THE PROBLEMS OF TEACHING ENGLISH
IN NEW NORMAL ERA
(A Case Study at SMK Ma'arif NU 1 Ajibarang)

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teaching Training of

State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto

as a Partial Fulfillment of the Requirements for *Sarjana Pendidikan* (S.Pd.)

Degree

by

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2022

STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

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Declare that all statements, opinions and analyses that I have written in this thesis are my original work. I optimally conducted my own research with the help of references and suggestions. If any claim related to the analyses that I made persist in the future, I would be fully responsible for the clarification.
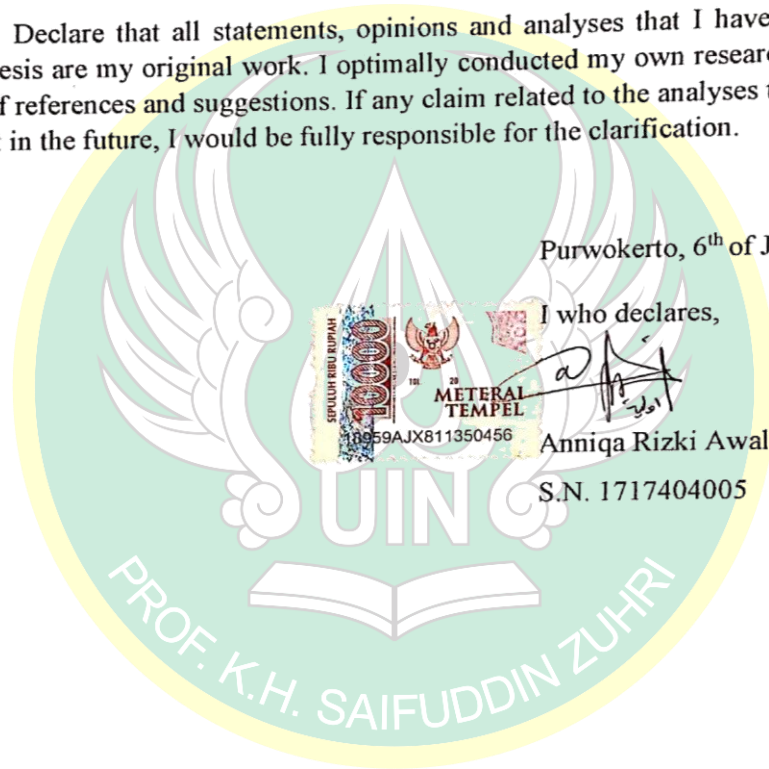
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(A Case Study at SMK Ma'arif NU 1 Ajibarang)

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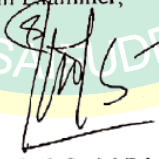
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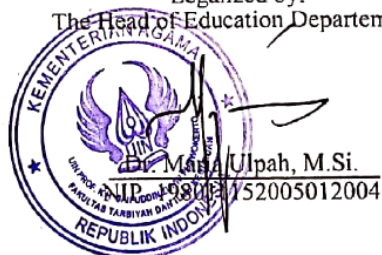NIP.196103051992031003

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To the Honorable,

Dean of Faculty of Tarbiya and Teacher Training

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In Purwokerto

Assalamu'alaikum Warrahmatullahi Wabarakatuh

Having guided, analyzed, directed, and corrected the thesis by Anniqa Rizki Awalina, Student Number 1717404005, entitled:

THE PROBLEMS OF TEACHING ENGLISH IN NEW NORMAL ERA

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I recommended the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri, and examined in order to get Undergraduate Degree in English Education (S.Pd)

Wassalamu'alaikum Warrahmatullahi Wabarakatuh

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MOTTO

" Dream, believe and make it happen because anyone can be anything"

DEDICATION

I dedicate this thesis to:

Myself, I'm extremely proud of you for achieving your goal one by one.

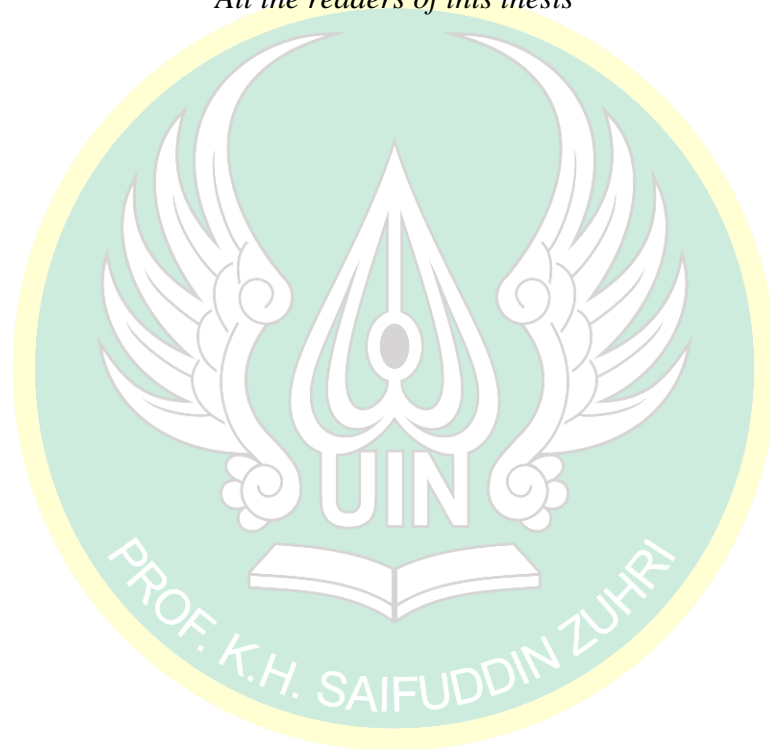*My dearest parents (Untung Subagyo & Eva Zaki Khumaira)*

My beloved grandma (Sunirah)

My sisters (Aldila Azzahra R.S & Nasywa Qurrotul 'Aini R.S)

My almamater, UIN Prof. K.H. Saifuddin Zuhrin Purwokerto

My beloved friends

All the readers of this thesis

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This thesis is presented as partial fulfillment of the requirement for achieving the undergraduate degree of education in the Faculty of Tarbiya and Teacher Training of Prof. K.H. Saifudding Zuhri State Islamic University Purwokerto. This graduation paper will not be completed without the support, guidance, advice, helps and encouragement from individuals and institutions. The researcher would like to express deepest gratitude appreciate to:

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6. All official staffs of Prof. K.H. Saifuddin Zuhri State Islamic University.

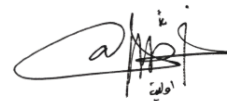7. Mr. Zaenudin, S. Pd., M.Si., as the Headmaster of SMK Ma'arif NU 1

Ajibarang who has allowed me to do research at this school.

8. Mrs. Safienti Rizki Ahadiyah, S. Pd., as an English Teacher at SMK Ma'arif NU 1 Ajibarang who has been willing to be resource person and assist me in completing all my needs in obtaining data.

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12. All of my beloved friends of TBI 2017 who have shared memories for three years on offline and a year for online courses.

There is no more appropriate sentence with the deepest thanks for all help and supports and suggestions. May Allah SWT accept all good deeds and replay you with the kindness, the researcher also realizes that this research is far from perfect but hopefully this thesis will be beneficial for the researcher and all the readers.

<div align="right">

Purwokerto, 6ᵗʰ of June 2022

The researcher

Anniqa Rizki Awalina

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THE PROBLEMS OF TEACHING ENGLISH IN NEW NORMAL ERA
(A CASE STUDY AT SMK MA'ARIF NU 1 AJIBARANG)

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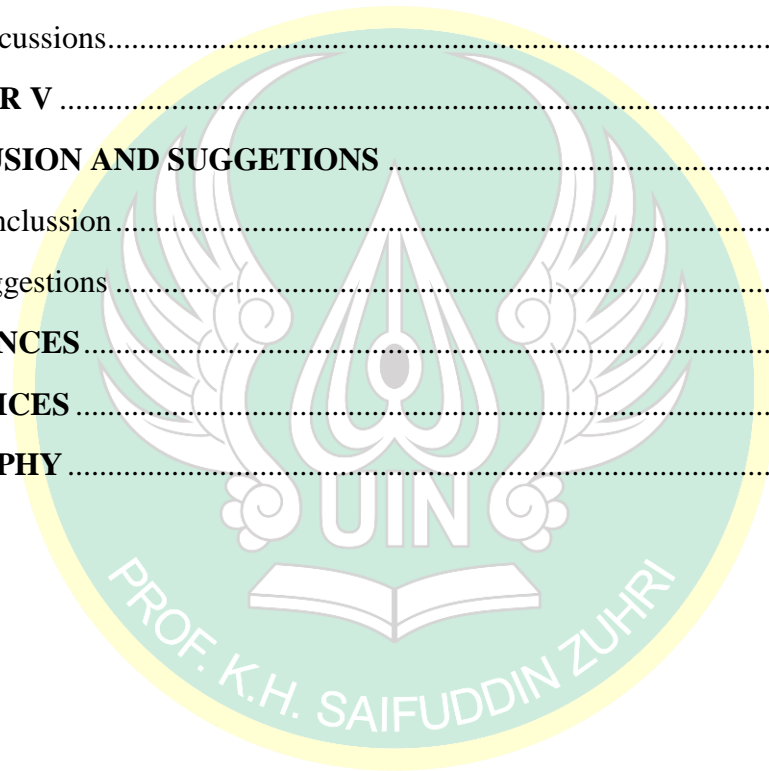**State University of Prof. K.H. Saifuddin Zuhri**

ABSTRACT

Teaching is an activity to convey information to provide understanding to students. This study was conducted to find out and describes the problem faced by the teacher during the new normal era and its solutions. The background of this study were a lack of students' motivation, adaptation, overcrowded classes, insufficient time allocation, difficulties of teachers in delivering material, and curriculum. The research object of this study was "The Problems of Teaching English in New Normal Era at SMK Ma'arif NU 1 Ajibarang". Meanwhile, the subject was an English teacher at SMK Ma'arif NU 1 Ajibarang. This study was applied in a qualitative descriptive study. Observation, interview, and documentation were conducted to collect the data. To analyze the data, data reduction, data display, and conclusion were applied. The findings of this research revealed that the problems of teaching English in the new normal era were the same as the background study. Furthermore, the teacher has three solutions for dealing with the problems such as: reforming students' attitudes, creating interesting learning materials, then give them more attention and motivation.

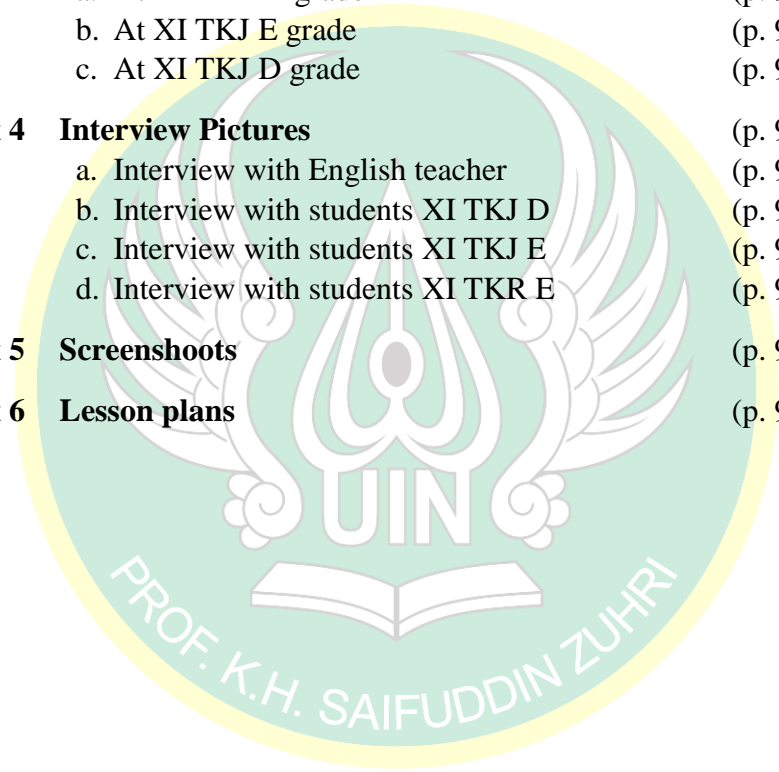*Keywords: Teacher's problems, Teaching English, New Normal.*

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CHAPTER I

INTRODUCTION

A. Background of Study

The COVID-19 outbreak has spread rapidly all over the world, giving effect on human life, including the education system. In the COVID-19 epidemic, the education system in Indonesia has been changing. The Minister of Education has instructed to apply online classroom in facing this COVID-19 outbreak. Teachers were to apply online classes in conducting the teaching and learning process. The students are forbidden to come to school to join the class activities, but they had to study at home. The students had to open the internet to study and learn the materials and assignments given by their teacher. To solve the problems, the school stakeholder have to create a new management system and supporting the school system. They have to create a new regulation related to the application of school from home and work from home system[1].

The main problem of education in Indonesia is the low students learning outcomes in school. While the development of science and technology (IPTEK) now makes mastery of knowledge English necessary to be understood and mastered well by students. The ability to use English as a language of communication in the context of spoken and written, having English language skill greatly assist students in developing themselves intellectually, socially, and emotionally[2].

Language is an important thing in our life, because everyone needs language as a part of communication or communication activity

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[1] Lestiyanawati, Rochyani & Widyantoro, Arif, *Strategies and Problems faced by Indonesia Teachers in Conducting E-Learning System During COVID-19 Outbreak,* CLLiENT*, Vol.2, No.1, Mei 2020

[2] Nima Shakouri, *Journal of Education and Human Development*, June 2014, Vol. 3, No. 2, pp. 671-680 ISSN: 2334-296X (Print), 2334-2978 (Online).

with other people. It's difficult to do all activities without language. Every person used language as a tool of communication with each other to express the personal reaction to situation to stimulate a response someone else and think something out. It means that language is a tool of communication to express what we thought. Language also makes us for giving and receiving some information[3].

As we know that The Covid-19 Pandemic has occured in Indonesia since March 2020 to date, it has a fairly high impact on the sectors of community life such as economy, health, socio cultural, public welfare, and education. In the education sector, Teaching and learning activities from elementary school to university level were orginally carried out face to face at school. Then changing to distance learning for the ongoing process of teaching and learning activities so that does not stop. In addition, the minister of education also distribute internet quota to each students as an effort to facilitate the distance learning process. English is one of subject which has to be learned by Indonesia students especially at SMK Ma'arif NU 01 Ajibarang because it is an international language, it must be studied by indonesia students starting from junior high school.

Social distancing and physical distancing policies have been implemented in many countries for some time in the face of COVID-19 pandemic. The COVID-19 pandemic is now beginning to spread to the world of education. The Ministry of Education and Culture (MOEC) is currently based on official information, ready with all scenarios, including encouraging online learning for students (Abidah et all., 2020). The new policy that has been adopted by many countries is "New Normal". New normal is a scenario to accelerate the handling of COVID-19 in health and socio-economic aspects. One of them is the Goverment of Indonesia has announced plans to implement new normal scenarios by considering

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[3] Baiq Rahmawati Yendra, *An analysis of Students Problems in Mastering Speaking Skill Faced by The First Semester of The Twelfth Grade at SMAN 3 Kotabumi Lampung Utara, 2017/2018,* Thesis.

epidemiological studies and regional readiness. With the implementation of new normal, education will be run again according to the health protocol. New normal policies in education must also be in line with instructions issued by UNICEF. The United Nations Children's Fund (UNICEF) has issued guideliness for countries that want to reopen teaching and learning activities in schools. The guide consist of three stages, namely before opening, entering the opening process, and when opening has been carried out[4]. Therefore, The reason of conducting this research is because the researcher are interested and want to describe the problems of teaching english in new normal era that occur in the education sector as aresult of the face COVID-19 pandemic are evenly distributed, but different in the place and region.

SMK Ma'arif NU 1 Ajibarang was located in Raya Ajibarang Street Km.1 Ajibarang, Banyumas District, Central Java. This is one of favorite Senior High School in Ajibarang because this school has several expertise programme which students are interested. This research was taken setting at the problems of teaching english in new normal era (study case) at SMK Ma'arif NU 1 Ajibarang, The researcher conducted this place for the reason, because no one of the researcher did the observation in this situation before. It happens because pandemic covid-19.

Based on the researcher's experiences during interview with one of the english teacher at SMK Ma'arif NU 01 Ajibarang (Mrs. Safienti Rizki Ahadiyah, S.Pd) the researcher found several problems and difficulties that occurred especially in teaching English in the new normal era such as lack of students' motivation, adaptation, over-crowded class, time management, difficulty in conveying material and curriculum. This may be found in the normal era, but what makes the difference is the difficulty felt not only by teachers as educators but also by students. The difference in the atmosphere of conventional and online classes also has

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[4] Pharani, B K & Cheng, T-H, *"New Normal" in Learning and Teaching,* Studies in Learning and Teaching, SiLeT, Vol.1, No.2, August 2020:63-65

significant differences. Hence, there is a need for re-adaptation to the conditions of teaching and learning activities. In the normal era, the teacher explains or delivers the material in face-to-face conditions, which helps to have interaction between the teacher and students easily. Meanwhile, in the new era of normal, they have to do an online class which limits their interaction, so the teacher can not deliver the material clearly. Furthermore, the differences also can be seen in learning time allocation. In the normal era, the time allocation of learning English usually takes longer rather than in the new normal era. Meanwhile, in learning English, students take a long time to understand a learning material, they can not understand it instantly in a limited time instead. Thus, the teacher has to do extra in explaining and make them understand clearly.

Therefore, the researcher interested to find out the problems of Teaching English in New Normal Era and how the teacher solving the problems at SMK Ma'arif NU 01 Ajibarang.

B. Operational Definitions

To avoid misunderstanding in reading this study, there are four key terms that the researcher should give for the readers :

A. Problems of Teaching English

According to Brown, teaching is showing or helping people to do something, giving instruction, guiding them to know something, providing knowledge, and helping them to understand[5]. The problem of teaching English is defined as a situation or condition of teaching wherein a teacher is required to accomplish a goal but the resolution is not clear enough. There are a few theoritical problems when teaching English to different students from other languages. He tried to gap the bridge between practical of teachers and the theoritical issue that have

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[5] Brown, Principles of Language Learning and Teaching, USA: San Fransisco State University, 2000, p. 7

to be the idea of practice (According to Wardhaugh, 1969). He believed every good classroom practice is based totally on a properly informed principle. Most classes are teacher-dominated, the teacher are sage on level and everything flows from the teacher. In different phrases, he stated that this course have to be changed due to the fact students should learned their tasks and teacher can help them[6].

B. English as Foreign Language

English as a Foreign Language is a term used to explain the study of English by non-native speakers in countries where English is not the first language. Teaching English as a foreign language is provided in some methods; conventional and modern methods. Teaching language in a conventional method is usually found in schools, meanwhile, the modern method has not absolutely isolated from online practice. Based on the need of studying English as a foreign language, there are already plenty of programs; internet site, online lesson opportunities, as well as online assessment or the alternatives of distance, blended or remote placing schooling. Distance education carried out in two major dirrections; the individual flexible teaching model with more self-paced, asynchronous content with a minimum level of communication and the extended classroom model done through video-conferencing and interactive technologies (Rakkedal & Dye, 2007). Today, English teaching is accomplished with the help of both models, and related research approximately their performance on language capabilities development and technological assisting tools, is avaible (Bahari, 2020; Howlett, 2019; Lee, 2018; Wang et al, 2009; Watkins, 2019)[7].

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[6]Derakhsan, Ali, *The Difficulties of Teaching English Language: The Relationship between Research and Teaching,* International Journal of Linguistics, ISSN 1948-5452, 2015, Vol.7, No.1.

[7]Malik, Aradhna, *"English as Foreign Language International Journal",* Academics Education International Journal, ISSN: 1738-1460, Vol.25, Issue 6, November 2021.

C. New Normal

Based on the American Dictionary, the term "new normal" is defined as a previously unfamiliar or atypical situation that has become standard, usual, or expected. At this moment, the term becomes 'normal' in the educational system is the self-learning modules. The things that were found; printed or digital materials, online classes, alternative delivery methods, radio-based, and television-based instructions. They are the new trends and "musts" to continue learning during this pandemic time[8].

In the new normal, the situation gives a completely unique challenge to every educational leader's choice-making process. For this reason, to maintain the delivery of quality of instruction to every school. According to Karalis (2020), what is well worth studying after returning to normality, are the results which have arisen for the day after. That is, what adjustments need to be made, the extent of the state and to define the basic dimensions of education and learning in formal education systems and organization amid educational disruptions[9].

D. Face-to-Face Learning in New Normal (PTM)

According to Sudjana, learning is a process carried out by means of providing education and training students to gaining knowledge outcomes. Changes as a result of the learning process can be proposed in various forms, such as changes in knowledge, understanding,

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[8]Junnabeller Mae, What is Learning in New Normal Education?, https://newsbeastph.com/2020/10/what-is-learning-in-new-normal-education/

[9]Tria, Jose Z, *The COVID-19 Pandemic through the Lens of Education in the Philippines: The New Normal,* International Journal of Pedagogical Development and Lifelong Learning, 2020, 1(1), ep2001, ISSN 2732-4699 (Online).

attitudes and behavior, skills, abilities and abilities, reaction power, acceptance power and other aspects that exist in individuals[10].

Face-to-face learning is an instructional method where the course content and learning material are taught in person to a group of students. This allows for direct interaction between a learner and an instructor. It is essentially a teacher-centred method of education and is used widely among cultures. The face-to-face learning (PTM) policy in education units as stated in the Decree of the Four Ministers concerning suggestions for the Implementation of Learning in the Covid-19 Pandemic Period is done through 2 (two) levels, specifically the transition period and the new habit period. The PTM inside the transition period will last for 2 (two) months from the begin of the PTM in the Education unit, after the transition period is entire, the PTM enters a new habit[11].

C. Research Questions

1. What are the problems of teaching English in new normal era at SMK Ma'arif NU 1 Ajibarang?

2. How did the teacher solve the problems of teaching English in new normal era at SMK Ma'arif NU 1 Ajibarang?

D. Objectives and Significances of The Research

1. The objectives of this research are to:

a. To know the problems of teaching English in new normal era at SMK Ma'arif NU 1 Ajibarang.

b. To know how the teacher overcome the problems of teaching English in new normal era at SMK Ma'arif NU 1 Ajibarang.

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[10] Sudjana, *Dasar-Dasar Proses Belajar Mengajar*, Bandung: PT. Sinar Baru Algesindo, 2000.

[11] Sutanto, Purwadi et all., *Pembelajaran Tatap Muka (PTM) pada Masa Pandemi Covid-19 di SMA,* Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi, Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar, Dan Pendidikan Menengah, Direktorat Sekolah Menengah Atas, Tahun 2021.

2. **The Significances of The Study will be useful for:**

   a. For the English Teacher, the result of this research is expected to provide new benefits in learning activity especially new normal era, it is also expected to motivate the teacher to be more understand and know what are the problems of teaching english in new normal era as the result of post the Covid-19 Pandemic.

   b. For the researcher, the result of this research can develop her experience related to her knowledge in research, it can be additional information on the problems of teaching english in new normal era as the result of face the covid-19 pandemic.

   c. For the students, the result of this reasearch is expected to give them new experience in study English in new normal era, hopes they can recieve the lesson from the teacher well.

E. Structure of the Research

To do systematic research, that is necessary to classify the structure of this research. This research is divided into five chapters; they will explain as follows:

Chapter I presents an introduction. It consists of a background of the study, operational definitions, research questions, objectives and significances of the research, research methods, and research structure.

Chapter II explains literature reviews which are divided into some sub-sections and reviews of relevant studies.

Chapter III consists of a research method that deals with the research design, time and place of the research, object of the research, subject of the research, research instrument, techniques for collecting data, and analyzing data.

Chapter IV presents the research results, which discusses the problems of teaching English in the new normal.

Chapter V presents the conclusion and suggestion of the research. In this chapter, the researcher concludes and gives suggestions related to the research.

CHAPTER II

TEACHING ENGLISH AND NEW NORMAL

A. Problems of Teaching English

1. Definition of Teaching

    Teaching is a process, particularly the system of regulating and organizing an environment arround students so that it can grow and inspire students to perform the learning process. Sanjaya (2007) defines teaching as a technique which offer facts or information to students. In some other experience, teaching is the process. Maswan and Muslimin (2011), argued that teaching is giving students instructions through schooling and guidance so that they acquire a range of experience[12].

    Teaching is a way for a teacher to help someone who wants to learn to do something, provide knowledge, guide, and providing something, to help students know or understand (According to Andrew Polland and Jill Bourne, in Lilis Hidayatul Ummah, 2010). Teaching is guiding students learning activity and organizing environment to support the learning According to Hamalik, (1992:8). Teaching is transferring information or knowledge from teacher, lecture, instructor, or tutor to the students or learner (According to Sudiman, 2007:2). Styles of teaching technique are; talkactive, question and answer, demonstration, expository. Talkactive is approach that usually utilized by the teacher in anywhere. In this approach, the teacher acts as the center of teaching learning process (According to Jihad, 2008:24).

2. Problems of Teaching English

    Teaching problem relate to internal and external condition. Internal situation includes teacher, material, interaction pattern, media

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[12] Rahmi, *EFL Students-Teachers Difficulties during Teaching Practicum,* Thesis, 2020.

and technology, learning situation, and system. Then, the external situation includes environment where teaching and learning procedure occur (According to Depdiknas, 2005).

The teacher challenge explored within the gift examine cover the conditions faced by teacher that require great physical and mental efforts in implementing complete online learning. Meanwhile, *suggestion* means plan, action, or concept that is suggested or the act of suggesting it. Therefore, teachers pointers inside the present examine confer with ideas, actions, or plans shared by using teachers support to aid the online learning implementation[13].

The challenge to successfully transfer what is taught inside the face-to-face classroom to online continue to be a problem. Anderson, Imdieke, and Standerford, 2011 stated that they saw one of the most important challenges because the "disconnect among the manner teacher had been taught to teach", and how the course content must be delivered in an effective online classroom[14].

Challenge is the situation of being confronted with something that needs great mental or physical attempt in an effort to be executed succesfully and therefore exams a someone ability (According to Cambridge Dictionary, 2021).

Teaching English is not usually running well. The teachers of English have some main challenges in teaching English in the classroom. Accrording to Lynch (2008), there are three maximum challenges in teaching and learning English in the classroom, as follows:

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[13] Nartiningrum, Novrika & Nugroho Arif, *English Teacher Perspectives on challenges, suggestions, and materials of online teaching amidts the global pandemic,* IJEE (Indonesian Journal of English Education), 8 (1), 2021.

[14] Lestiyanawati, Rochyani & Widyantoro, Arif, *Strategies and Problems faced by Indonesia Teachers in Conducting E-Learning System During COVID-19 Outbreak,* CLLiENT, Vol.2, No.1, Mei 2020.

a) Lack of motivation

Motivation is defined as "the conscious or unconscious stimulus for movement towards a desired intention, elements as resulting from psychological or social elements; the factors giving functions or directions to human or animal behavior. Now additionally extra generally: it manner the purpose a person has for performing in particular manner, a motive" (Oxford English Dictionary Online).

Motivation is each internal and external can also be significant as it too allows one examine the identification of one self and advise that motivation has a dirrect impact at the fullfillment of learners. Pressure that motivation is the vital issue which could explain why learners disregard or gain studying english (According to Choosri and Intharaksa).

Learners may not have inspired and interested by studying English. They have even worry of failure in tests, classroom interplay, and so they cannot get worried easily in classroom interplay and learn the language without difficulty. They must be motivated by teachers and scope to learn English in classroom interaction.

b) Insufficient time allocation, resource, and materials

Educational literatures which might be taught in schools are not updated, especially old and boring. Even images of books are not appealing for students. Some expert complain approximately the quantity of time devoted to the course and accepts as true with that during many cases teachers cannot educate all subject on this constrained time, because the students learning motivation is low[15].

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[15] Susiyanti, Desri, *Teacher difficulties in teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar,* A Thesis, 2019.

English is a foreign language and consequently it cannot be learnt and taught as without difficulty as mother tongue or first language. And when it is learn or taught as second language, it calls long time and concurrently good enough resources and materials to create English classroom climate which facilitate teaching-learning process.

c) Over-crowded classes

The range of students in a classroom can variety from one, for people who teach individual private students, to fifteen or twenty students in a typical classroom up to multitudes of thirty-five or forty or even fifty or more students packed into a language mastering situation. The large classes create several problems such discomfort in the class, less attention, evaluation, difficulty in managing class, maintaining learning effectiveness, etc. (as cited in Fajaryani, Masbirorotni, Nuraini, Nafrial & Nopianti, 2018, p.66). Those are three main challenges, as mentioned above are necessarily needed to be conquer to enhance first-class of English Language Teaching[16].

d) Curriculum

Curriculum change guideliness have passed off in Indonesia several times in the past, specially while the covid-19 pandemic struck. The impact of the corona virus disease 2019 pandemic is now beginning to go into the field of education. It is hoped that all educational institutions will withdraw from

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[16] Lestari, Meggi, *English Teachers' Challenges in Teaching English: A Case Study at SMA Karya Ibu Palembang,* English Education: Journal Tadris Bahasa Inggris, pISSN 2086-6003, eISSN 2580-1449, Vol. 14 (1), 2021, 62-89.

everyday operations, which will assist to minimize th spread of Covid-19[17].

When wee look at the school curriculum, we will say that the materials are too much. The curriculum requires students to master the four language skills and language additives consisting of the grammar and vocabulary. But when we see the variety of students in every class, we can say that is too large. It is pratically impossible for the teacher and the students to master the materials. English teaching have to be carried out in small classes so that every students can get the chance to practice using the language in the real communication. In other words, language learning needs a lot of practice. Without suffivient practice, it is impossible for the students with aview to use the language fluently. In reality, the students can not use English well[18].

3. Concept of Teaching

"Teaching is intimate contant between a extra mature personality and a less mature one that which designed to further the education of the latter" Morrison (1934), Dewey (1934) expressed this concept of teaching with the aid of an equation. "Teaching is learning as promoting is to buying".

Robertson (1987) indicated that "Teaching is a commonplace term which denotes moves undertaken with the goal of bringing approximately learning in another".

The International Encyclopedia of Teaching and Teacher Education have classfied the concept of teaching into three categories:

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[17] Sakkir Geminastiti *et all, The Challenges Faced by Teachers in Teaching English in The Current Curriculum Change,* Seminar Hasil Penelitian, ISBN: 978-623-387-014-6, 2021.

[18] Gultom, Effendy, *English Language Teaching Problems in Indonesia,* Proceeding: 7th Internantional Seminar on Regional Education, November 5-7, 2015, Vol.3.

1) Teaching as success signifies that studying is implicated in teaching. Teaching entails learning and may be defined as an pastime which necessarily influence mastering.

2) Teaching as an intentional activity manner that teaching might not logically mean learning, however it could be anticipated with the intention to bring result in learning.

3) Teaching as normative behaviour denotes movement undertaken with the intention of bringing approximately learning every different. It designates a family of activities: education and educating are primary members and indoctrination[19].

4. Teaching Strategies

The main goal of language teaching and learning is to develop the speakers four skills with a good command of grammar, but this is not the ultimate goal. The final objective is to empower speakers to be able to use language communicatively (Shakiebaei & Keivan, 2014). For improving these skills, teachers choose the best strategies in the classroom. Stern (as cited in Ghanbarzehi, 2014, 2014, p.386) tried to distinguish good language learners from those of unsuccessful learners, she supposed that the good language learners may have different strategies and abilities. She classified strategies of good language learners as: a) planning strategy, b) active strategy, c) emphatic strategy, d) formal strategy, e) experiential strategy, f) semantic strategy, g) practice strategy, h) communication strategy, i) monitoring strategy, and j) internalization strategy.

Stern mentioned five categories: 1) control and making plans strategies, 2) managing techniques that they relate to the learners intention their own learning, 3) cognitive strategies such as the stairs or operations used in mastering or problem solving which need direct

[19] Rajagopalan, Isola, *Concept of Teaching,* Shanlax International Journal of Education, Vol.7, Issue:2, March 2019, ISSN: 2320-2653.

evaluation, transformation, or synthesis of learn materials, 4) communicative-experience techniques refer to gesturing paraphrasing or asking for repetition, and rationalization with a purpose to help learners to express themselves better, 5) interpersonal techniques including the techniques that learners use to display their own improvement and compare their own performance; affective strategies used to create fantastic have an affect on towards the goal language and its speakers (as cited in Ghanbarzehi, 2014, p.386).

Learning strategies with communicative strategies and added her six-segmented class of getting to know techniques. She suggested language techniques as: 1) coginitive techniques, e.g. helping the learner to control the language material in direct approach, 2) metacogitive strategies, e.g. assisting learners to control the lerning process ordinary, 3) memory-associated strategies, e.g. helping learners link one L2 object or concept with some other however do not longer always contain deep understanding, 4) compensatory strategies, e.g. assisting make up for lacking understanding, 5) affective strategies, e.g. helping inexperienced person manage their feelings and motivation stage, and 6) social techniques along with helping the learner to learn via interacting with others and understanding the target lifesyle (as cited in Ghanbarzehi, 2014, p.341, Oxford).

Teachers may use these strategies in their teaching program, however as Oxford (as cited in Ghanbarzehi, 1990, p.344) declared, "There is no entire agreement on exactly what strategies and how many strategies exist, how they have to be defined, demarcated, and categorized, and whether it is possible to create a actual, scientifically tested hierarchy of techniques...type conflicts are inevitble". The purpose of teaching English is to facilitate studying language. These

strategies are useful for making plans before teaching and the use of them all through teaching program[20].

B. English as Foreign Language

1. Definition English as Foreign Language

Language teaching in a manner, has never been completely isolated from online coaching. Primarily based on the necessity of learning English as a foreign language, there are already loys of programs, website, online lesson opportunities, as well as online exams or the alternatives of distance, blended or overseas education. Distance education carried out in fundamental dirrections; the individual flexible teaching model with more self-paced, asynchronous content with a minimum level of communication and the extended classroom model done through video-conferencing and interactive technologies (Rakkedal & Dye, 2007). Nowdays, English teaching is completed with the help of both models, and associated research about their performance on language capabilities improvement and technological supporting tools, is avaible (Bahari, 2020; Howlett, 2019; Lee, 2018; Wang et al, 2009; Watkins, 2019).

2. Teaching English as a Foreign Language in Indonesia

Unlike in its neighbour nations consisting of Singapore, Hongkong, and Malaysia, English is widely spoken as a second language English. In Indonesia is more likely to study and learnt simple as a foreign language. Which means that learning and teaching English happens generally in classroom, rather than during daily communication. English learners in Indonesia do not have ready entry to using English as a tool of conversation in the course of their daily lives out of doors the classroom. As stated by Oxford and Shearin, a foreign language in this context is language learnt only during formal

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[20] Derakhsan, Ali, *The Difficulties of Teaching English Language: The Relationship between Research and Teaching*, International Journal of Linguistics, ISSN 1948-5452, 2015, Vol.7, No.1.

education. As such, English language teaching and learning in Indonesia offers specific challenges that are not encountered in countries such as Hongkong, where English is more normally used on daily basis.

Teaching English as a Foreign Language may additionally consult with unique technique for teaching people beings whose first language is not English, but who want to learn it for work or choose to research it for enjoyment. These students can also be adults or kids, They will deciding to buy the course themselves or their employers or parents are purchasing them. Lots of them are highly stimulated and literate, and already have an aptitude for languages. However, many others are not without a doubt motivated due to the fact they do not truly like mastering English. They learn English because positive situations force them to examine. In this example, English teacher want to encourage them by means of enticing them in happy getting to know surroundings[21].

Since English in Indonesia is taught as a foreign language and learnt in particular classroom, the role of teacher is in particular critical because they are the primary supply and facilitator of expertise and skills of this language. An English teacher is expected to play two roles at the equal time: (i) teaching English and (ii) making the teaching-learning process as interesting as possible as with a view to interact students in learning. In an EFL context, students publicity to English is constrained, and the classroom is generally the only place they have the opportunity to use English. Thus, teachers instuctions

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[21] Dr. Zuliati Rohmah, M.Pd, *Teaching English as a Foreign Language,* A Handbook for English Department Undergraduated Students Faculty of Letters and Humanities, UIN Sunan Ampel Surabaya, Goverment of Indonesia (GoI) and Islamic Development Bank (IDB), 2013.

and explanations can be the only language exposure during which students discover to use language for communication[22].

C. New Normal

After some months we are all residing in a time of pandemic Corona Virus Disease 2019 (Covid-19) which require us all to work, study and worship from the home. Then we come now, on the time coming into the order of lifestyles a new chapter in the future of New Normal, after the course of the Covid-19 pandemic. According to the Chairperson of the professional team for the mission pressure for the Acceleration of Handling Covid-19; Wiku Adisasmita; "New Normal is a alternate in behaviour to maintain carrying out normal activities, however coupled with enforcing health protocols to save transmission of Covid-19 (Bramasta;2020). So "New Normal" is a new normal life, that means that the existence we live generally but with a new lifestyle. The new lifestyle is realted to the implementation of health protocols inclusive physical distancing, diligently washing hands with soap or handsanitizer, wearing masks and nutritious weight loss program. This could manifest in all aspects of peaople lifestyles in Indonesia[23].

Within the new normal, the scenario presents a unique challenge to each educational leader's choice-making manner. What is well worth studying after returning to normality, are the implications which have arisen for the day after. That is, what modifications need to be made, the exten of the scenario and to outline the basic dimensions of education and learning in formal education systems and organizations amid educational disruption[24].

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[22] Susiyanti, Desri, *Teachers Difficulties in Teaching English As a Foreign Language at SMK Muhammadiyah 3 Makassar,* Thesis, 2019.

[23] Botutihe, Sukma Nurilawati, *Application of New Normal in Physical Distancing Learning for Early Children Teacher Education,* Novateur Publications, JournalNX-A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581-4230, Vol.6, Issue 11, Nov.-2020.

[24] According to Karalis, 2020 as cited in International Journal of Pedagogical development and lifelong learning.

1. Face-to-Face Learning (PTM) in New Normal

Referred to Oemar Hamalik, learning is combination of human factors, resources, facilities, and procedures that interact to attain objectives[25]. In line with Muhibbin Syah, learning is stages of change in all individual behaviour relatively permanent as a result of experience and interactions with the environment that involve processes cognitive[26]. Learning can be deliver in some methods. One of them is face-to-face.

According to Joseph Acheampong, face-to-face is defined as participants or students, instructors, and facilitators meet together in the same place and the same time. Classes, seminars, workshops, and conferences, in which all participants meet together in same facility are examples of face-to-face learning. The face-to-face learning is the most traditional type of learning instruction. In face-to-face learning, students are held accountable for their progress at the class's specific meeting date and time. Face-to-face learning ensures a better understanding and recollection of lesson content and gives class members a chance to bond with one another.

As stated in the Four Ministerial Decree governing guideliness for the implementation of learning during the Covid-19 Pandemic, PTM policies in Education units are carried out in 2 (two) phases, namely the transition period and new habits. PTM in the transition period will last two months from the start of PTM in the education unit, and then

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[25] Oemar Hamalik, *Proses Belajar Mengajar*, Jakarta: Bumi Aksara, 2004, p. 57.

[26] Muhibbin, Psikologi Pendidikan dengan Pendekatan Baru, Bandung: PT. Remaja Rosdakarya, 2002, p. 92

PTM will enter a new habitual phase when the transition period is completed[27].

Setting health protocols accordance with the government standars, implementing a healthy lifestyle, and involving parents in making guideliness for kids to prevent the spread of the Covid-19 virus in the school environment are all part of the preparation for face-to-face learning (Shaleh & Anhusadar, 2021:2165). According to the four ministers letter of agreement on recommendations for the implementation of education during the Covid-19 pandemic, face-to-face learning can be done in stages, commercing at the high school/vocational level and progressing through kinderganten level.

The level of risk of the Covid-19 spreading, the readliness of health services facilites face-to-face learning considers several things, including the level of risk of the spread of the Covid-19 virus, readliness of health service facilities, the readliness of schools in face-to-face implementation, the availability of safe transportation facilities, the environment in school residents live, access to learning from home, community mobility, educational service needs and geographical conditions of the education unit are all factors that go into implementation of face-to-face learning. Prior to implementating of face-to-face learning, approval from Covid-19 officers officers is required to ensure that all health protocols are properly available including sanitation and hygiene facilities, health service facilities, masks use, the condition of school residents as well as approval from the school committee and parents of student[28].

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[27] Pembelajaran Tatap Muka (PTM) pada Masa Pandemi Covid-19 di SMA

[28] Nurfajrin, Deva, et. All, *A Survey on Middle School Students Psychological Readliness Back to School during Pandemic,* Counseling As Syamil, Vol.01, No.2, 2021, p.19-28, E-ISSN: 2908-7151, P-ISSN: 2808-7445.

Due to the current spread of Covid-19 pandemic, physical distancing and the wearing of face masks at public and private schools is required once classes resumed or begin. Physical distancing laws and guidelines have been issued by goverment all over the world in order to flatten the pandemic curve (Greenstone & Nigam, 2020; Thunstrom *et all.,* 2020). Furthermore, as a public health intervention, wearing of face masks or even personal protective equipment (PPE) would most likely intercept the transmission link and prevent infectious disease (Huang, 2020). As a result, students, teachers and non teaching staff should be required to wear face masks and maintain physical distancing while at school. They will have to be required to strictly follow hygienic procedures, health protocols and other preventative measures like contact tracing, foot baths, sanitation and frequent handwashing[29].

2. **Challenges and Opportunity**

Technology, delivery system, communication and educational paradigms are the four keys categories that make up e-learning (According to Sangra *et* al. 2012). These categories can be used to categorize and group the difficulties that distance learners face. Mohamed Abd El-Hamed Diab and Fouad Elgahsh (2020) categorised the challenge to e-learning as personal inhibitors, attitudinal inhibitors and contextual inhibitors. Taking into account the type and the barriers, the issues faced by Tertairy Instituations can be divided into three groups include technological challenges, pedagogical challenges and social challenges. Each of these problems will be discussed more in the sections that follow.

a. Social challenges

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[29] Jose Z. Tria, *The COVID-19 Pandemic through the Lens of Education in the Philippines: The New Normal,* International Journal of Pedagogical Development and Lifelong Learning, 2020, 1 (1), ep2001, ISSN 2732-4699 (Online), 2020.

In distance education, socioeconomic aspects have been considered. In terms of socioeconomics, the COVID-19 had an impact on humanity (Corlatean, 2020). Even as the cost of hardware, telecommunications and software has decreased, low-income students still have difficulty accessing to e-learning services. Many countries economies suffered as a result of the lockdowm, leading to employement losses, particularly among the middle and lower classes. Students from such background could either afford or could not afford to purchase the essential digital gadgets for distance learning or they could not to afford to purchase the data they needed to access online resources.

b. Technological challenges

Distance education provides acces learning possibilities that are not limited by geography. Many things may obstruct these chance, including:

a) Lack of telecommunication services: In some underserved areas, distance learning materials were unavailable to students due to reasons such as lack of network coverage and in some circumstances, a lack of internet-accessible devices. This is a concern, particularly in rular communities that are neglected. students had internet access to their institutions and academic resourch during the lockdown. For people who live in marginalized rular communities, this is proved difficult. The epidemic had greatest impact on students from less developed countries (Corlatean).

b) Internet connectivity issues: due to the digital divide (Mishra *et al.,* 2020), the high cost of internet data bundles (Adedoyin and Soykan, 2020), weak network signals and inadequate network coverage, some students are unable to access the internet (According to Ogunleye *et al.,* 2018).

c) Lack of digital skills: lack of undestanding and abilities for using online resources by students and teacher is one of the key issues institutions while implementing distance education. The efficiency of the virtual learning environment may also be hampered by a lack of training and negative attitude toward technology (Mishra *et al.,* 2020).

d) Inadequate distance learning infrastructure: technological concern such as unreliable access to learning management system particularly at peak hours as more users attempted to access the servers hosting the learning management system than the servers could hendle. Due to the maximum number of concurrent connections being exceeded, this resulted in lack of server access.

e) Unreliable internet services: unreliable internet services have an impact on the accessibility of online resources. Teachers also had to deal with poor internet services, such as low bandwidth and services interuptions.

c. Pedagogical difficulties

One of the difficulties in distance education is the lack of expertise and skill in conducting online classes. Teacher must be throughly taught on how to adjust their teaching approaches to fit distance learning how to use technology in order to establish a successful atmosphere (According to Valentine, 2002). Distance learning students are affected by lack of good teaching approaches and communications patterns (According to Markova *et al.,* 2016). Before teacher creating course material, the teacher have to understand the needs of the students. This understanding will help the teacher create a productive learning environment. The "quality of students" knowledge will be determined by enhanced instruction and new teaching methods rather than reproduction of previous ways (According to Markova *et al,* 2016). Teacher must

be committed to creating student-centered course material that include learning concepts in technology-mediated contexts. The design and delivery of teaching material should be appropriate for achieveing the courses objectives[30].

d. Opportunities

Students-centered learning and self-learning are encourages in distance education. It provides a wide of range opportunities including:

a) Scalability: Distance learning allows for the expansion of programs and enrollment. The pandemic presented an opportunity to identify the potential for distance learning to develop.

b) Flexible learning: Distance learning provides students with the flexibility to suit the demands of a wide range of students.

c) Diversity: for students with a wide range of interests. Distance education allows you to reach and serve a huge number of students in different areas.

d) Student supports: The online environment offers new support options for students and allows them to keep up with the changing times of the digital era in order to suit their needs. New forms of inetarction and learner support are available through online learning.

e) Assessment methods: learning management systems give a variety of assessments methods that teachers can employ to ensure that students grasp the information being presented to them. Students are also encouraged to devote more time to in-depth study via frequent and varied forms of assessment. Before writing an assessment systems should be safe guarded

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[30] Mbunge, Elliot, *Teaching and Learning in the New Normal: Opportunities and Challenges of Distance Learning Amid Covid-19 Pandemic,* https://www.researchgate.net/publication/354673226.

and students should be authenticated (Elliot and Talent, 2018)[31].

3. Education in a post- COVID world

COVID-19 has brought dangerous times for public education, with the potential for fragmentation and unravelling, as we risk to losing both teachers and students who may not return to school once it reopens. When learning transfers from schools to the home, there is a certain amount of privatization. We should be concerned of suggestions that the current emergency and ad-hoc measures should be translated into long-term reforms. Nonetheless, we must acknowledge that many parents communities have begun to understand the value of teachers work and their professionalism. People are becoming increasingly conscious of the many roles that schools play in guaranteeing the well-being of children and youth, and in ensuring health and nutrition, in addition to academic learning. The highneed understanding and appreciation could serves as the basis for a new of public education.

In terms of a post-COVID world, there are nine ideas for public-action that will be dramatically impacted by the current pandemic- and that our educational systems will regain some kind of normalcy in some time. This can not be a continuation of the previous world. It should be the world that is more just, sustainable, and peaceful.

The following are the nine concepts:

1) A Strengthened Public Commitment to Education as a Common Good

It means an awareness that we are educating not just children and young people, but we are educating publics. In addition, community-engaged and community-led learning is

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[31] Caroline Gurajena *et* al., *"Teaching and learning in the new normal: Opportunities and challenges of dsitance learning amid Covid-19 Pandemic",* International Journal of Education and Teaching, Vol. 1, Issues 2, ISSN: 2788-5011, January 2021.

component of education and must be central to any strategy that addresses present and future challenges. Education has special significance for refugees and in societies scarred by armed conflict and civil strife. However, across the board in all settings education is our most important vehicle to ensure individual and societing flourshing.

2) An Expanded Understanding of The Right to Education

Education is fundamental and universal human right. Societies should make every effort to sustain it, by any means necessary. States, which are recognized under international law as duty bearers for fulfilling the right to education, bear the responsibility to facilitate and provide education, as well as respect and protect the right to education. In these times of disruption we have seen how difficult it is to ensure the availability of functioning educational instituations and programmes, and at acceptable levels of quality. All parties must commit to ensuring that any retrogression is temporary, truly prompted by emergency conditions, and redressed as soon as that becomes possible-so that the recent decades of progress are not undone, and so that the 2020 do not become a decade of lost opportunity.

3) The Importance of the Teaching Proffession and Teacher Collaboration

The educational response to the COVID-19 crisis has revealed the capacity of educators to draw on their professional knowledge and collaboratively mobilize with a resourcefulness and creativity that could not have been achieved by a public authority simply issuing top-down orders. In fact, over the last several months, the education sector which is often unfairly critiqued for its conservatism has shown itself to be among the most robust and adaptable of all social institutions. This is an

importan lesson from this crisis and one which should lead us to grant teachers greater autonomy and freedom. Teachers need to be more reconized and more highly valued; they are essential participants in defining the future education.

4) An Emphasis on Student, Youth and Children's Participation and Rights.

In post-COVID-19 world there will be a great need to cure the separations that have arisen as a result of quarantines and distancing restrictions. We will need to think creatively about ways to re-connect people. Trusting young people and empowering them to think and act together is one important way to accomplish this.

5) Protecting The Social Space of The School in The Transformation of Education

Though the school space remains fundamental, it needs to be transformed and augemented by a much broader space for learning. In this pandemic, we have seen the extent to which professional and economic life is organized arround the school, its schedules and its calendars. When schools close, society as a whole goes into lockdown. Understanding this reality can help us to build a new social contract around education, one that might be very different from the "school model" that consolidated accross the 20th century. It is no longer simply a question of delivering our children to schools at fixed times and relying on the inherited belief that time-spent equals learning-achieved. Instead, we must find flexible forms, flexible times, shared educational commitments, and an understanding of the ways that learning is broadly diffused across contemporary societies.

6) Free and Open Source Technologies for Teachers and Students

   The use of digital technologies for learning has generated interest for a number of years. In fact, lightweight and portable digital devices have liberated learning from being restricted to fixed and predetemined locations, fundamentally changing the ways that knowledge circulates with societies. In the context of the COVID-19 crisis interest in the mobile learning technologies has grown exponentially.

7) Scientific Literacy within a Curriculum based on Strong Purpose

   This is the right time for a deep reflection on curriculum. We must prioritize the development of the whole person not just academic skills. Here, we can find useful inspiration in the 1996 Delors report, *Learning that treasure within,* in its specification of four pillars of learning as learning to know, to do, to be, and to live together. Curricula should be increasingly integrated and based on themes and problems that allow us to learn to live in peace with our common humanity and our common planet. Finally, it is important to develop a strong base of knowledge about one's self and about the world-twinned objectives that allow each of us to find purpose and be better able to participate in social and political life.

8) The Need to Protect Domestic and International Financing of Public Education.

   Goverments and international organization must coordinate efforts to ensure continuity of learning and protect the domestic and international financing of education. Applying principles of redistributive justice, resources must be directed to those who have been hardest hit economically, socially and educationally. Every goverments will have to look at restructuring education financing. There will be enormous pressures to restrict public services just at the time when we should grow and expand them.

Goverments and citizens alike should be encouraged to demand strong responses both in public health and in public education. The leadership of UN and other interntional development actors will be essential to sustaining the fiscal commitments that will keep the SDG 4 Education 2030 agenda from being pushed back by a decade.

9) A Global Solidarity that does not Accept Current Levels of Inequality

An expanding solidarity is necessary because COVID-19 has also shown us the extent to which our societies exploit gender inequalities and power imbalances. Once again, disruption has starkly revealed patterns we have long accepted as "normal". As children and entire families have been confined within homes, we starkly see ways that gendered expectations for childrearing often lead to curtailed opportunities for woman. With only certain sectors of the economy operating, we have been forced to recognize the essential work done by minimally paid workers who are often under precarious and temporary work contacts. Explorative, asymmetrical relationship must be questioned wherever they exist[32].

4. An annotated selection of online resources supporting education continuity during the COVID-19 Pandemic.

As the COVID-19 pandemic runs it course, many goverments are implementing measures have disrupted the normal functioning of school and universities. Because the duration of such measures has been extensive-and is likely to continue in some countries for a certain time until a vaccine becomes available-leaders of public and private education institutions have put in place alternative methods for

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[32] United Nations Educational, Scientific and Cultural Organization. *"Education in a post-COVID world: Nine ideas for public ation",* International Commission the Futures of Education, http://creativecommons.org/licenses/by-sa/3.0/igo/. Published in 2020.

students and techers to continue with their lessons when attending school is not possible and are working on methods that will make schools fit for working in a safe environment.

School need to strengthen research and development in terms of health, one of the functions of every higher education institution is to contribute to the generation of knowledge and its application through research and development endavors. Higher education needs to demonstrate competitiveness, effectiveness and eficiency by strengthening research activities in the field of health pandemic (According to Toquero, 2020).

Although students with access to digital devices and internet may not be the majority in most countries, supporting goverments in establishing effective forms of online education will free up institutional capacities and resources in order to redirect their focus on delivering alternative learning methods for those students who do not have similar opportunities. This annotated selection of online learning educational resources intended for students, teachers and parents, aims to support goverments and other education leaders as they reserach and assess different ways to continue educating students during the COVID-19 Pandemic. It can be used by those designing or improving upon a plan for education continuity, by their incorporating some of these resources into their plan, or using them as a model to develop their own online educational materials.

There are three broad sections, as follows:

1) Curriculum Resources: These include lessons, videos, interactive learning modules and any other resources that directly support students in acquiring knowledge and skills.

2) Professional Development Resources: These are resources which can support teachers or parents in supporting learners, guiding them to content, developing their skills to teach remotely, or more

generally augmenting their capacity to support learners now learning more independently and at home, rather that at school.

3) Tools: These includes tools that can help manage teaching and learning , such as communication tools, learning management system or other tools that teachers, parents or students can use to create or access ed ucational content[33].

A. Review Relevant Studies

Based on several sources related to this research. The researcher presents some previous studies which correlate to this research. Here are the results comparison between this research and the previous studies:

1. The first, a thesis written by Cholis Setyawan 2020, which discusses about "Challenge on Teaching Online English Subject in SMK Negeri 1 Nawangan". The aim of his research is identifying and describing the challenges faced by the teacher in teaching online English subject in SMK Negeri 1 Nawangan. The result of his thesis is poor internet access experienced by students is a major problem. The similarity of his thesis with this research is both uses qualitative research and focus on the teacher's problems in teaching english. Meanwhile, this research would be focus on problems of teaching english in new normal era (study case) at SMK Ma'arif NU 01 Ajibarang.

2. The second, a thesis entitled "English Teacher Challenge in Teaching Online during New Normal in MAN Kaur Regency" by Lipriani Padilla 2021 from State Institute for Islamic Studies Bengkulu. This thesis focusses on the teachers' challenges in teaching online during new normal to be precies at MAN Kaur Regency. The result of this thesis are unavailability of signal/network in rular areas, internet is expensive, and students do not have smartphones/laptop as teacher challenge in teaching online during new normal in MAN Kaur

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[33] Reimers Fernando *et* al., *"Supporting the continuation of teaching and learning during the COVID-19 Pandemic: Annotated resourcers for online learning"*, www.oecd.org/termsandconditions, OECD, 2020.

Regency. The similarity of her thesis and this research is expected to provide an overview English teacher challenges. However, this research focus more on the problems of teaching english in new normal era.

3. The Third, a thesis written by Desri Susiyanti in 2019 entitled "Teachers' Difficulties In Teaching English as a Foreign Language at SMK Muhammadiyah Makassar". The aim of this research is to find out the teachers' difficulties in teaching english as a foreign language at SMK Muhammadiyah Makassar. The result of this thesis is the teachers' difficulties in teaching english as a foreign language was come from the students and the facilites in the school. Challenge in teaching english are also faced because of the teacher limited teaching knowledge and development. The similarities between her thesis and this research is both focus on the difficulties faced by teacher in teaching english, then The differences this research is to find out the teacher problems of teaching english in New Normal Era.
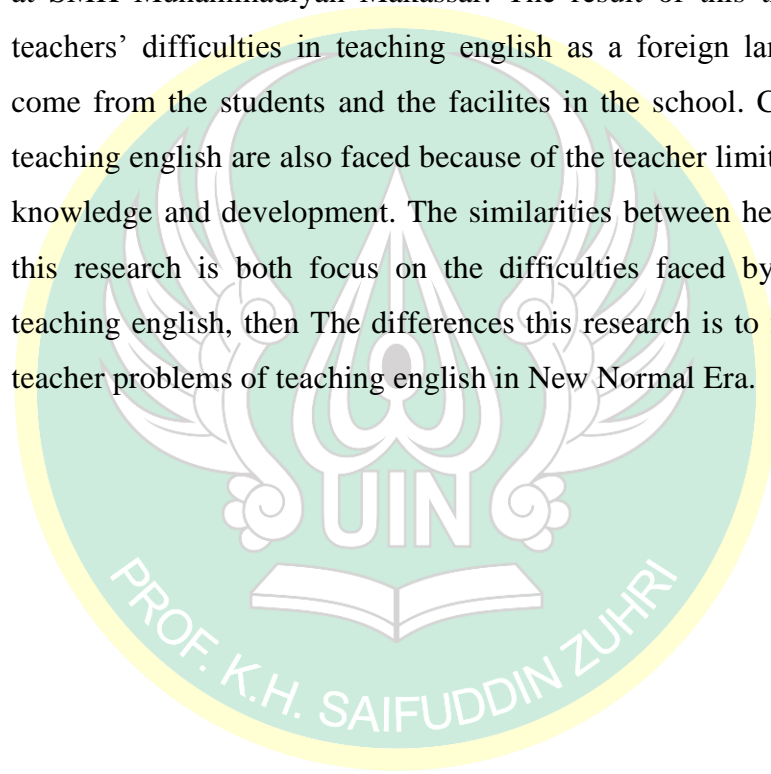
CHAPTER III
RESEARCH METHOD

A. Type of The Research

This research was conducted on the English teacher of SMK Ma'arif NU 1 Ajibarang teacher. The reseracher conducted this study by using qualitative approach to analyze the problems of teaching english in new normal era. According to Seliger and Shohamy, "the ultimate goal of qualitative reserach is to discover phenomena such as patterns of second language behavior not previously described and to undesrstand those phenomena from the perspective of participants in the activity"[34]. It means that the researcher foccus on the problems of teaching english in new normal era.

This research was interested in describing the problems of teaching english in new normal era. The researcher use "Exploratory Study" beacause the researcher would like to explain the purpose of the problem to be solved. Mack and Woodsong *et*.al (2005), one of the advantages qualitative approaches in exploratory research is the use of open-ended questions and testing allows participants the chance to answer in their thoughts, rather than pressuring them, as quantitative methods do, to choose from fixed answers[35].

The method selected because the analysis of this research is not in form of numbers, the researcher better describe all the phenomena excistingin the community qualitively. The data were obtained from the interview, because interview is compatible way to get the data and more complete than the other technique. The questions will be delivered by research instruments for the teacher and the students, the type approach of this research is phenomenological approach. Phenomenological approach

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[34] Herbert W. Seliger and Elana Shohamy, *Second Languange Research Methods,* New York: Oxford University Press, 1989, p.120.

[35] Natasha Mack, *"Qualitative Research Methods: a Data Collector's Field Guide",* Family Health International, 2005, p.4.

is to describe the meaning of individuals based on their experriences of a concept or phenomenon (According to Creswell, 2007).

B. Data Sources

1. Subject of The Research

   The Subject of this research is a person, or thing. the foccus of this study is an English Teacher at SMK Ma'arif Nu 1 Ajibarang of 11th grade. The data or information for this study was collected from only one teacher. The subject are obtained from Mrs. Safienti Rizki Ahadiyah, S.Pd. Through this subject, the researcher confidently can get specific information to maintenance this research.

2. Object of The Research

   The Object of this research is a topic of the research. The object of this research is "Problems of Teaching English in New Normal Era at SMK Ma'arif NU 1 Ajibarang. According to the research question above, the object of this research of this research consist of the problems and the solutions from the teacher to overcome problems of teaching english in new normal era. The reason for choosing this topic is because teaching english in normal era has many problems faced by the english teacher. In this situation, after COVID-19 Pandemic must be more difficult for teacher teaching english in new normal era. Therefore, the teacher should know the problems and find out the solution to overcome the problems.

3. Location

   The setting of this research was in one of vocational high schools in Ajibarang, SMK Ma'arif NU 1 Ajibarang. this school is located in Jl. Ajibarang – Purwokerto KM.01, Kedungmeong, Pandansari, Ajibarag, Banyumas, Central Java. This one of high school that has those problem mentioned. This school will be the research place on consideration that it has problems of Teaching English in New Normal Era.

C. Research Instrument

A research instrumet is a tool used to obtain, mesure, and analyze data from subject arround the research topic. These tools are most commonly used in health sciences, social sciences, and education to assess patients, clients, students, teacher, staff, etc. A research instrument can include interviews, tests, surveys, or checklist. The research instrument is usually determined by researcher and is tied to the study methodology (According to Teacher College, Columbia University).

This reserach was applied with two instruments those observation and interview. The research was identified the teacher and some of students.

D. Techniques of Data Collection

In gathering the data in this research, the researcher using descriptive qualitative method that contains of description and information abot the problems of teaching english in new normal era at SMK Ma'arif NU 1 Ajibarang. The techniques of data collections will be used by the researcher are qualitative as follow:

1. Observation

   According to Nasution in Sugiyono is *"Observation is a basic all of the knowledge"*. Marshall stated that *"through obervation, the researcher learn about behavior and the meaning attahced to that behavior"*[36]. The researcher did the observation to knowing the problems in the teaching english in new normal era, how the learning process occured, how the english teacher's perform during teaching english in New Normal Era.

2. Interview

   The researcher did the interview by asking some question to the interviewer in order to gain further information. The researcher obtained and the data by interviewing Mrs. Safienti Rizki Ahadiyah,

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[36] Sugiyono, *Metode Penelitian*..., p.226

S.Pd as the English teacher in SMK Ma'arif NU 1 Ajibarang, Interviews were conducted at the school. The researcher will use demi-structured interview, it means that if there is an interviewer's answer that the researcher needs to ask more, it will be in-depth interviews.

3. Documentations

The researcher will collect the documentation data by using an instrument for supporting the data to turn into valid data and more credible. Documentation that the researcher used in this ressearch is an audio record, lesson plan, picture during the learning proces.

E. Techniques of Data Analysis

There are three methods to analyze data in descriptive qualitative analysis. These processes are data reduction, data display, and drawing/verification of conclusions[37]. Based on these statements, the researcher divides the data analysis into three activities, which are data reduction, data display, and concluding.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written- up field notes or transcripts. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research questions, and which data collection approaches to choose[38]. In this phase, the researcher needs to separate the accurate data from the inaccurate ones. In this technique, the researcher focuses on the data that would be analyzed. It could be easy for the researcher to analyze the data collection.

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[37] Sugiyono, *Metode Penelitian...*, p.245

[38] Sugiyono, *Metode Penelitian...,* p.247

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing, and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action based on that understanding[39]. In this phase, the reseracher would display the data from the data collection into a design that will be done in form of a short statement, charts, graphs, matrices, and networks. This technique makes easier to understand the data to be analyzed.

3. Conclussion Drawing or Verification

The third stream of analysis activity is conclusion drawing and verification. Conclusion drawing, in our view, is only half of a Gemini configuration. The conclusion is also verified as the analyst proceeds. Verification may be as brief as fleeting second thoughts crossing the analyst's mind during writing. With a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus," or with extensive efforts to replicate a finding in another data set.[40]

In this phase, the researcher would conclude the data. A conclusion is a form of thick description. The conclusion is the answers to the researcher's problems that have been formulated.

F. Triangulation

Triangulation is an effective technique for validating data by combining information from two or more sources. It refers to the use and integration of many research methods in the investigation of a single phenomenon. Data triangulation distinguishes from other methods in that

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[39] Sugiyono, *Metode Penelitian...,* p.249

[40] Sugiyono, *Metode Penelitian...,* p.252

it focuses on supporting you in making sense of data and information rather than integrating findings that display high credibility. The triangulation of the data method increases the overall validity and credibility of the data sets and data when you are using in your study. This method of integrating various aspects of research from various sources, hypotheses, or methods can be used for any form of research[41]. According to Denzin, there are four types of triangulation, as follows: methodological triangulation, researcher triangulation, data triangulation, theoritical triangulation[42]. The researcher uses methodological triangulation to establish data validity based on these types of triangulation. Furthermore, the researcher gathers data using an interview guide and documentation to prove whether the participants are people who are appropriate to be used as research subjects.

However, the steps in analyzing data that using by the researcher are: (1) The researcher collects the data from interviews and observation. Then the researcher selects, identifies, and focuses on the data related to the research problem. (2) After selecting the data, the researcher arranges the data into a good sentence and displays it. (3) Then the researcher analyzing the data and correlate them with related theories. (4) The researcher validates the accuracy of the findings. (5) The last, the researcher making a conclusion based on the result.

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[41] Johnson Honorene, "*Understanding the Role of Triangulation in Research*", *Scholarly Research Journal for Interdiciplinary Studies*, Vol. 4, No. 31, arif nugroho2017,. p. 91.

[42] Norman K Denzin, *The Research Act: A Theoretical Introduction to Sociological Methods*, New Jersey: Transaction Publishers, 1970, p. 301.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the finding and discusses to get the answer of the research problems. There were three objectives of this study, The first one is the problems of teaching English in New Normal Era, the second one is the teacher performing in teaching English, and the last one is the teacher solution to overcome the problems. The data that have been collected were presented based on the method of this study, there were interviews, observation, and documentation. Before the researcher presents the research finding and discussion, the researcher want to described the profile of SMK Ma'arif NU 1 Ajibarang.

A. Profile of SMK Ma'arif NU 1 Ajibarang
1. History of SMK Ma'arif NU 1 Ajibarang

SMK Ma'arif NU 1 Ajibarang was born in 1992, at the time the commity's demand for the fulfillment of educational facilities, especially the vocational level for the younger generation of NU in the Ajibarang area in particular and Banyumas Regency in general, was very high. The community's aspirations were immediately welcomed by NU leaders at MWC NU Ajibarang.

1991, Formation of committee The Founding Body of SMK Ma'arif NU 1 Ajibarang (at the time was STM Ma'arif Ajibarang) with the Decree of the Branch Manager of the Ma'arif NU Educational Institution in Banyumas Regency Number: KEP.211/PC.MRF/03.02/IX/1991 dated 1st September of 1991.

1992, Established SMK The issuance of the Letter of Approval for the Establishment / Organization of Private Schools by the Regional Office of the Ministry of Education and Culture of Central Java Province Number: 572/103/C/92 dated 25th May 1992, which was subsequently inaugurated as the date of birth of SMK Ma'arif NU 1 Ajibarang.

Since the establishment of the SMK Ma'arif NU 1 Ajibarang previously occupying a owned building arround 1997, the implementation

of teaching and learning activities has been carried out in several places as follows:

1) From 1992 to 1994, it took place at SMP Al Hidayah (SMP Ma'arif NU 1) Ajibarang.

2) From 1995 to 1996, it was held at SMA Diponegoro 4 (SMA Ma'arif NU 1) Ajibarang.

   With the Headmaster as follows:

   a) From 1992 to 1997 headed by Drs. Sutopo

   b) From 1997 to 2001 headed by Drs. Haris Nasution

   c) From 2001 to 2002 headed by Drs. Imam Khawari

   d) From 2002 to 2005 headed by Ibnu Sudibyo, S.Pd

   e) From 2005 to 2006 headed by Imam Wahyudi, S.Pd

   f) From 2006 up to now, its headed by Drs. Ahmad Nurul Huda

In 2007, the department of Audio Video Engineering and Automative Mechanical Engineering held an accreditation with the result of "Accredited A", while Computer and Network Engineering followed in 2008 it received an "Accredited B" result, and God Willing this year 2009 SMK Ma'arif NU 1 Ajibarang has using the ISO 9001:2000 quality standard to improve the quality of service to the school community.

In the field of quality educators, SMK Ma'arif NU 1 Ajibarang already has the following teacher qualifications:

1) Audio Video Techniques: S1 = 4 people

2) Automative Mechanical Engineering: S2 = 1 person, S1 = 10 people

3) Computer and Network Engineering: S1 = 5 people

4) Normative and Adaptive: S1 = 37 people

In field of infrastructure, in 2009 the school has prepared an area of approximately 11,000 m^2 which God Willing, will be used to increase service satisfaction, especially for students, such as classrooms, workshops and other facilities besides the buildings that are already in use now. In addition, in the context of developing insutrial-based SMK, a production unit has been established outside the school environment, among others:

1) Global Auto in Ajibarang

2) Global.net at Ajibarang

3) Global Motor in Kranggan

4) Yamaha Global Nusantara Motor in Cilongok.

In the 2021/2022 School year, the number of students of SMK Ma'arif NU 1 Ajibarang reached 2,500 children who entered various skill programs including:

a) Audio Video Engineering (TAV)

b) Industrial Electronics Engineering (TEI)

c) Automative Light Vehicle Engineering (TKRO)

d) Motorcycle Business Engineering (TBSM)

e) Network Computer Engineering (TKJ)

f) Software Engineering (RPL)

g) Heavy Equipment Engineering (TAB)

With the leadership of principal Zaenudin, S.Pd, M.Si, the schools development has accelerated. Even the new face of the schools is beautiful modern. Various achievements were achieved by students and teachers in both formal and informal competency competitions.

2. **School Identity**

School Name : SMK Ma'arif NU 1 Ajibarang

School Address : Jl. Raya Ajibarang KM 1, Ajibarang, Banyumas, 53163, Indonesia.

Village : Ajibarang

District : Ajibarang

Regency : Banyumas

Province : Central Java

No. Phone : (0281) 571284

Name of Headmaster : Zaenudin, S.Pd., M.Si

Email : smkmanusa_ajibarang@yahoo.co.id

3. **Vision and Mission**

a. **Vision** : "Excellent in Achievement, Global Insight and Karimah Morals"

b. **Mission** : 1) Cultivating a superior and competitive culture for all school residents. 2) Developing Professional Education and Training. 3) Increasing cooperation with the Bussiness and Industrial World (DU/DI) and other Institutions or a National and International scale. 4) Practicing Islamic teachings and National culture.

B. Findings

The subject was one of the English teacher at SMK Ma'arif NU 1 Ajibarang, her name Mrs. Safienti Rizki Ahadiyah, S.Pd., here are the result of findings:

a) Class Conditions

These study were conducted during the new normal after the Covid-19 Outbreak that swept through Indonesia. The session started with a discussion with a school that had firsthand experience with the integrating face-to-face learning (PTM) in new normal era. In addition, these data finding is also related to the problems of teaching english in new normal era and how the teacher solving the problems. The data were collected through observation, interview and documentation from one teacher and six students from the second grade in three classes by interview.

According to the first observation on Wednesday, 12th of April 2022 in XI TKR E grade of SMK Ma'arif NU 1 Ajibarang was a half of their classmate are doing internship in a several place, the teacher said that the learning activity was happen by twice meeting. First meeting for students who are stayed in the school at morning, the second meeting for students who are doing internship by online learning activity, using Google Classroom and Whatsapp group application. This learning activity takes a place so that the students get the material for improve their studying.

The second observation on Monday, 18th of April 2022 in XI TKJ D grade of SMK Ma'arif NU 1 Ajibarang. The condition of this class was over-crowded because the member there are 40 students, the teacher said difficult to managing the class, less attention in learning activity, discomfort in the class and the classmate dont feel interest to study english.

The third observation was happen on Tuesday, 19th of April 2022 in XI TKJ E grade of SMK Ma'arif NU 1 Ajibarang. The condition of this class same as XI TKJ D, over-crowded but easier to managing the class because some of the students in this class still want to more active and attention to the teacher in learning activity. By this observation, we can conclude that every class has different problems in teaching learning activity.

b) **The result of observations**

1) In teaching and learning activities in a class, the role of the teacher is so crucial from some perspectives. Teacher can be a support media for students understanding if they encounter difficulties in learning. Teacher are able as a reference for students question. Morever, teacher can be explainer in understanding lesson books which are explained directly, descriptively or complitely then to be analysed by the teacher in order to students get an understanding of the learning materials easily.

However, not all the efforts conducted by teacher in a class can reach all students. There are some factors that make students lack understanding or do not get the point of learning material well, for example; learning objectives. Learning objectives should be planned by teacher to guide the students and determine whether the teaching and learning activities run well. Meanwhile, if the learning objectives do not explain by the teacher before, students will get the unknown of the goals of their study. Because the learning objectives are definitely important for students to know

and make it as a guidline in understanding the learning material. As an example, students are learning and introducing alphabets to be able to read a word or clause in any form, whether in a book or other medium in order to get their knowledge.

Based on the explanation above, the importance of teacher explanations to students and learning objectives in teaching and learning activities should be available and planned well.

2) In almost schools, syllabus and lesson plans are used by the teachers to increase students understanding. Syllabus and lesson plans contains of learning material and students excercises to measure the students ability. It makes teachers able to identify the level of students in learning. It also helps teachers to monitor the students development directly so that if there is a students that has not understood the learning material yet, teacher can handle or anticipate the way of the teaching and learning activities keep forward based on the reference that has already been made and agreed.

The use of syllabus and lesson plans is not merely guiding students in learning activities in a class. As important as the teacher role in teaching and learning activities, the teacher should be able to improve or have an innovation to teach students. It is used to anticipate the boredom of students and monotonous teaching techniques. The innovative teacher has a role to increase students interest and get the understanding of learning easier that can be conducted by some teaching techniques, for example; the use of song or film that is related to the topic of learning. Besides, the atmosphere of the class during the teaching and learning activities will be more interesting and it can decrease students boredom. In line with that, it can stimulate students to be more active and then make them ask some questions. Thus, the learning material becomes a fun topic for students to discuss.

3) Additional teaching aids or media in learning is just a small things, but it can be affected students understanding. It can be used if the atmosphere of the class is boring and students feel not interested and start to complain about understanding the learning materials.

Teaching aids or learning media used in form of video or PowerPoint presentations can be an alternative to students learning. However, to be effective in the use of learning media should be planned and created well so that the use of learning media can be run well and related to the teacher hopes in learning objectives. Preparation in the use of additional learning media is also must be attentive to avoid a problem or something that unexpected. As an example, before doing a PowerPoint presentation the LCD projector should be checked first in order to identify the conditions and to know the projector LCD can be used as well. Make sure there are no symptoms that can be caused the projector LCD turn off suddenly during the teaching and learning activities. Therefore, in the arrangement of school management should be assigned staff to checke the facilitation of teaching to support the teaching and learning activities. This is include in a technical matter and can be discussed again. However, no matter how small the problem or obstacle it can affect teaching and learning activities in a class.

4) In addition, the goal of the teacher is to make students understand a learning material well and the effort conducted by teacher becomes a crucial things. It can happen in the use of time allocation and teacher innovation. The use of icebreaking or simple games related to the topic in the class activity can help students to rest their minds for a while, it is called intermezzo. The intemezzo conducted by the teacher helps students to cheer up and to avoid students boredom. Learning activities that do not have time to do intermezzo will make students tired, lack of concentration, and difficult to understand the learning material.

The free time or resting time during the learning activity in the classroom is so influental on students minds. It can refresh their mind and let them charge the energy that has been used during the learning. Thus, the students will be able to review the learning material which given before, even though it might take time to memorize.

5) Giving the assignment to do at home or usually it called by homework, it is still ambiguous because it makes some pros and contra. There are those who claimed it will make students more understanding about the learning material and do continous at home. Meanwhile, there are those who stated that will make students have no time to take their mind rest. Moreover, it can be stressful if students are given assignments not only from one subject. If there are five subjects a day and the assignments are given from all those subject, students have no time to take a rest and charge their energy to go to the school next day. It only makes students feel tired and lose motivation to learn because too many assignments to finish that are given in the day before.

Giving exercise or assignments in not definitely wrong as long as the goal is right. It can be as a guideline to measure students ability in understanding the learning material. Besides, it helps teacher monitor the development of students that are taught in a subject. If it is necessary to give the students assignment, teacher can not give them in every subject meeting because it will not effective and will distract their concentration from understanding other subjects. Giving many assignments does not always mean the students will be more active and more understanding of learning materials. Therefore, the teacher should be realized and know the students capacity of their ability.

6) An appropriate strategy in students learning must be done. Before an adjustment in learning, the teacher definitely already knows

how extend the level of students ability in understanding the lesson. It can make the learning taught by the teacher considered effective, because it runs slowly but can support the students understanding of the learning.

The strategy that can help in students learning is the application of online and offline learning. It is decided into two ways of learning, because there is an activity that should be carried out by students that is students internship or it can be called by PKL (Praktik Kerja Lapangan). The alternative strategy above was conducted to achieve the learning objectives even though the students were hindered by obstacles or their activities. However, the role of the teacher is shown and highlighted. Providing the learning material through this alternate strategy should be applied well, but still does not interference the students concentrations during internship or PKL because this kind of activity is also listed in the school curriculum and such an important activity as a place to increase and practice their skills or abilities of each students in non-academic.

c) **Difficulties in delivering material**

According to the interview with the teacher, one of the teacher problems teaching english in new normal era is difficulty delivering the lesson. By this condition, the teacher have to deliver the material twice for every classes in second grade of senior high school SMK Ma'arif NU 1 Ajibarang because a half of their classmate are doing internship (PKL).

Excerpt of Interview 1

I: " COVID-19 has been changed our Educational system, How do you teach English in this situation?

T: " Since the goverment issued a circular about PTM (face to face) learning to school, we have started again and it's quite difficult because their habits are still carried away by online learning such as

waking up in the afternoon, less focused on learning and not enthusiastic during the learning process. Especially since the new normal, there are several classes where the students are participating internships in several inq7dustries city unable to join the learning process as usual. Therefore, i have to teache them twice, the first in the morning by offline learning process at the school, the second in the evening by online learning using whatsapp group or google classroom application at home".

d) **Students lack of vocabulary mastery**

One of the challenges are students lack of vocabulary mastery. It hindered the students understanding of the subject, "*some students might have lack of vocabulary mastery which makes them not actively participate in class*". One of the most challenging tasks that students encountered is mastering vocabulary because English is not used by students in their daily life which make them feel doesn't need to learn the words.

In the process of teaching learning, researcher find the problems faced by the english teacher in applying material for the students. The problem was students did not speak or say anything, because they had limited with the topic given by the teacher. The topic was related to current issues and related to academic activity, it make the class was not effective. Therefore, the teacher had to spend a lot of time to stimulate or built up vocabulary so that the students more active in the class.

Excerpt of Interview 1

I: " How did you perform in teaching English?"

T: " Usually, i delivered the material by English language full. Then, if the students do not understand what i am talking about, i change to Bahasa Indonesia for making the students easier undestand about the material. Sometimes, when i asked them 'have you understand?' they will always said 'yes, we are understand', but when i asked them to

give simple example or it can be small thing which connect with the material they just smile and silent. One of the students weakness is lack of vocabulary mastery, this which makes them not actively participate in the classroom".

e) Lack of Students' Motivation

Motivation is a key factor in second language or foreign language learning success. Motivation is a factor that determines a person who want to do something[43]. There are two types of motivation[44]: 1) integrative motivation: a learner studies language because she/he is interested in the people and culture of target language or on order to communicate with people of another culture who speake it. 2) instrumental motivation: a learner's goals for learning the second language are functional and useful, for example they need the language to get a better job, pass tests, and enable him/her to read foreign newspaper.[45]

Excerpt of Interview 1

I:" What are the problems do face while teaching English in New Normal era?"

T:"The impact of COVID-19 that happened for two years in educational sector which crucial is students lack of motivation, they are like dont have spirit to join learning process in the classroom. Especially because they dont understand and dont like English subject, i have to push myself to make them enjoy during the learning process and understand the material litle by litle. I also give them litle motivation about how important english in education today, what are

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[43] As cited in Richards.....1985:185

[44] As cited in Ellis....1985:117

[45] Febiana, Ellen Fitri, *The difficulties of teaching English in Vocational High Schools, A Final Project,* 2019.

the benefits when we learn english well, and why english can be second language".

f) Psychological problem

Psychological problems are an integral part of an individual's life. The various kinds of psychological problems are depression, stress an anxiety. In educational institutions at all levels, a student's life is subjected to various aspect that cause psychological problems. Most of students mindset about English subject is difficult. Psychological issues can affect students motivation and learning attitude toward English language, this also challenge for the teacher.

Psychological issue can affect students' motivation and learning attitude toward English language. According to Pande, a common misinterpretation among students that English is the most difficult of all subjects[46]. It can be affected students' mindset toward the English language. In line with Fatiloro, the challenging difficulty in teaching English as a foreign language is meeting students' awful attitude in practising English[47]. For instance, students can be fearful to speak in front of their classmates, particularly when it comes to the presence of a competitive students in the classroom. Speech anxiety is a general term for the sense of fear that overtakes a students when he/she is called upon to speak or otherwise perform in front of the class. Anxiety usually strikes when someone has to deliver a presentation before a group of people.

Excerpt of Interview 1

I: "Do you find the difficulties in organizing your students?"

T: " To be honest, my challenge to organize the students in the class if i find students who are nervous, shyness and fear of making mistakes

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[46] Pande, Problems and Remedies in Teaching English as a Second Language, *Confluence*, 2013, p. 416

[47] Fatiloro, Tackling the challenges of teaching English language as second language (ESL) IN Nigeria. IOSR Journal of Research & Method in Education (IOSR-JRME), 2015

during the learning process. It can be happen in a few first minutes, or may be in the last minutes. They often did self correction with their grammar and get difficulty in pronounciting the word, lack of confidence to speak up. Sometimes, they also refused to speak up".

g) **Measuring Students Understanding**

Checking of students understanding about the material that has learned by using Question and Answer, because they are weak linguistic backsound. They cannot understand even the short sentences in English language and after several repetition students still feel shy to use English language in the classroom.

Excerpt of Interview 1

I:"How did you Evaluated the material of teaching English?"
T:"For the evaluating material, i give them tasks or repeat the material to discuss again. I also give them more time to do the tasks, allow them to collaboratively solve communication tasks to make the students comfort in the class, sometimes also i check their writing in the book to make sure that they don't miss the material".

h) **Time Management**

The teacher considered that the time provide was not enough to apply teaching learning in the classroom as well as to improve her own professional development. English is given three hours in a week for one class and each hour lasts for 45 minutess. With this time allocation, teacher feel difficult to manage providing the material and noising in the class, because the time provide to teach English was only three hours for each meeting, to be exact 35 minutes in every meeting. Whereas, the teacher expect that the ideal time to teach english is 90 minutes for each meeting.

Excerpt of Interview 1

I:" Does this situation make difficult to give the material in teaching English?"

T: " To be honest, the time which written in the RPP is three hours for each meeting and 45 minutes in every meeting. But the principal has a policy that the time for teaching learning in every meeting is 35 minutes, because it's still new normal and should not be too long in the school environment. This time allocation of course make me difficult to managing the class in delivering the material also make the evaluation for the students so that they understand what is the topic i give to them, It's too short time".

C. Discussions

1. The Problems of Teaching English in New Normal Era Case Study at SMK Ma'arif NU 1 Ajibarang.

Based on the findings above, the most crucial problems of teaching English in normal era is student's problems. It can be seen from the findings above that difficulty delivering the lesson and students lack of vocabulary mastery. According to the teacher, students didn't focus in learning activity because they were lazy to learn, especially English subject. Feeling bored in the classroom, talking with their friends and busy by themselves. Here are the Problems of Teaching English in New Normal Era Case Study at SMK Ma'arif NU 1 Ajibarang:

1) First problem is lack students' motivation.

Learners may not have inspired and interested in learning English. They have even fear of failure in exams, classroom interaction, and so they cannot get involved easily in classroom interaction and learn the language comfortably. They must be motivated by teachers and scope to learn English in classroom interaction. When the learning process change from the online up to offline, the students habbit are still irregular because the students have been enjoy with the online learning activity. It shown if the students are not attend to the learning process in the class, some of

the students also less enthusiastic to participate in English subject because they didn't have motivation to follow up the learning process.

In this discussion, the researcher conclude that this challenge was related to the theory above. Students learning motivation was problems of teaching english in new normal era, they must be motivated by the teacher and scope to learn english in classroom interaction.

2) The second problem is adaptation.

Education is a field that undergoes significant changes due to the Covid-19 pandemic. Adaptation of teaching was also carried out to cope with the disruption faced due to the Covid-19 pandemic. Students' discipline was included in the adaptation problem in the new normal era. it is faced during offline and online learning. It was mostly found when the teacher comes, the student is not ready for learning or still sleeping and students are not focused to learn. Their parents complain about children playing more with their smartphones which refers to the activity outside class period. This issue needs to be taken into concern since it may affect students' character in long-life learning.

The atmosphere between offline and online classes is significantly different. The teacher and the students need to adapt in both classes. the teacher has to be well-prepared for the lesson material, alternative methods, and intermezzo to make students feel comfortable. Students have to put their disciplines on the teacher's rules during the learning. they have to help each other to adapt to the new normal era in order for teaching and learning activities run well.

3) The third problem is overcrowded classes.

The number of students in a classroom can range from one, for those who teach individual private students, to fifteen or twenty students in a typical classroom up to multitudes of thirty-five or forty or even fifty or more students packed into a language learning situation. "Overcrowded classes and the effect of such conditions can have on teaching learning" (As cited in Emery, 2012, p.4). The large classes create several problems such as discomfort in the class, less attention, evaluation, difficulty in managing class, and maintaining learning activities (As cited in Fajaryani, Masbirorotni *et all,* 2018, p.66). With this condition, the teacher cannot feel comfortable during the learning process. Based on the first interview, the teacher said "especially if the english subject was at last hour, mostly the students are sleepy, busy by themselves". Overcrowded class be the teacher challenge when teaching english. It showed when the teacher delivered material, then the students less attention, even when the english subject was the last hour. The teacher feel discomfort in the class becausee the students are less concentration, sleepy and the learning process doesn't going well.

In this discussion, the researcher conclude that over-crowded class was challenge which related to the theory that the large classes create several problems such as discomfort in the class, less attention, evaluation, difficulty in managing the class, and maintaining learning effectiveness (According to Lynch, 2008).

4) Fourth is time management; insufficient time allocation.

English is a foreign language and hence it cannot be learn and taught as easily as mother tongue or first language, and when it is learn or taught as second language. It requires long time and simultaneously adequate resources and materials to create English classroom climate which facilitate teaching-learning process. Preparation for face to face learning in SMK Ma'arif NU 1

Ajibarang including the risk of the spread COVID-19 virus, the teacher considered that the time was not enough to apply teaching in the classroom because the time was only two hours for each meeting, to be exact 35 minutes in every meeting. With this time allocation, the teacher feel this make difficult to manage the time for providing materials and manage noising in the classroom.

During the new normal era, teacher should teach English in 2 times for 11th grades in SMK Ma'arif NU 1 Ajibarang. First, teacher have to teach English at morning in a classroom for students who are stay in home or it can be students who are waiting time for going to some place then do the internship or PKL (*Praktik Kerja Lapangan*) according to their vocational. Second, teacher have to teach English at evening supporting by Whatsapp group and Google Classroom applications to deliver the material and give some assessment for students who are doing internship or PKL (*Praktik Kerja Lapangan)* and they are stay in some place depends on their vocational.

The researcher conclude that the time which given by the teacher for delivering the material is not enough, Because english subject is less atractive to the students. It shown when the teacher still delivering the material and litle example for the students but the time is up. This challenge was related to the the theory which describe that there are three most crucial challenges in teaching and learning English in the classroom and this was one of the challenge.

5) The fifth is teacher's difficult in delivering material.

Problems in delivering appropriate teaching were expressed by the teacher. The problems are expressed as follows: Smartphone ownership and network coverage. Ownership of smartphones is the most common problem found by the teacher. Not all students or their parents have smartphones. The teacher said, "not all of the

students' parents have android phones, as well as the limitation of network coverage, forced teachers to carry out offline teaching/learning". the students and their parents need to find a spot with appropriate internet connection in order to obtain information of the lesson and to send the assignments. This shows that the infrastructure is not appropriate to carry out online classes.

6) The last problem is curriculum.

When we look at the school curriculum, we can say that the materials are too much. The curriculum requires students to master the four language skills and language components such as the grammar and vocabulary. But when we see the number of students in every class, we can say that is too big. It is pratically impossible for the teacher and students to master the materials. English teaching must be conducted in small classes so that every students can get the chance to practice using the language in the real communication. In other words, language learning needs a lot of practice. Without sufficient practice, it is impossible for the students to be able to use the language fluently. In reality, the students cannot use English well. The curriculum used in XI grades of SMK Ma'arif NU 1 Ajibarang is "Curriculum Covid". Where the time for meeting in every teaching is 45 minutes. She was describe that every grade in this school are using different curriculum, this which make teachers have to pushed theirselves to make it balance. According to the teacher, third grade in SMK Ma'arif NU 1 Ajibarang are using "*Kurtilas (Kurikulum 2013)*", then the second grade are using "*Covid Curriculum (Kurikulum darurat)*", and the first grade are using "*Kurikulum Merdeka Belajar*". Therefore, the researcher choose the second grade for the sample data because the curriculum was related to the research.

By this discussion, the researcher conclude that curriculum also can be problems of teaching english especially in new normal

era, because the teacher have to used their best strategy to make students comfortable in the class and understand about the material which delivering by the teacher.

2. **The Teacher's Solutions for Solving the Problems of Teaching English in New Normal Era Case Study at SMK Ma'arif NU 1 Ajibarang**

After discussing the problems of teaching english in new normal era, the researcher would to discuss how the teacher solve the problems. Based on the interview result, she has some solutions for solving the problems of teaching english in new normal era.

The main goal of language teaching and learning is to develop the speakers four skills with a good command of grammar, but this is not the ultimate goal. The final objective is to empower speakers to be able to use language communicatively (According to Shakiebaei & Keivan, 2014). For improving these skills, teacher choose the best strategies in the classroom, she classified strategies of good language learners as a planning strategy, active strategy, emphatic strategy, formal strategy, experiental strategy, semantic strategy, practice strategy, communication strategy, monitoring strategy and internalization strategy.

a) Reforming Attitude

When we were doing an interview, The teacher describe that if she finds students do not concentrate on the learning activity, she would remind them to stop their activity and back to the learning process. It happens because they have been usual join online learning activities, therefore the attitude still the same when they were at home although today has been offline classes. When a teacher wants to gain students' attention, it can be done by "firmly

name the children who still talking and say stop talking please maintain eye contact"[48].

Reforming attitude in improving English teaching and learning activities can be done by the efforts of all participants; students, teachers, and school. Absolute comitment ro comprehend English language should be made among teachers anad students[49]. According to Fatiloro, the english language teaching and learning should be examined in order to deal with some challenges, it can be done by reforming attitude[50]. Reffered to Pande, reforming attitude can be done by placing the education system and policy of English should be well-defined[51]. Another way is proposed by August and Shanahan, the teachers have to ask students to understand their native language and the similarity of native language and mother tongue. In summary, reforming attitude involves not only teachers and students, but also the government in order to come up with a precise education system[52].

b) Creating interesting learning material

For making the class conducive, Sometimes the teacher give the interesting media to develop the material so that the students easier to understand what is the purpose of the material above. One of interesting media for doing the learning process is

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[48] Brewster et al, (2002) *English Education:Jurnal Tadris Bahasa Inggris*, Vol.14 (1), 2021,84

[49] Fatiloro, Tackling the challenges of teaching English language as second language (ESL) IN Nigeria. IOSR Journal of Research & Method in Education (IOSR-JRME), 2015

[50] Fatiloro, Tackling the challenges of teaching English language ......, p. 29

[51] Pande, Problems and Remedies in Teaching English as a Second Language, *Confluence*, 2013, p. 418

[52] August and Shanahan, Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth. Mahwah, NJ: Lawrence Earlbaum Associates, 2006

video, because by using video the students are not only could to hearing the audio but also visual picture.

Different teaching method and techniques application should be well-prepared. There are some methods of language teaching that can be implemented. According to Fatiloro, teacher must use a variety of methods for teaching English language in handling English teaching problems[53]. In line with Pande, applying various methods, particularly matching the method related to teaching material can help the teacher to establish an effective teaching process[54]. In addition, applying various techniques in language teaching should be taken into account because it will enable teachers to create the suitable conditions for students in learning English as well as help students to deal with their learning challenges[55]. Thus, students can be helped in their language learning when teachers understand what best teaching methods or technique meet the need of students.

c) Give more attention and motivation

The transition period makes students re-adapt to a new school environment. Two years of covid-19 passed and they feel the distance learning, now they had to go back to the new normal period then normal situation. This which make particular concern for teacher to the students, the teacher have to give more attention and give a litle motivation to the students because they get lack of motivation, this for students so that they have a high enthusiasm for learn english.

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[53] Fatiloro, Tackling the challenges of teaching English language as second language (ESL) IN Nigeria. IOSR Journal of Research & Method in Education (IOSR-JRME), 2015, p. 29

[54] Pande, Problems and Remedies in Teaching English as a Second Language, *Confluence*, 2013

[55] Holenšinská, Teaching English as a Foreign Language to Students with Learning Challenges, *(Unpublised diploma thesis),* Masaryk University, Brno, 2006.

The teacher should be all aware to the students' conditions. The teacher should pay attention to everything that the students need, so that the teachers may play some roles in setting the conditions for effective learning. Brown mentioned that teachers have some roles in the classroom; the teacher as controller determines what the students do. The teacher as manager who does not only plan the lesson, but also allows each individual player to be creative within those parameters. The teacher as a facilitator, making the students easier to study, motivating and helping them clear away to find their skills. The teacher as a resource who is available for advice and counselling for students[56].

d) Teaching English through WhatApp and Google Classroom for students who are doing Internship or PKL *(Praktik Kerja Lapangan)*

The teacher handles students who are doing internship or *PKL* by using some online applications; WhatsApp and Google classroom. WhatsApp platforms is primarily a communication application, but it shares a number of features with social media applications. It allows smartphone users to quickly exchange texts, audio and video message for free and makes calls. WhatsApp is a supported applications to accomodate online learning between teacher and students who are doing internship or PKL *(Praktik Kerja Lapangan)* in several places. In addition, Google Classroom is effective and efficient teaching and learning system to students collect their paperless assignment by utilizing features from Google Docs, Drive and other applications. It also supporting applications for teacher during the online learning with the students.

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[56] Brown. *Principles of Language Learning and Teaching*. USA: San Fransisco State University. 2001, p. 167.

CHAPTER V
CONCLUSION AND SUGGETIONS

In this chapter, the researcher presents the conclusion of the study and suggest the problems statements of the Problems of Teaching English in New Normal Era, Case Study at SMK Ma'arif NU 1 Ajibarang.

A. Conclussion

Based on the research findings and discussions, it can be concluded that there were some problems found in teaching english in new era of normal; students lacks of motivation, adaptation, overcrowded class, time management, the teacher difficults in delivering learning materials, and curriculum.

Furthermore, the researcher were also described the teacher solutions for solving the problems of teaching English in new era of normal. The teacher's solution is some action that the teacher did during the offline class and online class. As the result of this research based on the interview and discussion above, there are four solutions in teaching English new normal era. The first is reforming attitude, because students do not concentrate to the learning activity, then the teacher remind them to stop their activity and back to the learning process. The second is creating interesting learning material, this solutions to make the class condusive. Teacher give an interest media to develop the material so that the students easy to understand. The third is give more attention and motivation, because after two years passed the Covid-19 the students get lack motivation to study especially in English subject. The four is teaching English through WhatsApp and Google Classroom applications, this for supporting teacher and students who are doing internship or PKL *(Praktik Kerja Lapangan)* during the online learning process.

B. Suggestions

The researcher thought some of the suggestions for this research towards the Problems of Teaching English in New Normal Era, Case Study at SMK Ma'arif NU 1 Ajibarang.

1. For the Teacher

Through this research, the researcher would suggest the teacher teaching English in New Normal Era. The teacher should teach English simply through suitable media for online and offline learning process. The teacher have to choose selective strategies so that the students can interest with the teaching learning process, especially English subject. Then, the result of this research also provide the learning activity in new normal era to give a clear explanation about the material. It makes students understanding the material before answering the assignment.

2. For the Students

Based on the conclussion above, The researcher suggests the students to improve their learning motivation by reading text, listen to english audio and watch video to improve their vocabulary mastery, especially in English subject. However the learning process is not effective because there are 2 times, the students could use their time to learned English by theirselves through various media. Through those activities, the students could improve their ability to understand and mastering English lessons easier than before.

3. For the Next Researcher

Since this study discussed about the problems of teaching English in new normal era, this research provided some advantages for the next researcher who wanted to research some problems in teaching English New Normal Era. This research leads the next researcher to find the best method by seeing the Problems of teachers in teaching English in New Normal Era and select the right strategy used to teach English. The result of this research also would help the next researcher to conduct a

similar research issue or interdiscip;inary because the researcher believe this research still have a weakness and need deep discussion with the future researcher.

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APPENDICES
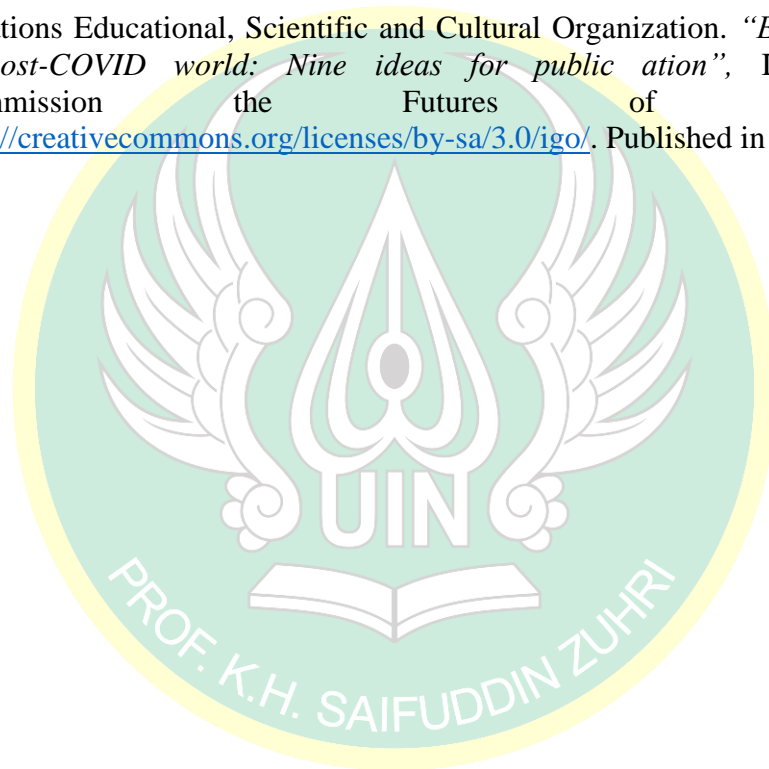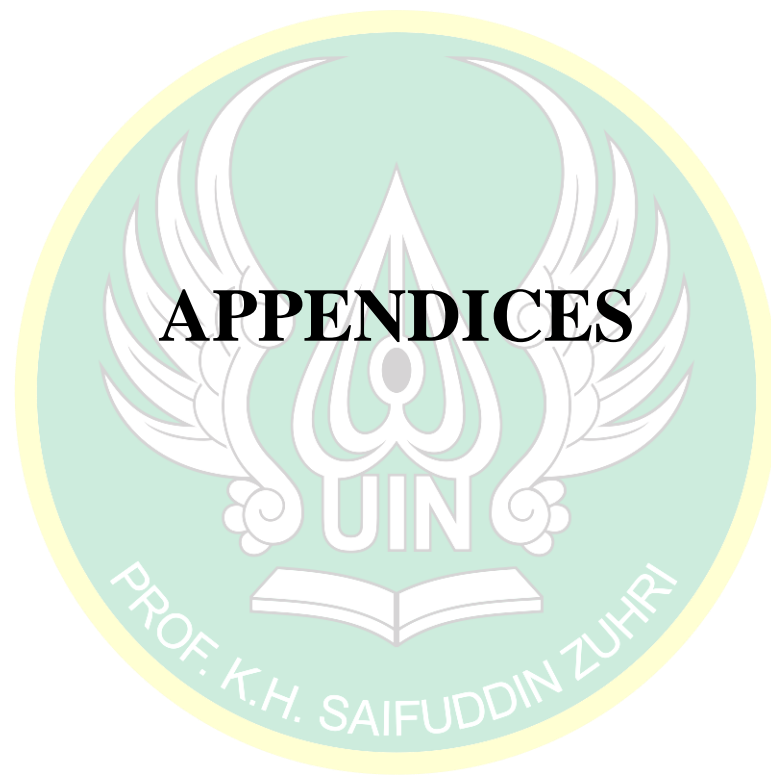
Appendix 1

(Research Instruments)

A. Observation Checklist for Teacher

No.	Statement	Practice Checklist		Description
		Did	Not	
1.	The teachers can explain the learning objectives clearly at the beginning of the class.		√	The students do not know what will they learn before, because the teacher seldom explain the object of the learning at the beginning of the class.
2.	The teachers are using the syllabus in preparing the material and creating a lesson plan.	√		Teacher always use the syllabus for preparing the material and creating a lesson plan, although there is a principle of policy about predeteremined time reduction not as same as the lesson plan.
3.	Teaching and learning activities are aided by media or learning resources.		√	To make easier students understand about the material, teacher use video or power point as a supporting media. However, it cannot be used effectively in every class because there some of the LCD projector get a trouble

4.	The teachers encourage students to be more active in the learning process.	√		The teacher always pushed her self to make students active during the learning process between online and offline, it can be use icebreaking or small games which related to the material.
5.	The teachers are assessing an evaluation suitable with the material.	√		Before closing the learning process, teacher give an assessment to the students for knowing their understanding in the material.
6.	The teachers using a suitable strategies to teaching English in New Normal situation.	√		The teacher use different strategy in teaching English every class, there is which the teacher have to twice in giving material between online and offline course beacuse a half of the classmate are doing internship or PKL *(Praktik Kerja Lapangan)*

B. Interview Guideliness for teacher

Research Object : Problems of Teaching English in New Normal Era Case Study at SMK Ma'arif NU 1 Ajibarang

Interviewer:

Interviewee: Safienti Rizki Ahadiyah, S.Pd

Data:

Time:

Place:

Questions:

1. How many classes did you teach at SMK Ma'arif NU 1 Ajibarang?

2. What do you think about English subject is an important lesson for vocational high school?

3. COVID-19 has been changed our educational system, How do you teach English in this situation?

4. How did you prepared before classes?

5. How did you performed in teaching English?

6. How do you handle your students when teaching English in Classroom?

7. What kind of media that you used to teaching Engling?

8. What are the problems do you face while teaching English in New Normal Era?

9. What is the learning style did you use to teaching English in New Normal Era?

10. Do you find the difficulties in organizing your students?

11. How did you evaluated the material of teaching English?

12. Does this situation make difficult to give the material in teaching English?

13. How do you overcome the problems of teaching english in New Normal Era?

C. Observation Checklist for students

No.	Statement	Practice Checklist		Description
		Did	Not	
1.	The students are preparing theirselves for the learning process in the classroom	√		Because the students have known the english teacher characteristic, they have prepared their books before the teacher come to the class.
2.	The students can access the media or learning resources which provided by the teacher.	√		When the teacher give some media for providing the learning process, the students can access without any trouble.
3.	The students are actively giving response to the teacher during the learning process.		√	Although the teacher have pushed her self to make interest and condusive in a class, but the students there a who still passive and fear of making mistakes

4.	The students can answer the task which given by the teacher as an evaluation of the material.	√		The are three students can answer the tasks which given by the teacher as an evaluation of the material
5.	The students can use the media for improving the learning activity according to the teacher's instruction.	√		Students can access the applications that used for online course such as *Google Classroom* and *Whatsapp*.

D. Interview Guideliness for students

Research Object : Problems of Teaching English in New Normal Era Case Study at SMK Ma'arif NU 1 Ajibarang

Interviewer:

Interviewee:

Data:

Time:

Place:

Questions:

1. What do you think about English Subject?

2. Do you know the importance of English Subject?

3. Can you understand the material of English subject during learning activity in the class room by New normal situation?

4. Did the teacher provide the english subject material during learning activity in the classroom by New normal situation?

5. Do you have some difficulties during learning activity in the class by New normal situation in undertstanding the material?

6. How do you think about your teacher strategies in teaching english by new normal situation?

Appendix 2

(Interview Transcript)

A. Field Notes

Place	: Gazebo of SMK Ma'arif NU 1 Ajibarang
Teacher	: Safienti Rizki Ahadiyah, S.Pd (SR)
Researcher	: Anniqa Rizki Awalina (AR)
Day	: Wednesday
Date	: 6th of April 2022

AR : *"Assalamu'alaikum miss fifin, mohon maaf sekedar mengingatkan kalau hari ini saya mau interview"*

SR : *"Waalaikumsalam mba, oh iya nanti langsung ke gazebo saja yah"*

AR : *"Baik miss..."*

SR : *"Silahkan duduk mba"*

AR : *"Iya miss, selamat pagi miss...bagaimana kabarnya?"*

SR : *"Pagi juga mba, Alhamdulillah saya dalam keadaan baik... mba aniq sendiri apakabar?"*

AR : *"Saya juga Alhamdulillah kabar baik miss, kalau begitu kita langsung saja mulai interviewnya bagaimana miss?"*

SR : *"Oh iya silahkan mba, barangkali saya bisa bantu njenengan... kebetulan hari ini saya lumayan senggang waktunya"*

AR : *"Alhamdulillah kalau hari ini miss fifin senggang, jadi kita interviewnya lebih leluasa ya miss?"*

SR : *"Iya mba, monggo langsung saja"*

AR : *"Baik miss fifin, sebelumnya perkenalkan nama saya Anniqa Rizki Awalina mahasiswa UIN SAIZU Purwokerto prodi Tadris Bahasa Inggris dari Banjaranyar Pekuncen. Berkaitan dengan Problems of Teaching English in New Normal Era, maka saya*

ingin menanyakan hal-hal yang berkaitan dengan masalah yang dialami miss fifin selama mengajar di era New Normal"

SR : *"Oh iya mba silahkan, mudah-mudahan saya bisa jawab"*

AR : *"Kalau boleh tau, berapa banyak kelas yang diampu miss fifin dalam mengajar Bahasa Inggri secara keseluruhan?"*

SR : *"Kalau secara keseluruhan, kelas X itu ada tujuh kelas, kemudian kelas XI ada enam kelas dan kelas XII ada tiga kelas"*

AR : *"Apa tanggapan miss fifin tentang pentingnya pelajaran Bahasa Inggris untuk siswa SMK?"*

SR : *"Kalau menurut saya malah sangat penting ya mba daripada untuk kalangan SMA dsb, karena rata-rata kalau di SMK itu nantinya akan langsung terjun ke dunia pekerjaan dan biasanya mereka itu carinya di pabrik dst. Jadi, untuk mereka yang mampu menguasai komunikasi menggunakan bahasa inggris biasanya memiliki nilai tambahan dari PT tsb. Karena SMK itu kan punya BKK (Bursa Kerja Khusus) jadi untuk mereka yang bahasa inggrisnya bagus biasanya akan lebih diutamakan"*

AR : *"baik miss, kemudian COVID-19 itu kan sudah merubah sistem pendidikan kita ke new normal. Bagaimana cara miss fifin mengajar bahasa inggris dalam situasi ini?"*

SR : *"Sebenarnya memulainya lagi yang lumayan susah ya mba, adaptasi juga sangat pengaruh. Karna siswa itu kan sudah terbiasa dengan sekolah daring, apalagi untuk kelas XI yang sudah dua tahun mengalami KBM jarak jauh kemudian pas masuk ada sebagian dari mereka langsung mengikuti PKL. Jadi, saya mengajarnya juga menjadi dua kali...yang pertama untuk kelas pagi di ruang kelas, yang kedua biasanya saya share materi dan tugas di sore hari menggunakan Google Classroom dan Whatsapp group. Mereka kan sistem PKL nya bergantian sesuai kejuruan, jadi tidak semua meninggalkan sekolah atau kelas"*

AR : "Oh begitu ya miss, berarti walaupun sudah diperbolehkan tatap muka terbatas...miss fifin tetap menggunakan beberapa aplikasi untuk mengajar mereka yang sedang melakukan kegiatan PKL di luar sana?kemudian bagaimana persiapan miss fifin sebelum mengajar dikelas?"

SR : "Iya mba, agar mereka tetap mendapatkan materi walaupun kurang maksimal. Kalau untuk RPP saya jarang bawa ke kelas mba, karena kan fleksibel tidak saklek seperti yang ada di RPP. Biasanya saya bawa buku materi, kemudian beberapa pertanyaan dan latihan soal"

AR : "baik miss, kemudian bagaimana untuk sistem mengajarnya miss?"

SR : "saya bedakan ya mba, sesuai dengan kemampuan mereka. Apalagi di kelas XI itu kan saya mengajar dua jurusan TKR dan TKJ , untuk TKJ kebanyakan dari mereka adalah perempuan, sedangkan TKR itu laki-laki. Kalau untuk siswa TKR biasanya saya menggunakan hal-hal yang familiar dengan mereka. Sedangkan untuk TKJ mereka nyambung dengan segala topik, jadi sedikit lebih memudahkan saya.

AR : "okey miss, bagaimana cara miss fifin mengkondisikan siswa saat mengajar dikelas?"

SR : "kalau mereka sudah mulai tidak fokus mengikuti pelajaran, biasanya saya menggunakan games atau sedikit icebreaking untuk me-refresh tingkat fokus mereka. Kemudian, kalau sudah mulai kondusif situasinya saya kembalikan lagi pada materi yang disampaikan"

AR : "Apa saja media yang digunakan miss fifin untuk mengajar bahasa inggris?"

SR : "Untuk media itu saya pakai PPT dan Video mba, untuk memudahkan mereka memahami materi yang saya sampaikan,

kemudian *Google Classroom, Google form* dan *Whatsaap group* untuk siswa yang mengikuti kegiatan PKL di berbagai kota”

AR : *“Apa saja masalah yang dihadapi miss fifin selama mengajar bahasa inggris di era new normal?”*

SR : *”Kalau untuk masalah banyak ya mba, mulai dari rendahnya motivasi belajar siswa, kurikulum yang digunakan kelas XI itu masih darurat (RPP Covid) jadi materi yang disampaikan lebih sedikit, beberapa kelas yang tidak sesuai dengan kapasitasnya, keterbatasan waktu saat mengajar karena dari kepala sekolah memiliki kebijakan untuk waktu mengajar tidak sesuai dengan yang ada di RPP, tetapi lebih dipersingkat lagi agar siswa tidak terlalu lama dilingkungan sekolah. Jadi, materi tersampaikan lebih lama karena yang seharusnya sudah selesai tetapi masih tetap membahas materi itu. Kondisi siswa yang belum siap mengikuti KBM tatap muka terbatas, untuk siswa yang sedang mengikuti PKL itu kendalanya kurang maksimal dalam penyampaian materi dan kurang aktif saat mengikuti kegiatan belajar”*

AR : *”Gaya belajar apa yang digunakan miss fifin dalam mengajar bahasa inggris di era new normal?”*

SR : *”saya menggunakan scientific approach mba”*

AR : *”Apakah miss fifin menemukan kesulitan saat mengatur siswa?”*

SR : *”Kadang iya mba, biasanya kalau mereka ngobrol sendiri atau tidak fokus materi yang saya jelaskan ditegur dulu pelan-pelan...kalau setelah itu tidak ada perubahan, maka ketika jam pelajaran selesai saya kasih hukuman ringan seperti membersihkan halaman kelas atau membuat contoh kecil dari materi yang tadi disampaikan”*

AR : *”Bagaimana cara miss fifin memberikan evaluasi materi yang sudah disampaikan?”*

SR : "Setelah saya memberikan beberapa contoh kecil yang sepadan dengan materi, saya memberikan tugas juga untuk mengukur kemampuan mereka dalam memahami materi. Untuk sistem pengumpulan tugasnya menggunakan Google Classroom atau Google form, agar siswa yang mengikuti PKL juga tugasnya ikut terkumpul"

AR : "Apakah situasi ini membuat miss fifin sulit dalam memberikan materi saat mengajar bahasa inggris?"

SR : "Pastinya ya mba, karena saya harus membangun kedekatan kembali dengan siswa. Cara mengajarnya pun berbeda dengan sebelumnya, ini membuat saya sebagai guru juga belajar lagi dalam beradaptasi dengan keadaan new normal ini"

AR : "Oke miss, ini pertanyaan terakhir dari saya. Bagaimana cara miss fifin mengatasi segala masalah yang dihadapi saat mengajar bahasa inggris di era new normal?"

SR : "Oh iya mba, dalam mengatasi kondisi seperti ini saya harus memberikan perhatian lebih dan motivasi kepada mereka agar mereka semangat dalam mengikuti PTM terbatas ini. Saya juga berusaha membuat materi yang disampaikan lebih menarik agar memudahkan mereka dalam memahami materi yang saya sampaikan"

AR : "Alhamdulillah, terimakasih miss fifin untuk semua jawaban yang disampaikan...sesi interview nya sudah selesai"

SR : "Sama-sama mba, semoga lancar ya skripsinya"

Student's Interview 1

Place	: Gazebo of SMK Ma'arif NU 1 Ajibarang
Interviewer	: Anniqa Rizki Awalina (AR)
Interviewee	: M. Fajar Maula (MF)
Class	: XI TKJ D
Day	: Monday
Date	: 18th of April 2022

AR   : *"Selamat pagi mas, perkenalkan saya Anniqa Rizki Awalina mahasiswa UIN SAIZU Purwokerto jurusan Tadris Bahasa Inggris. Jadi mengenai skripsi saya yang berkaitan dengan Masalah Guru saat mengajar Bahasa Inggris di era new normal ini, maka saya ingin menanyakan beberapa hal yang berkaitan dengan pembelajaran Bahasa Inggris secara tatap muka terbatas di era new normal ini. Sebelumnya boleh saya tau namanya siapa?"*

MF   : *"Pagi juga mba, nama saya Muhammad Fajar Maula dari kelas XI TKJ D...silahkan mba"*

AR   : *"Baik mas fajar, apa yang mas fajar pikirkan tentang pelajaran Bahasa Inggris?"*

MF   : *"Gimana ya mba, menurut saya bahasa inggris itu pelajaran yang kurang menyenangkan karena saya sering kurang paham dengan materi yang disampaikan"*

AR   : *"Oke mas, saya lanjut pertanyaan selanjutnya. Apa yang mas fajar ketahui tentang pentingnya pelajaran Bahasa Inggris?"*

MF   : *"Sebenarnya penting ya mba, karena untuk mendaftar pekerjaan di jaman sekarang juga Bahasa Inggris menjadi nilai tambahan...tetapi memang saya kurang menguasai. Jadi, tidak semua materi itu saya paham"*

AR   : *"Baik mas fajar, Apakah mas fajar paham tentang materi pelajaran Bahasa Inggris yang disampaikan oleh miss fifin*

	didalam kelas selama masa PTM terbatas di era new normal ini?"
MF	: *"Kebanyakan sih tidak ya mba, tapi tetap ada materi yang saya pahami seperti tenses begitu, karena saya kurang suka pelajaran Bahasa Inggris"*
AR	: *"Apakah miss fifin sebagai guru Bahasa Inggris memberikan materi Bahasa Inggris selama PTM terbatas secara maksimal?"*
MF	: *"Sebenarnya sudah ya mba, Cuma memang saya pribadi yang kurang suka dengan pelajaran tsb. Miss fifin juga menerangkannya pelan, detail dan jelas"*
AR	: *"Apakah mas fajar memiliki kesulitan dalam memahami materi pelajaran Bahasa Inggris selama mengikuti kegiatan belajar secara PTM terbatas ini ?"*
MF	: *"Ada mba, seperti kosa kata juga saya banyak yang tidak tahu dan tidak hafal"*
AR	: *"Oke mas, ini pertanyaan terakhir dari saya. Bagaimana tanggapan mas fajar tentang strategi yang diberikan oleh miss fifin dalam mengajar Bahasa Inggris di era new normal ini?"*
MF	: *"Untuk cara mengajarnya sudah bagus mba, kadang juga kita disuruh buka link atau melihat video yang ada di laptop miss fifin, karena LCD proyektor di kelas itu tidak bisa dipakai. Jadi, kita lihatnya pakai laptop miss fifin"*
AR	: *"Terimakasih untuk waktu dan jawabannya ya mas fajar, interview hari ini sudah selesai"*
MF	: *"Sama-sama mb"*

Student's Interview 2

Place	: Gazebo of SMK Ma'arif NU 1 Ajibarang
Interviewer	: Anniqa Rizki Awalina (AR)
Interviewee	: Izzati Maulani (IM)
Class	: XI TKJ D
Day	: Monday
Date	: 18th of April 2022

AR : *"Selamat pagi mba, perkenalkan saya Anniqa Rizki Awalina mahasiswa UIN SAIZU Purwokerto jurusan Tadris Bahasa Inggris. Jadi mengenai skripsi saya yang berkaitan dengan Masalah Guru saat mengajar Bahasa Inggris di era new normal ini, maka saya ingin menanyakan beberapa hal yang berkaitan dengan pembelajaran Bahasa Inggris secara tatap muka terbatas di era new normal ini. Sebelumnya boleh saya tau namanya siapa?"*

IM : *"Pagi mba, silahkan... nama saya Izzati Maulani satu kelas dengan fajar"*

AR : *"Baik mba izzati, apa yang mba izzati pikirkan tentang pelajaran Bahasa Inggris?"*

IM : *"Bahasa Inggris menurut saya pelajaran yang kadang menyenangkan, kadang juga menyebalkan mba... soalnya kadang saya paham tapi kadang juga tidak paham"*

AR : *"Oke mba izzati, saya lanjut pertanyaan selanjutnya. Apa yang mas fajar ketahui tentang pentingnya pelajaran Bahasa Inggris?"*

IM : *"Penting mba, karena kalau kita bisa paham bahasa inggris jadi bisa baca teks dengan baik dan bisa paham sama obrolan turis. Misalnya kita lagi pergi wisata atau ketemu dengan orang asing disuatu tempat"*

AR : *"Baik mba izzati, Apakah mba izzati paham tentang materi pelajaran Bahasa Inggris yang disampaikan oleh miss fifin*

didalam kelas selama masa PTM terbatas di era new normal ini?"

IM   : *"Kadang paham mba, kalau misalnya miss fifin menambahkan beberapa contoh yang mudah dipahami menggunakan gambar atau video"*

AR   : *"Apakah miss fifin sebagai guru Bahasa Inggris memberikan materi Bahasa Inggris selama PTM terbatas secara maksimal?*

IM   : *"Menurut saya sih sudah mba, tinggal bagaimana kita sebagai siswa dalam memahami materi tsb. Miss fifin juga orangnya enakan, jadi kalau ada siswa yang tidak paham langsung dikasih contoh kecil atau mengulang materi lagi"*

AR   : *"Apakah mba izzati memiliki kesulitan dalam memahami materi pelajaran Bahasa Inggris selama mengikuti kegiatan belajar secara PTM terbatas ini ?"*

IM   : *"Iya mba, saya itu bingung kalau penambahan kata dan perubahan kata, kaya misalnya go jadi went trus yang kalimat aktif pasif juga saya bingung"*

AR   : *"Oke mba izzati, jadi vocabularies ini menjadi hambatan pribadi dalam mengikuti pelajaran Bahasa Inggris yah... saya lanjut pertanyaan terakhir ya mba. Bagaimana tanggapan mba izzati tentang strategi yang diberikan oleh miss fifin dalam mengajar Bahasa Inggris di era new normal ini?"*

IM   : *"Sudah bagus sih mba, apalagi miss fifin juga share materi yang tadi disampaikan di kelas melalui Google Classroom. Jadi, bisa dipelajari lagi sama kita"*

AR   : *"Terimakasih untuk waktu dan jawabannya ya mba izzati, interview nya sudah selesai"*

IM   : "sama-sama mba anniqa"

Student's Interview 3

Place	: Gazebo of SMK Ma'arif NU 1 Ajibarang
Interviewer	: Anniqa Rizki Awalina (AR)
Interviewee	: Merinta Purwaningrum (MP)
Class	: XI TKJ E
Day	: Tuesday
Date	: 19th of April 2022

AR : *"Selamat pagi mba, perkenalkan saya Anniqa Rizki Awalina mahasiswa UIN SAIZU Purwokerto jurusan Tadris Bahasa Inggris. Jadi mengenai skripsi saya yang berkaitan dengan Masalah Guru saat mengajar Bahasa Inggris di era new normal ini, maka saya ingin menanyakan beberapa hal yang berkaitan dengan pembelajaran Bahasa Inggris secara tatap muka terbatas di era new normal ini. Sebelumnya boleh saya tau namanya siapa?"*

MP : *"Pagi mba, nama saya Merinta Purwaningrum dari kelas XI TKJ E"*

AR : *"Baik mba merinta, apa yang mba merinta pikirkan tentang pelajaran Bahasa Inggris?"*

MP : *"Kalau menurut saya pelajaran Bahasa Ingris itu pelajaran yang menyenangkan, karena kita bisa belajar bahasa asing di sekolah"*

AR : *"Oke mba, saya lanjut ke pertanyaan selanjutnya. Apa yang merinta ketahui tentang pentingnya pelajaran Bahasa Inggris?"*

MP : *"Penting, karena untuk melamar pekerjaan di kantor-kantor besar itu kan harus bisa menguasai Bahasa Inggris"*

AR : *"Baik mba merinta, Apakah mba merinta paham tentang materi pelajaran Bahasa Inggris yang disampaikan oleh miss fifin didalam kelas selama masa PTM terbatas di era new normal ini?"*

MP   : *"Kalau kemarin yang secara online itu saya tidak terlalu paham mba, karena miss fifin hanya share materi dan menjelaskan lewat voice note. Berbeda dengan KBM dikelas, kalau saya merasa kurang paham langsung tanya dan beliau memberikan penjelasan yang lebih praktis lagi agar saya bisa memahami materi yang disampaikan."*

AR   : *"Apakah miss fifin sebagai guru Bahasa Inggris memberikan materi Bahasa Inggris selama PTM terbatas secara maksimal?"*

MP   : *"Sudah mba, beliau tidak marah kalau kami belum paham dengan materi yang disampaikan. Biasanya beliau pakai video atau PPT untuk memudahkan kami memahami materi tsb, atau biasanya miss fifin share link melalui Whatsapp group agar kami bisa mempelajari sendiri"*

AR   : *"Apakah mba merinta, memiliki kesulitan dalam memahami materi pelajaran Bahasa Inggris selama mengikuti kegiatan belajar secara PTM terbatas ini ?"*

MP   : *"Paling kalau kosa kata baru yah mba, atau masuk materi baru tapi langsung yang panjang materinya...biasanya saya tidak langsung paham"*

AR   : *"Oke mba merinta, ini pertanyaan terakhir dari saya. Bagaimana tanggapan mba merinta tentang strategi yang diberikan oleh miss fifin dalam mengajar Bahasa Inggris di era new normal ini?"*

MP   : *"Sudah sangat bagus mba, karena cara beliau menyampaikan materi juga tidak full Bahasa Inggris, tetapi campur dengan Bahasa Indonesia. Ini memudahkan kami dalam memahami materi, apalagi miss fifin juga menghandle rekanan kami yang sedang PKL di luar sana"*

AR   : *"Baik mba merinta, Terimakasih untuk waktu dan jawabannya ya, interview hari ini sudah selesai"*

MP   : *"Sama-sama mba"*

Place	: Gazebo of SMK Ma'arif NU 1 Ajibarang
Interviewer	: Anniqa Rizki Awalina (AR)
Interviewee	: Norita Purwaningsih (NP)
Class	: XI TKJ E
Day	: Tuesday
Date	: 19th of April 2022

AR : *"Selamat pagi mba, perkenalkan saya Anniqa Rizki Awalina mahasiswa UIN SAIZU Purwokerto jurusan Tadris Bahasa Inggris. Jadi mengenai skripsi saya yang berkaitan dengan Masalah Guru saat mengajar Bahasa Inggris di era new normal ini, maka saya ingin menanyakan beberapa hal yang berkaitan dengan pembelajaran Bahasa Inggris secara tatap muka terbatas di era new normal ini. Sebelumnya boleh saya tau namanya siapa?"*

NP : *"Selamat pagi mba, nama saya Norita Purwaningsih. Saya satu kelas dengan Merinta XI TKJ E"*

AR : *"Baik mba norita, apa yang mba norita pikirkan tentang pelajaran Bahasa Inggris?"*

NP : *"Saya bingung mba untuk mendefinisikam tentang bahasa inggris, intinya bahasa inggris itu pelajaran tentang bahasa asing dan saya cukup suka dengan pelajaran ini, karena saya juga suka mendengarkan musik barat"*

AR : *"Oh iya mba norita, saya lanjut ke pertanyaan selanjutnya. Apa yang mba norita ketahui tentang pentingnya pelajaran Bahasa Inggris?"*

NP : *"Sangat-sangat penting ya mba, karena Bahasa Inggris itu kan sudah masuk dalam kategori internasional. Jadi, sangat penting untuk kami mempelajarinya"*

AR : *"Oke mba norita, Apakah mas norita paham tentang materi pelajaran Bahasa Inggris yang disampaikan oleh miss fifin didalam kelas selama masa PTM terbatas di era new normal ini?"*

NP : *"sedikit banyak paham ya mba, apalagi waktu itu ada materi tentang lirik lagu. Jadi, lumayan paham dan semangat untuk ngerjain tugas waktu itu"*

AR : *"Apakah miss fifin sebagai guru Bahasa Inggris memberikan materi Bahasa Inggris selama PTM terbatas secara maksimal?*

NP : *"menurut saya sih sudah mba, miss fifin juga orangnya sabar kalau ngajar dikelas. Kelas saya itu banyak yang tidak suka pelajaran Bahasa Inggris, makanya jarang memperhatikan. Tapi kalau miss fifin mengajarnya pakai video, mereka baru mau fokus"*

AR : *"Apakah mba norita memiliki kesulitan dalam memahami materi pelajaran Bahasa Inggris selama mengikuti kegiatan belajar secara PTM terbatas ini ?"*

NP : *"Kesulitannya karna saya tidak paham banyak kosa kata mba, jadi kalau miss fifin menjelaskan dengan Bahasa Inggris pasti bingung. Tapi kalau miss fifin mengulang penjelasan dengan Bahasa Indonesia, baru sedikit paham."*

AR : *"Oke mba norita, ini pertanyaan terakhir dari saya. Bagaimana tanggapan mba norita tentang strategi yang diberikan oleh miss fifin dalam mengajar Bahasa Inggris di era new normal ini?"*

NP : *"Untuk strategi mengajar bu fifin udah bagus mba"*

AR : *"Terimakasih untuk waktu dan jawabannya ya mas fajar, interview hari ini sudah selesai"*

NP : "Oke mba, sama-sama"

Student's Interview 5

Place	: Gazebo of SMK Ma'arif NU 1 Ajibarang
Interviewer	: Anniqa Rizki Awalina (AR)
Interviewee	: Iqbal Faqih Maulana (IF)
Class	: XI TKR E
Day	: Tuesday
Date	: 19th of April 2022

AR : *"Selamat pagi mas, perkenalkan saya Anniqa Rizki Awalina mahasiswa UIN SAIZU Purwokerto jurusan Tadris Bahasa Inggris. Jadi mengenai skripsi saya yang berkaitan dengan Masalah Guru saat mengajar Bahasa Inggris di era new normal ini, maka saya ingin menanyakan beberapa hal yang berkaitan dengan pembelajaran Bahasa Inggris secara tatap muka terbatas di era new normal ini. Sebelumnya boleh saya tau namanya siapa?"*

IF : *"Iya mba, pagi. Nama saya Iqbal Faqih Maulana dari kelas XI TKR E"*

AR : *"Baik mas iqbal, apa yang mas fajar pikirkan tentang pelajaran Bahasa Inggris?"*

IF : *"Pelajaran yang asik mba, soalnya yang tadinya saya gak bisa bahasa inggris trus sekarang jadi bisa"*

AR : *"Oke mas, saya lanjut pertanyaan selanjutnya. Apa yang mas iqbal ketahui tentang pentingnya pelajaran Bahasa Inggris?"*

IF : *"Penting mba, kita jadi tau tentang rumus-rumus yang belum kita pelajari sebelumnya. Misalnya dari present tense ke past tense trus continous gitu mba"*

AR : *"Baik mas iqbal, Apakah mas iqbal paham tentang materi pelajaran Bahasa Inggris yang disampaikan oleh miss fifin didalam kelas selama masa PTM terbatas di era new normal ini?"*

IF   : "*InsyaAllah paham mba, karna miss fifin mengajaarnya pelan*"

AR   : "*Apakah miss fifin sebagai guru Bahasa Inggris memberikan materi Bahasa Inggris selama PTM terbatas secara maksimal?*"

IF   : "*Sudah maksimal mba*"

AR   : "*Apakah mas fajar memiliki kesulitan dalam memahami materi pelajaran Bahasa Inggris selama mengikuti kegiatan belajar secara PTM terbatas ini ?*"

IF   : "*Saya sekedar tau aja mba tentang materi yang disampaikan. Misalnya personal letter itu seperti apa, tapi pas miss fifin kasih tugas malah bingung. Soalnya takut kata-katanya tidak pas*"

AR   : "*Oh begitu ya mas, oke ini pertanyaan terakhir dari saya. Bagaimana tanggapan mas fajar tentang strategi yang diberikan oleh miss fifin dalam mengajar Bahasa Inggris di era new normal ini?*"

IF   : "*Sudah bagus mba, kan miss fifin menjelaskan dulu. kemudian memberikan sedikit contoh, lah nanti kita dikasih tugas buat dikerjain*"

AR   : "*Oke mas iqbal, terimakasih untuk waktu dan jawabannya ya mas...interview hari ini sudah selesai*"

IF   : "Iya mba, sama-sama"

Student's Interview 6

Place	: Gazebo of SMK Ma'arif NU 1 Ajibarang
Interviewer	: Anniqa Rizki Awalina (AR)
Interviewee	: Sarifal Kani Saputra (SK)
Class	: XI TKJ E
Day	: Tuesday
Date	: 19th of April 2022

AR : *"Selamat pagi mas, perkenalkan saya Anniqa Rizki Awalina mahasiswa UIN SAIZU Purwokerto jurusan Tadris Bahasa Inggris. Jadi mengenai skripsi saya yang berkaitan dengan Masalah Guru saat mengajar Bahasa Inggris di era new normal ini, maka saya ingin menanyakan beberapa hal yang berkaitan dengan pembelajaran Bahasa Inggris secara tatap muka terbatas di era new normal ini. Sebelumnya boleh saya tau namanya siapa?"*

SK : "Pagi mba, saya Sarifal Kani Saputra. Teman sekelasnya Iqbal"

AR : *"Baik mas sarifal, apa yang mas sarifal pikirkan tentang pelajaran Bahasa Inggris?"*

SK : *"Apayah mba? Intinya Bahasa Inggris itu pelajaran bahasa luar negri. Tapi saya suka mba"*

AR : *"Oh iya mas, saya lanjut pertanyaan selanjutnya. Apa yang mas sarifal ketahui tentang pentingnya pelajaran Bahasa Inggris?"*

SK : *"Menambah wawasan mba, nanti kalau misalnya udah lulus trus mau daftar kerja di Industri atau PT. Bisa jawab kalau nanti wawancaranya pakai Bahasa Inggris"*

AR : *"Baik mas sarifal, Apakah mas sarifal paham tentang materi pelajaran Bahasa Inggris yang disampaikan oleh miss fifin didalam kelas selama masa PTM terbatas di era new normal ini?"*

SK : "*Kalau PTM bisa dipahami mba, soalnya kita ketemu langsung sama miss fifin. Tapi kalau online lumayan susah*"

AR : "*Apakah miss fifin sebagai guru Bahasa Inggris memberikan materi Bahasa Inggris selama PTM terbatas secara maksimal?*

SK : "*Iya mba, karena menyampaikannya dengan jelas dan urut*"

AR : "*Apakah mas sarifal memiliki kesulitan dalam memahami materi pelajaran Bahasa Inggris selama mengikuti kegiatan belajar secara PTM terbatas ini ?*"

SK : "*Cara mengucapkan kosa kata bahasa inggris mba yang kadang bikin bingung.*"

AR : "*Oke mas, ini pertanyaan terakhir dari saya. Bagaimana tanggapan mas sarifal tentang strategi yang diberikan oleh miss fifin dalam mengajar Bahasa Inggris di era new normal ini?*"

SK : "*Sudah sesuai dengan kondisi saat ini mba, kalau menurut saya*"

AR : "*Terimakasih untuk waktu dan jawabannya ya mas sarifal, interview hari ini sudah selesai*"

SK : "Oke mba, sama-sama"

Appendix 3

Observation Pictures

Observation at XI TKR E grade

Observation at XI TKJ E grade

Observation XI TKJ D

Appendix 4
(Interview Pictures)

Interview with english teacher

Interviw with students XI TKJ D
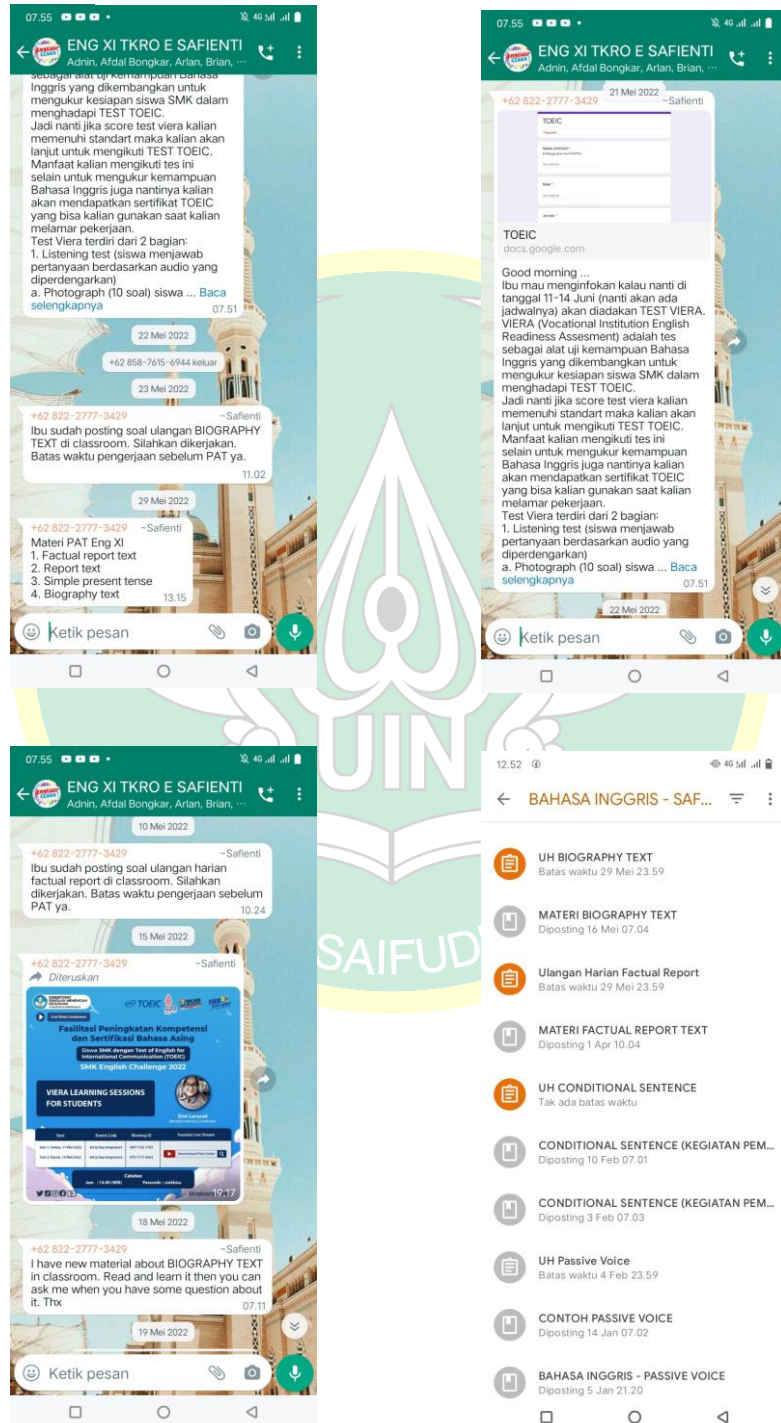

Interview with students XI TKR E

Interview with students XI TKJ E

Appendix 5
Screenshots

Online classes for students internship (PKL)

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMK MA'ARIF NU 1 AJIBARANG
Kompetensi Keahlian	: Teknik Kendaraan Ringan (TKR)
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / Genap
Materi Pokok	: Eksposisi Analitis
Tahun Pelajaran	: 2021/2022
Alokasi Waktu	: 3 x 45 menit / pertemuan

A. Kompetensi Inti

3. Pengetahuan

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Keterampilan

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

Kompetensi Dasar Pengetahuan	Kompetensi Dasar Keterampilan
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (factual report) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda,	4.1.3 Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosia, terkait dengan mata

gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di kelas XI	pelajaran lain di kelas XI.

C. Indikator Pencapaian Kompetensi (IPK)

Indikator KD pada KI Pengetahuan	Indikator KD pada KI Keterampilan
3.1.1. Mengkarakteristikkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis lisan dan tulis (persuasif atau argumentatif), terkait isu aktual	4.1.1 Menentukan makna fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis lisan dan tulis (persuasif atau argumentatif), terkait isu aktual

D. Tujuan Pembelajaran

Melalui kegiatan pembelajaran daring dengan aplikasi *whatsapps* dan aplikasi *google classroom* peserta didik mampu:

1. Setelah melalui pembelajaran peserta didik dapat memahami fungsi sosial teks ilmiah tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial dengan benar.
2. Setelah melalui pembelajaran peserta didik dapat menyusun teks ilmiah faktual tentang orang, binatang, benda, gelaja dan peristiwa alam dan sosial dengan penuh percaya diri.

E. Materi Pembelajaran

Expressing opinion
- Definition
- Social function
- Structure text
- Language features
- Example

F. Pendekatan, Model dan Metode

Pendekatan   : Saintific

Model   : Discovery Learning, Project Based Learning

Metode   : Diskusi dan Penugasan

G. Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	**Orientasi :** 1. Pada aplikasi *google classroom*, guru melakukan pembukaan dengan salam pembuka serta berdoa untuk memulai pembelajaran daring. *(Religius)* 2. Guru memeriksa kehadiran siswa lewat *google classroom* atau *whatsapp group. (Kedisiplinan)* 3. Guru menyiapkan peserta didik secara psikis untuk mengikuti proses pembelajaran. **Motivasi :** 4. Melalui video rekaman, guru menyampaikan manfaat dan tujuan dari materi pembelajaran dalam kehidupan sehari-hari, kaitan antara materi pembelajaran dengan dunia industry, serta menyampaikan aspek dalam penilaian sikap, penilaian pengetahuan dan penilaian keterampilan.	10 menit
Inti	1. Pada aplikasi *google classroom*, guru memberikan materi tentang teks eksposisi analitis dalam bentuk video pembelajaran dan *power point* atau modul. 2. Peserta didik mendownload dan membuka link materi yang dikirim oleh guru. 3. Peserta didik membaca dan memahami isi materi tersebut. *(Literasi)* 4. Melalui forum diskusi di *google classroom*,	70 menit

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	guru menjelaskan materi dan membimbing peserta didik dalam pembelajaran. *(Communication)* 5. Melalui forum diskusi *google classroom*, peserta didik dapat mengajukan pertanyaan tentang hal-hal dalam materi yang belum dipahami dan menjawab pertanyaan peserta didik lain. *(Critical thinking)* 6. Guru beserta peserta didik membuat kesimpulan dari materi yang telah dipelajari. *(Collaboration, Creative)* 7. Guru memberi tugas tentang materi dan mengirimnya melalui aplikasi *google classroom*.	
Penutup	1. Guru memberikan kesimpulan dan penguatan materi tentang teks eksposisi analitis 2. Guru melakukan penutupan pembelajaran daring dengan salam.	10 menit

H. Media, Alat/Bahan, dan Sumber Belajar

1. Media

Aplikasi kelas daring (*google classroom*)

Aplikasi chatting (*whatsapp group*)

2. Alat

Smartphone android, Laptop

3. Bahan

Kuota, Lembar kerja, File dokumen materi

4. Sumber Belajar

- Buku Paket
- Power Point
- Modul
- Newspaper

I. Penilaian Pembelajaran, Remedial dan Pengayaan

1. **Teknik Penilaian**

   Tes tertulis dan praktik (terlampir)

2. **Instrumen Penilaian (Terlampir)**

   1. Pengetahuan   : Penugasan dalam bentuk soal tes tertulis berbentuk pilihan ganda

               (google form)

   2. Keterampilan   : Tes praktik

   3. Sikap   : Lembar penilaian sikap

3. **Pembelajaran Remedial dan Pengayaan**

   Pembelajaran Remedial dan Pengayaan (terlampir)

                                                        Ajibarang, 12 Juli 2021

   WKS.1   Ka.Prog / Koord. N/A   Guru Mata Pelajaran

   <u>**Isnandar ZF, S Pd**</u>   <u>**Ika Rahmawati Utami, S.Pd**</u>   <u>**Safienti Rizki Ahadiyah, S.Pd**</u>

                                Mengetahui,

                                Kepala Sekolah

                        <u>**ZAENUDIN, S.Pd, M.Si**</u>

MATERI PEMBELAJARAN

<div align="center">

KEGIATAN PEMBELAJARAN 1

--

Factual Report

</div>

Factual report is a report containing the facts, rather than provide theoretical or personal interpretation .

The purpose of Factual report text is to present information about something they generally describes on ontire class off things, whether natural or made. For example mammls, rocks, plants, etc

The diFerences between factual report and description tek's is the specific language features, communicative purpose and the situation.

Language Features

1. Memperkenalkan aspek grup atau umum berarti fokus pada peserta generik. Jadi teks laporan selalu memperkenalkan aspek grup atau umum dan fokus pada kata benda umum, seperti: 'Platypus', 'Bees'etc.

2. Menggunakan koneksi logis bersyarat; Waktu kata-kata yang menghubungkan peristiwa untuk memberitahu ketika mereka occur.such seperti ketika, begitu, tapi, dll

3.Kata benda dan frase kata benda yang digunakan bukan kata ganti orang. Penggunaan kata ganti orang terbatas.

Laporan

4.ditulis dalam present tense

Struktur Factual Report

1.General identification

   Object apa yang mau digambarakan biasanya bersifat umum dan,Tidak sepsifik.

2.Descriptions

    Hal-hal apa yang menjadi ciri object tersebut sehingga berbeda dengan object yang lain.

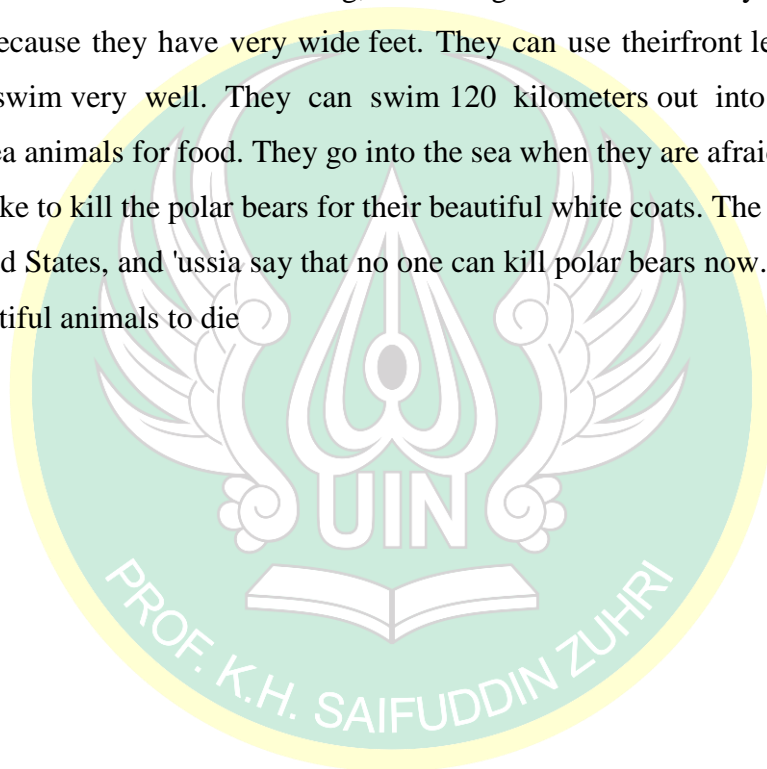Biasaya meliputi parts ,(bagian),custom ,(kebiasaan)dan function ,(fungsi)   Untuk lebih

Jelasnya mari kita lihat Contoh text factual report tentang binantang atau hewan dalam bahasa inggris berikut ini karena contoh ini hanya berkenaan dengan binatang maka dalam generic structurenyapun porsi terbesar adalah custom atau kebiasaan dari binatang tersebut.

EXAMPLE

The polar bear is a very big white bear. We call it the polar bear because it lives inside the Arctic Circle near   the North   Pole. There are no   polar bears   at   the South Pole. The polar bears liveatthe North Pole. There is only snow, ice, and water. There is not any land.

These bears are three meters long, and weigh 450 kilos. They can stand up on their backlegs because they have very wide feet. They can use theirfront legs like arms. The polar bears canswim very well. They can swim 120 kilometers out into the water. They catch fish and sea animals for food. They go into the sea when they are afraid.

People like to kill the polar bears for their beautiful white coats. The governments of C anada, the &nited States, and 'ussia say that no one can kill polar bears now. They do not want all of these beautiful animals to die

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
TAHUN PELAJARAN 2020/2021

Satuan Pendidikan   : SMK Ma'arif NU 1 Ajibarang

Mata Pelajaran   : Bahasa Inggris

Kompetensi Keahlian : Semua Kompetensi Keahlian

Kelas / Semester   : XI / II

Pertemuan ke   : 5 - 7

Waktu   : 9 x 45 menit (1 pertemuan 45 menit)

A. Kompetensi Inti SMK Kelas XI

1. Kompetensi inti spiritual

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Kompetensi inti sosial

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

3. Kompetensi inti pengetahuan

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Kompetensi inti keterampilan

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar :

3.9 Kompetensi Dasar Pengetahuan

Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (factual report) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI

4.13 Kompetensi Dasar Keterampilan

Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

C. Indikator Pencapaian Kompetensi

3.9.1 Mengidentifikasi teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

3.9.2 Mengidentifikasi fungsi sosial teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

3.9.3 Memahami struktur teks dan unsur kebahasan teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

4.13.1 Mengartikan isi dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

4.13.2 Menyunting teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

4.13.3 Menyusun teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

D. Tujuan Pembelajaran

1. Melalui kegiatan literasi, siswa dapat mengidentifikasi teks ilmiah faktual tentang

orang, binatang, benda, gejala dan peristiwa alam dan sosial dengan rasa ingin tahu.

2. Melalui kegiatan Diskusi, siswa dapat memahami fungsi sosial teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial dengan benar

3. Melalui kegiatan Diskusi, siswa dapat memahami struktur teks dan unsur kebahasan teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial dengan benar

4. Melalui kegiatan Diskusi, siswa dapat mengartikan teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial dengan penuh percaya diri.

5. Melalui kegiatan Diskusi, siswa dapat menyunting teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial dari berbagai sumber dengan penuh percaya diri.

6. Melalui kegiatan presentasi, siswa dapat menyusun teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial dengan penuh percaya diri.

E. Materi Pembelajaran

Expressing opinion

- Definition
- Social function
- Structure text
- Language features
- Example

F. Pendekatan, Model Dan Metode

1. Pendekatan   : Pendekatan saintifik
2. Model   : Discovery Learning, Problem Based Learning (PBL)
3. Metode   : Study literature,tanya jawab,diskusi kelompok, wawancara, bermain peran dan penugasan

G. Kegiatan pembelajaran:

Pertemuan ke – 1 (3 Jam Pelajaran)

Fas	Kegiatan	Nilai Karakter	Wakt

e		(PPK), Literasi, 4C, HOTS	u
A	**Persiapan** **Orientasi** 1. Salam 2. Berdoa dilanjutkan menyanyikan lagu Indonesia Raya dan mars Husbanul Wathaan 3. Guru mengkondisikan siswa untuk siap menerima pelajaran dengan menanyakan kabar dan menanyakan siswa yang tidak hadir dalam pembelajaran **Apersepsi** 1. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. 2. Mengingatkan kembali materi prasyarat dengan bertanya. 3. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. **Motivasi** 1. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. 2. Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial 3. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung 4. Mengajukan pertanyaan **Pemberian Acuan** 1. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.	Religi, Nasionalis	15 menit

	2. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 3. Pembagian kelompok belajar Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.		

B	**1. Stimulation (stimulasi / pemberian rangsangan)**
	 <u>KEGIATAN LITERASI</u>
	 Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosialdengan cara :
	 1. **Melihat** (tanpa atau dengan Alat)
	     Menayangkan gambar/foto/video yang relevan.
	 2. **Mengamati**
	     ➢ Lembar kerja materi *Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.
	     ➢ Pemberian contoh-contoh materi *Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* untuk dapat dikembangkan peserta didik, dari media interaktif, dsb
	 3. **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung).
	     Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan *Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.
	 4. **Mendengar**
	     Pemberian materi *Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* oleh guru.
		Literasi, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, critical thinking, collaboration, communication, dan creativity.	100 menit

	5. **Menyimak**		
	Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :*Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*		
	2. **Problem statemen (pertanyaan/ identifikasi masalah)** CRITICAL THINKING (BERPIKIR KRITIK) Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : • Mengajukan pertanyaan tentang materi : Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.		
	3. **Data collection (pengumpulan data)** KEGIATAN LITERASI Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan: • Mengamati obyek/kejadian Mengamati dengan seksama materi Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya. • Membaca sumber lain selain buku teks		

Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang sedang dipelajari.

- Aktivitas

Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang sedang dipelajari.

- Wawancara/tanya jawab dengan nara sumber

Mengajukan pertanyaan berkaiatan dengan materi Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang telah disusun dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

1. **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi *Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.

2. **Mengumpulkan informasi**

Mencatat semua informasi tentang materi *Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

3. **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi *Teks ilmiah faktual tentang orang,*

binatang, benda, gejala dan peristiwa alam dan sosial sesuai dengan pemahamannya.

Saling tukar informasi tentang materi :*Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat.

4. **Data processing (pengolahan Data)**

COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)

Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :

- Berdiskusi tentang data dari Materi :
- Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial
- Mengolah informasi dari materi Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
- Peserta didik mengerjakan beberapa soal mengenai materi Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial.

5. **Verification (pembuktian)**

CRITICAL THINKING (BERPIKIR KRITIK)

Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :

• Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : • Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.	
6. Generalization (menarik kesimpulan) COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan: • Menyampaikan hasil diskusi tentang materi Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. • Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : • Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial • Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial dan ditanggapi oleh kelompok yang mempresentasikan.	

	• Bertanya atas presentasi tentang materi Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. CREATIVITY (KREATIVITAS) • Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial • Menjawab pertanyaan tentang materi Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosialyang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. • Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosialyang akan selesai dipelajari • Menyelesaikan uji kompetensi untuk materi Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.		
C	Kegiatan Akhir : **Peserta didik :** 1. Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang baru dilakukan.		20 menit

2. Mengagendakan pekerjaan rumah untuk materi pelajaran *Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang baru diselesaikan.

3. Mengagendakan materi atau tugas projek /produk/ portofolio/ unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

4. Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.

5. Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran *Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.

Memberikan penghargaan untuk materi pelajaran *Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

Pertemuan ke – 2 (3 Jam Pelajaran)

Fase	Kegiatan	Nilai Karakter (PPK), Literasi, 4C, HOTS	Waktu
A	**Persiapan** **Orientasi** 4. Salam 5. Berdoa dilanjutkan menyanyikan lagu Indonesia Raya dan mars Husbanul Wathaan 6. Guru mengkondisikan siswa untuk siap menerima pelajaran dengan menanyakan kabar dan menanyakan	Religi, Nasionalis Literasi, disiplin, rasa percaya diri,	15 menit

siswa yang tidak hadir dalam pembelajaran	berperilaku	
Apersepsi	jujur, tangguh	
4. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.	menghadapi masalah tanggungjawab,	
5. Mengingatkan kembali materi prasyarat dengan bertanya.	rasa ingin tahu, critical	
6. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	thinking, collaboration,	
Motivasi	communication,	
5. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.	dan creativity.	
6. Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :*Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*		
7. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung		
8. Mengajukan pertanyaan		
Pemberian Acuan		
4. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.		
5. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung		
6. Pembagian kelompok belajar		
Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.		

B	1. **Stimulation (Stimullasi/ Pemberian Rangsangan)**		100
	KEGIATAN LITERASI		menit
	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* dengan cara :		
	1. **Melihat** (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.		
	2. **Mengamati**		
	➢ Lembar kerja materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.		
	➢ Pemberian contoh-contoh materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*untuk dapat dikembangkan peserta didik, dari media interaktif, dsb		
	3. **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.		
	4. **Mendengar** Pemberian materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* oleh guru.		
	5. **Menyimak** Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.		
	2. **Problem Statemen (Pertanyaan/ Identifikasi**		

Masalah)

<u>**CRITICAL THINKING (BERPIKIR KRITIK)**</u>

Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :

Mengajukan pertanyaan tentang materi :
Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.

3. **Data Collection (Pengumpulan Data)**

<u>**KEGIATAN LITERASI**</u>

Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan:

1. **Mengamati obyek/kejadian**

   Mengamati dengan seksama materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya.

2. **Membaca sumber lain selain buku teks**

   Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi *Struktur teks teks ilmiah faktual tentang*

orang, binatang, benda, gejala dan peristiwa alam dan sosial yang sedang dipelajari.

3. **Aktivitas**

Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang sedang dipelajari.

4. **Wawancara/tanya jawab dengan nara sumber**

Mengajukan pertanyaan berkaiatan dengan materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang telah disusun dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

5. **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.

6. **Mengumpulkan informasi**

Mencatat semua informasi tentang materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

7. **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* sesuai dengan pemahamannya.

8. **Saling tukar informasi** tentang materi :

	Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.		
	4. Data Processing (Pengolahan Data) **COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)** Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : 1. **Berdiskusi** tentang data dari Materi : *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* 2. **Mengolah informasi** dari materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. Peserta didik mengerjakan beberapa soal mengenai materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.		

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5. VERIFICATION (PEMBUKTIAN) **CRITICAL THINKING (BERPIKIR KRITIK)** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.	
6. Generalization (Menarik Kesimpulan) **COMMUNICATION (BERKOMUNIKASI)** Peserta didik berdiskusi untuk menyimpulkan 1. Menyampaikan hasil diskusi tentang materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. 2. Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : ➢ *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* 3. Mengemukakan pendapat atas presentasi yang dilakukan	

	tentanag materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* dan ditanggapi oleh kelompok yang mempresentasikan. 4. Bertanya atas presentasi tentang materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. **CREATIVITY (KREATIVITAS)** 5. Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* 6. Menjawab pertanyaan tentang materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. 7. Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang akan selesai dipelajari. 8. Menyelesaikan uji kompetensi untuk materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.		
C	Kegiatan Akhir : **Peserta didik :**		

| | 1. Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang baru dilakukan.

2. Mengagendakan pekerjaan rumah untuk materi pelajaran *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang baru diselesaikan.

3. Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

4. Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.

5. Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.

6. Memberikan penghargaan untuk materi pelajaran *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*kepada kelompok yang memiliki kinerja dan kerjasama yang baik. | | 20 menit |

Pertemuan ke – 3 (3 Jam Pelajaran)

Fase	Kegiatan	Nilai Karakter (PPK), Literasi, 4C, HOTS	Waktu

	Persiapan		
	Orientasi		
A	1. Salam	Religi,	15
	2. Berdoa dilanjutkan menyanyikan lagu Indonesia Raya dan mars Husbanul Wathaan	Nasionalis Literasi,	menit
	3. Guru mengkondisikan siswa untuk siap menerima pelajaran dengan menanyakan kabar dan menanyakan siswa yang tidak hadir dalam pembelajaran	disiplin, rasa percaya diri, berperilaku	
	Apersepsi	jujur, tangguh	
	1. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.	menghadapi masalah tanggungjawab,	
	2. Mengingatkan kembali materi prasyarat dengan bertanya.	rasa ingin tahu, critical	
	3. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	thinking, collaboration,	
	Motivasi	communication,	
	1. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.	dan creativity.	
	2. Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :*Teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*		
	3. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung		
	4. Mengajukan pertanyaan		
	Pemberian Acuan		
	1. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.		
	2. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang		

	berlangsung		
	3. Pembagian kelompok belajar		
	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.		
B	**1. Stimulation (Stimullasi/ Pemberian Rangsangan)** <u>**KEGIATAN LITERASI**</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* dengan cara : 1. **Melihat** (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. 2. **Mengamati** ➤ Lembar kerja materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*. ➤ Pemberian contoh-contoh materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* untuk dapat dikembangkan peserta didik, dari media interaktif, dsb 3. **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*. 4. **Mendengar** Pemberian materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* oleh guru. 5. **Menyimak**		100 menit

		Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*		
		2. Problem Statemen (Pertanyaan/ Identifikasi Masalah) **CRITICAL THINKING (BERPIKIR KRITIK)** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : **Mengajukan pertanyaan** tentang materi : *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.		
		3. Data Collection (Pengumpulan Data) **KEGIATAN LITERASI** Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan: **1. Mengamati obyek/kejadian** Mengamati dengan seksama materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya.		

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	2. Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang sedang dipelajari. **3. Aktivitas** Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang sedang dipelajari. **4. Wawancara/tanya jawab dengan nara sumber** Mengajukan pertanyaan berkaiatan dengan materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang telah disusun dalam daftar pertanyaan kepada guru. **COLLABORATION (KERJASAMA)** Peserta didik dibentuk dalam beberapa kelompok untuk: **1. Mendiskusikan** Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*. **2. Mengumpulkan informasi** Mencatat semua informasi tentang materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.		

		3. **Mempresentasikan ulang**		
		Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* sesuai dengan pemahamannya.		
		4. **Saling tukar informasi** tentang materi : *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*		

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

		4. **Data Processing (Pengolahan Data)**		

COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)

Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :

1. **Berdiskusi** tentang data dari Materi : *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*

2. **Mengolah informasi** dari materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan

pertanyaan-pertanyaan pada lembar kerja.

Peserta didik mengerjakan beberapa soal mengenai materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*.

5. VERIFICATION (PEMBUKTIAN)
CRITICAL THINKING (BERPIKIR KRITIK)

Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :

Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*

antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.

6. Generalization (Menarik Kesimpulan)
COMMUNICATION (BERKOMUNIKASI)

Peserta didik berdiskusi untuk menyimpulkan

1. Menyampaikan hasil diskusi tentang materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.

2. Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :

> *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*

3. Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*dan ditanggapi oleh kelompok yang mempresentasikan.

4. Bertanya atas presentasi tentang materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

CREATIVITY (KREATIVITAS)

1. Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi :
> *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*

2. Menjawab pertanyaan tentang materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.

3. Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang akan selesai dipelajari

4. Menyelesaikan uji kompetensi untuk materi *Unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*

	yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.		
C	**Kegiatan Akhir :** **Peserta didik :** 1. Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang baru dilakukan. 2. Mengagendakan pekerjaan rumah untuk materi pelajaran *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* yang baru diselesaikan. 3. Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. **Guru :** 4. Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*. 5. Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas projek/produk/portofolio/unjuk kerja pada materi pelajaran *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*. 6. Memberikan penghargaan untuk materi pelajaran *Struktur teks teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.		20 menit

H. Alat/Bahan dan Media Pembelajaran

Papan tulis,internet, Media Visual (rangkuman materi, contoh soal dan penyelesaian serta panduan membuat soal)

I. Sumber Belajar

1. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru

J. Penilaian Pembelajaran

Tekhnik penilaian

Penilaian pengetahuan

1. Tes lisan
   a. pertanyaan-pertanyaan terkait materi pra syarat
   b. pertanyaan-pertanyaan terkait materi yang telah diajarkan sebelumnya
2. Tes tulis
   a. Penilaian Harian, berisi soal-soal terkait dengan materi *teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*
   b. Penilaian Tugas, berbentuk tugas pekerjaan rumah untuk membuat video terkait materi *teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*

Ajibarang,   Juli 2020

WKS.1   Ka.Prog / Koord. N/A   Guru Mata Pelajaran

Welas Delima Kusyati,S.Pd   Lailia Zahrotul Awaliyah ,S.Pd.I   Safienti Rizki A,S.Pd

Mengetahui,

Kepala Sekolah

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<u>Zaenudin S.Pd,M.Si</u>

Lampiran 1 materi pelajaran *teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial*

<u>Factual Report</u>

Factual report is a report containing the facts, rather than provide theoretical or personal interpretation .

The purpose of Factual report text is to present information about something they generally describes on ontire class off things, whether natural or made. For example mammls, rocks, plants, etc

The diFerences between factual report and description tek's is the specific language features, communicative purpose and the situation.

Language Features

1. Memperkenalkan aspek grup atau umum berarti fokus pada peserta generik. Jadi teks laporan selalu memperkenalkan aspek grup atau umum dan fokus pada kata benda umum, seperti: 'Platypus', 'Bees'etc.
2. Menggunakan koneksi logis bersyarat; Waktu kata-kata yang menghubungkan peristiwa untuk memberitahu ketika mereka occur.such seperti ketika, begitu, tapi, dll

3.Kata benda dan frase kata benda yang digunakan bukan kata ganti orang. Penggunaan kata ganti orang terbatas.

Laporan

4.ditulis dalam present tense

Struktur Factual Report

1.General identification

   Object apa yang mau digambarakan biasanya bersifat umum dan,Tidak sepsifik.

2.Descriptions

   Hal-hal apa yang menjadi ciri object tersebut sehingga berbeda dengan object yang lain. Biasaya meliputi parts ,(bagian),custom ,(kebiasaan)dan function ,(fungsi)   Untuk lebih Jelasnya mari kita lihat Contoh text factual report tentang binantang atau hewan dalam bahasa inggris berikut ini karena contoh ini hanya berkenaan dengan binatang maka dalam generic structurenyapun porsi terbesar adalah custom atau kebiasaan dari binatang tersebut.

EXAMPLE

   The polar bear is a very big white bear. We call it the polar bear because it lives inside the Arctic Circle near   the North   Pole. There are no   polar bears   at   the South Pole. The polar bears liveatthe North Pole. There is only snow, ice, and water. There is not any land.

   These bears are three meters long, and weigh 450 kilos. They can stand up on their backlegs because they have very wide feet. They can use theirfront legs like arms. The polar bears canswim very well. They can swim 120 kilometers out into the water. They catch fish and sea animals for food. They go into the sea when they are afraid.

   People like to kill the polar bears for their beautiful white coats. The governments of C anada, the &nited States, and 'ussia say that no one can kill polar bears now. They do not want all of these beautiful animals to die.

BIOGRAPHY

A. Personal Information

1. Full Name   : Anniqa Rizki Awalina
2. Student Number   : 1717404005
3. Place, Date of Birth   : Banyumas, 30 April 1998
4. Address   : Desa Banjaranyar rt 04 rw 07, Kec Pekuncen,
                                   Kabupaten Banyumas
5. Nama Ayah   : Untung Subagyo
6. Nama Ibu   : Eva Zaki Khumaira

B. Educational Background

1. Formal Education
   a. SD/MI, tahun lulus   : MI Ma'arif NU 01 Banjaranyar, 2011
   b. SMP/MTs, tahun lulus : MTs Al-Hikmah 2 Benda, 2014
   c. SMA/MA, tahun lulus : MA Al-Hikmah 2 Benda, 2017
   d. S1, tahun masuk   : UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2017

2. Non-Formal Education
   a. YPPP Al-Hikmah 2 Benda
   b. Pon.Pes Darul Hikmah Bobosan

C. Organization Experience

a. HMPS TBI 2019-2020