

**THE IMPLEMENTATION OF ESP READING MATERIALS
THROUGH WEB-BASED LEARNING IN TEACHING
READING COMPREHENSION FOR THE SECOND YEAR
STUDENTS IN SMAK SANTO PAULUS JEMBER**

THESIS



By:

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**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
SEPTEMBER 2020**

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has been examined and approved as the requirements to obtain
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English Education Department

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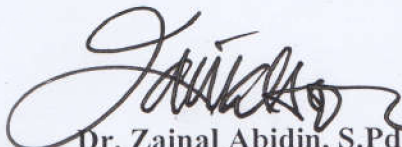
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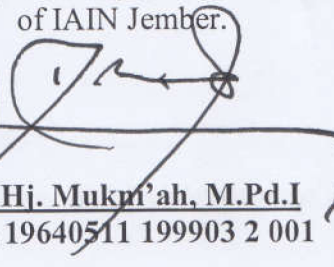
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MOTTO

وَعَلَّمْنَاهُ صَنْعَةَ لَبُوسٍ لَّكُمْ لِيُحِصَنَكُمْ مِّنْ بِأْسِكُمْ فَهَلْ أَنْتُمْ شَاكِرُونَ

“And We taught him the fashioning of coats of armor to protect you from your [enemy in] battle. So will you then be grateful?.”

(Q.S Al-Anbiya’: 80)¹

IAIN JEMBER

¹ *The Qur’an: English Meaning and Notes by Saheeh International* 21:80 (Al-Muntada Al- Islami Trust: London) , 328.

DEDICATION

This undergraduate thesis is proudly dedicated to:

1. The researcher's parents she loves the most and as the biggest support system for her, Alm. Mr. Sairi and Mrs. Hartatik, who always give the best of the best support and love and she is so thankful for everything.
2. The researcher's beloved sisters, Dewi Aisyah and Alfa Alfi Nikmatul Jannah. She is so thankful for their huge support and for always encourage her whenever she felt down. The researcher's beloved grandmother, Katiyem. She is so thankful for her endless love, support and sincerity.
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8. "EXO", the researcher is so thankful for inspiring her through their music, arts and works and for letting her know that better days will come. "Hyun Bin", the researcher is so thankful for inspiring her through his works and she is so proud to know that both Hyun Bin and the researcher contribute in "Save the Children" and finally "Mark Manson", the researcher's favorite author, the researcher is so thankful for inspiring and educating her through his articles, books, and courses.

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In the name of Allah SWT, The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all His blessings so that the writer can accomplish this undergraduate thesis. In addition, may Peace and Salutation be given to the prophet Muhammad SAW who has taken all human being from the Darkness to the Lightness. The writer would like to express the genuine gratitude to:

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3. Mr. As'ari, M.Pd.I as Head of English Education Department IAIN Jember.
4. Mrs. Sofkhatin Khumaidah, M.Ed., Ph.D. as the Advisor who always give guidance and valuable advice to finish this research.
5. Mr. A.Denny Cahyo M.Pd, as the headmaster of SMAK Santo Paulus Jember and Mrs. Elisabet Dian P., S.E., S.Pd, as the English teacher, and all students of XI IPA 1 and XI IPS 1 SMAK Santo Paulus Jember.

The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Jember, September 2020

The Writer

ABSTRACT

Dewi Putri Nurjanah, NIM. T20156040, 2020: *The Implementation of ESP Reading Materials through Web-Based Learning in Teaching Reading Comprehension For the Second Year Students in SMAK Santo Paulus Jember.*

SMAK Santo Paulus implemented English for Specific Purpose (ESP) that mostly implemented in vocational high school because vocational high school aims to educate students to have specific skill after they graduate. In fact, ESP has two branches namely English for Occupational Purpose (EOP) and English for Academic Purpose (EAP) where SMAK Santo Paulus implemented the EAP one. Moreover, the teacher in SMAK Santo Paulus also utilized technology in creating the materials. The teacher created the materials through several web-based learning and shared the materials also through web-based learning. SMAK Santo Paulus also concerned about information literacy proved by the implementation of independent reading section that conducts every Wednesday for forty five minutes. Because of the uniqueness about the implementation of ESP in senior high school, the innovation of technology and the concern of information literacy, the researcher interested to conduct this study.

The formulations of the research focus are: 1) how did the teacher plan the teaching of reading comprehension by using ESP Reading materials through web-based learning? 2) how did the teacher execute the teaching of reading comprehension by using ESP Reading materials through web-based learning? 3) how did the teacher deliver feedback to the student's reading comprehension? While the objectives of this study are to describe the research focus that have been mentioned before.

The design of this study was qualitative approach with descriptive case study. The data collection techniques of this study were observation, interview and document study. The techniques of analyzing the data consisted of data condensation, data display and drawing and verifying conclusions. The validity of this research was triangulation by method and member checking.

The findings of this research were: 1) The teacher's plan in the teaching of reading comprehension by using ESP reading materials through web-based learning that had two main discussion a) kinds of web-based learning used in teaching reading comprehension, namely TED-Ed TALK Youtube Video, TeAchnology and the teacher's own website, namely www.hedwighbook.com b) steps in the planning of the learning activities in lesson plan 2) The teacher's execution in the teaching of reading comprehension by using ESP reading materials through web-based learning included four stages. a) Building knowledge of the field b) Models of the text. c) Joint construction of the text. d) Independent construction of the text. 3) The teacher's feedback in teaching reading comprehension of ESP reading materials through web-based learning had three kinds, namely written feedback, oral feedback and peer feedback.

Keywords: ESP reading materials, reading comprehension, web-based learning

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, research focus, research objective, significance of study, scope of the research, and definition of key terms.

1.1 Background of Study

English becomes a global language since millions people in the world use English as the main language and tool for communicating in educational institutions, business transactions and occupational purposes. In education, English is one of the compulsory subjects which is taught from Junior High School to University. In Indonesia, senior high schools are divided into several majors such as science, social, and language. The aim of teaching English as foreign language in senior high school is for preparing the students to achieve communicative skills, especially related to their major, so students are able to have English competence and to communicate in English language orally and in written, especially for academic purposes as the fundamental knowledge before they continue their education in university.

Generally, the structure of curriculum designed by Minister of Education and Culture divides several subjects in senior high school into several types, which is stated in government regulation Number 32 year 2013 Article 771 Section 4 and 7 “... *Struktur Kurikulum untuk satuan pendidikan menengah terdiri atas: a. muatan umum; b. muatan peminatan akademik; c. muatan akademik kejuruan; dan d. muatan pilihan lintas minat/ peminatan*”. The regulation stated that curriculum structure for senior high school education

consists of: a. General subject b. Academic subject c. Vocational subject and d. Optional subject.

Specifically, Permendikbud (Minister of Education and Culture Regulation) number 69 year 2013 about the classification of the subjects for senior high school explained that the subjects in senior high school consist of compulsory and optional subjects. Based on the regulation above, the government ordinance divided English subject into two kinds, Compulsory English or *Bahasa Inggris Wajib* and Optional English or *Bahasa Inggris Lintas Minat*. Compulsory English is designed to teach English in general while Optional English is required to fulfill student's need, talent and interest.¹ It means the optional English subject that students learn should be different with compulsory subject. It requires a lot of technical terms which are probably not found in general English subject.

Since the optional English subject is designed to teach the student's need, talent and interest, the content and material of the subject should be considered in line with their major. Tom argues in his book that English becomes the accepted international languages of technology, commerce and many fields, it creates a new generation of learners who want to sell their products, mechanics who have to read instruction manuals, doctors who need to keep up with developments in their field and the whole range of students whose course of study include textbooks and journals only available in English. All these and many others need English for Specific Purpose (ESP),

¹ Republik Indonesia, *Penjelasan Atas Peraturan Daerah Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2015 Tentang Struktur Kurikulum untuk Sekolah Menengah Atas Pasal 771 ayat (7)*.

and most importantly, they know why they need it.² It shows that ESP is designed to meet the student's need since the material taught by the teacher is based on their field, interest and also the specific terms in English related to their major.

There are four skills that students have to cope with in learning English; they are reading, listening, speaking and writing. Listening and reading are known as receptive skill while speaking and writing are known as productive skills. It is stated by Jeremy in his book that receptive skills are the way in which people extract meaning from the discourse they see or hear.³

Reading is one of the important skills for student in learning English, through reading students can get information, knowledge, and values. Grabe and Stoller said that reading is the ability to draw meaning from the printed page and to interpret information appropriately.⁴ To interpret the meaning and to comprehend the content of the passage or the text, the reader must understand what they read by critically interpret the information and combining it with their prior knowledge. Thus, readers combine the information from the printed material with their prior knowledge to get proper interpretation.

Reading can be challenging, particularly when the material is unfamiliar, technical, or complex. Moreover, for some readers especially the students in Indonesia as the learner of EFL (English as the foreign language),

² Tom Hutchinson, Alan Waters, *English For Specific Purposes A Learning-Centered Approach*, Melbourne: Cambridge University Press, 6.

³ Harmer, Jeremy, *The Practice of English Language Teaching*, (Cambridge: Longman, 2001), 199.

⁴ Grabe William, Fredicka L. Stoller, *Teaching and Researching Reading*, (New York: Routledge, 2013), 9.

comprehension is always challenging for them. They may understand each word separately, but linking them together into meaningful ideas often doesn't happen as it should. Comprehension refers to the ability to go beyond the words, to understand the ideas conveyed in a text.

Nevertheless, there are some difficulties faced by the students in reading a text, especially for specific text and context concerning with their major such as science and social. They need to know how to comprehend the specific terms in specific contexts of the texts. Accordingly, introducing English for Specific Purpose (ESP) is very important for the student as their prior knowledge.

Moreover, the materials provided in the text book distributed from the government and the guidance book distributed from the school do not fulfill student's needs, talent and necessary because the text book just focuses on literature, lexical and too general, both in compulsory English subject and optional English subject. Whereas, the student's need should relate with the major they learn so the teaching and learning activity will be meaningful. The student's enthusiasm on reading can be enhanced by providing suitable materials and creating joyful activities. The intrinsic motivation plays a more important role than extrinsic motivation in constructing curiosity and interest to read. Therefore, the materials were designed with integrated technology and were designed by the teacher may provide suitable materials to be used in reading classes.

Due to the abundant task of the teacher in teaching reading of optional English to the students, the teacher needs to consider what material she or he

is going to deliver in classroom, what activities are going to do to develop the student's reading skill, how the teacher treats learner's error and how the teacher gives the feedback toward the students. Besides, the teacher should guide students to read comprehensively by providing credible material since reading is a receptive skill. After conducting preliminary study by observing and interviewing the teacher who teach Optional English Subject in SMAK Santo Paulus, the researcher got the information that the teacher designed and developed the ESP material related with the major of the students. The teacher was also conducting the teaching and learning activity to introduce ESP through technology such as designing material through web-based learning. One of the activities conducted by the teacher that researcher has observed is conducting the presentation about the human anatomy in Language laboratory.

Based on the preliminary interview and observation, ESP materials designed by the teacher were implemented in teaching and learning English in senior high school. The contribution of the teacher is needed in designing the materials as the additional references for the students. It shows that the role of the teacher is very important in conducting a meaningful teaching and learning activity. According to Douglas, a teacher has to play many roles such as authority figure, leader, knower, director, manager, counselor, guide, and even such roles as friend, confidante and parent.⁵ The teaching style also plays an important role as the affective consideration building student's motivation. Therefore, teacher is one of the factors to increase student's motivation in learning the subject maximally and to motivate the students to be active

⁵ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (Pearson ESL: California, 2000), 200.

learners as one of the fundamental aspects of the 2013 curriculum (K13) revised edition. Meyer and Jones define active learning as an activity that involves providing opportunities students to meaningfully talks and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject.⁶

Therefore, government and educators especially in SMAK Santo Paulus Jember have long been concerned with increasing information literacy. The term information literacy is described as people trained in the application of information resources to their work. They have learned techniques and skills for utilizing the wide range of information education as well as primary sources in molding information-solutions to their problem.⁷ In attempt to increase literacy on web-based resources, many educators have been either creating their own *Webliographies* for further study or reference. One of the main purposes of the web-based learning is that it allows educators and students to select and list internet sources relevant to the topic or theme which can be used for the future references or projects. The use of ESP materials through web-based learning is rarely happened in Indonesia, especially in Senior High School. SMAK Santo Paulus Jember is one of the senior high school which implements ESP reading material through web-based learning in teaching reading comprehension. It is about a material through web-based learning that relate with the student's major.

⁶ Meyer, C., Jones, T.B, *Promoting active laerning : Strategies for the college classroom*. (San Fransisco: Jossey-Bass, 1993) 6.

⁷ Harison Hao Yang, "Blogging Minds on Web-Based Educational Projects", in *Web-Based Education: Concepts, Methodologies, Tools and Applications*, ed. Kristin Klinger (IGI Global: United States of America, 2010), 1563.

Because of the uniqueness of the ESP materials in SMAK Santo Paulus Jember, the researcher studied the implementation of ESP materials through Web-based Learning in teaching reading comprehension. So the researcher interested in conducting a research entitled “The Implementation of ESP Reading Materials Through Web-Based Learning in Teaching Reading Comprehension for the Second Year Students in SMAK Santo Paulus Jember”.

1.2 Research Focus

Based on the background described above, this research focused on three research questions:

1. How did the teacher plan the teaching of reading comprehension by using ESP Reading materials through web-based learning?
2. How did the teacher execute the teaching of reading comprehension by using ESP Reading materials through web-based learning?
3. How did the teacher deliver feedback to the student’s reading comprehension?

1.3 Research Objectives

Based on the research focus above, the objectives of this research were as follow:

1. To describe the teacher’s plan in teaching reading comprehension by using ESP Reading material through web-based learning.
2. To describe the ways the teacher executed the teaching of reading comprehension by using ESP Reading material through web-based learning.

3. To describe the feedback delivered to the student's reading comprehension.

1.4 The Significance of the Research

The results of this research were expected to give some contributions as follows:

1. Theoretical Benefits

The result of the research is expected to give contribution of some ideas in the existing knowledge about the concept of English for Specific Purpose (ESP), E-learning and web-based learning. The existing knowledge discussed about ESP and ESP reading in general while in my research it specifically discusses about the importance of ESP Reading materials for senior high school students. The existing knowledge also discussed about the concept of e-learning and web-based learning in general while in my research it specifically discussed about the relation of technology, e-learning and web-based learning and the differences between e-learning and web-based learning.

2. Practical Benefits

- a. The Researcher

The result of this research is expected to give the researcher more knowledge especially about ESP reading materials through web-based learning and it is expected that the researcher improve the ability in English and teaching activity.

b. The English Teachers

The results of this research are expected to be useful for the English teacher as the information to improve the quality of teaching and learning process, especially in teaching reading comprehension using ESP Reading materials through web-based learning.

c. Other researchers

The results of this research are expected to be used by the other researchers as a reference to conduct a further research dealing with the teaching of ESP reading material and web-based learning.

1.5 Scope of the Research

To know the implementation of ESP reading material through web-based learning, the researcher focus on ESP Reading materials through web-based learning created by the teacher for Optional English Subject or *Bahasa Inggris Lintas Minat*. The object of the research is second year students in SMAK Santo Paulus Jember namely students in XI IPA 1 and XI IPS 1.

1.6 Definition of key Terms

The definition of key terms contains the meaning of important terms in a study. To avoid misunderstanding about the terms used in this research, the researcher gives the definition as follows:

1. English For Specific Purpose

English For Specific Purpose (ESP) is language course or program of instruction in which the content and aims of the course are fixed by the specific needs of particular group of learners. It is an approach to language teaching in which all decisions as to content or method are based on the

learner's reason for learning. The course design is based on need's analysis.

2. Reading Comprehension

Reading is the process of recognition, interpretation, and perception of written text in printed or digital material. The reader can understand what they read by recognizing the words, interpreting information and combining it with their own idea.

Reading comprehension is a complicated, cognitive meaning constructing process which involves the interaction of the reader, the text and context. Therefore, reading comprehension is the ability to understand information in a text and interpret it appropriately.

3. Web-Based Learning

Web-based learning is defined as any websites enabling teachers to download or create the material, lesson plan, worksheet and many others. It is also defined as the media that people can obtain information and inspiration relating with teaching and learning activity.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Research

There are several previous research that have been conducted and related to this research, such as:

- A. research conducted by Hin Farah Intidara. 2017. Jember University entitled: *Developing Reading Materials for Fashion Industry Students of SMKN 3 Jember By Using Hutchinson and Water's Approach*

The result of this research is the product of the ESP Reading Materials for Fashion Industry Major. It found that the ESP Reading Materials really help the students to learn English related to their major. 60% students said that the materials help them to understand more about their major. 34,29% of them said that it help them to support their future career and 5,71% of them said that the materials support them in terms of their future in University.⁸

The previous research focused on developing a model of ESP materials for vocational High school and it is has a product and the previous research used Hutchinson and Waters approach in developing the material. While in this research, the researcher focuses on studies about the implementation of ESP reading materials for senior high school students through web-based learning rather than to the certain approach.

⁸ Hin Farah Intidara, Thesis: *“Developing Reading Materials for Fashion Industry Students of SMKN 3 Jember By Using Hutchinson and Water's Approach”* (Jember: Jember University, 2017).

- B. research conducted by Frieda Puspita Kurnia Dewi. 2016. Jember University entitled: Developing ESP Reading Materials by Using Authentic Materials for Automotive Students at SMKN 2 Jember

The result of this research is that ESP reading materials developed in the previous research was accepted with a good respond from the students. The model of ESP reading materials developed in the previous study showed the importance of ESP and reading skill for vocational high school students. The authentic materials that were developed from the web-based learning and web-based tools in the model of ESP Reading Materials of the previous research also help students to understand more about the specific context of the text in ESP reading materials.⁹

The previous research focused to develop ESP materials by using authentic material especially from the radio script for vocational high school. While in this research, the researcher focuses with the study of the implementation of ESP reading Materials for Senior High School through web-based learning such as TED Talk Youtube videos and some materials from *teachnology* and other *webliographies*.

- C. research conducted by Irene Rahmaniar. 2017. Jember University entitled: Designing ESP Learning materials for Eleventh Grade Students of Accounting Program at Vocational High Schools Based on Hutchinson and Waters (1987) Learning-Centered Approach

The result of this research is the students prefer short materials with just about 100-300 words. The students prefer the material containing with

⁹ Frieda Puspita Kurnia Dewi, Thesis: “*Developing ESP Reading Materials by Using Authentic Materials for Automotive Students at SMKN 2 Jember*” (Jember: Jember University, 2016).

many pictures, conversation and vocabulary practice so it is easier to understand. The researcher accepted a really great respond from the students since the material is suitable with their need and interest.¹⁰

The previous research focused on developing the ESP materials with Hutchinson and Waters Learning-Centered Approach for Accounting Major in vocational high school. While In this research, the researcher focuses on the study of the implementation of ESP reading materials through web-based learning for senior high school students.

Tabel 1.1

The Similarities and the Differences between Previous Research and The Proposed Research

No.	Name and Title of The Research	Similarities	Differences
1	2	3	4
1	Hin Farah Intidara Developing Reading Materials for Fashion	a. Both of the research discuss about ESP with main source of Hutchinson and Waters Approach.	a. The previous research focused on developing ESP Reading Materials for Vocational High School Students in Fashion Industry Major. While this research focused on the implementation of ESP reading.

¹⁰ Irene Rahmaniar, Thesis: “*Designing ESP Learning Materials for Eleventh Grade Students of Accounting Program at Vocational High Schools Based on Hutchinson and Waters (1987) Learning-Centered Approach*” (Jember: Jember University, 2017).

1	2	3	4
	<p>Industry Students of SMKN 3 Jember by Using Hutchinson and Water's Approach</p>		<p>Materials for Senior High School Students in Science and Social Majors.</p> <p>b. research methodology. The previous research used R&D research methodology but this research used Qualitative</p>
2	<p>Frieda Puspita Kurnia Dewi</p> <p>Developing ESP Reading Materials by Using Authentic Materials for Automotive Students at SMKN 2 Jember</p>	<p>a. Both of the research discuss about ESP</p> <p>b. Both of the research discuss about Reading Materials</p>	<p>a. The previous research focused on Developing ESP reading Materials in Vocational High School of Automotive Students. While this research focused on the implementation of ESP reading materials for Senior high school in Science and Social Majors.</p> <p>b. The previous research used authentic materials as the main source in developing ESP materials. While this research focused on the implementation of Web-based learning as the main source for the teacher in designing ESP reading materials.</p> <p>c. The previous research used R&D research methodology but this</p>

1	2	3	4
			research used Qualitative research methodology.
3	Irene Rahmانيar Designing ESP Learning Materials for Eleventh Grade Students of Accounting Program at Vocational High Schools Based on Hutchinson and Waters (1987) Learning-Centered Approach	a. Both of the research discuss about ESP as the Learning Materials. b. Both of the research use Hutchinson and Water approach as the main literature source. c. Both of the research used Eleventh or second year students as the main object of the research.	a. The previous research focused on Designing ESP Learning Materials for Vocational High School in Accounting Program and used Hutchinson and Waters Learning-Centered Approach. While this research focused on the implementation of ESP reading Materials through Web-based learning as the main source of the teacher in designing the materials. b. The previous research used R&D research methodology but this research used Qualitative research.

From the explanation above, all of previous studies were conducted at Vocational High School (*Sekolah Menengah Kejuruan*) because ESP was rarely implemented at Senior High School due to the curriculum design factor. English learning in senior high school curriculum was mostly designed for general English not for the specific

purpose like in Vocational high school that originally has specific purpose for the students to master a particular skill for job oriented after graduation.

The research is different from all other previous ones in terms of the teaching of ESP in senior high school, not in vocational ones. The teacher at SMAK Santo Paulus Jember implemented ESP in Optional English Subject in several Basic Competences or themes to provide the students the material related to their major, namely science and social but the material was not as specific as the one in vocational high school. Moreover, the teacher in SMAK Santo Paulus Jember also created the material called ESP Reading materials on their own and even they got the source through web-based learning and shared the material also on web-based learning which utilized the technology for education purpose which was still rarely implemented in Indonesia especially in Jember.

2.2 Theoretical Framework

a. English for Specific Purpose

1) General Understanding about English for Specific Purpose (ESP)

English for Specific Purpose was firstly introduced in 1945 because of the expansion in scientific and economic activities on an international scale. The reason for learning English as a foreign language is to communicate as English become the accepted international language of technology and commerce.¹¹

ESP is different with English in general with the fundamental principle that is effective and efficient because it must meet the

¹¹ Tom Hutchinson and Alan Waters, *English For Specific Purpose: A learning Centered Approach*, (Cambridge: Cambridge University Press, 1987), 6.

learner's need and target, especially in Academic purpose for students in senior high school. Drawing from Robinson's statement, Saliu's Study describes "goal oriented language learning" implying that the learner has a specific goals are closely linked with learner's interest in various disciplines, or faculties they are enrolled in.¹² Thus learner learns English for Specific purpose, which corresponds to their subject matter, in order to gain and develop certain knowledge and skills through English.

There are many kinds of definition stated by the experts of ESP. In his study, Saliu defines that English for Specific Purposes are design for learners planning to study in specific field that is delivered in English, such as business, law, computers and others and for learners who study in specific field in different language and they need or want to know specific vocabulary, terms and other relevant things in English from their field.¹³

In his book, Tom clearly states that ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. It is an approach to language learning, which is based on learner needs.¹⁴ While Paltridge refers ESP as the teaching and learning of English as a second or foreign language where the goal of

¹² Basri Saliu, Hajrulla. H, "Best Practices in the English for Specific Purpose Classes at the Language Center", *Procedia Social and Behavioral Sciences* 232, (2016), 746.

¹³ Saliu, 747.

¹⁴ Tom Hutchinson and Alan Waters, *English For Specific Purpose: A learning Centered Approach*, (Cambridge: Cambridge University Press, 1987), 7.

the learners use English in a particular domain.¹⁵ The teaching of ESP, in its early days, was largely motivated by the need to communicate across languages in areas such as commerce and technology.

Since technology is largely used by people around the world, the need of English especially in specific purpose is increasingly common to use. The need of ESP in each location in the world is separately different so ESP has different meaning, function and purpose.

Each expert and writer defines ESP differently since ESP has many meaning that contextually different based on the situation in certain place. Hutchinson and Waters apply the expression about ESP instead trying to explain what ESP is. In this case, they would say:¹⁶

- a) ESP is not teaching “specialized varieties” of English, because using English for a specific purpose does not mean using one special aspect of language.
- b) ESP is not teaching a series of words and structures (grammar) to people who need it.
- c) ESP, in term of educational methods, is not different from other teaching methods. Although contents in ESP are pretty different from those of general English, there is account for difference between educational processes. Therefore, the nature of “specific purposes” in ESP is determined according to the nature and type of learner’s need. Thus, educational needs, investigational needs, and

¹⁵ Brian Paltridge, Sue. S, *The Handbook of English for Specific Purpose* (West Sussex: Wiley & Sons, Inc, 2013), 2.

¹⁶ Tom Hutchinson and Alan Waters, *English For Specific Purpose: A learning Centered Approach*, (Cambridge: Cambridge University Press, 1987), 18.

etc. Each has separate goals and needs English in a different time and different place. So the goals of ESP are specified in accordance with these needs contents for teaching English.

2) ESP Reading Material

Reading's ascendancy in ESP coincides with important shifts in ESP itself. Hutchison and Waters state that in a historical review of ESP's development, identify an initial stage in which, they say the analysis had been surface forms of the language in the form of register analysis, that is, the study at the sentence level of the use of language in different communicative settings, such as language used by nurse, airplane mechanics, and bank tellers.¹⁷ In this stage, reading as the main source of the content in learning vocabulary and sentence structure is very important.

The first stage, ESP had focused on language at the sentence level, the second phase of development shifted attention to the level above the sentence, as ESP became closely involved with the emerging field of discourse or rhetorical analysis. The change in emphasis created an opening for new approaches to reading.¹⁸

ESP reading that focus on material as the media to teach the students, it is one of the genre in ESP. with the use of genre analysis techniques, ESP students can be taught how to recognize (as readers) the schematic structure of texts in their chosen discourse

¹⁷ Tom Hutchinson, Alan Waters, *English For Specific Purpose: A learning Centered Approach*, (Cambridge: Cambridge University Press, 1987), 13.

¹⁸ Brian Paltridge, Sue. S, *The Handbook of English for Specific Purpose* (West Sussex: Wiley & Sons, Inc, 2013), 78.

communities.¹⁹ Therefore, ESP Reading Materials are designed for helping the students to comprehend not only the context of the text but also its function.

Another thing that should not be forgotten while dealing with the ESP material is that the organization, the preparation and the structure of the ESP material is very important in order to achieve positive outcomes. The features and the factors that play a crucial role in organizing ESP are many, and without them, the learning process would not lead to effectiveness. From the term “specific” itself, we can see that it refers to specific purpose. However, in order to organize the ESP material successfully and achieve satisfactory learning outcomes, language center need to pay attention to three general factors:

- a. Selection of materials, where we choose ESP materials with the learners, which can determine the running of the course and underline the content of the lesson. Good materials helps the teacher together with the learners to organize the course and what is more it can help in the process of learning. Hutchinson Waters stated that Materials are also kind of teacher reflection. They should truly reflect what you think and feel about learning process. The good material should be based on various interesting texts and activities that provide a wide range of skills.²⁰

¹⁹ Brian Paltridge, Sue. S, *The Handbook of English for Specific Purpose* (West Sussex: Wiley & Sons, Inc, 2013), 80.

²⁰ Tom Hutchinson, Alan Waters, *English For Specific Purpose: A learning Centered Approach*, (Cambridge: Cambridge University Press, 1987), 107.

- b. Types of exercises with text, where it include many activities for learning and practicing wide range of skills. Comprehension multiple choice questions, gap filling, synonym match are some of the types of exercise that can be applied in the material, and
- c. Creation of learning environment-motivation of the material, which is an important factor. Creating a positive learning atmosphere in the material is a crucial step for accomplishing the objectives and goals.²¹

3) The importance of ESP Reading Material for Senior High School Students

ESP is a branch of English Language Teaching (ELT) which in turns is divided into two main branches. They are English for Academic Purpose (EAP) and English for Occupational Purpose (EOP).²²Therefore, ESP is not only important for vocational high school students but also for senior high school students for academic purpose.

General English textbooks which are prior presented to special English textbook (for Optional English subject) are not well-compiled both quantitatively and qualitatively. Preparing students to comprehend general English textbook or material is important and will help the students to understand English more but these books still cannot provide the material related to their major. This is the real cause

²¹ Tom Hutchinson, Alan Waters, *English For Specific Purpose: A learning Centered Approach*, (Cambridge: Cambridge University Press, 1987), 107.

²² Alimorad Ahmadi, Mandana R.B, "Barriers to English for Specific Purpose Learning Among Iranian Students", *Procedia Social and Behavioral Sciences* 47, (2012), 793.

of frustration and disappointment among students. It is in line with the study conducted by Kareva that topic identified through the need analysis were used as basis for creating the material. Some appropriate texts were found from various resources. Sometimes it was necessary to make some adaptations on them for use in class. Providing the theme for a discussion and the range of vocabulary is needed for creating the good material.²³

b. Reading Comprehension

1) Definition of Reading

Reading is a learned skill that begins when children understand letters from words and from the words convey decoded meanings. Ruddell asserts that reading is the act of constructing meaning while transacting with the text.²⁴ The reader makes meaning of the words through the combination of prior knowledge and previous experience, information available in the text, the stance he or she takes in relationship to the text, and immediate remember or anticipate social interaction and communication.²⁵

Reading is also an interactive process in at least two ways. First, the various processes involved in reading are carried out virtually simultaneously. While reader is recognizing word very rapidly and

²³ Veronika Kareva, "English for Specific purposes: Public administration and political sciences", *Procedia Social and Behavioral Sciences* 70, (2013), 1479.

²⁴ M.R Ruddell, *Teaching Content Reading and Writing* (New York: Wiley Josey Bass Education, 2005), 14.

²⁵ Renita Donasari, "Story Ending Choices as an Inspiring Strategy to Motivate Student's Enthusiasm on Reading", in *Inspirations and Innovations for English Classroom*, ed. Bambang Yudi Cahyono (Malang: State University of Malang Press, 2015), 473.

keeping them active in reader's working memory.²⁶ The term working memory is generally preferred to a short term memory. Working memory refers to the information that is activated, or given mental stimulation for immediate storage and processing. Working memory for reading involves the active use of cognitive process such as recognizing and storing word information, using syntactic information, connecting pronoun references, building overall text structure, integrating and restructuring information, establishing main ideas, assessing references and adapting reader goals.²⁷

Thus, from the definition above, it can be comprehended that Reading is far more than looking at individual words and saying them. Readers are in a fortunate position to encourage language that is created mostly by unknown individuals who may be distant in space and time. Therefore, reader constructs unique meaning through integrating background knowledge, emotions, attitudes with the meaning that the writer is expressing.

2) General Understanding about Reading Comprehension

There are several definitions about reading comprehension defined by several experts. Grabe defined Reading Comprehension as the ability to understand information in a text and interpret it appropriately.²⁸ While Gani asserts that Reading comprehension is a complicated, cognitive, meaning constructing process which involves

²⁶ William Grabe, Stoller F.L., *Teaching and Researching Reading*, (Harlow, Pearson Education, 2002), 11.

²⁷ Grabe, 12.

²⁸ Grabe, 11.

the interaction of the reader, the text and context. Reading comprehension is an interactive process involving the reader, the text and the activity or purpose for reading in comprehending a text of passage, such as decoding the writer's word and using background knowledge to construct an understanding of writer's message or the process of constructing meaning in the text²⁹.

Thus, teaching reading especially comprehension aims at making students understand what the author's intended in delivering message's meaning and implication, and applying the message in meaningful ways. However, in teaching reading comprehension, the motivation of students and teacher are importantly identified. To offer a more accurate picture of reading, the purposes of reading are classified under seven main headings as follows:

- a) Reading to search for simple information
- b) Reading to skim quickly
- c) Reading to learn from texts
- d) Reading to integrate information
- e) Reading to write (or search for information needed for writing)
- f) Reading to critique texts
- g) Reading for general comprehension³⁰

So in comprehending the reading passage, prior knowledge is very important. There are two kinds of knowledge that the readers must

²⁹ Sofyan A. Gani, Yunisrina Q. Y, Rini Susiani, "Progressive outcomes of collaborative strategic to EFL Learners", *Kasetsart Journal of Sciences* 37, (2016), 145.

³⁰ William Grabe, Stoller F.L, *Teaching and Researching Reading*, (Harlow, Pearson Education, 2002), 6.

have in comprehending reading passage. According to Jill, There are local knowledge and global knowledge. Local knowledge is knowledge about reading such as phonological awareness; a sight of word repertoire; knowledge of sound symbol relationships; knowledge of some basic orthographic patterns; a variety of word identification strategies. The global knowledge includes areas such as understanding, interpretation and response to reading; strategies for enabling understanding and response.³¹ Thus, prior knowledge is very important for the reader.

c. **Web-Based Learning**

Nowadays, students grow up in a digital age, they spent their lives using computers, video games, digital music players, video cams, smartphones, etc. This new generation allows the students to receive information really fast, prefer parallel process, multitask, and other function. Therefore, the rapid diffusion of the internet and growing importance of new information and communication technologies in educational context affected the ways people teach and learn. The distribution of technology is growing fast towards many branches of activity (industry, economy, finance and banking, universities, and telecommunications). Technology also expands and enlarges to many sectors such as education and e-learning is one of newest part of technology in education.

³¹ Jill Fitzgerald, "What is this Thing Called Balance?", in *The Reading Teacher*, ed. Priscilla L. Griffith (America: International Reading Association, 1999), 102.

The use of e-learning as the newest part of technology encourages the motivation of the teacher or educator to design more interactive course or material because e-learning contributes the development and distribution of teaching materials and teaching support in general. A senior high school in Jember, SMAK Santo Paulus, had an English teacher who developed a web-based material for Optional English subject and General English subject. The teacher also specifically developed web-based material for reading comprehension, namely ESP Reading materials.

The differences between e-learning and web-based learning can be described as follows. E-learning is incorporate with traditional and modern learning methods and techniques and use computers to deliver them to the students – multimedia processing and *asynchronous* and *synchronous* communication. E-learning courses include both content (information) and instructional methods (techniques) that people learn the content.³² E-learning is associated with activities involving computers and networks. The network does not need to be the central element in providing learning content. However the computer and network must hold a significant involvement in the learning activity.³³ While in web-based learning, it is mostly associated with learning materials and activities delivered in a web browser and a few authors restrict web-based learning to learning materials on the internet.³⁴ In other words, E-learning does not require

³² Lacob C. Nicoleta, “The Replication Technology in E-Learning Systems”, *Procedia Social and Behavioral Sciences* 28, (2011), 232.

³³ Susanna Tsai, Paulo Machado, “E-Learning, Online Learning, Web-Based Learning, and Distance Learning: Unveiling the Ambiguity in Current Terminology”, *Procedia Computer Science* 122, (2018), 508.

³⁴ Tsai, Machado, 509.

learning materials to be delivered by computer but it allows to share learning content or information and computers and network must be involved in this type of learning. While web-based learning entails actual learning materials, in this context textbook, report, materials, and assessments as well as learning activities.

1) General Understanding of web-based learning

Throughout the history of technology integration, web-based educational projects have played a central role in major educational innovations, including information literacy, inquiry-based learning, and performance-based assessment.³⁵ Web-based Learning is a unique combination of temporal and spatial independent activities that will result in new pedagogical paradigms.³⁶ The new collaborative learning paradigm should ideally incorporate different configurations that restructure knowledge to meet the new academic demands.

Web-based learning has revolutionized educational institutions by creating opportunities and challenges for educators to develop their material in novel ways.³⁷ Web-based learning community is characterized by its size (the number of people involved), the general features of learners (background, technical skills, age, gender, etc), the roles member play and social structures employed in the various

³⁵Harison Hao Yang, “Blogging Minds on Web-Based Educational Projects”, in *Web-Based Education Concepts, Methodologies, Tools and Applications*, ed. Kristin Klinger (IGI Global: United States of America, 2010), 1562.

³⁶ Klarissa Ting-ting Chang, et al, “Web Based Interface Elements in Team Interaction and Learning”, in *Web-Based Education Concepts, Methodologies, Tools and Applications*, ed. Kristin Klinger (IGI Global: United States of America, 2010), 608.

³⁷ Chang, 609.

learning phases, which are usually coupled with the learning strategies adopted.³⁸

The increase in demand for education and the increase in the amount of information are some of the major reasons of the integration of computers and internet into education. According to Bicen et al web-based learning is applications offer information and idea sharing between one another who are geographically far away, constructivism learning environment, self-education and collaborative learning.³⁹

Technical attitude such as media perception reflects the attitude of the group toward the media. According to Carlson as cited in Klarisa Study, Visual cues provide visual orientation and facial expression such as smiles, frown, nods, and other type of body language. Textual cues embody information processing theory suggests that social construction.⁴⁰

2) The Relation between Web-based Learning and Multimedia

Web-based learning systems have revolutionized educational institutions by creating opportunities and challenges for educators to develop their course in novel ways. Therefore, technical attitude such as media perception toward multimedia cannot separates from English

³⁸ Francesca Pozzi, "Teaching Dimension in Web-Based Learning Communities", in *Web-Based Education Concepts, Methodologies, Tools and Applications*, ed. Kristin Klinger (IGI Global: United States of America, 2010), 1473.

³⁹ Huseyin Bicen, "Education Needs of Teacher Candidates towards web based collaborative learning studies", *Procedia Social and Behavioral Sciences 2* (January, 2010), 5876.

⁴⁰ Klarissa Ting-ting Chang, et al, "Web Based Interface Elements in Team Interaction and Learning", in *Web-Based Education Concepts, Methodologies, Tools and Applications*, ed. Kristin Klinger (IGI Global: United States of America, 2010), 615.

teaching. According to Guan, Multimedia is a form of computer sciences, refers to the combination of two or more than two media.⁴¹

With the development of science and technology, computers can not only make the information proceed in the means of standardization but also make the information proceed in the way of diversification and humanization. Furthermore, the application of multimedia technology has been accelerated in sciences, economy, education, health, culture and entertainment.⁴² Thus, multimedia as a new kind of technology has attracted educator's attention as part of web-based learning since it is also the innovation of technology.

3) **The characteristics of Multimedia**

The multimedia assisted English teaching has two important characteristics; visualization and textual. They can serve better media in learning English. With the development of science and technology, the combination of multimedia and English teaching is more active and creative. Therefore, the class will be more fun and students learn enthusiastically.

According to Klarisa, Visual cues provide visual orientation and facial expression such as smiles, frowns, nods, and other type of body language. In multimedia, textual cues also part of visualization because it is usually inserts in video and picture as the result of visualization product. Textual clues embody information in written

⁴¹ Nan Guan, et al, "On the Advantages of Computer Multimedia-aided English Teaching", *Procedia Computer Science* 131, (2018), 727.

⁴² Guan, 729.

texts and graphics.⁴³ Therefore, multimedia can provide variety kinds of learning media. It can offer a variety of teaching situations and real communicative situations where students can actively participate in the class.

One of the examples of visualization multimedia is Technology, Entertainment and Design (TED) Talk Youtube video. According to Yoichiro, TED stands for “Technology, Entertainment, Design” and it is the name of conferences held worldwide with the slogan “ideas worth spreading.” Video recordings of the talks at TED conferences are available for free.⁴⁴ Mostly, the speaker in the video uses English. This website also has several divisions such as TED-ed (Technology, Entertainment and Design of Education) as the world sharing platform that specifically shares lesson ideas. Since TED-ed can be referred as credible web-based learning which shares lesson ideas that the teacher needed so the English teacher in SMAK Santo Paulus used TED-ed as one of the learning materials source.

Another example is *TeAch-nology* website. *TeAch-nology* is a website providing free and easy to use resources for teachers dedicated to improve the education of today’s generation of students. This website has great many features such as free lesson plans, printable worksheets, rubrics, worksheet makers, web quests, math worksheets

⁴³ Klarissa Ting-ting Chang, et al, “Web Based Interface Elements in Team Interaction and Learning”, in *Web-Based Education Concepts, Methodologies, Tools and Applications*, ed. Kristin Klinger (IGI Global: United States of America, 2010), 615.

⁴⁴ Yoichiro Hasebe, “Design and Implementation of an online corpus of presentation transcripts of TED Talks”, *Procedia Social and Behavioral Sciences* 196, (2015), 174.

and other great teacher resources.⁴⁵ Since the teacher thought that the website considered as credible web-based learning and the website provided thousand resources for free and allowed the teacher to design their own material, so the teacher used *TeAch-nology* as one of the learning materials sources.

4) The Advantages of E-Learning

The wide using of technology, including students and teachers are influence the demand of e-learning. It shows several good responds from the learner users because of several advantages they accept from e-learning tools and devices. Here are several advantages of e-learning:

a) Turning the abstract into the concrete

Teacher will meet some difficult problems or abstract content, which are difficult to explain when they give a lesson class. Then, to use multimedia can make abstract content become more specific and take students into an image environment. Therefore, the application of multimedia in English teaching is so wide, and it can make students learn English quickly

b) Providing Information Within Limited Time

Teaching reading is not easy for students even challenging though. Therefore, the great, interactive and credible materials are needed to deliver toward the students. Teacher can create the

⁴⁵ Teachnology, Inc, “*Welcome to TeAch-nology.com-The Online Teacher Resource*”, Wednesday 24th April 2019. <http://www.teachnology.com/>

material relate to the student's major through web-based learning tools in order can provide information within limited time.

c) Stimulating Student's Interest in Learning

The multimedia through e-learning can stimulate student's enthusiasm and make students have a strong desire for knowledge.

The multimedia in e-learning also can attract the attention of students.

d) Highlighting the Main Position of Students

The education reform advocates that students should turn passive learning into active learning. Multimedia through e-learning will highlight the main position of students and make students realize that they must study hard by themselves.

5) The Disadvantages of E-Learning

Although e-learning has many advantages and simplify the process of learning and teaching, it found several disadvantages of e-learning.

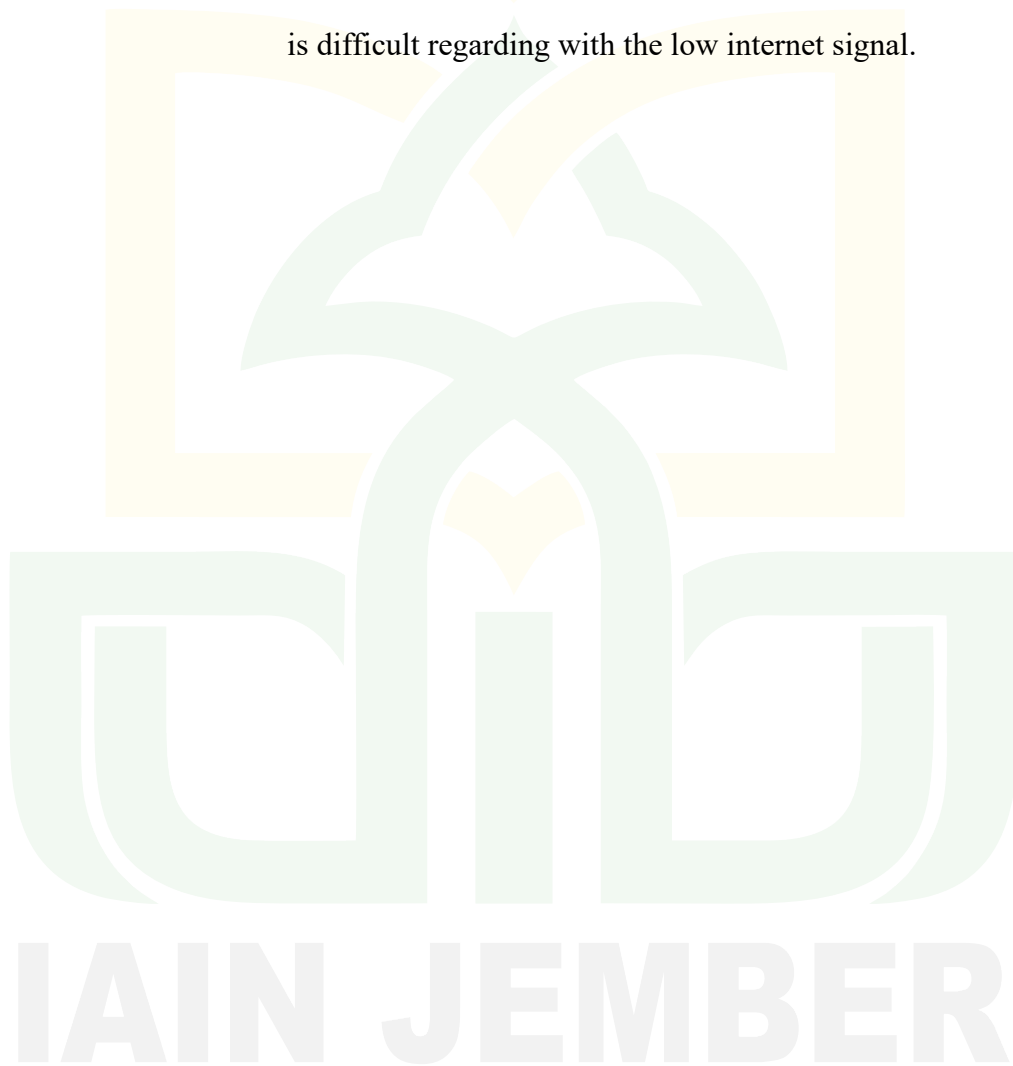
Here are some disadvantages of e-learning:

a) **Novelty**: it may take long time in designing and developing web based learning or in creating the materials through it. New technologies are requiring time, experience, and money in order to take full advantage.

b) **The need computer literacy**: the first step to apply e-learning in education is to master in working with computers and consider computers as the main instrument in this method of

training. Due to the lack of familiarity with these services also influence the quality of the material.

- c) **Lack of computer and internet access:** the use of internet is a must if the teacher want to use e-learning or creating material through web-based learning but applying e-learning in some developing country or even in rural area in developed country is difficult regarding with the low internet signal.



CHAPTER III

RESEARCH METHOD

This chapter presents the description about the methods used in this research. It covers some sections; they are research design, location of the research, subject of the research, source of data, technique of collecting data, technique of analyzing data, validity of data and the structure of the thesis. Below is the elaboration of each section.

3.1 Research Design

The researcher used case study research. Case study is one of the types of qualitative research. The aim of this study is to analyze the implementation of ESP Reading materials through web-based learning in teaching reading comprehension in qualitative approach. According to Creswell qualitative research is a type of educational research in which the researcher relies on the views of participants, ask board, general questions, collects data consisting largely of words (or text) from participants, describes, and analyze these words for themes, and conducts the inquiry in a subjective and biased manner.⁴⁶

In this research, the researcher used case study approach because the researcher explored a unique case namely English for Specific Purpose (ESP) implemented in senior high school that it is usually implements in Vocational High School and the researcher studied and analyzed this case in detail. According to Creswell case study research is a qualitative approach in which

⁴⁶ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*, (New Jersey: Pearson Merrill Prentice Hall, 2005), 39.

the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection.⁴⁷ Yin categorizes case study research into three different forms. They are exploratory, explanatory, and descriptive case study. Explanatory case study is to discover a new theory or answering questions or hypotheses. Then, exploratory case study means to explain data on the cause effect relationship. While descriptive case study is describing a phenomenon within its context. It also described a particular activity or situation.⁴⁸ In this research, the researcher used descriptive case study because the researcher wanted to focus on describing in details the implementation of ESP Reading Materials through web-based learning in teaching reading comprehension.

3.2 Location of the Research

This research was conducted at SMAK Santo Paulus Jember, which located at street Trunojoyo No.22C, Sawahan Cantian, Kapatihan, Kaliwates, Jember Regency, East Java. The school was chosen because during observation of Magang I program, researcher found a unique case there. The school applied ESP reading materials that are usually applied in vocational high school. One of the teacher designed ESP reading materials through web-based learning to teach optional English subject and showed a good progress. Therefore, the researcher decided to conduct her undergraduate research there.

⁴⁷ John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, (London: Sage Publications, 2007), 73.

⁴⁸ Robert K. Yin, *Case Study Research Design and Methodologies*, (United States of America: Sage Publications, 2003), 4.

3.3 Subject of the Research

In choosing the subject of the study, the researcher used purposive technique. According to Creswell, purposive technique is the technique that is intentionally select individuals and sites to learn and understand the central phenomenon. The standard used in choosing participants and sites is based on the “rich information”. The rich informant is the informant who has multiple perspective toward the case and can give constructive overview.⁴⁹ Therefore, in purposive technique, the researcher only needed a small number of subjects but they have much information that the researcher needed.

Since ESP Reading Materials in SMAK Santo Paulus were just applied in optional English subject that was taught by a teacher, the researcher chose the teacher who taught optional English subject and designed ESP Reading materials by herself. This research also involved eleventh grade students of a senior high school “SMAK Santo Paulus Jember”, exactly the students of XI IPA 1 and XI IPS 1. The researcher chose these classes because of the teacher’s recommendation that these classes were the most active classes so the researcher could get the rich information during the research.

In this research, the researcher conducted interviews with two students each class. The students were chosen based on the recommendation of the teacher who informed the researcher about the active learners and a smart learner identified from feedback sheets and formative assessment sheets. It was expected that they were able to give information needed by the researcher.

⁴⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*, (New Jersey: Pearson Merrill Prentice Hall, 2005), 204.

3.4 Source of Data

Source of data means that where data is taken from. The data of this research were collected through different types of data source namely primary and secondary data.

a. Primary Data Source

In this research, the primary data were obtained from several informants such as a teacher who taught optional English subject who designed ESP reading materials and also several students suggested by the teacher from XI IPA 1 and XI IPS 1. The primary data also included ESP Reading Materials, assessment and feedback sheets and lesson plans. Last, the primary data were also derived from observation on the learning and teaching activities in XI IPA 1 and XI IPS 1 as the object of the observation.

b. Secondary Data Source

To get the credible data, the researcher also involved secondary data. According to Moleong, Secondary data is needed in research to supplement the information obtained from primary data.⁵⁰ The secondary data sources included from the related books, journal and article.

3.5 Technique of Collecting Data

In conducting the research, it is important to collect the necessary data to answer the research questions. In this research, the researcher would use three techniques of data collection. They were interview, observation and document review.

⁵⁰ Lexy J, Moleong, *Metodologi Penelitian Kualitative*, (Bandung: PT. Remaja Rosdakarya, 2008), 157.

a. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.⁵¹ Ary et al divides two types of observer. They are participant and non-participant.⁵² Participant observer role is an observational role adopted by researchers when they take part in activities in the setting they observe. The role is an inside observer who actually engages with activities at the study site.⁵³ In this research, the researcher not involved participant researcher because the researcher not participated in the activities of the study. So the researcher's role in this research was as non-participant.

Creswell defines non-participant observer as is an observer who visits a site and records notes without becoming involved in the activities of the participants. The non-participant observer is an outsider who sits on the periphery or some advantageous place to watch and record the phenomenon under study.⁵⁴ Since the researcher was non-participant, the researcher did not participate during the learning and teaching activity. The researcher just focused observing the process of teaching until the activities of giving feedback for students especially during reading comprehension class using ESP Reading materials.

⁵¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*, (New Jersey: Pearson Merrill Prentice Hall, 2005) 211.

⁵² Ary, et al, *Introduction te Research in Education*, (Wadsworth: Cengage Learning, 2010), 431

⁵³ Creswell, *Educational Research*, 212.

⁵⁴ Creswell, *Educational Research*, 212.

b. Interview

According to Fraenkel et al, interview is a set of question to be answered by the subject of the study.⁵⁵ Through interview, the researcher clarified some questions that were obscure and asked the interviewee to expand their answer.

In this research, the researcher used semi structured interview. The researcher chose this type of the research because it was very flexible to conduct. It was very flexible because despite the researcher has prepared the key questions, the researcher could add the other necessary questions needed in the process of interviewing. The interviews conducted twice with the teacher with the length of an hour per section and once with each student with the length of twenty minutes per section.

The researcher interviewed a teacher who taught and designed ESP reading materials through web-based learning. The interviews were also done to several students suggested by the teacher. The interviews were also intended to support the data from classroom observation.

c. Document Review

A valuable source of information in qualitative research could be documents including written, physical and visual materials. In this research, the documents were those related to ESP Reading materials through web-based learning such as lesson plan, English lesson materials especially related with ESP reading materials through web-based learning

⁵⁵ Fraenkel et al. *How to Design and Evaluate Research in Education* (8th Edition), (New York: McGraw Hill, 2012), 142.

feedback sheets, data of students and teachers in SMAK Santo Paulus Jember.

3.6 Technique of Analyzing Data

After determining source of data and conducting the data collection, the researcher chose the techniques in analyzing data. In this research, the data analysis used Miles, Huberman and Saldana's concept including three steps of analyzing the data, namely data condensation, data display and drawing and verifying conclusion:

a. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in the full corpus (body) of written field notes, interview, transcripts, documents, and other empirical materials.⁵⁶ In this step, to make data stronger, the researcher would summarize, coding, developing themes, generating categories and writing analytical memos. So, data condensation was a form of analysis that sharpens, sorts, focuses, discard, and organizes data in such a final conclusion can be drawn and verified.

b. Data Display

The second data analyzing technique was data display. Data display is organized information that allowed conclusion drawing and action. Data display helped the researcher to understand what was happening and analyze further action based on that understanding.⁵⁷ In this stage, the researcher organized or compressed the extend data in the form of displays

⁵⁶ Methew B. Miles, et al, *Qualitative Data Analysis: A Methods Sourcebook, 3rd edition*, (USA: Sage Publications, 2014), 8.

⁵⁷ Miles, 8.

illustrated into figures, mind mapping, and table. Then, from those organized information, the researcher got the conclude information.

c. Drawing and Verifying Conclusions

The last step of analyzing the data was drawing and verifying conclusions. In this stage, the researcher interprets patterns, explanations, and propositions of the data then the researcher verified the accuracy and validity of the interpretation.⁵⁸ Then, after analyzing all the data, the researcher concluded the data into two forms, namely temporary and valid conclusions. After the researcher got the temporary conclusion, the researcher conducted the verification to confirm the valid and consistent evidence to obtain valid conclusion. In this stage, the researcher found new discovery that answered the research problem and the researcher drew the final conclusion of the study.

3.7 Validity of Data

Throughout the process of data collection and analysis, the researcher checked that the findings and interpretations to make sure that they were accurate so the researcher validated the findings. To validate the findings, there were several strategies that the researcher used, they were triangulation and member checking.

According to Creswell triangulation was the process of corroborating evidence from different individuals (e.g., a principal and student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in

⁵⁸ Methew B. Miles, et al, *Qualitative Data Analysis: A Methods Sourcebook, 3rd edition*, (USA: Sage Publications, 2014), 9.

qualitative research.⁵⁹ In this research, the triangulation used was triangulation by method.

To get the accurate and credible findings, the researcher also checked the findings with participants in the study to determine if the findings were accurate so the researcher also used member checking technique. Member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account. This check involves taking the findings back to participants and asking them (in writing or in interview) about the accuracy of the report. It may be done by asking the participants about many aspects of the study, such as whether the description is complete and realistic, whether the themes are accurate to include, and if the interpretations are fair and representative.⁶⁰

3.8 The Structure of the Discussion

The structure of the discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing is a descriptive narrative, not a table of contents. Systematic discussion in this research is as follows:

Chapter I contains the introduction of the thesis, such as the background of study, research focus, research objectives, scope of the research, significance of the study, and definition of key terms.

⁵⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*, (New Jersey: Pearson Merrill Prentice Hall, 2005), *Educational Research*, 252.

⁶⁰ Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*, 259.

Chapter II contains review of related literature, such as previous research and theoretical framework that related with the research will conducted by the researcher.

Chapter III contains a research method contains a research method consisting of research design, research location, research subjects, source of data, technique of collecting data, technique of analyzing data and validity of data.

Chapter IV contains research finding and discussion. In research finding, it consists of objective description of research side and data display. In research discussion, it consists of the discussion includes the finding of the research related to the relevant theory.

Chapter V contains the conclusion and suggestion of this study.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter provides the research finding and discussion of the results. The research findings were written in the order of research focuses which were then consulted with theories. The detailed description of the research finding and discussion is provided below.

A. Objective Description of the Study

In this section, the researcher presents the brief description of the research object and data display.

1. Objective Description of Research Site

The description of the object of research in this study is a brief description of Sekolah Menengah Atas Katolik (SMAK) Santo Paulus Jember located on Jl. Trunojoyo 22C Kepatihan, Kaliwates, Jember, which is the location of the research. The brief description of the object of the research is as follows:

a. History of SMAK Santo Paulus Jember

The Carmelite Priests and Priests Union (Carmelite Order) organized and managed the Saint Paul Catholic High School, Jember, through the Sancta Maria Foundation in Malang. SMAK Santo Paulus Jember was founded on September 28, 1940. At that time, the Catholic Church Management and Dana Papa, domiciled in Malang and represented by Mr. R. M. Notokoesoemo, bought from Mr. Hasanah a plot of land, known under the letter C number 103 and S II namely a land area of 14.230 m².

SMAK Santo Paulus Jember was established on August 1, 1951. At the beginning of the school year, SMAK Santo Paulus Jember had 2 classes for first students, who were still accommodated at St. SMPK Santo Petrus at Jl. Rambipuji (now Jl. Gajah Mada). In the following two years, the number of students and classes developed into 4 classes. A pavilion house at Jl. Tembaan (now Jl. A. Yani) was borrowed and made into 2 classes. The first headmaster was Mr. Franciscus Xaverius Partanto.

The number of students was getting more and more, and the Sancta Maria Foundation in Malang tried to make teaching and learning activities held in one place. Finally, in 1952, the construction of the school building began accommodating six classes and was completed in 1954-1955.⁶¹

b. Vision and Mission SMAK Santo Paulus Jember

a) Vision

The students of Saint Paul Catholic Senior High School are motivated to achieve balanced academic and non-academic excellence and live in the multicultural society by means of discipline, Caramel Values, and collaboration among the School, families, alumni and Government.

b) Mission

- a. Inspired by the Charisma of the Carmelite Order, Saint Paul Catholic Senior High School of Jember is a co-educational

⁶¹ Document of, *Saint Paul Catholic Senior High School of Jember*, 17th September 2019

school that serves senior secondary education for people in the eastern region of East Java without discriminating against religion, race, color skin, gender, and social status.

- b. The school, in collaboration with the parents / guardians of students, helps students receive a holistic education that encourages each individual to develop into an integral person.
- c. The educational process at school aims to empower students so they are able to live in full dignity through knowledge, to understand and to master of skills, science and mathematics.
- d. This process also encourages each student to develop faith and commitment to serve and shape self-leadership.⁶²

B. Research Finding

This part is the finding of the research. The discussion is divided into three main parts. The first part is about the teacher plan in the teaching reading comprehension by using ESP Reading material through web-based learning, the second part is the teacher execute in the teaching of reading comprehension by using ESP Reading materials through web-based learning and the third part is the teacher's feedback of student's reading comprehension.

a. The Teacher Plan in the Teaching of Reading Comprehension by Using ESP Reading Materials through Web-Based Learning

The data of the teacher's plan of reading materials through web-based learning in the teaching of reading comprehension were based

⁶² Document of, *Saint Paul Catholic Senior High School of Jember*, 17th September 2019

on the documents, ESP reading materials and UKBM book. The data of teacher's plan of ESP Reading materials through web-based learning in teaching reading comprehension includes kinds of web-based learning in the teaching and learning activities, steps in the planning, teaching, learning activities and feedback.

According to document analysis of the teacher's lesson plans and UKBM book, they showed that the teacher implemented three kinds of web-based learning, namely written, picture and video. There were several kinds of web-based learning as the main source of the teacher in arranging reading materials such as TED-Ed TALK YouTube video and TeachNology.⁶³ Based on the information got from the students, the teacher had her own website namely www.hedwigbook.com that all the students can visit the website and download the material.⁶⁴ The teacher also delivered the material in the form of video, images or power point through LCD in the classroom or in language laboratory.

The teacher's lesson plans of teaching reading comprehension included three Basic Competences or *Kompetensi Dasar* namely Advice and Suggestion, Delivering Opinion and Simple Perfect Tense in eleventh grade students of science and social departments for optional English (*Bahasa Inggris Lintas Minat*).⁶⁵ The material of the teaching reading comprehension was commonly provided by the teacher, she also took the material from student's worksheet book namely *Unit Kegiatan Belajar Mandiri* (UKBM) book.

⁶³ Document of, *Saint Paul Catholic Senior High School of Jember*, 23rd September 2019.

⁶⁴ Jason Wijaya, *Interview*, 22th August 2019.

⁶⁵ Document of, *Saint Paul Catholic Senior High School of Jember*, 24th September 2019.

The teacher informed that UKBM book is a book contained materials, dialogues, quiz in pictures, vocabularies, assessment and the book is designed by English Teacher in SMAK Santo Paulus Jember and it is uploaded in the website namely www.hedwigbook.com so students were free to access. Initially, the teacher uploaded the material of each chapter in the website because it was just the daily worksheet and in order the students were easily access the material. Then, the accumulations of all worksheets are printed into a printed book, namely UKBM book. ⁶⁶

Based on the interview with the teacher, the teacher also downloaded and created the materials from some web-based learning such as TED-Ed TALK Youtube video and TeAchnology. The teacher informed that those web-based learning provide various many interesting materials with interactive design of many majors such as mathematics, science, chemistry, and social.⁶⁷ The students informed that the materials were very good because the materials were different from the book, presented in novel ways and contained information related with their major. Thus, the materials were meaningful and helped the students in improving their reading comprehension ability.⁶⁸

Based on the document study, TED-Ed TALK youtube video is a platform that provided various short video lessons, aimed for educators and students. Within TED-Ed's growing library of lessons, academician will easily find curated educational videos, many of

⁶⁶ Elisabeth Dian P., *Interview*, 30th July 2019.

⁶⁷ Elisabeth Dian P., *Interview*, 30th July 2019.

⁶⁸ Valentino Kurniawan, *Interview*, 11th September 2019.

which are collaborations between educators and animators nominated through the TED-Ed platform. TeAchnology is a website providing free and easy to use resources for teachers dedicated to improve the education of today's generation of students. This website has many great features such as free lesson plans, printable worksheets, rubrics, worksheet makers, web quests, math worksheets and other great teacher resources.⁶⁹

The aims of teaching of English in senior high schools were stated as *Kompetisi Inti* (Main Competence) and *Standard Kompetensi* (Competence Standard) in the 2013 Curriculum revision but they were are too general. So the teacher specified them into the materials related with the students major and utilizing the existence of technology but the teacher still referred the materials to the indicators and objectives based on main competence and competence standard. In planning the reading materials, the teacher got the source of data from several web-based learning and the teacher gave several topics related with students major.

Based on the document of ESP Reading materials through web-based learning, the teacher arranged three forms of materials namely written texts, pictures and videos that integrated each other. In the form of written texts, the teacher delivered the materials to the students in the form of ppt (power point text) regarding the main discussion such as definition, several kinds of expression, basic formula, several

⁶⁹ Document of, *Saint Paul Catholic Senior High School of Jember*, 27th July 2019

texts, examples and reading comprehension worksheet. In images form, usually the teacher gave the students the text with several main key terms or key vocabularies related with their major inside of the text. The examples of vocabularies for science students are biosphere, conservation, ozone and the examples of vocabularies for social students are millenium, bias, campaign, blockade and reconstruction.⁷⁰

In the form of video, the teacher delivered the materials to the students through video integrated with text in the form of subtitle that contained the explanation about specific problem or discussion related with the discussion. The examples of the video titles that provided the discussion for science students were What Causes Headaches and Why Do We Dream. The examples of the video titles that provided the discussion for social students were How Miscommunication Happens and How False News Can Spread. What Really Happens to the Plastic You Throw Away was the video for both science and social classes.

The teacher arranged three main sections in planning the steps in teaching and learning activities. Those sections are introduction, main activities and closing. In introduction, the teacher gave the students apperception and motivation for learning. Then, in the main activities, the teacher started to implement the stages of teaching reading comprehension by using ESP Reading materials through web-based contained 4 stages namely Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text and Independent

⁷⁰ Document of, *Saint Paul Catholic Senior High School of Jember*, 10th August 2019

Construction of the Text. The teacher planned three or four meetings for conducting the teaching reading comprehension by using ESP Reading materials through web-based learning. In the first meeting, it contained the stages of Building Knowledge of the Field and Modeling of the text. Therefore, in the rest of the stages, Joint Construction and Independent Construction of the text happened in the second, third or fourth meeting. Nevertheless, the stage of Modeling of the Text can also happened in second or later stage. The last section is closing or reflection.

In reflection section, as stated in the teacher's lesson plan, the teacher gave chance to students to ask anything that they still did not understand about the topic, helped the students to make reflection, made the conclusion about the material's that day with the students, gave task or homework for the students and gave feedback and evaluation of student's work.⁷¹

From the explanation above, it can be concluded that the teacher plan in the teaching of reading comprehension by using ESP Reading materials through web-based learning not only focused on the plan of the materials but also on the plan of the steps of teaching and learning activities, stages of the implementation of the materials and the feedback.

⁷¹ Document of, *Saint Paul Catholic Senior High School of Jember*, 10th August 2019

b. The Teacher Execute in the teaching of reading comprehension by using ESP Reading Materials through Web-Based Learning

The result of the detailed description of the teacher's execution of Reading Materials through web-based learning in teaching of reading comprehension can be seen in the following description.

Table 4.1 The Implementation of All stages in Teaching Reading Comprehension through Web-based Learning.

<p>Building Knowledge of The Field</p> <ol style="list-style-type: none"> 1. Introducing the social context by relating to the real situation around the students 2. Introducing the language features of the text.
<p>Models of The Text</p> <ol style="list-style-type: none"> 1. Asking and explaining about the definition of the topic to the students. 2. Giving example in form of sentence or dialogue or text to the students. 3. Explaining the definition of the key term or key vocabulary of the text. 4. Giving examples of how to comprehend a reading text. 5. Practicing activities relating to the language features of the text. 6. Reviewing generic structure of the text (the main idea of each paragraph and the whole of the text, language features, and some information of the text).
<p>Joint Construction of the Text</p> <p>Doing some exercises in pairs.</p>
<p>Independent Construction of the Text</p> <p>Asking the students to read a certain topic of the text individually.</p>

The following is a brief description of all stages based on the table 1 above:

a) The teacher's Activities of Building Knowledge of The Field

The following table is the summary of teacher's activities in teaching Reading Comprehension of the three Base Competences of the

text concerning the implementation of ESP Reading Materials through Web-Based Learning in the stage of building knowledge of the field.

Table 4.2 Teacher's activities in the stage of building knowledge of the field.

Issues Arising	Teacher's Activities		
	KD1. Advice and Suggestion	KD2. Giving and Receiving Opinion	KD3. Simple Perfect Tenses
Introducing the social context by relating to the real situation around the students	The teacher showed on LCD about simple dialogue that described about a situation between a doctor that give advice and suggestion to the patient in science class and simple dialogue about a situation between a hotel receptionist that give suggestion and advice to the guest in social class.	The teacher showed a video entitled "what happened to the plastic you throw away" on LCD which contain environment issues both in science and social classes. This video is played as the initial knowledge for students to form their opinion about recent issues.	The teacher mention several famous scientists and socialists then asked the students about the history and contribution of the scientists and socialists by using simple perfect tense.
Introducing the language features of the text receiving advice and suggestion expressions	The teacher told the students that they would learn about simple present tense that arranged in question and used direct usage of expression through giving and	The teacher told the students that they would learn about simple present tense that arranged in question and used direct usage of expression through giving and receiving opinion expressions	The teacher explained simple perfect tense especially about the kind of verb and modal implemented

According to the classroom's observation conducted in July until September 2019, the execution of building knowledge of the field clearly observed during teaching and learning process. In executing the ESP reading material through web-based learning, the teacher introduced the context of the materials by relating to student's activity or situation around them in the daily activity. Sometimes she asked the students about their activities or experiences related with their major which are correlated to the context of the text that will be discussed. As it was found on the first meeting of suggestion and advice, there was an activity of introducing the context about the suggestion and advice of doctor to the patient in science class and suggestion and advice of hotel receptionist and guest in social class.

The teacher also asked the students' opinion about the dialogue such as kind of expression in the text. The students answered with various responds. Some of students answered that there were suggestion and expressions and some of students answered that there was one of those expressions.⁷²

The same activity was also found both in teaching giving opinion and simple perfect tense. The teacher showed the materials by using video entitled "What happen to the plastic you throw away" on the LCD display. The teacher asked to the students' opinion in social class about the map of plastic waste and a place called The Great Pacific Garbage Patch. Then the teacher discussed the social effect of plastic waste. The teacher also asked

⁷² Observation, *The Classroom Activities of students and teacher in XI IPA 1*, 31st July 2019

students' opinion on how to solve the problems caused the plastic waste and related it with their daily activity such as reducing the use and consumption of plastic.

In science class, the teacher discussed the plastic waste in term of chemical and biological effects to the environment and the teacher asked students' opinion on how to solve the problem caused of plastic waste. Both the class discussed about zero waste campaign in Indonesia as one of the effort to reduce plastic waste but they discussed in different approach. In social class, students more give opinion about the environment campaign as the social action as the solution of the problem while in science class they likely more discussed about chemical and biological approach to solve the problem. (Teaching Reading Comprehension of Giving opinion).⁷³

The teacher showed the materials described about dialogues or passages about simple perfect tense on the LCD display. Then, the teacher asked to the students in social class about famous socialist like Marthin Luther King, Jr. The teacher also asked to the students in science class about famous scientist like Galileo Galilei. (Teaching Reading Comprehension of Simple Perfect Tense).⁷⁴

Another activity in the building knowledge of the field was introducing the English features of the text. In introducing the language features of the text, the teacher explained about the tenses, vocabulary in

⁷³ Observation, *The Classroom Activities of students and teacher in XI IPS 1 and XI IPA 1*, 19th August 2019 and 11th September 2019

⁷⁴ Observation, *The Classroom Activities of students and teacher in XI IPS 1 and XI IPA 1*, 19th August 2019 and 11th September 2019

context meaning in term of part of speech such as noun, adjective and verb.

Based on the explanation above, it can be concluded that the teacher introduced the social context with different topics related with students' major by relating to the real situation around the students. Sometimes, the teacher used same topic in social class and science class but she discussed the different context that related to students' major and situation.

b) The Teacher's Activities of Modeling of the Text

The following table is the summary of teacher's activities in teaching reading comprehension of ESP reading materials through web-based learning in the stage of modeling of the text.

Table 4.3 Teacher's activities in the stage of Modeling of the Text

Issues Arising	Teacher's Activities		
	KD 1. Advice and Suggestion	KD 2. Giving and Receiving Opinion	KD 3. Simple Perfect Tense
1	2	3	4
Asking and explaining about the definition of the topic to the students	The teacher asked the students about the definition of Advice and Suggestion. The teacher explained to the students the definition of Advice and Suggestion.	The teacher asked the students about the definition of Opinion. The teacher explained to the students the definition of Opinion	The teacher explained to the students the Mind Mapping of Perfect Tenses discussion. The main mapping is about kind of perfect tenses, generic structure and language features

1	2	3	4
<p>Giving example in form of sentence or dialogue or text to the students</p>	<p>The teacher gave additional example about sentence and dialogue about advice and suggestion through Power Point. The teacher also gave additional example in form of video with its subtitle entitle What Causes Headaches with its subtitle in science class and How Miscommunication Happen in social class. The teacher used the video as the material in giving and receiving advice and suggestion about the issue in the video.</p>	<p>The teacher gave example about giving opinion through Textbook and a video entitled What Really Happens to the Plastic You Throw Away and the teacher also gave additional example in form of video with its subtitles entitle Why Do We Dream in science class and How False News Can Spread in social class. The teacher used the video as the material in giving and receiving opinion about the issue in the video</p>	<p>The teacher gave example about simple perfect in various forms, the teacher also give additional examples in the form of videos with its subtitles of various videos that have been played in the previous meetings but they just focused on history aspect to analyze various simple perfect tense</p>
<p>Explaining the definition of key term or key vocabulary of the text</p>	<p>The teacher explained the definition of several key terms like headache, primary and secondary headaches migraine, cluster and tension in science class and miscommunication, communication,</p>	<p>The teacher explained the definition of several key terms like dream, neurobiological neocortex and PTSD in science class and news, circular reporting,</p>	<p>The Teacher explained the definition of several key terms like trepenation and pop culture in social class and bloodstream, cortisol, and adrenocorticotropic in science class</p>

1	2	3	4
	transmission model and semantics in social class.	satirical, wiki page, and citation in social class	
Giving example of how to comprehend a reading text	The teacher explained several procedures to comprehend a text with its order such as how to find the main idea, to find and interpret the key term, key vocabulary and to find stated and unstated information	The teacher explained several procedures to comprehend a text with its order such as how to find the main idea, to find and interpret the key term, key vocabulary and to find stated and unstated information	The teacher explained several procedures to comprehend a text with its order such as how to find the main idea, to find and interpret the key term, key vocabulary and to find stated and unstated information especially that written in simple perfect tense
Practicing activities relating to the language features of the text.	The teacher asked the students to find advice and suggestion expressions in the passage.	The teacher asked the students to find giving and receiving opinion expressions in the passage.	The teacher asked the students to find simple perfect tense sentences in the passage.
Reviewing generic structure of the text	The teacher asked the students about the generic structure of the text orally and in written	The teacher asked the students about the generic structure of the text orally and in written	The teacher asked the students about the generic structure of the text orally and in written

There were many activities happened in the stage of modeling of the text. This stage had more attention of the teacher than other stage in the teaching of reading comprehension because it had more activities than other stages. There were six activities that the teacher mostly did in teaching reading comprehension. First of all, she asked and explained about the definition of the topic to the students. Secondly, she gave examples of sentences or dialogues or texts in form of videos to the students. Thirdly, she explained the definition of the key term or key vocabulary of the text. Fourthly, she gave examples of how to comprehend a reading text. Fifthly, she gave practice activities relating to the language features of the text. And the last was she reviewed generic structure of the text (the main idea of each paragraph and the whole of the text, language features, and some information of the text).

Based on the classroom observation, in explaining the materials, the teacher did not directly explain the material but the teacher asked the students first. After the students expressed their opinion, the teacher showed and explained the materials. Then the teacher asked the students to give their advice and suggestion about the phenomena happened on the video entitled *What Causes Headaches in science class and How Miscommunication Happen in social class.*⁷⁵

The teacher also asked the student's opinion about the student's own definition about advice some students answered that delivering our opinion about something that someone's should do or should not do, while

⁷⁵ Observation, *The Classroom Activities of students and teacher in XI IPS 1 and XI IPA 1*, 5th, 7th and 19th August 2019

other student answered offering something good for other's sake by giving opinion or recommendation. The teacher informed that she gave students' opportunity to deliver their opinion in order students can be more active and practice their English. It was also the teacher's effort to know how far students study and prepare the new material.⁷⁶ While the students informed that the way the teacher gave the opportunity to ask students' opinion can encourage students to be brave so they can express their opinion more.⁷⁷

The teacher also asked the differences between advice and suggestion before giving brief explanation about the difference of advice and suggestion. Some students answered the difference is in the expression and the tenses, while other student answered suggestion is something that should not do or allowed not to do while advice is the opinion that that supposed to do or must do.⁷⁸

The same activity was also found in the first meeting both in teaching reading comprehension of Giving Opinion and Simple Perfect Tense base competence or *Kompetensi Dasar*.

The teacher asked in both classes about the definition of opinion. Some students answered giving and receiving opinion is an activity to share our mind to some problems, phenomena, and issues, while other student answered the generic structure of Giving opinion is simple present

⁷⁶ Elizabeth Dian P., *Interview*, 17th September 2019.

⁷⁷ Aurelia Michelle S., *Interview*, 11th September 2019.

⁷⁸ Observation, *The Classroom Activities of students and teacher in XI IPS 1*, 5th August 2019

because we deliver what we truly think and what we truly feel about something (Giving and Receiving Opinion).⁷⁹

The teacher also asked about simple perfect tense in both the classes. A student answered that it is for past time and complete activity that they have done. The teacher also asked about the basic formula for simple perfect tense and a student answered that it is use have or has as the auxiliary and verb three. The teacher also asked about time signal for simple perfect tense and several students answered “since”, other student answered “for”. (Simple Perfect Tense).⁸⁰

Another activity in the building the knowledge of the field was giving examples in form of sentences or dialogues or texts to the students. The teacher gave example in the form of sentence through the material that has been prepared namely Power Point Text. The teacher also gave additional example through dialogue from conversation text in UKBM Book about hotel recommendation and advice of problem in the company. The teacher also gave an example in form of text through various videos with various issues. The students informed that the additional material in the form of Power Point was helped students in understanding the base competence because the teacher added more information that not contained in UKBM book or added more examples and dialogues.⁸¹

Although both science and social classes have the same topic of the discussion but the teacher explained and comprehended the text based on the student’s major. For instance, in science class the teacher and students

⁷⁹ Observation, *The Classroom Activities of students and teacher in XI IPS 1*, 19th August 2019

⁸⁰ Observation, *The Classroom Activities of students and teacher in XI IPS 1*, 19th August 2019

⁸¹ Kezia Keren S., *Interview*, 22th August 2019.

discussed about the video under the title What Really Happens To the Plastic You Throw Away and they comprehended the text in science point of view such as some chemistry elements such as basic material to make a plastic or plastic container like bottle and how the nature process those elements which can danger the environment and human. With the same video, the teacher and students of social class discussed about the video in social point of view such as how danger the plastic for the environment and discuss about the “Great Pacific Garbage Patch” with its location in the world. They also discussed about the solution to solve and deal with the problem but with different approach. In science class they more discussed in science approach such as doing scientist campaign. They discussed about sparing the waste into its kind such as plastic, cans, paper then recycle the waste with science approach to create a new thing like reusable bottle.

Comprehending the video, the students recycled the waste in their school to create new thing. In social class, they more discussed in social approach such as doing social campaign to reduce the waste in ocean and river of the plastic waste in ocean that can danger the animals such as fish and turtle.

Comprehending from the video, the students made the map like “Great Pacific Garbage Patch” but it was the location of the river and ocean in Jember with high intensity plastic waste.

In the next step, the teacher explained the definition of the key term or key vocabulary of the text such as headache, primary and secondary headaches, migraine, cluster, and tension for science class and miscommunication, communication, transmission model and semantics in

social class. She gave examples of how to comprehend a reading text by discussing the main idea, supporting idea, stated and unstated information of the text and understanding the key vocabulary in context for simple and difficult vocabularies. She gave practice activities relating to the language features of the text by asking students underline the key vocabulary, certain tenses, main idea of the text, and some important information. And the last was she reviewed generic structure of the text (the main idea of each paragraph and the whole of the text, language features, and the some information of the text) that have been discussed.

From the explanation above, it can be conclude that the stage of building knowledge of the field is the most important stage because it has many important activities such as discussing about the definition of certain Base Competence, discussing about key term and key vocabulary and Giving example of how to comprehend a reading text which are the main discussion in teaching reading comprehension. Thus, the teacher mostly implemented the ESP Reading materials in this stage.

c) The Teacher's Activities of Joint Construction of the Text

The following table is the summary of teacher's activities in the teaching reading comprehension of three Base Competences or in Bahasa is *Kompetensi Dasar* concerning to the execution of ESP Reading materials through web-based learning in the stage of joint construction of the text.

Table 4.4 Teacher's Activities in the stage of joint construction of the text

Issue Arising	Teacher's Activities		
	Advice and Suggestion	Giving Opinion	Simple Perfect Tense
Doing Some Exercise in Pairs	The students were asked to work in pairs and do the task (reading the text with its key vocabularies and its definitions entitled "Environment" for science class and "Voting and Election" for social class).	The students were asked to work in pairs and do the task (reading the text with its key vocabularies and its definition entitled "Food and Nutrition" for science class and "Industrial Revolution" for social class).	The students were asked to work in pairs and do the task (reading the text entitled "Albert Einstent" and the key vocabularies of scientist jobs with its definition for science class and "Martin Luther King, Jr." for social class).

From the observation, it was known that the activities the teacher commonly did in implementing the stage of joint construction of the text was asking the students to work in pairs. The activities were about reading one or more reading comprehension passage and discussing the key vocabularies with its definition in pairs. The students also identified the generic structure of the text such as the main idea, language features and some stated and unstated detail information of the text in pairs.⁸²

The exercise of reading one or more reading comprehension passage and discussing the key vocabularies and its definition was

⁸² Observation, *The Classroom Activities of students and teacher in XI IPA 1 and XI IPS 1*, 11th September 2019

provided by the teacher. The passages provided were according to the topic or Base Competence and related with the student's major. The teacher also provided the key vocabularies with its definition to help the students comprehend the text more deeply. After the students finished the exercise, the teacher had a discussion with the students about the generic structure of the text. They also discussed about some uncommon vocabularies and how to comprehend the difficult sentence arrangement. There were also got feedback either from the teacher or the peer.⁸³

From the explanation above, it can be concluded that in the stage of joint construction of the text, the students work in pair and have discussion about a certain text gave by the teacher and they tried to practice what they got from the previous stage. Then they would discuss with the teacher.

d) The Teacher's Activities of Independent Construction of the Text

The following is the summary of teacher's activities in teaching reading comprehension concerning the implementation of ESP Reading materials through web-based learning in stage of independent construction of the text.

⁸³ Observation, *The Classroom Activities of students and teacher in XI IPA 1 and XI IPS 1*, 11th September 2019

Table 4.5 Teacher's activities in the stage of independent construction of the text

Issue Arising	Teacher's Activities		
	Advice and Suggestion	Giving Opinion	Simple Perfect Tense
Asking the students to read a certain topic of the text individually.	The students were asked to work individually and do the task (reading and answering the question of the text entitled "Environment" for science class and "Voting and Election" for social class).	The students were asked to work individually and do the task (reading and answering the question of the text entitled "Food and Nutrition" for science class and "Industrial Revolution" for social class).	The students were asked to work individually and do the task (reading and answering the question of the text entitled "Albert Einstein" and "Martin Luther King, Jr." for social class).

There was only one type of activity appeared in the stage of independent action of the text. In the teaching reading comprehension in this stage, the teacher asked the students to answer several questions about the passage individually. There was no any help from the teacher. The teacher only gave some directions of how to do the task and the students did the task. After finished doing the task, they should submit the task and the teacher would give score of the task then discussed the correct answer.

In the teaching reading comprehension of advice and suggestion, the task was about the question of the passage in written. The passage of science and social class were different. In science class, the passage was entitled environment and there were questions with short answer and there were questions with long answer because the students needed to explain their reason. In social class, the passage was entitled voting and election, social class also has short and long questions.⁸⁴

In the teaching reading comprehension of giving opinion, the task was about the question of the passage in written and orally. The passage of science and social class were different. In science class, the passage was entitled food and nutrition and there were four kinds of question in written then the teacher also asked to the student's opinion of several topics related with the passage. While in social class, the passage was entitled industrial revolution and the teacher also asked the student's opinion of several topics related with the passage.⁸⁵

In the teaching reading comprehension of simple perfect tense, the task was about the question of the passage in written. The passage of science and social class was different. In science class, the passage was entitled Albert Einstein, the task has four questions and the students should underline the sentence with simple perfect tense. While for social class, the passage was entitled Martin Luther King, Jr., the task has four

⁸⁴ Document of, *Saint Paulus Catholic Senior High School of Jember*, 29th September 2019

⁸⁵ Document of, *Saint Paulus Catholic Senior High School of Jember*, 29th September 2019

questions and the students should change the tenses of the passage from simple present to be simple perfect tense.⁸⁶

From the explanation above, it can be concluded that the stage of independent construction of the text is conducted to know the understanding of the student because they should comprehend a text individually without any help from the teacher or the peer. Thus, from this stage, the teacher can identify the students' understanding about their reading comprehension ability to the topic related with their major that they already discussed.

From the section of teacher's execution of teaching reading comprehension through web-based learning, it can be highlighted that this section has four stages with different activities. In the stage of building knowledge of the field, the teacher focused on introducing social context and language features. In the stage of models of the text the teacher focused on the activities to comprehend all parts of the text. In the stage of joint construction of the text the students did some exercises in pairs and finally in the independent construction of the text the students did an exercise individually.

⁸⁶ Document of, *Saint Paulus Catholic Senior High School of Jember*, 29th September 2019

e) **The Teacher's Feedback in Teaching Reading Comprehension by Using ESP Reading Materials through Web-Based Learning**

Table 4.6 Teacher's Feedback used in each topic of the text

Types of Feedback	Advice and Suggestion	Giving and Receiving Opinion	Simple Perfect Tense
Oral Feedback	✓	✓	✓
Written Feedback	✓	✓	✓
Peer Feedback	✓	✓	

There were three types of feedback that commonly used in the classroom such as teacher's written feedback, teacher's oral feedback and peer feedback. According to the classroom observations, the teacher mostly delivered the feedback orally. The teacher delivered the feedback to whole students in the classroom and to individual student in her/his desk quietly when the other students did the task from the teacher. In relation with the teaching of reading comprehension, the oral feedback is done by the teacher in the stage of joint construction of the text and independent construction of the text.

The example of teacher's oral feedback obtained from observation:

The students : I has delivered my opinion about industrial revolution

The teacher : (asked to all students in the class) "what is the auxiliary for present perfect?"

- The students : Have, has and been
- The teacher : Is there any correction for Steafan's utterance?
- The students : (most students answer no while the other answer yes they don't know the mistake)
- The teacher : Steafan said "I has" (while the teacher wrote it on the white board to make it clear) and it supposed to be "I have".

The other example of teacher oral feedback obtained from observation.

- The teacher : Is there anyone of you can make an advice a suggestion expression related with environment?
- The student : I think the government should more concern with I am sorry, how to say *kebakaran dan saat ini*?
- The teacher : Can you say the full sentence, Rojer?
- The student : *pemerintah harus lebih memperhatikan permasalahan kebakaran saat ini.*
- The teacher : You may say haze for *kebakaran* (then the teacher spell the word), H-A-Z-E, and you may say recently for *saat ini* if you use it in the end of the sentence. (the teacher also spelled the word) R-E-C-E-N-T-L-Y.
- The student : Can I use the word fire instead of haze?
- The teacher : Yes you can. But the word haze is more suitable with the context. Just try to say your sentence, then.
- The student : I think the government should more concern with the fire problem in Riau recently.
- The teacher : That is good but the context of the problem in Riau is not the fire or *kebakarannya* but the haze of the fire. So, haze is more suitable with the context rather than fire. We cannot translate the word one by one but the word must suitable with the context as we

discussed before.⁸⁷

In addition, documents of the students' writing results showed that the teacher also gave a written feedback in form of error correction. The teacher corrected some student's error by writing the right word or sentence in the student's work by marked with red ink.

In teaching advice and suggestion, the teacher delivered oral feedback to the whole students in the class. It happened in the stage of joint construction of the text of the second. The teacher asked one of the students to read aloud the passage alternately and discussed some simple and difficult vocabulary of the passage. Some students gave the incorrect meaning of simple vocabularies because they translated it word by word so it was not suitable with the context. There was a peer feedback before the oral feedback from the teacher, the teacher asked some students to give comment to their friends answer before the teacher corrected the incorrect meaning.⁸⁸

According to classroom observation, in teaching giving opinion, the teacher delivered the oral feedback in the stage of joint construction of the text, in the activity of finding the certain information in the passage. The way of the teacher delivered the feedback was same as when she taught advice and suggestion by asking one of the students to read aloud the passage alternately and discussed certain information in the passage. Some students gave the incorrect information of the passage. There was a

⁸⁷ Observation, *The Classroom Activities of students and teacher in XI IPS 1*, 22nd August 2019

⁸⁸ Observation, *The Classroom Activities of students and teacher in XI IPA 1 and XI IPS 1*, 11th September 2019

peer feedback before the oral feedback from the teacher, the teacher asked some students to give comment to their friend answer before the teacher corrected the incorrect meaning.⁸⁹

In teaching simple perfect tense, the teacher delivered the oral feedback to an individual student at the student's desk quietly in the third meeting. It happened in the stage of individual construction of the text, when the students making simple sentence based on the order and formula. The teacher was going around in the classroom and looked at the student's work one by one. The teacher also gave short explanation to the students who still did not understand.⁹⁰

From the explanation above, it can be highlighted that the ways the teacher delivered her feedback were quite similar in each teaching activity. The feedback was firstly delivered in front of the classroom and in some meetings the teacher would also inserted the peer feedback. Sometimes, the teacher also gave oral feedback to individual student during the exercise which happened in the stage of individual construction of the text. The written feedback in form of error correction was on the student's result of written exercise in the stage of independent construction of the text.

C. Research Discussion

This part is the discussion of research finding. The discussion includes the finding of the research related to the relevant theories as well

⁸⁹ Observation, *The Classroom Activities of students and teacher in XI IPS 1*, 11st September 2019

⁹⁰ Observation, *The Classroom Activities of students and teacher in XI IPA 1 and XI IPS 1*, 11th September 2019

as the previous studies. The discussion is divided into three main parts. The first part is about the teacher plan in the teaching reading comprehension by using ESP Reading material through web-based learning, the second part is the teacher execute in the teaching of reading comprehension by using ESP Reading materials through web-based learning and the third part is the teacher's feedback of student's reading comprehension.

1. The Teacher Plan in the Teaching of Reading Comprehension by Using ESP Reading Materials Through Web-Based Learning

In Indonesia, the aimed of teaching English especially teaching reading has been suggested in curriculum. Moreover, based on the information got from the teacher, SMAK Santo Paulus has an activity called *Jam Baca* or Independence Reading Activity for 45 minutes every Wednesday. It can be highlight that both government and school give special attention toward reading activity.

The teacher in SMAK Santo Paulus jember created and implemented ESP Reading materials because the teacher believed that the material can relate with the student's major and more meaningful than just implemented the material from textbook provided by the government. It is accordance with the explanation of Veronika Kareva that General textbook is not enough for students quantitatively and qualitatively. Kareva explained that topic identified through the need analysis was used as basis for creating the material. Sometimes, appropriate texts from various sources were necessary adopt and use in

the class to provide theme for discussion and various vocabularies for creating the good material.⁹¹

The use of web-based learning is commonly used by the teachers in SMAK Santo Paulus Jember since 2018 when one of the teachers in SMAK Santo Paulus Jember namely Mrs. Hedwig created the web called www.hedwighbook.com where all students could browse and download the English materials on the web. The implementation of ESP Reading Materials through web-based learning is commonly used by the teacher in SMAK Santo Paulus Jember since most of the English teacher experience in designing and improving the materials related with the student's major.

To have meaningful material, the teacher utilized various sources through web-based learning because web-based learning could help the teacher to create innovative material. This is in accordance with the explanation of Klarissa that web-based learning have revolutionized educational institutions by creating opportunities and challenges for educators to develop their material in novel ways.⁹²

In designing ESP Reading materials, the teacher got the sources from several web-based learning namely TED-ED TALK Youtube video, TeAchnology, and www.hedwighbook.com. Those web-based learning provide many reading comprehension and provide many videos with English subtitle and specific theme related with the

⁹¹ Veronika Kareva. "English For Specific Purpose: Public Administration and Political Sciences, *Procedia Social and Behavioral Sciences* 70, (2013), 1479.

⁹² Klarissa Ting-ting Chang, et al, "Web-based interface elements in Term Interaction and Learning in *Web-Based Education Concepts, Methodologies, Tools, and Applications*", ed. Kristin Klinger (IGI Global: United States of America, 2010), 609.

student's major especially science and social. Those web-based learning were very credible sources since the creator were the collaboration between academic people, educator and animator.⁹³ Since the material equipped with illustration and picture, thus it makes the material be more meaningful for students and can help the teacher deliver the material more comprehensively and the students felt more motivated to learn English especially reading comprehension. It represents that the process of planning the material through web-based learning can bring various advantages both for the students and teacher that in line with the explanation of Nan Guan. Nan Guan explains that there are several advantages of E-Learning tools and devices such as web-based learning, those are; turning the abstract material into the concrete material, providing information within limited time, stimulating student's interest in learning and highlighting the main position of students.⁹⁴

There were three forms of ESP Reading materials through web-based learning implemented by the teacher namely integrated written texts, images and videos. The teacher got the integrated written text from TeAchnology and UKBM book obtained from www.hedwighbook.com, text and images from UKBM book and re-creating the material into ppt form and videos from TED-ED TALK youtube. Since the teacher provided various interesting materials not

⁹³TED-Ed Conferences Llc., "Lesson Worth Sharing", Friday 26th April 2019.

<https://ed.ted.com/lessons>

⁹⁴ Nan Guan, et al "On the Advantages of Computer-Multimedia aided English Teaching", *Procedia Computer Science* 131, (2018), 730-731.

only in words but also in picture and video, the students can comprehend the material and the text more easily. It is in accordance with the result of the previous study about web-based learning conducted by Frieda that the authentic materials developed from web-based learning and web-based tools in the model of ESP Reading Materials helped students to understand more about the specific context of the text.

The teacher also provided various themes in the materials from the videos such as How False News Can Spread, How Communication Can Happen in social class and What Causes Headaches and Why Do We Dream in science class. The materials with various themes provided much information for students and could help the students to comprehend the material critically because the video was equipped with illustration, animation and text. This is in accordance with the result of the study conducted by Hin that ESP Reading Materials designed for fashion Industry of Vocational High School students helped the students to learn English related with their major and 60% of the students stated that the materials helped them to understand more both their major and English because the materials presented with illustration and picture.

From the explanation above, it can be concluded that through web-based learning could assist the teacher in planning ESP Reading materials as the meaningful and novelty materials so the teaching and learning activity was implemented maximally.

2. The Teacher Execute in the Teaching of Reading Comprehension by Using ESP Reading Materials through Web-based Learning

The teacher used four stages in executing ESP reading materials through web-based learning. Those are Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text and Independent Construction of the Text. The teacher associated each stage with different types of activities but the teacher's strategies in teaching reading comprehension to the three different Based Competences were the same.

For instance, in the stage of modeling the text, first, the teacher asked the students the definition of a certain Base Competence then explained clearly to the students. Secondly, she gave example of the text. Thirdly, she explained the definition of key term or key vocabulary of the text. Fourthly, giving example of how comprehend reading text. Fifthly, practicing activities relating to the language feature of the text. The last was she reviewed several generic structures of the text. Although the teacher had different activities but the teacher systematically implemented the same stage in each learning activity in order the teacher can deliver the materials successfully.

Systematic stage is very important in conducting learning activity especially in reading comprehension because it requires procedure to help students in comprehending the text and it must be conduct orderly. This is in accordance with the statement argued by Moreillon, to carry out learning and teaching activities to be success, the teacher

must support student achievement in reading through systematic instruction. Forming partnerships with students to employ their decoding skills in order to make meaning from text is natural.⁹⁵

Beside of deliver the material systematically, the teacher needs to use different interactive model and different kind of interesting media for different text to improve the student's active participation. Thus, the teacher used power point text presentation to display the material of the text or to display picture. The teacher also utilized the advantages of web-based learning such as TED-Ed Talk Youtube Video, TeAchnology, and other web-based learning that suitable with the condition of the learning and teaching activity. Those interactive models and interesting media used by the teacher were implemented to mind map the materials in order helped the students in comprehending both the information of the text and the material about the English Base Competence they learned. This is reinforced by the statement of Grabe that in implementing the teaching and learning of reading comprehension activity, the teacher need to select various models that provide a framework because not all types of text are easy to comprehend.⁹⁶

From the explanation above, it can be highlighted that although the teacher had different type of activities but the teacher delivered the same stage of learning activity systematically. The teacher also used

⁹⁵ Judi Moreillon, Collaborative Strategies for Teaching Reading Comprehension, (Chicago, American Library Asociation, 2007), 17.

⁹⁶ William Grabe, Stoller F.L, Teaching and Researching Reading, (Harlow, Pearson Education, 2002), 24.

and utilized different interactive model and interesting media to improve student's active participation.

3. The Teacher's Feedback in Teaching Reading Comprehension by Using ESP Reading Materials through Web-Based Learning

Feedback is the important part in the teaching and learning process, especially in the teaching of reading comprehension. By giving feedback to the students, they will know how to improve their comprehension ability in reading the text. The feedback that the teacher delivered was various, but the oral feedback and written feedback were dominant. In the oral feedback, the teacher gave feedback by checking the student's work, then if there are some incorrect meaning of a vocabulary that not suitable with the context of the text, she would discuss with the students first then correct the vocabulary in front of the whole students. In explaining the meaning and context of the vocabulary, the teacher used both English language and Indonesia language in order make the explanation clear. How the teacher delivered the oral feedback was matched with the purpose of delivering oral feedback suggested by Brookhart that the good purpose of delivering oral feedback is to communicate respect for student as a learner, to position the student as agent (active student not passive student), and to inspire thought, curiosity, or wondering.⁹⁷

For the peer feedback, it was happened before the oral feedback, the teacher asked some students to give comment to their friend answer

⁹⁷ Susan M. Brookhart, *How To Give Effective Feedback To Your Students*, (USA: ASCD Publication, 2008), 34.

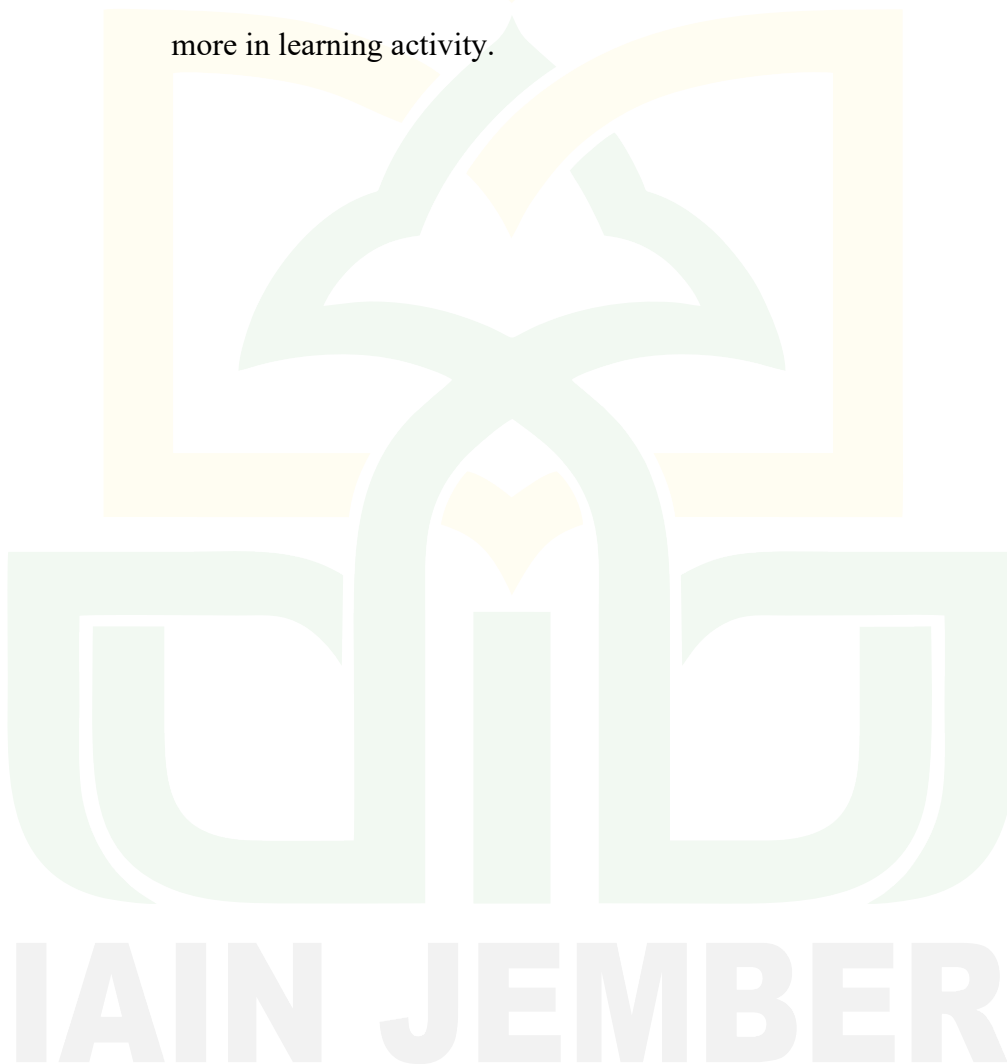
before the teacher gave the oral feedback and the teacher gave the question and clues before she explained the correct answer to the students. The teacher did the peer feedback before the oral feedback from the teacher itself because she tried to encourage student's activeness to improve their comprehension ability. Most of the peer feedback from the students contributed to the learning activity of reading comprehension because they tried to build their framework to a certain issue and the students also tried to improve their critical thinking. How the teacher gave peer feedback was matched with the purpose of delivering peer feedback suggested by Brookhart that feedback works best when it has a strong and appropriate sense of the audience because students can be more experienced peer by helping to demonstrate the concept or skill of the discussion.⁹⁸

Then, in written feedback, the teacher corrected the student's writing answer of the reading comprehension passage in the stage of independent construction of the text. The teacher gave written feedback to the student's reading comprehension sheet by mark the incorrect part with red ink pen then the teacher wrote the correct answer. How the teacher delivered the written feedback was matched with the purpose of delivering written feedback suggested by Brookhart that written feedback is the most helpful as formative assessment of draft of assignments, written feedback presented with

⁹⁸ Susan M. Brookhart, *How To Give Effective Feedback To Your Students*, (USA: ASCD Publication, 2008), 24.

words or phrases that value the student as a person who learns and helps student what should they do in the next assignment.⁹⁹

From the explanation above, it can be concluded that the teacher implemented oral, peer and written feedbacks in balance. The teacher elaborated those three feedbacks, especially oral and peer feedbacks to improve students' comprehension ability and help students contribute more in learning activity.



⁹⁹ Susan M. Brookhart, *How To Give Effective Feedback To Your Students*, (USA: ASCD Publication, 2008), 45

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion of the research and the suggestion toward research findings. The suggestion is addressed to the English teacher, students and future researchers.

A. Conclusion

Based on the results of research that researcher has done regarding the implementation of ESP Reading materials through web-based learning in teaching reading comprehension for second year students of SMAK Santo Paulus Jember that collected data through observation, interview and document study that have been analyzed, the following conclusion can be drawn:

1. The planning of teaching reading comprehension by using ESP Reading materials through web-based learning at SMAK Santo Paulus Jember is not only focused on the planning of materials namely ESP Reading materials but also the planning of the steps of teaching and learning activities, stages of the implementation of the materials and the feedback. In planning the materials, the teacher created and downloaded the materials from some web-based learning such as TED-TALK Youtube Video, TeAchnology, and from the UKBM Book that can be accessed on the teacher's own website namely www.hedwighbook.com or in teacher's blogspot namely www.leezhacheezy.blogspot.com. In planning all the

steps of learning activities including the feedback, it concluded into four stages.

2. There were four stages of teacher's execution of teaching reading comprehension by using ESP Reading Materials through Web-Based Learning, namely Building Knowledge of the Field, Models of the text, Joint Construction of the Text and Independent Construction of the Text. In the stage of Building Knowledge of the Field, the teacher focused on introducing the social context and language features of the text. In the stage of Models of the Text is mainly discussed on how to comprehend a text through generic structure and vocabulary in context. In the stage of Joint Construction of the Text is focused on doing some exercises in pairs and in the stage of independent construction of the text is focused on doing individual exercise of reading a text with certain topic individually.
3. The feedback in the teaching reading comprehension by using ESP materials through web-based learning for second year students in SMAK Santo Paulus Jember used oral feedback, written feedback and peer feedback. In oral feedback, the teacher first delivered comment in front of the classroom and then the teacher would also insert the peer feedback and it happened before oral feedback. In oral feedback, the teacher asked students to give comment to their friends answer before the teacher corrected the incorrect meaning. Sometimes, the teacher also gave oral feedback in an individual student during the exercise which happened in the stage of individual construction of the text. Lastly, the written feedback

in form of error correction was on the student's result of written exercise in the stage of independent construction of the text.

B. Suggestion

Based on the findings of this research entitled "The implementation of ESP Reading Material through Web-Based Learning in teaching reading comprehension for second year students in SMAK Santo Paulus Jember", some suggestions are given to the English teacher, the students and future researchers:

1. The English teacher

It is suggested to the teacher be more considerate and allocated more time in explaining the procedure on how to comprehend a text or the text inside of the video rather than focused more in giving many examples in the form of text or dialogue. It is also suggested that in the stage of independent construction of the text, the teacher can give more than one task in order the student can improve their ability from the feedback of the previous task.

2. The Students

It is suggested to the students of SMAK Santo Paulus Jember to be more active and cooperative with their friends in the stage of joint construction of the text and not only rely on certain students in doing the task. It is also suggested to the students to be more cooperative with their teacher in the stage of independent construction of the text by not copying other's student work in doing the task.

3. The Future Researcher

It is highly suggested to conduct further research on the ESP reading materials through web-based learning not only in reading skill but also in other skills such as listening and speaking. The ESP reading materials through Web-Based Learning can also be applied with other approach in teaching reading comprehension and it is good to be used either in the Classroom Action Research or Research and Development.



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Appendix 1







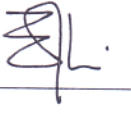



Research Matrix


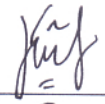

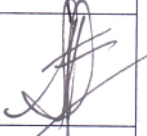

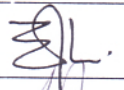

Title	Variable	Indicators	Data Resources	Research Method	Research Focus
<p>The Implementation of ESP Reading Materials through web-based learning in Teaching Reading Comprehension for the Second Year Students in SMAK Santo Paulus Jember</p>	<ol style="list-style-type: none"> 1. ESP Reading materials 2. Web-based learning 3. Teaching reading comprehension 	<ol style="list-style-type: none"> a. Selection of materials according to the major b. Type of exercises with text c. Creation of learning environment-motivation of the material. a. Information literacy b. Collaborative learning c. Self-education d. Constructivism learning environment. a. Planning in the teaching of reading comprehension b. Executing the 	<ol style="list-style-type: none"> 1. The English teacher of SMAK Santo Paulus Jember who teach optional English subject and implements ESP Reading materials through web-based learning. 2. The eleventh grade students of SMAK Santo Paulus Jember, exactly the students of XI IPS 1 and XI IPA 1. 	<ol style="list-style-type: none"> 1. Research method and approach: descriptive case study. 2. Research subject determination technique: purposive technique. 3. Data collection technique: <ol style="list-style-type: none"> a. Observation b. Interview c. Document Review d. Data analysis technique: <ol style="list-style-type: none"> a. Data Condensation b. Data display c. Drawing and Verifying Conclusions. d. Validation of Data: <ol style="list-style-type: none"> a. Triangulation by method b. Member Checking. 	<ol style="list-style-type: none"> 1. How did the teacher plan the teaching of reading comprehension by using ESP Reading materials through web-based learning? 2. How did the teacher execute the teaching of reading comprehension by using ESP reading materials through web-based learning? 3. How did the teacher deliver feedback to the student's reading comprehension?

		teaching of reading comprehension c. Feedback to the student's reading comprehension.			
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IAIN JEMBER

JOURNAL OF RESEARCH

NO	TIME	RESEARCH SUBJECT	ACTIVITY	PARAF
1.	Saturday, July 27 th 2019	Receptionist	Giving Permission letter	
2.	Saturday, July 27 th 2019	Mrs. Elisabet Dian P.	Discussing about the schedule of the research	
3.	Tuesday, July 30 th 2019	Mrs. Elisabet Dian P.	Interview	
4.	Wednesday, July 31 th 2019	The Classroom activities of students and teacher in XI IPA 1	Observation	
5.	Thursday, August 1 st 2019	The Classroom activities of students and teacher in XI IPS 1	Observation	
6.	Monday, August 5 th 2019	The Classroom activities of students and teacher in XI IPS 1	Observation	
7.	Wednesday, August 7 th 2019	The Classroom activities of students and teacher in XI IPA 1	Observation	
8.	Monday, August 19 th 2019	The Classroom activities of students and teacher in XI IPS 1	Observation	
9.	Wednesday 21 th August, 2019	The Classroom activities of students and teacher in XI IPA 1	Observation	
10.	Thursday, 22 th August, 2019	The Classroom activities of students and teacher in XI	Observation	

		IPS 1		
11.	Thursday, 22 th August, 2019	The male student of XI IPS 1 represents by Jason Wijaya	Interview	
12.	Thursday, 22 th August 2019	The female student of XI IPS 1 represents by Kezia Keren Sutejo	Interview	
13.	Wednesday, 11 th September, 2019	The Classroom activities of students and teacher in XI IPA 1	Observation	
14.	Wednesday, 11 th September, 2019	The male student of XI IPA 1 represents by Valentino Kurniawan	Interview	
15.	Wednesday, 11 th September, 2019	The female student of XI IPA 1 represents by Aurelia Michelle Santoso	Interview	
16.	Tuesday, 17 th September, 2019	Mrs. Elisabet Dian P.	Interview	
17.	Tuesday, 17 th September, 2019	Receptionist	Asking the completion of research letter	

Jember, 17th of September 2019

Principal of SMAK Santo Paulus Jember




A. Denny Cahyo S., S.S., M.Sc., M.Pd.

Appendix 3

	<p>SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>	<p>FM 7.5.1/01/06 Revisi: 00</p>
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMAK Santo Paulus Jember
Mata Pelajaran	: Bahasa Inggris Peminatan
Kelas/Semester	: XI/ Gasal
Materi Pokok	: Advice and Suggestion
Alokasi Waktu	: 6 x 2 x 45' (6 pertemuan)

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar

Indikator Pencapaian Kompetensi:

- Siswa mengikuti proses pembelajaran dengan sungguh-sungguh. (Bersyukur)

- 2.1 Menunjukkan perilaku bertanggungjawab dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Pencapaian Kompetensi:

- Siswa menunjukkan sikap bertanggungjawab atas tugas-tugas yang diberikan selama proses pembelajaran

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponnya, sesuai dengan konteks penggunaannya

Indikator Pencapaian Kompetensi:

- Siswa mengidentifikasi fungsi sosial pada teks ungkapan memberikan saran dan nasehat yang diberikan guru
- Siswa mengidentifikasi struktur teks pada teks percakapan yang mengandung ungkapan memberi saran dan nasehat
- Siswa mengidentifikasi unsur kebahasaan pada teks percakapan yang mengandung ungkapan memberi saran dan nasehat

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- Siswa mengidentifikasi ungkapan-ungkapan meminta, memberi, dan merespon saran dan nasehat
- Siswa menganalisis modal auxiliary yang dipakai pada ungkapan memberi saran dan nasehat

4.1 Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, dan meresponnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator Pencapaian Kompetensi:

- Siswa membaca dialog memberi dan menerima saran dan nasehat
- Siswa menuliskan kalimat memberi saran dan nasehat yang ditujukan kepada teman sekelas
- Siswa menulis dialog yang mengandung saran dan nasehat
- Siswa menampilkan dialog mereka secara lisan
- Siswa mendengarkan dialog yang mengandung ungkapan memberi saran dan nasehat

C. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman untuk menyatakan niat melakukan suatu tindakan.
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang menyatakan niat melakukan suatu tindakan.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan tentang keinginan dan harapan
4. Menyusun teks lisan dan tulis untuk menyatakan tentang keinginan dan harapan.

D. MATERI PEMBELAJARAN

Fungsi Sosial

- Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- Terbiasa menggunakan ungkapan memberi saran, nasehat dan meresponnya

Asking for Advice and Suggestion	Giving Advice and Suggestion
<ul style="list-style-type: none"> • Do you think I should call the Police? • Do you think I ought to refuse his proposal? • Do you have any ideas about how I can sell my motorbike? • Should I try to talk with him about this matter again? • If you were me, what would you tell her? • If you were in my position, would you forgive me? • Do you have any advice for me? • Can you give me some advice? • Do you have any recommendations about good transportation to Manchester? • Can you recommend a suitable menu for dinner? 	<ul style="list-style-type: none"> • I think you'd better ... • If I were you, I'd ... • It would probably be a good idea if ... • Take my advice and ... • I advise you to ... • Have you thought about ... • I think you'd better ... • If I were you, I'd ... • It would probably be a good idea if ... • Take my advice and ... • I advise you to ... • Have you thought about ... • You shouldn't take the risk • I would not ... if I were you. • You'd better not ... • I don't know if is a good idea. • My advice is to ... • Don't cheat on me!

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Responding the Advice	
Accepting Advice and Suggestion	Refusing Advice and Suggestion
Yes, I'd like/ love to. That sounds like a good idea. Thank you/Thanks I'll do/try that. Why didn't I think of that?	I tried that, but... Thanks, but that won't work/ help because ... That's a good idea, but ... No, I'd rather not. I don't feel like it.

Unsur kebahasaan

- (1) Ucapan, tekanan kata, intonasi,
- (2) Rujukan kata

E. METODE PEMBELAJARAN

1. Pendekatan : Scientific approach dan Genre Based Approach
2. Model : Discovery learning
3. Teknik : Presentation

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. **Media** : Gambar, Video
2. **Alat** : Laptop, LCD, Proyektor, papan tulis.
3. **Sumber Pembelajaran** :
 Buku Siswa Kurikulum 2013
 Understanding Grammar. Azar
 Cambridge Listening Extra
 Unit Kegiatan Belajar Mandiri Bahasa Inggris Kelas XI
 ESP Reading Materials

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 1

1) Kegiatan Pendahuluan (15')

- Mengucapkan salam dan berdo'a bersama
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti : *Have you ever given advice or suggestion? To whom have you given advice or suggestion? In which condition do you give advice or suggestion? Who often gives you advice and suggestion?*
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. (*Based on my question previously, Now, please guess! what topic are we going to discuss today?*)
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2) Kegiatan Inti

Mengamati (Stimulation) (15')

- Siswa mengamati dialog tentang dokter dan pasien di kelas IPA, resepsionis dan tamu hotel di kelas IPS melalui media *Power Point Text (Pay attention to the dialogue about a patient and doctor {for science class} and about a receptionist and a hotel guest {for social class} on*

Appendix 3

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power point and read the dialogue!

- Siswa membaca dialog tentang suggestion bersama- sama di kelas.

Menanya (Problem Statement) (15')

- Dengan Bimbingan dan arahan guru, siswa mempertanyakan *language features* dari text (*After you read the text, what are the language features used in the text?*)
- Siswa menganalisis *language features* dari teks tersebut
- Dengan bimbingan dan arahan guru, siswa mempertanyakan ide pokok dari teks dan ungkapan menyatakan saran (*After you read the text, what expression do you find for giving a suggestion or advice? What is the main point of the text?*)
- Dengan bimbingan dan arahan guru, siswa menggarisbawahi ungkapan-ungkapan memberi saran dan ide pokok pada dialog yang ada pada *Power Point Text*.

Mengumpulkan Informasi/Mengeksplorasi (Data Collection) (15')

- Siswa menjawab secara individu tentang ide pokok dan ekspresi-ekspresi saran atau nasehat yang ada pada dialog
- Siswa membaca contoh ekspresi ungkapan memberi saran di buku UKBM pada halaman 6
- Dengan bimbingan dan arahan guru, siswa menganalisis berbagai macam ekspresi memberi saran bersama-sama teman di kelompok kecil (*Open the UKBM book page 6 and Please analyze advice and suggestion expressions on the conversation*)
- Siswa bekerja di dalam kelompok kecil dan menggarisbawahi ungkapan-ungkapan memberi saran.

Mengasosiasi (Data Processing) (10')

- Siswa mendengarkan penjelasan dari guru tentang memberi saran
- Guru bertanya tentang definisi dari *suggestion* dan *advice* kepada para siswa (*What is the definition of Advice and Suggestion?*).

Mengkomunikasikan (Verification) (10')

- Dengan bimbingan dan arahan guru, siswa memberikan pendapat tentang definisi dari *suggestion* dan *advice*
- Siswa memperoleh balikan (*feedback*) dari guru dan teman sekelas.

3) Kegiatan Penutup

Refleksi (Generalization) (10')

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu
- Guru memberikan tugas kepada siswa untuk meminta saran dari teman mereka berdasarkan topik yang diberikan.

Pertemuan 2

1) Kegiatan Pendahuluan (10')

- Mengucapkan salam dan berdo'a bersama
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya;
- Guru meminta siswa untuk mengumpulkan tugas pada pertemuan sebelumnya
- Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti: *Do you know how to express advice and suggestion? Do you know what is the difference between advice and suggestion?*
- Guru menjelaskan tujuan pembelajaran yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2) Kegiatan Inti

Appendix 3

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Mengamati (Stimulation) (15')

- Siswa mengamati dan memperhatikan materi tentang *Asking and giving for advice and suggestion expressions, the differences of advice and suggestion* yang disampaikan oleh guru melalui media *Power Point Text (pay attention to the material about asking and giving for advice and suggestion expressions, the differences of advice and suggestion on power point)*
- Siswa membaca materi yang ada di *Power Point Text* bersama-sama
- Guru menjelaskan tentang materi *asking and giving for advice and suggestion expressions* dan *the differences of advice and suggestion* di depan kelas.

Menanya (Problem Statement) (10')

- Dengan bimbingan dan arahan guru, siswa membuat pertanyaan yang berkaitan dengan teks tersebut.
- Dengan bimbingan dan arahan guru, siswa mencoba menjawab pertanyaan yang muncul dengan menggunakan bahasa yang mudah dimengerti
- Guru memberikan respon jawaban siswa dengan apresiasi jika siswa dapat menjawab dengan tepat
- Guru memberikan respon jawaban siswa dengan apresiasi dan klarifikasi penjelasan yang lebih tepat jika siswa menjawab dengan kurang tepat.

Mengumpulkan Informasi/Mengeksplorasi (Data Collection) (5')

- Dengan bimbingan dan arahan dari guru, siswa berdiskusi tentang ekspresi-ekspresi *advice* dan *suggestion* beserta perbedaan-perbedaan antara *advice* dan *suggestion*.
- Siswa mempraktekkan ekspresi-ekspresi *advice* dan *suggestion* bersama teman sebangku secara tulis dan lisan.

Mengasosiasi (Data Processing) (10')

- Dengan bimbingan dan arahan guru, siswa memilih salah satu kertas lotre yang bertuliskan tema percakapan
- Siswa menyusun percakapan sederhana tentang *asking and giving for advice and suggestion* berdurasi dua menit bersama teman satu bangku
- Dengan bimbingan dan arahan guru, Siswa menyusun struktur bahasa (*auxiliary*) dalam membuat pertanyaan sesuai dengan language feature.
- Siswa mendiskusikan hasil pekerjaan mereka bersama guru dan teman sekelas.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan.
- Siswa mengevaluasi kalimat yang salah.

Mengkomunikasikan (Verification) (35')

- Siswa mempraktekan percakapan sederhana tentang *asking and giving for advice and suggestion* secara lisan di depan kelas.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil presentasi.

3) Kegiatan Penutup

Refleksi (Generalization) (5')

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

Pertemuan 3

1) Kegiatan Pendahuluan (10')

- Mengucapkan salam dan berdo'a bersama
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya;
- Memberi brainstorming berupa pertanyaan sesuai dengan materi yang akan disampaikan seperti: *What should we do when we had a headache?* (pertanyaan di kelas IPA) *What should*

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we do when the false news spread? (pertanyaan di kelas IPS)

- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2) Kegiatan Inti

Mengamati (Stimulation) (10')

- Guru memainkan video berjudul "*What causes Headaches*" di kelas IPA dan "*How False News Can Spread*" di kelas IPS.
- Siswa menonton video tersebut melalui media LCD yang ada di dalam kelas.

Menanya (Problem Statement) (10')

- Dengan bimbingan dan arahan guru, siswa membuat pertanyaan yang berkaitan dengan video tersebut.
- Dengan bimbingan dan arahan guru, siswa membuat pertanyaan yang berkaitan dengan *vocabulary*, *generic structure* dan *language feature*.
- Dengan bimbingan dan arahan guru, siswa membuat pertanyaan tentang memberi dan meminta saran dan nasehat sesuai tema di video.

Mengumpulkan Informasi/Mengeksplorasi (Data Collection) (5')

- Siswa mencari jawaban atas pertanyaan yang dibuat.

Mengasosiasi (Data Processing) (25')

- Siswa mengidentifikasi dan menganalisis struktur bahasa yang ada di dalam pertanyaan.
- Siswa menganalisis arti dan definisi dari *vocabulary* yang ada dalam video.

Mengkomunikasikan (Verification) (25')

- Siswa mempresentasikan jawaban di depan kelas.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman.

3) Kegiatan Penutup

Refleksi (Generalization) (5')

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

Pertemuan 4

1) Kegiatan Pendahuluan (10')

- Mengucapkan salam dan berdo'a bersama.
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya.
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2) Kegiatan Inti

Mengamati (Stimulation) (5')

- Siswa mengamati dan membaca teks yang diberikan : *Environment* (kelas IPA) dan *Voting and Election* (kelas IPS).

Menanya (Problem Statement) (10')

- Dengan bimbingan dan arahan guru, siswa mengidentifikasi *vocabulary*, *language feature* dan *generic structure* yang ada di dalam teks.

Mengumpulkan Informasi/Mengeksplorasi (Data Collection) (10')

- Siswa bekerja dengan teman satu bangku untuk menjawab pertanyaan dari teks yang diberikan.

Mengasosiasi (Data Processing) (25')

- Siswa mengidentifikasi dan menganalisis struktur bahasa yang ada di dalam kalimat.
- Siswa membaca definisi daftar *vocabulary* istilah yang ada di dalam teks.

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- Siswa menganalisis pertanyaan tentang *main idea*, *ideas of the text*, dan *stated detail question* yang ada di dalam teks.

Mengkomunikasikan (Verification) (25')

- Siswa menjawab soal-soal yang berhubungan dengan teks *Environment* (di kelas IPA) dan *Voting and Election* (di kelas IPS)
- Siswa memperoleh balikan (*feedback*) dari guru dan teman.

3) Kegiatan Penutup

Refleksi (Generalization) (5')

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

Pertemuan 5

1) Kegiatan Pendahuluan (10')

- Mengucapkan salam dan berdo'a bersama.
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya;
- Memberikan brainstorming berupa pertanyaan yang digunakan dalam penawaran: *Would you mind? Would you like?*
- Guru menjelaskan pembelajaran atau kompetensi dasar yang akan dicapai (*Based on my question previously, Now, please guess! What topic are we going discuss today?*).

2) Kegiatan Inti

Mengamati (Stimulation) (5')

- Guru menjelaskan secara singkat materi *gerund* dan *to infinitive*.
- Siswa mendengarkan dialog dalam bentuk audio tentang menyatakan saran dan penawaran yang mengandung struktur bahasa *gerund* dan *to infinitive* di laboratorium bahasa.

Menanya (Problem Statement) (10')

- Dengan bimbingan dan arahan guru, siswa mendengarkan dialog percakapan antara polisi dan saksi kejahatan.
- Guru memberikan kesempatan sebanyak dua kali kepada siswa untuk mendengarkan audio percakapan antara polisi dan saksi kejahatan di kantor polisi.
- Dengan bimbingan dan arahan guru, siswa mendapatkan kesempatan yang sama untuk menjawab pertanyaan dalam bentuk *quiz* yang berkaitan dengan dialog.

Mengumpulkan Informasi/Mengeksplorasi (Data Collection) (10')

- Siswa bekerja secara individu dengan mencatat ide pokok, kata yang menggunakan *gerund* atau *to infinitive* pada dialog yang didengarkan.
- Siswa mengklarifikasi pokok pembahasan dalam dialog secara lisan kepada guru dan teman satu kelas.

Mengasosiasi (Data Processing) (25')

- Siswa mengidentifikasi dan menganalisis struktur bahasa yang ada di dalam dialog.
- Siswa menganalisis penggunaan *to infinitive* dan *gerund* (V1-ing) yang ada di dalam dialog.
- Siswa memberikan saran atau nasehat tentang insiden dan peristiwa yang terjadi di dalam dialog dengan menggunakan bahasa inggris sederhana.
- Siswa mendiskusikan hasil pekerjaan mereka dengan teman sebangku.
- Siswa mengevaluasi jawaban atau *vocabulary* yang tidak dapat siswa dengar ataupun pahami.

Mengkomunikasikan (Verification) (25')

- Siswa menyampaikan kesimpulan dari dialog yang mereka dengarkan.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil presentasi.

3) Kegiatan Penutup

Appendix 3

	<p align="center">SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>	<p align="center">FM 7.5.1/01/06 Revisi: 00</p>
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<p>Refleksi (Generalization) (5')</p> <ul style="list-style-type: none"> Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
<p>Pertemuan 6</p> <p>1) Kegiatan Pendahuluan (10')</p> <ul style="list-style-type: none"> Mengucapkan salam dan berdo'a bersama Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis. Guru mengajak siswa untuk mempersiapkan kertas ulangan dan alat tulis. <p>2) Kegiatan Inti (75')</p> <ul style="list-style-type: none"> Guru memberikan soal-soal ulangan harian Siswa mengerjakan soal-soal ulangan harian dengan tenang. <p>3) Kegiatan Penutup</p> <p>Refleksi (Generalization) (5')</p> <ul style="list-style-type: none"> Guru mengumpulkan hasil ulangan harian para siswa Siswa dan guru berdoa menutup pelajaran.

H. PENILAIAN

1. Jenis/Teknik Penilaian

- Sikap (melalui rubrik pengamatan sikap selama pembelajaran)
- Pengetahuan: tes tertulis dan tes lisan
- Keterampilan: presentasi, pemahaman membaca, keterampilan mengembangkan draf (menulis).

2. Bentuk instrumen

Instrumen penilaian sikap

No	Nama	Sikap		Score
		Santun	Peduli	
1.				
2.				
3.				
4.				
40.				

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 4

- 1 = kurang konsisten;
- 2 = mulai konsisten;
- 3 = konsisten;
- 4 = selalu konsisten;

Instrumen penilaian ketrampilan berbicara

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Presentasi (Siswa menampilkan dialog secara lisan)

No	Nama	Ketrampilan Berbicara				Score
		Articulation and Pronunciation	Fluency	Volume	Posture and Eye Contact	
1.						
2.						
3.						
4.						
40.						

Instrumen penilaian ketrampilan menulis

Presentasi (Siswa menuliskan dialog tentang saran dan penawaran)

No	Nama	Ketrampilan Menulis				Score
		Content	Organization	Language Use	Mechanics	
1.						
2.						
3.						
4.						
40.						

Instrumen penilaian ketrampilan membaca

Presentasi (Siswa membaca dialog, teks dan video bersubtitle tentang saran dan penawaran)

No	Nama	Ketrampilan Membaca				Score
		Vocabulary	Comprehension	Critical Thinking	Construction	
1.						
2.						
3.						
4.						
40.						

3. Pedoman Penskoran

Rubrik Penilaian Sikap (Observasi):

NO	KRITERIA	KETERANGAN	LEVEL
1	Santun	Selalu menghargai guru dan teman selama proses pembelajaran.	4
		Sering menghargai guru dan teman selama proses pembelajaran.	3
		Kadang –kadang menghargai guru dan teman selama proses pembelajaran.	2
		Tidak menghargai guru dan teman selama proses pembelajaran.	1
2	Peduli	Selalu perhatian akan kesulitan teman dalam belajar.	4
		Sering perhatian akan kesulitan teman dalam belajar.	3
		Kadang-kadang perhatian akan kesulitan teman dalam belajar.	2
		Tidak perhatian akan kesulitan teman dalam belajar.	1

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Rubrik Unjuk Kerja (Speaking):

Criteria	4	3	2	1
Articulation and Pronunciation	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood or mispronounces more than one word.
Fluency	Comfortable at natural speaker speed and rhythm in everyday context through there may be some hesitation when speaking on more abstract topics.	Not hesitate unreasonably in everyday contexts through may experience some difficult with more abstract topics.	Unacceptable hesitation in everyday contexts.	Speed very disconnected
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

Rubrik Unjuk Kerja (Writing):

Criteria	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Language Use	Advanced proficiency in English grammar.	Ideas are getting through to the reader. There are some grammar problems but don't influence communication.	Numerous serious grammar problems interfere with communication of the writer's ideas.	Severe grammar problems greatly with the message. Reader can't understand what the writer was trying to say.
Organization	All ideas flow logically.	Most ideas flow logically.	Some ideas flow logically.	Few ideas flow logically.

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	SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id	FM 7.5.1/01/06 Revisi: 00
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Mechanics	Contains very few, if any, errors in spelling, capitalization, and punctuation.	Contains few errors in spelling, capitalization, and punctuation.	Contains some errors in spelling, capitalization, and punctuation.	Contains several errors in spelling, capitalization, and punctuation.
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Rubrik Unjuk Kerja (Reading):

Criteria	4	3	2	1
Vocabulary	Shows a full understanding of vocabularies in the text.	Shows a good understanding of vocabularies in the text.	Shows a good understanding of parts of vocabularies in the text.	Does not seem to understand all vocabularies in the text very well.
Critical Thinking	Advanced proficiency in analyzing, evidencing, giving argument, evaluating, and judging the text.	Ideas of the text are getting through to the reader. There are some problems of critical thinking ability but don't influence the reader's understanding.	Numerous serious critical thinking ability problems interfere the reader's understanding.	Reader can't understand what the writer was trying to say.
Comprehension	All comprehension abilities flow logically.	Most comprehension abilities flow logically.	Some comprehension abilities flow logically.	Few comprehension abilities flow logically.
Construction	Contains very few, if any, errors in vocabulary understanding, analyzing, and comprehension abilities.	Contains few errors in vocabulary understanding, capitalization, analyzing, and comprehension abilities.	Contains some errors in vocabulary understanding, analyzing, and comprehension abilities.	Contains several errors in vocabulary understanding, analyzing, and comprehension abilities.

$$\text{Skor} = \frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$$

SUGGESTION AND ADVICE

Suggestion: an idea or a plan that you mention for someone else to think about (Oxford Dictionary).

Asking a Suggestion or advice:

- Do you have any suggestion?
- I'd like to hear your advice for ways of studying effectively.
- Are there any suggestion how to handle naughty students?
- We welcome any suggestions on these proposal
- Any suggestions?

Appendix 3

	<p style="text-align: center;">SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>	<p style="text-align: right;">FM 7.5.1/01/06 Revisi: 00</p>
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Making a Suggestion or advice:

- Let's go climbing!
- Why don't you drinking a glass of water before eating?
- How about going to grandmother's house first and then to restaurant?
- I think they should build a sport center.
- What would be really great is if we were free.
- I wish they'd put buses every fifteen minutes.
- They ought to start the meeting now.
- I'd be good idea if Gani was chosen as captain of the class.

Accepting Suggestion:

- Yes, let's go!
- OK. I will.
- Yes. It's good idea.
- OK if you say so.
- Let's!

Declining Suggestion:

- No. Thanks you. I don't feel like going.
- Sorry. I think I will go sleeping and then do my task.
- No, let's go to restaurant first.
- Sorry. I can't. I have engagement.

Offer: an act of saying that you are willing to do something for somebody or give something to somebody.

Making Offers:

- Coffee or tea?
- Can I help you bring those stuffs?
- Would you like me to pour it again?
- Can I take you home?

Accepting Offers:

- I accepted her offer to pay
- Thank you for your kind offer of help
- Yes, please. I kindly appreciate it.
- Thank you. It's very nice.
- Yes, please. That would be lovely.
- Yes, please. That would be very kind of you.
- Thank you. I appreciate your help.

Declining Offers:

- It's okay. I can do by myself.
- No, thank you.
- No, thanks. I don't want another help.
- Don't worry. I can do by myself.
- That's alright, I will manage on my own.

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WORKSHEET

A. Choose the best option for each sentence given below.

1. Hey Siti, _____ go star gazing tonight.
 - a. Are you
 - b. How about
 - c. Shall them
 - d. Would you like to

2. Sam : Would you like to watch a movie this weekend?
Carly : I can't, I'm low on cash right now. _____ stay at home and watch TV instead.
 - a. How about
 - b. Let's
 - c. What about
 - d. I think

3. What shall we do today? _____ we go to the library.
 - a. Shall I
 - b. Let's
 - c. Why don't
 - d. Would you

4. _____ like a cup of coffee?
 - a. Can I
 - b. I'll do
 - c. Would you
 - d. Should I

5. _____ the washing, if you like.
 - a. Can I
 - b. Would you
 - c. I'll do
 - d. Let's

6. Edo: I have a lot of work to finish; I don't know how I will manage.
Sam : _____ half of it
 - a. Would you
 - b. I think
 - c. Why don't
 - d. I will help you with

7. Carly : I submitted my essay to the teacher few days ago, but I haven't received any response from her.
Edo : _____ go and ask her?
 - a. Shall us
 - b. I'll do
 - c. Why don't you
 - d. I propose

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8. _____ get you a drink?

- a. Would you
- b. Why don't you
- c. Can I
- d. I'll do

9. Aisyah : I am so thirsty.

Annie : _____ get you something to drink?

- a. How about
- b. Let's
- c. Why don't
- d. Can I

10. _____ like me to clean your car?

- a. How about
- b. Let's
- c. Would you
- d. I think

B. There are some grammatical errors in the sentences given below. Circle the mistakes in the sentences, then rewrite the sentence. If there aren't any mistake, put tick mark next to the sentence.

- 1. Let's to go to the sushi of restaurant for lunch
- 2. Shall we do have a meeting on afternoon Saturday?
- 3. Can I do get a glass of juice?
- 4. Let me take you home.
- 5. If you want, I'll car the wash for you.
- 6. Shall we going home now?
- 7. Would like you another glass of juice?
- 8. You should finish you work today?
- 9. Can I take help you with something?
- 10. Shall I bring your jacket?

C. Respond to suggestions and offer given below.

1. Can I help you?

2. Why don't you go and get something to eat?

3. Why don't you join us for lunch?

4. Shall I bring a book to read?

5. Why don't we meet at the book store tomorrow at 5 pm?

6. Let's all eat together.

7. Would you like a glass of water?

Appendix 3

	<p align="center">SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>	<p align="center">FM 7.5.1/01/06 Revisi: 00</p>
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- _____
8. Would you like me to do the ironing for you?
- _____
9. I will wash the car, if you like.
- _____
10. I think we should go and pick your father up from airport.
- _____

D. Find the examples of suggestions and offer in the story "The Enchanted Fish."

E. Complete the transactional conversations based on suggest and offer given below. The first one is done for you.

1. At the Airport
2. At the Hotel
3. Opinion on Movies
4. At a Store

F. Fill in the blanks with the words given below.

Shivering, gaze, sparkling, nasty, willingly, surprised, dreadful, cozy, enchanted, frightened
My aunt lives in a nice _____ cottage near the river.
I have never seen such clear and _____ water.
I was _____ at her behavior.
He was so _____ when he saw his teacher approaching.
Everyone is _____ by his charm.
Let's go and _____ at stars. It is a beautiful night.
He started _____ as he saw the school bully coming towards him.
She _____ agreed to go with us.
This is all a _____ mistake. Please forgive him.
My cousin's dog is so _____, it barks all the time.

Appendix 3

	<p align="center">SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>	<p align="center">FM 7.5.1/01/06 Revisi: 00</p>
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4. Take the lottery and make a conversation of giving suggestion and advice with your deskmate. Roleplay will last in 2 minutes.

Captain and soldier	Teacher and student	Waiter and customer	Boss and employer
Brother and sister	Bank clerk and customer	Stewardess and passenger	Travel officer and customer
Pilot and co pilot	Boyfriend and girlfriend	Husband and wife	Principal dan teacher
Friend and friend	Sales and customer	Parent and child	House owner and house keeper

KEY AND ASWER

- A. Choose the best option for each sentence given below.
- Hey Siti, _____ go star gazing tonight.
 - Are you
 - How about
 - Shall them
 - Would you like to**
 - Sam : Would you like to watch a movie this weekend?
 Carly : I can't, I'm low on cash right now. _____ stay at home and watch TV instead.
 - How about
 - Let's**
 - What about
 - I think
 - What shall we do today? _____ we go to the library.
 - Shall I
 - Let's
 - Why don't**
 - Would you

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4. _____ like a cup of coffee?
 - a. Can I
 - b. I'll do
 - c. **Would you**
 - d. Should I

5. _____ the washing, if you like.
 - a. Can I
 - b. Would you
 - c. **I'll do**
 - d. Let's

6. Edo: I have a lot of work to finish; I don't know how I will manage.
Sam : _____ half of it
 - a. Would you
 - b. I think
 - c. Why don't
 - d. **I will help you with**

7. Carly : I submitted my essay to the teacher few days ago, but I haven't received any response from her.
Edo : _____ go and ask her?
 - a. Shall us
 - b. I'll do
 - c. **Why don't you**
 - d. I propose

8. _____ get you a drink?
 - a. Would you
 - b. Why don't you
 - c. **Can I**
 - d. I'll do

9. Aisya : I am so thirsty.
Annie : _____ get you something to drink?
 - a. How about
 - b. Let's
 - c. Why don't
 - d. **Can I**

10. _____ like me to clean your car?
 - a. How about
 - b. Let's
 - c. **Would you**
 - d. I think

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B. There are some grammatical errors in the sentences given below. Circle the mistakes in the sentences, then rewrite the sentence. If there aren't any mistake, put tick mark next to the sentence.

- Let's go to the sushi of restaurant for lunch.
Let's go to the sushi restaurant for lunch.
- Shall we do have a meeting on afternoon Saturday?
Shall we have a meeting on Saturday afternoon?
- Can I do get a glass of juice?
Can I get a glass of juice?
- Let me take you home.
Let me take you home.
- If you want, I'll car the wash for you.
If you want, I'll wash the car for you.
- Shall we going home now?
Shall we go home now?
- Would like you another glass of juice?
Would you like another glass of juice?
- You should finish you work today.
You should finish your work today.
- Can I take help you with something?
Can I help you with something?
- Shall I bring your jacket?
Shall I bring you your jacket?

C. Respond to suggestions and offer given below.

- Can I help you?
__I'd be pleased. Thank you.__
- Why don't you go and get something to eat?
__Let's go!__
- Why don't you join us for lunch?
__I have so many things to do. I wish I could join.__
- Shall I bring a book to read?
__Yes, it'll be nice__
- Why don't we meet at the book store tomorrow at 5 pm?
__Frankly, that's good idea.__
- Let's all eat together.
__Let's__
- Would you like a glass of water?
__That would be great idea__
- Would you like me to do the ironing for you?
__Do you like to? It'll be helpful. Thank you.__
- I will wash the car, if you like.
__I'm afraid that it will burden you. I can do it by myself.__
- I think we should go and pick your father up from airport.
__Let's do it now.__

Appendix 3

	<p>SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>	<p>FM/KUR/8.5/01/06 Revisi: 01</p>
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA/SMK
Mata Pelajaran	: Bahasa Inggris Peminatan
Kelas/Semester	: XI/ Gasal
Materi Pokok	: Giving and Receiving Opinion
Alokasi Waktu	: 4 x 2 x 45' (4 pertemuan)

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar

Indikator:

- Siswa mengikuti proses pembelajaran dengan sungguh-sungguh. (Bersyukur)

- 2.1 Menunjukkan perilaku proaktif dan bertanggungjawab dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator:

- Siswa berperan serta aktif selama proses pembelajaran (proaktif)
- Siswa melaksanakan tugas-tugas yang diberikan oleh guru dengan penuh tanggungjawab (bertanggungjawab)

- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

Indikator:

- 3.2.1. Siswa memahami fungsi sosial ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 3.2.2. Siswa mengidentifikasi struktur teks pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 3.2.3. Siswa menerapkan unsur kebahasaan ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

Appendix 3

	<p style="text-align: center;">SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>	<p style="text-align: right;">FM/KUR/8.5/01/06 Revisi: 01</p>
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3.2.4. Siswa menganalisis penggunaan kata kerja yang digunakan untuk menyatakan dan menerima opini (opinion)

3.2.5. Siswa mengidentifikasi topik dan mengembangkan dalam bentuk argumen

4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan dan menerima pendapat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

Indikator:

4.2.1. Siswa menuliskan draft debate

4.2.2. Siswa menampilkan debate mereka secara lisan

C. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman untuk menyatakan dan menerima opini.
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang menyatakan dan menerima opini.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menerima tentang opini.
4. Menyusun teks lisan dan tulis untuk menyatakan dan menerima tentang opini.

D. MATERI PEMBELAJARAN

Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain

Ungkapan menyatakan pendapat/pikiran

I think ...

I suppose...

In my opinion ...

In my humble opinion ...

Thank you for your opinion

Unsur Kebahasaan

Ucapan, tekanan kata, intonasi

E. METODE PEMBELAJARAN

1. Pendekatan : Scientific and Genre Based approach
2. Model : Discovery learning
3. Teknik : Presentation, Debate

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. **Media** : Gambar, Video
2. **Alat** : Laptop, LCD, Proyektor, papan tulis.
3. **Sumber Pembelajaran** :
Buku Siswa Kurikulum 2013
Understanding Grammar. Azar
Cambridge Listening Extra
ESP Reading Materials

Appendix 3

	<p style="text-align: center;">SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>	<p style="text-align: right;">FM/KUR/8.5/01/06 Revisi: 01</p>
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G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 1

1) Kegiatan Pendahuluan (5')

- Mengucapkan salam dan berdo'a bersama
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis
- Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti: *Have you ever given an opinion? What is your opinion about our school's waste management? What do you think about Mam Lisa?*
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. (*Based on my question previously, Now, please guess! what topic are we going to discuss today?*)
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2) Kegiatan Inti (75')

Mengamati (Stimulation) dan Menanya (Problem Statement)(20')

- Siswa mengamati teks percakapan dari buku paket Bahasa Inggris Peminatan Kelas XI halaman 19 (*Open your book page 19 and read the dialogue in front of the class. What are they talking about?*)
- Siswa membaca dialog tentang *giving opinion* di depan kelas
- Dengan bimbingan dan arahan guru, siswa mempertanyakan ide pokok dari text dan ungkapan menyatakan saran (*After you read the text, what are the expressions you have for giving opinion?*)
- Siswa mendengarkan penjelasan dari guru tentang *giving opinion*.
- Guru memainkan video berjudul "*What Really Happens to the Plastic You Throw Away*" di kelas IPA dan IPS
- Dengan bimbingan dan arahan guru, siswa di kelas IPS mengamati bagian-bagian sosial yang ada di dalam video dan siswa di kelas IPA mengamati bagian-bagian sains yang ada di dalam video.

Menanya (Problem Statement) (5')

- Dengan bimbingan dan arahan guru, siswa membuat pertanyaan yang berkaitan dengan *vocabulary, generic structure, dan language features*.
- Dengan bimbingan dan arahan guru, siswa membuat pertanyaan tentang memberi dan menerima pendapat sesuai dengan permasalahan yang ada di dalam video.

Mengumpulkan Informasi/Mengeksplorasi (Data Collection) (10')

- Dengan bimbingan dan arahan guru, siswa mengumpulkan informasi tentang solusi-solusi sosial di kelas IPS dan solusi-solusi sains di kelas IPA atas permasalahan yang ada di dalam video
- Siswa mencari jawaban atas pertanyaan yang dibuat.

Mengasosiasi (Data Processing) (15')

- Siswa mengidentifikasi dan menganalisis struktur bahasa yang ada di dalam pertanyaan
- Siswa menganalisis arti dan definisi dari *vocabulary* yang ada di dalam video.

Mengkomunikasikan (Verification) (25')

- Siswa mempresentasikan jawaban di depan kelas
- Siswa memperoleh balikan (*feedback*) dari guru dan teman.

3) Kegiatan Penutup

Refleksi (Generalization) (10')

- Siswa membagi kelas menjadi 8 kelompok dan memberikan pekerjaan rumah

Appendix 3

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- Siswa perwakilan setiap diberi lotre yang berisi tentang topik debat yang akan dipresentasikan di pertemuan ketiga
- Siswa bersama teman sekelompoknya membahas tentang argumen-argumen dari topik yang mereka dapatkan di rumah
- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

Pertemuan 2

1) Kegiatan Pendahuluan (10')

- Mengucapkan salam dan berdo'a bersama
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis
- Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2) Kegiatan Inti

Mengamati (Stimulation) (10')

- Guru memainkan video berjudul "Why Do We Dream" di kelas IPA dan "How False News Can Spread" di kelas IPS
- Siswa menonton video tersebut melalui media LCD yang ada di dalam kelas.

Menanya (Problem Statement) (5')

- Dengan bimbingan dan arahan guru, siswa membuat pertanyaan yang berkaitan dengan *vocabulary, generic structure, dan language feature*
- Dengan bimbingan dan arahan guru, siswa membuat pertanyaan tentang memberi dan meminta pendapat dan pikiran sesuai dengan tema di dalam video.

Mengamati (Stimulation) (5')

- Siswa mengamati dan membaca teks yang diberikan : *Food* (Kelas IPA) dan *Industrial Revolution*(Kelas IPS)

Mengeksplorasi (Data Collection) (15')

- Siswa mencari jawaban atas pertanyaan-pertanyaan yang dibuat dari video dan pertanyaan-pertanyaan yang ada di dalam teks.

Mengasosiasi (Data Processing) (15')

- Siswa mengidentifikasi dan menganalisis struktur bahasa dan *generic structure* yang ada di dalam pertanyaan
- Siswa menganalisis arti dan definisi dari *vocabulary* yang ada di dalam video dan teks.

Mengkomunikasikan (Verification) (20')

- Siswa mempresentasikan jawaban di depan kelas
- Siswa memperoleh balikan (*feedback*) dari guru dan teman.

3) Kegiatan Penutup

Refleksi (Generalization) (10')

- Guru mengingatkan siswa tugas debat yang akan dipresentasikan di pertemuan selanjutnya
- Guru mengecek persiapan argumen dan strategi-strategi debat masing-masing kelompok
- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu

Pertemuan 3

1) Kegiatan Pendahuluan (10')

- Mengucapkan salam dan berdo'a bersama
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

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- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.
- 2) Kegiatan Inti (75')
 - Masing-masing kelompok mempresentasikan opini mereka dalam bentuk debate
 - Setiap pembicara diberi waktu maksimal selama 3 menit
 - 3) Kegiatan Penutup
- Refleksi (Generalization) (5')**
- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu

- Pertemuan 4**
- 1) Kegiatan Pendahuluan (10')
 - Mengucapkan salam dan berdo'a bersama
 - Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
 - Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.
 - 2) Kegiatan Inti
 - Masing-masing kelompok mempresentasikan opini mereka dalam bentuk debat
 - Setiap pembicara diberi waktu maksimal selama 3 menit.
 - 3) Kegiatan Penutup
- Refleksi (Generalization) (5')**
- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu

H. PENILAIAN

1. Jenis/Teknik Penilaian

- Sikap (melalui rubrik pengamatan sikap selama pembelajaran)
- Pengetahuan: tes tertulis dan tes lisan
- Keterampilan: presentasi, pemahaman membaca, keterampilan mengembangkan draf (menulis).

2. Bentuk instrumen

Instrumen penilaian sikap

No	Nama	Sikap		Score
		Proaktif	Bertanggungjawab	
1.				
2.				
3.				
4.				
40.				

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 4

- 1 = kurang konsisten;
- 2 = mulai konsisten;
- 3 = konsisten;
- 4 = selalu konsisten;

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Instrumen penilaian ketrampilan berbicara

Presentasi (Siswa menampilkan dialog secara lisan)

No	Nama	Ketrampilan Berbicara				Score
		Articulation and Pronunciation	Fluency	Volume	Posture and Eye Contact	
1.						
2.						
3.						
4.						
40.						

Instrumen penilaian ketrampilan menulis

Presentasi (Siswa menuliskan dialog tentang saran dan penawaran)

No	Nama	Ketrampilan Menulis				Score
		Content	Organization	Language Use	Mechanics	
1.						
2.						
3.						
4.						
40.						

Instrumen penilaian ketrampilan membaca

Presentasi (Siswa membaca dialog, teks dan video yang bersubtitle tentang memberi pendapat)

No	Nama	Ketrampilan Membaca				Score
		Vocabulary	Comprehension	Critical Thinking	Construction	
1.						
2.						
3.						
4.						
40.						

3. Pedoman Penskoran

Rubrik Penilaian Sikap (Observasi):

NO	KRITERIA	KETERANGAN	LEVEL
1	Proaktif	Selalu aktif dalam menjawab pertanyaan guru dan teman selama proses pembelajaran.	4
		Sering merespon pertanyaan guru dan teman selama proses pembelajaran.	3
		Kadang –kadang merespon pertanyaan guru dan teman selama	2

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		proses pembelajaran.	
		Tidak merespon pertanyaan guru dan teman selama proses pembelajaran.	1
2	Bertanggung jawab	Selalu mengumpulkan tugas dari guru tepat waktu	4
		Mengumpulkan tugas yang diberikan guru setelah pulang sekolah	3
		Mengumpulkan tugas yang diberikan guru satu hari setelah deadline	2
		Tidak mengumpulkan tugas yang diberikan guru	1

Rubrik Unjuk Kerja (Speaking):

Criteria	4	3	2	1
Articulation and Pronunciation	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood or mispronounces more than one word.
Fluency	Comfortable at natural speaker speed and rhythm in everyday context through there may be some hesitation when speaking on more abstract topics.	Not hesitate unreasonably in everyday contexts through may experience some difficult with more abstract topics.	Unacceptable hesitation in everyday contexts.	Speed very disconnected
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

Appendix 3

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Rubrik Unjuk Kerja (Writing):

Criteria	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Language Use	Advanced proficiency in English grammar.	Ideas are getting through to the reader. There are some grammar problems but don't influence communication.	Numerous serious grammar problems interfere with communication of the writer's ideas.	Severe grammar problems greatly with the message. Reader can't understand what the writer was trying to say.
Organization	All ideas flow logically.	Most ideas flow logically.	Some ideas flow logically.	Few ideas flow logically.
Mechanics	Contains very few, if any, errors in spelling, capitalization, and punctuation.	Contains few errors in spelling, capitalization, and punctuation.	Contains some errors in spelling, capitalization, and punctuation.	Contains several errors in spelling, capitalization, and punctuation.

Rubrik Unjuk Kerja (Reading):

Criteria	4	3	2	1
Vocabulary	Shows a full understanding of vocabularies in the text.	Shows a good understanding of vocabularies in the text.	Shows a good understanding of parts of vocabularies in the text.	Does not seem to understand all vocabularies in the text very well.
Critical Thinking	Advanced proficiency in analyzing, evidencing, giving argument, evaluating, and judging the text.	Ideas of the text are getting through to the reader. There are some problems of critical thinking ability but don't influence the reader's understanding.	Numerous serious critical thinking ability problems interfere the reader's understanding.	Reader can't understand what the writer was trying to say.
Comprehension	All comprehension abilities flow logically.	Most comprehension abilities flow logically.	Some comprehension abilities flow logically.	Few comprehension abilities flow logically.
Construction	Contains very few, if any, errors in	Contains few errors in vocabulary understanding,	Contains some errors in vocabulary	Contains several errors in vocabulary

Appendix 3

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	vocabulary understanding, analyzing, and comprehension abilities.	capitalization, analyzing, and comprehension abilities.	understanding, analyzing, and comprehension abilities.	understanding, analyzing, and comprehension abilities.
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Skor = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

TOPIC OF DEBATE

<p align="center">Corruptors should be sentenced to death (+)</p>	<p align="center">Corruptors should be sentenced to death (-)</p>
<p align="center">Full day school should be applied at SMAK Santo Paulus (+)</p>	<p align="center">Full day school should be applied at SMAK Santo Paulus (-)</p>
<p align="center">Human insemination should be legalized in Indonesia (+)</p>	<p align="center">Human insemination should be legalized in Indonesia (-)</p>
<p align="center">Indonesia Capital City should be moved to Borneo (+)</p>	<p align="center">Indonesia Capital City should be moved to Borneo (-)</p>

Appendix 3

	<p style="text-align: center;">SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>	<p style="text-align: center;">FM 7.5.1/01/06 Revisi: 00</p>
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAK Santo Paulus Jember
Mata Pelajaran : Bahasa Inggris Peminatan
Kelas/Semester : XI/ Gasal
Materi Pokok : Perfect Tenses
Alokasi Waktu : 9 x 2 x 45' (9 pertemuan)

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar

Indikator Pencapaian Kompetensi:

- Siswa mengikuti proses pembelajaran dengan sungguh-sungguh. (Bersyukur)

- 2.1 Menunjukkan perilaku bertanggungjawab dan komunikatif dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Pencapaian Kompetensi:

- Siswa menunjukkan sikap tanggung jawab atas tugas-tugas yang diberikan selama proses pembelajaran
- Siswa menunjukkan sikap komunikatif selama presentasi

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan past perfect, present perfect, future perfect)

Indikator Pencapaian Kompetensi:

- Siswa mengidentifikasi fungsi sosial pada teks Simple Present Perfect
- Siswa mengidentifikasi struktur teks pada teks Simple Present Perfect
- Siswa mengidentifikasi unsur kebahasaan pada teks Simple Present Perfect
- Siswa menganalisis kalimat Simple Present Perfect yang salah dan memperbaikinya

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- Siswa mengidentifikasi fungsi sosial pada teks Present Perfect Continuous
- Siswa mengidentifikasi struktur teks pada teks Present Perfect Continuous
- Siswa mengidentifikasi unsur kebahasaan pada teks Present Perfect Continuous
- Siswa menganalisis kalimat Present Perfect Continuous yang salah dan memperbaikinya
- Siswa mengidentifikasi fungsi sosial pada teks Simple Past Perfect
- Siswa mengidentifikasi struktur teks pada teks Simple Past Perfect
- Siswa mengidentifikasi unsur kebahasaan pada teks Simple Past Perfect
- Siswa menganalisis kalimat Simple Past Perfect yang salah dan memperbaikinya
- Siswa mengidentifikasi fungsi sosial pada teks Past Perfect Continuous
- Siswa mengidentifikasi struktur teks pada teks Past Perfect Continuous
- Siswa mengidentifikasi unsur kebahasaan pada teks Past Perfect Continuous
- Siswa menganalisis kalimat Past Perfect Continuous yang salah dan memperbaikinya
- Siswa mengidentifikasi fungsi sosial pada teks Simple Present Future Perfect
- Siswa mengidentifikasi struktur teks pada teks Simple Present Future Perfect
- Siswa mengidentifikasi unsur kebahasaan pada teks Simple Present Future Perfect
- Siswa menganalisis kalimat Simple Present Future Perfect yang salah dan memperbaikinya
- Siswa mengidentifikasi fungsi sosial pada teks Present Future Perfect Continuous
- Siswa mengidentifikasi struktur teks pada teks Present Future Perfect Continuous
- Siswa mengidentifikasi unsur kebahasaan pada teks Present Future Perfect Continuous
- Siswa menganalisis kalimat Present Future Perfect Continuous yang salah dan memperbaikinya

4.2. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi:

- Siswa menulis kalimat positif, negatif, dan interrogative dengan menggunakan tenses Simple Present Perfect
- Siswa menulis kalimat positif, negatif, dan interrogative dengan menggunakan tenses Present Perfect Continuous
- Siswa menulis kalimat positif, negatif, dan interrogative dengan menggunakan tenses Simple Past Perfect
- Siswa menulis kalimat positif, negatif, dan interrogative dengan menggunakan tenses Past Perfect Continuous
- Siswa menulis kalimat positif, negatif, dan interrogative dengan menggunakan tenses Simple Present Future Perfect
- Siswa menulis kalimat positif, negatif, dan interrogative dengan menggunakan tenses Present Future Perfect Continuous
- Siswa mendengarkan dialog dan menuliskan jawaban atas pertanyaan yang diberikan guru
- Siswa mendengarkan monolog dan menuliskan informasi yang hilang pada worksheet yang diberikan guru
- Siswa mempresentasikan beberapa tokoh dunia dengan menggunakan kalimat-kalimat Perfect Tenses

C. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman untuk menyatakan niat melakukan suatu tindakan.

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2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang menyatakan niat melakukan suatu tindakan.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada kalimat/teks Perfect Tenses
4. Menyusun teks lisan dan tulis dengan menggunakan Perfect Tenses

D. MATERI PEMBELAJARAN

	Fungsi Sosial	Struktur Teks	Unsur Kebahasaan
Simple Present Perfect	<ul style="list-style-type: none"> - Menyatakan kejadian yang sudah selesai terjadi - Menyatakan kejadian yang dimulai di masa lalu dan berlangsung sampai sekarang - Menyatakan kejadian yang terjadi berulang sampai sekarang 	<ul style="list-style-type: none"> • He/She/It/(Sing.Noun) + has + V3 • I/You/They/We/(Pl.Noun) + have + V3 • He/She/It/(Sing.Noun) + has + not + V3 • I/You/They/We/(Pl.Noun) + have + not + V3 • Has + he/she/it/(Sing.Noun) + V3? • Have + I/you/they/we/(Pl. Noun) + V3? 	<ul style="list-style-type: none"> - Time signal: since, for, just, already, yet, ...times
Present Perfect Continuous	<ul style="list-style-type: none"> - Menyatakan kejadian yang dimulai di masa lalu dan berlangsung sampai sekarang dan mungkin akan berlangsung di masa depan 	<ul style="list-style-type: none"> • He/She/It/(Sing.Noun) + has + been+ V1-ing • I/You/They/We/(Pl.Noun) + have + been + V1-ing • He/She/It/(Sing.Noun) + has + not + been + V1-ing • I/You/They/We/(Pl.Noun) + have + not + been +V1-ing • Has + he/she/it/(Sing.Noun) + been + V1-ing? • Have + I/you/they/we/(Pl. Noun) + been + V1-ing? 	<ul style="list-style-type: none"> - For
Simple Past Perfect	<ul style="list-style-type: none"> - Menyatakan kejadian yang sudah selesai terjadi sebelum ada kejadian lain yang terjadi di masa lampau 	<ul style="list-style-type: none"> • S + had + V3 • S + had + not + V3 • Had + S + V3? 	<ul style="list-style-type: none"> - After, before, by the time, when
Past Perfect Continuous	<ul style="list-style-type: none"> - Menyatakan kejadian yang sedang berlangsung selama beberapa 	<ul style="list-style-type: none"> • S + had + been + V1-ing • S + had + not + been + V1-ing • Had + S + been + V1-ing? 	<ul style="list-style-type: none"> - After, before, by the time, when - For

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	saat sebelum ada kejadian lain yang terjadi di masa lampau		
Simple Present Future Perfect	- Menyatakan kejadian yang telah selesai terjadi sebelum ada kejadian lain yang muncul di masa yang akan datang	<ul style="list-style-type: none"> • S + will + have + V3 • S + will + not + have + V3 • Will + S + have + V3? 	- By, before, by the time, when

E. METODE PEMBELAJARAN

1. Pendekatan : Scientific and Genre Based approach
2. Model : Discovery learning
3. Teknik : Presentation

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. **Media** : Gambar, Video
2. **Alat** : Laptop, LCD, Proyektor, papan tulis.
3. **Sumber Pembelajaran** :
 - Buku Pathway to English Grade XI
 - Unit Kegiatan Belajar Mandiri Peminatan Kelas XI
 - Understanding Grammar. Azar
 - Cambridge Listening Extra
 - ESP Reading Materials

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 1

- 1) Kegiatan Pendahuluan (10')
 - Mengucapkan salam dan berdo'a bersama
 - Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
 - Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti : *Have you ever read about the biography of influential scientist or socialist? What contributions have influential scientist dan socialist been giving to this world?*
 - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. (*Based on my question previously, Now, please guess! what topic are we going to discuss today?*)
 - Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
 - Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa dalam bentuk *mind mapping* untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.
- 2) Kegiatan Inti (75')
 - Guru memainkan video-video yang telah dimainkan sebelumnya dan memberikan arahan kepada siswa untuk memfokuskan perhatian pada aspek-aspek historis
 - Dengan bimbingan dan arahan guru, siswa mendiskusikan dan menanyakan *Key terms* dan *vocabularies* yang ada di dalam video

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- Guru membimbing siswa untuk menemukan *main idea*, *generic structure* dan *language feature* yang ada di dalam video
- Guru membimbing siswa untuk mencari kalimat-kalimat di dalam video yang menggunakan tenses Perfect Tense
- Siswa mengamati dan membaca teks yang ada di UKBM halaman 4, sementara salah seorang murid membaca dengan lantang di depan kelas
- Siswa mencari kalimat-kalimat yang mengandung tenses Perfect Tenses dan menggarisbawahinya
- Siswa membaca buku Grammar English Book halaman 11-13 dengan seksama
- Siswa menjawab pertanyaan-pertanyaan yang diberikan oleh guru dengan menggunakan Simple Present Perfect
- Siswa memperoleh balikan (*feedback*) dari guru dan teman.

3) Kegiatan Penutup (5')

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.

Pertemuan 2

1) Kegiatan Pendahuluan (10')

- Mengucapkan salam dan berdo'a bersama
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya;

2) Kegiatan Inti (75')

- Siswa membaca English Grammar Book tentang Present Perfect Continuous
- Siswa mendengarkan penjelasan dari guru tentang materi Present Perfect Continuous
- Siswa mengerjakan exercise dari UKBM halaman 9 dan 10
- Siswa mendiskusikan hasil pekerjaan mereka dengan teman dan guru
- Siswa mengevaluasi hasil pekerjaan yang kurang tepat
- Siswa mempresentasikan jawaban dari latihan-latihan soal
- Siswa memperoleh balikan (*feedback*) dari guru dan teman.

3) Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu

Pertemuan 3

1) Kegiatan Pendahuluan (10')

- Mengucapkan salam dan berdo'a bersama
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya;

2) Kegiatan Inti (75')

- Siswa membaca English Grammar Book tentang Simple Past Perfect dan Past Perfect Continuous
- Siswa mengerjakan soal-soal yang berkaitan dengan Simple Past Perfect dan Past Perfect Continuous dari UKBM halaman 11
- Siswa dan guru membahas soal-soal dari UKBM bersama
- Siswa mengamati dan membaca teks yang diberikan: *Galileo Galiei* (di kelas IPA) dan *Marthin*

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J. (di kelas IPS)

- Dengan bimbingan dan arahan guru, siswa mengidentifikasi *vocabulary, language feature* dan *generic structure* yang ada di dalam teks
- Siswa bekerja dengan teman sebangku
- Siswa mengidentifikasi struktur bahasa yang ada di dalam teks
- Siswa mendiskusikan definisi dari vocabularies yang ada di dalam teks
- Siswa mendiskusikan vocabulary yang sulit yang ada di dalam teks
- Siswa mengevaluasi hasil pekerjaan yang kurang tepat
- Siswa mempresentasikan hasil temuannya di depan kelas
- Siswa mendapat *feedback* dari guru dan teman.

3) Kegiatan Penutup (5')

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu

Pertemuan 4

1) Kegiatan Pendahuluan (10')

- Mengucapkan salam dan berdo'a bersama
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya;

2) Kegiatan Inti (75')

- Siswa membaca buku English Grammar tentang Simple Present Future Perfect dan Present Future Perfect Continuous
- Siswa mendengarkan penjelasan dari guru tentang materi Simple Present Future Perfect dan Present Future Perfect Continuous
- Dengan bimbingan dan arahan guru, siswa menjelaskan ulang fungsi sosial, struktur teks, dan unsur kebahasaan yang ada di dalam kalimat-kalimat dengan tenses Simple Present Future dan Present Future Perfect Continuous
- Siswa mengerjakan soal-soal yang ada di UKBM halaman 14
- Siswa dan guru membahas soal-soal tersebut bersama-sama
- Siswa membaca artikel-artikel tentang Simple Present Future Perfect dan Present Future Perfect Continuous dari internet dengan teman sebangku dan menggarisbawahi kalimat-kalimat yang menggunakan Simple Present Future Perfect dan Present Future Perfect Continuous
- Siswa mendiskusikan hasil temuannya dengan guru dan teman sekelas
- Siswa mengevaluasi hasil pekerjaan yang kurang tepat
- Siswa mempresentasikan hasil temuan dan pekerjaannya di depan kelas
- Siswa mendapatkan *feedback* dari guru dan teman

3) Kegiatan Penutup (5')

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu

Pertemuan 5

1) Kegiatan Pendahuluan (10')

- Mengucapkan salam dan berdo'a bersama
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya;

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2) Kegiatan Inti (75')

- Siswa membuka lembar kerja listening Part 1 dari UKBM halaman 16
- Siswa melihat beberapa gambar yang ada di halaman 16
- Guru memutarakan rekaman dari *Cambridge Listening Extra 16.3. A Time I was Happy* sebanyak 1 kali di laboratorium bahasa
- Sambil mendengarkan recording, siswa mengurutkan gambar dengan memberi nomor 1, 2, 3, dst pada gambar-gambar tersebut
- Guru memutarakan rekaman itu kembali
- Sambil mendengarkan rekaman, siswa mencari 2 kata sifat pada tiap gambar dan menuliskannya di samping gambar
- Guru memutarakan rekaman yang sama sebanyak 1 kali dan siswa mencari keganjilan/keanehan yang terjadi antara recording dan gambar
- Siswa, dengan bantuan guru, membahas jawaban-jawaban tersebut
- Siswa membuka lembar kerja listening dari UKBM halaman 16
- Siswa mengamati gambar-gambar dan kartu-kartu pada UKBM halama 16
- Guru memutarakan rekaman dari *Cambridge Listening Extra 6.3 The Bloody Tower* sebanyak 3 kali, sementara siswa memasang gambar dengan kartu-kartu yang berisi informasi
- Siswa memberikan UKBM kepada teman yang duduk di belakangnya
- Guru dan siswa membahas jawaban-jawabannya, sementara siswa mengkoreksi pekerjaan milik temannya

3) Kegiatan Penutup (5')

- Guru membagi kelas dalam beberapa kelompok dan memberikan tugas rumah
- Siswa perwakilan setiap diberi lotre yang berisi tentang topik yang akan dipresentasikan di pertemuan selanjutnya
- Siswa bersama teman sekelompoknya membahas dan menyusun tentang tugas dari topik yang mereka dapatkan dalam bentuk *Power Point Text* di rumah
- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu

Pertemuan 6

1) Kegiatan Pendahuluan (10')

- Mengucapkan salam dan berdo'a bersama
- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

2) Kegiatan Inti

- Siswa (Grup 1) mempresentasikan profil Sir Walter Raleigh
- Siswa yang lain memperhatikan presentasi dan selanjutnya melakukan diskusi
- Siswa (Grup 2) mempresentasikan profil Lady Jane Grey
- Siswa yang lain memperhatikan presentasi dan selanjutnya melakukan diskusi
- Siswa (Grup 3) mempresentasikan profil Chaterine Howard
- Siswa yang lain memperhatikan presentasi dan selanjutnya melakukan diskusi

3) Kegiatan Penutup (5')

- Siswa dan guru berdoa menutup pelajaran

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<p>Pertemuan 7</p> <ol style="list-style-type: none">1) Kegiatan Pendahuluan (10')<ul style="list-style-type: none">• Mengucapkan salam dan berdo'a bersama• Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.2) Kegiatan Inti<ul style="list-style-type: none">• Siswa (Grup 4) mempresentasikan profil Anne Boleyn• Siswa yang lain memperhatikan presentasi dan selanjutnya melakukan diskusi• Siswa (Grup 5) mempresentasikan profil Edward III and his brother Richard• Siswa yang lain memperhatikan presentasi dan selanjutnya melakukan diskusi3) Kegiatan Penutup (5')<ul style="list-style-type: none">• Siswa dan guru berdoa menutup pelajaran
<p>Pertemuan 8</p> <ol style="list-style-type: none">1) Kegiatan Pendahuluan (10')<ul style="list-style-type: none">• Mengucapkan salam dan berdo'a bersama• Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.2) Kegiatan Inti<ul style="list-style-type: none">• Siswa mengerjakan soal-soal evaluasi dari UKBM halaman 17-20• Siswa mengumpulkan UKBM untuk dinilai3) Kegiatan Penutup (5')<ul style="list-style-type: none">• Siswa dan guru berdoa menutup pelajaran
<p>Pertemuan 9</p> <ol style="list-style-type: none">1) Kegiatan Pendahuluan (10')<ul style="list-style-type: none">• Mengucapkan salam dan berdo'a bersama• Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.• Guru mengajak siswa untuk mempersiapkan kertas ulangan dan alat tulis2) Kegiatan Inti (75')<ul style="list-style-type: none">• Guru memberikan soal-soal ulangan harian• Siswa mengerjakan soal-soal ulangan harian dengan tenang3) Kegiatan Penutup (5')<ul style="list-style-type: none">• Guru mengumpulkan hasil ulangan harian para siswa• Siswa dan guru berdoa menutup pelajaran

H. PENILAIAN

1. Jenis/Teknik Penilaian

- Sikap (melalui rubrik pengamatan sikap selama pembelajaran)
- Pengetahuan: tes tertulis dan tes lisan
- Keterampilan: presentasi, pemahaman membaca, keterampilan menulis kalimat.

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2. Bentuk instrumen

Instrumen penilaian sikap

No	Nama	Sikap		Score
		Teliti	Komunikatif	
1.				
2.				
3.				
4.				
40.				

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 4

1 = kurang konsisten;

2 = mulai konsisten;

3 = konsisten;

4 = selalu konsisten;

Instrumen penilaian ketrampilan berbicara

Presentasi (Siswa menampilkan dialog secara lisan)

No	Nama	Ketrampilan Berbicara				Score
		Articulation and Pronunciation	Fluency	Volume	Posture and Eye Contact	
1.						
2.						
3.						
4.						
40.						

Instrumen penilaian ketrampilan menulis

Presentasi (Siswa menuliskan dialog tentang saran dan penawaran)

No	Nama	Ketrampilan Menulis				Score
		Content	Organization	Language Use	Mechanics	
1.						
2.						
3.						
4.						
40.						

Instrumen penilaian ketrampilan membaca

Presentasi (Siswa membaca dialog, teks dan video bersubtitle tentang saran dan penawaran)

No	Nama	Ketrampilan Membaca				Score
		Vocabulary	Comprehension	Critical Thinking	Construction	
1.						
2.						

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3.						
4.						
40.						

3. Pedoman Penskoran

Rubrik Penilaian Sikap (Observasi):

NO	KRITERIA	KETERANGAN	LEVEL
1	Teliti	Selalu mengerjakan tugas dengan teliti (tidak melakukan kesalahan) selama proses pembelajaran.	4
		Sering mengerjakan tugas dengan teliti (tidak melakukan kesalahan) selama proses pembelajaran.	3
		Kadang –kadang mengerjakan tugas dengan teliti (tidak melakukan kesalahan) selama proses pembelajaran.	2
		Tidak mengerjakan tugas dengan teliti (selalu melakukan kesalahan) selama proses pembelajaran.	1
2	Komunikatif	Selalu berinteraksi dengan baik dengan teman-teman dan guru serta menyampaikan ide dengan jelas	4
		Sering berinteraksi dengan baik dengan teman-teman dan guru serta menyampaikan ide dengan jelas	3
		Kadang-kadang berinteraksi dengan baik dengan teman-teman dan guru serta menyampaikan ide dengan jelas	2
		Tidak berinteraksi dengan baik dengan teman-teman dan guru serta menyampaikan ide dengan jelas	1

Rubrik Unjuk Kerja (Speaking):

Criteria	4	3	2	1
Articulation and Pronunciation	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Fluency	Comfortable at natural speaker speed and rhythm in everyday context through there may be some hesitation when speaking on more abstract topics.	Not hesitate unreasonably in everyday contexts through may experience some difficult with more abstract topics.	Unacceptable hesitation in everyday contexts.	Speed very disconnected
Volume	Volume is loud enough to be heard by all audience	Volume is loud enough to be heard by all audience	Volume is loud enough to be heard by all audience	Volume often too soft to be heard by all audience

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	members throughout the presentation.	members at least 90% of the time.	members at least 80% of the time.	members.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.


Rubrik Unjuk Kerja (Writing):

Criteria	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Language Use	Advanced proficiency in English grammar.	Ideas are getting through to the reader. There are some grammar problems but don't influence communication.	Numerous serious grammar problems interfere with communication of the writer's ideas.	Severe grammar problems greatly with the message. Reader can't understand what the writer was trying to say.
Organization	All ideas flow logically.	Most ideas flow logically.	Some ideas flow logically.	Few ideas flow logically.
Mechanics	Contains very few, if any, errors in spelling, capitalization, and punctuation.	Contains few errors in spelling, capitalization, and punctuation.	Contains some errors in spelling, capitalization, and punctuation.	Contains several errors in spelling, capitalization, and punctuation.

Rubrik Unjuk Kerja (Reading):

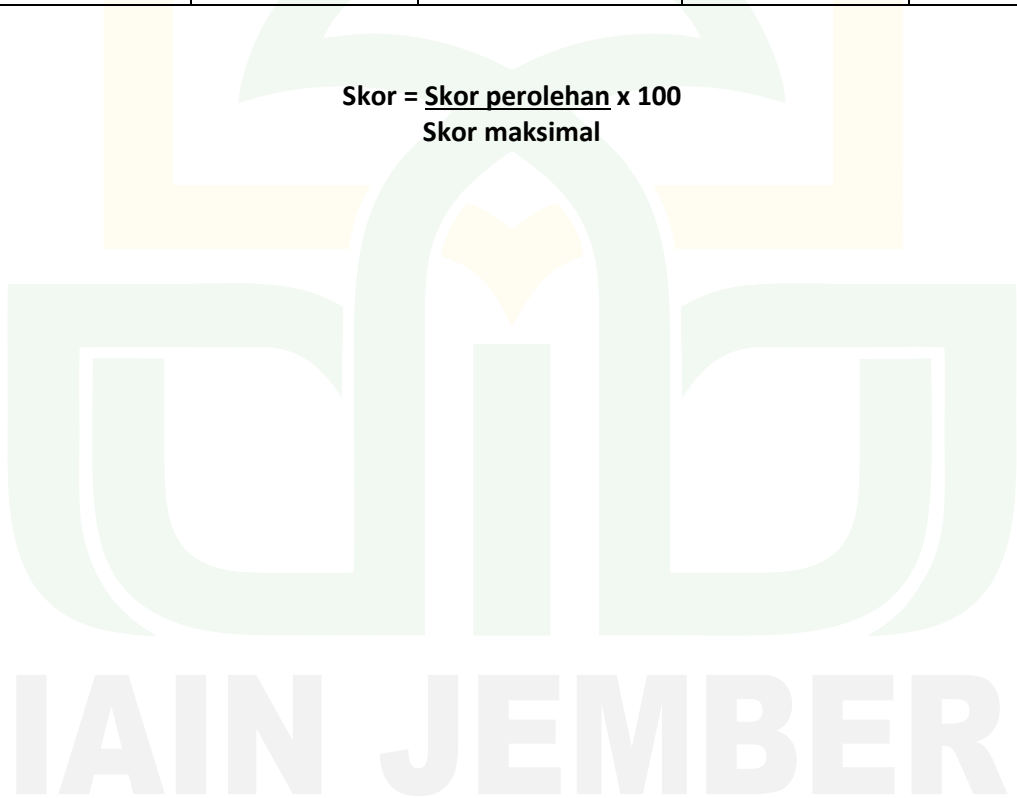
Criteria	4	3	2	1
Vocabulary	Shows a full understanding of vocabularies in the text.	Shows a good understanding of vocabularies in the text.	Shows a good understanding of parts of vocabularies in the text.	Does not seem to understand all vocabularies in the text very well.
Critical Thinking	Advanced proficiency in analyzing, evidencing, giving	Ideas of the text are getting through to the reader. There are some problems of critical	Numerous serious critical thinking ability problems interfere the	Reader can't understand what the writer was trying to say.

Appendix 3

	<p align="center">SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>	<p align="right">FM 7.5.1/01/06 Revisi: 00</p>
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	argument, evaluating, and judging the text.	thinking ability but don't influence the reader's understanding.	reader's understanding.	
Comprehension	All comprehension abilities flow logically.	Most comprehension abilities flow logically.	Some comprehension abilities flow logically.	Few comprehension abilities flow logically.
Construction	Contains very few, if any, errors in vocabulary understanding, analyzing, and comprehension abilities.	Contains few errors in vocabulary understanding, capitalization, analyzing, and comprehension abilities.	Contains some errors in vocabulary understanding, analyzing, and comprehension abilities.	Contains several errors in vocabulary understanding, analyzing, and comprehension abilities.

$$\text{Skor} = \frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$$



Appendix 4

The Captures of TED-ED TALK Youtube Video of ESP Reading Materials through web-based learning

1. What Really Happens to the Plastic You Throw Away

Link: https://youtu.be/_6xINyWpPB8

Social Class:

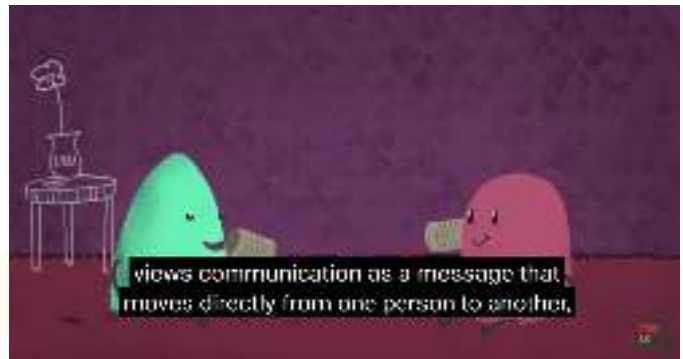


Science Class:



2. How Miscommunication Happens

Link: <https://youtu.be/gCfzeONu3Mo>



3. How False News Can Spread

Link: https://youtu.be/cSKGa_7XJkg



4. What Causes Headaches

Link: <https://youtu.be/KpHP8VmxnBo>



5. Why Do We Dream

Link: <https://youtu.be/2W85Dwxx218>



Appendix 5



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Name _____

Date _____

Industrial Revolution Reading Comprehension Worksheet

Directions: Read the document and answer the questions below.

During World War I, a number of severe shortages alerted the world's scientists to the need for synthetic, or man-made materials. Thus by 1934, a research team headed by Wallace H. Carothers had developed the first synthetic fiber, called nylon. As it turned out, the development of nylon had a surprisingly profound effect on world affairs. True, it's first use was in fashion, and in 1939, the Dupont company began marketing sheer nylon hose for women. Nylons were a spectacular hit and sold off the shelves almost immediately. But they disappeared with the coming of World War II, as nylon became essential to the war effort. It was used in everything from parachutes and ropes, to insulation and coat linings. Sadly Carothers never witnessed the impact of his creation. He committed suicide two years before the first pair of nylons ever went on sale.

1. Why do we need to make synthetic materials?

2. Where would you find nylon in nature?

3. To this is day, what was the most popular use of nylon fibers?

4. What company is credited with bringing Nylons to the public?

Appendix 5

	<p style="text-align: center;">SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>
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Name _____

Date _____



Reading Comprehension Worksheet

Food


Foods made from grains (wheat, rice, and oats) help form the foundation of a nutritious diet. They provide vitamins, minerals, carbohydrates (starch and dietary fiber), and other substances that are important for good health. Grain products are low in fat, unless fat is added in processing, in preparation, or at the table. Whole grains differ from refined grains in the amount of fiber and nutrients they provide, and different whole grain foods differ in nutrient content, so choose a variety of whole and enriched grains. Eating plenty of whole grains, such as whole wheat bread or oatmeal (see box 11), as part of the healthful eating patterns described by these guidelines, may help protect you against many chronic diseases. Aim for at least 6 servings of grain products per day more if you are an older child or teenager, an adult man, or an active woman (see box 7) and include several servings of whole grain foods. See box 8 for serving sizes.

Vitamins, minerals, fiber, and other protective substances in whole grain foods contribute to the health benefits of whole grains. Refined grains are low in fiber and in the protective substances that accompany fiber. Eating plenty of fiber-containing foods, such as whole grains (and also many fruits and vegetables) promotes proper bowel function. The high fiber content of many whole grains may also help you to feel full with fewer calories. Fiber is best obtained from foods like whole grains, fruits, and vegetables rather than from fiber supplements for several reasons: there are many types of fiber, the composition of fiber is poorly understood, and other protective substances accompany fiber in foods. Use the Nutrition Facts Label to help choose grains that are rich in fiber and low in saturated fat and sodium.

1. What types of carbohydrates does grain provide the body with?

2. What's the difference between whole grain and refined grain products?

Appendix 5

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3. Why does a teenager require more grain than an adult?

4. Why are you often told to eat products that are high in fiber?

Food Vocabulary List & Definitions

Dry	Something that is not wet and is not liquid.
Energy	The ability to create action through cellular respiration.
Hungry	The feeling of emptiness created from lack of nutrients.
Mineral	A substance that is not organic, that is found within nature.
Moist	Something that is damp, not dry.
Salty	Something that has salt in it.
Sour	An acidic tasting substance.
Starve	To struggle greatly because of hunger.
Sweet	When something tastes like sugar or honey.
Bitter	A taste that is sharp and often unpleasant.
Thirsty	The feeling of needing to drink liquids.
Vitamin	Certain substances that are crucial for the proper growth and development of the body.

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Appendix 5



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Name _____

Date _____



Reading Comprehension Worksheet

Martin Luther King, Jr.

A Dream for America



Martin Luther King, Jr., was born in Atlanta, Georgia, on January 15, 1929. At the age of 15 he entered Morehouse College in Atlanta and graduated in 1948. After he finished college, he studied for three years to become a minister. Then he went to Boston University and received his Ph.D. in 1955, when he was 26 years old. Dr. King became a Baptist minister and a leader of the civil rights movement. The goals of this movement were to put an end to the unfair and unequal treatment of black people in America. He died in 1968 at the age of 30. Today he is thought of by many as a great leader whose dream of justice and equality for all Americans. This is part of a speech given by Dr. King in 1963. Over 200,000 people were there.

"I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.'

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

Appendix 5

	<p>SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>
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Martin Luther King, Jr. Vocabulary

discrimination	characterizing against a person because of external factors such as group, class, race, or religion
Dream	visions or thoughts of positive action in the future
Justice	a punishment or reward for actions brought forth and executed
Leadership	to guide or give direction to a group
Minister	a person who leads religious worships and ceremonies
nonviolence	the lack of physical or rough force
Peace	a condition of harmony between people and groups
Protest	a demonstration of disapproval for a person, action, or idea
Racial	things related to a persons heritage and skin color
civil rights	freedoms that every nationality can take advantage of; the right to personal space
segregation	to separate any object or person from the main group because of differences
Speech	communicating a thought or idea in front of an audience
Struggle	to advance slowly against a strong idea or force
boycott	to abstain from an object, place, or idea because of resentment towards it

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Influential Scientists Biographical Data Form

Directions:

Pick a scientist who helped shape the world and write a short biography about her/his life using the following guidelines. The students are not allowed to write the scientist who already discussed with the teacher in the class.

Name : _____

Year of Birth: _____

Place of Birth: _____

Branch of Science: _____

Appendix 5

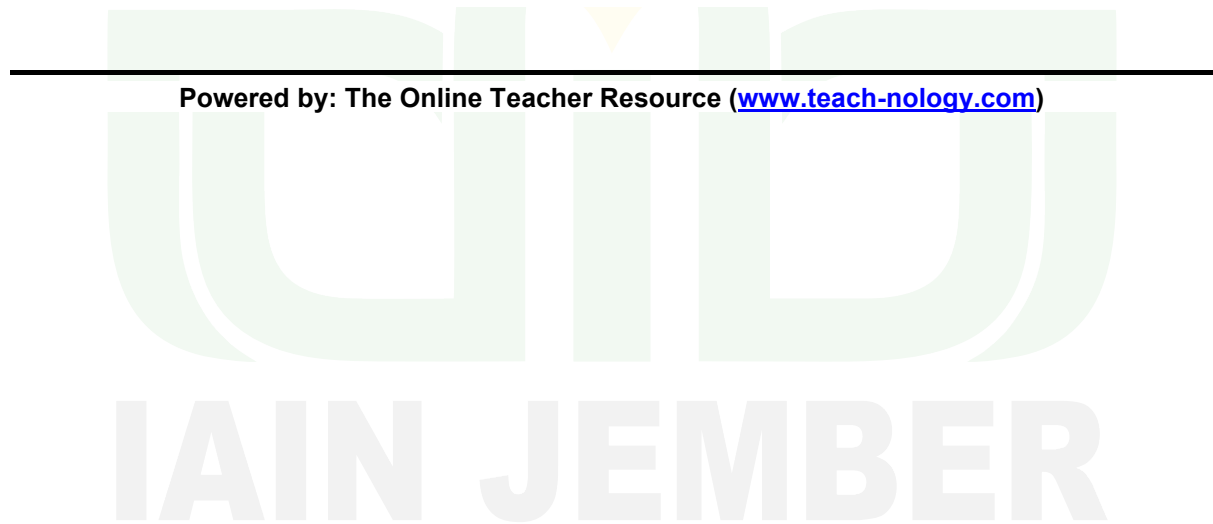
	<p>SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>
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Breakthrough(s): _____

Describe how this scientist influenced others:

List other famous scientists that indicate this scientist's work was influential:

Year of Death (if applicable): _____



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	<p style="text-align: center;">SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>
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Name _____

Date _____

Galileo Galilei

Galileo was born on February 15, 1564 in Pisa. By the time he died on January 8, 1642 (but see problems with the date, Machamer 1998, pp. 24-5) he was as famous as any person in Europe. Moreover, when he was born there was no such thing as 'science', yet by the time he died science was well on its way to becoming a discipline and its concepts and method a whole philosophical system.

It was during his Paduan period that Galileo worked out much of his mechanics and began his work with the telescope. In 1610 he published *The Starry Messenger*, and soon after accepted a position as Mathematician, a non-teaching post at University of Pisa and Philosopher to the Grand Duke of Tuscany.

In 1612 Galileo published a *Discourse on Floating Bodies*, and in 1613, *Letters on the Sunspots*. In this latter work he first expressed his position in favor of Copernicus. In 1614 both his daughters entered the Franciscan convent of Saint Mathew, near Florence. Virginia became Sister Maria Celeste and Livia, Sister Arcangela. Marina Gamba, their mother, had been left behind in Padua when Galileo moved to Florence.

In 1613-4 Galileo entered into discussions of Copernicanism through his student Benedetto Castelli, and wrote a Letter to Castelli. In 1616 he transformed this into the Letter to the Grand Duchess Christina. In February 1616, the Sacred Congregation of the Index condemned Copernicus' book *On the Revolution of the Heavenly Orbs*, pending correction. Galileo then was called to an audience with Cardinal Robert Bellarmine and advised not to teach or defend Copernican theory.

In 1623 Galileo published *The Assayer* dealing with the comets and arguing they were sublunary phenomena. In this book, he made some of his most famous methodological pronouncements including the claim the book of nature is written in the language of mathematics.

In 1634, while Galileo was under house arrest, his daughter, Maria Celeste died (cf. Sobel 1999). At this time he began work on his final book, *Discourses and Mathematical Demonstrations concerning Two New Sciences*. This book was smuggled out of Italy and published in Holland. Galileo died early in 1642. Due to his conviction, he was buried obscurely until 1737.

Source: <https://plato.stanford.edu/entries/galileo/>

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Influent Scientists Vocabulary Words

Words	Definitions
1. Archaeologist	Person who explores people, life and customs of ancient times.
2. Astronomer	Person who studies the sun, moon, stars, planets and other spatial bodies.
3. Biologist	Someone who learns about things that are alive.
4. Chemist	A person whose job is dealing with substances and the changes that happen when combined to make other substances.
5. Entomologist	Someone who studies all the aspects of insects.
6. Geophysicist	Someone who studies the relationship between the earth's physical features and the forces that make or change them.
7. Geologist	A person who learns about the layers of the earth and its history.
8. Hematologist	A person who studies the structures and what they do, and diseases of the blood.
9. Ichthyologist	A person who studies the branch of zoology that is concerned with fish.
10. Mycologist	A person who studies the part of botany concerned with fungi.
11. Meteorologist	A person who studies the weather and the atmosphere.
12. Mineralogist	A person who studies the characteristics of minerals and their composition.

Appendix 5

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13. Ornithologist	Someone who is an expert in bird studies and their habitats.
14. Oceanographer	Someone who knows about oceans, seas, and all marine life.
15. Physicist	Someone who studies energy and matter.
16. Paleontologist	Someone who studies life in prehistoric times.
17. Seismologist	Someone who studies earthquakes and earth's crust's movements.
18. Taxonomist	A person who classifies animal and plant species.
19. Virologist	Someone who learns about diseases and why we get sick or what makes us sick.

Influential Scientists Biographical Data Form

Directions:

Pick a scientist who helped shape the world and write a short biography about her/his life using the following guidelines. The students are not allowed to write the scientist who already discussed with the teacher in the class.

Name : _____

Year of Birth: _____

Place of Birth: _____

Branch of Science: _____

Breakthrough(s): _____

Appendix 5



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4. Are the conditions getting better or worse as time goes on? Explain.

Environment Vocabulary List & Definitions

endangered species	A specific species that is at risk for extinction due to natural and human forces.
Evolution	The idea that all things living developed from very few simple life forms through several physical changes.
Extinct	When something is completely gone and doesn't return.
greenhouse effect	The retention of radiation from the sun into the earth's atmosphere that creates a rise in the temperature of the earth's surface.
Habitat	A specific dwelling place where an animal lives.
Insecticide	Something that eliminates insects.
atmosphere	The specific gas that surrounds the earth.
Ozone	A type of oxygen that is produced by electricity and is in the air, mostly after a thunderstorm.
Poacher	A person who trespasses, usually to hunt or fish illegally.
Pollution	The process or act of defiling.
Smog	The combination of smoke and fog in the air.
Biosphere	The area that surrounds the earth that may support life.
conservation	The act of preserving; to keep from being used up or lost.

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	<p style="text-align: center;">SMA KATOLIK SANTO PAULUS (Status: TERAKREDITASI "A") NSS: 302053001003 NPSN : 20523807 Jalan Trunojoyo 22c Kotak Pos 172 – Telp.: (0331) 421727, Fax: (0331) 425364 e-mail: smak.st.paulus@gmail.com website: www.saintpauljember.sch.id</p>
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4. What steps could the government take to get young people more involved in election process? Explain your answer.

Voting and Elections Vocabulary

caucus	A meeting of the members of a legislative body who are also members of a certain political party in order to select candidates for the next election
margin	An amount of something that is larger
constituency	A group of voters in a specific area who elected a representative to the legislative body
bias	Prejudice in favor of or against a thing, person, or group when compared with another
party	An organization that is trying to gain political power
ballot	A process of voting, normally in secret and in writing or through electronic means
candidate	A person who is nominated for election
primary	A preliminary election to appoint delegates to a party conference or to select candidates for a principal election
slate	A list of the candidates of a political party that are running for different open offices
debate	A formal discussion on a specific topic in a public meeting or legislative assembly
campaign	Work in an organized and active manner toward a particular goal, often a political one
nominee	A person who is formally entered as a candidate for political office
charisma	Compelling charm or attractiveness that is able to inspire devotion from others
controversy	A prolonged disagreement that is often heated and in public

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UKBM english



[BSE – 3.1 / 4.1 / 3 / 1-1]

IDENTITY

Subject : Bahasa Lintas Minat

Semester : 3

Material : Advice and Suggestion

Contact hour : 2 x 6 JP (12 JP)

KOMPETENSI DASAR

3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponnya, sesuai dengan konteks penggunaannya.

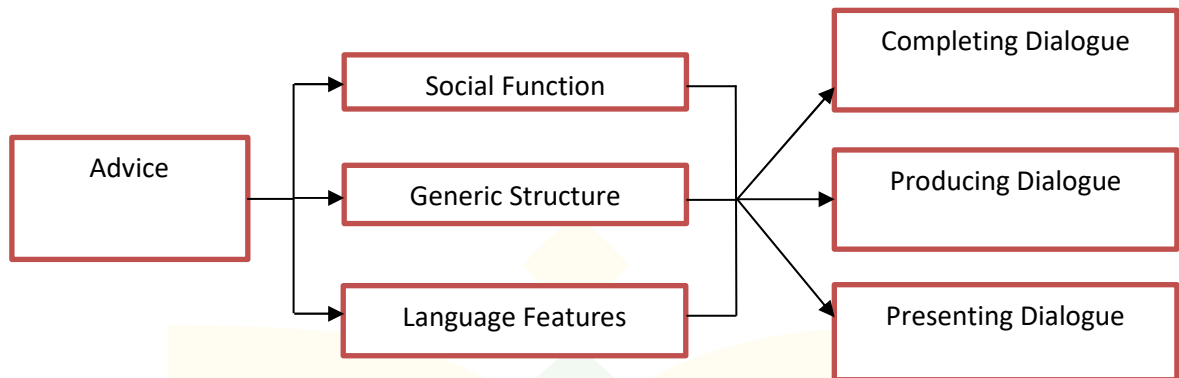
4.1. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponnya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya.

TUJUAN PEMBELAJARAN

Melalui proses pembelajaran materi Advice, kalian diharapkan mampu mengidentifikasi fungsi sosial, struktur teks, and unsur kebahasaan pada ungkapan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan dan meresponnya secara lisan dan tertulis.

UKBM Bahasa Inggris Kelas XI _____

PETA KONSEP



PROSES BELAJAR



INTRODUCTION



Hai, students!! Let's get started!
It's time for you to learn 'Advice'. Below, I
attach some pictures. Please look at them
carefully!

You are give pictures with several
conditions. If your friends or family
experiences that, or they are in those
condition, what advice will you give?
Please write your advice under the
pictures!



Empty blue rounded rectangular box for writing advice.



Empty blue rounded rectangular box for writing advice.



Empty blue rounded rectangular box for writing advice.



Empty blue rounded rectangular box for writing advice.

Appendix 6



Blue rounded rectangular box for text input.

Blue rounded rectangular box for text input.



Blue rounded rectangular box for text input.

Blue rounded rectangular box for text input.

IAIN JEMBER

Appendix 6

Then... Please kindly read the conversation below with your deskmate aloud!



A: The front desk told me to ask you for sightseeing advice.
B: Of course. I'd be more than happy to help. I am, after all, the hotel's concierge.
A: Concierge? What exactly is that?
B: We advise you on where to visit, eat, or shop during your stay here in New York.
A: Great! So where should I start my sightseeing?
B: The Statue of Liberty is always a good place to begin.
A: I saw the Statue of Liberty on my last visit here. Can you recommend somewhere else?
B: Hmm. What type of interests do you have?
A: In my spare time, I really like to view art and go running.
B: Aha! Have you been to Central Park or the Museum of Modern Art?
A: No, but I've heard a lot about both.
B: Well, Central Park is wonderful for running. Afterwards, you should head to the Museum to enjoy the art.
A: Great! That sounds like a plan. Thanks a lot.
B: I'm sure you'll have a good time there.

Can you find the expressions of Advice? If it is so, please highlight/underline them on the dialogue!



After knowing some expressions of Advice, I would like you to compare them with the expressions of Suggestion and Offer that you also get in this semester. Are they same? What do you think?

Appendix 6



Now, turn on your handphone and connect it to internet.
Find out the articles explaining the differences between
Advice and Suggestion! And write down your finding in the
table below 😊



Source : _____

	ADVICE	SUGGESTION
Description		
Synonym		
Expressions		
Examples		

UKBM Bahasa Inggris Kelas XI _____

CORE ACTIVITY

We will have so many activities. Check them one by one. Let's go to the First Activity!



Learning ACTIVITY



What springs to your mind when you hear the word 'advice'?

In which condition do you deliver advice?



How do you deliver advice?

To whom do you deliver advice?

How to make a good and grammatically correct advice?



To answer the questions above, you need to read the material about Advice below 😊

Definition:

ADVICE (noun) , based on Oxford Dictionary, is an opinion that someone offers about what we should do or how we should act in a particular condition. Advice also means a recommendation what should be done.

Social Function:

- To ask and give suggestion to someone and give responses to the suggestion whether accepting or refusing it.
- To help someone who needs any suggestion or advice by giving our personal idea and opinion in our daily life.

Expressions:

Asking for Advice	Giving Advice
<ul style="list-style-type: none"> • Do you think I should call the Police? • Do you think I ought to refuse his proposal? • Do you have any ideas about how I can sell my motorbike? • Should I try to talk with him about this matter again? • If you were me, what would you tell her? • If you were in my position, would you forgive me? • Do you have any advice for me? • Can you give me some advice? • Do you have any recommendations about good transportation to Manchester? • Can you recommend a suitable menu for dinner? 	<ul style="list-style-type: none"> • I think you'd better ... • If I were you, I'd ... • It would probably be a good idea if ... • Take my advice and ... • I advise you to ... • Have you thought about ... • I think you'd better ... • If I were you, I'd ... • It would probably be a good idea if ... • Take my advice and ... • I advise you to ... • Have you thought about ... • You shouldn't take the risk • I would not ... if I were you. • You'd better not ... • I don't know if is a good idea. • My advice is to ... • Don't cheat on me!



Appendix 6

Responding the Advice	
Accepting Advice	Refusing Advice
Yes, I'd like/ love to. That sounds like a good idea. Thank you/Thanks I'll do/try that. Why didn't I think of that?	I tried that, but... Thanks, but that won't work/ help because ... That's a good idea, but ... No, I'd rather not. I don't feel like it.

Generic Structure:

Do you think I should + V1 ?
Do you think I ought to + V1 ?
Do you think I had better + V1 ?
If + S + were + O, what + would + S + V1?
Should + S + V1 + O ?
Do you have any ideas about + V1ing ?
Do you have any recommendations about + V1ing ?
Why don't you + V1 ?
Have you thought about + V1ing ?
Can you recommend + noun ?

S + should + V1
S + had better + V1
S + ought to + V1
If + S + V2 + O/Adv , S + would + V1 + O/Adv
S + advise + that + S + V1
S + recommend + that + S + V1
S + advocate + that + S + V1
S + advice + O + to + V1
S + recommend + O + to + V1
S + advocate + O + to + V1

Language Features:

1. Focused on individual participant
2. Use of simple present tense
3. Usually arranged in a form of question
4. Direct usage of expression

Appendix 6



NOW, I would like to check your understanding on this material. Please answer the following questions on the given space!

1. I won 100,000 dollars and I don't know how to spend it. What should I do?

2. I gained a lot of weight in last few years. I want to lose at least 10kg. What should I do?

3. I have just lost my job. I haven't told my husband/wife yet. How should I tell him/her?

4. I found a wallet which had 2,000 dollars in it. How should I spend it?

5. My son doesn't want to go to school. He says that his teacher and all other students hate him. What should I do?

6. I have a headache. What should I do?

7. I hate working. What should I do?

8. I feel sad. What should I do?

9. I want to protect the environment but I don't know how. What should I do?

10. I am always late. What should I do?

11. I have a red nose. What should I do?

12. I am new in this city. I would love to meet some people. What should I do?

13. I want to get rich quickly. What should I do?

14. I need a car but I don't have enough money. What should I do?

15. I want to be a cool man. What should I do?

Appendix 6

16. My girlfriend left me. I feel depressed. What should I do?

16. My husband doesn't help me with house chores. What should I do?

17. Have you ever self-published something? What are some good ways to publish your writing independently?

18. If you have a lot of things to get done in one week, how do you manage? What advice would you give someone who is very busy?

19. My girlfriend/boyfriend is seeing another man/woman. I saw a message in his/her mobile phone. What should I do?



After doing the task above, you may check your answers with your deskmate's. Discuss them! 😊

IAIN JEMBER

Appendix 6



Related to Structure of giving advice,
ALWAYS REMEMBER THIS, yaaa..

After modal auxiliary (i.e. **should, ough to, had better, could, would, couldn't**) you should put **V1** (without additional -ing , or to -)

For Example:

1. He had better ~~going~~ go home now.
2. She should ~~to~~ take some rest.

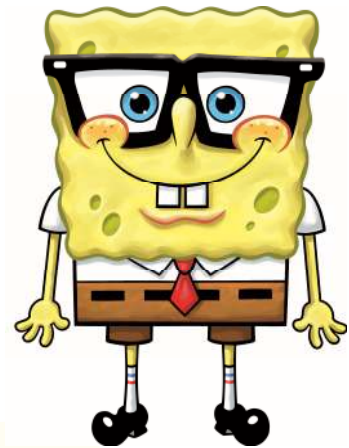
To make you understand this material more, please kindly do the following task. Just find out 8 mistakes in the conversation and correct them 😊



- Jordan : There are a lot of changes happening at my company. I'm worried I might lose my job.
- Isabela : Well, you better probably start looking for something else.
- Jordan : I guess so.
- Isabela : At the same time, you better try to keep your current job. They say it's a lot harder to find a new job when you're unemployed.
- Jordan : Is there anything I can do?
- Isabela : Yes, there's a lot you can do. First, why not to talk to your boss? You get along well, right? Why not asking for feedback on your work? Then, you probably ought to telling your boss you're working on those things. You might want to keep in touch with her by e-mail.
- Jordan : OK. What else?
- Isabela : Well, do extra work. You ought to takes on extra tasks whenever you can. And you could not complaining about anything.
- Jordan : That makes sense. Thanks, Isabela. I'd better asks you for advice more often!

Appendix 6

Do you get the answers? Do you really understand this material? If you still find difficulty in understanding it, please reread the material or ask your teacher for the reexplanation.



Conclusion

Based on material that you have learnt, please give a conclusion! What is the material that you like at the most? Can you apply it in your daily life?

IAIN JEMBER

Learning ACTIVITY



Let's get started again. In this activity, we are going to listen to the recording of conversation. I would like you to answer the questions on the question cards correctly. I will play the recording twice 😊

Question cards


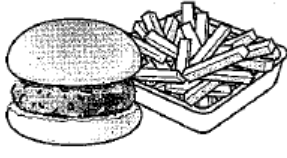
✂	✂	✂
<p>a What's the name of the radio show?</p> <p>.....</p> <p>.....</p>	<p>b What's the name of the presenter?</p> <p>.....</p> <p>.....</p>	<p>c What's the topic of today's programme?</p> <p>.....</p> <p>.....</p>
<p>d What's the name of the nutritionist?</p> <p>.....</p> <p>.....</p>	<p>e Where does the nutritionist work?</p> <p>.....</p> <p>.....</p>	<p>f What exactly is a 'nutritionist'?</p> <p>.....</p> <p>.....</p>
<p>g Name two health problems unhealthy eating causes.</p> <p>.....</p> <p>.....</p>	<p>h Why is the government interested in nutrition?</p> <p>.....</p> <p>.....</p>	<p>i What are the advantages of stir-frying vegetables?</p> <p>.....</p> <p>.....</p>
<p>j Why is it healthier to grill meat?</p> <p>.....</p> <p>.....</p>	<p>k Why is fish especially healthy to eat?</p> <p>.....</p> <p>.....</p>	<p>l What are the benefits of healthy eating?</p> <p>.....</p> <p>.....</p>
✂		

After you finish listening and answering the questions, I would like you to work in pairs (with your deskmate). One of you should take 'Do...poster' (Healthy eating) and the other should take 'Don't ...poster' (Unhealthy eating). Please listen once again the recording and note all tips you hear in the chart! 😊



Appendix 6



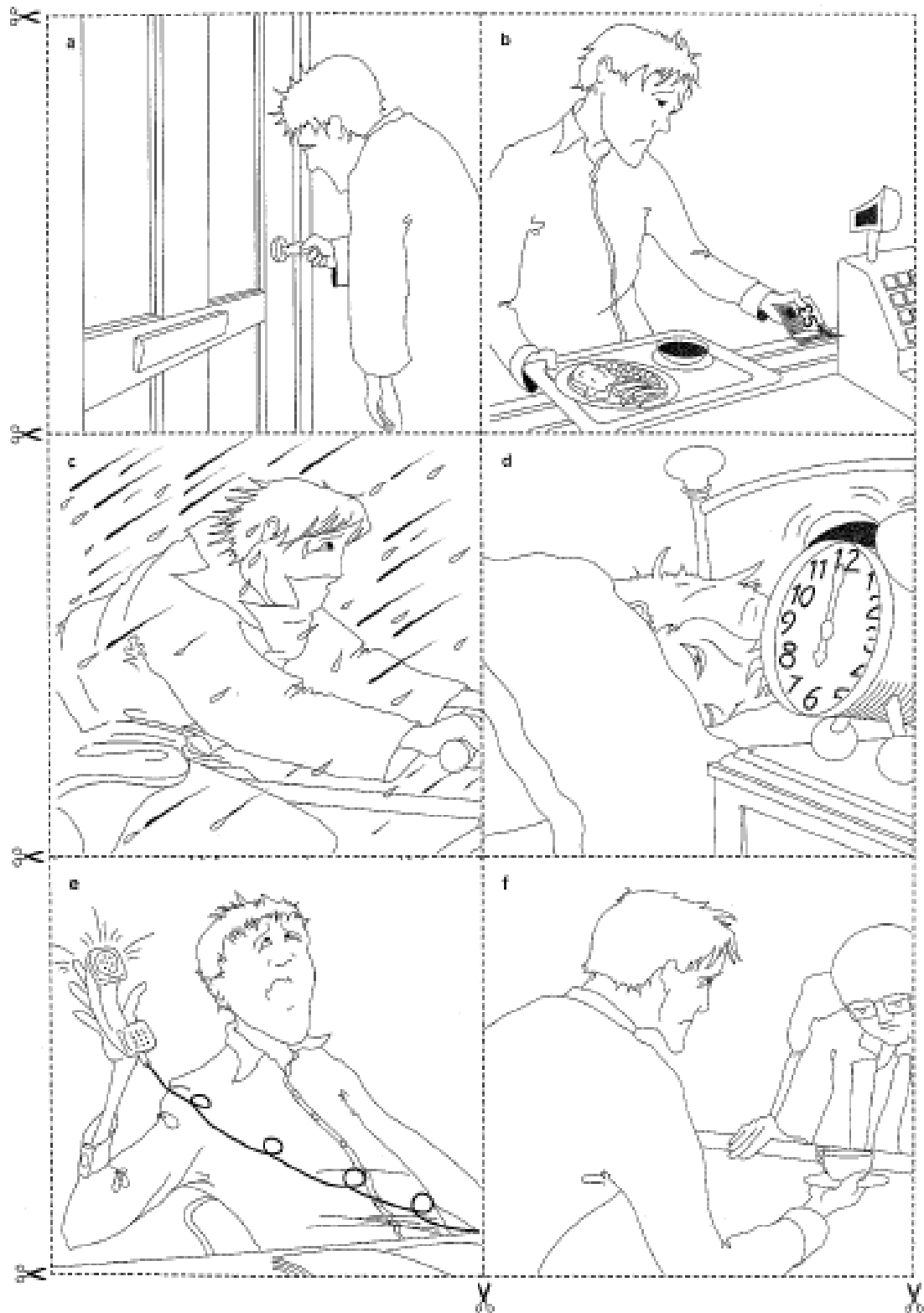
<p>Healthy eating</p> <p>Do ...</p> 	<p>Healthy eating</p> <p>Don't ...</p> 
---	--



Let's discuss your answers with your teacher :)

Now, we're going to have the second part of listening. You are given several cards. I would like you to arrange those cards into good sequences while you are listening to the recording.

Appendix 6



After arranging the pictures, please give also some advice for Barry. And write it on a piece of paper! ☺

Appendix 6



Are you getting tired? If you are not, let's have one more listening activity. You will be listening to conversation of two people. You are given a set of picture cards too. Please identify each category. For example, the shopping trolley represents Food, etc.



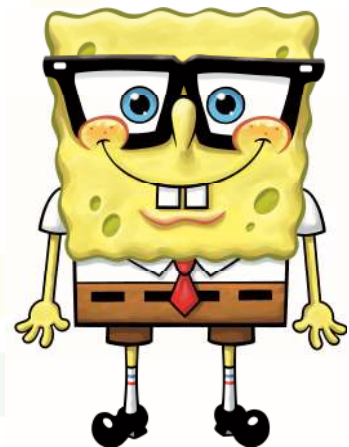
Appendix 6

Then, I will play the recording once again. I would like you to note down how much Bryan spends on each category each month. You should write the amount in the box provided in each picture. Remember, **each month**, not each week!



After that, please give also some advice for Bryan. And write it on a piece of paper! 😊

Do you really understand this material? From all listening activities, which one do you like most? And which one is considered difficult for you?



Conclusion

Based on material that you have learnt, please give a conclusion! What is the material that you like at the most? Can you apply it in your daily life?



Learning ACTIVITY



We come to the next activity. We are going to increase your reading and speaking skill. I will give you a conversation with missing words/expressions. I would like you to fill them out with given expressions in the box precisely.

- A : I was wondering if you need any help on your new project.
- B : Sure! _____! Are you good at writing or would you rather do the computer work?
- A : _____
- B : Great! We are going to be working in teams of three. _____?
- A : Yes, I like working like that.
- B : We will begin next Monday. _____?
- A : Yes, I can be there.
- B : Well, _____.
- A : I will send the information to you.
- B : Well then, _____. Have a great day!

<i>if you could send me your basic background information before next Monday, it would be useful</i>	<i>thanks for your help</i>	<i>would you be available then</i>
<i>That would be great</i>	<i>I would like to help with the computer work</i>	<i>Are you OK working with others</i>



Appendix 6



After understanding the material 'Advice', it's time for you to apply it in daily activity.

LET'S SPEAK UP! Please choose one of your friends whom you are comfortable to work with and make a 3 minute dialogue based on the problems in the card given.

The taxi driver is driving fast and you feel sick because of it.

You just found 1,000,000 Rupiah on the street.

You want to buy TV, but you don't have any money.

You will go to London for a week, but you don't know what to visit.

Your neighbor always play the music loudly a the night and you feel disturbed.

Your mother wants you to study abroad, but you want to continue at Ciputra.

Your boy/girlfriend asks you to quit the school and marry him/her.

The time shows 11 p.m. and you feel hungry.

Appendix 6



A. Choose the best option for each sentence given below.

1. Hey Siti, _____ go star gazing tonight.
 - a. Are you
 - b. How about
 - c. Shall them
 - d. Would you like to

2. Sam : Would you like to watch a movie this weekend?
Carly : I can't, I'm low on cash right now. _____ stay at home and watch TV instead.
 - a. How about
 - b. Let's
 - c. What about
 - d. I think

3. What shall we do today? _____ we go to the library.
 - a. Shall I
 - b. Let's
 - c. Why don't
 - d. Would you

4. _____ like a cup of coffee?
 - a. Can I
 - b. I'll do
 - c. Would you
 - d. Should I

5. _____ the washing, if you like.
 - a. Can I
 - b. Would you
 - c. I'll do
 - d. Let's

6. Edo: I have a lot of work to finish; I don't know how I will manage.
Sam : _____ half of it
 - a. Would you
 - b. I think
 - c. Why don't
 - d. I will help you with

Appendix 6

7. Carly : I submitted my essay to the teacher few days ago, but I haven't received any response from her.

Edo : _____ go and ask her?

- Shall us
- I'll do
- Why don't you
- I propose

8. _____ get you a drink?

- Would you
- Why don't you
- Can I
- I'll do

9. Aisya : I am so thirsty.

Annie : _____ get you something to drink?

- How about
- Let's
- Why don't
- Can I

10. _____ like me to clean your car?

- How about
- Let's
- Would you
- I think

B. There are some grammatical errors in the sentences given below. Circle the mistakes in the sentences, then rewrite the sentence. If there aren't any mistake, put tick mark next to the sentence.

- Let's to go to the sushi of restaurant for lunch
- Shall we do have a meeting on afternoon Saturday?
- Can I do get a glass of juice?
- Let me take you home.
- If you want, I'll car the wash for you.
- Shall we going home now?
- Would like you another glass of juice?
- You should finish you work today?
- Can I take help you with something?
- Shall I bring your jacket?

C. Respond to suggestions and offer given below.

1. Can I help you?

2. Why don't you go and get something to eat?

3. Why don't you join us for lunch?

4. Shall I bring a book to read?

Appendix 6

5. Why don't we meet at the book store tomorrow at 5 pm?

6. Let's all eat together.

7. Would you like a glass of water?

8. Would you like me to do the ironing for you?

9. I will wash the car, if you like.

10. I think we should go and pick your father up from airport.

CLOSING



OK!! Have you understood the material 'Advice'? Then, to know how far you understand this material, please kindly fill the table below honestly!

No	Questions	Yes	No
1.	Have you understood the material 'Advice'?		
2.	Can you mention the social function of asking for advice and giving advice?		
3.	Can you find out the difference between Suggestion and Advice?		
4.	Can you explain the generic structure of advice?		
5.	Can you mention the language features of advice?		
6.	Can you identify the expressions of asking for advice giving advice?		

If you find one thick in the column 'No', please reread the material with the help of your teacher or your friend. Read it on your textbook. Don't ever give up to learn. Make sure that you really understand the material.

If all the thicks are in the box Yes, then you are ready to take The Formative Test.
Congratulation!!



Reflection

Which material is difficult according to you?

If you find difficulty in undersanding material, what will you do?

Is this material beneficial for you and your future?

Will you practice it at home or with your friends?

Appendix 6

Attention!! This sheet should be filled by your teacher before you take the Formative Test!

CHECKLIST

No	Activity	Done	
		Yes	No
1	Giving advice on given pictures		
2	Highlighting the expressions of advice on the dialogue		
3	Finding out the difference between 'Suggestion and Advice'		
4	Giving advice on given situation		
5	Finding 8 mistakes in the conversation and correcting them		
6	Answering the questions on the question cards		
7	Filling out the poster of Healthy Eating and Unhelathy Eating		
8	Arranging the pictures		
9	Writing advice		
10	Identifying the pictures		
11	Writing advice		
12.	Completing the dialogue		
13.	Taking evaluation		
14.	Putting some ticks on the table of Closing		
15.	Writing a reflection		



UKBM english

PERFECT TENSES

[BSE – 3.2 / 4.2 / 3 / 2-2]

IDENTITY

Subject : Bahasa Inggris (Lintas Minat)

Semester : 3

Material : Perfect Tenses

Contact hour : 2 x 4 JP (8 JP)

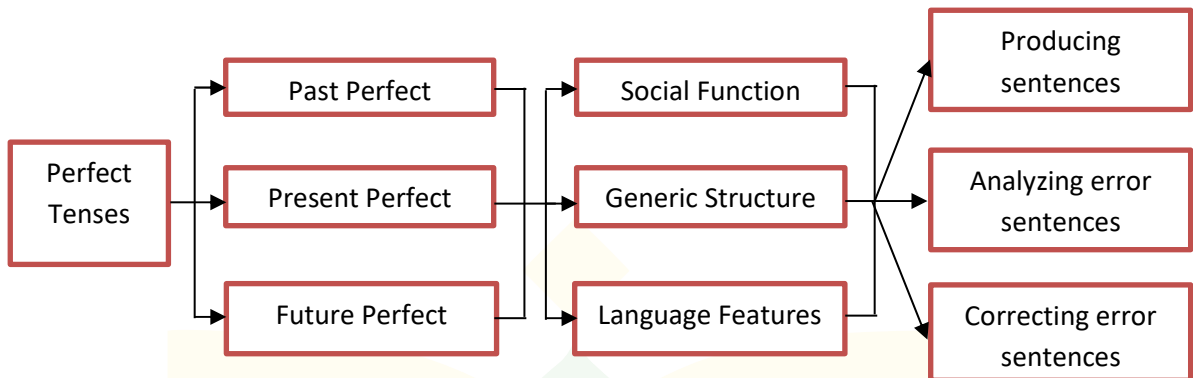
KOMPETENSI DASAR

- 3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/kejadian yang sudah/ telah dilakukan/ terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan past perfect, present perfect, future perfect)
- 4.2. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/kejadian yang sudah/ telah dilakukan/ terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

TUJUAN PEMBELAJARAN

Melalui proses pembelajaran materi Perfect Tenses, kalian diharapkan mampu mengidentifikasi fungsi sosial, struktur teks, and unsur kebahasaan yang terdapat pada teks yang mengandung kalimat dengan tenses Past Perfect, Present Perfect, dan Future Perfect.

PETA KONSEP



PROSES BELAJAR



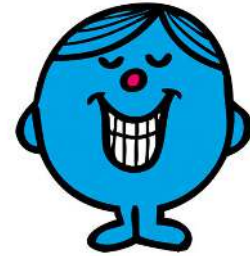
START

FINISH

CORE ACTIVITY

We will have so many activities. Check them one by one. Let's go to the First Activity!

MR. PERFECT



Learning ACTIVITY



Have you understood what it's said in the video? **Now**, I would like you to read the story below.



Today is 26th July and tomorrow is my brother's birthday. His name is Noel. I want to give him a birthday surprise. I have talked to some of his friends. They have helped me to prepare a surprising party. We have discussed it since June. Actually, when I asked them to help me prepare my brother's birthday surprise, they had already thought about it too. They had prepared.

We are going to celebrate my brother's birthday in a small restaurant near my house. Our parents have also agreed it. The restaurant has been booked by our parents.

What about the birthday present? No worries, I have prepared it too. He loves art very much. I have made a painting for him. I hope he will like it. But I haven't wrapped the painting because it hasn't dried yet.

Have you ever celebrated someone's birthday?

Can you find the perfect tenses?
If you can, please
highlight/underline them! ☺

Appendix 6

Now, it's time for you to read the explanation of Simple Present Perfect and Present Perfect Continuous Tenses. Please read them on English Grammar Book page 11-13 carefully ☺



To make you more understand more about Simple Present Perfect, NOW, I would like you to answer the following questions! Number one has been done for you ☺

1. How many books have you bought since the beginning of the semester?

I have bought 12 books since the beginning of the semester _____

2. How many classes have you missed since the beginning of the semester?

3. How many questions have I asked so far?

4. How many times have you been in a relationship?

5. How many times have you flown in an airplane?

6. How many cups of coffee have you had since you got up this morning?

7. How many times have you visited Papuma Beach?

8. How many years have you lived in Jember?

9. How many times have you eaten at the school cafeteria?

10. How many times has Mam Lisa taught in your class?





You must remember that in Simple Present Perfect..
the auxiliary **HAS** should be for the Subject **He, She, It, and Singular Noun** (Mam Lisa, Alberto, Leon, etc),
And....
the auxiliary **HAVE** should be for the **subject I, You, They, We, and Plural Noun** (Some Students, The Teachers, etc).

Now, please make YES/NO Questions in Simple Present Perfect Tense using the following clue! Number 1 has been done for you 😊



1. Drive the truck
Have you ever driven the truck? _____
Has Alibaba ever driven the truck? _____
2. Buy an airplane

3. Read that book

4. Break the window

5. Draw a picture of your self

6. Ride a horse

7. Eat paper

Appendix 6

8. Teach English

9. Catch the butterfly

10. Fall of mountain

11. Make apple pie

12. Win a lottery

13. Fly an airplane

14. Sleep in a tent

15. Write a letter to the President of Indonesia

16. Lose your wallet

17. Have a car accident

18. Speak to Romo Denny

19. Steal anything

20. Bring a friend to class

21. Hold a snake

22. Feed a lion

23. Build a house

24. Forget your name

Appendix 6

25. Wear a kimono

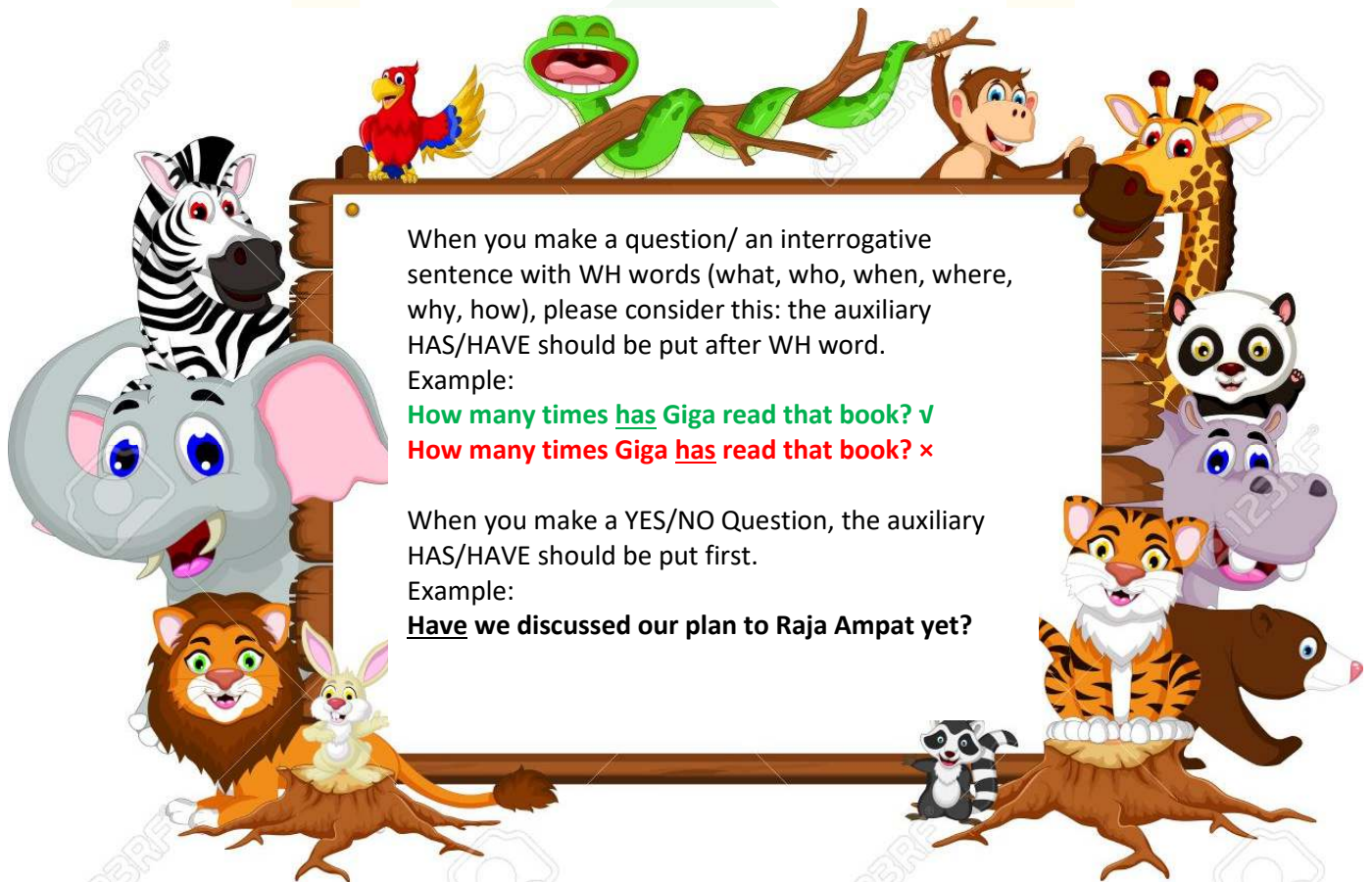
26. Drink Turkish coffee

27. Understand Einstein's theory relativity

28. Leave your umbrella at a restaurant

29. Drive a sport car

30. Fall asleep during a class



Appendix 6



Please fill the missing space with 'for' or 'since' and then make a sentence in Present Perfect Continuous using the time signal that you have made!

1. Since September

2. For two months

3. ____ 1999.

4. ____ last year.

5. ____ two years.

6. ____ last Friday.

7. ____ 9.30.

8. ____ three days.

9. ____ the first of January.

Appendix 6

10. ____ almost four months.

11. ____ the beginning of the term.

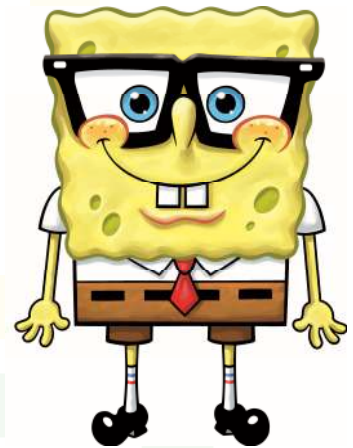
12. ____ the semester started.

13. ____ a couple of hours.

14. ____ fifteen minutes.

15. ____ yesterday.

Do you get the answers? Do you really understand this material? If you still find difficulty in understanding it, please reread the material or ask your teacher for the reexplanation.



Conclusion

Based on material that you have learnt, please give a conclusion! What is the material that you like at the most? Can you apply it in your daily life?

Learning ACTIVITY



Let's get started again. In this activity, we are going to learn Past Perfect Tenses; those are: Simple Past Perfect and Past Perfect Continuous. Do they perfectly sound strange for your ears? :D

Please read the explanation of Simple Past Perfect and Past Perfect Continuous from English Grammar Book written by Mam Hedwig page 16-17 carefully 😊



To know your understanding about this material, NOW, I would like you to make the sentences below correct by changing the verb in bracket into verb in the form of Simple Past or Simple Past Perfect! Number one has been done for you 😊

1. Before she (go) home, she (finish) doing her task at school.

2. After she (already, take) a bath, Jessica (go) downstairs to have a dinner.

3. I was late. By the time I (arrive) school, the gate (be, just) closed.

4. My mum (lock, not) the door, so that my brother coming home late (enter) the room.

5. Yerima (have, not) breakfast yet. That's why he (get) hungry.



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Appendix 6



NOW, please change the verb in bracket into a grammatically correct verb in Perfect Tenses! (Simple Present Perfect, Simple Past Perfect, Present Perfect Continuous)

1. I am not hungry. I (eat, already)

2. I was not hungry. I (eat, already)

3. It's ten o'clock. I (finish, already) my homework. So, I'm going to go to bed.

4. Last night I went to bed at ten o'clock. I (finish, already) my homework.

5. By the time I went to bed last night. I (finish, already) my homework.

6. I was late. The party (start, already) by the time I got there.

7. We are late. The party (start, already).

8. Carol missed her plane yesterday because of a traffic jam on her way to the airport. By the time she got to the airport, her plane (leave, already).

9. He (be) a newspaper reporter before he (become) a businessman.

10. I (feel) a little better after I (take) the medicine.

11. I was late. The teacher (give, already) a quiz when I (get) to class.

12. The anthropologist (leave) the village when she (collect) enough data.

13. It was raining hard, but by the time class (be) over, the rain (stop)

14. It is midnight. I (study) for five straight hours. I wonder I'm getting tired.

Appendix 6

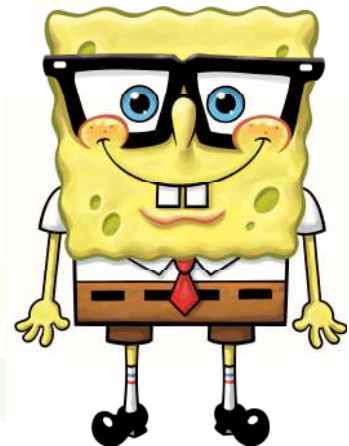
15. It was midnight. I (study) for five straight hours. No wonder I was getting tired.

16. Jack suddenly realized that the teacher was asking him a question. He couldn't answer because he (daydream) for the last ten minutes.

17. Wake up! You (sleep) long enough. It's time to get up.

18. At least two hundred people were waiting in line to buy tickets to the game. Some of them (stand) in line for more than four hours. We decided not to try to get tickets for ourselves.

Do you really understand this material? From all listening activities, which one do you like most? And which one is considered difficult for you?



Conclusion

Based on material that you have learnt, please give a conclusion! What is the material that you like at the most? Can you apply it in your daily life?



Learning ACTIVITY



We come to the next activity. We are going to increase your understanding about perfect tenses especially on future tenses. They are Simple Present Future Perfect and Present Future Perfect Continuous.

Please read the explanation of Simple Present Future Perfect and Present Future Perfect Continuous from English Grammar Book written by Mam Hedwig page 17-19 carefully ☺



After reading the material, then I would like to know your understanding. Please complete the sentences using Simple Present Future Perfect based on the given subclause!

1. When Romo comes to his room,
2. by 13.40.
3. By the time I arrive home,
4. By 2020
5. Before my mom leaves the building,
6. When the class is over,
7. before he falls in love again.
8. By the time my mom knocks my door,



Have you understood all material of Perfect Tenses? If you haven't please ask your teacher to reexplain the material.

Appendix 6



NOW, let's have listening activities! Please listen to your teacher instructions related to the listening sections!

a

b

c

d

e

second wife of King Henry VIII		beheaded on Tower Green		1536	near Queen's House		
Chapel Royal	ghostly procession	12	9	1483	King Edward IV	Richard III	skeletons
the White Tower	1674	workmen	chest	17	12th February 1554		screaming for help
nine days	anniversary of her death	Salt Tower	Byward Tower	Henry's fifth wife	ran away		



Appendix 6



Simple Past Perfect	Pattern
	The Use
	Time Signal
	Examples
Past Perfect Continuous	Pattern
	The Use
	Time Signal
	Examples

Appendix 6

Simple Present Perfect	Pattern
	The Use
	Time Signal
	Examples
Present Perfect Continuous	Pattern
	The Use
	Time Signal
	Examples
Simple Present Future Perfect	
	The Use
	Time Signal
	Examples

Appendix 6

Present Future Perfect Continuous	Pattern
	The Use
	Time Signal
	Examples

Do you really understand this material? From all listening activities, which one do you like most? And which one is considered difficult for you?



Conclusion

Based on material that you have learnt, please give a conclusion! What is the material that you like at the most? Can you apply it in your daily life?

Appendix 6



A. Change the verb in bracket into appropriate form of perfect tenses

1. The lesson (begin, already) when I came to the class. I was late.

2. He (finish, just) studying mathematics. Now, he has time to watch his favourite movie.

3. We are late! When we arrive a school, the gate (be) closed.

4. The clerk (work) for 25 years by the end of this year. He will get a reward.

5. Denada (run) for 5 minutes before she got a heart attack.

6. If I hadn't got troubles on my research, I (be) able to finish it on time and (get) promoted as professor.

7. He looks so tired because he (drive) for 10 hours.

8. It's not raining. But my garden is full of swamp. It (rain) hard for several hours last night.

9. I'm preparing for the dinner. By the time my children come home, the dishes (already, be) served on the dining table.

10. How many times (you, write) article on the newspaper?

11. By the time I arrived at the Post Office to send some letters, it (be) closed. I felt dissapointed.

12. Margaret was born in 1950. By the end of 2000, she (live) on this earth for 50 years.

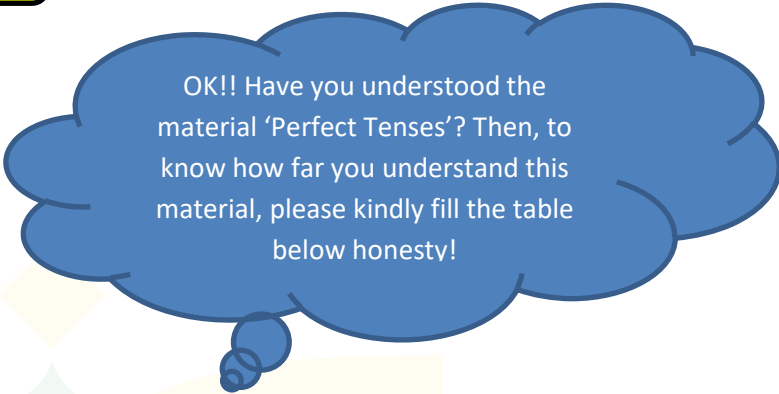
13. Go ahead and leave on your vacation. Don't worry about this work. By the time you (get) back, we (take) care of everything.

14. I don't understand how those marathon runners do it. The race began over an hour ago. By the time they reach the finish line, they (run) steadily for more than two hours.

15. This morning I came to class at 9.00. Right now it is 10.00, and I am still in class. I (sit) at this desk for an hour. By 09.30, I (sit) here for a half an hour. By 11.00, I (sit) here for two hours.

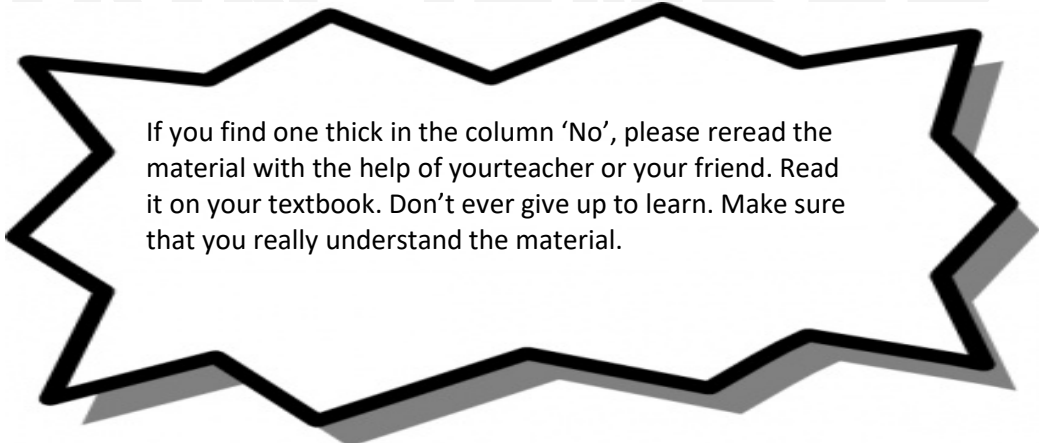


CLOSING

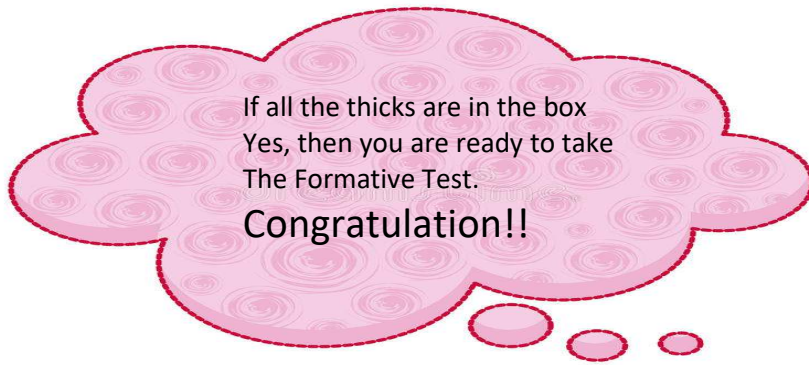


OK!! Have you understood the material 'Perfect Tenses'? Then, to know how far you understand this material, please kindly fill the table below honestly!

No	Questions	Yes	No
1.	Have you understood the material 'Simple Past Perfect Tense'?		
2.	Can you mention the social function of 'Simple Past Perfect Tense'?		
3.	Have you understood the material 'Past Perfect Coninuous Tense'?		
4.	Can you mention the social function of 'Past Perfect Coninuous Tense'?		
5.	Have you understood the material 'Simple Present Perfect Tense'?		
6.	Can you mention the social function of 'Simple Present Perfect Tense'?		
7.	Have you understood the material 'Present Perfect Continuous Tense'?		
8.	Can you mention the social function of 'Present Perfect Continuous Tense'?		
9.	Have you understood the material 'Simple Present Future Perfect Tense'?		
10.	Can you mention the social function of 'Simple Present Future Perfect Tense'?		



If you find one thick in the column 'No', please reread the material with the help of your teacher or your friend. Read it on your textbook. Don't ever give up to learn. Make sure that you really understand the material.



Reflection

Which material is difficult according to you?

If you find difficulty in undersanding material, what will you do?

Is this material beneficial for you and your future?

Will you practice it at home or with your friends?

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Attention!! This sheet should be filled by your teacher before you take the Formative Test!

Appendix 6

CHECKLIST

No	Activity	Done	
		Yes	No
1	Watching video and writing the finding		
2	Highlighting the perfect tenses sentences		
3	Writing/responding the questions of perfect tense		
4	Making questions in Simple Present Perfect		
5	Making sentences using the time signal 'since' and 'for'		
6	Changing the verbs in bracket using Simple Past and Simple Past Perfect		
7	Changing the verbs in bracket using Simple Past Perfect, Past Perfect Continuous, Simple Present Perfect, and Present Perfect Continuous		
8	Completing the sentences using Simple Present Future Perfect		
9	Doing the listening activity section 1		
10	Doing the listening activity section 2		
11	Filling the form of Perfect Tenses		
12.	Taking evaluation		
13.	Putting ticks on the table 'Closing'		
14.	Answering some questions in Reflection		

ADVICE & SUGGESTION

By: Elizabeth Dian P.

MR. KAPOOR: Good morning, Dr. Sharma!

DR. SHARMA: Good morning! What's wrong with you?

MR. KAPOOR: I have been suffering from fever since yesterday.

DR. SHARMA: Do you have any other symptoms?

MR. KAPOOR: I also feel headache and shivering.

Conversation between a Doctor and a Patient

DR. SHARMA: Let me take your temperature. At this time the fever is 102 degree. Don't worry, there is nothing serious. I am giving you the medicine, and you will be all right in couple of days.

MR. KAPOOR: Thank you, doctor.

DR. SHARMA: But get your blood tested for malaria, and come with the report tomorrow.

MR. KAPOOR: OK doctor.

DR. SHARMA: *I shall recommend at least two days rest for you.*

MR. KAPOOR: Would you prepare a medical certificate for me to submit it in my office?

DR. SHARMA: Oh sure... This is your medical certificate.

MR. KAPOOR: Thank you very much. *Please tell me how shall I take this medicine?*

DR. SHARMA: This medicine is for one day only. Take this dose as soon as you reach your home and the second at 3 pm and the third at night before sleeping.

DR. SHARMA: It's all right.

MR. KAPOOR: *What should I eat doctor?*

DR. SHARMA: *You should eat only light food. You can take milk and fresh fruit*

MR. KAPOOR: *How much shall I pay you doctor?*

DR. SHARMA: *You can pay consultation fee at the reception desk.*

MR. KAPOOR: Thanks doctor.

- Rt: Good morning, Pine trees Hotel. How can I help you today?
 - C: Hello, I would like to book a room for weekend.
 - R: Yes sir, we have several rooms available for that particular weekend. And what is the exact date of your arrival?
 - C: The 24th December 2019.
 - R: How long will you be staying?
 - C: I'll be staying for two nights.
 - R: How many people is the reservation for?
 - C: There will be two of us.
 - R: And would you like a room with twin beds or a double bed?
 - C: A double bed, please.
-

- R: Great. Our hotel has a room with ocean view, pool view, and flower park view, would you prefer to have a room with particular view?
- C: Can you suggest me which room has the best view?
- R: All of the rooms have good view but different charm. A room with ocean view has sunset or sunrise view, a room with pool view has pool view with artificial forest around the pool, and park view has colorful view of flower in the morning and colorful lamp in the night. But i suggest you to take room with ocean view because it offers 50% discount in this weekend.
- C: If that type of room is available, I would love to have an ocean view. What's the rate for the room?
- R: Your room is five hundred and ninety dollars per night. Now what name will the reservation be listed under?
- C: Charles Hannighan.

- **Based on Oxford Dictionary, Advice is an opinion that someone offers you about what you should do or how you should act in a particular situation**
- **A recommendation what should be done.**

Meaning

- **Do you think I should call the Police?**
- **Do you think I ought to refuse his proposal?**
- **Do you have any ideas about how I can sell my motorbike?**
- **Should I try to talk with him about this matter again?**
- **If you were me, what would you tell her?**

Asking for Advice

- **If you were in my position, would you forgive me?**
- **Do you have any advice for me?**
- **Can you give me some advice?**
- **Do you have any recommendations about good transportation to Manchester?**
- **Can you recommend a suitable menu for dinner?**

Asking for Advice

- **I think you'd better ...**
- **If I were you, I'd ...**
- **It would probably be a good idea if ...**
- **Take my advice and ...**
- **I advise you to ...**
- **Have you thought about ...**

Giving Advice

- **You shouldn't take the risk**
- **I would not ... if I were you.**
- **You'd better not ...**
- **I don't know if is a good idea.**
- **My advice is to ...**
- **Don't cheat on me!**

Giving Advice


- Suggestion is used in the sense of giving an idea.
- Advice is used in the sense of counsel.
- Suggestion is momentary and experience may or may not be considered.
- Advice is given based on consideration the situation.
- Suggestion needs not to be followed.
- Advice is expected to be followed.

Suggestion vs Advice

SUGGESTION	ADVICE
An idea or fact put ahead for analysis / consideration	An opinion recommended and offered
It's a term used to give a sense of idea	It's a term used to sense counsel
You may or may not act upon it	Your action is necessary

Suggestion vs Advice

GROUP 4



DEVA / 19
MELISA / 20
FELIN / 21
PATRICIA / 22
RISMA / 23
SHELLIN / 24

talk about
Anne Boleyn

WHO WAS ANNE BOLEYN?

Anne Boleyn was the second wife of King Henry VIII of England and queen consort from 1533 - 1536.

She was the mother of Elizabeth I of England

Anne has been called "the most influential and important queen consort England has ever had"



HER BIODATA & FIGURE

Queen consort of England

- Tenure : 28 May 1533 - 17 May 1536
- Coronation : 1 June 1533
- Born : July 1501 - 1507 Blickling Hall, Norfolk or Hever Castle, Kent
- Died : 19 May 1536 Tower of London, London
- Burial : 19 May 1536 Church of St Peter ad Vincula, London
- Spouse : Henry VIII of England (m. 1533 ; annulled 1536)
- Issue : Elizabeth I of England
- Family : Boleyn
- Father : Thomas Boleyn, 1st Earl of Wiltshire
- Mother : Lady Elizabeth Howard

Anne Boleyn's outspoken personality, as well as her sharp intellect and political ingenuity, was understood as something that should not be deserved as a wife at that time.

Her marriage and her execution by beheading made her a key figure in the political and religious upheaval that was the start of the English reformation.

Anne was educated in the Netherlands and France, largely as a maid of honour to Queen Claude of France. She returned to England in early 1522 to marry her Irish cousin James Butler, 9th Earl of Ormond ; the marriage plans were broken off.

HER CHILDHOOD

- Anne was born in 1501
- In 1513, she was invited to join the schoolroom of Margaret Archduchess of Austria where her academic education covered arithmetic, family genealogy, grammar, history, reading, domestic skills and etc.
- Anne stayed with Margaret from spring 1513 till October of the following year when her father arranged for her to attend Henry VIII's sister Mary, who was about to marry Louis XII of France
- She remained in France in Queen Mary's household and completed her study of French and developed interest in fine arts, fashion and also gained experience in the game of courtly.

HER CAREER

- In 1520, her marriage to a distant cousin was proposed. She was recalled to England but the proposed wedding was cancelled without reason
- Her sister Mary married William and became Henry's mistress. By the mid 1520s, Anne was attracting the attention of many men and soon Henry VIII himself fell in love with the maid
- Henry's Queen Chaterine of Aragon could not bear him a son. So he petitioned from the annulment of the marriage to the pope saying that the couple was condemned in God's eye
- Anne refused to become his mistress and after courting for six years they married in a secret ceremony

- In 1534, Henry VIII decreed his marriage to Chaterine Aragon invalid on the ground.
- The royal couple enjoyed a happy time but she was blamed for the tyranny of the king who executed Sir Thomas More and Bishop John who were her enemies in 1535
- The queen pregnant again, was aware of the dangers if she failed to give birth to a son
- Henry had begun courting Jane Seymour and when the queen miscarried a second time in 1536, he declared that he had been seduced into the marriage by means of deception
- Henry sought the annulment of the marriage, and detained Anne on several false charges including adultery, incest and conspiracy.

HER LIFE IN THE PALACE

- At the time, Anne was the courtesy of queen Chaterine of Aragon, Henry VIII 1st wife
- At the age of 21, she was exiled from the palace to her family residence because she got engaged secretly with Henry Percy
- When she returned to the palace, she returned to serve Chaterine
- In 1526, Henry VIII was in a relationship with Anne. Anne's presence made the king confused
- Therefore, he asked Pope Clement VII to give his permission to cancel his marriage with Chaterine

- Although Anne hasn't become King Henry's wife, she has a big influence in the pallace
- Anne and Henry then held a secret wedding ceremony on 14 November 1532
- September 1553, Anne give birth to a baby girl named Elizabeth. The birth of Elizabeth makes the royal family upset. She was pregnant several times but she miscarried.

HER FAMILY BACKGROUND

- Anne's parents had married in around 1499. Her mother Elizabeth was the daughter of Thomas Howard, earl of surrey and later, from 1514, 2nd Duke of Norfolk
- The Howards were an ancient noble family
- Her father Thomas was descended, on his mother's side, from Theobald Walter, who was of Norman origin and who served Prince John as the first chief butler of ireland
- The title was passed down the family and the surname changed from Walter to "Butler" (Thomas's mother was Lady Margaret Butler)

- Although the Boleyns are often seen as "social upstarts" or "nouveaux riches", because Thomas's grandfather Geoffrey Boleyn rose from humble beginnings to be a wealthy merchant, knight and Lord Mayor of London, many regard them as an ancient French family who may have been descended from the Norman Counts of Boulogne

HER EXECUTION

Anne Boleyn was executed for allegedly having an affair with 5 men. Namely Francis Weston, William Brereton, Mark Smeaton, Henry Norris, and his younger brother George Boleyn.



EDWARD V & RICHARD DUKE OF YORK

STEFANY INDRAWAN	XI S2 / 28
STARLA QUARTASYA	XI S2 / 27
SHEREN WUNGKANA	XI S2 / 25
STANLEY GUNAWAN	XI S2 / 26
STEVANUS ROJER	XI S2 / 29
TIFFANY IS	XI S2 / 30



EDWARD V & RICHARD

- Edward was born at Westminster on 4th November 1470
- Richard was born on 17th August 1473
- Father : Edward IV
- Mother : Elizabeth (woodville)

• rojer

EDWARD IV DIED

- The day on April 9th , 1483 , Edward IV the king of England died after three weeks earlier suffering from illness.
- Edward's son is Edward V still 12 year and Richard still 9 year

• stanley

WENT TO LONDON

- The prince had to go directly to London to take the throne , and his uncle went with him.
- On the way , they met with another uncle , Adipati Richard. He was the younger brother of Edward IV. He would oversee Edward V until he was old enough to become king.

• sheren

- Instead of translating a treatment for a new king , Duke Richard decided to take the throne to ask for himself and become King Richard III
- He sent Edward and Richard to stay in the Tower in London and wait his coronation

• starla

EDWARD & RICHARD DISAPPEAR

- After a few months since the two children disappeared , and what happened to them is still mystery to this day
- Most people think that the two boys were killed
- Most likely they were killed by their uncle , Richard III for fear of being controlled by the two princes
- stefany

- In 1674 during construction on The Tower , a wooden chest was found under the stairs inside the White Tower.
- The chest contained the bones of two boys.
- In 1933 , the bones were again seen by scientists who believed that they were the two lost princes
- tiff.

Appendix 9

Observation Guide

Target of Observation:

1. The teacher who teaches Optional English Subject and design ESP reading materials through web-based learning
2. Several students from XI IPA 2 and XI IPS I that are recommended by the teacher
3. The learning and teaching process in the classroom
4. Activities of students and teachers at SMAK Santo Paulus Jember
5. Matters relating to the use of learning media which include:
 - a. Availability of facilities and infrastructures for learning and teaching process.
 - b. Learning media and learning materials, especially related with ESP reading materials through web-based learning.
 - c. Materials, approaches, methods, techniques, and strategies used.
6. General condition of research location
7. Feedback and assessment activities
8. The teacher activities in teaching optional English subject (Reading Comprehension)
9. The activities of students in optional English subject (Reading Comprehension)
10. The class situation and classroom management

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Appendix 10

Interview Guide

Target of interview:

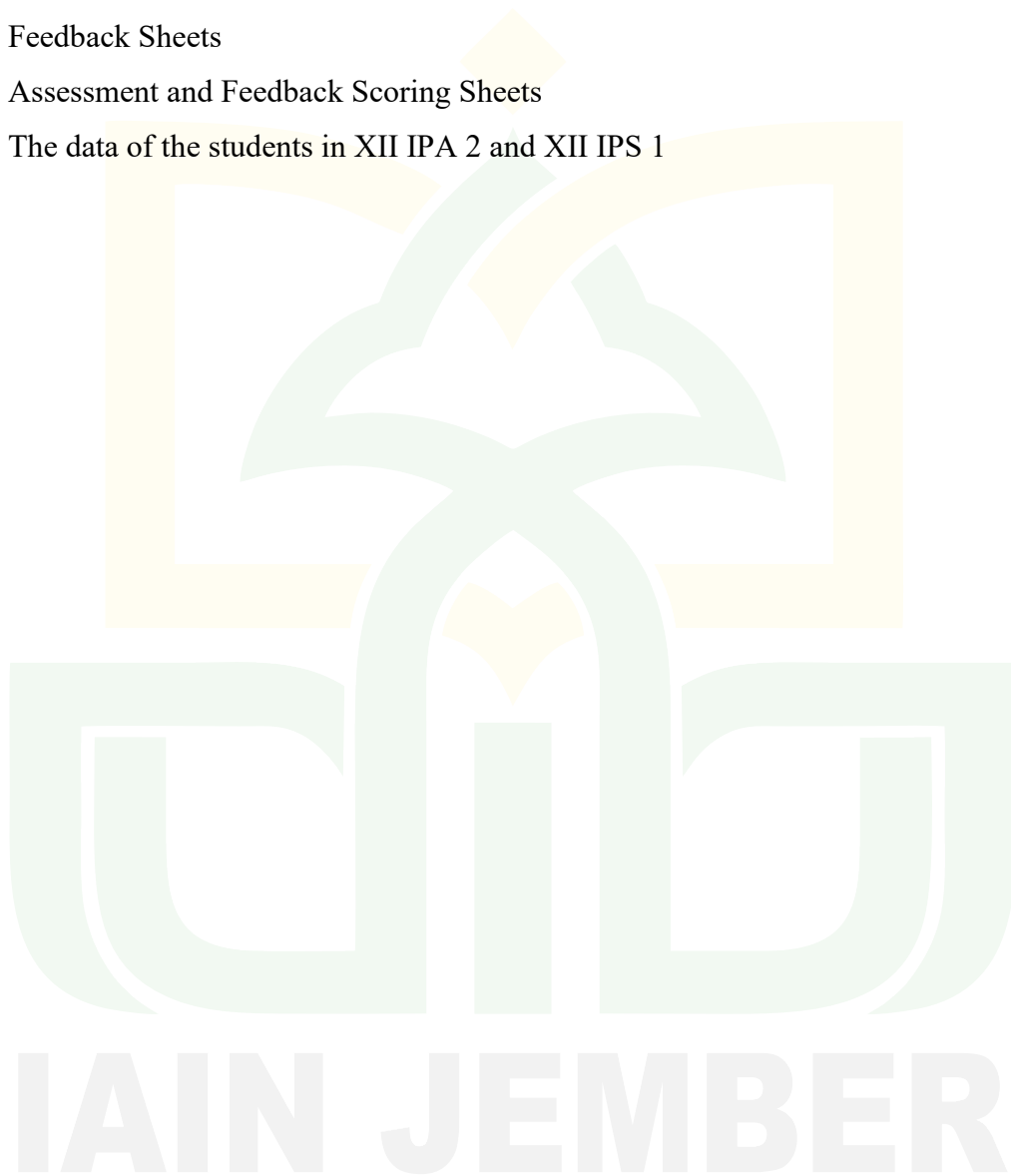
1. The teacher who teach optional English Subject
 - a. The curriculum does SMAK Santo Paulus Jember apply
 - b. The differences between compulsory English subject and optional English subject
 - c. Time allocation to teach optional English subject in a week
 - d. English book and guidance book for students in learning optional English subject
 - e. The importance of ESP for senior high school students
 - f. The importance of reading and it's component for senior high school students
 - g. The difficulties that the students find in learning English, especially in reading skill
 - h. E-learning as media in teaching English and kind of E-learning does the teacher apply in her class
 - i. The relation between E-learning and web-based learning
 - j. Kinds of web-based learning does the teacher apply
 - k. Any difficulty in teaching students by using E-learning especially web-based learning as the media
2. The Students recommended by the teacher
 - a. The differences between compulsory English subject and optional English subject
 - b. English book and guidance book for students in learning optional English subject
 - c. The importance of ESP for senior high school students
 - d. The importance of reading and it's component for senior high school students
 - e. The difficulties that the students find in learning English, especially in reading skill
 - f. E-learning as media in teaching English and kind of E-learning does the teacher apply in her class
 - g. Kinds of E-learning and web-based learning that students like and dislike
 - h. The advantages and disadvantages students feel about E-learning as the media

Appendix 11

Document Review Guide

Target of Document Review:

1. ESP Reading Materials Through Web-Based Learning
2. Lesson Plans
3. Feedback Sheets
4. Assessment and Feedback Scoring Sheets
5. The data of the students in XII IPA 2 and XII IPS 1





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 Fax. 0331-425364 E-mail : smak.st.paulus@gmail.com

FM/KUR/8.5/01/20

Revisi: 00

DAFTAR KODE GURU
Tahun Pelajaran 2019/2020

KODE	NAMA	NUPTK	JABATAN DINAS	BIDANG STUDI
1	Antonius Denny Cahyo S., S.S., M.Sc.	3555751652200012	Kepala Sekolah	Sosiologi
2	Dra. Fransisca Dinamica	1447742644300043	Guru	Ekonomi
3	Drs. Yohanes Joko Prabowo	8740746647200012	Waka Kurikulum	Sejarah
4	Drs. Ignasius Yoseph Eko Sunaryo	6460743643200002	Guru	Fisika
5	Hedwig Maria B.D., S.Pd.	2537745647300063	Guru	Bahasa Inggris
6	Drs. Yohanes Leonardus Joni	8342746648200053	Guru	Prakarya dan Kewirausahaan
7	Dra. Justina Ira Lestari	4259745647300063	Guru	Biologi
8	Andreas Corsinus Eka Wahyono, S.Pd.	4536745646200022	Guru	Bahasa Inggris
9	Dra. Immaculata Sriunon Kun Mariatin	7154743644300033	Guru	Bimbingan dan Konseling
10	Lukas Prapto Antri Subekti, S.Pd.	5456748651200023	Guru	Penjas, OR, dan Kesehatan
11	Dra. Rosery Tritantina	3457744646300053	Guru	Pendidikan Pancasila dan Kewarganegaraan
12	Yohanes Chrys Heryanto, S.Pd.	8555748651200013	Guru	Matematika
13	Ignatius Budiyo, S.Pd., M.Si.	9454755657200002	Waka Humas	Ekonomi
14	Yohanes Suparno, S.Pd.	7559749653200003	Waka Sarpras	Bimbingan dan Konseling
15	Goodman Siadari, S.Pd., M.Pd.	1440750652200032	Guru	Matematika
16	FX. Dediando, S.Si.	6535757660200003	Guru	Fisika
17	Hendrikus Paya Hayon, S.S.		Guru	Pendidikan Agama dan Budi Pekerti
18	Totok Lukito, S.Pd.	3260747649200023	Guru	Praktikum Biologi dan Kimia
19	Pratiwi Dwiharini, S.Pd.	1257748649300013	Guru	Kimia
20	Guntur Wijaya, S.H.	1360756657200013	Guru	Sosiologi
21	Putu Sumartana, S.Pd.	3449751653200013	Guru	Penjas, OR, dan Kesehatan
22	Dina Putu Ayu K., S.Pd.	7346759661300053	Guru	Biologi
23	Tri Rahayu Sulistiyani, S.Si.	1844758659300082	Guru	Kimia
24	Alexander Sulistiawan Jatmiko, S.Pd.	1645761663200032	Guru	Bahasa Indonesia
25	Elizabeth Enie R. Y. S., S.Si., S.Pd.	7055763664230143	Waka Kesiswaan	Matematika
26	Antonius Willy Setiawan, S.Si.	3356763664130103	Guru	B. TIK dan Informatika
27	Dyah Kirana Nusantara, S.S., S.Pd.		Guru	Bahasa Indonesia
28	Dwi Nila Indriani, S.Pd.	2833767668230072	Guru	Matematika
29	Ratih Estu Wardhani, S.Pd.	6248760662210093	Guru	Ekonomi
30	Leopoldus Libero Baon, S.P.		Guru	Seni Budaya
31	Atanasius Mariyanto Eka, S.Fil., M.Th.		Pastoral Care	Pendidikan Agama dan Budi Pekerti
32	Wahyu Dwi Aprianto, S.Pd.		Guru	Geografi
33	Elisabet Dian Premanasari, S.Pd., S.E.		Guru	Bahasa Inggris
34	Ujang Sarwono, S.Pd.		Guru	Bahasa Indonesia
35	Yulius Adi Sutrisno		Guru	Prakarya dan Kewirausahaan
36	Dhynnie Anyd Puteri Satriyani, S.Pd.		Guru	Geografi
37	Octo Seventiano Galih Angga S., M.Pd.		Guru	Sejarah; Pendidikan Pancasila dan Kewarganegaraan
38	Maria Monicha Faot, S.Pd., M.Pd.		Guru	Biologi
39	Irene Nike Ronata, S.Pd.		Guru	Pendidikan Agama dan Budi Pekerti
40	Lusia Wati, S.Pd.		Guru	Fisika
41	Sr. Veronika Lusia Buke Diaz, PPK		Guru	Bimbingan dan Konseling
42	Septian Bagas Triyanto, S.Pd.		Guru	Bahasa Inggris
43	Jeffri Rieski Triyanto, M.Pd.		Guru	Sejarah
44	Bagus Adi Prasetyo, S.Pd.		Guru	Sejarah
45	Sumarno		Guru	Muatan Lokal Bahasa Daerah
46	Edy Mulyono, M.Pd.		Guru	Matematika
47	Caecilia Ari Probawati, A.Md.		Guru	Prakarya dan Kewirausahaan
48	Daru Endah Wijayanti, S.Pd.		Guru	Seni Budaya
49	Fransiscus Donny Swandhana, S.S.		Guru	Bahasa Inggris
50	Rizal Setiya Budi, S.Pd.		Guru	Muatan Lokal Bahasa Daerah
51	Claudia Natasha Tiurria Sitorus, S.H.		Guru	Sosiologi



Jember, 19 Juli 2019

Kepala Sekolah,

A. Denny Cahyo S., S.S., M.Sc., M.Pd.

Nomor		NAMA MURID	JK																
Ur.	NIS			1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
01	10887	ALBERTO JAYVIS YUGIARTO	L																
02	10892	ALVINDO RAHARDJO	L																
03	10899	ANNABEL GRACIA LEKSONO	P																
04	10901	AURELIA MICHELLE SANTOSO	L																
05	10906	BELINDA AVERINA PANDORA	P																
06	10915	BRYANTINO VINCENT REIANTO	L																
07	10926	CINDY CRAWFORD CLAUDIA ANDIKA	P																
08	10929	CLARISSA WIJAYA	P																
09	10945	ELLEN YUNIE HARIYANTO	P																
10	10950	ERIK HENDRAWAN PUTRA WIJAYA	L																
11	10966	FLORENCIA CLAIRINE WIDIYANTO	P																
12	10973	GRACE SHARON	P																
13	10975	GRACIELLE AUSTIN LUKMANTO	P																
14	10985	JANE DJALIMIN	P																
15	10987	JASTIN THEO HARIYONO	L																
16	10994	JERRY EVAN KUSNADI	L																
17	10998	JOSHUA SOEBROTO	L																
18	11003	KARSI HARIYANTI	P																
19	11023	MARTIN CHANDRA	L																
20	11030	MELINDA FLORENSIA AILI S.	P																
21	11033	MICHAEL LEON HANDOKO	L																
22	11046	NATHAN KURNIAWAN	L																
23	11066	RAFFAELLO SANTOSO	L																
24	11068	REBECCA NATALIA SANTOSO	P																
25	11074	RICHARD IMANUEL HANDOKO	L																
26	11087	SHELLYVIA MULIA SUTARDJO	P																
27	11092	SIENNY JESICA CAROLINA	P																
28	11096	STEFANUS HARTONO	L																
29	11097	STELLA AURELIA SEMITRO	P																
30	11105	TRIXIE SHERYL AZALIA	P																
31	11107	VALENTINO KURNIAWAN	P																
32	11111	VINCENSIA EUGENE PRABAWA	P																
33	11113	VINCENT HANSARVIAN SOEGIARTO	L																
34	11118	YEHESKA EKKLAIS HARDISMA	L																
Paraf Guru																			
			L	16	Paraf Wali Kelas														
			P	18															

Catatan:

Nomor		NAMA MURID	JK																
Ur.	NIS			1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
01	10894	AMELIA FELICIA PRAMONO	P																
02	10905	BEATRIX JAYANIMITTAKIRANA ANIN	P																
03	10916	CALISTA PRISKILA FEBRIANTO	P																
04	10941	ELIZABETH MAEKO CYRILLA HANDIJ	P																
05	10944	ELLEN HARRYMAN	P																
06	10948	ENRIQUE FERDINAND HUMARDANI	L																
07	10952	EVELLYN LOVENNIA ONGKO WIJAYA	P																
08	10964	FIDELIA DEWI INDASWARI	P																
09	10969	GABRIELLA NATASYA DEWANTI LAIY	P																
10	10991	JASON WIJAYA	P																
11	10999	JOSUA WIJAYA GUNAWAN	L																
12	11009	KEZIA KEREN SUTEJO	L																
13	11012	KRISTANTO PUTRO WIJAYA	L																
14	11016	LYDIA ALVITA	P																
15	11019	MARIA ANGELINA CINDY EDITH FERN	P																
16	11027	MELIA PUTRI HARTONO	P																
17	11032	MICHAEL DIEGO GLENNVINS	L																
18	11039	MICHELLE ANGELINA WAHYUDI	P																
19	11050	NICOLAS CANDRA PRANATA	L																
20	11057	OLIANA FLEURENTCIA	P																
21	11062	PHEILIA VALERIE	P																
22	11076	RICKY NATHANIEL CANDRA WIJAYA	L																
23	11077	RIVALDO SURYA FERNANDI	L																
24	11078	ROY SAPUTRA WIGUNA	L																
25	11079	SALSABILLA VANIA IRAWAN	P																
26	11082	SAYUDHA PANDU WIGUNA	L																
27	11085	SERAH TIFFANY REBECCA MALETA	P																
28	11098	STEPHANIE WIRJOADIKUSUMO	P																
29	11099	STEPHANUS ANDI PRASETYO	L																
30	11101	STEVEN NATHANIEL	L																
31	10843	TIMOTHY RUBEN WIJAYA	L																
32	10885	YUVARGO BRILIANTO	L																
Paraf Guru																			
			L	14	Paraf Wali Kelas														
			P	18															

Catatan:



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B.2627/ln.20/3.a/PP.00.9/05/2019
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Izin Penelitian**

13 Mei 2019

Yth. Kepala SMAK Santo Paulus Jember
Jl. Trunojoyo 22C, Kecamatan Kaliwates, Kabupaten Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Dewi Putri Nurjanah
NIM : T20156040
Semester : VIII (Delapan)
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai the implementation of ESP reading materials through web-based learning in teaching reading comprehension for second year students in smak santo paulus jember 2018/2019 selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah
2. Guru
3. Peserta Didik

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,



Mashudi



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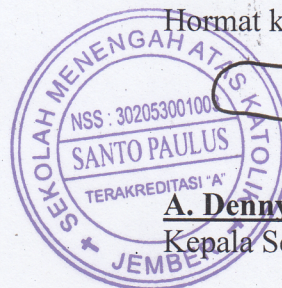
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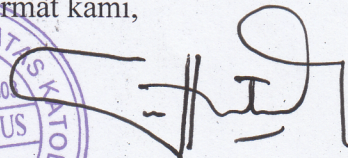
Nama : Dewi Putri Nurjanah
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Jurusan : Pendidikan Bahasa
Program Studi : Tadris Bahasa Inggris

Melalui surat ini kami sampaikan bahwa kami mengizinkan mahasiswa tersebut di atas untuk mengadakan penelitian di SMA Katolik Santo Paulus Jember selama 30 (tiga puluh) hari. Untuk koordinasi awal silakan menemui Ibu Hedwig (Guru Bahasa Inggris/HP: 0817 0309 9025) pada hari Rabu, 31 Juli 2019, pukul 10.00 WIB.

Atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Hormat kami,




A. Denny Cahyo S., S.S., M.Sc., M.Pd.
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SURAT KETERANGAN PELAKSANAAN PENELITIAN

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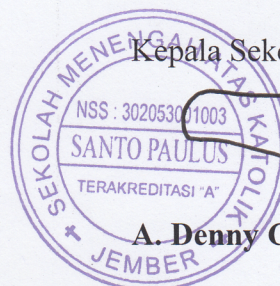
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waktu pelaksanaan : 27 Juli 2019 s.d. 17 September 2019

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Jember, 17 September 2019

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Appendix 15

DECLARATION OF AUTHENTICITY

The undersigned below

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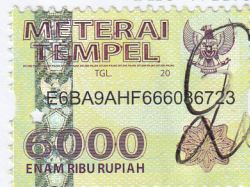
Department : Tarbiyah and Teacher Training

Program : English Education Department

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Jember, September 21st 2020

The Writer,



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