

**AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING ENGLISH  
IN BLENDED LEARNING SITUATION AT ELEVENTH GRADE  
STUDENTS OF SMAN 4 PALU**



**A SKRIPSI**

Thesis is Submitted to Fulfill One of the Requirements to Obtain a Degree of  
Sarjana Pendidikan (S.Pd) in English Tadris Study Program Faculty of Tarbiyah  
and Teacher Training State Islamic University Datokarama Palu

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2023**

### STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: “An Analysis of Teachers’ Strategies in Teaching English in Blended Learning Situation at Eleventh Grade Students of SMAN 4 Palu“ has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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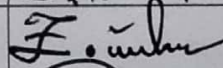



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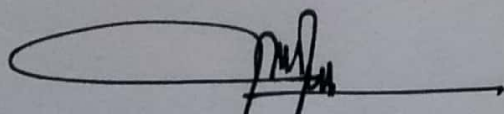
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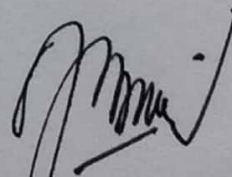
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## ABSTRACT

Researcher's Name : Sri Alfidayati R. Kaning  
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Skripsi Title : An Analysis of Teachers' Strategies in Teaching English in  
Blended Learning Situation at Eleventh Grade Students of  
SMAN 4 Palu

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The strategy is one of the most important components in teaching and learning process. Teaching strategy determines the success of the learning process. Therefore, teachers must use an effective strategy in teaching English. Especially, after the government allows schools to conduct limited face to face learning (PTM). The schools apply blended learning to overcome learning loss. by using a good or suitable strategy in teaching English to students can make the learning process interesting, fun, and easy to understand the material. so that the learning objectives can be achieved, and has good results.

Based on the description above, the researcher identifies some problems are what strategy do teachers use in teaching English in a blended learning situation to eleventh-grade students of SMAN 4 Palu?, and how is the implementation of the strategies in teaching English in blended learning situations to eleventh-grade students of SMAN 4 Palu?.

In this research, the researcher used qualitative descriptive research, with case study research type. Technique of data collection through (1) observation, (2) interview, (3) questionnaire, and (4) documentation. Technique of data analysis are data collection, data reduction, data display, and conclusion. Checking data validity was conducted with (1) credibility, (2) transferability, (3) dependability, and (4) confirmability (Objectivity).

The results of this research showed that the strategy that teachers use in teaching English in blended learning situations in class XI is vocabulary building, cooperative learning, and students chosen text. Based on the results of the questionnaire given to students, by using the technique scale Likert of 77% category agree or good. It means the student's response to the teacher in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu is good and able to help students in learning English. Students like the way of teaching of the English teachers.

From the conclusions obtained it is suggested that For teachers, it is advisable to further study various strategies, to know which strategies are suitable in various situations and conditions, to teach English in an interesting way to students because the teacher must apply the right strategies in teaching English, and the teacher must motivate students, especially students who are not enthusiastic about learning. For students, it is recommended to be more diligent in studying, especially after schools have implemented blended learning at this time because many students lose their motivation to learn.

## CHAPTER I

### INTRODUCTION

#### A. Background

English is the universal language, it is very important to teach English to students.<sup>1</sup> As we know English is the first language in the world. Every people around the world use English language to speak each other. Because of that, English is studied all over the world.

Teaching English have the goal, in educational world the goal of teaching English is to increase students' ability to communicate in English, in both oral and written. In English there is four skill to master, which is speaking, reading, listening and writing. English is studied in Indonesia as a foreign language. A foreign language is a language that is not used as a means of communication in a particular country.<sup>2</sup>

Teachers must use an effective strategy in teaching English. Teaching strategy is the teacher's action to implement the teaching plan. That is, teachers use various teaching variables, such as objectives, materials, methods, tools, and evaluations to influence students' efforts to achieve the established goals. In connection with efforts to improve the quality of education results, the quality of

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<sup>1</sup> Nur Hamidah, "Teacher's Strategy in Teaching English for Deaf Students at SLB Manunggal Slawi-Tegal" *Jurnal Dialektika Program Studi Pendidikan Bahasa Inggris*, vol. 9 no. 1 (March 2021-August 2021), 35.

<sup>2</sup> Alfiah Kharisma Sukmawati, "Pembelajaran Kosakata Bahasa Inggris Menggunakan Metode *Modelling The Way* Pada Kelas IV MI Ma'arif Polorejo Kabupaten Ponorogo" (Jurusan Tarbiyah, IAIN Ponorogo, Ponorogo, 2020), 19.

learning must be improved. Therefore, the teachers must look for effective teaching strategies in the classroom to empower student potential.<sup>3</sup>

Mastery of the use of teaching strategies in the classroom is very important because the purpose of the strategy is to make learning interesting, fun, and easy to understand. The strategy is not only applied to make the material taught delivered correctly but also to make the objectives achieved well. Therefore, teachers must have the ability to master teaching strategies. Strategy is an important component. Thus, a good strategy will make the learning process interesting and help students to understand the materials easier because the use of the good strategy will greatly determine the interests and learning outcomes of students. So, the teacher must know whether the strategy is good or not for students in the classroom. Especially, after the government allows schools to conduct limited face-to-face learning (PTM).

The government issued a joint decision of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs number 03/KB/2021, number 384 of 2021, number HK.01.08/Menkes/4242/2021 number 440-7 of 2021 on guidance on the implementation of learning during covid-19 pandemic. The decision essentially allows learners to return to school with limited face-to-face learning (PTM).<sup>4</sup> The policy contained in the decree of

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<sup>3</sup> Rahmah Johar and Latifah Hanum, *Strategi Belajar Mengajar: Untuk Menjadi Guru yang Profesional* (Banda Aceh: Syiah Kuala University Press, 2019), 14.

<sup>4</sup> Keputusan Bersama Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan, dan Menteri dalam Negeri Republik Indonesia, Tentang Panduan Penyelenggaraan Pembelajaran di Masa Pandemi *CORONA VIRUS DISEASE* 2019 (COVID-19), 1.

four ministers, at the same time, confirms that face-to-face learning is allowed, but not required. In addition, these opportunities do not negate the principle of education policy during the pandemic. The top priority is health and safety of learners, educators, education personnel, families, and community. Nevertheless, local governments need to consider several factors in granting face-to-face learning permits in their area. Some of these considerations, among others, are the level of risk of spreading covid-19 in the region, the readiness of health care facilities, and the readiness of education units in carrying out face-to-face learning according to the checklist.<sup>5</sup>

Based on a simple interview in the preliminary research that has been carried out with an English teacher at SMAN 4 Palu, the school applied blended learning. The schools apply per shift where each grade in a week has only two days. Grade 12 on Monday until Tuesday, grade 11 on Wednesday to Thursday, while grade 10 on Friday and Saturday. The start of learning in schools was only from 8 to 11 o'clock, and teachers taught only 45 minutes in each subject. The schools also implemented strict health protocols for students and teachers such as, wearing a mask and using a face shield. The school also provided hand washing basins and hand sanitizers. Therefore, the researcher is interested in conducting a study entitled “An Analysis of Teachers’ Strategies in Teaching English in Blended Learning Situation at Eleventh Grade Students of SMAN 4 Palu”.

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<sup>5</sup> Ayu Sri Wahyuni, “Penerapan Model Hybrid Learning dalam PTM Terbatas untuk Meningkatkan Motivasi dan Hasil Belajar Siswa” *Indonesian Journal of Educational Development*, vol. 2 no. 3 (November 2021), 473.



## **B. Research Problem**

Based on the background, the researcher identifies some problems as follows:

1. What strategy do teachers use in teaching English in a blended learning situation to eleventh-grade students of SMAN 4 Palu?
2. How is the implementation of the strategies in teaching English in blended learning situations to eleventh-grade students of SMAN 4 Palu?

## **C. The Objective and the Significance of Research**

Based on the formulation of the research problems above, the objective of this research were:

1. To find out the strategies teachers use in teaching English in blended learning situation to eleventh-grade students of SMAN 4 Palu.
2. To find out the implementation of the strategies in teaching English in a blended learning situation to eleventh-grade students of SMAN 4 Palu.

While the benefits needed to be obtained from this research activity were:

1. Theoretical Benefits

It was expected that this research activity can add experience and knowledge that is useful for the researcher, and it was also expected that this research activity can be useful for many parties.

## 2. Practical Benefits

### a. Teachers

The benefits of this research for teachers, to be a reference that can be used by teachers when they want to find new strategies in teaching.

### b. Readers

For the readers, it is hoped that this research can provide benefits, namely as a reference for the final project that they will arrange and can also be used as a source of knowledge in learning activities that are discussing face to face learning strategies..

## **D. The Definition of Key Terms**

1. An analysis is an investigation of an event or process of breaking a complex topic.
2. A teaching strategy is a plan or process in teaching so that the teaching process runs smoothly and has good results.
3. Teaching is a process in which the teacher conveys knowledge to students.
4. English is an international language that is used as an introduction to international communication. English is studied in Indonesia as a foreign language and taught as a compulsory subject in schools.
5. Blended learning is a combination of face-to-face learning and online learning.

## **E. The Outline of the Contents**

This research consists of five chapters: introduction, literature review, research method, results, discussion, conclusions and suggestions.

Chapter I: Introduction. This chapter contains background, research problem, the objective and the significance of research, the definitions of key terms, and the outline of the contents. Chapter II: Literature Review. This chapter presents previous research, theory of research, and research framework. Chapter III: Research Method. This chapter contains approach and research design, research location, the presence of the researcher, data and data sources, a technique of data collection, data collection procedure, the technique of data analysis, and checking data validity. Chapter IV: Results and Discussion. This chapter presents the research of observation, the result of interview with teachers, the result of questionnaire to students, the result of documentation, and the discussion. Chapter V: Conclusions and Suggestions. This chapter contains conclusions and suggestions.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Research**

There have been several previous studies related to teacher's strategies in teaching English. Previous studies are described below:

1. Tari Putri Utami conducted a study entitled "An Analysis of Teachers' Strategies on English E-learning Classes during COVID-19 Pandemic". The purposes of this research are: (1) To know the teaching strategies in English e-learning classes during the COVID-19 pandemic at MTs Sudirman Getasan. (2) To know the extent of the strategies help teachers in English e-learning classes during the COVID-19 pandemic at MTs Sudirman Getasan. The type of this research is field research with a qualitative approach. The techniques of data collection in this research are observation, interview, and documentation.

The results of this reseach show that (1) Teachers used different strategies because the expected output of skills is different, writing skill teachers used three strategies are planning, drafting, and editing. While listening skills, the teacher used four strategies are listening to a song, writing song lyrics, matching lyrics, and finally singing a song. Both used video-based learning models as well as virtual education through WhatsApp. (2) The strategy of teaching through e-learning classes during the COVID-19 pandemic was very helpful for teachers in the teaching and learning process to achieve learning objectives.<sup>1</sup>

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<sup>1</sup> Tari Putri Utami, "An Analysis of Teachers' Strategies on English E-Learning Classes During Covid-19 Pandemic" (Jurusan Tarbiyah, IAIN Salatiga, Salatiga, 2020). ix.



The similarity between the researcher above and this research is the purpose of the research is the same as to find the strategies that teachers use in teaching English. Whereas, the difference between this research and the research above is the first researcher aims to know the extent of the strategies helps teachers in English e-learning classes during the covid-19 pandemic at MTs Sudirman Getasan. While this research aims to find out the implementation of the strategies in teaching English in blended learning situations to eleventh-grade students of SMAN 4 Palu. And also another difference is the subject of research, this research use a senior high school student and the research above use a junior high school student.

2. Ulfiatul Mustika conducted a study entitled "An Analysis of Teacher's Strategies in Teaching English". The research was conducted by using descriptive qualitative research for the English teacher of SMAN 1 Segedong. The purposes of this research are: (1) to find out the teacher strategies in teaching English at SMAN 1 Segedong, and (2) to find out the factors that influence the strategy. The technique of data collection is interviews. The technique of data analysis are: (1) familiarization and organizing, (2) coding and reducing, and (3) interpreting and representing.

The results of this research show that the strategies used by the teacher namely discussion strategy, demonstration strategy, using electronic media as learning media, using games, and providing reinforcement in the end teaching and learning process. Factors influenced the teacher strategy in English at SMAN 1 Segedong. (1) The student factor which includes the background of the student's majors such as science and social studies, and the student's condition in following the learning process. (2) The factor that came from the teacher. This factor

concerned the ability of the teachers to use technology in supporting teaching strategy. (3) The facility related to learning tools is limited.<sup>2</sup>

The similarity between the above researcher and this research is to find the strategies that teachers use in teaching English, and the difference between the above is the first researcher aims to find out the factors that influenced the teacher strategy in teaching English at SMAN 1 Segedong. While this research aims to find out the implementation of the strategies in teaching English in blended learning situations to eleventh-grade students of SMAN 4 Palu. And another difference this research with the research above is this research use four technique collection data which is documentation, interview, observation and questionnaire. Whereas the research above just use one technique collection data which is interview.

## **B. Theoretical of Research**

### **1. Teacher Strategy and Method in Teaching**

#### **a. Definition of Teaching Strategies**

In education, strategy is a planned set of actions intended to accomplish specific educational objectives. It means, if we have some goal we need to have a strategy to accomplish that goal. In another opinion said that strategy is an operational plan to achieve something, and a method is a way to achieve something.<sup>3</sup> When you want to achieve something you have to make a strategy to achieve that.

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<sup>2</sup> Ulfiatul Mustika, "An Analysis of Teacher's Strategies in Teaching English," JEEP 2, no. 1 (2021): 21.

<sup>3</sup> Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (12<sup>th</sup> Edition; Jakarta: Prenadamedia Group, 2008), 126.

The teaching strategies as the overall plan for the curriculum, framing the desired learning behaviors in terms of instructional objectives and outlining planned strategies for implementing learning.<sup>4</sup> In teaching learning process we have our own goal that we have to achieve as a learning outcomes. So, before starting the learning process, teacher must have their own strategy and plan. That strategy and plan usually included in the lesson plan.

Teaching strategies can be interpreted as planning a series of activities designed to achieve a specific learning objective, including the use of methods and structured learning by using different resources or strengths to achieve a specific objective. Teaching strategies are plan teachers use to select learning activities to use in the learning process. Selection takes into account circumstances and conditions, learning resources, needs, and the character of the learner who needs to achieve specific learning goals.<sup>5</sup>

In the school even the teacher already make the lesson plan to teaching, they usually use another strategy to handle a specific student that have a difference character with a lot student. Sometimes there is a student that difficult to understand the material or hard to focus in learning activities, this is challenge the teacher to be creative in teaching.

Teaching strategy is a way of organizing teaching content, delivering teaching, and managing learning activities by using a variety of learning resources that teachers can use to help create effectiveness and efficiency in the learning process. It means the learning strategy is the important thing in

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<sup>4</sup> Edgar Stones and Sidney Morris, *Teaching Practice: Problems and Perspectives: A Reappraisal of the Practical Professional Element in Teacher Preparation* (London: Methuen, 1972).

<sup>5</sup> Hamzah B. Uno, *Model Pembelajaran* (Jakarta: Bumi Aksara, 2014), 3.

teaching learning process. The organization, delivery and management of learning involves various components called learning systems. the component which is information, people, materials, equipment, techniques and the environment.<sup>6</sup> Therefore, teaching strategies are the most important part of the technical and methodological components of a learning system. Strategy is a perspective and direction of action for choosing the right method to learning, which in turn leads to a more specific approach, namely planning, tactics, and exercises.<sup>7</sup>

From some of the definitions above, it can be concluded that the teaching strategies are indispensable in the learning process. So, the material is easily understood by students and the learning objectives can be achieved effectively and efficiently.

#### b. Kinds of Teaching Strategies

There are five English teaching strategies as follows<sup>8</sup> :

##### 1) Vocabulary building.

This is an important component of any English class. This strategy focuses a portion of each classroom session on building a better vocabulary. Teachers can ask students to point out unfamiliar words and go over the meanings in class or use interactive vocabulary-building exercises that relate to the class's reading material.

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<sup>6</sup> Darmansyah. *Strategi Pembelajaran Menyenangkan Dengan Humor* (3<sup>th</sup> Edition; Jakarta: Bumi Aksara, 2012), 17.

<sup>7</sup> Romiszowski, *Designing Instructional System* (New York: Nicholas Publishing, 1981), 292.

<sup>8</sup> WE Right. Foundations for Teaching English Language Learners. academia.edu

## 2) Writer's workshop.

Have students participate in a writer's workshop several times each year. The writing workshop model created by Lucy Calkins, founder of the Teachers College Reading and Writing Project, allows students to learn about and participate in all aspects of the writing process: drafting, revision, editing and publishing.

## 3) Peer response and editing.

This can be a very valuable teaching strategy for both the teacher and the student, and there are many peer response strategies to try in class. Students get a chance to think critically about others' writing and see the results their classmates got from a writing assignment. In addition, teachers can observe how different students learn and what strategies might work better in the future.

## 4) Cooperative learning.

This learning strategy is useful for English teachers who incorporate literature into their classroom. Cooperative learning requires students to discuss a piece of literature in small groups. By allowing the students to engage in meaningful discussion, they begin to learn to analyze literature and participate in an educational process that they will find more interesting than a general lecture on a chapter in a book.

#### 5) Student-chosen texts.

Allowing students to choose their own reading materials is a strategy that literacy specialists recommend as a way to develop lifelong readers. Students are given a choice of literature from an age- and reading level-appropriate book collection. After a period of independent reading, students break into groups and discuss what they've read, book club-style, followed by journaling. When this strategy is successful, students are able to delve deeply into the meaning of the literature, develop critiquing skills, and have a valuable discussion with their classmates about the book that they chose. Teachers who use this strategy find that it can lead to a classroom that is engaged with literature.

#### c. The Components of Teaching Strategies

The components of teaching strategy consist of:

##### 1) Teacher

The teacher is a teaching tool. The teacher is the focal point of this matter. Teachers can manipulate other components of teaching strategies to make them variants, but other components of instructional strategies cannot manipulate teachers. The purpose of teaching manipulation is to make the student's environment the expected environment in the teaching process, and ultimately make the student achieve the expected standard of competence. When operating a course, teachers must use the course as a guide.

## 2) Student

Students are the components that conduct a study program to improve their ability to achieve learning objectives.

## 3) Objective

Objectives are the basis for determining strategies, materials, media, and evaluation. Therefore, in teaching strategy, determining objectives is the first choice teachers must make.

## 4) Teaching material

Teaching materials are media for achieving educational purposes.

## 5) Method

The method is a set of general teaching norms for achieving language goals. Methods deal primarily with teacher and student roles and behavior, followed by linguistic and disciplinary goals, sequences, and materials. They are almost always considered broadly applicable to various audiences in various situations.

## 6) Media

Media covers many things around us, such as computers, pictures, speaker, and newspapers. In education, certain media are used in the teaching process to impart knowledge to students. This is called media education.

## 7) Assessment

Assessment is a component in knowing the outcome of the teaching and learning process, so teachers know the expected outcome. Assessment can be both summative and formative.

## 8) Situation or environment

The environment influences teachers' decisions to develop teaching strategies. Circumstances in this matter refer to circumstances and physical conditions such as climate, school, location, facilitation and others.<sup>9</sup>

### d. The Importance of Teaching Strategies

Teaching strategies are one of the most important components of a learning system component. Teaching strategies determine the success of the learning process. Teaching has a system of multiple components that are interconnected and support each other to achieve more effective and efficient learning outcomes. Each component has its role that cannot be ignored. However, teaching strategies are an integral part of the learning system and play a more strategic role. The strategy component is related to several other components, such as materials, methods, class management, and Assessment.<sup>10</sup>

Teaching strategies are very important to achieve learning goals. Teacher must be creative to implement the strategy because the learning situation always unpredictable. For example, the students that cannot

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<sup>9</sup> Hamruni, *Strategi Pembelajaran* (Yogyakarta: Insan Madani, 2011), 22.

<sup>10</sup> Dermansyah, *Bahan Ajar: Strategi Pembelajaran* (Padang: , 2012), 8- 9.



understand the material clearly, whereas the teacher already explain it many times.

The strategy must be designed prior to the implementation of the teaching and learning activity, adapting it to the language skills to be learned, the class and student conditions, and everything related to the teaching and learning activity.<sup>11</sup>

e. The Teaching Method in English

There is eight teaching method in English, which is<sup>12</sup> :

1) Direct method

The direct method is derived from the word Direct which means directly. The direct method or direct model is a way of teaching foreign language subject matter in which the teacher directly uses the foreign language as the language of instruction, and without using the students' language at all in teaching. If there are words that are difficult for students to understand, the teacher can interpret them by using props, demonstrating, illustrating and so on.

This method is based on the understanding that teaching foreign languages is not the same as teaching natural sciences. If teaching the exact sciences, students are required to be able to memorize certain formulas, think, and remember, then in language teaching, students/students are trained to practice directly saying certain words or sentences. Even if the words or

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<sup>11</sup> Hasna Qonita Khansa, "Strategi Pembelajaran Bahasa Arab" (Malang: Prosiding Konferensi Nasional Bahasa Arab II, 15 oktober 2016) 53-54.

<sup>12</sup> Buku Panduan dan Kisi-Kisi Ujian Komprehensif. UIN Datokarama Palu, 2019.

sentences are foreign at first and are not understood by students, little by little these words and sentences will be pronounced and can also be interpreted.

## 2) Grammar Translation Method

GTM is a method of combining Grammar and Translation activities or methods. In this method students are expected to be able to translate a sentence not only by interpreting it but they are also able to understand the intent and analyze the grammatical arrangement of the sentence. The GTM method is currently still often used in schools - schools from Elementary School (SD), Junior High School (SMP) and Senior High School (SMA). Teachers still often translate foreign language texts into their mother tongue so that students can understand these sentences coherently. The use of GTM must be accompanied by the activeness of students in translating foreign language texts so that students are also able to interpret foreign language texts using their own language.

In the Grammar Method, students learn grammatical rules together with the teacher with lists or vocabulary groups. These words are then made into phrases or sentences based on the rules they have learned.

In this method mastery of the rules takes precedence over its application. Oral skills, such as pronunciation, are not practiced. This method is easy to implement because the teacher does not have to be fluent in the language to be learned, while evaluation and supervision are also not difficult. The Translation Method (the Translation Method) contains text translation activities that are carried out from easy things to difficult things. First, from the target language to the mother tongue and vice versa. Text translation is done word for word or idea for idea including idiomatic expressions. As with

the Grammar method, the Translation method can be taught to small and large children and the teacher does not have to master the target language.

### 3) Auto Lingual Method

The Audio-Lingual method is a method whose implementation focuses on exercises, drills, memorizing vocabulary, dialogues, reading texts. In practice, students are invited to learn (in this case English directly) without having to bring in native language.

The basis and teaching procedures in this method are also taken from the pre-existing method, namely the Direct Method. In addition, the purpose of the Audio-Lingual is also the same as the Direct Method, namely to create communicative competence in students.

As is known, the pronunciation (pronunciation), arrangement and other aspects between the foreign language and the mother tongue are very different. Therefore, in learning a foreign language (in this case English) students are required to say and or read repeatedly word for word given by the teacher so as not to be affected by their mother tongue as much as possible.

Repetitions that are carried out over time will become a habit (habit). Likewise in terms of pronouncing foreign language words (English), if this has become a habit, students will automatically and reflexively be able to do it. So that in practice, so that the business can run smoothly it is necessary to require seriousness from both teachers and students.

#### 4) Suggestopedia

Suggestopedia is a method developed by Georgi Lozanov, a physicist and psychotherapist from Bulgaria. Therefore, suggestopedia is also known as the Lozanov Method or Suggestive-Accelerative Learning and Teaching. Lozanov believes that the human brain is capable of processing large amounts of material. when given the right conditions for learning, including relaxation and giving control and authority to the teacher.

The characteristic of this method is to create a "suggestive" atmosphere. An example of its application is to create an atmosphere, namely with soft light, faint music, cheerful room decorations, pleasant seating and dramatic techniques used by the teacher in presenting material. lesson.

The purpose of this method is to make students relaxed (not tense), which allows them to consciously open their hearts to learn (language) comfortably and not be pressured. Music is used as a tool to help students relax and become a guide in presenting material.

#### 5) Total Physical Response

Total Physical Response (TPR) is a learning method introduced in 1980. The method is an adoption of the way young children learn language, namely by listening to command sentences.

TPR has the principle of learning by moving the limbs. It's the same as when a child learns their first language where they get a number of orders from their parents. Then he carried out the order.

TPR invites students not to stress in the teaching and learning process. Therefore, the teaching and learning process begins with listening to a command sentence (listening) which is then followed by a physical response.

TPR considers Speaking, Reading and Writing to be activities that put pressure on students. Thus, these three skills are taught after students can understand and can practice the commands heard.

#### 6) Communicative Language Teaching

CLT is an approach to teaching foreign languages that emphasizes the concept of interaction, both in the process and in the goals of the learning process. Historically, these CLTs emerged as a response to

Audio-Lingual Method (ALM), which is considered inappropriate in language learning. This method departs from the notion that language is a tool for communication, not just a set of rules. Therefore, language teaching should adhere to this understanding, namely learning a language is learning to use language, not learning about it.

The main characteristic of CLT is the combination of functional and structural aspects of language. Functionally, CLT emphasizes how the language is used, while structurally, CLT emphasizes the system or language rules. Even so, in its application the functional portion is greater than the structural portion because the teachings about language rules are not given directly, but are implicit in the learning process.

### 7) The Silent Way

The Silent Way is a method developed by 'Caleb Gattegno', based on the belief that students should learn independently, not depending on the teacher. Gattegno argues that students learn better when they develop personal responsibility for their own learning. So, for many lessons, the teacher remained silent [mute].

Learning is seen as more important than teaching. Students are encouraged to cooperate with one another to think about or understand meaning. For example, students are introduced to new material using Cuisinare sticks (small colored sticks of varying lengths) and a series of wall charts. After the teacher introduces the material, it is left up to the students to determine what they will learn and work independently to achieve their academic goals.

### 8) Task Based Language Teaching

TBLT, known as Task-Based Instruction (TBI), focuses on using authentic language and on asking students to perform meaningful tasks using the target language. Such tasks could include visiting a doctor, conducting interviews, or contacting customer service for assistance. Assessment is primarily based on task results (in other words proper completion of real-world tasks) rather than on the accuracy of prescribed language forms. This makes TBLT very popular for developing target language fluency and student confidence.

## 2. English

English is an international language used as an introduction to international communication. English is studied in Indonesia as a foreign language. Language is not used in the daily life of the community where the person lives. There are four aspects of language skills that a person must master. The four aspects of language skills aim to improve the skills of students to communicate both orally and visually. The four skills are listening skill, speaking skill, reading skill, and writing skill. The four skills are divided into two namely reading and listening which are referred to as passive or receptive skills and speaking and writing which are referred to as active or productive skills. Receptive conveys the idea that individuals attempt to understand verbal input from others through listening or reading. Productive conveys the idea that people produce language by speaking and writing in order to communicate with others. The component consists of three, namely grammar, vocabulary, and pronunciation.<sup>13</sup>

## 3. Blended Learning

Blended learning is a combination of face-to-face learning and online learning. In this blended learning, the school implemented per shift where students were restricted from coming to school. Each grade had only 2 days a week to come to school, namely grade 12 on Monday to Tuesday, grade 11 on Wednesday to Thursday, while grade 10 on Friday and Saturday. Learning started from 8 to 11 o'clock and each subject had 45 minutes without resting time so full entry continues and there was no break. The schools also

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<sup>13</sup> I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge Applied Linguistics, 2000) 37.

implemented strict health protocols for students and teachers such as, wearing a mask and using a face shield. The school also provided hand washing basins and hand sanitizers.<sup>14</sup>

The use of blended learning is sure to bring a breath of fresh air to learning during Covid-19 pandemic. After nearly two years of being stuck learning online at home, students have been slow to deal with their mental health due to a lack of socializing with friends. This effort is undoubtedly a new hope for the entire community in Indonesia to empower students to learn new models. Additionally, direct interaction with peers maximizes information transfer in blended learning to overcome obstacles through discussion activities. After all, blended learning allows students to be more motivated to learn after they study at home.<sup>15</sup>

#### a. Blended Learning Model

The blended learning model packs learning with face-to-face and online systems. There are four concepts in Blended learning, namely:

- 1) blended learning combines various technologies to achieve educational goals
- 2) blended learning a combination of behaviorism, constructivism and cognitivism learning approaches the combination of these various

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<sup>14</sup> Mrs. Alfin Widianingrum S. Pd, English Teacher of SMAN 4 Palu, Interviewed by the Researcher in Palu, 8 March 2022.

<sup>15</sup> Adi Sumandiyar, et al., eds., "The Effectiveness of Hybrid Learning as Instructional Media Amid The Covid-19 Pandemic" *Jurnal Studi Komunikasi*, vol. 5 no. 3 (November 2021), 661.



approaches is expected to produce a learning achievement with technology or without technology

3) blended learning combines various learning technologies such as web, video, film and so on

4) blended learning combines technology and assignments to create a good influence on learning.<sup>16</sup>

Based on the explanation above, it can be concluded that blended learning can be done face-to-face and online. In learning activities integrate technology and assignments so that learning is maximized. The elements of learning with blended learning are face-to-face learning in class, independent learning outside the classroom, utilizing applications or online platforms, tutorials, collaboration and evaluation. The teacher's role is only as a facilitator and mediator in managing these learning elements. In the blended learning model, there are two learning models, namely<sup>17</sup> :

1) the offline model is carried out face-to-face with the addition of previously downloaded online media such as videos or images and other information.

2) Hybrid learning is carried out directly connected to online but combined with face-to-face. Online learning can be done using various online

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<sup>16</sup> Banggur, M. D. V., Situmorang, R., & Rusmono, R. (2018). Pengembangan Pembelajaran Berbasis Blended Learning Pada Mata Pelajaran Etimologi Multimedia. JTP - Jurnal Teknologi Pendidikan, 20(2), 152– 165. <https://doi.org/10.21009/jtp.v20i2.8629>

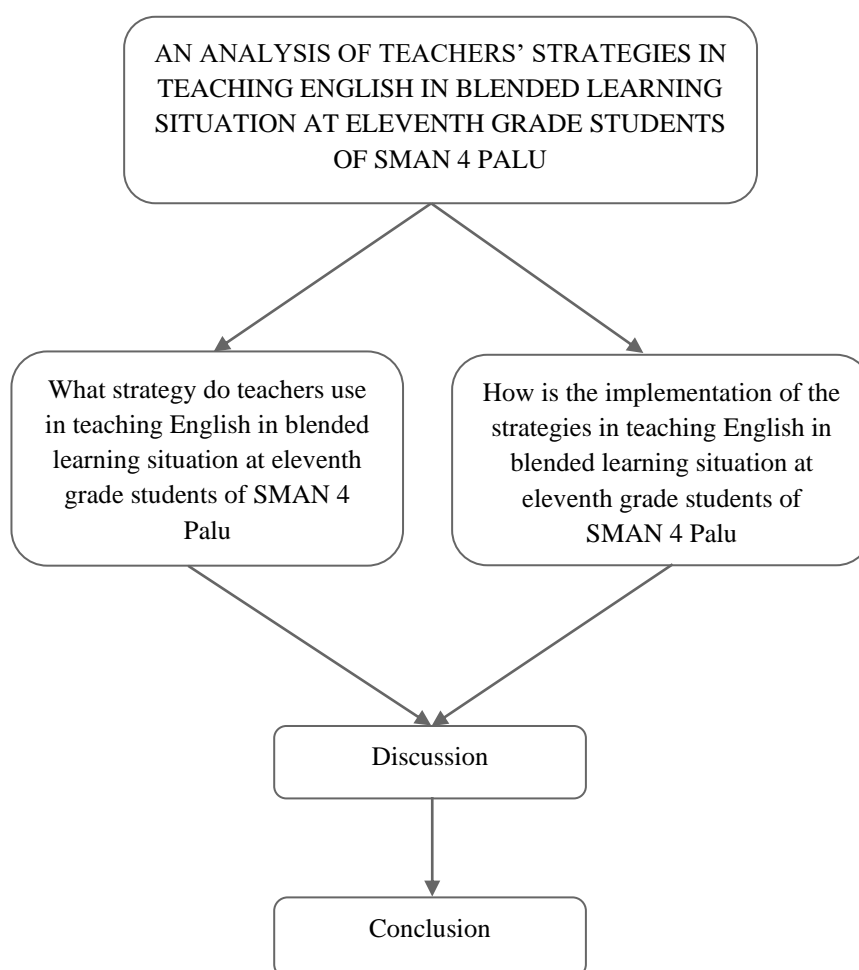
<sup>17</sup> Suhartono. (2017). Menggagas Penerapan Pendekatan Blended Learning Di Sekolah Dasar. Jurnal Kreatif, 177–188.

platforms such as the learning house portal <https://belajar.kemdikbud.go.id/>, google classroom, Edmodo, web, kipin school and so on.

### C. Research Framework

From the explanation above, strategies are needed by teachers in teaching English to students in blended learning situation. So, the learning objectives can be achieved effectively and efficiently.

#### 2.1. Research Framework



## CHAPTER III

### RESEARCH METHODS

#### A. Approaches and Design of Research

In this research, the researcher used qualitative descriptive research. A research that aimed to comprehend the phenomenon of what the research subjects experience.<sup>1</sup> The qualitative method is a research method based on the philosophy of postpositivism, used to research natural objects, where the researcher is a key instrument, sampling data sources are done purposively and snowball, triangulation research techniques (combined), data analysis is inductive/qualitative, and qualitative research results emphasize more meaning than generalization.<sup>2</sup>

In addition to the above definitions, there are other qualitative research definitions such as qualitative research is the collection of data in a natural setting, using natural methods, and conducted by the naturally interested researcher. Clearly, this definition illustrates that qualitative research prioritizes natural background so that the results can be used to interpret phenomena, and the

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<sup>1</sup> Lexy J. Moleong, *Metode Penelitian Kualitatif* (36<sup>th</sup> Edition; Bandung: PT. Remaja Rosdakarya Offset, 2017), 6.

<sup>2</sup> Sugiyono, *Metode Penelitian Bisnis (Pendekatan Kuantitatif, Kualitatif, R & D)* (Bandung: Alfabeta, 2008), 15.

methods commonly used are interviews, observations, and the utilization of documents.<sup>3</sup>

Then descriptive research is intended to describe existing phenomena, natural phenomena, or human engineering. Descriptive research in the education field and curriculum is quite important, describes the phenomena of educational activities, learning process, and curriculum implementation at various types, levels, and educational units.<sup>4</sup>

This research used the design of case research which is the research will be studied the case in the school as an object of the research. This research was designed to obtain information and an overview of the teachers' strategies in teaching English in blended learning situation. English teachers were as observe subjects about their strategies in teaching. The researcher explained in detail the teachers' strategies in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu.

## **B. Research Location**

The researcher conducted research at SMAN 4 Palu located on Jln. Mokolembake, No. 01, Lere District, Western Palu, Palu, Central Sulawesi. In choosing this location, that the school implemented blended learning, the school is accredited A and is one of the favorite schools which can be said the teachers in

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<sup>3</sup> David Williams in Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2006),5.

<sup>4</sup> Nana S. Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2010), 72.

that place are competent. So the researcher was interested to do the research at the school related to the title “An analysis of teachers’ strategies in teaching English in blended learning situations at eleventh-grade students of SMAN 4 Palu”.

### **C. Presence of Researcher**

The researcher in this research acts as a research instrument as well as a data collector. The presence of researcher in the field for qualitative research is needed. The subject or informant knows the presence of the researcher acting as a non-participant observer, where the researcher takes to the field not to involve themselves directly in the life of the research object. Therefore, in collecting data, the researcher tries to create a good relationship with informants who are the source of data, so that the data obtained is completely valid. The researcher interviewed the teachers face-to-face and they answered the questions immediately. After that, the researcher distributed questionnaires to the students via a google form.

### **D. Data and Data Sources**

The data sources in this research are divided into two, namely:

#### **1. Primary data**

The data obtained by conducting observations directly or interviews with teachers and questionnaires with students. Obtained data through questions corresponded to the focus of research prepared by the researcher.

## 2. Secondary data

The data obtained in this research are through several sources, namely documents and books that correspond to the focus of the research. This data is obtained through documentation data collection techniques.

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

The techniques of data collection are the most strategic step in research as the main purpose of research is to obtain data. Without knowing the techniques of data collection, the researcher cannot obtain data that complies with established data standards.<sup>5</sup> In this research, data collection was obtained through observations, interviews questionnaires, and documentation.

#### 1. Observation

Observation as a technique of data collection has characteristics that distinguish it from interviews and questionnaires. If interviews and questionnaires are communication with people, then observation is not only observing people, but also observing other natural objects. The observation techniques used in this research are nonparticipant observations. In nonparticipant observations, researchers are not involved and are only independent observers.<sup>6</sup>

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<sup>5</sup> Hardani, et al., eds., *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: Pustaka Ilmu Group, 2020), 120.

<sup>6</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (22th Edition; Bandung: Alfabeta, 2015), 140-145.

In observation, researcher will observe the learning activity which is how the teacher teaching, how the students learning and then how the teaching learning process. The researcher doing this during the time of research.

## 2. Interview

An interview is an oral question and answer session between two or more people. The conversation is conducted by two parties, the interviewer who asks the questions and the interviewee who answers the questions.<sup>7</sup> The interview techniques used in this research are structured interviews. Structured interviews are interview that takes place referring to a series of questions that have been prepared.

The researcher will conduct interviews during the research period by providing the questions listed in the interview guide. The object of the interviews in this research were teachers and students at SMA 4 Palu.

## 3. Questionnaire

The questionnaire is a technique of data collection that is done by giving a set of questions or written statements to respondents to answer. The questionnaire that was used in this study are closed questions. Closed questions help respondents to answer quickly, and also facilitate researchers in analyzing data on all questionnaires that have been collected. Questions/statements in the questionnaire need to be made positive and negative sentences for respondents to

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<sup>7</sup> Ibid., 137-138.

give answers to each question more seriously, and not mechanistic. The aim of giving a questionnaire to students was to know the students' response to the teachers in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu

Questionnaires that have been made by researcher will be given to students and then asked them to fill it out. The results of this questionnaire will be used as supporting data in research results.

#### 4. Documentation

Data collection techniques with documentation was the retrieval of data obtained through documents.<sup>8</sup> The document is a record of past events. Documents can take the form of human writings, drawings, or monumental works. Document studies are a complement to the use of observation methods and interviews in qualitative research.<sup>9</sup> Data collection techniques in this documentation are how many teachers in teaching English in eleventh grade and photos as proof that the researcher conducted research at SMAN 4 Palu.

Documentation was carried out by researcher during the research period to serve as valid evidence to state the truth of this research. with documentation, it will show that this research has been carried out in the right place and the research object is in accordance with what is stated in the title.

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<sup>8</sup> Hardani, et al., eds., *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: Pustaka Ilmu Group, 2020), 149.

<sup>9</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (19<sup>th</sup> Edition; Bandung: Alfabeta, 2013), 240.



## **F. Data Collection Procedure**

1. Observation: preparing the research material, collecting profile SMAN 4 Palu, vision and mission, collecting structure organization SMAN 4 Palu, collecting the amount teachers and students, collecting lesson plan and syllabus.
2. Interview: meeting the teacher and doing the interview.
3. Questionnaire: giving questionnaires to students.
4. Documentation: recording and taking photos.

## **G. The Technique of Data Analysis**

This data analysis technique uses qualitative data analysis, where qualitative data analysis is carried out interactively and takes place continuously at each stage of the research until complete so that the data is saturated. In this study, data analysis techniques were conducted with data collection, data reduction, data presentation (data display), and conclusion.<sup>10</sup>

### **1. Data collection**

Data collection is data obtained from observations, questionnaires, interviews, and documentation. The data collection is taken based on existing problems, namely what strategies teachers use in teaching English in the blended learning situation, how does the implementation of the strategies in teaching

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<sup>10</sup> Matthew B. Miles and A. Michael Huberman, translated by Tjetjep Rohendi Rohidi, *Qualitative Data Analysis* (Jakarta: UI-Press, 1992), 90.

English in a blended learning situation, and the student's response to the strategy that teachers use in eleventh-grade students at SMAN 4 Palu.

The data collection carried out in this study was sourced from data that had been collected during the research, both from interviews, documentation, observation and questionnaires.

## 2. Data reduction

Data reduction was carried out after the research data has been collected. At the data reduction stage, not all data is used for research material but is selected before being analyzed. Not all data can be used because the data used for research are data that are appropriate or focused on a research problem.

Data reduction is done to sort out which data is needed in this study and which data is not needed. In the research results, the researcher will not attach all the data obtained but only attach data that supports and is in line with the theory raised by the researcher.

## 3. Data display

Data presentation is an activity when a set of information is compiled, thus giving the possibility of drawing conclusions and taking action. The presentation of this data requires data that is selected or determined on the focus of the research problem and carried out in the form of a description.

The data that will be displayed in this study is data that supports the theory raised by the researcher and answers the problem formulation of this research. Therefore, not all the data obtained will be attached to the research results.

#### 4. Conclusion

The conclusion includes analyzing or describing a problem in research.

### **H. Checking Data Validity**

In this study, the researcher conducted data credibility tests using several techniques from Sugiyono. Checking the validity of data was done with credibility, transferability, dependability, and confirmability (objectivity).<sup>11</sup>

#### 1. Credibility

In order for research results to be trusted, it was necessary to do triangulation, and using reference materials.

##### a. Triangulation

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Triangulation in credibility testing is defined as checking data from sharing sources in various ways and at various times.

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<sup>11</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (19<sup>th</sup> Edition; Bandung: Alfabeta, 2013), 270.

#### b. Using reference materials

Using reference material is a supportive presence to prove the data that has been discovered by the researcher. For example, the data of interview results needs to be supported by the recording of the interview. Data on human interaction, or an overview of a situation needs to be supported by photographs. Data recorder tools in qualitative research, such as cameras, and voice recording tools are indispensable to support the credibility of the data that has been discovered by the researcher.

In this case the researcher attaches documentation as proof of the validity of the data that has been written in the research results.

#### 2. Transferability

In making the report, the researcher must provide a detailed, clear, systematic, and reliable explanations. Thus, the reader can understand clearly about the results of the research, so that they can decide whether or not to apply the results of the research elsewhere.

The researcher attach data systematically and clearly to the research results so that readers can understand carefully how the research process takes place and what the research results are.

### 3. Dependability

The researcher checking the data again, whether the researcher made a mistake in the research plan, data collection, and interpretation. This test was carried out with the researcher revising the skripsi.

### 4. Confirmability (objectivity)

This test was carried out by analyzing whether the results of the research are agreed by many people or not, the research is said to be objective, if agreed by many people.

This test was carried out with the approval of the supervisor and skripsi examiner. Which is the skripsi completed means that the researcher has gone through various stages and agreements so that the researcher can complete this skripsi.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Description**

This research was carried out for one month starting from February 24, 2022, at 08.00 at SMAN 4 Palu until March 25, 2022. After submitting the research permit to compile the thesis, the researcher was directed by the school coordinator to meet with the class XI English teacher. After meeting the English teacher of class XI, the researcher conducted an interview. The researcher met Mrs. Alfin Widianingrum S.Pd and Mrs. Farida S.Pd who are the English teachers of class XI to conduct the interview. In conducting interviews, the researcher used structured interviews, in which the researcher had compiled or prepared interview guidelines systematically and completely based on the formulation of problems in the study to collect data.

After the researcher obtained the information through interviews conducted with both English teachers, the researcher continued to research students by distributing questionnaires on WhatsApp through google forms. Questionnaires were distributed to class XI students at SMAN 4 Palu. The overall students of class XI were 390. Class XI was divided into 2 majors, namely science contained of 5 classes, and social studies contained of 6 classes. The number of samples was 55 students who were representatives. Questioner aims to support the results of interviews conducted with English teachers about teachers' strategies in teaching English in blended learning situations in class XI students at SMAN 4 Palu. The questionnaire was distributed to the students on Thursday, March 10 2022.

## PROFILE OF SMA NEGERI 4 PALU

SMA Negeri 4 Palu is a public high school located in Palu City, Central Sulawesi Province. Similar to general high schools in Palu City, the school education period at SMAN 4 Palu is taken within three years, starting from Class X to Class XII. SMA Negeri 4 Palu was established in 1976 under the name Middle School for Development Preparation (SMPP) and subsequently based on the Decree of the Minister of Education and Culture in 1985 SMPP changed its name to SMA Negeri 4 Palu. For 43 years this school has been established, and SMA Negeri 4 Palu has been led by 9 principals. Currently, SMA Negeri 4 Palu is under the leadership of Mr. Syam Zaini, S.Pd., M.Si (2012-present).

SMA Negeri 4 Palu stands on a 4 hectare land with its address at Jalan Mokolembake No. 1 Palu, Lere Village, West Palu District, Central Sulawesi Province. SMA Negeri 4 Palu is one of the pioneers in implementing the 2013 curriculum in Central Sulawesi province.

VISION: Excellence in IMTAQ and Science and Technology in the independent era.

### MISSION:

1. Carrying out teaching and learning activities and guidance effectively.
2. Carrying out special guidance for students who are ranked superior and remedial and enrichment for students in need.
3. Improving extra-curricular achievement.
4. Cultivating an interest in reading.

5. Improving English language skills.
6. Streamlining the role of science teachers, librarians, and laboratory managers.
7. Carrying out computer guidance and training for interested and talented students.
8. Improving learning and guidance of religious education according to the beliefs of each student effectively.
9. Increasing the frequency of training and the creation of scientific works.<sup>1</sup>

#### SCHOOL DATA

Name : SMA Negeri 4 Palu

Address : Jl. Mokolembake No. 01 Kota Palu

Province : Central Sulawesi

Districts : West Palu

Land Area : 4 hectares

Number of Classes : 38 Class

Courses : IPA and IPS

Accreditation : A

School Status : Negeri

Email : [sman4plu@gmail.com](mailto:sman4plu@gmail.com)

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<sup>1</sup> “SMAN 4 PALU,” <https://sman4palu.sch.id/> (31 May 2022).



Website : <http://sman4palu.sch.id><sup>2</sup>

**Table 4.1**

**School Committee Organizational Structure**

<b>No</b>	<b>Name/NIP</b>	<b>Position</b>
1	Syam Zaini, S.Pd.,M.Si.  NIP. 197007231995121001	Headmaster
2	Drs. Sulaeman  NIP. 196412311995121011	Vice principal Mathematics Curriculum
3	Mohammad Erwin, M.Pd  NIP. 197708082007011032	Vice principal of Biology Student Affairs
4	Seha, S.Pd  NIP. 196510121989032014	Vice principal of Biology  Facilities/Infrastructure
5	Erwin, S.Pd.,M.Pfis  NIP. 197811202003121005	Vice principal of Biology Public Relations  school
6	Dra. Hj. Elokwati, M.Si.  NIP. 196205121988032016	Vice principal English Language  Termination

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<sup>2</sup> “Siap Sekolah,” <http://40203611.siap-sekolah.com/sekolah-profil/> (1 June 2022).

**Table 4.2****Number of English Teachers**

<b>No</b>	<b>Name/NIP</b>	<b>Class</b>
1	Alfin Widianingrum, S.Pd  NIP. 198508152009032004	English Teacher  Class XI
2	Farida, S.Pd  NIP. 197110032006042010	English Teacher  Class XI

**Table 4.3****Number of Students by Class**

<b>No</b>	<b>Class</b>	<b>Total</b>
1	IPA 1	35
2	IPA 2	36
3	IPA 3	34
4	IPA 4	36
5	IPA 5	36

6	IPS 1	35
7	IPS 2	38
8	IPS 3	36
9	IPS 4	36
10	IPS 5	32
11	IPS 6	36
<b>Total</b>		<b>390</b>

**Table 4.4**

**The Description of the Respondents**

<b>No</b>	<b>Name</b>	<b>Class</b>	<b>Sex</b>
1	AAA	XI IPA 1	Female
2	YR	XI IPA 4	Male
3	SA	XI IPA 4	Male
4	DKA	XI IPA 1	Female
5	MF	XI IPS 2	Male

6	NN	XI IPA 5	Male
7	R	XI IPA1	Male
8	I	XI IPA 2	Male
9	Nu	XI IPA 2	Female
10	AS	XI IPA 2	Female
11	FNP	XI IPA 2	Female
12	M	XI IPA 2	Female
13	QNC	XI IPA 2	Female
14	SH	XI IPA 2	Female
15	MF	XI IPS 4	Male
16	HNR	XI IPA 2	Female
17	TA	XI IPA 3	Female
18	MR	XI IPA 2	Male
19	MF	XI IPA 3	Male
20	MDF	XI IPA 2	Male
21	RH	XI IPS 1	Male

22	MAF	XI IPA 1	Male
23	NRZ	XI IPA 2	Female
24	N	XI IPS 1	Female
25	AN	XI IPS 1	Female
26	EV	XI IPA 1	Female
27	AP	XI IPS 3	Male
28	AOR	XI IPA 1	Female
29	AR	XI IPA 1	Female
30	RUR	XI IPA 1	Female
31	MAA	XI IPA 1	Male
32	NS	X1 IPA 1	Female
33	MRA	XI IPA 1	Male
34	AD	XI IPA 1	Male
35	MA	XI IPA 1	Male
36	MJS	XI IPA 1	Male
37	PAA	XI IPA 1	Female

38	MS	XI IPA 1	Female
39	AM	XI IPA 1	Male
40	NH	XI IPA 1	Female
41	H	XI IPA 1	Female
42	RA	XI IPA 1	Female
43	S	XI IPA 1	Female
44	DA	XI IPA 1	Female
45	MFJS	XI IPA 1	Male
46	MAAR	XI IPA 1	Male
47	NISA	XI IPA 1	Female
48	ATW	XI IPA 1	Female
49	MRA	XI IPS 6	Male
50	MR	XI IPA 1	Male
51	AMM	XI IPA 2	Male
52	NRA	XI IPS 2	Female
53	TYS	XI IPS 2	Female

54	MF	XI IPS 1	Male
55	SAD	XI IPA 3	Male

## **B. The Result of the Research**

### **1. The Strategies that Teacher Use in Blended Learning Situation**

In the blended learning situation, it is very important to develop learning strategies so that learning activities can run optimally. For this reason, when teachers teach blended learning situations, they have developed several strategies to use, which is:

#### **a. Vocabulary Building**

The use of the vocabulary building method in learning activities has only been carried out by teachers at SMAN 4 Palu since the pandemic. This is because the English teacher at the school is worried about student learning scores which tend to decrease after learning activities are carried out online. "I got this strategy when I was looking for references to teaching strategies. Due to the pandemic, many students' English learning outcomes have decreased, so I'm trying to find ways to improve their grades."<sup>3</sup>

After using this strategy, Miss Farida stated that students know more and have more vocabulary in English.

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<sup>3</sup> Mrs. Farida S. Pd and Mrs. Alfin Widianingrum S. Pd, English Teacher of SMAN 4 Palu, Interviewed by the Researcher in Palu, 24 February 2022 and 8 March 2022.

## b. Cooperative Learning

Cooperative learning is a learning strategy in which the teacher will provide a reading text and ask students to discuss the contents of the text. For example, the teacher gives a reading text about a case study and students are asked to analyze the case and then discuss it. The use of this method will help students who are passive become active and want to speak, because every answer they issue is not considered wrong

"I use this method to train children to want to speak, even though a few words are important for them to be confident to speak in English."<sup>4</sup>

This strategy was chosen by Miss Farida to build students' self-confidence and help all students to be active in learning activities.

## c. Student Chosen Text

The Students Chosen Text method is a method that is more or less the same as cooperative learning. It's just that this method has a wider reach, where students are given the freedom to choose what text or book they will explore. Students are not only asked to discuss the contents of the open book, but they are also asked to make a journal or summary of the contents of the books they have read.

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<sup>4</sup> Mrs. Farida S. Pd and Mrs. Alfin Widianingrum S. Pd, English Teacher of SMAN 4 Palu, Interviewed by the Researcher in Palu, 24 February 2022 and 8 March 2022.



The focus of this strategy is to hone students' ability to understand texts and help them to want to be more active in learning. In addition, this strategy also forces students to interpret many English words so that it helps them to read a lot of vocabulary and indirectly memorize it.

“...some students who were initially not very active in learning activities, became active and know a lot of vocabulary in English after they were taught with this students choosen text strategy. Because they can freely choose to read anything, even if it's a novel or fairy tale book”.<sup>5</sup>

## **2. The Application of the Teaching Strategy in Blended Learning Situation**

### **a. Vocabulary Building**

In the learning activity the teacher will ask each student to look for as many as two words in English that they don't know the meaning of and find it difficult for them to pronounce. After that the teacher will tell the meaning to all students then practice how to pronounce it and describe the broad meaning of the word.

This is always done in every meeting, in order to add to the collection of students' vocabulary which they can use at any time. That way, students will be able to have a new vocabulary every week every time they take part in learning activities.

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<sup>5</sup> Mrs. Farida S. Pd and Mrs. Alfin Widianingrum S. Pd, English Teacher of SMAN 4 Palu, Interviewed by the Researcher in Palu, 24 February 2022 and 8 March 2022.

### b. Cooperative Learning

In learning activities where the material is continuous with this strategy, for example reading. Then the teacher will divide students into several groups and then distribute them several types of text according to the theme of the day, for example news texts.

Then in each group, the teacher will ask students to discuss the events reported in the text, then each member of the group will be asked to present the results of their discussion. This is done to build students' self-confidence, as well as to train students to prepare discussion material as well as possible before they present.

### c. Students Chosen Text

This strategy is used by teachers in meetings with the theme of reading and speaking. The teacher will divide students into several groups and then ask students to choose the title of the book they want each.

After that, the teacher will ask them to make a summary of the contents of the book and present it in front of the class.

This strategy, in addition to training students' understanding, will also simultaneously train students' speaking and help them increase their vocabulary in English.

### **3. Implementation of the Strategi in Blended learning Situation**

The implementation of blended learning learning strategies is carried out online and offline. Online learning is carried out using zoom and google classroom while face-to-face is carried out in the school environment using the theme book media. Virtual face-to-face implementation is carried out according to a predetermined schedule. This takes into account the quota owned by students. So at SMAN 4 Palu virtual face-to-face activities are held at the beginning of the theme/sub-theme in each lesson. For class schedule? starting at ?. This is in accordance with the results of an interview with Miss Farida, namely:

"Implementation of blended learning is carried out online and offline, which is offline in the school environment while online is carried out using zoom and google classroom".

The following describes learning activities in blended learning situations.

#### **a. First Activity**

Virtual face-to-face teaching and learning activities are carried out using zoom and start at 08.00 – 11.00 according to a predetermined schedule. Students are asked to immediately enter the Google Meet room using the link that has been shared in the class WhatsApp group. Before learning begins, the teacher gives about 10 minutes to wait for students who are not present.

At 08.00 the teacher started teaching and learning activities in class by greeting, after that the teacher asked how the students were doing "how are the

children?", the students were very enthusiastic about answering questions from the teacher. Before praying the teacher checks the readiness of students such as writing instruments and textbooks as well as the tidiness of students, namely wearing uniforms. The teacher invites students to pray and guide them. The next step is to take attendance at the meeting. Before learning, the teacher gives rules when learning, including turning on the camera/on camera and not making noise by muting the microphone on each screen. Teachers also provide motivation to students to keep their spirits up even though learning is done online. The teacher conveys the learning objectives to students, namely that students can understand and master material about cause effect in English.

Not much different, the initial activities carried out virtually are almost the same as face-to-face learning. Face-to-face learning has been carried out directly since the government issued a circular allowing face-to-face learning. The learning process is carried out from 08.00 to 11.00 with a shift system, namely Wednesday and Thursday is the schedule for grade 11. Because face-to-face learning at school during the pandemic was only allowed 45 minutes in one meeting. The initial activity carried out by the teacher in opening the lesson is to greet students. Followed by reading a prayer together led by one of the students. After the prayer activity is over, the teacher checks the readiness of the students before learning, such as the completeness of personal stationery and books as learning resources, because during a pandemic students are required to use writing instruments personally and not borrow them from friends.

Furthermore, the teacher asks students how they are doing and provides motivation before studying. Students are expected to remain enthusiastic even though studying during a pandemic.

#### b. Core Activities

The core activity is a process of interaction between teachers and students in the process of teaching and learning activities that aim to achieve learning objectives. In the research, the writer found that the teacher associated the previous learning with the learning to be studied, namely the Cause Effect. This learning is done when face to face virtually using zoom, after the teacher carries out the opening activity, the next activity is explaining the material using power point or using the white board on Google Meet. During the teacher explaining the material, students pay close attention to the teacher.

The teacher gives questions to students about the cause effect. Then the teacher gives conclusions regarding the material that has been submitted and collected via WhatsApp with a predetermined time. For students who experience problems, they can inform the homeroom teacher to get an extension of time in collecting assignments. For material to be studied in future meetings, the teacher provides learning videos for students to study. In addition, the teacher gives freedom to students to learn from various sources such as the internet, YouTube and other books.

The next meeting was held face-to-face at school, after the teacher opened the learning activities, the teacher gave a stimulus before delivering the material

so that question and answer activities arose. In delivering material face-to-face the teacher uses the theme book as a learning medium. Meanwhile, online, teachers use videos uploaded to the YouTube channel for students to learn.

This method can make it easier for students to understand cause effect material. After explaining the material the teacher asks students to make five sentences with a structure cause effect in advance with a predetermined time. After that the teacher checks the answers and appreciates the students who have done well.

Not only that, students who do not understand the material continue to be taught by the teacher independently and are encouraged to keep learning. The next activity is the teacher asks students to study material about conditional sentences. After that, the teacher returns questions related to the learning material by appointing students randomly. Students are very active and compete to answer questions given by the teacher. Like "I, sir. I can, while raising my hand." After that the teacher evaluates by explaining again the things that are wrong in the student's answers. The teacher explains very well using language that is easily understood by students. Then, the teacher asked the students "do the children understand?" Some students already understand what is being taught and some don't.

When students do not understand the material presented, the teacher will re-explain and guide them. In the next activity, the teacher makes questions on the whiteboard and asks students to work on them independently. After a few minutes

the students had finished working on the questions given by the teacher. And the teacher discusses the questions and answers together. The teacher really appreciates his students who dare to come forward to solve the questions that have been given. For the next activity, the teacher gives homework assignments for students to hone their abilities more maturely. In addition, the teacher also provides learning videos to students through the WhatsApp group as material to be studied at the next meeting. In teaching and learning activities, of course, various parties experience several obstacles, especially learning that is carried out online such as the internet, assignments that have been submitted for a long time, do not understand the material. But to overcome these obstacles, teachers always strengthen communication with parents. This is in accordance with the results of interviews with grade 11 teachers, namely: "the obstacles that I often experience as a teacher are more towards collecting assignments. This is because there are various limitations that students have in submitting assignments so that delays often occur. To overcome this, I always ask parents to just maintain communication, so they must be able to understand each other, especially during the current pandemic". In contrast to the obstacles experienced by students during the online learning process, they tend to aspects such as not understanding the material, learning difficulties, and no one to guide. This is based on the results of interviews with 11th grade students, namely: "I sometimes find it difficult if there is material that is not understood, because I am not used to online learning besides that access to ask questions is quite limited."

### c. Closing Activities

After the learning process is complete from the initial activities, core activities, and closing activities. The teacher concludes the material that has been delivered and also gives several questions in order to find out whether students have understood or not and whether or not the learning objectives have been achieved. The teacher closes the lesson by reminding the material to be studied at the next meeting so that students can study independently by seeking information from various sources. Then the teacher greets students and gives several messages such as "Thank you children for participating in today's lesson actively, don't forget to keep studying and maintaining health". The activity was carried out face-to-face virtual or in person.

## **4. The Result of Questionnaire to Students**

The representative respondents of this study were 55 students of class XI. The total students of XI grade of SMAN 4 Palu were 390 students, divided into 6 classes social studies and 5 classes science. The researcher used questionnaires to find out students' experiences in learning English in blended learning situations and as a supporting tool for the researcher in conducting research on teachers in teaching English in blended learning situations in grade XI students at SMAN 4 Palu.

In providing the questionnaire, the researcher used a google form and shared the link via WhatsApp. The number of questions was as many as 10 questions. The following are the result of students' responses about teachers' strategies in teaching



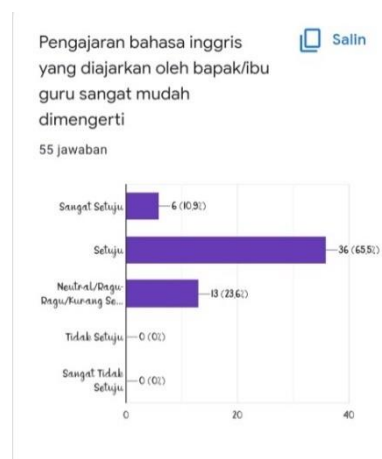
English in blended learning situations in grade XI students at SMAN 4 Palu, namely:

1. English subjects through limited face-to-face learning (offline and online) are very pleasant.



Based on the results shown above, there were 10.9% (6) respondents answered strongly agree, 56.4% (31) respondents answered agree, and 32.7% (18) respondents answered neutral.

2. The teaching of English taught by the teacher is very easy to understand.



Based on the results shown above, there were 10.9% (6) of respondents answered strongly agree, 65.5% (36) of respondents answered agree, and 23.6% (13) of respondents answered neutral.

3. I prefer English learning when face-to-face learning is limited because it makes me not bored.



Based on the results shown above, there were 38.2% (21) respondents answered strongly agree, 41.8% (23) respondents answered agree, and 21.8% (12) respondents answered neutral.

4. English language teaching taught by teachers in face-to-face learning and online learning has a special learning strategy so that it makes me have no difficulty in understanding English material.



Based on the results shown above, there were 7.3% (4) of respondents who answered strongly agree, 52.7% (29) respondents who answered agree, 38.2% (21) respondents who answered were neutral, and 3.6% (2) of respondents who answered disagree.

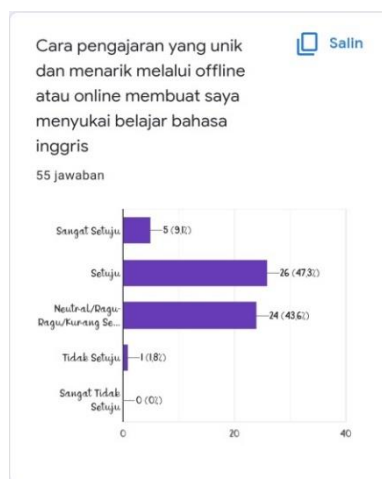
- English language learning during limited face-to-face learning is easy for me to understand because the teacher explained interestingly so that the material could be understood by me.



Based on the results shown above, there were 23.6% (13) respondents who answered strongly agree, 56.4% (31) respondents who answered agree, 18.2% (10)

respondents who answered neutral, and 1.8% (1) respondents who answered disagree.

6. A unique and interesting way of teaching through offline or online makes me like learning English.



Based on the results shown above, there were 9.1% (5) of respondents answered strongly agree, 47.3% (26) respondents answered agree, 43.6% (24) respondents answering neutral, and 1.8% (1) respondents answer disagree.

7. I got a lot of new knowledge in learning English after offline and online learning.



Based on the results shown above, there were 5.5% (3) respondents answered strongly agree, 72.7% (40) respondents answered agree, and 21.8% (12) respondents answered neutral.

8. Teachers help me if there is something I do not know so that it can make it easier for me to understand the English material.



Based on the results shown above, there were 21.8% (12) respondents answered strongly agree, 58.2% (32) respondents answer agree, 20% (11) respondents answer neutral, and 1.8% (1) respondents answer disagree.

9. My English increased after the school implemented limited face-to-face learning (offline and online).



Based on the results shown above, there were 5.5% (3) of respondents who answered strongly agree, 60% (33) of respondents who answered agree, and 34.5% (19) of respondents who answered neutral.

10. Teaching English offline and online is easy to understand so that it helps me in improving my English skills.



The results was that there were 9.1% (5) respondents who answered strongly agree, 43.6% (24) respondents who answered agree, 45.5% (25) respondents who answered neutral, and 3.6% (2) respondents who answered disagree.

### **C. The Discussion**

After the researcher made observations, and interviews, and gave questionnaires to students and a broad picture of the results of the study in the previous section, the researcher continued to discuss the findings in this section. In the process of this study, the researcher interviewed two teachers to find out what strategies teachers use in teaching English in blended learning situations in grade 11 of SMAN 4 Palu and how to apply the strategies teachers use in teaching English in blended learning situations in grade 11 of SMAN 4 Palu. The strategy used by the English teacher was a vocabulary building, cooperative learning and students choosen text. The application of this strategy is the teacher will give a text to students and ask them discussed about that text, with giving their own review about the text.

All the three strategy that teachers use is very usable in the blended learning situation because it can make student can get an optimal learning experience even not face to face with their teachers. Because the blended learning situation just have a bit time to do face to face learning activity, there is just twice meeting in a week. So, all of these strategy is very useable and good to use in the blended learning situation.

In addition, teacher can handle and make sure all the student get the point of material because the text will give to all the student, and all the result of their text review will be collect one by one to teacher, and teacher will be asking one by one to all of student in zoom meeting. So, even the learning situation not face to face, student still learning seriously and get the point of the material because the use of that three strategies, which is vocabulary building, cooperative learning, and also students choose text.

While in the questionnaire section, the researcher processed data using techniques scale likert,<sup>6</sup> the researcher found out that the result of the questionnaire as follows:

**Table of weights of Likert scale values**

<b>A</b>	5
<b>B</b>	4
<b>C</b>	3
<b>D</b>	2
<b>E</b>	1

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<sup>6</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif Dan R & D* (19<sup>th</sup> Edition; Bandung: Alfabeta, 2013), 93.



Information:

- 5 : Strongly Agree (SS)
- 4 : Agree (S)
- 3 : Neutral (N)
- 2 : Disagree (TS)
- 1 : Strongly Disagree (STS)

**Formula:  $T \times P_n$**

T : Total number of respondents who voted

P<sub>n</sub> : Choice of Likert scale values

SS (Strongly Agree) :  $78 \times 5 = 390$

S (Agree) :  $305 \times 4 = 1,220$

N (Neutral) :  $165 \times 3 = 495$

TS (Disagree) :  $7 \times 2 = 14$

STS (Strongly Disagree) :  $0 \times 1 = 0$  +

Total Score : 2,119

**Calculation Score Interpretation**

To get the results of interpretation, it must first be known the highest value (Y) and the lowest value (X) in conducting the assessment as follows:

Y : Highest Likert score x number of respondents x number of statements

X : Lowest Likert score x number of respondents x number of statements

The highest score for items of extreme likes is  $5 \times 55 \times 10 = 2,750$ , while for items of extreme dislikes it is  $1 \times 55 \times 10 = 550$ .

Before completing the result of the score obtained, we must first know the interval (distance) and interpretation of percent to be able to know the assessment by the method of finding the interval of the percent score of 1.

### **Interval Formula**

$$1 = 100 / \text{Number of scores (Likert)}$$

This is the distance interval from the lowest 0% to the highest 100%

- Figure 0% - 19.99% = Strongly disagree / bad / less once
- Number 20% - 39.99% = Disagree / dissatisfied / not good
- Figure 40% - 59.99% = Enough / neutral
- Figure 60% - 79.99% = Agree / good / satisfied / like
- Figure 80% - 100% = Strongly agree / good / satisfied / like

### **Final Statement**

Index Formula % = Total Score / Y x 100

It is known that the total score obtained based on the additional results of each questionnaire filling amounts to 2,119, while the highest Y value is 2,750 so that:

$$\frac{2,119}{2,750} \times 100 = 77\% \text{ Category Agree / Good}$$

From this data, a percentage value of 77% was obtained, where the student's response to the teacher in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu is good. Students like the way of teaching of the English teachers.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

After conducting research and analyzing teachers' strategies in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu, the researcher found that the teachers used vocabulary building, cooperative learning, and students chosen text in teaching English in class XI.

##### **1. Vocabulary Building**

In the learning activity the teacher will ask each student to look for as many as two words in English that they do not know the meaning of and find it difficult for them to pronounce. After that the teacher will tell the meaning to all students then practice how to pronounce it and describe the broad meaning of the word.

This is always done in every meeting, in order to add to the collection of students' vocabulary which they can use at any time. That way, students will be able to have a new vocabulary every week every time they take part in learning activities.

##### **2. Cooperative Learning**

In learning activities where the material is continuous with this strategy, for example reading. Then the teacher will divide students into

several groups and then distribute them several types of text according to the theme of the day, for example news texts.

### 3. Students Chosen Text

This strategy is used by teachers in meetings with the theme of reading and speaking. The teacher will divide students into several groups and then ask students to choose the title of the book they want each.

From the results of research that the researcher has done both on teachers and students, it was concluded that the teacher's strategy in teaching English in a blended learning situation in class XI was able to help students in learning. The conclusion of the results of this study is evidenced by the increase in students' scores in English subjects, student activity in following lessons, and especially the results of filling out questionnaires that students have answered whose percentage scores are based on the results of answers from questionnaires given to students who use the Likert scale technique of 77% category agree or good. It means the student's response to the teacher in teaching English in blended learning situation at eleventh grade students of SMAN 4 Palu is good. Students like the way of teaching of the English teachers.

## **B. Suggestions**

Based on the conclusions obtained in this study, the suggestions that can be put forward are as follows:

1. For teachers, it is advisable to further study various strategies, to know which strategies are suitable in various situations and conditions, to teach English in an interesting way to students because the teacher must apply the right strategies in teaching English, and the teacher must motivate students, especially students who are not enthusiastic about learning.

2. For students, it is recommended to be more diligent in studying, especially after schools have implemented blended learning at this time because many students lose their motivation to learn.

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# APPENDICES



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PALU  
FAKULTAS TARBIYAH & ILMU KEGURUAN  
Jl. Diponegoro No. 23 Telp. 0451-460798 Fax. 0451-460165 Palu 94221  
email: humas@iainpalu.ac.id - website: www.iainpalu.ac.id

## PENGAJUAN JUDUL SKRIPSI

Nama : SRI ALFIDAYATI R. KANING NIM : 171160019  
TTL : MILOK, 26-02-2000 Jenis Kelamin : Perempuan  
Jurusan : Tadris Bahasa Inggris (S1) Semester :  
Alamat : Jln. Lasoso HP : 082259873399  
Judul :

☒ Judul I

*Me 24.04/2021*  
An analysis of teacher's strategies in teaching english vocabulary for tenth grade students of SMAN 4 Kota Palu

☐ Judul II

The efforts of teachers in increasing student motivation in learning english in SMK Negeri 2 Palu

☐ Judul III

The correlation between of teacher teaching manner and student learning motivation in english subjects

Palu, *22 april* 2021  
Mahasiswa,

*[Signature]*  
SRI ALFIDAYATI R. KANING  
NIM. 171160019

Telah disetujui penyusunan skripsi dengan catatan :

Pembimbing I :

*Fahriyul, S.pd. M.Hum.*

Pembimbing II :

*Arifah, S.pd. M.pd.*

a.n. Dekan  
Wakil Dekan Bidang Akademik  
dan Pengembangan Kelembagaan,

*[Signature]*  
Drs. SYAHRIL, M.A.  
NIP. 196304011992031004

Ketua Jurusan,

*[Signature]*  
RASMI, S.Pd., M.Pd.  
NIP. 198606242019032011

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALU  
NOMOR : 229 TAHUN 2021

TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang :
- bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
  - bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
  - bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, maka perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.

- Mengingat :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  - Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
  - Peraturan Menteri Agama Nomor 23 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Palu;
  - Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
  - Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

- KESATU : Menetapkan saudara :
- Fitriningsih, S.Pd., M.Hum
  - Afifah, S.Pd., M.Pd

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Sri Alfidayati R. Kaning

NIM : 17.1.16.0019

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING ENGLISH VOCABULARY FOR TENTH GRADE STUDENTS OF SMAN 4 KOTA PALU

- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2021
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini, maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Pada Tanggal : 24 April 2021

Dekan,

Dr. Hamdan, M.Ag

NIP. 196906061998031002

Tembusan :

- Rektor IAIN Palu;
- Kepala Biro AUAK IAIN Palu.





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية داتوكاراما فالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website: [www.uindatokarama.ac.id](http://www.uindatokarama.ac.id), Email: [humas@uindatokarama.ac.id](mailto:humas@uindatokarama.ac.id)

Nomor : 427/Un.24/F.I/PP.00.9 /01/2022  
Sifat : Penting  
Lamp : -  
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Palu, 31 Januari 2022

Kepada Yth.

1. Fitriningsih, S.Pd., M.Hum. (Pembimbing I)
2. Afifah, S.Pd., M.Pd. (Pembimbing II)
3. Zuhra, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-  
Palu

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Sri Alfidayati R. Kaning  
NIM : 17.1.16.0019  
Jurusan : Tadris Bahasa Inggris (TBIG)  
Judul Skripsi : An Analysis of Teacher's Strategies in Teaching English in Hybrid Learning Situation at Eleventh Grade Students of SMAN 4 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Senin, 07 Februari 2022  
Waktu : 09.00 Wita - Selesai  
Tempat : Lt. 3 FTIK UIN Datokarama Palu

*Wassalamu 'alaikum warahmatullahi wabarakatuh*

a.n Dekan

Ketua Jurusan TBIG



Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)



FOTO 3 X 4

**KARTU SEMINAR PROPOSAL SKRIPSI**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

NAMA	: SP1 Alifdayati R. Koning
NIM.	: 171160019
JURUSAN	: Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Selasa 21-01-2021	Meydina Nurul Faradilla	Increasing English Vocabulary Mastery of Grade VIII Students Through Word Sort Strategy at SMP Negeri 3 Palu	1. Drs. Muhammad Ihsan, M.Ag. 2. Pitriningsih, S.S., S.Pd., M.Pd.	
2	Selasa 21-01-2021	Atiqah Faridatun	Analisis Kemampuan Penalaran Matematis Siswa di SMA Negeri 1 Cakera Kecamatan Cakera Kabupaten Palu	1. Prof. H. Nurudin P., S.Pd., S.Sos., M.Pd. 2. Kiperqudika Yusup S., S.Pd., M.Pd.	
3	Rabu 02-12-2020	Dewi Haerani	Dampak Perkembangan Psikologi Perilaku remaja pada masa remaja di sekolah menengah pertama negeri (SMN) No 2 Cakera Kabupaten Danggala	1. Drs. Thalib, M.Pd. 2. Dr. Sri Dewi Usmanaty, S.Pd., M.Pd.	
4	Jumat, 15-01-2021	Hidayati	Increasing Student Vocabulary Mastery through Board Game at the seventh grade of SMPN 10 Palu	1. Drs. Muhammad Ihsan, M.Ag. 2. Dr. H. Nur Asmawati, S.Ag., M.Hum.	
5	Senin 18-01-2021	Nabila Fairuz R.	The use of Pense Teaching Strategy to improve students' writing skill of recount text in the tenth grade of madrasah aliyah al-Ikhsanatul Firdaus Palu	1. Dr. A.P. Darwis Jandari Burchi, S.S., M.Pd. 2. Yuni Amelia S.Pd., M.Pd.	
6	Rabu 20-01-2021	Ummul Husnul Auliya	The use of Mnemonic Technique in Improving students' vocabulary mastery at the tenth grade students of SMPs Muhammadiyah Marawala	1. Prof. H. Nurudin, S.Sos., S.Pd., M.Pd. 2. Dr. Darwis Jandari Burchi, S.S., M.Pd.	
7	Rabu, 20-01-2021	Aldi Saputera	The Correlation Between Students' Grammar Competence and Their Spelling Ability of the eighth Grade Students in SMPN 1 Palu	1. Dr. H. Nur Asmawati, S.Ag., M.Hum. 2. Yuni Amelia S.Pd., M.Pd.	
8	Kamis 21-01-2021	Wahyu Pratama Putra	Analisis Pola dan Pungsi Ism Fasil Dalam Al Qur'an Juz 1	1. Dr. H. Mub. Jafar, M.Pd., P.I. 2. Titik Palmany, S.Pd., M.Pd.	
9	Kamis 21-01-2021	Ulpin Rahmawati	The use of Visualization Strategy in Reading comprehension at grade eight of SMPN 1 Palu	1. Dr. Darwis Jandari Burchi, S.S., M.Pd. 2. Apipah, S.Pd., M.Pd.	
10	Jumat 30 April 2021	Apriliand Tri Wulandari	An Analysis of Students strategies in improving english vocabulary during covid-19 pandemic at the tenth grade of SMPN 4 Palu	1. Dr. H. Nur Asmawati, S.Ag., M.Hum. 2. Pitriningsih, S.S., S.Pd., M.Hum.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

BUKU KONSULTASI  
PEMBIMBINGAN PENULISAN SKRIPSI



NAMA : Sri Alpdayani R. Kaning  
NIM : 17.1.16.0019  
PROGRAM STUDI : Tadris Bahasa Inggris  
PEMBIMBING : I. Fitriwiningsih, S.S., S.Pd., M. Hum.  
II. Apipah, S.Pd, M.Pd.  
ALAMAT : Jl. Hasanudin toto  
NO. HP : 0822-5987-3399

JUDUL SKRIPSI

An Analysis of Teachers' Strategies in Teaching  
English in Blended Learning Situation At Elementary  
Grade Students of SMAN 4 Palu

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## JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI


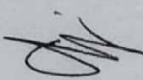
Nama : Sri Apidayati R. Kandung  
 NIM : 171160019  
 Program Studi : Tadris Bahasa Inggris  
 Judul Skripsi : An Analysis of Teachers' Strategies in Teaching English in Blended Learning Situation At Elkhouth Grade Students of SMPN 4 Palu  
 Pembimbing I : Pitriwiningsih S.S., S.Pd., M. Hum.  
 Pembimbing II : Apipala, S.Pd., M.Pd.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Senin, 9/6/2021		<p>Revise the table of content!</p> <p>1. Remove the <del>footnotes</del> endnotes!                      - In the background, explain about the teaching of vocabulary in max 4 Para and the importance of finding out about the teachers' strategy in teaching vocabulary!</p>	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
			<p>- Look at Pedoman KTI to revise the footnotes!</p> <p>- Add:                      1. Analysis                      2. Teaching in the operational definition!</p> <p>- Make the parts in the content outlines same as in the table of content!</p> <p>2. Move the sub title to the next page!                      (Do not write the sub title at the end of the pages!)</p> <p>3. Omit the endnotes!</p>	





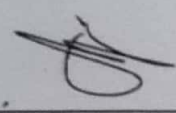

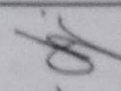
No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
			<p>- In the appendix, provide:</p> <ol style="list-style-type: none"> <li>1. Interview sheet (for teacher and students)</li> <li>2. Questionnaire sheet</li> <li>3. Observation checklist</li> </ol>	
2.	Jumat, 17 September 2024		<ol style="list-style-type: none"> <li>1. Fix the grammatical errors!</li> <li>Fix the capitalization errors!</li> <li>Fix the punctuation errors!</li> </ol> <ol style="list-style-type: none"> <li>3. Omit the endnotes!</li> </ol> <ul style="list-style-type: none"> <li>Fix the capitalization errors!</li> <li>Fix the grammatical errors!</li> <li>Use future tense!</li> </ul>	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
			<ul style="list-style-type: none"> <li>Provide observation sheet!</li> <li>On page 36, explain about kinds of documentation you will use in your research!</li> </ul>	
3.	Kamis, 7/10/2024	2.	<ol style="list-style-type: none"> <li>2. Omit the endnotes and make them as footnotes!</li> <li>Fix the grammatical errors!</li> </ol> <ol style="list-style-type: none"> <li>3. Fix the grammatical errors!</li> </ol> <p>References: write the names of the sources in English!</p>	



No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
4.	Senin, 8/11/2021		Approval page : write the date !  II - previous research : - Change verb I to verb II ! - Don't number 3. It's not relevant to your title !  References : Write the names of author in capital letters !	

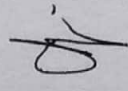
No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
5.	Rabu, 17/11-2021		Revise the title Verbal and subject	
6.	Rabu, 5/1/2022		Differentiate between teaching strategies and learning strategies!	
7.	Rabu, 12/1/2022		Fix the grammatical, capitalization, and punctuation errors!	
8.	Selasa, 18/1/2022 1-3		Fix the grammatical errors!	
			References: write them alphabetically	
9.	Kamis, 20/1/2022		Fix the grammatical errors!	




No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
	30/11/2021		revise and define your variables <del>definition</del> the specific theories related to Teacher Strategies and Hybrid Learning	
	22/12/2021		x. Fix up the writing layout based on KTI x. Fix up the grammatical errors.	


No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Selasa, 24/6/2022		- Provide the google form result of given literature (at least 10) ! - Provide the screenshot of google form in WA !	
		IV	- Fix the grammatical error	
2.	Senin, 11/7/2022		- Approval page: fix the title ! - Acknowledgements: fix the grammatical error !	
		IV	- Fix the grammatical error !	
3.	Juin, 15/7/2022	IV	Fix the grammatical error, punctuation error, and misspelled words !	



No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
4.	Jumat, 5/8/2022	IV	Fix the grammatical errors!	
5.	Jumat, 19/8/2022	IV	Fix the Indonesian transcription (the result of interview)!	
		II	Explain the type of qualitative research you conducted!	
			look at pedoman KTI Pg 15!	
			Fix the grammatical error in abstract!	
		V	Fix the grammatical errors!	
			References: look at Pedoman KTI!	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
6.	Selasa, 13/9/2022	-	Provide the date in the statement of authenticity and approval page! - The conclusion in the abstract is based on page 108! - Provide the list of table! - Provide the list of appendix! IV, Fix the grammatical errors!	
7.	Senin, 19/9/2022	III	Fix the grammatical errors!	
8.	Jumat, 23/9/2022	I II	Fix the grammatical errors! Paraphrase! Fix the footnotes!	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
9.	Rabu, 28/9/2022	II	Fix the grammatical errors. Fix the references listed on <del>Page</del> FTI! ACC	
10.	Kamis, 29/9/2022			
				

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
				



No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

## Laporan Penyelesaian Bimbingan dari Dones Pembimbing:

Yth. Ketua Program Studi .....  
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)  
IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : **FIRMANUSIH, M.Hum**  
NIP : **198506222015032002**  
Pangkat/Golongan : **LEKTOR / IIC**  
Jabatan Akademik :  
Sebagai : Pembimbing I

2. Nama : **AFIFAH, M.Pd.**  
NIP : **198712122018012001**  
Pangkat/Golongan : **Penata Muda Tk. I (III/b)**  
Jabatan Akademik : **Lektor**  
Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : **Sri Alfidayati R. Kandung**  
NIM : **17.1.16.0019**  
Program Studi : **Tadris Bahasa Inggris**  
Judul : **An Analysis of Teachers' Strategies in Teaching English in Blended Learning Situation at Eleventh Grade Students of SIMAN 4 Palu**

Telah selesai dibimbing dan siap untuk diujikan di hadapan sidang ujian munaqasyah skripsi.

Pembimbing I

Palu, **29 September 2022**  
Pembimbing II

**FIRMANUSIH, M.Hum**

**AFIFAH, M.Pd.**  
NIP. **198712122018012001**

NIP. **198506222015032002**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : [www.uindatokarama.ac.id](http://www.uindatokarama.ac.id), email : [humas@uindatokarama.ac.id](mailto:humas@uindatokarama.ac.id)

Nomor : 873 /Un.24/F.I/PP.00.9/02/2022

Palu, 22 Februari 2022

Lampiran : -

Hal : Izin Penelitian Untuk  
Menyusun Skripsi

Yth. Kepala

Di

Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Sri Alfidayati R. Kaning  
NIM : 171160019  
Tempat Tanggal Lahir : Milok, 26 Februari 2000  
Semester : IX (Sembilan)  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jl. Hasanudin Toto  
Judul Skripsi : AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING  
ENGLISH IN BLENDED LEARNING SITUATION AT ELEVENTH  
GRADE STUDENTS OF SMAN 4 PALU  
No. HP : 082259873399

Dosen Pembimbing :

1. Fitriningsih, S.S., S.Pd., M.Hum
2. Afifah, M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/ Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.



## INTERVIEW

Teacher's Name :

Classes Supported :

Day/date of Interview :

An Analysis of Teachers Strategies in Teaching English in Blended Learning Situation at Eleventh Grade students of SMAN 4 Palu		
No	Rumusan Masalah	Variable
1	Strategi apa yang digunakan guru dalam mengajar Bahasa Inggris dalam pembelajaran blended pada siswa kelas 11 SMAN 4 Palu?	Strategi guru dalam mengajar Bahasa Inggris
2	Bagaimana penerapan strategi dalam pengajaran Bahasa Inggris dalam pembelajaran blended pada siswa kelas 11 SMAN 4 Palu?	Penerapan strategi dalam mengajar Bahasa Inggris

No	Aspek Terkait	Pertanyaan
1	Guru	1. Siapa nama lengkap bapak/ibu?
		2. Sudah berapa lama bapak/ibu mengajar Bahasa Inggris?
2	Blended learning	3. Bagaimana pendapat bapak/ibu tentang blended learning di SMAN 4 Palu?
		4. Bagaimana sekolah dalam menerapkan blended learning?
		5. Hal apa saja yang bapak/ibu lakukan dalam memberikan materi dengan sistem pembelajaran blended?
3	Organizing lessons	6. Bagaimana bapak/ibu mempersiapkan materi sebelum mengajar saat blended learning sekarang?
		7. Apakah RPS/RPP dan Silabus ada penyesuaian dengan blended learning?
		8. Dalam sistem pembelajaran blended learning materi Bahasa Inggris seperti apa saja yang bapak/ibu berikan kepada siswa?
		9. Bagaimana cara bapak/ibu guru dalam menyiapkan isi pembelajaran selama sistem blended learning?
		10. Apakah terdapat kesulitan dalam penyiapan materi pembelajaran dengan sistem



		blended learning?
		11. Bagaimana cara bapak/ibu guru mengatasi kesulitan tersebut?
4	Delivering lessons	12. Dalam mengajar Bahasa Inggris apakah bapak/ibu guru menggunakan full english atau mix bahasa saat blended learning?
		13. Media apa saja yang bapak/ibu gunakan dalam mengajar Bahasa Inggris dalam pembelajaran blended?
		14. Jadwal bapak/ibu mengajar Bahasa Inggris seperti apa?
		15. Berapa jam bapak/ibu mengajar Bahasa Inggris dalam blended learning?
		16. Metode apa yang bapak/ibu gunakan dalam mengajar Bahasa Inggris saat blended learning sekarang?
		17. Bagaimana cara bapak/ibu guru dalam menyampaikan materi selama blended learning?
		18. Menurut bapak/ibu, apakah materi yang disampaikan dapat diterima oleh siswa?
		19. Bagaimana cara bapak/ibu dalam menangani siswa yang kurang mengerti pembelajaran?
		20. Melalui system blanded learning, apakah terdapat materi khusus yang diberikan selama pembelajaran?
5	Strategy	21. Strategi apa yang bapak/ibu gunakan dalam mengajar Bahasa Inggris saat blended learning sekarang?
		22. Kenapa bapak/ibu memilih strategi tersebut pada pengajaran Bahasa Inggris dalam blended learning?
		23. Bagaimana penerapan strategi tersebut saat pengajaran Bahasa Inggris dalam blended learning?
		24. Apa tujuan dari penerapan strategi tersebut?
		25. Apa kelebihan dan kekurangan strategi yang bapak/ibu gunakan dalam mengajar Bahasa Inggris saat blended learning sekarang?
		26. Bagaimana langkah-langkah strategi tersebut?
		27. Apakah bapak/ibu menggunakan berbagai media pembelajaran dalam menerapkan

		strategi tersebut?
		28. Apakah ada kesulitan dalam penerapan strategi tersebut?
		29. Bagaimana respon siswa terhadap strategi yang bapak/ibu gunakan ketika mengajar Bahasa Inggris saat blended learning?
6	Managing learning	30. Apa saja yang harus diperhatikan dalam pengaturan materi pembelajaran berdasarkan sistem pembelajaran blended learning?
		31. Bagaimana cara bapak/ibu guru dalam mengatur waktu pembelajaran dengan sistem blended learning? Yang kita tahu bahwa blended learning ini pembelajaran dengan sistem luring dan daring.
		32. Kesulitan atau kendala-kendala apa saja yang sering bapak/ibu temui dalam pembelajaran Bahasa Inggris?
		33. Bagaimana cara bapak/ibu menghadapi kesulitan atau kendala tersebut?
		34. Bagaimana prestasi belajar siswa saat diterapkan blended learning?

## QUESTIONNAIRE

Nama :

Kelas :

Jenis Kelamin :

No	Statement	SS	S	N	TS	STS
1	Mata pelajaran Bahasa Inggris melalui pembelajaran tatap muka terbatas (offline dan online) sangat menyenangkan					
2	Pengajaran Bahasa Inggris yang diajarkan oleh bapak/ibu guru sangat mudah dimengerti					
3	Saya lebih menyukai pembelajaran Bahasa Inggris saat pembelajaran tatap muka terbatas karena membuat saya tidak bosan daripada pembelajaran secara online terus menerus					
4	Pengajaran Bahasa Inggris yang di ajarkan oleh bapak/ibu guru dalam pembelajaran tatap muka dan pembelajaran online memiliki strategi pembelajaran yang khusus sehingga membuat saya tidak kesulitan dalam memahami materi Bahasa Inggris					
5	Pembelajaran Bahasa Inggris saat pembelajaran tatap muka terbatas mudah saya pahami karena bapak/ibu guru menjelaskan dengan cara yang menarik sehingga materi dapat saya mengerti					
6	Cara pengajaran yang unik dan menarik melalui offline atau online membuat saya menyukai belajar Bahasa Inggris					
7	Saya mendapat banyak pengetahuan baru dalam belajar Bahasa Inggris setelah dilakukanya pembelajaran offline dan online.					
8	Bapak/ibu guru membantu saya apabila ada yang tidak saya ketahui sehingga dapat memudahkan saya untuk memahami materi Bahasa Inggris					
9	Bahasa Inggris saya semakin meningkat setelah sekolah menerapkan pembelajaran tatap muka terbatas (offline dan online)					
10	Pengajaran Bahasa Inggris melalui offline dan online mudah dipahami sehingga membantu saya dalam meningkatkan kemampuan Bahasa Inggris saya					

Keterangan :

N = Netral/Ragu-Ragu/Kurang Setuju

STS = Sangat Tidak Setuju

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

## INTERVIEW WITH ENGLISH TEACHERS



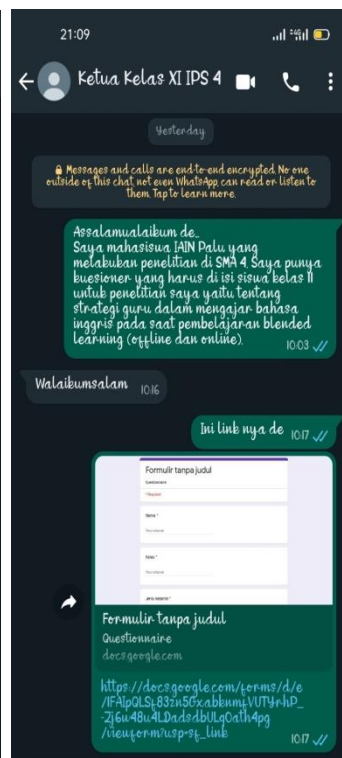
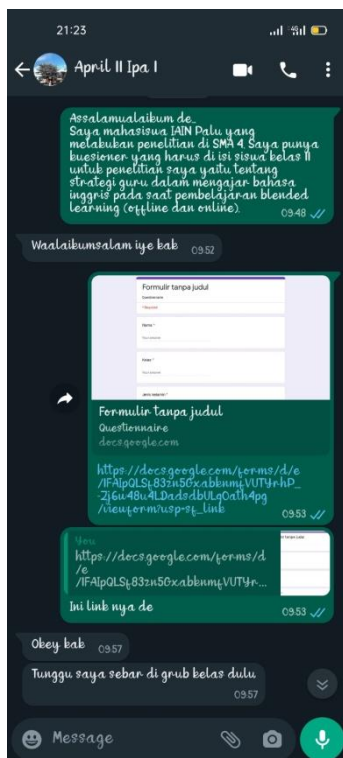
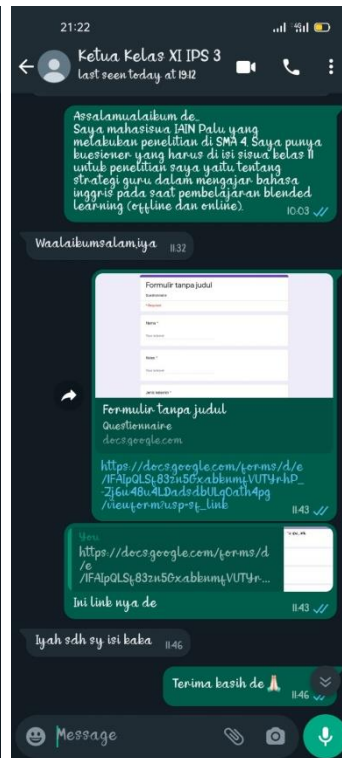




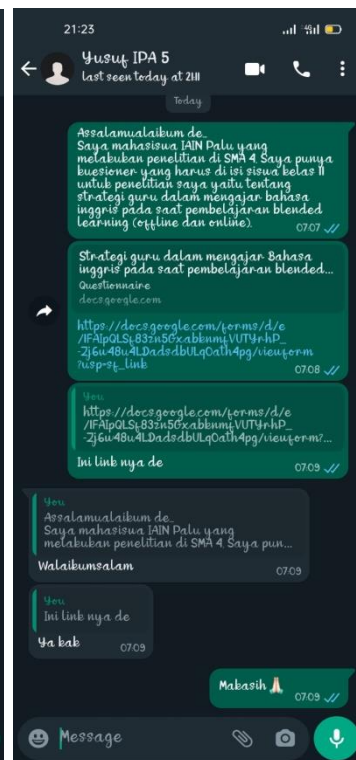
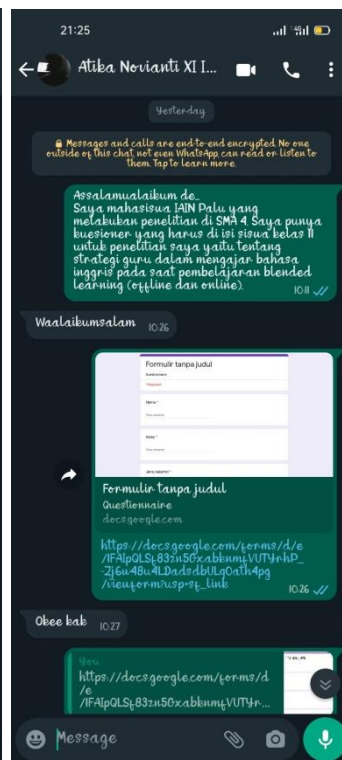
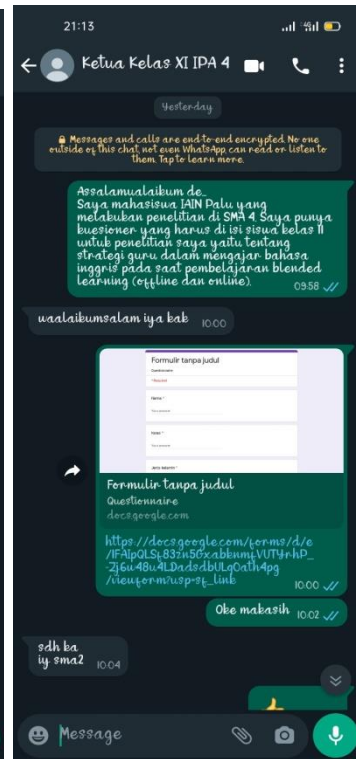
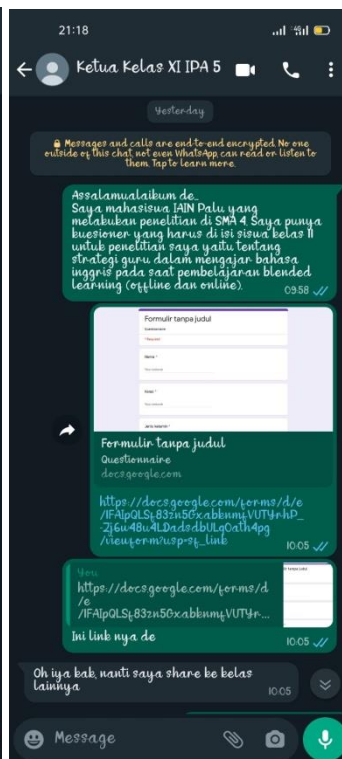
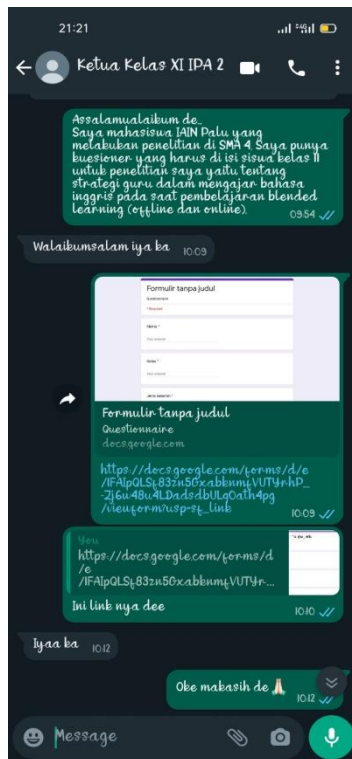
## INTERVIEW WITH STUDENTS

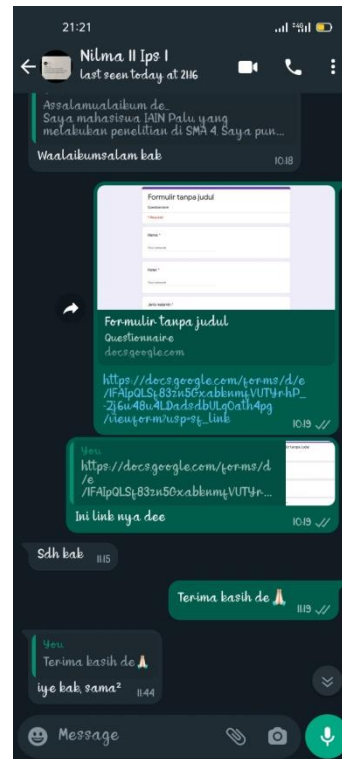
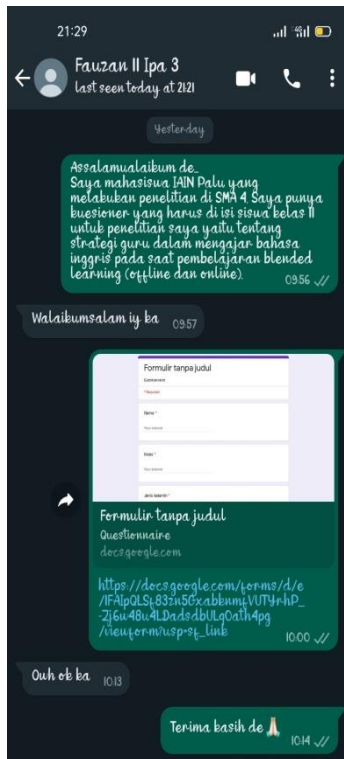


## PENGISIAN QUESTIONNAIRE









## NILAI SISWA

Kelas		: XI IPS 3		Mata Pelajaran		: Bahasa Inggris			
Kelas		: XI IPS 3		: Bahasa Inggris		: XI IPS 3			
NO	Nama Siswa	Nilai Tes					Nilai Ulangan Harian	Nilai/Nilai	Kelompok Siswa
		T1	T2	T3	T4	T5	UHA1	UHA2	
558	1. Aditya Darmasari	60	60	60	60	60	60	60	A
559	2. Almod Dsa	30	60	70	80	85	75	80	A
560	3. Agayandri	60	60	60	60	60	65	65	B
561	4. Amalia S	60	60	60	60	60	60	60	B
562	5. Candra Putra	60	60	60	60	60	75	60	B
563	6. Fanni	70	70	70	70	70	70	70	B
564	7. Febriyanti Sukli Y. Subandya	60	60	60	60	60	65	65	B
565	8. Husebullah	75	60	75	70	60	70	60	B
566	9. Haygal	30	60	70	70	60	65	60	B
567	10. Kwardisa	60	60	60	60	60	65	65	B
568	11. Luchian Dwi Santi	100	85	100	90	67	80	60	B
570	12. Lili	30	60	70	60	60	85	70	B
572	13. Mok. Alifriyanti	100	60	60	60	60	65	65	B
573	14. Mok. Fauzan	100	85	100	95	96	90	90	B
574	15. Mok. Habib Afriz	30	75	70	60	80	87	80	B
575	16. Mok. Huzam B Dq. Munas	60	65	60	60	60	60	60	B
576	17. Mok. Indrasari Sulisti	60	70	60	70	75	65	70	B
577	18. Mok. Noral Negraka	60	70	60	80	85	83	88	B
578	19. Mok. Rafli	100	75	75	70	65	85	88	B
579	20. Mok. Rully Estiana S	30	75	80	80	85	87	88	B
580	21. Mok. Rihadi M	60	75	60	60	60	76	70	B
581	22. Mok. Syafarudin	60	75	60	60	60	75	60	B
582	23. Mok. Tereza T	100	60	60	60	60	60	60	B
583	24. Mok. Yusuf Herica	60	75	60	60	60	70	60	B
584	25. Mok. Zaid A Arindhi	100	75	70	70	60	70	60	B
585	26. Nono Aulia	75	85	75	65	80	81	80	B
586	27. Nur Faiz	100	85	60	100	95	93	90	B
587	28. Nur Fajriana	75	85	75	100	85	89	80	B
588	29. Nurhidayah Dwi Sulgi	80	75	75	60	60	85	70	B
589	30. Olini Todogana	100	85	75	100	70	87	88	B
590	31. Riana Suprianti	30	70	60	60	60	64	75	B
591	32. Rini Arsyah Nur Riz	100	70	75	60	60	83	68	B
592	33. Syafidz Rizki	30	80	70	60	65	85	65	B
593	34. Tereza S Lufri	100	80	75	100	80	85	88	B
594	35. Ulhadi	75	60	60	30	65	70	70	B
595	36. Vilius Dwi Cahyo	30	75	60	60	60	95	88	B

Kelas	: XI IPS 2	Mata Pelajaran	: Bahasa Inggris			
MD	Nama Siswa	Nilai Tegar	Nilai Ulangan Harian	Nilai Nihai	Pai Siswa	Kebiduran Siswa
		T1 T2 T3 T4 T5 T6	T1 T2 T3 T4 T5 T6	T1 T2 T3 T4 T5 T6		
300	1					
301	2 Abd. Metic	70 80 75	85 90 70	85		
302	3 Ana Marlenna	70 85 78	85 90 75	88		
303	4 Beni Yana	70 85 78	85 90 75	88		
304	5 Cigna Rishi Andika	70 85 78	85 90 75	88		
305	6 Dini Andriani	70 85 78	85 90 75	88		
306	7 Dimes	70 85 78	85 90 75	88		
307	8 Eki Andika	70 85 78	85 90 75	88		
308	9 Forkan Gani	70 80 75	85 90 75	88		
309	10 Forvati	65 55 70	70 86 65	60	1	
310	11 Fismaya Ayu Adi Nirmala	70 80 75	85 90 78	88		
311	12 Ilham	70 80 75	85 90 78	88		
312	13 Ilham Rismadhoi	70 80 75	85 90 78	88		
313	14 Irfan	70 80 75	85 90 78	88		
314	15 Lufda Feryanti Sari	70 85 78	85 90 75	88		
315	16 Liz Anisa	70 85 78	85 90 75	88		
316	17 Mch. Rival	70 80 75	85 90 78	88		
317	18 Mch. Yanga Bolara	65 60 70	70 85 70	60	1	
318	19 Muhammad Akbar	60 60 65	65 60 70	75	A	
319	20 Muhammad Nural Syarifah	70 85 78	85 90 75	88		
320	21 Muhammad Oktaviansyah	80 85 78	85 90 75	88		
321	22 Muhammad Azzah	70 85 78	85 90 75	88		
322	23 Muhammad Ridwan Pitaloka	70 80 75	85 90 78	88		
323	24 Muhammad Saputra D	65 65 75	70 85 75	65	1	
324	25 Muhammad Imadul Azka	70 80 75	85 90 78	88		
325	26 Nur Afira	70 85 78	85 90 75	88		
326	27 Nur Khalifah	70 85 78	85 90 75	88		
327	28 Nur Yana F. Bita Putri	70 85 78	85 90 75	88		
328	29 Nur Vito Sari				A	
329	30 Nurhachi Mustika	70 85 78	85 90 75	88		
330	31 Nurul Huda	70 85 78	85 90 75	88		
331	32 Putri Skudaris	70 85 78	85 90 75	88		
332	33 Siti Durganti	70 85 78	85 90 75	88		
333	34 Tereza Jusseli Petri	70 80 75	85 90 78	88		
334	35 Yenni Mahir	70 80 75	85 90 78	88		

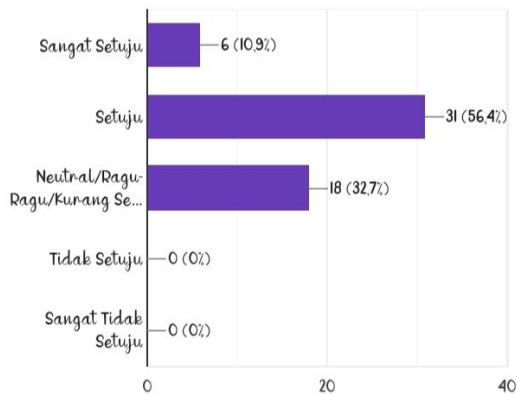
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## RESULT OF QUESTIONNAIRES

Mata pelajaran bahasa inggris melalui pembelajaran tatap muka terbatas (offline dan online) sangat menyenangkan



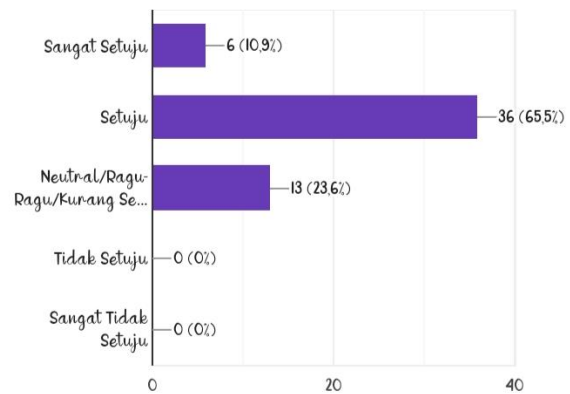
55 jawaban



Pengajaran bahasa inggris yang diajarkan oleh bapak/ibu guru sangat mudah dimengerti



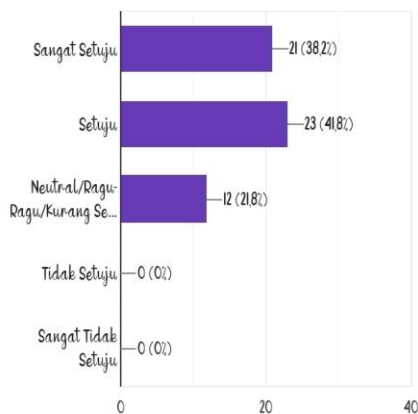
55 jawaban



Saya lebih menyukai pembelajaran bahasa inggris saat pembelajaran tatap muka terbatas karena membuat saya tidak bosan



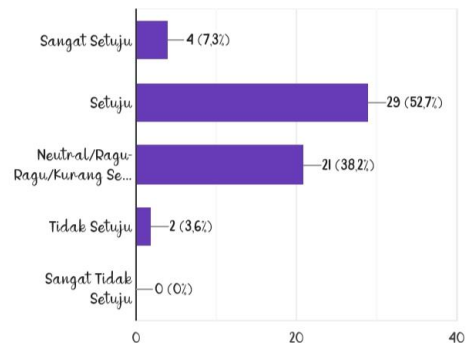
55 jawaban



Pengajaran bahasa inggris yang di ajarkan oleh bapak/ibu guru dalam pembelajaran tatap muka dan pembelajaran online memiliki strategi pembelajaran yang khusus sehingga membuat saya tidak kesulitan dalam memahami materi bahasa inggris



55 jawaban

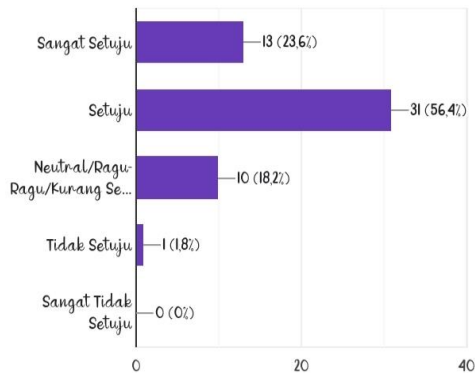




Pembelajaran bahasa inggris saat pembelajaran tatap muka terbatas mudah saya pahami karena bapak/ibu guru menjelaskan dengan cara yang menarik sehingga materi dapat saya mengerti



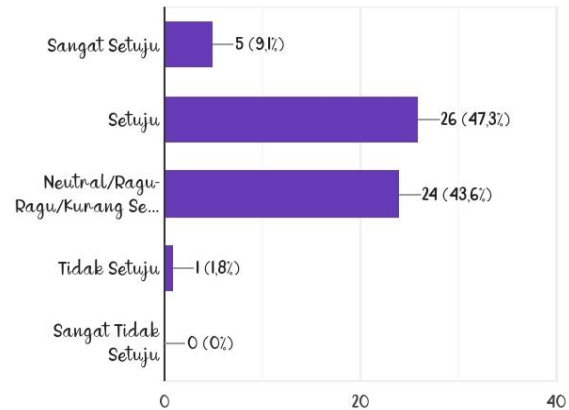
55 jawaban



Cara pengajaran yang unik dan menarik melalui offline atau online membuat saya menyukai belajar bahasa inggris



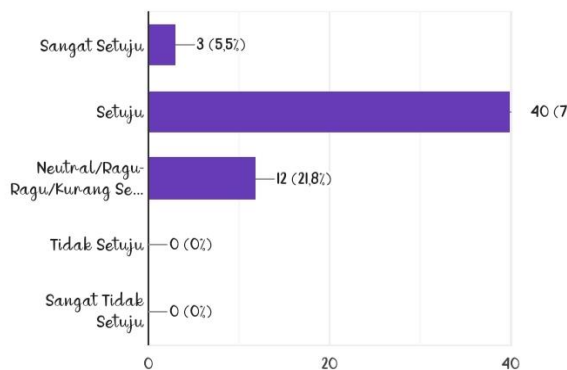
55 jawaban



Saya mendapat banyak pengetahuan bar dalam belajar bahasa inggris setelah dilakukan pembelajaran offline dan online



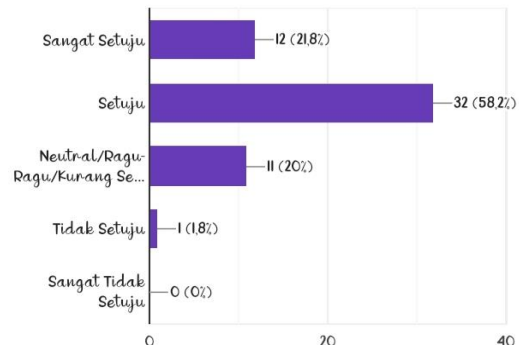
55 jawaban



Bapak/ibu guru membantu saya apabila ada yang tidak saya ketahui sehingga dapat memudahkan saya untuk memahami materi bahasa inggris



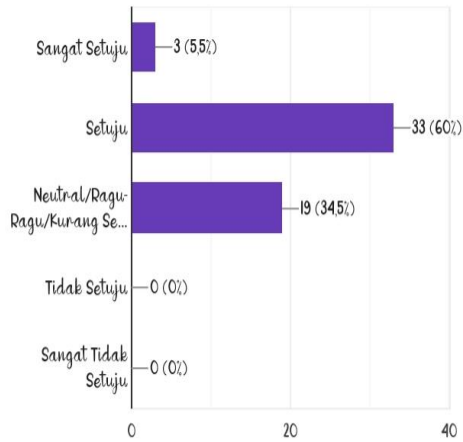
55 jawaban



Bahasa inggris saya semakin meningkat setelah sekolah menerapkan pembelajaran tatap muka terbatas (offline dan online)



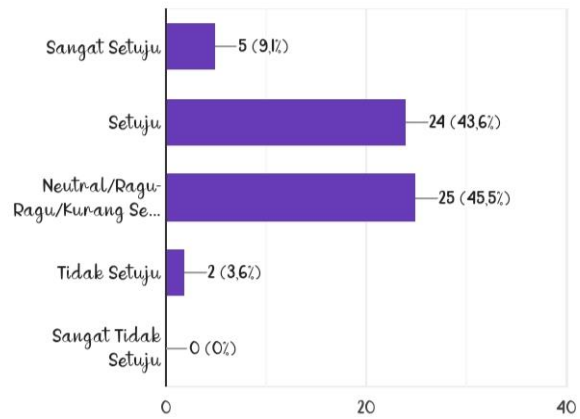
55 jawaban



Pengajaran bahasa inggris melalui offline dan online mudah dipahami sehingga membantu saya dalam meningkatkan kemampuan bahasa inggris saya



55 jawaban



# LESSON PLAN

## Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMAN 4 Palu  
Kelas/Semester : Kelas XI / Genap  
Materi : Bahasa Inggris  
Mata Pelajaran : 3 x 25 menit  
Pelajaran : 16

**A. TUJUAN PEMBELAJARAN:** Siswa dapat menguasai fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

**B. KOMPETENSI DASAR:** 39 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

**C. MATERI ESSENSI:** Seng

**D. METODE:** Tes

**E. MEDIA/SUMBER BELAJAR:** <http://e-manilmatangselid/>

**F. KEGIATAN PEMBELAJARAN:**

- a. Kegiatan Pendahuluan  
Guru melakukan orientasi, persepsi dan motivasi melalui <http://e-manilmatangselid/>  
b. Kegiatan Inti  
Siswa mengerjakan tes (CBT) di <http://e-manilmatangselid/>  
c. Kegiatan Penutup  
Guru memberikan refleksi di <http://e-manilmatangselid/>

**G. PENILAIAN:**

- Sikap : Tepat waktu, Tanggung jawab, Kerjasama, Disiplin.  
Pengetahuan : Siswa mengerjakan tes (CBT) di <http://e-manilmatangselid/>

## Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMAN 4 Palu  
Kelas/Semester : Kelas XI / Genap  
Materi : Bahasa Inggris  
Mata Pelajaran : 3 x 25 menit  
Pelajaran : 15

**A. TUJUAN PEMBELAJARAN:** Siswa dapat menyanyikan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

**B. KOMPETENSI DASAR:** 49 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

**C. MATERI ESSENSI:** Seng

**D. METODE:** Praktis

**E. MEDIA/SUMBER BELAJAR:** <http://e-manilmatangselid/>

**F. KEGIATAN PEMBELAJARAN:**

- a. Kegiatan Pendahuluan  
Guru melakukan orientasi, persepsi dan motivasi melalui <http://e-manilmatangselid/>  
b. Kegiatan Inti  
1. Siswa menjelajahi fitur karaoke di <https://lyricstraining.com/>  
2. Siswa menyanyikan lagu di <https://lyricstraining.com/> yang sebagian lirik lagunya hilang  
3. Siswa melihat teks lagu yang benar dengan memperbaiki pengucapan kata pada lagu tersebut  
c. Kegiatan Penutup  
Guru memberikan refleksi di <http://e-manilmatangselid/>

**G. PENILAIAN:**

- Sikap : Tepat waktu, Tanggung jawab dan Disiplin  
Keterampilan : Siswa menyanyikan lagu di <https://lyricstraining.com/> yang sebagian lirik lagunya hilang

Palu, 3 Mei 2022

Mengetahui,

Kepala SMAN 4 Palu

Guru Mata Pelajaran

Syam Zaini, S.Pd, M.Si  
NIP 19700723 199512 1001

Alfin Widianingrum, S.Pd  
NIP 198850815 200903 2 004

Palu, 26 April 2022

Mengetahui,

Kepala SMAN 4 Palu

Guru Mata Pelajaran

Syam Zaini, S.Pd, M.Si  
NIP 19700723 199512 1001

Alfin Widianingrum, S.Pd  
NIP 198850815 200903 2 004

## Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMAN 4 Palu  
Kelas/Semester : Kelas XI / Genap  
Materi : Bahasa Inggris  
Mata Pelajaran : 3 x 25 menit  
Pelajaran : 14

**A. TUJUAN PEMBELAJARAN:** Siswa dapat memahami fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

**B. KOMPETENSI DASAR:** 39 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

**C. MATERI ESSENSI:** Seng

**D. METODE:** presentasi, tanya jawab dan penguasaan

**E. MEDIA/SUMBER BELAJAR:** Zoomus

**F. KEGIATAN PEMBELAJARAN:**

- a. Kegiatan Pendahuluan  
Guru melakukan orientasi, persepsi dan motivasi melalui <http://e-manilmatangselid/>  
b. Kegiatan Inti  
1. Siswa mendengarkan presentasi guru di Zoomus  
2. Siswa melakukan tanya jawab terkait materi di Zoomus  
3. Siswa mengerjakan latihan soal di <https://lyricstraining.com/>  
c. Kegiatan Penutup  
Guru memberikan umpan balik dari seluruh kegiatan belajar di <http://e-manilmatangselid/> mengerjakan latihan soal di <https://lyricstraining.com/>

**G. PENILAIAN:**

- Sikap : Tepat waktu, Tanggung jawab dan Disiplin.  
Pengetahuan : Siswa mengerjakan latihan soal di <https://lyricstraining.com/>

## Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMAN 4 Palu  
Kelas/Semester : Kelas XI / Genap  
Materi : Bahasa Inggris  
Mata Pelajaran : 3 x 25 menit  
Pelajaran : 12

**A. TUJUAN PEMBELAJARAN:** Siswa dapat menulis teks Explanation

**B. KOMPETENSI DASAR:** 48 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis terkait gejala alam atau sosial yang terdapat dalam mata pelajaran lain di kelas XI

**C. MATERI ESSENSI:** Explanation Text

**D. METODE:** Tutorial, Tanya jawab dan penguasaan

**E. MEDIA/SUMBER BELAJAR:** <http://e-manilmatangselid/>, whatsapp, Modul Pembelajaran SMA Bahasa Inggris Kelas XI Siswa/ati Sri Hartono, Direktorat SMA Direktorat Jenderal PAUD, DIKDAS dan DIKMEN 1 2020 dan canva.com

**F. KEGIATAN PEMBELAJARAN:**

- a. Kegiatan Pendahuluan  
Guru melakukan orientasi, persepsi dan motivasi melalui <http://e-manilmatangselid/>  
b. Kegiatan Inti  
1. Siswa mengamati video pembelajaran tentang membuat infografis di <http://e-manilmatangselid/> dan atau  
2. Siswa melakukan tanya jawab terkait materi melalui <http://e-manilmatangselid/> dan atau  
3. Siswa menulis teks Explanation dalam bentuk infografis di canva.com  
c. Kegiatan Penutup  
Guru memberikan umpan balik dari seluruh kegiatan belajar di <http://e-manilmatangselid/>

**G. PENILAIAN:**

- Sikap : Jujur, Tepat waktu, Tanggung jawab dan Disiplin.  
Keterampilan : Siswa menulis teks Explanation dalam bentuk infografis di canva.com

Palu, 19 April 2022

Mengetahui,

Kepala SMAN 4 Palu

Guru Mata Pelajaran

Syam Zaini, S.Pd, M.Si  
NIP 19700723 199512 1001

Alfin Widianingrum, S.Pd  
NIP 198850815 200903 2 004

Palu, 29 Maret 2022

Mengetahui,

Kepala SMAN 4 Palu

Guru Mata Pelajaran

Syam Zaini, S.Pd, M.Si  
NIP 19700723 199512 1001

Alfin Widianingrum, S.Pd  
NIP 198850815 200903 2 004

# Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMAN 4 Palu  
Kelas/Semester : Kelas XI / Genap  
Mata : Bahasa Inggris  
Pelajaran : 13

- A. TUJUAN PEMBELAJARAN** : Siswa dapat menguasai fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation
- B. KOMPETENSI DASAR** : 38 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang terdapat dalam mata pelajaran lain di kelas XI sesuai dengan konteks penggunaannya
- C. MATERI ESENSI** : Explanation Text
- D. METODE** : Tes
- E. MEDIA/SUMBER BELAJAR** : <http://e-manmatangselid/>
- F. KEGIATAN PEMBELAJARAN** :
- Kegiatan Pendahuluan : Guru melakukan orientasi, apersepsi dan motivasi melalui <http://e-manmatangselid/>
  - Kegiatan Inti : Siswa mengerjakan tes (CBT) di <http://e-manmatangselid/>
  - Kegiatan Penutup : Guru memberikan umpan balik dari seluruh kegiatan belajar di <http://e-manmatangselid/>
- G. PENILAIAN** :
- Sikap : Jujur, Tepat waktu, Tanggung jawab dan Disiplin
- Pengetahuan : Siswa mengerjakan tes (CBT)

Mengetahui,

Kepala SMA N 4 Palu

Syam Zaini, SPd, MSI  
NIP 19700723 199502 1001

Palu, 15 April 2022

Guru Mata Pelajaran

Alfin Widyaningrum, SPd  
NIP 19850815 200903 2 004

# Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMAN 4 Palu  
Kelas/Semester : Kelas XI / Genap  
Mata : Bahasa Inggris  
Pelajaran : 4

- A. TUJUAN PEMBELAJARAN** : Siswa dapat menguasai struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi
- B. KOMPETENSI DASAR** : 36 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya sesuai dengan konteks penggunaannya
- C. MATERI ESENSI** : Personal Letter
- D. METODE** : Tes
- E. MEDIA/SUMBER BELAJAR** : <http://e-manmatangselid/>
- F. KEGIATAN PEMBELAJARAN** :
- Kegiatan Pendahuluan : Guru melakukan orientasi, apersepsi dan motivasi melalui <http://e-manmatangselid/>
  - Kegiatan Inti : Siswa mengerjakan tes (CBT) di <http://e-manmatangselid/>
  - Kegiatan Penutup : Guru memberikan refleksi di <http://e-manmatangselid/>
- G. PENILAIAN** :
- Sikap : Jujur, Tepat waktu, Tanggung jawab dan Disiplin
- Pengetahuan : Siswa mengerjakan CBT di <http://e-manmatangselid/>

Mengetahui,

Kepala SMA N 4 Palu

Syam Zaini, SPd, MSI  
NIP 19700723 199502 1001

Palu, 1 Februari 2022

Guru Mata Pelajaran

Alfin Widyaningrum, SPd  
NIP 19850815 200903 2 004

# Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMAN 4 Palu  
Kelas/Semester : Kelas XI / Genap  
Mata : Bahasa Inggris  
Pelajaran : 11

- A. TUJUAN PEMBELAJARAN** : Siswa dapat menemukan informasi tertentu pada teks Explanation
- B. KOMPETENSI DASAR** : 38 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang terdapat dalam mata pelajaran lain di kelas XI sesuai dengan konteks penggunaannya
- C. MATERI ESENSI** : Explanation Text
- D. METODE** : Tutorial, tanya jawab dan latihan
- E. MEDIA/SUMBER BELAJAR** : <http://e-manmatangselid/whatsapp>, Modul Pembelajaran SMA Bahasa Inggris Kelas XI Sisuyati Sri Haryono, Direktorat SMA Direktorat Jenderal DAUD, Dikdas dan Dikmen 2020 dan [https://www.ted.com/talks/guy\\_uinich\\_how\\_to\\_fix\\_a\\_broken\\_heart/transcript?456130](https://www.ted.com/talks/guy_uinich_how_to_fix_a_broken_heart/transcript?456130)
- F. KEGIATAN PEMBELAJARAN** :
- Kegiatan Pendahuluan : Guru melakukan orientasi, apersepsi dan motivasi melalui <http://e-manmatangselid/>
  - Kegiatan Inti :
    - Siswa menonton video Ted Talks di [https://www.ted.com/talks/guy\\_uinich\\_how\\_to\\_fix\\_a\\_broken\\_heart/transcript?456130](https://www.ted.com/talks/guy_uinich_how_to_fix_a_broken_heart/transcript?456130)
    - Siswa melakukan tanya jawab terkait video di <http://e-manmatangselid/> dan atau Whatsapp
    - Siswa mengerjakan latihan soal mendengarkan terkait video Ted Talks yang ditayangkan dan diunggah di time line <http://e-manmatangselid/>
  - Kegiatan Penutup : Guru memberikan umpan balik dari seluruh kegiatan belajar di <http://e-manmatangselid/>
- G. PENILAIAN** :
- Sikap : Jujur, Tepat waktu, Tanggung jawab dan Disiplin
- Pengetahuan : Siswa mengerjakan latihan soal mendengarkan terkait video Ted Talks yang ditayangkan dan diunggah di time line <http://e-manmatangselid/>

Mengetahui,

Kepala SMA N 4 Palu

Syam Zaini, SPd, MSI  
NIP 19700723 199502 1001

Alfin Widyaningrum, SPd  
NIP 19850815 200903 2 004

# Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMAN 4 Palu  
Kelas/Semester : Kelas XI / Genap  
Mata : Bahasa Inggris  
Pelajaran : 3

- A. TUJUAN PEMBELAJARAN** : Siswa dapat menulis Surat Pribadi
- B. KOMPETENSI DASAR** : 46 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
- C. MATERI ESENSI** : Personal Letter
- D. METODE** : Tutorial, tanya jawab dan penggunaan
- E. MEDIA/SUMBER BELAJAR** : <http://e-manmatangselid/>, Whatsapp [https://www.youtube.com/watch?v=TB\\_CMYxRQs](https://www.youtube.com/watch?v=TB_CMYxRQs) dan Modul Pembelajaran SMA Bahasa Inggris Kelas XI Sisuyati Sri Haryono Direktorat SMA Direktorat Jenderal DAUD, Dikdas dan Dikmen 2020
- F. KEGIATAN PEMBELAJARAN** :
- Kegiatan Pendahuluan : Guru melakukan orientasi, apersepsi dan motivasi melalui <http://e-manmatangselid/>
  - Kegiatan Inti :
    - Siswa mengamati video pembelajaran [https://www.youtube.com/watch?v=TB\\_CMYxRQs](https://www.youtube.com/watch?v=TB_CMYxRQs) dan bahan ajar <http://e-manmatangselid/>
    - Siswa melakukan tanya jawab di <http://e-manmatangselid/> dan atau Whatsapp
    - Siswa menulis Surat Pribadi dan hasilnya diunggah di <http://e-manmatangselid/>
  - Kegiatan Akhir : Guru memberikan umpan balik dari seluruh kegiatan belajar di <http://e-manmatangselid/>
- G. PENILAIAN** :
- Sikap : Tepat waktu, Tanggung jawab dan Disiplin
- Keterampilan : Siswa menulis Surat Pribadi dan hasilnya diunggah di <http://e-manmatangselid/>

Mengetahui,

Kepala SMA N 4 Palu

Syam Zaini, SPd, MSI  
NIP 19700723 199502 1001

Palu, 25 Januari 2022

Guru Mata Pelajaran

Alfin Widyaningrum, SPd  
NIP 19850815 200903 2 004



#### Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah: SMA N 4 Palu  
Kelas/Semester: Kelas XI / Genap  
Guru Mata Pelajaran: Bahasa Inggris Alkasi Waktu: 3 x 25 menit Pertemuan ke: 2

- A. TUJUAN PEMBELAJARAN:** Siswa dapat menganalisa Surat Pribadi
- B. KOMPETENSI DASAR:** 36 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya sesuai dengan konteks penggunaannya
- C. MATERI ESSENSI:** Personal Letter
- D. METODE:** Tutorial tanya jawab dan pengisian
- E. MEDIA/SUMBER BELAJAR:** Zoom di <http://e-manmatangselid/> dan Modul Pembelajaran SMA Bahasa Inggris Kelas XI Sisuiyati Sri Haryono, Direktorat SMA Direktorat Jenderal PAUD, DIK-BAS dan DIK-MEN 1 2020
- F. KEGIATAN PEMBELAJARAN:**
- a. Kegiatan Pendahuluan  
Guru melakukan orientasi, apersepsi dan motivasi melalui <http://e-manmatangselid/>
- b. Kegiatan Inti
- 1 Siswa mendengarkan presentasi guru di Zoom
  - 2 Siswa melakukan tanya jawab dan Zoom terkait materi yang sedang dibahas
  - 3 Siswa mengerjakan tugas menganalisa Surat Pribadi di <http://e-manmatangselid/>
- c. Kegiatan Penutup: Guru memberikan umpan balik dari seluruh kegiatan belajar di <http://e-manmatangselid/>
- G. PENILAIAN:**
- Sikap: Tepat waktu, Tanggung jawab dan Disiplin
- Pengetahuan: Siswa menganalisa Surat Pribadi di <http://e-manmatangselid/>

Mengetahui,  
Kepala SMA N 4 Palu

Syam Zaini, SPd, MSI  
NIP 19700723 199502 1 001

Palu, 18 Januari 2022  
Guru Mata Pelajaran  
Alfin Widyaningrum, SPd  
NIP 19850815 200903 2 004

#### Rencana Pelaksanaan Pembelajaran

Nama Sekolah: SMAN 4 Palu  
Kelas/Semester: Kelas XI / Genap  
Mata Pelajaran: Bahasa Inggris  
3 x 25 menit  
10

- A. TUJUAN PEMBELAJARAN:** Siswa dapat menemukan informasi umum dari teks Explanation
- B. KOMPETENSI DASAR:** 38 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang terdapat dalam mata pelajaran lain di kelas XI sesuai dengan konteks penggunaannya
- C. MATERI ESSENSI:** Explanation Text
- D. METODE:** Tutorial tanya jawab dan latihan
- E. MEDIA/SUMBER BELAJAR:** e-manmatangselid, Whatsapp <https://englisheroma.com/the-blue-sky-reading-practice-9-explanation/> dan Modul Pembelajaran SMA Bahasa Inggris Kelas XI Sisuiyati Sri Haryono, Direktorat SMA Direktorat Jenderal PAUD, DIK-BAS dan DIK-MEN 1 2020
- F. KEGIATAN PEMBELAJARAN:**
- a. Kegiatan Pendahuluan  
Guru melakukan orientasi, apersepsi dan motivasi melalui <http://e-manmatangselid/>
- b. Kegiatan Inti
- 1 Siswa mempelajari materi ajar di <http://e-manmatangselid/>
  - 2 Siswa melakukan tanya jawab di time line <http://e-manmatangselid/> dan atau Whatsapp
  - 3 Siswa mengerjakan latihan soal membaca teks Explanation di <https://englisheroma.com/the-blue-sky-reading-practice-9-explanation/>
- c. Kegiatan Penutup: Guru memberikan umpan balik dari seluruh kegiatan belajar di <http://e-manmatangselid/>
- G. PENILAIAN:**
- Sikap: Tepat waktu, Tanggung jawab dan Disiplin
- Pengetahuan: Siswa mengerjakan latihan soal membaca teks Explanation di <https://englisheroma.com/the-blue-sky-reading-practice-9-explanation/>

Mengetahui,  
Kepala SMA N 4 Palu

Syam Zaini, SPd, MSI  
NIP 19700723 199502 1 001

Palu, 15 Maret 2022  
Guru Mata Pelajaran  
Alfin Widyaningrum, SPd  
NIP 19850815 200903 2 004

#### Rencana Pelaksanaan Pembelajaran

Nama Sekolah: SMAN 4 Palu  
Kelas/Semester: Kelas XI / Genap  
Mata Pelajaran: Bahasa Inggris  
3 x 25 menit  
9

- A. TUJUAN PEMBELAJARAN:** Siswa dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation
- B. KOMPETENSI DASAR:** 38 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang terdapat dalam mata pelajaran lain di kelas XI sesuai dengan konteks penggunaannya
- C. MATERI ESSENSI:** Explanation Text
- D. METODE:** presentasi, tanya jawab dan latihan
- E. MEDIA/SUMBER BELAJAR:** Zoomus
- F. KEGIATAN PEMBELAJARAN:**
- a. Kegiatan Pendahuluan  
Guru melakukan orientasi, apersepsi dan motivasi melalui Zoomus b. Kegiatan Inti
- 1 Siswa mendengarkan penjelasan materi di Zoomus
  - 2 Siswa melakukan tanya jawab seputar materi di Zoomus
  - 3 Siswa mengerjakan latihan di Zoomus
- c. Kegiatan Penutup: Guru memberikan umpan balik dari seluruh kegiatan belajar di Zoomus
- G. PENILAIAN:**
- Sikap: Tepat waktu, Tanggung jawab dan Disiplin
- Pengetahuan: Siswa mengerjakan latihan di Zoomus

Mengetahui,  
Kepala SMA N 4 Palu

Syam Zaini, SPd, MSI  
NIP 19700723 199502 1 001

Palu, 8 Maret 2022  
Guru Mata Pelajaran  
Alfin Widyaningrum, SPd  
NIP 19850815 200903 2 004

#### Rencana Pelaksanaan Pembelajaran

Nama Sekolah: SMAN 4 Palu  
Kelas/Semester: Kelas XI / Genap  
Mata Pelajaran: Bahasa Inggris  
3 x 25 menit  
8

- A. TUJUAN PEMBELAJARAN:** Siswa dapat menguasai teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat
- B. KOMPETENSI DASAR:** 34 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis
- C. MATERI ESSENSI:** Cause and Effect
- D. METODE:** tes
- E. MEDIA/SUMBER BELAJAR:** <http://e-manmatangselid/>
- a. Kegiatan Pendahuluan  
Guru melakukan orientasi, apersepsi dan motivasi melalui <http://e-manmatangselid/>
- b. Kegiatan Inti
- 1 Siswa mengerjakan tes (CBT) di <http://e-manmatangselid/>
  - 2 Siswa mengerjakan tes (CBT) di <http://e-manmatangselid/>
- c. Kegiatan Penutup: Guru memberikan umpan balik dari seluruh kegiatan belajar di <http://e-manmatangselid/>
- G. PENILAIAN:**
- Sikap: Ujuz, Tepat waktu, Tanggung jawab dan Disiplin
- Pengetahuan: Siswa mengerjakan tes (CBT) di <http://e-manmatangselid/>

Mengetahui,  
Kepala SMA N 4 Palu

Syam Zaini, SPd, MSI  
NIP 19700723 199502 1 001

Palu, 1 Maret 2022  
Guru Mata Pelajaran  
Alfin Widyaningrum, SPd  
NIP 19850815 200903 2 004

#### Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMAN 4 Palu  
Kelas/Semester : Kelas XI / Genap  
Materi : Bahasa Inggris  
Mata Pelajaran : 7

- A. TUJUAN PEMBELAJARAN :** Siswa dapat mengungkapkan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat.
- B. KOMPETENSI DASAR :** 47 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- C. MATERI ESSENSI :** Cause and Effect
- D. METODE :** Tutorial, tanya jawab dan pengasah
- E. MEDIA/SUMBER BELAJAR :** <http://e-manmatangselid/>, Canva.com, whatsapp dan Modul Pembelajaran SMA Bahasa Inggris Kelas XI Sisuiyati Sri Haryono, Direktorat SMA, Direktorat Jenderal PAUD, DIK-DAS dan DIK-MEN I 2020
- F. KEGIATAN PEMBELAJARAN :**
- a. Kegiatan Pendahuluan  
Guru melakukan orientasi, apersepsi dan motivasi melalui <http://e-manmatangselid/>
- b. Kegiatan Inti  
1. Siswa mereview materi Cause and Effect di bahan ajar <http://e-manmatangselid/>  
2. Siswa melakukan tanya jawab di <http://e-manmatangselid/>  
3. Siswa mengerjakan Tugas KI 4 Canva.com kemudian diunggah di <http://e-manmatangselid/>
- c. Kegiatan Penutup  
Guru memberikan umpan balik di <http://e-manmatangselid/>
- G. PENILAIAN :**
- Sikap : Ujuran, Tepat waktu, Tanggung jawab dan Disiplin
- Pengetahuan : Siswa membuat Cause poster Effect menggunakan Canva

Mengetahui,

Palu, 22 Februari 2022

Kepala SMAN 4 Palu

Guru Mata Pelajaran

Syam Zaini, SPd, MSI  
NIP 19700723 199512 1001

Alfin Widianingrum  
NIP 19850815 200903 2 004

#### Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMA N 4 Palu  
Kelas/Semester : Kelas XI /  
Genap Mata Pelajaran : Bahasa  
Inggris Alokasi Waktu : 3 x 25  
menit Perlemuan ke : 1

- A. TUJUAN PEMBELAJARAN :** Siswa dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan Surat Dribadi
- B. KOMPETENSI DASAR :** 36 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya sesuai dengan konteks penggunaannya
- C. MATERI ESSENSI :** Personal Letter
- D. METODE :** Tutorial dan tanya jawab
- E. MEDIA/SUMBER BELAJAR :** <http://e-manmatangselid/>, Whats App dan Modul Pembelajaran SMA Bahasa Inggris Kelas XI Sisuiyati Sri Haryono, Direktorat SMA, Direktorat Jenderal PAUD, DIK-DAS dan DIK-MEN I 2020
- F. KEGIATAN PEMBELAJARAN :**
- a. Kegiatan Pendahuluan  
Guru melakukan orientasi, apersepsi dan motivasi melalui <http://e-manmatangselid/>
- b. Kegiatan Inti  
1. Siswa mempelajari materi ajar Personal Letter di bahan ajar <http://e-manmatangselid/>  
2. Siswa melakukan kegiatan menanya di timeline <http://e-manmatangselid/> dan atau WhatsApp
- c. Kegiatan Penutup  
Guru memberikan umpan balik dari seluruh kegiatan belajar di <http://e-manmatangselid/>
- G. PENILAIAN :**
- Sikap : Tepat waktu, Tanggung jawab dan Disiplin
- Pengetahuan : Siswa membuat pertanyaan di time line <http://e-manmatangselid/>

Mengetahui,

Palu, 11 Januari 2022

Kepala SMA N 4 Palu

Guru Mata Pelajaran

Syam Zaini, SPd, MSI  
NIP 19700723 199512 1001

Alfin Widianingrum, SPd  
NIP 19850815 200903 2 004

#### Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMAN 4 Palu  
Kelas/Semester : Kelas XI / Genap  
Materi : Bahasa Inggris  
Mata Pelajaran : 5

- A. TUJUAN PEMBELAJARAN :** Siswa dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan hubungan sebab dan akibat
- B. KOMPETENSI DASAR :** 37 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya
- C. MATERI ESSENSI :** Cause and Effect
- D. METODE :** presentasi, tanya jawab dan latihan
- E. MEDIA/SUMBER BELAJAR :** Zoom dan Modul Pembelajaran SMA Bahasa Inggris Kelas XI Sisuiyati Sri Haryono, Direktorat SMA, Direktorat Jenderal PAUD, DIK-DAS dan DIK-MEN I 2020
- F. KEGIATAN PEMBELAJARAN :**
- a. Kegiatan Pendahuluan  
Guru melakukan orientasi, apersepsi dan motivasi melalui <http://e-manmatangselid/>
- b. Kegiatan Inti  
1. Siswa menyimak presentasi guru di Zoomus/  
2. Siswa melakukan tanya jawab terkait materi di Zoomus  
3. Siswa mengerjakan latihan soal di Zoomus
- c. Kegiatan Penutup  
Guru memberikan umpan balik dari seluruh kegiatan belajar di Zoomus
- G. PENILAIAN :**
- Sikap : Ujuran, Tepat waktu, Tanggung jawab dan Disiplin
- Pengetahuan : Siswa mengerjakan latihan soal di Zoomus

Mengetahui,

Palu, 8 Februari 2022

Kepala SMAN 4 Palu

Guru Mata Pelajaran

Syam Zaini, SPd, MSI  
NIP 19700723 199512 1001

Alfin Widianingrum, SPd  
NIP 19850815 200903 2 004

#### Rencana Pelaksanaan Pembelajaran

Nama Sekolah : SMAN 4 Palu  
Kelas/Semester : Kelas XI / Genap  
Materi : Bahasa Inggris  
Mata Pelajaran : 6

- A. TUJUAN PEMBELAJARAN :** Siswa dapat membedakan penggunaan fungsi sosial, struktur teks, dan unsur kebahasaan hubungan sebab dan akibat
- B. KOMPETENSI DASAR :** 37 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya
- C. MATERI ESSENSI :** Cause and Effect
- D. METODE :** tutorial, tanya jawab dan pengasah
- E. MEDIA/SUMBER BELAJAR :** <http://e-manmatangselid/>, whatsapp dan Modul Pembelajaran SMA Bahasa Inggris Kelas XI Sisuiyati Sri Haryono, Direktorat SMA, Direktorat Jenderal PAUD, DIK-DAS dan DIK-MEN I 2020
- F. KEGIATAN PEMBELAJARAN :**
- a. Kegiatan Pendahuluan  
Guru melakukan orientasi, apersepsi dan motivasi melalui <http://e-manmatangselid/>
- b. Kegiatan Inti  
1. Siswa mereview materi Cause and Effect di bahan ajar <http://e-manmatangselid/>  
2. Siswa melakukan tanya jawab di <http://e-manmatangselid/>  
3. Siswa mengerjakan Tugas KI 3 di <http://e-manmatangselid/>
- c. Kegiatan Penutup  
Guru memberikan umpan balik dari seluruh kegiatan belajar di <http://e-manmatangselid/>
- G. PENILAIAN :**
- Sikap : Ujuran, Tepat waktu, Tanggung jawab dan Disiplin
- Pengetahuan : Siswa mengerjakan latihan soal di <http://e-manmatangselid/>

Mengetahui,

Palu, 15 Februari 2022

Kepala SMAN 4 Palu

Guru Mata Pelajaran

Syam Zaini, SPd, MSI  
NIP 19700723 199512 1001

Alfin Widianingrum, SPd  
NIP 19850815 200903 2 004

## SILABUS

Bahasa Inggris Umum  
Satuan Pendidikan : SMA/MA  
Kelas : XI (Sebelas)

### Kompetensi Dasar

- K1 dan K12 Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai); bertanggung jawab responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
- K13 Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- K14 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
31 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i> )	<ul style="list-style-type: none"> <li>• Fungsi Sosial: Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</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 yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, do, do</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik: Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak membaca, dan menirukan guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat kalimat rumpang</li> <li>- Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
41 Menyusun teks interaksi transaksional, lisan dan tulis pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
sesuai konteks		
32 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i> )	<ul style="list-style-type: none"> <li>• Fungsi Sosial: Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</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 menyatakan pendapat <i>I think, I suppose, in my opinion</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, do, do</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik: Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
42 Menyusun teks interaksi transaksional, lisan dan tulis pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
33 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khurus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi Sosial: Menjaga hubungan interpersonal dalam konteks resmi</li> <li>• Struktur Teks: Dapat mencakup: <ul style="list-style-type: none"> <li>- Sapaan</li> <li>- Isi</li> <li>- Penutup</li> </ul> </li> <li>• Unsur Kebahasaan: <ul style="list-style-type: none"> <li>- Ungkapan dan istilah yang digunakan dalam undangan resmi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</li> <li>- Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan</li> <li>- Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai</li> <li>- Diberikan deskripsi tentang acara yang akan</li> </ul>
43 Teks undangan resmi		
431 Menangkap makna secara		



432	kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li><i>the, this, those, my, their, do</i></li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>Topik: Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menimbulkan perilaku yang termuat di KI</li> <li>Multimedia: Layout yang membuat tampilan teks lebih menarik</li> </ul>	<ul style="list-style-type: none"> <li>dilaksanakan dan kemudian membuat undangan resminya</li> <li>Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
34	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>Fungsi Sosial: Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</li> <li>Struktur Teks: Dapat mencakup: <ul style="list-style-type: none"> <li>Pendapat/pandangan</li> <li>Argumentasi secara analitis</li> <li>Penutup</li> </ul> </li> <li>Unsur Kebahasaan: <ul style="list-style-type: none"> <li>Ungkapan seperti <i>I believe, I think</i></li> <li>Adverbia <i>first, second, third, ...</i></li> <li>Kata sambung <i>therefore, consequently, based on the arguments</i></li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, do</i></li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik: Isu-isu aktual yang perlu dibahas yang menimbulkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda</li> <li>Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab dan kemudian menerapkannya untuk menganalisis satu teks lainnya</li> <li>Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</li> <li>Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya</li> <li>Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
44	Teks eksposisi analitis		
441	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual		
442	Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		
35	Menerapkan fungsi sosial, struktur teks, dan unsur	<ul style="list-style-type: none"> <li>Fungsi Sosial</li> </ul>	<ul style="list-style-type: none"> <li>Membaca dan mencermati beberapa deskripsi tentang</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	
kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i> )	<ul style="list-style-type: none"><li>Mendeskripsikan, memaparkan secara obyektif</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>- Kalimat deklaratif dan interogatif dalam <i>passive voice</i></li><li>- Preposisi</li><li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, do</i></li><li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li></ul></li></ul>	<ul style="list-style-type: none"><li>produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif</li><li>- Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li><li>- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li><li>- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li><li>- Melakukan refleksi tentang proses dan hasil belajarnya</li></ul>	
45	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"><li>• Topik: Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menimbulkan perilaku yang termuat di KI</li></ul>	
36	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa surat khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"><li>• Fungsi Sosial: Menjalin kedekatan hubungan antar pribadi</li><li>• Struktur Teks: Dapat mencakup<ul style="list-style-type: none"><li>- Tempat dan tanggal</li><li>- Penerima</li><li>- Sapaan</li><li>- Isi surat</li><li>- Penutup</li></ul></li></ul>	<ul style="list-style-type: none"><li>- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar</li><li>- Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</li><li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya</li><li>- Mencermati rangkaian kalimat yang masing-masing</li></ul>

46 461	Teks surat pribadi Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya	<ul style="list-style-type: none"> <li>Unsur Kebahasaan               <ul style="list-style-type: none"> <li>Ungkapan kerakiban yang lazim digunakan dalam surat pribadi</li> <li>Nomina singular dan plural dengan atau tanpa <i>a the this these my their do</i></li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik               <ul style="list-style-type: none"> <li>Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya</li> <li>Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</li> <li>Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
37	Menetapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>because of... due to... thanks to...</i> )	<ul style="list-style-type: none"> <li>Fungsi Sosial               <ul style="list-style-type: none"> <li>Menjelaskan, memberikan alasan, menyukuri, dob</li> </ul> </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>Kata yang menyatakan hubungan sebab akibat: <i>because of... due to... thanks to...</i></li> <li>Nomina singular dan plural dengan atau tanpa <i>a the this these my their do</i></li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik               <ul style="list-style-type: none"> <li>Kondisi, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Menyajikan/mengirim beberapa interaksi dalam media visual (gambar atau video) yang melibatkan penyebab akibat</li> <li>Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaknainya</li> <li>Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernyataan sebab akibat dan kemudian dibacakan ke kelas</li> <li>Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya</li> <li>Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
47	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
sesuai konteks		
38	<ul style="list-style-type: none"> <li>Fungsi Sosial               <ul style="list-style-type: none"> <li>Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena</li> </ul> </li> <li>Struktur Teks               <ul style="list-style-type: none"> <li>Dapat mencakup                   <ul style="list-style-type: none"> <li>fenomena</li> <li>identitas gejala</li> <li>rangkain penjelasan</li> </ul> </li> </ul> </li> <li>Unsur Kebahasaan               <ul style="list-style-type: none"> <li>Adverbia <i>first, then following finally</i></li> <li>Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>)</li> <li>Kalimat pasif, dalam tenses yang present</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik               <ul style="list-style-type: none"> <li>Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Membaca beberapa teks informasi report terkait mata pelajaran lain di Kelas IX</li> <li>Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</li> <li>Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>Mengumpulkan informasi dari berbagai sumber untuk membuat teks tentang fenomena alam pendek dan sederhana</li> <li>Menempatkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>Mempresentasikan teksnya kepada teman-teman yang datang membaca</li> <li>Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
48	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang terdapat dalam mata pelajaran lain di kelas XI	
39	<ul style="list-style-type: none"> <li>Fungsi sosial               <ul style="list-style-type: none"> <li>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> </ul> </li> <li>Unsur kebahasaan               <ul style="list-style-type: none"> <li>Kosa kata dan tata bahasa dalam lirik lagu</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik               <ul style="list-style-type: none"> <li>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca</li> <li>Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya</li> <li>Menyimak dan menirukan guru membaca lirik lagu secara bermakna</li> <li>Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu</li> <li>Membahas pemilihan kata tertentu terkait dengan tema lagu</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
49	Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	

## **CURRICULUM VITAE**

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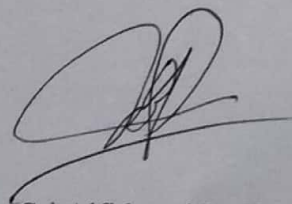
Father : Rasman Kaning  
Occupation : Fisherman  
Mother : Nikma  
Occupation : Housewife

### **C. Educational**

- a. SDN Desa Tiga Pulau
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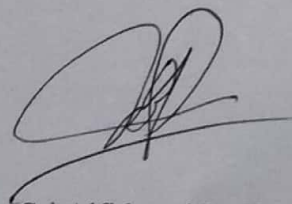
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