

**THE IMPLEMENTATION OF ETHNO-PEDAGOGY
IN THE ENGLISH TEACHING AT 7th GRADE
OF MTs MINHAJUT THOLABAH PURBALINGGA**



THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University of Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfilment
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in English Education**

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OF MTs MINHAJUT THOLABAH PURBALINGGA**

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Assalamu'alaikum Warahmatullahi Wabarokatuh

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MOTTO

The best revenge is to improve yourself.

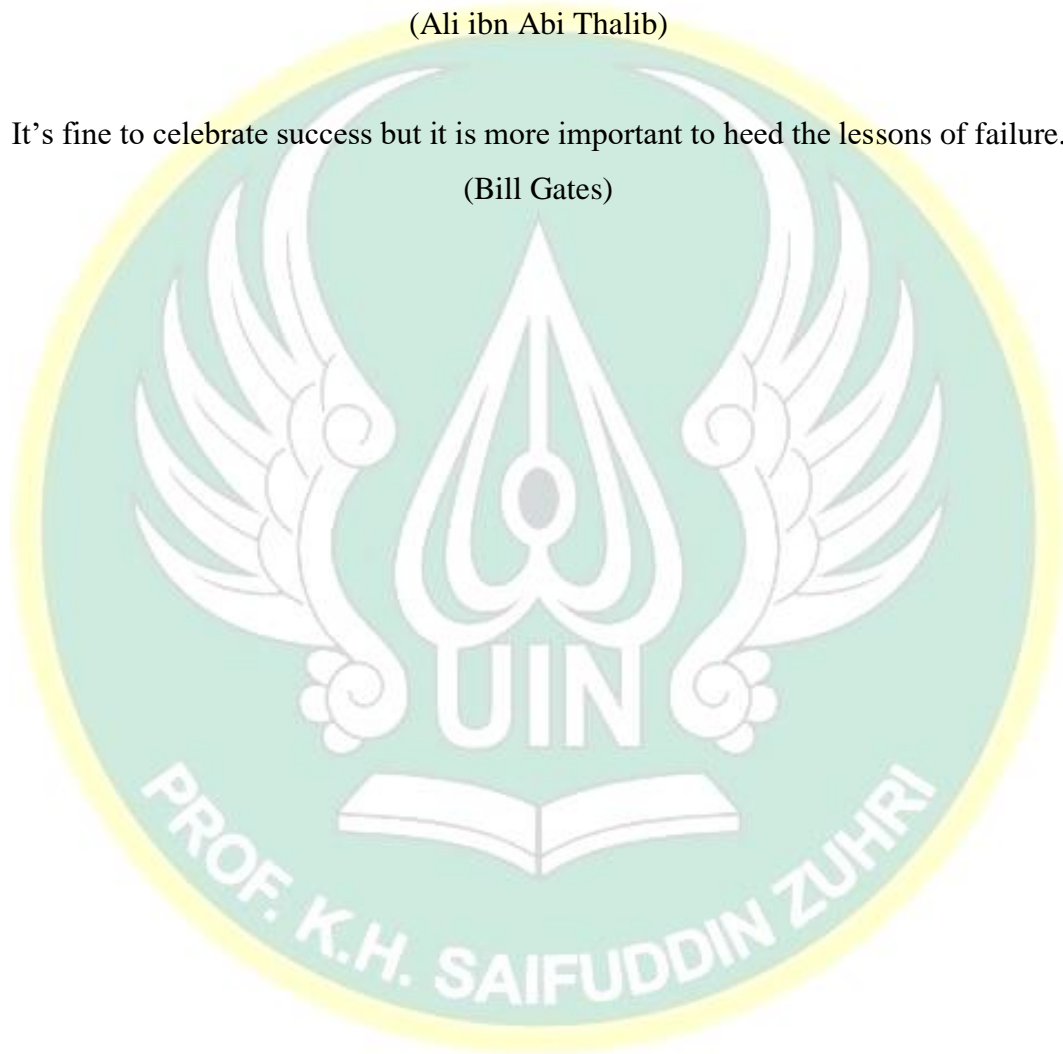
(Ali ibn Abi Thalib)

The wind does not blow to shake the trees but tests the strength of their roots.

(Ali ibn Abi Thalib)

It's fine to celebrate success but it is more important to heed the lessons of failure.

(Bill Gates)



DEDICATION

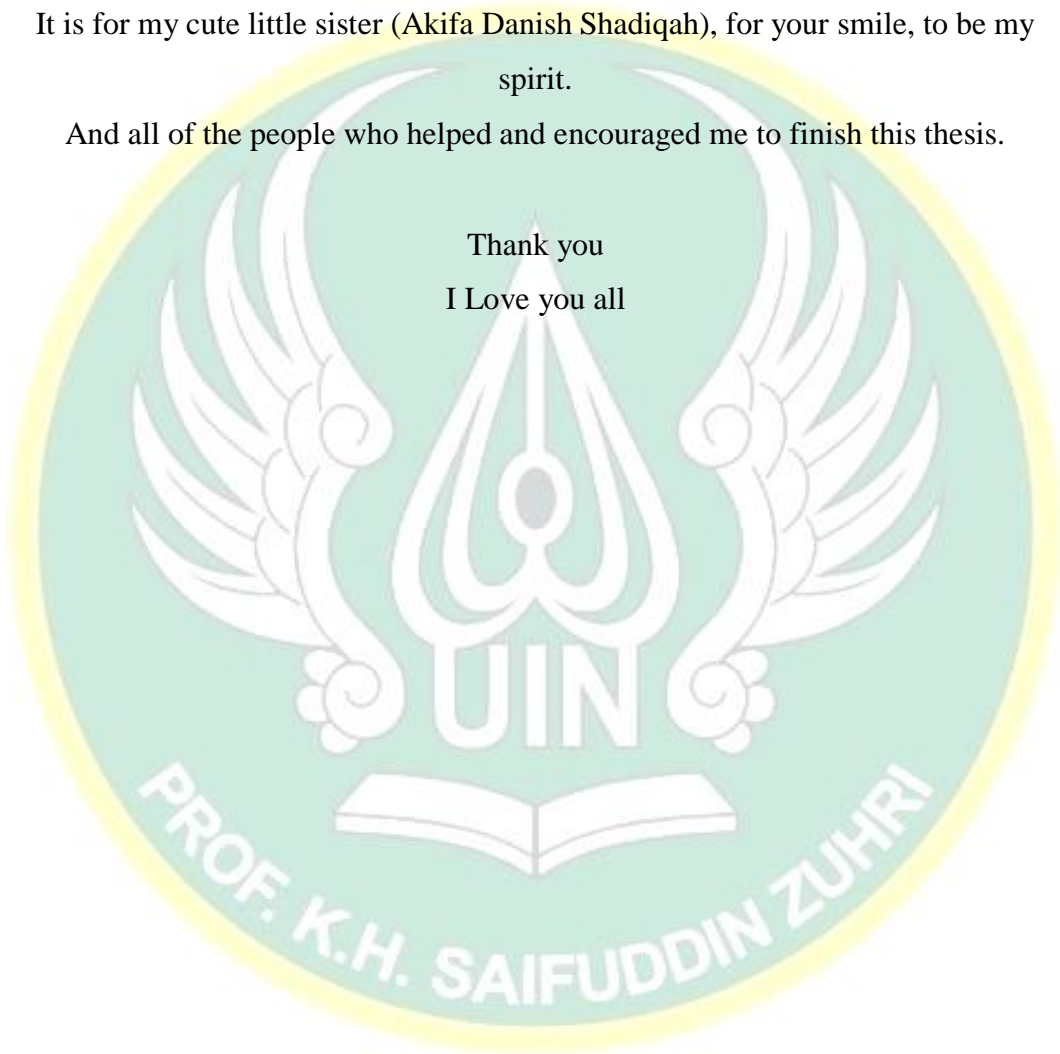
I dedicate this work to my beloved persons, my father (Sodik) and my mother (Rahayuningsih), for their support, prayer, spirit, and ease in my life.

It is for my beloved sister (Mahfudhotin) and her husband (Saekhudin), for their suggestion for my decisions.

It is for my cute little sister (Akifa Danish Shadiqah), for your smile, to be my spirit.

And all of the people who helped and encouraged me to finish this thesis.

Thank you
I Love you all



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First of all, I always say thanks to Allah SWT, the almighty who has been giving the mercy and blessings until I can complete the thesis well by the title *The Implementation of Ethno-Pedagogy in The English Teaching At 7th Grade of Mts Minhajut Tholabah Purbalingga*.

This script is the thesis that has been proposed to Faculty of Education and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto as a partial fulfilment of the requirement for obtaining the scholar degree of education (S,Pd).

During the arrengment of this thesis and as long as the writer learn in State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, the writer has gotten many directions, motivation, aid and guidance from many sides. Thus, in this chance the writer will convey the gratefulness and award as high as possible to honourable:

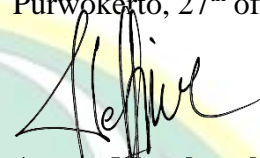
1. Dr. H. Suwito, M.Ag., as the Dean of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, M.A., as the 1st Vice Dean, of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
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4. Dr. Maria Ulpah, M.Si., as head of *Tadris* department of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
5. Desi Wijayanti Ma'rufah, M.Pd. as head of English Education Program of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.

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16. All participants who have given me support and motivation that I can not mention one by one, may God bless you.

Finally, this Thesis is hoped to be able to provide useful knowledge and information for the readers, although the writer realized that this thesis has weakness and is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Wassalamu'alailum Warahmatullohiwabarokatuh.

Purwokerto, 27th of Mei 2022



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The Implementation of Ethno-Pedagogy in the English Teaching at 7th Grade of Mts Minhajut Tholabah Purbalingga

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ABSTRACT

This study aimed to explain the implementation of Ethno-Pedagogy in English teaching. English is one of the subjects taught in Indonesian schools. In this case, it is held in the educational purpose that in the globalization era, all people have the opportunity to contact without barriers and that the English language serves as a tool to facilitate that engagement. It is taught using the 2013 curriculum system, which emphasizes character education and uses local wisdom as a component of educational practice. Students should grasp both English and local wisdom since learning a language means learning a culture and communicating with a foreign language requires a bridge to understand each culture. Ethno-Pedagogy lets students have a thorough grasp of local and other cultures, allowing them to adapt their attitudes to global change.

This study is qualitative descriptive. The data were collected through observation, interviews, and documentation. It was taken a place at MTs Minhajut Tholabah Purbalingga in the 7th grade. Five times, it was gathered to observe the class activities in the VII B, VII G, VII I, and VII K classes. The school has a boarding school environment that concentrates on religion and a good attitude. The data collected include of the models of local wisdom, the source of Ethno-pedagogy, and the way to combine the Ethno-pedagogy in the English class.

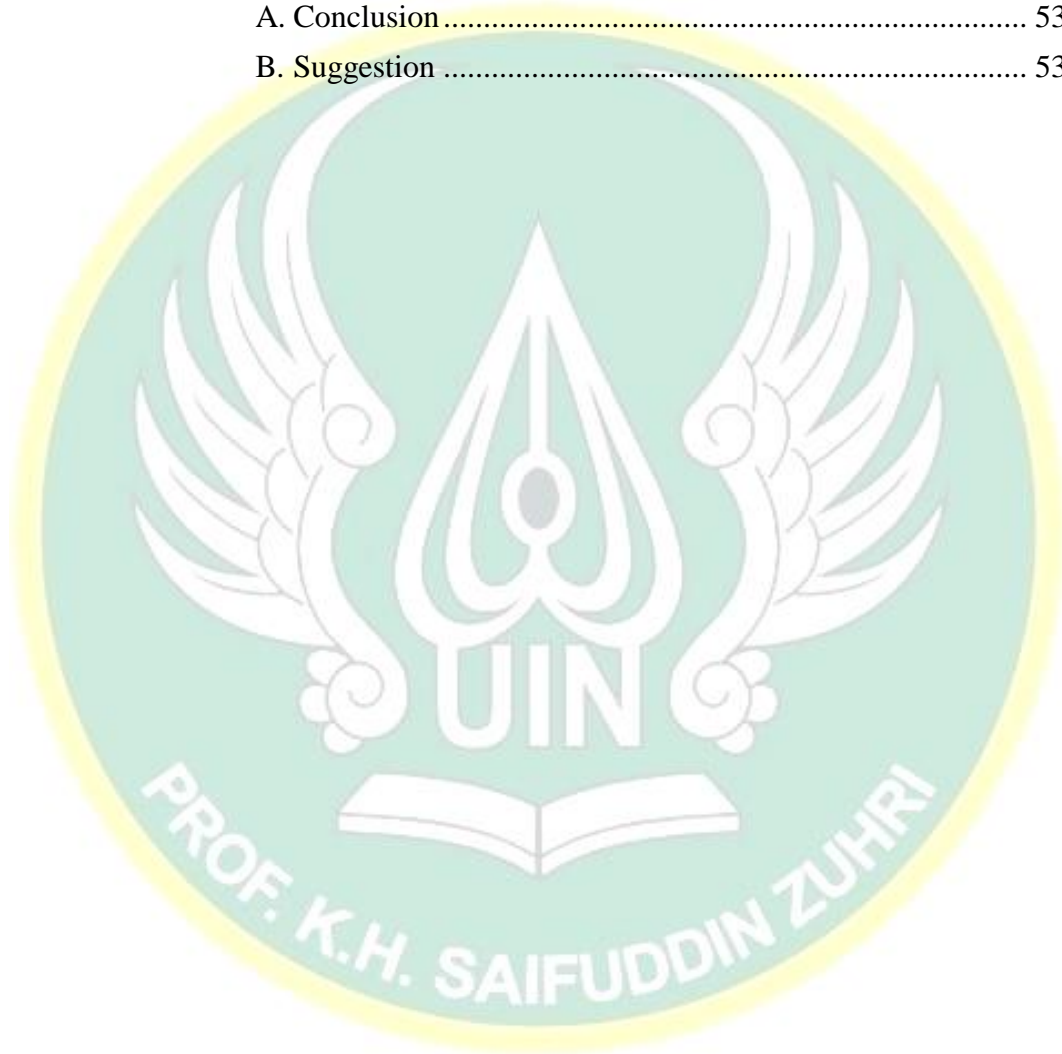
This study found that the integrative model is used in teaching English at MTs Minhajut Tholabah Purbalingga. The strategy incorporated integration through combining the materials, completing activities in the classroom, and having time to explore the value of local wisdom. On the other hand, Ethno-Pedagogy was not fully applied at that school because intercultural competence should be prioritized in English classes that this aspect is still not found in the educational practice. However, other values are included in the activities based on the local culture, such as spiritual/religious, teamwork, obedience, critical, and independence.

Keywords: Ethno-Pedagogy, Local Wisdom, English Teaching

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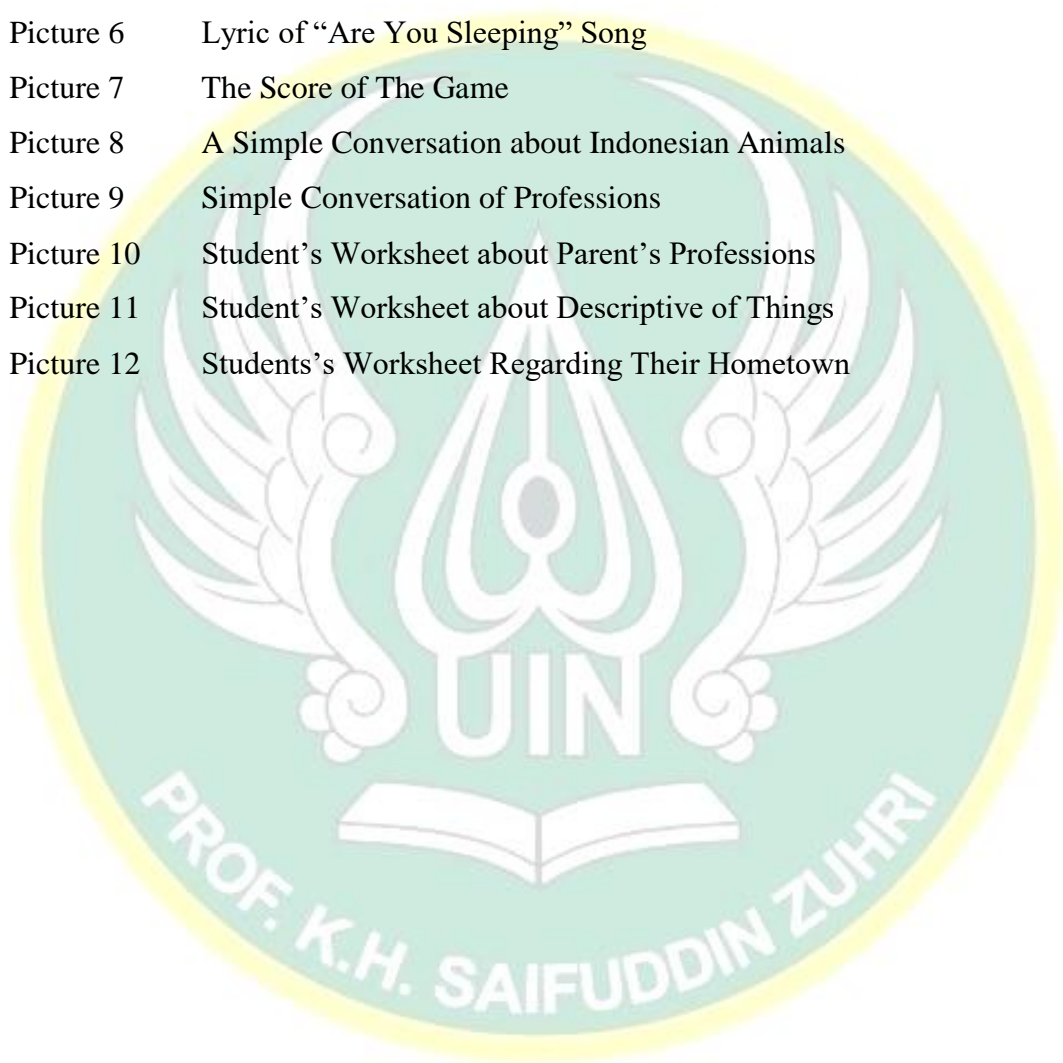
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CHAPTER I INTRODUCTION

A. Background of Study

Bahasa Inggris is one of the subjects in the Indonesian school. The goal of teaching English, according to Wachendorf, is to provide students with "working knowledge of English."¹ It means that students must acquire the English language's reading, listening, writing, and speaking skills, which are required as a tool for communicating with others. In the globalization era, it could be a student's ability to confront a challenge that binds the world together. English is required as a subject in junior high school and other formal levels of education under this condition.

However, in reality, it is necessary to acknowledge that the English language in Indonesia has numerous challenges. Learning the English language in Indonesia focuses on grammar rules and error correction.² It was discovered that some elements were spent explaining the language and text structure. Another issue is that the time allotment for English in the 2013 curriculum was changed to two hours per week, insufficient to improve English ability, especially for students who do not receive additional English learning outside of school. It is the same way that English is only a fleeting interest, so they feel hard to master the English language. The government's slogan in the 2013 curriculum, according to Alfarisy, is "Prioritizing the Indonesian language, maintaining local languages, and learning a foreign language."³ Based on the assertions, the educational practice in the school plays a role in putting that slogan into practice, notably in the English class as a foreign language.

Learning a language is inextricably linked to the culture of the people who speak it. Language, according to Agar, covers the gaps between us with

¹ Fitri Alfarisy. 2021. "Kebijakan Pembelajaran Bahasa Inggris di Indonesia Dalam Perspektif Pembentukan Warga Dunia Dengan Kompetensi Antarbudaya". *Journal Ilmiah Profesi Pendidikan*. Vol. 6, No. 3. p: 306.

² Ag. Bambang Setiyadi. (2020). *Teaching English As A Foreign Language*. Yogyakarta:Graha Ilmu. P:17

³ Fitri Alfarisy. *Kebijakan Pembelajaran Bahasa Inggris di Indonesia...*p:304

sound; culture, on the other hand, forges the human connection through them. Language is full of culture, and language is full of culture.⁴ It indicates that the culture uses the English language when it is learned. In this instance, students do not accept any culture because the lifestyle and the most common practices are dissimilar. It is quite easy for Indonesians to emulate the behaviours of western culture that they see on television or the internet in this day and age. As a result, they should be able to comprehend both local and foreign cultures and languages; the English learning activities based local culture serve as a bridge between Indonesians and foreign cultures, allowing them to communicate in a foreign language.

To avoid the harmful consequences of the foreign culture, this condition must be anticipated. Many efforts have been made to balance the foreign and the local cultures. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 79 Tahun 2014 Tentang Muatan Lokal Kurikulum 2013* is one example of learning activities at all levels of education, from elementary school to junior high school, should include local content as a subject that involves the potential. This study will analyze the implementation of the local culture at MTs Minhajut Tholabah Purbalingga based on the regulation.

According to the statement above, MTs Minhajut Tholabah is a boarding school where most students are *santri*. The boarding school environment promotes the teacher's/ *Kiyai/ Ustadz* attitude of obedience and focuses on the Islamic religion. One of Indonesia's national identities is the boarding school culture. *Santri* can be identified by their clothing, which includes *sarung* and *peci*.⁵ MTs Minhajut Tholabah has the vision "*Berakhlakulkarimah, Berprestasi; dan Berwawasan Lingkungan*" It means that makes students sensible, accomplished, and environmentally sound. The conscious and applied aspects of this vision are appropriate for the topic of this study, which examines

⁴ Muhammad Iwan Munandar. 2019. "The Beliefs and Practices of Indonesian High School EFL Teachers Regarding the Teaching and Learning of Culture and Interculturality". Thesis. Applied Linguistics: Victoria University of Wellington, p:11

⁵ *Sarung* is a piece of cloth that is worn like a long skirt but just has the sheath in the side part of sarung and *peci* is a hat of Muslim identity.

how local knowledge is implemented in English teaching at MTs Minhajut Tholabah.

B. Conceptual Definition

To understand this study, those are some terms explained:

1. Ethno-Pedagogy

Surya in the Rosita Agustining Tyas suggests that Ethno-Pedagogy is the educational practice of learning activities based on local knowledge of all aspects of life.⁶ This component relates to the culture or local wisdom around them. It is related to faith, value, norm, and attitude.

2. Local Wisdom

According to Purna in the I Wayan Rasna, local knowledge is similar to local wisdom or local genius.⁷ Local wisdom is a way or practice of life on society's behaviour, norm, and faith as their lifestyle. In this case, it is related to the society and the culture it should maintain in every generation.

3. Teaching the English Language as Foreign Language

Teaching the English language in Indonesian school is a form of learning a Foreign language because it studies about another language of another country. Foreign language acquisition is getting by a learning process.

4. Ethno-Pedagogy in the Teaching English Language

2013 curriculum emphasizes character education. The embodiment of this goal is the policy to concentrate the educational practice on local wisdom. In the school, it can include in the class activity or school program. The activity helps the students to learn the English language but still apply their culture.

⁶ Rosita Agustining Tyas. "Ethno Pedagogy Concept of Teaching English in English for Specific Purposes (ESP) Class". *Journal of English Teaching, Literature, and Applied Linguistics*. 2018. Vol. 2, No.1. p: 1

⁷ I Wayan Rasna. "Reconstruction of Local Wisdom for Character Education through the Indonesia Language Learning: An Ethno-pedagogical Methodology". *Theory and Practice in Language Studies*. 2017. Vol.7, No.12. p: 1229

C. Research Question

The formulated questions based on the background of the study are:

1. What Ethno-Pedagogy model is used in the English teaching in 7th grade of MTs Minhajut Tholabah Purbalingga?
2. How is the model of Ethno-Pedagogy implemented in the English teaching in 7th grade of MTs Minhajut Tholabaha Purbalingga?
3. What are the values of Ethno-pedagogy contained in the 7th grade of MTs Minhajut Tholabah Purbalingga?

D. The Objectives and Benefits of The Study

1. The Objective of the Study

The objective of this study based on the research questions are:

- a. To display the model of Ethno-Pedagogy in the English teaching at 7th grade of MTs Minhajut Tholabah Purbalingga.
- b. To explain the model of Ethno-Pedagogy implemented in the English teaching at 7th grade of MTs Minhajut Tholabaha Purbalingga.
- c. To explain the values of Ethno-pedagogy contained in 7th grade of MTs Minhajut Tholabah Purbalingga.

2. The Benefit of The Research

a. Theoretical Benefit

- 1) This study can be used as a reference for implementing Ethno-pedagogy in teaching English.
- 2) This study can give knowledge and information about the implementation of Ethno-pedagogy in teaching English.

b. Practical Benefit

- 1) For English teachers, it is a consideration when applying the Ethno-pedagogy in the learning activity.
- 2) The reader will know how the implementation of Ethno-Pedagogy at the MTs Minhajut Tholabah.

- 3) For the researcher, it is a precious chance to deepen the Ethno-pedagogy skill to learn the English language in the learning activity, and it can be a provision in the future.

E. Review of the Relevant Studies

Some previous studies related to the topic are:

The first is a thesis by Muhammad Iwan Munandar from Victoria University of Wellington under the title "The Beliefs and Practices of Indonesia High School EFL Teachers Regarding the Teaching and Learning of Culture and Interculturality" this research used a qualitative case study. It used classroom observations, NFs, SRs, and in-depth interviews as the primary methods to get information from the EFL teachers. Meanwhile, document analysis and students' focus group discussion as secondary methods. The participants were five local EFL teachers working in two GHSs (Ambar, Ana, and Aris), a VHS (Wati), and an IHS (Yanti), which senior high school students located in Pendalungan district (pseudonym), East Java, Indonesia. All teachers can apply teacher pedagogical beliefs in teaching EFL. Ambar, Ana, and Aris used the nationalism song such as Indonesia Raya (Great Indonesia), Hymne Guru (Hymn to Teacher), Tanah Airku (My Motherland), Desaku (My Village), and Rayuan Pulau Kelapa (A Solace to Coconut Island) at the beginning of the study. It has the purpose of making the patriotism and good character of a nation. The local culture is included in the materials like the local text, and religious value is gotten by praying together and Islamic greeting '*Assalamu'alaikum*' that means peace be upon you. Meanwhile, Watis' belief in the practice of EFL teaching used an original method that she always gives the video of native speakers as the learning model. In this case, students can learn English with accuracy. In her perception, English is a tool to globalize the local culture, so in the practice of teaching, she used YouTube as media to share the video of her students who made about the local culture of *Pendalungan*. The last teacher is Yati. In the EFL teaching practice, she compares "Eastern Culture," "Muslim Culture," Indonesian Culture," and "Western Culture." The

cultural explanation is inserted into the learning activity. She used home cultures as classroom resources, such as when learning procedure text, she used local food there are *Pecel*/ Mixed vegetable with peanut sauce, *Sega Jagung*/ Corn rice, and *Rawon*/ Beef black soup. In the other lesson, like the invitation, she used the local event such as *Akikah*/ Islamic baby welcoming celebration, *Tahlilan*/ Prayers for the deceased, and *Hajian*/ Pilgrim welcoming ceremony. The English teachers have their way of applying their pedagogical beliefs in teaching by incorporating local culture in learning English that is suitable with the policy of Indonesian education.

The second thesis article, "Integrating Local Wisdom into ELT Materials for Secondary Schools in Schools in Semarang Based on Need Analysis," was written by Dwi Wulandari, Wiwiek Sundari, and Cut Aja Puan Ellysafni. In the *Journal of Linguistics and Education*. This study used a Research and Development method that divided descriptive and evaluative through 3 phases; these are (1) explorative study, (2) model development, and (3) evaluation. The subjects of this study are 81 students, six teachers, and three principals of 3 schools in Semarang these are SMP ISLAM ALKAUTSAR, SMP N 7, and SMP N 34. This study focuses on finding how important local wisdom is in teaching English language through need analysis using questionnaires and interviews. The first step is explorative by reviewing the three textbooks (Book 1 – "Effective English"- EE for short; Book 2 – "When English Rings Bells"–WERB; Book 3 –"English In Focus. " After doing the step, it can be concluded that most of the book sources do not include local wisdom. The next is need analysis using the instrument above that most teachers and students' perceptions that local wisdom in the English language is needed. The model development and try-out used the song "How many pets do you have" combined with the Javanese song "*Menthog- Menthog*" to take the moral value and mention the domestic animals. The last steps are the evaluation of that activity which is most of the teacher and students are interested, feel a positive atmosphere, and understand the materials easily.

The third is a research article entitled "An Ethnolinguistic Study: Developing Awareness and Responses of Local Wisdom in Teaching English," written by U.Komara and Ratu Sarah Pujasari in the *Ide Bahasa Journal*. The data is obtained by observation and semi-structured interviews. It takes the subjects 3 English teachers of Senior High School in Tasikmalaya city. That environment is Sundanese ethnic that famous for the wisdom, friendliness, and familiarity in the process of communication. The other character easily smiles with others which is essential when teaching English to students. This awareness is proved in the classroom activity that is not applicable. It can be concluded in the teacher's class handling that the teacher is angry when the students ignore the materials.

Based on all of the studies, can be conclude that, the first study conducted at the junior high school level (MTs Minhajut Tholabah) has different purposes from Senior high school. In junior high school, the functional purpose is to communicate in daily life. In contrast, Senior high school will be oriented toward gaining knowledge and communicative skill that is rich at the informational level because it is prepared for the next level of education. In the second study, some teachers feel hard to apply local wisdom activities in the classroom. While in this study will illuminate the Ethno-pedagogy practice in the daily activities of MTs Minhajut Tholabah. The step starts with an analysis of the lesson planning so that it did not conduct from need analysis. In the third study, the teacher does not appreciate the students who try to answer the questions but are still wrong. This reality shows that the awareness of local wisdom is insufficient and needs the effort to improve their responsibility. The teacher can apply the teaching practice wisely so that the effect of the education can accept well. The comparison with this study is that the teacher at MTs Minhajut Tholabah has the awareness and responsibility of Ethno-pedagogy. It can be seen from their practice that communication with their students is related to their daily life.

F. Structure of the Study

The following is the research's structure:

This study is begun with the cover, a page of thesis title, a statement of originality, a page of endorsement, an official note of supervisor, motto, dedication, acknowledgments, abstract and keywords, table of content, list of tables, list of an appendix of the study.

The main parts of this research consist of:

The first chapter serves as an introduction. This chapter discusses the background of the study, conceptual definition, research question, the objectives and benefits of the study, review of relevant studies, and structure of the study.

The second chapter is a literature review. An overview of relevant theories about adaption implementation of Ethno-Pedagogy in English teaching includes the definition of Ethno-Pedagogy, roles of Ethno-Pedagogy in the education, and the Etno-Pedagogy sources.

The third chapter is a research methodology. It explains the types of the research, research location, research subject and object, data collection technique, and data analysis techniques.

The Forth chapter is devoted to the finding and discussion. It includes the profile of MTs Minhajut Tholabah Purbalingga, the model of Ethno-Pedagogy at MTs Minhajut Tholabah Purbalingga, and the implementation of Ethno-Pedagogy at MTs Minhajut Tholabah Purbalingga and the values of Ethno-Pedagogy in the English teaching.

The last is chapter five. It contains the research's conclusion and suggestions. The final section of this study includes a bibliography, which served as a reference for this study, an appendix, and the researcher's biography.

CHAPTER II

LITERATURE REVIEW

A. Ethno-Pedagogy

1. Definition of Ethno-Pedagogy

Ethno-pedagogy is from two words which are Ethnic and Pedagogy. *Pedagogy* is the skill of teaching; meanwhile, *Ethnic* is part of national identity. Quoted from Akmal that J.A Comenius in the Lordkipanize state, based on the theoretical origin of ethnic pedagogy, refers back to classical pedagogy that has aimed to be the foundation of social and cultural identity used pedagogy In Indonesia. Alwasilah et al. in the Akmal suggest that Ethno-pedagogy appeared started from 2009; Ethno-Pedagogy focuses on the local genius and local wisdom to take the values and culture as the initial model.⁸

Ethno-pedagogy is an educational practice that stresses local knowledge or wisdom as a source of innovation and abilities that may be empowered for the community's benefit, especially local wisdom connected to how knowledge is generated, stored, applied, managed inherited in various fields.⁹

According to Surya in the Rosita Agustining Tyas, Ethno-pedagogy is the practice of education with local knowledge besides considering life aspects variety. It means that the learning process raises local culture or local wisdom to result in a good quality output of personality and knowledge.¹⁰ According to Petrenko in the Yavuz Ercan GUL, ethnic

⁸ Akmal. "Local Culture and Morality Attachment to TPACK Framework of Pre-Service English Teachers Within the Challenge of the 21st Century Skills", *International Journal of Education*. 2017, Vol. 9. No.2. p.115.

⁹ Ani Rosilawati, et.al. "Learning Model Development with Technology Ethno-Pedagogy and Content Knowledge", *Advances in Social Science, Education and Humanities Research*. 2018, Vol. 287. p:191.

¹⁰ Rosita Agustining Tyas. Ethno Pedagogy Concept of Teaching English in English for Specific Purposes (ESP) Class. P:1

cultures consist of values, beliefs, traditions, and customs that guide the majority of society's members.¹¹

Based on some definitions above, it can be concluded that Ethno-pedagogy is an educational practice conducted with local wisdom or local knowledge that includes life's values.

2. Roles of Ethno-Pedagogy in The Education

Sunaryo Kartadinata, the Rector of Universitas Pendidikan Indonesia, claimed in Kompas on the 20th of October 2009 that education would be thrown off if its cultural roots were removed. He recommended that the government overhaul the curriculum, one of which would incorporate the Ethno-pedagogy notion into the teaching and learning process.¹² In the 2013 curriculum, the learning activities should contain the local value to make students understand their region and society. It is essential to make them still have an identity and have the strong character of their culture. In this globalization era, all of the information can access easily, so that other cultures can enter without the barrier. Ethno- pedagogy has functions to shape the excellent generations; it means that they live in the modern era to be wise people.

Quoted from Heronimus Delu Pingge, Sudirman Danin suggests the school's responsibility is to pay attention to society's cultural values and shape the human identity or conservative function. It means that the school is not only to transfer knowledge, but it is to grow the love of indigenous culture. The culture is essential as Ethno-pedagogy to make Indonesian cultured people.¹³

¹¹ Yavuz Ercan GUL. "Ethnic Motif in Modern Education: Ethnopedagogy", *BUGU Dil ve Eđitim Dergisi*. 2021. 2(1). p:47

¹² Rosita Agustining Tyas. Ethno Pedagogy Concept of Teaching English in English for Specific Purposes (ESP) Class. P:1

¹³ Heronimus Delu Pingge. "Kearifan Lokal dan Penerapannya di Sekolah," *Jurnal Edukasi Sumba*. 2017. 1(2). P:129

According to Jamal Ma'mur Asmani in the Heronimus Delu Pingge mention, the purposes of education based on the local wisdom are:¹⁴

- a. Students will know the advantages of their local wisdom and understand some aspects of life that relate to the local wisdom.
- b. Can manage the resource well, joining in the activity about superiority, so that get double profit other net income, it is to conserve the culture, tradition, and superiority resource of their region and give the competitive value in the national or global level.
- c. Students have nationalism, confidence in their future, and the skill to develop the local potency in the global competition.

Taking into account all the above, Ethno-pedagogy in English teaching plays a role in maintaining national identity in the globalization era, making it easier for students to understand the materials, preparing students to be cultured individuals, and providing an inventory for future development of their region.

3. The Ethno-Pedagogy Sources

The primary sources of Ethno-pedagogy are:¹⁵

- a. *Nature*, the space to live in one homeland, is the main factor that shapes the culture. Being fit for nature in Ethno-pedagogy originates from the natural character of national education. Nature and people, ethnic identity, and naturalness are all concepts that are inextricably linked. The harmony of these principles expresses the most delicate harmony in life. Valçenko explain that nature has such a strong influence on emotions, consciousness, and human behaviours. An educational method in tune with nature gives a harmonic and holistic approach to creating a national personality.
- b. *Lifestyle*, People's lifestyles are influenced by their culture. The individual does not consider how he or she should act in various

¹⁴ Heronimus Delu Pingge. "Kearifan Lokal dan Penerapannya di Sekolah," Jurnal Edukasi Sumba. P:132

¹⁵ Yavuz Ercan GUL. Ethnic Motif in Modern Education: Ethnopedagogy. P:49-50

scenarios. He/she employs the cultural patterns that have been shown to him/her. Tatar states that tradition is the phrase used to describe the culture typified over this period, and it shapes people's lifestyles. As a result, lifestyle is one of the essential sources of Ethno-pedagogy, and it serves as a source for developing the Ethno-pedagogical education program's content.

- c. *Folklore*, Volkov defined in Ethno-pedagogy as the training and rearing of children by following moral and ethical beliefs on the fundamental values of the family, lineage, tribe, people, and nation based on historical experiences of ethnic groups. Folklore also provides knowledge about educational ideas and moral, religious, and mythical structures of many communities' cultures.
- d. *Native language* has Ethno-pedagogical education aims to provide individuals with an education based on their cultural values; it recommends delivering education in the local tongue to participate in the society in which they live. Ouane & Glanz suggest that practically all civilizations with separate native and educational languages exist in historically colonial countries.

The sources are the basis of Ethno-pedagogy skills to teach. In Indonesia, the implementation of it is regulated by the Juridical foundation of National policy about education based on local excellence /local wisdom; these are:¹⁶

- a. *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional BAB XIV Pasal 50 ayat 5* affirms that the district /city government manages education basic and medium, as well as units Education-based education local.
- b. *Peraturan Pemerintah Nomor 17 Tahun 2010 BAB 1 pasal 1 Ayat 34, Tentang Pengelolaan dan Penyelenggaraan Pendidikan.* "Education Local excellence-based is Education organized after Meet the National

¹⁶ Heronimus Delu Pingge. Kearifan Lokal dan Penerapannya di Sekolah. p: 131-132

Standard of Education and enriched with excellence competitive and/or comparative regions".

- c. *Peraturan Pemerintah Nomor 17 Tahun 2010 BAB 2 Pasal 35 Ayat 2, Tentang Pengelolaan dan Penyelenggaraan Pendidikan*, that "District/city government implement and facilitate program and unit pioneering education that has been or almost Meet the National Standard of Education to be developed into a program and a unit of education of the same level international and based Local excellence.

B. Local Wisdom as Ethno-Pedagogy Element

1. Definition of Local Wisdom

Shufa in the Heronimus Delu Pingge explains that in the etymologically, local wisdom is derived from two words these are local and wisdom which have other names of this are local knowledge and local genius. Meanwhile, Quoted from Heronimus Delu Pingge that Taylor and de Leo in Chaippar explain that local wisdom is a way of life inherited from one generation to another in the form of religion, culture, or common money customs in the social system of society.¹⁷

According to Keraf in the Rosita Agustining Tyas, local wisdom encompasses all forms of knowledge, belief, understanding, insight, and customs and ethics that guide human conduct in the ecological community.¹⁸

Quoted from Heronimus Delu Pingge that, Jamal Ma'mur suggests local wisdom is all of the forms of regional characteristics that include aspects of the economy, culture, information technology, communication, ecology, etc.¹⁹

¹⁷ Heronimus Delu Pingge. *Kearifan Lokal dan Penerapannya di Sekolah*. p: 131

¹⁸ Rosita Agustining Tyas. *Ethno Pedagogy Concept of Teaching English in English for Specific Purposes (ESP) Class*. P:1

¹⁹ Heronimus Delu Pingge. *Kearifan Lokal dan Penerapannya di Sekolah*. p: 129

According to Marlupi in the Rosita Agustining Tyas, local wisdom-based education trains students always to be close to the concrete situation that they experience daily.²⁰

It concluded that local wisdom is the lifeways of society that pretend for the generations as guidance in aspects such as ethics, culture, religion, and economy.

2. Characters of Local Wisdom

Character education based on local wisdom has three primary points, those are:²¹

a. Moral Knowing

Moral realization, acceptance of moral values, worldview, moral consciousness, decision-making, and self-awareness are all parts of moral knowledge. It can be concluded from the student's responses that their moral understanding has improved.

b. Moral Feeling

They have moral feelings; they have a proclivity for mindfulness, kindness, love, self-control, and humility.

c. Moral Action

Those are competency, willingness, and habituation.

People who live based on local wisdom know the value contained, they can feel what is happening around and give the best action in their lives.

3. Models of local wisdom

Three implementation models of local wisdom learning can be taken into account, those are:²²

²⁰ Rosita Agustining Tyas. Ethno Pedagogy Concept of Teaching English in English for Specific Purposes (ESP) Class. P:1

²¹ Rukiyati Sugiyono, and L. Andriani Purwastuti. "Local Wisdom-Based Character Education Model in Elementary School in Bantul Yogyakarta Indonesia". *Sino-US English Teaching*. Vol. 14, No.5, p:307.

²² M Mukhibat and Mukhlison Effendi. "Strengthening of National Identity Through Personality Development Based on Ethno-Pedagogy at Higher Education". *International Journal of Psychosocial Rehabilitation*. 2021. Vol.24, No.4, p:2556.

- a. Complementation Model (single subject), The implementation of local wisdom is added to curriculum education programs and curriculum structures. The implementation may include adding particular subjects of local wisdom in curriculum structures or organizing programs following local wisdom values in the educational calendar. This model can be used optimally and intensively to grow local wisdom values in the students.
 - b. Integrative model, implementation of local wisdom can be included and integrated into curriculum program, existing curriculum, and existing subjects and even in the learning process. The Curriculum program or subject needs to contain local wisdom values.
 - c. Discreet Model, Implementation of local wisdom can be isolated, separated, and liberated from curricular programs. The implementation can be developing local wisdom that is packaged and explicitly presented to students. The presentation can be related to curricular programs or in the form of extracurricular programs.
4. Local Wisdom in the Boarding School

The boarding school in Indonesia has the characteristic of cultures. Azyumardi in the Mukhibat suggests that the response of boarding school divided to be two models, those are:²³

- a. *Salafi*, this boarding school, used *Kitab kuning*²⁴ as the curriculum literature. In this system, there is no formal school but namely *dinniyah* school.
- b. *Collaborative*, this boarding school gathers with the formal education. It is a form of response to modernization in developing Islamic education in Indonesia. The model applies in the MTs Minhajut tholabah, which the school in the boarding school environment, so that the culture is adjusted.

²³ Mukhibat. "Meneguhkan Kembali Budaya Pesantren dalam Merajut Lokalitas, Nasionalitas dan Globalitas". *Jurnal Sosial dan Budaya Keislaman*. 2015. Vol. 3 No. 2. P:184.

²⁴ Kitab Kuning is Learning traditional source to study about religion such as fiqh, aqidah, morality, nahwu, shorof, hadist and so on.

C. Teaching the English Language as Foreign Language

The quote from Ag. Bambang Setiyadi that Krashen divides the ways to gain the target language: acquisition and learning.²⁵ In Indonesia, the English language is not used to interact every day. However, it is used in some necessary conditions so that it cannot get from the ability in the first language, but they need to learn to get that acquisition. Students learn the target language in the school that is suitable with the curriculum, syllabus, and lesson plan to do the learning activity.

Kommenskiy in the Yavuz Ercan GUL suggests that training a foreign language to a youngster who does not speak his or her native language fluently is like teaching a baby who cannot walk to ride a horse.²⁶ Because English is exclusively taught in schools and people in Indonesia do not speak the language, English is considered a foreign language in Indonesia. The English language has four talents to learn, divided into two groups:

1. Receptive skill is the ability to the mastering of the language skill from understanding. It includes listening and reading.

- a. Listening

It is an essential skill to master a foreign language. Understanding the information from listening skills can start with fun audio such as listening to English songs and watching the film. Making students familiar with the English language starts with using the English language when giving the instruction and greetings in the class activities; a teacher can play music and film to engage students in a foreign language. In this section, a teacher can combine to explain the value of the culture around them and the culture in the audio.

- b. Reading

The key to knowledge is from reading. Reading English text can find many vocabularies that make it easy to understand the meaning in a foreign language. Make sure that students use the dictionary to

²⁵ Ag. Bambang Setiyadi. Teaching English As A Foreign Language. P:17

²⁶ Yavuz Ercan GUL. Ethnic Motif in Modern Education: Ethnopedagogy. P:50

understand the meaning of reading quickly. A teacher should know the student's ability and give the text based on the level of the students. In this case, the teacher can give a text about folklore.

2. Productive skill is the ability to produce the language. Those are speaking and writing.

a. Speaking

Commonly, communication takes place in the oral form. Speaking skill is getting because there is the interaction of two people or more. Language learning principles developed by a linguist at Michigan University used *Oral Approach*, *Aural-Oral Approach*, and *Structural Approach*. The approach ranges from aural and oral training (speaking, reading, and writing). Language is introduced by oral, and oral is approached by structure.²⁷ In the class, a teacher should give the guidance well so that the students can imitate truly. In the Ethno-pedagogy practice, a teacher can make English discussion about local wisdom.

b. Writing

Writing skills are taught by simple text like personal experience, descriptive text, and announcements in school. A teacher should guide the students before they start to write. It should pay attention to how to write well with good structure and good content. This skill is obtained by reading and writing habitual routines.

Learning a foreign language is from Receptive skills to Productive skills. A good speaker is a good listener, and a good writer is a good reader.²⁸ Language acquisition is achieved by habituation. Teaching foreign languages in the school should use methods and media that students accept.

²⁷ Aziz Fachrurrozi and Erta Mahyudin. 2016. *Pembelajaran Bahasa Asing Tradisional dan Kontemporal*. Depok: PT Rajagrafindo Persada. p:83

²⁸ Herman Felani Tandjung. 2012. *Teknik Mudah Belajar Bahasa Inggris Untuk Pemula*. Yogyakarta: Aswaja. p:21

Students of junior high school are around twelve until fifteenth years old, include of teenagers. Nunan suggests that it is a transition age from childhood to adulthood.²⁹ In this phase, students need to understand the meaning by introducing grammar. Because their intellectual level is higher than children's, they can learn something beyond their funds because they can use logical reasoning better than children. Considering that aspect, the student can learn the second language based on the level so that their ability in a foreign language gets well. Commonly, the learning system in formal education uses the scientific approach to make students can learn the structured stages to accept the knowledge. These stages include observing, questioning, associating, experimenting, processing, concluding, and presenting³⁰. This approach gives the students the chance to learn the phenomenon based on the implemented in English teaching.

D. Ethno-Pedagogy in English Language Teaching

Incorporate the local wisdom in the English language teaching can be done in the following ways:³¹

1. Having time to discuss the values of local wisdom

It can be a time to give motivation about foreign language and local wisdom. The value of local wisdom can take through fairytales and songs to identify the sound character.

2. Doing the classroom activities

Their daily relationship in the environment shapes their character. It included the human relationship with the problems of everyday life. It can do to discuss local wisdom that involves the student's argument about their cultural knowledge.

²⁹ Ag. Bambang Setiyadi. *Teaching English As A Foreign Language*. P: 152

³⁰ Rudi Susilana and Heli Ihsan, "Pendekatan Saintifik dalam Implementasi Kurikulum 2013 Berdasarkan Kajian Teori Psikologi Belajar." *EduTech*. 2014. Vol. 1, No.2. p.183

³¹ Azkia Muharom Albantani and Ahmad Madkur. "Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia". *International Journal of Applied Linguistics & English Literature*. 2018. Vol. 7, No.2. p.6-7

3. Using the features to give the materials

According to Tomlinson, the material can take the resource from the coursebook, videos, flashcards, and games. In this case, the teacher delivers the materials by explaining the Indonesian and English cultures in harmony. It emphasizes the incredible impact of learning the English language in the future; it aims to motivate the students to study hard. In the globalization era, English is the main of communication. Mastering the English language Indonesian people can be a chance to give participants in the world competition. On the other side, Indonesia's potential can be promoted worldwide. It can give good input to the income of the country.

4. Combining the materials

Materials give the chance to discuss the local and the foreign cultures. The local food, event, and folklore can be included in the materials. Delivering the materials can be combined with the local wisdom based on communicative purposes.

Learning English as a foreign language is a way to communicate with the target language. In this section, Ethno-Pedagogy should be understood as the student's knowledge that can bridge the objective of mastering English with local wisdom because it includes intercultural learning. The aspects of intercultural competency from Byram et al. in the Fitri Alfarisy are mentioned by Liddicoat in the Madya:³²

1. Self-awareness and awareness of others.
2. Intercultural participation attitude disposition.
3. Learning how to interpret and explain cultural practices or documents and comparing them to one's own culture.
4. The ability to find by interacting with others.
5. The ability to assess one's own and others' cultures.

³² Fitri Alfarisy. 2021. "Kebijakan Pembelajaran Bahasa Inggris di Indonesia...p:305

6. A self-regulating mechanism that allows students to plan, monitor, and assesses their learning

The target language and culture are distinct from Indonesian languages and cultures; it is part of intercultural education to ensure that both are understood. Liddicoat mentions the goals of intercultural language teaching in the Madya in the Fitri Alfarisy³³

1. Appreciate and understand all languages and cultures.
2. Becoming aware of and appreciating one's language and culture.
3. Appreciate and understand the target language and culture
4. Recognize and appreciate how diverse languages and cultures are linked.
5. The purpose is to develop intercultural awareness.



³³ Fitri Alfarisy. Pembelajaran Bahasa Inggris di Indonesia...p: 306

CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Research

This part explains how the data was collected. This study was taken on the topic of the Ethno-Pedagogy in the English teaching in 7th grade of MTs Minhajut Tholabah Purbalingga. The information began to get the data from the English teacher in 7th grade in there. The collecting of data is continued to observe the English teaching in the class, which included the culture around the school environment to support the relationship of Ethno-Pedagogy.

All of the data is obtained by classifying the relevant data consisting of models of local wisdom learning, source of local wisdom, the ways of implementation of Ethno-pedagogy in the English teaching, and the values of the local wisdom there. Bogdan and Biklen in the Farida Nugrahani suggest that the form of research notes divided to be 2: description (description of setting) and reflection (design of thinking, opinion, and carelessness).³⁴ It was conducted to explain the data from the research question. The last is checking the data by relating all of the data from interviews, observation, and documentation. After that, it takes the main point of the research that teaching English with Ethno-Pedagogy is applied by following the school behaviour, lifestyle, and boarding school tenet. This phenomenon is used in the qualitative approach by Miles and Huberman.

B. Research Location

The research took place at MTs Minhajut Tholabah Puralingga which located at Jl. Al-Ikhlash, Kembaran RT 01/10, Bukateja, in the regency of Purbalingga.

The institution was chosen because the characteristic of the school is fervent with boarding school tent. This study is related the English teaching to

³⁴ Farida Nugrahani, 2014, *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*. Surakarta. p: 153

the culture around so that it shows how the local culture has a role in the foreign language teaching that has a different culture.

C. Research's Subject and Object

1. Subject

The subjects of this research are:

- a. Students in 7th grade of MTs Minhajut, these are VII B, VII G, and VII I, and VII K.
- b. English teachers in 7th grade of MTs Minhajut Tholabah Purbalingga, they are Miss. Re Tali Imani and Miss. Anne Nabila.

2. Object

The object of the research is the implementation of Ethno-pedagogy in the teaching English language.

D. Data Collection's Technique

It is the main factor of research. In this research, the researcher uses three techniques to collect the data, those are:

a. Observation

This study observed the class activity on implementing the Ethno-pedagogy in MTs Minhajut Tholabah, especially in English teaching. According to Arikunto, observation is an activity that gives the concentration on the object using all the senses.³⁵ This study used non-participant observation that the researcher observed the environment and the implementation of Ethno-pedagogy at MTs Minhajut Tholabah but did not has roles in the learning activity. It observed the class activity five times. The focus of observation is to analyze the implementation of Ethno-Pedagogy in the materials, learning activities, and the value of the environment.

³⁵ Ahmad Tanzeh. 2011. Metodologi Penelitian Praktis. Yogyakarta: Teras. P:84

The observation followed the steps below:³⁶

1. Decided The focus of the research about Ethno-Pedagogy in the English Teaching of 7th grade at MTs Minhajut Tholabah.
2. It takes place at MTs Minhajut Tholabah Purbalingga, a school that stands in the boarding school environment. While the subject of observation are the classes of VII G, VII I, VII B, VII K, and the Teachers of 7th grade are Miss Re Tali Amani and Miss Anne Nabila.
3. Conducted the stages of data collection by observation which started from making the schedule, observant coming to the school, doing class observation, and doing evaluation after learning activity.
4. Design the sequences of data collection. The observation conducted in the English class activity is based on the materials of 7th grade that take some different materials to get the variation data in every chapter.
5. Design the instrument to interpret the data.

It is conducted by some aspects which explain in the table.

Table 1. Identities of the English Teaching with Ethno-pedagogy

No.	Identities	Reflection
1.	Grade:	
2.	Semester:	
3.	Time:	
4.	Subject:	
5.	Material:	
6.	Skill:	
7.	Date:	
8.	The focus of Ethno- pedagogy in the materials:	

³⁶ Ag. Bambang Setiyadi. 2006. Metode Penelitian untuk Pengajaran Bahasa Asing. Yogyakarta: Graha Ilmu. P: 237-238.

Table 2. Models of Local Wisdom Learning

No.	Model	Included		Explanation	Reflection
		Yes	No		
1.	Complementation Model				
2.	Integrative Model				
3.	Discreet Mode				

Table 3. Sources of Ethno- Pedagogy in the English Teaching

No.	Sources	Included		Explanation	Reflection
		Yes	No		
1.	Nature				
2.	Lifestyle				
3.	Folklore				
4.	Native Language				

Table 4. The Ways to Incorporate the Local Wisdom in the English Teaching

No.	Statement	Included		Materials	Value	Explanation	Reflection
		Yes	No				
1.	Having time to discuss the values of local wisdom.						
2.	Doing the classroom activities.						
3.	The Important of local wisdom in the future.						
4.	Combining in the materials.						

6. Making the schedule of data collection.

These are the table of observation schedules in the 2^{ed} semester.

Table 5. Observation Schedule

	Date	Day	Time	Place
1 st	22 ^{ed} of February 2022	Wednesday	08.00-09.00 a.m	7 G
2 ^{ed}	9 th of April 2022	Saturday	08.00-09.00 a.m	7 G
3 th	18 th of April 2022	Monday	08.00-09.00 a.m	71
4 th	20 th of April 2022	Wednesday	09.30-10.10 a.m	7G
			10.10-10.50 a.m	7 B

7. For the last, the data was gathered from the 1st until the 5th result of data observation to test the consistency and authenticity of the data.

b. Interview

It is an activity between the interviewer and the informants to get the information by asking questions. Getting the information about this object began with an interview with an English teacher in the 7th grade of MTs Minhajut Tholabah, she is Miss Re Tali Amani. It occurred on the 10th of December 2021 at MTs Minhajut Tholabah, which is done to know the general information about teaching English in 7th grade of MTs Minhajut Tholabah and continue on the 9th of April 2022 after the class was done. The following interview with a headmaster of MTs. Minhajut Tholabah is Mrs. Inna Nurmafianti, who discussed the school culture and the relationship with society held on the 14th of April 2022. Student's perception was included in this study by the interview section, which takes a sample of students, are Zulharia Naela Rahma, Muthia Syakira Hanania, Amalia Kartika, Yumna Nadya Syafah from the class of VII K, which responded to the English learning in their class and Nadifa Cahya Putri, Silva Khairin Ngilmi, Syifa Dita, Selfi Angraini, Naura Alifa, Naswa, Mutiara Safitri which response after the learning activity from VII G and VII I class. These activities used *semi-structured interviews*, which are getting the information by some question plan and developed with the additional questions according to the condition in the interview spontaneity.

On the other side, the interview occurred after the class observation session; *there were in-depth interview* sessions with Miss Re Tali Amani as an English teacher to discuss English teaching, local wisdom, and cultural value. It gives more essential data after the observation session in the class so that the data can be related.

Getting the data through the interview is prepared by this form below:³⁷

Table 6. Form of Interview activities

Time :	
Day/ Date :	
Place :	
Object :	
Interviewer:	
Informant :	
Description	
Situation:	Transcript:
Reflection	

c. Documentation

Supported this study, the documentation gives roles to explore the study form of education administration. Doing learning activities in the classroom is based on the syllabus; it is used to analyze the composition of materials of 7th grade in the 1st and 2^{ed} semester and the standard of student's competency in the English learning activity. Before the learning activity, it needs the lesson plan as guidance. The textbook identified the local wisdom in the learning activity as a source of materials. in this practice, the teachers used "English rings a bell" and the teacher module.

Table 7. The Data Collecting of Documentation

No	Document	Description		Reflection
		Situation	Information	
1.	Syllabus			
2.	Lesson Plan			
3.	English Book "English rings a bell."			
4.	Teacher Module			

³⁷ Farida Nugrahani, Metode. Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa. p.159-162

E. Techniques of Data Analysis

This study used the qualitative analysis, which consists of three stages by Miles and Huberman, those are:

1. Data reduction

Collecting the data from observations, interviews, and documentation still included some general information that needs to select. Meanwhile, this study discussed the specific topic of the Ethno-Pedagogy in English teaching in 7th grade. The object takes some points to answer the research problem in the classification criterion those are the model of local wisdom learning in the school that is related to English teaching, the source of Ethno-Pedagogy in the English teaching, the ways to incorporate the local wisdom in the English teaching, the school and society culture, and the value of local wisdom at MTs Minhajut Tholabah in the English Teaching.

2. Data display

Organized notes show this section of the data. In this study, the data is arranged by the table. Then, the table's information is deserved by description analysis in the narration explanation. In this case, all of the data is gathered to be integrated. It explains the English learning activity in the class with Ethno-Pedagogy, the relationship value of local culture, and class identities in the focus of study.

3. Verification and Conclusion

The information was cross-checked with the data collected from reduction and the description and reflection from the data displayed in the field. After all of the stages were conducted well, it takes the conclusion that includes analyzing data of Ethno-pedagogy in the English teaching at MTs Minhajut Tholabah Purbalingga.

CHAPTER IV

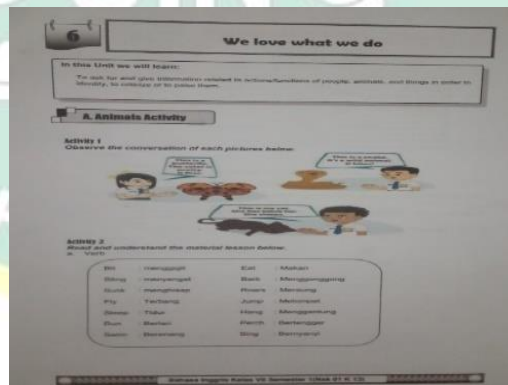
FINDING AND DISCUSSION

A. The Model of Ethno-Pedagogy at MTs Minhajut Tholabah Purbalingga

According to the findings of this study, the Model of Ethno-Pedagogy adopted in the MTs Minhajut Tholabah Purbalingga is an integrative model.³⁸ This study focuses on the English learning activity integrated into some ways through having time to discuss the value of local wisdom, classroom activities, and combining the materials.³⁹ Here are the ways to integrate:

1. Combining the materials

Material is one of the most important aspects of any learning activity; without it, the class would be unable to learn anything. It was focused on Chapter 6: "We Love What We Do," which includes the sub-theme the information about professions and things in the classroom. Another piece of information is Chapter 7, "I am Proud of Indonesia," which describes the characteristics of their hometown.



Picture 1. Chapter 6

³⁸ M. Mukhibat and Mukhlison Effendi. Strengthening of National Identity Through Personality Development Based on Ethno-Pedagogy at Higher Education.p.2556.

³⁹ Azkia Muharom Albantani and Ahmad Madkur. Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia.p:6-7



Picture 2. Chapter 7

MTs Minhajut Tholabah's educational approach in 7th grade includes resources connected to descriptive texts that require students to analyze phenomena in their environment. Communicative aims should be considered when arranging materials with local wisdom.⁴⁰ It is appropriate for observing, questioning, acquiring knowledge, associating, and communicating part of a learning activity based on a scientific method.

2. Including in the classroom activities

The critical point of learning is the classroom activities, which prepare from planning to evaluation. The activities employed several media, techniques, and sources to achieve the learning objectives. Ethno-Pedagogy was discovered in the English class's teaching methods and school culture. The methods that are used are discussion and games.

3. Having time to discuss the value of local wisdom

It aided the student's comprehension of the subject by enhancing their language skills. During this period, discussing local knowledge through the value positively impacts the students.

The outcome of this topic is the integrative model being utilized to apply Ethno-Pedagogy in English instruction. It is a technique to develop an education based on local wisdom in the English learning activity. It might be the realization of the 2013 curriculum, which emphasizes the educational character.

⁴⁰ Azkia Muharom Albantani and Ahmad Madkur's. Think Globally, Act Locally:...p:6

B. The Implementation of Ethno-Pedagogy at MTs Minhajut Tholabah Purbalingga

The implementation of an integrative model of local wisdom in English learning is discussed in this section. The time location for an hour at MTs Minhajut Tholabah Purbalingga is generally 40 minutes, per the instruction plan. However, some circumstances, such as the control of schooling during pandemics and the Ramadhan periods, which are 30 minutes for an hour session, cause it to vary.



Picture 3. Schedule

This study looks at two chapters in each of the five classes to see if the Ethno-pedagogy was demonstrated well or still lacking in implementation. This is how teaching practice is explained:

1. Preparation

Teachers create a lesson plan before engaging in learning activities. It enables the teaching activities to achieve their objectives. It was organized according to the syllabus. In this study, the education practice was used. 3.6, 3.7, 4.6, and 4.7 are the basic competencies.

Table 8. Kompetensi Dasar/ Basic Competence

<p>3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan</p>
--

fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7. Teks Deskriptif

4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

The first observation was conducted on the 22nd of February 2022, at VII G class, and the lesson plan was prepared.

Table 9. Lesson Plan of Chapter 6 Meeting 2

KEGIATAN PENDAHULUAN (10 Menit)		
Penguatan Pendidikan Karakter		
<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran sebagai sikap disiplin ❖ Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik terhadap materi sebelumnya, mengingatkan kembali materi dengan bertanya ❖ Materi yang akan dipelajari oleh siswa adalah: <i>Their father's and mother's profession and what they do in their jobs</i> ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung ❖ Peserta didik belajar secara kolaboratif dengan teman, dalam bentuk kerja kelompok atau berpasangan, di dalam maupun di luar kelas 		
KEGIATAN INTI (60 Menit)		
Model : Problem Based Learning Pendekatan: Sainifik	Orientasi Peserta Didik Kepada Masalah	Mengamati (Literasi) <ul style="list-style-type: none"> ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi/eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan) ❖ Guru membacakan teks secara interaktif agar peserta didik menyimak dengan terlibat aktif dan cermat dalam membangun makna, pembacaan dilakukan secara bermakna, lantang, jelas dan benar, dengan mata menatap pada peserta didik secara merata. <ul style="list-style-type: none"> • Peserta didik memahami topik atau materi yang akan disimak, serta menggunakan informasi yang sudah dipahami. • Peserta didik menirukan guru secara klasikal dan bergantian secara kelompok dan individu, secara bergantian dan berulang, sampai peserta didik dapat memainkan peran secara bermakna, bukan dengan membaca. • Peserta didik menyalin dengan tulisan tangan ke dalam buku catatan peserta didik pernyataan tokoh yang telah diperagakan secara lisan dalam kegiatan menyalin sambil melengkapi bagian-bagian yang dirumpangkan.
	Mengorganisasikan Peserta Didik	Menanya (Critical Thinking) <ul style="list-style-type: none"> ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan , yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang <i>Their father's and mother's profession and what they do in their jobs</i>

we have learned.		<ul style="list-style-type: none"> ❖ Mengajukan pertanyaan berdasarkan hasil pengamatan terhadap masalah yang sering dihadapi peserta didik diantaranya makna kata, dalam bentuk padanan kata dari bahasa Inggris ke bahasa Indonesia, atau sebaliknya. misalnya: <ul style="list-style-type: none"> • Dengan bimbingan guru, siswa mempertanyakan makna dan fungsi sosial ungkapan-ungkapan tersebut
<p>Deskripsi : We will work in groups. We will go around in the classroom and ask five of our friends about their father's and mother's profession and what they do in their jobs. Ask about someone's job/profession on</p>	<p>Membimbing Penyelidikan Individu Dan Kelompok</p>	<p>Mengumpulkan Informasi (Kegiatan Literasi & Collaboration)</p> <ul style="list-style-type: none"> ❖ Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet, melalui kegiatan: ❖ Bereksperimen dan bereksplorasi untuk memperoleh dan memilih kosakata, tata bahasa, dan unsur kebahasaan lainnya untuk dapat mengomunikasikan berbagai fakta yang ingin diutarakan dan dipahami. <ul style="list-style-type: none"> • We will work in groups. We will go around in the classroom and ask five of our friends about their father's and mother's profession and what they do in their jobs. Ask about someone's job/profession • Here are what we will do. First, we will study the example carefully. Second, everyone of us will copy the table to our notebooks. Third, we will go around the classroom and ask 5 of our friends information related to their parents' professions. Then, every one of us will complete the table based on the information we get. • Peserta didik berlatih memainkan peran secara kolaboratif dalam kerja kelompok masing-masing, agar peserta didik dapat saling membantu dan saling memberikan balikan atau koreksi. Pastikan peserta didik tidak membaca. • Peserta didik berlatih memainkan peran tokoh dengan memeragakan secara lisan pesan yang dikatakan tokoh dalam gambar secara bermakna dengan intonasi, jeda, ucapan, dan tekanan kata yang tepat
<p>Alat, Bahan, dan Media:</p> <ul style="list-style-type: none"> • Buku • Video • Referensi Digital • Alat Tulis • Sumber Internet • Modul 	<p>Mengembangkan Dan Menyajikan Hasil Karya</p>	<p>Menalar/Mengasosiasi (Kerjasama & Berpikir Kritis)</p> <ul style="list-style-type: none"> ❖ Peserta didik mengasosiasi data yang ditemukan dari percobaan dengan berbagai data lain dari berbagai sumber, mengembangkan hasil dan menyajikan hasil karya selanjutnya, menyajikannya dalam bentuk presentasi yang ditanggapi langsung oleh kelompok lain. ❖ Dengan bekerja kelompok, siswa mempelajari <i>Their father's and mother's profession and what they do in their jobs</i> ❖ Peserta didik juga diminta mendiskusikan di dalam kelompok untuk mengambil kesimpulan dari jawaban atas pertanyaan yang telah dirumuskan.
	<p>Menganalisa & Mengevaluasi Proses Pemecahan Masalah</p>	<p>Mengomunikasikan Critical Berkomunikasi & Creativity (Kreativitas)</p> <ul style="list-style-type: none"> ❖ Peserta didik dgn percaya diri mempresentasikan dialognya masing2 didepan kelas ❖ Setelah peserta didik mendapat jawaban terhadap masalah yang ada, selanjutnya dianalisis dan dievaluasi. ❖ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari, atau mempresentasikan secara lisan di depan kelas atau dalam kelompok, atau mempublikasikan dalam forum yang sesuai seperti majalah dinding, buku koleksi, dan sebagainya. ❖ Memperhatikan, memberikan balikan, atau menanyakan tentang berbagai pernyataan yang dibuat oleh teman-temannya. Langkah ini sangat perlu untuk memperkaya dan mematangkan penguasaan terhadap teks yang dipelajari. ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang <i>Their father's and mother's profession and what they do in their jobs</i>
PENUTUP (10 Menit)		
<ul style="list-style-type: none"> ❖ Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. ❖ Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya ❖ Menyampaikan rencana pembelajaran pada pertemuan berikutnya ❖ Berdoa dan Memberi salam. 		

The scientific approach was employed in the lesson plan above by observing, inquiring, collaborating, associating, and communicating. This activity allows for the incorporation of Ethno-Pedagogy based on the materials. At this meeting, the teacher was given their parents' profession, who worked as a farmer, tradesman, wig laborer, and teacher. Meanwhile, most schools conduct English classes under the boarding school culture. It goes like this in the interview script:

Excerpt 1:

Aenun: "Bagaimana culture di MTs Minhajut Tholabah dalam kelas Bahasa Inggris?"

*Mrs. Reta: "Umumnya, disini kegiatannya berdasarkan culture pesantren dimana menekankan pada aspek agama. Salah satunya dalam pembelajaran kelas dimulai dengan membaca Al-Fatihah, Asma'ul husan dan kegiatan pembiasaan."*⁴¹

Meanwhile, the teacher did not develop a lesson plan for the second session on April 9th, 2022, because the materials were still being used from the previous meeting regarding "Things in the Classroom." The scientific approach was utilized in the reference of learning activities based on the year 2013, in which the teacher produced the exercise of the most recent materials to be discussed. This phenomenon was discovered in the teaching practice without developing a lesson plan because the allotted time was still insufficient for memorizing the materials, and learning English in the seventh grade is like learning something new from scratch. This problem was discovered by the teacher as follows:

Excerpt 2:

*Iya sama-sama, pembelajaran tadi mode serius ya... karena saya harus memperhatikan satu persatu siswa agar bisa mengetahui kemampuannya, karena ya yang sudah pernah saya bilang bahwa di kelas 7 ini pembelajarannya dari nol karena kata-kata yang disekitar aja mereka belum tahu Bahasa inggrisnya*⁴²

In the third meeting on 18th of April 2022, it used the lesson plan in the chapter 7 about "Proud of Indonesia".

Table 10. Lesson plan of Chapter 7 Meeting 3

KEGIATAN PENDAHULUAN (10 Menit)		
Penguatan Pendidikan Karakter		
<ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran sebagai sikap disiplin ❖ Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik terhadap materi sebelumnya, mengingatkan kembali materi dengan bertanya ❖ Materi yang akan dipelajari oleh siswa adalah: We will complete the descriptions ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung ❖ Peserta didik belajar secara kolaboratif dengan teman, dalam bentuk kerja kelompok atau berpasangan, di dalam maupun di luar kelas 		
KEGIATAN INTI (60 Menit)		
Model : Problem	Orientas i Peserta Didik	Mengamati (Literasi)

⁴¹ Interview with Miss Re Tali Amani as English Teacher on the 10th of Desember 2021 at 09.30 a.m

⁴² Interview with Miss Re Tali Amani as English teacher on 9th of April at 09.10 a.m

<p>Based Learning Pendekatan: Saintifik</p> <p>Proyek: We will complete the descriptions of Edo's notebook, Lina's house, the shoes in the big shoe shop, and the T-shirt Mr. Gani wants Mr. Hidayat to buy him.</p> <p>Deskripsi : We will complete the descriptions</p> <p>Alat, Bahan, dan Media:</p> <ul style="list-style-type: none"> • Buku • Video • Referensi Digital • Alat Tulis • Sumber Internet • Modul 	<p>Kepada Masalah</p> <ul style="list-style-type: none"> ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi/eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan) ❖ Guru membacakan teks secara interaktif agar peserta didik menyimak dengan terlibat aktif dan cermat dalam membangun makna, pembacaan dilakukan secara bermakna, lantang, jelas dan benar, dengan mata menatap pada peserta didik secara merata. <ul style="list-style-type: none"> • Peserta didik diminta untuk mengamati dan mendengarkan dialog/percakapan yang di bacakan guru(buku siswa hal 150-154) • Mengamati struktur klausa untuk memberikan deskripsi benda berdasarkan contoh analisis rumah Lina • Peserta didik menirukan guru secara klasikal dan bergantian secara kelompok dan individu, secara bergantian dan berulang, sampai peserta didik dapat memainkan peran secara bermakna, bukan dengan membaca. • Peserta didik menyalin dengan tulisan tangan ke dalam buku catatan peserta didik pernyataan tokoh yang telah diperagakan secara lisan dalam kegiatan menyalin sambil melengkapi bagian-bagian yang dirumpangkan.
	<p>Mengorganisasikan Peserta Didik</p> <p>Menanya (Critical Thinking)</p> <ul style="list-style-type: none"> ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan , yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang We will complete the descriptions ❖ Mengajukan pertanyaan berdasarkan hasil pengamatan terhadap masalah yang sering dihadapi peserta didik diantaranya makna kata, dalam bentuk padanan kata dari bahasa Inggris ke bahasa Indonesia, atau sebaliknya.misalnya <ul style="list-style-type: none"> • Edo's notebook is _____, with _____. It has _____. There is _____ on the cover. It is _____, with _____.
	<p>Membimbing Penyelidikan Individu Dan Kelompok</p> <p>Mengumpulkan Informasi (Kegiatan Literasi & Collaboration)</p> <ul style="list-style-type: none"> ❖ Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. melalui kegiatan: ❖ Bereksperimen dan bereksplorasi untuk memperoleh dan memilih kosakata, tata bahasa, dan unsur kebahasaan lainnya untuk dapat mengomunikasikan berbagai fakta yang ingin diutarakan dan dipahami. <ul style="list-style-type: none"> • Here are what we will do. We will work in group. First, we will study the example carefully. We will copy and handwrite it in our notebooks. Second, we will discuss to fill in the blank spaces with the right words from the conversations. Third, every one of us will handwrite the complete descriptions on a piece of paper. Finally, in each group, we will read all the descriptions to each other, orally. • Peserta didik menyalin dengan tulisan tangan ke dalam buku catatan peserta didik pernyataan tokoh yang telah diperagakan secara lisan dalam kegiatan menyalin sambil melengkapi bagian-bagian yang dirumpangkan. • Peserta didik membaca semua deskripsi satu sama lain, secara lisan.
	<p>Mengembangkan Dan Menyajikan Hasil Karya</p> <p>Menalar/Mengasosiasi (Kerjasama & Berpikir Kritis)</p> <ul style="list-style-type: none"> ❖ Peserta didik mengasosiasi data yang ditemukan dari percobaan dengan berbagai data lain dari berbagai sumber, mengembangkan hasil dan menyajikan hasil karya selanjutnya, menyajikannya dalam bentuk presentasi yang ditanggapi langsung oleh kelompok lain. <ul style="list-style-type: none"> • Here are what we will do. We will work in groups. First, we will study the example carefully. We will copy and handwrite it in our notebooks. Second, to analyze each description, we will use the same table. Every one of us will handwrite the analysis in the notebook or type it with a computer. Finally, we will discuss to fill in the table with the right words related to each object. ❖ Dengan bekerja kelompok, siswa mempelajari We will complete the descriptions ❖ Peserta didik juga diminta mendiskusikan di dalam kelompok untuk mengambil kesimpulan dari jawaban atas pertanyaan yang telah dirumuskan.
	<p>Menganalisa & Mengevaluasi Proses Pemecahan Masalah</p> <p>Mengomunikasikan Critical Berkomunikasi & Creativity (Kreativitas)</p> <ul style="list-style-type: none"> ❖ Setelah peserta didik mendapat jawaban terhadap masalah yang ada, selanjutnya dianalisis dan dievaluasi. <ul style="list-style-type: none"> • Secara terbimbing menyatakan ulang deskripsi tentang keempat benda tersebut di atas berdasarkan isi percakapan ❖ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari, atau mempresentasikan secara lisan di depan kelas atau dalam kelompok, atau mempublikasikan dalam forum yang sesuai seperti majalah dinding, buku koleksi, dan sebagainya. ❖ Memperhatikan, memberikan balikan, atau menanyanya tentang berbagai pernyataan yang dibuat oleh teman-temannya. Langkah ini sangat perlu untuk memperkaya dan memantapkan penguasaan terhadap teks yang dipelajari.

		❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang <i>We will complete the descriptions</i>
PENUTUP (10 Menit)		
❖		Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan.
❖		Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya
❖		Menyampaikan rencana pembelajaran pada pertemuan berikutnya
❖		Berdoa dan Memberi salam.

The expectation of the exercise was taken from the textbook, and it might be combined with the local culture that they are familiar with, but the lesson plan did not clarify this. Meanwhile, this preparation was planned following the conditions stated in the script:

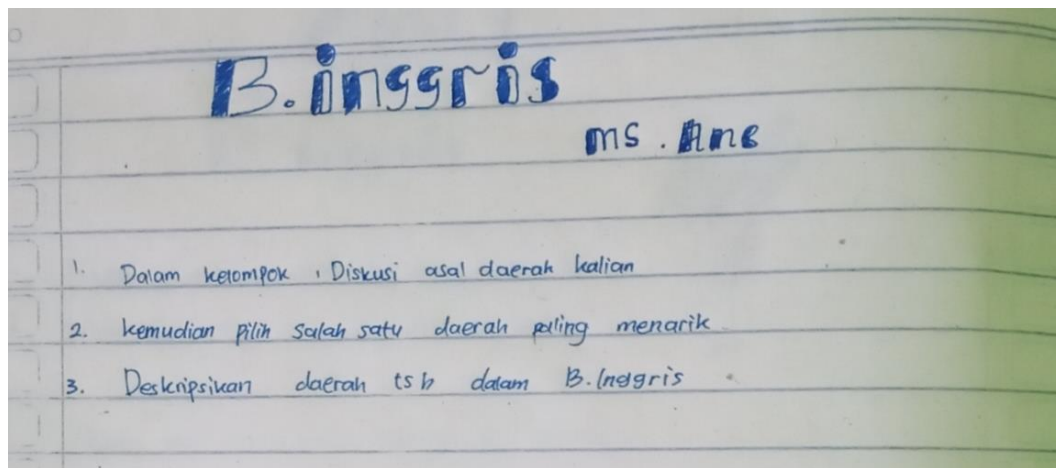
Excerpt 3:

*“Untuk RPP saya membuat sendiri berdasarkan kondisi siswa berdasarkan silabus dan kurikulum 2013.”*⁴³

In this case, the teacher may be able to plan activities that integrate the knowledge of interculturality.

The other learning events will occur on April 18th and April 20th, 2022. It was the teacher's distinct subject. Unfortunately, it was discovered that even when the teacher was not there, the independence class was performed according to the teacher's instructions. This occurrence occurred due to the teacher's responsibility to supervise the 9th-grade examination; at the time, the task planned the preparation as instruction in-class activities.

⁴³ Interview with Miss Re Tali Amani as English Teacher on the 10th of Desember 2021 at 09.30 a.m



Picture 4. Student' Tsask as The Form of Directions of Class Activity

The English class is the activity to learn the foreign language that it can be a bridge to learn the interculturality that it is better when it is included the competence of intercultural aspect based on the six-point of intercultural competency based on Liddicoat in the Madya mentions the elements of intercultural competency from Byram et al. in the Fitri Alfarisy, these are 1.) self-awareness and awareness of others 2.) Attitude toward intercultural participation, 3.) knowing how to evaluate and explain cultural practices or documents and comparing them to one's own culture, 4.) The ability to discover new information through social interaction 5.) The ability to assess one's own and others' cultures 6.) A self-regulating mechanism allows students to plan, monitor, and assess their learning.⁴⁴ Meanwhile, It can be analyzed that the lesson plan above explains the general stages based on the 2013 curriculum, which is not shown in the view of local wisdom.

2. Teaching Activities

a) Opening

It is one of the teaching skills that the teacher should master. Attracting the students' attention, motivating them, providing a hint, and creating a hook are all opening skills⁴⁵. In this section, the teacher constantly draws the students' attention by clapping their hands and giving a hook concerning the most recent materials covered in class on February 22nd, April 9th, and April 18th, 2022. Typically, the stages in this section

⁴⁴ Fitri Alfarisy. Pembelajaran Bahasa Inggris di Indonesia...p: 305

⁴⁵ Laboratorium Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Purwokerto. 2021. Panduan Pelaksanaan Praktik Pengalaman Lapangan 1. Purwokerto: Laboratorium FTIK. P:26-27.

begin with greetings, group prayer, and a list of attendees. It was discovered that the teacher explains the learning purpose of the learning activity; for example in Chapter 7 of "I am Proud of Indonesian," which is discussed in VII I class: 1.) to describe the items, 2.) to demonstrate pride in the items, and 3.) to promote the items. These activities can stimulate students to prepare for class activities and provide an instance of the topic to be learned based on these activities.

b) Core Activities

It is the main point of educational practice that most of the teaching skills should be applied, such as the ability to explain, the ability to vary, the ability to reinforce, the ability to manage a class, the ability to guide a small discussion, the ability to ask questions, and the ability to use the media⁴⁶. Other than these skills, the media, methods, and materials all impact learning activities.

The media still has to improve the school's pedagogical practice. The teacher continued to discuss the materials using the whiteboard and marker. On the other hand, the learning activities give way for communicating materials to attain a goal. It affects educational activities.⁴⁷ It is necessary to pay attention to this issue, which necessitates the teacher's creativity. Teachers employed traditional games, discussion sessions, and interactive teaching by questions and answers in some of their teaching practice. On February 22, 2022, it was discovered that the teacher combined materials about "parts of speech" with the traditional Jawa Tengah game "Ancak-Ancak Alis." Although these steps are not written in the lesson plan, they exemplify a teacher's ability to improve learning activities positively. It is an engaging activity for students, as stated in the following statement:

⁴⁶ Laboratorium Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Purwokerto. Panduan Pelaksanaan Praktik Pengalaman Lapangan 1... P:25

⁴⁷ Endang Hangestiningih, et.al. 2015. Diktat Pengantar Ilmu Pendidikan. Yogyakarta: Universitas Sarjanawiyata Tamansiswa. p: 29

Excerpt 4:

*Saya lebih menyukai belajar Bahasa Inggris dengan permainan karena bisa memberikan pemahaman yang lebih dan menyenangkan.*⁴⁸

The ideals were implied as something to be kept in the various perspectives that connect to the local culture. According to Jogen Boro et al., most traditional activities and sports are cultural manifestations, and modes of life that contribute to human identity have perished. Those still alive are in danger of extinction due to globalization and the harmonization of international sports heritage.⁴⁹ In the *Ancak-Ancak Alis* game, it is the stages of figuring out which part of speech to employ:

- 1) The students were separated into four groups.
- 2) Each group chose one of the leaders to determine how "Hompimpa" was used throughout the game.
- 3) The game's team chose two people to act as gates while the rest of the squad created a train.

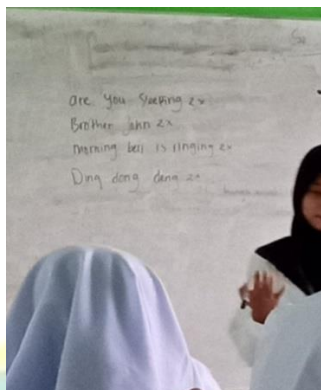


Picture 5. *Ancak-Ancak Alis* Game

- 4) They should move around the gate as much as possible and for the other team sings, "Are you sleeping."

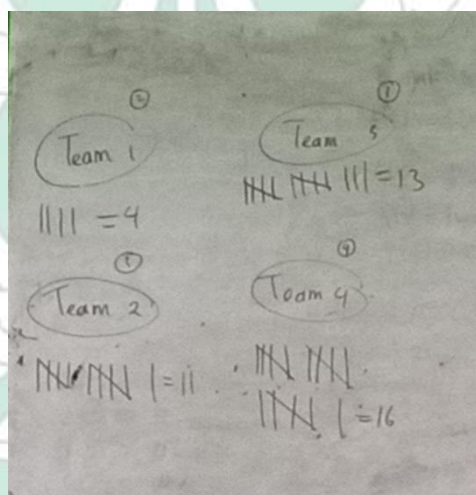
⁴⁸ Interview with Mutia Safitri as VII G students class on 22nd of February at 08.45 a.m

⁴⁹ Gustiana Mega Anggita. 2018. Eksistensi Permainan Tradisional Sebagai Warisan Budaya Bangsa. *Journal of Sport Science and Education (JOSSAE)*. Vol. 3, No.2. p:56



Picture 6. Lyric of "Are you sleeping" Song

- 5) When Miss Reta gives the sign, everyone should stop singing, and the gate should catch a member who answers Miss Reta's inquiry about the verb/noun/pronoun/adjective/adverb.
- 6) Every group took turns playing this game.



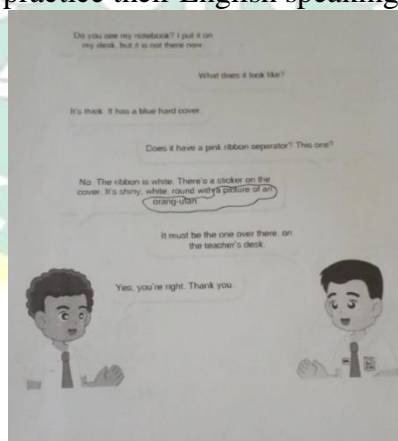
Picture 7. The Score of the Game

The game's outcome shows that team 4 has a higher score than the other groups, indicating that they have mastered the part of speech. However, the scores are not too different for each group, indicating that most students comprehend the part of speech. This activity combined Ethno-Pedagogy with classroom activities so that the method might play a role in English instruction. Students can play this part with all learning styles, including visual when they read the materials before the game, auditory when they listen to their friends answer and hear the song, and kinesthetic

when they form a train formation around the gate, according to Walter Burke Barbe.⁵⁰

The activities allow students to improve their cognitive, physical, and social skills while playing the game. It is compatible with the 2013 curriculum based on the taxonomy bloom theory, which includes cognitive, affective, and psychomotor components.⁵¹ The actions' cognitive side can be seen, including mentioning the part of speech as knowledge. Meanwhile, students' mobility reveals their psychomotor and social growth and affective development.

Another method utilized was discussion, in which the teacher divided the students into groups to discuss the subject. On the 18th and 20th of April 2022, a meeting was convened to review the items from Chapter 7 titled "I am Proud of Indonesia." The items in the sourcebook were discussed based on the lesson plan, but the instructor generated resources that combined with the region's potential in educational practice. On 18th of April 2022 discussion activities began with a simple debate regarding Indonesia's assets: animals and handicrafts. Then, as is typical, it is time for students to speak in groups to practice their English speaking skills.



Picture 8. A Simple Conversation about Indonesian Animal

⁵⁰ Atika Dwi Aryand, et.al. 2018. Psikoedukasi Bagi Keluarga dengan Anak-Anak yang Mengalami Kesulitan Belajar di SDN Paraksari Pakembinangun. Yogyakarta: Universitas Gadjah Mada.

⁵¹ Nolo Widodo and Setiya Nugroho, "Peningkatan Pemahaman Kurikulum 2013 Bagi Guru Sekolah Dasar." *Journal BERDIKARI*. 2019. Vol.7, No.2. p:172

Miss Reta then speaks with students about local Indonesian assets in Miss Reta's hometown of Cipawon, which are used to make the wig. Following the goals being communicated, Miss Reta and the students constructed a list of probable Purbalingga residents, which are shown below:

Table. 11 Lists of Discussion about the Asset of Purbalingga

No.	Potential	Meaning
1.	Jendral Soedirman monument	Jendral Sudirman was born in Purbalingga.
2.	Exhaust/ Kenalpot statue	Purbalingga is the big centre of exhaust production.
3.	Owabong waterpark	Purbalingga has the famous waterpark.
4.	Wajik production area	Purbalingga has the place of wajik production.

According to Miss Reta, the English language can help to foster this potential. As a result, it is critical to understand and protect their local culture. This practice-related one of Jamaal Ma'mur Asmani's tasks: to learn about the benefits of their local wisdom and comprehend various related areas of life.⁵² Meanwhile, in this part, the teacher did not explain the ways to communicate the local culture to the foreign language that has a different culture; it is essential because it is possible that the foreign people do not understand their culture, so this aspect should teach to the students about intercultural knowledge. Miss Reta separated students into groups based on their origin to discuss the characters in each region as part of identifying their hometown. Purbalingga is divided into several districts, including four groups in each class, as explained below:

⁵² Heronimus Delu Pingge. "Kearifan Lokal dan Penerapannya di Sekolah," *Jurnal Edukasi Sumba*. P:132

1) Mrebet

Those are the characteristic of this region:

- Grave of Mbah Said Kuning

Raden Said Kuning is one of an ulema that spread Islam in Purbalinga. He is a figure in society that should always memorize their service.

- Grave of Putri Banowati

Banowati is the daughter of Raden Adipati Hanyakrapati, a duke in Onje. She married Sayid Abdullah, an Arabic imam at the mosque in Onje.

- Myth a prohibited to kill animals

People of Mrebet believe that karma will be overwritten by someone that kills animals.

- Bedug

Bedug or drum in the mosque will produce the sound on it. It is a sign that Ramadhan is coming.

2) Kemangkong

In this region, it has airport J.B. Soedirman. It is an airport for local flights. It is an immense potential for Purbalingga in the transportation and economic sector. The excellent management of this potential needs the awareness of the generation. The Ethno-pedagogy in this part is from nature combined with English learning.

3) Randegan

This place has a famous waterpark and big stone. The Ethno-Pedagogy is divided to be two-source. The place's potential is from nature. It is Owabong that recreation place for people Purbalingga, Banyumas, Pemasang, Tegal, and other cities. Meanwhile, this region has a myth about a big stone from a meteor. This belief is from folklore.

4) Banjar

It is a regency close to Purbalingga. This region is identic with a traditional beverage, "Dawet Ayu." This beverage is identic with green color that mix with brown sugar.

The sources of these local culture were from lifestyle and folklore has a role as a social legacy. It is critical to maintaining in every generation.⁵³ In the English class, there is a local culture discussed. Students will recognize that their local culture is valuable after learning this content, and they will be able to write it in English so that its potential. After the discussion, the student presentation received all of the above information. The presentation can help them develop their public speaking abilities. Meanwhile, their writing ability grows due to their region's description.

Based on the 2013 curriculum, a scientific approach using discussion and presentation was used in English education. Students begin *observing* the materials after a short chat about animals and Indonesian crafts; *questioning* is a teacher-student interaction that identifies the possibilities of their hometown.; *exploration* entails students forming a group based on their region to compile a list of the region's possibilities. The discussion session to assess their information about their hometown is referred to as associates. *Communicating* is the activity of explaining the outcome to other people. Students learn systematically due to the steps in this learning exercise, which are appropriate for their developmental stage. This activity honed their social skills, particularly their ability to connect with others to increase their speaking ability; direct practice is critical when learning a language. The local culture was based on the content of a learning activity that draws inspiration from culture, nature, and folklore. Every region has its own distinct culture. It is due to various things, including beliefs and natural conditions. The beliefs are

⁵³ Yavuz Ercan GUL. Ethnic Motif in Modern Education: Ethnopedagogy. P:49

sometimes developed from folklore in the context of something like a location or a narrative. Meanwhile, the state of nature can be a defining feature of culture.

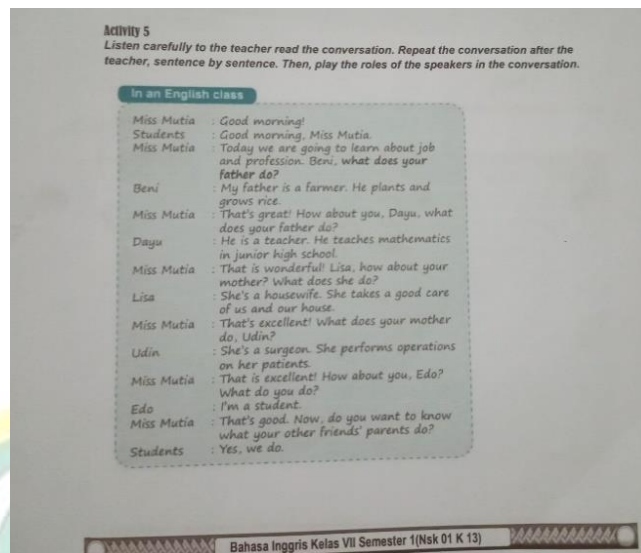
The discussion session was held independently on April 20, 2022, and they were separated into eight groups to discuss their respective regions. This indicates that the teaching practice still lacks the component necessary to achieve the learning objectives. The resources were relevant to learning about their region, but no Ethno-Pedagogy relationship could be found in the exercises. On the other hand, in addition to the learning components in the curriculum, English educational practice should consider some other elements. Ethno-Pedagogy is utilized to help students learn about their culture and how to apply the ideas in their daily life. In contrast, in the English language, the relationship is in the language practice, and students can utilize their culture to explain to others. Based on the teaching practice, it was not related to the stages in the lesson plan; instead, it was conducted based on the students' condition because another taken from the sourcebook, the learning activities can be developed the materials related to their daily lives, according to the following quotation interview:

Excerpt 5

*Ketika menyampaikan materi berdasarkan kebiasaan, kepercayaan dan hal-hal yang berasal di sekitar mereka, akan mempermudah siswa memahami hal ini.*⁵⁴

On April 9th, 2022, they employed an interactive technique to investigate their environment. Their vocation, which is drawn from their way of life, is the topic of conversation. It develops English speaking skills by having an introductory conversation about the career and pronouncing the conversion together.

⁵⁴ Interview with Miss Re Tali Amani as English Teacher on the 10th of Desember 2021 at 09.30 a.m



Picture 9. Simple Conversation of Professions.

In these session, the teacher gave the questions about parents professions and they mention it and tell about it directly.

The teacher believes that the materials that related to the culture and activities around them make it easy for the students to understand the materials. However, they must understand both cultures to relate the topic and fulfill the purposes of intercultural language teaching based on Liddicoat in the Madya in the Fitri Alfaris. 1.) Appreciating and understanding all languages and cultures, 2.) Appreciating and understanding one's language and culture, 3.) Appreciating and understanding the target language and culture, 4.) Developing intercultural awareness as a goal, and 5.) understanding and appreciating how to connect diverse languages and cultures.⁵⁵ Based on the practice education the purposes just take in the one aspect of own culture. The criteria were absent from the learning activities, indicating that the teacher can catch the part to explain the relationship between the local and target cultures.

⁵⁵ Fitri Alfarisy. Pembelajaran Bahasa Inggris di Indonesia...p: 306

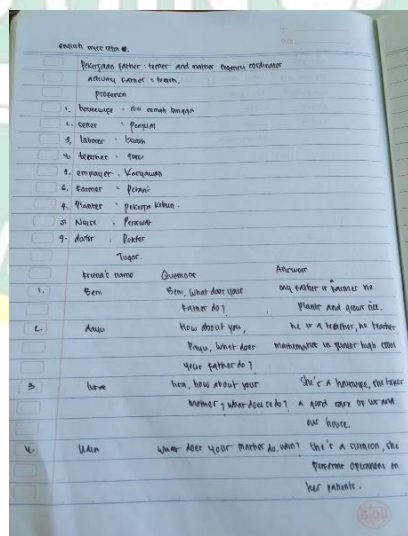
c) Closing

It is the final activity to ensure that the students well receive the materials. The meeting ended with a review of the materials and an evaluation. On February 22nd, February 9th, and April 18th, 2022, the teacher always re-checked the students' grasp of the topics, such as mentioning things around them in English, delivering a conclusion, and highlighting the benefits of knowing the hometown potential. After that, we will all pray together.

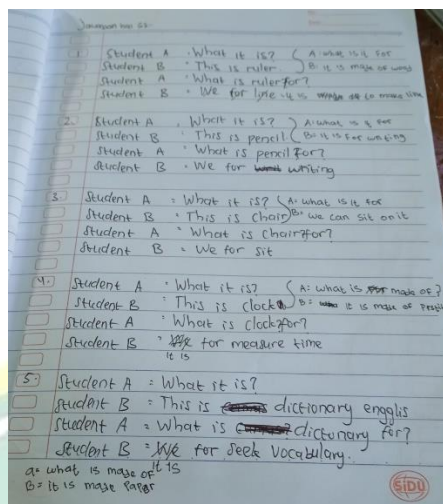
Based on the exercises listed above, English teachers can help students develop their speaking skills by having them repeat a simple conversation and participate in a discussion session. Meanwhile another skill is writing ability, which they use to describe their surroundings and the possibilities of their area.

3. Evaluation

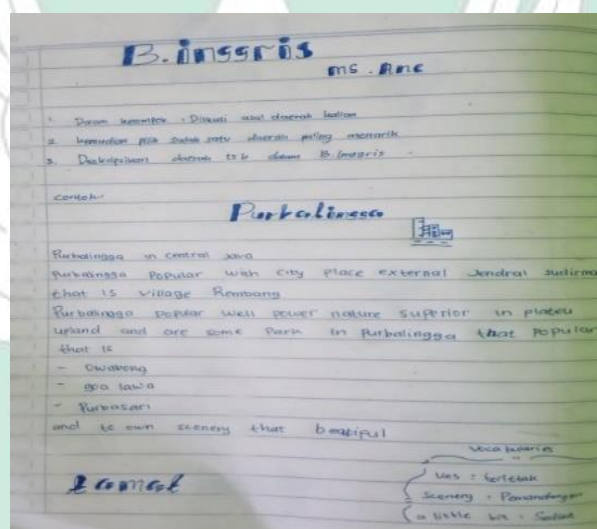
It was critical to improve and fix the learning activities and determine how the students' comprehension had changed as a result of the learning activities. The exercise was employed after learning activities in most of the teaching practice.



Picture 10. Student's Worksheet about Parent's Professions



Picture 11. Student's Worksheet about Descriptive of Things



Picture 12. Student's worksheets regarding their hometown

Besides the student's work, the teacher evaluates their participation in classroom activities by asking and answering questions on the topic. It is one of the strategies used to teach students to be critical of their own culture. Unfortunately, the learning activities do not contain the intercultural understanding, making English education and Ethno-Pedagogy inextricably linked. The idea of being proud of one's own culture was a catch. However, the fact is that English is used to connect with foreign languages, so understanding the essentials of foreign languages is necessary. It balances the knowledge that

allows students to know what is good and what is harmful. In reality, the Indonesian generation might imitate western culture because they do not understand the importance of both cultures in enriching the culture and making the local culture appreciative.

C. The values of Ethno-Pedagogy in the English Teaching

Value is one of the most important guiding principles for most society's members. It is one of the activity's side effects. Ethno-Pedagogy in English instruction sets the values of every activity to shape good character. According to Ruyaki Sugiyono and L. Andriani Purwastuti, the features of local wisdom are moral knowing, feeling, and moral action.⁵⁶ It goes well with the following quote from the headmaster in this interview:

Excerpt 6:

*Sekolah ini bertujuan membentuk siswa yang 'Minthol Lawigede' yaitu Mandiri, Inovatif, Nerimo, Tanggung Jawab, Humanis, Optimis, Leadership, Laku Pinuji, Wigati Marang aturan, Genah Tujuan serta Demen Ngaji.*⁵⁷

The students are enthusiastic about learning English, and their eagerness to discuss their everyday activities makes the class lively. Their courtesy is evident in their interactions with one another. This is related to the boarding school's priority of excellent behaviour. In the English class of MTs Minhajut Tholabah's 7th grade, some of the values below can be taken:

a. Spiritual/ Religious

It is the values that can be derived from this study. It can start with the fundamentals of the school, based on the boarding school setting. It is stressed in the activity of the region. This is it. This school is founded on the foundation of an Islamic boarding school. "Prepare and optimize learners with a firm foundation of religion, piety, and noble character" is the school's first mission.

⁵⁶ Rukiyati Sugiyono, and L. Andriani Purwastuti. Local Wisdom-Based Character Education Model in Elementary School in Bantul Yogyakarta Indonesia. p.307.

⁵⁷ Interview with Mrs. Ina Nurmafiyanti as English teacher on 14th of April at 08.00 a.m

This concept is instilled in students through activities such as praying at the beginning and end of class and reading the Qur'an every morning. These activities are based on observations made by MTs Minhajut Tholabah in 7th grade. It impacts students' spirituality, causing them to feel at ease and always thank Allah for everything. This character must be the center of attention in the English learning activity.

b. Team Work

Teamwork is one of the values instilled in students at MTs Minhajut Tholabah Purbalingga. This is specified in the phases of associating with the lesson plan. This value is instilled in the participants through the activity, which teaches them how to communicate with other participants to achieve a common goal in the debate. They talked about their hometowns and other things throughout several English classes. They distributed roles well as a team in the Ancak-ancak alis game. This activity was created based on the observations made at VII G and VII I.

c. Obedient

Another value that Ethno-Pedagogy has given to kids at MTs Minhajut Tholabah is obedience, which is the school's primary objective. Students have a courteous demeanor, and each teacher's instruction has been completed to a high standard. MTs Minhajut Tholabah uses an Islamic-based educational method that looks subservient to the teacher. In this statement, Mrs. Inna Nurmafiyanti, the headmaster, said:

Excerpt 7

Akhlak diutamakan terutama ta'at kepada guru karena disebutkan dalam kitab Ta'lim muta alim⁵⁸ bahwasannya kunci utama menuntut ilmu adalah ta'at kepada guru.⁵⁹

It demonstrates that in every class activity, most of the students for a class are 35. However, it is still conducive because the

⁵⁸ Ta'lim Muta alim is a book/ source learning that discussed the attitudes of students when studying as a key to success by Syaikh Az-Zarnuji.

⁵⁹ Interview with Mrs. Ina Nurmafiyanti as Head Mater on 14th of April 2022 at. 08.08 a.m

school's tent is founded on a residential school, as evidenced by the following statement:

Excerpt 8

*...., di keseharian secara umum Insya Allah siswa-siswa Minthol lebih mudah di atur dan tingkat kenakalannya lebih rendah dibanding yang lain meskipun ada sedikit karakter anak yang sulit di atur tapi masih wajar.*⁶⁰

Based on observations in the VII G, VII B, VIII I, VII I, and school environments, these values can be seen as realizations in learning processes.

d. Critical

Critical thinking is one of the qualities explained in the lesson plan, and it is appropriate for the stages of the scientific method in the step of the inquiry. Students can critically examine their local culture using the resources from "I am Proud of Indonesia." It was demonstrated during the discussion session through activities such as question-and-answer sessions regarding their hometown.

As stated by a student below, this value might affect their passion for their region in English language expression and provide students with the drive for their future when learning English to study abroad, as the statement of the student below:

Excerpt 9

*Saya ingin kuliah di luar negeri dengan belajar Bahasa Inggris.*⁶¹

e. Independent

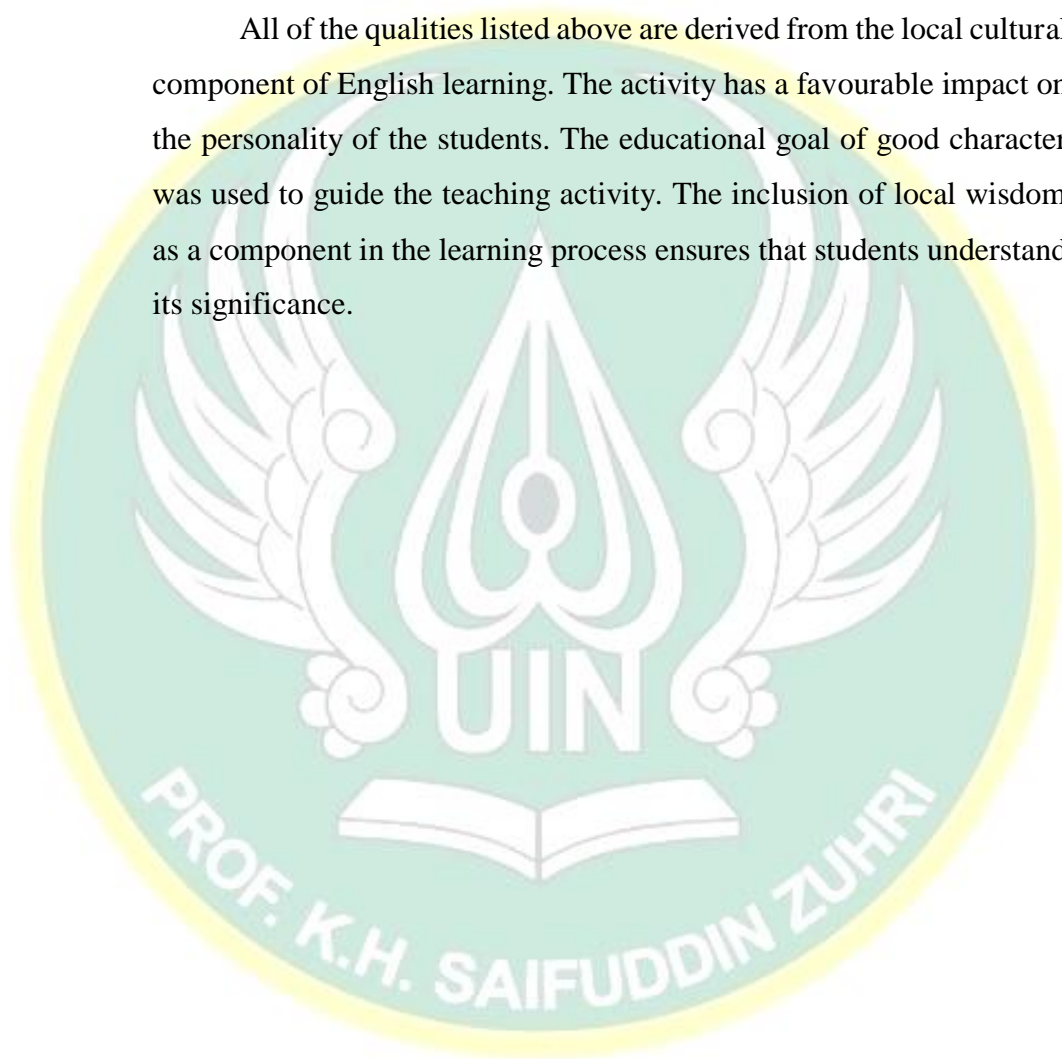
According to Peraturan Menteri Pendidikan dan Kebudayaan Nomor, 69 Tahun 2013, the 2013 curriculum aims to prepare Indonesian citizens to be self-assured, productive, innovative, and influential citizens can contribute to society, nation, state, and global civilization.

⁶⁰ Interview with Mrs. Ina Nurmafianti as Head Mater on 14th of April 2022 at. 08.08 a.m

⁶¹ Interview with Zuharia Naela Rahma as Student of 7K on the 20th of April at 09.20 a.m

It is feasible for a teacher to act as a monitor for their students while they are not in class. On the 20th of April, observations were made at VII B, and VII G. Students learn without the teacher in specific English programs, but they are motivated to study and do well. This is one of the approaches to implementing the independent value so that these can always be productive.

All of the qualities listed above are derived from the local cultural component of English learning. The activity has a favourable impact on the personality of the students. The educational goal of good character was used to guide the teaching activity. The inclusion of local wisdom as a component in the learning process ensures that students understand its significance.



CHAPTER V

CLOSING

A. Conclusion

This research was done in February and April to justify the educational practice with Ethno-Pedagogy in the 7th grade of MTs Minhajut Tholabah Purbalingga in English teaching. It demonstrates how the Ethno-Pedagogy is used in the English classroom using an integrated model-based 2013 curriculum. It incorporated English instruction with indigenous culture derived from lifestyle, nature, and folklore. Some of the activities are combining resources, completing exercises in the classroom, and having time to discuss the value of local wisdom. Although the local culture was conveyed in the learning activities based on the materials, the comprehension of intercultural learning was not maximized because English is mainly used for communication with foreigners, so it blends well when taught from the same cultural perspective. The educational technique incorporates the local culture's influence on excellent character. Aside from this, it was discovered that some values, such as spiritual/religious, teamwork, obedience, critical, and independence, are implemented.

B. Suggestion

The study reveals that some aspects of the outcome might be improved, and the following are some ideas to consider:

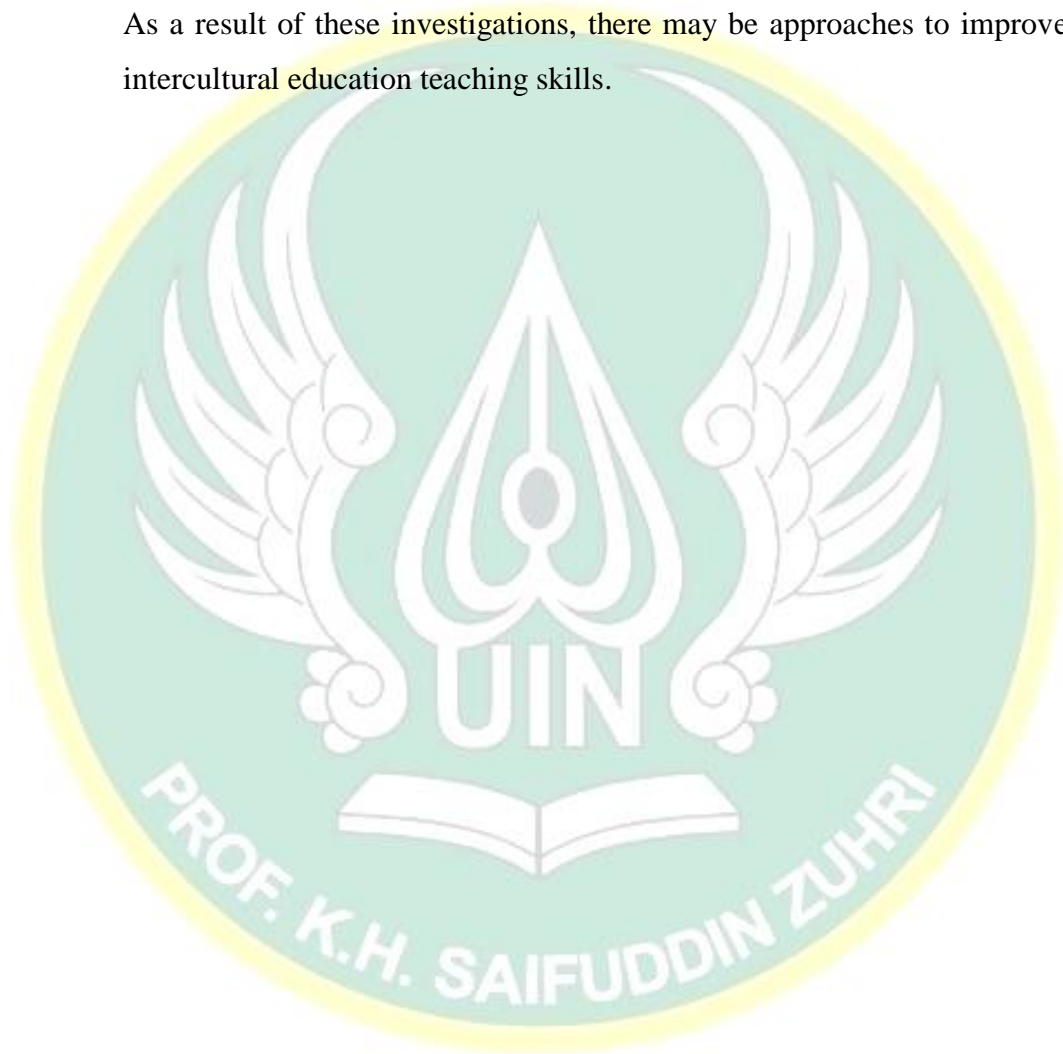
1. MTs Minhajut Tholabah Purbalingga

Everything is growing rapidly in the globalization era. As a result, educational methods and strategies should adapt to the times. Although the lack of amenities in the education school in MTs Minhajut Tholabah is an issue, it is still a work in progress. The relationship between local culture and the English language is such that English can be used as a tool to promote local culture. As a result, technology should be used to its full

potential in educational practices, such as creating videos about local culture in the English language or writing articles about the local potential.

2. English Teacher

Every English teacher should be aware of the Ethno-Pedagogy practice because many English teachers still have limited abilities in English instruction and rely on rudimentary facilities and their creativity. As a result of these investigations, there may be approaches to improve intercultural education teaching skills.



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APPENDICES

Documentation Guidance

1. Lesson Plan
2. Syllabus
3. English Book "English rings a bell."
4. Teacher Module
5. Student's Work



Documentation Analysis

No	Document	Description		Reflection
		Situation	Information	
1.	Syllabus	It used to know the basic competence.	Basic competence of 3.6, 4.6, 3.7, and 4.7. The descriptive text was discussed to identify and arrange social function, language element, and text structure about people, animals, and things.	In the educational practice, the teacher applied that basic competency.
2.	Lesson Plan	It is used to know the stages of learning activities.	It included the stages of learning activities based on the scientific approach.	The lesson plan and the educational practice were different, so it was not suitable.
3.	English Book "English rings a bell."	It used to know materials.	It takes chapter 6 about "We love what we do" and chapter 7 about "I am Proud of Indonesia."	The teacher developed the materials and used the local culture around them.
4.	Teacher Module	It is used to know the resource of materials.	It takes chapter 6 about "We love What we do" with the sub-theme of "Things and their classroom."	It was implemented to do the exercise.
5.	Student's Work	It is used to know the measurement of students' understanding.	Work sheet of parent's professions, Things in their classroom, and their hometown.	The student's product is that they wrote the assignment related to the topic.

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: MTs Minhajut Tholabah	Mata Pelajaran	: Bahasa Inggris
Kelas	: VII/Genap	Materi Pokok	: We love what we do
Alokasi Waktu	: 2 X 40 Menit	Sub Materi	: Memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang,

A. KOMPETENSI DASAR

- 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)
- 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks

B. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran Problem Based Learning, dengan metode literasi, eksperimen, praktikum, dan presentasi dengan menumbuhkan sikap menyadari kebesaran Tuhan, sikap gotong royong, jujur, dan berani mengemukakan pendapat, siswa dapat :

- ❖ Peserta didik dapat mengidentifikasi fungsi social teks interaksi transaksional lisan dan tulis dengan tingkah laku/ tindakan/ fungsi orang
- ❖ Peserta didik dapat mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis dengan tingkah laku/ tindakan/ fungsi orang
- ❖ Peserta didik dapat menyebutkan dengan tingkah laku/ tindakan/ fungsi orang
- ❖ Peserta didik dapat menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/ tindakan/ fungsi orang

C. LANGKAH - LANGKAH (KEGIATAN) PEMBELAJARAN

KEGIATAN PENDAHULUAN (10 Menit)		
<p>Penguatan Pendidikan Karakter</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran sebagai sikap disiplin ❖ Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik terhadap materi sebelumnya, mengingatkan kembali materi dengan bertanya ❖ Materi yang akan dipelajari oleh siswa adalah: <i>Their father's and mother's profession and what they do in their jobs</i> ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung ❖ Peserta didik belajar secara kolaboratif dengan teman, dalam bentuk kerja kelompok atau berpasangan, di dalam maupun di luar kelas 		
KEGIATAN INTI (60 Menit)		
<p>Model : Problem Based Learning Pendekatan: Saintifik</p> <p>Proyek: We will work in groups to reflect on our learning. We will discuss what we have learned.</p>	<p>Orientasi Peserta Didik Kepada Masalah</p>	<p>Mengamati (Literasi)</p> <ul style="list-style-type: none"> ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi/eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan) ❖ Guru membacakan teks secara interaktif agar peserta didik menyimak dengan terlibat aktif dan cermat dalam membangun makna, pembacaan dilakukan secara bermakna, lantang, jelas dan benar, dengan mata menatap pada peserta didik secara merata. <ul style="list-style-type: none"> • Peserta didik memahami topik atau materi yang akan disimak, serta menggunakan informasi yang sudah dipahami. • Peserta didik menirukan guru secara klasikal dan bergantian secara kelompok dan individu, secara bergantian dan berulang, sampai peserta didik dapat memainkan peran secara bermakna, bukan dengan membaca. • Peserta didik menyalin dengan tulisan tangan ke dalam buku catatan peserta didik pernyataan tokoh yang telah diperagakan secara lisan dalam kegiatan menyalin sambil melengkapai bagian-bagian yang dirumpangkan.
<p>Deskripsi : We will work in groups. We will go around in the classroom and ask five of our friends about their father's and mother's profession and what they do in their jobs. Ask</p>	<p>Mengorganisasikan Peserta Didik</p>	<p>Menanya (Critical Thinking)</p> <ul style="list-style-type: none"> ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan , yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran tentang <i>Their father's and mother's profession and what they do in their jobs</i> ❖ Mengajukan pertanyaan berdasarkan hasil pengamatan terhadap masalah yang sering dihadapi peserta didik diantaranya makna kata, dalam bentuk padanan kata dari bahasa Inggris ke bahasa Indonesia, atau sebaliknya.misalnya: <ul style="list-style-type: none"> • Dengan bimbingan guru, siswa mempertanyakan makna dan fungsi sosial ungkapan-ungkapan tersebut
	<p>Membimbing</p>	<p>Mengumpulkan Informasi (Kegiatan Literasi & Collaboration)</p>

<p>about someone's job/profession</p> <p>Alat, Bahan, dan Media:</p> <ul style="list-style-type: none"> • Buku • Video • Referensi Digital • Alat Tulis • Sumber Internet • Modul 	<p>Penyelidikan Individu Dan Kelompok</p>	<ul style="list-style-type: none"> ❖ Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet, melalui kegiatan: ❖ Bereksperimen dan bereksplorasi untuk memperoleh dan memilih kosakata, tata bahasa, dan unsur kebahasaan lainnya untuk dapat mengomunikasikan berbagai fakta yang ingin diutarakan dan dipahami. <ul style="list-style-type: none"> • We will work in groups. We will go around in the classroom and ask five of our friends about their father's and mother's profession and what they do in their jobs. Ask about someone's job/profession • Here are what we will do. First, we will study the example carefully. Second, everyone of us will copy the table to our notebooks. Third, we will go around the classroom and ask 5 of our friends information related to their parents' professions. Then, every one of us will complete the table based on the information we get. • Peserta didik berlatih memainkan peran secara kolaboratif dalam kerja kelompok masing-masing, agar peserta didik dapat saling membantu dan saling memberikan balikan atau koreksi. Pastikan peserta didik tidak membaca. • Peserta didik berlatih memainkan peran tokoh dengan memeragakan secara lisan pesan yang dikatakan tokoh dalam gambar secara bermakna dengan intonasi, jeda, ucapan, dan tekanan kata yang tepat
	<p>Mengembangkan Dan Menyajikan Hasil Karya</p>	<p>Menalar/Mengasosiasi (Kerjasama & Berpikir Kritis)</p> <ul style="list-style-type: none"> ❖ Peserta didik mengasosiasi data yang ditemukan dari percobaan dengan berbagai data lain dari berbagai sumber, mengembangkan hasil dan menyajikan hasil karya selanjutnya, menyajikannya dalam bentuk presentasi yang ditanggapi langsung oleh kelompok lain. ❖ Dengan bekerja kelompok, siswa mempelajari <i>Their father's and mother's profession and what they do in their jobs</i> ❖ Peserta didik juga diminta mendiskusikan di dalam kelompok untuk mengambil kesimpulan dari jawaban atas pertanyaan yang telah dirumuskan.
	<p>Menganalisa & Mengevaluasi Proses Pemecahan Masalah</p>	<p>Mengomunikasikan Critical Berkomunikasi) & Creativity (Kreativitas)</p> <ul style="list-style-type: none"> ❖ Peserta didik dgn percaya diri mempresentasikan dialognya masing2 didepan kelas ❖ Setelah peserta didik mendapat jawaban terhadap masalah yang ada, selanjutnya dianalisis dan dievaluasi. ❖ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari, atau mempresentasikan secara lisan di depan kelas atau dalam kelompok, atau mempublikasikan dalam forum yang sesuai seperti majalah dinding, buku koleksi, dan sebagainya. ❖ Memperhatikan, memberikan balikan, atau menanyakan tentang berbagai pernyataan yang dibuat oleh teman-temannya. Langkah ini sangat perlu untuk memperkaya dan mematangkan penguasaan terhadap teks yang dipelajari. ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang <i>Their father's and mother's profession and what they do in their jobs</i>
<p>PENUTUP (10 Menit)</p> <ul style="list-style-type: none"> ❖ Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. ❖ Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya ❖ Menyampaikan rencana pembelajaran pada pertemuan berikutnya ❖ Berdoa dan Memberi salam. 		

D. PENILAIAN PEMBELAJARAN

Tes Tertulis

Beni, what does your father do?

How about your mother, what does she do?

Proyek

Mengetahui
Kepala MTs Minhajut Tholabah

Kembangan, Januari 2022
Guru Mata Pelajaran

Inna Nurmafiyanti, S.Ag
NIP. 197603052007012030

Re Tali Imani, S.Pd
NIP. 2020011934

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: MTs Minhajut Tholabah	Mata Pelajaran	: Bahasa Inggris
Kelas	: VII/Genap	Materi Pokok	: I'm Proud of Indonesia!
Alokasi Waktu	: 2 X 40 Menit	Sub Materi	: We will complete the descriptions

E. KOMPETENSI DASAR

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya

4.7 Menangkap makna secara kontekstual dan menyusun terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

F. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran Problem Based Learning, dengan metode literasi, eksperimen, praktikum, dan presentasi dengan menumbuhkan sikap menyadari kebesaran Tuhan, sikap gotong royong, jujur, dan berani mengemukakan pendapat, siswa dapat :

- ❖ Menentukan tujuan komunikatif teks deskriptif sederhana tentang benda
- ❖ Mengidentifikasi struktur teks dari teks deskriptif sederhana tentang benda
- ❖ Mengidentifikasi unsur kebahasaan teks tentang benda
- ❖ Menjelaskan secara lisan fungsi sosial secara contextual terkait materi fungsi teks deskriptif tentang benda

G. LANGKAH - LANGKAH (KEGIATAN) PEMBELAJARAN

KEGIATAN PENDAHULUAN (10 Menit)		
<p>Penguatan Pendidikan Karakter</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran sebagai sikap disiplin ❖ Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik terhadap materi sebelumnya, mengingatkan kembali materi dengan bertanya ❖ Materi yang akan dipelajari oleh siswa adalah: <i>We will complete the descriptions</i> ❖ Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung ❖ Peserta didik belajar secara kolaboratif dengan teman, dalam bentuk kerja kelompok atau berpasangan, di dalam maupun di luar kelas 		
KEGIATAN INTI (60 Menit)		
<p>Model : Problem Based Learning</p> <p>Pendekatan: Saintifik</p> <p>Proyek: <i>We will complete the descriptions of Edo's notebook, Lina's house, the shoes in the big shoe shop, and the T-shirt Mr. Gani wants Mr. Hidayat to buy him.</i></p> <p>Deskripsi : <i>We will complete the descriptions</i></p> <p>Alat, Bahan, dan Media:</p>	<p>Orientasi Peserta Didik Kepada Masalah</p> <p>Mengorganisasikan Peserta Didik</p> <p>Membimbing Penyelidikan</p>	<p>Mengamati (Literasi)</p> <ul style="list-style-type: none"> ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi/eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan) ❖ Guru membacakan teks secara interaktif agar peserta didik menyimak dengan terlibat aktif dan cermat dalam membangun makna, pembacaan dilakukan secara bermakna, lantang, jelas dan benar, dengan mata menatap pada peserta didik secara merata. <ul style="list-style-type: none"> • Peserta didik diminta untuk mengamati dan mendengarkan dialog/percakapan yang di bacakan guru(buku siswa hal 150-154) • Mengamati struktur klausa untuk memberikan deskripsi benda berdasarkan contoh analisis rumah Lina • Peserta didik menirukan guru secara klasikal dan bergantian secara kelompok dan individu, secara bergantian dan berulang, sampai peserta didik dapat memainkan peran secara bermakna, bukan dengan membaca. • Peserta didik menyalin dengan tulisan tangan ke dalam buku catatan peserta didik pernyataan tokoh yang telah diperagakan secara lisan dalam kegiatan menyalin sambil melengkapi bagian-bagian yang dirumpangkan. <p>Menanya (Critical Thinking)</p> <ul style="list-style-type: none"> ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan , yang berkaitan dengan materi/gambar yang terdapat pada buku siswa atau yang disajikan oleh guru dan dijawab melalui kegiatan pembelajaran <i>We will complete the descriptions</i> ❖ Mengajukan pertanyaan berdasarkan hasil pengamatan terhadap masalah yang sering dihadapi peserta didik diantaranya makna kata, dalam bentuk padanan kata dari bahasa Inggris ke bahasa Indonesia, atau sebaliknya.misalnya <ul style="list-style-type: none"> • Edo's notebook is _____, with _____. It has _____. There is _____ on the cover. It is _____, with _____. <p>Mengumpulkan Informasi (Kegiatan Literasi & Collaboration)</p> <ul style="list-style-type: none"> ❖ Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. melalui kegiatan:

<ul style="list-style-type: none"> • Buku • Video • Referensi Digital • Alat Tulis • Sumber Internet • Modul 	Individu Dan Kelompok	<ul style="list-style-type: none"> ❖ Bereksperimen dan bereksplorasi untuk memperoleh dan memilih kosakata, tata bahasa, dan unsur kebahasaan lainnya untuk dapat mengomunikasikan berbagai fakta yang ingin diutarakan dan dipahami. <ul style="list-style-type: none"> • Here are what we will do. We will work in group. First, we will study the example carefully. We will copy and handwrite it in our notebooks. Second, we will discuss to fill in the blank spaces with the right words from the conversations. Third, every one of us will handwrite the complete descriptions on a piece of paper. Finally, in each group, we will read all the descriptions to each other, orally. • Peserta didik menyalin dengan tulisan tangan ke dalam buku catatan peserta didik pernyataan tokoh yang telah diperagakan secara lisan dalam kegiatan menyalin sambil melengkapi bagian-bagian yang dirumpangkan. • Peserta didik membaca semua deskripsi satu sama lain, secara lisan.
	Mengembangkan Dan Menyajikan Hasil Karya	Menalar/Mengasosiasi (Kerjasama & Berpikir Kritis) <ul style="list-style-type: none"> ❖ Peserta didik mengasosiasi data yang ditemukan dari percobaan dengan berbagai data lain dari berbagai sumber, mengembangkan hasil dan menyajikan hasil karya selanjutnya, menyajikannya dalam bentuk presentasi yang ditanggapi langsung oleh kelompok lain. <ul style="list-style-type: none"> • Here are what we will do. We will work in groups. First, we will study the example carefully. We will copy and handwrite it in our notebooks. Second, to analyze each description, we will use the same table. Every one of us will handwrite the analysis in the notebook or type it with a computer. Finally, we will discuss to fill in the table with the right words related to each object. ❖ Dengan bekerja kelompok, siswa mempelajari <i>We will complete the descriptions</i> ❖ Peserta didik juga diminta mendiskusikan di dalam kelompok untuk mengambil kesimpulan dari jawaban atas pertanyaan yang telah dirumuskan.
	Menganalisa & Mengevaluasi Proses Pemecahan Masalah	Mengomunikasikan Critical Berkomunikasi & Creativity (Kreativitas) <ul style="list-style-type: none"> ❖ Setelah peserta didik mendapat jawaban terhadap masalah yang ada, selanjutnya dianalisis dan dievaluasi. <ul style="list-style-type: none"> • Secara terbimbing menyatakan ulang deskripsi tentang keempat benda tersebut di atas berdasarkan isi percakapan ❖ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari, atau mempresentasikan secara lisan di depan kelas atau dalam kelompok, atau mempublikasikan dalam forum yang sesuai seperti majalah dinding, buku koleksi, dan sebagainya. ❖ Memperhatikan, memberikan balikan, atau menanyakan tentang berbagai pernyataan yang dibuat oleh teman-temannya. Langkah ini sangat perlu untuk memperkaya dan mematangkan penguasaan terhadap teks yang dipelajari. ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang <i>We will complete the descriptions</i>
PENUTUP (10 Menit)		
<ul style="list-style-type: none"> ❖ Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. ❖ Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya ❖ Menyampaikan rencana pembelajaran pada pertemuan berikutnya ❖ Berdoa dan Memberi salam. 		

H. PENILAIAN PEMBELAJARAN

Tes Tertulis

Proyek

Mengetahui
Kepala MTs Minhajut Tholabah

Kembangan, Januari 2022
Guru Mata Pelajaran


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Silabus

Satuan Pendidikan : MTs Minhajut Tholabah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Genap
Tahun Pelajaran : 2021/2022

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>adjective</i>)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan 	<p>3.5.1 mengidentifikasi tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, dan benda dengan konteks <i>adjective</i></p> <p>3.5.2 mengidentifikasi interaksi transaksional lisan dan tulis</p> <p>4.5.1 menyusun teks interaksi tindakan memberi dan meminta</p>	<ul style="list-style-type: none"> • Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar • Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, 	20 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>terkait sifat orang, benda, binatang</p> <ul style="list-style-type: none"> - Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik 		<p>benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya • Bertanya jawab tentang sifat orang, 		<p>Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. 	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI		benda, binatang terkenal • Melakukan refleksi tentang proses dan hasil belajarnya			
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<p>3.6.1 Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang,benda</p> <p>3.6.2 Mengidentifikasi struktur teks dari ungkapan untuk memberi dan</p>	<ul style="list-style-type: none"> • Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan 	20 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>declarative, interrogative, simple present tense)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda - Kalimat deklaratif (positif dan negatif) dalam simple present tense - Kalimat interrogative: <i>Yes/No question; Wh-question</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik 	<p>meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>3.6.3 Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense)</p> <p>4.6.1 Menyusun teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan/fungsi orang, binatang dan benda dengan fungsi sosial</p>	<p>kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar • Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang 		<p>Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan 	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	<p>Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</p>		<p>yang sangat dikenal</p> <ul style="list-style-type: none"> Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. Melakukan refleksi tentang proses dan hasil belajarnya 		Kebudayaan.	
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan</p>	<ul style="list-style-type: none"> Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik Struktur teks Dapat mencakup: <ul style="list-style-type: none"> identifikasi (nama 	<p>3.7.1 Membedakan fungsi sosial dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda</p> <p>3.7.2 Membedakan struktur teks dengan materi</p>	<ul style="list-style-type: none"> Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik 	28 JP	<ul style="list-style-type: none"> Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa 	<ul style="list-style-type: none"> Tes Tertulis Tes Lisan Proyek, pengamatan, Portofolio / unjuk kerja

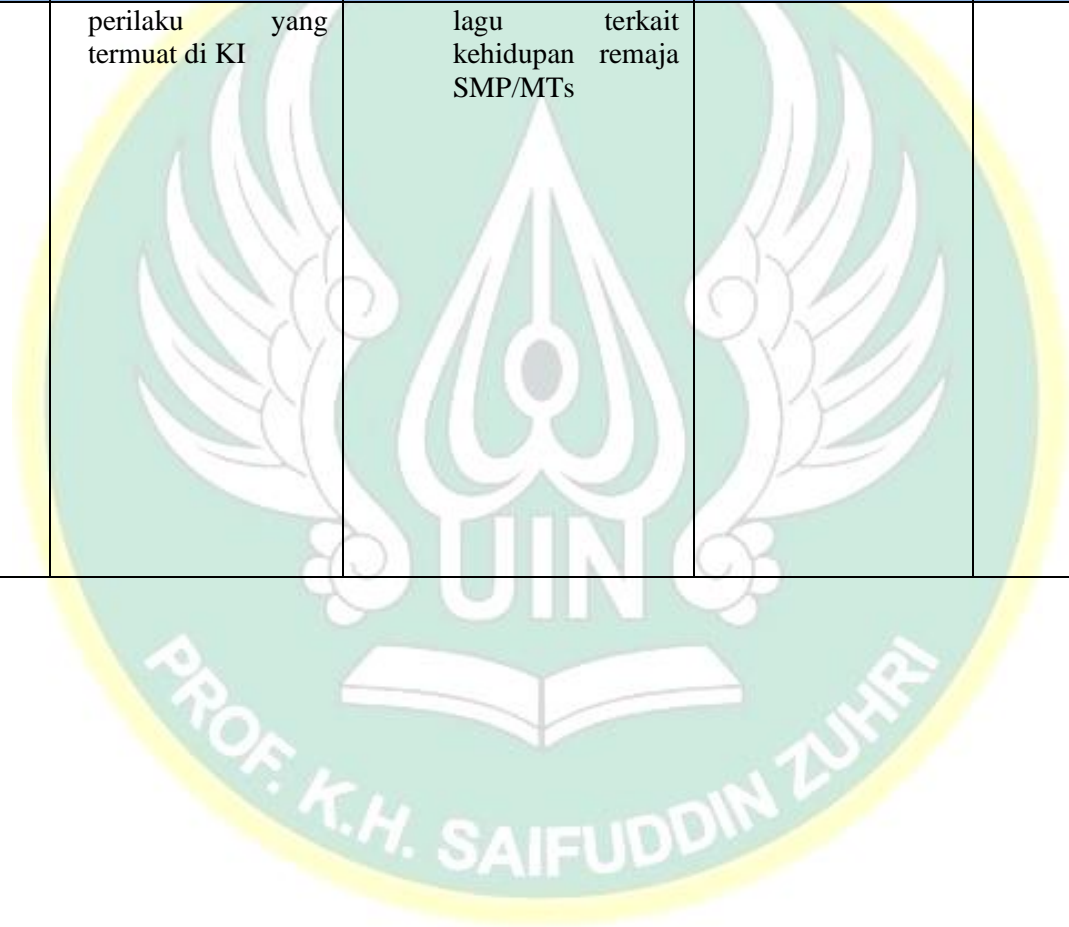
Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p> sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7. Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p>keseluruhan dan bagian)</p> <ul style="list-style-type: none"> - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. <ul style="list-style-type: none"> • Unsur kebahasaan - Kalimat deklaratif (positif dan negatif), dan interrogative (<i>Yes/No question</i>; <i>Wh-question</i>), dalam simple present tense 	<p>pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana</p> <p>3.7.3 Membedakan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda</p> <p>4.7.1 Teks deskriptif membandingkan konteks penggunaan</p>	<ul style="list-style-type: none"> • Bertanya tentang informasi yang terkait di dalam teks tersebut. • Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan • Mengamati suatu benda/binatang /orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk 		<p>Ingris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Ingris. Jakarta: Kementerian Pendidikan dan 	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI 	<p>dengan lisan dan tulis</p> <p>4.7.1.1 Memahami fungsi sosial makna secara kontekstual terkait materi perbedaan fungsideskriptif lisan dan tulis terkait orang, binatang, dan benda</p> <p>4.7.1.2 Memahami struktur teks makna secara kontekstual terkait materi perbedaan deskriptif lisan dan tulis terkait orang, binatang, dan benda</p> <p>4.7.1.3 Memahami unsur kebahasaan makna secara kontekstual terkait materi perbedaan deskriptif lisan dan</p>	<p>mengritik/ menyatakan kekaguman/ mempromosikan</p> <ul style="list-style-type: none"> • Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan • Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, 		<p>Kebudayaan.</p>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
		<p>tulis terkait orang, binatang, dan benda</p> <p>4.7.2.1 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran fungsi social terkait orang, binatang, dan benda</p> <p>4.7.2.2 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran struktur teks terkait orang, binatang dan benda</p> <p>4.7.2.3 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran unsur kebahasaan terkait</p>	<p>guru) yang datang membacanya</p> <ul style="list-style-type: none"> Melakukan refleksi tentang proses dan hasil belajarnya 			

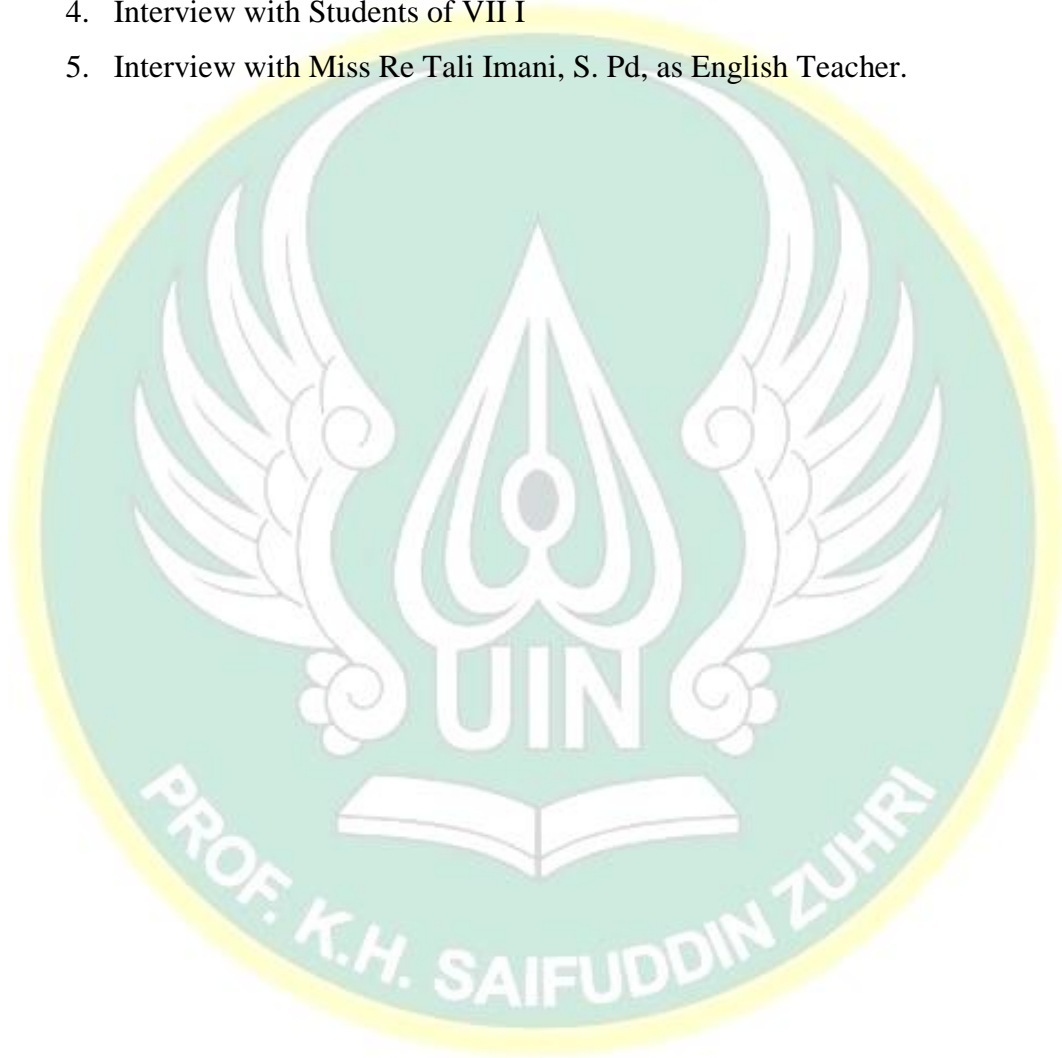
Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
		orang, binatang, dan benda				
<p>3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> • Fungsi sosial • Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik • Hal-hal yang dapat memberikan keteladanan dan menumbuhkan 	<p>3.8.1 Memahami fungsi sosial dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>3.8.2 Memahami unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8.1 Mempelajari makna secara kontekstual terkait dengan fungsi sosial dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8.2 Mempelajari makna secara kontekstual terkait dengan unsur kebahasaan dalam pembelajaran lirik</p>	<ul style="list-style-type: none"> • Membaca, menyimak, dan menirukan lirik lagu secara lisan. • Menanyakan hal-hal yang tidak diketahui atau berbeda • Menyebutkan pesan yang terkait dengan bagian-bagian tertentu • Melakukan refleksi tentang proses dan hasil belajarnya. 	4 JP	<ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. • Kementerian Pendidikan dan 	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	perilaku yang termuat di KI	lagu terkait kehidupan remaja SMP/MTs			Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.	



Interview Guidance

1. Interview with Mrs. Inna Nurmafiyanti, S. Ag, as Head Master of MTs Minhajut Tholabah.
2. Interview with Students of VII K.
3. Interview with Students of VII G.
4. Interview with Students of VII I
5. Interview with Miss Re Tali Imani, S. Pd, as English Teacher.



Interview with Head Master of MTs Minhajut Tholabah Purbalingga (Mrs. Ina Nurmafianti)

<p>Time : 08.00-08.30 a.m Day/ Date : Thursday, 14th of April 2022 Place : Administration room of MTs Minhajut Tholabah Object : School Culture of MTs Minhajut Tholabah Interviewer: Aenun Mutoharoh Informant : Mrs. Ina Nurmafianti as Head Mater of MTs Minhajut Thoalbah</p>	
Description	
<p>Situation: It was conducted to get the data about school culture and the value of the activities in there and around of school environment. Before interviewed with Mrs. Ina, the schedule was managed by administration staff.</p>	<p>Transcript: Aenun : “Assalamu’alaikum wr.b.” Mrs. Ina : “Wa’alaikumsalam wr.wb.” Aenun : “Mohon izin, mengganggu waktu ibu untuk wawancara.” Mrs. Ina : “Iya silahkan, ngga papa.” Aenun : “Langsung saja ya bu, Bagaimana culture di Minhajut Tholabah?” Mrs. Ina : “Sekolah ini bertujuan membentuk siswa yang ‘Minthol Lawigede’ yaitu Mandiri, Inovatif, Nerimo, Tanggung Jawab, Humanis, Optimis, Leadership, Laku Pinuji, Wigati Marang aturan, Genah Tujuan serta Demen Ngaji.” Aenun : “Perwujudan dari kegiatan sehari-harinya contohnya seperti apa?” Mrs. Ina : “Pembentukan-pembentukan karakter dari nilai-nilai tadi, misalnya leadership dari segi keagamaan misalnya dengan IPNU, tanggung jawab terhadap aturan yang berlaku juga di pesantren dimana ketaatan terhadap guru/ ustadz itu paling diutamakan.” Aenun : “Dalam pembelajaran didalam kelas adakah penekanan/ kriteria khusus bagi seorang guru dalam mengajar?” Mrs. Ina : “Akhlik di utamakan terutama ta’at kepada guru karena disebutkan dalam kitab Ta’lim muta’alim bahwasannya kunci utama menuntut ilmu adalah</p>

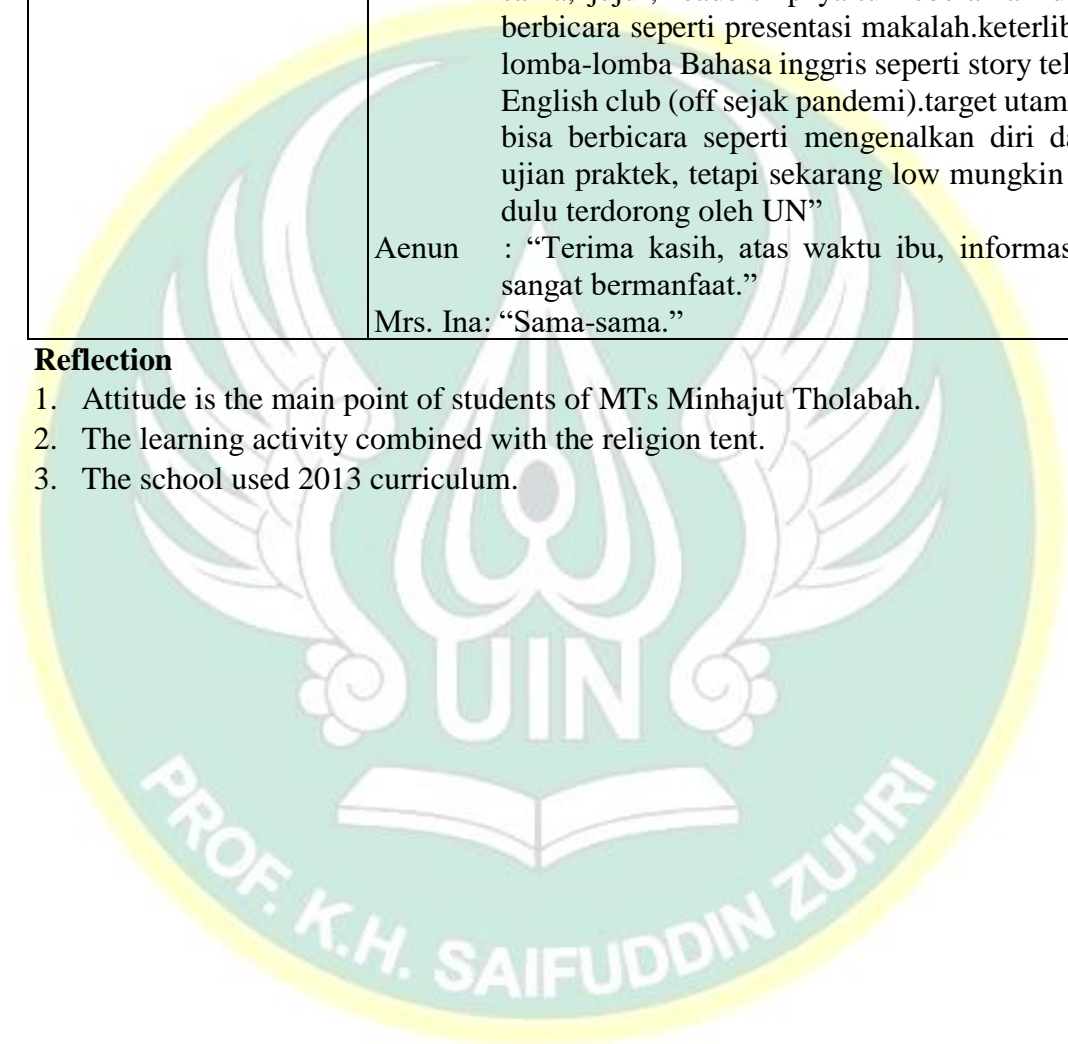
	<p>ta'at kepada guru, di keseharian secara umum insya allah siswa-siswa Minthol lebih mudah di atur dan tingkat kenakalannya lebih rendah dibanding yang lain meskipun ada sedikit karakter anak yang sulit di atur tapi masih wajar. Sebagai bentuk internalisasi agama anak-anak sudah terbiasa dengan pembiasaan seperti membaca asma'ul husna, dan membaca al-qur'an sebelum memulai kegiatan pembelajaran, membiasakan kebiasaan sholat jama'ah, bersalaman ketika bertemu.”</p> <p>Aenun : “Bagaimanakah kurikulum di MTs Minhajut Tholabah purbalingga?”</p> <p>Mrs. Ina : “Kurikulum disini terbagi menjadi dua yaitu kurikulum madin dan kurikulum sekolah. Untuk sekolah dilaksanakan pagi dari jam 07.00 sd 11.30. Setelah sholat dzuhur dilanjut madin sampai jam 15.30, tapi itu sebenarnya merupakan satu kesatuan.”</p> <p>Aenun : “Adakah kaitan antara kurikulum madin dan kurikulum sekolah?”</p> <p>Mrs. Ina: “Tentu ada, kurikulum madin juga berdasarkan kementrian agama dengan menambahkan pengajaran menggunakan kitab kuning.”</p> <p>Aenun : “Pembiasaan di sini selain membaca Al-Qur'an ada apa saja bu?”</p> <p>Mrs. Ina : “Disini ada rutinan ziarah dan tahlilan ke makam pendiri pondok Minhajut Tholabah setiap hari jum'at, ke-NUan dan amalan-amalan yang berkaitan dengan ahlussunnah wal jama'ah, disampaikan juga materi-materi keagamaan didalamnya tujuannya agar para siswa maupun santri ini bisa lebih khusyuk dalam meningkatkan nilai religious karena lebih bisa mengingat kematian sehingga bisa lebih mendekatkan diri kepada Allah. Targetnya dari santri pesantren dan siswa/I sekolah dari MTs maupun MA dimana penyampai materi bergilir</p>
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	<p>dari ust, guru MTs atau MA jadi terjalin interaksi antar sesama.</p> <p>Aenun : “ Kalau kegiatan dengan masyarakat ada tidak bu?”</p> <p>Mrs. Ina:“Banyak seperti pengajian rutin, masyarakat sangat berperan sekolah dalam segala kegiatan pesantren seperti dukungan, pembangunan gedung, koperasi.”</p> <p>Aenun : “Bisakah dijelaskan dari visi MTs Minhajut Tholabah”</p> <p>Mrs. Ina :“Berakhlakul karimah yaitu dengan mengadakan kegiatan-kegiatan berbasis kepesantrenan dan keagamaan, berprestasi yaitu dengan mewedahi siswa untuk mengikuti kompetisi dalam bidang sains atau seni dengan program kelas berprestasi seleksi olimpiade.”</p> <p>Aenun : “Bagaimana prestasi dalam hal Bahasa Inggris?”</p> <p>Mrs. Ina : “OSN Bahasa Inggris mendapatkan perak, gurunya juga berprestasi mengikuti olimpiade Bahasa Inggris nasional.”</p> <p>Aenun : “Berwawasan lingkungan?”</p> <p>Mr. Ina: “Melibatkan pembelajaran dalam lingkungan sekitar, contoh memanfaatkan fasilitas lingkungan seperti program penghijauan, hal ini juga sesuai dengan interaksi sosial seperti, misal orang meninggal mereka di ajarkan cara mendoakan dengan tahlil, infaq, shadaqah, keperamukaan.”</p> <p>Aenun : “Dalam penerapan visi dalam pembelajaran kelas khususnya Bahasa Inggris”</p> <p>Mrs.Ina : “Dikenalkan dengan kosakata yang berbasis pesantren missal rukun Islam, terus missal ketika pelajaran matematika Bahasa Inggrisnya “bilangan”, dan lain sebagainya. Pengenalan kosa</p>
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	<p>kata Bahasa Inggris di setiap mata pelajaran namun hal ini sekarang terkendala semenjak pandemi.</p> <p>Aenun : "Nilai-nilai culture Minthol apakah nyambung dengan pembelajaran Bahasa Inggris?"</p> <p>Mrs Ina: "Sangat penting dan nyambung, seperti kerja sama, jujur, leadership yaitu keberanian dalam berbicara seperti presentasi makalah. keterlibatan lomba-lomba Bahasa Inggris seperti story telling, English club (off sejak pandemi). target utamanya bisa berbicara seperti mengenalkan diri dalam ujian praktek, tetapi sekarang low mungkin juga dulu terdorong oleh UN"</p> <p>Aenun : "Terima kasih, atas waktu ibu, informasinya sangat bermanfaat."</p> <p>Mrs. Ina: "Sama-sama."</p>
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Reflection

1. Attitude is the main point of students of MTs Minhajut Tholabah.
2. The learning activity combined with the religion tent.
3. The school used 2013 curriculum.



Interview with students of VII K at MTs Minjahjut Tholabah Purbalingga

<p>Time : 08.45 – 09.00 a.m. Day/ Date : Wednesday, 20th of April 2022 Place : 7 K Class Object : English Teaching in Non-Mukim's class Interviewer: Aenun Mutoharoh Informant :</p> <ul style="list-style-type: none"> - A: Zulharisa Nela Rahma - B: Muthia Syakira Hanania - C: Amalia Kartika N - D: Yumna Nadya Syafah 	
Description	
<p>Situation: It discussed how the point of view of 7K students as member of non mukim's class in the English language.</p>	<p>Transcript: Aenun : “Assalamu’alaikum wr.wb, senang sekali bisa bertemu dengan kalian.” A, B,C ,D: “Wa’alaikumsallam wr.wb.” Aenun : “Perkenalkan nama kaka Aenun, minta waktunya sebentar untuk ngobrol bareng kalian ya, kalau boleh tau nama dan asal kalian kalian satu persatu.” A : “Saya Zulharisa Nela Rahma dari Lawigede, Purbalingga“ B : “Saya Muthia Syakira Hanania dari Kembangan, Purbalingga.” C : “Saya Amalia Kartika dari Bukateja, Purbalingga.” D : “Saya Yumna Nadya Syafah dari Cipawon, Purbalingga.” Aenun : “Jumlah siswa satu kelas Non-mukim ada berapa?” A : “22 siswa.” Aenun : “Kalau siswa kelas ini rata-rata dari daerah mana?” B : “Rata-rata didaerah sini Kaligondang, Kembangan dan sekitar Purbalingga.” Aenun : “Apakah untuk jam pelajaran kalian sama dengan kelas Mukim?” A : “Ia, kita lebih lama dari jam 07.30 – 11.20 WIB. Aenun : “Bagaimana untuk mata pelajaran disekolah, adakah perbedaan?”</p>

	<p>A : “Sama, Cuma untuk anak-anak yang di kelas Mukim setelah dzuhur berangkat lagi untuk mengikuti jadwal madin.”</p> <p>Aenun : “Lalu untuk kalian tambahan agamanya dengan aktivitas seperti apa?”</p> <p>B : “Ada di jam terakhir ada tambahan agama kajian kitab-kitab kuning.”</p> <p>Aenun : “Adakah jadwal pastinya.”</p> <p>C : “Ada, setiap jadwal kelas kita seminggu 3x yaitu senin, rabu, jum’at.”</p> <p>Aenun: “Karena, fokus pembicaraan kita adalah untuk pelajaran Bahasa Inggris, apakah kalian suka dan faham ketika di ajar Miss Reta?”</p> <p>A :”Paham.”</p> <p>B : “Miss Reta enakan.”</p> <p>C : “Paham.”</p> <p>D : “Paham.”</p> <p>Aenun : “Apakah ada kegiatan pembiasaan yang sama dengan anak-anak mukim seperti nderes Al-Qur’an dan pembacaan Asma’ul husna?”</p> <p>D : “Iya ada, sama seperti kelas mukim.”</p> <p>Aenun : “Sebelum belajar di Minthol, apakah kalian pernah mendapatkan mata pelajaran Bahasa inggris di SD?”</p> <p>A : “Tidak ada.”</p> <p>B : “Ada”</p> <p>C : “Belum”</p> <p>D : Tidak.”</p> <p>Aenun : “Muthia SD-nya dimana, ada pelajaran Bahasa Inggrisnya?”</p> <p>B : “Di Bekasi.”</p> <p>Aenun : “Dalam pembelajaran Bahasa Inggris sendiri, biasanya ada kekhasan dari gurunya ngga?”</p> <p>A : “Yang selalu saya ingat, bu Reta selalu bilang untuk membawa kamus saat pelajaran Bahasa inggris.”</p> <p>Aenun :”Menurut kalian bahsa inggris penting ngga?”</p> <p>A, B, C, D: “Penting”</p> <p>Aenun : “Mengapa penting?”</p> <p>A : “Pengen kuliah di luar negeri.”</p> <p>B : “Biar kalau nonton film ngga perlu subtitle.”</p> <p>C : “Unutk memepermudah menambah ilmu Pengetahuan.”</p> <p>D : “Mempermudah komunikasi, apalagi Bahasa Inggris merupakan Bahasa Internasional.”</p> <p>Aenun : “Naela kan ingin kuliah diluar negeri dimana nanti nela menemukan kebiasaan dan budaya yang berbeda dari tempat tinggal kita disini,</p>
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	<p>sebagai warga negara Indonesia yang baik, bagaimana si cara Nela agar Nela bisa mempertahankan budaya-budaya lokal tapi tetap bisa kuliah di Luar negeri, usaha-usaha apa yang nela bisa lakukan dari sekarang untuk bekal nanti kuliah di luar negeri?”</p> <p>A : “Lebih memperhatikan saat pelajaran, menggunakan kamus untuk belajar Bahasa Inggris.”</p> <p>Aenun : “Kalau mutia, hal apa yang dilakukan dalam belajar Bahasa Inggris agar keinginan kamu bisa tercapai?”</p> <p>B : “Terus belajar.”</p> <p>Aenun : “Bagaimana dengan amal?”</p> <p>C : “Jangan pernah berhenti belajar?”</p> <p>Aenun : “Kalau Yumna gimana?”</p> <p>D : “Lebih banyak mendengarkan lagu-lagu Bahasa Inggris.”</p> <p>Aenun : “Disini ada yang suka ikut lomba-bahasa Inggris?”</p> <p>A : “Muthia bu.”</p> <p>Aenun : “O... Muthia, lomba apa yang kamu ikuti?”</p> <p>B : “Olimpiade Bahasa Inggris.”</p> <p>Aenun : “Ada berapa anak yang ikut?”</p> <p>B : “3 anak.”</p> <p>Aenun : “itu team atau individu?”</p> <p>B : “Individu.”</p> <p>Aenun : “Sebelum olimpiade adakah bimbingan atau pelatihan khusus?”</p> <p>B : “Ada, sering mengerjakan soal-soal yang di kasih guru.”</p> <p>Aenun:”Ooo... kalau skill Bahasa inggris dari mendengarkan, berbicara, membaca, dan menulis, kalian paling suka apa?”</p> <p>A : “Mendengarkan.”</p> <p>B : “Mendengarkan.”</p> <p>C : “Menulis.”</p> <p>D : “Mendengarkan.”</p> <p>Aenun: “Adakah minat dari kalian ketika menguasai Bahasa inggris bisa digunakan untuk mempromosikan budaya kalian?”</p> <p>C : “Ada.”</p> <p>D : “Ada, di daerah saya ada PT. Sun Cang.”</p> <p>B : “Tentu.”</p> <p>A : “Ia ka, daerah saya rata-rata seorang petani.”</p> <p>Aenun: “Saya harap kalian bisa menjadi orang-orang sukses semua yang bisa Bahasa inggris dan kalian juga bisa</p>
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tetap bangga dengan budaya kalian serta bisa menggunakan Bahasa Inggris itu untuk bermanfaat mempromosikan ke orang-orang di dunia.”

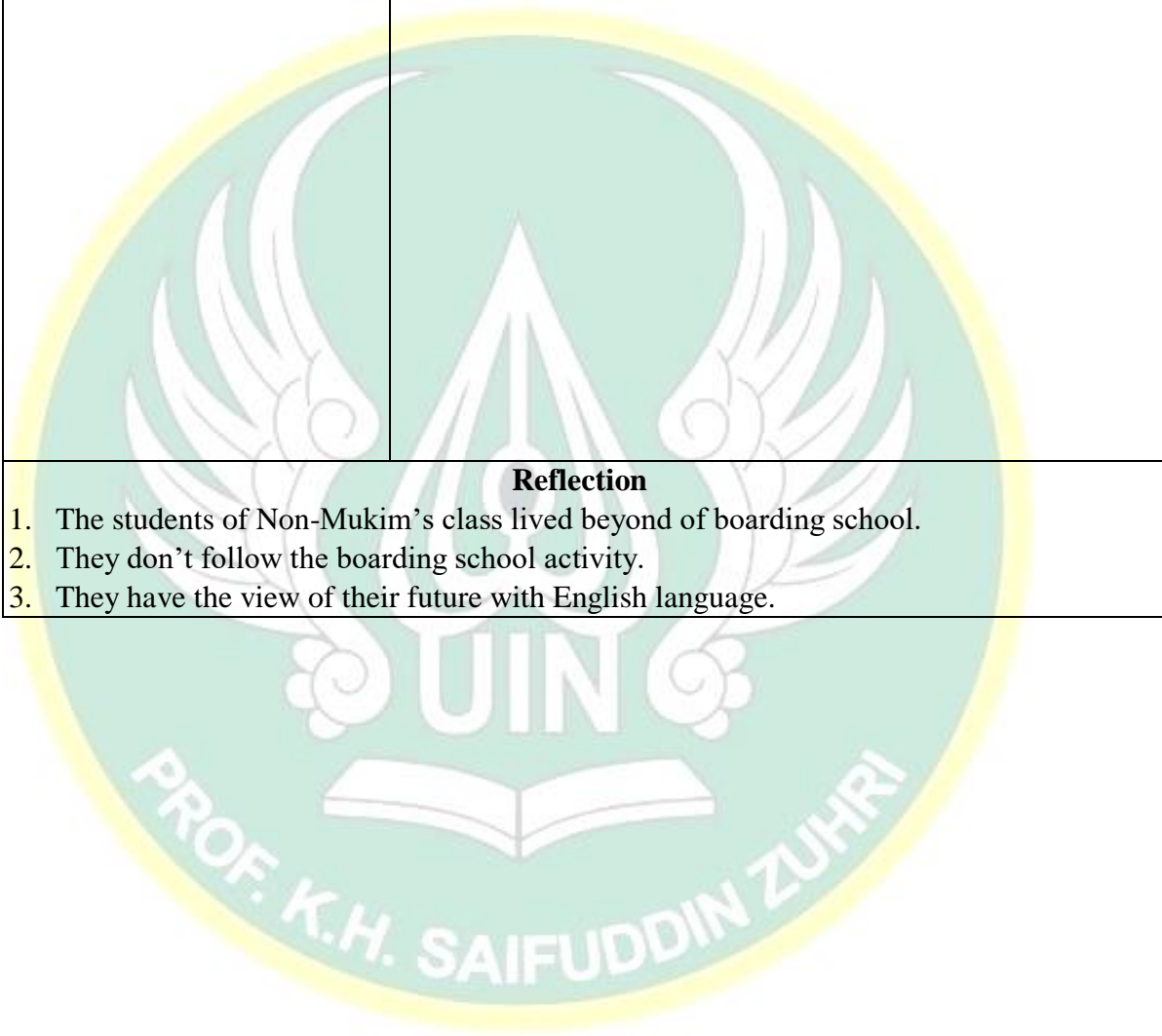
A, B, C, D: “Amiin.”

Aenun : “Terima kasih atas waktunya anak-anak baik, Wassalamu’alaikum wr. wb”

A, B, C, D: “Sama-sama ka, Wa’alaikumsalam wr.wb.”

Reflection

1. The students of Non-Mukim’s class lived beyond of boarding school.
2. They don’t follow the boarding school activity.
3. They have the view of their future with English language.



Interview with students of VII G at MTs Minjahjut Tholabah Purbalingga

<p>Time : 08.50 a.m Day/ Date : Saturday, 9th of April 2022 Place : Class of 7G Object : The influence of School Culture in the English Teaching Interviewer: Aenun Mutoharoh Informant : A: Nadifa Cahya Putri B: Silva Khairin Ngilmi</p>	
Description	
<p>Situation: After the learning activity, it is the response of students.</p>	<p>Transcript: Aenun: “Tadi sebelum pembelajaran dimulai, tadarus baca surat apa?” A : “Juz 20 Surat Qasas B : “Juz 20 surat Al-Ankabut.” Aenun: “Adakah pengaruh nderes Al-Qur’an terhadap pembelajaran Bahasa Inggris tadi?” A : “Dalam pembelajaran bisa lebih tenang dan focus.” B : ”Lebih enak dan focus juga.”</p>
Reflection	
<p>The activity reading Al-Qur’an before study English make focus.</p>	

<p>Time : 08.30 a.m Day/ Date : Saturday, 9th of April 2022 Place : Class of 7G Object : The response of English teaching used game Interviewer: Aenun Mutoharoh Informant : Mutiara Safitri</p>	
Description	
<p>Situation: It is the response of student’s perception about English teaching.</p>	<p>Transcript: Aenun: “Pertemuan terakhir, kan di kelas 7G pembelajarannya menggunakan game ya. Menurit Mutia. Apakah kamu menyukainya?” Muthia: “Saya lebih menyukai pembelajaran dengan permainan karena lebih paham dan lebih tertantang dalam Bahasa Inggris.”</p>
Reflection	
<p>The traditional game makes the students enjoy in the learning activity.</p>	

Interview with students of VII I at MTs Minjahjut Tholabah Purbalingga

<p>Time : 08.30 a.m Day/ Date : Monday, 18th of April 2022 Place : 7 I Object : The potential of their hometown Interviewer: Aenun Mutoharoh Informant :</p> <p>A: Syifa Dita B: Selfi Anggraini C: Naura Alifa D: Naswa</p>	
Description	
<p>Situation:The learning activity was discussed about their hometown potential.</p>	<p>Transcript: Aenun : “Kalian berasal dari mana?” A dan B : “Banjar.” C dan D: “Kemangkon” Aenun : “Ciri khas apa yang ada di daerah kalian?” A dan B: “Dawet Ayu” C dan D: “Bandara J.B Soedirman dan PT. Boneka. Aenun : “Potensi yang luar biasa ya, Apakah ada ketertarikan dari dalam diri kalian untuk mempromosikan secara luas daerah kalian?” A : “iya, saya suka menulis.” B dan C: “Ada.”</p>
Reflection	
<p>There are the student’s interest to promote the local potential of their region.</p>	

**Interview with English Teacher of MTs Minhajut Tholabah Purbalingga
(Miss. Re Tali Imani)**

<p>Time : 09.30 a.m. Day/ Date : Friday, 10th of Desember 2021 Place : MTs Minhajut Tholabah Object : English teaching in 7th of MTs Minhajut Tholabah Interviewer: Aenun Mutoharoh Informant : Miss. Re Tali Imani, S.Pd</p>	
Description	
<p>Situation: It was done to get the information about English teaching in 7th grade of MTs Minhajut Tholabah. It used to determine the discussion of this study.</p>	<p>Transcript: Aenun : “Selamat pagi Miss. Reta, Mohon maaf ingin mengganggu waktunya sebentar untuk wawancara.” Miss Reta : “iya, silahkan.” Aenun : ”Bagaimana culture di MTs Minhajut Tholabah dalam kelas bahasa Inggris?” Miss Reta: “Umumnya, di sini kegiatannya berdasarkan culture pesantren dimana menekankan pada aspek agama. Salah satunya dalam pembelajaran kelas dimulai dengan do’a dan membaca Al-Fatihah, Asma’ul husna dan kegiatan pembiasaan.” Aenun : “Bagaimana dengan kondisi masyarakat sekitar sekolah?” Miss Reta: “Sebagian besar masyarakat disini adalah Nahdatul Ulama (organisasi islam) dan keluarga sekitar pondok pesantren merupakan masyarakat yang religious.” Aenun : “Dalam pengajaran Bahasa inggris, bagaimana anda merapkan hal tersebut, apakah ada perbedaan dalam penyusunan RPP dari sekolah-sekolah biasa?” Miss Reta: “Untuk RPP saya membuat sendiri berdasarkan kondisi siswa berdasarkan silabus dan kurikulum 2013.” Aenun : ”Ada berapa banyak kelas yang diampu Bahasa inggris oleh ibu?” Miss Reta: “Untuk kelas 7 saya mengajar 7 kelas, dimana satu nya adalah kelas non-mukim.”</p>

	<p>Aenun : “Apa perbedaan dari kelas-kelas tersebut?”</p> <p>Miss Reta: “Kelas mukim untuk sebutan bagi siswa yang tinggal di pesantren sedangkan kelas non-mukim adalah untuk anak-anak yang tinggal di luar pesantren.”</p> <p>Aenun : “Ada berapa kelas mukim yang ibu ampu?”</p> <p>Miss Reta: “6 kelas mukim dan 1 kelas non-mukim.”</p> <p>Aenun : “Apakah ada perbedaan aktivitas pembelajaran di kelas antara kedua kelas tersebut?”</p> <p>Miss Reta: “ya, untuk kelas mukim, kadang-kadang saya pakai internet atau aplikasi seperti ‘World Whale’ karena mereka lebih ada kelonggaran untuk membawa handphone. Tapi, untuk non-mukim kelas saya tidak memakai cara tersebut karena tidak boleh membawa handphone dalam pesantren, jadi murni saya gunakan pembelajaran tanpa handphone.”</p> <p>Aenun : “Metode apa yang digunakan untuk kelas non-mukim?”</p> <p>Miss Reta: “Saya memakai cooperative learning untuk berdiskusi.”</p> <p>Aenun : “Bagaimana caranya agar pembelajaran Bahasa Inggris itu dikaitkan dengan budaya sekitar dengan nilai-nilai pesantren?”</p> <p>Miss Reta: “Tergantung pada materi, contohnya pada materi greeting, saya kaitkan bahwasannya hal ini sama seperti ‘Assalamu’alaikum” bagi muslim.”</p> <p>Aenun : “Apakah budaya barat juga tetap di jelaskan?”</p> <p>Miss Reta: “Tentu, hal ini harus juga disampaikan agar mereka tau penggunaannya baik diluar atau di dalam negeri.”</p> <p>Aenun : “Bagaimana dengan materi-materi yang lain, bisa dijelaskan?”</p> <p>Miss Reta: “Dalam materi ‘telling time’ saya memberikan table yang berisi waktu sarapan, makan siang dan makan</p>
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	<p>malam. Dengan hal itu maka akan mendapatkan jadwal yang berbeda-beda dari setiap siswa karena di pesantren mereka harus mempunyai management time yang bagus.”</p> <p>Aenun : “Yea... sangat relate dengan kehidupan mereka. Apa keuntungan dari pembelajaran yang dikaitkan dengan kebiasaan-kebiasaan atau budaya sekitar?”</p> <p>Miss Reta: “Ketika menyampaikan materi berdasarkan kebiasaan, kepercayaan dan hal-hal yang berasal di sekitar mereka, akan mempermudah siswa memahami hal ini.</p> <p>Aenun : “Apakah ada program-program sekolah diluar kelas terutama dalam bidang Bahasa inggris?”</p> <p>Miss Reta: “Untuk kelas 7 ada kewajiban untuk menghafal minimal 100 kosakata Bahasa inggris selama 1 semester. Perwujudan hal ini yaitu dalam setiap mata pelajaran non-inggris guru memberikan beberapa kosakata dalam Bahasa inggris yang berkaitan dengan materi yang sedang dipelajari saat itu.”</p> <p>Aenun : “Apakah tujuan dari program tersebut?”</p> <p>Miss Reta: “Kegiatan ini akan membantu siswa dalam mengenali kata-kata Bahasa inggris dimana ini akan sangat bermanfaat dalam belajar Bahasa inggris. Hal ini juga menjadi salah satu usaha agar santri dapat ahli dalam ilmu pengetahuan dengan ilmu Bahasa inggris yang mereka punya, jadi akan seimbang antara pelajaran agama dan ilmu pengethuan.”</p> <p>Aenun : “Sebagian besar siswa disini berasal dari mana?”</p> <p>Miss Reta: “Sebagian besar berasal dari Purbalingga Utara.”</p> <p>Aenun : “Baik, terimakasih atas waktu dan informasinya.”</p> <p>Miss Reta : “Iya, sama-sama.”</p>
Reflection	

1. The boarding school environment take a part in the culture in the school, especially in the teaching English.
2. In the class, the Ethno-Pedagogy combined in the materials and class activity based on their attitude.

Time : 09.00 a.m
Day/ Date : Monday, 9th of April 2022
Place : MTs Minhajut Tholabah Purbalingga
Object : The evaluation of English teaching at 7G
Interviewer: Aenun Mutoharoh
Informant : Re Tali Imani

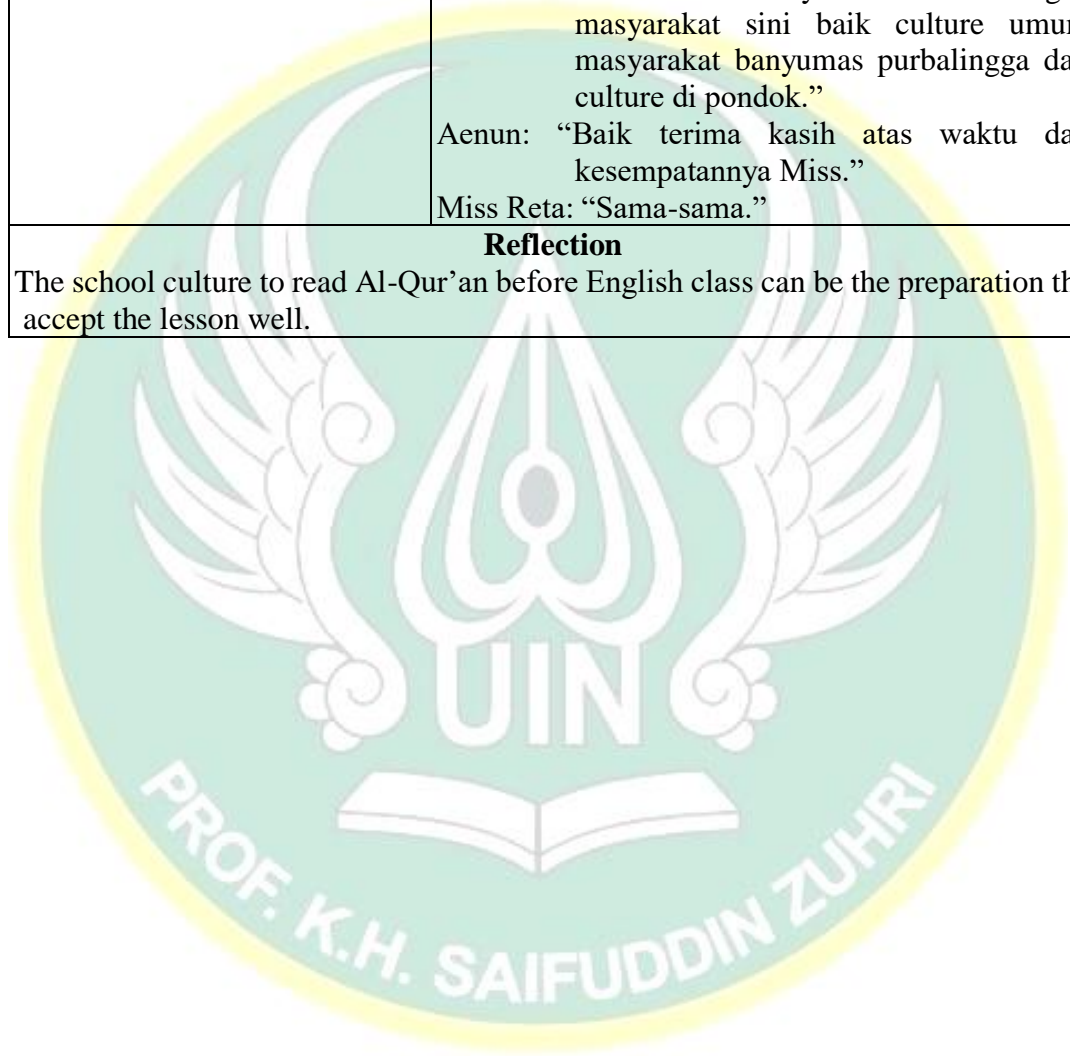
Description

<p>Situation: After English teaching, the writer wants to check the information based on the observation.</p>	<p>Transcript: Aenun : “Terima kasih sekali kesempatannya untuk masuk ke kelas ibu.” Miss Reta: “Iya sama-sama, pembelajaran tadi mode serius ya... karena saya harus memperhatikan satu persatu siswa agar bisa mengetahui kemampuannya, karena ya yang sudah pernah saya bilang bahwa di kelas 7 ini pembelajarannya dari nol karena kata-kata yang disekitar aja mereka belum tahu Bahasa inggrisnya.” Aenun : “iya bu bisa di pahami, untuk unsur Ethno-Pedagogoy yang saya temui dalam pembelajaran kali ini yaitu pada pembiasaan yang termasuk budaya sekolah.” Miss Reta: “Iya betul sekali pada pembiasaan membaca Al-Qur’an 30 menit sebelum pelajaran.” Aenun : “Adakah hubungan atau kaitannya dengan pembelajaran Bahasa Inggris?” Miss Reta: “Pengaruh ke pembelajarannya sendiri siswa menjadi lebih siap karena mereka sudah ada kegiatan sebelumnya kemudian mereka belajarnya Bahasa Inggris apalagi ini dikeagamaan identik dengan hal-hal yang berbau islami, Bahasa inggris sendiri merupakan Bahasa yang umum yang global yang jauh dari hal-hal islami, karena ini basiknya agama jadi mereka tetap ada jalur belajar keagamaannya.”</p>
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	<p>Aenun : “Apakah ini dilakukan setiap hari.”</p> <p>Miss Reta: “Iya di terget 2 hari 3 jus.”</p> <p>Aenun : “Adakah ketentuan proporsi culture local dan culture asing yan disampaikan dalam kelas?”</p> <p>Miss Reta: “Kalau proporsi sendiri tidak ada ketentuan pastinya tapi yang pasti sebisa mungkin kita bisa memasukan culture local didalamnya sesuai dengan masyarakat sini baik culture umum masyarakat banyumas purbalingga dan culture di pondok.”</p> <p>Aenun: “Baik terima kasih atas waktu dan kesempatannya Miss.”</p> <p>Miss Reta: “Sama-sama.”</p>
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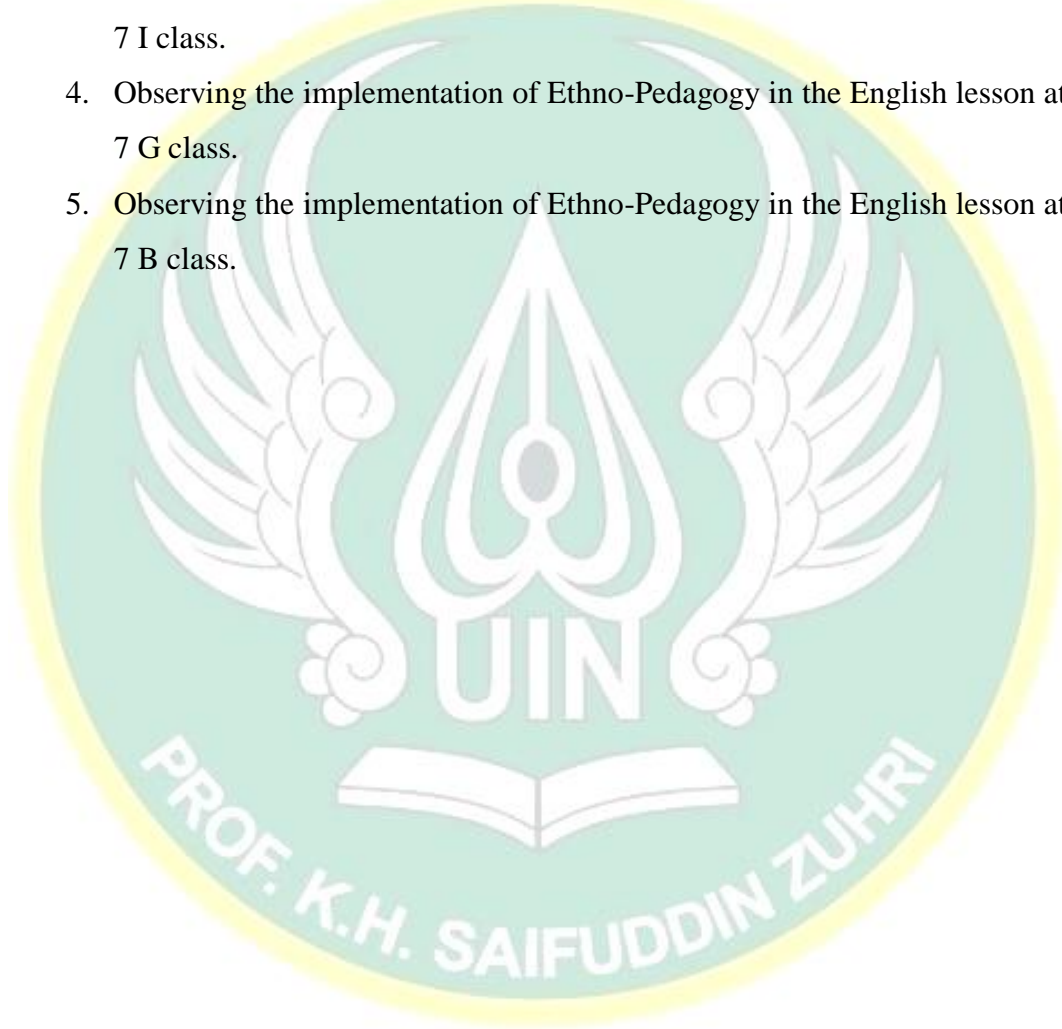
Reflection

The school culture to read Al-Qur’an before English class can be the preparation the accept the lesson well.



Observation Guidance

1. Observing the implementation of Ethno-Pedagogy in the English lesson at 7 G class.
2. Observing the implementation of Ethno-Pedagogy in the English lesson at 7 G class.
3. Observing the implementation of Ethno-Pedagogy in the English lesson at 7 I class.
4. Observing the implementation of Ethno-Pedagogy in the English lesson at 7 G class.
5. Observing the implementation of Ethno-Pedagogy in the English lesson at 7 B class.



OBSERVATION I

Table 1. Identities of teaching the English language with Ethno-pedagogy

No.	Identities	Reflection
1.	Grade: 7G	English learning was fun and enjoy used traditional game.
2.	Semester: II	
3.	Time: 2 x 30 minutes (08.00-09.00 a.m)	
4.	Subject: <i>Bahasa Inggris</i>	
5.	Material: Chapter 6 (We love what we do): Daily activities and profession.	
6.	Skill: Speaking	
7.	Date: 22 ^{ed} of February 2022	
8.	Total of students: 36	
9.	The focus of Ethno- pedagogy in the materials: Traditional game (Ancak-Ancak Alis)	

Table 2. Models of local wisdom learning

No.	Model	Included		Explanation	Reflection
		Yes	No		
1.	Complementation Model				Rarely, the children played the traditional game because the development of technology bring the world in the handphone
2.	Integrative Model	√		This activity observed in the class activity that the English teaching was combined with traditional game (Ancak-Ancak Alis)	

3.	Discreet Mode				but by this way, students can feel enjoy the learning activity with their body movement.
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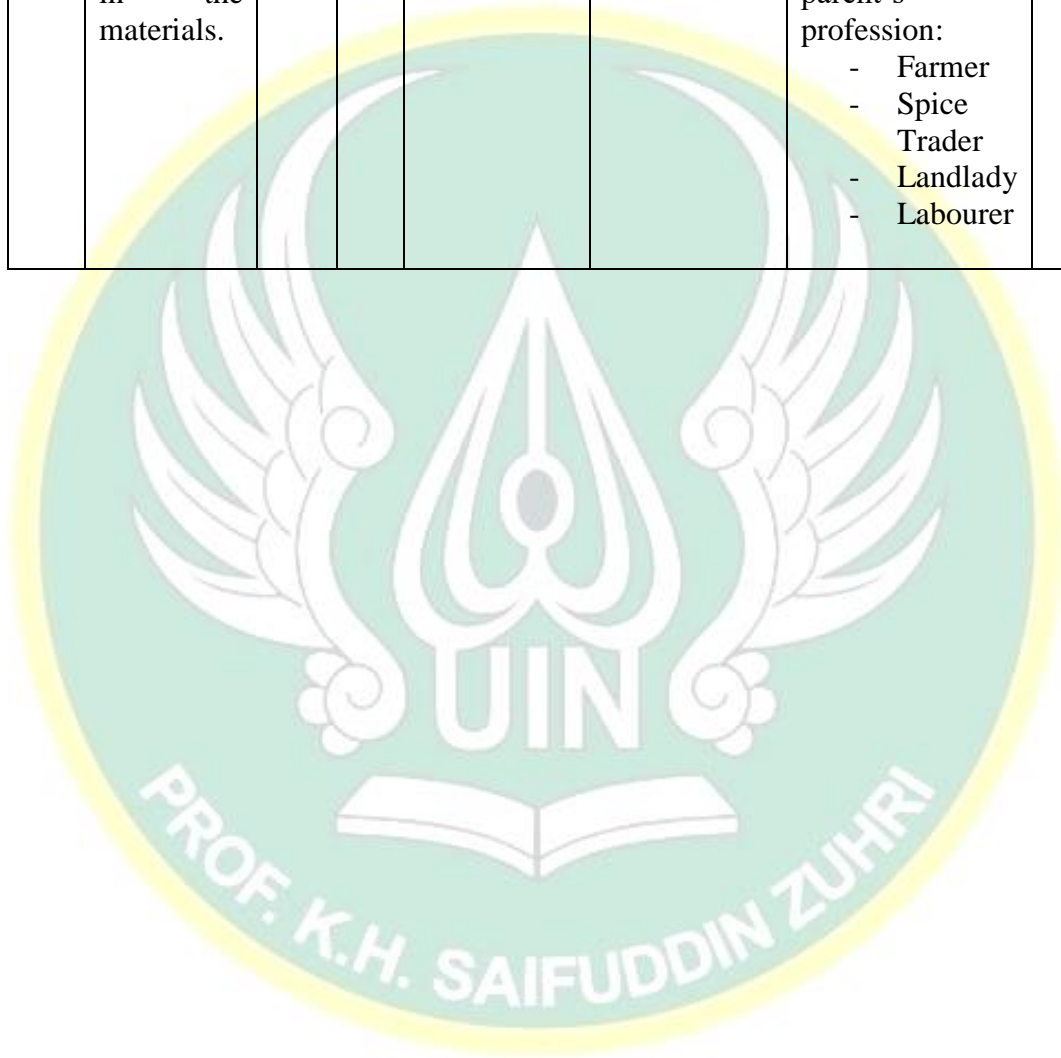
Table 3. Sources of Ethno- Pedagogy in the English Language Teaching

No.	Sources	Included		Explanation	Reflection
		Yes	No		
1.	Nature				The materials related with their daily activity so that they can understand easily.
2.	Lifestyle	√		The activities explain the daily activity as <i>santri</i> that include in the text of simple conversation and discuss the profession of their parents around of their hometown.	
3.	Folklore				
4.	Native Language				

Table 4. The Ways to Incorporate the Local Wisdom in the English Language Teaching

No.	Statement	Included		Materials	Value	Explanation	Reflection
		Yes	No				
1.	Having time to discuss the values of local wisdom.			Part of speech. We love what we do (Profession)	Cooperation, enthusiasm, togetherness.	Class activity was combined by traditional game (Ancak-ancak alis) to guess part of	The class activity by traditional game made the condition more conducive and all of students can enjoy.
2.	Doing the classroom activities.	√					

					speech (V, Adj., P, N, Adv)
3.	The Important of local wisdom in the future.				
4.	Combining in the materials.	√			List of their parent's profession: <ul style="list-style-type: none"> - Farmer - Spice Trader - Landlady - Labourer



OBSERVATION II

Table 1.
Identities of teaching the English language with Ethno-pedagogy

No.	Identities	Reflection
1.	Grade: 7 G	The effort to make religious students was implemented by school programs as students habitual such as prayer and read Al-Qur'an.
2.	Semester: II	
3.	Time: 2 X 30 Minutes (08.00-09.00 a. m)	
4.	Subject: Bahasa Inggris	
5.	Material: We love what we do (Descriptive things)	
6.	Skill: Writing	
7.	Date: 9 th of April 2022	
8.	Total of students: 32	
9.	The focus of Ethno- pedagogy in the materials: Routine activity of school culture.	

Table 2. Models of local wisdom learning

No.	Model	Included		Explanation	Reflection
		Yes	No		
1.	Complementation Model				This activity give the influence to student's spiritual to be ready in the English class.
2.	Integrative Model	√		In the session, the observation took in the first schedule, the ethno-pedagogy integrated in the school culture which recite Al-Qur'an before English class was started.	

3.	Discreet Model			
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Table 3. Sources of Ethno- Pedagogy in the English Language Teaching

No.	Sources	Included		Explanation	Reflection
		Yes	No		
1.	Nature	√		The description discussed the things around of them.	The things that used in the learning activity needs the real things as learning media.
2.	Lifestyle	√		It described the function of things that used in their activity.	
3.	Folklore				
4.	Native Language				

Table 4. The Ways to Incorporate the Local Wisdom in the English Language Teaching

No.	Statement	Included		Materials	Value	Explanation	Reflection
		Yes	No				
1.	Having time to discuss the values of local wisdom.			We love what we do (Descriptive things)	Religious character		It has different activity with other school, so that this activity can make the students have the spiritual character well.
2.	Doing the classroom activities.	√				The Ethno-Pedagogy can look at the activity in the morning to read the Al-Qur'an for 30 minutes before learning activity.	

3.	The Important of local wisdom in the future.					
4.	Combining in the materials.					



OBSERVATION III

Table 1.
Identities of teaching the English language with Ethno-pedagogy

No.	Identities	Reflection
1.	Grade: 7 I	The materials related with the Ethno-Pedagogy in the English teaching, so that teacher can explain the materials well with the local culture around of them.
2.	Semester: II	
3.	Time: 2 x 30 Minutes (08.00-09.00 a. m)	
4.	Subject: Bahasa Inggris	
5.	Material: I'm proud of Indonesia	
6.	Skill: Speaking	
7.	Date: Monday, 18 th of April 2022	
8.	Total of students: 31	
9.	The focus of Ethno- pedagogy in the materials: In the Materials	

Table 2. Models of local wisdom learning

No.	Model	Included		Explanation	Reflection
		Yes	No		
1.	Complementation Model				The development of the materials in the class gave the students understanding of their local culture is amazing and important to preserve.
2.	Integrative Model	√		Integrated with the material.	
3.	Discreet Model				

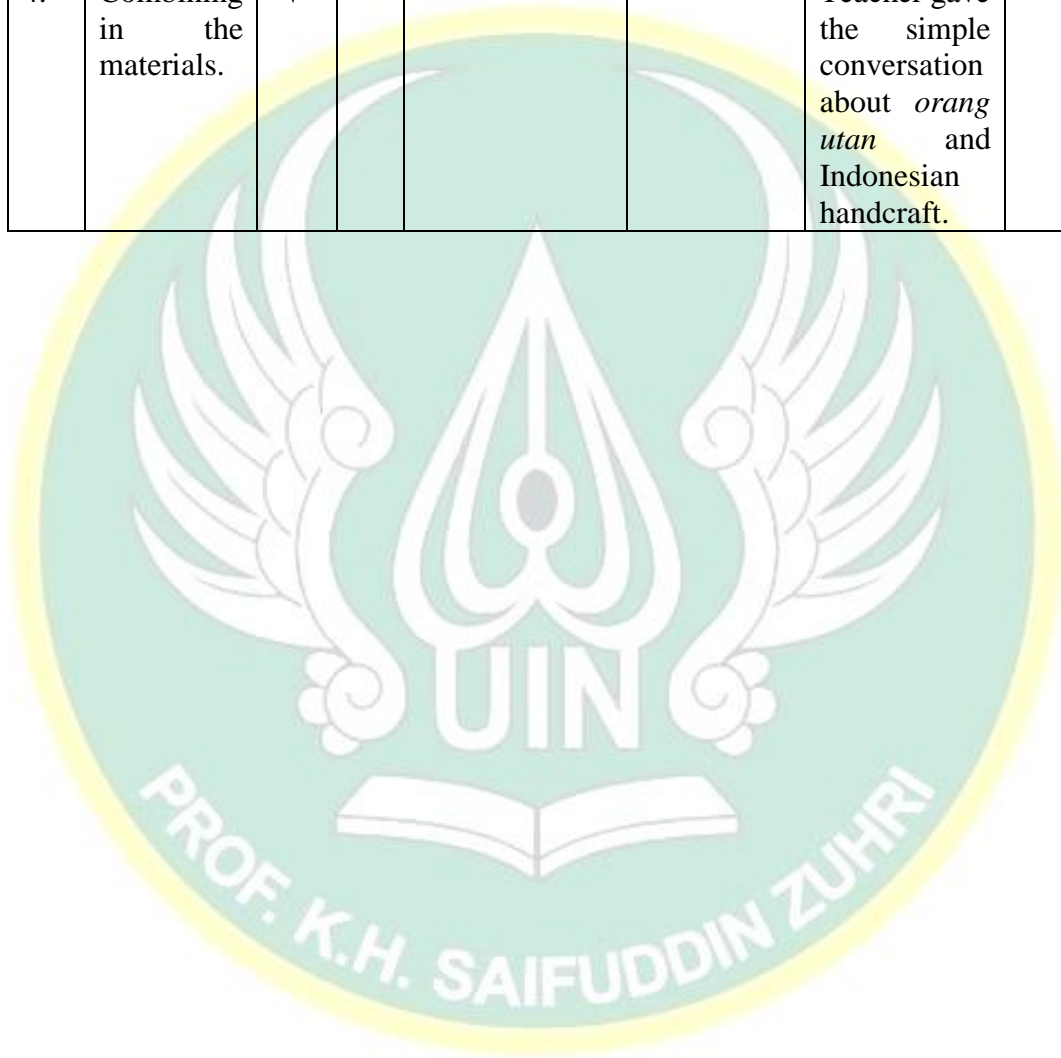
Table 3. Sources of Ethno- Pedagogy in the English Language Teaching

No.	Sources	Included		Explanation	Reflection
		Yes	No		
1.	Nature	√		These are Indonesian animal, hand craft.	In this session, the Ethno-Pedagogy took many sources as the implementation that related with the focus of this study.
2.	Lifestyle	√		Hometown potential	
3.	Folklore	√		Myth	
4.	Native Language				

Table 4. The Ways to Incorporate the Local Wisdom in the English Language Teaching

No.	Statement	Included		Materials	Value	Explanation	Reflection
		Yes	No				
1.	Having time to discuss the values of local wisdom.	√		I'm Proud of Indonesia (Description of hometown characteristics)	Team work, appreciate, nationalism	The teacher gave questions to discuss with students. In this part teacher gave the example of their hometown characteristic in <i>Cipawon</i> that has hair factory as the icon,	Most the activity in the class included the elements of Ethno-Pedagogy.
2.	Doing the classroom activities.	√				The students discussed about their hometown potential in a group and explain to other groups.	
3.	The Important of local	√				Teacher explain how English	

	wisdom in the future.				language and local wisdom can collaborate as tool to promote the potential of a region.
4.	Combining in the materials.	√			Teacher gave the simple conversation about <i>orang utan</i> and Indonesian handcraft.



OBSERVATION IV

Table 1.
Identities of teaching the English language with Ethno-pedagogy

No.	Identities	Reflection
1.	Grade: 7 G	This part observed the English class activity without direct instruction of teacher, but the class was worked based on the instruction in their task to describe their hometown in the groups.
2.	Semester: II	
3.	Time: 2 x 30 Minutes 09.00-10.00 a.m.	
4.	Subject: Bahasa Inggris	
5.	Material: I'm Proud of Indonesia	
6.	Skill: Writing	
7.	Date: 20 th of April 2022	
8.	Total of students: 35	
9.	The focus of Ethno- pedagogy in the materials: Related with the materials to describe their hometown.	

Table 2. Models of local wisdom learning

No.	Model	Included		Explanation	Reflection
		Yes	No		
1.	Complementation Model				Based on the observation, every group was doing well their task but some group couldn't finish. their task
2.	Integrative Model	√		The Ethno-Pedagogy was integrated in the English class that combined in the materials.	

3.	Discreet Model				because there is no teacher in the class.
----	----------------	--	--	--	---

Table 3.

Sources of Ethno- Pedagogy in the English Language Teaching

No.	Sources	Included		Explanation	Reflection
		Yes	No		
1.	Nature				In this part, teacher should to give the explanation in the other time to review about student's work.
2.	Lifestyle	√		Students write the descriptive of the activity of society around of them.	
3.	Folklore				
4.	Native Language				

Table 4. The Ways to Incorporate the Local Wisdom in the English Language Teaching

No.	Statement	Included		Materials	Value	Explanation	Reflection
		Yes	No				
1.	Having time to discuss the values of local wisdom.			I'm Proud of Indonesia (Describe their hometown)	Team work, honestly, responsible, and independence students.		The task was enough to understand by the students.
2.	Doing the classroom activities.						
3.	The Important of local wisdom in the future.						

4.	Combining in the materials.	√			Descriptive of their hometown.
----	-----------------------------	---	--	--	--------------------------------



OBSERVATION V

Table 1.
Identities of teaching the English language with Ethno-pedagogy

No.	Identities	Reflection
1.	Grade: 7 B	
2.	Semester: II	
3.	Time: 2 x 30 Minutes (10.00-11.00 a.m)	
4.	Subject: Bahasa Inggris	
5.	Material: Simple Present Tense	
6.	Skill: Speaking	
7.	Date: 20 th of April 2022	
8.	The focus of Ethno- pedagogy in the materials: Their activity based on their activities.	

Table 2. Models of local wisdom learning

No.	Model	Included		Explanation	Reflection
		Yes	No		
1.	Complementation Model				The Ethno-Pedagogy can't applied well.
2.	Integrative Model				

3.	Discreet Model			
----	----------------	--	--	--

Table 3. Sources of Ethno- Pedagogy in the English Language Teaching

No.	Sources	Included		Explanation	Reflection
		Yes	No		
1.	Nature				
2.	Lifestyle				
3.	Folklore				
4.	Native Language				

Table 4. The Ways to Incorporate the Local Wisdom in the English Language Teaching

No.	Statement	Included		Materials	Value	Explanation	Reflection
		Yes	No				
1.	Having time to discuss the values of local wisdom.			Simple Present Tense	Spirit, Religious, Friendly.	They still discuss about the materials, although without their teacher.	In this observation was not focus in the learning activity but in their habitual in the class.
2.	Doing the classroom activities.						
3.	The Important of local wisdom in the future.						

4.	Combining in the materials.						
----	-----------------------------------	--	--	--	--	--	--



RESEARCH ACTIVITIES



Interview with Miss. Re Tali Imani, S.Pd (English Teacher)



Interview with Mrs. Inna Nurmafiyanti, S. Ag (Headmaster)



Interview with No-Mukim's students



1st Observation (7 G)



2^{ed} Observation (7 G)



3th Observation (7 I)



4th Observation (7 G)



5th Observation (7 B)

CURRICULUM VITAE

A. Personal Detail

1. Name : Aenun Mutoharoh
2. Student Number : 1817404001
3. Place, Date of Birth : Pemalang, 25th of September 1999
4. Address : Majalangu, RT 03/ RW 09, Distric of Watukumpul, Pemalang Regency.
5. Name of Father : Sodik
6. Name of Mother : Rahayuninsih

B. Educational Background

1. Formal Educaiton
 - a. SD N 02 Majalangu
 - b. SMP Negeri 1 Watukuumpul
 - c. SMA Negeri 1 Belik
2. Non Formal Edcation
 - a. Pondok Pesantren Modern eL-Fira 3 Purwokerto

C. Organization Experience

1. Javelin Community
2. HMJ TBI 2019 UIN SAIZU
3. EASA UIN SAIZU
4. Commite of PPM eL-Fira 3

Purwokerto, 27th of Mei 2022



Aenun Mutoharoh
S.N. 1817404001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

Nomor : B.e-3052/Un.19/FTIK.J.TBI/PP.00.9/12/2021 7 Desember 2021
Lampiran : -
Hal : Permohonan Ijin Observasi Pendahuluan

Kepada:
Yth. Kepala MTs Minhajut Tholabah
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Aenun Mutoharoh
2. NIM : 1817404001
3. Semester : VII (Tujuh)
4. Jurusan/prodi : Tadris Bahasa Inggris
5. Judul : The implementation of Ethno-Pedagogy in the English Teaching at MTs Minhajut Tholabah

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek : Guru dan siswa
2. Tempat/lokasi : MTs Minhajut Tholabah
3. Tanggal Observasi : 8 s.d 24 Desember 2021

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum. Wr. Wb.

A.n. Wakil Dekan Bidang Akademik
Ketua Jurusan Tadris Bahasa Inggris



Muffinah, S.S., M.Pd.
NIP. 197209232000032001

Tembusan:
Arsip.



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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

Nomor : B-e.588/Un.19/FTIK.J.TBI/PP.05.3/2/2022
Lamp. : -
Hal : **Permohonan Ijin Riset Individual**

17 Februari 2022

Kepada
Yth Kepala MTs Minhajut Tholabah
di
Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Aenun Mutoharoh
2. NIM : 1817404001
3. Semester : 8 (Delapan)
4. Jurusan/prodi : Tadris Bahasa Inggris
5. Alamat : Desa Majalangu, Rt 03 Rw 09, Kecamatan Watukumpul, Kabupaten Pemalang
6. Judul : The Implementation of Ethno-Pedagogy in the English Teaching at MTs Minhajut Tholabah.

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek : Guru dan Siswa
- Tempat/lokasi : MTs Minhajut Tholabah
2. Tanggal Riset : 19 Februari s/d 9 April /2022
3. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



An. Dekan
Wakil Dekan I

Dr. Suparjo, S.Ag., M.A.
NIP.19730717 199903 1001



YAYASAN PENDIDIKAN ISLAM MINHAJUT THOLABAH

MTs MINHAJUT THOLABAH

KEMBANGAN – BUKATEJA

NPSN : 20363454 NSS : 1212330300006

Alamat : Jl. Al Ikhlas Kembangan Bukateja Purbalingga 53382 Telp. 081391604035

E Mail : mts_mintol@yahoo.com Site : www.mts-minthol.sch.id

SURAT KETERANGAN

No. 161/2.E.MTs.MT/XII/2021

Yang bertanda tangan di bawah ini :

Nama : **Inna Nurmafiyanti, S.Ag**
NIP : 19760305 200701 2 030
Jabatan : **Kepala Kepala MTs Minhajut Tholabah Kembangan,
Bukateja, Purbalingga**

Menerangkan dengan sesungguhnya bahwa :

Nama Lengkap : **Aenun Mutoharoh**
NIM : 1817404001
Prodi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan
Instansi : UIN Purwokerto
Judul : **The implementation of Ethno-Pedagogy in the English
Teaching at MTs Minhajut Tholabah**

Telah melakukan pendahuluan di MTs Minhajut tholabah Kembangan mulai tanggal 08 sampai dengan 24 Desember 2021.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kembangan, 22 Desember 2021

Kepala Madrasah,





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

BLANGKO BIMBINGAN PROPOSAL

Nama : Aenun Mutoharoh
No. Induk : 1817404001
Fakultas/Jurusan : FTIK/ TBI
Pembimbing : Muflihah, S.S.,M.Pd
Nama Judul : The Implementation of Ethno-Pedagogy in The English Teaching at 7th Grade of Minhajut Tholabah Purbalingga

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
	7-12-2021	Bimbingan LBM - Jelaskan lebih terstruktur dari umum ke - khusus.		
	14-12-2021	Telaah Pustaka: Jelaskan perbedaan dan persamaan dengan penelitian ini.		
	16-12-2021	Metode: Jelaskan detail apa yg akan dilakukan & laporan. Daftar Pustaka: Revisi format.		

Dibuat di : Purwokerto
Pada tanggal : 20 Desember 2021
Dosen Pembimbing

Muflihah, S.S., M.Pd
NIP. 19720923 200003 2 001



IAIN.PWT/FTIK/05.02
Tanggal Terbit :
No. Revisi : 0



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www.uinszu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. B.157/U.n.17/FTIK.JTBI/PP.00.9/1/2022

Yang bertanda tangan di bawah ini, Ketua Jurusan/Prodi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul:

"The Implementation of Ethno-Pedagogy in The English Teaching At MTs Minhajut Tholabah Purbalingga"

Sebagaimana disusun oleh:

Nama : Aenun Mutoharoh
NIM : 1817404001
Semester : Delapan
Jurusan/Prodi : FTIKTadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 3 Januari 2022

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Mengetahui,
Ketua Jurusan/Prodi
Tadris Bahasa Inggris



Mulihah, S.S; M.Pd.
NIP. 9720923000032001

Purwokerto, 14 Januari 2022
Penguji

Mulihah, S.S; M.Pd.
NIP. 9720923000032001



IAIN.PWT/FTIK/05.02
Tanggal Terbit : 14 Januari 2022
No. Revisi : 0



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT KETERANGAN

No. B-1937/Un.19/WD1.FTIK/PP.05.3/5/2022

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Aenun Mutoharoh
NIM : 1817404001
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Kamis, 19 Mei 2022
Nilai : A

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 22 Mei 2022
Wakil Dekan Bidang Akademik,
Dr. Suparno, M.A.
NIP. 19570307171999031001





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UNIVERSITAS ISLAM NEGERI
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BLANGKO BIMBINGAN SKRIPSI

Nama : Aenun Mutoharoh
No. Induk : 1817404001
Fakultas/Jurusan : FTIK/ TBI
Pembimbing : Muflihah, S.S.M.Pd
Nama Judul : The implementation of Ethno-Pedagogy in the English Teaching at MTs Minhajut Tholabah

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Selasa, 22 Maret 2022	<p>BAB I</p> <p>① LBM (Ditambahkan, Manfaat / mengapa perlu ethno-pedagogy) • Dikuatkan alasannya mengapa di sekolah tsb.</p> <p>② Research Questions</p> <p>1. What is the model of Ethno-pe. in English teaching at MTs...? 2. How is the model implemented in English teaching? 3. What are the values contained in Ethno-p. in English teaching at MTs...?</p> <p>③ Cari Review of Previous study yang lebih relevant.</p> <p>BAB II</p> <p>Perbaiki susunan kalimat Aktif dan pasifnya.</p>		



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No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
2.	Selasa, 5 April 2022	BAB I ⇒ Background of problem		
3.	Senin, 25 April 2022	BAB II ⇒ Profile / identitas sekolah tulis yang penting saja, diganti dengan Program Bahasa Inggris di sekolah. • Tabel (1 spasi) • e-note & footnote		
4.	Jum'at, 13 Mei 2022	• Abstrak • Kata pengantar • Lampiran - Lampiran		
5.	Selasa, 17 Mei 2022	BAB II ⇒ Kurang analisis		
6.	Selasa, 24 Mei 2022	BAB II ⇒ Kurang dikaitkan dengan teori		
7.	Rabu, 25 Mei 2022	BAB II		
8.	Jum'at, 27 Mei 2022	ATC		

Dibuat di : Purwokerto
Pada tanggal : 27 Mei 2022.....
Dosen Pembimbing

Muflihah.S.S.M.Pd
NIP.19720923 200003 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
UPT PERPUSTAKAAN**

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Website: <http://lib.uinsaiwu.ac.id>, Email: lib@uinsaiwu.ac.id

SURAT KETERANGAN WAKAF

Nomor: B-1221/Un.19/K.Pus/PP.08.1/5/2022

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama : AENUN MUTOHAROH
NIM : 1817404001
Program : SARJANA / S1
Fakultas/Prodi : FTIK / TBI

Telah menyerahkan wakaf buku berupa uang sebesar Rp 40.000,00 (Empat Puluh Ribu Rupiah) kepada Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

Demikian surat keterangan wakaf ini dibuat untuk menjadi maklum dan dapat digunakan seperlunya.

Purwokerto, 27 Mei 2022
Kepala,

Aris Nurohman





IAIN PURWOKERTO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp. 0281-635624, 628250 | www.iainpurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/12903/07/2019

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA : AENUN MUTOHAROH
NIM : 21842700809

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut.

# Tes Tulis	:	88
# Tartil	:	85
# Imla'	:	80
# Praktek	:	78
# Nilai Tahfidz	:	80



ValidationCode



Purwokerto, 07 Jul 2019
Mudir Ma'had Al-Jami'ah,

Nasrudin, M.Ag

NIP: 197002051 99803 1 001



IAIN PURWOKERTO

وزارة الشؤون الدينية
الجامعة الإسلامية الحكومية بورنوكرتو
الوحدة لتنمية اللغة

منوان: شارع جنيدل أحمديلاني رقم: ٤٨، بورنوكرتو ٥٣١٢٦، هاتفه ٠٢٨١-٦٣٥٦٢٤ www.iaipurwokerto.ac.id

التمسوة

الرقم: ان.١٧ / UPT.Bhs / PP.٠٠٩ / ٢٠١٩/١٨٣٥

منحت الى

الاسم

: عين مطهرة

المولودة

: بييمالانج. ٢٥ سبتمبر ١٩٩٩

الذي حصل على



: فهم المسموع

: فهم العبارات والتراكيب

: فهم المقروء

: النتيجة

في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ ٤
مايو ٢٠١٩

بورنوكرتو. ٢٦ نوفمبر ٢٠١٩
رئيس الوحدة لتنمية اللغة.

الحاج أحمد سعيد. الماجستير
رقم التوظيف: ١٩٧٠٠٦١٧٢٠٠١١٢١٠٠١



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IAIN PURWOKERTO

**MINISTRY OF RELIGIOUS AFFAIRS
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO
LANGUAGE DEVELOPMENT UNIT**

Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

CERTIFICATE

Number: In.17/UPT.Bhs/PP.009/11835/2019

This is to certify that :

Name : AENUN MUTOHAROH
Date of Birth : PEMALANG, September 25th, 1999

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on April 22nd, 2019, with obtained result as follows:

1. Listening Comprehension	: 54
2. Structure and Written Expression	: 53
3. Reading Comprehension	: 53



Obtained Score : 533

The English Proficiency Test was held in IAIN Purwokerto.



ValidationCode

Purwokerto, November 26th, 2019
Head of Language Development Unit,

H. A. Sangid, B.Ed., M.A. §
NIP: 19709617 200112 1 001

SERTIFIKAT

APLIKASI KOMPUTER

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-635624 Website: www.iainpurwokerto.ac.id Purwokerto 53126



No. IN.17/UPT-TIPD/6393/II/2021

SKALA PENILAIAN

SKOR	HURUF	ANGKA
86-100	A	4.0
81-85	A-	3.6
76-80	B+	3.3
71-75	B	3.0
65-70	B-	2.6

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	98 / A
Microsoft Excel	80 / B+
Microsoft Power Point	79 / B+



Diberikan Kepada:

AENUN MUTOHAROH
NIM: 1817404001

Tempat / Tgl. Lahir: Pemalang, 25 September 1999

Sebagai tanda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto **Program Microsoft Office®** yang telah diselenggarakan oleh UPT TIPD IAIN Purwokerto.



Purwokerto, 19 Januari 2021
Kepala UPT TIPD

Dr. H. Fajar Hardoyono, S.Si, M.Sc
NIP. 19801215 200501 1 003



**KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2022

Diberikan Kepada :

AENUN MUTOHAROH
1817404001

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan
Praktik Pengalaman Lapangan (PPL) II Semester Genap Tahun Akademik 2021/2022
pada tanggal 24 Januari sampai dengan 5 Maret 2022

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Dr. H. Suwito, M.Ag.
NIP. 19710424 199903 1 002

Purwokerto, 21 Maret 2022
Laboratorium FTIK
Kepala,

Dr. Nurfuadi, M.Pd.I.
NIP. 19711021 200604 1 002

