' opinion about the time allocation in 2013 curriculum.

Teacher A :

*“Kalau dalam satu pertemuan itu kan tidak bisa dalam kegiatan inti itu semua tercakup atau terselesaikan , jadi ya mungkin 1 jam untuk mengamati, terus satu jam berikutnya untuk mengumpulkan data, jadi tidak bisa satu pertemuan itu harus selesai semua tidak. Kemudian untuk waktu ya kita fleksibel saja. tapi tentu saja untuk mengajarka semuanya itu tidak cukup waktunya”*

*“In a meeting, it couldn't finish the core activities, so maybe an hour just for observing, then the next meeting for collecting data, so we can't finish all the steps in a meeting, so the time is really flexible, but it surely not enough to teach all the materials*

Teacher B :

*“Kalau sebenarnya kurang mbak, apalagi kalau kita benar-benar menerapkan scientific approach itu tadi, itu kan butuh waktu juga, jadi ya kadang ada materi yang tidak bisa tersampaikan”.*

*“Actually, the time isn't enough moreover if we truly implement the scientific approach, it take time, so sometimes there are materials which can't be taught to the students.”*

Not all of the materials use authentic assessment because this assessment needs more time. The teachers have made some rubrics of assessment in their lesson plan, but it sometimes just for formality. They fulfilled the rubric subjectively.

The use of media such as LCD projector and laptop need time for the preparation. Although the teachers have prepared the tools before, but they still need time to set up the media. It decreases the time for learning. Beside that the use of learning model such as discovery learning make the students need more times. The students should do some activities so they will find the materials then analyze it to get the concept. To make it clear, learners need enough time to finish their work.

There are many activities that the teachers write on the lesson plan. Sometimes the teachers can't implement all of the activities in the lesson plan because of the limited time. In every material the teachers need more than a meeting. As a result they could not teach all existing material. They chose important material and leave material that not useful for students. Moreover some of the teachers endeavor to teach all of the materials although only give short explanation in each material. It shows lack of time in 2013 curriculum. The existing material is too much so the teacher can't teach all of the materials.

The limitation of time also becomes barrier in the evaluation process. The teachers can't implement authentic assessment well, because the authentic assessment needs more times to do. The teachers only use the authentic assessment in some materials and they more often use the traditional assessment. The teachers should be more smart in managing the time. They should know which become the priority in the classroom. The choice of learning activity should be matched with the materials. In the assessment process to overcome the limitation of time, the teachers can use peer assessment or self assessment. Along the learning process the teachers can capitalize the time to assess the students.

## 2. Students' Condition

The teachers applied the scientific approach, they teach English orderly started from observing and ended with reflection. All of the teacher confess that they understand well about the scientific approach's step, but not the entire step is easy to apply in a class. When the writer asked about what is the most difficult steps in scientific approach, all of the teachers agree that questioning is the most difficult one. These are the statement of the teachers:

Teacher A:

Kalau rata-rata itu untuk yang menanya, biasanya anak-anak itu kalau disuruh menanya anak-anak tidak tahu apa yang harus ditanyakan, terus kalau ditanya materinya itu juga kebingungan.

Teacher B:

Questioning. Karena siswa tidak mengerti cara bertanya masalahnya minim kosakata dan pada akhirnya tugas fasilitator adalah memancing siswa untuk bertanya.

All of the teachers complained the same thing in the process of scientific approach. The teachers are not easy to make them active in class, especially in the questioning process. When the teachers give them opportunity to ask question they seems confused. The students didn't know what they should ask to the teachers. In the other hand the students can't respond well when the teachers give them question. The students can't be active to ask question and they also can't do the teachers' instruction well. In the result, the English teacher must give motivation for silent students. The English teachers also must invite the silent students to participate in learning activity. The teachers give question orally to some students. It is indirectly push the students to answer question and active in the class. The teachers also trick it by ask the students to make question about something they have observed before.

Besides questioning the condition of passive students also influences the communicating process. Communication is the process of delivering the result of observation. The conclusion based on the written analysis, oral analysis, and other media. In the closing activity usually the teachers asked the students to be volunteer, so the teachers give more times for them and then

teachers point some of them to come to the class. This process is very time consuming and make the lesson can't run like the lesson plan.

There are many factors which make the students can't be active in the English class. They lack of vocabulary moreover they totally don't understand English. Not all of the students passive but on average the students follow the English learning process with less passion.

The teachers should use interesting media in order to make the students active. They can use various kind of pictures are related to the materials. For example in the materials of label name and list of things, the teachers can give the students pictures of classroom or other room. It will stimulate the students' curiosity then they can be active in questioning process. Beside that the use of other media such as realita, flash cards, and comic can be considered. The teachers can use the trend among the students as a way to attract students' attention. The students usually will be more interested in something they like. The teachers can stimulate them with reward and punishment. The teachers can give reward for them who active in class and punishment for the passive students. The punishment is not physical punishment but can be in the form of assignment. The teachers can asked the students to master some vocabulary.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher describes teachers' barriers in teaching English using "when English rings a bell" based on the revised edition of 2013 curriculum by English teachers at MTs N 1 Semarang.

#### **A. Conclusion**

The research conclusion is presented based on the data which have been analyzed in the previous chapters. From all the data analysis about the teachers' barriers in teaching English using "When English Rings a Bell" based on the revised edition of 2013 curriculum by English teacher at MTs N 1 Semarang, it can be concluded that:

1. The implementation of the revised 2013 curriculum in teaching English using "When English Rings a Bell" at MTs N 1 Semarang already appropriate with the revised 2013 curriculum, such as the lesson plan, learning process used scientific approach, and assessment process used authentic assessment.
2. The barriers faced by the teaching English using "When English Rings a Bell" at MTs N 1 Semarang there are lack of time allocation, some of the the steps in lesson plan not seen in the learning process and the teachers need more time. And Students' condition because the teachers not easy to make the students active in class, especially in the questioning process.



They are many factors make the students can't active in the English class, they lack of vocabulary moreover they totally don't understand English.

## **B. Recommendation**

After concluding research about teachers' barriers in teaching English using "When English Rings a Bell" based on the revised edition of 2013 curriculum by English teacher at MTs N 1 Semarang, the researcher found that it needed evaluation in order to get the improvement in the future. As the result, there are several important things that can be suggested in the last report and it is hopefully can be useful for:

### 1. The students

The research adds students' knowledge about the English learning process and the various problems which happen in it, so it will motivate them to be active students in learning English.

### 2. The English teachers

The finding of the research hopefully can help the teachers to identify problems in teaching English and to solve the problem. It gives the contribution to the teachers in the form of suggestion to complete their role in teaching English using "When English Rings a Bell" in the English learning process. The other study is to give reflection to the teachers to evaluate their working the goal of the revised curriculum 2013, especially in English a subject.

### 3. The other researcher

The research can be one of the references for other researchers who want to research curriculum in language learning.

Finally, the writer admits that this paper is far from being perfect. Because of that, suggestion and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Aamiin.

## REFERENCES

- Abbaszadeh, Zahra, 'Genre-Based Approach and Second Language Syllabus Design', *Procedia - Social and Behavioral Sciences*, 84 (2013), 1879–84.
- Akdemir, Ahmet Selcuk, Muzaffer Barin, and Hakan Demiroz, 'Broadsheet English: Teaching Speaking Through Newspaper Articles', *Procedia - Social and Behavioral Sciences*, 46 (2012), 3967–71.
- Al-Sobhi, Bandar Mohammad Saeed, and Abdul Shakour Preece, 'Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions', *International Journal of Education and Literacy Studies*, 6 (2018), 1–11.
- Ali, Manisah Mohd., and Muhammad Nazeri Saiden, 'The Used of Graded Reading Materials for Children with Reading Difficulties', *Procedia - Social and Behavioral Sciences*, 191 (2015), 2631–33.
- Baklashova, Tatiana, 'Manager's Professional Training in Russia: Syllabus and Technologies', *Procedia - Social and Behavioral Sciences*, 152 (2014), 1057–61.
- Banoobhai, Mumthaz, 'Critical Reflection: Tools for Curriculum Implementation and Innovation', *Procedia - Social and Behavioral Sciences*, 47 (2012), 175–79.
- Barani, Ghasem, Fereydoon Azma, and Seyyed Hassan Seyyedrezai, 'Quality Indicators of Hidden Curriculum in Centers of Higher Education', *Procedia - Social and Behavioral Sciences*, 30 (2011), 1657–61.
- Bax, Stephen, 'The Role of Genre in Language Syllabus Design: The Case of Bahrain', *International Journal of Educational Development*, 26 (2006), 315–28.
- Blackwell, Courtney K., Alexis R. Lauricella, Ellen Wartella, Michael Robb, and Roberta Schomburg, 'Adoption and Use of Technology in Early Education: The Interplay of Extrinsic

- Barriers and Teacher Attitudes’, *Computers and Education*, 69 (2013), 310–19.
- Bondi, Wiles, *Curriculum Development* (New York: Macmillan Publishing, 1989).
- Burns, Anne, ‘Concepts for Teaching Speaking in The English Language Classroom’, *LEARN Journal: Language Education and Acquisition Research Network Journal*, 12 (2019), 1–11.
- Davis, J. D., A. R. McDuffie, C. Drake, and A. L. Seiwel, ‘Teachers’ Perceptions of the Official Curriculum: Problem Solving and Rigor’, *International Journal of Educational Research*, 93 (2019), 91–100.
- Dehnad, A., R. Bagherzadeh, Shoaleh Bigdeli, K. Hatami, and F. Hosseini, ‘Syllabus Revision: A Needs Analysis Study’, *Procedia - Social and Behavioral Sciences*, 9 (2010), 1307–12.
- Departemen Agama Republik Indonesia, *Al-Qur’an Dan Terjemahnya Al-Jumanatul ‘Ali* (Bandung: CV. Penerbit J-Art, 2005).
- Dwyer, John J. M., Barbara Hansen, Kenneth R. Allison, Ellie Goldenberg, Maru Barrera, and Marie A. Boutilier, ‘Teachers’ Perspective on Barriers to Implementing Physical Activity Curriculum Guidelines for School Children in Toronto’, *Canadian Journal of Public Health*, 94 (2003), 448–52.
- Giraldo, Frank, ‘Language Assessment Practices and Beliefs: Implications for Language Assessment Literacy’, *How*, 26 (2019), 35–61.
- Gomleksiz, Mehmet Nuri, ‘An Assessment of High School Students’ Opinions on The Use of Methods and Techniques in English Classes’, *Procedia - Social and Behavioral Sciences*, 122 (2014), 92–97.
- Husnu, Muhammad, ‘Demonstration Technique to Improve Vocabulary and Grammar Element in Teaching Speaking at EFL Learners’, *English Language Teaching*, 11 (2018), 26–30.

- Janjai, S., 'Improvement of the Ability of the Students in an Education Program to Design the Lesson Plans by Using an Instruction Model Based on the Theories of Constructivism and Metacognition', *Procedia - Engineering*, 32 (2012), 1163–68.
- Ka-kan-dee, Maleerat, and Sarjit Kaur, 'Teaching Strategies Used by Thai EFL Lecturers to Teach Argumentative Writing', *Procedia - Social and Behavioral Sciences*, 208 (2015), 143–56.
- Karagoz, Melda, Neslihan Yucelsen, and Utku Oryasin, 'A Study of Tale Reading Dictionary Framework of Teaching Vocabulary', *Procedia - Social and Behavioral Sciences*, 152 (2014), 943–49.
- Kementerian Pendidikan dan Kebudayaan, *Implementasi Kurikulum 2013* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2013).
- khamkhien, attapol, 'Teaching Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective', *English Language Teaching*, 3 (2010), 184–90.
- Kopcha, T. J., 'Teachers' Perceptions of the Barriers to Technology Integration and Practices with Technology under Situated Professional Development', *Computer & Education*, 59 (2012), 1109–21.
- Kuscu, Seda, and Sezer Unlu, 'Teaching Translation: A Suggested Lesson Plan on Translation of Advertising through the Use of Authentic Materials', *Procedia - Social and Behavioral Sciences*, 199 (2015), 407–14.
- Leverenz, Carrie S., 'Design Thinking and the Wicked Problem of Teaching Writing', *Computers and Composition*, 33 (2014), 1–12.
- Li, W., and W. Zou, 'A Study of EFL Teacher Expertise in Lesson Planning', *Teaching and Teacher Education*, 66 (2017), 231–41.
- Lim, Fei Victor, and Jean Phua, 'Teaching Writing with Language

- Feedback Technology', *Computers and Composition*, 54 (2019), 1–13.
- Luke, A., A. Woods, and K. Weir, *Curriculum, Syllabus Design, and Equity: A Primer and Model* (Australia: Routledge, 2013).
- Marino, Desha, and Janice Myck Wayne, 'The Technological Barriers of Using Video Modeling in the Classroom', *The Journal of Special Education Apprenticeship*, 4 (2015), 1–15.
- Misfeldt, Morten, Andreas Lindenskov Tamborg, Jonas Dreyoe, and Benjamin Brink Allsopp, 'Tools, Rules and Teachers: The Relationship Between Curriculum Standards and Resource Systems When Teaching Mathematics', *International Journal of Educational Research*, 94 (2019), 122–33.
- Moleong, L. J., *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya Offset, 2009)
- Monyooe, L. A., 'Barriers Towards Teachers' Involvement in Development of Curriculum', *Psychological Reports*, 79 (1996), 113–14.
- Nevenglosky, Erica A., 'Barriers to Effective Curriculum Implementation', in *Academic Emergency Medicine* (Walden University ScholarWorks, 2018), pp. 1–211.
- Ninsuwan, Pimanmas, 'The Effectiveness of Teaching English by Using Reading Aloud Technique towards EFL Beginners', *Procedia - Social and Behavioral Sciences*, 197 (2015), 1835–40.
- Paratore, Jeanne R., Lisa M. O'Brien, Laura Jimenez, Alejandra Salinas, and Chu Ly, 'Engaging Preservice Teachers in Integrated Study and Use of Educational Media and Technology in Teaching Reading', *Teaching and Teacher Education*, 59 (2016), 247–60.
- Rahimpour, Massoud, 'Current Trends on Syllabus Design in Foreign Language Instruction', *Procedia - Social and Behavioral Sciences*, 2 (2010), 1660–64.
- Saefurrohman, Saefurrohman, and Elvira S. Balinas, 'English

- Teachers Classroom Assessment Practices’, *International Journal of Evaluation and Research in Education (IJERE)*, 5 (2016), 82–92.
- Sahinkarakas, Sehnaz, ‘The Role of Teaching Experience on Teachers’ Perceptions of Language Assessment’, *Procedia - Social and Behavioral Sciences*, 47 (2012), 1787–92.
- Seymen, Sezen, ‘Beliefs and Expectations of Student Teachers’ about Their Self and Role as Teacher During Teaching Practice Course’, *Procedia - Social and Behavioral Sciences*, 46 (2012), 1042–46.
- Skaza, H., K. J. Crippen, and K. R. Carroll, ‘Teachers’ Barriers to Introducing System Dynamics in K- 12 System Curriculum’, *System Dynamics Review*, 29 (2013), 157–69.
- Srikaew, Daruwan, Kamonwan Tangdhanakanond, and Sirichai Kanjanawasee, ‘Development of an English Speaking Skill Assessment Model for Grade 6 Students by Using Portofolio’, *Procedia - Social and Behavioral Sciences*, 191 (2015), 764–68.
- Tang, Xiaowei, Janet E. Coffey, Andy Elby, and Daniel M. Levin, ‘The Scientific Method and Scientific Inquiry: Tensions in Teaching and Learning’, *Science Education*, 94 (2009), 29–47.
- Wedman, J., and L. Diggs, ‘Identifying Barriers to Technology-Enhanced Learning Environments in Teacher Education’, *Computers in Human Behavior*, 17 (2001), 421–30.
- Weigle, S. C., ‘Teaching Writing Teachers about Assessment’, *Journal of Second Language Writing*, 16 (2007), 194–209.
- Wood, E., J. Mueller, T. Willoughby, J. Specht, and T. Deyoung, ‘Teachers’ Perceptions: Barriers and Supports to Using Technology in the Classroom’, *Education, Communication & Information*, 5 (2005), 183–206.
- Yastibas, Ahmet Erdost, and Gulsah Cinar Yastibas, ‘The Use of E-Portfolio-Based Assessment to Develop Students’ Self-

Regulated Learning in English Language Teaching', *Procedia - Social and Behavioral Sciences*, 176 (2015), 3–13.

Yeni-Palabiyik, Pınar, and A. Daloglu, 'Research Papers English Language Teachers' Implementation of Curriculum with Action-Oriented Approach in Turkish Primary Education Classrooms', *I-Manager's Journal on English Language Teaching*, 6 (2016), 45–57.

Zhussupova, Roza, and Meruyert Kazbekova, 'Metacognitive Strategies as Points in Teaching Reading Comprehension', *Procedia - Social and Behavioral Sciences*, 228 (2016), 593–600.

Zwane, Sifiso L., and Matome M. Malale, 'Investigating Barriers Teachers Face in the Implementation of Inclusive Education in High Schools in Gege Branch, Swaziland', *African Journal of Disability*, 7 (2018), 1–12.



## **RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : MTS. NEGERI 1 KOTA SEMARANG  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/1  
Materi Pokok : My Uncle Is a Zookeeper  
Alokasi Waktu : 6 x 40 menit

### **A. KOMPETENSI INTI**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), 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**

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.5. Menerapkan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya
- 4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsisosial, strukturteks, dan unsure kebahasaan yang benar dan sesuai konteks.

- **Indikator**



Terampil memahami, menyatakan, dan menanyakan teks lisan untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu



Terampil memahami, menyatakan, dan menanyakan teks tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu.

### C. TUJUAN PEMBELAJARAN

- Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu untuk memenuhi fungsi sosial
- Dalam hal menjelaskan, membanggakan, memuji, mengaguni, mengkritik, dsb. Menggunakan ungkapan dengan struktur teks yang runtut dengan unsure kebahasaan yang benar dan sesuai konteks, secarajujur, disiplin,percayadiri, bertanggungjawab, peduli, kerjasama, dan cinta damai (sikap, pengetahuan, keterampilan).

### D. MATERI PEMBELAJARAN

- Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu

- *Fungsi sosial*

✓

Menjelaskan, membanggakan, memuji, mengaguni, mengkritik, dsb.

- *Struktur teks*

✓

*There are only a few students left in school. Where are the others?; How many chairs are there in this classroom? A lot.; There is not much water in the dry season. So we have to save water.; It"s said that there very few monkeys in the zoo, and some are very thin.,dansemacamnya.*

- *Unsur kebahasaan*

✓

*Ungkapan dengan There ...*

✓

*Kosa kata: kata benda, Kata jumlah yang tidak tertentu: little, few, some, many, much, a lot (of).*

✓

*Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya*



*Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal*



*Ucapan, tekanan kata, intonasi,*



*Ejaan dan tanda baca*



*Tulisan tangan.*

- *Topik*



Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

### E. LANGKAH - LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan awal (10 menit)	1. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris " <i>Good morning, students</i> " agar <i>English Environment</i> dapat langsung tercipta. Setelah direspon, guru menanyakan keadaan siswa	2 menit
	2. Guru menanyakan kehadiran siswa dengan mengucapkan "Who is absent today?".	2 menit
	3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa.	3 menit
	4. Guru mengajak siswa untuk menebak tentang topik yang akan dipelajari	2menit
	5. Guru menekankan topik yang akan dipelajari yaitu tentang perkenalan diri	1 menit

<p>KegiatanInti (60 menit)</p>	<p><b>1. Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>• Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> </ul> <p><b>2. Menanya</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</li> </ul> <p><b>3. Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dari film, kaset, buku teks,</li> </ul>	<p>8X40 menit</p>
------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------

<ul style="list-style-type: none"> <li>• Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsure kebahasaan) interaksi menyebutkan dan menanyakan tentang (keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</li> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>4. Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajari tersebut di atas dengan yang ada</li> </ul>	<p>dsb.</p>	

<ul style="list-style-type: none"> <li>• di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsisosial dan unsure kebahasaan yang digunakan.</li> </ul> <p><b>5.</b></p> <ul style="list-style-type: none"> <li>• <b>Mengkomunikasikan</b></li> <li>• Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <p>Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsisosial dan unsure kebahasaan yang digunakan.</p> <p><b>Mengkomunikasikan</b></p> <p>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	
<p>Kegiatan Akhir (10 menit)</p>	<ol style="list-style-type: none"> <li>1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari</li> <li>2. Guru memberikan pekerjaan rumah kepada siswa</li> <li>3. Guru menginformasikan materi selanjutnya</li> </ol>	<p>5 menit</p>

## F. PENILAIAN

1. Teknik dan bentuk

Teknik : Tes Tulis

Bentuk: Uraian

2. Instrumen

A. Task One

What do the animal eat?



B. Task Two

What are your daily activities? Write them down here!

Time	Activities

3. Rubrik Penilaian :

REMARKS	SCORE
correct answer, correct grammar, correct spelling	5
correct answer, inappropriate grammar, correct spelling	4
correct answer, error grammar, correct spelling	3
correct answer, error grammar, error spelling	2
error answer, error grammar, error spelling	1
no answer	0

Semarang, 1 Juli 2019

Kepala Madrasah,

Guru Mata Pelajaran,

Drs. H. Asroni, M. Ag.  
NIP.196702021993031008

ZahrotunNisa', A.Md.  
NIP. 1968082919 94122004

## Rencana Pelaksanaan Pembelajaran

(RPP 3.1 / 4.1 (1))

Satuan Pendidikan : MTsN 1 Semarang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII (Tujuh)/I (Satu)  
Materi Pokok : Chapter I : Good Morning, How are you? - *Greetings*  
Alokasi Waktu : 3 x 2 JP (3 Pertemuan)

### A. Kompetensi Inti

- KI 1 Menanggapi dan mengamalkan ajaran agama yang dianutnya.
- KI 2 Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.
- KI 4 Mencoba, mengolah, dan menyaji berbagai hal 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 dari berbagai sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.	3.1.1 Melafalkan ungkapan sapaan dan responnya. 3.1.2 Mengidentifikasi struktur teks ungkapan sapaan dan responnya. 3.1.3 Mengidentifikasi struktur teks ungkapan sapaan dan responnya. 3.1.4 Mengidentifikasi fungsi sosial dari ungkapan sapaan dan responnya.
4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Menyusun kalimat acak yang mengandung ungkapan sapaan dan responnya secara tertulis. 4.1.2 Mengisi dialog rumpang tentang ungkapan sapaan dan responnya. 4.1.3 Mengisi ungkapan sapaan yang tepat sesuai dengan waktunya. 4.1.4 Mempresentasikan hasil diskusi siswa yang mengandung ungkapan sapaan dan responnya. 4.1.5 Membuat percakapan yang mengandung ungkapan sapaan

	<p>dan responnya secara tertulis.</p> <p>4.1.6 Membuat percakapan singkat yang mengandung ungkapan sapaan dan responnya sesuai dengan situasi yang diberikan guru.</p> <p>4.1.7 Mempresentasikan hasil diskusi siswa yang mengandung ungkapan sapaan serta responnya.</p> <p>4.1.8 Melakukan percakapan yang mengandung ungkapan sapaan.</p> <p>4.1.9 Melakukan role-play yang mengandung ungkapan sapaan</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### C. Tujuan Pembelajaran:

#### Pertemuan I :

Setelah mengikuti proses pembelajaran peserta didik dapat:

1. Peserta didik mampu melafalkan ungkapan sapaan dan responnya.
2. Peserta didik mampu mengidentifikasi struktur teks ungkapan untuk sapaan, serta responnya sesuai dengan konteks.
3. Peserta didik mampu menyusun kalimat rumpang tentang ungkapan sapaan dan responnya.
4. Peserta didik mampu mengisi dialog yang rumpang tentang ungkapan sapaan dan responnya.
5. Peserta didik mampu mempresentasikan hasil diskusi siswa yang mengandung ungkapan sapaan serta responnya.

#### Pertemuan II :

Setelah mengikuti proses pembelajaran peserta didik dapat:

1. Peserta didik mampu menuliskan ungkapan sapaan yang tepat dan sesuai dengan waktunya.
2. Peserta didik mampu mengidentifikasi unsur kebahasaan ungkapan sapaan dan responnya sesuai dengan konteks.
3. Peserta didik mampu membuat percakapan yang mengandung ungkapan sapaan dan responnya secara tertulis.
4. Peserta didik mampu melakukan percakapan yang mengandung ungkapan sapaan secara lisan.

#### Pertemuan III :

Setelah mengikuti proses pembelajaran peserta didik dapat:

1. Peserta didik mampu mengidentifikasi fungsi sosial ungkapan sapaan.
2. Peserta didik mampu membuat percakapan singkat yang mengandung ungkapan sapaan dan responnya sesuai dengan situasi yang diberikan guru.
3. Peserta didik melakukan role-play yang mengandung ungkapan sapaan.

## D. Materi Pembelajaran

### a. Materi Reguler

Tema :

Chapter I – Good morning. How are you?

Topik :

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.

Fungsi Sosial :

Melakukan hubungan interpersonal dengan guru dan teman, dengan menggunakan ungkapan sapaan, pamitan, terimakasih, permintaan maaf, dan responnya.

Struktur Teks :

Ungkapan Sapaan
<ul style="list-style-type: none"><li>○ Hello! Hi!</li><li>○ Good morning. Morning.</li><li>○ How are you? Fine, thank you. And you?</li><li>○ How's it going? Very well, thank you and how are you?</li><li>○ How's life? Very well, thank you.</li></ul>

Unsur Kebahasaan :

- a. Kosa kata dan tata bahasa baku
- b. Ucapan, tekanan kata, intonasi
- c. Ejaan dan tanda baca
- d. Tulisan tangan

### b. Materi Remidi

1. *Good morning. How are you?, Fine, thank you. And you?* dan semacamnya

### e. Materi Pengayaan

Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.

## E. Metode Pembelajaran

Pertemuan I : Scientific Approach

Pertemuan II : Scientific Approach

Pertemuan III : Scientific Approach

## F. Media, Alat, dan Sumber Pembelajaran

### 1. Media

- Video
- Power point slide
- Papan Tulis

### 2. Alat

- LCD
- Spidol
- Speaker

### 3. Bahan

- Model dialog tentang ekspresi *greetings*

### G. Sumber Pembelajaran

- Buku pelajaran siswa: When English Rings a Bell
- LKS siswa: English Framework Based on Curriculum 2013 For SMP VII<sup>A</sup>
- Sumber dari internet:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)
  - <http://learnenglish.britishcouncil.org/en/>

### H. Langkah-langkah Kegiatan Pembelajaran

#### Pertemuan 1 (Pertama) (2 Jam Pelajaran/80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"><li>○ Guru memberi salam (<i>greeting</i>);</li><li>○ Guru memeriksa kehadiran siswa;</li><li>○ Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</li><li>○ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;</li><li>○ Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</li><li>○ Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</li><li>○ Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</li></ul>	10 menit
Inti	<p><b>Scientific Approach</b></p> <p><b>Langkah 1. Mengamati</b></p> <ul style="list-style-type: none"><li>○ Siswa mengamati contoh ungkapan untuk menyapa orang.</li><li>○ Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk menyapa orang, seperti: <i>Good morning, good afternoon, good evening, good night, How are you?</i></li><li>○ Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk merespon sapaan, seperti: <i>Good morning, good afternoon, good evening, good night, I'm fine, thank you</i></li></ul> <p><b>Langkah 2. Merumuskan Pertanyaan atau Hipotesis</b></p> <ul style="list-style-type: none"><li>○ Siswa mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.</li></ul> <p><b>Langkah 3. Mengeksplorasi</b></p> <ul style="list-style-type: none"><li>○ Siswa dapat membedakan struktur teks ungkapan sapaan dan responnya.</li></ul> <p><b>Langkah 4. Mengasosiasi</b></p> <ul style="list-style-type: none"><li>○ Siswa membentuk kelompok yang beranggotakan 4 (orang).</li><li>○ Siswa menerima pembagian contoh teks dialog yang</li></ul>	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<p>mengandung ungkapan sapaan dan responnya</p> <ul style="list-style-type: none"> <li>○ Siswa menggaris bawahi ungkapan sapaan yang terdapat dalam teks yang disediakan oleh guru secara berkelompok.</li> <li>○ Siswa menyusun ungkapan yang disusun secara acak menjadi ungkapan sapaan yang benar secara berkelompok.</li> <li>○ Siswa melengkapi dialog rumpang dengan ungkapan sapaan lainnya secara berkelompok.</li> </ul> <p><b>Langkah 5. Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>○ Setiap kelompok maju ke depan kelas untuk mempresentasikan hasil diskusi dan temuan mereka tentang ungkapan sapaan.</li> <li>○ Guru memberikan umpan balik terhadap pemahaman konsep siswa tentang materi yang sedang dipelajari.</li> </ul> <p><b>Langkah 6. Refleksi</b></p> <ul style="list-style-type: none"> <li>○ Peserta didik melakukan reflesi, resume dan membuat kesimpulan secara lengkap, komprehensif dan dibantu guru dari materi yang telah dipelajari terkait <i>greeting and its responses</i></li> <li>○ Guru memberikan apresiasi atas partisipasi semua peserta didik</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>○ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>○ Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>○ Guru memberikan tugas yang terdapat pada LKS siswa.</li> <li>○ Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>○ Peserta didik dan guru mengucapkan salam perpisahan.</li> </ul>	10 menit
<p><b>Penugasan:</b></p> <p><i>A. Identify the expression of greetings and its responses!</i></p> <p>A : <u>Good morning, Budi. How are you today?</u></p> <p>B : <u>Good morning. I'm fine thank you. and you?</u></p> <p>A : I'm fine too thank you.</p> <p><i>B. Arrange the jumbled to be a good expressions!</i></p> <ol style="list-style-type: none"> <li>1. you – fine – I'm – thank – (.)</li> <li>2. are – you – How – doing – (?)</li> </ol> <p><i>C. Fill the dialog below using greeting expressions!</i></p> <p>Shane : Hi, Kelly. (8) .....</p> <p>Kelly : (9) ..... Good afternoon.</p> <p>Shane : (10) .....</p> <p>Shane : I'm very well, thank you. (11) .....</p> <p>Kelly : I'm not feeling well.</p>		

**Pertemuan II (Kedua) (2 Jam Pelajaran/80 menit)**

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>○ Guru memberi salam (<i>greeting</i>);</li> <li>○ Guru memeriksa kehadiran siswa;</li> <li>○ Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</li> <li>○ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan</li> </ul>	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<p>contoh dan perbandingan lokal, nasional dan internasional;</p> <ul style="list-style-type: none"> <li>○ Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</li> <li>○ Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</li> <li>○ Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</li> </ul>	
Inti	<p><b>Scientific Approach</b></p> <p><b>Langkah 1. Mengamati</b></p> <ul style="list-style-type: none"> <li>○ Siswa mengamati contoh ungkapan untuk menyapa orang.</li> <li>○ Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk menyapa orang, seperti: <i>Good morning, good afternoon, good evening, good night, How are you?</i></li> <li>○ Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk merespon sapaan, seperti: <i>Good morning, good afternoon, good evening, good night, I'm fine, thank you</i></li> </ul> <p><b>Langkah 2. Merumuskan Pertanyaan atau Hipotesis</b></p> <ul style="list-style-type: none"> <li>○ Siswa mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.</li> </ul> <p><b>Langkah 3. Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>○ Siswa dapat membedakan unsur kebahasaan dari ungkapan sapaan dan responnya.</li> </ul> <p><b>Langkah 4. Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>○ Siswa membentuk kelompok yang beranggotakan 2 (orang).</li> <li>○ Siswa diminta menuliskan ungkapan sapaan yang tepat dan sesuai dengan waktunya.</li> <li>○ Secara berpasangan siswa membuat percakapan (dialog) yang mengandung ungkapan sapaan dan responnya secara tertulis.</li> <li>○ Siswa diminta menggarisbawahi ungkapan sapaan yang mereka gunakan dalam dialog yang mereka buat.</li> </ul> <p><b>Langkah 5. Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>○ Secara berpasangan siswa maju ke depan untuk melakukan percakapan yang telah dibuat.</li> <li>○ Guru memberikan umpan balik terhadap pemahaman konsep siswa tentang materi yang sedang dipelajari.</li> </ul> <p><b>Langkah 6. Refleksi</b></p> <ul style="list-style-type: none"> <li>○ Peserta didik melakukan reflesi, resume dan membuat kesimpulan secara lengkap, komprehensif dan dibantu guru dari materi yang telah dipelajari terkait <i>greeting and its responses</i></li> <li>○ Guru memberikan apresiasi atas partisipasi semua peserta</li> </ul>	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	didik	
Penutup	<ul style="list-style-type: none"> <li>○ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>○ Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>○ Guru memberikan tugas yang terdapat pada LKS siswa.</li> <li>○ Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>○ Peserta didik dan guru mengucapkan salam perpisahan.</li> </ul>	10 menit
<b>Penugasan:</b> Works Individual Students fill the column with the correct greetings expressions depends on the time given.		
<b>No.</b>	<b>Time</b>	<b>What will you say?</b>
1.	06.00	Good morning
2.	13.00	.....
3.	19.00	.....
Work in pairs <ul style="list-style-type: none"> <li>○ Make a short conversation using greeting expressions (free topic)</li> <li>○ Practice the dialogue that have you made.</li> </ul>		

### Pertemuan III (Ketiga) (2 Jam Pelajaran/80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>○ Guru memberi salam (<i>greeting</i>);</li> <li>○ Guru memeriksa kehadiran siswa;</li> <li>○ Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</li> <li>○ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;</li> <li>○ Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</li> <li>○ Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</li> <li>○ Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</li> </ul>	10 menit
Inti	<p><b>Scientific Approach</b></p> <p><b>Langkah 1. Mengamati</b></p> <ul style="list-style-type: none"> <li>○ Siswa mengamati contoh ungkapan untuk menyapa orang.</li> <li>○ Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk menyapa orang, seperti: <i>Good morning, good afternoon, good evening, good night, How are you?</i></li> <li>○ Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk merespon sapaan, seperti: <i>Good morning, good afternoon, good evening, good night,</i></li> </ul>	60 menit



Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<p>I'm fine, thank you</p> <p><b>Langkah 2. Merumuskan Pertanyaan atau Hipotesis</b></p> <ul style="list-style-type: none"> <li>○ Siswa mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.</li> </ul> <p><b>Langkah 3. Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>○ Siswa dapat membedakan fungsi sosial dari ungkapan sapaan dan responnya.</li> </ul> <p><b>Langkah 4. Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>○ Siswa membentuk kelompok yang beranggotakan 2 (orang).</li> <li>○ Secara berpasangan siswa membuat percakapan (dialog) yang mengandung ungkapan sapaan dan responnya secara tertulis dengan situasi yang diberikan guru.</li> <li>○ Siswa diminta menggarisbawahi ungkapan sapaan yang mereka gunakan dalam dialog yang mereka buat.</li> </ul> <p><b>Langkah 5. Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>○ Secara berpasangan siswa maju ke depan untuk melakukan role-play sesuai dengan dialog yang telah dibuat.</li> <li>○ Guru memberikan umpan balik terhadap pemahaman konsep siswa tentang materi yang sedang dipelajari.</li> </ul> <p><b>Langkah 6. Refleksi</b></p> <ul style="list-style-type: none"> <li>○ Peserta didik melakukan reflesi, resume dan membuat kesimpulan secara lengkap, komprehensif dan dibantu guru dari materi yang telah dipelajari terkait <i>greeting and its responses</i></li> <li>○ Guru memberikan apresiasi atas partisipasi semua peserta didik</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>○ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>○ Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>○ Guru memberikan tugas yang terdapat pada LKS siswa.</li> <li>○ Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>○ Peserta didik dan guru mengucapkan salam perpisahan.</li> </ul>	10 menit
<p><b>Penugasan:</b> Work in pairs</p> <p>Make a dialogue using greeting expressions based on the situation below!</p> <p><b>Situations :</b></p> <p>A : Toni is your new neighbour. You greet him and he responses nicely.</p> <p>B : Diana will go to the market at 17.00 p.m. You meet her at the street. You greet her and she responses nicely</p> <p>C : Joko and Dini accidently meets on the street at 12.00 p.m. They greet each others.</p> <p>D :You meet your friend at 6.30 a.m. You have to say hello first, ask and answer his/her question.</p> <p>E : Aldi wants to go to bed. He greets to her mother to go to his bedroom.</p> <p><b>Example:</b></p> <p>D : You meet your friend at 6.30 a.m. You have to say hello first, ask and answer his/her question.</p> <p style="padding-left: 40px;">Melly : Hello, Timi! Good morning.</p> <p style="padding-left: 40px;">Timi : Hi, Melly. Good morning. How are you doing?</p>		

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<p>Melly : I'm fine thank you. How about you?            Timi : I'm fine too. By the way, where do you want to go?            Melly : I want to go to Alfa Mart. And you?            Timi : I just want to go to my grandma's house.            Melly : Oh, I see.</p> <p>Please practice the conversation that you have made with your partner in front of the class!</p>	

## I. Penilaian

### 1. Teknik Penilaian

#### a. Sikap spiritual

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Observasi	Lembar Observasi (Catatan Jurnal)	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (assessment for and of learning)

#### b. Sikap sosial

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Observasi	Lembar Observasi (Catatan Jurnal)	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (assessment for and of learning)
2.	Penilaian Diri	Lembar Observasi (Catatan Jurnal)	Terlampir	Saat pembelajaran usai	Penilaian sebagai pembelajaran (assessment as learning)
3.	Penilaian antar teman	Lembar Observasi (Catatan Jurnal)	Terlampir	Saat pembelajaran usai	Penilaian sebagai pembelajaran (assessment as learning)

#### c. Pengetahuan

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Tes Tulis	Menggaris bawahi, isian, dan/atau lainnya	Terlampir	Saat pembelajaran usai	Penilaian untuk pembelajaran (assessment for learning) dan sebagai pembelajaran (assessment as learning)

d. Keterampilan

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Portofolio	1. Tes Tulis (Membuat dialog) 2. Tes Lisan (Melakukan percakapan)	1. Make a dialogue about greeting expressions!  2. Practice a dialogue that you have made!	Selama KBM berlangsung	Penilaian untuk, sebagai, dan/atau pencapaian pembelajaran (assessment for, as, and of learning)

**1. Pembelajaran Remedial**

- a. Bentuk program pembelajarn remedial
  - Jika peserta 50 % dilakukan dengan pembelajaran ulang.
  - Jika peserta 20 % - 49% dilakukan dengan pemberian tugas kelompok
  - Jika peserta kurang dari 20% dilakukan bimbingan secara khusus.
- b. Tes ulang
- c. Pembelajaran remedial dan tes ulang dilaksanakan diluar jam tatap muka.

**2. Pembelajaran Pengayaan**

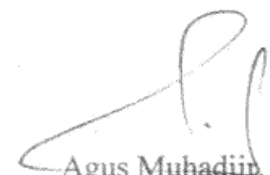
- a. Melakukan identifikasi kemampuan belajar peserta didik dengan pengamatan
- b. Pelaksanaan pembelajaran pengayaan dengan kegiatan penugasan untuk menambah nilai peserta didik.

Semarang, Juli 2019

Mengetahui,  
Kepala Madrasah

  
Drs. H. Astroni, M.Ag  
NIP. 196702021993031008

Guru Mata Pelajaran

  
Agus Muhadjir, S.Pd  
NIP. 197008311998031002

## Rencana Pelaksanaan Pembelajaran

(RPP 3.1 / 4.1 (2))

Satuan Pendidikan : MTsN 1 Semarang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII (Tujuh)/I (Satu)  
Materi Pokok : Chapter I : Good Morning, How are you? – *Leave Taking*  
Alokasi Waktu : 3 x 2 JP (3 Pertemuan)

### A. Kompetensi Inti

- KI 1 Menanggapi dan mengamalkan ajaran agama yang dianutnya.
- KI 2 Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.
- KI 4 Mencoba, mengolah, dan menyaji berbagai hal 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 dari berbagai sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan pamitan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.	3.1.1 Melafalkan ungkapan pamitan dan responnya.
	3.1.2 Mengidentifikasi struktur teks ungkapan pamitan dan responnya.
	3.1.3 Mengidentifikasi unsur kebahasaan ungkapan pamitan dan responnya.
	3.1.4 Mengidentifikasi fungsi sosial ungkapan pamitan dan responnya.
4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon pamitan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Menyusun kalimat acak yang mengandung ungkapan pamitan dan responnya secara tertulis.
	4.1.3 Mengisi dialog yang rumpang tentang ungkapan pamitan dan responnya.
	4.1.4 Mempresentasikan hasil diskusi siswa yang mengandung ungkapan pamitan dan responnya.
	4.1.5 Membuat percakapan yang mengandung ungkapan pamitan dan responnya secara tertulis.

	4.1.6 Membuat percakapan singkat yang mengandung ungkapan pamitan dan responnya sesuai dengan situasi yang diberikan guru.
	4.1.7 Mempresentasikan hasil diskusi siswa yang mengandung ungkapan pamitan serta responnya.
	4.1.8 Melakukan percakapan yang mengandung ungkapan pamitan.
	4.1.9 Melakukan role-play yang mengandung ungkapan pamitan

### C. Tujuan Pembelajaran:

#### Pertemuan I :

Setelah mengikuti proses pembelajaran peserta didik dapat:

1. Peserta didik mampu melafalkan ungkapan pamitan dan responnya.
2. Peserta didik mampu mengidentifikasi struktur teks ungkapan untuk pamitan, serta responnya sesuai dengan konteks.
3. Peserta didik mampu menyusun kata acak tentang ungkapan pamitan dan responnya.
4. Peserta didik mampu mengisi dialog yang rumpang tentang ungkapan pamitan dan responnya.
5. Peserta didik mampu mempresentasikan hasil diskusi siswa yang mengandung ungkapan pamitan serta responnya.

#### Pertemuan II :

Setelah mengikuti proses pembelajaran peserta didik dapat:

1. Peserta didik mampu menuliskan ungkapan pamitan yang tepat dan sesuai dengan waktunya.
2. Peserta didik mampu mengidentifikasi unsur kebahasaan ungkapan pamitan dan responnya sesuai dengan konteks.
3. Peserta didik mampu membuat percakapan yang mengandung ungkapan pamitan dan responnya secara tertulis.
4. Peserta didik mampu melakukan percakapan yang mengandung ungkapan pamitan secara lisan.

#### Pertemuan III :

Setelah mengikuti proses pembelajaran peserta didik dapat:

1. Peserta didik mampu mengidentifikasi fungsi sosial ungkapan pamitan.

2. Peserta didik mampu membuat percakapan singkat yang mengandung ungkapan pamitan dan responnya sesuai dengan situasi yang diberikan guru.
3. Peserta didik melakukan role-play yang mengandung ungkapan pamitan.

#### D. Materi Pembelajaran

##### a. Materi Reguler

Tema :

Chapter I – Good morning. How are you?

Topik :

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.

Fungsi Sosial :

Melakukan hubungan interpersonal dengan guru dan teman, dengan menggunakan ungkapan pamitan, pamitan, terimakasih, permintaan maaf, dan responnya.

Struktur Teks :

Ungkapan Pamitan
<ul style="list-style-type: none"> <li>○ Goodbye. Bye-bye</li> <li>○ Ok then ... See you.</li> <li>○ I've got to go now. See you soon. Ok!</li> <li>○ So, I'll see you next week. Ok, bye.</li> <li>○ Well, it's time for me to leave. See you later and take care.</li> </ul>

Unsur Kebahasaan :

- a. Kosa kata dan tata bahasa baku
- b. Ucapan, tekanan kata, intonasi
- c. Ejaan dan tanda baca
- d. Tulisan tangan

##### b. Materi Remidi

1. *Good bye, See you, Nice to meet you, I'm glad to see you, Bye, See you tomorrow, See you later, I must go, I have to go, dan semacamnya*

##### c. Materi Pengayaan

Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.

#### E. Metode Pembelajaran

Pertemuan I : Scientific Approach

Pertemuan II : Scientific Approach

Pertemuan III : Scientific Approach

#### F. Media, Alat, dan Sumber Pembelajaran

##### 1. Media

- Video
- Power point slide
- Papan Tulis

## 2. Alat

- LCD
- Spidol
- Speaker

## 3. Bahan

- Model dialog tentang ekspresi *leave taking*

## G. Sumber Pembelajaran

- Buku pelajaran siswa: *When English Rings a Bell*
- LKS siswa: *English Framework Based on Curriculum 2013 For SMP VII<sup>A</sup>*
- Sumber dari internet:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)
  - <http://learnenglish.britishcouncil.org/en/>

## H. Langkah-langkah Kegiatan Pembelajaran

### Pertemuan 1 (Pertama) (2 Jam Pelajaran/80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"><li>○ Guru memberi salam (<i>greeting</i>);</li><li>○ Guru memeriksa kehadiran siswa;</li><li>○ Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</li><li>○ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;</li><li>○ Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</li><li>○ Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</li><li>○ Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</li></ul>	10 menit
Inti	<p><b>Scientific Approach</b></p> <p><b>Langkah 1. Mengamati</b></p> <ul style="list-style-type: none"><li>○ Siswa mengamati contoh ungkapan untuk berpamitan orang.</li><li>○ Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk berpamitan orang, seperti: <i>Good bye, See you, Nice to meet you, I'm glad to see you, Bye, See you tomorrow, See you later, I must go, I have to go</i>, dan sebagainya.</li><li>○ Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk merespon pamitan, seperti: <i>Good bye, See you, Nice to meet you, I'm glad to see you, Bye, See you tomorrow, See you later, I must go, I have to go</i>, dan sebagainya.</li></ul> <p><b>Langkah 2. Merumuskan Pertanyaan atau Hipotesis</b></p>	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<ul style="list-style-type: none"> <li>○ Siswa mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.</li> </ul> <p><b>Langkah 3. Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>○ Siswa dapat membedakan struktur teks ungkapan pamitan dan responnya.</li> </ul> <p><b>Langkah 4. Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>○ Siswa membentuk kelompok yang beranggotakan 4 (orang).</li> <li>○ Siswa menerima pembagian contoh teks dialog yang mengandung ungkapan pamitan dan responnya</li> <li>○ Siswa menggaris bawahi ungkapan pamitan yang terdapat dalam teks yang disediakan oleh guru secara berkelompok.</li> <li>○ Siswa menyusun ungkapan yang disusun secara acak menjadi ungkapan pamitan yang benar secara berkelompok.</li> <li>○ Siswa melengkapi dialog rumpang dengan ungkapan pamitan lainnya secara berkelompok.</li> </ul> <p><b>Langkah 5. Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>○ Setiap kelompok maju ke depan kelas untuk mempresentasikan hasil diskusi dan temuan mereka tentang ungkapan pamitan.</li> <li>○ Guru memberikan umpan balik terhadap pemahaman konsep siswa tentang materi yang sedang dipelajari.</li> </ul> <p><b>Langkah 6. Refleksi</b></p> <ul style="list-style-type: none"> <li>○ Peserta didik melakukan reflesi, resume dan membuat kesimpulan secara lengkap, komprehensif dan dibantu guru dari materi yang telah dipelajari terkait <i>leave taking and its responses</i></li> <li>○ Guru memberikan apresiasi atas partisipasi semua peserta didik</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>○ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>○ Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>○ Guru memberikan tugas yang terdapat pada LKS siswa.</li> <li>○ Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>○ Peserta didik dan guru mengucapkan salam perpisahan.</li> </ul>	10 menit
<p><b>Penugasan:</b></p> <p><i>A. Identify the expression of leave taking and its responses!</i></p> <p>Dino : Oh, I see. You look so in a hurry. What happen to you?  Tian : Yes, I have to go there in a hurry. Sorry, I need to go now. I'll tell you later.  See you.  Dino : Ok, see you too. Good bye.  Tian : Bye.</p> <p><i>B. Arrange the jumbled to be a good expressions!</i></p> <p>1. have – a – Bye – day – (,) – good – (!)</p>		



Kegiatan	Deskripsi Kegiatan	Alokasi waktu
2.	to – you – see – Good – again – (!)  C. Fill the dialog below using leave taking expressions! Mr. Andie : Well, Danang. I'm sorry, I have to go now because I have to pick up my son. Pleased to meet you. See You later. Danang : (1) ....., (2)..... Sir.	

**Pertemuan II (Kedua) (2 Jam Pelajaran/80 menit)**

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>○ Guru memberi salam (<i>greeting</i>);</li> <li>○ Guru memeriksa kehadiran siswa;</li> <li>○ Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</li> <li>○ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;</li> <li>○ Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</li> <li>○ Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</li> <li>○ Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</li> </ul>	10 menit
Inti	<p><b>Scientific Approach</b></p> <p><b>Langkah 1. Mengamati</b></p> <ul style="list-style-type: none"> <li>○ Siswa mengamati contoh ungkapan untuk berpamitan orang.</li> <li>○ Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk berpamitan orang, seperti: <i>Good bye, See you, Nice to meet you, I'm glad to see you, Bye, See you tomorrow, See you later, I must go, I have to go</i>, dan sebagainya.</li> <li>○ Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk merespon pamitan, seperti: <i>Good bye, See you, Nice to meet you, I'm glad to see you, Bye, See you tomorrow, See you later, I must go, I have to go</i>, dan sebagainya.</li> </ul> <p><b>Langkah 2. Merumuskan Pertanyaan atau Hipotesis</b></p> <ul style="list-style-type: none"> <li>○ Siswa mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.</li> </ul> <p><b>Langkah 3. Mengeksplorasi</b></p>	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<ul style="list-style-type: none"> <li>○ Siswa dapat membedakan unsur kebahasaan dari ungkapan pamitan dan responnya.</li> </ul> <p><b>Langkah 4. Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>○ Siswa membentuk kelompok yang beranggotakan 2 (orang).</li> <li>○ Siswa diminta menuliskan ungkapan pamitan yang tepat dan sesuai dengan waktunya.</li> <li>○ Secara berpasangan siswa membuat percakapan (dialog) yang mengandung ungkapan pamitan dan responnya secara tertulis.</li> <li>○ Siswa diminta menggarisbawahi ungkapan pamitan yang mereka gunakan dalam dialog yang mereka buat.</li> </ul> <p><b>Langkah 5. Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>○ Secara berpasangan siswa maju ke depan untuk melakukan percakapan yang telah dibuat.</li> <li>○ Guru memberikan umpan balik terhadap pemahaman konsep siswa tentang materi yang sedang dipelajari.</li> </ul> <p><b>Langkah 6. Refleksi</b></p> <ul style="list-style-type: none"> <li>○ Peserta didik melakukan reflesi, resume dan membuat kesimpulan secara lengkap, komprehensif dan dibantu guru dari materi yang telah dipelajari terkait <i>leave taking and its responses</i></li> <li>○ Guru memberikan apresiasi atas partisipasi semua peserta didik</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>○ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>○ Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>○ Guru memberikan tugas yang terdapat pada LKS siswa.</li> <li>○ Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>○ Peserta didik dan guru mengucapkan salam perpisahan.</li> </ul>	10 menit
<p><b>Penugasan:</b> Work in pairs</p> <ul style="list-style-type: none"> <li>○ Make a short conversation using leave taking expressions (free topic)</li> <li>○ Practice the dialogue that have you made.</li> </ul>		

### Pertemuan III (Ketiga) (2 Jam Pelajaran/80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>○ Guru memberi salam (<i>greeting</i>);</li> <li>○ Guru memeriksa kehadiran siswa;</li> <li>○ Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</li> <li>○ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan</li> </ul>	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<p>internasional;</p> <ul style="list-style-type: none"> <li>○ Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</li> <li>○ Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</li> <li>○ Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</li> </ul>	
Inti	<p><b>Scientific Approach</b></p> <p><b>Langkah 1. Mengamati</b></p> <ul style="list-style-type: none"> <li>○ Siswa mengamati contoh ungkapan untuk berpamitan orang.</li> <li>○ Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk berpamitan orang, seperti: <i>Good bye, See you, Nice to meet you, I'm glad to see you, Bye, See you tomorrow, See you later, I must go, I have to go</i>, dan sebagainya.</li> <li>○ Siswa berlatih mengucapkan (menirukan) ungkapan-ungkapan yang digunakan untuk merespon pamitan, seperti: <i>Good bye, See you, Nice to meet you, I'm glad to see you, Bye, See you tomorrow, See you later, I must go, I have to go</i>, dan sebagainya.</li> </ul> <p><b>Langkah 2. Merumuskan Pertanyaan atau Hipotesis</b></p> <ul style="list-style-type: none"> <li>○ Siswa mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.</li> </ul> <p><b>Langkah 3. Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>○ Siswa dapat membedakan fungsi sosial dari ungkapan pamitan dan responnya.</li> </ul> <p><b>Langkah 4. Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>○ Siswa membentuk kelompok yang beranggotakan 2 (orang).</li> <li>○ Secara berpasangan siswa membuat percakapan (dialog) yang mengandung ungkapan pamitan dan responnya secara tertulis dengan situasi yang diberikan guru.</li> <li>○ Siswa diminta menggarisbawahi ungkapan pamitan yang mereka gunakan dalam dialog yang mereka buat.</li> </ul> <p><b>Langkah 5. Mengomunikasikan</b></p>	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	didik	
Penutup	<ul style="list-style-type: none"> <li>o Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>o Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>o Guru memberikan tugas yang terdapat pada LKS siswa.</li> <li>o Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>o Peserta didik dan guru mengucapkan salam perpisahan.</li> </ul>	10 menit

**Penugasan:**

Work in pairs

Make a dialogue using leave taking expressions based on the situation below!

Situations :

A : You have a bussiness so you say to your friends that you must go.

B : Joko meets joni in the canteen. Joko says good bye to Joni because he has a class.

C : You meets Dayu. You say see you to Dayu because she has an English exam.

Please practice the conversation that you have made with your partner in front of the class!

**I. Penilaian**

**1. Teknik Penilaian**

**a. Sikap spiritual**

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Observasi	Lembar Observasi (Catatan Jurnal)	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (assessment for and of learning)

**b. Sikap sosial**

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Observasi	Lembar Observasi (Catatan Jurnal)	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (assessment for and of learning)
2.	Penilaian Diri	Lembar Observasi (Catatan Jurnal)	Terlampir	Saat pembelajaran usai	Penilaian sebagai pembelajaran (assessment as learning)
3.	Penilaian antar teman	Lembar Observasi (Catatan Jurnal)	Terlampir	Saat pembelajaran usai	Penilaian sebagai pembelajaran (assessment as learning)

**c. Pengetahuan**

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Tes Tulis	Menggaris bawah,	Terlampir	Saat pembelajaran	Penilaian untuk pembelajaran

		isian, dan/atau lainnya		usai	(assessment for learning) dan sebagai pembelajaran (assessment as learning)
--	--	-------------------------	--	------	-----------------------------------------------------------------------------

d. Keterampilan

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Portofolio	1. Tes Tulis (Membuat dialog) 2. Tes Lisan (Melakukan percakapan)	1. Make a dialogue about greeting expressions!  2. Practice a dialogue that you have made!	Selama KBM berlangsung	Penilaian untuk, sebagai, dan/atau pencapaian pembelajaran (assessment for, as, and of learning)

**1. Pembelajaran Remedial**

- a. Bentuk program pembelajarn remedial
  - Jika peserta 50 % dilakukan dengan pembelajaran ulang.
  - Jika peserta 20 % - 49% dilakukan dengan pemberian tugas kelompok
  - Jika peserta kurang dari 20% dilakukan bimbingan secara khusus.
- b. Tes ulang
- c. Pembelajaran remedial dan tes ulang dilaksanakan diluar jam tatap muka.

**2. Pembelajaran Pengayaan**

- a. Melakukan identifikasi kemampuan belajar peserta didik dengan pengamatan
- b. Pelaksanaan pembelajaran pengayaan dengan kegiatan penugasan untuk menambah nilai peserta didik.

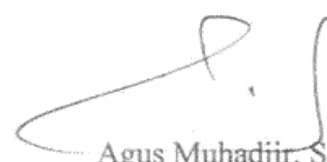
Semarang, Juli 2019

Mengetahui,  
Kepala Madrasah



Drs. H. Astroni, M.Ag  
NIP. 196702021993031008

Guru Mata Pelajaran



Agus Muhadjir, S.Pd  
NIP. 197008311998031002

**A. Choose the correct answer to complete the dialogue below!**

1. Jack : Hi, Billy!

Billy : Hello, Jack! ...

Jack : I'm very well, Bill.

A. Good morning!

C. Nice to meet you.

B. Hi, Bill!

D. How are you today?

2. Regina : How's life, Rista?

Rista : I'm fine, thank you. ...

Regina : I'm not feeling well, Ris.

A. And you?

C. Hi, Rista!

B. Hello, Regina!

D. Nice to see you.

3. Mr. Charles : How do you do?

Landy : ...

A. How do you do.

C. Nice to meet you.

B. I am fine.

D. Good morning too.

4. Ari : ...

Iva : Nice to meet you too.

A. Good morning!

C. Nice to meet you.

B. Hi, Iva!

D. How are you today?

5. Jerry : By the way, I have something to do now. ...

Terry : See you too.

A. Bye.

C. Have a good day!

B. Goodbye.

D. See you tomorrow, Ter.

*Answer Key:*

1. D. How are you today?

2. A. And you?

3. A. How do you do.

4. C. Nice to meet you

5. D. See you tomorrow, Ter.

## Silabus

Satuan Pendidikan : MTs N 1 Semarang  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VII/Gasal  
 Tahun Pelajaran : 2019/2020

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>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 menanggapi, sesuai dengan konteks penggunaannya</p> <p>3.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.</li> <li>• Struktur teks                         <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan                         <ul style="list-style-type: none"> <li>- Ungkapan-ungkapan yang lazim digunakan</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> <li>Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta</li> </ul>	<p>3.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru.</p> <p>3.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal.</p> <p>4.1.1 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh dari teks interaksi interpersonal.</p> <p>4.1.2 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh dari teks interaksi interpersonal.</p> <p>4.1.3 Mendeskripsikan secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal</p>	<ul style="list-style-type: none"> <li>• Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar.</li> <li>• Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>• Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>• Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.</li> <li>• Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>• Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>	<p>12 JP</p>	<ul style="list-style-type: none"> <li>• Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</li> <li>• Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</li> </ul>	<ul style="list-style-type: none"> <li>• Tes Tertul</li> <li>• Tes Lisan</li> <li>• Proyek, pengamat Portofolio unjuk kerj</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	maaf yang dapat menumbuhkan perilaku yang termuat di KI	4.1.4 Menulis deskripsi pendek dan sederhana dengan meminta dan memberi informasi terkait dengan teks interaksi interpersonal			dan Kebudayaan.	
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)	<ul style="list-style-type: none"> <li>Fungsi sosial Berkenalan, memperkenalkan sendiri/orang lain.</li> <li>Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di duga)</li> </ul> </li> <li>Unsur kebahasaan <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> <li>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></li> <li>- Kata ganti possessive <i>my, your, his, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik</li> </ul>	<p>3.2.1 Mengidentifikasi ungkapan yang digunakan untuk memperkenalkan jati diri</p> <p>3.2.2 Mengidentifikasi fungsi social teks lisan dan tulis untuk memperkenalkan jati diri</p> <p>3.2.3 Mengidentifikasi ungkapan yang digunakan untuk menyatakan Hobi dan kegemaran</p> <p>3.2.4 Mengidentifikasi ungkapan untuk menyatakan Anggota keluarga</p> <p>4.2.1 Melakukan percakapan interpersonal untuk meminta dan member informasi terkait jati diri, hobi, kegemaran dan anggota keluarga kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri</p>	<ul style="list-style-type: none"> <li>Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi ungkapan-ungkapan penting</li> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal</li> <li>Memaparkan jati dirinya yang sebenarnya.</li> <li>Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</li> <li>Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</li> </ul>	<ul style="list-style-type: none"> <li>Tes Tertul</li> <li>Tes Lisan</li> <li>Proyek, pengamat Portofolio unjuk kerj</li> </ul>
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks						



Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menimbulkan perilaku yang termuat di KI</p> <ul style="list-style-type: none"> <li>Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/peristiwa/kegiatan</li> <li>Struktur teks <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>Unsur kebahasaan <ul style="list-style-type: none"> <li>Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> <li>Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i></li> <li>Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, 31st, of May</i></li> <li>Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i></li> </ul> </li> </ul>	<p>3.3.1 Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama hari, waktu, tanggal bulan dan tahun dalam bahasa Inggris</p> <p>3.3.2 Memahami penggunaan cardinal number dan ordinal number</p> <p>4.3.1 Melakukan tindak tutur menyebutkan nama-nama bulan dengan percaya diri</p>	<ul style="list-style-type: none"> <li>Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> <li>Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu.</li> <li>Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan</li> <li>Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar</li> <li>Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang</li> </ul>	20 JP	<ul style="list-style-type: none"> <li>Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</li> <li>Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</li> </ul>	<ul style="list-style-type: none"> <li>Tes Tertuli</li> <li>Tes Lisan</li> <li>Proyek, pengamatan Portofolio unjuk kerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	<ul style="list-style-type: none"> <li>- Waktu (tulis): 01:00; 02:15; 06:50; 08:15</li> <li>- Artikel the untuk menyebutkan waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i></li> <li>- Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>)</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>		<p>diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah</p> <ul style="list-style-type: none"> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
<p>3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar</li> </ul> </li> </ul>	<p>3.4.1 Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari</p> <p>3.4.2 Memahami penggunaan plural dan singular</p> <p>4.4.1 Melakukan tindak tutur menyebutkan</p>	<ul style="list-style-type: none"> <li>• Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>• Menyimak dan menirukan guru dan menanyakan dan</li> </ul>	20 JP	<ul style="list-style-type: none"> <li>• Kementerian Pendidikan dan Kebudayaan, 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian</li> </ul>	<ul style="list-style-type: none"> <li>• Tes Tertul</li> <li>• Tes Lisan</li> <li>• Proyek, pengamat</li> <li>• Portofolio unjuk kerj</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>kosa kata terkait article a dan the, plural dan singular)</p> <p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dugaan)</p> <ul style="list-style-type: none"> <li>• Unsur kebahasaan</li> <li>- Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik</li> <li>- Penyebutan benda dengan <i>a, the</i>, bentuk jamak (<i>-s</i>)</li> <li>- Penggunaan kata penunjuk <i>this, that, these, those ...</i></li> <li>- Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik</li> <li>Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>		<ul style="list-style-type: none"> <li>• menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>• Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah</li> <li>• Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang</li> <li>• Bertanya jawab tentang beberapa bangunan dan benda-benda di binatang-binatang di dalam dan sekitarnya</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		Pendidikan dan Kebudayaan. <ul style="list-style-type: none"> <li>• Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</li> </ul>	

## Interview Transcript with The English Teacher A

Day/ Date : Tuesday, December 10, 2019  
Location : Teachers' office  
Time : 02.00-03.00 p.m  
Informant : Mrs. Zahrotun Nisa, A.Md  
Code : IT-01

1. Apa yang Ibu guru pahami tentang pembelajaran Bahasa Inggris yang di inginkan dalam kurikulum 2013?

Menggunakan text based approach revisi 2019, yaitu terdiri dari:

- a. BKOF (Building Knowledge of the field), example: vocab
- b. MOT (Modelling of Text), menunjukkan contoh text
- c. JCOT (Joint Construction of Text), dilakukan secara berpasangan atau menggabungkan ide
- d. ICOT (Independent Construction of Text), memulai
- e. kerja mandiri
- f. Dan kurikulum revisi 2013 sendiri menekankan pada pengetahuan, ketrampilan, karakter/sikap.

2. Sejauh mana Ibu guru memodifikasi dan memperkaya bahan pembelajaran Bahasa Inggris?

Yaitu dengan cara menggunakan buku pendamping:

- a. Mandiri Practice Your English Competence
- b. English on the Sky
- c. When English Rings a bell
- d. Menggunakan multimedia.

Dan anak lebih tahu penggunaan secara real life based on English culture, pronoun dan intonation.

3. Bagaimana proses penyusunan RPP dan siapa saja yang terlibat dalam proses tersebut?

Penyusunan RPP biasanya dilakukan oleh MGMP Bahasa Inggris MTs di lingkungan sekolah. Dan proses penyusunan RPP tersebut berdasarkan silabus.

Dan penyusunan tersebut semua guru bahasa Inggris ikut kemudian diawasi oleh kepala sekolah.

4. Media pembelajaran apa yang biasanya Ibu guru gunakan? Kalau dalam Kegiatan Belajar Mengajar sehari-hari biasanya menggunakan LCD, dimana diputar video, bisa juga dengan kaset dan buku. Namun lebih seringnya adalah video.

5. Kendala apa yang Ibu guru alami dalam proses penyusunan RPP serta penyediaan media yang sesuai dengan kurikulum 2013?

Kendala yang biasanya saya alami itu di kelas 8 adalah susah mencari video yang sesuai dengan materi. Dan media biasanya menggunakan power point, buku pegangan anak, kadang juga flash card.

6. Strategi, model, dan metode apakah yang sering Ibu guru gunakan dalam pembelajaran untuk mengatasi perbedaan antar siswa dan agar dapat mencapai tujuan pembelajaran yang diinginkan?

Strategi yang biasanya saya gunakan adalah bisa pakai game, hafalan kosakata, translation method, role play. Sedangkan Model nya adalah menggunakan Scientific Approach. Dan metode yang saya gunakan yaitu scientific learning, based text approach.

7. Dalam buku "When English Rings a bell" apakah isinya sudah sesuai dengan edisi kurikulum revisi 2013, bu?

Kalau isinya sendiri sudah sesuai hanya saja untuk communicatingnya masih kurang. Dan untuk isinya yang bagian observing dan asking question terlalu bertele-tele tidak padat dan jelas.

8. Apakah dengan adanya buku tersebut sangat membantu proses pembelajaran? Terutama dalam pemahaman siswa?

Kadang iya, sangat membantu terutama untuk collecting informationnya. Namun kadang juga tidak.

9. Kesulitan apa yang biasanya dialami siswa dengan berpedoman pada buku “When English Rings a bell”?  
Kesulitan mengungkapkan dengan bahasa Inggris dalam journal, terutama adalah vocabularynya. Sulit dalam mengungkapkan dan menuangkan idea tau gagasannya. Sulit dalam memahami materi. Dan definisi tentang materinya juga kurang.
10. Kini guru diharapkan mampu menjadi fasilitator bagi para siswanya, apa yang Ibu guru lakukan agar dapat menjadi fasilitator sesuai yang dikehendaki dalam kurikulum 2013?  
Agar siswa dapat dengan mudah memahami pelajaran biasanya saya menggunakan buku pendamping seperti: English on the Sky, When English Rings a bell, Mandiri Practice Your English Competence, dan juga tidak ketinggalan soal-soal latihan.
11. Kendala apa yang Ibu guru alami dalam menerapkan kurikulum 2013 pada proses pembelajaran?  
Kendalanya yaitu ketika kita tidak menemukan media yang tepat untuk observasi dan asking question.

12. Model pembelajaran apa yang sering digunakan Ibu guru dalam proses pembelajaran?

Model pembelajarannya yaitu menggunakan:

- a. Ceramah
- b. Hafalan
- c. Discovery learning
- c. Berbasis aktifitas & kreatifitas
- d. Menyenangkan & menginspirasi
- e. Memberikan pengalaman
- f. Memberikan aktifitas yang menantang
- g. Memotivasi

13. Dari Scientific Approach, manakah yang paling sulit dilaksanakan oleh Ibu guru?

Kalau rata-rata itu untuk yang menanya, biasanya anak-anak itu kalau disuruh menanya anak-anak tidak tahu apa yang harus ditanyakan, terus kalau ditanya materinya itu juga kebingungan.

14. Apakah ada kendala untuk menerapkan Scientific Approach? Ada, yaitu kendalanya di vocabulary. Dan Scientific Approach tidak selalu bisa diterapkan dalam semua materi. Contohnya adalah pada listening, biasanya di observingnya. Dan juga pada writing.

15. Model evaluasi apa yang sering Ibu guru gunakan di setiap pertemuan pelajaran dikelas?

Oral test, penilaian antar teman, dan authentic assessment.

16. Proses penilaian menggunakan authentic assessment, apakah Ibu guru juga menggunakan nya? Apakah ada kesulitan dalam authentic assessment?

Iya saya menggunakan nya. Dan dalam authentic assessment kesulitan nya adalah pada penilaian sikap. Dan yang bisa adalah knowledge dan ketrampilan.

17. Pekerjaan rumah seperti apa yang sering Ibu guru berikan kepada para siswa?

Translate text dan hafalan. Biasanya kalau hafalan itu nanti disetorkan waktu di sekolah. Contohnya adalah hafalan expression baik secara lisan atau tulis.

18. Soal essay menjadikan penilaian cenderung subjektif, apakah Ibu guru setuju? Kemudian bagaimana mengatasinya?

Iya setuju. Cara mengatasinya adalah memilih jenis essay yang tidak menimbulkan penilaian subjektif. Contohnya: essay terstruktur, menjodohkan, benar salah, mengisi kalimat rumpang, plus prosedur, pertanyaan tertutup.

19. Kendala apa yang Ibu guru alami dalam evaluasi pembelajaran yang sesuai dengan kurikulum 2013?

Kendala yang saya alami adalah waktu, karena format penilaian terlalu banyak.

20. Kalau ada pernyataan bahwasannya kurikulum 2013 ini meringankan tugas guru, apakah ibu guru setuju?

Tidak setuju, karena terlalu banyak administrasinya guru atau pembelajaran dan kurang simple dan menyita waktu.



## **Interview Transcript with The English Teacher B**

Day/ Date : Tuesday, December 10, 2019  
Location : In front of laboratory  
Time : 01.00-02.00 p.m  
Informant : Mr. Agus Muhadjir, S.Pd  
Code : IT-02

1. Apa yang bapak guru pahami tentang pembelajaran Bahasa Inggris yang di inginkan dalam kurikulum 2013?

Di dalam kurtilas anak atau siswa juga harus mencari tahu tentang materi sendiri dan guru tentunya sebagai fasilitator. Sehingga yg di inginkan dalam kurtilas anak atau siswa juga aktif.

2. Sejauh mana bapak guru memodifikasi dan memperkaya bahan pembelajaran Bahasa Inggris?

Bahannya tidak hanya berasal dari buku-buku bisa berasal dari internet juga.

3. Bagaimana proses penyusunan RPP dan siapa saja yang terlibat dalam proses tersebut?

Penyusunan RPP biasanya di susun bareng di MGMP, yaitu guru maple.

4. Media pembelajaran apa yang biasanya bapak guru gunakan?

Biasanya dengan mengenalkan benda-benda yang realita, dalam contohnya. Dan benda-benda yang terbatas bisa diambilkan dari benda mati ataupun bergerak, contohnya Lcd.

5. Kendala apa yang Bapak guru alami dalam proses penyusunan RPP serta penyediaan media yang sesuai dengan kurikulum 2013?

Selama ini tidak ada kendala karena bisa belajar dari guru inti atau pakarnya. Sedangkan guru yang ikut diklat juga biasanya mengshare ilmu yang dia dapat

6. Strategi, model, dan metode apakah yang sering bapak guru gunakan dalam pembelajaran untuk mengatasi perbedaan antar siswa dan agar dapat mencapai tujuan pembelajaran yang diinginkan?

Melalui pendekatan Scientific Approach, berbasis teks, menggabungkan 4 kemampuan bahasa, mengajarkan 4 kemampuan bahasa.

Yang berbasis teks itu terdiri dari building, joint, association atau mempresentasikan secara kelompok, dan kerja individu bisa berupa presentasi.

7. Dalam buku “When English Rings a bell” apakah isinya sudah sesuai dengan edisi kurikulum revisi 2013, pak?

Kalau isinya sudah sesuai dengan kurtilas baik itu materinya ataupun langkah-langkahnya.

8. Apakah dengan adanya buku tersebut sangat membantu proses pembelajaran? Terutama dalam pemahaman siswa?

Bisa membantu, karena buku pegangan siswa itu sangat penting.

9. Kesulitan apa yang biasanya dialami siswa dengan berpedoman pada buku “When English Rings a bell”?

Kesulitannya biasanya pada vocabularinya. Karena kemampuan menguasai kosakata masih rendah dan akhirnya banyak menimbulkan pertanyaan dari siswa.

10. Kini guru diharapkan mampu menjadi fasilitator bagi para siswanya, apa yang bapak guru lakukan agar dapat meenjadi fasilitator sesuai yang dikehendaki dalam kurikulum 2013?

Guru berusaha memenuhi kewajibannya sebagai fasilitator, disini dalam artian guru tidak enak-enak untuk bersantai dan siap membantu siswanya. Misal ada siswa yang bertanya karena dia belum paham ya kita mencoba menjelaskan sampai siswa mengerti.

11. Kendala apa yang bapak guru alami dalam menerapkan kurikulum 2013 pada proses pembelajaran?

Kendalanya pada pemahaman siswa, karena kemampuan siswa berbeda-beda. Untuk itu kadang dalam pembelajaran diterapkan joint contraction. Jadi siswa yang pandai digabung dengan yang kurang pandai, jadi siswa juga bisa belajar dengan teman sebaya.

12. Model pembelajran apa yang sering digunakan bapak guru dalam proses pembelajaran?

Model pembelajaran yang sering digunakan adalah Scientific Approach

13. Dari Scientific Approach, manakah yang paling sulit dilaksanakan oleh bapak guru?

Questioning. Karena siswa tidak mengerti cara bertanya masalahnya minim kosakata dan pada akhirnya tugas fasilitator adalah memancing siswa untuk bertanya.

14. Apakah ada kendala untuk menerapkan Scientific Approach? Ada, yaitu kendalanya di waktu. Dan tujuan pembelajaran tetap dilanjutkan.

15. Model evaluasi apa yang sering bapak guru gunakan di setiap pertemuan pelajaran dikelas?

Authentic assessment, yaitu bisa berupa tugas, individu, kelompok, tulis, lisan, portofolio.

16. Proses penilaian menggunakan authentic assessment, apakah bapak guru juga menggunakan nya? Apakah ada kesulitan dalam authentic assessment?

Iya saya menggunakan. Namun, tidak ada kesulitan selama ada rubrik penilaian

17. Pekerjaan rumah seperti apa yang sering bapak guru berikan kepada para siswa?

PR biasanya setelah selesai materi, misal materi tentang greeting. Ya PR nya tentang materi itu dan PR diberikan gunanya untuk memperdalam pemahaman siswa.

18. Soal essay menjadikan penilaian cenderung subjektif, apakah bapak guru setuju? Kemudian bagaimana mengatasinya?

Tidak setuju, misal anak yang pandai tulisannya jelek sedangkan isinya benar. Dan ada rubrik penilaian sehingga soal essay bisa diukur dengan baik secara objektif.

19. Kendala apa yang bapak guru alami dalam evaluasi pembelajaran yang sesuai dengan kurikulum 2013?

Kendalanya di waktu. Evaluasi dijalankan tapi tidak semua hanya yang sesuai dengan materi.

20. Kalau ada pernyataan bahwasannya kurikulum 2013 ini meringankan tugas guru, apakah bapak guru setuju?

Tidak. Karena tidak selamanya ringan. Tugas guru tidak hanya member tahu namun juga menjembatani agar anak menjadi bisa.

## **Interview Transcript with The Vice Principal of Curriculum**

Day/ Date : Thursday, December 5, 2019

Location : Art room

Time : 02.00-02.30 p.m

Informant : Mr. Joko, S.Pd

Code : IT-03

1. Bagaimana pendapat bapak mengenai pembelajaran bahasa Inggris di MTs N 1 Semarang semenjak kurikulum 2013 ditetapkan?

Berjalan dengan baik karena kurikulum 2013 yang diutamakan skillnya. Dan conversation anaknya lebih aktif dan ada nilai sikap atau attitude.

2. Kurikulum 2013 memberikan beberapa dampak terhadap mata pelajaran bahasa Inggris seperti perubahan jumlah jam belajar per minggu serta adanya kelompok mata pelajaran wajib dan peminatan. Bagaimana pendapat bapak mengenai hal tersebut? Kurikulum 2013 jamnya hampir sama 2016. Peminatan adanya ditingkat SMA atau MA.

3. Fasilitas apa saja yang disediakan sebagai media pendukung keberhasilan penerapan kurikulum 2013 dalam pembelajaran bahasa Inggris di MTs N 1 Semarang?

Internet atau wifi bisa untuk mencari materi pokok. Lcd atau speaker agar anak bisa lebih aktif dalam listening.

4. Apa saja yang menjadi pertimbangan untuk menentukan KKM mapel bahasa Inggris di MTs N 1 Semarang?

Ada 3 kriteria: Aspek kompleksitas, aspek sumber daya pendukung, aspek intake.

5. Setelah menerapkan kurikulum 2013 selama ini, bagaimana learning outcome dari mapel bahasa inggris di MTs N 1 Semarang sejauh ini?

Diharapkan nilainya bagus termasuk dalam ujian.

6. Kalau dilihat untuk bapak/ibu guru bahasa inggris sendiri apakah ada hambatan dalam proses penerapannya?  
Lumayan, seperti kemampuan siswa kelas 7 yaitu siswa malas dalam menghafal vocab. Daya saing antara satu anak dengan yang lain.

7. Bagaimana bapak memonitor KBM khususnya terhadap pelaksanaan pembelajaran bahasa inggris?

Mengadakan supervisi pembelajaran bahasa inggris dalam satu tahun sekali untuk meningkatkan mutu pembelajaran.

Evaluasi, untuk timbale balik. Tindak lanjut penyempurnaan.

8. Program penilaian seperti apakah yang bapak arahkan untuk diterapkan oleh guru bahasa inggris?

Supervisi, Evaluasi, Tindak lanjut.

9. Bagaimana pencapaian target kurikulum 2013 atau daya serap siswa khususnya kelas VII pada mapel bahasa inggris?

Kurang, karena siswa kelas VII masih sulit untuk memahami karena kemampuan vocab mereka juga masih lemah.

10. Bagaimana pendapat bapak mengenai pengimplementasian kurikulum 2013 oleh guru bahasa inggris di MTs N 1 Semarang sejauh ini?

Sudah diterapkan semaksimal mungkin.

## Lembar Observasi

**Nama Guru :** .....

**Kelas :** .....

**Hari/tanggal:** .....

No.	Aspek Penilaian	Kategori	Note
<b>A</b>	<b>Persiapan</b>	-	
1.	Guru mempersiapkan rencana pelaksanaan pembelajaran (RPP) dengan seksama	12345	Sudah mempersiapkan RPP namun kadang diterapkan sesuai urutan di RPP kadang tidak.
2.	Tujuan pembelajarannya dinyatakan dalam kalimat yang jelas dalam RPP	12345	Sesuai dengan yang berjalan.
3.	Materi pembelajaran yang akan diberikan memiliki kaitan dengan materi pembelajaran sebelumnya	12345	Guru mengulas sedikit materi sebelumnya lalu melanjutkan materi selanjutnya.
			Sangat terampil

4.	Guru mempersiapkan media pembelajaran	12345	dalam menggunakan media.
5.	Guru mempersiapkan setting kelas untuk pembelajaran	12345	Kadang iya, kadang tidak.
<b>B</b>	<b>Presentasi/penyampaian pembelajaran</b>	-	
6.	Guru menyampaikan tujuan pembelajaran yang hendak dicapai	12345	Kadang iya, kadang tidak.
7.	Guru memotivasi siswa, menarik perhatian agar mengikuti proses pembelajaran dengan baik	12345	Dengan menginspirasi
8.	Guru menjelaskan materi pembelajaran dengan teknik-teknik tertentu sehingga jelas dan mudah dipahami siswa	12345	Dengan member contoh suatu keadaan yang ada
9.	Pembelajaran dilaksanakan dalam langkah-langkah dan urutan yang logis	12345	Dengan member contoh yang bisa siswa mengerti



10.	Petunjuk-petunjuk pembelajaran singkat dan jelas sehingga mudah dipahami	12345	Tidak terlalu panjang lebar.
11.	Materi pembelajaran baik kedalaman dan keluasannya disesuaikan dengan tingkat perkembangan dan kemampuan siswa	12345	Jika ada siswa yang tidak mengerti, maka dijelaskan dengan cara sederhana.
12.	Selama proses pembelajaran guru memberikan kesempatan untuk bertanya kepada siswa	12345	Sulit untuk kemampuan siswa questioning
13.	Apabila siswa bertanya, maka guru memberikan jawaban dengan jelas dan memuaskan	12345	Siswa mengerti dengan baik
14.	Guru selalu mengajak siswa untuk menyimpulkan pembelajaran pada akhir pembelajaran	12345	Untuk mengetahui sejauh mana siswa memahami.
<b>C</b>	<b>Metode pembelajaran /pelaksanaan pembelajaran</b>	-	
			Banyak variasi

15.	Pembelajaran dilakukan secara bervariasi selama alokasi waktu yang tersedia, tidak monoton dan membosankan	12345	dalam proses pembelajaran
16.	Apabila terjadi suatu permasalahan maka guru dapat bertindak dengan mengambil keputusan terbaik agar pembelajaran tetap berlangsung secara efektif dan efisien	12345	Menenangkan siswa yang menimbulkan permasalahan.
17.	Materi pembelajaran sesuai dengan tujuan pembelajaran yang telah ditetapkan	12345	Disesuaikan dengan RPP
18.	Selama pembelajaran berlangsung guru tidak hanya berada pada posisi tertentu tetapi bergerak secara dinamis di dalam kelasnya	12345	Untuk mengetahui sejauh mana siswa memperhatikan.
19.	Apabila tampak ada siswa yang membutuhkan bantuannya di bagian-bagian tertentu kelas, maka guru harus bergerak dan menghampiri secara berimbang	12345	Selama masih bisa ditolerant iya.

	dan tidak terfokus hanya pada beberapa gelintir siswa saja.		
20.	Selama pembelajaran berlangsung guru memberikan reinforcement (penguatan) kepada siswa-siswanya dengan cara yang positif.	12345	Memberi motivasi.
21.	Ilustrasi dan contoh dipilih secara hati-hati sehingga benar-benar efektif dan tidak membuat bingung siswa	12345	Disesuaikan dengan kemampuan siswa.
22.	Media pembelajaran di dalam pelaksanaan pembelajaran digunakan secara efektif	12345	Tidak melebihi-lebihkan dalam penggunaannya.
23.	Latihan diberikan secara efektif	12345	Selalu setelah materi selesai.
24.	Guru selalu bersikap terbuka dan tidak menganggap negatif apabila siswa melakukan kesalahan dalam proses belajarnya	12345	Sabar dalam membimbing.

D	Karakteristik pribadi guru	-	
25.	Guru sabar terutama untuk memancing respon siswa	12345	Vocabulary siswa masih lemah.
26.	Guru berupaya memancing siswa agar terlibat aktif dalam pembelajaran	12345	Memberi pertanyaan baik kepada siswa yang mampu dan tidak.
27.	Guru bersikap tegas dan jelas	12345	Merespon dengan cepat.
28.	Penampilan guru menarik dan tidak membosankan	12345	Siswa selalu memperhatikan.
29.	Guru menggunakan bahasa yang baik dan sopan	12345	Tetap berbicara sopan meski siswanya nakal.
30.	Guru selalu menunjukkan bahwa ia adalah seorang yang selalu punya inisiatif, kreatif, dan inovatif	12345	Mengajarnya selalu memiliki cara yang bervariasi.

**Kriteria skor adalah:**

Skor 1 : tidak dilakukan oleh guru

Skor 2 : dilakukan oleh guru tetapi masih kurang baik

Skor 3 : dilakukan oleh guru dengan cukup baik

Skor 4 : dilakukan oleh guru dengan baik

Skor 5 : dilakukan oleh guru dengan sangat baik

Catatan Observer:

.....  
.....  
.....  
.....  
.....

Semarang,

Observer

(Nur Aini)

## The Process of Interview



Interview with The English Teacher



Interview with The English Teacher



Interview with The Vice Principal of Curriculum

## First Observation



The Teacher explains the material



The Teacher asks the students to do the other tasks in the book





The Teacher invites the students explain about verb



The Teacher divides of the groups



Students listen to the teacher explain



Students make family card



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA SEMARANG  
MADRASAH TSANAWIYAH NEGERI 1 KOTA SEMARANG**

Jl. Fatmawati Telp. / Fax. (024) 671521 Semarang  
Email: mtsn1Semarang@gmail.com website:http://mtsn1smg.sch.id

**SURAT KETERANGAN**

Nomor : 574/MTs.11.33.119/TL.00/12./2019

Kepala Madrasah Tsanawiyah Negeri 1 Kota Semarang menerangkan dengan sesungguhnya bahwa , Mahasiswa yang tersebut dibawah ini :

Nama : Nur Aini  
NIM : 133411082  
Program Study : Pendidikan Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Telah melaksanakan Penelitian Pada Tanggal 5 Desember s.d. 12 Desember 2019 ,  
untuk memenuhi Tugas Skripsi dengan judul “ **TEACHERS’ BARRIES IN TEACHING  
ENGLISH USING “WHEN ENGLISH RINGS A BELL” BASED ON THE REVISED  
EDITION OF CURRICULUM 2013 BY ENGLISH TEACHER AT MTSN 1 SEMARANG  
(A DESCRIPTIVE QUALITATIVE RESEACH IN THE ACADEMIC YEAR OF  
2018/2019 ”**

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Semarang,16 Desember 2019





## CURRICULUM VITAE

### A. Personal Details

1. Name : Nur Aini
2. Place and Date of Birth : Rembang, October 23, 1992
3. Student Number : 133411082
4. Address : Bonang village, RT 04/RW 02  
Lasem, Rembang 59271
5. Email : [aininurembang17@gmail.com](mailto:aininurembang17@gmail.com)

### B. Educational Background

1. TK Masitho Sunan-Bonang, graduated in 1999
2. SD N 1 Bonang Lasem, graduated 2005
3. SMP N 1 Lasem, graduated 2008
4. SMA N 1 Lasem, graduated 2011
5. UIN Walisongo Semarang in 2013 period

Semarang, December 22, 2019

The Writer,



Nur Aini

NIM. 133411082