

**WASHBACK EFFECT TEACHING: A CASE OF TEACHING
ENGLISH FOR YEAR X STUDENTS**



*Building
Future
Leaders*

RIZKI SETIASTRI

2215071454

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of “Sarjana Pendidikan”**

ENGLISH DEPARTMENT

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LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Rizki Setiastri

No. Registrasi : 2215071454

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : **WASHBACK EFFECT TEACHING: A CASE OF TEACHING ENGLISH FOR YEAR X STUDENTS**

Telah berhasil dipertahankan di hadapan Dewan Penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar sarjana pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

DEWAN PENGUJI

Pembimbing

Ketua Penguji

Dra. Sri Sumarni, M.Pd
NIP.196005201985032001

Dr. Ratna Dewanti, M.Pd
NIP. 196211071988032001

Penguji I (Materi)

Penguji II (Methodology)

Atikah Ruslianti, M.Hum
NIP. 197203242006042001

Rahayu Purbasari, M.Hum
NIP. 196507031998022001

Jakarta, Agustus 2011
Dekan Fakultas Bahasa dan Seni,

Banu Pratitis, Ph.D
NIP. 19520605 1984032 001

LEMBAR PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Rizki Setiastri

No. Registrasi : 2215071454

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : WASHBACK EFFECT TEACHING: A CASE OF
TEACHING ENGLISH FOR YEAR X STUDENTS

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Jakarta, Agustus 2011

Rizki Setiastri

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Nama : Rizki Setiastri

No. Reg : 2215071454

Fakultas : Bahasa dan Seni

Jenis Karya : Skripsi

Judul : Washback Effect Teaching: A Case of Teaching English for Year X Students

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Rizki Setiastri

2215071454

SURAT PERNYATAAN PEMBERIAN DATA

Yang bertandatangan dibawah ini:

Nama : Ratna Dewi Ritonga

Pekerjaan : Guru Bahasa Inggris SMA Negeri 39 Jakarta

Menyatakan bahwa benar telah memberikan data berupa observasi kelas, wawancara, lesson plan, dan refleksi pada pernyataan objective pada Rizki Setiastri guna diolah menjadi data skripsi yang berjudul 'WASHBACK EFFECT TEACHING: A CASE STUDY IN SMA NEGERI 39 JAKARTA'.

Jakarta, Juli 2011

Ratna Dewi Ritonga

ABSTRAK

Rizki Setiastri. WASHBACK EFFECT TEACHING: A CASE OF TEACHING ENGLISH FOR YEAR X STUDENTS. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta (UNJ), Juli 2011.

Penelitian ini dilakukan untuk menggambarkan pelaksanaan *washback effect teaching* dalam mata pelajaran Bahasa Inggris yang dilaksanakan pada kelas X. Deskripsi dilakukan untuk mengetahui apa yang guru lakukan dalam melaksanakan *washback effect teaching* dan alasan dibalik tindakan tersebut. Penelitian ini dilakukan di SMA Negeri 39 Jakarta. Studi kasus dipilih sebagai desain penelitian karena dianggap dapat memotret secara rinci fenomena yang ada. Fokus penelitian diarahkan pada dokumen pembelajaran yang dibuat oleh guru, bentuk refleksinya dan pelaksanaan pembelajaran. Data penelitian ini diperoleh melalui dokumen analisis, observasi kelas, dan wawancara. Hasil penelitian ini menunjukkan bahwa *washback effect teaching* yang dilaksanakan oleh guru mengarah kepada *negative washback effect* dimana hal ini ditunjukkan pada rencana pembelajaran yang dibuat oleh guru, dimana guru tidak mencantumkan tujuan, indikator, materi, kegiatan pembelajaran dan penilaian dengan jelas. Temuan tersebut diperkuat oleh pernyataan guru pada wawancara dimana ia mengakui bahwa tujuan, indikator dan penilaian yang ia buat tidak spesifik. *Negative washback effect* juga tergambar pada pelaksanaan pembelajaran, dimana guru melaksanakan kegiatan yang tidak dapat mengarahkan siswa untuk mencapai kompetensi pembelajaran. Temuan tersebut diperkuat dalam observasi pelaksanaan *teaching and learning program*. Setelah ditelusuri lebih lanjut alasan mengapa melaksanakan *washback effect teaching* yang mengarah pada *negative washback* dipengaruhi oleh beberapa faktor, yakni keputusan daerah, administrasi sekolah, kendala lapangan, dan ekspektasi siswa.

ABSTRACT

Rizki Setiastri. WASHBACK EFFECT TEACHING: A CASE OF TEACHING ENGLISH FOR YEAR X STUDENTS. Skripsi. English Department, Faculty of Languages and Arts, State University of Jakarta (UNJ), July 2011.

This study was conducted to portray the implementation of washback effect teaching for year X students. Description was conducted to know what the teacher do in conducting washback effect teaching and investigate the teacher decision in the action she takes. This study was conducted in SMA NEGERI 39 Jakarta. Case study was chosen as the research design for this study because case study approach is suitable to investigate the detail in the real situation. The focus of the study was directed to lesson plan, assessment instrument, teacher's objectives reflection, classroom observation, classroom observation instrument, and teacher's and students' interview. The data from this study were obtained from document analysis, classroom observation and triangulation data. This study showed that the washback effect teaching conducted by the teacher lead to the negative washback effect. It was showed in the lesson plan, the teacher did not stated the clear objectives, indicators, materials, teaching and learning activities, and assessment. These findings were supported by the teacher's confirmation in the interview. Negative washback effect was also described in the classroom action where the teacher cannot lead the students to achieve the learning competencies. This finding was supported in the observation of classroom action. The further investigation found that the implementation of washback effect that lead to the negative washback effect was influences by some factors, they are the regional policy, school administration, struggles in the real condition, and students' expectation.

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Jakarta, July 2011

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CHAPTER I

INTRODUCTION

A. Background of study

This study was meant to portray washback effect which was conducted for year X students. The washback effect in this study refers to the teaching process which is carried out based on the assessment required by the regional policy. As Brown (2004: 28), washback generally refers to the effect that the test have on instruction in terms how students prepare for the test.

In teaching and learning program, teachers have decision such as in selecting objectives, materials, teaching and learning activities, and assessment. Moreover, when a teacher conducts special teaching and learning program like washback effect teaching teachers decision in the planning document and classroom action is very significant in the successfulness of the program.

Teachers have the right to decide factors in teaching and learning. This has been stated in the government regulation number 22, 23 and 24 year 2006 that teachers have an authority to develop their own way in teaching. Teachers are free to make their own teaching objective, select material, organize teaching and learning activities, and select the assessment. However, in 2004 the regional government proposed an assessment system that regulates the competencies for senior high school students in Jakarta province. And this regulation has been seriously responded by the school case by conducting the language learning program that uses the regulation as the central reference. Therefore this study

focused on the way the teacher uses washback effect teaching in classroom assessment.

Generally, washback effect teaching is conducted due to the teachers' consideration in the result of the assessment because it has crucial impact to the achievement of the students' competence and the school accreditation. Moreover it will influence the teachers' method and view in teaching from teaching for the curriculum to teaching for the test.

Mohamadi (2009), it has widely been acknowledged that tests, especially high-stakes ones like schoolleaving examinations, employment exams, or university-entrance exams, can directly or indirectly influence the educational systems. The reason probably lies in the fact that they usually involve a set of determining functions in tests' life ranging from employment and promotion to placement and achievement. There is a clear tendency for students to study for a test by reviewing past tests and concentrating their efforts on the types of language and test items that are known to appear on such tests.

Mohammadi (2009) examined the effect of MA entrance exam of the universities on the methodology of university professors during their undergraduate courses. He concluded that the majority of the subjects were positively affected by the exam and the subjects were aware that their methodology and attitudes were gradually set to the demands of the exam. In addition, Madaus (1988) pointed out that teachers prefer to teach to the test when they believe important decisions are based on the test scores.

In an ordinary teaching and learning program a teacher refers to the curriculum or syllabus to prepare the lesson plan and classroom action. In our educational context it is regulated in the school based curriculum that teacher should develop the teaching and learning program based on the competencies stated in the curriculum. In this case the teacher has the right to decide how they will carry out the program to achieve the competencies.

Leinhardt and Greeno (1986) in Bailey (1991:19) described teaching as a complex cognitive skill which requires the construction of plans and the making of rapid on-line decisions. Freeman (1989) described language teaching as a process of decision making based on the constituents of knowledge, skills, and attitude and awareness. Knowledge, for the teacher, includes what is being taught (the subject matter); to whom it is being taught (the students – their backgrounds, learning styles, language levels, and so on); and where it is being taught (the socio cultural, institutional, and situational contexts). Skills define what the teacher has to able to do: present material, give clear instruction and discipline, and so on. Attitude is here defined as the stance one adopts toward oneself, the activity of teaching, and the learners one engages in the teaching/learning process. Awareness is the capacity to recognize and monitor the attention one is giving or has given to something. Thus, one acts on or responds to the aspect of a situation of which one is aware.

In the case being studied the decision was carried out based on the teacher's view in conducting washback effect teaching where the teaching and learning program influenced by the requirement in the assessment process. The teacher's

consideration from planning until assessment process was interpreted in this study.

In the English teaching being the case, the teacher did not use the curriculum as the main reference in teaching. Instead the curriculum, the English teaching in this case uses the assessment system as the main reference in planning and conducting teaching and learning program. This teaching and learning program is different with the teaching and learning program in general so this study aimed to reveal how the teaching and learning carried out and the consideration behind it.

B. Research questions

1. What did the teacher do in conducting washback effect?
2. What was the teacher's decision regarding to the action she took?

C. Purpose of the study

1. To describe the actions that the teacher takes in conducting washback effect teaching.
2. To investigate the teacher decision in the action she takes.

D. Significance of study

The result of this study would be useful for teacher and local government. For teacher, it can give reflection of the teacher's successfulness in teaching. The data of this study would show the washback effect conducted in the school being observed whether the implementation is already on track, and whether it led to

positive washback effect or not. For the local government it could show the impact of their policy.

E. Limitation of the study

This study was based on one case study, that is, one EFL classroom. It portrays teacher's action and decision in conducting washback effect teaching through document analysis, observation, and triangulation. The document analysis was done by analyzing the planning document from teacher and asking her to do self reflection on her document. The classroom observation was used to give information whether the implementation is interconnected with the plan. And, the triangulation data was gathered by interviewing the teacher to support the previous document. This study was carried out in one of English classroom in SMA Negeri 39 Jakarta.

F. Definition of terms

1. Washback effect teaching

Washback effect teaching in this study refers to the teaching process according to the standard and requirement in school administration system which is carried out by the teacher being the case for year X students.

2. Teacher's decision

Teacher's decision making in this research refers to all of the teacher's consideration regarding to the action that the teacher's take in conducting washback effect teaching.

3. Teacher's action

Teacher's action in this research refers to what the teacher do in conducting washback effect teaching from the planning process until the implementation process

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Definition of Washback Effect Teaching

Many countries in the world have introduced different types of assessments in their educational system with the intention of motivating changes in teaching and learning (Alderson and Wall, 1993; Burrows, 2004; Cheng, 2004; Qi, 2004 in Caine, 2005). Washback, sometimes referred to as backwash (Biggs, 1995, 1996 in Cheng, 2003), can be generally understood as the effect of an examination on teaching and learning. For Frederiksen and Collins (1989), it is *systemic validity*; for Messick (1996) *consequential validity*; and for Bachman and Palmer (1996) *test impact*. All these terms refer to diverse traits of washback, but for the purposes of this study, it used the term washback in its wider sense, that is, effect.

Bachman and Palmer (1996: 29-35) regarded washback as a feature of a wider phenomenon known as *test impact*. Shohamy et al (1996: 298) defined washback as ‘the connections between testing and learning’ and Saville (2000: 4) and Hughes (1989: 1) as ‘the effect of testing on teaching and learning’. Messick (1996: 241), noted that washback can have either harmful or positive effects, describes it as ‘the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language

learning'. Eckstein and Noah (1992) suggest that washback is implicit in any kind of assessment, especially when people's futures are affected by the examination results (high stakes), regardless of the quality of the test or examination.

Buck (1988: 17) describes washback as follows:

There is a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test, especially when the test is very important to the future of the students, and pass rates are used as a measure of teacher success. This influence of the test on the classroom (referred to as washback by language testers) is, of course, very important; this washback effect can be either beneficial or harmful.

Such definitions refer only to washback in terms of the influence that tests might have upon the language classroom and the participant roles of teacher and learner. In other analyses a much broader interpretation is offered, taking the view that tests can have more far-reaching effects within the field of education.

Davies (1968) suggested that tests and testing materials were being used as teaching devices resulting in narrow educational experiences for learners. Subsequently, educational researchers began looking at ideas and putting forward theories about how testing could actuate teaching.

A number of washback hypotheses have been proposed by Alderson and Wall (1993) which assumed that a test generally will influence what and how teachers teach and what and how learners learn. They also suggested that washback might occur to all teachers and learners or to some only, depending on the consequences of the test.

In summary, washback is defined as the influence of the test on teaching and learning, and on the motivations and behaviours of both teachers and learners. Both good tests and poor tests can have beneficial or harmful washback depending on their nature, their consequences, the settings and the test users and takers. Tests are assumed to be a factor leading to the implementation of changes in teaching and learning practices, provided that tests reflect course objectives or specific needs.

2. Types of Washback

Alderson and Wall (1993) distance themselves from a simplistic assumption about the way a test can influence behaviors. Therefore, they developed 15 washback hypotheses according to what is influenced: teaching, learning, content, rate, sequence, degree, depth, attitudes and also the number of teachers or learners affected by a test. Which hypotheses will be put forward depends on the nature of the test, the educational context, and the nature of the decisions that are taken on the basis of the test results. Actually, there seems to be a number of variables in society, education, and schools that determine how washback will appear.

When studying washback, it is also possible to focus on participants (teachers, students, material developers, publishers), process (actions by

participants towards learning), and products (what is learned and the quality of learning), as suggested in Hughes's trichotomy model (Hughes, 1993 as cited in Bailey, 1996). Watanabe (2004) proposes disentangling the complexity of washback by conceptualizing it in terms of: Dimension (specificity, intensity, length, intentionality and value of the washback), aspects of learning and teaching that may be influenced by the examination, and the factors mediating the process of washback being generated (test factors, prestige factors, personal factors, macro-context-factors).

Usually researchers focus on one aspect or type of washback. In Alderson and Wall's study in Sri Lanka (Alderson & Wall, 1993; Wall, 1996), the introduction of a test of English as a foreign language proved to produce faster changes in the content of teaching than changes in teaching methodology. Cheng (1997), in the preliminary results of a study of the washback effect of the Hong Kong Certificate of Education Examination in English in Hong Kong secondary schools, reports that washback effect "works quickly and efficiently in bringing about changes in teaching materials [...] and slowly and reluctantly and with difficulties in the methodology teachers employ" (p.1). Cheng introduces the term 'washback intensity' to refer to the "degree of washback effect in an area or a number of areas that an examination affects most" (p.7).

Andrews et al. (2002) found out in their study that the impact of a test can be immediate or delayed. According to these researchers, washback seems to be associated primarily with 'high-stakes' tests, that is, tests used

for making important decisions that affect different sectors., for example, determining who receives admission into further education or employment opportunities.

Donitza-Schmidt & Ferman, (1996) identifies as ‘high’ such situations when admission, promotion, placement or graduations are dependent on the test. Another aspect that has been studied is whether the test has been used as a lever for change (Pearson, 1988 in Cheng, 1997), so everything, from textbooks to staff, works to achieve better scores. Cheng (2000) reports on how tests are often introduced into the education system to improve teaching and learning, especially in centralized countries where tests are considered an efficient tool for introducing changes into an educational system without having to change other educational components (Cheng, 2000). In some countries these tests can be considered “the engine for implementing educational policy” (Petrie, 1987: 175 in Cheng, 2000: 6).

3. Factors Affecting Washback

It has been demonstrated that it is simplistic to believe that a test can result in all desired changes in teaching and learning. Education is a complex phenomenon and there are many factors involved in bringing about changes, like the school environment, messages from administration, expectations of teachers and students, for example. Saif (2000) argues that an analysis of the needs and objectives of learners and educational systems should be carried out as a starting point for the research in washback.

Wesche (1983 in Bailey, 1996), points out that when tests reflect the situations, content and purpose where learners will use the language, they are likely to improve motivation. Shohamy et al. (1996: 300) consider factors like the status of the subject-matter tested, the nature of the test, and the use to which the test scores are put. Wall (1996) provides a list of factors which might have prevented the examination in Sri Lanka from providing an effective 'lever for change'. These ranged from teachers' factors (lack of understanding of exam, the nature of the change desired, resistance to change, unfamiliarity with the test format and content) to more macro factors like gap between designers of test and teachers, lack of well trained teachers, overload of teachers, etc. Besides, according to Andrews et al. (2002), the innovating effect of a testing innovation is affected by the teachers and how they interpret the innovation, which may differ from what the conceivers of the test had in mind. Another variable can be the published materials in use (Andrews et al., 2002).

As can be seen, washback is a very complex notion. It can refer to the effect of an examination in the classroom, but also in the school, in the educational system and also in the society. Besides, this effect does not always take place directly but it is mediated by a number of factors, like the teachers' perception of the test, the status of the test as well as that of the subject – matter tested, the macro – context where the examination is used, the purpose of learning the language in the context, among others. Additionally, in order to study the washback effect, it is necessary to look at

the people that participate in the educational process, to the actual classroom events and activities, and to the outcomes of these processes.

4. How Washback Effect Work

Hughes (1993: 2) discusses the mechanisms by which washback works. He states, 'In order to clarify our thinking on backwash, it is helpful, I believe, to distinguish between participants, process and product in teaching and learning, recognizing that all three may be affected by the nature of a test'. According to Hughes (1993: 2), participants include students, classroom teachers, administrators, materials developers and publishers, 'all of whose perceptions and attitudes towards their work may be affected by a test'. Under process Hughes (1993: 2) includes 'any actions taken by the participants which may contribute to the process of learning'. Such processes include materials development, syllabus design, changes in teaching methodology, the use of learning and/or test-taking strategies, etc. Finally, product refers to 'what is learned (facts, skills, etc.) and the quality of the learning (fluency, etc.)' (1993: 2).

Hughes (1993: 2) further notes:

The trichotomy into participants, process and product allows us to construct a basic model of backwash. The nature of a test may first affect the perceptions and attitudes of the participants towards their teaching and learning tasks. These perceptions and attitudes in turn may affect what the participants do in carrying out their work (process), including practicing the kind of items that are to be found in the test, which will affect the learning outcomes, the product of that work.

Alderson and Wall (1993: 120-121) take a different approach to understanding how washback works. They pose the following 15 possible hypotheses regarding washback, in an attempt to further specify the 'Washback Hypothesis'. They mentioned that a test will influence teaching, learning, what teacher teach, how teacher teach, what learners learn, how learners learn, the rate and sequence of teaching, the rate and sequence of learning, the degree and depth of teaching, the degree and depth of learning, and attitudes to the content, method, etc., of teaching and learning. They also mentioned that tests that have important consequences will have washback and conversely. So the tests that do not have important consequences will have no washback. The last, tests will have washback on all learners and teachers, and effects for some learners and some teachers, but not for others.

5. Washback as a result of 'high-stakes' testing

According to the 'Washback Hypothesis' (Alderson & Wall 1993: 120-121) 'tests that have important consequences will have washback'. In other words, tests will arguably have a greater influence on teaching and learning in a 'high stakes' situation – i.e. one in which the test is typically used 'to compare and rank individuals, schools or national systems' (Chapman & Snyder Jr. 2000: 458) and whose 'primary use is to ration future opportunity as the basis for determining admission to the next layer of education or to employment opportunities' (ibid.). As Andrews (2004: 37) also observes, it

is precisely the power of high-stakes tests (or the strength of the perceptions which are held about them) that makes them potentially so influential upon the curriculum and curricular innovation.

Research conducted by Watanabe (1996; 2004) examining the belief that teachers' reliance on grammar-translation comes about as a direct result of university examination content, shows that the examinations exert a washback effect on some teachers but not on others. His findings suggest that factors such as the educational background, personal beliefs and experience of the individual teacher have as much influence over which methodology is employed in the classroom (Watanabe 1996: 330-331).

Chapman & Snyder Jr. (2000: 462) also question the extent to which high-stakes testing influences teachers' classroom methodology. Citing a general education study from Uganda by Snyder et al. (1997), which found that changes made to a national examination did not have the desired effect of encouraging teachers to alter their instructional practices, they suggest that 'it is not the examination itself that influences teachers' behavior, but teachers' beliefs about those changes' (Chapman & Snyder Jr. 2000: 462).

6. Positive and Negative Washback Effect

Hughes (1989: 2) assessment should be supportive of good teaching and have a corrective influence on bad teaching. Backwash can be harmful or beneficial. Hartley and Sporing (1999) stated that positive backwash happens when students study and learn those things which teachers intend

them to study and learn. On the other hand, negative backwash means the converse. For example, if teachers measure writing skills only through multiple-choice items, then there will be pressure to practice such items, rather than writing itself. In this case, the backwash would be negative.

Hughes (1989: 1) states simply that 'the effect of testing on teaching and learning is known as backwash' (this term being synonymous with washback). He devotes a brief chapter to 'achieving beneficial backwash', in which he outlines seven ways of promoting positive backwash (Hughes, 1989: 44-47):

- 1) Test the abilities whose development you want to encourage.
- 2) Sample widely and unpredictably.
- 3) Use direct testing.
- 4) Make testing criterion-referenced.
- 5) Base achievement tests on objectives.
- 6) Ensure [that the] test is known and understood by students and teachers.
- 7) Where necessary provide assistance to teachers.

Bailey (2008: 268-272) suggests a number of factors which are thought to promote beneficial washback. These include the incorporation of 1) language learning goals; 2) authenticity; 3) learner autonomy and self-assessment; and 4) detailed score reporting. She also mentioned that to conduct beneficial washback test tasks should require the same authentic,

interactive language use promoted in the classroom so that there is a match between what is taught and what is tested. And the negative washback occurs when there is a mismatch between the stated goals of instruction and the focus of the assessment which leads to the abandonment of instructional goals in favor of test preparation (i.e., teaching to the test).

7. Studies of Washback Effect Teaching

Mohammadi (2009) examined the effect of MA entrance exam of the universities on the methodology of university professors during their undergraduate courses. He concluded that the majority of the subjects were positively affected by the exam and the subjects were aware that their methodology and attitudes were gradually set to the demands of the exam. He also found that experienced teachers were much more examination-oriented than their younger counterparts.

Smith et al (1990) concluded that the pressure on the students to improve their test scores forced some teachers to ignore the materials which were not included in the external test. In another study, Smith (1991) pointed out that teachers have negative attitudes towards standardized tests and the narrowing of the curriculum.

Mathison (1987) found that teachers changed their teaching materials to resemble the structure of standardized tests. According to the findings of a survey conducted by Herman and Golan (1991), teachers managed the sequence of presenting their teaching materials based on what was included

in the test. They found that examinations substantially affect teachers' instructional planning. Teachers prefer to examine prior tests to assure themselves that their teaching materials cover all or most of the test items. They also manage their instructional objectives and the sequence of presenting their materials based on the test performance of the class they had the previous year. Herman and Golan concluded that examinations influence the teaching and learning process through direct test preparation activities. They reported that examinations considerably affect teachers' classroom planning. Furthermore, testing is more effective and exerts stronger influences on teaching in schools serving more disadvantaged students.

According to Stodolsky (1988), the existence of mandated examinations directed teachers to ignore team working approaches. In addition, Madaus (1988) pointed out that teachers prefer to teach to the test when they believe important decisions are based on the test scores. As a result of the emphasis on test results, Romberg, Zarinnia, and Williams (1989) concluded that teachers paid more attention to paper-and-pencil computation rather than project work. They found that the greater the outcomes of the test, the more likely it would be to have an effect on teaching.

Madaus (1988) mentioned that wherever high-stakes testing operates, a tradition of prior examinations will develop, which finally manage the curriculum. However, he also stated that when the teachers' professional worth is evaluated based on examination success, teachers will corrupt the

skills measured by reducing them to the level of strategies in which the examination is drilled.

8. Teacher's Decision Making in Conducting Washback Effect Teaching

Decision making is closely related to the teachers' everyday activity in class. Teachers play a particularly crucial role in determining what happens, on a moment-to-moment basis, in the classroom implementation of the course. First, teachers have to decide what they should do to achieve particular competence in the planning document. Then, they have to interpret the planning in the teaching and learning activity. Thus, in the process of interpreting, sometimes teachers' face some problems that require the changing of planning. Teachers' decision making from the planning until the process of teaching and learning will affect the students' outcome. Teachers have to decide the best thing to make the students achieve the required competence.

Leinhardt and Greeno (1986) in Bailey (1991:19) described teaching as a complex cognitive skill which requires the construction of plans and the making of rapid on-line decisions. Freeman (1989) described language teaching as a process of decision making based on the constituents of knowledge, skills, attitude, and awareness. Knowledge, for the teacher, includes what is being taught (the subject matter); to whom it is being taught (the students – their backgrounds, learning styles, language levels, and so on); and where it is being taught (the socio cultural, institutional, and

situational contexts). Skills define what the teacher has to be able to do: present material, give clear instruction and discipline, and so on. Attitude is here defined as the stance one adopts toward oneself, the activity of teaching, and the learners one engages in the teaching/learning process.

Woods (1996: 126) proposed factors in the process in teachers' planning as follows:

An immediately striking feature revealed in both the interview and classroom data was indeed the complexity of the process of the teachers' decision-making in terms of the wide range of factors which play a role in what is decided and the wide range of possibilities for what can be decided at any point of time. At each moment when the teachers were in action, this process of decision-making occurred simultaneously on many levels, from immediate to medium range to longer range, more or less conscious, balancing and weighing constraints, possibilities and options.

Linn and Miller (2005: 153) found that there should be a series of preliminary steps in making considerations in preparing relevant test items and assessment tasks. First, the purpose of the test or assessment should be determined. Second, a set of specifications should be developed. Third, the most appropriate types of test items and performance assessment tasks should be selected. Finally, items and tasks should be constructed in accordance with the specifications developed during the preceding steps.

Turner (2001: 139) as stated by Caine (2005), based on her experience with empirically derived rating scales in high-stakes performance testing, identifies the need 'to consider the potential of washback effects at different times throughout the testing cycle (i.e. anywhere decisions need to be made

concerning evaluation – needs analysis, purpose of test . . . etc.)’. An important implication of this is that intentional moves towards positive washback should include test design as the means of achieving washback.

Referring to Linn and Miller (2005) which proposed the steps in making consideration in assessment process, the decision that should be made in conducting washback effect teaching is quite similar. As Turner stated the most crucial thing is the purpose itself. To what end(s) will the results be used? Then identifying the appropriate teaching and learning activities to achieve that purpose. Teacher’s decisions are influenced by some factors like the school environment, messages from administration, expectations of teachers and students. Shohamy et al. (1996: 300) consider factors like the status of the subject-matter tested, the nature of the test, and the use to which the test scores are put. And all of the decision should have a direct impact to the participants (students, classroom teachers, administrators, materials developers and publishers) and accomplish the students’ need. Good decision will give positive washback effect to the students.

B. Theoretical Framework

From the above definition, it can be referred that washback effect is the test that can influence teaching and learning activities, including the teacher decision and the methodology in teaching.

In Indonesia the washback effect teaching occurs as the result of 'high-stake' test, called national examination. The impact of national examination has changed not only teachers' method in teaching but also regional government. They try to do the best effort to gain the maximum result. In 2004, the regional government of Jakarta province makes a new policy. They obligate all of the teachers to report the result of the test in the same format. The format that they propose is based on the graduation standard (SKL).

Washback effect teaching that being the case in this study was the teaching process carried out based on the assessment which is required by the regional policy. The policy proposed an assessment system that regulates the competencies for senior high school students in Jakarta province. This regulation has been seriously responded by the school case by conducting the language learning program that uses the regulation as the central reference. It makes the teachers change the way of teaching. They start teaching based on the assessment required in the school administration system (SAS). They did not call it washback effect teaching but referring to the above definition the tests that have influence on teaching process is called so. Hence, this study was meant to portray washback effect which was conducted for year X students.

In conducting washback effect teaching, students' competencies are represented by the aspects of the assessment which used as the main reference in planning teaching and learning program. The assessment is designed to measure students competence stated in the curriculum. The objective of teaching should be pararel to the competencies expected to be performed by the students. Normally,

the detailed indicators are designed to help students achieve the objectives step by step referring to the level of the bloom taxonomy. Materials are chosen and presented in a sequence in accordance with the achievement of each competence in indicators. Thus, the teaching and learning activities are possible to make students practice to achieve each competency which described in each indicator.

In the teaching and learning, the teacher generally stated the objectives in the beginning of the lesson. The objectives stated should illustrate what the competencies expected to be performed by the students. They are textual, grammatical, and communicative competencies. Besides the objectives, in the beginning of the lesson teacher should build students background knowledge to guide students in understanding the lesson. Then, the teaching and learning activities should accommodate students to achieve the objective step by step. And the assessment should measure the students' competencies pararel to the objectives.

CHAPTER III

METHODOLOGY

A. Description of Research Design

As stated in the previous chapter, this study used case study method to portray the washback effect teaching which was carried out in English classroom assessments. Referring to Johnson (2000: 75-76) a case study focuses attention on a single entity, usually as it exist in its naturally occurring environment. The purpose of case study is to describe the case in its context. In this study, case study was used to describe the real situation of washback effect teaching. Through the ways of collecting data in case study method, this study hoped can answer the action that the teacher takes in conducting washback effect teaching, and the decision regarding to the action she takes.

B. The Case

This study was conducted in SMA Negeri 39 in Cijantung, which is located in Jalan R.A Fadillah, East Jakarta. The reason of choosing this school was not only because the school has good standard and accreditation, but also because it was the school where the researcher conducted teaching experience program. So the researcher knew the school conducts washback effect teaching in teaching and learning program that would be the focus of this study.

The study was designed to take 8 meetings. It covered all of the teaching and learning activities from the presentation until the assessment process. This study

was conducted in one of grade X class. The duration of this study was about 90 minutes for each meeting.

C. Subject and Materials of Study

The subject of this study was the teacher. She has been working as English teacher for about 32 years. The reason choosing this teacher was because she is one of teacher in SMA Negerei 39 which has good competence. She is also the English lesson coordinator in this school. Besides that, her experience in teaching was also considered.

Teacher's action in conducting washback effect teaching and the decision regarding to the action was interpreted from the planning document, teacher's reflection on the objective in planning document, classroom observation recording, classroom observation instrument, teacher and students' interview, and assessment instruments.

D. Research Procedure

1. Data Collection

The data are collected using document analysis, interview, and observation.

The data are gathered as bellow:

a. Document Analysis

The documents analyzed in this study are lesson plan, teacher's objective reflection sheet, and assessment instrument. The lesson plan was analyzed from the objective, indicators and the assessment part.

The connection from the objective and the assessment was examined to see teacher's action in planning document. From the objective stated in the lesson plan, teacher's reflection sheet was set up to interpret teacher's consideration in the teaching and learning objective. Then, the assessment instrument was used to review teacher action to achieve the competence.

b. Classroom Observation

The classroom observation was conducted to see the connection between planning and implementation process. Besides, it was used to see what were the actions that teacher did in conduction washback effect. It employed classroom observation instrument and recording. This method used classroom observation instrument, and recording. The classroom observation instrument was designed from the standard process published by National Education Standard Board (BSNP) and used as a guideline in the observation process. While, the recording was used to help the researcher describes the condition in the observation. From this part of method, questions for teacher's interview were set up.

c. Triangulation Data

The triangulation data used in this study is interview. There were two subjects in the interview part, teacher and students. Both of the

interviews were used to support the previous data. The teacher's interview was designed to gain information about teacher's consideration in what she did in the classroom and to crosscheck what had been found from the document analysis and the classroom observation. And, the students' interview was conducted to gather some information about their perception as the washback effect object.

2. Data Analysis

There are three steps in analyzing the data

1. Classifying

The data collected were teacher's lesson plans, teacher's reflection on the objective of lesson plan, classroom observation, teacher's interview and students' interview. The data consist of teacher's lesson plan in teaching news item and expression of surprise and disbelieve, teacher's reflection on the objectives of those lesson plans, classroom observation in implementing those lesson plans, teacher's interview about her consideration in conducting washback effect teaching, and students' interview in their feelings and perception of washback effect teaching conducted. After collected, all of the data are classified into three categories: document analysis, classroom observation, and triangulation data. The classification of the data was used to make an ease when the data is interpreted in answering the research questions.

2. Reducing

In this part, some of the data were reduced to focus on the case of the study. In the lesson plan, the elements in lesson plan were reduced, except the objective, indicators and assessment part. It did not imply that the other element was not important but it helps the data interpreted easily. It was doing so because those data had already covers the teacher's decision in lesson plan. The objective showed whether teacher's objective in teaching describes the real washback effect teaching. The indicators showed the activities that the teacher will bring to achieve the objective. And, the assessment not only showed whether the implementation of washback effect can achieve the SKL required but also showed the interconnection between the objective and the assessment. From the three elements teacher's reflection sheet was made up to help the teacher reflects her objective in the lesson plan. In the classroom observation, the data taken were the part in the transcription that describes the action that the teacher took in conducting washback effect teaching, and supported by the field notes and classroom observation instrument.

3. Categorizing

After classified and reduced the data, the next step is categorizing the data. They are categorized based on the evidence found in the planning document and in the classroom observation to answer the research questions. The categorization is used to make the data described easily. From the categorization the data interpretation is made.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter would present description of result of study related to the data that was collected through three instruments that was taken, those were the data from document analysis, classroom observation, and triangulation data. Data analysis led to the responses of the research questions as follows:

1. What did the teacher do in conducting washback effect teaching?
2. What was the teacher's decision regarding to the action she took?

A. Findings

1. What the teacher did in conducting washback effect teaching

In relation to answer the research questions number one 'what did the teacher do in conducting washback effect?', the data gained was categorized into what the teacher did in lesson plan and in classroom action.

The format of the lesson plans was equally the same with the ordinary lesson plan. The teacher made the lesson plans based on the format given by BSNP, she just change the content of the lesson plan. The complete lesson plan can be trashed back in the appendix A.

From the five lesson plan gathered, in the first document the teacher did not clearly stated what would be expected from the lesson. In this document the teacher stated that at the end of the lesson the students are expected to understand the expressions in the speaking and listening. The word 'understand' is not the operational word that can be measure. While, in the rest of the documents the teacher clearly stated that at the end of the lesson she wanted her students to achieve the particular competence.

The five objectives in the lesson plan were not detailed explain in the indicators. In the indicators, the teacher just explained what to do in teaching and learning activities in general. She did not mention the steps of activities that could lead the students to achieve the competencies. In contrary, the indicators illustrated what would the students' do in assessment not what would they are lead to do to achieve the competencies in the assessment.

Due to the unclear indicators, the teacher stated the unclear materials. She mentioned the kind of materials that would be given in general. In the news item topic she mentioned the materials used are the text and articles from newspaper. In the expression of surprise and disbelieve, the teacher mentioned the materials used are the dialogue related to the expression. She did not mention in details what would be done with the materials and what for the materials given.

In the teaching and learning activities, the teacher divided the lesson into two meetings. Each meeting was divided into three parts: pre-lesson,

main lesson and post-lesson. In all of the documents teacher stated that in the pre-lesson of the first meeting she would ask the previous lesson and state the objective. In the main lesson, she did not divide the lesson into presentation, practice and production. She combined those three parts into one. Still in the first meeting, for building students background knowledge the teacher stated that she would ask how far the students know about the lesson that would be learned. She did not state any further questions or actions that she would do to build students' background knowledge. In the first document, after building students' background knowledge the teacher would give explanation about the lesson and there was no other activity after it. While in the other documents the teacher would ask the students to discuss the lesson referring to the text book. After that she would ask the students to do the activities in the text book. In the post lesson, teacher would not end the lesson by summarizing the lesson that the students had learned. In the second meeting of the first document the teacher would not ask the students about the previous lesson in the pre-lesson but in the other documents she would. In the main lesson, the teacher would give assessment to the students. And in the post-lesson of the first and the fifth document, the teacher would end the lesson by reminding to students to prepare for remedial test. While in the other documents, the teacher would end the lesson by asking the students to prepare the materials for the next meeting.

Then, in all of the documents the teacher just mentioned the kinds of assessments that would be assessed. She did not mention what and how the assessment would be taken.

In the classroom action the data was gained from eight days observation. From four of eight observations the teacher did teaching and learning activities while the rest she did the assessment. In one of the four meetings, the teacher gave the lesson which was not described in the lesson plan. That was the direct and indirect speech. And it was confirmed by the teacher in the interview that she did not made the lesson plan related to direct and indirect speech. (The detailed of the interview can be trached back in the appendix H).

In all of the observation of the classroom action teacher mentioned the teaching objective in the beginning of the lesson. However, the objective statement can not imply the competence that was expected to be performed by the students. Furthermore, in the classroom action found that the teacher did not building students' background knowledge step by step. She just asked the students whether they knew what the lesson was about. In all of the observation the teacher explained the lesson without involving students' active participation. She just aksed some confirmation questions to the students which was related to the lesson. She explained the lesson step by step to make sure that students clearly understand about the lesson but she did not let the students to discuss the lesson in pair or group. In explaining

the lesson the teacher related the lesson with the real life. The teacher gave exercises in two of four observations. In the other observations she directly conducted the assessment. Although there were exercise given in the two observations, the exercises could not lead the students to achieve the competencies required because most of the exercises taken from the text book where the activities were about the reading text. Teacher did not give authentic material which was related to the lesson. In the classroom action, it also found that teacher did not use the school facilities in accommodate students' learning. At the end of the lessons the teacher did not summarize what had been learned in that meeting. She ended the lesson by giving homework to the students.

The assessment categorized based on the English skills, listening, speaking, reading and writing. The assessment analyzed are the assessment in speaking and listening expression of surprise and disbelieve, listening news item, speaking news item, reading news item and writing news item. An insight into the test was obtained through an analysis of the assessment instrument with the competence required. The data is presented in the table below:

No.	Competence	Types of assessment	Context in assessment	Example of instrument	# of items
1.	Speaking expressions of surprise and disbelieve	Performance	The students were asked to make dialogue about those	The aspects which were assessed: Pronunciation Content Expression Vocabulary	-

			expressions and to present the dialogue in front of the class.	Fluency	
2.	Listening expressions of surprise and disbelieve	Multiple choice	The students were asked to answer the questions based on the text and instruction read by the teacher.	1. Who got nine in English test: a. Aji b. Dimas c. Ria d. Aji and Dimas e. nobody 2. Really? He ... did he? a. wasn't die b. isn't die c. doesn't die d. weren't die e. didn't die	10
3.	Writing news item	Essay	The students were asked to choose one of the articles from newspaper and rewrite the news based on the guidance questions.	1. What is the headline news? 2. Rewrite the newsworthy! 3. Rewrite the saying verb	10
4.	Speaking news item	Performance	The students	Aspects which were assessed:	-

			were asked to perform news reading in front of the class individually	Opening Intonation Pronunciation Fluency Closing	
5.	Reading news item	Essay	The students were asked to answer the questions based on the news item text given	1. According to Indonesian people who is Gusdur? 2. Which paragraph implied that nobody can change Gusdur's leadership in advance?	5
6.	Listening news item	Essay and multiple choice	The students were asked to answer the listening questions based on the text read by the teacher.	1. How long she has been living in Bogor? 2. How many people were injured a. so many b. all protesters c. eleven d. dozen e. all villages	5 multiple choice and 5 essay questions

Table 4.1 Relation between assessment and competence

The teacher conducted six kinds of assessment during the observation. One of six assessments can not imply the competence required, that was writing. In conducting this assessment, the teacher asked the students to rewrite the news articles based on the guidance questions. This instruction can not measure the students' competence in writing.

Besides, the questions given in the reading and listening assessment showed that the teacher just gave the stem questions which covers C1 and C2 referred the Bloom's taxonomy. (The whole questions in assessment instrument can be seen in appendix E).

2. What the teacher's decision was regarding to the action she took

In relation to answer the research questions number two 'what was the teacher's decision regarding to the action she took?', the data gained was categorized into what the teacher did in lesson plan and in classroom action.

In the lesson plan, the teacher made general decription in most of the components. The teacher did not make specific lesson plan because she thought that it was not necessary to state detail expalanation of each component. And this condition was supported with the teacher's statement in the interview as bellow:

“Ya memang begitu lesson plan yang saya buat. Tidak seperti yang kamu buat dengan rinci berikut materi dan penilaiannya karena toh nantinya saat dimasukkan dalam SAS hanya sedikit space yang diberikan, jadi kita tidak dapat membuat lesson plan secara rinci. Tapi ya karena saya juga sudah mengajar bertahun-tahun saya sudah punya gambaran tersendiri apa yang akan saya lakukan di kelas, dan biasanya sebelum masuk ke kelas saya selalu membuat aktivitas yang akan dilakukan dalam note kecil.”

The teaching objective was directed to washback effect teaching though it is not specific yet. For example in the reading news item text, the teacher stated:

Setelah mempelajari text news item siswa dapat menjawab pertanyaan dengan benar sesuai dengan text yang diberikan.

It can be inferred that the questions here are the questions in the assessment process. In other words, the teacher wanted her students to get maximum score in assessment. But when the writer confirm the objective to the teacher in the form of reflection sheet she actually not only wanted her students to pass the test but also to have English competence that can be used in their daily activities. Here is the data from teacher's reflection on the objectives in the lesson plan:

No.	Tujuan Pembelajaran	Indikator	Penilaian	Refleksi
1.	Setelah siswa mempelajari tindak tutur merasakan rasa terkejut, tidak percaya, serta menerima undangan, tawaran dan ajakan, siswa dapat memahami melalui percakapan dan pendengaran	<ul style="list-style-type: none"> • Menentukan tindak tutur terkejut • Menentukan tindak tutur tidak percaya • Menemukan tindak tutur menerima undangan, ajakan 	PRK (speaking) <ul style="list-style-type: none"> • Expression • Pronunciation • Intonation • Vocabulary • Grammar 	Alasan saya mengajarkan tindak tutur tersebut adalah: <ul style="list-style-type: none"> • Siswa-siswa saya dapat memakai tindak tutur itu dengan benar, terutama ketika mereka berbicara dengan orang asing (native speaker) • Siswa-siswa

				dengan mudah dapat menjawab pertanyaan dalam listening percakapan pada UAN (karena siswa praktek langsung)
2.	Setelah mempelajari teks news item siswa dapat menjawab pertanyaan dengan benar sesuai dengan teks yang diberikan.	Mengidentifikasi teks news item	PRK	<ul style="list-style-type: none"> • Siswa dengan mudah mengerti atau dapat memilih news yang akan dibaca dengan mudah berdasarkan headline yang dipilih. • Siswa dapat menjawab soal reading news item dengan baik saat UAN karena mereka dapat memahaminya dengan mudah.
3.	Setelah mempelajari teks news item siswa dapat menjawab pertanyaan dengan mendengarkan teks yang	Menjelaskan jawaban secara rinci tentang teks news item yang diperdengarkan.	PRK (Listening)	<ul style="list-style-type: none"> • Siswa mengerti ketika siswa mendengarkan berita yang dibacakan oleh seorang penyiar misalnya melalui tv, radio, dll.

	dibacakan oleh guru.			<ul style="list-style-type: none"> • Siswa dapat menjawab soal listening tentang news item pada UAN
4.	Setelah mempelajari teks news item siswa dapat menulis berita sendiri.	Mengidentifikasi teks news item	PRK (Writing)	<ul style="list-style-type: none"> • Siswa dapat menuliskan berita berdasarkan generic structure yang sudah dipelajari.
5.	Setelah mempelajari teks news item siswa dapat membaca berita di depan kelas dengan baik	Membawakan berita di depan kelas		<ul style="list-style-type: none"> • Siswa dapat membaca dengan benar berita yang mereka bawakan sesuai dengan punctuation. • Siswa dapat mengembangkan kreatifitas mereka saat perform di depan kelas.

Table 4.2 Teacher's reflection on the objectives stated in the lesson plan

The data shows that the teaching objectives stated was hoped not only to help students in the assessment process, but also to help them to explore themselves in using English in the real situation. From one teaching objective, teacher had two kinds of goal to be achieved, the goal to make students success in national examination and to make students can

communicate with English fluently in their environment. For example in the listening news item, the teacher stated as bellow:

Objective:

Setelah mempelajari teks news item siswa dapat menjawab pertanyaan dengan mendengarkan teks yang dibacakan oleh guru.

Reflection:

- Siswa mengerti ketika siswa mendengarkan berita yang dibacakan oleh seorang penyiar misalnya melalui tv, radio, dll.
- Siswa dapat menjawab soal listening tentang news item pada UAN

The data above shows that although in the objective stated in the lesson plan it seemed that the objectives was influenced by the national examination requirements, teacher actually had another reference in teaching that lesson. She also wanted the lesson can help the students to understand English in communicative ways and in the real situation.

The teacher tried to combine the national examination requirement and the environment requirement in teaching English. She knew that there are two kinds of reference to make students success in learning English, they are national examination and environments. And she wanted her students to success in both of the fields.

In the classroom action, it was found that teacher taught particular material which was not stated in the lesson plan. The teacher gave additional materials out of the lesson plan to make sure that she already taught all of the materials which will be found in the mid-term test and final test. Besides, she knew that in the materials she had given, news item text, the students

will find direct and indirect speech. In the interview the teacher confirmed about this condition as bellow:

“Iya memang saya tidak memasukan direct-indirect speech dalam lesson plan tersendiri, karena itu termasuk dalam text news item. Dalam text news item siswa diharuskan memahami direct and indirect speech. Di lesson plan text news item saya juga tidak mencantumkan direct and indirect speech karena biasanya itu juga nanti akan keluar sebagai text grammar dalam ulangan semester atau UTS makannya saya mengajarkan direct and indirect speech.”

In the pre-lesson, the teacher did not build students background knowledge and state the specific objectives that can imply the competencies expected to be performed by the students. It was because the teacher thought it was already enough stating the objectives like that to make students knew what they were going to learn.

In the main lesson the teacher did not let students actively involve in the teaching and learning activities because she thought that the students in the class being the case is passive students, she would waste time if she waited the students to be actively involve in the class. The teacher also did not give exercise for particular lesson. In the speaking and listening expression of surprise and disbelieve, it wass found that the teacher did not give preceding exercise. It happened because the teacher thought that it was so easy to the students to make dialogue and the students would never find

difficulties on it. And in the listening expression, the teacher did not give preceding exercise because she thought that the students already learned how to listen the dialogue based on their friends' presentation in the speaking assessment. And it was because in the listening assessment the students listen to the dialogue read by the teacher whose voice they usually hear.

In the assessment, it was found that the assessment assessed can not imply the students' competence. In the writing news item assessment the teacher assessed the students' competence by asked them to rewrite the articles from newspaper referring to the guidance questions. It was because the time limitation. The teacher thought if she asked the students to write the news item it will take longer time. Here is her confirmation in the interview:

“Awalnya saya ingin menugaskan murid untuk mencari sumber berita dan menuliskannya. Namun karena kendala waktu dan kegiatan sekolah yang semakin padat, saya merubah jenis kegiatannya dengan menugaskan siswa untuk menulis ulang berita yang mereka baca berdasarkan guidance questions. Menurut saya hal tersebut sudah dapat menunjukkan kemampuan siswa saat menulis news item. Karena kalau mereka tidak tahu generic structure text tersebut mereka tidak akan bisa menulis ulang text berdasarkan pertanyaan yang saya berikan.”

The other findings found in the types of questions in listening and reading assessment. The questions just covers the C1 and C2 referring to Bloom's taxonomy. The teacher made those kinds of questions because she thought it already measured the students' competence. Besides, she also had lack knowledge about Bloom's taxonomy and the level of questions that should give to the certain level. And here is her confirmation:

“Pertanyaan yang saya buat memang pertanyaan yang bisa ditemukan secara explicitly. Dan menurut saya itu sudah dapat menilai apa yang mereka pahami dari text bacaan maupun listening. Dan memang yang saya ketahui jenis pertanyaan itu juga yang nantinya muncul saat UAN.”

When she was asked about Bloom's taxonomy, here is her answer:

“Apa ya Bloom's tax itu? Saya memang tidak tahu dan belum pernah dengar. Saya tidak tahu kalau ada level-level pertanyaan.”

B. Discussion

Having analyzed the data, the washback effect teaching conducted shows more negative effects which were described from the teacher's lesson plan and classroom action. The negative washback effect could be influenced from the teaching objectives. In conducting special program like washback effect teaching, objectives are very crucial in defining the competence expected to be performed. Indeed in this study the data showed that the teacher did not state the objectives clearly. The unclear objectives could lead to the unclear activity and assessment.

As stated by Nguyen (2009) who described the relation between objective and test as the following:

When the test reflects the objectives of the course and the principles of acquiring certain knowledge of a subject, tests can lead teachers and learners in appropriate directions and changes can be tailored to meet the goals. However, if tests fail to reflect the course objectives and the learning principles, or work in the opposite direction, then they are likely to influence teachers in a negative way. This can narrow the curriculum because teachers may only teach what is going to be tested. This is negative washback.

From the reflective of the objective stated in the lesson plan the teacher actually wanted to combine the students' competence in academic and in the real life. However the implementation showed the opposite. The unorganized activities also led to the effect of the washback. Most of the lesson given is due to the assessment process, so the teacher mainly focused on the assessment, whether the students had done the assessment or not. She did not pay attention on the materials that the students should learn.

The teacher's consideration to the action the teacher had taken which led to the negative washback effect mostly because of her missinterpretation to the regional policy being referred. She only used the policy as the main reference in teaching without considering the curriculum. She conducted the teaching and learning activities to fulfill the administration system proposed by the policy. She did not conduct the teaching and learning activities to encourage students competence stated in the administration system.

However the contrasted findings came up in the students' interview. The data showed that the washback effect teaching conducted led the positive washback effect. They said that they did not find any difficulties in the teaching-learning activities and the assessment. They also said that the teaching and learning activities helped them to do the assessment and improve their English skills, especially in structure. (The students' interview transcription can be found in the appendix G).

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMENDATION

A. Conclusion

As the conclusion, the writer will sum up the findings in this study as the responses to the research questions.

1. Teacher's actions in conducting washback effect

The teacher's actions were categorized into the action found in the planning document and in the classroom observation. In the planning document the teacher made unclear objectives, indicators, materials, teaching and learning activities, and assessment. In the classroom observation, it was found that the teacher gave additional materials out of lesson plan, the teacher did not give clear objectives, the teacher did not involves the students in the main lesson, the teacher did not give the appropriate materials to lead students achieve the competencies and teacher conduct the assessment which cannot achieve the competence required.

2. Teacher's decision regarding to the action

Most of the teacher's decisions were influenced by the regional policy, school administration, real situation and students' expectation. Teacher gave additional materials out of the lesson plan because she thought it will occur in the mid-term test and the final examination. She did not give assessment related to the additional materials because it was not mentioned in the lesson

plan. Teacher did not give preceding materials before conducting assessment because she thought that it was no need to give exercise. And the teacher conducted the assessment which cannot achieve the competence required because of the time limitation and lack of knowledge. All over all the teacher's decision was influenced by the regional policy, her understanding about that policy, the struggle in the real condition, her teaching experiences, and also her experiences in the ever changing curriculum.

B. Recommendation

Even though washback effect phenomena is still unavoidable nowadays as was discussed in the previous chapter, from the findings we can see that the washback effect teaching cannot successfully conducted without clear objectives, assessment and organized activities. As stated by Bailey (2008) the washback effect teaching will be beneficial when there is no differences between teach to the test and to the curriculum. This would lead to the maximum assessment result. Teacher should make the teaching objective from an insight analysis of the test and conduct authentic activities. Besides, the teacher has to upgrade her knowledge for the invention of curriculum and teaching method so that she can develop her teaching skills to get the better output. Therefore, the training or seminar about the new invention related to teaching and learning English are needed. The government also has to consider that every new policy should be followed by the seminar or training to avoid the misconception and missinterpretation.

This study still has some weakness in describing the real situation in the case. In conducting this research, the researcher found the mismatch evidence from the researcher's interpretation in the document analysis, classroom observation and teacher's interview with the students' interview. The first three documents showed that the washback effect teaching conducted led to the negative washback effect while the last showed the contrast. It might happen because the students' interview protocol could not reveal the deep information without making students felt anxious to give the real information. In order to reveal the real condition of particular cases, it is suggested that future research should consider the subject anxiety in designing the interview protocol.

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APPENDICES

A. TEACHER'S LESSON PLAN

SMAN 39 / F-Kur/011

Speaking k2 Listening P2

2. RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

- I. NAMA SEKOLAH : S M A Negeri 39 JAKARTA
- MATA PELAJARAN : BAHASA INGGRIS
- KELAS / SEMESTER : X / DUA
- PROGRAM : _
- JUMLAH PERTEMUAN : 4 x TM (8 x 2 x 45')
- II. STANDAR KOMPETENSI : Memahami makna dlm perckapn transaksional dan in Terpersonal dlm konteks kehidupan se-hari2.
- III. KOMPETENSI DASAR : Merespon makna dlm perckapn transaksional dan interper sonal resmi dan tak resmi scr akurat, lancr dan berterima yg menggunakan rgm bhs lisan sedrhana dlm berbagai konteks kehidupan se-hari2 dan melibatkan tindr ttr: me nyatakan rasa terkejut,takpercaya,serta menerima undang an, tawaran, dan ajakan.
- IV. INDIKATOR : -Menentukan tindak tutur terkejut
-Menentukan tindak tutur rasa tak percaya
-Menentukan tdk ttr menerima undangan,ajakan.
- V. TUJUAN PEMBELAJARAN Setelah siswa mempelajari tindak tutur tsb siswa dapat memahami melalui percakapan dan pen dngaran.
- VI. MATERI PEMBELAJARAN : Contoh2 dialog serta tindak tutur terkejut,rasa tak per caya dan menerima undangan, tawaran.
- VII. ALOKASI WAKTU : 8 x 45'
- VIII. METODE PEMBELAJARAN : Menggunakan metode tanya jawab dgn menggu nakan tindak tutur tsb.
- IX. KEGIATAN PEMBELAJARAN :
Tatap Muka I 2 x 45'
- a. KEGIATAN AWAL (PENDAHULUAN) :
- Menanyakan pelajaran yg lalau.
 - Menjelaskan tujuan pembelaja ran
- b. KEGIATAM INTI : - Siswa ditanyakan sejauh mana mereka mengenal tindak tu tur ttg terkejut, rasa tak percaya,dan menerima undangan tawaran.

tifitas se-hari2 apabila mengungkapkan rasa sedih
- Siswa diterangkan ttg tndk ttr terkejut, rasa tak percaya,
Dan menerima undangan dan tawaran.

c. KEGIATAN AKHIR (PENUTUP) : Siswa membuat percakapan berupa dialog

Tatap Muka II : 2 X 45'

a. KEGIATAN AWAL (PENDAHULUAN) : - Memeriksa dialog yg dikerjakan siswa di rumah, memeriksa grammar dan vocab.

b. KEGIATAN INTI - Siswa diberi waktu untuk memperbaiki bila salah dan menanyakan kepada guru bila ada kesulitan.
- Mengadakan tanya jawab / percakapan melibatkan tindak tutur tsb

c. KEGIATAN AKHIR (PENUTUP) Siswa menghafalkan percakapan dirum rumah

Tatap Muka III : 2 X 45'

a. KEGIATAN AWAL (PENDAHULUAN) : Menanyakan ttg tindak tutur yg sudah di pelajari.

b. KEGIATAN INTI : Test
Siswa berdialog dengan berpasangan

c. KEGIATAN AKHIR (PENUTUP) : Siswa diberi tugas mempelajari dialog dari buku sumber lain sbg persiapan listening

X. PENILAIAN HASIL BELAJAR : P R K [SPEAKING]

XI. SUMBER BELAJAR : - LOOK AHEAD An English Course for Senior High School Student's Year X by Th, M Sudarwati
- Progress, A contextual Approach to Learning English by Zumaksin and Yulia Mufarichah
sumberlain mis buku2 yg dipakai di SMA lain

Penilaian : 1. Expression
2. Pronunciation
3. Intonation
4. Vocabularies
5. Grammar

3. Tatap muka IV : (PPK) LISTENING 2X45'

b. KEGIATAN AWAL : Siswa mengulang atau diingatkan kembali ttg tindak tutur yang sudah dipelajari.

b. KEGIATAN INTI: Test
Siswa diperdengarkan dialog / dibacakan dan siswa merespon dgn menggunakan tindak tutur.

Bentuk soal PG
Jumlah soal 10
Score 1

c. KEGIATAN AKHIR : Siswa diberi pr untuk pelajaran berikut.

Reading news item (membaca teks) K6

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

- I. NAMA SEKOLAH : S M A Negeri 39 JAKARTA
- MATA PELAJARAN : BAHASA INGGRIS
- KELAS / SEMESTER : X / DUA
- PROGRAM :
- JUMLAH PERTEMUAN : 2 x TM (2 x 2 x 45')
- II. STANDAR KOMPETENSI :Memahami makna teks fungsional pendek dan esei se derhana berbentuk narrative,descriptive dan news item dlm konteks kehidupan se-hari2 dan utk mengakses ilmu pengetahuan..
- III. KOMPETENSI DASAR : Merespon makna dan langkah2 retorika dlm esei seder hana secara akurat, lancer dan berterima dlm konteks kehidupan se-hari2 dan untk mengakses ilmu pengetahuan dlm teks berbentk narrative,descriptive,news item.
- IV. INDIKATOR : Mengidentifikasi teks news item.
- V. TUJUAN PEMBELAJARAN :Setelah mempelajari teks news item siswa dpt menjawab pertanyaan dengan benar sesuai dgn teks yg diberikan.
- VI. MATERI AJAR : Contoh2 teks news item yg diambil dari koran,atau sumber lain.
- VII. ALOKASI WAKTU : 2 x 45'
- VIII.. METODE PEMBELAJARAN : Menggunakan tanya jawab dan ceramah.
- IX. KEGIATAN PEMBELAJARAN :
- Tatap Muka I**
- a. KEGIATAN AWAL (PENDAHULUAN) :
- Menanyakan pelajaran yg lalau.
 - Menjelaskan tujuan pembelajaran yg akan dibahas
- b. KEGIATAM INTI : - Siswa ditanyakan sejauh mana mereka mengenal teks news item.
- Siswa membahas news item yg ada dlm buku paket.
- Siswa diterangkan ttg news item
-Siswa menjawab pertanyaan dari news item tsb.
- c. KEGIATAN AKHIR (PENUTUP) : Siswa diberi PR menjawab pertanyaan dari teks news item

Tatap Muka II :

- a. KEGIATAN AWAL (PENDAHULUAN) : - Menanyakan siswa ttg pelajaran terakhir dan memeriksa PR.
- b. KEGIATAN INTI - Siswa diberi teks news item A dan B
 - Siswa menjawab pertanyaan yg tersedia.
 - jumlah soal 5
 - rentang nilai 1-----5
- c. KEGIATAN AKHIR (PENUTUP) Siswa mencari berita yg diambil dari internet atau koran untuk persiapan writing news item

X. PENILAIAN HASIL BELAJAR : P P K [Writing]

- XI. SUMBER BELAJAR :**
- LOOK AHEAD An English Course for Senior High School Student's Year X by Th,M Sudarwati
 - Progress, A contextual Approach to Learning English by Zumaksin and Yulia Mufarichah.
 - Koran, Majalah, Internet.

Listening news item K4

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

- I. NAMA SEKOLAH : S M A Negeri 39 JAKARTA
- MATA PELAJARAN : BAHASA INGGRIS
- KELAS / SEMESTER : X / DUA
- PROGRAM :
- JUMLAH PERTEMUAN : 2 x TM (2 x 2 x 45')
- II. STANDAR KOMPETENSI : Memahami makna dlm teks fungsional pendek dan Monolog yg berbentuk narrative, descriptive, dan news News item dlm konteks kehidupan se-hari
- III. KOMPETENSI DASAR : Merespon makna dalam teks monolog sederhana yg menggunakan ragam bhs lisan scr akurat, lancar dan berterima dlm konteks kehidupan se-hari2 dlm teks berbentk; narrative, descriptive dan news item.
- IV. INDIKATOR : 1. Menjelaskan jawaban secara rinci ttg teks news item yg diper Dengarkan.
- V. TUJUAN PEMBELAJARAN : Setelah mempelajari teks news item siswa dpt me-jawap pertanyaan dengan mendengarkan teks yg di bacakan oleh guru.
- VI. MATERI AJAR : Contoh2 teks news item yg diambil dari koran, atau sumber lain.
- VII. ALOKASI WAKTU : 2 x 45'
- VIII. METODE PEMBELAJARAN : Menggunakan tanya jawab dan ceramah.
- IX. KEGIATAN PEMBELAJARAN :
- Tatap Muka I**
- a. KEGIATAN AWAL (PENDAHULUAN) :
- Menanyakan pelajaran yg lalau.
 - Menjelaskan tujuan pembelajar an yg akan dibahas
- b. KEGIATAN INTI : - Siswa ditanyakan sejauh mana mereka mengenal teks news item.
- Siswa membahas teks news item dari buku paket.
 - Siswa dibacakan teks yg tdk lengkap dan siswa meleng kapi
 - Siswa diberi pertanyaan dan menjawabnya sesuai dgn teks news item yg di bacakan.

c. KEGIATAN AKHIR (PENUTUP) : Siswa diberi PR menjawab pertanyaan dari teks news item

Tatap Muka II :

a. KEGIATAN AWAL (PENDAHULUAN) : - Menanyakan siswa ttg pelajaran terakhir dan memeriksa PR.

b. KEGIATAN INTI - Siswa diberi pertanyaan teks news item A dan B
- Siswa menjawab dgn memilih opsi yg tepat
- jumlah soal 10 PG
- score 1

c. KEGIATAN AKHIR (PENUTUP) Siswa mencari berita yg diambil dari internet atau koran untk persiapan writing news itm

X. PENILAIAN HASIL BELAJAR : P P K [Listening]

XI. SUMBER BELAJAR : - LOOK AHEAD An English Course for Senior High School Student's Year X by Th,M Sudarwati
- Progress, A contextual Approach to Learning English by Zumaksin and Yulia Mufarichah.
- Koran, Majalah, Internet.

Writing news item K 8

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

- I. NAMA SEKOLAH** : S M A Negeri 39 JAKARTA
- MATA PELAJARAN** : BAHASA INGGRIS
- KELAS / SEMESTER** : X / DUA
- PROGRAM** :
- JUMLAH PERTEMUAN** : 3 x TM (6 x 2 x 45')
- II. STANDAR KOMPETENSI** :Mengungkapkan makna dlm teks tulis fungsional pendek dan esei sederhana berbentk narrative,descriptive dan news item dalam konteks kehidupan se-hari2
- III. KOMPETENSI DASAR** : Mengungkapkan makna dan langkah retorika dan esei sederhana secara akurat, lancar dan berterima dlm konteks kehidupan se-hari2
- IV. INDIKATOR** : 1.Mengidentifikasi teks news item.
- V. TUJUAN PEMBELAJARAN** :Setelah mempelajari teks news item siswa dpt me nulis berita sendiri.
- VI. MATERI AJAR** : Contoh2 teks news item yg diambil dari koran,atau sumber lain.
- VII. ALOKASI WAKTU** : 2 x 45'
- VIII.. METODE PEMBELAJARAN** : Menggunakan tanya jawab dan ceramah.
- IX. KEGIATAN PEMBELAJARAN :**
Tatap Muka I
- a. KEGIATAN AWAL (PENDAHULUAN) :
- Menanyakan pelajaran yg lalau.
 - Menjelaskan tujuan pembelajaran yg akan dibahas(news item)
- b. KEGIATAM INTI : - Siswa ditanyakan sejauh mana mereka mengenal teks news item.
- Siswa membahas teks news item dari buku paket.
 - Siswa menulis berita dgn cara mewawancara teman se kelas.

c. KEGIATAN AKHIR (PENUTUP) : Siswa di beri tugas membuat berita dirumah.

Tatap Muka II :

a. KEGIATAN AWAL (PENDAHULUAN) : - Menanyakan siswa ttg pelajaran terakhir dan memeriksa PR.

Test 2 x 45'

b. KEGIATAN INTI - Siswa menulis beritadengan benar sesuai kriteria yg dibrika guru diberi waktu 1 minggu.
-Kriteria penilaian ; 1.Grammar 2.Paragraph corelation 3.Content
4.Vocabularies 5. Accuracy
Rentang Nilai 1-----5

c. KEGIATAN AKHIR (PENUTUP) Siswa mencari berita yg diaml dari internet atau koran untk persiapan writing news itm

X. PENILAIAN HASIL BELAJAR : P P K [Listening]

XI. SUMBER BELAJAR : - LOOK AHEAD An English Course for Senior High School Student's Year X by Th,M Sudarwati
- Progress,A contextual Approach to Learning English by Zumaksin and Yulia Mufarichah.
- Koran, Majalah, Internet.

**RENCANA PELAKSANAAN PEMBELAJARAN *
(RPP)**

- I. NAMA SEKOLAH** : S M A Negeri 39 JAKARTA
- MATA PELAJARAN** : BAHASA INGGRIS
- KELAS / SEMESTER** : X / DUA
- PROGRAM** :
- JUMLAH PERTEMUAN** : 4 x TM (4 x 2 x 45')
- II. STANDAR KOMPETENSI** :Mengungkapkan makna dlm teks fungsional pendek dan monolog sederhana berbentk narrative, descriptive dan news item dlm kontks kehidupan se-hari2.
- III. KOMPETENSI DASAR** : Mengungkapkan makna dlm teks monolog sederhana menggunakan ragam bhs lisan secara akurat, lancar dan berterima dlm konteks kehidupan se-hari2 dlm teks ber bentuk; narrative,descriptive dan news item.
- IV. INDIKATOR** : Membawakan berita di depan kelas.
- V. TUJUAN PEMBELAJARAN** :Setelah siswa mempelajari teks news iten siswa dapat membaca berita di depan kelas dgn baik.
- VI. MATERI AJAR** : contoh2 teks news item dari internet,majallah dan atau sumber lain
- VII. ALOKASI WAKTU** : 4 x 45'
- VIII.. METODE PEMBELAJARAN** : Menggunakan tanya jawab dan contoh2 teks, dalam teks news item,gambar2
- IX. KEGIATAN PEMBELAJARAN :**
Tatap Muka I
- a. KEGIATAN AWAL (PENDAHULUAN) :
- Menanyakan pelajaran yg lalau.
 - Menjelaskan tujuan pembelajaran
- b. KEGIATAM INTI : - Siswa ditanyakan sejauh mana mereka mengenal teks news item.
- Siswa membahas teks news item dari buku paket.
- Siswa membsca berita dgn tepat Sesuai dgn kriteria yg sdh di tentukan.
- c. KEGIATAN AKHIR (PENUTUP) : Siswa melatih diri membaca berita dirumah

Menyiapkan berita untuk di baca esok hari.

Tatap Muka II :

- a. KEGIATAN AWAL : - Menanyakan siswa ttg pelajaran terakhir.dan mensortir (Pendahuluan) berita yg siswa bawa.
- b. KEGIATAN INTI : Siswa membaca berita di depan kelas kelas
Kriteria penilaian: 1.Intonation,2.pronunciation. 3.fluency
4punctuation 5.opening/closing.
Rentang nilai 1-----5
- c. KEGIATAN AKHIR (PENUTUP) Siswa mempersiapkan diri untk test2 remedial.

X. PENILAIAN HASIL BELAJAR : P R K [MONOLOG NEWS ITEM]

XI. SUMBER BELAJAR : - LOOK AHEAD An English Course for Senior High School Student's Year X by Th,M Sudarwati
- Progress,A contextual Approach to Learning English by Zumaksin and Yulia Mufarichah.
- Koran, Majalah, Internet.

MENGETAHUI
Kepala Sekolah

JAKARTA, 17, februari 2011
Guru Mata Pelajaran

Drs. Didih Hartaya
NIP . 13188 3316

Ratna Dewi Ritonga
NIP.195410021978032003

B. TEACHER'S OBJECTIVE REFLECTION

No	Tujuan Pembelajaran	Indikator	Penilaian	Refleksi
1.	Setelah siswa mempelajari tindak tutur merasakan rasa terkejut, tidak percaya, serta menerima undangan, tawaran dan ajakan, siswa dapat memahami melalui percakapan dan pendengaran	<ul style="list-style-type: none"> • Menentukan tindak tutur terkejut • Menentukan tindak tutur tidak percaya • Menemukan tindak tutur menerima undangan, ajakan 	PRK (speaking) <ul style="list-style-type: none"> • Expression • Pronunciation • Intonation • Vocabulary • Grammar 	Alasan saya mengajarkan tindak tutur tersebut adalah: <ul style="list-style-type: none"> • Siswa-siswa saya dapat memakai tindak tutur itu dengan benar, terutama ketika mereka berbicara dengan orang asing (native speaker) • Siswa-siswa dengan mudah dapat menjawab pertanyaan dalam listening percakapan pada UAN (karena siswa praktek langsung)
2.	Setelah mempelajari teks description siswa dapat mendeskripsikan benda atau orang dengan tepat sesuai dengan generic structure	Mendeskripsikan orang, hewan, atau tempat.	PRK (Monologue in description)	<ul style="list-style-type: none"> • Siswa-siswa saya dapat mendeskripsikan tentang apa saja yang seharusnya dideskripsikan (tepat dan teratur) • Siswa-siswa dapat menjawab pertanyaan pada UAN dengan tepat karena siswa sendiri telah melakukan

				deskripsi di depan kelas.
3.	Setelah memahami teks description siswa dapat menulis teks description siswa dapat menulis teks deskripsi sesuai dengan gambar yang ada. Sesuai dengan generic structure yang tepat.	Memahami teks description berdasarkan pertanyaan	PRK	<ul style="list-style-type: none"> Siswa dapat menulis benda atau tempat dengan cara deskripsi yang terorganisir sesuai generic structure.
4.	Setelah memahami teks description siswa dapat menjawab pertanyaan dari teks yang dibacakan.	Menentukan jawaban dari pertanyaan tentang teks deskriptif	PRK	<ul style="list-style-type: none"> Siswa mampu menjawab pertanyaan-pertanyaan dari text deskripsi pada UAN.
5.	Setelah mempelajari teks news item siswa dapat menjawab pertanyaan dengan benar sesuai dengan teks yang diberikan.	Mengidentifikasi teks news item	PRK	<ul style="list-style-type: none"> Siswa dengan mudah mengerti atau dapat memilih news yang akan dibaca dengan mudah berdasarkan headline yang dipilih. Siswa dapat menjawab soal reading news item dengan baik saat UAN karena mereka dapat

				memahaminya dengan mudah.
6.	Setelah mempelajari teks news item siswa dapat menjawab pertanyaan dengan mendengarkan teks yang dibacakan oleh guru.	Menjelaskan jawaban secara rinci tentang teks news item yang diperdengarkan.	PRK (Listening)	<ul style="list-style-type: none"> • Siswa mengerti ketika siswa mendengarkan berita yang dibacakan oleh seorang penyiar misalnya melalui tv, radio, dll. • Siswa dapat menjawab soal listening tentang news item pada UAN
7.	Setelah mempelajari teks news item siswa dapat menulis berita sendiri.	Mengidentifikasi teks news item	PRK (Writing)	<ul style="list-style-type: none"> • Siswa dapat menuliskan berita berdasarkan generic structure yang sudah dipelajari.
8.	Setelah mempelajari teks news item siswa dapat membaca berita di depan kelas dengan baik	Membawakan berita di depan kelas		<ul style="list-style-type: none"> • Siswa dapat membaca dengan benar berita yang mereka bawakan sesuai dengan punctuation. • Siswa dapat mengembangkan kreatifitas mereka saat perform di depan kelas.

C. TEACHER'S INTERVIEW PROTOCOL

- Apa tujuan ibu mengajar bahasa Inggris?
- Bagaimana ibu mencapai tujuan pembelajaran tersebut?
- Metode pembelajaran seperti apa yang ibu lakukan untuk mencapai tujuan tersebut?
- Apakah tujuan pembelajaran ibu tercapai dengan cara tersebut?
- Materi pembelajaran seperti apa yang menurut ibu sangat penting diajarkan kepada siswa
- Apa harapan ibu dari pembelajaran bahasa Inggris yang telah ibu berikan?
- Faktor apa saja yang mempengaruhi metode pembelajaran yang ibu gunakan saat mengajar?
- Apa alasan ibu dalam setiap tindakan yang ibu lakukan dalam mengimplementasikan washback effect teaching?
- Apa kendala yang ibu hadapi selama proses perencanaan dan pembelajaran?
- Apabila pihak Universitas Negeri Jakarta atau pihak jurusan Bahasa Inggris ingin mengadakan program pengabdian masyarakat di sekolah ini bantuan apa yang ibu butuhkan?

D. STUDENTS' INTERVIEW PROTOCOL

- Apa tujuan kalian belajar bahasa Inggris?
- Apa harapan kalian dalam pembelajaran bahasa Inggris?
- Bagaimana pembelajaran bahasa Inggris yang baik menurut kalian?
- Apakah pembelajaran di kelas sudah sesuai dengan yang kalian harapkan?
- Apakah guru selalau menjelaskan apa yang akan kalian pelajari di kelas di awal pembelajaran?
- Apakah kegiatan pembelajaran di kelas dapat membantu kalian mencapai kompetensi yang dibutuhkan?
- Apakah kalian menemukan kesulitan dalam proses pembelajaran?
- Apakah penilaian yang diberikan sesuai dengan tujuan pembelajaran dan kompetensi yang dibutuhkan?
- Apakah penilaian sesuai dengan proses pembelajaran?
- Apakah guru memberikan umpan balik dari penilaian yang telah diberikan?
- Apakah kalian menemukan kesulitan dalam proses penilaian?

E. ASSESSMENT INSTRUMENTS

Reading news item

Gus Dur remembered as the father of tolerance

The Jakarta Post

JAKARTA

Friends and foes, Muslims and non-Muslims, old and young as well as majority and minority groups across the country all agreed that Abdurrahman "Gus Dur" Wahid has left an invaluable legacy of moderation to the people of Indonesia, and to the whole world.

As soon as he passed away at Cipto Mangunkusumo hospital in Jakarta on Wednesday, many people from various walks of life, including officials in the regencies, agreed that the former president had, at times almost single-handedly, carried forward Indonesia's image as a pluralist and democratic country in the eyes of the international community, despite a world marked by conflict and extremism.

"We just lost a great statesman who fought to keep the country pluralist, while fighting fundamentalism. He was a true democrat, respecting even his political foes," noted lawyer Todung Mulya Lubis said.

Todung, who together with Gus Dur led the battle against the New Order authoritarian regime under president Soeharto, said the legacy of the former Nahdlatul Ulama (NU) chairman would never fade from the nation's collective memory.

A respected young politician from President Susilo Bambang Yudhoyono's Democratic Party, Anas Urbaningrum, said that Indonesia had lost one of its greatest leaders who would sadly be irreplaceable for a long time to come.

"Gus Dur was an excellent example of a beautiful and peaceful marriage between Islam, Indonesia and modernity. He will always be remembered as an open-minded leader, with a free way of thinking, capable of leading us through any obstacles," he said.

While the NU is a conservative religious organization, Gus Dur has consistently maintained that faith is a personal matter, rejecting calls for Islam to have an institutionalized role in the state.

He said such calls could spell the end of Indonesia, already threatened by ethnic separatism, a minority of extremists and some inter-religious tension.

His position brought him criticism from some Islamic circles but earned him the respect of many non-Muslims, as well as Muslims, throughout Indonesia, including the vast democracy's Christian and ethnic Chinese minorities.

Indonesian Chinese descendant and respected lawyer Frans Hendra Winarta agreed that it was Gus Dur who had stood in the front line to defend the rights of the country's minority groups.

"He was the one who allowed the Chinese community here to celebrate Imlek (Chinese New Year)."

Human right activist and respected scholar, HS Dillon, also praised Gus Dur for defending minorities. "He was a true pluralist and gave meaning to our nation's foundation, *Bhinneka Tunggal Ika* (unity in diversity). He was unflinching in supporting the rights of minorities," he said.

While the NU is a conservative religious group, he maintained that faith is a personal matter

Questions A:

1. According to Indonesian people who is Gusdur?
2. Where and when did he die?
3. Against whom did Gusdur and Tadung have the battle?

4. Which paragraph implied that Gusdur will be strongly remembered by Indonesia people? (Rewrite the paragraph)
5. Gusdur was the father of tolerance (as the headline news) which sentence support that statement?

Questions B:

1. What did Gusdur leave for people of Indonesia and the world?
2. We just lost a great statesman ... par 3 we refers to?
3. Which paragraph implied that nobody can change Gusdur leadership in advance?
4. Gusdur has an 'open minded' leadership? Mention the sentence to prove the statement!
5. What does minority and majority mean? Explain!

Writing news item

In writing news item the students were asked to choose one article from newspaper and to rewrite the articles based on the guidance questions bellow:

1. What is the headline news?
2. Rewrite the newsworthy!
3. Who is involved?
4. What happened?
5. Where and when did it happen?
6. How did it happen?
7. Rewrite the saying verb and the action verb!
8. Rewrite the source!
9. What is the purpose of your news?
10. What is your opinion about the news?

Listening expression of surprise and disbelief

(Listening transcription)

LISTENING SURPRISE AND DISBELIEF

You will listen to a dialogue read by the teacher, then choose the best option from the five options prepared and write the option that you have chosen. The dialogue will be read twice.

It's for number 1 to 4

Aji : Do you know that Dimas finally got 9 in the last English test ?

Ria : Really ? are you kidding ? I can't believe that.

Aji : Yeah, That's true. He said that he would improve his English.

Ria : That's nice. What has he done ?

Aji : He joined the English club and hired a private English teacher.

Ria : Oh, I'm sure that help him a lot.

Aji : Yes, I'm considering joining English course too.

Ria : Oh, good luck then.

5. Andi : Did you know that Mulan Kwok has changed her name into Mulan Jameela ?

Arnis : Are you kidding ? How did you know ?

Andi : I read it in Mom's magazine.

6. Mr. Rudi : I heard that the new art gallery will be opened this month.

Mrs. Hadi : Really ? I have been waiting for it so long.

The short dialogue show :.....

7. Dina : Good heavens ! Look at this news.

It says a pilot was nearly suck out of the window of his plane. It was in mid air.

Sandi : Really ? He didn't die did he ?

8. Fanny : You know what ? Yanuar is finally willing to go to the party with us next Saturday.

Astrid : He usually likes to stay at home on weekends.

Give respond to the dialogue 9,10.

9. You won't believe this. A baby found alive after floating in the sea for two weeks.

You :.....

10. You :.....

Teacher : I don't believe you , seeing is believing.

(Listening questions)

SURPRISE AND DISBELIEF

You will listen to a dialogue read by the teacher, then choose the best option from the five options prepared and write the option that you have chosen. The dialogue will be read twice.

1. Who got 9 in the English test :

- a. Aji
- b. dimas
- c. Ria
- d. Aji and Dimas
- e. nobody.

2. He got nine because he.....

- a. study hard
- b. has a private teacher
- c. talk much English
- d. Has many teacher
- e. asks Ria about English

3. Ria : Really ? Are you kidding ? show us

- a. believe
- b. Sure
- c. Kidding ?
- d. Happy.
- e. surprise

4. I'm considering joining an English course too said :

- a. Aji
- b. Ria
- c. Dimas
- d. Aji and Dimas
- e. Ria and Aji

5. Anis : How did you know ?

- a. I know that
- b. Is she alright ?
- c. I believe it
- d. I hope she likes it.
- e. are you kidding ?

6. Mrs. Rudl : Really ? I have been waiting for it so long .

- a. surprise.
- b. Agreement
- c. Sympathy
- d. expectation
- e. satisfaction

7. Sandy : Really ? He..... Did he ?

- a. wasn't die
- b. isn't die
- c. Doesn't die.
- d. Weren't Die
- e. din't die

8. Astrid : He usually likes to stay on weekends.

- a. that's nothing new.
- b. that's a good idea.
- c. that's not a real surprise.
- d. what a surprise
- e. What a nice boy he is.

9. You.....

10.

Listening News Item
(Listening transcription)
Text 1

Theresia Sufa

THE JAKARTA POST/BOGOR

9
RUKOYAH SISWAYA

Although Rukoyah Siswaya was born in the Central Java town of Wonosobo, her heart will always belong to Bogor.

In love with batik

The 42-year-old owner of Bogor batik producer Batik Tradisiku, who has been living in the West Java town of Bogor for the last 25 years, chose to make batik as a way to show how much she loves the city, although she is no novice in that line of business.

"Before producing my own batik, I worked as a batik vendor for many years before I tied the knot with my husband. I used to buy batik from Yogyakarta and Pekalongan [towns in Central Java] and then sell the pieces in Bogor and its surrounding areas," Rukoyah said.

Then in 2004, she met an employee at the local office of the National Handicraft Council who asked her if she would be interested in making a Bogor-style batik.

Rukoyah knew Bogor once had a batik of its own a long time ago during the kingdom of Pakuan Pajajaran.

Fauziah Jani Budiarto, the head of the Bogor chapter of the council, along with her team and Rukoyah, decided to look into the ancient kingdom's batik art and culture.

"Although I agreed to produce a Bogor-style batik, it was not easy task as Bogor did not have any batik artisans," she said.

So she brought in batik artisans from Yogyakarta and provided them with a place to live.

"To start my business, I had to sell one of my houses, a car and vacate my rented house," she recalled. "I used my [formerly rented] home as an atelier and accommodation for batik artisans."

Rukoyah, who began producing

Bogor-style batik in January 2008, has the full support of her husband, Siswaya, and their two sons, Lisha Luthfiana Fajri and Afri Yudhawan.

"I am really excited about producing batik for the city of Bogor because I am enamored with my new home city," Rukoyah said.

"And since the very beginning, the Bogor administration promised to register my batik as a patent. They kept their promise too."

The city administration has supported her throughout her endeavor, introducing her batik to a wider market and helping her promote it all over West Java, even as far as Batam in the Riau Islands province.

Before producing the batik, Rukoyah also spent her time exploring various batik motifs other than those originating from the kingdom

of Pajajaran.

"I started looking into various motifs from surrounding areas, like the Rafflesia flower from the Bogor Botanical Garden and motifs of rainfall, given Bogor is the city of rain."

She was also inspired by *talas* (a kind of tuber-rooted plant), a popular plant in Bogor, as well as *kujang kijang* (a traditional weapon and a deer), which was eventually chosen as the motif for Bogor batik.

"We produced all of these motifs, except the *banyak ngantrang* one," she said, referring to the first batik motif introduced by King Siliwangi for his *sinjang dodot* traditional costume.

"The [*banyak ngantrang*] motif cannot be worn every day because it used to belong to kings. Besides, it is also more difficult to make."

Tradisiku's batik vary in price. A fine batik cloth costs between Rp 225,000 (US\$25) and Rp 7 million a meter, the printed version costs about Rp 30,000 or Rp 40,000 a meter while stamped batik costs between Rp 75,000 and Rp 150,000 a meter. A batik shirt or blouse costs between Rp 80,000 and Rp 2 million.

"I make Bogor-style batik not only to express my love to this town, but also to preserve the art of batik strongly rooted in the Indonesian culture since batik has been in this country for centuries," she said.

She hopes one day Bogor batik will be known all over Indonesia.

"My next goal is to have a decent place to produce batik and also a showroom that people, including tourists, can easily visit," Rukoyah said.

Text 2

LAND DISPUTE

2 (3)

Thousands of villagers reclaim, cultivate land

Khairul Saleh

THE JAKARTA POST/PALEMBANG

Disappointed by a protracted land dispute, thousands of villagers in South Sumatra have reclaimed plantation land managed by state-owned plantation company PTPN VII Cinta Manis.

The residents of Rengas village, Payaraman district, Ogan Ilir regency, placed poles along the disputed land and planted pineapple and rubber trees on the land on Saturday.

Similarly, residents in neighboring Lubuk Bandung and Betung villages also reclaimed land managed by the plantation company.

The dispute over 1,529 hectares of land had triggered a shooting incident recently. Police mobile brigade officers shot protesters, injuring dozens of villagers. Eleven of the residents were treated at hospital for their wounds.

The residents' efforts to reclaim

their land was supported by several NGOs, including the Palembang Legal Aid Institute (LBH), the Indonesian Forum for the Environment (Walhi), the Indonesian Farmers Union and the Agrarian Reform Consortium.

Muhammad Firlil of the Ogan Ilir Farmers Union said the Regas villagers' actions were aimed at taking over the land, which had been controlled by the plantation company for 27 years.

"The residents are ready to face any violent consequences resulting from this act," Firlil said in Palembang on Saturday.

Palembang LBH executive director Eti Gustina added the act aimed to increase the residents' bargaining power as they had not been able to access their land for decades.

"This seizure is the right option at this time," he said.

Meanwhile, South Sumatra Walhi executive director Anwar Sadat said the NGOs supported the action, and

hoped security personnel did not hinder the residents.

"Military and police officers should not prevent the villagers from reclaiming their rights to the land," Anwar said.

He said many documents showed the land rightfully belonged to the residents.

He added the plantation company was in a legally weak position since it had no land use certificate (HGU) for the land.

Anwar added that South Sumatra Governor Alex Noerdin had called for the plantation company to return the land.

Plantation spokesman Sonny Soediantanto said the company would not take legal action against the residents, and instead take a persuasive approach involving the government.

"However, we regret that the dispute has spread further afield," Sonny said in reference to the involvement of residents from the neighboring villages.

Listening questions A

You will hear a text read by the teacher, answer the questions based on the text you heard

A

1. How old is the owner ?
2. Who is her name ?
3. When did she meet her employee ?
4. Her batik design is painted based onkingdom's batik art and culture.
5. What did she do to start the business ?

In this section you will hear a text read by the teacher listen to each paragraph while it is read, and answer the questions by choosing one option from the five options prepared.

1. The dispute happened in:

- a. Sumatra
- b. South Sumatra
- c. North Sumatra
- d. East Sumatra
- e. West Sumatra

4. How many villagers should be sent to the Hospital ?

- a. seven
- b. none
- c. eleven
- d. seventeen
- e. ten

2. The residents grow....

- a. pineapple
- b. apple trees
- c. paddy trees
- d. high trees
- e. hard trees

5. How long had the land been controlled by the plantation company ?

- a. 37 years
- b. 47 years
- c. 17 years
- d. 27 years
- e. 77 years

3. The neighboring residents is....

- a. Lubuk Betung
 - b. Bandung
 - c. Lubuk
 - d. Lubuk Bandung
 - e. Padang
-

Listening questions B

You will hear a text read by the teacher, answer the questions based on the text you heard.

B

1. How long has she been living in Bogor ?
2. What did she do before producing batik ?
3. Where was the kingdom of Pakuan Pajajaran ?
4. Why is it difficult to produce a Bogor – Style Batik ?
5. Where did she bring in the batik artisans from ?

In this section you will hear a text read by the teacher listen to each paragraph while it is read, and answer the questions by choosing one option from the five options prepared.

1. Who did reclaim the plantation land ?
 - a. state owner
 - b. the PTPN company
 - c. the villagers
 - d. cintamanis people
 - e. the protracted
 2. The Rengas villagers grow plant on.....
 - a. Sunday
 - b. Monday
 - c. Friday
 - d. Saturday
 - e. Thursday
 3. The neighbouring residents who also reclaim is....
 - a. Lubuk Betung
 - b. Betung village
 - c. Lubuk Sikaping
 - d. Bandung
 - e. Padang
 4. How many people were injured ?
 - a. so many
 - b. all protesters
 - c. eleven
 - d. dozen
 - e. all villages
 5. How many organizations supported the residents ?
 - a. two
 - b. three
 - c. four
 - d. five
 - e. six
-

F. CLASSROOM OBSERVATION TRANSCRIPTION

First Day Observation

Teacher : (Greets the students, checks the attendance list, and gives information about students who have to do remedial test from the previous test).

Students : (Noise)

Teacher : Today I'll give you grammar. Kalau kemarin kita sudah belajar adjective clause that's the grammar, hari ini I'll give you direct-indirect. Sudah pernah dengar? Direct langsung, orangnya langsung. Indirect ditanyakan kembali. So, Why do I give you the indirect speech? Kenapa sih? Kenapa sih mesti diberikan indirect speech. Harusnya kemarin setelah kita belajar narrative ibu juga memberikan indirect speech tidak hanya past tense aja yah. Narrative itu tensenya apa?

Student 1 : past tense

Teacher : Iya past tense, mestinya kemarin tidak hanya past tense tapi juga ada indirect speech dalam narrative. Makannya karena agak banyak makannya ibu baru berikan sekarang. For example. Contohnya dalam narrative. (Teacher gives example of direct-indirect speech that they usually found in narrative). Jadi kalian sebenarnya sudah sering dengar itu di narrative. Karena agak banyak dan sulit jadi baru ibu berikan sekarang. Sambil kita menunggu waktu untuk remedial listening description, jadi kita isi dengan direct-indirect. Kalian tahu direct itu artinya langsung. (Teacher explains about direct-indirect).

Jadi kalian ikut mencatat yang ibu catat, ikut menyalin yang ibu salin, tidak hanya duduk.

Students : (Listen to teacher explanation and rewrite the teacher's explanation on the board).

Teacher : Dari awal perhatikan baik-baik terutama yang sudah mengerti diperhatikan baik-baik ya, jangan ulangan salah semua. (Continue explaining the lesson). Sekarang ibu bagi berdasarkan tenses. (Teacher explains about tenses). Ibu katakana ada berapa tenses yang sulit dari dua belas?

Students : Dua

Teacher : Iya Cuma ada dua, yaitu simple present dan simple past. Kenapa sulit? Karena subjectnya. Kalau subjectnya she maka kata kerjanya harus 'she writes a letter'. Coba kalau negative bagaimana?

Students : She doesn't write a letter.

Teacher : (Writes the students' answer). Coba ini kalau ibu buat 'she wrote a letter' kata kerja kedua kan? Bagaimana bentuk negativenya?

Students : She didn't write a letter.

Teacher : Iya benar. Tidak ada 'she not wrote a letter' atau she wrote not a letter'. Not itu harus didahului helping verb atau to be, is not, was not, were not, will not tidak ada verb not. Tapi harus dipikirkan dulu negativenya apa. Coba kita lihat yang lain. Past continues ingat kalau she kata kerjanya jadi apa?

Students : Was writing

Teacher : Semua ingat kalau continues kata kerjanya pakai apa?

Students : was

Teacher : Hmm.. katanya ingat. Pake apa kata kerjanya kalau semua yang continuous?

Students : Verb-ing

Teacher : Betul. Contohnya kita buat yang positive, 'she was writing a letter'. Berarti negativenya menjadi 'she was not writing a letter'. Kalau future bagaimana?

Students : She will

Teacher : Iya jadi 'she will write a letter'. Bisa juga pake shall ya. Coba apa bedanya will dan shall?

Students : (silent)

Teacher : Katanya sudah pernah ibu ajarkan tentang tenses. Bedanya kalau dalam percakapan ya. Kalau I will berarti sudah pasti, kalau shall belum. Misalnya, 'Oh I've got I headache, I will take the medichine', kalau menggunakan will langsung jalan langsung ambil obatnya. Nah kalau shall misalnya, 'I shall go to school, Mom,' itu mungkin ibunya tidak kasih uang jajan jadi anaknya bisa pergi sekolah bisa tidak. Sekarang kalau yang perfect kata kerja ke berapa?

Students : Three.

Teacher : (Write about perferct tense on the board). Sebenarnya dalam reported speech atau direct indirect dibagi menjadi tiga. Command, statement,

dan questions. Sekarang kita mulai dulu dari commands. Ini yang paling gampang. Apa commands?

Students : Perintah

Teacher : Iya perintah. Perintah itu selalu simple present. Jadi kalian misalnya dapat perintah saat upacara, 'siap gerak!' itu kalian harus langsung ada dalam sikap sempurna. Tapi kalau yang ngga ngerti pasti masih ngobrol. Begitu juga saat guru di kelas bilang, 'get out!' kalau yang ngga ngerti pasti akan bilang, 'sekarang bu?' sambil celingak-celinguk.

Students : (Laughing)

Teacher : (Gives other examples of direct-indirect speech in commands on the board).

After explaining direct-indirect in command.

Teacher : Coba sekarang ibu diktikan kamu tulis di buku tulis. Ibu akan katakana direct speechnya, kalian tulis indirectnya. (Teacher gives some commands in direct speech orally). Sekarang ibu tunjuk ya ibu katakana direct speechnya kalian yang ibu tunjuk langsung jawab menggunakan indirectnya. 'Don't go away'. Coba kamu (point one of students).

Student 1 : What did she say?

Student 2 : She said not to go away.

Teacher : Ingat ya kalau dalam commands verbnya tidak berubah. Coba satu lagi ya. 'Don't look at me!' (Point one of the students)

Student 3 : What did she say?

Student 4 : She said not to look at her.

Teacher : Nah begitu. (Teacher gives another example of direct-indirect in commands and the students have to answer it together). Sekarang kita masuk ke statement ya. Kalau di statement dari direct ke indirect naik satu tingkat. Misalnya kalau dari simple present menjadi simple past, dan begitu seterusnya. (Teacher gives example about direct-indirect in statement on the board). Nah kalau questions bagaimana?

Students : (Silent)

Teacher : Apa bedanya 'W-H' questions dengan 'yes-no' questions?

Students : (Silent)

Teacher : Kalau 'yes-no' questions itu misalnya ibu bertanya, 'are you students?' itukan jawabanya pasti kalau tidak yes ya no. Nah, kalau 'W-H' questions itu yang menggunakan pertanyaan lima 'W' satu 'H'. Apa aja itu lima 'W' satu 'H'?

Students : What, who, where, when, why, dan how

Teacher : Iya betul. Kalau 'W-H' questions itu contohnya, 'Why do you come late?' Kalau pertanyaan dengan menggunakan 'W-H' questions kalimat pertanyaannya diubah menjadi pernyataan. Misalnya, I ask you, 'why do you come late?' What did the teacher ask? The teacher ask me why I came late. (Teacher gives other examples of direct-indirect speech in 'W-H' questions on the board). Kalau 'yes-no' questions kalian tinggal mengganti pertanyaannya dengan if atau

whether. (Teacher gives examples of direct-indirect speech in 'yes-no questions on the board).

After explaining about direct-indirect, the teacher gives worksheet about direct-indirect to the students

Teacher : Langsung jawab aja ya.

The teacher and students discuss the answer of the worksheet together, and sometimes the teacher point out one of the students to answer the questions. After discussing all of the questions in worksheet, teacher gives homework and ends the class.

Second day observation

Students : Good Morning, Mam.

Teacher : Good Morning. Siapa yang tidak masuk hari ini?

Students : Vani bu.

Teacher : Vani lagi vani lagi. Mau nggak naik kelas sepertinya dia. Oke sekarang tinggalkan vani, biarkan dia tertinggal. Hari ini ibu akan mengajarkan materi tentang news item. Ada yang tau news item itu apa?

Students : (mumbling)

Teacher : Ayo sekarang buka bukunya halaman 181. Disitu ada text news item. Jadi news item itu text yang biasa kalian temui di koran. Coba baca textnya.

Students : (Read the text)

Teacher : What is the headline of the text?

Students : (unrecorded)

Teacher : Yes. He's a she's spares Thai drug dealer. What happened with this girl? Boy or girl?

Students : Boy

Teacher : Boy but girl. Girl but boy. Okay, what happened to her? to him?

Students : (unrecorded)

Teacher : Yes, she was charged with drug trafficking. When did it happen?

Students : Last month

Teacher : Yes, last month. Where did it happen?

Students : In Singapur

Teacher : Singapore or Singapur?

Students : Singapore

Teacher : Yes in Singapore. But she is Thai people. But she did in Singapore.

Let's see to the next page 184. Disana dinyatakan kalau dalam news items harus ada komponen-komponen seperti newsworthy events, background, apa saja yang ada di background?

Students : (mumbling)

Teacher : Tadi yang ada who, when, where. Lalu yang terakhir sources. Dalam setiap news harus ada sources dan it can be found in the last paragraph. It can't be kalau kamu mewawancarai seseorang langsung bertanya pada sumber, 'okay mam could you tell me'. Tidak ada pasti ya berita yang tidak ada newsworthy, where did happen, when

did it happen langsung wawancara. Jadi harus ada newsworthy dulu baru where did it happen, when did it happen dan barulah the source. For example she is the source (point one of students). 'Excuse me Mam, did you see the man who bring the bag?' 'Yes, I saw him' 'can you describe him?' Nah masuk description. 'Can you describe the face?' Kalau penjelasannya nggak cukup Tanya narasumber lain, misalnya pak RT, pak Kades, pak Lurah. Orang-orang yang dihormati oleh warga desa biasanya diwawancara. So you have wawancara, you have the interview as the source, and it can be found in the last paragraph. Coba kita lihat page 179, lihat the last paragraphnya. 'Arround 4,000 people die each year in road accident in Saudi Arabia mainly due to recklessness, Reuters'. Who is the source of this news?

Students : Reuters.

Teacher : Yes. Sekarang kita coba lihat di halaman berikutnya page 184, coba baca paragraph terakhirnya.

Students : (Read the last paragraph)

Teacher : Who is the source of this news?

Students : Distric Judge Bala Reddy.

Teacher : Yes, tadi sourcenya ada ruters, Distric Judge. Dan sekarang kita lihat halaman terakhir, biasanya kesimpulannya ada di halaman terakhir. Buka halaman 197. Kita lihat. Let's see the language feature. What is the language feature of the news item?

Students : Action verb.

Teacher : Yes, the use of action verb. Do you remember what is the action verb? When do we study action verb? When we study about?

Students : Procedure.

Teacher : Yes, when we study about procedure. Misalnya 'stir' 'cut'. Harus dilakukan. So we do. Kita melakukan apa yang diperintahkan. For example here, hit, attack, curb. Lalu ada the use of saying verb. Misalnya doctor said, the judge said, the source said. Itu saying verb. President berkata. The President said itu saying verb. Yang diungkapkan which is said by the source itu saying verb. Biasanya dimana the saying verb?

Students : In the last paragrapgh.

Teacher : Jadi bisa disimpulkan saying verb itu apa-apa yang dikatakan oleh narasumber, bukan pelaku ya. Lalu berikutnya the use of passive sentence. Ibu sudah terangkan the use of passive sentence. Nggak sulit kan? Yang penting tobe plus verb ketiga. Kalau tobe-nya is berarti itu passive present. Lalu penggunaan adverb juga dalam kalimat passive. The victims were badly injured. Para korban terluka parah. Nah sekarang kita lihat the purpose, apasih purposenya kita baca berita?

Students : To inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

Teacher : Nah betul. Itu kan yang ada pada buku. Coba sekarang kamu bisa nggak mengungkapkan purposenya in your own words? Pake kata-kata sendiri. Terserah bagaimana mengungkapkannya yang penting kamu ngerti. Could you? (Point one of the students)

Student : (Unrecorded)

Teacher : Yes that's good. To inform the people about the events happened. Ya that's good, dia mengerti. Sekarang you, Dafi. Pake bahasa Indonesia boleh. Kenapa sih kamu baca berita?

Student : Untuk dapet pengetahuan bu.

Teacher : Kalau kamu baca buku sejarah untuk dapat pengetahuan bukan? Kalau begitu sama saja dong baca buku sejarah sama baca koran.

Student : To inform someone about the fact.

Teacher : Iya the fact apa?

Student : The fact of the incident, bu.

Teacher : Jadi to inform someone about the fact of the incident. Ya bagus. Or to answer the questions what, when, where, who, and how did it happen. When, where, who, that's to inform. Menginformasikan who, mengItu kan yang ingin kamu ketahui dari sebuah berita. Hey what happened to Khadafi today? I know who involve, Khadafi and his life. But what happened to him? What happened to the word. Where did it happen? Dimana sekarang kejadiannya? Kalau kemarin di Tripoli yang diserang sekarang dimana?

Student : Benazi

Teacher : Nah kamu nonton juga ya ternyata. Benazi. Yesterday in Benazi. But today kamu nonton. What happened? When did it happen? Ada tengah malam bomnya ada siang hari bomnya. Tengah malam itu kita orang tidur. Ada ya. You want. You want the answer the questions to be answered. Kamu ingin pertanyaan itu terjawab so you listening. Now, you write. Kalau kamu jadi reporternya kamu ingin why you write? You want to answer people questions. You want to answer who, this is who. You want to answer what. Kamu ingin menjawab semua pertanyaan itu. Tapi urut-urutannya harus jelas. Sekarang kamu ke bawah (points one of the students), ambil tas ibu yang hijau yang ada korannya bawa kesini. Sekarang, I will give you some questions. Ibu tidak lagi menyuruh kamu mencari berita. Tadinya ibu ingin menyuruh kamu mencari berita tetapi tidak jadi. I'll distribute the news paper the Jakarta post. Nanti dibagikan Jakarta post. What you'll do first is choose the news. Pilih beritanya. Ini akan berlanjut. It will be your reading news. Nanti kalian baca berita ke depan dengan text yang sama. Then, copy to pieces. Kamu fotokopi jadi dua. Then, bring it home and read it. Read it many times. Baca baca baca lagi. To make you fluent in reading. Find out the difficult word to pronounce. Ibu mau kalian nanti maju ke depan baca berita tidak ada yang salah lagi bacanya. Tidak ada yang miss pronounce. Jadi ibu kasih waktu satu minggu di rumah untuk

membaca. Latihan di rumah. Jangan kamu ganti beritanya. Now write the questions. (Teacher writes the questions on the board).

When the students who asked to take the newspaper arrive, the teacher asks the students to distribute the newspaper.

Teacher : Sekarang kalian pilih berita yang sesuai dengan minat kalian, lalu difotokopi. Jangan dicorat-coret, karena itu akan digunakan di kelas lain.

Students : (Choosing the news from the newspaper).

Teacher : After you choose the headline tulis kembali beritanya berdasarkan pertanyaan di depan. Ini procedure kamu menulis.

Students : Minimal berapa paragraph, Mam?

Teacher : Minimal berapa paragraph? Minimal 7 paragraph. Yak arena ketika kamu baca, nilai belum dapat kamu sudah selesai bacanya.

Students : (mumbling)

Teacher : Ya nggak tujuh, lima juga boleh lah. Make sure. Yakinkan ibu kalau nanti kamu selesai baca nilainya sudah dapat. So at least five. Sekarang kalau sudah dapat, kopi dulu.

Students confirming about their news, but unrecorded.

Teacher : Now after you get the news try to answer the questions on the board. Coba kalian jawab pertanyaan di depan.

The class becomes noisy while the students do the assignment. One by one, the students confirm about their work to the students.

Teacher : Oke kalau sudah kumpulkan kembali korannya. Folding it to the right one. Dikumpulkan korannya dan tugasnya di kumpulkan next meeting. Pertemuan berikutnya. Sudah istirahat ya. Goodbye.

Third Day Observation

Students : Good Morning, Mam.

Teacher : Good Morning. Bagaimana tugasnya? sudah bisa dikumpulkan?

Students : Belum, Mam.

Teacher : Oke kalau begitu minggu depan ya tidak ada yang ditunda lagi. Sekarang kalian buka bukunya halaman 175 tentang expression of surprise and disbelieve. Coba sebutkan bagaimana kalau kalian merasa terkejut?

Students : Are you sure?

Teacher : Iya, ada 'are you sure?', 'are you kidding me?' dan sebagainya. Itu yang kamu katakan saat kamu terkejut dengan apa yang baru kamu dengar. Misalnya teman kamu tiba-tiba mengabarkan kalau kamu baru saja dapat beasiswa. 'Hey Michi, Do you know what? I just heard that you got the scholarship.' lalu responnya bagaimana?

Students : Really? It's surprise.

Teacher : Nah itu kan tadi kalau kamu terkejut sekarang bagaimana kalau kamu tidak percaya dengan apa yang diucapkan teman kamu?

Students : You must be kidding, are you kidding

Teacher : Sekarang buat dialog berpasangan tentang expression of surprise and disbelieve. Dan didalamnya kalian masukan question tag. Tahu kan apa itu question tag?

Students : (silent)

Teacher : Sudah pernah ibu terangkan kan tentang question tag?

Students : (silent)

Teacher : Oke, sekarang akan ibu terangkan tentang question tag. Question tag itu biasanya digunakan untuk menyatakan pertanyaan konfirmasi diakhir kalimat. Seperti, 'You are the student, aren't you?' Jadi verb bantuannya kebalikan dari kalimatnya. Kalau kalimatnya negative berarti verb bantuannya positive begitu juga yang lainnya. Sudah ingat belum?

Students : Sudah.

Teacher : Kalau begitu sekarang coba buat dialognya berpasangan. Lalu kalian akan perform besok Kamis, next meeting ya.

The teacher lets the students to make the dialogue until the time end and she ends the class.

Fourth day observation

Teacher : Good morning students.

Students : Good morning, Mam.

Teacher : (Teacher checks attendance list). Hari ini ibu akan mengajarkan 'how to read a news', bagaimana cara membaca berita. Sekarang buka

buku halaman 184. Dengarkan cara ibu membaca berita. Dengarkan dengan baik ya, jangan ada yang mengobrol, melamun. Harus diperhatikan dengan baik. Dengarkan intonasinya harus benar dan speak aloud. Pertama-tama greets the listeners atau audience. Misalnya, 'Good morning audience' atau 'Good morning listeners'. Jadi pertama-tama kalian harus menyapa audience atau listeners. Setelah itu introduce yourself, tapi seperlunya saja. Misalnya, 'I am Michi with the morning news'. Tidak usah sampai menyebutkan umur, seperlunya saja. Bisa juga menggunakan, 'this is metro tv with the morning nes and I am Michi, listen to the news'. Lalu sebutkan headlinenya. After you read the headline you read the news. Ibu ulangi lagi ya. Jadi, 'Good morning audience, I am Michi with the morning news. Here is the headline.' Sebutkan headlinenya. Lalu baca newsnya 'here is the news'. Hal lain yang harus kalian perhatikan adalah tanda bacanya. Jangan lupa berhenti saat titik saat koma. Kalian juga harus memperhatikan intonasi dan pronounciationnya. Makannya harus dilatih berulang-ulang. Jangan lupa buka kamus kalau kalian tidak tahu bagaimana intonasi dan cara pengucapannya. Dan membacanya dengan keras dan pelan. (Teacher gives example reading news). Satu hal lagi yang tidak boleh dilupakan saat membaca berita adalah eye contact. Jangan terlalu focus pada text, kalian juga harus melakukan eye contact dengan audience. (Teacher gives example of giving eye contact while

reading the news). Dan jangan lupa dengan closing. Kalian harus melakukan closing setelah membaca sources. Misalnya setelah kalian selesai membaca berita ucapkan, 'see you again at the same time and same program tomorrow'. Kalau programnya mingguan maka katakana 'next week'. Sampai sini ada pertanyaan?

Students : (Silent)

Teacher : Kalau tidak ada pertanyaan maka ini harus kalian latih dengan benar di rumah. Minggu depan kalian membaca berita harus benar, jangan lupakan pronunciation dan intonation. Kalau tidak ada pertanyaan biar kita lanjutkan dengan speaking test expression dari dialogue yang telah kalian buat. Ketika teman kalian perform speaking di depan kalian selesaikan your writing news. Jadi jangan ngobrol dan berisik. (Teacher begins to call upon the students to perform speaking about surprise expressions).

After all of the students have performed their speaking expression in front of class the teacher ends the class.

Fifth Day Observation

Students : Good Morning, Mam.

Teacher : Good Morning. Ingat ya hari ini kita akan mengadakan speaking test news item. Kalian sudah siap?

Students : (noisy)

Teacher : Nanti kalian majunya berdasarkan dengan susunan yang ibu sebutkan. Sekarang dengarkan, ibu akan sebutkan siapa aja namanya yang akan maju nomer satu sampai dua puluh. (Teacher starts to call the students' name). And I'll

Students : (practicing their work)

Teacher : When I called out your name, then you come here (point out the chair) and sit comfortably and properly (sit on the seat). Lalu ibu akan contohkan. 'Good Morning Audience. I'm Dafi with the morning news. Here's the headline (Teacher gives example of reading the news). You may not see the audience many times. Satu kalimat. No need to look many times. You may look at the audience after you read a paragraph atau before you read the paragraph.

Students : (noisy)

Teacher : Jadi dengarkan dulu. Jadi awal paragraph biasanya disitu penting, nah disitu kamu lihat audience. Kalau terlalu sering melihat audience nanti kalimatnya lompat-lompat. Jadi no need to see or make the eye contact many times. Dan tidak rebut. Berlatih, baca pelan-pelan. Tidak ngobrol. Nah sekarang maju Amaris.

Student 1 : (Sits on the seat provided)

Teacher : (Write down the criteria will be assessed). I will assessed your opening, your attitude, your punctuation, and the last closing. What will you say to close the [...] when you read the news, to finish reading news? Untuk mengakhirinya kamu mengatakan apa?

Students : Goodbye.

Teacher : Thank you for listening, see you tomorrow, see you next week,
tomorrow atau next week ya at the same channel at the same time

Students : Goodbye

Teacher : Iya goodbye. Sudah ingat ya kalau textnya panjang. If you have
longer text, I will say stop. Kalau saya katakan stop, maka kamu
akan katakan, 'thank you for listening see you tomorrow at the sama
channel and the same time'. Jangan kaget ya. Yang sudah-sudah ibu
katakan stop mereka gelagepan. Ingat ibu katakan stop itu
tandanya nilai sudah didapat. Ready?

Student 1 : Belum.

Teacher : And after this Dafi will ready. Oke? Audience, will you listen?

Students : Iya

Student 1 : (Starts to read the news)

Teacher : Dia membacanya rata. Many mistake in pronunciation. Ibu kira dia
nggak buka kamus. (Teacher correct the pronunciation). Kamu ke bu
Yuli dulu nanti diulang ya. Next Dafi. Ibu kan sudah katakan look
at your dictionary.

Student 2 : (sits on the seat and starts to read the news)

The teacher calls the students one by one and gives the feedback after each
student has performed. After all the students perform reading the news the teacher
ends the lesson.

Sixth Day Observation

Students : Good Morning, Mam.

Teacher : Good Morning. Hari ini kita ulangan reading ya. Ibu kasih waktu kalian waktu lima menit untuk baca-baca lagi.

After 5 minutes

Teacher : Sudah siap ya. (Distributes the test sheet and the answer sheet). Seperti biasa ya AB AB disilang. As usual. Write the questions like question answer question answer.

Students : (Do the test in the silent)

After 60 minutes most of the students have finished the test and collect their answer to the teacher.

Teacher : Oke kalau yang sudah langsung keluar ya. If you have finished you may go out. Yang sudah jangan sok pintar dengan memberitahu temannya.

After all of the students finished the test, the teacher calls the students to enter to the class again.

Teacher : Sekarang kalian buka LKSnya. Open your LKS page 89. Do the activity one until five. Jangan berisik ya. You are not required to make noise. Kalau LKSnya sudah selesai kalian bisa kerjakan tugas yang lainnya. Kalau ada pertanyaan ibu ada di ruang guru.

Seventh day observation

Students : Good Morning, Mam

Teacher : Good Morning. Hari ini kita akan listening expression surprise dan disbelieve kan?

Students : (noisy)

Teacher : Sekarang ibu bagi menjadi dua kelompok. You go out (point the row of students) you stay (point the others). Jadi mengerjakan soalnya setengah-setengah ya. Sebagian di dalam sebagian lagi di luar ya. Yang di luar jangan berisik. Hargai temannya yang di dalam ya. Nah sekarang yang tadi ibu to stay tetap disini, yang lainnya go out ya.

After some of the students go out.

Teacher : (Distribute the test sheet and the answer sheet) Now read your questions first. Oke now I'll read the dialogue and listen to me carefully. (Teacher asks one of students from the other class to help her read the dialogue). Please read the questions carefully first. We use the white side. Will you listen, please! Use the white side paper to answer the questions and write it vertically. You've read the questions? There are ten multiple choice questions. The text just read twice. Just twice. Jadi ngga perlu teriak 'ulangi lagi bu'. Ready? Are you ready? Here is the text. (Teacher and the student read the dialogue).

Students : (Listen to teacher carefully and answer the question on the test sheet).

Teacher : (After a while). Okay I will read the text again and listen carefully.
Listen carefully. (Teacher read the dialogue again).

After 20 minutes

Teacher : Okay, if you have finished leave the test sheet and give me the answer sheet. Lembar soalnya ditinggalkan dan lembar jawabanya dikumpulkan.

(Some of students have finished the test and go outside)

After 5 minutes

Teacher : Okay, I think it's enough, you can call your friends to come inside.
Panggil temannya masuk.

Students : (noise) (get out the class).

Teacher : Ayo yang berikutnya masuk. Yang di luar jangan berisik ya. Don't make any noise.

(The rest of students get in to the class)

Teacher : Duduk di depan kursi yang ada kertas lembar soalnya. Now, read the questions carefully first. Read them carefully! (Teacher ask students to sit tidily). We use the white side. The white side. And vertically. Okay, this one I have ten questions for you. The text will be read twice. Just twice. Jadi dengarkan baik-baik, ngga perlu teriak, 'bu sekali lagi', listen carefully. Okay, are you ready? I'll read, so listen carefully. Just listen carefully. (Teacher reading the dialogue).

Students : (Listen carefully and do the test)

(After 5 minutes)

Teacher : I will repeat. Listen carefully. (Teacher reading the dialogue).

(After 10 minutes)

Some students have finished the test and submit their answer sheet to teacher. The teacher waits for the other students to submit the answer sheet.

Teacher : Oke sekarang masuk semua. Do you have another assignment?

Kalian ada tugas lain nggak?

Students : Ada, Mam.

Teacher : Kalau begitu sekarang kalian boleh kerjakan tugasnya dan jangan berisik ya.

After the bell rings

Teacher : Oke don't forget ya next meeting listening to news item text.

(Teacher leaves the class).

Eighth Day Observation

Students : Good Morning, Mam.

Teacher : Good Morning. Are you ready for the test?

Students : (noisy)

Teacher : Sudah semuanya masuk kelas?

Students : Belum, Mam. Masih ada yang ganti baju.

After 5 minutes

Teacher : Masih ada yang kita tunggu?

Students : Masih, Mam. Dafi lagi ketemu wali kelas, Mam.

Teacher : Ketua kelas tolong panggil Dafinya. Oke sambil menunggu Dafi jangan berisik ya. Tidak ngobrol. Read the text book dulu. Baca buku kalian dulu.

After the student comes.

Teacher : Are you ready for the test?

Students : (noisy)

Teacher : (Distribute the test and answer sheet) Ayo dibaca. Tidak ngobrol. Kalau ngobrol keluar deh. Sit properly. Tidak ada yang menyender ke tembok. Use the answer sheet vertically. Berdiri ya. Okay, are you ready? This test is divided into two parts okay? With two news items. Two news. And the first part, you see the questions? is the essay part. no need longer answer. And the second one is multiple choice. And don't forget to answer the word. Jangan lupa. Okay. let's begin. (Teacher reads the text).

Students : (Listen carefully)

Teacher : Okay, I will read again. Listen carefully.

Students : (Listen carefully)

After 20 minutes the teacher asked the students to collect the test and answer sheet.

Teacher : Sudah? Jangan lupa tulis kode soalnya A or B. Jangan nanti sudah di kumpul. Bu saya lupa menulis kode soalnya. Cara mengumpulkannya. Gabung soal dan jawaban. Ibu itung satu sampai lima. Yang ke lima serahkan ke ibu sudah sampai di depan. Satu.

Yang menulis itu kurang nilainya ya. Dua. Gabung-gabung. Tiga. sudah sampai di baris ke tiga. Empat. Yang telat biar saja tidak itu nilai ya. Lima. Sudah sampai di depan. Sudah sampai di depan. Ayo.

Students : (noisy)

Teacher : Kalau sudah now open the text book page ... What page yang belum kita belum kerjakan? Buka halaman 175 ya. Sekarang kerjakan soalnya.

The teacher asks the students to do the activity on the text book until the bell rings and leaves the class.

G. CLASSROOM OBSERVATION INSTRUMENT

Hari/Tanggal : Thursday, March 24th 2011

Pokok Materi : Direct-Indirect Speech

Kelas/Semester : X/2

No.	Stase Kegiatan Pembelajaran	Indikator Kegiatan Pembelajaran	Contoh Kegiatan Pembelajaran	Ada/Tidak
1	Kegiatan Pendahuluan	1) Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;	Secara psikis: a. Memberikan kesempatan peserta didik untuk berdoa sebelum memulai proses pembelajaran b. Memberikan motivasi awal Secara fisik: a. Memeriksa daftar kehadiran peserta didik b. Menegaskan peserta didik untuk tenang sebelum memulai proses pembelajaran	- √ √ √
		2) Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari	a. Mengajukan pertanyaan berupa kaitan materi yang sebelumnya dengan materi yang akan disampaikan b. Melibatkan peserta didik untuk menyampaikan kaitan tersebut secara aktif	√ √
		3) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai	a. Menyampaikan kompetensi dasar yang akan dicapai b. Menyampaikan tujuan pembelajaran yang akan diberikan	- -
		4) Menyampaikan cakupan materi dan penjelasan	a. Menjelaskan cakupan materi atau bahan ajar yang akan digunakan	√

		uraian kegiatan sesuai silabus.	b. Menjelaskan langkah-langkah pembelajaran yang akan dilakukan	-
2	Kegiatan Inti			
	A. Explorasi	1) Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber	<p>Content-based Instruction:</p> <p>a. Memberikan model materi pembelajaran dan mengajukan beberapa pertanyaan</p> <p>b. Melibatkan peserta didik dalam memanfaatkan aneka sumber belajar</p> <p>c. Melibatkan peserta didik dalam kegiatan observasi materi dan mengajukan beberapa pertanyaan</p> <p>d. Melibatkan peserta didik untuk mengaitkan materi pembelajaran dengan lingkungan sekitarnya</p> <p>Language-based Instruction:</p> <p>a. Memfasilitasi peserta didik dengan model pelafalan yang tepat dengan memanfaatkan aneka sumber belajar seperti video, kaset, dsb.</p> <p>b. Melatih peserta didik membaca dengan intonasi yang tepat.</p>	<p>√</p> <p>-</p> <p>√</p> <p>√</p> <p>-</p> <p>-</p>
		2) Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar	<p>a. Menggunakan beragam pendekatan pembelajaran, media pembelajaran <i>atau</i> sumber belajar lain.</p> <p>b. Menggunakan metode yang sesuai dengan bahan belajar yang diampaikan</p>	<p>-</p> <p>√</p>

		lain		
		3) Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya	<p>a. Memfasilitasi peserta didik dalam interaksi berupa:</p> <ul style="list-style-type: none"> • Interaksi antarpeserta didik: Memfasilitasi peserta didik untuk saling berdiskusi seputar materi pembelajaran • Interaksi peserta didik dengan guru: Memfasilitasi peserta didik untuk bertanya kepada guru • Interaksi peserta didik dengan lingkungan: Memfasilitasi peserta didik untuk memanfaatkan media pembelajaran yang bersumber dari lingkungan rumah, sekolah, dll. • Interaksi peserta didik dengan sumber belajar lainnya: Memfasilitasi peserta didik untuk memanfaatkan media pembelajaran yang bersumber dari internet, majalah, koran, dll. 	- - - -
		4) Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran	<p>a. Melibatkan peserta didik untuk menjawab pertanyaan</p> <p>b. Melibatkan peserta didik secara aktif dalam melakukan kegiatan pembelajaran baik lisan atau tertulis</p>	√ √
		5) Memfasilitasi peserta didik	a. Memfasilitasi peserta didik menggunakan laboratorium	-

		melakukan percobaan di laboratorium, studio, atau lapangan	bahasa atau <i>radio tape</i> untuk kegiatan <i>Listening</i> (mendengarkan) dan <i>Speaking</i> (berbicara) b. Memfasilitasi siswa untuk berinteraksi dengan materi pembelajaran baik di luar atau di dalam kelas	-
	B. Elaborasi	1) Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna	a. Memberikan contoh materi lisan atau tertulis yang beragam b. Memberikan tugas lisan atau tertulis yang beragam dan terkait dengan materi pembelajaran	√ √
		2) Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis	a. Memberikan tugas atau latihan-latihan yang beragam b. Memberikan tugas individu, berpasangan atau kelompok	- √
		3) Memberi kesempatan untuk berpikir menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut	a. Memfasilitasi peserta didik untuk bertanya jawab dengan guru atau sesama peserta didik lainnya b. Memberikan tugas berupa observasi dan mengajukan pertanyaan seputar materi terkait	- -
		4) Memfasilitasi peserta didik dalam pembelajaran	a. Memfasilitasi peserta didik untuk membuat diskusi kelompok b. Memberikan tugas secara	- -

		kooperatif dan kolaboratif	berpasangan atau berkelompok	
		5) Memfasilitasi peserta didik berkompetensi secara sehat untuk meningkatkan prestasi belajar	a. Menerapkan penilaian keaktifan bagi peserta didik b. Memberikan nilai plus bagi peserta didik yang dapat menjawab pertanyaan guru	- -
		6) Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individu maupun kelompok	a. Memberikan tugas yang mencakup keseluruhan materi yang telah diajarkan b. Memberikan tugas merangkum baik lisan maupun tertulis	√ -
		7) Memfasilitasi peserta didik untuk menyajikan kreasi; kerja individual maupun kelompok	a. Memberikan kesempatan untuk mengkreasikan materi pembelajaran baik individu maupun kelompok b. Memberikan kesempatan untuk mempresentasikan materi pembelajaran baik individu maupun kelompok	- -
		8) Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk kelompok	a. Memberi kesempatan untuk mempresentasikan materi pembelajaran b. Memberikan kesempatan untuk melakukan dialog atau <i>roleplay</i>	- -
		9) Memfasilitasi peserta didik melakukan	a. Memberikan tugas yang sesuai dengan minat masing-masing peserta didik	-

		kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.	b. Memberikan kesempatan untuk mempraktekan kegiatan di depan kelas	-
	C. Konfirmasi	1) Memberikan umpen balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,	a. Memberikan pujian berupa lisan terhadap keberhasilan peserta didik selama kegiatan pembelajaran b. Memberikan pujian berupa isyarat terhadap keberhasilan peserta didik selama kegiatan pembelajaran c. Memotivasi secara lisan atau isyarat dalam kegiatan pembelajaran	√ - √
		2) Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber	a. Mengajukan pertanyaan pemahaman tentang materi yang telah diberikan b. Memberikan informasi tambahan seputar materi dari berbagai sumber	√ √
		3) Memfasilitasi peserta didik untuk memperoleh pengalaman belajar yang telah dilakukan;	a. Melibatkan peserta didik secara aktif dalam seluruh kegiatan pembelajaran b. Memberikan tugas yang sesuai dengan minat dan kemampuan peserta didik	- √
		4) Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar;	a. Melakukan kegiatan pembelajaran yang sistematis atau berurut b. Menggunakan bahan ajar yang otentik atau berkaitan dengan kehidupan sehari hari	√ √

3.	Kegiatan Penutup	1) Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;	a. Meninjau kembali materi yang telah diberikan b. Memberikan tugas kepada siswa baik secara individu maupun kelompok	- √
		2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;	a. Menggunakan penilaian yang relevan dengan tujuan yang telah ditetapkan b. Menggunakan bentuk dan jenis ragam penilaian c. Menggunakan penilaian yang diberikan sesuai dengan RPP	- - -
		3) Memberikan umpan balik terhadap peserta didik yang kurang atau belum berpartisipasi aktif.	a. Memberi kesempatan untuk bertanya dan menjawab pertanyaan. b. Menginformasikan materi/bahan belajar yang akan dipelajari berikutnya. c. Memberikan motivasi untuk selalu terus belajar	- - √

Hari/Tanggal : Tuesday, March 29th 2011
 Pokok Materi : Reading and writing news item
 Kelas/Semester : X/2

No.	Stase Kegiatan Pembelajaran	Indikator Kegiatan Pembelajaran	Contoh Kegiatan Pembelajaran	Ada/Tidak
1	Kegiatan Pendahuluan	1) Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;	Secara psikis: a. Memberikan kesempatan peserta didik untuk berdoa sebelum memulai proses pembelajaran b. Memberikan motivasi awal	- -

			<p>Secara fisik:</p> <p>a. Memeriksa daftar kehadiran peserta didik</p> <p>b. Menegaskan peserta didik untuk tenang sebelum memulai proses pembelajaran</p>	<p>√</p> <p>√</p>
		2) Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari	<p>a. Mengajukan pertanyaan berupa kaitan materi yang sebelumnya dengan materi yang akan disampaikan</p> <p>b. Melibatkan peserta didik untuk menyampaikan kaitan tersebut secara aktif</p>	<p>-</p> <p>-</p>
		3) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai	<p>a. Menyampaikan kompetensi dasar yang akan dicapai</p> <p>b. Menyampaikan tujuan pembelajaran yang akan diberikan</p>	<p>√</p> <p>-</p>
		4) Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	<p>a. Menjelaskan cakupan materi atau bahan ajar yang akan digunakan</p> <p>b. Menjelaskan langkah-langkah pembelajaran yang akan dilakukan</p>	<p>√</p> <p>-</p>
2	Kegiatan Inti			
	A. Explorasi	1) Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi	<p>Content-based Instruction:</p> <p>a. Memberikan model materi pembelajaran dan mengajukan beberapa pertanyaan</p> <p>b. Melibatkan peserta didik dalam memanfaatkan aneka sumber belajar</p> <p>c. Melibatkan peserta didik dalam kegiatan observasi materi dan mengajukan</p>	<p>√</p> <p>√</p> <p>√</p>

		guru dan belajar dari aneka sumber	<p>beberapa pertanyaan</p> <p>d. Melibatkan peserta didik untuk mengaitkan materi pembelajaran dengan lingkungan sekitarnya</p> <p>Language-based Instruction:</p> <p>a. Memfasilitasi peserta didik dengan model pelafalan yang tepat dengan memanfaatkan aneka sumber belajar seperti video, kaset, dsb.</p> <p>b. Melatih peserta didik membaca dengan intonasi yang tepat.</p>	<p>√</p> <p>-</p> <p>-</p>
		2) Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain	<p>c. Menggunakan beragam pendekatan pembelajaran, media pembelajaran <i>atau</i> sumber belajar lain.</p> <p>d. Menggunakan metode yang sesuai dengan bahan belajar yang diampaikan</p>	<p>√</p> <p>√</p>
		3) Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya	<p>a. Memfasilitasi peserta didik dalam interaksi berupa:</p> <ul style="list-style-type: none"> • Interaksi antarpeserta didik: Memfasilitasi peserta didik untuk saling berdiskusi seputar materi pembelajaran • Interaksi peserta didik dengan guru: Memfasilitasi peserta didik untuk bertanya kepada guru • Interaksi peserta didik dengan lingkungan: 	<p>-</p> <p>√</p>

			<p>Memfasilitasi peserta didik untuk memanfaatkan media pembelajaran yang bersumber dari lingkungan rumah, sekolah, dll.</p> <p>• Interaksi peserta didik dengan sumber belajar lainnya: Memfasilitasi peserta didik untuk memanfaatkan media pembelajaran yang bersumber dari internet, majalah, koran, dll.</p>	-
				√
		4) Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran	<p>a. Melibatkan peserta didik untuk menjawab pertanyaan</p> <p>b. Melibatkan peserta didik secara aktif dalam melakukan kegiatan pembelajaran baik lisan atau tertulis</p>	√
				√
		5) Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan	<p>a. Memfasilitasi peserta didik menggunakan laboratorium bahasa atau <i>radio tape</i> untuk kegiatan <i>Listening</i> (mendengarkan) dan <i>Speaking</i> (berbicara)</p> <p>b. Memfasilitasi siswa untuk berinteraksi dengan materi pembelajaran baik di luar atau di dalam kelas</p>	-
				√
	B. Elaborasi	1) Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna	<p>a. Memberikan contoh materi lisan atau tertulis yang beragam</p> <p>b. Memberikan tugas lisan atau tertulis yang beragam dan terkait dengan materi pembelajaran</p>	√
				√

		2) Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis	a. Memberikan tugas atau latihan-latihan yang beragam b. Memberikan tugas individu, berpasangan atau kelompok	- -
		3) Memberi kesempatan untuk berpikir menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut	a. Memfasilitasi peserta didik untuk bertanya jawab dengan guru atau sesama peserta didik lainnya b. Memberikan tugas berupa observasi dan mengajukan pertanyaan seputar materi terkait	√ -
		4) Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif	a. Memfasilitasi peserta didik untuk membuat diskusi kelompok b. Memberikan tugas secara berpasangan atau berkelompok	- -
		5) Memfasilitasi peserta didik berkompetensi secara sehat untuk meningkatkan prestasi belajar	a. Menerapkan penilaian keaktifan bagi peserta didik b. Memberikan nilai plus bagi peserta didik yang dapat menjawab pertanyaan guru	- -
		6) Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun	a. Memberikan tugas yang mencakup keseluruhan materi yang telah diajarkan b. Memberikan tugas merangkum baik lisan maupun tertulis	- -

		tertulis, secara individu maupun kelompok		
		7) Memfasilitasi peserta didik untuk menyajikan kreasi; kerja individual maupun kelompok	a. Memberikan kesempatan untuk mengkreasikan materi pembelajaran baik individu maupun kelompok b. Memberikan kesempatan untuk mempresentasikan materi pembelajaran baik individu maupun kelompok	- -
		8) Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk kelompok	a. Memberi kesempatan untuk mempresentasikan materi pembelajaran b. Memberikan kesempatan untuk melakukan dialog atau <i>roleplay</i>	- -
		9) Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.	a. Memberikan tugas yang sesuai dengan minat masing-masing peserta didik b. Memberikan kesempatan untuk mempraktekan kegiatan di depan kelas	- -
	C. Konfirmasi	1) Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,	a. Memberikan pujian berupa lisan terhadap keberhasilan peserta didik selama kegiatan pembelajaran b. Memberikan pujian berupa isyarat terhadap keberhasilan peserta didik selama kegiatan pembelajaran c. Memotivasi secara lisan atau isyarat dalam kegiatan pembelajaran	√ - √

		2) Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber	a. Mengajukan pertanyaan pemahaman tentang materi yang telah diberikan b. Memberikan informasi tambahan seputar materi dari berbagai sumber	√ √
		3) Memfasilitasi peserta didik untuk memperoleh pengalaman belajar yang telah dilakukan;	a. Melibatkan peserta didik secara aktif dalam seluruh kegiatan pembelajaran b. Memberikan tugas yang sesuai dengan minat dan kemampuan peserta didik	- √
		4) Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar;	c. Melakukan kegiatan pembelajaran yang sistematis atau berurut d. Menggunakan bahan ajar yang otentik atau berkaitan dengan kehidupan sehari-hari	√ √
3.	Kegiatan Penutup	1) Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;	a. Meninjau kembali materi yang telah diberikan b. Memberikan tugas kepada siswa baik secara individu maupun kelompok	- √
		2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;	a. Menggunakan penilaian yang relevan dengan tujuan yang telah ditetapkan b. Menggunakan bentuk dan jenis ragam penilaian c. Menggunakan penilaian yang diberikan sesuai dengan RPP	√ √ -
		3) Memberikan	a. Memberi kesempatan untuk	-

		umpan balik terhadap peserta didik yang kurang atau belum berpartisipasi aktif.	bertanya dan menjawab pertanyaan. b. Menginformasikan materi/bahan belajar yang akan dipelajari berikutnya. c. Memberikan motivasi untuk selalu terus belajar	- √
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Hari/Tanggal : Thursday, May 5th 2011
 Pokok Materi : Expression of surprise and disbelieve
 Kelas/Semester : X/2

No.	Stase Kegiatan Pembelajaran	Indikator Kegiatan Pembelajaran	Contoh Kegiatan Pembelajaran	Ada/Tidak
1	Kegiatan Pendahuluan	1) Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;	Secara psikis: a. Memberikan kesempatan peserta didik untuk berdoa sebelum memulai proses pembelajaran b. Memberikan motivasi awal Secara fisik: a. Memeriksa daftar kehadiran peserta didik b. Menegaskan peserta didik untuk tenang sebelum memulai proses pembelajaran	- - √ √
		2) Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari	a. Mengajukan pertanyaan berupa kaitan materi yang sebelumnya dengan materi yang akan disampaikan b. Melibatkan peserta didik untuk menyampaikan kaitan tersebut secara aktif	- √

		3) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai	a. Menyampaikan kompetensi dasar yang akan dicapai b. Menyampaikan tujuan pembelajaran yang akan diberikan	- -
		4) Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	a. Menjelaskan cakupan materi atau bahan ajar yang akan digunakan b. Menjelaskan langkah-langkah pembelajaran yang akan dilakukan	√ -
2	Kegiatan Inti			
	A. Explorasi	1) Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber	<p><i>Content-based Instruction:</i></p> <p>a. Memberikan model materi pembelajaran dan mengajukan beberapa pertanyaan</p> <p>b. Melibatkan peserta didik dalam memanfaatkan aneka sumber belajar</p> <p>c. Melibatkan peserta didik dalam kegiatan observasi materi dan mengajukan beberapa pertanyaan</p> <p>d. Melibatkan peserta didik untuk mengaitkan materi pembelajaran dengan lingkungan sekitarnya</p> <p><i>Language-based Instruction:</i></p> <p>a. Memfasilitasi peserta didik dengan model pelafalan yang tepat dengan memanfaatkan aneka sumber belajar seperti video, kaset, dsb.</p> <p>b. Melatih peserta didik membaca dengan intonasi yang tepat.</p>	√ - √ √ - -

		2) Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain	<p>a. Menggunakan beragam pendekatan pembelajaran, media pembelajaran <i>atau</i> sumber belajar lain.</p> <p>b. Menggunakan metode yang sesuai dengan bahan belajar yang diampaikan</p>	- √
		3) Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya	<p>a. Memfasilitasi peserta didik dalam interaksi berupa:</p> <ul style="list-style-type: none"> • Interaksi antarpeserta didik: Memfasilitasi peserta didik untuk saling berdiskusi seputar materi pembelajaran • Interaksi peserta didik dengan guru: Memfasilitasi peserta didik untuk bertanya kepada guru • Interaksi peserta didik dengan lingkungan: Memfasilitasi peserta didik untuk memanfaatkan media pembelajaran yang bersumber dari lingkungan rumah, sekolah, dll. • Interaksi peserta didik dengan sumber belajar lainnya: Memfasilitasi peserta didik untuk memanfaatkan media pembelajaran yang bersumber dari internet, majalah, koran, dll. 	- - - -
		4) Melibatkan peserta didik	a. Melibatkan peserta didik untuk menjawab pertanyaan	√

		secara aktif dalam setiap kegiatan pembelajaran	b. Melibatkan peserta didik secara aktif dalam melakukan kegiatan pembelajaran baik lisan atau tertulis	√
		5) Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan	a. Memfasilitasi peserta didik menggunakan laboratorium bahasa atau <i>radio tape</i> untuk kegiatan <i>Listening</i> (mendengarkan) dan <i>Speaking</i> (berbicara) b. Memfasilitasi siswa untuk berinteraksi dengan materi pembelajaran baik di luar atau di dalam kelas	- -
	B. Elaborasi	1) Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna	a. Memberikan contoh materi lisan atau tertulis yang beragam b. Memberikan tugas lisan atau tertulis yang beragam dan terkait dengan materi pembelajaran	√ √
		2) Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis	a. Memberikan tugas atau latihan-latihan yang beragam b. Memberikan tugas individu, berpasangan atau kelompok	- √
		3) Memberi kesempatan untuk berpikir menganalisis, menyelesaikan	a. Memfasilitasi peserta didik untuk bertanya jawab dengan guru atau sesama peserta didik lainnya b. Memberikan tugas berupa	√ -

		masalah, dan bertindak tanpa rasa takut	observasi dan mengajukan pertanyaan seputar materi terkait	
		4) Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif	a. Memfasilitasi peserta didik untuk membuat diskusi kelompok b. Memberikan tugas secara berpasangan atau berkelompok	- √
		5) Memfasilitasi peserta didik berkompetensi secara sehat untuk meningkatkan prestasi belajar	a. Menerapkan penilaian keaktifan bagi peserta didik b. Memberikan nilai plus bagi peserta didik yang dapat menjawab pertanyaan guru	√ -
		6) Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individu maupun kelompok	a. Memberikan tugas yang mencakup keseluruhan materi yang telah diajarkan b. Memberikan tugas merangkum baik lisan maupun tertulis	√ -
		7) Memfasilitasi peserta didik untuk menyajikan kreasi; kerja individual maupun kelompok	a. Memberikan kesempatan untuk mengkreasikan materi pembelajaran baik individu maupun kelompok b. Memberikan kesempatan untuk mempresentasikan materi pembelajaran baik individu maupun kelompok	- -
		8) Memfasilitasi peserta didik melakukan	a. Memberi kesempatan untuk mempresentasikan materi pembelajaran	√

		pameran, turnamen, festival, serta produk kelompok	b. Memberikan kesempatan untuk melakukan dialog atau <i>roleplay</i>	√
		9) Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.	a. Memberikan tugas yang sesuai dengan minat masing-masing peserta didik b. Memberikan kesempatan untuk mempraktekan kegiatan di depan kelas	- √
	C. Konfirmasi	1) Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,	a. Memberikan pujian berupa lisan terhadap keberhasilan peserta didik selama kegiatan pembelajaran b. Memberikan pujian berupa isyarat terhadap keberhasilan peserta didik selama kegiatan pembelajaran c. Memotivasi secara lisan atau isyarat dalam kegiatan pembelajaran	√ - √
		2) Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber	a. Mengajukan pertanyaan pemahaman tentang materi yang telah diberikan b. Memberikan informasi tambahan seputar materi dari berbagai sumber	√ √
		3) Memfasilitasi peserta didik untuk memperoleh pengalaman belajar yang telah dilakukan;	a. Melibatkan peserta didik secara aktif dalam seluruh kegiatan pembelajaran b. Memberikan tugas yang sesuai dengan minat dan kemampuan peserta didik	- √
		4) Memfasilitasi	a. Melakukan kegiatan	√

		peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar;	pembelajaran yang sistematis atau berurut b. Menggunakan bahan ajar yang otentik atau berkaitan dengan kehidupan sehari-hari	√
3.	Kegiatan Penutup	1) Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;	a. Meninjau kembali materi yang telah diberikan b. Memberikan tugas kepada siswa baik secara individu maupun kelompok	- √
		2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;	a. Menggunakan penilaian yang relevan dengan tujuan yang telah ditetapkan b. Menggunakan bentuk dan jenis ragam penilaian c. Menggunakan penilaian yang diberikan sesuai dengan RPP	√ - √
		3) Memberikan umpan balik terhadap peserta didik yang kurang atau belum berpartisipasi aktif.	d. Memberi kesempatan untuk bertanya dan menjawab pertanyaan. e. Menginformasikan materi/bahan belajar yang akan dipelajari berikutnya. f. Memberikan motivasi untuk selalu terus belajar	- - √

Hari/Tanggal : Thursday, May 10th 2011
 Pokok Materi : Speaking news item
 Kelas/Semester : X/2

No.	Stase Kegiatan Pembelajaran	Indikator Kegiatan Pembelajaran	Contoh Kegiatan Pembelajaran	Ada/Tidak
1	Kegiatan Pendahuluan	1) Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;	Secara psikis: a. Memberikan kesempatan peserta didik untuk berdoa sebelum memulai proses pembelajaran b. Memberikan motivasi awal Secara fisik: a. Memeriksa daftar kehadiran peserta didik b. Menegaskan peserta didik untuk tenang sebelum memulai proses pembelajaran	- √ √ √
		2) Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari	a. Mengajukan pertanyaan berupa kaitan materi yang sebelumnya dengan materi yang akan disampaikan b. Melibatkan peserta didik untuk menyampaikan kaitan tersebut secara aktif	√ √
		3) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai	a. Menyampaikan kompetensi dasar yang akan dicapai b. Menyampaikan tujuan pembelajaran yang akan diberikan	- -
		4) Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	a. Menjelaskan cakupan materi atau bahan ajar yang akan digunakan b. Menjelaskan langkah-langkah pembelajaran yang akan dilakukan	√ -

2	Kegiatan Inti
	<p data-bbox="261 353 443 387">A. Explorasi</p> <p data-bbox="491 353 767 891">1) Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber</p> <p data-bbox="799 353 1225 1025"> Content-based Instruction: a. Memberikan model materi pembelajaran dan mengajukan beberapa pertanyaan b. Melibatkan peserta didik dalam memanfaatkan aneka sumber belajar c. Melibatkan peserta didik dalam kegiatan observasi materi dan mengajukan beberapa pertanyaan d. Melibatkan peserta didik untuk mengaitkan materi pembelajaran dengan lingkungan sekitarnya Language-based Instruction: a. Memfasilitasi peserta didik dengan model pelafalan yang tepat dengan memanfaatkan aneka sumber belajar seperti video, kaset, dsb. b. Melatih peserta didik membaca dengan intonasi yang tepat. </p>
	<p data-bbox="491 1534 767 1861">2) Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain</p> <p data-bbox="799 1534 1225 1816"> a. Menggunakan beragam pendekatan pembelajaran, media pembelajaran atau sumber belajar lain. b. Menggunakan metode yang sesuai dengan bahan belajar yang diampaikan </p>
	<p data-bbox="491 1915 767 1989">3) Memfasilitasi terjadinya</p> <p data-bbox="799 1915 1225 1989">a. Memfasilitasi peserta didik dalam interaksi berupa:</p>

		interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya	<ul style="list-style-type: none"> • Interaksi antarpeserta didik: Memfasilitasi peserta didik untuk saling berdiskusi seputar materi pembelajaran • Interaksi peserta didik dengan guru: Memfasilitasi peserta didik untuk bertanya kepada guru • Interaksi peserta didik dengan lingkungan: Memfasilitasi peserta didik untuk memanfaatkan media pembelajaran yang bersumber dari lingkungan rumah, sekolah, dll. • Interaksi peserta didik dengan sumber belajar lainnya: Memfasilitasi peserta didik untuk memanfaatkan media pembelajaran yang bersumber dari internet, majalah, koran, dll. 	- √ √ -
		4) Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran	<ul style="list-style-type: none"> a. Melibatkan peserta didik untuk menjawab pertanyaan b. Melibatkan peserta didik secara aktif dalam melakukan kegiatan pembelajaran baik lisan atau tertulis 	√ √
		5) Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau	<ul style="list-style-type: none"> a. Memfasilitasi peserta didik menggunakan laboratorium bahasa atau <i>radio tape</i> untuk kegiatan <i>Listening</i> (mendengarkan) dan <i>Speaking</i> (berbicara) 	-

		lapangan	b. Memfasilitasi siswa untuk berinteraksi dengan materi pembelajaran baik di luar atau di dalam kelas	√
	B. Elaborasi	1) Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna	a. Memberikan contoh materi lisan atau tertulis yang beragam b. Memberikan tugas lisan atau tertulis yang beragam dan terkait dengan materi pembelajaran	√ √
		2) Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis	a. Memberikan tugas atau latihan-latihan yang beragam b. Memberikan tugas individu, berpasangan atau kelompok	- √
		3) Memberi kesempatan untuk berpikir menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut	a. Memfasilitasi peserta didik untuk bertanya jawab dengan guru atau sesama peserta didik lainnya b. Memberikan tugas berupa observasi dan mengajukan pertanyaan seputar materi terkait	√ √
		4) Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif	a. Memfasilitasi peserta didik untuk membuat diskusi kelompok b. Memberikan tugas secara berpasangan atau berkelompok	- -
		5) Memfasilitasi	a. Menerapkan penilaian	√

		peserta didik berkompentensi secara sehat untuk meningkatkan prestasi belajar	keaktifan bagi peseta didik b. Memberikan nilai plus bagi peserta didik yang dapat menjawab pertanyaan guru	-
		6) Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individu maupun kelompok	a. Memberikan tugas yang mencakup keseluruhan materi yang telah diajarkan b. Memberikan tugas merangkum baik lisan maupun tertulis	√ -
		7) Memfasilitasi peserta didik untuk menyajikan kreasi; kerja individual maupun kelompok	a. Memberikan kesempatan untuk mengkreasikan materi pembelajaran baik individu maupun kelompok b. Memberikan kesempatan untuk mempresentasikan materi pembelajaran baik individu maupun kelompok	√ -
		8) Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk kelompok	a. Memberi kesempatan untuk mempresentasikan materi pembelajaran b. Memberikan kesempatan untuk melakukan dialog atau <i>roleplay</i>	- √
		9) Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri	a. Memberikan tugas yang sesuai dengan minat masing-masing peserta didik b. Memberikan kesempatan untuk mempraktekan kegiatan di depan kelas	- √

		peserta didik.		
	C. Konfirmasi	1) Memberikan umpen balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,	a. Memberikan pujian berupa lisan terhadap keberhasilan peserta didik selama kegiatan pembelajaran b. Memberikan pujian berupa isyarat terhadap keberhasilan peserta didik selama kegiatan pembelajaran c. Memotivasi secara lisan atau isyarat dalam kegiatan pembelajaran	√ - √
		2) Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber	a. Mengajukan pertanyaan pemahaman tentang materi yang telah diberikan b. Memberikan informasi tambahan seputar materi dari berbagai sumber	√ √
		3) Memfasilitasi peserta didik untuk memperoleh pengalaman belajar yang telah dilakukan;	a. Melibatkan peserta didik secara aktif dalam seluruh kegiatan pembelajaran b. Memberikan tugas yang sesuai dengan minat dan kemampuan peserta didik	- √
		4) Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar;	a. Melakukan kegiatan pembelajaran yang sistematis atau berurut b. Menggunakan bahan ajar yang otentik atau berkaitan dengan kehidupan sehari-hari	√ √
3.	Kegiatan Penutup	1) Bersama-sama dengan peserta didik dan/atau sendiri membuat	a. Meninjau kembali materi yang telah diberikan b. Memberikan tugas kepada siswa baik secara individu	- √

		rangkuman/simpulan pelajaran;	maupun kelompok	
		2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;	<ul style="list-style-type: none"> a. Menggunakan penilaian yang relevan dengan tujuan yang telah ditetapkan b. Menggunakan bentuk dan jenis ragam penilaian c. Menggunakan penilaian yang diberikan sesuai dengan RPP 	<ul style="list-style-type: none"> √ - √
		3) Memberikan umpan balik terhadap peserta didik yang kurang atau belum berpartisipasi aktif.	<ul style="list-style-type: none"> a. Memberi kesempatan untuk bertanya dan menjawab pertanyaan. b. Menginformasikan materi/bahan belajar yang akan dipelajari berikutnya. c. Memberikan motivasi untuk selalu terus belajar 	<ul style="list-style-type: none"> - - √

H. TEACHER'S INTERVIEW TRANSCRIPTION

I : Pagi bu, saya ingin mewawancarai ibu untuk mengkonfirmasi hasil observasi yang telah saya lakukan di kelas.

T : Iya, silahkan.

I : Apa yang ibu harapkan dari siswa dari setiap materi pembelajaran yang ibu berikan di kelas?

T : Mencapai nilai tuntas dalam ulangan sudah pasti. Tidak hanya tuntas, kalau bisa ya mencapai nilai maksimum. Selain itu saya juga ingin para siswa dapat menguasai bahasa Inggris dengan lancar, sehingga itu dapat membantu mereka dalam kehidupan sehari-hari. Di zaman sekarang ini kan sangat mudah menemui turis di jalan-jalan, jadi suatu saat mereka ditanya ya mereka bisa menjawab dengan benar. Selain itu kalau nantinya mereka sekolah atau jalan-jalan ke luar negeri itu dapat membantu mereka.

I : Lalu pembelajaran seperti apa yang ibu laksanakan untuk mencapai harapan tersebut?

T : Kegiatan pembelajaran yang mengajarkan komunikatif skills dan juga mengajarkan materi yang nantinya dapat membantu mereka saat ulangan. Namun kendalanya komunikatif skills yang diajarkan tidak seimbang dengan pembelajaran seperti grammar dan text. Selain karena waktu belajar yang minim, yang banyak liburanya dan dipotong kegiatan sekolah lainnya, juga karena tuntutan memenuhi nilai yang terdapat dalam SAS. Sejak keberadaan SAS guru harus melaporkan nilai ulangan dengan format yang sama. Ada kodenya dari K1 sampai K11 dan P1 sampai P4, nilai-

nilai apa saja yang harus dimasukan. Jadi karena waktu tadi, apa yang saya ajarkan di kelas harus sejalan dengan jenis ulangan yang akan diadakan. Jenis penilaiannya kebanyakan tentang text ketimbang listening dan speaking.

I : Jadi pembelajaran yang ibu berikan seperti washback effect teaching ya bu?

T : Washback effect teaching itu apa?

I : Washback effect teaching itu ketika pembelajaran yang ibu berikan dikelas mengacu pada ulangan yang telah ditentukan.

T : Oh, iya mungkin. Saya tidak tahu istilahnya.

I : Menurut ibu materi pembelajaran apa saja yang penting dipelajari oleh siswa?

T : Ya itu tadi materi yang mencakup komunikatif skills dan text, serta grammar. Seperti listening comprehension, writing, reading comprehension, speaking, grammar, vocabulary, spelling, pronunciation, dan sebagainya. Karena keseluruhan materi tersebut harus dikuasai oleh siswa untuk mencapai tujuan akademik dan non-akademik.

I : Metode pembelajaran seperti apa yang ibu gunakan untuk mencapai tujuan pembelajaran?

T : Di kelas saya menggunakan beragam metode pembelajaran. Bukan berarti kalau acuan saya adalah assessment yang saya ajarkan isinya soal semua. Metode pembelajaran yang saya gunakan tergantung dari kebutuhan materi hari itu. Kalau materinya tentang grammar yang belum pernah

dipelajari oleh siswa ya saya menggunakan metode ceramah. Kalau materinya membutuhkan diskusi kelompok atau kerja berpasangan atau kelompok ya saya menggunakan metode itu. Kalau siswa diperlukan untuk presentasi di depan ya saya gunakan metode presentasi, dan sebagainya. Jadi ya cara mengajar saya seperti mengajar biasa, hanya saja saya punya maksud agar siswa dapat dengan mudah mengerjakan soal ulangan dengan ilmu yang mereka dapatkan di kelas.

I : Pada lesson plan yang ibu buat saya menemukan kalau objective, indicator and penilaiannya sangat general ya bu?

T : Ya memang begitu lesson plan yang saya buat. Tidak seperti yang kamu buat dengan rinci berikut materi dan penilaiannya karena toh nantinya saat dimasukan dalam SAS hanya sedikit space yang diberikan, jadi kita tidak dapat membuat lesson plan secara rinci. Tapi ya karena saya juga sudah mengajar bertahun-tahun saya sudah punya gambaran tersendiri apa yang akan saya lakukan di kelas, dan biasanya sebelum masuk ke kelas saya selalu membuat aktivitas yang akan dilakukan dalam note kecil

I : Oh begitu ya bu. Jadi dibuat general agar sesuai dengan SAS. Lalu pada hari pertama saya mengobservasi kelas ibu disitu ibu mengajarkan direct-indirect speech ya bu. Tapi setelah saya lihat pada lesson plan yang ibu berikan tidak ada lesson plan yang menjelaskan tentang direct-indirect speech.

T : Iya memang saya tidak memasukan direct-indirect speech dalam lesson plan tersendiri, karena itu termasuk dalam text news item. Dalam text

news item siswa diharuskan memahami direct and indirect speech. Di lesson plan text news item saya juga tidak mencantumkan direct and indirect speech karena biasanya itu juga nanti akan keluar sebagai text grammar dalam ulangan semester atau UTS makannya saya mengajarkan direct and indirect speech. Saya memang tidak membuat ulangan harian atau tes sendiri tentang direct and indirect speech, sama halnya dengan materi grammar lainnya, seperti passive voice, noun clause, itu semua saya ajarkan hanya untuk membantu mereka saat ulangan tengah semester atau UAS nantinya. Itu hanya additional materi yang saya berikan di kelas. Yak arena tidak ada lesson plannya makannya tidak ada penilaiannya juga. Kan ulangan harian atau assessment yang dimasukan hanya yang tercantum dalam SAS, karena ini tidak ada, maka saya tidak membuat ulangannya.

I : Pada saat membuka pelajaran saya melihat ibu menyatakan tujuan pembelajaran pada siswa mengenai apa yang akan ibu ajarkan, namun tidak secara langsung memberitahukan apa yang akan mereka lakukan saat ulangan atau penilaian nantinya, ya bu?

T : Hmm... Saat menyatakan tujuan pembelajaran di awal kelas mengenai apa yang akan dipelajari oleh siswa, saya rasa siswa sudah dapat memahami apa yang akan mereka harus lakukan saat ulangan nantinya.

I : Oh, begitu ya bu. Hal lain yang saya temukan rasanya di kelas para siswa kurang terlibat aktif dalam pembelajaran di kelas ya bu?

T : Kelas ini kan memang kelas yang terendah dan juga pasif. Jadi anak-anaknya memang tidak aktif terlibat dalam pembelajaran. Kalau saya

tanya saja mereka lebih sering diam. Jadi saya lebih banyak menjelaskan ketimbang mengajak mereka untuk terlibat menjelaskan karena itu hanya membuang waktu.

I : Pada writing news item ibu menugaskan siswa untuk menuliskan kembali artikel koran berdasarkan guidance questions ya bu?

T : Awalnya saya ingin menugaskan murid untuk mencari sumber berita dan menuliskannya. Namun karena kendala waktu dan kegiatan sekolah yang semakin padat, saya merubah jenis kegiatannya dengan menugaskan siswa untuk menulis ulang berita yang mereka baca berdasarkan guidance questions. Menurut saya hal tersebut sudah dapat menunjukkan kemampuan siswa saat menulis news item. Karena kalau mereka tidak tahu generic structure text tersebut mereka tidak akan bisa menulis ulang text berdasarkan pertanyaan yang saya berikan.

I : Begitu ya bu. Oiya bu dari listening dan reading assessment yang ibu buat saya lihat pertanyaannya mencakup jawaban yang dapat ditemukan secara explicit ya bu?

T : Pertanyaan yang saya buat memang pertanyaan yang bisa ditemukan secara explicitly. Dan menurut saya itu sudah dapat menilai apa yang mereka pahami dari text bacaan maupun listening. Dan memang yang saya ketahui jenis pertanyaan itu juga yang nantinya muncul saat UAN.

I : Apa ibu membuat pertanyaannya berdasarkan bloom taksonomi?

T : Apa ya bloom taksonomi itu?

- I : Jadi ibu belum pernah mendengar bloom taksonomi? Bloom taksonomi itu taksonomi pertanyaan berdasarkan level-level yang dideskripsikan oleh bloom dari knowledge sampai creating.
- T : Saya memang tidak tahu dan belum pernah dengar. Saya tidak tahu kalau ada level-level pertanyaan.
- I : Faktor apa saja yang dapat mempengaruhi metode belajar yang ibu berikan di kelas?
- T : Banyak ya. Mulai dari training yang pernah saya ikuti, pengalaman mengajar, pengalaman sebagai siswa, buku acuan mengajar, kurikulum, ujian nasional, toefl, ujian masuk perguruan tinggi, ekspektasi murid, sekolah dan orang tua murid. Keseluruhan faktor tersebut mempengaruhi metode pembelajaran saya di kelas.
- I : Selama process belajar dan mengajar ini ada tidak kesulitan yang ibu hadapi?
- T : Kesulitan pasti ada ya. Mulai dari kurikulum yang berubah-ubah, perkembangan ilmu pengetahuan dan teknologi, dan sebagainya.
- I : Kalau nanti pihak Universitas Negeri Jakarta, atau khususnya jurusan bahasa Inggris ingin mengadakan program pengabdian masyarakat, bantuan apa yang ibu butuhkan dalam melaksanakan program pembelajaran?
- T : Ya seperti yang kamu tahu, kalau saya ini kan lulusan jaman majapahit, jaman bahola sekali, jadi saya butuh banyak informasi mengenai materials

terbaru, metode pembelajaran terbaru. Saya kan sudah lama banget ya ga update karena pengetahuan yang saya dapat pengetahuan jaman dulu.

I : Kalau nantinya diadakan seminar atau pelatihan kepada guru SMAN 39, pelatihan mengenai apa yang ibu butuhkan?

T : Pelatihan ya? Hmm... ya tadi pelatihan mengenai materi yang paling baru dan pengembangannya. Seperti materi listening text recount, descriptive, seperti itu kan sulit sekali ya bagi saya menemukan materi seperti itu. Saya juga membutuhkan seminar tentang pengenalan teknologi yang dapat diaplikasikan di kegiatan belajar mengajar. Seperti sekarang kan ada materi listning pengumuman, iklan dan sebagainya, saya bingung dari mana memperoleh materi tersebut.

I : Ada hal lain bu, seperti pengembangan kurikulum, perancangan rencana pembelajaran, ataupun pelatihan pembuatan soal ulangan atau penilaian yang sesuai dengan kompetensi yang harus dikuasai siswa?

T : Iya tentunya. Seperti yang saya katakan tadi, kalau kelemahan saya memang dengan invention. Saya ini lulusan guru jaman dulu sekali, berbeda dengan lulusan sekarang, jadi semua hal dari perancangan pembelajaran, metode sampai pembuatan instrumen penilaian. Seperti yang pernah kamu sebutkan sebelumnya mengenai bloom taxonomy, saya tidak tahu tentang itu dan juga tidak tahu kalau soal dan indikator pencapaian siswa harus dibuat berdasarkan level-level tertentu.

I : Baik kalau begitu terima kasih atas waktunya bu.

T : Iya sama-sama.

I. STUDENTS' INTERVIEW TRANSCRIPTION

Interview 1

I : Pagi, Miss boleh minta waktunya sebentar ga buat wawancara soal pembelajaran Bahasa Inggris?

S1 : Iya Miss silahkan.

I : Kamu kalau belajar Bahasa Inggris tujuannya untuk apa?

S1 : Ya untuk bisa Bahasa Inggris.

I : Jadi tujuan kamu belajar Bahasa Inggris untuk menguasai Bahasa Inggris? Bukan untuk dapat nilai bagus di ulangan?

S1 : Enggak. Saya enggak peduli sama nilai, yang penting bisa Bahasa Inggris.

I : Terus, menurut kamu apa yang harus dilakukan guru supaya bisa ngebantu kamu bisa menguasai Bahasa Inggris kaya harapan kamu tadi?

S1 : Sering dilatih.

I : Latihan seperti apa?

S1 : Latihan listening sama speaking. Oiya sama guru berinteraksi sama murid.

I : Kalau guru di kelas sekarang sudah sesuai belum sama harapan kamu tadi?

S1 : Udah. Tapi ya interaksinya ga banyak. Kan muridnya di kelas juga banyak jadi gurunya juga harus bagi perhatiannya.

I : Di kelas sebelum mulai pembelajaran guru memberitahukan tujuan pembelajaran dan apa yang akan kamu lakukan untuk mencapai tujuan itu ngga?

S1 : Dulu awal-awal kelas kayanya pernah, tapi lupa.

I : Menurut kamu pembelajaran di kelas sudah membantu kamu untuk mencapai apa yang ingin kamu dapatkan di kelas Bahasa Inggris?

S1 : Kayanya sih udah.

I : Kalau dalam hal penilaian bagaimana? Pembelajaran yang guru kasih di kelas banyak membantu kamu saat tes atau ulangan ngga?

S1 : Udah. Semua yang Mamnya kasih di kelas itu biasanya yang diuji, jadi ngebantu sih menurut saya.

I : Selama proses pembelajaran di kelas sampai penilaian kamu ngalamin kesulitan ngga?

S1 : Ngga ada sih kayanya, paling kalau speaking kendalanya ngga pede kalo disuruh speaking di depan kelas.

I : Setiap selesai ulangan atau tes guru suka ngasih feedback tentang hasil ulangan atau tes kamu ngga?

S1 : Ngga sih kayanya Cuma dibagiin hasilnya aja.

I : Oke kalau begitu, terima kasih ya untuk waktunya.

Interview 2

I : Pagi, Miss boleh minta waktunya sebentar untuk interview seperti yang tadi Miss sampaikan di sms?

S2 : Iya Miss.

I : Apa sih yang tujuan kamu belajar Bahasa Inggris?

S2 : Ya buat nambah ilmu.

I : Ilmu? Ilmu kaya apa nih yang kamu pengen dapetin dari kelas Bahasa Inggris?

S2 : Ilmu biar bisa komunikasi pake Bahasa Inggris.

I : Untuk dapet ilmu biar kamu bisa lancar berkomunikasi pake Bahasa Inggris itu apa yang kamu harapkan dari pembelajaran Bahasa Inggris?

S2 : Lebih banyak ngasih skill yang sesuai sama kebutuhan kehidupan sehari-hari.

I : Menurut kamu pembelajaran yang dilakukan guru di kelas sudah sesuai belum sama harapan kamu?

S2 : Ya ada enakya ada engganya.

I : Enaknya sama engganya itu apa?

S2 : Ya enakya kan Mamnya banyak ngajarin soal grammar tuh di kelas yang nambah pengetahuan tentang struktur. Ngga enakya kadang Mamnya ngajar kurang santai kaya keburu-buru gitu.

I : Jadi menurut kamu grammar cukup ngebantu kamu untuk bisa lancar berkomunikasi pake Bahasa Inggris?

S2 : Di kelas kan kondisinya emang ngga memungkinkan buat belajar Bahasa Inggris dari komunikatif skill yang mendalam jadi ya kalo saya sih ngambil les di luar buat komunikatif skillnya. Jadi dapetin grammar di kelas cukup ngebantu saya dalam hal teori dari skill berkomunikasi itu.

I : Ada ngga kesulitan yang kamu temukan dalam proses pembelajaran di kelas?

S2 : Engga sih.

I : Pembelajaran guru di kelas ngebanu kamu ngga dalam mengerjakan ulangan?

S2 : Banyak ngabantu sih. Soalnya yang dipelajarin di kelas biasanya yang bakal dinilai nantinya pas ulangan atau tes.

I : Setelah ulangan atau tes biasanya guru ngasih feedback ngga tetang hasil ujian kamu?

S2 : Engga sih cuma ngasih tau nilainya aja.

I : Baik kalau begitu terima kasih ya waktunya.

Interview 3

I : Pagi, tadi udah dibilangin temennya ya soal interview tentang pembelajaran Bahasa Inggris di kelas?

S3 : Iya, Miss.

I : Miss mau tahu apa sih tujuan kamu belajar Bahasa Inggris?

S3 : Pengen bisa lancar Bahasa Inggris.

I : Lancar dalam komunikasinya?

S3 : Iya.

I : Menurut kamu pembelajaran seperti apa sih yang bisa ngebanu kamu untuk bisa lancar berkomunikasi Bahasa Inggris ?

S3 : Pembelajaran yang komunikatif.

I : Sejauh ini pembelajaran di kelas sudah ngebanu kamu mencapai tujuan tadi ngga?

S3 : Masih agak kurang. Karena di kelas kan waktu pembelajarannya sedikit jadi kurang dapet.

I : Ada kesulitan yang kamu temuin di kelas ngga selama proses pembelajaran?

S3 : Ya yang tadi karena waktunya kurang jadi kadang di pelajaran kaya speaking sama listening kurang. Komunikasi sama guru di pembelajaran itu sedikit karena gurunya juga mesti ngajarin yang lain.

I : Penilaian yang diberikan guru saat tes/ulangan sesuai ngga sama yang dia kasih saat proses belajar mengajar?

S3 : Sesuai Miss. Semua yang diajarkan itu yang diujjin.

I : Ada kesulitan yang kamu temui ngga saat ulangan atau tes?

S3 : Paling sih di vocab Miss. Kalo reading biasanya karena vocab saya kurang.

I : Oke kalau begitu terima kasih ya.

Interview 4

I : Pagi, Miss minta waktunya sebentar ya buat interview soal pembelajaran Bahasa Inggris seperti yang sudah disampaikan temennya.

S4 : Iya Miss.

I : Apa yang kamu harapkan dari pembelajaran Bahasa Inggris di kelas?

S4 : Biar bisa Bahasa Inggris. Menggunakan Bahasa Inggris dengan benar di twitter, facebook, ngobrol Bahasa Inggris sama temen.

I : Menurut kamu pembelajaran di kelas sudah banyak membantu kamu mencapai harapan kamu tadi belum?

S4 : Sudah. Selain macem-macem text sama expression kan Mamnya di kelas juga banyak ngejelasin soal grammar yang berguna banget buat menggunakan Bahasa Inggris yang sesuai.

I : Dalam pembelajaran di kelas kamu ngalamin kesulitan ngga, misalnya sama cara guru mengajar atau materi yang diberikan?

S4 : Nggga sih Miss. Kebetulan kan Mamnya juga kalo ngajarin pelan-pelam kalo kita ngga ngerti diulang lagi.

I : Kalo waktu penilaian gimana? Ada kesulitan ngga yang kamu temuin saat ulangan atau tes?

S4 : Paling sih di vocabnya Miss. Kaya wacana gitu suka ketemu kata-kata sulit yang ngga tau artinya apa.

I : Tapi apa yang ditesin sesuai sama yang Mamnya ajarin di kelas kan?

S4 : Sesuai Miss. Mamnya juga ngajarin vocab tapi emang kebanyakan aku lemahnya disitu suka males buka kamus.

I : Kalo setelah tes Mamnya suka ngasih feedback tes yang udah dilakuin ngga?

S4 : Feedback?

I : Ngejelasin misalnya kenapa kamu salah dimana terus seharusnya jawabanya apa biar ngga salah lagi.

S4 : Engga sih paling ngebagiin hasilnya aja.

I : Oke kalau begitu terima kasih ya waktunya.

Interview 5

I : Pagi, tadi sudah dikasih tahu temennya kan soal interview tentang pembelajaran Bahasa Inggris?

S5 : Iya Miss udah.

I : Apa sih tujuan kamu belajar Bahasa Inggris?

S5 : Untuk bisa berbahasa Inggris sehari-hari, Miss.

I : Untuk ngeraih tujuan kamu tadi pembelajaran Bahasa Inggris seperti apa yang kamu harapkan?

S5 : Yang banyak ngajarin speaking. Jadi bisa langsung praktekin di kehidupan sehari-hari.

I : Menurut kamu pembelajaran di kelas Bahasa Inggris sekarang apa sudah sesuai harapan kamu?

S5 : Belum. Di kelas Mamnya lebih banyak ngajarin grammar sama text, speaking sama listeningnya jarang.

I : Jadi kamu maunya lebih banyak kegiatan yang melibatkan skill berkomunikasi?

S5 : Iya Miss, biar langsung bisa dipraktekin trus ngga bosan.

I : Dalam pembelajaran Bahasa Inggris ada kesulitan yang kamu temui ngga?

S5 : Kesulitan sih ngga ada Miss, tapi kalau kebanyakan belajar text dan grammar itu jenuh, aku pengennya langsung sama apa yang kita butuhin sehari-hari.

I : Jadi apa yang guru ajarkan di kelas menurut kamu ngga sesuai sama kehidupan sehari-hari.

S5 : Sesuai sih Miss, tapi kayanya dari segi teorinya, dari prakteknya Cuma sedikit. Kan kalau di luar yang dibutuhin ngomongnya, kalau jarang di latih gimana bisa ngomongnya.

I : Jadi semestinya guru lebih banyak menjejarkan skill komunikatif ketimbang sturktur sesuai tuntutan kehidupan sehari-hari. Kalau dari saat tes bagaimana? Ada kesulitan yang kamu temui ngga ketika tes?

S5 : Di vocabnya. Aku suka ngalamin kesulitan di vocab waktu listening atau reading suka ngga tau arti kata yang keluar.

I : Tapi saat tes semua yang keluar sudah pernah diajarkan Mamnya belum?

S5 : Sudah, semua yang ada di tes sudah diajarin semua sama Mamnya.

I : Setelah ulangan apa guru biasanya memberikan feedback tentang hasil ulangan kamu?

S5 : Kalau habis ulangan biasanya Mamnya cuma ngasih tau hasilnya sama ngasih tau remedialnya.

I : Oke kalau begitu terima kasih ya atas waktunya.

Interview 6

I : Pagi, Miss boleh minta waktunya sebentar untuk wawancara seperti yang sudah diinformasikan sama teman kamu sebelumnya.

S6 : Iya Miss silahkan.

I : Apa tujuan kamu belajar Bahasa Inggris?

S6 : Biar bisa kuliah di luar negeri Miss. Bahasa Inggris kan bahasa internasional jadi kalau bisa bahasa Inggris kan bisa nambah banyak pengetahuan juga.

I : Dari tujuan tadi pembelajaran Bahasa Inggris seperti apa sih yang kamu harapkan?

S6 : Yang banyak speakingnya, kaya conversation class gitu Miss.

I : Guru di kelas sudah sesuai sama harapan kamu belum?

S6 : Belum. Mamnya jarang ngajarin speaking gitu, kebanyakan ngajarin grammar sama text, bahan-bahan yang buat ulangan.

I : Jadi menurut kamu guru di kelas kebanyakan ngajarin untuk ulangan ketimbang untuk bisa berkomunikasi.

S6 : Iya. Mungkin karena waktu juga yang mepet jadi Mamnya ngga begitu focus ke speakingnya.

I : Kalau dalam pembelajaran di kelas, ada ngga kesulitan yang kamu temui?

S6 : Engga ada sih Miss tapi kadang agak kurang srek aja terlalu banyak belajar grammar. Pengen yang lebih santai gitu Miss.

I : Kalau saat tes bagaimana? Apa ada kesulitan yang kamu temui.

S6 : Biasanya sih di vocab Miss. Karena saya males buka kamus jadi vocab saya kurang, jadi pas tes suka ngga ngerti artinya.

I : Tapi pa yang keluar di tes sesuai sama yang sudah diajarkan di kelas kan?

S6 : Sudah Miss.

I : Setelah setiap tes apa guru pernah memberikan feedback dari hasil tes kamu?

S6 : Dibahas gitu ya? Ngga pernah sih Miss kalau ulangan tertulis, tapi kalau kaya speaking gitu suka dikasih tau kesalahannya tapi secara umum sekelas ngga satu persatu.

I : Oke kalau begitu terima kasih ya untuk waktunya.