

**THE ANALYSIS OF TEACHING METHODS FOR
READING SKILLS IN SMA NEGERI 2 PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Prtial Fulfillment of requirements for *Sarjana Pendidikan* (S.Pd)**

Degree

by

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2024

STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

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Declare that the thesis I have compiled with the title, "**The Analysis of Teachers' Methods for Reading Skills in SMAN 2 Purwokerto**" is truly my work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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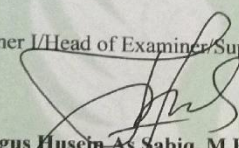
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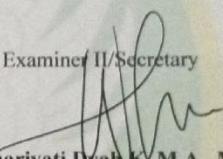
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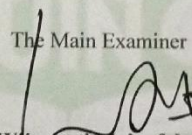
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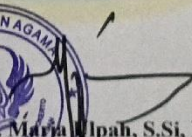

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OFFICIAL NOTE OF SUPERVISOR

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Assalamu'alaikum Warahmatullahi Wabarakatuh

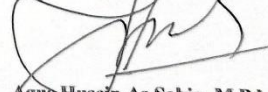
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MOTTO

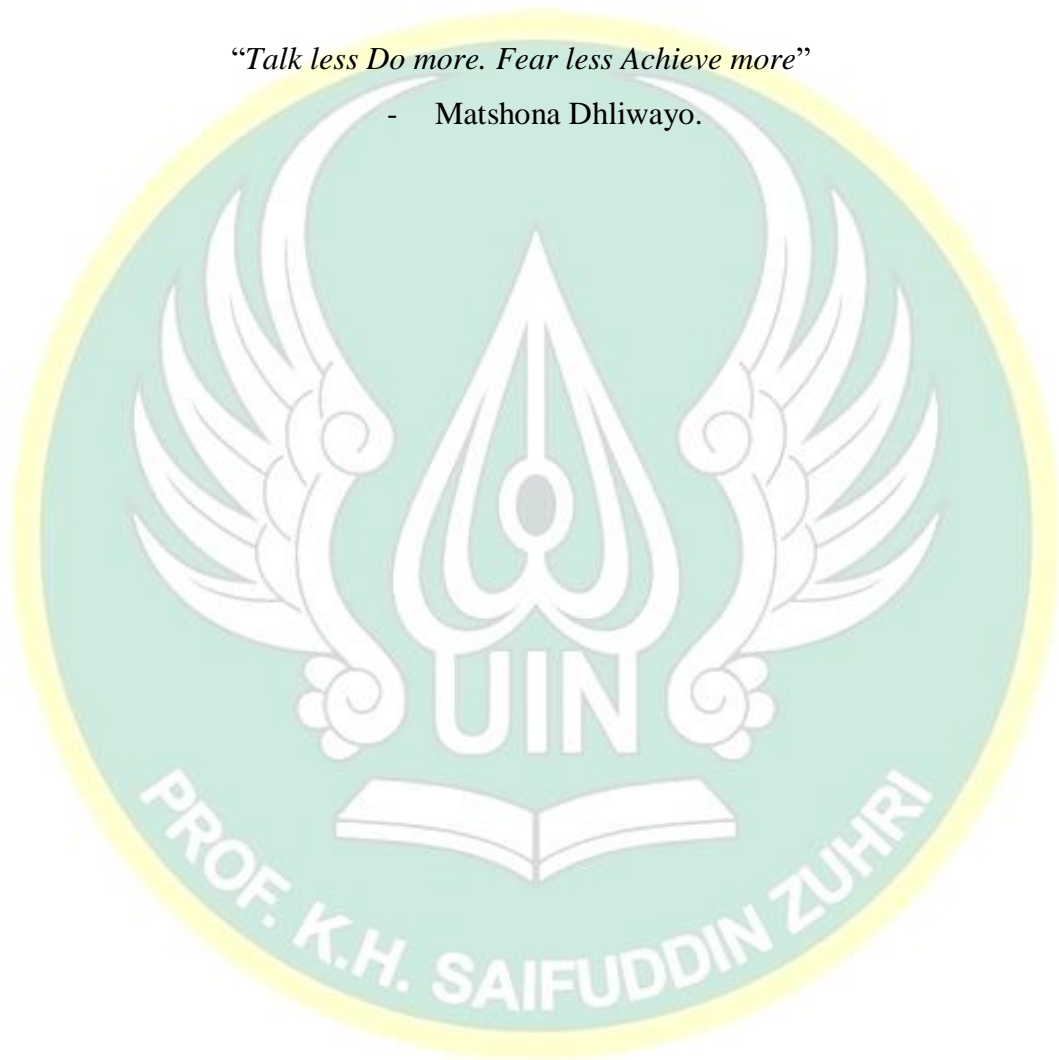
لَا تَحْزَنُ إِنَّ اللَّهَ مَعَنَا

“don't be sad, Allah is with us”

- Q.S. At-Taubah (40)

“Talk less Do more. Fear less Achieve more”

- Matshona Dhliwayo.



DEDICATION

I dedicate this thesis to,

My parents, My beloved Mom, Siti Marfuah

and My beloved Dad, Muhammad Musa.

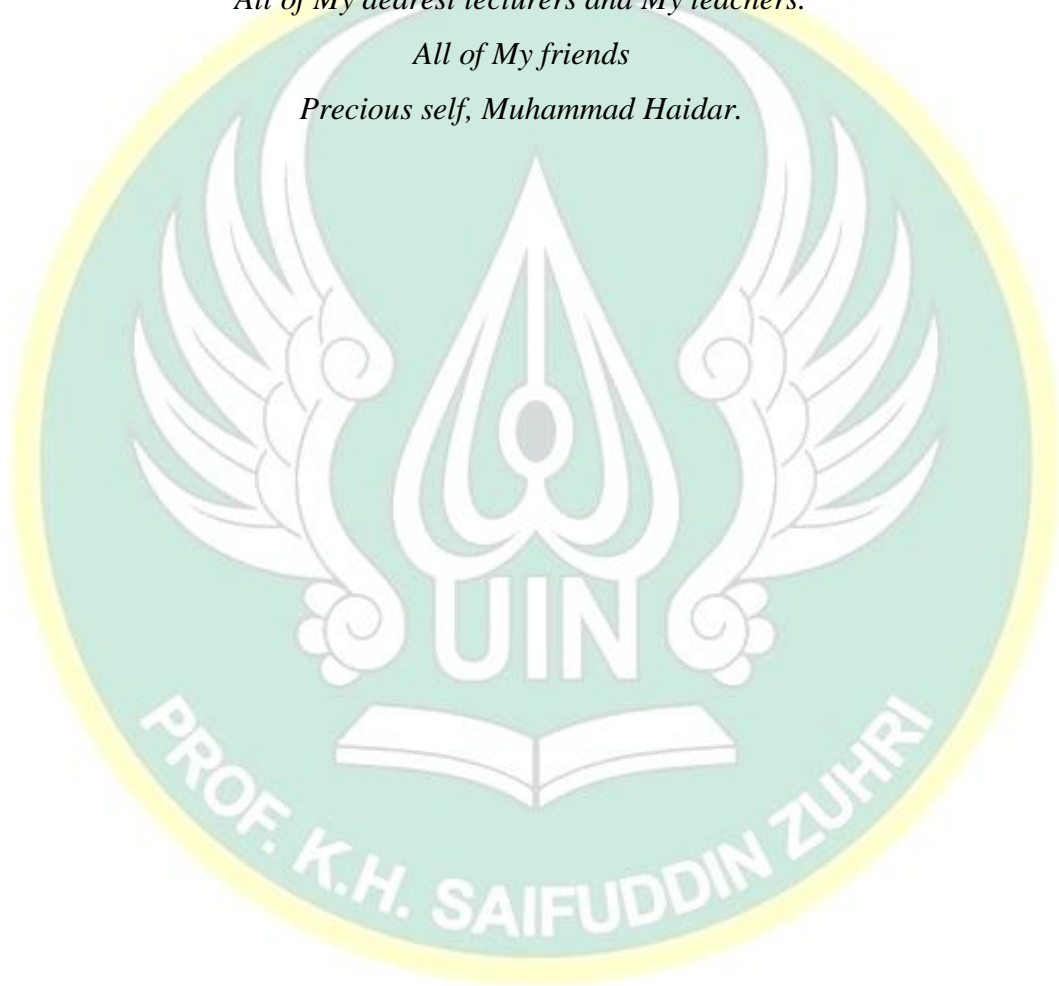
My dearest brothers, Moch. Ari Hermansyah, Muhammad Rido

and My dearest sisters, Nur Syafaah, Saskia Husna Billa.

All of My dearest lecturers and My teachers.

All of My friends

Precious self, Muhammad Haidar.



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THE ANALYSIS OF TEACHING METHODS FOR READING SKILLS IN SMA NEGERI 2 PURWOKERTO

Muhammad Haidar
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Abstract: This thesis investigated the methods used by English teachers in SMAN 2 Purwokerto for teaching reading. The purpose of this study is to find out the teaching methods to teach reading skills. This research applied a qualitative descriptive as research method. The subject of this research consisted of three teachers which are the English teachers of X, XI, XII grades at SMA Negeri 2 Purwokerto. To do check and re-check the data, the researcher selected one student of those classes to be interviewed. The data were collected by observation, interview and documentation. In analyzing the data, this research applied Miles and Hubbermans' theory, which comprise of data reduction, data display, and conclusion drawing and verification. The result showed that there were several methods used by the English teachers to teach reading skill in SMA Negeri 2 Purwokerto, which consist of collaborative method, genre-based teaching method, read-aloud method, scaffolding method, think-aloud method. In addition, the teachers mostly applied a group works as one of the applications of the methods they used. However, collaborative method is mostly used by the teachers because collaborative method provides group works that allowed students to be more active, establish their critical thinking, cooperation between students, also students are able to exchange ideas that are useful for students to develop their reading skills. This has good impact that can be seen from the TOEFL test conducted by this school in collaboration with the International College, the results reached an average score of 483. Specifically, the score of TOEFL test in reading section reached an average score of 33.

Keywords: *Collaborative method, Genre-based teaching method, Reading skill, Read-aloud method, Scaffolding method, Teaching methods, Think-aloud method.*

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CHAPTER I

INTRODUCTION

This chapter describes the background of the study, clarification of key terms, research question, aims and significances of the research and organization of the research.

A. Background of Study

Reading is one of the four language skill that should be mastered because it is necessary for daily activities. The best habit that students may develop to increase their knowledge, information, and science is a reading section¹. Reading makes possible for students to learn new things, enjoy literature, and carry out daily tasks that are essential to modern life². Students will be better if they read more, without reading, knowledge acquisition will be difficult. Therefore, teachers need to know how to teach students, particularly when it comes to enhancing their reading skill. In this case, teachers must use a variety of methods, learning tools, and media in the teaching activities that suit the students' needs.

In Indonesia, there are many teaching methods and techniques used in the teaching and learning activities to improve English reading skills. However, the impact in assisting students in reading is still not fully maximized. This is caused by a lack of interest into the topic, the lack of interest in reading, and the lack of vocabulary from students. Students' lack of enthusiasm to read, their limited reading habits, or their desire to read nothing at all are also regarded as reading process issues.³ Therefore, teachers should have a plan to practice their students' reading skills

¹ Ahmad Girsu Ariandika and Dina Kartikawati, "Effective Method of Teaching Reading (a Case Study)," *Jurnal Bahasa Lingua Scientia* 10, no. 2 (2018): 276, <https://doi.org/10.21274/ls.2018.10.2.275-286>.

² Bobby Pramjit Singh Dhillon, Herman Herman, and Syafryadin Syafryadin, "The Effect of Skimming Method to Improve Students' Ability in Reading Comprehension on Narrative Text.," *Linguists: Journal Of Linguistics and Language Teaching* 6, no. 1 (2020): 77, <https://doi.org/10.29300/ling.v6i1.2991>.

³ Satriani, Estika. "Reading comprehension difficulties encountered by english students of Islamic University of Riau." *J-SHMIC: Journal of English for Academic* 5.2 (2018): 15

Reading is a vital ability for learners of English as their second language.⁴ Aside from that, reading is one of the most essential ways to learn, and effective reading enhances not only the amount and quality of our knowledge but also how we manage our time while studying different academic subjects or in different study environments.⁵ The capacity to read proficiently establishes the groundwork for students' future academic achievements, as reading abilities are used extensively in the school curriculum.⁶ As a teacher, we must also be able to deal with these issues so that we can make a positive change by choosing the right teaching methods in order to improve students reading skills.

The basic techniques, styles, approaches, processes, or actions used to impose a specific order on the teaching or presentation of the activities are known as teaching methods.⁷ Teaching methods used by teachers can affect students' ability to recognize words when reading.⁸ In this case, the teaching methods are created by teachers' perspectives on the process of teaching and learning activities. It is essential to choose teaching and learning method depending on the training goals, the instructor's and the students' skill levels, and the material that needs to be learned.⁹

Students in Indonesia are on average lacking in mastering reading skills, this is due to a lack of motivation, low prior knowledge, and poor English vocabulary.¹⁰ Therefore, teachers' instructional instructions have

⁴ David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003), 68.

⁵ Vasilika Rraku, "The Effect of Reading Strategies on The Improvement of The Reading Skills of Students," *Social and Natural Sciences Journal* 7, no. 2 (2013): 1.

⁶ Mulyah, Pipit, Desi Wijayanti Ma'rufah, and Mustangin Mustangin. "Quora: A popular platform to promote students' reading comprehension skill." (2023). 222.

⁷ Biadgeln, A. "General learning-teaching methods and techniques." Rinehart and Winston (2010).

⁸ Sri Utami Soraya Dewi, "Pengaruh Metode Multisensori Dalam Meningkatkan Kemampuan Membaca Permulaan Pada Anak Taman Kanak - Kanak," *Journal Program Studi PGMI* 2, no. 1 (2015): 1–13, <https://jurnal.stitnualhikmah.ac.id/index.php/modeling/article/view/43>.

⁹ Ane Landøy, Daniela Popa, and Angela Repanovici, *Springer Texts in Education Collaboration in Designing a Pedagogical Approach in Information Literacy*, n.d., 141, <http://www.springer.com/series/13812>.

¹⁰ Nanda, Dodi Widia, and Khairul Azmy. "Poor reading comprehension issue in EFL classroom among Indonesian secondary school students: Scrutinizing the causes, impacts and possible

a significant impact on how students interact in Indonesian classroom settings.¹¹ Based on the results of preliminary research in SMA Negeri 2 Purwokerto, the teacher said that this school has previously collaborated with the International College to conduct TOEFL tests which taken with Paper Based Test for SMA Negeri 2 Purwokerto students. The results of this TOEFL test reached an average score of 483 which consisted of 43 participants.¹² Specifically, the score of TOEFL test in reading section reached an average score of 33. According to Kayla, the maximum raw score of the TOEFL in reading section is 45 points, but this can be lower depending on the number of questions.¹³ So, it is stated that the students have been able to improve their reading skills and have an interest in reading. Therefore, teachers there have chosen and applied teaching methods that are accurate to what students need, also has a good impact on students so that they are able to improve reading skills.

According to the findings research by Atina, through watching a video, analyzing, and summarizing methods teacher provides support to help the students on improving students' reading comprehension of narrative text.¹⁴ In addition, the research by Larasati, Ajeng, & Agung, showed that the teacher applies the traditional teaching methods namely Grammar Translation Method, Direct Method, and Cognitive Code Learning, those methods are very effective in developing the reading skill in inclusive class which focused to vocabulary mastery, active orally communication in a discussion, and grammar comprehension.¹⁵ In this

solutions." *Englisia: Journal of Language, Education, and Humanities* 8.1 (2020): 24.

¹¹ Kusumawanti, Windhariyati Dyah, and Dwi Anggani Linggar Bharati. "The effectiveness of close and explicit reading instructions to enhance reading comprehension to high and lowly motivated students." *English Education Journal* 8.1 (2018):3.

¹² International College – Purwokerto, "TOEFL Score SMAN 2 Purwokerto," Purwokerto: Highest – Lowest Score, 2023.

¹³ Jackson, Kayla C. "Understanding TOEFL Reading and Listening Scores". <https://www.bestmytest.com/blog/toefl/understanding-toefl-reading-and-listening-scores>.(2021).

¹⁴ Millah, Atina Syihabul. *Teacher's Methods on Improving Students' Reading Comprehension of Narrative Text on English E-Learning Classes during Covid-19 Pandemic*. Diss. State Islamic University, 2022.

¹⁵ Larasati, Ajeng Sito, and Muhammad Agung Nugroho. "Teaching Methods for Reading Skill in Inclusive Class." *Ethical Lingua: Journal of Language Teaching and Literature* 8.1 (2021): 285-

case, the teachers play an important role in choosing the methods used to teach English language skills.

Based on the reasons above, the impact of methods used by the teachers in assisting students in reading skill is highly valuable. Therefore, the researcher conducted this study with the title "The Analysis of Teaching Methods for Reading Skills in SMA Negeri 2 Purwokerto". The location was chosen because students in this school have been able to improve their reading skills and have an interest in reading. So, it is stated that the teachers had chosen the appropriate method that is easily understood by students and it can be a solution for other teachers or students facing the problems in reading skills.

B. Conceptual Definition

1. Teaching Method

A teaching method is the way a teacher plans, manages, and carries out various instructional strategies and activities in order to achieve specific learning objectives.¹⁶ Teacher's method is the strategy they employ for developing relationships with their students while they are in teaching and learning process.¹⁷ A teaching method is an approach that educators employ to present content with the goal of helping students better understand what they are being taught, this can enhance students' learning outcomes and promote effective teaching and learning in the classroom.¹⁸ Based on the opinion above, it can be understood that the method is a way or path used by the teacher to convey the subject matter and is used to achieve the stated goals both learning objective and teaching purpose.

291.

¹⁶ Ismail Al-rawi, "Teaching Methodology and Its Effects on Quality Learning ." 4, no. 6 (2013): 100–106.

¹⁷ Nana, Sudjana. "Basics of the teaching and learning process." Jakarta: Sinar baru Algesindostatistika applied to socio-economic studies (2005). 76

¹⁸ Alviah, Alviah. A Study on Teaching Method Used By The English Teachers in Teaching Speaking at SMPN 3 Pekanbaru. Diss. Universitas Islam Riau, 2019. Page 7

2. Reading Skills

Reading is one of the language skill that is crucial to understanding the data or knowledge contained in written texts.¹⁹ Reading is an active process that using both the eyes and the brain to generates meaning.²⁰ For the majority of these students to learning English, reading is the most crucial ability to acquire in order to succeed in any academic area.²¹

C. Research Question

Based on the background of the study that has been explained, the research question is “What are teaching methods used by the teachers in SMA Negeri 2 Purwokerto to teach reading skills?”.

D. Objective and Significances of the Study

1. Objective of the Research

The objective of the research is to analyze the teaching methods used by the teachers to teach reading skill in SMA Negeri 2 Purwokerto.

2. Significances of the Research

a. The teacher

The result of this result is expected to be useful for the Indonesian teachers in choosing suitable method or strategies in teaching reading with reference to SMA Negeri 2 Purwokerto teachers' experience.

b. The other-researcher

As a reference for other researchers who conduct research or study related to the teachers' methods for reading skills.

¹⁹ Dyah Dana, Multi Yusan; Aminatun, “Reading Comprehension Difficulties in Indonesian Efl Students” 3, no. 2 (2022): 7–15.

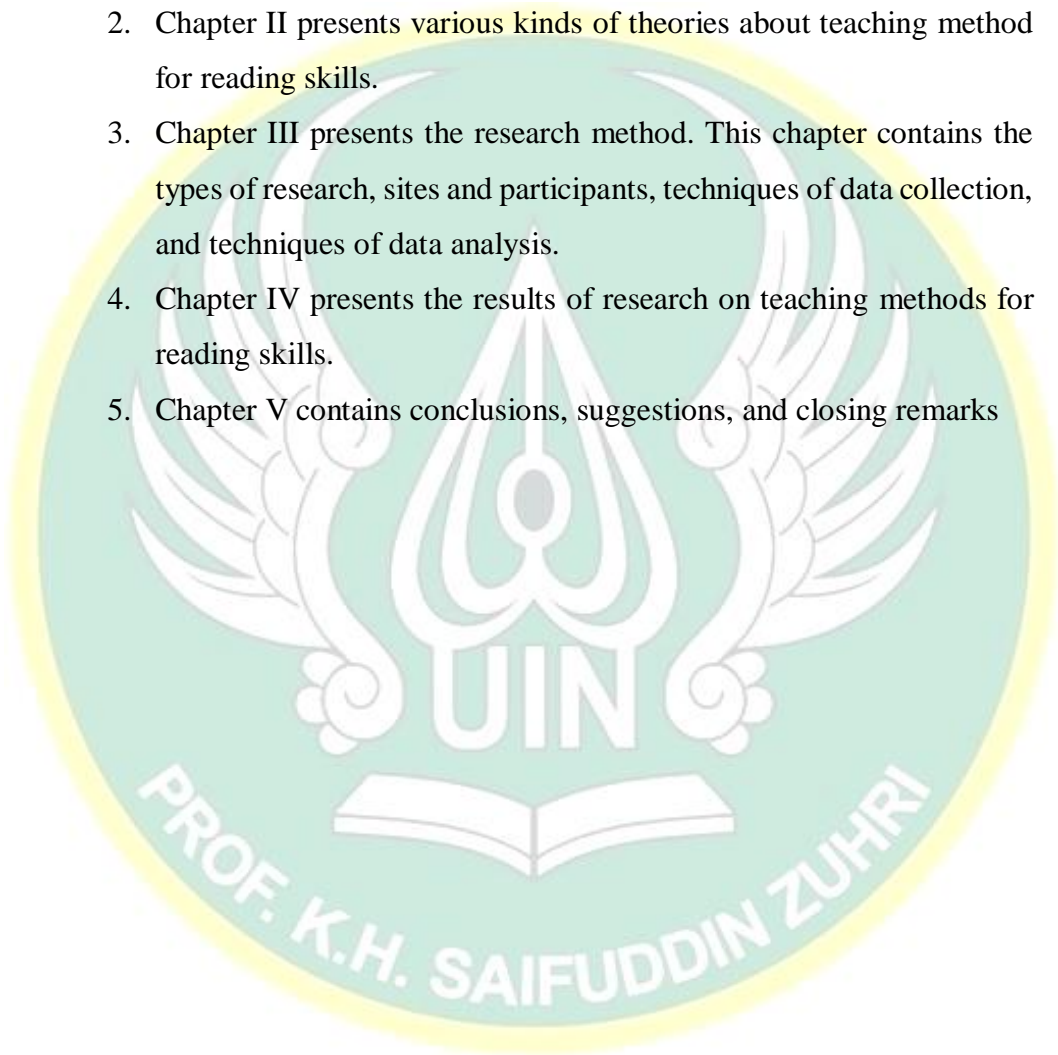
²⁰ E K A Rezqi Amaliah, *Teachers' Method in Teaching Reading Comprehension Skill at MTS Negeri 1 Makassar*, 2018. 6

²¹ David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003), 69

E. Structure of the Research

To conduct research systematically, it is necessary to classify the research structure. This research is divided into five chapters, namely:

1. Chapter I is an introduction consisting of the background of the study, operational definition, research questions, aims and significance of the research, and organization of the paper.
2. Chapter II presents various kinds of theories about teaching method for reading skills.
3. Chapter III presents the research method. This chapter contains the types of research, sites and participants, techniques of data collection, and techniques of data analysis.
4. Chapter IV presents the results of research on teaching methods for reading skills.
5. Chapter V contains conclusions, suggestions, and closing remarks



CHAPTER II

LITERATURE REVIEW

This section of the literature review thoroughly evaluates the theories employed as foundation for investigating the teaching method for reading skills.

A. Theoretical Framework

1. Reading Skills

Reading is a fluid process in which readers create meaning by integrating details from the text with what they already know.²² By reading, readers gain a understanding of what a writer means, additionally, readers are able to identify the information in a text.²³ Reading is an interactive process in which a reader actively interacts with a text in order to derive meaning.²⁴ Reading is a skill that enables learners to analyze and assess arguments, interpretations, views, or theories; compare and contrast various ideas; and get familiar with the thoughts of others.²⁵ Readers must utilize their vision when reading in order to comprehend and provide meaning to a few words or sentences.²⁶

1) Technique of Reading Skills

There are four technique of reading skills according to Grellet.²⁷

a. Skimming

²² David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003), 68.

²³ Sabiq, Agus Husein As. "Improving Students' Motivation and Reading Skills in ELT Through Audio Visual Media." *Diksi* 25.1 (2017). 58

²⁴ Strickland, D. S., et al. "4 Creating Literacy: Instruction for All Students by Gunning, TA (2005) tion, Inc." *MultiCultural Review: Dedicated to a Better Understanding of Ethnic, Racial, and Religious Diversity* 16 (2007): 28.

²⁵ Behfrouz, Behnam, and Elham Nahvi. "The effect of task characteristics on IELTS reading performance." *Open Journal of Modern Linguistics* 3.01 (2013): 30.

²⁶ Arliani Gunawan Putri et al., "Improving Students' Reading Skill Through Collaborative Learning," *Professional Journal of English Education* 2, no. 6 (2019): 862.

²⁷ Grellet, Françoise. *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge university press, 1981.

Skimming is a specialized reading technique where the reader scans the material fast to get the general understanding or main ideas.²⁸ When reading longer documents, skimmers tend to focus on the introductions, conclusions, and summaries as well as the contents lists and the first and last paragraphs of each chapter.²⁹ In other words, Skimmers scan a page or screen with their eyes, searching for bullet points that summarize the information.

b. Scanning

Scanning is the process of rapidly looking for a certain piece of information inside a text.³⁰ Scanning technique engage running eyes across the page to find specific information inside the text.³¹ Therefore, scanning can help students identify specific material quickly so they can limit the amount of time they need to answer text questions on an exam or assignment.

c. Extensive Reading

Extensive reading refers to reading a lot of material to get a broad comprehension of it, and it is intended to foster an enthusiasm of reading, improve vocabulary and structure knowledge, and foster excellent reading habits.³² Through substantial reading, students will learn how to read in the target language fluently and directly for fun on their own,

²⁸ Grabe, William, and Frederica Stoller. "Teaching and research reading." Harlow, UK: Longman (2002).

²⁹ Sherly Marliasari, "Teaching Reading Comprehension By Using Skimming and Scanning Techniques To the Tenth Grade Students of Sman 1 Gelumbang," *English Community Journal* 1, no. 2 (2017): 110, <https://doi.org/10.32502/ecj.v1i2.768>.

³⁰ Brown, H. Douglas. *Principles of language learning and teaching: A course in second language acquisition*. Pearson, 2014. 320

³¹ Kurniasari Windayani, "Improving The Eighth Grade Students' Reading Comprehension Achievement By Using Skimming and Scanning Technique At Mts N 1 Jember," 2015. 16

³² Richards, Jack C., and Richard W. Schmidt. *Longman dictionary of language teaching and applied linguistics*. Routledge, 2013.

independent of their teachers.³³

d. Intensive Reading

Intensive reading is a kind of reading at a slower pace and requiring a deeper level of comprehension than extensive reading.³⁴ Furthermore, intensive reading is concerns to further progress in language learning under the guidance of the teacher.³⁵ According to Yoshiro, implementing intensive reading entails having the instructor guide students through a text at a leisurely pace, pointing out new words and phrases, breaking down the grammatical structure, and helping them grasp each sentence.³⁶ It implies that the teacher plays an important role in intensive reading.

2) Assessment of Reading

Assessment is one of the most crucial instruments in the teaching and learning process, because it can be used to gauge both teachers' abilities to transfer knowledge and students' abilities to receiving knowledge.³⁷ Assessment is seen as a technique for evaluating students' comprehension that depends on various exercises meant to enhance learning objectives.³⁸ In addition, reading assessments and exams can give students motivation, feedback, and a sense of authenticity in their learning.³⁹

³³ Nasser Rashidi and Marjan Piran, "The Effect of Extensive and Intensive Reading on Iranian EFL Learners' Vocabulary Size and Depth," *Journal of Language Teaching and Research* 2, no. 2 (2011): 471–82, <https://doi.org/10.4304/jltr.2.2.471-482>.

³⁴ Richards, Jack C. and Schmidt, Richard. *Dictionary of Language Teaching and Applied Linguistic*. London: Pearson Education, 2002. 194

³⁵ M. F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Technique*, (New York: Sunrise Publisher and Distribution, 2008), 117

³⁶ Yoshihiro Omura, *Bridging the Gap between Extensive Reading and Intensive Reading: Vocabulary Acquisition*, *World Congress Proceeding*, 1, 2012. 37

³⁷ I N Sma et al., "The Implementation of Peer Assessment in Reading Skill," n.d., 5.

³⁸ Sidi Said Radia, "Assessment of Reading Comprehension Skills. A Case Study SE3 EFL Classes in Tizi-Ouzou.," no. July 2016 (n.d.). 7

³⁹ Huseynova, Farida. "Assessment of Students' Reading Comprehension Skills in Teaching English." *Teacher training and practice*. IntechOpen, 2023. Page 3

According to Brown, there are two types of assessment.⁴⁰

a. Summative Assessment

Summative assessment is the term used to describe the evaluation process that occurs at the conclusion of the educational program, following the completion of all requirements by the student within the allotted time, and determines the extent to which students have met the primary learning outcomes of the course is the final evaluation.⁴¹

b. Formative Assessment

Formative assessment activities are tasks that are often intended to provide students with feedback on what they have learned so far in the course. Teachers use assessments as a diagnostic tool in the classroom at the conclusion of a lesson or a unit.⁴²

The primary objective of formative assessment providing suitable assignments and assessments to students which can motivate them to read.⁴³

3) Teaching Reading

Teaching is directing, facilitating, and managing learning, it also creates the environment for learning.⁴⁴ English teachers should have supervised practice distributing the reading materials because teaching reading is a task that belongs to the

⁴⁰ Brown, H. Douglas, and Priyanvada Abeywickrama. "Language assessment." *Principles and Classroom Practices*. White Plains, NY: Pearson Education (2004).

⁴¹ Basim Ahmed and Hassan Alfarsi, "Integrating Formative and Summative Assessment in Learning and Evaluation of English Language in Post Basic Education Schools (Secondary Schools)," *Eimj.Org*, n.d., 8.

⁴² Glazer, Nirit. "Formative plus Summative Assessment in Large Undergraduate Courses: Why Both?." *International Journal of Teaching and Learning in Higher Education* 26.2 (2014): 276-286.

⁴³ Caldwell, JoAnne, and Lauren Leslie. *Intervention strategies to follow informal reading inventory assessment: So what do I do now?*. Pearson Higher Ed, 2012. 34-56

⁴⁴ Brown, D. "Teaching by Principles-An Interactive Approach to Language Pedagogy. New Jersey: Prentice Hall Regents." (1994). 161

experts.⁴⁵ It is thought that by using the appropriate method in reading class, students will be highly engaged in the lesson.

There are eight principles teaching reading according to Nunan (2003):⁴⁶

- a. Exploit the reader's background knowledge.
- b. Build a strong vocabulary base.
- c. Teach for comprehension.
- d. Work on increasing reading rate.
- e. Teach reading strategies.
- f. Encourage readers to transform strategies into skills.
- g. Build assessment and evaluation into your teaching.
- h. Strive for continuous improvement as a reading teacher.

2. Teaching Method

Teaching method is the way by which a teacher arranges and carries out a variety of instructional strategies and activities in order to accomplish specific objectives.⁴⁷ The perspectives of teachers on the learning process influence the methods of teaching. Learning objectives, the abilities of the teacher and the students, and the material that has to be mastered should all be taken into consideration when choosing teaching and learning methods.⁴⁸

1) Method

Before identifying the type of teachers' method used in teaching, it's crucial to define what method is. A method is an overall plan for the systematic presentation of language based on a chosen approach, which is a set of assumptions dealing with the nature of language, learning, and teaching.⁴⁹ It gives the

⁴⁵ Anthony, Edward M. "Approach, method, and technique." *elt Journal* 17.2 (1963): 63-67.

⁴⁶ David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003), 74

⁴⁷ Al-rawi, "Teaching Methodology and Its Effects on Quality Learning ."100

⁴⁸ Landøy, Ane, Daniela Popa, and Angela Repanovici. *Collaboration in designing a pedagogical approach in information literacy*. Springer Nature, 2020. 41

⁴⁹ Anthony, Edward M. "Approach, method, and technique." *elt Journal* 17.2 (1963): 63-67.

teacher the ability to plan and organize learning activities, choose relevant learning experiences, establish a suitable environment, monitor and analyze student progress, and methodically impart knowledge without wasting time.⁵⁰

The goal of methodology is to improve the English teaching process by enabling and supporting instructors to perform their jobs effectively.⁵¹ Therefore, teachers should employ a suitable method in order to develop students' comprehension, willingness, and competence in the classroom.⁵² So, by following a method, teachers can more easily assist students who are having trouble learning the material.

2) Kind of Teaching Method in Teaching Reading

There are several methods that can be used to teach reading skills:

a. Direct Method

The primary goal of the direct method of instruction is to deliver knowledge in a way that allows every student to reach the specified goals at a proficient level.⁵³ Direct instruction is probably better for teaching skills rather than understandings, so, the instructor must practice these abilities as much as possible.⁵⁴ Students are expected to learn how to speak in the target language by teachers who employ the direct method. Learning to think in the target language

⁵⁰ Amaliah, *Teachers' Method in Teaching Reading Comprehension Skill at MTS Negeri 1 Makassar*. 10

⁵¹ Tamura, Elena Taralunga. "Concepts on the methodology of teaching English." *The Economic Journal of Takasaki City University of Economics* 48.3 (2006): 169.

⁵² Dara Fitria Munzaki, Lilis Suadah, and Risdaneva Risdaneva, "Teaching Methods Used By Students of Department of English Language Education of Uin Ar-Raniry in Teaching English At English Course," *Englisia Journal* 4, no. 1 (2017): 11, <https://doi.org/10.22373/ej.v4i1.1023>.

⁵³ Hakim, Lukma Nul. "The influence of the use of direct method in teaching reading comprehension and the students' achievement." *Tell: Teaching of English Language and Literature Journal* 7.2 (2019): 87.

⁵⁴ Richards, Jack C., and Theodore S. Rodgers. *Approaches and methods in language teaching*. Cambridge university press, 2014.

is essential for students to accomplish this successfully.⁵⁵

b. Transactional Method

The transactional method emphasizes dialogue among teachers and students.⁵⁶ Transactional Methods is an instructional reading technique to guided students through a text.⁵⁷ The phrase "transactional" highlights how students are involved in group transactions to figure out the meaning of the text rather than relying just on individual research.⁵⁸ Transactional strategies supports students' goal-setting and planning, helps them make sense of what they read by using text clues and prior knowledge, keeps track of their comprehension, solves reading-related difficulties, and assesses their progress.⁵⁹

c. Scaffolding

Scaffolding is the support and guidance provided by teachers to help students progress towards new abilities, concepts, or understandings.⁶⁰ Scaffolding's primary function is to assist students in their development during the learning process. The help is necessary to transfer skills for pupils and give them the confidence to grow more independent.⁶¹

⁵⁵ Larsen-Freeman, Diane. *Techniques and principles in language teaching*. oxford University, 2000. 30

⁵⁶ Feng and Chen, "A Study on Teaching Methods of Reading Comprehension Strategies by Comparison between Tem-4 Reading Comprehension and Ielts Academic Reading Comprehension." 1179

⁵⁷ Hesti Oktari, Zainal Arifin, and Eusabinus Bunau, "Using Transactional Strategies Instruction in Teaching Reading Descriptive Text of SMAN 1 Segedong," 1995. 3

⁵⁸ Stone, C. Addison, et al., eds. *Handbook of language and literacy: Development and disorders*. Guilford Publications, 2016. 551

⁵⁹ Brown, Rachel, and Lynn Coy-Ogan. "The evolution of transactional strategies instruction in one teacher's classroom." *The Elementary School Journal* 94.2 (1993): 221-233.

⁶⁰ Al Eissa, A. A. A., and Abdullah Al-Bargi. "The impact of scaffolding strategies in enhancing reading comprehension skills of university students in a Saudi context." *International Journal of Linguistics* 9.5 (2017): 1-22.

⁶¹ Hammond, Jennifer. *Scaffolding: Teaching and learning in language and literacy education*. Primary English Teaching Assoc., PO Box 3106, Marrickville, New South Wales, 2204, Australia, 2001.

d. Genre-Based Teaching Method

The genre-based approach evolved on systemic functional linguistics, which involves with the connection between language and its roles in social situations.⁶² Genre-based approach activities in the classroom are organized in cycles, each of which has a number of steps, such as: 1) the fields building, 2) the text modeling and deconstruction, 3) the joint production of the text, 4) the independent of the text.⁶³ According to Lin, the genre-based approach is regarded as one of the most effective teaching methods in the learning process since it focuses on comprehending and producing content.⁶⁴

e. Drill Method

The drill method is a method of instruction for learning that involves practicing a skill repeatedly with the goal of making it permanent.⁶⁵ Teachers can help students become more proficient readers by using the drill method or training method, also carry out additional study on how well kids read aloud or how drill methods can be used to help students with other abilities outside reading aloud.⁶⁶

f. Communicative Language Teaching

Communicative language teaching is to help students become competent communicators, it also develops methods for teaching the four language skills that take into

⁶² Hyon, S. (1996). Genre in Three Traditions: Implications for ESL. *TESOL Quarterly*, 30(4), 696.

⁶³ Chappell, Phill. "A Genre Based Approach to Developing Oral skill in an Adult Thai EFL Context, a paper presented at the Fifth Pan-Asian Conference on Language Teaching at FEELTA, Vladivostok, Rusia." Vladivostok, Rusia, June 20 (2004): 2004.

⁶⁴ Lin, Benedict. "Genre-based teaching and Vygotskian principles in EFL: The case of a university writing course." *Asian EFL journal* 8.3 (2006), 2.

⁶⁵ Sudjana, Nana. *Dasar dasar proses belajar mengajar*. Sinar Baru Algensindo, 2021.

⁶⁶ Verrawati, As Janah, Wuri Wuryandani, and Septia Sugjarsih. "Drill Method: Improving Reading Aloud Skills?." *5th International Conference on Current Issues in Education (ICCIE 2021)*. Atlantis Press, 2022. 322

account the relationship between language and communication.⁶⁷ Communicative language teaching (CLT) is one educational strategy that the basic objective of language education is to prioritize successful communication with others.⁶⁸ Proficiency in communication is indicative of good reading, comprehension, and text-related abilities.⁶⁹ Under such circumstances, students' reading comprehension will significantly improve, indicating that the most effective way to enhance reading comprehension abilities is still through communicative language teaching.⁷⁰

g. Language Experience Approach

The fundamental idea behind this approach is to make reading a particularly meaningful and pleasurable experience by utilizing the student's own terminology, linguistic patterns, and prior experiences to produce reading texts.⁷¹ In order to develop reading materials for instructional reasons, LEA combines student retellings of events from their homes and communities. The program focuses on students' descriptions of their life experiences and written transcriptions of these events for use in reading and writing teaching.⁷²

h. Think – aloud Method

⁶⁷ Larsen-Freeman, Diane. *Techniques and principles in language teaching*. Oxford University, 2000.

⁶⁸ Patricia A. Duff, "Case Study Research on Language Learning and Use," *Annual Review of Applied Linguistics* 34 (March 2014): 233–55, <https://doi.org/10.1017/S0267190514000051>.

⁶⁹ Tixi, Juan Elías Yucailla. "Communicative language teaching in reading comprehension." *ConcienciaDigital* 3.4.1 (2020): 122

⁷⁰ Tixi, Juan Elías Yucailla. "Communicative language teaching in reading comprehension." *ConcienciaDigital* 3.4.1 (2020): 116-125.

⁷¹ Masruddin, Masruddin. "The efficacy of using language experience approach in teaching reading fluency to Indonesian EFL students." *Arab World English Journal (AWEJ)* 7.4 (2016). 318

⁷² Landis, David, Joanne Umolu, and Sunday Mancha. "The power of language experience for cross-cultural reading and writing." *The Reading Teacher* 63.7 (2010): 580.

The think-aloud method is one in which students share what they are thinking out loud while they read, exposing the comprehension skills they are employing.⁷³ This can make reading comprehension easier and with a better understanding of the content. Though think-aloud studies provide frequency data, which restricts the statistical tools that may be correctly used to analyze them, they have revealed reading processes of expert readers that had not been found by static measures.⁷⁴

According to Booth, the process for applying the think-aloud method in teaching reading includes the following steps: 1) before asking children to think aloud, the instructor must create an environment of trust, 2) once such an environment has been formed, the teacher can begin asking students to share their thoughts. A good opportunity to inquire is when notice students struggling while reading, 3) while listening to students express their thought process, the teacher should avoid asking leading questions, 4) after students have done articulating their thought process, the teacher might explore how this specific method helped them solve their issue.⁷⁵ Therefore, this method facilitates students to improve critical thinking, and independence in reading.

i. Read-aloud Method

Read-aloud is a systematic and explicit method in which the teacher serves as a model for vocabulary acquisition, fluent reading, and comprehension strategies.⁷⁶

⁷³ Oster, Leslie. "Using the think-aloud for reading instruction." *The Reading Teacher* 55.1 (2001): 64-69.

⁷⁴ Jahandar, Shahrokh, et al. "The think-aloud method in EFL reading comprehension." *International Journal of Scientific & Engineering Research* 3.9 (2012): 5

⁷⁵ Booth, David. *Guiding the reading process*. Pembroke Publishers Limited, 1998.

⁷⁶ Fountas, Irene C., and Gay Su Pinnell. "Teaching for comprehending and fluency: Thinking,

Reading aloud improves pronunciation, allows to speak more naturally and confidently, and aids comprehension of the text.⁷⁷

Read - aloud are a great way to help students learn to read because they help them connect reading with enjoyment and provide foundational knowledge that helps them expand their vocabulary.⁷⁸ Moreover, reading aloud has five purposes in foreign languages: 1) practicing pronunciation, 2) improving oral English, 3) acquiring a deeper comprehension, 4) reinforcing knowledge, and 5) improving the classroom environment.⁷⁹ With the statement above, this method provide support to facilitates students' ability to gain more vocabulary, reading fluently, and also comprehend the text.

j. Collaborative Method

Collaborative methods refer to procedures, actions, and discussions that include individual collaboration.⁸⁰ Collaborative method used to help students understand the content easier since they work in groups and each has a responsibility in extracting information from the text. Collaborative learning involves students participating in small-group discussions where they share their knowledge and experience.⁸¹

talking, and writing about reading, K-8." (No Title) (2006).

⁷⁷ Müller, Anni. "Reading Aloud as a Teaching and Learning Tool." Teachers' Conference June. 2015. P 37

⁷⁸ Desipriani, D. "Penerapan strategi reading aloud terhadap materi membaca kelas 2 SDN 11 kabupaten kubu raya." *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 2.6 (2013): 1-16.

⁷⁹ Huang, L. (2010). Reading Aloud in the foreign language teaching. *Journal Asian Social Science*. Vol. 6 No.4 April 2010. CHINA: Zhenjiang Watercraft College of PLA. p.149

⁸⁰ Spence, Muneera U. "Graphic design: collaborative processes= understanding self and others (lecture) Art 325: Collaborative Processes." Fairbanks Hall, Oregon State University, Corvallis, Oregon 13 (2006).

⁸¹ Scager, Karin, et al. "Collaborative learning in higher education: Evoking positive interdependence." *CBE—Life Sciences Education* 15.4 (2016): 69.

B. Previous Studies

The researcher used several studies and relevant article journals to support this study with the result below.

1. The first study by Shelphi Sarini, Melda Yeni, Sri Erma Purwanti entitled “An Analysis of Teacher’s Method in Teaching Reading Comprehension in Mas Pondok Pesantren Tunas Harapan in the academic year of 2023” The type of research used in this study is descriptive-qualitative. Based on the results of the questionnaire and interview with research subjects, who consisted of 13 statements and 4 interviews, the questionnaire and interview were processed based on 4 indicators from the 13 statements. The researcher found that teachers only use one method in teaching reading comprehension, and this method is always used by teachers in teaching reading comprehension in the class XI MAS Pondok Pesantren Tunas Harapan Tembilahan, namely the reading aloud method. Based on the statements provided by the researcher, it shows that the English teacher at MAS Pondok Pesantren Tunas Harapan Tembilahan is dominant in three methods namely the phonic method, the language experience approach, and quantum teaching.
2. The second study by Atina Syihabul Millah entitled “Teacher’s Methods On Improving Students’ Reading Comprehension Of Narrative Text On English E-Learning Classes During Covid-19 Pandemic in the academic year of 2022” The result of this study focusing on research problems, it can be concluded that first, the English teacher used watching a video, analyzing, and summarizing methods on improving students’ reading comprehension of narrative text during students study from home. Between three methods included watching a video, analyzing, and summarizing. Watching a video is the most dominant method between other methods. But it’s not the method that always used by the teacher in every teaching. Every method has the easiness and the difficulties that have been felt

by the teacher. Those methods are used by the teacher to help the students on improving students' reading comprehension of narrative text. It can be used as easy as possible to be understood by the students because the teacher cannot give the explanation directly like in the classroom. By using those three methods the teacher can easy in conveying material to the student during leaning process via online.

3. The third study by Vera Sri Wahyuni entitled "Several Methods to Teach Reading to Early Childhood in the year of 2021". This paper intends to conduct a study on how to teach reading to early childhood. The aim is to find out some more effective ways to teach reading to early childhood. In this paper, a study has been carried out on several ways of teaching early childhood to read. Based on the results of the study, it can be concluded that to teach reading to early childhood can be done by using: the children's songs and book, card game, through guessing game, using various learning application and parent's patience. Parent or teacher must be able to choose the method according to the situation, abilities and interests of the children. This is so the parent or teacher is able to develop abilities and interests of children to read and avoid boredom.
4. The fourth study by Larasati, Ajeng Sito, and Muhammad Agung Nugroho entitled "Teaching Methods for Reading Skill in Inclusive Class in the year of 2021". This study is aimed to investigate the teaching method used for reading skill in inclusive class. The type of study is categorized into a qualitative research designed in a case study. It is placed in an inclusive class at MAN 2 Klaten which consists of a mix among 28 normal learners and three special need learners on second semester in 2019/2020 academic year. The technique of collecting data is applied through observation, interview, and documentation. Then, the analyzing data is done by data reduction, data display, and verification based on the theory of

Miles and Hubberman. The results showed that the teacher applies the traditional teaching methods namely Grammar Translation Method, Direct Method, and Cognitive Code Learning which reflect the humanistic way in teaching without exception among normal and special need learners in class. Those methods are very effective in developing the reading skill in inclusive class which focused to vocabulary mastery, active orally communication in a discussion, and grammar comprehension.

5. The fifth study by Alviah entitled “A Study on Teaching Method Used by The English Teachers in Teaching Speaking at SMPN 3 Pekanbaru in the year of 2019”. This research subject were the English teachers of seventh gradenof SMPN 3 Pekanbaru. This research used a descriptive qualitative research. The objectives of the research is to describe the method applied by the teachers in teaching speaking skills the seventh grade students and to determine students’ perception about the teaching methods used by the teachers in the teaching and learning process in the seventh grade of SMAN 3 Pekanbaru in academic year of 2019/2020. From the result of this study revealed that teacher I used two teaching methods in teaching speaking to seventh grade students. The teaching methods used by the teacher I are the CLT Method and the Discussion Method. While the method used by the teacher by the teacher II is the direct method and the method of discussion.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the procedures for conducting research. It consists of type of research, time and location of the research, subject of the research, object of the research, techniques of data collection, and techniques of data analysis.

A. Type of Research

To deal with these questions, this study employed a descriptive methodology along with a qualitative approach. Qualitative research is a process that yields descriptive data, which is expressed in written or spoken terms by those who characterize descriptive research as an effort to gather data about any event that occurs in that location in accordance with a naturalistic circumstance.⁸² The purpose of this study is to find out the methods used by the teachers to teach reading skills. Therefore, researchers can more freely explore information and obtain more detailed data on various matters needed for research purposes by using these approaches and methods in this study.

B. Time and Location of the Research

This research was conducted at SMA Negeri 2 Purwokerto which is located at Jalan Jend. Gatot Subroto No.69, Karangjengkol, Sokanegara, East Purwokerto, Banyumas Regency, Central Java 53115. The location was chosen because students in this school have been able to improve their reading skills and have an interest in reading that can be seen from the TOEFL test conducted by this school in collaboration with International College, the results reached an average score of 483. Specifically, the score of TOEFL test in reading section reached an average score of 33. According to Kayla, the maximum raw score of the TOEFL in reading section is 45 points, but this can be lower depending

⁸² Moleong, Lexy J. "Metodologi Kualitatif Edisi Revisi." Bandung: PT. Remaja Rosdakarya (2005).

on the number of questions.⁸³ Therefore, the teachers had chosen the appropriate method that is easily understood by students and it can be a solution for other teachers or students facing the problems in reading skills. The research was conducted on March 20th until April 25th in the academic year of 2023/2024.

C. Subject of the Research

The subjects of this research are three English teachers of X, XI, and XII grade at SMA Negeri 2 Purwokerto. However, to do check and recheck of the data, the students whom being taught by those three teachers are also the subject of this research.

D. Object of the Research

The object of this research is the teachers' method used by the English teachers in SMA Negeri 2 Purwokerto to teach reading skills.

E. Techniques of Data Collection

To get relevant results, this research uses a data collection as follows:

1. Observation

Observation is a data collection method in which researchers watch people at the research location.⁸⁴ The process of observation involves observing and documenting the teaching methods used by the teachers to teach reading skills, followed by taking the appropriate notes to collect information for the study. This observation aims to observe the teaching methods used by teachers to teach reading skills. The researcher conducted observations 6 times, as follows:

1 Table 3. 1 Observation Date

Teacher	Class	Date
Teacher I	XII MIPA 4	Wednesday, March 20 th , 2024
	X-11	Thursday, April 25 th , 2024

⁸³ Jackson, Kayla C. "Understanding TOEFL Reading and Listening Scores". <https://www.bestmytest.com/blog/toefl/understanding-toefl-reading-and-listening-scores>.(2021).

⁸⁴ John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, (Boston: Pearson, 2012), p.213.

Teacher II	XI-10	Tuesday, April 2 nd , 2024
	XI-5	Thursday, April 4 th , 2024
Teacher III	XI-9 <i>Advanced</i>	Monday, March 25 th , 2024
	XI-11 <i>Advanced</i>	Wednesday, April 24 th , 2024

2. Interview

This technique is employed to gather research data by asking informants about their thoughts, arguments, and the reality of teaching process. This instrument also aids the researcher in learning in-depth details regarding the teaching methods in teaching reading. This study makes use of a particular kind of semi-structured interview that doesn't take place in a formal setting and includes information about the conditions or activities that are present at the research site in addition to the informants' perspectives.⁸⁵

In order to conduct this study, three teachers were participated in an interview chosen based on factors pertaining to the research topic. To do the triangulation, one student of each classes were recruited to be interviewed to gather the data on how they responded to the methods used by the teachers. Therefore, to gather information for the study, the researcher was prepared a variety of interview questions. The questions were asked are about the teachers' method used in the teaching process, especially in reading skills and how the teachers implement these methods.

3. Documentation

In this research, the data was collected using documentation that will be obtained from SMA N 2 Purwokerto. The documentation is in the form of photos of teaching and learning activities, and lesson plan. The documentation will strengthen the results that have been obtained in research.

⁸⁵ Farida Nugrahani, *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*, (Solo: Cakra Books, 2014), p.126

F. Techniques of Data Analysis

The next stage after obtained the data is analyzing it. This technique applies Miles and Hubbermans' theory, which comprises of data reduction, data display, and conclusion drawing and verification, to analyze the collected data.

1. Data Reduction

Data reduction is the process of selecting, focusing, and attempting to reduce, abstract, and alter data that appears in written reports, notes, or descriptions.⁸⁶ Reducing data entails summarizing, selecting the most significant information, concentrating on what matters, and looking for themes and patterns. As a result, the reduced information will offer more detail and facilitate researchers' ability to gather more data.

2. Data Display

Data display is a type of data presentation where the relationship between one component and another is shown through a concise presentation, graphic, or diagram.⁸⁷ At this point, the significant data that has been gathered is formed into a narrative or description. It will be simpler to comprehend field events by comparing data with data that researchers have collected.

3. Conclusion Drawing and Verification

Drawing and verifying conclusions is the final step in analyzing qualitative data. The phases of conclusion drawing and verification are when researchers obtain substantial data to back up their research.⁸⁸ At this point, when the data conclusions that have been obtained are still temporary, the researcher finds strong evidence to strengthened the research.

⁸⁶ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis an Expanded Sourcebook* 2nd edition, (Thousand Oaks California: SAGE, 1994), p.10

⁸⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2013), p.249

⁸⁸ Danuri and Siti Maisaroh, *Metode Penelitian Pendidikan*, (DI Yogyakarta: Penerbit Samudra Biru (Anggota IKAPI), 2019), p.135

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the result of the research about the teachers' methods for reading skills in SMAN 2 Purwokerto in the academic years of 2023/ 2024 based on the interview and observation.

The researcher presents the findings and discussion of the research in the form of words or qualitatively. The subject of this research were the English teachers of X, XI, XII grades of SMAN 2 Purwokerto and one student of those classes. The researcher conducted an interview with the teacher and followed with the researcher joined in the teaching and learning processes at each grade to know the teaching methods used by the teachers and how the teachers implement that methods. After the lesson was over, then the researcher continued the interview with student from the class that had been previously observed. The researchers joined the teaching process totally six times, which were divided into two meetings for each teacher. The findings and discussion of teaching and learning activities were explained bellow:

A. Teaching Reading Methods

At this stage, the researcher presented the results of the interviews and observations to find out the methods used and how the teachers apply these methods.

Based on the interview with the teachers and the observation during the teaching and learning process, it could be concluded that there were some methods applied by the teachers in teaching reading skills. The methods applied were based on the ability of students in reading skills and the students' needs. The description of the teaching methods used by the English teachers were as follows:

1. Collaborative Method

The researcher conducted the observation on Wednesday, march 20th, 2024. From the result of interview and the observation, the researcher found that the teacher used a collaborative method in the first

meeting and the material taught are about “Reading comprehension: skimming and scanning technique” at the XII MIPA 4 class of SMAN 2 Purwokerto. Before implemented the teaching and learning process, the teacher said that she prepared some steps such as choosing the example of the text, prepared some steps to make the student to be more active, prepared some quiz, and made some task or activity based on the material taught.

Collaborative methods refer to procedures, actions, and conversations including individual collaboration.⁸⁹ Therefore, with this method, the teacher enhances students' capacity to be active, collaborate, and comprehend long reading materials. It was supported by Scager, collaborative learning involves students participating in small-group discussions where they share their knowledge and experience.⁹⁰

Moreover, by looking at the results of the interview and observation, the researcher can find and concluded the application of this collaborative method on reading comprehension material as follows:

a) Text Selection

In teaching reading comprehension, teachers must choose texts that are appropriate for the students' level and the learning objective. It was supported by Setiawati, choosing topics that are relevant to the children' abilities are another significant strategy to address the problem.⁹¹ This is because the texts they choose can have an impact on the students' motivation and level of interest in the material. It was explained by the teacher, she said

“In applying this collaborative method, and also seeing from the material that I will convey is reading comprehension, of course the first thing I do is choose a reading text that will

⁸⁹ Spence, Muneera U. "Graphic design: collaborative processes= understanding self and others.(lecture) Art 325: Collaborative Processes." Fairbanks Hall, Oregon State University, Corvallis, Oregon 13 (2006).

⁹⁰ Scager, Karin, et al. "Collaborative learning in higher education: Evoking positive interdependence." CBE—Life Sciences Education 15.4 (2016): 69.

⁹¹ Setiawati, Maharani Dyah Ayu, and Budiasih Budiasih. "Strategies on teaching reading comprehension for the Junior High School students during the Covid-19 Pandemic." International Journal of Research on English Teaching and Applied Linguistics 2.2 (2022): 24.

aim to stimulate students' minds, where the text is not too long and not too short either, which if the students easily understand the contents of the text".⁹²

From the statement above, the researcher found the first thing that teacher do for the application of collaborative method by selection of texts, where the text is adjusted to the ability of students. Many facts showed that students in Indonesia are less interested in reading due to lack of vocabulary and laziness in reading long texts.⁹³ It was strengthened with what Othman and Jaidi said that some students can read fluently but do not understand the text they have read or the message it provides.⁹⁴ Based on the researcher's observation when students were discussing some texts, there were some students who did not seem to understand the texts. When the researchers asked them why, they explained that they were lazy to read long texts and also did not understand the meaning of the words. It was related with student I said, he said "*I have difficulty when reading long texts, because I am often lazy when reading it*". In this case, the researcher concluded that choosing reading material or text is essential because it affects students' interest in reading.

b) Fluent Reading

Encouraging students to read fluently is essential for them to acquire fluency, improve comprehension, and interact with the material in an effective way. It was supported by Setiawati, someone who is considered fluent in reading has the capacity to read fast, accurately, while maintaining full expression.⁹⁵ Based on the

⁹² Interview with teacher 1, Purwokerto, March 20th 2024.

⁹³ Nanda, Dodi Widia, and Khairul Azmy. "Poor reading comprehension issue in EFL classroom among Indonesian secondary school students: Scrutinizing the causes, impacts and possible solutions." *Englisia: Journal of Language, Education, and Humanities* 8.1 (2020): 24.

⁹⁴ Othman and Jaidi. 2012. —The Employment of Metacognitive Strategies to Comprehend Texts Among Pre-University Students in Brunei Darussalam. In the *American International Journal of Contemporary Research Journal*, Vol. 2 No. 8; August 2012:135.

⁹⁵ Setiawati, Maharani Dyah Ayu, and Budiasih Budiasih. "Strategies on teaching reading comprehension for the Junior High School students during the Covid-19 Pandemic." *International Journal of Research on English Teaching and Applied Linguistics* 2.2 (2022): 17.

result of observation, the teacher displayed a reading text using Power point media through the LCD projector, then the teacher asks students to submit themselves to read the text. However, for struggling readers, reading a text once and then going on to a completely new material may not be the most beneficial experience.⁹⁶ It was explained by the teacher, she said,

*“after I explain about the material, then, I will give a reading text, then I’ll ask students to read the text in turn so that they get used to reading, then I’ll ask students to find information related to text content, topic, and specific information.”*⁹⁷

Therefore, researcher found that fluent reading is a second step for the application of collaborative method. Based on the observation that has been done, the teacher actually displayed a text, and asked students to read it in turn in front of the class, then students are also asked to find a topic, and specific information of the text. The statement above was strengthened with Mustafa in his research, according to Mustafa, a proficient reader makes reading easy by applying suitable units of meaning and immediately understands words.⁹⁸ Also explained by student I, he said, *“When we learn about reading, the teacher usually displayed a text, asked us to read the text in turn, and then asked about the content of the text”*.⁹⁹ In this case, the researcher conclude that with fluent reading is beneficial for students in improving their reading skills, especially being able to read fluently and being able to understand the content of a text. It was supported by Hudson, reading fluency is getting increased attention as a vital component of any reading curriculum, particularly for students who struggle with reading.¹⁰⁰

⁹⁶ Paige, David D., Timothy V. Rasinski, and Theresa Magpuri-Lavell. "Is fluent, expressive reading important for high school readers?." *Journal of Adolescent & Adult Literacy* 56.1 (2012).

⁹⁷ Interview with teacher 1, Purwokerto, March 20th 2024.

⁹⁸ Kocaarslan, Mustafa. "A research about oral reading fluency of first grade students: Text type and gender factor." *Journal of Education and practice* 8.23 (2017): 40

⁹⁹ Interview with student 1, Purwokerto, March 20th 2024

¹⁰⁰ Hudson, Roxanne F., Holly B. Lane, and Paige C. Pullen. "Reading fluency assessment and instruction: What, why, and how?." *The Reading Teacher* 58.8 (2005): 702.

c) Group Work

By divided students into groups, it allows students to be more active and allows them to exchange ideas with each other.¹⁰¹ Based on the result of the observation, teacher divided the students into several groups, each group consisting of 4 students. In groups, students discuss and work on / find answers to questions about the text in the reading comprehension section of the questions shared by the teacher through the class WA group. It was explained by the teacher, she said

*“I will divide the students into groups, usually each group consists of 4 students, and in it there are students who are less capable and students who excel in this aspect of reading, this aims to bridge the less capable students so that they are able to work together with students who excel so that they are able to exchange ideas and allow them to have balanced abilities in this aspect of reading skills.”*¹⁰²

Therefore, the researcher found that the next step for application of this method by divided the students into groups. According to Scager, Karin, et al, collaborative learning involves students participating in small-group discussions where they share their knowledge and experience.¹⁰³ It was related to what was teacher I said, she explained that collaborative method is providing group cooperation, so that they can exchange ideas and allow them to have balanced abilities in this aspect of reading ability, and also can help students to comprehend the text quickly.¹⁰⁴ It was supported by Hammar, The group's purpose is to encourage students' development of group work skills such as social skills and interpersonal communication.¹⁰⁵

¹⁰¹ Elboj Saso, Carmen, and Reko Niemelä. "Sub-communities of mutual learners in the classroom: the case of Interactive groups." *Revista de psicodidáctica* (2010). 180.

¹⁰² Interview with teacher 1, Purwokerto, March 20th 2024

¹⁰³ Scager, Karin, et al. "Collaborative learning in higher education: Evoking positive interdependence." *CBE—Life Sciences Education* 15.4 (2016): 69

¹⁰⁴ Interview with teacher I, Purwokerto, 20th March 2024.

¹⁰⁵ Hammar Chiriach, Eva. "Group work as an incentive for learning—students' experiences of group work." *Frontiers in psychology* 5 (2014): 558.

Also strengthened with the statement of student I, He explained:

*“The teacher was divides us into groups, in my opinion this group activity is effective, because it makes us more active and can exchange ideas with each other, although sometimes, the less capable children are difficult to invite to think together, but that can be overcome by us dividing their respective tasks, some are the writing part, the thinking part, and there are also those who later answer the questions given by the teacher”.*¹⁰⁶

The statement above was related to Yansyah's hypothesis testing results, which show that teaching reading through group work activities is effective for enhancing comprehension of texts in students of class XI Language Program at MAN 1 Pekanbaru.¹⁰⁷ It can be concluded that by group works, it is beneficial for students because group works provides cooperation between students, and also students are able to exchange ideas, and the most important thing is that students are able to have balanced abilities, especially in reading skills. It was supported by Gödek, teachers employ group work as a teaching strategy to improve the effectiveness of their instruction.¹⁰⁸

d) Quizzes

By holding a quiz to measure students' abilities, it allows students to be much more active than using questions.¹⁰⁹ Based on the result of observation, the teacher conducted quiz activities and students get the opportunity to answer questions about the text in the reading comprehension section through quizzes, with the following conditions: if the answer is perfectly correct, the student

¹⁰⁶ Interview with student 1, Purwokerto, March 20th 2024

¹⁰⁷ Yansyah, Ecal Ade. The Use of Group Work Activities to Improve Students' Reading Comprehension at Language Program of Man 1 Pekanbaru. Diss. Universitas Islam Negeri Sultan Syarif Kasim Riau, 2011.

¹⁰⁸ Gödek, Yasemin. "Research on group work and collaborative work and its implications for primary school teachers." *Gazi Üniversitesi Kırşehir Eğitim Fakültesi* 5.2 (2004): 27.

¹⁰⁹ Oh, Chi Eun, and Hyunyong Hwang. "How does quiz activity affect summative assessment outcomes? An analysis of three consecutive years' data on self-directed learning." *Kosin Med J* 37.37 (2022): 35.

gets 3 points, if the answer is wrong, the student gets point value of 1. It was supported by Susanti, quiz promotes individual and collaborative learning, improves medical students' cognitive levels, and keeps them interested in the subject.¹¹⁰ It was Explained by the teacher, she said:

*“to assess students' abilities, I usually hold quiz activities. This activity will be very effective, because all students will definitely compete to propose themselves to answer the quiz so that their group gets additional points from me.”*¹¹¹

Figure 4. 1 Quiz Activity



Therefore, quiz activity is the last step for the application of this method that used by teacher I. With the quiz activity, it allows students to be much more active than using questions.¹¹² Therefore, based on the observations, students look more happiest and passionate in participated the assessment activities, because they are supported by interesting activities and also the teacher adds additional values. It was strengthened with Pertiwi in her research, Quizizz program has a highly attractive and interesting appearance so that students do not become bored in learning, and Quizizz can

¹¹⁰ Susanti, Susi. "Fun activities in teaching English by using kahoot!." PROCEEDING IAIN Batusangkar 1.2 (2018): 453-458.

¹¹¹ Interview with teacher 1, Purwokerto, March 20th 2024

¹¹² Stevani, Fruri, and Ayis Crusma Fradani. "The effect of using the quiz team active learning method against student achievement in first grade of first semester in the introduction to social sciences basic concepts of social sciences concepts for the academic year 2018/2019." Proceedings International Conference on Cultural Studies. Vol. 2. No. 02. Doctoral Study Program (S3) in Cultural Studies, Udayana University, 2019.

enhance students' willingness to learn English.¹¹³ Also strengthened with the statement of student I, he explained

*“After the teacher divided us into several groups, then the teacher asked us to analyze the reading text, after that the teacher would hold a quiz, well this activity is what I like the most, because through this quiz activity I feel more excited and enthusiastic about participating in this learning activity. Additionally, the teacher also gave us extra points if we could answer the quiz given by the teacher”.*¹¹⁴

In conclusion, with the used of this method, it can be a solution for students who are lazy to read long texts and lack of vocabulary, because the collaborative method that teacher I used is provides group work that allows students to exchange ideas and comprehend the text. It was supported by Scager, collaborative learning requires students engaging in small-group discussions to share their expertise and knowledge.¹¹⁵ In addition, it also provides quiz activities that make students more active, happy, and excited in participating learning activities.

2. Scaffolding method

The researcher conducted the observation on Thursday, April 25th, 2024. From the result of interview and the observation, the researcher found that the teacher used scaffolding method in the second meeting and the material taught are about “Report text” at the X-11 class of SMA Negeri 2 Purwokerto. Before implemented the teaching and learning process, the teacher said that she prepared some steps such as choosing the example of the text, prepared some steps to make the student to be more active, prepared some quiz, and made some task or activity based on the material taught.

Scaffolding is a teaching and learning approach in which teachers and students collaborate on problem-solving activities while receiving

¹¹³ Pertiwi, Aulia Putri. "Using the Quizizz as an Assessment of Students' English Learning." *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)* 5.1 (2020): 37-44.

¹¹⁴ Interview with student 1, Purwokerto, March 20th 2024

¹¹⁵ Scager, Karin, et al. "Collaborative learning in higher education: Evoking positive interdependence." *CBE—Life Sciences Education* 15.4 (2016): 69.

teacher assistance and direction, allowing students to become more independent.¹¹⁶ With this method, the teacher help students' ability to draw on prior knowledge, overcome language limitations, establish critical thinking and grasp what they read.

It is related to the results of research by widiana & husein, the findings of this study revealed that the teacher employed a scaffolding to help students improve critical thinking and high-level thinking abilities.¹¹⁷

According to Narina, implementing scaffolding involves three stages: pre-reading, during-reading, and post-reading.¹¹⁸ Pre-reading activities serve as an attachment for students to participate in the reading process before reading, this comprises tasks like as activating or expanding prior information, developing text-specific knowledge, in during-reading activities involve quiet reading, reading aloud to students, model reading, rereading for details, image reading, and text summarization, post-reading activities are vital because they allow pupils to remember key information from the text, they also assist pupils in responding to the author's message through reflection or critical thinking, also post-reading activities includes discussion, building connections, and reviewing text.¹¹⁹

By looking at the results of the observation, the researcher can find and conclude the application of this Scaffolding method that teacher I used to teach report text as follows:

a) Brainstorming Activity

By applied this activity, the teacher is able to stimulate the mind and explore the knowledge possessed by students on the material to

¹¹⁶ Richards, Jack C. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. London: Pearson Education Limited. 2002, 466.

¹¹⁷ Widiana, Widiana, As Sabiq, and Agus Husein. "Scaffolding Strategy in Teaching Writing and Its Challenges." *Jurnal Education and Development* 9.1 (2021). 30

¹¹⁸ Narina, Luh Rita. *Scaffolding technique in reading comprehension in the junior high school*. Diss. Universitas Pendidikan Ganesha, 2022. 145

¹¹⁹ Ibid.

be learned. It was supported by Al Muttairi, brainstorming is one of the most essential tools for stimulating creativity and addressing problems in the educational areas.¹²⁰ Based on the result of observation, the teacher presented a picture of a cats, then the teacher gives some lighter questions such as, what do you see in the picture? do you like cats? Is your cat exactly the same as the other cats? then, the teacher provides an understanding to students about the material being studied. It was explained by the teacher, she said

*“the first thing I will do as an application of this Scaffolding Method is to conduct brainstorming activities. So later, I will Giving students an overview of the material that will be covered will assist them in understanding the text and activating their past knowledge of the subject ”.*¹²¹

Based on the statement above, the researcher conclude that brainstorming activity is the first step as the application of this method. Brainstorming is useful for students to be more active in exploring their knowledge and thoughts.¹²² It was strengthened by Al Mutairi in his research, brainstorming enhances the depth of ideas investigated, which means students can frequently find stronger solutions to the difficulties that students face.¹²³ Based on the observation, in this step the teacher distributes a text, and explained in detail the various information contained in the text. It was related with the explanation of student II, he said *“before getting into the material, the teacher first provided initial knowledge about a text, this makes me recall the knowledge I already have, as well as adding new knowledge”.*¹²⁴ It can be

¹²⁰ AlMutairi, Abdullahi Naser Mohammad. "The Effect of Using Brainstorming Strategy in Developing Creative Problem-Solving Skills among Male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City." *Journal of Education and Practice* 6.3 (2015): 135

¹²¹ Interview with teacher I, Purwokerto, April 25th 2024.

¹²² Ghabanchi, Zargham, and Saedebeh Behrooznia. "The impact of brainstorming on reading comprehension and critical thinking ability of EFL learners." *Procedia-Social and Behavioral Sciences* 98 (2014): 513-521.

¹²³ AlMutairi, Abdullahi Naser Mohammad. "The Effect of Using Brainstorming Strategy in Developing Creative Problem-Solving Skills among Male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City." *Journal of Education and Practice* 6.3 (2015): 137.

¹²⁴ Interview with student II, Purwokerto, April 25th 2024.

concluded that this phase serves as a pre-reading activity as the theory stated by Narina as it provides activation or expansion of previous information, developing text-specific knowledge.¹²⁵

b) Giving Guidance

This phase functions as providing guidance to students regarding the tasks they will be working on. It was supported by, participating in guidance and counseling programs provides students with both emotional support and an incentive to study.¹²⁶ Also strengthened by Al Eissa, scaffolding is the support and guidance provided by teachers to help students progress towards new abilities, concepts, or understandings.¹²⁷ Based on the result of observation, the teacher gave students an overview (information about the major topic, genre, and author) of the material that will be covered. It was explained by the teacher, she explained

*“I will divide students into group, and I will distribute several kinds of text through the WhatsApp group, then I will ask students to compete to choose the text that I shared, after that, I will guide the students by reading a text, and give directions on how to analyze content of the text”.*¹²⁸

The researcher concluded that giving guidance is the second step as the application of this method. Based on the observation, in this step the teacher distributed some report texts, then the teacher gives directions to the students on how to analyze the text model, text details, and summarize the text. It was related with student II, he said *“she read a text and asked us to imitate it, after that, the teacher gave directions to us on how to analyze the content of a text”.*¹²⁹ It can be concluded that this phase serves as a during-

¹²⁵ Narina, Luh Rita. Scaffolding technique in reading comprehension in the junior high school. Diss. Universitas Pendidikan Ganesha, 2022. 145.

¹²⁶ Dilag, Raquel Yadira Latip. "The Role of Counselling Guidance on Student Learning Motivation." *Journal of Asian Multicultural Research for Educational Study* 3.4 (2022): 1.

¹²⁷ Al Eissa, A. A. A., and Abdullah Al-Bargi. "The impact of scaffolding strategies in enhancing reading comprehension skills of university students in a Saudi context." *International Journal of Linguistics* 9.5 (2017): 1-22.

¹²⁸ Interview with teacher I, Purwokerto, April 25th 2024.

¹²⁹ Interview with student II, Purwokerto, April 25th 2024

reading activities as the theory stated by Narina as it provided reading aloud to students, model reading, rereading for details, image reading, and text summarization.¹³⁰

c) Text Analysis

This activity serves as a task that students work on in groups. By understanding the text, students may monitor their own reading and comprehension, as well as encourage them to think more creatively and flexibly.¹³¹ Based on the result of observation, teacher asked the students to analyze the text in groups and discuss the generic structure, general classification/description, and language features. Also, the students are asked to make some questions according to the content of the text. It was explained by the teacher, she said,

“after I give directions to the students, then I will ask the students to make their own analysis related to the text that they have got. Also ask students to create questions from the text. That is what I will use as an assessment of students”.¹³²

The statement above was strengthened by Olviyanti, the ability to grasp reading text is necessary in order to comprehend any information in the reading text.¹³³

Figure 4. 2 Students’ Analysis of Text



¹³⁰ Narina, Luh Rita. Scaffolding technique in reading comprehension in the junior high school. Diss. Universitas Pendidikan Ganesha, 2022. 145.

¹³¹ Marpaung, Devi Anisa. "Analysis of Ability to Understand Text Reading on Students of English Education Study Program." *International Journal of Multidisciplinary: Applied Business and Education Research* 3.10 (2022): 1870-1877.

¹³² Interview with teacher I, Purwokerto, April 25th 2024.

¹³³ Olviyanti, Ika, Rismaya Marbun, and Zainal Arifin. "An analysis on the ability comprehending a reading text by the sixth year students." *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)* 4.1 (2015).

Based on the statement above, the researcher conclude that text analysis is the last step as the application of this method. Based on the observation, in this step students analyze the text model, text details, summarize the text, and created a question from the text, also each group are asked to presented it in front of class. It was related with the statement of student II, he said

“The teacher asked us to choose one of the texts that she shared, then asked us to analyze the content of the text, also she asked us to make questions from the text that we got”.¹³⁴

Therefore, it can be concluded that this phase serves as a post-reading-activities as the theory stated by Narina as it provided discussion, building connections, and reviewing text.¹³⁵

In conclusion, with the used of this method, it facilitated students to become more successful and confident readers while also developing critical thinking and problem-solving skills. It was strengthened with Coe, scaffolding can help students develop critical thinking skills through a series of smaller assignments, ranging from simple summarizing to complex analysis and conclusion-making.¹³⁶ Also related to what was teacher I said, she explained

“scaffolding provides systematic support and direction to help students grasp and engage with the text, establish critical thinking, resulting in more confident readers and motivated learners who receive frequent feedback from the teacher”.¹³⁷

The statement above was strengthened with Vygotski, scaffolding is the responsibility of instructors and others in facilitating student growth and providing a support structure for moving on to the next stage or level.¹³⁸

¹³⁴ Interview with student II, Purwokerto, April 25th 2024.

¹³⁵ Narina, Luh Rita. Scaffolding technique in reading comprehension in the junior high school. Diss. Universitas Pendidikan Ganesha, 2022. 145.

¹³⁶ Coe, Cynthia D. "Scaffolded writing as a tool for critical thinking: Teaching beginning students how to write arguments." *Teaching philosophy* 34.1 (2011): 33-50.

¹³⁷ Interview with teacher I, Purwokerto 25th April, 2024.

¹³⁸ Vygotsky, L. S., *Mind in Society: The Development of Higher Psychological Processes* (Harvard University Press, 1978), 176.

3. Read-Aloud Method

The researcher did the observation on Tuesday, April 2nd, 2024. From the result of interview and the observation, the researcher found that the teacher used a read-aloud method in the first meeting and the material taught are about “descriptive text: physical appearance” at the XI-10 class of SMA Negeri 2 Purwokerto. Before implemented the teaching and learning process, the teacher said that he prepared some steps such as choosing the example of the text, prepared some steps to make the student to be more active, and made some task or activity based on the material taught.

Reading aloud is a means of assessing the cognitive process of reading and the competency of reading abilities.¹³⁹ With the used of this method, the teacher provides support to facilitated students’ ability to gain more vocabulary knowledge and also help students to comprehend the text. It was supported by Senawati, reading aloud improves student's English vocabulary, pronunciation, understanding, and critical thinking skills.¹⁴⁰ It was related with the statement of teacher II, he said:

*“I use the read-aloud method with the aim of training students in comprehending the text, increasing their vocabulary, also this method can train students' reading skills ”.*¹⁴¹

Moreover, by looking at the results of the observations, the researcher can find and conclude the application of read-aloud method on descriptive text: physical appearance material as follows:

a) Brainstorming

By applied brainstorming activity, the teacher can recognize the abilities of students, it also functions as a stimulus for students' thoughts on the material to be learned. It was supported by Al Muttairi, brainstorming is one of the most essential tools for

¹³⁹ McKeown, Regina G., and James L. Gentilucci. "Think-aloud strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom." *Journal of Adolescent & Adult Literacy* 51.2 (2007): 136-147.

¹⁴⁰ Senawati, Jennet, et al. "The benefits of reading aloud for children: A review in EFL context." *IJEE (Indonesian Journal of English Education)* 1.1 (2021): 80-107.

¹⁴¹ Interview with teacher II, Purwokerto, April 2nd 2024.

stimulating creativity and addressing problems in the educational areas.¹⁴² Based on the result of observation, the teacher conducts a brainstorming activity by asked students to mention physical appearance about something, then the teacher displayed a descriptive text through the LCD Projector, after which the teacher asks students to read the text in turn. Then, the teacher asked students a sparking questions such as what do you understand from the text that has been displayed? what is meant by procedure text? what is the social function of procedure text? what are the generic structures to create procedure text?.

Brainstorming is useful for students to be more active in exploring their knowledge and thoughts.¹⁴³ It was supported by the statement of the teacher,

“the first thing I do as an application of this method, of course, is to do a brainstorming activity. With this activity, I aim to be able to assess how far the knowledge that students have related to the material to be learned, also this activity is useful for students to be more active in exploring their knowledge and thoughts”.¹⁴⁴

Form the statement above, the researcher found the first thing that teacher do for the application of read-aloud method by brainstorming. Brainstorming is useful for students to be more active in exploring their knowledge and thoughts. It was strengthened by Al Mutairi in his research, brainstorming enhances the depth of ideas investigated, which means students can frequently find stronger solutions to the difficulties that students face.¹⁴⁵ Based on the observation, the researcher found that teacher

¹⁴² AlMutairi, Abdullahi Naser Mohammad. "The Effect of Using Brainstorming Strategy in Developing Creative Problem-Solving Skills among Male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City." *Journal of Education and Practice* 6.3 (2015): 135

¹⁴³ Ghabanchi, Zargham, and Saeedeh Behrooznia. "The impact of brainstorming on reading comprehension and critical thinking ability of EFL learners." *Procedia-Social and Behavioral Sciences* 98 (2014): 513-521.

¹⁴⁴ Interview with teacher II, Purwokerto, April 2nd 2024.

¹⁴⁵ AlMutairi, Abdullahi Naser Mohammad. "The Effect of Using Brainstorming Strategy in Developing Creative Problem-Solving Skills among Male Students in Kuwait: A Field Study on

conducted a brainstorming activity by asked students to describe their thoughts related to the teacher body's appearance. It was related with the statement of student III, he said "*Before entered the material, the teacher asked us to describe his body appearance*".¹⁴⁶ In this case, the researcher concluded that brainstorming is essential because it affects students' knowledge related to the material to be learned. It was supported by Ghabanchi, brainstorming is useful for students to be more active in exploring their knowledge and thoughts.¹⁴⁷

b) Fluent Reading

Read fluently allows students to improve their reading skills and be able to analyze the content of the reading text.¹⁴⁸ According to Mustafa, a proficient reader makes reading easy by applying suitable units of meaning and immediately understands words.¹⁴⁹ Based on the result of observation, the teacher displayed a descriptive text through the LCD Projector, after which the teacher asks students to read the text in turn. It was explained by the teacher,

"I will display a reading text about descriptive text, then I will ask students to read the text in turn and mention the topic, specific information and conclude the content of the text. This activity aims as an introduction to the material to students, it can also train their reading skills such as pronunciation, fluency, and analysis of the text".¹⁵⁰

Form the statement above, the researcher found that fluent reading is the second step that teacher do for the application of read-

Saud Al-Kharji School in Kuwait City." Journal of Education and Practice 6.3 (2015): 137.

¹⁴⁶ Interview with student III, Purwokerto, April 2nd 2024.

¹⁴⁷ Ghabanchi, Zargham, and Saeedeh Behrooznia. "The impact of brainstorming on reading comprehension and critical thinking ability of EFL learners." Procedia-Social and Behavioral Sciences 98 (2014): 513-521.

¹⁴⁸ Setiawati, Maharani Dyah Ayu, and Budiasih Budiasih. "Strategies on teaching reading comprehension for the Junior High School students during the Covid-19 Pandemic." International Journal of Research on English Teaching and Applied Linguistics 2.2 (2022): 17.

¹⁴⁹ Kocaarslan, Mustafa. "A research about oral reading fluency of first grade students: Text type and gender factor." Journal of Education and practice 8.23 (2017): 40

¹⁵⁰ Interview with teacher II, Purwokerto, April 2nd 2024.

aloud method. According to Paige, read fluency gain from vocabulary acquisition via reading as well as the development of global knowledge, both of which are essential for reading comprehension.¹⁵¹ The statement above was reinforces the results of the observation, the teacher displayed a text, and asked students to read it in turn in front of the class, then teacher also invited student to jointly find a topic, and specific information of the text. It was supported by Hudson, reading fluency is getting increased attention as a vital component of any reading curriculum, particularly for students who struggle with reading.¹⁵²

c) Vocabulary Acquisition

Teacher help students to increase their vocabulary. It was supported by Setiawati, when reading, readers have to comprehend the meaning of each word they read by developing text comprehension through the capacity to understand words related to the context in the sentence.¹⁵³ Based on the result of observation, After the teacher asked student to read the text, then he asked students to mention the vocabulary they got from the text and wrote it on the board. After that, he also asked the students to give the meaning of the vocabulary that they mentioned. It was explained by the teacher,

*“Then I will encourage students to write down vocabulary that they do not know the meaning and then I will invite students to find the meaning of the vocabulary. By doing this activity, it allows students to get new vocabulary which will certainly be very beneficial for their reading skills. This activity in my opinion is the easiest way to acquire or add and sharpen their knowledge of English”.*¹⁵⁴

¹⁵¹ Paige, David D. "Reading Fluency: A Brief History, the Importance of Supporting Processes, and the Role of Assessment." Online Submission (2020). 9-10.

¹⁵² Hudson, Roxanne F., Holly B. Lane, and Paige C. Pullen. "Reading fluency assessment and instruction: What, why, and how?." *The Reading Teacher* 58.8 (2005): 702.

¹⁵³ Setiawati, Maharani Dyah Ayu, and Budiasih Budiasih. "Strategies on teaching reading comprehension for the Junior High School students during the Covid-19 Pandemic." *International Journal of Research on English Teaching and Applied Linguistics* 2.2 (2022): 17.

¹⁵⁴ Interview with teacher II, Purwokerto, April 2nd 2024

It was strengthened with Trelease said, he said the read-aloud is an effective reading strategy for students because it trains the student's brain to associate reading with pleasurable activities and provides knowledge from which the student can grow vocabulary.¹⁵⁵

The statement above was reinforces the results of the observation, the teacher helps students expand the vocabulary they know by asking students to write on the board the vocabulary they get from the text, especially the vocabulary they don't know and also continued with the teacher inviting students to jointly look for the meaning of the vocabulary. It was supported by Despriani, read - aloud are a great way to help students learn to read because they help them connect reading with enjoyment and provide foundational knowledge that helps them expand their vocabulary.¹⁵⁶

d) Text Comprehension

The teacher helps students improve their comprehension by showing a text, asked the students to read the text in turn, and gave directions to comprehend the text. It was supported by Muller, Reading aloud improves pronunciation, allows to speak more naturally and confidently, and aids comprehension of the text.¹⁵⁷ Based on the result of observation, teacher asked the students to form a group with their peers, after the group is formed, he asks the students to comprehend a descriptive text about the physical appearance of their peers. It was explained by the teacher,

“Through this method, I also help students to develop their comprehension skills, so later I will teach students how to comprehend the text, after that at the end of the lesson, I will give them a passage or text and ask them to try

¹⁵⁵ Trelease, Jim. The read-aloud handbook. Penguin, 2013.

¹⁵⁶ Desipriani, D. "Penerapan strategi reading aloud terhadap materi membaca kelas 2 SDN 11 kabupaten kubu raya." Jurnal Pendidikan Dan Pembelajaran Khatulistiwa 2.6 (2013): 1-16.

¹⁵⁷ Müller, Anni. "Reading Aloud as a Teaching and Learning Tool." Teachers' Conference June. 2015. P 37

comprehending the text in groups”.¹⁵⁸

Based on the observation, the researcher found that the teacher asked students to find a descriptive text on the internet, then the teacher asked students to comprehend the text, and describe the content of the text. It was strengthened by Müller, reading aloud improves pronunciation, allows to speak more naturally and confidently, and aids comprehension of the text.¹⁵⁹

In conclusion, with the used of read-aloud method, it can be a solution for students who have problems with the lack of vocabulary they have and also who still have difficulties in comprehending the text, also read-aloud method can practice students' pronunciation. It was supported by Fountas, Read-aloud is a systematic and explicit method in which the teacher serves as a model for vocabulary acquisition, fluent reading, and comprehension strategies.¹⁶⁰

4. Think-Aloud Method

The researcher did the observation on Thursday, April 4th, 2024. From the result of interview and the observation, the researcher found that the teacher used think-aloud method in the second meeting and the material taught are about “descriptive text: describing characteristics” at the XI-5 class of SMAN 2 Purwokerto. Before implemented the teaching and learning process, the teacher said that he prepared some steps such as choosing the example of the text, prepared some steps to make the student to be more active, and made some task or activity based on the material taught.

The think-aloud method as one in which students shares what they are thinking out loud while they read, exposing the comprehension skills they are employing.¹⁶¹ . With the used of this method, the teacher

¹⁵⁸ Interview with teacher II, Purwokerto, April 2nd 2024

¹⁵⁹ Müller, Anni. "Reading Aloud as a Teaching and Learning Tool." Teachers' Conference June. 2015. P 37

¹⁶⁰ Fountas, Irene C., and Gay Su Pinnell. "Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8." (No Title) (2006).

¹⁶¹ Oster, Leslie. "Using the think-aloud for reading instruction." The Reading Teacher 55.1

provides support to facilitated students' critical thinking to explore or summarize the content of the text. It was related with teacher I said, *“to teach students critical thinking, we give them a passage or text, and then they are not given questions, but they will analyze and conclude a text or passage”*.¹⁶² The statement above was strengthened by Oster, the think-aloud method as one in which students shares what they are thinking out loud while they read, exposing the comprehension skills they are employing.¹⁶³

Therefore, by looked at the results of the observation, the researcher can find and conclude the application of this think-aloud method on “descriptive text: describing characteristics” material as follows:

a) Brainstorming

Brainstorming is useful for students to be more active in exploring their knowledge and thoughts.¹⁶⁴ Brainstorming is an important activity to do during learning activities, because this activity is able to measure how far students' knowledge of the material to be learned, as well as being able to stimulate students' minds. It was supported by Al Muttairi, brainstorming is one of the most essential tools for stimulating creativity and addressing problems in the educational areas.¹⁶⁵ Based on the result of observation, the teacher invites students to reflect together on the material in the previous meeting, and continued with the teacher providing activities to stimulate students' minds by asking students

(2001): 64-69.

¹⁶² Interview with teacher II, Purwokerto 4th April 2024.

¹⁶³ Oster, Leslie. "Using the think-aloud for reading instruction." *The Reading Teacher* 55.1 (2001): 64-69.

¹⁶⁴ Ghabanchi, Zargham, and Saeedeh Behrooznia. "The impact of brainstorming on reading comprehension and critical thinking ability of EFL learners." *Procedia-Social and Behavioral Sciences* 98 (2014): 513-521.

¹⁶⁵ AlMutairi, Abdullahi Naser Mohammad. "The Effect of Using Brainstorming Strategy in Developing Creative Problem-Solving Skills among Male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City." *Journal of Education and Practice* 6.3 (2015): 135

to describe a characteristic of something. It was explained by the teacher,

*“The first thing I do as an application of this method is of course by doing brainstorming activities. By doing this brainstorming we are able to find out how students' knowledge of the material, and also how they behave later during learning activities”.*¹⁶⁶

The statement above was reinforces the results of the observation, the teacher conducts this brainstorming activity by asking students to state their opinions on the character of a person or public figure. It was related with the statement of student IV,

*“The first thing the teacher did was to check the students' attendance, after that, the teacher gave an overview of the material to be learned, and asked us to express our opinions about a person's character”.*¹⁶⁷

The statement above was supported by Al Mutairi in his research, brainstorming enhances the depth of ideas investigated, which means students can frequently find stronger solutions to the difficulties that students face.¹⁶⁸ The brainstorming technique is one of the writing techniques that can assist students in generating a large number of ideas during the prewriting stage without consideration for the quality of the thoughts.¹⁶⁹

b) Text Analysis

Analyzing text is an important part of reading skills, because by analyzing a text, students are able to find various information in the text. By understanding the text, students may monitor their own reading and comprehension, as well as encourage them to think more creatively and flexibly.¹⁷⁰ Based on the result of observation,

¹⁶⁶ Interview with teacher II, Purwokerto April 4th 2024.

¹⁶⁷ Interview with student IV, Purwokerto, April 4th 2024.

¹⁶⁸ AlMutairi, Abdullahi Naser Mohammad. "The Effect of Using Brainstorming Strategy in Developing Creative Problem-Solving Skills among Male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City." *Journal of Education and Practice* 6.3 (2015): 137.

¹⁶⁹ Adriani, Septa. *The Influence of Using Brain Storming Technique on The Students' Recount Text Writing Performance at SMA N 1 Punggur Central Lampung*. Diss. STAIN Jurai Siwo, 2016.

¹⁷⁰ Marpaung, Devi Anisa. "Analysis of Ability to Understand Text Reading on Students of English Education Study Program." *International Journal of Multidisciplinary: Applied Business*

the teacher showed a descriptive text and asked students to get into groups. Then, students with their group mates discuss the information obtained from the text.

The statement above was supported by the teacher, *“I will give the reading text to the students, then ask the students to analyze the text”*.¹⁷¹ The statement above was reinforces the results of the observation, the teacher distributes some descriptive texts that describe people, and tourist attractions, then asks students to analyze by looking for characteristics about something in the descriptive text. It was related with the statement of student IV, *“the teacher gave us a reading text in the form of descriptive text, then asked us to analyze the text”*.¹⁷² It was strengthened by Olviyanti, the ability to grasp reading text is necessary in order to comprehend any information in the reading text.¹⁷³ Form the statement above, the researcher found the second thing that teacher do for the application of read-aloud method by analyzing a text. By understanding the text, students may monitor their own reading and comprehension, as well as encourage them to think more creatively and flexibly.¹⁷⁴

c) Critical Thinking

Critical thinking might assist to articulate your thoughts in a more organized and informative manner. Critical thinking can be utilized for generating new ideas or identify trends in the material presented.¹⁷⁵ Based on the result of observation, the teacher and

and Education Research 3.10 (2022): 1870-1877.

¹⁷¹ Interview with teacher II, Purwokerto, April 4th 2024.

¹⁷² Interview with student IV, Purwokerto, April 4th 2024.

¹⁷³ Olviyanti, Ika, Rismaya Marbun, and Zainal Arifin. "An analysis on the ability comprehending a reading text by the sixth year students." *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)* 4.1 (2015).

¹⁷⁴ Marpaung, Devi Anisa. "Analysis of Ability to Understand Text Reading on Students of English Education Study Program." *International Journal of Multidisciplinary: Applied Business and Education Research* 3.10 (2022): 1870-1877.

¹⁷⁵ Raj, Tilak, et al. "Importance of critical thinking in the education." *World Journal of English Language* 12.3 (2022): 126-133.

students discuss the text that has been observed and each group is asked to analyze the text, and make a conclusion based their own ideas. After that, each group is asked to present the results of their discussion in front of the class. It was explained by the teacher,

“critical thinking makes students classify the ideas that come to their minds in a systematic and more informative, to train students' critical thinking, I'll give them a passage or text, and then they are not given questions, but in groups, they will analyze and conclude a text or passage”.¹⁷⁶

Figure 4. 3 Group Work



The statement above was reinforces the results of the observation, students analyze several descriptive texts distributed by the teacher, and make conclusions from the analysis, and develop them in their own sentences. It was related with the statement of student IV, *“after analyze the text, in group, we were also asked to make a conclusion about the content of the text using our own sentences”*.¹⁷⁷ It was supported by Ahmed, developing the ability to think critically is a key component of modern educational techniques and paradigms.¹⁷⁸

In conclusion, according to Syamsul Bahri et.al, think-aloud method has advantages because students verbalize all of their ideas in order to gain comprehension of the reading texts.¹⁷⁹ Therefore, this

¹⁷⁶ Interview with teacher II, Purwokerto, April 4th 2024.

¹⁷⁷ Interview with student IV, Purwokerto, April 4th 2024

¹⁷⁸ Ahmed, Subahi Abdulqadir Elimam, and Mohammed Elsawi Elsafi Ibrahim. "The Impact of Critical Thinking in Improving Students' Learning: A case study of students in the English Department, College of Science and Arts, Tanumah, King Khalid University." *European Journal of English Language and Literature Studies* 11.1 (2023): 10-16.

¹⁷⁹ Ys, Syamsul Bahri, Chairina Nasir, and Chentenei Lapenia Ningsih Rohiman. "Using the think-aloud method in teaching reading comprehension." *Studies in English Language and Education* 5.1

method is effective for teaching reading, because students verbalize all of their thoughts in order to gain comprehension of the reading texts and the teacher used a think-aloud method because it provides analyzing or inferring the content of a passage or text, which is able to train students' critical thinking. Thinking critically will give you the confidence to share new viewpoints and insights into some of your concerns.¹⁸⁰

5. Genre-Based Teaching Method

The researcher did the observation on Monday, 25th March 2024 and on Wednesday, April 24th, 2024. From the result of interview and observation, the researcher found that the method used in the first meeting is genre-based teaching method and the material taught are about "Narrative Text" at the XI-9 class of SMAN 2 Purwokerto. The method used in the second meeting is genre-based text and the material taught are about "Hortatory Exposition Text" at the XI-11 class of SMAN 2 Purwokerto. Before implemented the teaching and learning process, the teacher said that he prepared some steps such as choose the example of the text, prepared some steps to make the student to be more active, and made some task or activity based on the material taught.

The genre-based approach evolved on systemic functional linguistics, which involves with the connection between language and its roles in social situations.¹⁸¹ According to Said, genre-based approach is an effective strategy to improving students' reading comprehension.¹⁸² With the used of this method, the teacher provides support to facilitated students' ability to improve their critical thinking, productive skills, and comprehend the content of the text. It was strengthened with Lin said,

(2018): 151

¹⁸⁰ Singh, M. "The importance of critical thinking in education." *Rahul Education*. Rahul Education (2022).

¹⁸¹ Hyon, S. (1996). Genre in Three Traditions: Implications for ESL. *TESOL Quarterly*, 30(4), 696.

¹⁸² Said, Dian Riani Said Muh. "The Use of Genre-Based Approach (GBA) in Teaching Reading Comprehension in Terms of Skimming." *Inspiring: English Education Journal* 5.1 (2022): 55-63.

he said in the Genre Based Approach, teaching and learning are centered on understanding and producing certain text genres.¹⁸³

According to Chappell, genre-based approach activities in the classroom are organized in cycles, each of which has a number of steps, such as: 1) the fields building, 2) the text modeling and deconstruction, 3) the join production of the text, 4) the independent of the text.¹⁸⁴ Moreover, by looking at the results of the observations, the researcher can find and conclude the application of genre-based text in the first and second meeting, as follows:

a) Building Knowledge of the Field

Building knowledge establishing students' prior knowledge and helping them to improve their language and comprehension of the topic. It was explained by the teacher,

*“the first thing I will do as an application of this genre-based text is to build knowledge of the field, this activity aims to build students' prior knowledge and help them to improve their language and understanding of the material to be learned”.*¹⁸⁵

The statement above was reinforces the results of the observations, in the first meeting teacher taught narrative text, at this stage, the teacher displayed a map on a certain location, then the teacher gave students some triggered questions such as 'what do you know about that area' 'do you know any legend from that area'. Then the teacher invites students to build culture, and share their experiences about the area. It was supported by Sundari, building Knowledge of the Field attempts to develop students' knowledge of the field, allowing them to write about the topic being taught.¹⁸⁶ It

¹⁸³ Lin, Benedict. "Genre-based teaching and Vygotskian principles in EFL: The case of a university writing course." *Asian EFL journal* 8.3 (2006), 2.

¹⁸⁴ Chappell, Phill. "A Genre Based Approach to Developing Oral skill in an Adult Thai EFL Context, a paper presented at the Fifth Pan-Asian Conference on Language Teaching at FEELTA, Vladivostok, Rusia." Vladivostok, Rusia, June 20 (2004): 2004.

¹⁸⁵ Interview with teacher III, Purwokerto 25th March 2024.

¹⁸⁶ Sundari, Astrina Nur, Nenden Sri Lengkanawati, and Nicke Yunita Moecharam. "Teacher's Strategies in Building the Students' Knowledge of the Field (Bkof) in Teaching Writing Narrative Text." *Journal of English and Education* 5.2 (2017): 155.

was related with the statement of student V,

“before entered the main material, teacher displayed a map at a certain location, then she gave some questions about the map, after that, we were asked to share our experiences or knowledge related to the map”.¹⁸⁷

In the second meeting teacher taught about hortatory exposition text, at this stage, the teacher shows a video, the point is that the video provokes thinking / reflective about the good or bad of an activity and can lead students to analyze the contents of the image / video. Then teacher gave triggered questions such as ‘give me your opinion about his/ her activities!’”. It was supported by Sundari, building Knowledge of the Field attempts to develop students' knowledge of the field, allowing them to write about the topic being taught.¹⁸⁸ It was related with the statement of student VI, *“First, teacher showed a video, then she asked us some questions, and we were also asked to give our opinions about the video”*.¹⁸⁹ According to those statements above, it can be concluded that building knowledge of the field is establishing students' prior knowledge and helping them to improve their language and comprehension of the topic.

b) Modeling of the Text

Serve as a resource to help students comprehend the content, structure and language features of a specific genre or style of writing. It was supported by Lia, during text modeling, the teacher provided and demonstrated a model genre, which the teacher and students then analyzed together.¹⁹⁰ It was explained by the teacher,

“the next step is modeling of the text. This activity aims to serve as a resource for students to understand the structure,

¹⁸⁷ Interview with student V, Purwokerto 25th March 2024.

¹⁸⁸ Sundari, Astrina Nur, Nenden Sri Lengkanawati, and Nicke Yunita Moecharam. "Teacher's Strategies in Building the Students' Knowledge of the Field (Bkof) in Teaching Writing Narrative Text." *Journal of English and Education* 5.2 (2017): 155.

¹⁸⁹ Interview with student VI, Purwokerto 24th April 2024.

¹⁹⁰ Lia, Birbiatazzahro. *The Implementation of Genre-Based Approach in Teaching Writing at Sma Diponegoro 1 Purwokerto in The Academic Year 2019/2020*. Diss. IAIN Purwokerto, 2019. 62

*content and language features of a particular genre or type of writing”.*¹⁹¹

Based on the observation in the first meeting, at this stage teacher asked the students to get into groups, then she gave a number of narrative legend texts, after that teacher distributed the texts to all groups and ask them to discuss identifying the content of the narrative texts they get. It was supported by Lia, during text modeling, the teacher provided and demonstrated a model genre, which the teacher and students then analyzed together.¹⁹² It was related with the statement of student V, *“the teacher asked us to make groups, then she gave us a narrative text legend and asked us to identify the text such as text structure and others”.*¹⁹³

According to the observation in the second meeting, at this stage the teacher showed a video about deforestation that leads to hortatory exposition text. After that, teacher asked students to analyze and gave their responses or opinions about the video, also students are asked to identify the social functions, text structures, and linguistic features of the video. It was supported by Lia, during text modeling, the teacher provided and demonstrated a model genre, which the teacher and students then analyzed together.¹⁹⁴ It was related with the statement of student VI,

*“the teacher asked us to form groups. Then she showed a video about deforestation and asked us to make an opinion about the video, and also asked us to identify the structure of the text and others”.*¹⁹⁵

According to those statements above, it can be concluded that modelling of the text serves as a resource to help students comprehend the content, structure and language features of a

¹⁹¹ Interview with teacher III, Purwokerto, 25th March 2024.

¹⁹² Lia, Birbiatazzahro. The Implementation of Genre-Based Approach in Teaching Writing at Sma Diponegoro 1 Purwokerto in The Academic Year 2019/2020. Diss. IAIN Purwokerto, 2019. 62

¹⁹³ Interview with student V, Purwokerto, 25th March 2024.

¹⁹⁴ Lia, Birbiatazzahro. The Implementation of Genre-Based Approach in Teaching Writing at Sma Diponegoro 1 Purwokerto in The Academic Year 2019/2020. Diss. IAIN Purwokerto, 2019. 62

¹⁹⁵ Interview with student VI, Purwokerto 24th April 2024.

specific genre or style of writing.

c) Independent of the Text

Practice the skill of making something with own ideas or work. It was strengthened with Lin, in the Genre Based Approach, teaching and learning are centered on understanding and producing certain text genres.¹⁹⁶ It was explained by the teacher, *“the last step is independent of the text, this activity aims to train students’ critical thinking by asking students to create a project through their own ideas”*.¹⁹⁷ The statement above was strengthened by Lia's research, which found that the latter phases of this genre-based approach required students to be able to construct a particular genre of text.¹⁹⁸ Based on the observation in the first meeting, at this stage The teacher asked students in groups to create a narrative text (legend) according to students' own imagination or ideas. It was related with the statement of student V, *“after we formed our groups, we were asked to write a narrative text based on our own ideas”*.¹⁹⁹

Figure 4. 4 Students’ Project



According to the observation in the second meeting, at this stage the teacher asked the students to watch a video of someone cleaning the house, someone drinking coffee, someone learning English, someone throwing garbage in the river, the point is that the

¹⁹⁶ Lin, Benedict. "Genre-based teaching and Vygotskian principles in EFL: The case of a university writing course." *Asian EFL journal* 8.3 (2006), 2.

¹⁹⁷ Interview with teacher III, Purwokerto, 25th March 2024.

¹⁹⁸ Lia, Birbiatazzahro. *The Implementation of Genre-Based Approach in Teaching Writing at Sma Diponegoro 1 Purwokerto in The Academic Year 2019/2020*. Diss. IAIN Purwokerto, 2019. 62

¹⁹⁹ Interview with student V, Purwokerto, 25th March 2024.

video should cause students to think about whether the activity is good or bad and can lead them to analyze the content of the picture/video. After that, the teacher asked students to create hortatory exposition text based on their own imagination or ideas. It was related with the statement of student VI,

*“the teacher asked us to look at a video about someone throwing garbage in the river, after which the teacher asked us to analyze the video, and paraphrase the information from the video, also we were asked to make a hortatory exposition text based on own ideas ”.*²⁰⁰

The statement above was supported by Lia's research, which found that the latter phases of this genre-based approach required students to be able to construct a particular genre of text.²⁰¹ According to the statement above, it can be concluded that independent of the text is useful for practicing students' critical thinking because it gives students the opportunity to create a project through their own ideas.

Moreover, based on the interviews with the teacher, the teacher said that students at the previous semester were able to show improvement in their reading skills such as producing drama activities, and also being able to produce an essay in groups followed by making a video of the essay.²⁰² The statement above was strengthened by Lin, the genre-based approach is regarded as one of the most effective teaching methods in the learning process since it focuses on comprehending and producing content.²⁰³ According to Said, genre-based approach is an effective strategy to improving students' reading comprehension.²⁰⁴ Regarding it, it can be concluded that, genre-based teaching method is

²⁰⁰ Interview with student VI, Purwokerto 24th April 2024.

²⁰¹ Lia, Birbiatazzahro. The Implementation of Genre-Based Approach in Teaching Writing at Sma Diponegoro 1 Purwokerto in The Academic Year 2019/2020. Diss. IAIN Purwokerto, 2019. 62

²⁰² Interview with teacher III, Purwokerto, 25th March 2024.

²⁰³ Lin, Benedict. "Genre-based teaching and Vygotskian principles in EFL: The case of a university writing course." *Asian EFL journal* 8.3 (2006), 2.

²⁰⁴ Said, Dian Riani Said Muh. "The Use of Genre-Based Approach (GBA) in Teaching Reading Comprehension in Terms of Skimming." *Inspiring: English Education Journal* 5.1 (2022): 55-63.

an appropriate method to improve students' critical thinking, and it also improve their productive skills, as evidenced by the works made by students such as dramas and essays which are then made into videos.

In conclusion, according to the result of findings and discussion above was successfully answered the research question about “*What are teaching methods used by the teachers in SMAN 2 Purwokerto to teach reading skills*”. The teaching methods used by the teachers to teach reading skills are Collaborative method, Scaffolding, Read-aloud method, Think-aloud method, and Genre-based teaching method.



CHAPTER V

CONCLUSION AND SUGGESTION

In this Chapter, the researcher described the conclusion, limitation and suggestion of the research.

A. Conclusion

This research aimed to determine the method used for teaching reading skills in SMA Negeri 2 Purwokerto in academic year of 2023/2024. The result showed that the methods used for teaching reading skills are Collaborative method, Scaffolding, Read-aloud method, Think-aloud method, and Genre-based teaching method.

Collaborative method is used to enhances students' ability to be active, collaborate, and comprehend long reading materials. Scaffolding is used to train students' ability to draw on prior knowledge, problem-solving, overcome language limitations, establish critical thinking and grasp what they read. Read-aloud method can be solution for students who have problems with the lack of vocabulary they have and also who still have difficulties in comprehending the text, also read-aloud method can practice students' pronunciation. Think-aloud method is an appropriate method for teaching reading, because with the used of this method, students can verbalize all of their thoughts in order to gain comprehension of the reading texts and the teacher used a think-aloud method because it provides analyzing or inferring the content of a passage or text, which is able to train students' critical thinking. Genre-based teaching method is used to facilitated students' ability to improve their critical thinking, productive skills, and comprehend the content of the text. In conclusion, these methods are appropriate as reference materials for teaching students' reading skills.

In addition, the teachers mostly applied a group works as one of the applications of the methods they used. However, Collaborative method is mostly used by the teachers because collaborative method provides group works that allowed students to be more active, establish

their critical thinking, cooperation between students, also students are able to exchange ideas that are useful for students to develop their reading skills. This has an effective impact that can be seen from the TOEFL test conducted by this school in collaboration with the International College, the results reached an average score of 483. Specifically, the score of TOEFL test in reading section reached an average score of 33.

B. Limitation

This research has limitations that come from allocated time because the teacher prioritized other agendas so that the research process was delayed several times, such as when going to carry out observations and interviews in the second meeting with teacher I.

C. Suggestion

The finding of the research is expected to be useful for English teachers, and other-researchers.

1. For teacher

This research is expected to provide references to appropriate methods for teachers, especially in teaching reading skills, so that it can be a solution for teachers to overcome students' problems in learning English, especially in reading skills.

2. For other-researcher

This research is expected to be a reference for other researchers to analyze the teachers' methods in other English skills, so that the teachers can overcome all of students' problems in English skills.

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APPENDICES

Appendix. 1 Certificate of the Research



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 2
PURWOKERTO**

Jalan Jendral Gatot Soebroto Nomor 69 Purwokerto Kode Pos 53115 Telepon 0281-635057
Faksimile 0281-638906 Surat Elektronik sma02pwt@yahoo.com

SURAT KETERANGAN

Nomor: 070 / 0488

Yang bertanda tangan di bawah ini :

- a. **N a m a** : Drs. TJARAKA TJUNDUK KARSADI, M.Pd
b. **Jabatan** : Kepala Sekolah

dengan ini menerangkan bahwa :

- a. **Nama** : MUHAMMAD HAIDAR
b. **NIM** : 2017404043
c. **Program Studi** : Tadris Bahasa Inggris
d. **Perguruan Tinggi** : UIN Prof. KH. Saifudin Zuhri Purwokerto

Mahasiswa tersebut benar-benar telah melaksanakan penelitian dengan judul skripsi
"The Analysis of Teachers' Methods for Reading Skills in SMA Negeri 2 Purwokerto"
pada tanggal 20 Maret 2024 – 25 April 2024.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana perlunya.

Purwokerto, 28 Mei 2024
Kepala SMA Negeri 2 Purwokerto



Drs. TJARAKA TJUNDUK KARSADI, M.Pd
Pembina Tk I
NIP. 19680909 199702 1 005

Appendix. 2 Instrument of the Research

Source:

Sarini, Shelphi, Melda Yeni, and Sri Erma Purwanti. "An Analysis of Teacher's Method in Teaching Reading Comprehension in Mas Pondok Pesantren Tunas Harapan." *J-Shelves of Indragiri (JSI)* 4.2 (2023): 128 -130.

List of Interviews

No	Interview with the teachers
1.	Sudah berapa lama pengalaman anda mengajar sebagai guru?
2.	Selama pengalaman mengajar tersebut khususnya dalam mata pelajaran Bahasa Inggris, apakah anda pernah mengikuti pelatihan mengajar sebelumnya?
3.	Apa saja metode atau strategi yang pernah anda gunakan untuk mengajar Bahasa Inggris khususnya dalam aspek reading skill?
4.	Metode apa yang paling sering digunakan atau metode yang menjadi andalan anda dalam mengajar reading skill?
5.	Apa metode yang akan anda gunakan untuk pembelajaran nanti?
6.	Bagaimana Langkah-langkah penerapan dari metode tersebut?
7.	Kenapa anda memilih menggunakan metode tersebut dalam mengajar khususnya di aspek reading skill? Apakah ada faktor khusus?
8.	Apa keunggulan dari metode tersebut?
9.	Apakah dengan menerapkan metode tersebut dapat membuat siswa meningkatkan skill readingnya? Contohnya seperti apa?

Interviews with students						
No	Student I	Student II	Student III	Student IV	Student V	Student VI
1.	Apakah pada saat kegiatan pembelajaran guru meminta siswa untuk membaca teks di depan kelas?	Apakah pada saat kegiatan pembelajaran guru mengadakan kegiatan kerja kelompok?	Apakah pada saat kegiatan pembelajaran guru meminta siswa untuk mencari vocabulary yang belum diketahui?	Apakah pada saat kegiatan pembelajaran guru mengadakan kegiatan brainstorming?	Apakah pada saat kegiatan pembelajaran guru mengadakan kegiatan kelompok?	Apakah pada saat kegiatan pembelajaran guru mengadakan kegiatan kelompok?
2.	Apakah pada saat kegiatan pembelajaran guru mengadakan kegiatan kerja kelompok?	Apakah pada saat kegiatan pembelajaran guru meminta siswa untuk menganalisis teks?	Apakah pada saat kegiatan pembelajaran guru mengadakan kegiatan kelompok?	Apakah pada saat kegiatan pembelajaran guru mengadakan kegiatan kelompok?	Apakah pada saat kegiatan pembelajaran siswa diminta lebih banyak untuk memahami materi secara mandiri?	Apakah pada saat kegiatan pembelajaran siswa diminta lebih banyak untuk memahami materi secara mandiri?
3.	Apakah pada saat kegiatan pembelajaran guru mengadakan kegiatan quiz?	Apakah pada saat kegiatan pembelajaran guru mengadakan kegiatan quiz?	Apakah pada saat kegiatan pembelajaran guru meminta siswa untuk menganalisis teks?	Apakah pada saat kegiatan pembelajaran guru meminta siswa untuk menganalisis teks?	Apakah pada saat kegiatan pembelajaran guru meminta siswa untuk membuat project?	Apakah pada saat kegiatan pembelajaran guru meminta siswa untuk membuat project?
4.	Apakah dengan cara mengajar yang digunakan guru tersebut mampu meningkatkan reading skill anda?	Apakah dengan cara mengajar yang digunakan guru tersebut mampu meningkatkan reading skill anda?	Apakah dengan cara mengajar yang digunakan guru tersebut mampu meningkatkan reading skill anda?	Apakah dengan cara mengajar yang digunakan guru tersebut mampu meningkatkan reading skill anda?	Apakah dengan cara mengajar yang digunakan guru tersebut mampu meningkatkan reading skill anda?	Apakah dengan cara mengajar yang digunakan guru tersebut mampu meningkatkan reading skill anda?

Observation notes

No	Keterangan	Notes
1.	Metode yang digunakan guru	
2.	penerapan metode	
3.	Kegiatan pembelajaran	
4.	Respon siswa	

Documentation

No	List of Checklist	Checklist	
		✓	-
1.	Photo of teaching and learning process		
2.	Lesson plan		



Result of observation notes and interviews

Observation notes

Teacher I (First Meeting: Wednesday, March 20th 2024 at XII MIPA 4)

No	Observation notes
1.	Collaborative method
2.	Sebelum memulai pembelajaran, guru menyiapkan terlebih dahulu dengan memilih teks yang berguna sebagai bahan bacaan untuk siswa, yang mana teks tersebut tidak terlalu Panjang, dan juga tidak terlalu pendek, dan teks tersebut juga mudah dipahami oleh siswa. Setelah menyampaikan materi, kemudian guru menampilkan sebuah teks bacaan dengan menggunakan media Power point yang ditampilkan melalui LCD proyektor, kemudian guru meminta siswa mengajukan diri untuk membaca teks tersebut. Setelah itu, guru membagi siswa ke dalam beberapa kelompok, masing-masing kelompok terdiri dari 4 siswa. Secara berkelompok, siswa berdiskusi dan mengerjakan/mencari jawaban atas pertanyaan-pertanyaan seputar teks yang ada di bagian reading comprehension dari soal-soal yang dibagikan guru melalui grup WA kelas.
3.	<p>Pada bagian pembukaan, guru dan siswa melakukan kegiatan apersepsi dengan mengulas materi yang diajarkan pada pertemuan sebelumnya, dilanjutkan dengan mendiskusikan pengalaman siswa saat mengerjakan tes bahasa Inggris, terutama masalah yang dihadapi saat mengerjakan soal pemahaman bacaan. Setelah itu, guru memberikan motivasi kepada siswa dengan menjelaskan pentingnya materi yang akan dipelajari. Setelah itu, guru meminta siswa untuk menggali ingatan mereka mengenai soal-soal yang biasa dihadapi saat mengerjakan bagian reading comprehension. Kemudian, siswa dengan bantuan tips dari guru, mendiskusikan cara-cara untuk dapat menjawab pertanyaan-pertanyaan seputar teks pada bagian reading comprehension dengan cepat, tepat, dan benar, dan dilanjutkan dengan guru menyampaikan materi.</p> <p>Selanjutnya, guru menampilkan sebuah teks bacaan dengan menggunakan media Power point yang ditampilkan melalui LCD proyektor, kemudian guru meminta siswa mengajukan diri untuk membaca teks tersebut. Setelah itu, guru membagi siswa ke dalam beberapa kelompok, masing-masing kelompok terdiri dari 4 siswa. Secara berkelompok, siswa berdiskusi dan</p>

	mengerjakan/mencari jawaban atas pertanyaan-pertanyaan seputar teks yang ada di bagian reading comprehension dari soal-soal yang dibagikan guru melalui grup WA kelas. Siswa mendapatkan kesempatan untuk menjawab pertanyaan tentang teks pada bagian reading comprehension melalui kuis, dengan ketentuan sebagai berikut: jika jawaban benar sempurna, siswa mendapat poin 3, jika jawaban salah, siswa mendapat poin 2, jika jawaban benar, siswa mendapat poin 1.
4.	Siswa terlihat antusias Ketika ditanya beberapa hal oleh guru terkait materi, siswa juga sangat antusias mengajukan diri mereka untuk membaca teks didepan kelas, pada saat kerja kelompok terlihat beberapa siswa masih asik sendiri namun mereka juga terlihat saling bekerja sama, pada saat kegiatan kuis, semua siswa terlihat sangat senang dan antusias mengikuti kegiatan tersebut.

Teacher I (Second Meeting: Thursday, April 25th 2024 at X-11)

No	Observation notes
1.	Scaffolding method
2.	Guru melakukan kegiatan brainstorming dengan memberikan teks, kemudian guru memberikan gambaran kepada siswa terkait informasi, genre, dan penulis dari teks atau materi yang akan disampaikan dan melatih pengetahuan awal siswa. Setelah itu, guru membagi siswa menjadi beberapa kelompok, dan dilanjutkan dengan guru membagikan beberapa teks, kemudian guru meminta siswa untuk memilih salah satu dari teks tersebut. Setelah itu, guru membimbing siswa dengan cara membacakan teks tersebut, dan memberikan arahan mengenai cara untuk menganalisis isi teks tersebut. Setelah itu, guru meminta siswa untuk menganalisis teks tersebut secara berkelompok dan mendiskusikan struktur umum, klasifikasi/deskripsi umum, dan fitur-fitur bahasa. Selain itu, siswa juga diminta untuk membuat beberapa pertanyaan sesuai dengan isi teks. Setelah siswa selesai berdiskusi, kemudian guru meminta semua kelompok secara bergantian untuk mempresentasikan hasil diskusinya. Setelah itu, guru meminta kelompok lain untuk memberikan tanggapan atau bertanya/menjawab pertanyaan kepada kelompok yang sedang presentasi
3.	Dalam kegiatan belajar mengajar, guru dan siswa melakukan kegiatan apersepsi dengan mengulas kembali materi yang telah diajarkan pada pertemuan sebelumnya mengenai teks

	<p>deskripsi, dilanjutkan dengan membahas perbedaan teks deskripsi dan teks laporan. Setelah itu, guru menampilkan sebuah gambar kucing, kemudian guru memberikan beberapa pertanyaan ringan seperti, apa yang kalian lihat dalam gambar tersebut? apakah kalian suka kucing? Jika kamu tidak suka kucing, bisakah kamu ceritakan alasannya? Jika kamu menyukai kucing, apakah kamu memiliki kucing sebagai hewan peliharaan di rumahmu? Apakah kucing kalian sama persis dengan kucing-kucing yang lain?</p> <p>Kemudian, guru memberikan pemahaman kepada siswa tentang materi yang sedang dipelajari, dilanjutkan dengan guru membagi siswa menjadi beberapa kelompok. Setelah kelompok terbentuk, guru membagikan beberapa teks berbentuk report text, kemudian meminta salah satu perwakilan kelompok untuk maju ke depan dan memilih salah satu teks. Setelah itu, guru meminta siswa untuk menganalisis teks tersebut secara berkelompok dan mendiskusikan struktur umum, klasifikasi/deskripsi umum, dan fitur-fitur bahasa. Selain itu, siswa juga diminta untuk membuat beberapa pertanyaan sesuai dengan isi teks. Setelah siswa selesai berdiskusi, kemudian guru meminta semua kelompok secara bergantian untuk mempresentasikan hasil diskusinya. Setelah itu, guru meminta kelompok lain untuk memberikan tanggapan atau bertanya/menjawab pertanyaan kepada kelompok yang sedang presentasi. Siswa mendapatkan kesempatan untuk menjawab pertanyaan tentang teks pada bagian pemahaman bacaan melalui kuis, dengan ketentuan sebagai berikut: 1) jika jawaban benar sempurna, siswa mendapat 3 poin, 2) jika jawaban kurang sempurna, siswa mendapat 2 poin, 3) jika jawaban salah, siswa mendapat 1 poin.</p>
4.	<p>Siswa terlihat antusias menjawab pertanyaan guru di kegiatan brainstorming, siswa terlihat sangat memperhatikan guru pada saat guru memberikan materi, panduan untuk menganalisis teks, siswa juga terlihat saling bekerja sama pada saat kegiatan kerja kelompok untuk menganalisis teks</p>

Teacher II (First meeting: Tuesday, April 2nd 2024 at XI-10)

No	Observation notes
1.	Read-aloud method
2.	guru melakukan kegiatan brainstorming dengan meminta siswa untuk menyebutkan tampilan fisik tentang sesuatu, kemudian guru menampilkan sebuah teks deskriptif melalui LCD

	<p>Projector, setelah itu guru meminta siswa untuk membaca teks tersebut secara bergantian. Setelah itu, ia meminta siswa untuk menyebutkan kosakata yang mereka dapatkan dari teks tersebut dan menuliskannya di papan tulis. Kemudian dia juga meminta siswa untuk memberikan arti dari kosakata yang mereka sebutkan.</p> <p>Setelah itu, guru meminta siswa untuk membentuk kelompok dengan teman sebangkunya, setelah kelompok terbentuk, guru meminta siswa untuk membuat teks deskriptif tentang penampilan fisik teman sebangkunya. Kemudian, siswa juga diberi kesempatan untuk mencari informasi sebanyak-banyaknya tentang mendeskripsi gambar seseorang melalui sumber internet. Terakhir, guru memberikan kesempatan kepada 3 kelompok, dan semua kelompok diminta untuk berlomba-lomba mengajukan kelompoknya untuk mempresentasikan hasil kerjanya di depan kelas.</p>
3.	<p>Dalam kegiatan belajar mengajar, guru melakukan kegiatan brainstorming dengan meminta siswa untuk menyebutkan tampilan fisik tentang sesuatu, kemudian guru menampilkan sebuah teks deskriptif melalui LCD Projector, setelah itu guru meminta siswa untuk membaca teks tersebut secara bergantian. Kemudian, guru memberikan pertanyaan pancingan kepada siswa seperti apa yang kalian pahami dari teks yang telah ditampilkan? apa yang dimaksud dengan procedure text? apa fungsi sosial dari procedure text? apa saja struktur umum untuk membuat procedure text? Setelah itu, ia meminta siswa untuk menyebutkan kosakata yang mereka dapatkan dari teks tersebut dan menuliskannya di papan tulis. Kemudian dia juga meminta siswa untuk memberikan arti dari kosakata yang mereka sebutkan.</p> <p>Setelah itu, guru meminta siswa untuk membentuk kelompok dengan teman sebangkunya, setelah kelompok terbentuk, guru meminta siswa untuk membuat teks deskriptif tentang penampilan fisik teman sebangkunya. Kemudian, siswa juga diberi kesempatan untuk mencari informasi sebanyak-banyaknya tentang mendeskripsi gambar seseorang melalui sumber internet. Terakhir, guru memberikan kesempatan kepada 3 kelompok, dan semua kelompok diminta untuk berlomba-lomba mengajukan kelompoknya untuk mempresentasikan hasil kerjanya di depan kelas. Setelah itu guru dan siswa melakukan kegiatan refleksi dengan guru memberikan umpan balik kepada kelompok yang sedang presentasi, dan guru menyimpulkan hasil pembelajaran dan dilanjutkan dengan guru menutup kegiatan belajar mengajar dengan menyampaikan salam dan memberikan motivasi.</p>

4.	Siswa terlihat antusias menjawab pertanyaan guru di kegiatan brainstorming, siswa juga sangat antusias mengajukan diri mereka untuk membaca teks didepan kelas, siswa juga terlihat sangat antusias pada saat guru meminta untuk mengelist vocab yang tidak diketahui kemudian mencari artinya, siswa terlihat bekerja sama, dan terlihat antusias dalam mengcomrehend the text.
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Teacher II (Second meeting: Thursday, April 4nd 2024 at XI-5)

No	Observation notes
1.	Think-aloud method
2.	<p>Dalam kegiatan belajar mengajar, guru mengajak siswa untuk merefleksikan bersama materi pada pertemuan sebelumnya, dan dilanjutkan dengan guru memberikan kegiatan yang merangsang pikiran siswa dengan meminta siswa untuk mendeskripsikan suatu ciri khas dari suatu benda.</p> <p>Guru menunjukkan sebuah teks deskriptif dan meminta siswa untuk berkelompok. Selanjutnya, siswa bersama teman satu kelompoknya mendiskusikan informasi yang didapat dari teks tersebut. Kemudian guru dan siswa mendiskusikan teks yang telah diamati dan setiap kelompok diminta untuk menganalisis teks tersebut, dan membuat kesimpulan berdasarkan ide mereka sendiri. Setelah itu, setiap kelompok diminta untuk mempresentasikan hasil diskusinya di depan kelas.</p>
3.	<p>Dalam kegiatan belajar mengajar, guru melakukan kegiatan brainstorming dengan meminta siswa untuk menyebutkan suatu ciri tentang benda, kemudian guru menampilkan sebuah teks deskriptif melalui LCD Projector, setelah itu guru meminta siswa untuk membaca teks tersebut secara bergantian. Kemudian, guru memberikan pertanyaan pancingan kepada siswa seperti apa yang kalian pahami dari teks yang telah ditampilkan? apa yang dimaksud dengan procedure text? apa fungsi sosial dari procedure text? apa saja struktur umum untuk membuat procedure text? Setelah itu, ia meminta siswa untuk menyebutkan kosakata yang mereka dapatkan dari teks tersebut dan menuliskannya di papan tulis. Kemudian dia juga meminta siswa untuk memberikan arti dari kosakata yang mereka sebutkan.</p> <p>Setelah itu, guru meminta siswa untuk membentuk kelompok dengan teman sebangkunya, setelah kelompok terbentuk, Guru menunjukkan sebuah teks deskriptif dan meminta siswa</p>

	<p>untuk berkelompok. Selanjutnya, siswa bersama teman satu kelompoknya mendiskusikan informasi yang didapat dari teks tersebut. Kemudian guru dan siswa mendiskusikan teks yang telah diamati dan setiap kelompok diminta untuk menganalisis teks tersebut, dan membuat kesimpulan berdasarkan ide mereka sendiri. Setelah itu, setiap kelompok diminta untuk mempresentasikan hasil diskusinya di depan kelas Terakhir, guru memberikan kesempatan kepada 3 kelompok, dan semua kelompok diminta untuk berlomba-lomba mengajukan kelompoknya untuk mempresentasikan hasil kerjanya di depan kelas. Setelah itu guru dan siswa melakukan kegiatan refleksi dengan guru memberikan umpan balik kepada kelompok yang sedang presentasi, dan guru menyimpulkan hasil pembelajaran dan dilanjutkan dengan guru menutup kegiatan belajar mengajar dengan menyampaikan salam dan memberikan motivasi.</p>
4.	<p>Siswa terlihat antusias menjawab pertanyaan guru di kegiatan brainstorming, siswa juga sangat antusias mengajukan diri mereka untuk membaca teks di depan kelas, siswa juga terlihat sangat antusias pada saat guru meminta untuk mengelompokkan vocab yang tidak diketahui kemudian mencari artinya, siswa terlihat bekerja sama, dan terlihat antusias dalam mengcomprehend the text.</p>

Teacher III (First meeting: Monday, March 25nd 2024 at XI-9 Advanced)

No	Observation notes
1.	Genre-based teaching method
2.	<p>guru menyiapkan beberapa teks narasi legenda dan meminta siswa untuk berkelompok dan menentukan legenda daerah mana yang ingin mereka ketahui. Kemudian, guru membagikan teks legenda naratif yang berbeda kepada setiap kelompok.</p> <p>Kemudian, guru meminta siswa berdiskusi untuk mengidentifikasi fungsi sosial, struktur teks, dan ciri-ciri kebahasaan teks naratif. Setelah itu, guru meminta siswa dalam kelompok untuk mempresentasikan hasil diskusi di depan kelas. Kemudian guru meminta kelompok lain untuk menanggapi dan memberikan masukan yang membangun terhadap presentasi kelompok lain. Pada bagian terakhir, guru meminta siswa untuk membuat teks naratif berdasarkan ide mereka sendiri</p>
3.	Guru membuka dengan salam, dilanjutkan dengan guru mengecek kehadiran siswa. Dalam

	<p>kegiatan belajar mengajar, guru melakukan kegiatan membangun pengetahuan dengan menunjukkan gambar daerah tertentu di Indonesia, kemudian dia memberikan beberapa pertanyaan ringan seperti pulau apa di Indonesia yang ditunjukkan dalam gambar? apa yang kamu ketahui tentang daerah itu? apakah kamu tahu legenda dari daerah itu? ceritakan kepada kami. Kemudian beliau mengajak siswa untuk berdiskusi tentang asal-usul sesuatu dari daerah tertentu di Indonesia.</p> <p>Setelah itu, guru menyiapkan beberapa teks narasi legenda dan meminta siswa untuk berkelompok dan menentukan legenda daerah mana yang ingin mereka ketahui. Kemudian, guru membagikan teks legenda naratif yang berbeda kepada setiap kelompok.</p> <p>Kemudian, guru meminta siswa berdiskusi untuk mengidentifikasi fungsi sosial, struktur teks, dan ciri-ciri kebahasaan teks naratif. Setelah itu, guru meminta siswa dalam kelompok untuk mempresentasikan hasil diskusi di depan kelas. Kemudian guru meminta kelompok lain untuk menanggapi dan memberikan masukan yang membangun terhadap presentasi kelompok lain. Pada bagian terakhir, guru meminta siswa untuk membuat teks naratif berdasarkan ide mereka sendiri.</p>
4.	<p>Siswa terlihat antusias menjawab pertanyaan guru di kegiatan brainstorming, siswa terlihat sangat memperhatikan guru pada saat guru memberikan materi, siswa juga terlihat saling bekerja sama pada saat kegiatan kerja kelompok untuk menganalisis teks, pada saat kegiatan presentasi semua siswa terlihat antusias dalam menyimak dan memberikan tanggapannya kepada kelompok yang sedang mempresentasikan hasil projectnya.</p>

Teacher III (second meeting: Wednesday, April 24nd 2024 at XI-11 Advanced)

No	Observation notes
1.	Genre-based teaching method
2.	<p>guru menampilkan beberapa gambar/ video tentang seseorang yang sedang belajar bahasa Inggris. Gambar atau video tersebut juga bisa berupa aktivitas lain seperti seseorang yang sedang memakai masker, seseorang yang sedang membersihkan rumah, seseorang yang sedang minum kopi, seseorang yang sedang belajar bahasa Inggris, seseorang yang sedang membuang sampah di sungai, dan lain-lain. Setelah itu, guru menginstruksikan bagaimana cara menyampaikan pendapat dan tanggapan, dan bagaimana cara menyatakan setuju atau</p>

	<p>tidak setuju. Kemudian, guru memberikan arahan bagaimana cara mengungkapkan argumentasi yang berkaitan dengan penggunaan hubungan sebab akibat secara global.</p> <p>Selanjutnya, guru meminta siswa untuk berkelompok, kemudian guru menayangkan video tentang deforestasi yang mengarah pada teks Hortatory Exposition. Setelah itu, guru meminta siswa untuk menganalisis dan memberikan tanggapan atau pendapat mereka tentang video tersebut. Guru juga meminta siswa untuk mengidentifikasi fungsi sosial, struktur teks, dan ciri-ciri kebahasaan dari video tersebut. Setelah itu, guru meminta siswa untuk mempresentasikan hasil diskusi mereka di depan kelas untuk menguraikan pendapat mereka tentang video teks eksposisi hortatory dan identifikasi mereka tentang fungsi sosial, struktur teks, dan ciri-ciri kebahasaan teks eksposisi hortatory</p>
3.	<p>Dalam kegiatan belajar mengajar, guru menampilkan beberapa gambar/ video tentang seseorang yang sedang belajar bahasa Inggris. Gambar atau video tersebut juga bisa berupa aktivitas lain seperti seseorang yang sedang memakai masker, seseorang yang sedang membersihkan rumah, seseorang yang sedang minum kopi, seseorang yang sedang belajar bahasa Inggris, seseorang yang sedang membuang sampah di sungai, dan lain-lain. Intinya adalah bahwa video tersebut memancing pemikiran/reflektif tentang baik atau buruknya kegiatan tersebut dan dapat mengarahkan siswa untuk menganalisis konten gambar/ video tersebut. Kemudian, guru mengajukan pertanyaan kepada siswa seperti: Apa yang kamu lihat dalam gambar/ video tersebut, apa pendapatmu tentang seseorang dalam gambar/ video tersebut, berikan pendapatmu tentang kegiatannya.</p> <p>Setelah itu, guru menginstruksikan bagaimana cara menyampaikan pendapat dan tanggapan, dan bagaimana cara menyatakan setuju atau tidak setuju. Kemudian, guru memberikan arahan bagaimana cara mengungkapkan argumentasi yang berkaitan dengan penggunaan hubungan sebab akibat secara global.</p> <p>Selanjutnya, guru meminta siswa untuk berkelompok, kemudian guru menayangkan video tentang deforestasi yang mengarah pada teks Hortatory Exposition. Setelah itu, guru meminta siswa untuk menganalisis dan memberikan tanggapan atau pendapat mereka tentang video tersebut. Guru juga meminta siswa untuk mengidentifikasi fungsi sosial, struktur teks, dan ciri-ciri kebahasaan dari video tersebut. Setelah itu, guru meminta siswa untuk mempresentasikan hasil diskusi mereka di depan kelas untuk menguraikan pendapat mereka tentang video teks eksposisi hortatory dan identifikasi mereka tentang fungsi sosial, struktur</p>

	teks, dan ciri-ciri kebahasaan teks eksposisi hortatory. Kemudian, guru meminta kelompok lain untuk menanggapi hasil presentasi dari kelompok penyaji. Pada bagian terakhir, guru meminta siswa untuk membuat teks eksposisi hortatory berdasarkan ide mereka sendiri.
4.	Siswa terlihat antusias menjawab pertanyaan guru di kegiatan brainstorming, siswa terlihat sangat memperhatikan guru pada saat guru memberikan materi, siswa juga terlihat saling bekerja sama pada saat kegiatan kerja kelompok untuk menganalisis teks, pada saat kegiatan presentasi semua siswa terlihat antusias dalam menyimak dan memberikan tanggapannya kepada kelompok yang sedang mempresentasikan hasil projectnya.

Result of interview

Teacher I & Student I (first meeting: Wednesday, March 20th 2024)

A. Interview with teacher I

1. Sudah berapa lama pengalaman anda mengajar sebagai guru?
“Saya pertama kali mengajar itu di tahun 1999 di SMA AL Irsyad, kemudian mulai tahun 2000 saya mengajar di UNSOED sebagai dosen kontrak sampai dengan tahun 2004, kemudian ditahun 2008 saya diterima sebagai PNS di Kabupaten Banyumas sebagai guru SMAN 2 Purwokerto ini sampai sekarang”.
2. Selama pengalaman mengajar tersebut khususnya dalam mata pelajaran Bahasa Inggris, apakah anda pernah mengikuti pelatihan mengajar sebelumnya?
“Iya tentu, saya sudah banyak sekali mengikuti pelatihan mengajar semenjak saya mulai menekuni sebagai guru/ pengajar, karena sebagai seorang guru/ pengajar tentunya kita perlu menguasai semua aspek/ kriterianya, supaya kita mampu menjadi contoh dan memberikan ilmu yang bermanfaat bagi para pelajar/ siswa”.
3. Apa saja metode atau strategi yang pernah anda gunakan untuk mengajar Bahasa Inggris khususnya dalam aspek reading skill?
“Banyak sekali metode yang sudah saya gunakan, yang namanya metode pembelajaran, itu tidak ada the best methods, kita harus menyesuaikan dengan karakter dan kemampuan siswa untuk menerapkan metode yang tepat, dengan menggunakan 1 metode saja itu akan boring, kita harus menggunakan metode yang bervariasi, dan juga materi juga mempengaruhi metode yang akan digunakan”.
4. Metode apa yang paling sering digunakan atau metode yang menjadi andalan anda dalam mengajar reading skill?
“Untuk metode yang paling sering saya gunakan itu collaborative sama quiz ya, jadi siswa itu berkelompok dan mereka itu membuat pertanyaan yang nantinya akan digunakan sebagai kegiatan quiz, karena menurut saya dengan berkelompok siswa itu bisa saling

membantu dan saling bertukar pikiran, dan quiz juga menurut saya lebih efektif ketimbang menggunakan soal biasa, karena mereka akan lebih aktif dan semangat mengerjakannya”.

5. Apa metode yang akan anda gunakan untuk pembelajaran nanti?
“Collaborative method, jadi siswa membuat kelompok kemudian mereka berdiskusi didalamnya, hal ini bertujuan untuk menjembatani siswa yang kurang begitu mampu dan mereka terpacu atau bekerja sama dengan yang lebih pintar, sehingga mereka semua nantinya memiliki kemampuan yang seimbang”.
6. Bagaimana Langkah-langkah penerapan dari metode tersebut?
“Yang pertama saya memilih bacaan yang nantinya untuk bahan bacaan bagi siswa, kemudian siswa juga nanti saya minta untuk membacakan teks tersebut didepan kelas, setelah itu saya akan meminta siswa untuk membuat kelompok untuk menganalisis teks tersebut dan mencari jawaban dari soal yang saya berikan, kemudian diakhir nanti, saya akan mengadakan kegiatan quiz yang berguna sebagai aspek penilaian untuk siswa”.
7. Kenapa anda memilih menggunakan metode tersebut dalam mengajar khususnya di aspek reading skill? Apakah ada faktor khusus?
“Beberapa dari siswa itu mengeluh jika disuruh membaca atau menganalisis teks yang panjang, maka dari itu saya menggunakan collaborative method ini dengan tujuan untuk siswa mampu saling bekerja sama, bertukar pikiran secara berkelompok, dan juga hal ini dapat menjembatani siswa yang kurang begitu mampu dan mereka terpacu atau bekerja sama dengan yang lebih pintar, sehingga mereka semua nantinya memiliki kemampuan yang seimbang”.
8. Apa keunggulan dari metode tersebut?
“Keunggulannya ya itu, siswa mampu saling bekerja sama dan bertukar pikiran, sehingga mereka memiliki kemampuan yang seimbang”.
9. Apakah dengan menerapkan metode tersebut dapat membuat siswa meningkatkan skill readingnya? Contohnya seperti apa?
“Pasti, karena dari awal mereka mengeluh bacaanya banyak, lalu dengan menggunakan metode ini mampu membuat siswa lebih cepat memahami teks bacaan yang Panjang, juga mereka mampu meningkatkan critical thinking mereka”.

B. Interview with student I

1. Jelaskan seperti apa cara guru anda mengajar tentang materi yang berkaitan dengan reading skill tadi?
“Pertama guru menanyakan kepada kami beberapa hal mengenai materi yang akan dipelajari, kemudian guru menayangkan sebuah teks dan meminta kami untuk membaca teks tersebut didepan kelas, setelah itu beliau memaparkan materi dan setelahnya meminta kami untuk membuat kelompok. Setelah itu guru membagikan beberapa teks melalui WhatsApp group dan kami diminta untuk memilih salah

satu dari teks tersebut. Kemudian kami diminta untuk menganalisis teks tersebut dan menjawab beberapa pertanyaan, dan kami juga diminta untuk membuat quiz dari isi teks tersebut yang kemudian dipresentasikan didepan kelas”.

2. Menurut anda apakah cara tersebut baik/ tidak jika digunakan dalam pembelajaran Bahasa Inggris khususnya reading skill?

“Menurut saya tentunya baik ya, karena kami banyak diminta membaca teks dan bagusny karena kami berkelompok, kami bisa membagi tugas ke masing-masing anggota kelompok. Terlebih ada kegiatan quiz, kegiatan ini membuat kami lebih banyak berpikir kritis dalam memahami isi dari teks tersebut”.

3. Apakah anda merasa lebih antusias mengikuti kegiatan belajar – mengajar dengan cara yang digunakan oleh guru tersebut?

“Iya, saya merasa sangat antusias mengikuti pembelajaran, karena kami banyak berdiskusi melalui kelompok, dan adanya kegiatan quiz membuat kami lebih senang dan bersemangat dalam mengerjakan soal, terlebih kami mendapatkan poin tambahan jika kami menjawab pertanyaan-pertanyaan yang diberikan oleh guru”.

4. Apakah dengan cara mengajar yang digunakan oleh guru tersebut mampu meningkatkan reading skill anda? Contohnya seperti apa?

“Iya, saya merasa dapat meningkatkan skill reading saya, karena melihat kami banyak diminta untuk membaca teks, juga kami dapat melatih pikiran kita melalui diskusi kelompok”.

Teacher I & Student II (second meeting: Thursday, April 25th 2024 at X-11)

A. Interview with teacher I

1. Sudah berapa lama pengalaman anda mengajar sebagai guru?
Telah terjawab pada interview di pertemuan pertama.
2. Selama pengalaman mengajar tersebut khususnya dalam mata pelajaran Bahasa Inggris, apakah anda pernah mengikuti pelatihan mengajar sebelumnya?
Telah terjawab pada interview di pertemuan pertama
3. Apa saja metode atau strategi yang pernah anda gunakan untuk mengajar Bahasa Inggris khususnya dalam aspek reading skill?
Telah terjawab pada interview di pertemuan pertama
4. Metode apa yang paling sering digunakan atau metode yang menjadi andalan anda dalam mengajar reading skill?
Telah terjawab pada interview di pertemuan pertama
5. Apa metode yang akan anda gunakan untuk pembelajaran nanti?
“Scaffolding mas, scaffolding ini memberikan dukungan dan arahan yang sistematis untuk membantu siswa memahami dan terlibat dengan teks, membangun pemikiran kritis, menghasilkan pembaca yang lebih percaya diri dan pembelajar yang termotivasi yang sering menerima umpan balik dari guru”

6. Bagaimana Langkah-langkah penerapan dari metode tersebut?
“Hal pertama yang akan saya lakukan sebagai penerapan Metode Scaffolding ini adalah dengan melakukan kegiatan brainstorming, karena dengan kegiatan ini saya dapat menilai sejauh mana pengetahuan yang dimiliki siswa terhadap materi, dan juga kegiatan ini sangat berguna untuk membantu merangsang otak atau pikiran siswa. Kemudian Saya akan membagi siswa menjadi beberapa kelompok, setelah itu, saya akan membimbing siswa dengan membaca teks, dan memberikan arahan tentang cara menganalisis isi teks. Setelah saya memberikan arahan kepada siswa, maka saya akan meminta siswa untuk membuat analisis sendiri terkait teks yang telah mereka dapatkan. Juga meminta siswa untuk membuat pertanyaan dari teks tersebut”.
7. Kenapa anda memilih menggunakan metode tersebut dalam mengajar khususnya di aspek reading skill? Apakah ada faktor khusus?
“Saya menggunakan scaffolding karena metode ini memberikan dukungan dan arahan yang sistematis untuk membantu siswa memahami dan terlibat dengan teks, membangun pemikiran kritis, menghasilkan pembaca yang lebih percaya diri”.
8. Apa keunggulan dari metode tersebut?
“Keunggulannya adalah siswa menjadi pembaca yang lebih efektif dan percaya diri, sambil juga mengembangkan keterampilan berpikir kritis dan pemecahan masalah terhadap sesuatu yang penting”.
9. Apakah dengan menerapkan metode tersebut dapat membuat siswa meningkatkan skill readingnya? Contohnya seperti apa?
“pasti, dengan menggunakan metode ini siswa mampu menjadi pembaca yang lebih efektif dan mandiri, karena saya selalu memberikan arahan dan feedback kepada mereka, memang cukup memakan waktu, tapi hal ini sebanding dengan hasil yang didapat oleh siswa”.

B. Interview with student II

1. Jelaskan seperti apa cara guru anda mengajar tentang materi yang berkaitan dengan reading skill tadi?
“sebelum masuk ke materi, guru terlebih dahulu memberikan pengetahuan awal tentang sebuah teks, setelah guru menyampaikan materi, kemudian guru membagi kami menjadi beberapa kelompok, lalu guru membacakan sebuah teks dan meminta kami untuk menirukannya, setelah itu guru memberikan arahan kepada kami bagaimana cara menganalisis isi dari sebuah teks. Setelah itu guru meminta kami untuk memilih salah satu teks yang dibagikannya, kemudian meminta kami untuk menganalisis isi teks tersebut, juga meminta kami untuk membuat pertanyaan dari teks yang kami dapatkan”.
2. Menurut anda apakah cara tersebut baik/ tidak jika digunakan dalam

pembelajaran Bahasa Inggris khususnya reading skill?

“menurut saya baik ya, karena guru selalu menuntun dan memberikan arahan kepada kita seperti pada saat membaca teks, memberikan arahan cara untuk menganalisis teks, dan juga guru selalu memberikan feedback kepada kami”.

3. Apakah anda merasa lebih antusias mengikuti kegiatan belajar – mengajar dengan cara yang digunakan oleh guru tersebut?

“iya, saya merasa lebih antusias mengikuti pembelajaran karena dengan guru yang selalu menuntun dan memberikan arahan kepada kita, saya menjadi lebih percaya diri untuk membaca teks dan mengerjakan tugas yang diberikan oleh guru”.

4. Apakah dengan cara mengajar yang digunakan oleh guru tersebut mampu meningkatkan reading skill anda? Contohnya seperti apa?

“saya menjadi lebih percaya diri dalam membaca, dan saya dapat meningkatkan kemampuan membaca saya menjadi lebih lancar”.

Teacher II & Student III (first meeting: Tuesday, April 2nd 2024 at XI-10)

A. Interview with teacher II

1. Sudah berapa lama pengalaman anda mengajar sebagai guru?

“Saya memiliki pengalaman 3 tahun sebagai guru mulai tahun 2019 sampai sekarang, saya juga sudah mengajar di beberapa tingkat, terutama di sekolah menengah kejuruan dan sekolah dasar”.

2. Selama pengalaman mengajar tersebut khususnya dalam mata pelajaran Bahasa Inggris, apakah anda pernah mengikuti pelatihan mengajar sebelumnya?

“saya sudah beberapa kali mengikuti pelatihan ya, salah satunya dulu saya pernah mengikuti pelatihan pada awal penerapan IKM (Implementasi Kurikulum Merdeka)”.

3. Apa saja metode atau strategi yang pernah anda gunakan untuk mengajar Bahasa Inggris khususnya dalam aspek reading skill?

“yang pertama untuk mengajar reading, sepengalaman saya untuk reading itu yang paling bagus itu adalah comprehensionnya, jadi mereka itu tau apa yang mereka baca dan mereka diuji dengan beberapa pertanyaan yang ada didalam passage atau bacaan tersebut. Dan juga vocabulary acquisition, karena vocabulary itu sangat penting dikarenakan dalam bacaan atau vocabulary sangat penting, apalagi dengan minimnya vocabulary, siswa tidak dapat atau mengalami kesusahan memahami sebuah isi dari teks”.

4. Metode apa yang paling sering digunakan atau metode yang menjadi andalan anda dalam mengajar reading skill?

“Metode yang paling sering saya gunakan dalam mengajar reading yakni ada 2 mas, read-aloud, sama think-aloud”.

5. Apa metode yang akan anda gunakan untuk pembelajaran nanti?

“Untuk pembelajaran nanti saya akan menggunakan read-aloud method mas”.

6. Bagaimana Langkah-langkah penerapan dari metode tersebut?
“Hal pertama yang saya lakukan sebagai aplikasi dari metode ini tentunya adalah melakukan kegiatan brainstorming. Setelah saya melakukan kegiatan brainstorming, selanjutnya saya akan menampilkan teks bacaan tentang descriptive text, kemudian saya akan meminta siswa untuk membaca teks tersebut secara bergantian dan menyebutkan topik, informasi spesifik dan menyimpulkan isi teks. Kegiatan ini bertujuan sebagai pengenalan materi kepada siswa, juga dapat melatih kemampuan membaca mereka seperti pelafalan, kelancaran, dan analisis teks. Kemudian saya akan mendorong siswa untuk menuliskan kosakata yang belum mereka ketahui artinya dan kemudian saya akan mengajak siswa untuk menemukan arti dari kosakata tersebut Melalui metode ini, saya juga membantu siswa untuk mengembangkan kemampuan pemahaman mereka, jadi nanti saya akan mengajari siswa cara memahami teks, setelah itu di akhir pelajaran, saya akan memberi mereka sebuah bacaan atau teks dan meminta mereka untuk mencoba memahami teks tersebut”.
7. Kenapa anda memilih menggunakan metode tersebut dalam mengajar khususnya di aspek reading skill? Apakah ada faktor khusus?
“Saya menggunakan metode read-aloud dengan tujuan untuk melatih siswa dalam memahami teks, menambah kosakata mereka, juga metode ini dapat melatih kemampuan membaca siswa karena nantinya mereka akan membaca sebuah teks atau bacaan dengan keras, dalam hal ini mereka dapat melatih kelancaran, pelafalan, dan pemahaman terhadap teks.”
8. Apa keunggulan dari metode tersebut?
“keunggulannya yakni membuat siswa meningkatkan kemampuan membacanya, menambah vocabulary, dan meningkatkan kemampuan siswa dalam memahami teks”.
9. Apakah dengan menerapkan metode tersebut dapat membuat siswa meningkatkan skill readingnya? Contohnya seperti apa?
“pasti ya, melalui metode ini, siswa mampu membaca dengan lancar, menambah kosa-kata baru, dan juga siswa mampu memahami isi dari sebuah teks”.

B. Interview with student III

1. Jelaskan seperti apa cara guru anda mengajar tentang materi yang berkaitan dengan reading skill tadi?
“Sebelum masuk ke materi, guru meminta kami untuk mendeskripsikan penampilan tubuhnya. Setelah itu guru akan menayangkan sebuah teks dan meminta kami untuk membaca teks tersebut secara bergantian. Kemudian guru meminta kami untuk mencari kosa kata yang tidak kami ketahui lalu menuliskannya dipapan tulis, guru juga mengajak kami untuk mencari arti dari kosa kata tersebut. Setelah itu guru meminta kami untuk membuat

- kelompok, kemudian guru memberikan sebuah teks, dan meminta kami untuk menganalisis dan memahami isi dari teks tersebut”.*
2. Menurut anda apakah cara tersebut baik/ tidak jika digunakan dalam pembelajaran Bahasa Inggris khususnya reading skill?
“menurut saya baik ya, karena kami banyak diminta untuk membaca sebuah teks, lalu guru mengajari kami memahami isi dari teks tersebut, kami juga dapat memperoleh kosa kata baru”.
 3. Apakah anda merasa lebih antusias mengikuti kegiatan belajar – mengajar dengan cara yang digunakan oleh guru tersebut?
“iya saya merasa lebih semangat mengikuti kegiatan pembelajaran karena guru sangat membantu kami dengan banyak memberikan contoh dan arahan”.
 4. Apakah dengan cara mengajar yang digunakan oleh guru tersebut mampu meningkatkan reading skill anda? Contohnya seperti apa?
“saya merasa mampu membaca dengan lancar dan meningkatkan pengetahuan kosa kata yang saya punya”.

Teacher II & Student IV (second meeting: Thursday, April 4nd 2024 at XI-5)

A. Interview with teacher II

1. Sudah berapa lama pengalaman anda mengajar sebagai guru?
Telah terjawab pada interview di pertemuan pertama
2. Selama pengalaman mengajar tersebut khususnya dalam mata pelajaran Bahasa Inggris, apakah anda pernah mengikuti pelatihan mengajar sebelumnya?
Telah terjawab pada interview di pertemuan pertama
3. Apa saja metode atau strategi yang pernah anda gunakan untuk mengajar Bahasa Inggris khususnya dalam aspek reading skill?
Telah terjawab pada interview di pertemuan pertama
4. Metode apa yang paling sering digunakan atau metode yang menjadi andalan anda dalam mengajar reading skill?
Telah terjawab pada interview di pertemuan pertama
5. Apa metode yang akan anda gunakan untuk pembelajaran nanti?
“Untuk pembelajaran kali ini saya akan menggunakan think-aloud method”.
6. Bagaimana Langkah-langkah penerapan dari metode tersebut?
“Hal pertama yang saya lakukan sebagai aplikasi dari metode ini tentu saja dengan melakukan kegiatan brainstorming. Dengan melakukan brainstorming ini kita dapat mengetahui bagaimana pengetahuan siswa terhadap materi, dan juga bagaimana sikap mereka nantinya saat kegiatan pembelajaran berlangsung. Setelah itu saya akan memberikan teks bacaan kepada siswa, kemudian meminta siswa untuk menganalisis teks tersebut. Setelah itu saya akan melatih berpikir kritis siswa, saya akan memberikan sebuah bacaan atau teks, kemudian mereka tidak diberi pertanyaan, tetapi secara berkelompok, mereka akan menganalisis dan menyimpulkan

teks atau bacaan tersebut, karena berpikir kritis membuat siswa mengklasifikasikan ide-ide yang muncul di benak mereka secara sistematis dan lebih informatif”.

7. Kenapa anda memilih menggunakan metode tersebut dalam mengajar khususnya di aspek reading skill? Apakah ada faktor khusus?
“melalui metode ini, saya mengajarkan siswa untuk berpikir kritis, saya akan memberi mereka sebuah bacaan atau teks, dan kemudian mereka tidak diberi pertanyaan, tetapi mereka akan menganalisis dan menyimpulkan teks atau bacaan tersebut”
8. Apa keunggulan dari metode tersebut?
“keunggulannya yaitu siswa dapat berpikir kritis dalam memahami dan menyimpulkan isi dari sebuah teks”.
9. Apakah dengan menerapkan metode tersebut dapat membuat siswa meningkatkan skill readingnya? Contohnya seperti apa?
“dengan menggunakan metode ini siswa dapat meningkatkan kemampuan berpikir kritis, memahami dan menyimpulkan isi dari sebuah teks”.

B. Interview with student IV

1. Jelaskan seperti apa cara guru anda mengajar tentang materi yang berkaitan dengan reading skill tadi?
“Hal pertama yang dilakukan guru adalah mengecek kehadiran siswa, setelah itu guru memberikan gambaran umum tentang materi yang akan dipelajari, dan meminta kami untuk mengutarakan pendapat kami tentang karakter seseorang. Setelah itu guru memberikan sebuah teks bacaan berupa teks deskriptif, kemudian meminta kami untuk menganalisis teks tersebut. setelah menganalisis teks, secara berkelompok, kami juga diminta untuk membuat kesimpulan tentang isi teks dengan menggunakan kalimat kami sendiri”.
2. Menurut anda apakah cara tersebut baik/ tidak jika digunakan dalam pembelajaran Bahasa Inggris khususnya reading skill?
“menurut saya baik ya, karena guru melatih critical thinking kami dengan membantu kami cara untuk menganalisis dan menyimpulkan isi dari teks”.
3. Apakah anda merasa lebih antusias mengikuti kegiatan belajar – mengajar dengan cara yang digunakan oleh guru tersebut?
“iya saya merasa lebih semangat karena kami menganalisis dan menyimpulkan isi teks secara berkelompok, jadi saya merasa lebih semangat karena saya dapat bekerja sama dan betukar pikiran dengan teman sekelompok”.
4. Apakah dengan cara mengajar yang digunakan oleh guru tersebut mampu meningkatkan reading skill anda? Contohnya seperti apa?
“saya dapat meningkatkan kemampuan berpikir kritis, memahami dan menyimpulkan isi dari sebuah teks”.

Teacher III, Student V (first meeting: Monday, March 25nd 2024 at XI-9
Advanced)

A. Interview with teacher III (first & second meeting)

1. Sudah berapa lama pengalaman anda mengajar sebagai guru?
“pengalaman saya mengajar kurang lebih itu sudah 29 tahun mas”
2. Selama pengalaman mengajar tersebut khususnya dalam mata pelajaran Bahasa Inggris, apakah anda pernah mengikuti pelatihan mengajar sebelumnya?
“Sudah tentu sering mas, terutama pelatihan-pelatihan pembelajaran apabila ada perubahan kurikulum, pernah di jogja, di semarang, juga di purwokerto ini. Bahkan sampai sekarang pun disekolah itu hampir setiap tahun diadakan pelatihan pembelajaran”.
3. Apa saja metode atau strategi yang pernah anda gunakan untuk mengajar Bahasa Inggris khususnya dalam aspek reading skill?
“dulu jaman belum terlalu ada perhatian dari pemerintah, sebelum ada banyak pelatihan-pelatihan, saya masih menggunakan cara mechanical drill, jadi siswa membaca kadang reading fast, kadang reading comprehension, tetapi saya lebih sering menekankan pada pelafalannya. Dan setelah kami mendapatkan pelatihan-pelatihan tentang metode pembelajaran maka saya lebih sering menggunakan genre-based teaching method
4. Metode apa yang paling sering digunakan atau metode yang menjadi andalan anda dalam mengajar reading skill?
“yang sering saya gunakan itu genre-based teaching method yang saya padukan dengan PBL, dan saya jarang sekali menjelaskan, karena saya memberikan kesempatan kepada siswa untuk berpikir terlebih dahulu, diskusi, kemudian mereka akan saya minta untuk adu pendapat, question and answer, sampe pada presentasi secara berkelompok mempresentasikan hasil diskusi mereka”.
5. Apa metode yang akan anda gunakan untuk pembelajaran nanti?
“Untuk pembelajaran nanti, saya akan menggunakan genre-based teaching method”.
6. Bagaimana Langkah-langkah penerapan dari metode tersebut?
“hal pertama yang akan saya lakukan sebagai aplikasi dari teks berbasis genre ini adalah membangun pengetahuan lapangan, kegiatan ini bertujuan untuk membangun pengetahuan awal siswa dan membantu mereka untuk meningkatkan bahasa dan pemahaman mereka tentang materi yang akan dipelajari. langkah selanjutnya adalah pemodelan teks. Kegiatan ini bertujuan untuk menjadi sumber bagi siswa untuk memahami struktur, isi, dan fitur bahasa dari genre atau jenis tulisan tertentu. langkah terakhir adalah independent of the text, kegiatan ini bertujuan untuk melatih pemikiran kritis siswa dengan meminta siswa untuk membuat sebuah proyek melalui ide mereka sendiri

7. Kenapa anda memilih menggunakan metode tersebut dalam mengajar khususnya di aspek reading skill? Apakah ada faktor khusus?
“Saya menggunakan genre-based teaching method karena metode ini memberikan dukungan untuk memfasilitasi kemampuan siswa dalam meningkatkan kemampuan berpikir kritis, keterampilan produktif, dan memahami isi teks”.
8. Apa keunggulan dari metode tersebut?
“keunggulannya yakni siswa menjadi tokoh utama dalam kegiatan pembelajaran, jadi siswa secara mandiri memahami dan mencari informasi dari isi sebuah teks dan guru hanya memberikan feedback kepada siswa. Melalui metode ini, siswa juga dapat melatih critical thinking, dan productive skill mereka”.
9. Apakah dengan menerapkan metode tersebut dapat membuat siswa meningkatkan skill readingnya? Contohnya seperti apa?
“pada waktu pertama kali saya menerapkan metode ini, banyak siswa yang masih kurang paham atau mengalami kesusahan dalam memahami isi dari teks, namun seiring berjalannya waktu, dengan tahapan-tahapan yang saya berikan, siswa mampu menunjukkan peningkatan pada skill readingnya, terlebih mereka juga dapat membuat karangan atau teks berdasarkan ide dan imajinasi mereka sendiri”

B. Interview with student V (first meeting)

1. Jelaskan seperti apa cara guru anda mengajar tentang materi yang berkaitan dengan reading skill tadi?
“sebelum masuk ke materi inti, guru menampilkan sebuah peta di lokasi tertentu, kemudian guru memberikan beberapa pertanyaan mengenai peta tersebut, setelah itu kami diminta untuk menceritakan pengalaman atau pengetahuan yang berkaitan dengan peta tersebut. Setelah itu, guru meminta kami untuk membuat kelompok, kemudian dia memberi kami sebuah teks naratif legenda dan meminta kami untuk mengidentifikasi teks tersebut seperti struktur teks dan lain-lain. setelah kami membentuk kelompok, kami diminta untuk menulis teks naratif berdasarkan ide kami sendiri”.
2. Menurut anda apakah cara tersebut baik/ tidak jika digunakan dalam pembelajaran Bahasa Inggris khususnya reading skill?
“menurut saya baik ya, karena kami diminta untuk menganalisis teks, dan membuat sebuah teks itu secara berkelompok, jadi saya merasa lebih ringan karena saya mengerjakannya tidak sendirian tetapi dengan teman kelompok”.
3. Apakah anda merasa lebih antusias mengikuti kegiatan belajar – mengajar dengan cara yang digunakan oleh guru tersebut?
“iya, saya merasa lebih antusias karena saya mengerjakan semua tugas dari guru itu secara berkelompok”.
4. Apakah dengan cara mengajar yang digunakan oleh guru tersebut mampu meningkatkan reading skill anda? Contohnya seperti apa?

“saya dapat dengan mudah menganalisis dan memahami isi dari sebuah teks”.

Teacher III & Student VI (second meeting: Wednesday, April 24nd 2024 at XI-11 Advanced)

A. Interview with student VI (second meeting)

1. Jelaskan seperti apa cara guru anda mengajar tentang materi yang berkaitan dengan reading skill tadi?

“Pertama, guru menunjukkan sebuah video, kemudian guru mengajukan beberapa pertanyaan kepada kami, dan kami juga diminta untuk memberikan pendapat kami tentang video tersebut. Setelah itu, guru meminta kami untuk membentuk kelompok. Kemudian dia menunjukkan sebuah video tentang deforestasi dan meminta kami membuat opini tentang video tersebut, dan juga meminta kami untuk mengidentifikasi struktur teks dan lainnya. Terakhir, guru meminta kami untuk melihat video tentang seseorang yang sedang membersihkan rumah, seseorang yang sedang minum kopi, dan seseorang yang sedang membuang sampah di sungai, setelah itu guru meminta kami untuk menganalisis video tersebut, dan memparafrasekan informasi dari video tersebut, serta kami juga diminta untuk membuat teks eksposisi hortatory berdasarkan ide kami sendiri”.

2. Menurut anda apakah cara tersebut baik/ tidak jika digunakan dalam pembelajaran Bahasa Inggris khususnya reading skill?

“menurut saya baik, karena kami banyak diminta guru untuk mandiri memahami dan menganalisis teks yang membuat kami lebih banyak mencari informasi dan berpikir kritis”.

3. Apakah anda merasa lebih antusias mengikuti kegiatan belajar – mengajar dengan cara yang digunakan oleh guru tersebut?

“tentu, saya merasa lebih antusias karena saya banyak bertukar pikiran dengan siswa lain melalui diskusi kelompok”.

4. Apakah dengan cara mengajar yang digunakan oleh guru tersebut mampu meningkatkan reading skill anda? Contohnya seperti apa?

“saya mampu dengan cepat memahami dan menganalisis teks melalui diskusi kelompok, hal ini juga membuat saya lebih berpikir kritis”.

Appendix. 3 Score of TOEFL Test

INTERNATIONAL COLLEGE-PURWOKERTO



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TOEFL SCORE SMAN 2
PURWOKERTO Saturday
September 16th, 2023

1. SORTED BY HIGHEST-LOWEST SCORE

NUMB	NAME	CONVERSION			TOTAL	
		SC.1	SC.2	SC.3	CBT	PBT
1	Nadia Layla Safira	61	65	54	250	600
2	Beninda Alma Raifa	57	58	55	227	586
3	Laras Rizki Prabarani	52	57	52	203	557
4	Noer Fajri Adiyatma	52	57	50	197	550
5	Rayyan Dhiyatha Putra Ramadhan	55	49	53	193	547
6	Baasith Gibran Bimo D	56	47	51	183	544
7	Isna Laela Ramadani	47	54	52	180	540
8	Ziyad Althaf Fayyadh	48	52	52	180	537
9	Fara Nuri Hamidah	51	52	48	177	533
10	Mahavira Bintang Sakti Ramadhan	50	51	47	167	529
11	Gendis Atsilah Subekti	52	50	45	163	510
12	Alesha Mysha Siregar	50	51	44	160	503
13	Danendra Belva Abhirama	52	47	46	160	503
14	Keyma Rahmadhaningrum	51	44	48	153	497
15	Wiwit Mega Utami	47	48	48	153	497
16	NareswariChaira Fayyaadh	52	45	45	150	493
17	Surya Wirahman	51	44	47	160	493
18	Dita Ayu Fitriasari	49	46	45	137	487
19	Elisabeth Dwi Ayudita	51	41	48	147	487
20	Hanisah Aurelia Faustine	48	45	46	143	483

21	Narendra Tsaqif Ahnaf	50	43	43	133	473
22	Zahra Annisa Hannan	50	43	42	133	470
23	Handini Syafa Aprilia	48	41	44	127	463
24	Natasya Zahrotin J	46	45	42	127	463
25	Ridho Akma Syazani	49	40	44	127	463
26	Winda Nuraini	43	43	44	120	453
27	Beta Firdaraya Febriannisa Has	48	46	35	117	450
28	Kafhaya Kaila Aji	39	45	45	117	450
29	Manggali Nydia Parahita	42	43	44	117	450
30	Tsaqif Nizar Trianto	41	40	45	110	440

31	Kamilatus Saadah	43	40	42	107	437
32	Athallah Rafi Syafia	47	36	41	103	433
33	Hafiizh Purbo Dharmaji	45	40	39	103	433
34	Bimantio Akbar	38	40	45	103	430
35	Amar Hanif Azzaki	39	44	38	97	423
36	Muhammad Rasyid Syamil	38	37	41	87	407
37	Faustin Azalia	33	41	41	83	393
38	Rurinda Nuri Nareswari	35	44	35	83	390
39	Asyifa Zakiyatun Nisa	37	40	36	80	387
40	Bagus Kurniawan	39	40	34	80	387
41	Naillah Salma Atha Myrna	41	35	36	77	383
42	Galih Ndaru Raina D	35	38	38	77	380
43	Deni Apriliani	30	38	40	70	370

Mengetahui :

International College
Purwokerto

Yuli Nurkhasanah, Amd.
Manager

Indra Kuswamdani, S.E.
Class Management

Appendix. 4 Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 2 Purwokerto
Kelas/Semester : XII/1
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 2 x 45 menit

A. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan pendekatan kolaboratif dengan menggunakan metode Problem Based Learning (PBL) dengan teknik Drilling melalui quizz, peserta didik dapat memahami fungsi sosial, struktur teks dan unsur kebahasaan berbagai jenis teks interaksi sesuai konteks, serta mampu menjawab pertanyaan-pertanyaan mengenai teks secara cepat, tepat, dan benar, dengan rasa ingin tahu, tanggung jawab, disiplin, kreatif, sportif, dan mandiri, serta dapat bekerjasama selama proses pembelajaran dan bersikap jujur, percaya diri serta pantang menyerah.

B. Indikator Pembelajaran

- menentukan, menyimpulkan topik / gagasan pokok (main idea) dari bacaan
- menemukan informasi tertentu (specific information) dari bacaan; tersurat (stated) dan tersirat (unstated) dari bacaan
- memahami arti dari kosa-kata (vocabulasry), frase, ataupun kalimat yang digunakan dalam bacaan
- menemukan kata rujukan (pronoun reference) dari kata ganti dalam bacaan
- menyimpulkan, menganalisis pesan (message or moral value) dari bacaan, serta tujuan (social or communicative purpose) dari bacaan

C. Materi Pembelajaran Reading Comprehension Skills

- Skimming
- Scanning

D. Langkah-langkah Pembelajaran

I. Kegiatan Pendahuluan

1. Salam
2. Memeriksa kehadiran
3. Apersepsi: - review materi pada pembelajaran sebelumnya

- mendiskusikan tentang pengalaman peserta didik ketika mengerjakan tes Bahasa Inggris terutama masalah yang dihadapi ketika mengerjakan bagian pertanyaan bacaan (*Reading Comprehension Section*).

4. Motivasi

Guru menjelaskan pentingnya materi yang akan dipelajari kepada peserta didik.

II. Kegiatan Inti

1. Siswa menggali ingatan tentang pertanyaan-pertanyaan yang biasanya dijumpai ketika mengerjakan bagian pertanyaan bacaan (*Reading Comprehension Section*).
2. Siswa, dibantu tips dari guru, mendiskusikan cara-cara agar mampu menjawab pertanyaan-pertanyaan mengenai teks pada bagian pertanyaan bacaan (*Reading Comprehension Section*) secara cepat, tepat, dan benar
3. Secara berkelompok, siswa mendiskusikan dan mengerjakan / mencari jawaban pertanyaan-pertanyaan mengenai teks pada bagian pertanyaan bacaan (*Reading Comprehension Section*) pada soal yang dibagikan guru melalui grup WA kelas.
4. Siswa mendapat kesempatan menjawab pertanyaan-pertanyaan mengenai teks pada bagian pertanyaan bacaan (*Reading Comprehension Section*) melalui kuis (quizz) , dengan ketentuan:
 - Jika jawaban benar sempurna, siswa tersebut mendapatkan point nilai 3
 - Jika jawaban tidak sempurna, siswa tersebut mendapatkan point nilai 2
 - Jika jawaban salah, siswa tersebut mendapatkan point nilai 1 III.

Penutup

1. Guru bersama-sama dengan peserta didik membuat simpulan/rangkuman tentang ungkapan-ungkapan untuk mengakui kesalahan, berjanji, menyalahkan, dan menuduh.
2. Guru dan peserta didik memberi penilaian dan refleksi terhadap pembelajaran yang telah berlangsung.
3. Penutupan : - penugasan
- salam

- IV. Materi Pembelajaran
Terlampir
- V. Evaluasi
Teknik Penilaian dan
Bentuk Instrumen a. Teknik
Penilaian
1 Non tes
2 Tes lisan
3 Tes tulis
b. Bentuk Instrumen
Pilihan Ganda

Rubrik Penilaian Quizz

No	Uraian	Skor
1.	Jawaban benar.	3
2.	Jawaban salah.	1

Rubrik Penilaian Tugas

No	Uraian	Skor
1.	Jawaban benar.	1
2.	Jawaban salah.	0

Skor maksimal = 20

Nilai siswa = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10 = \dots$

$= \frac{\text{Skor perolehan}}{20} \times 10 = \dots$

- b. Unjuk kerja
Soal evaluasi, terlampir

Mengetahui

Purwokerto, 20 Maret 2024
Guru Mata Pelajaran



Restuti Dwiningsih, S.S., M.Pd.
NIP.
197408152003122006

Lampiran 1. Materi Pembelajaran
READING COMPREHENSION QUESTIONS



Ada 9 jenis soal yang diberikan setelah membaca jenis teks discussion bahasa Inggris. Berikut adalah tipe-tipe pertanyaan dalam soal bacaan yang biasa kita temukan dan harus dijawab setelah selesai memahami bacaan bahasa Inggris.

1. Soal tentang topik bacaan

Tahukan topik bacaan itu? Ya, topik utama adalah subjek utama bacaan, teks itu tentang apa. Topik bacaan biasanya berupa inti tulisan atau malah lebih sederhana berupa judul tulisan.

Berikut contoh pertanyaan Topik
What is the topic of the passage?

What is the main topic of the passage?

The text tells us about ...

The passage is about ...

The text mainly talks about ...

2. Soal tentang judul bacaan

Karena yang ditanyakan adalah judul, maka bacaan itu biasanya tidak disertakan judulnya.

Contoh pertanyaan soal

tentang judul What is the best

title of the passage?

What is the suitable title of the text?

3. Soal tentang gagasan utama (Main idea / main information)

Gagasan utama adalah pokok pikiran yang termuat dalam keseluruhan bacaan atau biasanya ada pada masing-masing paragraf yang mewakili keterangan, penjelasan, uraian, atau pendapat penulis tentang topik bacaan. Contoh pertanyaan soal tentang pokok pikiran

What is the main idea of the passage?

What's the author's main idea on paragraph 2?

What is the main idea of the article?

4. Soal tentang tujuan penulisan teks

Tujuan penulisan teks (Aim / purpose / goal) adalah tujuan utama penulis dalam menyusun dan menulis bacaan, artikel dan teks tersebut. Contoh pertanyaan tujuan
What is the aim of the text?

What is the purpose of the passage?

5. Soal tentang rujukan pemaknaan

Rujukan (Reference) adalah tautan yang cocok atas kata tertentu yang biasanya berupa kata ganti (pronouns). Contoh pertanyaan seputar reference The word them in line 9 refers to ...

6. Soal tentang kesimpulan

Soal kesimpulan (conclusion) biasanya bisa ditemukan pada paragraf pertama dan terakhir. Biasanya menggunakan beberapa kata hubung seperti so, accordingly, therefore, hence, dan lainnya. Contoh pertanyaan kesimpulan.

It can be concluded that ...

It can be inferred that ...

What is the conclusion of the text?

We can conclude that ...

7. Soal tentang informasi detail dalam bacaan

Pertanyaan tentang informasi detail (detailed information) dan biasanya berkaitan dengan kata tanya who, what, where, why, when, and how. Ingat soal detail information ada yang tersurat dan ada pula yang tersirat. Beberapa contoh pertanyaan informasi rinci.

Where did it happen?

What time did the meeting begin?

Who has attended the meeting?

How could it happen?

8. Soal tentang True- not true statement

Soal tentang pernyataan benar dan salah (true – not true statement) yang biasanya dianggap cukup sulit dan memakan banyak waktu untuk menyelesaikannya. Contoh pertanyaan true- false statement

Which of the following statement is not true based on the text?

According to the passage all of the following statements are true, except ...

9. Soal tentang arti kata Vocabulary

Soal yang berkaitan dengan arti kata (word meaning) adalah menguji seberapa banyak kosa kata yang kita punya. Meski begitu arti kata kadang bisa ditemukan berdasarkan konteks bacaan. Soal word meaning biasanya seputar menggunakan istilah synonym, same meaning, similar meaning, closest meaning dan related

meaning, word definition, dan antonym.

Contoh pertanyaan tentang word meaning

What is the same meaning of the word “ estimated”?

The underlined word has the synonym ...

Itulah 9 model soal pertanyaan dalam bacaan bahasa Inggris pada semua jenis teks termasuk, tidak terkecuali discussion text ini.

Lampiran II: Soal Evaluasi



PASSAGE ONE (Questions 1–10)

The deer is a distinctive animal easily recognized by the antlers that adorn most species of male deer. These antlers are used by the males primarily to fight, either for mates or for leadership of the herd. Deer generally lose their antlers each winter and begin growing new ones in late spring. The new antlers are soft knobs covered with velvety hairs. Later in the year as the seasons progress, the antlers grow and harden into solid branches. In the middle of winter, the full-grown antlers fall off and decay on the ground. The following spring the process begins again.

Line
(5)

- This passage mainly discusses
 - the lifestyle of the deer
 - the seasons of the year
 - the antlers of the deer
 - how antlers are used
- The deer is called a distinctive animal because it
 - uses its antlers to recognize others
 - has many species
 - has antlers
 - has to fight for its mates
- The word “adorn” in line 1 is closest in meaning to which of the following?
 - Cover
 - Decorate
 - Bother
 - Hide
- The word “primarily” in line 2 is closest in meaning to
 - primitively
 - only
 - mainly
 - once
- It is NOT mentioned in the passage that the deer uses its antlers
 - to battle other deer
 - to get a mate
 - to become a leader
 - to climb branches
- In which month would a deer in North America probably have short, soft, velvety antlers?
 - May
 - December
 - October
 - January
- The word “velvety” in line 5 could best be replaced by
 - soft
 - long
 - gray
 - coarse
- The word “solid” in line 6 could best be replaced by which of the following?
 - Firm
 - Thin
 - Leafy
 - Tiny
- In winter the mature antlers
 - are soft knobs
 - come off
 - are covered with velvety hair
 - begin again
- Where in the passage does the author explain how a deer uses its antlers?
 - Lines 2–3
 - Lines 4–5
 - Line 6
 - Line 7

PASSAGE TWO (Questions 11–20)

REM (rapid eye movement) sleep is a type of sleep that is important to humans. This type of sleep generally occurs four or five times during one night of sleep, in periods of time ranging from five minutes to forty minutes for each occurrence. The periods of REM sleep become longer and longer as the night progresses.

Line
(5)

Physical changes occur in the body to show that a person has transitioned from NREM (non-rapid eye movement) sleep to REM sleep. Breathing becomes faster, the heart rate increases, and, as the name implies, the eyes begin to move quickly.

Accompanying these physical changes in the body is a very important characteristic of REM sleep. It is during REM sleep that dreams occur.

11. The subject of this passage is
 - (A) the human need for REM sleep
 - (B) physical changes in the human body
 - (C) the characteristics of REM sleep
 - (D) why people sleep
12. According to the passage, how often does REM sleep occur in one night?
 - (A) Once
 - (B) Twice
 - (C) Four or five times
 - (D) Forty times
13. A REM sleep period of forty minutes would most likely be which period of REM sleep?
 - (A) The first period
 - (B) The second period
 - (C) The third period
 - (D) The fourth period
14. The word “progresses” in line 4 is closest in meaning to
 - (A) continues
 - (B) darkens
 - (C) falls
 - (D) sleeps
15. The word “transitioned” in line 5 could best be replaced by which of the following?
 - (A) Breathed
 - (B) Increased
 - (C) Fallen
 - (D) Moved
16. The N in NREM probably stands for which of the following words?
 - (A) Nine
 - (B) Non
 - (C) Name
 - (D) Night
17. According to the passage, all of the following occur during REM sleep EXCEPT that
 - (A) the rate of breathing increases
 - (B) the heart rate speeds up
 - (C) the eyes remain steady
 - (D) dreams take place
18. The word “Accompanying” in line 8 could best be replaced by which of the following?
 - (A) Along with
 - (B) In spite of
 - (C) In contrast to
 - (D) Because of
19. Where in the passage does the author discuss the length of periods of REM sleep?
 - (A) Line 1
 - (B) Lines 2–3
 - (C) Lines 6–7
 - (D) Lines 8–9
20. The author mentions a nonphysical occurrence during REM sleep in
 - (A) line 1
 - (B) lines 3–4
 - (C) lines 5–6
 - (D) lines 8–9

Teacher I: The Second Meeting

MODUL AJAR REPORT TEXT

2. INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Restuti Dwiningsih, S.S., M.Pd.
Satuan Pendidikan	: SMA N 2 Purwokerto
Kelas / Fase	: X (Sepuluh) - E
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 6x(2x@45) Menit
Tahun Penyusunan	: 2023 / 2024

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

3. C. KOMPETENSI AWAL

Membimbing, mengarahkan, memberikan pengajaran eksplisit kepada peserta didik untuk mengaktifkan pengetahuan awal mereka mengenai teks report yang akan dipelajari. Selain itu, kegiatan ini dapat mengembangkan kemampuan literasi.

4. D. PROFIL PELAJAR PANCASILA

1. (Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;

2. Berpikir kritis untuk memecahkan masalah (kecakapan abad 21);
3. Menganalisis, mengevaluasi, memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).
4. Memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.
5. Menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
6. Menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.
7. Mentransfer informasi dari kegiatan membaca teks report menjadi kompetensi menyampaikan informasi yang diperoleh dari pemahaman bacaan (keterampilan literasi).

5. E. SARANA DAN PRASARANA

1. Gawai
4. Buku Teks
7. Handout materi
2. Laptop/Komputer PC
5. Papan tulis/White Board
8. Infokus/Proyektor/Pointer
3. Akses Internet
6. Lembar kerja
9. Referensi lain yang mendukung

F. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

6. G. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPONEN INTI

7. A. TUJUAN PEMBELAJARAN

- Mengidentifikasi karakteristik dari teks report, yaitu: general classification dan description;

- Mengidentifikasi ciri-ciri kebahasaan dari teks report, pada bab ini difokuskan pada pembahasan *present tense; simple present tense terutama mengenai pattern dan agreement pada kata kerja (verbs)-nya, dan penggunaan modals* pada kalimat.
- Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;
- Menulis teks report dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks secara lisan; dan
- Mempresentasikan teks report yang telah ditulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

8. B. PEMAHAMAN BERMAKNA

Mempelajari teks report melalui kegiatan menyimak, membaca, menulis dan berbicara tentang topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: hewan, tumbuhan, bangunan / tempat-tempat menarik di lingkungan / sekitar mereka.

9. C. PERTANYAAN PEMANTIK



Picture 4.1 The Cats

Look at the picture and discuss the following questions with your classmates. Listen to your classmate's speaking carefully and respond it properly and nicely.

1. What do you see in the picture?
2. Do you like cats?
3. If you don't like cats, would you tell us / your friends why?
4. If you like cats, do you have cats as a pet at your home?

5. Describe your cat to your friends.
6. Is your cat pet exactly the same as other cats? What are the similarities?
7. Browse any information about cats in general. Then discuss with your friends, and make a summary of your discussion.

10. D. KEGIATAN PEMBELAJARAN PERTEMUAN KE-1

READING: WHAT IS REPORT TEXT

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit)

- Siswa memperhatikan gambar yang disajikan, dan mendiskusikan pertanyaan-pertanyaan pemantik secara berkelompok.
- Siswa menganalisa teks mode yang berbentuk teks report dan mendiskusikan ciri-ciri, struktur (generic structure), general classification dan description, dan kebahasaannya (language feature)nya, seperti kosa kata, kata penghubung yang digunakan, dan lain-lain.
- Siswa membagikan / mempresentasikan hasil diskusinya.
- Siswa berlatih menganalisis beberapa teks report lainnya
- Guru menggali lebih banyak dengan pertanyaan-pertanyaan lanjutan yang mengarahkan peserta didik pada materi yang akan disajikan mengenai teks report serta manfaat materi tersebut untuk dipelajari.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

11. E. ASESMEN / PENILAIAN

No	Aspek yang dinilai	Bentuk Penilaian	Instrumen Penilaian	Waktu Penilaian
1	Sikap	Observasi dan Jurnal	Pengamatan sikap (jurnal)	Selama KBM
2	Pengetahuan	Tes tertulis	Soal tes	Setelah KBM
3	Keterampilan	Unjuk kerja Laporan tertulis	Pengamatan unjuk kerja Penilaian laporan tertulis	Pada saat presentasi Pengumpulan tugas

SOAL EVALUASI

12. REPORT TEXT

Report text biasanya disamakan dengan descriptive text, karena kedua jenis teks tersebut menginformasikan atau mendeskripsikan mengenai suatu hal. Namun kedua teks ini berbeda, untuk dapat membedakan kedua report text dan descriptive text, Anda perlu mengetahui pengertian report text terlebih dahulu.

Report text merupakan salah satu jenis teks yang dalam bahasa Inggris yang menjelaskan mengenai detail dari suatu objek. Penjelasan yang ada dalam report text merupakan hasil pengamatan, penelitian, observasi maupun studi mengenai berbagai macam hal.



Descriptive Text memiliki tujuan untuk menggambarkan objek berdasarkan perasaan dan pengalaman sehingga pendengar/pembaca merasa seolah-olah melihat sendiri dan selanjutnya bisa mengenali object itu, sedangkan Report text menggambarkan objek dengan apa adanya sesuai dengan hasil pengamatan penulis.

Seperti halnya teks bahasa Inggris lain, report text memiliki struktur atau

generic structure yang perlu Anda ketahui. Berikut adalah struktur dari report text.

1. General classification

Struktur pertama merupakan bagian pertama yang berisi mengenai beragam informasi umum berdasarkan hasil pengamatan yang telah dilakukan oleh penulis, hasil pengamatan tersebut dapat berupa hewan, fenomena alam, tumbuhan dan topik-topik lain secara detail.

2. Description

Struktur kedua dari report text berada di paragraf dua serta memiliki fungsi yang sama dengan descriptive text yaitu untuk mendeskripsikan lebih dalam mengenai detail dari hasil penelitian penulis secara terperinci.

Unsur Kebahasaan / Language Feature Report Text

Selain generic structure, report memiliki unsur kebahasaan atau language feature yang perlu Anda ketahui. Berikut beberapa language features yang perlu Anda ketahui.

1. General nouns, menggunakan kata yang merujuk pada suatu hal secara umum. Contohnya dog, lion, atau penyebutan hewan lain secara umum tidak spesifik seperti my dog dan lain sebagainya.
2. Relating verbs atau linking verbs, contohnya is, am, are, look, seem, taste dan lain sebagainya.
3. Timeless present tense, menggunakan penanda waktu simple present tense. Contohnya usually, often, always dan lain sebagainya.
4. Technical terms, menggunakan istilah yang berkaitan dengan topik atau pembahasan report text. Contohnya apabila Anda membuat report text mengenai hewan, maka dalam report text tersebut haruslah ada istilah atau penyebutan mengenai hewan.
5. Introducing group or general aspect, menggunakan bahasa yang memperkenalkan bahasan atau obyek penelitian secara umum.

Report text menggunakan present tenses untuk menggambarkan masa depan.

Ciri-Ciri Report Text

Report text memiliki sembilan ciri-ciri yang perlu Anda ketahui, agar dapat membedakan report text dengan descriptive text. Berikut ciri-ciri report text yang telah penulis rangkum.

1. Report text berisi mengenai fakta-fakta ilmiah.
2. Judul report text terlihat umum (dapat dikenali oleh pembaca yang tidak memiliki kompetensi pada keilmuan topik report text tersebut).
3. Biasanya disertai gambar serta data statistic untuk membuktikan hasil dari pengamatan penulis.
4. Kalimat report text menggunakan pola kalimat simple present tense.
5. Report text menggunakan kata benda umum seperti pada language feature general nouns.
6. Menggunakan kata kerja yang saling berhubungan, sesuai dengan language featurenya yaitu linking verbs atau relative verbs.

7. Report text terdiri dari suatu objek dan ditambah dengan objek lain.
8. Report text menjelaskan mengenai berbagai macam kelompok dan bukan individu secara khusus.
9. Report text menggunakan conditional logical conjunction, contohnya so, when dan lain sebagainya.

Contoh Report Text

1. Skin

Skin is the outer layer of the body. In human beings, it is the most important and largest organ of the system that covers our body. Our skin has a function to protect the human body from infection, also maintain fluid balance, extreme temperatures, and synthesize vitamin D for personal needs also have a function to shield physical structure.

Skin has three main layers, which are Epidermis or Stratum, Dermis, and Hypodermis or skin layer that have their individual tasks and need each other. The stratum layer is the outer layer of the skin. This layer doesn't contain blood vessels, and is made from Merkel cells, keratinocytes, with melanocytes and Langerhans cells. Beneath the stratum layer, there is Dermis or corium layer. This layer contains hair follicles, sweat glands, fat glands, apocrine glands, body fluid vessels and blood vessels. This layer is connected to the cuticle layer with the basement membrane. Structurally, this layer is split into 2 regions, that the region next to the cuticle referred to as the process region, and also the thick inner region that's called the crisscrossed region. What is more, there's layer layer that situated below the derma layer. This layer is thought as hypodermic tissue. Layer serves to connect the skin to the underlying bone and muscle and provide them with blood vessels and nerves. the mixture of those 3 main layers has a mean thickness of 1 mm.

2. Komodo Dragon

Komodo dragon is the largest lizard on earth. It lives within the scrub and land of some Indonesian islands. Komodo dragon is the world's heaviest lizard, advising one hundred fifty pounds or a lot of. The most important Komodo ever measured was quite ten feet (3 meters) long and weighed 366 pounds (166 kg) however, the common size of Komodo within the wild is about eight feet (2.5 meters) long and two hundred pounds or 91 kg.

Komodo has gray scale skin, a pointed snout, powerful limbs, and a muscular tail. They use their keen sense of smell to find decaying an animal remains from many miles away. They additionally hunt different lizards yet as massive mammals and generally barbarian. The Komodo dragon's teeth are nearly utterly coated by its gums. Once it feeds, the gums bleed, making a perfect culture for virulent microorganism. The microorganism that boards the Komodo dragon's spit causes blood disease, or septicemia, in its victims. A dragon can bite its prey,

then follow it till the animal is simply too weak to hold on. This lizard species is vulnerable by looking, loss of prey species, and surrounding loss.

Itulah dua contoh teks singkat report text mengenai skin atau kulit serta komodo. Dari dua contoh report text tersebut, apakah Anda dapat menemukan ciri-ciri serta language featuranya? Kedua teks tersebut mendeskripsikan mengenai hal umum yaitu mengenai kulit, serta hewan.

Pada kedua teks tersebut dapat Anda Baca bahwa keduanya memiliki linking verb yang berkaitan atau berhubungan dengan topik dari report text. Kedua menggunakan pola kalimat simple present tense, serta menggunakan istilah-istilah yang berhubungan dengan topik pembahasan pada report text. Keduanya merupakan tulisan ilmiah serta fakta yang didasarkan dari pengamatan penulis.

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Guru Mata Pelajaran

Restuti

Dwiningsih, S.S., M.Pd.

NIP.

197408152003122006

Teacher II: First and Second Meeting

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Henta Pratama Putra, S.Pd., Gr
Sekolah	SMA N 2 Purwokerto
Tahun Pelajaran	2023-2024
Jenjang Sekolah	Sekolah Menengah Atas (SMA)
Kelas	XI
Fase	F
Elemen Capaian	Menulis – Mempresentasikan: Peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
B. Kompetensi Awal	<ul style="list-style-type: none">• Peserta didik mampu menyebutkan kata yang terdapat unsur deskriptif di dalamnya
C. Profil Pelajar Pancasila	
Mandiri	Mengumpulkan informasi untuk menjelaskan konten yang ada dalam advertisement
Gotong Royong	Bekerja bersama dalam kelompok untuk mendiskusikan

Berfikir Kritis	Mampu menganalisis tujuan sosial dari teks deskriptif yang diberikan dan bisa mengaitkan dengan kehidupan sehari-hari dan menganalisis unsur kebahasaan dari teks tersebut.
Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia	Mampu menghormati pendapat orang lain di dalam forum diskusi.



D. Strategi Pembelajaran	
Model Pembelajaran	Diskusi, Ceramah, Guessing
Metode Pembelajaran	Pendekatan Saintifik
Media Pembelajaran	Internet dan Buku
Sarana Prasarana	Alat: Laptop, LCD dan Gawai Bahan ajar: Terlampir Buku Ajar: Bahasa Inggris untuk SMA-MA/SMK Kelas XI Powerpoint presentasi
E. TARGET PESERTA DIDIK	
Peserta didik regular kelas 11	
KOMPONEN INTI	
A. Tujuan Pembelajaran	
Menulis-mempresentasikan:	
<ol style="list-style-type: none"> 1. Peserta didik mampu menulis Descriptive text sederhana berdasarkan imajinasinya dengan menggunakan kalimat sendiri, serta dengan struktur teks dan kebahasaan yang benar 2. Peserta didik mempresentasikan hasil Descriptive text yang telah dibuat sendiri 	
B. PEMAHAMAN BERMAKNA	
Pada akhir pembelajaran, peserta didik mampu menyampaikan ide mereka tentang bagaimana mendeskripsikan sesuatu melalui tulisan teks descriptive yang mereka buat.	
C. PERTANYAAN PEMANTIK	
<p>Apa yang Anda pahami dari presentasi yang telah ditayangkan?</p> <p>Apa yang dimaksud dengan procedure text?</p> <p>Apa social function procedure text?</p> <p>Apa saja generic structure untuk membuat procedure text ?</p>	
D. PERSIAPAN PEMBELAJARAN	
<ol style="list-style-type: none"> 1. Guru menyusun LKPD. 2. Guru menyusun instrumen asesmen yang digunakan. 	
PERTEMUAN KE 1	

Pendahuluan	<ul style="list-style-type: none"> • Peserta didik berdoa sebelum pembelajaran dimulai • Guru mengecek kehadiran peserta didik dan kondisinya
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	<ul style="list-style-type: none"> • Guru menyampaikan apersepsi dan memotivasi peserta didik untuk mengikuti pembelajaran • Guru dan peserta didik membuat kesepakatan kelas • Guru menyampaikan kegiatan dan tujuan pembelajaran • Guru menanyakan pelajaran sebelumnya dengan melakukan diskusi bersama peserta didik
Inti	<p>a. Mengamati:</p> <ul style="list-style-type: none"> - Guru menampilkan gambar dan meminta peserta didik mengamati gambar yang disimak serta menuliskan informasi yang didapat bersama teman kelompok. <p>b. Identifikasi Masalah:</p> <ul style="list-style-type: none"> • Peserta didik Bersama teman kelompok berdiskusi mengenai informasi yang didapat dari dari gambar (person) • Guru dan peserta didik membahas gambar yang telah diamati dan setiap kelompok memberikan hasil diskusinya. <p>c. Mencoba</p> <ul style="list-style-type: none"> • Peserta didik diberikan kesempatan untuk mencari informasi sebanyak-banyaknya tentang dekripsi gambar seseorang melalui sumber internet. • Peserta didik memilih satu teknologi untuk menuliskan deskripsi orang yang ada di gambar. <p>d. Pengolahan Data</p> <ul style="list-style-type: none"> • Peserta didik menulis descriptive text sesuai dengan goal, generic structure dan step. <p>e. Pembuktian</p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil tulisan descriptive text kedepan kelas • Peserta didik lain memberikan komentar atau pertanyaan • Peserta didik mendapatkan feedback dari guru <p>f. Menarik kesimpulan</p> <ul style="list-style-type: none"> • Peserta didik menyimpulkan tentang poin-poin penting yang muncul selama kegiatan

Penutup	<ul style="list-style-type: none"> • Guru meminta peserta didik menyimpulkan hasil pembelajaran • Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik • Guru dan peserta didik melakukan refleksi • Peserta didik mendengarkan informasi tentang kegiatan yang akan dilaksanakan pada pertemuan berikutnya. • Guru dan peserta didik berdoa bersama
F. ASESMEN	
Asesmen Non Kognitif	<ul style="list-style-type: none"> • Hal apa yang paling menyenangkan dan tidak menyenangkan selama belajar Bahasa Inggris? • Bagian tersulit yang kalian pelajari pada descriptive text adalah?
Asesmen Kognitif	Buatlah descriptive text berdasarkan dari teman sebangku. Setelah itu, presentasikan descriptive text yang sudah dibuat kedepan kelas.
Refleksi guru dan murid	<p>Guru:</p> <ol style="list-style-type: none"> 1. Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan. 2. Apakah peserta didik antusias mengikuti pembelajaran. 3. Kendala apa yang dihadapi selama pembelajaran. <p>Murid:</p> <ol style="list-style-type: none"> 1. Materi apa saja yang dipelajari? 2. Materi apa yang sudah dipahami? 3. Materi apa yang belum dipahami? 4. Apakah guru menyampaikan materi dengan menarik?
G. PENGAYAAN DAN REMEDIAL	
<p>Pengayaan diberikan kepada siswa yang telah melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa penambahan bacaan dari jenis teks serupa untuk memperkaya pengetahuan. Remedial diberikan kepada siswa yang belum melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang</p>	
LAMPIRAN	
<p>A. Lembar Kerja Peserta Didik Terlampir</p>	
<p>B. Bahan Bacaan, Picture about person</p>	

C. Glosarium

- Descriptive Text: Descriptive Text is a text which says what a person or a thing is like.
- Purpose/ Social Function: to describe and reveal a particular person, place, or thing.
- Generic Structure :
Identification:
(contains about the introduction of a person, place, animal or object will be described.)
Description:
contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.
- Language feature : simple present tense, Spesific participant, Adjective, Action verb.

D. Daftar Pustaka

Tsasa Yusac Erhanaz, dkk. (2016). *Bahasa Inggris: Untuk SMA/MA/SMK kelas XI*.
Surakarta: Mediatama

Purwokerto, 17 April 2024

Henta Pratama Putra, S.Pd., Gr



LAMPIRAN

A. Bahan Ajar

Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Purpose/ Social Function

1. To describe person, thing or place in specific
2. To describe a particular person, thing or place.

Generic Structure of Procedure Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

1. Identification: (contains about the introduction of a person, place, animal or object will be described.)
2. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe

Language Features

1. Specific participant: has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
2. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
4. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc...)

B. Picture of a person



C. Lembar Kerja Peserta Didik (LKPD)

Name:

Class :

Buatlah descriptive text dengan ketentuan sebagai berikut:

1. Jason statham (10 kalimat)
2. Ancient vase
3. Poison dart frog

Instrumen Penilaian

WRITING RUBRIC

1. Tidiness
 - Very Good (85-100) : The writing is tidy.
 - Good (70-84) : Few errors in spelling, punctuation, capitalization, and paragraph.
 - Enough (55-69) : Frequent errors in spelling, punctuation, capitalization, and paragraph.
 - Poor (25-54) : The writing is untidy, there are many errors in spelling, punctuation, capitalization, and paragraph.
2. Word Choice
 - Very Good (85-100) : Most of the word choices are correct and appropriate.
 - Good (70-84) : A few word choices are correct and appropriate.
 - Enough (55-69) : Some word choices are incorrect and inappropriate.
 - Poor (25-54) : Most of the word choices are incorrect and inappropriate.
3. Grammar
 - Very Good (85-100) : There are variety of grammatical structures.
 - Good (70-84) : There are few errors in grammatical structures.
 - Enough (55-69) : There are some errors in grammatical structures.
 - Poor (25-54) : There are lots of errors in grammatical structures.
4. Coherence
 - Very Good (85-100) : Ideas are logically organized and the text is coherence.
 - Good (70-84) : Ideas are logically organized although there are some incoherence.
 - Enough (55-69) : Ideas are not logically organized but the text is coherence.
 - Poor (25-54) : Ideas are not logically organized and coherence.

Lembar Instrumen Penilaian

1. Penilaian sikap

Kelas : XI/2
Hari/ tanggal : Rabu, 17 April 2024
Topik/Subtopik : Text descriptive
Capaian Pembelajaran : Peserta didik mampu menulis descriptive text sederhana berdasarkan imajinasinya dengan menggunakan kalimat sendiri, serta dengan struktur teks dan kebahasaan yang benar Peserta didik mempresentasikan hasil kerja kedepan kelas

NO	Nama	Kejadian/Perilaku	Butir Sikap	Pos/ Neg	Tindak Lanjut
1.					
2.					
3.					
4.					

2. Penilaian Kognitif

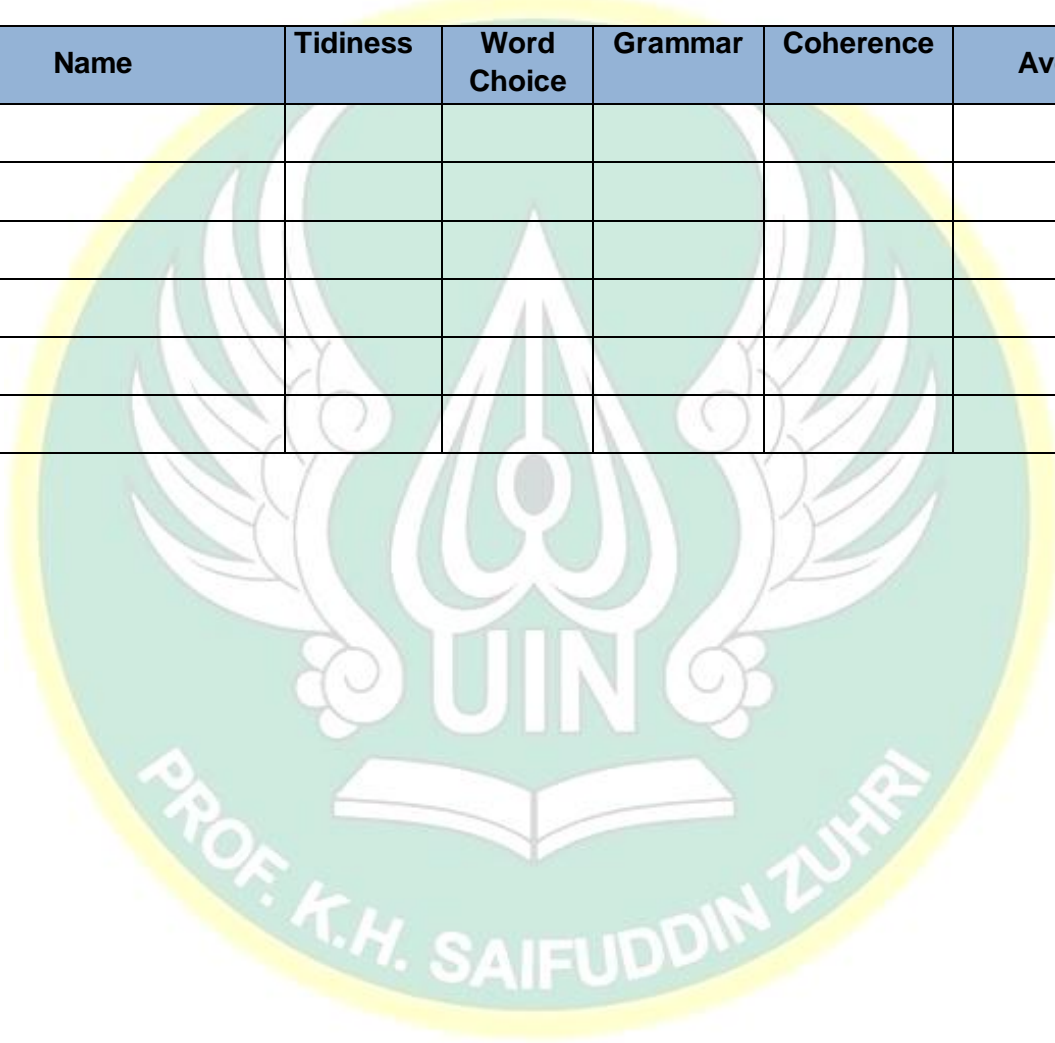
Kelas/ Semester : XI/2
Hari/ tanggal : Rabu, 17 April 2024
Topik/ Subtopik : Teks descriptive
Capaian Pembelajaran : Peserta didik mampu menulis Descriptive text sederhana berdasarkan imajinasinya dengan menggunakan kalimat sendiri, serta dengan struktur teks dan kebahasaan yang benar Peserta didik mempresentasikan hasil kerja

No	Name	Nilai	Keterangan
1			
2			
3			
4			
5			

3. Penilaian Keterampilan

Kelas/ Semester : X.I/1
Hari/ tanggal : Rabu, 17 April 2024
Topik/ Subtopik : Descriptive Teks
Capaian Pembelajaran : Peserta didik mampu menulis procedure text sederhana imajinasinya dengan menggunakan kalimat sendiri, serta dengan struktur teks dan kebahasaan yang benar Peserta didik mempresentasikan hasil kerja

No	Name	Tidiness	Word Choice	Grammar	Coherence	Average
1						
2						
3						
4						
5						
6						



Teacher III: The First Research

CAPAIAN PEMBELAJARAN

MENYIMAK

Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks dengar yang kompleks baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi.

MEMBACA

Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baik topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi, dan diskusi.

MENULIS

Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memproduksi teks dengan struktur organisasi yang jelas dan detail dalam jenis teks naratif, eksposisi dan diskusi tentang berbagai topik dan menjelaskan pendapat atau pandangan terkait isu dalam topik tertentu dengan menjelaskan manfaat dan kelemahan atau argumen yang mendukung dan menentang tentang berbagai pilihan atau pendapat.

BERBICARA

Pada akhir Fase ini, peserta didik mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu berinteraksi dengan lancar dan spontan secara teratur dengan penutur asli Bahasa Inggris, serta cukup mungkin tanpa ada hambatan bagi kedua belah pihak yang berkomunikasi atau berinteraksi dalam jenis teks naratif, eksposisi, dan diskusi.

KOMPETENSI AWAL

MENYIMAK	
1.	Peserta didik memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan mereka.
MEMBACA	
1.	Peserta didik mampu menemukan dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks.
2.	Peserta didik mampu mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks
MENULIS	
1.	Peserta didik mampu menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.
2.	Peserta didik mampu membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar.
BERBICARA	
1.	Peserta didik mampu menyampaikan opini terhadap isu yang dekat dengan kehidupan mereka dan untuk membahas minat.
2.	Peserta didik mampu memberikan pendapat dan membuat perbandingan.
3.	Peserta didik mampu menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

PROFIL PELAJAR PANCASILA

DIMENSI	SUB ELEMEN
Beriman Dan Bertakwa Kepada Tuhan YME dan Berakhlak Mulia	Integritas; Mengutamakan persamaan dengan orang lain dan menghargai perbedaan; Berempati kepada orang lain.
Berkebhinekaan Global	Mendalami budaya dan identitas budaya;

	mengeksplorasi dan membandingkan pengetahuan budaya, kepercayaan dan praktiknya; menumbuhkan rasa menghormati terhadap keanekaragaman budaya; berkomunikasi antar budaya; mempertimbangkan dan menumbuhkan berbagai perspektif.
Gotong Royong	Kerjasama; komunikasi untuk mencapai tujuan Bersama; persepsi social;
Mandiri	Menunjukkan inisiatif dan bekerja secara mandiri; mengembangkan pengendalian dan disiplin diri; percaya diri, Tangguh dan adaptif.
Bernalar kritis	Mengajukan pertanyaan; mengidentifikasi, mengklarifikasi, dan mengolah informasi dan gagasan; menganalisis dan mengevaluasi penalaran dan prosedurnya; merefleksi dan mengevaluasi penalarannya sendiri
Kreatif	Menghasilkan gagasan yang orisinal; menghasilkan karya dan Tindakan yang orisinal;

SARANA DAN PRA SARANA

MENYIMAK	
1.	Laptop
2.	White board
3.	Board marker
4.	Speaker
5.	LCD dan layar proyektor
MEMBACA	
1.	Kertas HVS
2.	Kertas Asturo
3.	Spidol
4.	White board
5.	Board marker
MENULIS	
1.	Kertas folio bergaris
2.	Kertas HVS
3.	Spidol
4.	Penggaris
5.	Pensil
BERIBICARA	
1.	Laptop
2.	LCD dan layer proyektor
3.	Kertas asturo

4.	Spidol
5.	White board
6.	Board marker

TARGET PESERTA DIDIK

PESERTA DIDIK REGULER/TIPIKAL	
1.	Peserta didik yang memilih mata pelajaran Bahasa Inggris Lanjutan menunjukkan hasil akademis fase E memiliki karakter peserta didik yang tidak memiliki kesulitan dalam mencerna dan memahami materi ajar.
PESERTA DIDIK PENCAPAIAN TINGGI	
1.	Berdasar hasil akademis, beberapa peserta didik memiliki kemampuan berpikir tinggi (HOTS) dan memiliki ketrampilan memimpin

MODEL PEMBELAJARAN

PENDEKATAN PEMBELAJARAN	
Pendekatan berbasis Teks (Genre-Based Text) dalam berbagai moda (lisan, tulisan, visual, audio dan multimodal)	
MODEL PEMBELAJARAN	
Pembelajaran tatap muka dengan setiap rombel terdiri dari kurang lebih 36 peserta didik	
TAHAPAN PEMBELAJARAN	
1.	<i>Building Knowledge of Field</i> Guru dan peserta didik membangun konteks budaya, berbagi pengalaman, membahas kosakata, pola-pola kalimat, dan sebagainya.
2.	<i>Modelling of Text</i> Guru menunjukkan teks model (lisan atau tulisan) dari jenis teks yang sedang dipelajari.
3.	<i>Join Construction of Text</i> Peserta didik mencoba memproduksi teks secara berkelompok dengan bantuan guru
4.	<i>Independent Construction of Text</i> Peserta didik diberi kesempatan untuk memproduksi teks lisan dan tulisan secara mandiri, dengan bimbingan guru yang minimal, hanya kalau diperlukan

KEGIATAN PEMBELAJARAN NARRATIVE TEXT

MENYIMAK

1.	Peserta didik mengidentifikasi gagasan utama dari teks dengarkan yang kompleks baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif.
2.	Peserta didik memahami gagasan utama dari teks dengarkan yang kompleks baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif.

MEMBACA

1.	Peserta didik mampu mengidentifikasi gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baik topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif.
2.	Peserta didik mampu memahami gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baik topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif

MENULIS

1.	Peserta didik mampu memproduksi teks naratif dengan struktur organisasi yang jelas dan detail dalam jenis teks naratif tentang berbagai topik.
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BERBICARA

1.	berinteraksi dengan lancar dan spontan secara teratur dengan penutur asli Bahasa Inggris, serta cukup mungkin tanpa ada hambatan bagi kedua belah pihak yang berkomunikasi atau berinteraksi dalam jenis teks naratif.
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PEMAHAMAN BERMAKNA

1.	<p>Narrative texts are generally imaginative and aimed to entertain or amuse the readers. In this unit, you are going to learn narrative text in the form of a legend.</p> <p>Narrative text adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung.</p>
2.	Narrative text bisa berbentuk imajiner atau pun faktual.
3.	<p>Berikut adalah contoh genre dari Narrative text:</p> <ul style="list-style-type: none"> ▪ Fairy tale/ folk tale/ cerita rakyat ▪ Mystery ▪ Science fiction ▪ Romance ▪ Horror ▪ Fable ▪ Myth ▪ legend ▪ History ▪ Slice of life ▪ Personal experience

PERTANYAAN PEMANTIK

1.	Pernahkah kamu semasa kecil mendengar cerita dari orang tua/ dari orang dewasa tentang suatu kisah?
2.	Pernahkah kamu sendiri semasa kecil membaca buku cerita rakyat?
3.	Sebutkan buku cerita yang pernah kamu baca!
4.	Jenis/ genre apa cerita yang kalian baca?
KEGIATAN PEMBELAJARAN	
MENYIMAK	
Mengawali kelas/ Materi	
<ul style="list-style-type: none"> • Berdoa • Apersepsi • Motivasi • Refleksi awal/ Aessmen Diagnostik • Kesepakatan Kelas 	
1.	<i>Building Knowledge of the Field (BKOF)</i>
	<ul style="list-style-type: none"> • Guru meminta murid untuk menggambar apa saja yang menggambarkan perasaannya saat ini di kertas yang telah dibagikan guru.
	<ul style="list-style-type: none"> • Guru meminta beberapa murid untuk bersedia mengungkapkan makna gambar di depan kelas.
	<ul style="list-style-type: none"> • Guru memberikan beberapa pertanyaan pemantik pada Listening Activity: I will show you a map. What do you know about that area? Do you know any legend from that area? Tell us about it. Do you know any legend that are passed down in your area? Compared to the area shown in the picture, is the legend in your area similar or different?
	<ul style="list-style-type: none"> • Guru menayangkan sebuah tampilan peta dan berdiskusi dengan peserta didik perihal cerita rakyat (folktale) yang terkenal dari daerah tersebut. Guru dan peserta didik membangun budaya, dan saling berbagi pengalaman yang dimiliki tentang daerah tersebut.
	<ul style="list-style-type: none"> • Guru membagi kelas menjadi 6 kelompok untuk bersama-sama mendengarkan sebuah tayangan cerita rakyat.
	<ul style="list-style-type: none"> • Guru meminta peserta didik mengidentifikasi gagasan utama dari teks dengar yang kompleks (berupa video-audio visual) baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif (video folk tale).
	<ul style="list-style-type: none"> • Peserta didik menuliskan dan mempresentasikan gagasan utama yang didapatkan dari teks dengar di depan kelas dengan redaksi bahasanya sendiri.
2.	<i>Modelling of the Text (MOT)</i>
	<ul style="list-style-type: none"> • Guru meminta peserta didik untuk bersama-sama mengidentifikasi struktur teks sebuah teks dengar mulai dari orientation, complication dan resolution dan memahami gagasan dari teks tersebut.

	<ul style="list-style-type: none"> Guru meminta murid untuk mendengarkan legend sekali lagi dan mengidentifikasi tokoh yang ada dalam legend tersebut. <ul style="list-style-type: none"> Listen to the legend one more time. Can you identify the character in the legend? Guru meminta murid untuk mengidentifikasi peristiwa/ kejadian dalam kisah legend yang didengarkan. <ul style="list-style-type: none"> Now, let's identify the series of events unfolded in the legend you have listened to. List the events according to parts of the story. Guru meminta murid untuk memperhatikan bentuk lampau yang didengarkan dari teks dengarkan legend yang lain sebagai pembanding. <ul style="list-style-type: none"> Let's learn more about past tense from a different story.
3.	<i>Joint Construction of the Text</i>
	<ul style="list-style-type: none"> Guru meminta murid untuk menuliskan struktur teks narrative yang ia peroleh dari mendengarkan. Secara berkelompok murid berdiskusi hal-hal apa saja yang harus ada dalam sebuah teks narrative.
4.	<i>Independent Construction of the Text</i>
	<ul style="list-style-type: none"> Guru meminta murid untuk mendengarkan sebuah teks narrative (legend) dan memastikan apakah struktur teks dan ciri-ciri kebahasaan sebuah teks narrative telah ada dalam teks dengarkan tersebut. Guru dan murid berdiskusi temuan mereka.
Mengakhiri Kelas	
	<ul style="list-style-type: none"> Refleksi Evaluasi Penutup Doa
MEMBACA	
Mengawali kelas/ Materi	
	<ul style="list-style-type: none"> Berdoa Apersepsi Motivasi Refleksi awal/ Asessmen Diagnostik Kesepakatan Kelas
1.	<i>Building Knowledge of the Field (BKOF)</i>
	<ul style="list-style-type: none"> Guru memberikan pertanyaan pemantik seperti: <ul style="list-style-type: none"> What island of Indonesia is shown in the picture? What do you know about that area? Do you know any legend from that area? Tell us about it. Is the legend in your area similar or different? Guru menunjukkan sebuah gambar daerah tertentu di Indonesia.

	<ul style="list-style-type: none"> • Guru dan murid berdiskusi tentang asal usul sesuatu dari daerah tertentu di Indonesia.
	<ul style="list-style-type: none"> • Guru dan murid membedakan folk tale dengan legend.
2.	<i>Modelling of the Text (MOT)</i>
	<ul style="list-style-type: none"> • Guru telah menyiapkan sejumlah teks narrative legend lalu meminta murid berkelompok dan menentukan legend daerah mana yang ingin mereka ketahui. (Diferensiasi konten-minat)
	<ul style="list-style-type: none"> • Guru membagikan teks narrative legend yang berbeda-beda pada setiap kelompok
	<ul style="list-style-type: none"> • Guru meminta murid berdiskusi untuk mengidentifikasi fungsi sosial, struktur teks dan ciri kebahasaan teks naratif.
	<ul style="list-style-type: none"> • Guru melakukan bimbingan arahan pada kelompok yang membutuhkan. (Diferensiasi Proses)
	<ul style="list-style-type: none"> • Guru meminta salah satu murid dalam kelompok untuk memaparkan hasil diskusi di depan kelas.
	<ul style="list-style-type: none"> • Guru meminta kelompok lain menanggapi dan memberikan masukan konstruktif pada pemaparan kelompok lain.
3.	Joint Construction of the Text
	<ul style="list-style-type: none"> • Guru menyediakan jumbled paragraph sebuah teks narrative legend.
	<ul style="list-style-type: none"> • Guru meminta murid untuk menyusun jumbled paragraph.
	<ul style="list-style-type: none"> • Guru dan murid berdiskusi struktur teks narrative.
4.	Independent of the Text
	<ul style="list-style-type: none"> • Guru meminta murid untuk memparafrase sebuah teks narrative legend pilihannya sendiri.
	<ul style="list-style-type: none"> - Try to make a narrative text (legend) according to your own imagination.
	Mengakhiri Kelas
	<ul style="list-style-type: none"> • Refleksi • Evaluasi • Penutup • Doa
MENULIS	
Mengawali kelas/ Materi	
	<ul style="list-style-type: none"> • Berdoa • Apersepsi • Motivasi • Refleksi awal/ Atesmen Diagnostik • Kesepakatan Kelas
1.	Building Knowledge of the Field (BKOF)
	<ul style="list-style-type: none"> • Guru memberikan sejumlah pertanyaan seperti: <ul style="list-style-type: none"> - Do you like writing?

	<ul style="list-style-type: none"> - What kind of writing do you like most? Does it belong to fiction or non-fiction? - What if you write a narrative text? - Are you familiar with the character in the picture? - What do you know about the character?
	<ul style="list-style-type: none"> • Guru membagikan selembar kertas HVS kepada murid.
	<ul style="list-style-type: none"> • Guru meminta murid untuk menggambar dua ekor binatang yang ia sukai dan diberi caption percakapan sederhana antara dua binatang tersebut.
	<ul style="list-style-type: none"> • Guru meminta beberapa murid untuk memaparkan di depan kelas mengapa ia memilih menggambar binatang tersebut.
2.	Modelling of the Text
	<ul style="list-style-type: none"> • Guru bersama murid berdiskusi tentang apa itu fable.
	<ul style="list-style-type: none"> • Guru meminta murid untuk bercerita pengalaman yang pernah didapatkan terkait fable.
	<ul style="list-style-type: none"> • Guru meminta murid untuk berkelompok.
	<ul style="list-style-type: none"> • Guru meminta murid untuk berimajinasi tentang binatang yang dapat ia jadikan sebuah kisah fiktif.
	<ul style="list-style-type: none"> • Guru meminta murid untuk menentukan tema utama permasalahan dan memberi karakter binatang dalam kisah yang akan di angkat.
	<ul style="list-style-type: none"> • Guru meminta setiap kelompok untuk memaparkan ide/ gagasan sebuah teks narrative fable
3.	Joint Construction of the text
	<ul style="list-style-type: none"> • Guru meminta murid untuk menyusun jumbled-paragraph tentang fable.
	<ul style="list-style-type: none"> • Guru meminta murid untuk menuliskan ciri-ciri gaya bahasa pada fable.
4.	Independent of the Text
	<ul style="list-style-type: none"> • Secara berkelompok, guru meminta murid untuk mengembangkan ide/imajinasi yang telah didapatkan ke dalam sebuah fable berkisar 1500 hingga 2000 karakter.
	<ul style="list-style-type: none"> • Guru meminta salah satu murid untuk memaparkan kisah fable yang telah dibuat.
	<ul style="list-style-type: none"> • Guru meminta kelompok lain menanggapi dan memberikan masukan yang konstruktif.
Mengakhiri Kelas	
	<ul style="list-style-type: none"> • Refleksi • Evaluasi • Penutup • Doa

BERBICARA	
Mengawali kelas/ Materi	
<ul style="list-style-type: none"> • Berdoa • Apersepsi • Motivasi • Refleksi awal/ Asessmen Diagnostik • Kesepakatan Kelas 	
1.	Building Knowledge of the Field (BKOF)
	<ul style="list-style-type: none"> • Guru meminta murid untuk menanggapi pertanyaan seperti: <ul style="list-style-type: none"> - Do you know the man on the picture? What is his name? - Do you want to be a story teller? - Is it interesting to be a story teller? Why?
	<ul style="list-style-type: none"> • Guru meminta murid untuk menggambar di kertas HVS yang telah dibagikan berupa perasaan mereka terhadap orang tua atau wali atau orang yang berjasa dalam hidup mereka yang telah membesarkan mereka selama ini.
	<ul style="list-style-type: none"> • Guru meminta sebagian murid untuk bercerita kisah yang paling berkesan bagi mereka bersama orang yang mereka cintai.
	<ul style="list-style-type: none"> • Guru meminta murid untuk berdiskusi tentang pengalaman mereka mendapatkan cerita dari orang tua/ orang dewasa mereka semasa kecil.
2.	Modelling of the Text
	<ul style="list-style-type: none"> • Guru menyediakan beberapa teks narrative berupa personal experience.
	<ul style="list-style-type: none"> • Guru meminta murid untuk berkelompok.
	<ul style="list-style-type: none"> • Guru meminta murid untuk mengidentifikasi dan memahami ide/ gagasan utama dari kisah personal experience tersebut.
	<ul style="list-style-type: none"> • Guru meminta murid untuk memaparkan hasil diskusinya dan berbagi pengalaman.
3.	Joint Construction of the text
	<ul style="list-style-type: none"> • Guru meminta murid untuk menuliskan satu pesan atau kata-kata terindah yang diucapkan oleh orang yang mereka cintai.
	<ul style="list-style-type: none"> • Guru meminta murid untuk menuliskan alasan atau kronologi mengapa seseorang itu telah memberi pesan tersebut.
	<ul style="list-style-type: none"> • Guru meminta murid untuk menuliskan kesan yang ia dapatkan manakala ia mendapatkan pesan terindah tersebut.
4.	Independent of the Text
	<ul style="list-style-type: none"> • Guru meminta murid untuk bercerita tentang pengalaman pribadinya terkait seseorang yang paling berkesan bagi dirinya dengan satu tema utama yaitu "My Hero".
	<ul style="list-style-type: none"> • Guru meminta murid lain menanggapi pemaparan murid lain dan memberikan komentar yang konstruktif.

Mengakhiri Kelas	
<ul style="list-style-type: none"> • Refleksi • Evaluasi • Penutup • Doa 	
ASSESMEN (Instrument, Rubrik, dan Penilaian di Lampiran)	
1.	<p>Asessmen diagnostik kognitif:</p> <ul style="list-style-type: none"> • Instrument memuat: Pengetahuan awal tentang jenis-jenis kalimat tanya, Kemampuan mengenali kalimat tanya, pengalaman pembelajaran, kemampuan yang meningkat dan belum meningkat) serta gaya belajar menyimak dan berbicara dari peserta didik.
2.	<p>Asessmen Formatif</p> <ul style="list-style-type: none"> • Bentuk: tertulis dan unjuk kerja (Lampiran) • Instrument: lembar kerja yang memuat soal dan lembar pengamatan untuk unjuk kerja. (Lampiran) • Penilaian: Lampiran
3.	<p>Asessmen Sumatif</p> <ul style="list-style-type: none"> • Bentuk: tertulis • Instrument: Soal bentuk pilihan ganda (rubrik terlampir) • Penilaian (rubrik terlampir): <ul style="list-style-type: none"> ➢ Nilai= $\frac{\text{Jumlah jawaban benar}}{\text{Jumlah butir soal}} \times 100$
PENGAYAAN DAN REMEDIAL	
1.	Waktu: 2 pekan terakhir dari minggu efektif
2.	Target Pengayaan: Peserta didik dengan capaian diatas capaian akhir fase Target Remerdial: Peserta didik dengan capaian di bawah capaian akhir fase
3.	Bahan Ajar: Modul pembelajaran
4.	Lembar Kerja: Penugasan individu
5.	Asessmen Sumatif: Bentuk: tertulis Instrument: soal pilihan ganda (terlampir) Penilaian: Nilai= $\frac{\text{jumlah jawaban benar}}{\text{Jumlah butir soal}} \times 100$

Teacher III: Second Research

CAPAIAN PEMBELAJARAN

MENYIMAK	
Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks dengarannya yang kompleks baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi dan diskusi.	
MEMBACA	
Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baik topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi, dan diskusi.	
MENULIS	
Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memproduksi teks dengan struktur organisasi yang jelas dan detail dalam jenis teks naratif, eksposisi dan diskusi tentang berbagai topik dan menjelaskan pendapat atau pandangan terkait isu dalam topik tertentu dengan menjelaskan manfaat dan kelemahan atau argumen yang mendukung dan menentang tentang berbagai pilihan atau pendapat.	
BERBICARA	
Pada akhir Fase ini, peserta didik mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu berinteraksi dengan lancar dan spontan secara teratur dengan penutur asli Bahasa Inggris, serta cukup mungkin tanpa ada hambatan bagi kedua belah pihak yang berkomunikasi atau berinteraksi dalam jenis teks naratif, eksposisi, dan diskusi.	

KOMPETENSI AWAL

MENYIMAK	
2.	Peserta didik memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan mereka.
MEMBACA	

3.	Peserta didik mampu menemukan dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks.
4.	Peserta didik mampu mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks
MENULIS	
3.	Peserta didik mampu menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.
4.	Peserta didik mampu membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar.
BERBICARA	
4.	Peserta didik mampu menyampaikan opini terhadap isu yang dekat dengan kehidupan mereka dan untuk membahas minat.
5.	Peserta didik mampu memberikan pendapat dan membuat perbandingan.
6.	Peserta didik mampu menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

PROFIL PELAJAR PANCASILA

DIMENSI	SUB ELEMEN
Beriman Dan Bertakwa Kepada Tuhan YME dan Berakhlak Mulia	Integritas; Mengutamakan persamaan dengan orang lain dan menghargai perbedaan; Berempati kepada orang lain.
Berkebhinekaan Global	Mendalami budaya dan identitas budaya; mengeksplorasi dan membandingkan pengetahuan budaya, kepercayaan dan praktiknya; menumbuhkan rasa menghormati terhadap keanekaragaman budaya; berkomunikasi antar budaya; mempertimbangkan dan menumbuhkan berbagai perspektif.
Gotong Royong	Kerjasama; komunikasi untuk mencapai tujuan Bersama; persepsi social;
Mandiri	Menunjukkan inisiatif dan bekerja secara mandiri; mengembangkan pengendalian dan disiplin diri; percaya diri, Tangguh dan adaptif.
Bernalar kritis	Mengajukan pertanyaan; mengidentifikasi, mengklarifikasi, dan mengolah informasi dan gagasan; menganalisis dan mengevaluasi penalaran dan prosedurnya; merefleksi dan mengevaluasi penalarannya sendiri

Kreatif	Menghasilkan gagasan yang orisinal; menghasilkan karya dan Tindakan yang orisinal;
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SARANA DAN PRA SARANA

MENYIMAK	
6.	Laptop
7.	White board
8.	Board marker
9.	Speaker
10.	LCD dan layar proyektor
MEMBACA	
6.	Kertas HVS
7.	Kertas Asturo
8.	Spidol
9.	White board
10.	Board marker
MENULIS	
6.	Kertas folio bergaris
7.	Kertas HVS
8.	Spidol
9.	Penggaris
10.	Pensil
BERIBICARA	
7.	Laptop
8.	LCD dan layer proyektor
9.	Kertas asturo
10.	Spidol
11.	White board
12.	Board marker

TARGET PESERTA DIDIK

PESERTA DIDIK REGULER/TIPIKAL

2.	Peserta didik yang memilih mata pelajaran Bahasa Inggris Lanjutan menunjukkan hasil akademis fase E memiliki karakter peserta didik yang tidak memiliki kesulitan dalam mencerna dan memahami materi ajar.
PESERTA DIDIK PENCAPAIAN TINGGI	
2.	Berdasar hasil akademis, beberapa peserta didik memiliki kemampuan berpikir tinggi (HOTS) dan memiliki ketrampilan memimpin

MODEL PEMBELAJARAN

PENDEKATAN PEMBELAJARAN	
Pendekatan berbasis Teks (Genre-Based Text) dalam berbagai moda (lisan, tulisan, visual, audio dan multimodal)	
MODEL PEMBELAJARAN	
Pembelajaran tatap muka dengan setiap rombel terdiri dari kurang lebih 36 peserta didik	
TAHAPAN PEMBELAJARAN	
5.	<i>Building Knowledge of Field</i> Guru dan peserta didik membangun konteks budaya, berbagi pengalaman, membahas kosakata, pola-pola kalimat, dan sebagainya.
6.	<i>Modelling of Text</i> Guru menunjukkan teks model (lisan atau tulisan) dari jenis teks yang sedang dipelajari.
7.	<i>Join Construction of Text</i> Peserta didik mencoba memproduksi teks secara berkelompok dengan bantuan guru
8.	<i>Independent Construction of Text</i> Peserta didik diberi kesempatan untuk memproduksi teks lisan dan tulisan secara mandiri, dengan bimbingan guru yang minimal, hanya kalau diperlukan

KEGIATAN PEMBELAJARAN HORTATORY EXPOSITION TEXT

TUJUAN PEMBELAJARAN	
MENYIMAK	
1.	Peserta didik mengidentifikasi gagasan utama dari teks dengarannya yang kompleks baik tentang

	topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks, eksposisi.
2.	Peserta didik memahami gagasan utama dari teks dengarkan yang kompleks baik tentang topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks, eksposisi.
MEMBACA	
1.	Peserta didik mampu mengidentifikasi gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baik topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks eksposisi.
2.	Peserta didik mampu memahami gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baik topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif
MENULIS	
1.	Peserta didik mampu memproduksi teks dengan struktur organisasi yang jelas dan detail dalam jenis teks eksposisi tentang berbagai topik.
BERBICARA	
1.	Peserta didik mampu berinteraksi dengan lancar dan spontan secara teratur dengan penutur asli Bahasa Inggris, serta cukup mungkin tanpa ada hambatan bagi kedua belah pihak yang berkomunikasi atau berinteraksi dalam jenis teks eksposisi.
PEMAHAMAN BERMAKNA	
4.	<p><i>Hortatory exposition</i> is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. In other words, the main function of Hortatory Exposition text is to persuade the readers or listener that something should or should not be the case. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea.</p> <p>Dengan kata lain <i>Hortatory exposition</i> merupakan sebuah jenis teks bahasa Inggris yang bersifat persuasif. Hortatory Exposition digunakan untuk menjelaskan kepada pembaca mengenai sesuatu yang boleh atau tidak boleh dilakukan.</p> <p>Teks ini bersifat formal dan harus ditulis berdasarkan fakta.</p> <p>Jenis teks ini dapat ditemui dalam jurnal ilmiah, majalah, artikel, koran, pidato akademis, dan buku ilmiah.</p> <p>The purpose of the text: To persuade the reader or listener that something should or should not be the case.</p>
5.	<p>The Schematic Structure of Hortatory Exposition:</p> <ol style="list-style-type: none"> 1. Thesis: it presents announcement of issue of concern. 2. Arguments: it presents the reasons for concern, leading to recommendation.

	3. Recommendation: it presents the statement of what ought or ought not to happen.
6.	<p>Berikut ini karakter tulisan Hortatory Exposition:</p> <ol style="list-style-type: none"> 1. Menggunakan abstract noun, seperti: <i>culture, policy, advantage</i>, dan sebagainya. 2. Penulisannya selalu menggunakan action verb, seperti: <i>value, ask, tell, argue</i>, dan sebagainya. 3. <i>Thinking verb</i> juga selalu digunakan dalam tulisan jenis <i>hortatory exposition</i>. <i>Thinking verb</i> merupakan sebuah kata kerja yang berhubungan dengan kegiatan berpikir, seperti: <i>think, worry, wonder</i>, dan sebagainya. 7. <i>Temporal connective</i> juga digunakan dalam penulisan dengan jenis teks ini. <i>Temporal connective</i> adalah sebuah frasa yang berhubungan dengan waktu. Contohnya: <i>firstly, secondly</i>, dan lainnya. 8. Kalimat yang ditulis menggunakan kalimat pasif karena memiliki sudut pandang pertama, yaitu si penulis. 9. <i>Grammar</i> yang digunakan adalah <i>simple present tense</i> alias menggunakan
PERTANYAAN PEMANTIK	
1.	Guru menyajikan beberapa gambar/ video seseorang sedang belajar bahasa Inggris. Gambar atau video dapat pula berupa kegiatan lain misalnya seseorang mengenakan masker, seseorang memberishkan rumah, seseorang minum kopi, dll. Guru bertanya pada murid antara lain: What do you see in the picture/ video?
2.	What is she/ he/ are they doing?
3.	What is your opinion abou someone in the picture/ video?
KEGIATAN PEMBELAJARAN	
MENYIMAK	
Mengawali kelas/ Materi	
	<ul style="list-style-type: none"> • Berdoa • Apersepsi • Motivasi • Refleksi awal/ Asessen Diagnostik • Kesepakatan Kelas
1.	Building Knowledge of the Field (BKOF)
	<ul style="list-style-type: none"> • Guru meminta murid untuk menyaksikan tayangan gambar atau video berupa kegiatan misalnya seseorang mengenakan masker, seseorang membersihkan rumah, seseorang minum kopi, seseorang sedang belajar bahasa Inggris, seseorang sedang membuang sampah di sungai, dll. Intinya adalah video yang menimbulkan pemikiran/ renungan baik atau buruknya aktivitas tersebut dan dapat membawa murid untuk menganalisa isi gambar/ video tersebut.
	<ul style="list-style-type: none"> • Guru memberikan pertanyaan pemanti seperti: What do you see in the picture/ video? What do you think of someone in the video? Give me your opinion about his/ her activities!
	<ul style="list-style-type: none"> • Guru memberikan arahan bagaimana cara mengungkapkan opini dan responnya, serta bagaimana mengungkapkan rasa sependapat atau tidak sependapat.
	<ul style="list-style-type: none"> • Guru memberi arahan ungkapan berargumentasi terkait penggunaan cause and effect relationship secara global.

	<ul style="list-style-type: none"> • Guru meminta murid untuk merespon apa yang dilihat di video.
2.	<i>Modelling of the Text (MOT)</i>
	<ul style="list-style-type: none"> • Guru meminta salah satu dari murid untuk mengungkapkan opininya terhadap satu kasus yang diangkat dalam tayangan gambar/ video.
	<ul style="list-style-type: none"> • Guru memberikan arahan jika dijumpai hal-hal yang kurang dalam murid memberikan ulasan/ beropini. Dalam beropini, speaker menyampaikan pendapat lalu diikuti dengan sejumlah argumentasi atau alasan-alasan. Untuk menguatkan argumentasinya, speaker juga perlu menambahkan evidence/ bukti ilmiah/ bukti konkrit. Ulasan diakhiri dengan rekomendasi untuk menguatkan opininya tersebut.
	<ul style="list-style-type: none"> • Guru menampilkan sebuah video yang mengarah pada teks Hortatory Exposition.
	<ul style="list-style-type: none"> • Guru meminta murid untuk mengamati dan mengidentifikasi fungsi sosial, struktur teks dan ciri -ciri kebahasaan teks dengarannya tersebut.
	<ul style="list-style-type: none"> • Guru mengulas teks Hortatory Exposition.
3.	<i>Joint Construction of the Text</i>
	<ul style="list-style-type: none"> • Guru meminta murid berkelompok.
	<ul style="list-style-type: none"> • Guru meminta murid untuk mendiskusikan hasil pengamatan/ identifikasi mereka untuk menyamakan persepsi.
	<ul style="list-style-type: none"> • Guru meminta salah satu murid dalam kelompok untuk memaparkan hasil diskusi kelompoknya.
	<ul style="list-style-type: none"> • Guru dan murid bersama-sama melakukan refleksi dari kegiatan presentasi tentang teks Hortatory Exposition.
4.	<i>Independent Construction of the Text</i>
	<ul style="list-style-type: none"> • Guru meminta murid untuk menyaksikan tayangan gambar atau video berupa teks dengarannya seseorang mengenakan masker, seseorang membersihkan rumah, seseorang minum kopi, seseorang sedang belajar bahasa Inggris, seseorang sedang membuang sampah di sungai, dll. Intinya adalah video yang menimbulkan pemikiran/ renungan baik atau buruknya aktivitas tersebut dan dapat membawa murid untuk menganalisa isi gambar/ video tersebut.
	<ul style="list-style-type: none"> • Guru meminta murid untuk memparafrase informasi yang mereka dapatkan dari teks dengarannya tersebut.
Mengakhiri Kelas	
	<ul style="list-style-type: none"> • Refleksi • Evaluasi • Penutup • Doa
MEMBACA	

Mengawali kelas/ Materi	
	<ul style="list-style-type: none"> • Berdoa • Apersepsi • Motivasi • Refleksi awal/ Asessmen Diagnostik • Kesepakatan Kelas
1.	<i>Building Knowledge of the Field (BKOF)</i>
	<ul style="list-style-type: none"> • Guru meminta murid untuk berkelompok.
	<ul style="list-style-type: none"> • Guru membagikan sebuah teks Hortatory Exposition yang berbeda pada masing-masing kelompok.
	<ul style="list-style-type: none"> • Guru meminta murid untuk membaca teks Hortatory Exposition tersebut dan mengidentifikasi fungsi sosial, struktur teks dan ciri -ciri kebahasaan teks tersebut.
2.	<i>Modelling of the Text (MOT)</i>
	<ul style="list-style-type: none"> • Guru meminta murid untuk memaparkan hasil diskusinya di depan kelas untuk menguraikan identikasinya tentang fungsi sosial, struktur teks dan ciri -ciri kebahasaan teks Hortatory Exposition.
	<ul style="list-style-type: none"> • Guru dan murid bersama-sama merefleksikan hasil diskusi masing-masing kelompok.
	<ul style="list-style-type: none"> • Guru meminta murid memberikan tanggapan hasil identifikasi fungsi sosial, struktur teks dan ciri kebahasaan teks kelompok lain.
	<ul style="list-style-type: none"> • Guru melakukan bimbingan arahan pada murid yang membutuhkan. (Diferensiasi Proses)
3.	<i>Joint Construction of the Text</i>
	<ul style="list-style-type: none"> • Guru menyediakan jumbled paragraph sebuah teks Hortatory Exposition.
	<ul style="list-style-type: none"> • Guru meminta murid untuk menyusun jumbled paragraph.
	<ul style="list-style-type: none"> • Guru meminta murid untuk mengidentifikasi penggunaan tense pada teks formal Hortatory Exposition.
	<ul style="list-style-type: none"> • Guru dan murid berdiskusi struktur teks Hortatory Exposition.
	<ul style="list-style-type: none"> • Guru menyampaikan tips pelafalan kosakata dengan benar.
	<ul style="list-style-type: none"> • Guru dan murid bersama-sama melafalkan kosakata yang dianggap sukar.
4.	<i>Independent of the Text</i>
	<ul style="list-style-type: none"> • Guru meminta murid untuk membaca sebuah teks Hortatory Exposition
	<ul style="list-style-type: none"> • Guru melakukan pengamatan terhadap hasil membaca murid.

Mengakhiri Kelas

- Refleksi
- Evaluasi
- Penutup
- Doa

MENULIS

Mengawali kelas/ Materi

- Berdoa
- Apersepsi
- Motivasi
- Refleksi awal/ Asesmen Diagnostik
- Kesepakatan Kelas

1. Building Knowledge of the Field (BKOF)

- Guru meminta murid untuk menuliskan 3 kata yang menggambarkan perasaannya hari ini.
- Guru meminta murid untuk mengutarakan alasan/ argumentasi dari pilihan 3 kata tersebut.
- Guru mengamati kemampuan murid dalam mengutarakan argumentasi murid.

2. Modelling of the Text

- Guru memutar sebuah video tentang suatu opini disertai argumentasi yang mengarah pada teks dengarannya Hortatory Exposition dengan tema pilihan murid.
- Guru meminta murid untuk mengidentifikasi fungsi sosial, struktur teks dan ciri-ciri kebahasaannya.
- Guru memberikan kesempatan bertanya jawab pada murid.

3. Joint Construction of the text

- Guru meminta murid untuk menyusun jumbled paragraph dari sebuah teks Hortatory Exposition.
- Guru dan murid berdiskusi fungsi sosial, struktur teks dan ciri-ciri kebahasaannya.
- Guru dan murid berdiskusi memahami gagasan utama teks Hortatory Exposition.

4. Independent of the Text

	<ul style="list-style-type: none"> • Guru meminta murid secara mandiri mengembangkan ide/ gagasan bebas disertai argumentasi dan dikuatkan dengan rekomendasi.
Mengakhiri Kelas	
	<ul style="list-style-type: none"> • Refleksi • Evaluasi • Penutup • Doa
BERBICARA	
Mengawali kelas/ Materi	
	<ul style="list-style-type: none"> • Berdoa • Apersepsi • Motivasi • Refleksi awal/ Asesmen Diagnostik • Kesepakatan Kelas
1.	Building Knowledge of the Field (BKOF)
	<ul style="list-style-type: none"> • Guru meminta murid untuk menggambar sesuatu yang mewakili perasaannya saat ini.
	<ul style="list-style-type: none"> • Guru meminta murid mengutarakan argumentasi dari gambarnya di depan kelas.
	<ul style="list-style-type: none"> • Guru mengamati kemampuan murid dalam mengutarakan argumentasi murid.
2.	Modelling of the Text
	<ul style="list-style-type: none"> • Guru memutar sebuah video tentang suatu opini disertai argumentasi yang mengarah pada teks dengan Hortatory Exposition dengan tema pilihan murid.
	<ul style="list-style-type: none"> • Guru meminta murid untuk mengidentifikasi fungsi sosial, struktur teks dan ciri-ciri kebahasaannya.
	<ul style="list-style-type: none"> • Guru memberikan kesempatan bertanya jawab pada murid.
3.	Joint Construction of the text
	<ul style="list-style-type: none"> • Guru meminta murid untuk melengkapi kalimat rumpang dari sebuah teks Hortatory Exposition.
	<ul style="list-style-type: none"> • Guru dan murid berdiskusi struktur teks dan ciri kebahasaan teks Hortatory Exposition.
	<ul style="list-style-type: none"> • Guru memberikan latihan soal seputar ciri-ciri kebahasaan teks Hortatory Exposition.
4.	Independent of the Text
	<ul style="list-style-type: none"> • Guru meminta murid untuk berimajinasi sebuah tema/ ide/ gagasan untuk direspon murid lain dengan teknik snowball-throwing.
	<ul style="list-style-type: none"> • Murid diminta untuk dapat mengembangkan ide/ gagasan dalam sebuah pidato sederhana namun lengkap memenuhi unsur struktur teks sebuah Hortatory Exposition.

	<ul style="list-style-type: none"> • Guru meminta murid memberikan tanggapan atas n ide/ gagasan murid lain disertai argumentasi dan dikuatkan dengan rekomendasi di depan kelas.
	<ul style="list-style-type: none"> • Guru melakukan penilaian speaking.
Mengakhiri Kelas	
	<ul style="list-style-type: none"> • Refleksi • Evaluasi • Penutup • Doa
ASSESMEN (Instrument, Rubrik, dan Penilaian di Lampiran)	
1.	<p>Asessmen diagnostik kognitif:</p> <ul style="list-style-type: none"> • Instrument memuat: Pengetahuan awal tentang jenis-jenis kalimat tanya, Kemampuan mengenali kalimat tanya, pengalaman pembelajaran, kemampuan yang meningkat dan belum meningkat) serta gaya belajar menyimak dan berbicara dari peserta didik.
2.	<p>Asessmen Formatif</p> <ul style="list-style-type: none"> • Bentuk: tertulis dan unjuk kerja (Lampiran) • Instrument: lembar kerja yang memuat soal dan lembar pengamatan untuk unjuk kerja. (Lampiran) • Penilaian: Lampiran
3.	<p>Asessmen Sumatif</p> <ul style="list-style-type: none"> • Bentuk: tertulis • Instrument: Soal bentuk pilihan ganda (rubrik terlampir) • Penilaian (rubrik terlampir): <ul style="list-style-type: none"> ➢ Nilai= $\frac{\text{Jumlah jawaban benar}}{\text{Jumlah butir soal}} \times 100$
PENGAYAAN DAN REMEDIAL	
1.	Waktu: 2 pekan terakhir dari minggu efektif
2.	Target Pengayaan: Peserta didik dengan capaian diatas capaian akhir fase Target Remedial: Peserta didik dengan capaian di bawah capaian akhir fase
3.	Bahan Ajar: Modul pembelajaran
4.	Lembar Kerja: Penugasan individu
5.	<p>Asessmen Sumatif:</p> <p>Bentuk: tertulis</p> <p>Instrument: soal pilihan ganda (terlampir)</p> <p>Penilaian:</p> <p>Nilai= $\frac{\text{jumlah jawaban benar}}{\text{Jumlah butir soal}} \times 100$</p>

Appendix. 5. Documentation of Interview and Observation results

Teacher 1: First Research

Interview with teacher



Observation



Interview with student I



Teacher I: Second Research

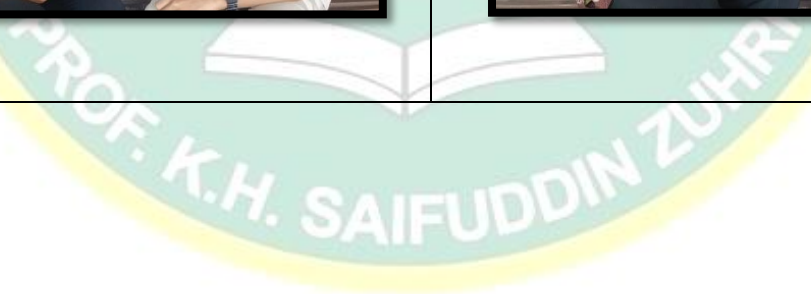
Interview with Teacher



Observation



Interview with student II



Teacher II: First Research

Interview with Teacher



Observation



Interview with Student III



Teacher II: Second Research

Interview with Teacher



Observation



Interview with Student IV



Teacher III: First Research

Interview with Teacher



Observation

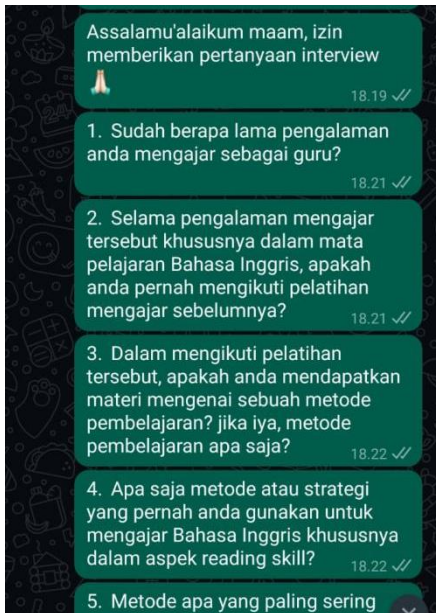


Interview with Student V

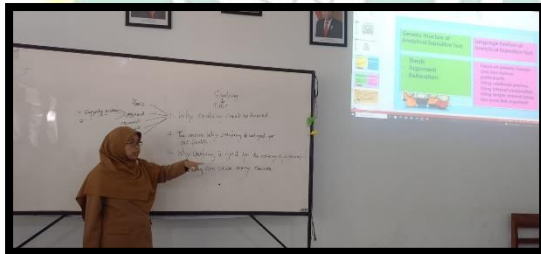


Teacher III: Second Research

Interview with Teacher (via whatsapp)



Observation



Interview with student VI



BIOGRAPHY

A. Profile

1. Name : Muhammad Haidar
2. Students' Number : 2017404043
3. Place/ Date of Birth : Banyumas, 25 Desember 2002
4. Address : Jl. Menara RT/RW 002/006,
Kedungwringin, Patikraja, Banyumas.
5. Name of Father : Muhammad Musa
6. Name of Mother : Siti Marpuah

B. Formal Education

1. SDN 2 Kedungwringin
2. SMP Ma'arif NU 1 Kedungwringin
3. MA Al-Mumtaz PLUS

C. Organization Experience

1. ISMU (Ikatan Santri Al-Mumtaz)

Purwokerto, 31 Mei 2024



Muhammad Haidar
NIM. 2017404043