



**THE INTEGRATION OF SECOND CORE COMPETENCE  
(KI2) OF CURRICULUM 2013 IN ENGLISH CLASSES**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan  
in English

by  
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**2015**

## DECLARATION OF ORIGINALITY

I, Yulia Anugrah Wati hereby declare that this final project entitled *The Integration of Second Core Competence (KI 2) of Curriculum 2013 on English Classes* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, April 2015



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## APPROVAL

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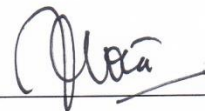
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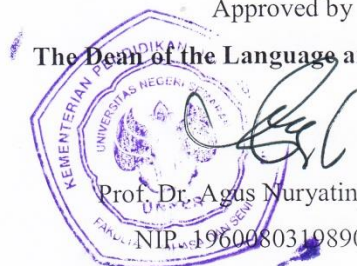
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## **MOTTO**

Learn from yesterday, live from today, and hope for tomorrow  
(Albert Einstein).

Fall seven times, stand up eight (Japanese proverb).

Don't be pushed by your problems. Be led by your dreams (Ralph  
Waldo Emerson).

To My parents, brother and sister

## **ACKNOWLEDGEMENT**

First and foremost, praise and thanks to Allah SWT, God the Almighty, for the blessings and power given to me to finish my research and pursue my dreams.

I would like to express my deep and sincere gratitude to my research advisor Dra. Helena IRA, M.A., Ph.D., for her invaluable guidance, suggestion and motivation throughout my research. I also express my thanks to all lecturers of the English Department of Semarang State University who have taught as well as support and guided me since the first year of my study until my reasearch is finished.

The deepest gratitude is dedicated to my beloved parents: Mr. Nuryanto and Mrs. Listiyowati for their love, prayers, caring and sacrifices for educating and preparing me for my future. I also express my thanks to my brother and sister: Fian and Fida for their trust towards me. Last but not least, I thank to all my friends who always care and support me.

I would like to extend my thanks to all the teachers in MAN BABAKAN Lebaksiu, Tegal and MTs Negeri Slawi, especially for three teachers who become participants for this research. I am so grateful for their permission and cooperation in giving their best effort to be the participants of this research.

Semarang, April 2015

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## ABSTRACT

**Wati, Yulia Anugrah.** 2014. *The Integration of Second Core Competence (KI 2) of Curriculum 2013 in English Classes*. Final Project. English Department. Faculty of Languages and Arts. Semarang State University. Advisor: Dra. Helena I.R Agustien, M.A., Ph.D.

**Keywords:** *Character Education, Curriculum 2013, English Real teaching.*

This final project is based on a study which attempted to describe the integration and assessment of character education in English classes. Three english teachers from two different school levels participated. From the teachers, the transcriptions which contained teachers' acts and talks was provided. Then, the teachers' acts and talks were displayed on a table. They were categorized based on 18 pillars of character education which is proposed by Kemendiknas. After that, the researcher explained what methods or strategies were used in integrating and assesing character education. The next, the researcher summarized all the findings from the data and conclude them.

Results indicated that all the three teachers who became the participants have already integrated character education in their classes. The first teacher or teacher A integrated discipline and social care. Both discipline and social care are displayed twice on the transcriptions. The next teacher is teacher B. She integrated tolerance three times, respect of the achievement three times, social care four times, each democratic, communicative and discipline once to all her students. The last teacher is teacher C. She did integrate curiosity once, religious for four times and both tolerance and democratic twice.

There was no new strategy which was used by all the teachers in integrating character education. The strategies which were mostly used by the teachers were only in the form of advice. In addition, there was no strategy which was used by the teachers to assess character education. This could happen because the teachers did not do any single assessment to character education which they have transferred on that day.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter deals with introduction of the study, which consists of background of the topic, reasons for choosing the topic, research problems, purposes of the study, significance of the study, and outline of the research report.

### **1.1 Background of the Topic**

This research will investigate how Second Core Competence (KI 2) of the curriculum 2013 is integrated or addressed and assessed in English classes. We know that education in Indonesia has many problems till now. This statement is supported by Senior Advisor to The Minister of National Education, Prof. Dr. Kacung Marijan. He explained that Indonesia experienced very complex educational problems. From those problems, he grouped them into three main problems. The Problems are low teacher's quality, inadequate infrastructure, and curriculum which has not been standardized.

Qualified teachers play important role in the success of education. They allow the students to not only achieve the national standard but also gain the knowledge and skills from learning process. They are also capable in making those students become a superior successor to the nation later on, who are able to follow the development of the era and social situation as it is today. Unfortunately, the numbers of qualified teachers which also have high competence in Indonesia are small. Based on National Seminar on Global Education Perspective: Roots of the Change Education System in Indonesia, in

Solo, Central Java, on 2013 amongst 2.92 millions of new teachers, about 1.44 millions of them have not mastered the S-1 degree. That amount is equivalent to 49.3 percent of the total teachers in Indonesia. And also, there are only 2.06 millions or about 70.5% of the teachers who are qualified for certification while the rest are not qualified. This overview reflects that the condition of the teachers in Indonesia is so worrying. It also shows that the percentage of low teacher's quality is very high.

Then, the next problem is about the infrastructure. This problem is a never ending story. Every year, the government allocates a lot of fund to renovate some schools. In fact, there are still many schools which are severely damaged and unfit to be used. This possibly happens because school renovations are done sporadically so infrastructure problem has not been settled. Based on data from Ministry of National Education, Indonesia has 899,016 primary school classrooms, but there are 293,098 (32.6%) classrooms in a bad condition. In junior high schools, Indonesia has 298,268 classrooms but some of them which are in bad condition reach 125,320 (42%). Based on the region, East Nusa Tenggara (NTT) has 7,652 classrooms in bad condition, followed by 1,186 in Central Sulawesi, Lampung 911, West Java 23,415, Southeast Sulawesi 2,776, Banten 4,696, South Sulawesi 3,819, West Papua 576, Central Java 22, 062, east Java 17,972 and West Sulawesi 898.

The last problem relates to our education is about the curriculum which has not been standardized. Curriculum is one of components in education. Besides, the other components are goals, methods, facilities or infrastructure,

environmental, and evaluation. Those components are related to each other. Between the components above, two of them become main topic among academics. They are infrastructure which is already explained before and the other is curriculum. In fact, curriculum in Indonesia has already changed many times. Due to frequent change of curriculum, there was a public perception stated that "minister changes, curriculum also changes". This perception shows that curriculum which is used or implemented in Indonesia depends on the minister who is on duty. As the result, the curriculum which is implemented lasts only for couple years. This situation makes the curriculum ended before it can be evaluated. And also, there is no chance for the government to standardize the curriculum itself. In other hand, the curriculum standardization plays an important role in improving the quality of education.

Once again, curriculum in Indonesia is changed. Mohammad Nuh, the former minister of education launched and implemented new curriculum on July, 15<sup>th</sup> 2013. This new curriculum is known as Curriculum 2013. Curriculum 2013 brings some changes to its content. One of them is putting character education into core competence. The government named character education into Second core competence (KI 2). They believe that the character education can be internalized in classroom context. The statement about character education can be internalized in classroom context is parallel with Berkowitz's opinion on his article entitled *Understanding Effective Character Education*. He stated that "every successful character education program claims to integrate character education into the academic curriculum" (Berkowitz, 2012:4).

Since this is a new movement in Indonesian schools and many teachers are still figuring out how to implement the KI 2 in classroom practices, this research needs to be done to document the classroom practices that integrate character education in the teaching of English.

Actually, character education isn't a new topic in education. In fact, character education has the same age as the education itself. Basically, education is divided into three domains. They are *Cognitive, Affective and Psychomotor domain*. Cognitive domain deals with mental skill or knowledge. Then, affective domain covers some attitude which emphasizes emotional or feeling aspect. The last, psychomotor domain involves physical movements, coordination and the use of motor-skill.

Three domains above show that education is intended not only to make the students to be intelligent and active in the class but also behave in the good way. This statement parallels with Martin Luther King Jr. on his quotation "*Intelligence plus character-that is the goal of true education.*" In addition, the goals of education are also clearly supported by the Law No. 20 of 2003. This law is about national education system. In the article 1, Clause 1 stated that:

Education is a conscious and deliberate effort to create the learning circumstances and leaning process so as the students actively improve their potential to have spiritual strength, self-control, personality, intelligence, noble character and some skills are needed to themselves, society, state and nation.

*(Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara.)*

Education is the important element for human being. Therefore, every single person has a right to get education freely from anything, anyone, or anywhere. Hopefully, they can manage their personality and character. Those are the function of education which is stated on the Law No. 20 of 2003 Article 3. That article stated that:

National education tend to develop the skills and good character also dignified civilization in the context of educating the national life, aims to develop the students potential in order to become human being which is in faith and fear to the God, have good moral, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizen.

*(Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk karakter serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa. Pendidikan nasional bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.)*

The mandate of the National Education System Law No. 20 of 2003 above implies that education is not only to make the Indonesian people intelligent but also to make them have good personality or character. Based on the goals and functions of national education, learning process in every school levels must be done in systematic way. It relates to the students' characters forming which brings the ability to compete, to have high moral standards, and to be polite in interacting with the society. Some current studies expose that one's success is not only determined with intelligence and technical ability (*hard skill*) but also ability to manage himself and other people (*soft skill*). Based on the research at Harvard University United States (Ali Akbar Ibrahim, 2000), reveals that success is determined around 20% by the hard skills and the remaining 80% by soft skills.

This suggests that the quality of character education for learners is essential to be improved (ZainalAqib and Sujak, 2011).

Family plays an important role in informal education relating to the forming process of children's attitudes and behavior. It is a scope in which children grow and develop from childhood to adulthood. This matter makes the role of parents crucial to the forming process of the children's character. The parents teach their children about good and bad things also what should be done and avoided. They are expected to be role models who take a part in implementing some good character. However, those statements above merely become a theory. In the reality, most parents are busy to make money. They forget about their role as the children's attitude controller. Consequently, the school takes over the role of parents in terms of values transfer. Therefore, in 2010, the government through the Ministry of Education launched a program "Culture and National Character Education" as a national movement. Specifically, the government includes the character education into the curriculum. In a few years earlier, Indonesian education system is more focused on the cognitive and psychomotor than affective aspect of the students. The students are given so many materials on each subject. They have to write and memorize the materials and they are being tested at last. So, there is no balance between cognitive, psychomotor and affective aspect. Based on the survey done by *PERC (Political and Economic Risk Consultancy)* and *UNDP (United Nation Development Program)* (Masnur Muslich, 2011), Indonesian educational system is ranked as the worst in Asian region (from 12 countries are surveyed by PERC). South Korea has the best



education system followed by Singapore, Japan, Taiwanese, India, China and Malaysia. Indonesia is in twelfth rank under Vietnam (Kompas, 5/9/2001). In relation to that issue, the government insists every school level to optimize character education. The government insists the optimization of the character education based on the importance of character education itself and some social phenomena which appear recently, that is the moral degradation of Indonesian society. For example, pornography, students bullying, drugs, corruption etc.

The phenomena related to the moral degradation bring out some criminal cases which makes the student as the subject. As reported by Jakarta Post on Thursday, October 24<sup>th</sup> 2013, Adi Nugroho, a student at Wirabuana vocational school, died from repeated stab wounds inflicted by other students in a violent altercation at Warung Jambu, Pabuaran, Bogor Regency. This case is not the first student's brawl which led to death. It becomes public concern because there are two more victims found on the next day. Precisely, on October 25<sup>th</sup> 2013, two people died as the victim on that case. Unfortunately, they are only pedestrians who walk over that region. They died because of getting hit by train when they avoid the students brawl said by Police Chief of Bojong Gede, Bambang Irianto. Then, the other example of moral degradation also appears on corruption cases which is become hot topic till now. This case involves one of politician from Democratic parties who was awarded as Putri Indonesia 2001. In Jakarta Post, Saturday, April 28<sup>th</sup> 2012, reported that The Corruption Eradication Commission (KPK) on Friday detained Democratic Party lawmaker Angelina Sondakh after hours of questioning on her alleged role in the bribery scandal centering on the

SEA Games athletes' village construction project in South Sumatra. In the latest development of the case, KPK claimed that Angelina, in her capacity as a member of the House of Representatives' (DPR) Budget Committee, allegedly fixed the 2010/2011 budget allocation of the Education and Culture Ministry for procurement projects in several universities, in exchange for bribes.

The two examples above show that Indonesian people do need character education. Character education is the stabilizer between intelligence and character. High intelligence without good character will only bring some bad effects to the social order in the society. Then, this issue is used by the government as introspection to improve the current education system. So, the government establishes a new curriculum called by Curriculum 2013. Curriculum 2013 is compiled by adding some details in its competence. One of those details is character education which is included into second core competence or KI 2. This core competence can be integrated on a real teaching for the entire subject with no exception. Therefore, character education or KI 2 also can be integrated in English class.

Relating to the statement that character education or KI 2 can be integrated in English class, I decided to conduct this research in two different school levels precisely MTs Negeri Slawi and MAN Babakan Lebaksu, Tegal. This research involved three English teachers from MTs Negeri Slawi and MAN Babakan Lebaksu, Tegal. I choose to take the data in both the schools above randomly. There are no special reasons as background of it.

## **1.2 Reason for Choosing the Topic**

1. This research needs to be done since the curriculum has triggered a lot of public debates among experts and layman alike.
2. The classroom practices that integrate character education and subject matter needs to be documented to provide authentic information to the authority regarding the implementation of one aspect of the curriculum.
3. The documentation of the classroom practices will be useful for teacher training institution such as UNNES that trains student teachers. The results of this study may serve as useful input for preparing teachers to implement the new curriculum.

## **1.3 Research Problems**

From the background that has been explained before, the integration of character education in English classes and its relevance to the curriculum 2013, they still have some problems in its application. moreover, many teachers are confused about the concept of curriculum 2013. Even, they are still clueless about second core competence (KI 2) in curriculum 2013. Other problems which occur are:

1. How do the teachers integrate (KI 2) or character education in English classes in MTs Negeri Slawi and MAN Babakan Lebaksiu, Tegal?
2. In what ways do the teachers assess (KI 2) or character education in English classes in MTs Negeri Slawi and MAN Babakan Lebaksiu, Tegal?

#### **1.4 Purposes of the Study**

1. to describe how the teachers integrate (KI 2) or character education to their students in English classes
2. to describe how the teachers assess (KI 2) or character education from the materials that have been given to their students in English classes

#### **1.5 Significance of the Study**

This research is expected to be able to give information to the researcher herself and some intellectuals and also people in educational field dealing with curriculum 2013, core competences of curriculum 2013 and character education (KI 2). The researcher hopes that this research brings some advantages to the teachers, government and the researcher herself in the future. Below are the advantages to each of them.

##### a) Teachers

The research is expected to be a reference for them to understand deeper about the content of curriculum 2013 and its core competence. It also shows what ways can be used to insert character education in English classes. So, the teachers can teach successfully not only the materials but also the character education.

##### b) Government

The research can be a reflection to the government about the curriculum that they have composed. It will explain about what happen in the reality. Does the curriculum run just like the government expected or it needs more adjustment?

c) The students will get appropriate teaching method from the teacher. So, they can master some skills, knowledge and attitudes.

## **1.6 Outline of the Research Report**

This research contains five chapters. Chapter I discusses about introduction to whole the thesis. It is divided into background of the topic, reasons for choosing the topic, research problems, purpose of the study, significance of the study and outline of the research report. Chapter II discusses about the review of related literature which contains some theories underlying the writing to this research.

It presents about general concept of curriculum, education, character, character education, some kinds of character education, and strategies in teaching character education.

Then, Chapter III tells about research methodologies. It is divided into some parts. They are approach of the study, the participants of the study, the role of the researcher, type of data which is needed in composing this research, procedure of collecting data and technique of analyzing data.

Chapter IV deals with the analysis and discussions of the research findings.

The last is Chapter V. It gives the conclusion of the study and also some suggestion based on the result of the research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the result of the researcher's search on theories or related research studies on similar field. It provides the readers with some theories which they need to comprehend this present study. There are four points are going to be explained in this chapter. They are the nature of curriculum, curriculum 2013, the nature of character education and character education is integrated on English class.

#### **2.1. The nature of Curriculum**

Talking about education, it closely relates to a curriculum. Education and curriculum are like two sides of a coin which cannot be separated. Null (2011) said that Curriculum is the heart of education. He also explained a major goal of *Curriculum* is to help anyone interested in educational improvement to recognize when rhetoric about education is asked the underlying *curricular* issues that are the essence of education. Due to educational improvement, some countries usually change or modify their educational curriculum. This way is taken to improve the quality of education to be better. Like Herry Widyastono APU, cited by Pos kota news on September 7<sup>th</sup> 2013, said "We can see the progress of education of a country through changes in educational curriculum,"

Changing or modifying educational curriculum is also done by our country, Indonesia. Indonesia has changed its curriculum ten times from 1947 to

KTSP (<http://kupang.tribunnews.com>). Those are Curriculum 1947 called Planning of Teaching (Rencana Pengajaran), Curriculum 1964 was Basic Education Planning (Rencana Pendidikan Dasar), Curriculum 1968 was Elementary School Curriculum (Kurikulum Sekolah Dasar), Curriculum 1974 PPSP (Proyek Perintis Sekolah Pembangunan), in 1975 was Elementary School Curriculum, in 1984, it was called 1984 Designed Curriculum, in 1994, it was 1984 Designed Curriculum, in 1997, it was 1994 Revised Curriculum, in 2004 it was Curriculum Based Competence (Kurikulum Berbasis Kompetensi), in 2006, it was KTSP (Kurikulum Tingkat Satuan Pendidikan). Then, the refreshed one is Curriculum 2013. It is started on July, 15<sup>th</sup> 2013. It replaced the last curriculum, KTSP. Actually both KTSP and Curriculum 2013 have implemented character education on each subject. The difference between both curriculum is that only Curriculum 2013 which put character education into second core competence or KI 2. Through these change, Curriculum 2013 is expected to be able to improve Indonesia educational system in this globalization era. Unfortunately, it is still being discussed as a pro and contra issue.

Dealing with the nature of curriculum, there are many opinions about its term. Many authors share some definition about it. Below are some definitions of a curriculum.

Kelly (1999) stated that "Curriculum as, 'All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.'" Based on this definition, curricular activities cover some activities both inside and outside of the class. On Bahan Uji Publik Kurikulum

2013 published by National Education Ministry clearly explains about core and basic competences which are organized based on subject grouping. Later, both competences can be broken down into some materials to be taught to the students inside the classroom. In other hand, this curriculum also requires some extracurricular programs which are mostly held outside the classroom. The examples of extracurricular programs are scout, Red Cross youth, English club, student's council and etc. Those extracurricular programs are obliged activity to attend based on curriculum 2013.

Based on RELC journal 44 (1), The term “curriculum is used here to refer to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieve.” From this definition, the writer concludes that curriculum is a program or planned activities or courses which are designed to control teaching and learning activities in a particular education unit which enables some objectives of education can be achieved.

Curriculum 2013 which was recently implemented is a government product which takes time in the process of its preparation and implementation. Curriculum 2013 contains some courses or subjects which transformed into a draft like the writer said in previous paragraph. This draft represents its curriculum as a whole which must be followed by all educational agencies or institution. On the draft of curriculum 2013, it is clearly written that hard skills and soft skills achievement are the goal of education.



Further, Null (2011:34) suggested that Curriculum, however, is a specific, tangible subject that is always tied to decision making within institutions, whether they are schools, churches, nonprofit agencies, or governmental programs. He also suggested that a curriculum forces us to think about ethics. Overview of this definition fits perfectly with the curriculum 2013 which emphasizes on character education. Character education becomes second core competence and main point of this curriculum. The proof of the previous statement is reduction the sum and period of subject in all education levels and the integration of character education on each subject.

Specifically, a curriculum contains some components which are related to each other. Those can be classified into four basic components. They are goals, content or materials, methods and assessment. After assessments done, there will be a feedback. As the relationship between those components, if there is a change to one of them, it will directly impact on the other components. All component explained before also do exist in curriculum 2013. Starting from the goal, curriculum 2013 is designed to build a foundation for the development of student's potency to be human who have faith in God, noble, good personality, knowledgeable, skilled, critical, creative, and innovative, healthy, independent, and confident, tolerant, sensitive social, democratic, and responsible. The next component is content or materials. The contents or materials of curriculum 2013 come from the elaboration of core and basic competences done by the teacher. It means that teaching materials which usually written on a lesson plan are based on teacher as personal or teacher organization. Methods in curriculum 2013 are not

written explicitly because it depends on the teacher. Teacher use the best way to deliver the materials on each subject as they wish as long as it can improve both student's hard skills and soft skills. The last component is assessment. The draft of curriculum 2013 also does not explain explicitly about what assessment to be used for the entire subject. Methods and assessments usually do appear in syllabus or lesson plan.

## **2.2. Curriculum 2013**

Indonesian government implemented a new curriculum on July, 15<sup>th</sup> 2013. The curriculum is mostly known by people with Curriculum 2013 or Character-based Curriculum. It is a curriculum which was initiated by the former Ministry of Education and Culture to replace the School-based Curriculum.

Curriculum 2013 is a curriculum that prioritizes on the understanding, skills, and character education. Students are demanded to understand the materials, active in the discussions and presentations as well as have manners and discipline (Wikipedia.com).

On *Desain Induk Kurikulum 2013*, it shows different curriculum structure to each level of education. Based on that curriculum structure, there are eight subjects are taught in elementary school followed by two important notes. The subjects are Religious and Moral education, Civics, Indonesian Language, Science, Social science, arts and culture subject and PE. Whereas, the two important notes are local language is grouped into arts and culture subject, and science as well as social science for first to third grade are integrated to the other subjects. In the junior high school, there are ten subjects. They are religious and

moral education, Civics, Indonesian Language, Science, Social science, English, arts and culture subject, PE and Craft subject. Then, senior high school also teaches about ten subjects. The difference of its structure with junior high school is the existence of *mata pelajaran peminatan akademik* for senior high school and *mata pelajaran peminatan akademik dan vokasi* for vocational school.

*Desain Induk of Kurikulum 2013* also explains about Standard and Core competencies. Standard competency is categorized into attitude, skills and knowledge. Attitudes are derived into Accepting, Performing, Respect, Appreciate, and practicing. Skills cover some action like Observing, asking, Testing, Processing, Creating, presenting and reasoning. On the other hand, knowledge divided into discovering, understanding, applying, analyzing, evaluating are included into knowledge.

Core competence contains four points. They are:

1. appreciating and practicing the faith
2. developing some behaviors like honest, discipline, responsibility, caring, polite, eco-friendly, mutual cooperation, cooperation, peace-loving, responsive and pro-active.
3. understanding and applying the knowledge
4. Processing, reasoning, and presenting in the concrete and abstract domains

### **2.3. The nature of Character Education**

The term character education consists of two syllables. They are character and education.

#### **2.3.1 Education**

Defining education is not only about students go to a school and are taught by a teacher within the four walls that are classrooms. Education itself has broader meaning than we can imagine.

Etymologically, the word education is derived from *educare* (Latin) "bring up", which is related to *educere* "bring out", "bring forth what is within", "bring out potential" and *ducere* "to lead". Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Webster defines education as the process of educating or teaching. Educate is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students.

In both definitions above, the outcomes of an education are clearly stated in the form of knowledge, skills and values or characters. So, the writer assumes that education is transmitting cognitive, psychomotor and affective aspects. These aspects are in the form of knowledge, skill and values that the students can get from anywhere not limited in classroom only.

One of figures who struggle for education improvement in Indonesia, Ki Hajar Dewantara whose birthday is celebrated as national education day every year, also shares his opinion about education. He defines “education as an effort to advance the character, mind and body of children, in order to advance the perfection of life that is alive and bring the child in harmony with nature and society”. Ki Hajar Dewantara also proposes a theory which is called with “Tri Pusat Pendidikan”. This theory is based on where the education itself takes place. The theory is divided into three categories. They are education in family (*informal education*) education in school (*formal education*) and education in society (*nonformal education*).

Family is the first educational environment which provides education and guidance. It is also called a major environment, because most of the children's lives and education are in the family. The next category is education in school or formal education. School or formal education is a government institution to teach some students directly under teacher's control. It is structured and staged education which consists of primary, secondary, and higher education. Primary school is a level of education underlying secondary education. In Indonesia, the primary school is in the form of Sekolah Dasar (SD), Madrasah Ibtidaiyah (MI) and other schools in same level and also Sekolah Menengah Pertama (SMP), Madrasah Tsanawiyah (MTs) and other schools in the same level. In primary school, Indonesians attain the age of six to fifteen years are required to attend them. It is based on a government program called “Wajib Belajar Sembilan Tahun”. The next stage is secondary school which is a continuation of primary

school. It consists of Pendidikan Menengah Umum and Pendidikan Menengah Kejuruan. Pendidikan Menengah is divided into (1) Sekolah Menengah Atas (SMA), (2) Madrasah Aliyah (MA), (3) Sekolah Menengah Kejuruan (SMK), (4) Madrasah Aliyah Kejuruan (MAK) and other schools in the same level. The last school is higher education. It is a level of education after secondary school which includes diploma program, undergraduate, magister, specialist, and doctoral degrees held by the college. Higher education can be in the form of (1) academic, (2) technical colleges, (3) high school, (4) institute, or (5) university. All these form of schools are supposed to conduct education, researches, community services and etc.

The last category in Tri Pusat Pendidikan is education in society or nonformal education. Society teaches the children about something good which must be done and something bad which must be avoided. Consequently, education in society should not be excluded as it does for education in family and school.

### ***2.3.2 Character***

God created humans different from one another. Every human being has a feature that may not be owned by another human being as well. They have physical, character and ability that are not the same. Therefore, human will socialize with the surroundings to overcome these differences. Socialization arises because of the interactions made by humans in various activities performed by them. The first interaction begins within the family. From this environment, we can see what education pattern is applied which will have great influence on a person's character. Basically, “the English word ‘character’ is derived from the Greek

*charaktêr*, which originally referred to a mark impressed upon a coin. Later and more generally, ‘character’ came to mean a distinctive mark by which one thing was distinguished from others, and then primarily to mean the assemblage of qualities that distinguish one individual from another” (Homiak, 2007). Besides, there is another definition stated by Thomas Lickona (1991: 52), Character is “*A reliable inner disposition to respond to situations in a morally good way*”.

The Greek philosopher Aristotle on Lickona (1991:50) defined good character as the life of right conduct-right conduct in relation to other persons and in relation to oneself.

With respect to all definitions above, it can be concluded that character is an attitudes, actions, or behavior which are owned by someone to distinguish himself with another in responding such situations in a morally good way.

### ***2.3.3 Character education***

The emergence of an idea about character education lately attracts public’s attention. It is undeniable that character education is so urgent for a nation, including Indonesia, to prepare young people as future leaders. Character education which develops in a society is known by variety of calls. People equalize character education with values or moral education. Initially, character education is all about transferring manner, ethics, attitude or behavior which is appropriate with the prevailing norms.

Further, the definition of character education clearly explained in [http://www.en.wikipedia.org/wiki/Character\\_education](http://www.en.wikipedia.org/wiki/Character_education) “*Character education is an umbrella term loosely used to describe the teaching of children in a manner*

*that will help them develop variously as moral, civic, good, mannered, behaved, non-bullying, healthy, critical, successful, traditional, compliant and/ or socially acceptable beings.”*

In other hand, Schwartz (2008) also stated Character education is a national movement encouraging schools to create environment that foster ethical responsible, and caring young people.

Based on two definitions above the character education above, it can be concluded that character education is a process to educate one's self to be behaved, mannered and socially acceptable beings.

In daily life, there are so many characters that we have to apply to be considered as a good human beings. *On Buku Panduan Pelaksanaan Pendidikan Karakter* which is published by Kemendiknas (2011), there are 18 values as the result of empirical study which is done by *Pusat Kurikulum*. Those values are sourced from religion, *Pancasila*, Culture, and the goal of national education. The values are (1) religiosity, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democrat, (9) curiosity, (10) the national spirit, (11) nationalism, (12) respect for the achievements, (13) friendly/communicative, (14) pacifism, (15) love to read, (16) environmental care , (17) social care, (18) responsibility.

#### 1. Religiosity

Attitudes and behavior which is possessed by an individual to be obedient in carrying out their religion, tolerant to other religion, and living in harmony with other believer.



2. Honesty

Attitudes which is based on an attempt to make himself as a trustworthy person in words, actions, and work.

3. Tolerance

Some attitudes and actions which show about respect to the differences in religion, race, ethnicity, opinions, attitudes, and actions of others to themselves.

4. Discipline

Some acts which is indicated orderly and obedient behaviours with various rules and regulations.

5. Hardwork

Some behaviors that indicate an earnest effort to overcome some obstacle in learning and assignments and completing the task as well as possible.

6. Creative

Thinking and doing something to produce a new way or result of something that has been owned.

7. Independent

Some attitudes and behaviors which shows an individual which are not depending on others in completing the assignments.

8. Democrat

The ways to think, behave, and act which appreciate the same rights and obligations between himself and others.

9. Curiosity

Some attitudes and actions which are attempted to deeply and widely find something that is learned, seen, and heard.

10. The national spirit

A way to think and act which put nation interest higher than himself or groups

11. Nationalism

The way to think, behave, and act which shows loyalty, caring, and high appreciation of the language, physical environment, social, culture, economy, and politics.

12. Respect for the achievements

Some attitudes and actions that encourage him to produce something useful for society, and acknowledge also respect the others' success.

13. Friendly/communicative

Some actions which show a sense of love to talk, hang out, and work together with others.

14. Pacifism

Some attitudes, speech, and actions that cause others to feel happy and safe on the presence of himself.

15. Love to read

The habit to read something which is useful for himself in spare time.

#### 16. Environmental care

Some attitudes and behaviours in making serious effort to prevent natural environment damage and develop some efforts to repair the environmental damage that has occurred.

#### 17. Social care

Some attitudes and actions that always want to give help to other people and communities in need.

#### 18. Responsibility

Some attitudes and behavior of a person to perform his duties, of what he should do to himself, society, the environment (natural, social and cultural), country and God Almighty.

In other hand, Koesoema A proposes twelve pillars of complete and comprehensive character education. All the pillars and its explanation can be seen below.

##### 1. Appreciation of the body

Appreciation of the body is about someone willingness and ability to maintain and take care of her or his physical health. As we need to know, physical health and character education relate to one another. Character education prioritizes on how an individual maintain his or her body and not to ruin it.

##### 2. Transcendental

The development of transcendental virtue is a basis of character education. it is not only consist of religious things but also contain somethings beautiful like art sensivity and appreciation to human work which can lead to which can arouse the

ability to understand the greatness of The creator. Based on this pillar, each individual was given a sense of something smooth and soft which work spiritually to them. This kind of sense is a medium to create an individual become virtuous and character.

### 3. Academic excellence

Academic excellence is the goal of the establishment of educational institution. The goal of the establishment of educational institution is not about passing the exams but it covers wider things like love of science, critical thinking, strong determination, open-minded, self-evaluation which is done continuously, able to communicate his or her idea and etc. All the goals above lead to the innovation, creativity and updation to science.

### 4. Self-control

Self-control is a human ability to overcome his or her anger and feeling and turn them into good determination. Self-control also covers about human ability to place, act and speak wisely in certain space and time.

### 5. Bravery

Bravery is kind of virtue which allows one to do something and make his dream comes true. Bravery covers willingness to sacrifice for the sake of his or her life principles, resilient, persistent, hardwork, because he has good dreams which is intended to reach.

### 6. Love of righteousness

Love of righteousness is a basis of good character education. An individual who embrace this pillar will always think that righteousness must be applied

anywhere and everywhere. Love of righteousness makes someone very brave fight for principles which he believe.

#### 7. Skilled

Having a certain ability and competency is very important for an individual to be professional which is a main requirement to whole character education. Having the ability to communicate with others, both spoken and written and being competent in workplaces are the basic of success to be able to live in a society or community.

#### 8. Democratic

Democratic teach us about how to live together and help each other. As an individual who live in a society or community, he or she cannot live alone because connectivity to each others is human factual condition. Therefore, each individual must learn how to live together, arrange the order of living together so individual aspirations can be achieved. And then, democratic also includes the development and growth of the national spirit.

#### 9. Appreciate to differences

Differences are the nature of human being. Appreciate the difference is a fundamental attitude that must be grown within the individual. Especially in the life of the nation in Indonesia, appreciate the difference must be grown within each individual, because Indonesia was born as the result of the founders who appreciate the differences and the used the differences as a tool to unite and build the nation.

## 10. Responsibility

Responsibility is an important element for the development of character education because it is associated with the expression of human freedom against him self and others. This responsibility has three dimensions: the responsibility to (a relation between the individual and others), responsibility for (the individual's relationship with himself), as well as the responsibility of the (relationship of individuals associated with the duties and responsibilities in society).

## 11. Fairness

To be fair and willing to fight for justice is the basic attitude of a person who has character. Justice is important to be fought because humans have a tendency to antisocial. That is why commitment is necessary in order to respect each others. In the context of living together, justice becomes the soul of a society that is healthy, humane and dignified. Without justice, many of the human rights can be violated.

## 12. Moral integrity

Moral integrity is the main target of individual formation in character education. Moral integrity is what makes each individual and pluralistic society able to work together to promote and realize what is good, noble, fair and dignified for human beings, whatever their differences in beliefs. Moral integrity gives main reward to life, human dignity as value and worth creatures in whatever the circumstances and conditions. The presence of individuals who have moral integrity is the basis for the construction of a civilized social order. Moral integrity arises if the individual is able to take decisions through a rational

consideration of the correct process, and implement them in a wise act, according to the context of space and time. Moral integrity includes an individual's ability to make meaningful practical policies for his own life and others.

Further, the Good characters according to Josephson Institute of Ethics, can be categorized into six pillars of character education.

1. Trustworthiness

Build trust and credibility with *integrity* (consistency between beliefs, words and actions), *honesty* (truthfulness, sincerity and candor), *promise-keeping*, and *loyalty* (fidelity to family, friends, and country).

2. Respect

Honor the worth and dignity of all individuals. Treat others the way you would to be treated. Act courteously, civilly, peaceably, and nonviolently. Be tolerant and accepting of differences. Avoid rude, offensive, and abusive words and actions.

3. Responsibility

Be accountable for your words, actions, and attitudes. Exercise self-control. Strive for excellence and self-improvement. Plan ahead. Set a good example for others. Be self-reliant, prudent, proactive, persistent, and hard-working.

4. Fairness

Be consistent, open, and treat all people equitably. Consider all sides and make decisions on the facts without favoritism or prejudice. Play by the rules, avoid careless accusations, and don't take undue advantage of others. Pursue justice and condemn injustice.

5. Caring

Be kind, compassionate, empathetic, charitable, forgiving, and grateful.

6. Citizenship

Obey laws in good faith. Do your share to improve the well-being of fellow, citizens and the community. Protect the environment, volunteer, and participate in the processes of democracy by staying informed and voting.

Six pillars of character education above which derived into many specific characters are very important to be improved regarding to the position of oneself in a society. If someone understand the nature of good characters and later practice all of them, it shows that character education effectively implemented. Berkowitz and Bier (2005) concluded that when effectively implemented, character education programs of many kinds can have significant impact on young people, and that the effect can be quite long-lasting. To be effective in schools, character education must involve everyone, school staff, parents, students, and community member and be part of every school day. It must be integrated into the curriculum as well as school culture. When this happens and school communities unite around developing character, schools see amazing results.

There are some principles make character education is considered effectively implemented. The Character Education Partnership (CEP) has identified 11 broad principles as defining a comprehensive approach to character education:



1. promote core ethical values as the basis of good character
2. define character comprehensively to include thinking, feeling, and behavior
3. use a comprehensive, intentional, proactive, and effective approach
4. create a caring school community
5. provide students with opportunities to engage in moral action
6. provide a meaningful and challenging curriculum that helps all students to succeed
7. foster students' intrinsic motivation to learn and to be good people
8. engage school staff as professionals in a learning and moral community
9. foster shared moral leadership and long-term support for character education
10. engage families and community members as partners in character education
11. evaluate the character of the school, its staff, and its students to inform the character education effort.

#### **2.4. Character Education is Integrated on English Class**

On *Integrasi Pendidikan Karakter Secara Terpadu dalam Pembelajaran* presented by Teddy Wibowo, the means of character education is integrated on real teaching is an introduction to values, a facility to gain awareness about values and internalize some values into student's behavior through a learning process which take place inside or outside the classroom for all the subject. Based on this definition, character education can also be integrated in English subject or English classes. In Indonesian curriculum structure, there are two subjects which are directly associated with the development of noble character and moral values. They are religious subject and civics. Those subjects directly introduce and

internalize some moral values on its materials. Below will be shown the Competence Standard, Basic Competence, Value, and Indicator table of english subject. Each Basic Competence may develop one or more value and each value has one or more indicators that will be explained in the table below. Teacher may use the below table as an example to plan the value development in developing the syllabus for an academic year or semester. Teachers are allowed to freely add, decrease, or develop their own indicator to be used.

LESSON	GRADE	
	Junior high school	Senior high school
E N G L I S H	<ul style="list-style-type: none"> <li>• honest,</li> <li>• discipline,</li> <li>• responsibility,</li> <li>• caring,</li> <li>• tolerance,</li> <li>• mutual cooperation,</li> <li>• polite,</li> <li>• confidence,</li> </ul>	<ul style="list-style-type: none"> <li>• honest,</li> <li>• discipline,</li> <li>• responsibility,</li> <li>• caring,</li> <li>• mutual cooperation,</li> <li>• cooperation,</li> <li>• tolerant,</li> <li>• peaceful,</li> <li>• polite,</li> <li>• responsive</li> <li>• pro-active</li> </ul>

Table 2.1. Integration of Character Education in a classroom

LESSON	GRADE	CORE COMPETENCE	BASIC COMPETENCE
E N G L I S H	Junior High School	<b>2.</b> Respect and appreciate the honest, discipline, responsibility, caring, tolerance, mutual cooperation, polite, confident, in interacting effectively with the social and natural environment in a range of socially and existence	<b>2.1</b> Appreciate the polite and caring in conducting inter-personal communication with teachers and friends. <b>2.2</b> Appreciate the honest , discipline, self-confidence, and responsible for implementing transactional communication with teachers and friends. <b>2.3</b> Appreciate responsible, caring, cooperation, peace and love, in performing functional communication.
	Senior High School	<b>2.</b> Appreciate and practice honest, discipline, responsibility, caring, mutual cooperation, cooperation, tolerant, peaceful, polite, responsive and pro-active and displayed as part of the solution to various	<b>2.1</b> Developing polite and care in carrying out inter-personal communication with teachers and friends. <b>2.2</b> Developing honest, discipline, self-confidence, and responsible for implementing transactional communication with teachers and friends.

		problems in interacting effectively with the social and natural environment as well as	<b>2.3</b> Developing responsibility, caring, cooperation, peace and love, in performing functional communication.
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Table 2. 2. The Basic and Core Competence of English lesson

After understanding the core (KI) and basic competence (KD) of curriculum 2013 for English lesson, the next step is to integrate the Character Education (KI 2) in English Classroom, which steps are explained as follows:

1. Preparing the English syllabus which includes the Character education.
2. Explaining the syllabus that has included the Character Education into the Lesson Plan
3. Implementing the RPP in English Learning. The teacher is expected to create the materials which contain the character education. One of the techniques is to as the students begin with understanding the material and continue to observing values that can be generated from the materials.
4. The last step is evaluation. The evaluation implemented by teacher must include (a) evaluation of the English materials understanding (cognitive aspect) (b) evaluation to understand the attitude and value to be developed from the English materials (effective aspect).

## **CHAPTER III**

### **RESEARCH METHODOLOGIES**

This chapter explains further about six points of method of investigation. They are approach of the study, object of the study, the role of the researcher, type of data, procedures of collecting data, and procedures of analyzing data.

#### **3.1 Approach of the study**

Descriptive-qualitative approach is used in this research to analyze character education which is integrated in English classes. This approach also can be used to display the whole result of the the research regarding on answering the research problems. There are two research problems are proposed by me for this final project. Those research problems are clearly written on chapter I. They are (1) how do the teachers address KI 2 or character education in English classes? and (2) in what ways do the teachers assess KI 2 or character education in English classes? As we can see, both research questions are preceded by question word “how” and “in what ways”. These kinds of question word commonly are used to describe manner or strategies. That is why both of them are considered as the feature of qualitative research.

In line with the previous statements, Hancock (2002: 2) proposed that Qualitative research is concerned with finding the answers to questions which begin with: why? how? in what way? Actually, There are some reasons underlying the use of qualitative descriptive approach apart of the reasons I have mentioned before. First, I would like to obtain naturally occurring data from th3

educational situation happens in MTs Negeri Slawi and MAN Babakan Lebaksiu, Tegal. The second reason is regarding to the form of data which are going to collect. The collected data is in the form of videos of the teachers in integrating and assessing character education in the classes. The videos are transcribed to be analyzed further.

### **3.2 Participants of the Study**

The participants of this study are English teachers in both MTs Negeri Slawi and MAN Babakan in Tegal regency. They are considered as qualified teacher because they have mastered S-1 degree. Due to the focus of this data is the teachers' strategies to integrate and assess character education in English classes, the students are not included as the object of the research. The research itself is conducted in August, 2014.

### **3.3 Role of the Researcher**

In qualitative studies, the role of researcher is quite different from quantitative studies. The researcher can be considered as one of the research instruments apart from questionnaire, interview and observation. The researcher turns into what we call with "human instrument". A researcher can be a good research instrument if she has a good understanding of research methodology, mastery of knowledge to the field under study, and readiness to enter the object of research in both academic and logistics.

Punch (1998) differentiates the role of researcher into two positions. They are an insider and outsider. A researcher is referred as an insider if she is a full participant in activity, program or phenomena. It means that the researcher is

excessively involved in any activities relate to the data collection. For example, the researcher teach the student by herself using any specific tehniqe or media. In other hand, an outsider occurs when the researcher is not involved in the activity. In this final project, I am an outsider who responsible to be the data observer, collector, analyzer, and reporter.

As an observer, I closely observe the teachers in doing their job. Do the teachers really teach some materials in English subject including character education on real teaching or not? As the data collector, I take the data when the participants were engaged in real situation. I, myself record the teacher in teaching the students. As an analyzer, I am in charge of analyzing some methods or strategies used by teachers in integrating and assessing character education. Then, I categorize the data based on the eighteen values from Kemendiknas which is the criteria of data analyzing. The last, I am responsible to be a reporter. It means that I need to composed and report the whole result of the research in the form of final project.

### **3.4 Type of Data**

On Eurasia Journal of Mathematics, Science & Technology Education written by Devetak et al, stated that,

for qualitative research it is characteristic that data are gathered more in a verbal and visual than in a numeric form. When analyzing the gathered data, statistical procedures are also not used, but instead predominantly qualitative analysis, the essence of which is searching for codes in the analyzed materials (Bryman, 2004).

Based on the concept above, I do not need any statistical calculation in displaying the data because the data itself is not in the form of numeric or

numbers. The data is needed to compose this final project is categorized as naturally occurring data where it is not made up. It means that the data is not artificial. The data which is obtained is in the form of English teacher's performance in integrating and assessing second core competence (KI2) of curriculum 2013 in English class. So, the data itself is about what teachers say and do regarding on integrating and assessing second core competence (KI 2) of curriculum 2013.

### **3.5 Procedures of Collecting Data**

Hancock (2002) divides the techniques for collecting data through observation into four ways. They are written description, video recording, photographs and artifacts and the last is documentation.

To obtain data of this study, I uses video recording. I use video recording because the data is in the form of teacher's performance in integrating and assesing second core competence (KI 2) of curriculum 2013. I use video recording because the data can display the whole process of the integration and assessment KI 2 of curriculum 2013 in MTs Negeri Slawi and MAN Babakan Lebaksiu, Tegal. In other hand, the other ways like written description, photographs and artifacts and documentation do not show all the process of because their nature which only show pieces of event. Video recording also brings much simplicity. For example, it frees the observer from the task of making notes at the time and allows events to be reviewed time after time. So, it eases the researcher to analyze the data later.



### 3.6 Procedures of Analyzing Data

Data analysis is the process of reducing large amounts of collected data to make sense of them. Data analysis in qualitative research is done at the time of data collection takes place and upon completion of it within a certain period. Miles and Huberman (1984) stated that activities in qualitative data analysis are done interactively and continuously until completed. Based on them, those activities are divided into four. They are (1) data collection, (2) data reduction, (3) data display, and (4) conclusion.

Before completing the four activities above, I make a transcript of the video. The process is called with transcribing. In this process, I specify every word which were said by the teacher on the video. After that, I start to analyze the data through data reduction until conclusion. Data reduction means that I summarize, choose the key points, focuses on important things, find the theme and pattern and dispose unnecessary thing from collected data. In this stage, I concern on the strategies are done by teacher in teaching and assessing character education on the video. It means that I excluded all data which are no relation with strategies in addressing and assessing character education.

The next step after data reduction is data display. On qualitative research, data display can be done in the form of brief descriptions, charts, relationships between categories and so on. Miles and Huberman (1984) explained that “*the most frequent form of display data for qualitative research data in the past has been narrative text*”. Looking at displays help us to understand what is happening and to do something further analysis or caution on that understanding. On

displaying the data which are collected before, I categorized them into a table which consists teacher's talk or act, pillar of character Education and strategies columns. Then, I specify teacher's talk and act on each activity to find what character education which are addressed by the teacher. Here, I categorized the findings based on 18 pillars of character education which is proposed by Kemendiknas such as religiosity, honesty, tolerance, discipline, hard work, creative, independent, democrat, curiosity, the national spirit, nationalism, respect for the achievements, friendly/communicative, pacifism, love to read, environmental care, social care, and responsibility. Then, I explain what methods or strategies are done by teacher to addressing and assessing character education. In simple way, data display can be seen on the table below.

Teacher's talk or act	Pillar of character Education	Strategies

Table 3.1 Classification of character education

The last step is conclusion or verification. Conclusion of a qualitative research may be able to answer the research problems which are formulated from the beginning, but maybe no. It may happen due to the problem and research problems in qualitative research are still tentative and will be developed after the research itself completed. In this stage, I summarize all the findings from the data and conclude them.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the discussion in chapter IV, it can be concluded that:

Firstly, the three teachers who became the participants and the data sources of this research had already integrated character education in their class. The first teacher or teacher A integrated two pillars of character education during sixty five minutes of his class. He integrated pillar *discipline* and *social care*. Both *discipline* and *social care* were displayed twice on the transcription. The second teacher is teacher B. She taught her students for about one hour and fifty eight minutes. During her class, she integrated pillar tolerance, respect of the achievement, social care, democratic, communicative, and discipline. She integrated tolerance three times, respect of the achievement three times, social care four times, each democratic, communicative and discipline one time to all her students. The last teacher is teacher C. She taught her students for about thirty two minutes. She integrated eight pillars out of eighteen pillar of character education proposed by Kemendiknas. She did integrate religiosity, curiosity, tolerance, and democrat. Teacher C integrated curiosity once, religious four times and both tolerance and democratic twice.

Secondly, there was no new strategy which was used by all the teachers in integrating character education. The teachers mostly integrated character education by some actions they did in teaching and learning process which

actually most of their students did not notice. They did not clearly say or give examples to what characters which become objectives or listed on the lesson plan. The strategies which were mostly used by the teachers were only in the form of advice. In addition, there was no strategy which was used by the teachers to assess character education. This could happen because the teachers did not do any single assessment to character education which they have transferred on that day.

## **5.2 Suggestions**

Based on the conclusion above, the writer would like to offer some suggestions related to the integration of second core competence (KI 2) of curriculum 2013 in English classes.

Each teacher should invent their own strategies to integrate and assess character education in their classes. They should find some strategies which make character education can easily and successfully be integrated. In addition, at the end of the lesson, the teacher should not only check the students' understanding of the material that has been taught at that day but also what good characters they have received.

The government should implement new curriculum and changes its contents wisely. Therefore, the curriculum can bring some improvements to our education and it can easily adopted and used by all people especially academic intellectuals.

The students should highly pay attention to the teachers especially when the teachers teach and integrate character education. As the result, the students will get both knowledge and also good values.

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## APPENDIX 1

### Teacher's talk

- (1) Teacher A : "Sekarang pelajarannya apa?"
- (2) Teacher A : "Siapa yang mengajar?"
- (3) Teacher A : "Ada jadwalnya?"
- (4) Teacher A : "Ya, saya mulai."
- (5) Teacher A : "Untuk hari ini, jam pertama, hari sabtu itu pelajarannya bahasa Inggris."
- (6) Teacher A : "Alright, for the first lesson here, today we want to discuss about introduction."
- (7) Teacher A : "The first lesson, yang pertama kali, kita membahas tentang introduction."
- (8) Teacher A : (The teacher asked the students)  
"What is introduction?"
- (9) Teacher A : "Introduction?"
- (10) Teacher A : (The teacher told the students)  
"Memperkenalkan"  
"Perkenalan"
- (11) Teacher A : (Write on the white board)  
"Introduction is divided into two."  
"Self and then others"
- (12) Teacher A : "Introduction ada self introduction dan ada others"
- (13) Teacher A : (The teacher explained to the students)  
"Untuk introduction, for introduction we want to use some expression."
- (14) Teacher A : "Dalam suatu pengenalan, dalam introduction, memperkenalkan diri, kita ada ekspresi tersendiri."
- (15) Teacher A : (The teacher asked the students)  
"Ada yang tahu ekspresinya memperkenalkan diri?"

- (16) Teacher A : (The teacher wrote the expression of self introduction “ I want to introduce myself ”)
- (17) Teacher A : “I want to introduce myself.”
- (18) Teacher A : “My name is Slamet Riyanto.”
- (19) Teacher A : “I want to introduce myself.”  
 “Memperkenalkan diri”  
 “Saya ingin memperkenalkan diri.”  
 “I live at Slawi.”  
 “Saya tinggal di Slawi.”  
 “Nama, alamat, minimal itu nama dan alamat”
- (20) Teacher A : (The teacher wrote the expression of self introduction)  
 “I would like to introduce myself and let me introduce myself”
- (21) Teacher A : (The teacher mentioned the previous expression of introduction)  
 “Memperkenalkan diri dimulai dengan expression.”
- (22) Teacher A : (The teacher read the expression of introduction first. After that, the students repeated after him.)  
 “Ayo kita baca sama-sama.”
- (23) Teacher A : “Setelah kamu menggunakan ekspresi dari introduction, langsung kamu sebutkan my name is..., I live at..., saya berasal dari sekolah mana..., my school is from..., my parents are..., etc.”
- (24) Teacher A : (The teacher asked the students)  
 “Understand?”  
 “Bisa ya?”  
 “Nanti kamu praktekan”
- (25) Teacher A : “Disamping ada self introduction, ada juga yang namanya others”
- (26) Teacher A : (The teacher wrote the expression of introducing others)  
 “I want you to know Mr. Ali.”

“Jadi ada dua orang di sini.”

“Yang satu memperkenalkan temannya, yang satunya yang diperkenalkan”

- (27) Teacher A : (The teacher repeated the expression once)
- (28) Teacher A : (The teacher wrote the second expression of introducing others) “I would like to introduce my friends, Ani.”
- (29) Teacher A : (The teacher wrote another expression of introducing others) “Let me introduce, Hasan.”  
“He is a teacher.”  
“ He is siapa?”
- (30) Teacher A : “Kalau kita memperkenalkan others, kita memakai *he* atau *she*.”
- (31) Teacher A : “Tetapi kalau kita memperkenalkan diri memakai *I am*.”
- (32) Teacher A : “I am a student.”  
“Karena memperkenalkan diri”
- (33) Teacher A : (The teacher asked the students)  
“Understand?”
- (34) Teacher A : (The teacher asked the students to repeat the expression of introducing others)  
“Saya baca, kamu ulangi”
- (35) Teacher A : “Nah sekarang tugas kamu, nanti praktek memperkenalkan diri.”
- (36) Teacher A : “Ya, kira-kira sample lima orang”
- (37) Teacher A : “Setelah itu introduction others”
- (38) Teacher A : “Satu pasang, ya ada lima atau enam pasang.”
- (39) Teacher A : “Kalian paham?”  
“Bisa ya?”
- (40) Teacher A : “Sekarang siap-siap, nanti saya panggil satu orang maju memperkenalkan diri.”
- (41) Teacher A : “Setelah beberapa orang nanti saya panggil lagi dua orang maju, memperkenalkan orang lain.”

- (42) Teacher A : “Alright?”
- (43) Teacher A : (The teacher gave some time for students to do preparation)
- (44) Teacher A : (Call one student to introduce him in front the class)  
 “The first student is Afef Azmi.”  
 “ Please introduce yourself.”
- (45) Teacher A : “One of your friends has introduce himself.”  
 “Salah satu teman kamu sudah memperkenalkan diri.”
- (46) Teacher A : “Untuk yang pertama mungkin agak simple, nanti untuk yang selanjutnya lebih lama”
- (47) Teacher A : “Kalian menyebutkan nama, alamat, status, orang tua.”
- (48) Teacher A : “Understand?”
- (49) Teacher A : “We speak in English.”  
 “Kita berbicara bahasa Inggris.”
- (50) Teacher A : (The teacher called the second students to introduce himself again.)  
 “I want to call again.  
 “One of you”  
 “Ahmad Sofari”
- (51) Teacher A : (The teacher give some advices to the students)  
 “Kalau awalnya salam, ya jangan lupa salam”  
 “Kalau awalnya tidak salam, ya akhirnya tidak usah salam”
- (52) Teacher A : “Jadi ingat-ingat.”  
 “Oh nanti kamu dari tindakan sudah ada gambaran oh saya nanti di depan kelas ngomong apa.”  
 “What will you say in front of the classroom.”  
 “Jadi latihan pidato”
- (53) Teacher A : “I want the next person will be more perfect.”  
 “Saya ingin yang akan saya panggil nanti, lebih sempurna, lebih bagus dari dua orang sebelumnya.”  
 “Oh jadi cara memperkenalkan diri begini”

- (54) Teacher A : (The teacher told the students how to do introduction in front of the class)  
 “jadi pandangannya ke depan jangan ke bawah”
- (55) Teacher A : (The teacher called the next students to perform)  
 “Next”  
 “Muhammad muharrul Fauzi”
- (56) Teacher A : (The teacher explained a situation to the students)  
 “Ada orang banyak, ada satu orang maju. Orang banyak itu bertanya, dia itu sebenarnya mau apa?”  
 “Mau apa sih?”  
 “Tiba –tiba seseorang tersebut menyebutkan, my name is...,  
 “My address is...”
- (57) Teacher A : (The teacher explained another situation)  
 “Kita itu mau bertamu, ketuk pintu dulu.”
- (58) Teacher A : (The teacher pointed on the expression of self introduction)  
 “Mau memperkenalkan diri ya kita pakai ini dulu”
- (59) Teacher A : (The teacher mentioned the previous *expression of self introduction*)  
 “I want to introduce myself.”  
 “I would like to introduce myself.”  
 “Let me introduce myself.  
 “Jangan langsung my name is...”
- (60) Teacher A : “Setelah mengucapkan *my name is* dan sebagainya, boleh mengucapkan *thank you*”
- (61) Teacher A : (The teacher called the students again)  
 “Jangan gugup.”  
 “Febri Firmansyah.”
- (62) Teacher A : (The teacher gave some comments to the students)  
 “semakin banyak kata yang kita ucapkan, semakin luwes,  
 semakin kita dianggap lebih sopan.”

- (63) Teacher A : “Jadi orang Jawa kan banyak omongnya di awal, intinya sedikit, yang akhirnya juga agak banyak”
- (64) Teacher A : “Biar seperti masakan ada bumbunya, ada rasanya”
- (65) Teacher A : “Once again”  
 “Satu orang lagi”  
 “Maidil Fairah”
- (66) Teacher A : (The teacher gave some advices about introducing ourselves)  
 “I want to introduce myself, bla bla bla, that’s all what I want to say, and thank you.”
- (67) Teacher A : ”You have practiced self introduction.”  
 “Kamu sudah mempraktekkan memperkenalkan diri.”
- (68) Teacher A : “Nah, sekarang kita mau mempraktekkan tentang the introduction of others.”
- (69) Teacher A : (The teacher pointed on the expression of introduction to others)  
 “This is the expression of introducing others.”  
 “You are going to use those expressions.”  
 “Kamu akan menggunakan ekspresi-ekspresi ini sebelum memperkenalkan orang lain.”
- (70) Teacher A : “Understand, ya?”
- (71) Teacher A : “Jadi sebelum maju jangan langsung *this is my friend.*”  
 (Write on the white board about name, address, hobby, character)  
 “Misalkan kamu memperkenalkan teman kamu.”
- (72) Teacher A : “Understand?”
- (73) Teacher A : (The teacher asked the students to make an introduction about someone else which consists of name, address, hobby and character. Then, he asked his students to perform in front of the class)
- (74) Teacher A : (The teacher called two students to introduce each others in front of the class)

- (75) Teacher A : (The teacher called the next couple to introduce each others)
- (76) Teacher A : (The teacher paid attention to the students who was introducing each other's and asked them to fix their position)
- (77) Teacher A : (The teacher gave an advise to his students)  
 "Introduction atau perkenalan itu kita ngomong sama orang lain."  
 "Jangan menghadap ke belakang."
- (78) Teacher A : (The teacher gave some comments about his student's performance)  
 "Tadi masih kaku"  
 "Kasih kata-kata yang lain"
- (79) Teacher A : "Misal, I want to introduce, Ali."  
 "He is very kind."  
 "He is my friend since my junior high school. "  
 "Tambahkan satu atau dua kalimat biar lebih luwes"
- (80) Teacher A : "This is the theory."  
 "Kemudian, kalian practice."  
 "Practice itu pengembangan"
- (81) Teacher A : (The teacher called one couple again to perform an introduction to others)
- (82) Teacher A : (Once again, the teacher reminded the students to face forward when they introduced each others)
- (83) Teacher A : (The teacher asked two students to introduced themselves in e perform in front of the class. Hopefully, the performance is better than before)
- (84) Teacher A : (The teacher explained some additional information in introducing others)  
 "Jadi memperkenalkan diri bisa dengan *he has brown hair, he is very slim.*"
- (85) Teacher A : "Kamu memperkenalkan teman itu kamu harus lebih tahu."  
 "Once again"

- “Satu kali lagi”
- (86) Teacher A : (The teacher ordered the next two couple of students to perform an introduction)  
 “Alright, kita sudah mempraktekkan an introduction.”  
 “We have practiced with many friends.”  
 “We practiced self introduction and introduction to others.”  
 “Jadi begitulah caranya kita mempraktekkan introduction.”
- (87) Teacher A : “In introduction, we have to mention as many as possible, sebanyak mungkin informasi yang ada pada diri kita.”  
 “Rumahnya dimana..., keluarganya bagaimana..., nanti ada kesukaan atau hobby kita sebutkan.”
- (88) Teacher A : “Nah, setelah praktek, after you practiced introduction, you make assignment.”  
 “Kamu membuat tugas.”  
 “Mengarang dua buah self introduction dan dua buah introduction to others.”
- (89) Teacher A : “Jadi buat dua macam ekspresi.”  
 “Kamu tulis di buku.”  
 “Diharapkan kamu bisa berpikir lebih kompleks atau komplit dalam membuat karangannya.”
- (90) Teacher A : (The teacher ask the students to make and introduction using some expression for both introduction; self and others)
- (91) Teacher A : (The teacher walked around and paid attention to his students. He helped the students who faced any difficulties in making an introduction)  
 “any question?”
- (92) Teacher A : (The teacher read one of student’s assignment)  
 “Alright, this is one of your friend’s story.”  
 “Ini salah satu cerita dari temanmu.”
- (93) Teacher A : (The teacher read the story in front of the class.)
- (94) Teacher A : (The teacher checked the students’ assignment.)



- (95) Teacher A : (The teacher ask one student to read his assignment.)
- (96) Teacher A : (The teacher corrected one of his student's pronunciation)  
 "Saya tadi sempat dengar one thousand and nine hundred ninety eight."
- (97) Teacher A : "Jadi kalau tahun itu, kita pakai sembilan belas sembilan delapan."  
 "Nineteen ninety eight"  
 "Jangan thousand and nine hundred ninety eight"
- (98) Teacher A : (The teacher advised his students)  
 "Speaking itu gampang, tetapi apa yang akan kita bicarakan itu yang perlu dipikirkan."  
 "Jangan membahasainggriskan bahasa indonesia."
- (99) Teacher A : (The teacher chose another students to read his assignment in front of the class.)  
 "We speak more"  
 "Jadi informasi yang didapat oleh pendengar itu diharapkan lebih banyak"  
 "Once again"
- (100) Teacher A : (The teacher offered his students to read their assignment in front of the class.)
- (101) Teacher A : "You have practiced about introduction."  
 "Self introduction and introduction to others"  
 "Then, you have made some introductions."
- (102) Teacher A : "I hope you can understand about introduction."
- (103) Teacher A : "Alright, this is our lesson for today."  
 "And then, kita bisa lanjut minggu depan."  
 "See you next week."  
 "Wassalamualaikum warohmatullahi wabarokatuh."

## APPENDIX 2

### Teacher's talk

- (1) Teacher B : "Ok, good morning students."
- (2) Teacher B : "How are you today?"
- (3) Teacher B : "Ok, I am fine too."
- (4) Teacher B : "Before, I begin my lesson today, I will check the role first."
- (5) Teacher B: "If, I call you, you can answer with raise your hand and say present or I am here."
- (6) Teacher B : "Are you ready?"
- (7) Teacher B : (The teacher called her students by their names one by one)
- (8) Teacher B : (The teacher told the students to raise their hands or say I'm here when she checked the attendance list)
- (9) Teacher B : "Kemarin sudah saya jelaskan ya, kalo dipanggil bisa dengan jawaban present or I'm here."
- (10) Teacher B : "Ok, repeat."
- (11) Teacher B : (The teacher corrected the students mistakes)  
"Only one"  
"Hanya satu ya, pakai ungkapan yang kemarin."  
"I am here atau present. Jadi jangan dua-duanya dipakai."
- (12) Teacher B : (The teacher continued checking the attendance list)
- (13) Teacher B : "Yesterday, I explained about introduce yourself in front of the class."  
"And then, after you have practiced in front of the class, I will continue my lesson today with practice in front of the class with your partner."
- (14) Teacher B : "Jadi, hari ini kita akan latihan bagaimana kita mempraktekkan cara berkenalan di depan kelas."  
"Kalau kemarin, bentuknya monolog ya?"

“Kamu berkenalan di sini (in front of the class) dengan teman kamu.

“Nanti, mungkin kita latihan di depan kelas dengan cara apa?”

“Ya, sejenis dialog. Bisa menggunakan tanya jawab.”

- (15) Teacher B : “Nah, untuk kegiatan ini, ekspresi yang bisa kita gunakan untuk contoh karena kita masih dasar kita buat yang mudah dulu.”
- (16) Teacher B : “Kamu buka bukumu.”  
“Open your booksheet.”
- (17) Teacher B : “Chapter one, ya?”
- (18) Teacher B : “If you meet the other people on the way in this class or in other place, we can say like the example.”
- (19) Teacher B : “Okay, biasanya setiap kali kamu akan berkenalan atau ingin berkenalan dengan orang lain, biasanya apa yang kamu sebutkan dahulu?”  
(The Teacher asked the students about first thing that should be mentioned in an introduction)  
“Kalau kita disini tanya nya apa ya?”  
“Siapa namamu?”
- (20) Teacher B : “Nah, sekarang, bu guru bertanya dulu salah satunya, ya mungkin kemarin kita sudah mempraktekkan bagaimana kamu berkenalan di depan kelas.”  
“Sekarang akan ibu gunakan tanya jawab sebentar.”
- (21) Teacher B : (The Teacher Bsked one of the students)  
“What’s your name?”
- (22) Teacher B : (The teacher complimented students who was responded the question)  
“Ok, good.”
- (23) Teacher B : (The Teacher asked another students)  
“Where do you live?”
- (24) Teacher B : (The Teacher Bsked the students to clean the blackboard)

- “Please, clean the blackboard, first.”
- “Tolong yang piket, bersihkan dulu.”
- (25) Teacher B : “Kalau kita ingin kenalan ya, ada beberapa contoh ungkapan yang bisa kita gunakan.”
- (26) Teacher B : “Tentunya kalau kita kenalan tidak hanya satu orang, tetapi bisa dengan orang lain, berarti lebih dari satu.”
- (27) Teacher B : “Misalnya dalam bentuk dialog”
- “Like that”
- “I want to introduce my self.”
- (28) Teacher B : “Dan kenalan ini kita bisa kenalan dengan orang lain, misalnya beside you.”
- (29) Teacher B : “Dengan teman di samping kamu”
- “Atau mungkin behind, di belakang”
- (30) Teacher B : (The Teacher Bsked the students about the expression of introduction)
- “Nah, ungkapan yang bisa atau expression yang bisa kita ungkapkan untuk kita introduce atau berkenalan itu seperti apa?”
- (31) Teacher B : (The teacher wrote down the expression and responses of an introduction)
- “Nah, ada dua yaitu expression and responses”
- (32) Teacher B : “Yang mudah dulu”
- (33) Teacher B : (The Teacher Bsked about the first thing to be mentioned in introduction)
- “Biasanya yang kita tanyakan itu apa?”
- (34) Teacher B : “Ya. Bertanya tentang nama dangan ungkapan, yang pertama”
- (35) Teacher B : (The teacher wrote down the expressions of introduction in white board)
- “What is your name?”
- (36) Teacher B : “Kemudian responnya apa jika kamu ditanya nama?”

- (37) Teacher B : (The teacher wrote down the response of question “what is your name?”)  
 “My name is. . .”  
 “Yang kedua, call name”  
 “Biasanya nama panggilannya siapa?”  
 “What is you call name?”  
 “Responnya bagaimana?”  
 “My call name is . . .”  
 “Selanjutnya bisa dilanjutkan dengan *where do you live?*”  
 “I live on . . .”
- (38) Teacher B : “Boleh bertanya tentang usia”  
 “When were you born?”
- (39) Teacher B : (The Teacher Bsked to the students)  
 “Jawabannya?”  
 “Ada tidak?”  
 “Ya. I was born on . . .”
- (40) Teacher B : “Ini bisa untuk latihan, ya?”
- (41) Teacher B : “Misal kalian bertemu dengan orang lain, syukur-syukur kalian bisa menggunakan kalimat-kalimat ini jika kamu bertemu dengan turis.”
- (42) Teacher B : “Kamu jalan-jalan kemudian ketemu dengan turis, kemudian kamu praktekan bahasa inggrisnya.”
- (43) Teacher B : “Bisa tidak?”
- (44) Teacher B : “Kemudian, misalnya setelah tanya mungkin *how old are you* dan responnya *I am . . . years old.*”
- (45) Teacher B : “Yang keenam, setelah tanya tentang usia, kemudian boleh tanya tentang keadaan.
- (46) Teacher B : “How are you?”
- (47) Teacher B : “Ya, jawabannya *I am fine thank you.*
- (48) Teacher B : “Bisa disambung, kalau ingin bertanya kembali dengan, *and you?*

- (49) Teacher B : “Atau bisa dengan bertanya kembali *and how are you?*”
- (50) Teacher B : “Setelah kita bertemu, kita bisa ungkapkan . . . , ya?”
- (51) Teacher B : “My hobby atau sebagainya kita bisa ungkapkan.”
- (52) Teacher B : “Penutupnya bisa *nice to meet you*. responnya juga *nice to meet you*.  
 “Ya, atau bisa *bye, see you*.”
- (53) Teacher B : “Sekarang kita bunyikan dulu.”
- (54) Teacher B : “Ibu ingin mendengar kamu bagaimana pronounciationnya kamu untuk mengungkapkan cara kamu berkenalan.”
- (55) Teacher B : “Kemudian disini yang perlu kamu tahu, bahwa di dalam bentuk pertanyaan-pertanyaan ini ada yang namanya bentuk kata tanya.”
- (56) Teacher B : “Jadi ada pertanyaan yang hanya bisa di jawab dengan iya atau tidak, ada pertanyaan yang harus kamu jawab dengan lengkap.”
- (57) Teacher B : “Contoh misalnya, *what did you do last night?*”  
 “Apa yang kamu kerjakan tadi malam?”
- (58) Teacher B : “Pertanyaan ini diawali dengan bentuk kata tanya *what*, tidak bisa dijawab dengan iya atau tidak.”
- (59) Teacher B : “Tetapi misalnya, *did you watch television last night?*”
- (60) Teacher B : “Bisa dijawab dengan ya dan tidak.”
- (61) Teacher B : (The Teacher Bsked the students about question word)  
 “Yang dimaksud dengan bentuk kata tanya atau question word dalam kalimat- kalimat ini, yang mana?”
- (62) Teacher B : (The teacher spelt the example of question word while pointed on the question word)  
 “What, where, when, how.”  
 “Ini masuk dalam bentuk kata tanya atau question word”
- (63) Teacher B : “Jadi yang berhubungan dengan *what* itu biasanya kita tanyakan apa”  
 “Kemudian kata *where* jika yang kita tanyakan tentang tempat”

- “Kemudian ada *when* disini, biasanya penggunaan waktu”  
 “Ada kata *how* yang artinya bagaimana”  
 “Bisa kita bertanya, misalnya”
- (64) Teacher B : (The teacher practiced introduction with one of student)  
 “What’s your name?”  
 “Where do you live?”  
 “So, from school to here, how far?”  
 “How do you go to school?”  
 “Bagaimana kamu ke sekolah?”  
 “Dari rumah ke sini (school) jauh, ya?”  
 “How do you go to school?”  
 “Bagaimana kamu ke sekolah?”  
 “Misalnya contoh, I go to school by bicycle.”  
 “Misalnya by angkot. Tapi misalnya kita tidak jauh, bisa dengan on foot”  
 “On foot artinya berjalan kaki”
- (65) Teacher B : “Sekarang, listen and repeat after me.”
- (66) Teacher B : “First, we read about these expression. Are you ready?”
- (67) Teacher B : (The teacher read the expression first and the students repeat the expression after her)  
 “Together”  
 “What is your name?”  
 “What is your call name?”  
 “Where do you live?”  
 “Where were you born?”  
 “How old are you?”  
 “How are you?”  
 “Nice to meet you?”  
 “Bye, see you.”
- (68) Teacher B : (The teacher let the students read the expressions by themselves)

- “Silakan kamu baca dari awal.”
- (69) Teacher B : “Do it twice. Dua kali ya?”
- (70) Teacher B : “Kalo mengungkapkan kalimat, jangan seperti gantar ya?”  
 “Lempeng gitu”  
 “Tidak ada intonasinya”  
 “Coba sekarang dengarkan bu guru”
- (71) Teacher B : (The teacher corrected the students pronunciation)  
 “Okey, ulangi”  
 “What is your name?”  
 “What is your call name?”  
 “Where do you live?”  
 “Where were you born?”  
 “How old are you?”  
 “How are you?”  
 “Nice to meet you?”  
 “Bye, see you.”
- (72) Teacher B : “Sekarang kita akan mulai.”
- (73) Teacher B : “Ibu nanti yang akan bertanya, kamu menjawab.
- (74) Teacher B : “Tetapi ibu kasih jawaban di sini.”
- (75) Teacher B : (The teacher wrote the answers on the right sight of the expression of introduction)
- (76) Teacher B : “Jadi nanti kompak. Kamu bisa menjawab dengan, misalnya di sini”
- (77) Teacher B : “Di sini akan ibu jawab dengan my name is lindawati.”  
 “My call name is linda.”  
 “I live on mawar street.”  
 “I was born on August, 20 2001.”  
 “I am thirteen years old.”  
 “I’m fine thank you. And you?”  
 “Nice to meet you too.”  
 “See you”



- (78) Teacher B : “Ibu yang bertanya, kamu yang menjawab.”
- (79) Teacher B : “So, after that, you can practice yourself with your partner beside you.”  
 “Setelah itu kamu bisa mempraktekkan bagaimana bertanya jawab.
- (80) Teacher B : “Siapa untuk memulai untuk tanya jawab?”
- (81) Teacher B : (The teacher pointed on the expressions of introduction which are written on the white board)  
 “Bisa menggunakan bentuk ini”
- (82) Teacher B : “Practice with your partner beside you.”  
 “Jadi nanti bisa latihan dengan teman di sampingmu.”  
 “Boleh juga mengembangkan sendiri”
- (83) Teacher B : (The teacher gave another examples of introduction)  
 “Misalkan, good morning.”  
 “My name is lindawati.”  
 “What is your name?”  
 “My name is linda.”
- (84) Teacher B : “Beda lagi kalo kita misalnya ada dua, kamu kenalan dua, saling bertanya nama boleh.”
- (85) Teacher B : “Ok”
- (86) Teacher B : “( The teacher pointed on the expressions of introduction)
- (87) Teacher B : “Sekarang kita dari sini”
- (88) Teacher B : “Kamu menggunakan bentuk-bentuk kalimat-kalimat yang ada di sana.”
- (89) Teacher B : (The Teacher Bsked the students to answer with the given example)
- (90) Teacher B : “Are you understand?”
- (91) Teacher B : “Ok, begin”
- (92) Teacher B : (The Teacher Bsked the students using the expression and let them answer with the given responses)
- (93) Teacher B : “And from number one”

“What is your name?”

“What is your call name?”

“Where do you live?”

“Where were you born?”

“How old are you?”

“How are you?”

“Nice to meet you?”

“Bye, see you.”

- (94) Teacher B : “Any question about the expressions and responses to introduce with your partner?”
- (95) Teacher B : “Apa ada pertanyaan untuk kalimat-kalimat atau ekspresi atau ungkapan tentang bagaimana kita berkenalan dengan orang lain?”
- (96) Teacher B : “Ok, the expression we use if you met the other people in this class or on the way.”
- (97) Teacher B : “Ini bisa kita gunakan jika kita misalnya ada di kelas ini, kamu kemarin kan belum kenal, ya?”  
“kan baru masuk, kemudian belum kenal”  
“Itu bisa digunakan untuk berkenalan atau misalnya kamu bertemu dengan orang lain di jalan.”  
“Atau dengan teman-teman bukan satu kelas di jalan”
- (98) Teacher B : “Sebelum ibu kasih kamu waktu untuk practice atau untuk kamu menghafal apa yang tadi ibu tulis, ibu punya beberapa kartu.”  
“Ibu akan memberikan kepada kamu acak.”  
“Nanti, setiap kartu itu, ada bentuk tanya, ada bentuk jawaban.”
- (99) Teacher B : (The teacher shared the cards)  
“Ok, Ibu bagikan dulu.”
- (100) Teacher B : “Baik, di kartu ada tanda plus, ya?”

- (101) Teacher B : “Kalo ada pertanyaan dari salah satu teman kamu, silakan untuk yang sesuai untuk jawaban itu kamu apa?”
- (102) Teacher B : (The teacher used cards game to make the students understand further)
- (103) Teacher B : (The Teacher Bsk one of the students whether he has his turn on the games or not?)
- (104) Teacher B : “Kamu sudah jawab?”
- (105) Teacher B : (The teacher corrected the student’s pronunciation)
- (106) Teacher B : “Nah itu latihan kita, ya?”
- (107) Teacher B : “Artinya kalau nanti ditanya atau kamu diajak berkenalan kamu jangan diam saja.”
- (108) Teacher B : “And then, I give you time to practice with your friend beside you how to use these expressions and responses.”  
“Ibu kasih waktu untuk belajar, tanya jawab atau berkenalan dengan teman di samping kamu.”
- (109) Teacher B : “Boleh kamu mengembangkan sendiri atau dengan apa yang kamu sudah tulis.”
- (110) Teacher B : “Do you understand?”
- (111) Teacher B : (The teacher repeated the instruction to the students)  
“Ibu beri waktu untuk latihan dengan teman satu bangku, karena kita baru awal boleh dengan tanya jawab dulu. Jadi salah satu bertanya kemudian dijawab.”
- (112) Teacher B : (The teacher explained to one of the students who still confuse about the instruction once again)
- (113) Teacher B : “Ok, silent please”
- (114) Teacher B : “Do you understand?”
- (115) Teacher B : “Yang belakang dengar tidak apa yang ibu omongkan tadi?”
- (116) Teacher B : “Sekarang latihan dengan teman satu bangku kamu, bentuknya boleh tanya jawab seperti tadi.”
- (117) Teacher B : “Jadi satu dengan ekspresi dan yang satu menjawab dengan responnya.”

- (118) Teacher B : (The teacher gave an example of an introduction with partner)
- (119) Teacher B : “Nah, seperti ini”  
 “Jadi seperti tadi yang sudah ibu contohkan.”  
 “Sekarang kamu latihan dengan teman sebangku kamu.”
- (120) Teacher B : (The teacher took the cards back from the students)
- (121) Teacher B : “Kartunya ibu ambil kembali.”
- (122) Teacher B : “Sekarang kamu buka latihan dengan teman sebangku atau teman di samping kamu.”
- (123) Teacher B : “I give time about fifteen minutes to practice with your partner beside you.”  
 “Silakan kamu berlatih dengan teman satu bangku kamu, ibu kasih waktu lima belas menit.”
- (124) Teacher B : “And then, after that if you are ready, you can move in front of the class with your partner.
- (125) Teacher B : “Kalau ada yang belum paham, silakan bertanya”
- (126) Teacher B : (The teacher walked around and helped her students who got difficulties about the materials)
- (127) Teacher B : “Nanti yang sudah siap akan ibu panggil.”
- (128) Teacher B : “Silahkan untuk maju ke depan”
- (129) Teacher B : “Tadi teman-teman kamu dari kelas samping itu bagus.  
 “Ibu, saya maju dulu”  
 “Jadi ibu senang.”
- (130) Teacher B : “Jadi tidak usah ramai.”
- (131) Teacher B : “Silent, please”  
 “Ayo coba diam”
- (132) Teacher B : “Nanti untuk lain kali misal kita mengenalkan orang lain”
- (133) Teacher B : (The teacher helped the students to practice introduction)  
 “Sit down, please.”
- (134) Teacher B : (The teacher warned the students)  
 “Don’t fight.”  
 “Ayo latihan.

- (135) Teacher B : “Ok, silent, please.”
- (136) Teacher B : “Siapa yang sudah siap maju?”
- (137) Teacher B : (The teacher encouraged her students to perform in front of the class)  
“Ok, give applause.”
- (138) Teacher B : “Next. Who will perform in front of the class?”
- (139) Teacher B : “Dengarkan teman kamu jadi kamu paham apa yang harus kamu lakukan di depan.”
- (140) Teacher B : “Coba yang lain dengarkan. Diam dan dengarkan.”
- (141) Teacher B : “Ok, applause for your friends.
- (142) Teacher B : “Kita ulang dulu bunyi-bunyi atau ungapannya (introduction)”
- (143) Teacher B : (The teacher helped the students to differentiate the pronunciation between life and live)  
“Disini ada kata live dan life.”
- (144) Teacher B : “Siapa lagi yang mau maju?”
- (145) Teacher B : “Ok, applause.”
- (146) Teacher B : “Masih ada yang mau maju?”
- (147) Teacher B : “Silent, please.”
- (148) Teacher B : “Coba yang putri, tadi yang putra sudah banyak, ya?”  
“ini kesempatan buat yang putri”
- (149) Teacher B : “Ini sekalian untuk latihan, jangan hanya ribut atau rame kamu nomor satu.”  
“Tapi kalau disuruh maju atau latihan di depan tidak ada yang maju.”
- (150) Teacher B : “Ok, I feel enough for today.”
- (151) Teacher B : “The next time, besok yang belum latihan bisa latihan lagi.”
- (152) Teacher B : “Seperti tadi teman-teman kamu sudah banyak yang mencontohkan.”
- (153) Teacher B : “Jadi kalau mau maju ke depan tidak usah kemudian tarik-tarikkan.”

- (154) Teacher B : “Kamu tidak usah urut tidak apa-apa”
- (155) Teacher B : “Kamu bisa mengekspresikan bagaimana kamu bisa berkenalan dengan ekspresi-ekspresi yang ada.”
- (156) Teacher B : “Enough for today”
- (157) Teacher B : “Thank you very much for your attention.”
- (158) Teacher B : “See you next time.”
- (159) Teacher B : “Wassalamualaikum warohmatullahi wabarokatuh.”

## APPENDIX 3

### Teacher's talk

- (1) Teacher C : "Assalamualaikum warohmatullahi wabarakatuh"
- (2) Teacher C : "Restu, are you here?"
- (3) Teacher C : "Ok. Everybody, who is absent today?"
- (4) Teacher C : "Anybody absent?"
- (5) Teacher C : "Who?"
- (6) Teacher C : (The teacher repeated checking the attendance list)  
"Who is absent?"
- (7) Teacher C : "Absent?"  
"Absen?"  
"Tidak masuk?"
- (8) Teacher C : "Who is absen today?"
- (9) Teacher C : "No one"
- (10) Teacher C : "Come on."  
"Say. No one"
- (11) Teacher C : "OK."  
"Good"  
"Alhamdulillah."
- (12) Teacher C : "Alright, everybody. Let we start our activity by saying  
basmallah.  
"Bismillahirohmanirrohim."
- (13) Teacher C : "On the last meeting, I gave you homework.  
Kemarin ibu beri PR.  
"Homework, ya?"
- (14) Teacher C : "You have to write down number in word. Menulis bilangan  
dalam bahasa Inggris.  
"Ditulis dalam kata"
- (15) Teacher C : "Did you do your homework?"

- (16) Teacher C : “Did you do your homework?”  
                   “Sudah mengerjakan Prnya?”
- (17) Teacher C : “Good.”
- (18) Teacher C : “Right. Number one.”
- (19) Teacher C : “What is number one?”
- (20) Teacher C : (The teacher wrote the homework on the white board)
- (21) Teacher C : “63=”
- (22) Teacher C : “What is it in English?”
- (23) Teacher C : “Sixty three”
- (24) Teacher C : “Who has the right answer?”  
                   Siapa yang betul?
- (25) Teacher C : “Okay, Alhamdulillah.”
- (26) Teacher C : “Subhanallah.”
- (27) Teacher C : “So, everybody has right answer.”
- (28) Teacher C : “Ok. How about number two?”
- (29) Teacher C : (The teacher wrote question number two)
- (30) Teacher C : “782=”
- (31) Teacher C : “What is it in English?”
- (32) Teacher C : “I want one”
- (33) Teacher C : (The teacher chose one of the students to tell the answer)  
                   “Please, you.”
- (34) Teacher C : (The teacher wrote one of the student’s answer on the white  
                   board)  
                   “Seven hundreds eight two.”
- (35) Teacher C : “Is it right?”
- (36) Teacher C : “Any other opinion?”  
                   “Ada pendapat yang lain?”
- (37) Teacher C : Ok, raise your hand.
- (38) Teacher C : Ok. You. Any other opinion?
- (39) Teacher C : (The teacher wrote the other student’s answer on the white  
                   board)



- “Seven hundredes and eight two.”
- (40) Teacher C : “Any other opinion?”  
 “Ada pendapat yang lain?”
- (41) Teacher C : “OK. So, there are two answer or two options.”
- (42) Teacher C : (The teacher read both the answer from her students)  
 “Seven hundreds eight two and Seven hundredes and eight two”
- (43) Teacher C : (The Teacher Csked and pointed to the answer on the white board)  
 “Which is the most correct?”
- (44) Teacher C : “Yang paling benar yang mana?”
- (45) Teacher C : (The teacher pointed the second answer)  
 “Sebetulnya ini juga benar cuma kurang.”
- (46) Teacher C : “Yang paling benar adalah yang kedua.”
- (47) Teacher C : “Who has the right answer?”  
 “Subhanallah. Almost everybody.”
- (48) Teacher C : “Now, what is number three?”
- (49) Teacher C : “Say in Indonesia. Come on.”
- (50) Teacher C : “13.333=”
- (51) Teacher C : “Ok. What is it in English?”
- (52) Teacher C : (The Teacher Csked the students in front row to answer the question)  
 “I want you, please.”
- (53) Teacher C : “Slowly”
- (54) Teacher C : “Thirteen thousands three hundredes and thirteen”
- (55) Teacher C : “Any other opinion?”
- (56) Teacher C : (The Teacher Csked the previous students to repeat her answer)  
 “Ok, repeat again. Ulangi sekali lagi.”
- (57) Teacher C : “Thirteen thousands three hundredes and thirty three.”
- (58) Teacher C : “Sorry. I am sorry.”  
 (Say sorry when she made mistake in writing the answer)
- (59) Teacher C : “Any other opinion everybody?”

- (60) Teacher C : “So, do you agree with her. Semuanya setuju dengan dia?”
- (61) Teacher C : (The teacher helped the students answering her question with full sentence.)
- (62) Teacher C : “So do I. I agree with her too.”
- (63) Teacher C : “Yes, it is absolutely right.”
- (64) Teacher C : “Ok. Good job.”
- (65) Teacher C : “Anybody has wrong answer?”  
“Ada yang salah?”
- (66) Teacher C : “I will check it later. Jadi nanti ibu cek.”
- (67) Teacher C : “What is number four?”
- (68) Teacher C : “Say in indonesia.”
- (69) Teacher C : “275.100=”
- (70) Teacher C : (The teacher let the students to try answer the question in English)
- (71) Teacher C : “Who want to say in English?”
- (72) Teacher C : “Raise your hand.”
- (73) Teacher C : (The teacher wrote the answer based on the students opinion)  
“Two hundred seventy five thousands and one hunded.  
“Any other opinion?”
- (74) Teacher C : “So, do you all agree with him?”  
“Setuju sama dia?”
- (75) Teacher C : “So do I. ibu juga. Saya juga.”
- (76) Teacher C : (The teacher corrected the answer)  
“Okey, it is right.”
- (77) Teacher C : “So, everybody right. Everybody has right answer.”
- (78) Teacher C : “Still anything else?”  
“Masih ada yang lain?”
- (79) Teacher C : “So, only four number.”
- (80) Teacher C : (the teacher pointed to the all numbers are written in white board)  
“What do we call these numbers?”

- (81) Teacher C : “Do you still remember?”  
“Ini kita memanggil bilangan ini bilangan apa?”
- (82) Teacher C : “What do we call this number?”
- (83) Teacher C : “Yes. Cardinal number”
- (84) Teacher C : “Next, we are going to study about ordinal number.”  
“The second kind of number is ordinal number.”
- (85) Teacher C : “Can you say it?”  
“Ordinal number.”
- (86) Teacher C : “Come on.”
- (87) Teacher C : “What is ordinal number?”
- (88) Teacher C : “Let’s find.”
- (89) Teacher C : (The teacher shared the card with cardinal number on it)  
“Now, I will give you cardinal number.”  
“One card one desk.”
- (90) Teacher C : “Ok, you can discuss with your friends.”
- (91) Teacher C : “Ada yang sebangku satu, ada yang sebangku dapat dua.”  
“Nanti yang sebangku satu bisa berdiskusi atau bermusyawarah yang maju siapa.”
- (92) Teacher C : “What number are they?”
- (93) Teacher C : “Itu nomor apa?”  
“Itu adalah nomor undian lomba.”
- (94) Teacher C : “We are going to have a singing competition.”
- (95) Teacher C : “Ok, do you agree with me?”
- (96) Teacher C : “Ok. What competition do you want?”  
“Lombanya apa?”
- (97) Teacher C : “Ya, baik. Lombanya kamu menunjukkan kemampuan kamu.”  
“Show your ability.”
- (98) Teacher C : “Kemampuan kamu.”  
“Misalnya yang bisa bernyanyi ya bernyanyi, yang bisa menggambar bisa menggambar objek. Kalau yang bisa puisi silahkan puisi.

Menyanyi nya apa saja.

- (99) Teacher C : “Now. Who gets number one?”
- (100) Teacher C : “Silent, please.”
- (101) Teacher C : “Pay attention.”
- (102) Teacher C : (The teacher showed the student who got number one)  
“Now, she is the first contestant.”
- (103) Teacher C : (The teacher wrote on the white board about order of participants)
- (104) Teacher C : “Kita panggil dulu.”
- (105) Teacher C : “She gets number one.”  
“So, she is the first contestant. Because she gets number one, I call her as the first contestant.  
“Jadi dia ini adalah peserta pertama. Karena dia dapat nomor satu. Jadi ibu panggil urut sesuai nomor undiannya.
- (106) Teacher C : “She is the first bcontestant. Coba tirukan sma-sama.”
- (107) Teacher C : “Who gets number two?”
- (108) Teacher C : (The Teacher Csked the students who got number two to go infront of the class)
- (109) Teacher C : “Come on.”
- (110) Teacher C : “Come here.”
- (111) Teacher C : “She is the second contestant.”
- (112) Teacher : “Giliran berikutnya.”  
“Setelah peserta pertama.”
- (113) Teacher C : (The Teacher Csked to all the students about the second contestant)  
“Dia peserta nomor berapa dan ke berapa?”
- (114) Teacher C : “Ya. Karena ibu panggil secara urut, berati ini peserta ke satu karena dapat nomor satu.”  
“Ini peserta kedua, karena dapat nomor dua.”
- (115) Teacher C : “Oke, sekarang peserta ketiga siapa?”
- (116) Teacher C : “Go a head.”

- (117) Teacher C : “Kenapa dia ibu sebut peserta ketiga?”
- (118) Teacher C : “Iya, betul. Right. Karena dapat nomor tiga.”
- (119) Teacher C : “Oke. Siapa peserta keempat?”
- (120) Teacher C : “Dia adalah peserta keempat.  
“Mengapa disebut peserta keempat?”
- (121) Teacher C : “Iya. Karena dapat ndian nomor empat.”
- (122) Teacher C : “Satu lagi. Siapa peserta kelima? Who is the fifth contestant?”
- (123) Teacher C : “Ini adalah peserta ke berapa?”
- (124) Teacher C : “Ke berapa?”
- (125) Teacher C : “Kelima.”
- (126) Teacher C : “Ibu panggil urutan nama ya?”
- (127) Teacher C : “Kesatu, peserta kesatu, peseta kedua, peserta ketiga, peserta kelima.”
- (128) Teacher C : (The Teacher Csked the students singing together)  
“Ayo sama-sama.”  
“Come on.”
- (129) Teacher C : “One, two, three, go.”
- (130) Teacher C : “Oke. Kesimpulannya.”  
“Coba tadi nomor satu, dua, tiga, empat, lima itu bilangan apa?”
- (131) Teacher C : “Bilangan kardinal.”
- (132) Teacher C : “Tapi kalau urutan kesatu, kedua, ketiga, keempat, kelima, itu bilangan apa?”
- (133) Teacher C : “Iya. Ordinal number.”
- (134) Teacher C : “Do you understand about ordinal number.”
- (135) Teacher C : “Coba sebutkan ordinal number itu apa saja?”
- (136) Teacher C : “Kesatu, kedua, ketiga, keempat, kelima, keenam sampai?”
- (137) Teacher C : “Iya, sampai tidak terhingga.”
- (138) Teacher C : “Jadi ditambahkan ke-“
- (139) Teacher C : “Bahasa inggrisnya kesatu itu write number one add with ST.”  
“In letter we can say first.”

- (140) Teacher C : “Come on. Say it.”
- (141) Teacher C : “first”  
“Artinya kesatu.”
- (142) Teacher C : “Kedua, what is it in English?”
- (143) Teacher C : “Number two and letter ND or we say second.”
- (144) Teacher C : “And then, ketiga, in number three add letter RD or we can say third.”
- (145) Teacher C : (The Teacher Csked the students to spell the number together)  
“Okey, say it together.”
- (146) Teacher C : (The teacher corrected the students pronunciation)  
“Third”
- (147) Teacher C : (The Teacher Csked the students spelling the numbers)  
“OK. You please yourself.”
- (148) Teacher C : (The Teacher Csked all the students spelling the numbers together)  
“Everybody, all of you. Come on.”
- (149) Teacher C : “For four and next, keempat dan seterusnya, itu tinggal ditambah TH.”
- (150) Teacher C : “Forth. come on. Say it.”  
“Kelima yaitu fifth.”  
“Keenam itu sixth.”  
“Ketujuh itu seventh.”  
“Kedelapan itu eight”  
“Kesembilan itu ninth”  
“Kesepuluh itu tenth”  
“Kesebelas itu eleven”  
“Keduabelas itu twelveth”  
“Ketiga belas dan seterusnya tinggal ditambah TH”  
“kalau dua puluh ke atas, kita lihat angka terakhirnya”  
“Ke-21, karena angka terakhirnya satu, berarti kita pakai first”  
“Ke-21 itu berarti twenty first”

- (151) Teacher C : “Demikian juga kalau angka terakhirnya dua dan tiga.”  
 “Jadi kita pakai second and third.”  
 “Selain itu kita tambahkan TH.”
- (152) Teacher C : “Now, please your card”  
 “Di kartu kamu ditulis dibawahnya ordinal numbernya”
- (153) Teacher C : “Please, do it right now.”
- (154) Teacher C : “Come on.”
- (155) Teacher C : “Write down the ordinal number or rewrite the number in ordinal form.”  
 “Tulis kembali angka itu dalam bentuk ordinal.”
- (156) Teacher C : “Finish?”
- (157) Teacher C : “After cardinal number, we know it as ordinal number.”
- (158) Teacher C : “OK. Now write doen on your note book as your exercise.”
- (159) Teacher C : “Please write down on your book.”
- (160) Teacher C : (The teacher gave an exercize to her students)
- (161) Teacher C : “Five numbers for you as your exercise”
- (162) Teacher C : “Write in English word.”
- (163) Teacher C : “Any question so far?”  
 “Ada pertanyaan?”
- (164) Teacher C : “Who want to ask something?”
- (165) Teacher C : “Everybody understand?”  
 “Semuanya paham about ordinal numbers?”
- (166) Teacher C : “OK. If you understand please try to do this exercise.”
- (167) Teacher C : “OK, everybody. The time is over. Have you finished?”
- (168) Teacher C : “Sudah selesai?”
- (169) Teacher C : “You can continue do the exercise at home as your homework and I want you to do your LKS book.”  
 “You also have to do the your exercise on your LKS book page eleven.”
- (170) Teacher C : “Please do the exercise at home.”
- (171) Teacher C : “OK. Now, we should end our activity.

(172) Teacher C : “Kita harus akhiri kegiatan kita.”

“Let’s we stop our activity by saying bismillah together.”

(173) Teacher C : “I hope we get something useful today.”

(174) Teacher C : “Ibu harapkan hari ini kita mendapatkan sesuatu yang bermanfaat.”

“Mudah-mudahan ikhtiar kita mendapatkan ridho dari Allah SWT.”

(175) Teacher C : “See you next time.”

“Good bye.”

“Wassalamualaikum warohmatullahi wabarokatuh



## APPENDIX 4

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

- A. Nama Sekolah : MAN Babakan Lebaksiu
- B. Mata Pelajaran : Bahasa Inggris /Wajib
- C. Kelas : X / 1
- D. Materi Pokok : Teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri
- E. Alokasi Waktu : 2 x 2 JP (180 menit)
- F. Kompetensi Inti
  - KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
  - KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
  - KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
  - KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

G. Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.
- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya
- 4.1 Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

H. Indikator :

(Sikap Spiritual)

1.1.1. Menunjukkan semangat mengikuti pembelajaran (A5)

1.1.2. Menunjukkan keseriusan mengikuti pembelajaran (A5)

(Sikap Sosial)

2.1.1. Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman (A5)

2.1.2. Menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman (A5)

(Pengetahuan)

3.3.1. Mengidentifikasi ungkapan pemaparan jati diri (K1)

3.3.2. Mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya (K1)

3.3.3. Menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. (K1)

3.3.4. Membandingkan perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. (K2)

3.3.5. Mengidentifikasi pengucapan dan isi teks yang memaparkan jati diri (K2)

3.3.6. Menemukan berbagai macam teks pemaparan jati diri dari berbagai sumber dalam konteks yang berbeda-beda (K3)

3.3.7. Menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. (K4)

(Penerapan)

4.4.1. Menyusun teks pemaparan jati diri secara lisan dan tertulis berdasarkan konteks/situasi (simulasi, role play, dan kegiatan lain yang terstruktur.(P3)

4.4.2. Melakukan percakapan dan menulis teks pemaparan jati diri secara lisan dan tertulis dengan meniru model/ccontoh yang telah diberikan /dipelajari. (P4)

I. Tujuan Pembelajaran :

(Sikap Spiritual)

1.1.3. Siswa dapat menunjukkan semangat mengikuti pembelajaran.

1.1.4. Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)

2.1.1. Siswa dapat menunjukan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.

2.1.2. Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

3.3.1. Siswa dapat mengidentifikasi ungkapan pemaparan jati diri.

3.3.2. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya

3.3.3. Siswa dapat menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.

3.3.4. Siswa dapat membandingkan perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.

- 3.3.5. Siswa dapat mengidentifikasi pengucapan dan isi teks yang memaparkan jati
- 3.3.6. Siswa dapat menemukan berbagai macam teks pemaparan jati diri dari berbagai sumber dalam konteks yang berbeda-beda.
- 3.3.7. Siswa dapat menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan.

(Penerapan)

- 4.4.1. Siswa dapat menyusun teks pemaparan jati diri secara lisan dan tertulis berdasarkan konteks/situasi (simulasi, role play, dan kegiatan lain yang terstruktur.(P3)
- 4.4.2. Siswa dapat melakukan percakapan dan menulis teks pemaparan jati diri secara lisan dan tertulis dengan meniru model/ccontoh yang telah diberikan /dipelajari. (P4)

J. Materi :

- Teks Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri
- Fungsi sosial : Menjalin hubungan dengan guru, teman dan orang lain
- Ungkapan : *My name is... I'm ... I live in ... I have ... I like ....* dan semacamnya
- Unsur Kebahasaan : Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi, Kata kerja dalam simple present tense: *be, have* dalam simple present tense, Kata tanya *What? Who? Which?*, Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi, rujukan kata

K. Metode :

Menyimak, diskusi kelompok, studi pustaka, role- play, penugasan individu dan kelompok.

L. Media :

Laptop, Computer, LCD, Rekaman untuk Listening, Loud Speaker, Film/gambar, Power Point Presentation

M. Sumber :

- Buku Pathway to English for Senior High School Grade X (General Programme)
- Audio CD/VCD/DVD
- Suara guru
- Koran/majalah berbahasa Inggris
- [www. dailyenglish.com](http://www.dailyenglish.com)
- [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)
- <http://learnenglish.britishcouncil.org/en>

N. Langkah-langkah Pembelajaran :

Pertemuan 1

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	

2) Kegiatan Inti

Guru	Siswa	Waktu
<b>Mengamati (Observing)</b>		
- Mengkondisikan siswa untuk siap mengikuti pelajaran dengan menunjukkan gambar tentang seseorang yang memaparkan dirinya.	- siap mengikuti pelajaran tentang pemaparan jati diri	15'
- memberikan sejumlah pertanyaan berkaitan dengan pemaparan jati diri	- menjawab pertanyaan guru berkaitan dengan dengan pemaparan jati diri	

- meminta siswa untuk menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.	- menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.	
- Memperdengarkan percakapan tentang pemaparan jati diri dan meminta siswa menjawab pertanyaannya	- Mendengarkan percakapan tentang pemaparan jati diri dan menjawab pertanyaannya	
- Memperdengarkan ungkapan tentang pemaparan jati diri dan meminta siswa meresponnya	- Merespon ungkapan pemaparan jati diri dari teks yang diperdengarkan	

<b>Mempertanyakan (Questioning)</b>		
- memberikan kesempatan untuk siswa berdiskusi tentang perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.	- Membaca tentang perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.	
- memberikan kesempatan untuk siswa memberitahukan hasil perbedaan diskusi yang dilakukan	- berdiskusi dengan teman kelompok dan memberitahukan hasil diskusi tentang perbedaan pemaparan jati diri secara lisan	15'
- memberikan kesempatan untuk siswa bertanya tentang pengucapan dan isi teks yang memaparkan jati diri dengan memperdengarkan percakapan pemaparan jati diri dan menjawab	- bertanya tentang berbagai konteks pemaparan jati diri	

pertanyaannya		
- memberikan kesempatan untuk siswa mempelajari contoh-contoh ungkapan pemaparan jati diri	- Membaca contoh-contoh ungkapan pemaparan jati diri	
<b>Mengeksplorasi (Exploring)</b>		
- Meminta siswa untuk membuat kliping tentang bentuk identitas pemaparan diri dari berbagai sumber.	- Membuat kliping tentang <i>personal identification forms</i>	15'
- Meminta siswa berpasangan memasang pertanyaan pemaparan diri dengan respon yang tepat	- berpasangan memasang pertanyaan pemaparan diri dengan respon yang tepat	
- Meminta siswa untuk menjawab pertanyaan secara individu dan meresponnya dengan ungkapan pemaparan jati diri	- menjawab pertanyaan secara individu dan meresponnya dengan ungkapan pemaparan jati diri	
- Meminta siswa untuk melengkapi informasi diri temannya dan melengkapi teks pemaparan diri	- melengkapi informasi diri temannya dan melengkapi teks pemaparan diri	
<b>Mengasosiasi (Associating)</b>		
- memberi siswa ungkapan pemaparan jati diri sesuai dengan fungsinya	- Memasang ungkapan pemaparan jati diri dengan fungsinya	5'
<b>Mengkomunikasikan (Communicating)</b>		
- Meminta siswa secara berpasangan menyusun percakapan memaparkan jati diri	- secara berpasangan menyusun percakapan memaparkan jati diri	20'
- meminta siswa secara	- secara berpasangan melakukan	

berpasangan berlatih melakukan percakapan memaparkan jati diri	percakapan percakapan memaparkan jati diri	
- memberi masukan baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi	- mencatat semua masukan guru baik dari aspek struktur teks, kebahasaan maupun ucapan, tekanan kata dan intonasi	
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam lembar refleksi diri.	- menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam lembar refleksi diri.	

### 3) Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya	- membaca pelajaran berikutnya	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	



Pertemuan 2

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	
- Mereview ungkapan pemaparan jati diri	- Menjawab dan merespon ungkapan pemaparan jati diri yang diberikan oleh guru	

2) Kegiatan Inti

Guru	Siswa	Waktu
<b>Mengamati (Observing)</b>		
- meminta siswa untuk mengidentifikasi <i>terms family dan relatives</i>	- melengkapi kalimat dengan <i>terms family dan relatives</i>	15'
- meminta siswa untuk melengkapi teks pemaparan diri dengan <i>terms family dan relatives</i>	- melengkapi teks pemaparan diri dengan <i>terms family dan relatives</i>	
- meminta siswa untuk berpasangan melakukan tanya jawab berdasarkan family tree yang tersedia	- berpasangan melakukan tanya jawab berdasarkan family tree yang tersedia	
- meminta siswa untuk memasang gambar dengan hobby yang tepat	- memasang gambar dengan hobby yang tepat	
- meminta siswa berpasangan berlatih percakapan	- berlatih percakapan menggunakan model tentang	

membicarakan hobby mereka	membicarakan hobby	
<b>Mempertanyakan (Questioning)</b>		
- memberikan kesempatan untuk mempelajari penggunaan <i>to be dan to have</i> dalam teks pemaparan jati diri	- Mendapat penjelasan tentang penggunaan <i>to be dan to have</i> dalam teks pemaparan jati diri dan melengkapi teks dengan <i>to be dan to have</i> yang tepat	15'
- memberikan kesempatan untuk siswa mempelajari penggunaan <i>pronouns</i>	- Mengidentifikasi penggunaan pronouns dengan membaca dan menganalisa penggunaan pronouns dan melengkapi teks dengan pronouns yang tepat	
- memberikan kesempatan untuk siswa memahami pronouns dengan melengkapi teks	- Melengkapi teks pemaparan diri dengan pronouns yang tepat	
- memberikan kesempatan untuk siswa memahami menggunakan kata tanya <i>What? Who? Which?</i>	- Melengkapi dialog pemaparan diri dengan kata tanya <i>What? Who? Which?</i>	
<b>Mengeksplorasi (Exploring)</b>		
- memberi siswa beberapa teks tentang pemaparan jati diri	- membaca sebuah teks tentang pemaparan jati diri	10'
- meminta siswa untuk memaparkan dirinya secara individu yang dipilih secara acak	- memperkenalkan diri di depan kelas secara individu	
<b>Mengasosiasi</b>		
- memberi siswa sebuah artikel tentang pemaparan jati diri dan memintanya menjawab	- membaca artikel pemaparan jati diri dan menjawab pertanyaan	10'

pertanyaan		
- meminta siswa berpasangan dan membaca surat pen-pan dan membuat balasannya	- berpasangan dan membaca surat pen-pan dan membuat balasannya	
<b>Mengkomunikasikan</b>		
- Meminta siswa secara mandiri untuk menuliskan sebuah surat pemaparan jati diri untuk penpalnya	- secara mandiri menulis sebuah surat pemaparan jati diri untuk penpalnya	20'
- meminta siswa lain saling memberikan komentar /masukkan atas surat yang dibuat	- meminta siswa lain saling memberikan komentar /masukkan atas surat yang dibuat	
- meminta siswa untuk merevisi bagian-bagian yang masih kurang baik dalam surat tersebut	- merevisi bagian-bagian yang masih kurang baik dalam surat tersebut	
- memberi masukan baik dari aspek fungsi sosial, struktur teks, bentuk bahasa maupun format penulisannya.	- mencatat semua masukan guru baik dari aspek fungsi sosial, struktur teks, bentuk bahasa maupun format penulisannya.	
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar ( <i>learning journal</i> ).	- menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar ( <i>learning journal</i> ).	

### 3) Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil	10'

	pembelajaran	
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan kegiatan mandiri tidak terstruktur untuk mencari penpal dengan menulis surat dari negara berbeda.	- mencari penpal dengan menulis surat dari negara berbeda.	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

O. Penilaian :

- 1) Penilaian sikap spiritual dan sosial
  - a. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
  - b. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)
- 2) Penilaian pengetahuan dilakukan dengan : Tes Tertulis (soal terlampir)
- 3) Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

Mengetahui  
Kepala SMA

Tegal ,  
Guru Mata Pelajaran

( )

( )

## APPENDIX 5

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Satuan Pendidikan	: SMP
Kelas/Semester	: VII/1
Mata Pelajaran	: Bahasa Inggris
Topik	: Greeting and Introduction
Pertemuan Ke-	: 1
Alokasi Waktu	: 2 x 40 menit

#### A. Kompetensi Dasar

- 2.1 Menunjukkan perilaku jujur dan percaya diri dalam berkomunikasi dengan lingkungan sosial sekitar rumah dan sekolah
- 3.1. Menenal berbagai cara berbeda dalam membuka percakapan (menyapa, memperkenalkan diri, menginisiasi topik percakapan)
- 1.1. Membuka dan menutup percakapan *interpersonal* dengan ungkapan bervariasi melalui kegiatan menyimak dan berbicara

#### B. Indikator Pencapaian Kompetensi

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Mengidentifikasi ungkapan yang digunakan untuk menyapa dalam bahasa Inggris (*Greeting*)
3. Melakukan tindak tutur menyapa dalam bahasa Inggris dengan percaya diri
4. Mengidentifikasi ungkapan yang digunakan untuk memperkenalkan diri dalam bahasa Inggris (*Introduction*)
5. Melakukan tindak tutur memperkenalkan diri dalam bahasa Inggris
6. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris.

- Melakukan percakapan *interpersonal* dengan menggunakan ungkapan perkenalan diri melalui kegiatan terintegrasi menyimak-berbicara bahasa Inggris dengan percaya diri.

**C. Tujuan Pembelajaran**

- Melalui contoh, peserta didik dapat menggunakan ungkapan sapaan ke dalam praktik berbicara bahasa Inggris.
- Melalui contoh, peserta didik dapat menggunakan ungkapan perkenalan diri ke dalam praktik berbicara bahasa Inggris.

**D. Materi Pembelajaran**

- Ungkapan sapaan: *Hello/Hi, How are you?, How's life?, Good morning/afternoon/evening/night. Nice to meet you.*
- Ungkapan perkenalan diri: *my name is \_\_\_\_\_, you can call me \_\_\_\_\_,*
- Kosakata yang berhubungan dengan aktivitas sapaan dan perkenalan diri: *thank you, I am fine, thanks, nice to meet you too.*

**E. Model/Metode Pembelajaran**

- Pendekatan: *scientific*
- Strategi: *observe – practice.*
- Metode: *Inquiry/Experiential learning.*

**F. Kegiatan Pembelajaran**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta di pertemuan pertama.</li> <li>Guru dapat menggunakan kalimat “<i>Good morning, students</i>”.</li> <li>Pastikan peserta didik merespon dengan menjawab kembali “<i>Good morning, Teacher/ Sir/Mam</i>”.</li> <li>Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.</li> </ul>	10 menit



	<p>dapat menggunakan kata “Mister” yang diikuti nama keluarga, misalnya Mr. Suparlan untuk Agus Suparlan.</p> <ul style="list-style-type: none"> <li>• Sedangkan untuk guru perempuan, kita dapat menggunakan kata “Mam”, atau “Ms”.</li> <li>• Dalam penggunaan kata sapaan untuk guru perempuan, kita dapat memberikan sedikit penjelasan bahwa untuk panggilan kepada perempuan yang masih <i>single</i> atau belum menikah, biasa kita sebut dengan panggilan “Miss”. Sedangkan</li> <li>• untuk wanita yang telah menikah kita dapat memanggilnya dengan kata “Mrs”. Sedangkan untuk wanita yang masih belum diketahui status pernikahannya, kita dapat menggunakan kata sapaan “Ms”.</li> <li>• Di beberapa daerah yang sudah terbiasa dengan “Bapak” maupun “Ibu”, ungkapan-ungkapan ini tidak salah tentunya. Penggunaan kata “Mister” maupun “Miss” digunakan dalam usaha untuk memunculkan <i>English environment</i>. Namun secara umum, panggilan yang digunakan untuk menyapa guru adalah “Mister” atau “Miss”.</li> </ul> <p><b><u>Experimenting</u></b></p> <ul style="list-style-type: none"> <li>• Guru mengenalkan ragam ungkapan-ungkapan salam baik dalam situasi formal maupun situasi informal.</li> <li>• Dalam bagian ini, guru menjelaskan bahwa pertanyaan “How are you?” tidak harus selalu dijawab dengan “I’m fine”.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Sebagian pendapat mengatakan bahwa jawaban “I’m <i>fine</i>” merupakan salah satu bentuk motivasi diri untuk selalu merasa sehat dan menularkan semangat yang ada ke setiap orang, walaupun mungkin kondisinya sedang tidak terlalu baik.</li> <li>• Percakapan pertama bercerita tentang kondisi anak yang merasa sakit kepala (<i>headache</i>).</li> <li>• Percakapan kedua bercerita tentang kondisi anak yang merasa <i>flu</i>.</li> <li>• Beberapa jenis penyakit umum yang dapat diperkenalkan di antaranya: <i>stomachache, toothache, backache, flu/cold, cough</i></li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya (REFLEKSI)</li> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “Greeting and Introduction”</li> <li>• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini</li> <li>• Siswa diberi tugas kelompok untuk pembelajaran minggu depan untuk penilaian projek</li> </ul>	10 menit

### G. Sumber/Media Pembelajaran

1. Sumber: Buku Paket Siswa
2. Media: Audio/video, *White board, board marker*

### H. Penilaian

1. Penilaian dari Aspek Pengetahuan (Knowledge)
  - a. Kosa Kata/Vocabulary

5 = Hampir sempurna

- 4 = Ada beberapa kesalahan tapi tidak mengganggu makna  
 3 = Ada beberapa kesalahan dan mengganggu makna  
 2 = Banyak kesalahan dan mengganggu makna  
 1 = Terlalu banyak kesalahan sehingga sulit dipahami
- b. Kelancaran/Fluency
- 5 = Sangat lancar  
 4 = Lancar  
 3 = Cukup lancar  
 2 = Kurang lancar  
 1 = Tidak lancar
- c. Ketelitian/Accuracy
- 5 = Sangat teliti  
 4 = Teliti  
 3 = Cukup teliti  
 2 = Kurang teliti  
 1 = Tidak teliti
- d. Pengucapan/Pronunciation
- 5 = Hampir sempurna  
 4 = Ada beberapa kesalahan tapi tidak mengganggu makna  
 3 = Ada beberapa kesalahan dan mengganggu makna  
 2 = Banyak kesalahan dan mengganggu makna  
 1 = Terlalu banyak kesalahan sehingga sulit dipahami
- e. Intonasi/Intonation
- 5 = Hampir sempurna  
 4 = Ada beberapa kesalahan tapi tidak mengganggu makna  
 3 = Ada beberapa kesalahan dan mengganggu makna  
 2 = Banyak kesalahan dan mengganggu makna  
 1 = Terlalu banyak kesalahan sehingga sulit dipahami
- f. Pemahaman/Understanding
- 5 = Sangat memahami  
 4 = Memahami

3 = Cukup memahami

2 = Kurang memahami

1 = Tidak memahami

g. Pilihan Kata/Diction

5 = Sangat variatif dan tepat

4 = Variatif dan tepat

3 = Cukup variatif dan tepat

2 = Kurang variatif dan tepat

1 = Tidak variatif dan tepat

Lampiran 1 :

Lembar pengamatan penilaian sikap spiritual

No	Indikator	Nomor daftar hadir siswa kelas X -1													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	Siswa menunjukkan semangat dalam mengikuti pembelajaran														
2	Siswa menunjukkan keseriusan dalam mengikuti pembelajaran														

- Kriteria penilaian semangat :

3 = telah menunjukkan semangat (tidak mudah menyerah menghadapi kesulitan, menghargai waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar) dalam mengikuti pembelajaran

2 = mulai menampakan semangat( tidak mudah menyerah menghadapi kesulitan, menghargai waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar )dalam mengikuti pembelajaran, namun belum sepenuhnya.

1= belum menampakan semangat( tidak mudah menyerah menghadapi kesulitan, menghargai waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar )sama sekali dalam mengikuti pembelajaran

- Kriteria penilaian serius :

3 = telah menunjukkan serius(berkomitmen tinggi, sedia bekerja keras, bersungguh-sungguh) dalam mengikuti pembelajaran

2 = mulai menampakan serius tidak mudah menyerah menghadapi kesulitan, menghargai waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar dalam mengikuti pembelajaran, namun belum sepenuhnya.

1 = belum menampakan serius tidak mudah menyerah menghadapi kesulitan, menghargai waktu, belajar dengan sepenuh hati/ikhlas, rajin belajar sama sekali dalam mengikuti pembelajaran

- Lembar pengamatan penilaian sikap sosial

No	Indikator	Nomor daftar hadir siswa kelas X -1													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	Siswa menunjukkan perilaku santun dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.														
2	Siswa menunjukkan perilaku santun dalam melaksanakan Komunikasi interpersonal														

dengan guru dan teman.																			
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- Kriteria penilaian perilaku santun :
  - 3 = telah menunjukkan perilaku santun (mengatakan ” tolong” dan ” terima kasih” , menghargai dan menghormati orang lain tanpa membedakan golongan, memandang orang yang diajak bicara, menggunakan bahasa yang tidak menyinggung perasaan orang lain) dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.
  - 2 = mulai menampakan perilaku santun mengatakan ” tolong” dan ” terima kasih” , menghargai dan menghormati orang lain tanpa membedakan golongan, memandang orang yang diajak bicara, menggunakan bahasa yang tidak menyinggung perasaan orang lain)dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman, namun belum memakai kaidah-kaidah kesantunan (misalnya, *please, thank you, Can I...?.*)
  - 1 = belum menampakan perilaku santun mengatakan ” tolong” dan ” terima kasih” , menghargai dan menghormati orang lain tanpa membedakan golongan, memandang orang yang diajak bicara, menggunakan bahasa yang tidak menyinggung perasaan orang lain)sama sekali dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.
- Kriteria penilaian perilaku peduli :
  - 3 = telah menunjukkan perilaku peduli (menawarkan bantuan pada teman dan tidak egois) dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

- 2 = mulai menampakan perilaku peduli(menawarkan bantuan pada teman dan tidak egois) dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.
- 1= belum menampakan perilaku peduli(menawarkan bantuan pada teman dan tidak egois) sama sekali dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

Lampiran 2

Kisi-kisi soal pengetahuan dan penerapan

No	Kompetensi Inti	Kompetensi Dasar	Kelas/ semester	Materi Pokok	Indikator soal	Nomor soal
1	KI. 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada	KD 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.	X/1	Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri	Diperdengarkan sebuah teks pemaparan jati diri, siswa dapat memilih jawaban yang tepat dengan menentukan : - Informasi tertentu - Informasi rinci - Informasi tersurat  Diberikan sebuah teks	1-5  (PG)      6-10  (PG)

	<p>bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p>			<p>pemaparan diri, siswa membaca dan memilih jawaban yang tepat dengan menentukan :</p> <ul style="list-style-type: none"> <li>- Informasi tertentu</li> <li>- Informasi rinci</li> <li>- Informasi tersurat</li> <li>- Rujukan kata</li> </ul>	
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2	<p>KI.4</p> <p>Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan</p>	<p>KD.4.1.</p> <p>Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	X/1	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p>	<p>Berdasarkan catatan diri siswa, siswa diminta menyusun teks tulis sederhana tentang pemaparan diri</p>	<p>11</p> <p>(uraian)</p>
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Lampiran 3 :

### SPEAKING RUBRIC ASSESSMENT

Name : .....

Class/Number : ...../ .....

Name : .....

Class/Number : ...../ .....

KKM : 75

No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Pronunciation	too many mistakes	with 2 until 5 mistakes	perfect pronunciation	
2.	Intonation	monotonous	begins to vary the intonation	Accurate intonation	
3.	Grammar	too many mistakes	with 2 until 5 mistakes	no mistakes in grammar	
4.	Content	plain/simple	begins to add some information	add more personal information	
	Total score				
	Final Score = Total score :				
	4				

### WRITING RUBRIC ASSESSMENT

Name : .....

Class/Number : ...../ .....

No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Text Organization	Doesn't use the correct text organization of recount text	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2.	Sentence formation	Use simple sentences	begins to vary simple sentences and compound sentences	Use simple sentences, compound sentences and complex sentences correctly	
3.	Grammar	Too many mistakes	6 until 10 mistakes	Under 5 mistakes	
4.	Vocabulary	Basic Vocabulary, less precise	Developed vocabulary	Purposefully chosen vocabulary	
5.	Mechanic	Some errors with spelling and punctuation	Mostly effective use of mechanics; errors do not detract from meaning	Effective use of capitalization, punctuation, and spelling	
6.	Tidiness and deadline	Write awkwardly,	Write quite neatly, quite	Write neatly, clear font,	

		Unreadable, submit late more than 3 days from the deadline	clear font, submit late three days from the deadline	submit the work in/on time	
	Total score				
	Final Score = Total score				
	: 6				

## APPENDIX 6





