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APPENDIX

APPENDIX A :

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Negeri 5 Maluku Tengah
Mata Pelajaran	: Bahasa Inggris
Kelas / Program	: XII
Semester	: 1
Tahun Pelajaran	: 2021/2022
Alokasi Waku	: 2 jam (2 x 45 menit)

I. Standar Kompetensi : Berbicara

1. Memahami makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari dan berlanjut dalam konteks kehidupan sehari-hari

II. Kompetensi Dasar :

- 1.1. Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur : memberi saran (suggestions), permintaan (requests), dan memberi perintah (instructions)

III. Indikator :

1. Mengidentifikasi makna tindak tutur memberi saran (suggestions), permintaan (requests), dan memberi perintah (instructions).
2. Merespon tindak tutur memberi saran (suggestions), permintaan (requests), dan memberi perintah (instructions).

IV. Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi makna tindak tutur memberi saran (suggestions), permintaan (requests), dan memberi perintah (instructions).
2. Siswa dapat merespon tindak tutur memberi saran (suggestions), permintaan (requests), dan memberi perintah (instructions).

V. Materi Pembelajaran :

Ungkapan tindak tutur memberi saran (suggestions), permintaan (requests), memberi perintah (instructions).

a. Making Suggestions

- You could (might) join the speech contest.
- If I were you, I would take care this dog.
- Why don't you go to the doctor?
- Why don't you come to my house and borrow my umbrella?
- What/How about going to the veterinarian?

b. Requesting

- Would you mind passing me the salt, please?
- Could you please take me to the dentist?
- Can you tell me what happened?

- Will/Would you come to my birthday party?
 - Please tell me the story.
- c. Giving Instructions
- You should keep it out of the children's reach.
 - Whatever you do, don't be nervous.
 - Bring that magazine to me.
 - Read the text loudly.

VI. Model Pembelajaran :
Diskusi dan tanya jawab

VII. Skenario Pembelajaran :

NO	KEGIATAN	WAKTU	METODE
1	Kegiatan Awal : <ul style="list-style-type: none"> • Salam dan mengecek kehadiran siswa • Memotivasi siswa dengan memberikan apresiasi 	10'	Diskusi
2	Kegiatan Inti : a. Ekplorasi <ul style="list-style-type: none"> • Mendengarkan percakapan interpersonal /Mendengarkan transaksional melalui tape secara klasikal tentang ungkapan tindak tutur memberi saran (suggestions), permintaan, (requests), dan memberi pemerintah (instructions). b. Elaborasi <ul style="list-style-type: none"> • Mendiskusikan berbagai ungkapan tindak tutur, memberi saran (suggestions), permintaan (requests), dan memberi pemerintah (instructions) yang dapat digunakan dalam percakapan yang didengar secara berpasangan-pasangan • Mendiskusikan apa yang diberikan terhadap tindak tutur yang didengar secara berpasangantindak tutur yang didengar secara berpasangan c. Konfirmasi <ul style="list-style-type: none"> • Menjelaskan materi/soal2 hasil kerja sehingga siswa mampu mengerjakan dengan benar. 	70'	
3	Kegiatan penutup <ul style="list-style-type: none"> • Menyimpulkan kegiatan yang baru dilaksanakan dengan memberikan penjelasan-penjelasan yang dengan diperlukan a. Tugas Terstruktur <ul style="list-style-type: none"> • Siswa merespon dialog ungkapan tindak tutur memberi saran (suggestions), permintaan (requests), dan memberi pemerintah (requests), dan memberi pemerintah (instructions). b. Tugas Mandiri Tidak terstruktur <ul style="list-style-type: none"> • Siswa diberi tugas untuk melakukan dialog tentang ungkapan tindak tutur memberi saran (suggestions), 	10'	

	<p>permintaan (requests), dan memberi perintah (instructions), dan melaporkan kepada guru.</p> <p>c. Salam</p>		
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VIII. Sumber/Bahan/Alat

1. Buku BSE Inter Language,, Look Ahead 3
2. Kaset/CD/Internet
3. Tape, PC, Notebook, Netbook
4. Script dari Buku Developing English Compt, Inter Language, Look Ahead

IX. Penilaian

1. Lisan, Performance Assessment
2. Bentuk: Bermain peran

Mengetahui,
Kepala Sekolah

Tulehu, Juni 2021
Guru Mata Pelajaran

M. Ali Nahumarury, S.PdI
NIP. 196503151992031018

Siti Maidah Tawainella, S.Pd
NIP. 196901112003122005

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Negeri 5 Maluku Tengah
Mata Pelajaran	: Bahasa Inggris
Kelas / Program	: XII
Semester	: 1
Tahun Pelajaran	: 2021/2022
Alokasi Waktu	: 2 jam (2 x 45 menit)

I. Standar Kompetensi : Berbicara

2. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kontak kehidupan sehari-hari

II. Kompetensi Dasar :

- 2.2. Mengungkapkan makna yang terdapat dalam percakapan transaksional dan interpersonal resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan bertema dalam kualitas dalam kehidupan sehari-hari dan mengakibatkan tindak tutur: menyalahkan seseorang (to blame), menuduh seseorang (accusation), and mengeluh (complaint)

III. Indikator :

3. Melakukan percakapan tindak tutur: menyalahkan seseorang (to blame), menuduh seseorang (accusation), and mengeluh (complaint)
4. Menggunakan ungkapan tindak tutur: menyalahkan seseorang (to blame), menuduh seseorang (accusation), and mengeluh (complaint)

IV. Tujuan Pembelajaran :

1. Siswa dapat melakukan percakapan tindak tutur: menyalahkan seseorang (to blame), menuduh seseorang (accusation), and mengeluh (complaint)
2. Siswa dapat menggunakan ungkapan tindak tutur: menyalahkan seseorang (to blame), menuduh seseorang (accusation), and mengeluh (complaint)

V. Materi Pembelajaran :

Study the following expressions for blaming and accusing, admitting doing something wrong and making a promise.

Expressions for Blaming and Accusing

- You are the one to blame.
- I think you're the only person who could have done it.
- It's your fault.
- It's your fault for (doing something).

Expressions for Admitting Doing Something Wrong

- I admit to (doing something).
- I admit that I
- I confess to (something).

Expressions for Making a Promise

- • I promise/swear that I
- • I promise you that
- • I swear (to do something)

VI. Model Pembelajaran:

- **Demonstration**

VII. Skenario Pembelajaran :

NO	KEGIATAN	WAKTU	METODE
1	Kegiatan Awal : <ul style="list-style-type: none"> • Salam dan presensi • Memotivasi siswa dengan memberikan apresiasi 	10'	Demonstrati on
2	Kegiatan Inti : <ul style="list-style-type: none"> a. Ekplosasi <ul style="list-style-type: none"> • Siswa melafalkan ungkapan tindak tutur: menyalahkan seseorang (to blame), menuduh seseorang (accusation), and mengeluh (complaint) b. Elaborasi <ul style="list-style-type: none"> • Bermain peran secara berpasangan menggunakan ungkapan tindak tutur: menyalahkan seseorang (to blame), menuduh seseorang (accusation), and mengeluh (complaint) c. Konfirmasi <ul style="list-style-type: none"> • Siswa menanyakan hal-hal yang belum jelas dan guru memberikan keterangan/konfirmasi 	70'	
3	Kegiatan penutup <ul style="list-style-type: none"> • Menyimpulkan kegiatan yang baru dilaksanakan dengan memberikan pejelasan-penjelasan yang diperlukan a. Tugas Terstruktur Siswa melakukan dialog tindak tutur: menyalahkan seseorang (to blame), menuduh seseorang (accusation), and mengeluh (complaint) pada pertemuan berikutnya b. Tugas Mandiri Tidak Terstruktur Siswa diberi tugas untuk melakukan dialog dengan seseorang di tempat umum dan melaporkan. c. Salam 	10'	

VIII. Sumber/Bahan/Alat

1. Buku BSE Inter Language, Look Ahead 3
2. Kaset/CD/Internet
3. Tape, PC, Notebook, Netbook
4. Script dari Buku Developing English Compt, Inter Language, Look Ahead

IX. Penilaian

1. Teknik: Lisan, Performance Assessment
2. Bentuk: Bermain peran
3. Sistem Penilaian :

INDIKATOR	TEKNIK PENILAIAN	BENTUK INSTRUMEN
1) Mengidentifikasi main idea sebuah paragraph 2) Mengidentifikasi makna kata dalam teks yang dibaca 3) Mengidentifikasi makna kalimat dalam teks yang dibaca 4) Mengidentifikasi tokoh dari cerita yang dibaca 5) Mengidentifikasi urutan peristiwa dalam teks	Tes Tertulis	Essay

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Mata Pelajaran : Bahasa Inggris
Kelas / Program : XII
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Tahun Pelajaran : 2021/2022
Alokasi Waku : 2 jam (2 x 45 menit)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Memahami struktur teks interaksi yang melibatkan tindakan menawarkan jasa
- Memahami ungkapan yang sesuai dengan teks interaksi yang melibatkan tindakan menawarkan jasa
- Mengidentifikasi interaksi yang melibatkan penawaran jasa melalui video atau beberapa contoh yang diberikan
- Menyebutkan persamaan dan perbedaan dari contoh-contoh interaksi, dilihat dari isi dan cara pengungkapannya
- Menyusun teks interaksi interpersonal tertulis sederhana yang melibatkan tindakan menawarkan jasa
- Melakukan percakapan dengan teman di depan kelas yang terkait penawaran jasa dan tanggapannya

B. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XII, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

C. Media/alat, Bahan dan Sumber Belajar

Media : Worksheet atau lembar kerja (siswa), Lembar penilaian

Alat/Bahan : Spidol, papan tulis, Laptop & infocus

Sumber Belajar : Buku Bahasa Inggris Kelas XII, Kemendikbud, Tahun 2016

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Fungsi sosial menjalin dan menjaga hubungan interpersonal.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Fungsi sosial menjalin dan menjaga

	hubungan interpersonal.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Fungsi sosial menjalin dan menjaga hubungan interpersonal.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Fungsi sosial menjalin dan menjaga hubungan interpersonal.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Fungsi sosial menjalin dan menjaga hubungan interpersonal. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

E. Penilaian Hasil Pembelajaran

- Penilaian Pengetahuan berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- Penilaian Keterampilan berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
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APPENDIX B :

ATTENDANCE LIST

CLASS : XII.MIA-1

NO	NAME	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	P	A
1	ABDUL SADIM	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	9	1
2	AISYA SILFARA PELLU	✓	i	✓	✓	✓	✓	✓	✓	✓	✓	9	1
3	ALFIANI Z LESTALUHU	i	✓	✓	✓	✓	✓	✓	✓	✓	✓	9	1
4	AMINA LESTALUHU	✓	✓	✓	✓	✓	-	S	-	✓	✓	7	3
5	ANANDA R NAHUMARURY	✓	✓	✓	✓	S	-	✓	✓	✓	✓	8	2
6	ANISA TUHAREA	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	9	1
7	ARJEI FATTAYANI UMARELLA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	-
8	CHINTYA PUTRI	✓	S	✓	✓	✓	✓	✓	✓	✓	✓	9	1
9	DHE DHE AISYA SENDUK	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	-
10	DEVIA JULAIHA MAHU	✓	✓	✓	✓	✓	✓	-	✓	✓	-	8	2
11	FITRA TUARITA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	-
12	FITRI MALAHAYATI HASAN	✓	✓	✓	✓	S	S	✓	✓	✓	✓	8	2
13	HAMZA RASYID MONY	✓	✓	✓	-	-	✓	✓	-	✓	✓	7	3
14	KHUSNI.K.HUNUSALELA	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	9	1
15	M.AKBAR TUHAREA	-	S	✓	✓	✓	✓	✓	✓	✓	✓	8	2
16	MALEHA TAWAINELLA	-	✓	✓	✓	-	✓	✓	✓	✓	✓	8	2
17	NORMA F PELLU	-	✓	✓	✓	✓	✓	✓	✓	-	✓	8	2
18	NOVANTY ROLOBESSY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	-
19	NUR AFNI NAHUMARURY	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	9	1
20	NUR FAIRA TUHAREA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	-
21	NUR HAWA SANGADJI	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	9	1
22	RAMDANI LESTALUHU	✓	-	S	✓	✓	✓	✓	✓	✓	✓	8	2
23	RATNA	✓	✓	✓	✓	-	✓	-	✓	✓	-	7	3
24	RAUF ALAMSYAH TUHAREA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	-
25	RISKIA LESTALUHU	✓	✓	✓	✓	✓	✓	S	✓	✓	✓	9	1
26	RIFKY F PESANREY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	-
27	RISKY F SUMANJAYA	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	9	1
28	SITI AISYAH LA AMBO	-	-	✓	✓	✓	✓	✓	✓	✓	✓	8	2
29	SYAHSA AULIA MARUAPEY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	-
30	TALIP SIWA-SIWAN	✓	✓	✓	✓	-	-	✓	✓	✓	✓	8	2
31	WAHYU J OHORELLA	✓	✓	✓	✓	✓	✓	✓	S	✓	✓	9	1

NOTES :

- | | |
|--|---|
| Meeting 1 : Saturday, 23rd October 2021 | = Observation 1 |
| Meeting 2 : Thursday, 28th October 2021 | = Consultation with The 1st Supervisor |
| Meeting 3 : Saturday, 30th October 2021 | = Observastion 2 (Pre-action Interview with students) |
| Meeting 4 : Wednesday, 3rd November 2021 | = Co-Teaching (Week 1, Meeting 1) |
| Meeting 5 : Saturday, 6th November 2021 | = Co-Teaching (Week 1, Meeting 2) |
| Meeting 6 : Wednesday, 10th November 2021 | = Co-teaching (Week 2, Meeting 1) |
| Meeting 7 : Saturday, 13rd November 2021 | = Co-Teaching (Week 2, Meeting 2) |
| Meeting 8 : Wednesday, 17th November 2021 | = Co-Teaching (Week 3, Meeting 1) |
| Meeting 9 : Saturday, 20th November 2021 | = Co-Teaching (Week 3, Meeting 2) |
| Meeting 10 : Wednesday, 24th November 2021 | = Reflection 1 (Students Interview) |
| Meeting 11 : Saturday, 27th November 2021 | = Reflection 2 (Discuss with the teacher) |

APPENDIX C :

Pre-Action Class Observation

Date : Saturday, 23rd October 2021

Time : 09-00 WIT – 10:30 WIT.

Place : XII.MIA-1 class of SMA N 5 Maluku Tengah

NO	OBSERVED ASPECTS	DESCRIPTION
A	Learning Media	
	Kurikulum Tingkat Satuan Pembelajaran (KTSP)	The teacher teaches based on the KTSP.
	Syllabus	The syllabus is made as a guide for making lesson plans
	The Lesson Plan (RPP)	RPP is made based on the SK/KD in the semester with the material of offering services
B	Learning Process	
	How to start the lesson	The teacher opens the lesson by greeting students.
	How to deliver material	The teacher conveys the material by building students' knowledge about offering services, then the teacher gives examples of sentences used to offer services and its responses
	Does the teacher give examples to understand the material	The teacher give an example
	How to check (find out) student understanding	The teacher asks whether the students have any questions or not after the teacher gives an explanation.
	What's teacher do if no students ask ?	The teacher did not provide further explanation and move to other activities.
	How to give a task ?	The teacher gives practice questions to make example sentences offering services
	What does the teacher do when students ask for more explanation of the material?	There is no students ask
	How to explain to students who have difficulty in working on practice questions?	-
	What the teacher does if there are students who don't want to do the task?	The teacher gave an intervention by saying "Those who don't do their task, cannot go out"

	How to motivate students ?	Teachers give rewards by praising students who answer the questions or contribute during the class
	How teachers build interaction with students ?	The teacher asks the students if they understand or not.
	Cara mengevaluasi pekerjaan siswa ?	The teacher corrects each student's work in their book
	How to evaluate a lesson ?	The teacher asked about the students' difficulties in doing the task.
	How to close a lesson ?	The teacher leads the prayer and greetings.
C	Student behavior in class	
	Student behavior when the teacher greets (opens the lesson)	Most students respond and return greetings from the teacher
	Student behavior when the teacher delivers the material	Only some students paid attention, other students were busy drawing, talking, or playing their phones.
	Student behavior when the teacher gives examples	Only some students paid attention, other students were busy drawing, talking, or playing their phones.
	Student behavior when the teacher asks students' difficulties	Students do not take the opportunity to ask questions
	Student behavior when the teacher gives task	Some students did not seem to work.
	Student behavior when the teacher evaluates student work	The teacher must appoint students so that students come forward to collect their answers, some students also do not collect their work.
	Student behavior when the teacher closes the lesson	The students returned the greeting from the teacher, but there were some students who doesn't.

APPENDIX D :

Pre-Action Interview Transcript (Teacher)

Place/Date : Teacher's Room/Saturday, 23 October 2021

R : Researcher

ET : English Teacher

R and ET planned to meet before the English class started at 09:00 WIT. R came to school at 08:00 WIT and met ET at 8:15 WIT in the Teacher's Room. The interview started at 08:20 WIT and finished at 08:43 WIT. After that, R and ET went to XII.MIA-1 class to carried out the English class. R observed the teaching and learning process at the Pre-Action stage.

R : *"Good Morning, Maam. Thank you for your time and cooperation for my research".*

ET : *"Morning, Your welcome".*

R : *"Alright maam, maybe we can start now to streamline the time. Well, what method that you used in the English class ma'am?"*

ET : *"I still used lecture method. Also using U-Shape for setting the classroom. But because of the pandemic, the setting class prepared in accordance with goverment regulations"*

R : *"What kind of media do you used in the learning process ma'am ?"*

ET : *"I used Infocus/LCD, Books, and sometimes showing pictures."*

R : *"Alright ma'am. Anyways, what obstacles do you face during the class ?"*

ET : *"For me personally, its duration and students presence"*

R : *"Do you have difficulty dealing with the large number of students in the class ?"*

ET : *"Yes, sometimes. The more students in the class the more noisy it will be, especially in the back side. So, as a teacher we must be able to handle the class well".*

R : *"Yes ma'am, i agree with you. Well, have you ever heard collaborative teaching method or Co-teaching ma'am?"*

ET : *"Hmm i think no. What is it?"*

R : *"Well ma'am, collaborative teaching is the method that pairing 2 or more teacher together in a classroom to share the responsibility of planning, instucting, and assessing student. Have you ever used this method in English class ma'am?"*

ET : *"It sounds good, but i never use this method in English class. "*

R : *"So basically that's the thing I want to research ma'am. I think what if there are two teachers in a language class. one as the main teacher who delivers learning materials, the other one is the assistant to supervises the other students. especially students who have low*

language skills or students who do not understand the material so they need more explanation.”

ET : *“Oh, i just heard it. I think it would be a great research. So, the main purpose is to increase student focus on learning and ensure the material is conveyed well in each lesson, right?”*

R : *“Yes, ma’am. Not only that, the other purpose is to reduce the ratio between students and teachers in the classroom. Based on data, the average ratio of teachers to students in Indonesia is 15:1. Moreover, in some rural areas in indonesia 1 teacher will handle more than 30-40 students in one class. While in other countries, for example Finland or Japan, it reaches 6:1. so that supervision of students is higher and guaranteed. Well i think, that will be one of the issues i will research too ma’am.”*

ET : *“It’s perfect. Just tell me anything you want to help your research.”*

R : *“Thank you so much ma’am. Maybe for the last question, what kind of evaluation that you used for evaluate the student perception about the material?”*

ET : *“Hmm, usually just QnA in class or assignment. But sometimes it's just the same students who asked about the materials, the others just like don't care even if they don't understand. So it is rather difficult for us as the teacher to measure student understanding.”*

R : *“Oh i see ma’am. That’s all the question so far. Maybe there will be other question I will ask again later after the observation. Thank you so much for your time ma’am.”*

ET : *“Your Welcome. We can go to the class at 9 ‘am in XII.MIA-1 for the english class.”*

R : *“Alright Ma’am.”*

APPENDIX E :

Pre-Action Interview Transcript (Students)

Place/Date : XII.MIA-1 Class/Saturday, 30 October 2021

R : **Researcher**

S(...) : **Student (Initials)**

At the 2nd meeting of the research, the class begins at 09.00 WIT. The researcher has asked the English teacher's permission to ask the students' time to conduct pre-action interviews. In order to allow students share their own opinion more confidently, the researcher politely asked the English Teacher to not join the class during the interview. The teacher has agreed and give the last 30 minutes of the class to conduct the interview with the students. The pre-action interview started at 09:15 to 09:45 WIT.

R : *“Bismillahirrahmanirrahim, Assalamualaikum warahmatullahi Wabarakatuh. Good morning everyone. First of all, i'd like to say thank you very much for your attention to join this briefly interview. Let me introduce my self first, Im rauda Tuljannah Lestaluhu, you can call me Rara or Miss Rara, Im a student from English Literature Study Program Hasanuddin University. Since today and for the next few weeks, i would like to doing my research for my thesis at your school especially in your class, XII.MIA-1. But before we go further, we would have some pre-action interview with you. Anyway, my research is about collaborative teaching or co-teaching method. You would be very help me with only answer the question honestly and brave. Your identity and answers will be kept confidential and used for academic purposes only. Well, does everyone agree for being honest so we can start it now?”*

S : *“Yes, Miss!!”*

R : *“Okay, first question, Do you like English? Does anyone here doesnt like English? Please raise your right hands if you like, and raise your left hands if you dont.”*

(everyone in the classroom start raising their hands)

R : *“Alright let see from the right hands team first... Hey may i know your name?”*

S : *“My name is CP, Miss.”*

R : *“Thanks, why you like English or tell me your experience in learning English?”*

S(CP) : *“I think, English is very important for me because it's one of the national exam subjects. Also, i like learning English because i want to study abroad in the future.”*

R : *“Wow that's cool CP. Thank you. How about you? May i know your name?”*

S(FT) : *“My name is RL. I also like English because its very cool to speak with other language Miss.”*

R : *“Awesome. How about you? Why you dont like English cuz’ i see you raising your left hand.”*

S : *“Because its difficult miss. And i think its not important because we live in Indonesia.”*

R : *“hahaha, make sense. Thank you. Everyone you can lower your hands. The second question, What do you think about English in your class? It can be about teacher, materials, or everything.”*

S(HM): *“It’s difficult miss, especially the grammar and vocabulary.”*

R : *“Okey, what else?”*

S(AT) : *“Sometimes we dont understand the material, Miss.”*

R : *“Oh, does the teacher explain too fast?”*

S(CP) : *“Yes miss, sometimes. The teacher also using full English so we cannot understand.”*

R : *“well, when you dont understand, do you ask for more explanation?”*

S : *“sometimes, but we don't ask more often.”*

R : *“Why you dont ask? Can someone give me an honest answer? I would not tell the teacher hahaha, trust me it would helps me a lot.”*

S(NS) : *“for me, i prefer to ask my friends. Because they know better than me. Also, it will save more time so that the teacher doesn’t need to explain again.”*

R : *“okay thank you. Well, who prefer to ask the teacher here? And why?”*

S(DS) : *“I am Miss. Because i think the teacher know more than all of us. “*

R : *“Alright. Well the next question is a little serious. Do you think the teacher pays attention to all students equally? Again, just be honest. Because the more you honest, the more it would helps my research”.*

S(CP) : *“I think no, Miss. Maybe because there are so many of us. So sometimes, the teacher cannot respond all the question or explain the material again and again for one by one.”*

R : *“Okay,thank you. Does anyone agree about that? Or who want to share other opinion?”*

S(DS) : *“I personally agree but it doesnt mean the teacher is bad at delivering the materials. But i think is only because we dont ask for more explanation. I think if we ask ma’am, she would explain it again.”*

R : *“Good point. Well maybe last question, besides asking your friend, how do you understand the material if you don't ask the teacher?”*

S(DM): *“Learning at home by doing the homework Miss.”*

R : *“Good, what else?”*

S(AL) : *“I personally ask my tutor at my English course, Miss.”*

R : *“Awesome, is anyone else taking courses outside of school too?”*

(only two students raising their hands)

R : *“Alright, thank you so much everyone. Maybe that’s all for this time. Well, we still have 3 more minutes maybe i will tell you a little announcement. For your information, my research is about co-teaching method. It’s a learning model that pairing teacher together in one classroom to increase student understanding about the materials and students motivation. So, for the next few weeks i will accompany Ma’am Ida in your English class. I really hope, it would helps you to understands the material and increase your English skills. Also, if you can, please always attend the english class during my research so i can get the best conclusion for my thesis. Thank you very much for your attention, wassalamualaikum warahmatullahi wabarakatuh...”*

S(all) : *“Yes Miss, Waalaikumsalam warahmatullahi Wabarakatuh.”*

FIELD NOTE 2

Date : Wednesday, 3rd November 2021 (Week 1 Meeting 1)

Time : 09:00 - 09:45 WIT

Material : Suggestions, Request and Intruction.

Notes : ET (English Teacher), R (Researcher) as the Co-Teacher.

R and ET entered the class at 09:00, at that time the children were noisy and some children were still outside the classroom. Then ET asked the children who were outside the classroom to enter immediately. CP as the leader of the class leads to greet and pray. Then ET started the class by asking the students' condition and checking the students' attendance. Based on the attendace, students who attended that day were 30 students and 1 student was sick.

According to the lesson plan, this meeting discussed the material for giving suggestions, requests, and giving instructions. ET started the lesson by writing the title of the material on the whiteboard. Then ET asked students if they know about suggestions, requests, or instructions. The students responded to the questions simultaneously. Some students answered correctly and most of the other students were silent and some were busy chatting with their friends or doing other things. ET started to explain about suggestions, how to use examples and sentence structure in English. ET gives some examples of vocabulary in English when giving suggestions to others. After that, ET moved to the material about request. ET started to explain about requests, when is it used, and the example in English. ET gives some vocabulary regarding to the material. After explained the material, ET asked the students if they had understood the material, and some students answered yes and some just kept quiet. ET asked the students one by one but they still answered that they understood. ET asked if anyone wanted to ask about the material, but no one asked either.

After ET finished explaining the suggestions, then ET together with students read the examples of suggestions sentences that had been given. ET asked students to write the material that was presented earlier. ET asked if the student had finished writing and the student answered not, so ET waited 5 minutes until they finished.

After all students finished writing, the teacher gave task to write 5 example sentences to suggest and request. R as the Assistant (co-teacher) started walking around the class, checking one by one of students working. There are some students asking about the task.

“*Miss? Kalau bahasa inggrisnya Mengantar apa ya?*” a student asked.
(SAL)

“Konteks kalimatnya apa? Kalau mengantar sesuatu/barang pakai Deliver, kalau mengantar seseorang (menemani) berarti Accompany atau Take. Kalimatnya bagaimana?” R described.

“Bisakah kamu mengantar saya ke Rumah Sakit?”, (SAL) said.

“Oh, Berarti pakai Take ya”, R as the co-teacher explained.

Then R as the Assistant (co-teacher) walked around to check the other students work and saw some students for example student RAT made all request sentences using only the prefix *“Can”*. The Assistant (co-teacher) which is also the researcher started explain the other prefix that student can used except *“Can”* and the difference specifically.

“Why you only using “Can” as the prefix in Request Sentence?” R asked the student (RAT).

“For finish quickly Miss”, RAT answered.

“Alright, but actually in Request sentence we also can use other words like “could” or “may”. The meaning of can, could, and may actually same. But the purpose of each words is different. If we are talking to someone who is not very familiar or if we want to sound more polite, we can use May and Could. If we are talking to someone who is close or familiar, we can just use Can”, R as the co-teacher explained.

“Oh, Alright Miss. Thank you”, the student replied.

“You’re Welcome”

Then R as the co-teacher assistant checked the work of other students and explained the same thing.

After all students finished the task, The co-teacher (R) collect their works, while the main teacher explain about the next material in the next meeting would be. Then the main teacher closed the meeting. The class leader instructed to pray and greet the teacher before leaving the class.

FIELD NOTE 3

Date : Saturday, 6th November 2021 (Week 1 Meeting 2)

Time : 09:00 - 09:45 WIT

Material : Suggestions, Request and Intruction.

Notes : ET (English Teacher), R (Researcher) as the Co-Teacher.

ET opened the lesson with greetings and prayers lead by the class leader. then ET asked the student's condition today and then did the attendance. Before the class started, R(co-teacher) had prepared a practice sheet related to today's material, namely Instruction, which is a continuation of the material from the previous meeting about suggestions and requests.

ET mention about the previous material from the last meeting, so that students more easily continuing the material. The teacher explains the material related to Giving Instruction. ET explained about the examples of sentences used, purposes, and examples of their use in the daily life. In addition, the teacher also explained how to respond to instruction sentences. Also giving some examples of sentences used to respond to Instruction sentences.

After ET finished explaining the instruction, then ET together with students read the examples of instructions sentences that had been given. ET asked students to write the material that already explained.

R shared worksheets about suggestion, request and instruction material to all students. Students are asked to do the test. As the collaborator teacher (co-teacher), R checked the students' work, answered their questions if something was unclear on the question instructions. Some students asked about the meaning of a word (vocabulary), then R asked them to check their dictionary once in a while, and so on. After all student finished the worksheet, R (co-teacher) collected their works while the main teacher (ET) briefly explained about the next material in the next meeting. Then ET closed the meeting and leaving the class.

FIELD NOTE 4

Date : Wednesday, 10th November 2021 (Week 2 Meeting 1)

Time : 09:00 - 09:45 WIT

Material : To Blame, Accusation, And Complaint.

Notes : ET (English Teacher), R (Researcher) as the Co-Teacher.

ET and R entered the class in accordance to the lesson schedule. CP as the leader of the class lead to greet and pray before starting the teaching-learning process. After that, ET asked the student's condition today and then did the attendance. It is known that there are 25 students present, a student is sick, and 5 students are absent in this day.

The main teacher (ET) started the class with briefly explained about the new material in this meeting. In this meeting, the material is about "*To Blame, Accusation, and Complaint*". ET gave some illustration about blame, accusation and complaint activities to start the material, also explained the purpose, when it used. After that, the main teacher (ET) gave some sentences about blame, accusation and complaint, then explained the differences of each. After explaining the material, ET evaluated the teaching-learning process with asking for question from the students.

"Do you understand everyone? Is there any question?" ET asked.

"No, Maam". The students responded.

"No question? Are you sure? Because after this, we will do the practice"

"No, Maam" only some students responded, the others just quiet.

"Alright, if it is no questions, now please write it down the material to your book, i give you 5 minutes"

"Yes, Maam"

While students write the material, R as the co-teacher observes students. Some students ask about words they don't understand from teacher's notes, then the co-teacher corrected it. Additionally justifying writing errors in student notes, provide more detailed explanations for those who asked or asking for an explanation.

ET gave a task for the next meeting, specifically to make example sentences related to "*blame, accusation and complaint*" situations. The task would be done in groups of 3 and will be presented/illustrated at the next meeting. The co-teacher (R) divided the group and coordinating them. After that, the co-teacher briefly explained the task after dividing the group. Lastly, the main teacher closed the lesson by praying and greeting led by the class leader (CP).

FIELD NOTE 5

Date : Saturday, 13rd November 2021 (Week 2 meeting 2)

Time : 09:00 - 09:45 WIT

Material : To Blame, Accusation, and Complaint.

Notes : ET (English Teacher), R (Researcher) as the Co-Teacher

ET and R get ready to entered the class at 08:55 WIT. Arrived in class, the lesson was started with greetings and prayers led by the class leader (CP). ET asked the student's condition and then took the attendance, it is known that there are 27 students present, 2 students are sick, and 2 are absent in this day. ET started the teaching-learning process with briefly explanation about the last material from the last meeting.

ET asked about the group assignments given at the previous meeting. Then ET asked permission to attend the teachers meeting and the class would be accommodated by R as the co-teacher.

"I am really sorry everyone, now all teachers have meeting with the headmaster regarding to the middle-test semester, so today's class will be facilitated by Miss Rara. so please everyone be quite and pay attention to her command. Miss Rara if they disturb you or noisy, please let me know. also you can discuss with them about your research if it's needed, or if the learning time is still sufficient." ET said.

"Yes maam, thank you very much. Maybe i will take some interview after their presentation if the time is still enough" R replied.

"Yes, it's good. Please lead their presentation, I will be back after the meeting. Thank you so much"

"Anytime, Maam"

R as the co-teacher guides the group presentation, determines the order in which the group will present first, becomes the moderator and assesses the results of each group's presentation which will be given to the ET.

After the presentation finished, R explained again the outline of the blame, accusation, and complaint examples. After that, R asked if there was something that still unclear for them or if someone wanted to ask, but no one responded. Then R collects their assignments which will be given to ET.

Unfortunately, on this occasion, there is not enough time to continue some interviews or observations with students related to the research, which is regarding to the application of collaborative-teaching (co-teaching) method so far. so that it will be carried out at the end of the reserach at the 10th meeting. R then left the class after greeting and prayer led by the class leader (CP).

FIELD NOTE 6

Date : Wednesday, 17th November 2021 (Week 3 meeting 1)

Time : 09:00 - 09:45 WIT

Material : Interaction (Offering Service)

Notes : ET (English Teacher), R (Researcher) as the Co-Teacher

ET and R went to class according to the lesson schedule at 9:00 WIT. After greeting and praying led by the class leader (CP), then ET asked the students' condition and checked the attendance list. From the attendance, it is known that there are 27 students present, 1 students are sick, and 3 are absent on this day.

ET wrote the title of the material on the whiteboard then explained the learning material about offering services. While ET explained the material, then R as a co-teacher prepared media for learning, namely LCD and monitors, as well as learning videos about the material being taught, namely offering services. ET asked students to pay attention to co-teacher instructions. R as the co-teacher explained about the things to do before watching the learning video.

“Alright, everyone. Now I will play a video about the activity of offering services according to our material today. Please pay attention or note if necessary, what sentences are used to offer services in the video. It is clear?” R said.

“Yes, Miss” students replied.

“is there any questions before we start?” R asked.

“No, Miss” some students answered and others just kept quiet and didn't respond.

“Alright, so now we're going to start. Please watch it carefully”

The students then watched the learning video. After watching, ET asked the students what they understood from the video but none of the students dared to answer. Then R walked up to some students at their desks and motivated them to answer ET questions or give their opinions about the video.

“Hi, would you mind giving your opinion about the video? it's okay to do in Bahasa, i will help you to translate some words” R asked student in front row desks.

Some students still seemed hesitant to answer, then R went to the second row table and asked them to answer in Bahasa. That way, some students then responded to the questions and gave their responses related to the learning video

earlier. There are 4 students gave their opinion about that video, and some student still using Bahasa.

ET then explained the contents of the video thoroughly and responded to the answers from the students. After that, ET asked students to write all the material and examples that have been explained. Then ET gave assignments to students, as material for evaluation and study at home.

“Well students, your task is to write down the activities about offering services around your surroundings, write it in English. is it clear?” ET said.

“Sorry ma’am, individual or group task?” one student asked (RFS).

“It’s individual task. Also, please mention where the conversation happened, such as in the market, public place, and so on. Are you understand? Is there any questions about the task?”

“No, Ma’am. It’s clear”

After explained about the task, ET finished the English class. The class leader (CP) led to greetings and pray before the teacher leaving the class.

FIELD NOTE 7

Date : Saturday, 20th November 2021 (Week 3 meeting 2)

Time : 09:00 - 09:45 WIT

Material : Interaction (Offering Service)

Notes : ET (English Teacher), R (Researcher) as the Co-Teacher

As usual, English class starts at 09:00 WIT, ET and R go to class. The class started with greetings and prayers led by the class leader. After that, ET continued by checking student attendance. From the attendance, it is known that there are 30 students present and only 1 who's absent on this day.

ET explained that today's lesson is a continuation of the previous material. R collected student assignments from the previous meeting, while the teacher continued discussing the material. ET provides several examples of interaction sentences, mentioning the differences and similarities of the sentences, according to the content and how to pronounce it.

As an evaluation step, ET asked students to make a simple written interpersonal interaction text that involved the act of offering services with their chairmates. Then, all students do the assignments given by the main teacher.

As a collaborator teacher (co-teacher), R monitors student work, helps students with difficulties, improves grammar on their work, interprets words they don't know or when they asked, and works in groups with students who don't have partners when doing group assignments given by the teacher. After all students complete the task, ET asked students to practice in front of the class for each groups. R as co-teacher managed the sequence of students or groups who will do the practice, while ET will assess students. It is because students have been asked to come forward but no one wants to start first, so the co-teacher must play a role in arranging the sequence of group practice so that the class is more effective and conducive. But due to the time constraints, only a few groups made presentations in front of the class. Other groups that did not got the opportunity to present, then only submitted their work to the co-teacher.

Before closing the lesson, English teacher asked if anyone wanted to ask about the material, but none of the students asked. Then the class leader closed the lesson after being asked by the teacher. The class then closed with a prayer and greetings.

APPENDIX G :

QUESTIONNAIRE

Name :

This questionnaire consist of 3 questions. It aims to find out how students perceive about the implementation of collaborative teaching (co-teaching) in English class. Please answer according to your personal opinion. THANK YOU!

1. What do you think about the implementation of this co-teaching?
2. Does the presence of a co-teacher in the classroom interfere your focus during the learning process?
3. Do you think you need a co-teacher in English language class?