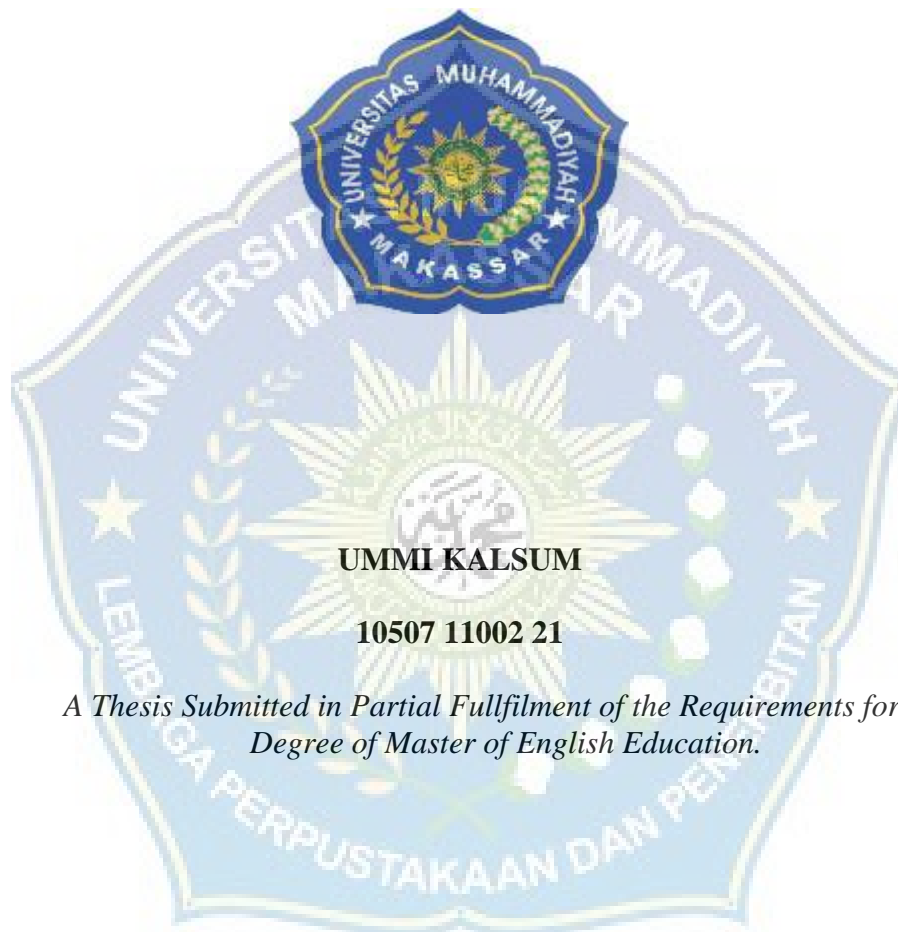


A THESIS

**THE IMPLEMENTATION OF INTEGRATED LANGUAGE
SKILLS IN ENGLISH TEACHING AND LEARNING PROCESS AT
SMA NEGERI 2 MAKASSAR**



UMMI KALSUM

10507 11002 21

*A Thesis Submitted in Partial Fullfilment of the Requirements for the
Degree of Master of English Education.*

**MAGISTER OF ENGLISH EDUCATION
POSTGRADUATE PROGRAM
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2023**

**THE IMPLEMENTATION OF INTEGRATED LANGUAGE
SKILLS IN ENGLISH TEACHING LEARNING PROCESS**

A THESIS

**In Partial Fulfillment of the Requirement
For Master Degree**

**Study Program
Magister of English Language Education**

Written and Submitted by

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To

**POSTGRADUATE PROGRAM
MAGISTER OF ENGLISH EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2023**

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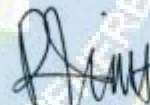
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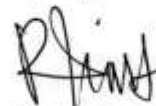
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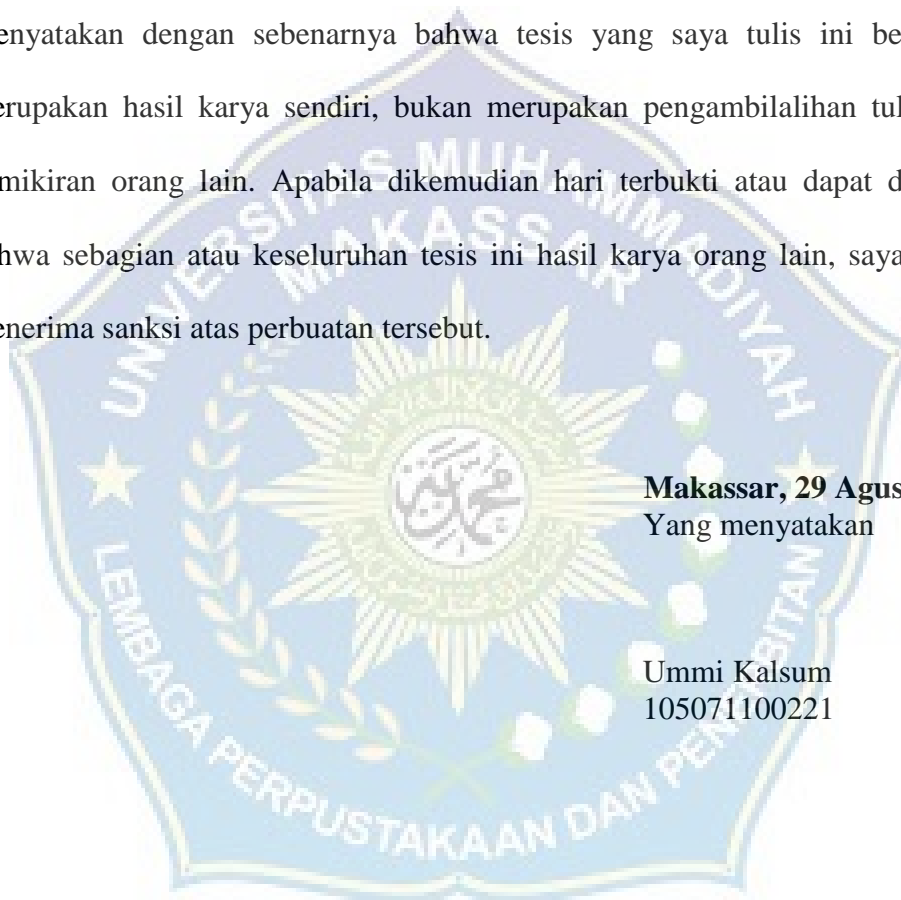
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ABSTRACT

UMMI KALSUM, 2023. The Implementation of Integrated Language Skills in English Teaching and Learning Process at SMA Negeri 2 Makassa. Guided by Andi Tenri Ampa and Radiah Hamid.

This research aimed at finding out the implementation of Integrated Language Skills (ILS) and the challenges faced in integrating language skills in Teaching Learning Process at SMA Negeri 2 Makassar.

This research is Descriptive Qualitative Research which employed four teachers as subject of the research. Purposive random sampling technique was used to select six teachers to be four samples of teachers. Observation and interview were used as instruments to collect the data.

This research findings showed that there are five models of teachers' implementation Integrated Language Skills (ILS), those are the integration of Listening, Speaking, Reading and Writing Skills (LSRW), the integration of Reading, Speaking, Writing Skills (RSW), the integration of Listening, Speaking and Writing Skills (LSW), The Integration of Listening and Writing Skills (LW) and The Integration of Listening and Speaking Skills (LS) and only one teacher of four used Integrated Language Skills (ILS) and three of them did not implement four skills integration in teaching learning process. This result indicated that teachers did not implement four skills in language skill but there are five forms of skills integration during teaching process and the challenges belongs to the difficult in implementing Integrated Language Skills (ILS) divided into four factors; they are; teachers' factor, students' factor, school factor and time allocation. It found challenges to build students motivation and make them speak up as students' factor beside teachers' were careless, less creative to approximate time allocation in teaching duration and difficult to find authentic sources for certain skill as teachers factor. As conclusion mostly teachers do not integrate four language in teaching learning process. They were just integrate three or two languages. Those things caused less of class management approximately time allocation in teaching include teacher creativity in preparing learning material. The integration of four skills in one meeting make teachers do not include the entire skills so therefore, teachers can divide into two meetings for one topic for the implementation of ILS. So, the biggest factor comes from students' side and teacher side. Nevertheless, researcher wish the teachers to increase their creativity in teaching to helps students' ability in English.

Keywords: The Implementation, Integrated Language Skills, Challenges in Teaching

ABSTRAK

UMMI KALSUM, 2023. Implementasi Keterampilan Berbahasa Terpadu dalam Proses Belajar Mengajar Bahasa Inggris di SMA Negeri 2 Makassa. Dibimbing oleh Andi Tenri Ampa dan Radiah Hamid

Penelitian ini bertujuan untuk mengetahui penerapan Keterampilan Berbahasa Terpadu (ILS) dan tantangan yang dihadapi dalam mengintegrasikan keterampilan berbahasa dalam Proses Belajar Mengajar di SMA Negeri 2 Makassar.

Penelitian ini merupakan Penelitian Deskriptif Kualitatif yang mempekerjakan 4 orang guru sebagai subjek penelitian. Teknik purposive random sampling digunakan untuk memilih guru menjadi sampel. Observasi dan wawancara digunakan sebagai instrumen pengumpulan data.

Temuan penelitian ini menunjukkan bahwa terdapat lima model penerapan Integrated Language Skills (ILS) yang dilakukan guru, yaitu integrasi Keterampilan Mendengar, Berbicara, Membaca dan Menulis (LSRW), integrasi Keterampilan Membaca, Berbicara, Menulis (RSW), integrasi Keterampilan Mendengarkan, Keterampilan Berbicara dan Menulis (LSW), Integrasi Keterampilan Mendengar dan Menulis (LW) dan Integrasi Keterampilan Mendengar dan Berbicara (LS) dan hanya satu dari empat guru yang menggunakan Keterampilan Bahasa Terpadu (ILS) dan tiga diantaranya tidak menerapkan integrasi empat keterampilan dalam proses belajar mengajar dan satu dari empat guru yang menggunakan pengajaran terpadu dan tiga di antaranya tidak menerapkan integrasi empat keterampilan dalam proses belajar mengajar. Hasil ini menunjukkan bahwa guru tidak menerapkan empat keterampilan dalam keterampilan berbahasa tetapi terdapat lima bentuk integrasi keterampilan selama proses pengajaran dan tantangan yang dihadapi dalam penerapan pengajaran dan pembelajaran terpadu dibagi menjadi empat faktor; yaitu faktor guru, faktor siswa, faktor sekolah, dan alokasi waktu. Ditemukan tantangan dalam hal membangun motivasi siswa khususnya membuat siswa berani berbicara merupakan tantangan dari faktor siswa. Selain itu, guru terlihat abai dan kurang kreatif dalam penyesuaian alokasi waktu untuk durasi pengajaran serta sulitnya menemukan sumber otentik untuk keterampilan tertentu sebagai tantangan dari faktor guru. Kesimpulannya sebagian besar guru tidak mengintegrasikan empat bahasa dalam proses belajar mengajar. Mereka hanya mengintegrasikan tiga atau dua bahasa. Hal-hal tersebut bisa disebabkan kurangnya pengelolaan kelas khususnya alokasi waktu dalam mengajar serta kreativitas guru dalam menyiapkan materi pembelajaran. Pengintegrasian empat keterampilan dalam satu pertemuan membuat guru tidak mencakup seluruh keterampilan, oleh karena itu guru dapat

membagi menjadi dua pertemuan untuk satu topik dalam penerapan pengajaran terintegrasi. Jadi faktor terbesarnya datang dari sisi siswa dan sisi guru. Meskipun demikian, peneliti berharap para guru dapat meningkatkan kreativitas mereka dalam mengajar untuk membantu kemampuan siswa dalam berbahasa Inggris.

Kata Kunci: Implementasi, Keterampilan Berbahasa Terpadu, Tantangan dalam Mengajar



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v



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The researcher realized that the writing of this thesis is far from the perfectness. Remaining errors are the researcher's own. Therefore, any criticism, ideas and suggestion for the improvement of this thesis are greatly appreciated.

Makassar, August 2023

Umni Kalsum

CHAPTER I

INTRODUCTION

A. Background

The ability to communicate English language can develop in students' life, where students begin listening then the ability to speak will develop. So therefore, language skills require knowledge of using grammar, vocabulary form appropriates for a particular function and skills to communicate the message such as writing skill in using of formulas to construct words, speaking skill to explain the same meaning in verbal words, listening skill in repeating what has already been heard, reading skill to fill in the blanks of spoken or written form to catch the meaning. According to Brown (2001) states that speaking is a productive skill that can be corrected directly by the observer or the teacher. This opinion counts that language is a productive skill that can be corrected directly by teachers. So communicative skill is as s productive skill which can be assessed during teaching and learning process. Therefore, learning English today has been introduced to students to prepare themselves in a future society. English learning must develop students' skills in communicating so that students should know the rules of communication to be applied in culture and surrounding community.

Teaching-learning process has implemented many curriculums as teaching guidance especially for English teachers such 2013 curriculum (K13) and the newest is independent Curriculum (*Kurikulum Merdeka*). Erizar et al (2021) found that the language curriculum prepared by the Ministry of Education

Regional Education for teachers' education programs, clearly shows that skills integration provided students with opportunities to practice micro and macro language skills and make them confident and effective users of the target language. According to Brown, (2004) suggest a list of 16 different micro and macro skills. Micro skills refer to producing smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units than Macro skills are more complex than micro-skills. Macro skills focus more on fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. For instance Express a particular meaning in different grammatical forms as micro skill and Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization, and exemplification as macro skill.

One of the same thing supported by Jing (2006) found that literature on language learning supports the integration of the language skills and asserts its significance in developing language learners' communicative competence and enhancing their language proficiency level. So that, the implementation of ILS is necessary because it helps learners to develop their ability in to use the four skills within real context and also in their real life. Brown (2001) states that ILS is a perspective that views the four language skills as a unit and not separately. The application of integrated skills has several advantages, namely providing real language experience for students by interacting naturally using English.

In fact, many English teachers, especially in the English Foreign Language (EFL) context are still struggling to effectively implement ILS approximately one

of the new curriculum. This can be seen when the researcher carried out teaching training program 1,2 and 3 (*Magang 1,2 and 3*) in several high school level, where the teachers teach English material from the book without involving an integrated language learning to acquire language skills accordance with the content of curriculum that must be implement by language teacher in teaching learning process. Another struggling by combining four skills becomes one unit is time allocation in teaching. Budianto (2014) in Wahyudin (2013) found that English teachers have enough conceptual understanding regarding the new curriculum but they cannot perform well in the level of implementation due to limited time allocation for English subject in senior high school level. Therefore, several of English teachers do not implement an integrated learning instead they teach students separately where it does not combined four skills to be unit but they teach by sub-topic such as grammar, writing, and so on, Whereas in curriculum, English subject is not made separately but it includes all points (grammar, speaking, pronunciation, writing and etc) of English become one.

The integration of the four skills is concerned with realistic communication. According to Wagner (1985) states that ILS means providing natural learning situations in which listening, speaking, reading, and writing can be developed together for real purposes and real audiences. It means that teachers are teaching at the discourse level, not just at the level of sentences or individual words and phrases. Consequently, the learners knew the target language elements and rules but could not use them to communicate. Kurniasih (2016) found that in reality, each language process enhances students' ability to use the others. Thus,

to use the target language competently, learners should develop both receptive and productive skills in both spoken and written discourse and this could be effectively done by learning the four language skills interactively. Atta-Alla, (2012) found that to enable the learners to use English to communicate, English language skills should be taught in integration in order to arrive at ease in communication. The application of integrated-skills in classroom learning faces several obstacles. The first obstacle is the very limited number of hours of compulsory English lessons, only two hours of lessons a week. These limited hours make it difficult for teachers to design comprehensive and creative learning activities. The second obstacle is the limited learning media.

There are some previous researches related to the topic research which is about the implementation of integrated language skills in learning process. One of them is Atta-Alla, (2012) that ILS through storytelling indicate that scores obtained by the participants on the post-test were higher than those on the pre-test. It is proved that to be effective in integrating the four language skills enhance the language proficiency level of the participants. Some students who could not work well in a group became good storytellers. Many of the students, who had known little success previously, found success by performing for others. It was exciting to see students communicating, and having fun doing it. Many of the students who were motivated spent a long time working on their story. Students mentioned that the vocabulary they learned during storytelling experiences provided them with a common language to facilitate discussion.

A lot of research shows that ILS can give good result if teachers are able to implement an integrated language skills involve a good preparation. The other hand, the implementation of integrated language skills do not often exist in EFL classrooms because each skill is taught in isolation and more focus is given to sub-skills such as grammar and vocabulary. Based on Iftikhar et al (2017) reveals that language skills have not been mixed and integrated in the local schools where the research took place, found lack of integration has led to ineffective abilities of the learners when they take part in the practical life. According to Huang in Mortensen (2018) the separation of skills leads to focusing not on the macro but the micro skills such as, grammar and vocabulary; consequently, memorization would play a significant role in these kinds of classes, and motivation as well as interest would be discouraged.

Some researches in implementing an ILS which is not about communicative competence but produces sentences directly in spoken involve competence which acquires in written form. And it is supported also by teaching training (*magang 1,2,3*) which done in Gowa regency by researcher when undergraduate program that in teaching English should be integrated and not separate from other skills and sub skill. So that, ILS is implemented to emphasize certain skills in English ability. The other research found that by using certain media or an approach which can be used into the fourth skills appropriate with the purpose of implementing integrated language skills in teaching. Based on the research result above, it does not find specific achievement of language skills appropriate with the goal of integrated language skills belongs to the way of

implementing. Additionally, it has lack of information about the weakness of integrated language skills in English teaching process as an evaluation form of teaching competence.

Hence, researcher is wondering about how the teacher conducts language integration skills (ILS) in this case integrated into four skills or merely some of four skills to acquire students' ability to communicate the language in social context which appropriates with the explanation from the expert as preliminary data. Based on the information above, the researcher will conduct a research analysis under the title *The Implementation of Integrated Language Skills in English Teaching Learning Process at SMA Negeri 2 Makassar.*

B. Research Questions

Based on the background of the study, the writer would like to present the research question as follows:

1. How do the teachers implement the integrated language skill in English learning process at SMA Negeri 2 Makassar?
2. What are the teachers' challenges in integrating language skills in English learning process at SMA Negeri 2 Makassar?

C. Objectives of the Reseach

Based on the research questions of study above, the writer conclude the objectives, they are:

1. To identify the way of teacher in implementing an integrated language skill in English learning process English learning process at SMA Negeri 2 Makassar

2. To find out about the teachers' challenges in integrating language skills in English learning process at SMA Negeri 2 Makassar

D. Significances of the Research

The results of this study is expected to give information about the implementation of integrated language skill in English learning process at SMA Negeri 2 Makassar. The researcher hopes that this study can give an input in English teaching-learning by integrating the language skills by teachers. From this this research, there are several benefits that can obtaining:

1. Theoriticaly

The result of this research are expect to increase knowledge in the field of education and as reference specially in integrating language skills in this case listening, writing, speaking and reading.

2. Practicaly

The researcher hope this research are not only beneficial to researchers, but also useful for others, including

- a. **English Teachers**

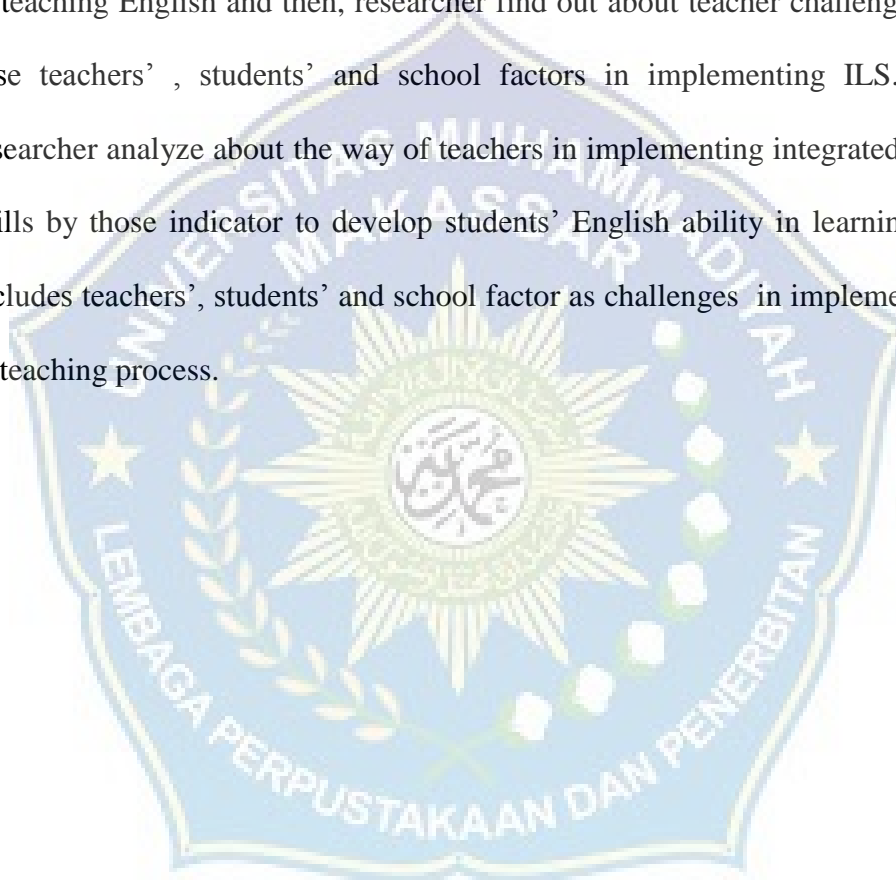
For the English teachers, they can get additional information and self awarness about good teaching learning approach in building students' communicative competence in this case the implementation of integrated language.

- c. **Students**

For students can improve their communicative competence by implementing integrated language skills (ILS)

E. Scope of the Research

The researcher gives the scope of the analysis to get relevant data. Integrated Language Skills (ILS) is the teaching model that incorporates the four language skills to develop students' communicative competence. In this case, how do the teachers implement four skills (Listening, Speaking, Writing, and reading) in teaching English and then, researcher find out about teacher challenges in this case teachers' , students' and school factors in implementing ILS. So that, researcher analyze about the way of teachers in implementing integrated language skills by those indicator to develop students' English ability in learning process includes teachers', students' and school factor as challenges in implementing ILS in teaching process.



CHAPTER II

REVIEW OF RELATED LITERATURE

F. Verses of Al Qur'an and Hadith

Allah says in the Q.S: Al-Israa 17:36

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ
أُولَئِكَ كَانَ عَنْهُ مَسْئُولًا

Which means is “And do not follow what you have no knowledge of truly hearing, sight and heart, all of that will be held accountable”. The above verses, there is a sequence of "Hearing" (as-sam'a), then "Sight" (al-abshar/al-bashar), & "heart/mind" (al-Fuaad). This sequence is very likely a sequence (stages) in learning/mastering a language, including Indonesian, Arabic & English. The Qur'an a guide for life in all matters, including mastering a language, through the stages: "listening-speaking, reading-writing, and thinking stages". Allah swt says, which means, "(The specified days are) the month of Ramadan, the month in which the (beginning) of the Qur'an was sent down as a guide for man kind and explanations regarding that guidance and the difference (between the right and the wrong)” (QS al-Baqarah 2:185).

The relation with this topic is in teaching learning process by integrating four skills need several abilities such as by listening, reading, speaking and writing to process in information (learning material) to validate the correctness in teaching language.

G. Previous Related Studies

There were previous researches have been conducting study relate with this topic, there are explain as follow:

The research based on Sari (2018) found that skills integration is effective to be applied in EFL class as long as the teacher could use them effectively in class. The Integration of the four skills of the English language, in fact, influenced the students' performances. Therefore, the need to integrate the four skills of the English language in classroom activity was essential in order to make the students actively involved in a real communicative situation. The integration of language skills can be achieved through involving students in hands-on communicative language learning activities. The active involvement of students in communicative language learning activities enhances the integration of the language strands.

Secondly, Atta-Alla, (2012) found that to enable the learners to use English to communicate, English language skills should be taught in integration in order to arrive at ease in communication. The application of integrated-skills in classroom learning faces several obstacles. The first obstacle is the very limited number of hours of compulsory English lessons, only two hours of lessons a week. These limited hours make it difficult for teachers to design comprehensive and creative learning activities. The second obstacle is the limited learning media.

And the next, Akram et al. (2010) found that integration of language learning skills second language acquisition found that it can make it a success and enjoyable with the help of introducing different activities in the class and by the

integration of the four Language Learning Skills (LLSs), i.e. Listening, Reading, Writing and Speaking Skills. Ironically the teachers of English language have been concentrating on just one language skill, i.e. “Writing Skill”. The paper argues that any language can’t be taught in isolation; we must integrate the four language skills to produce proficient users of that language.

The last research was found by Selma & Selen (2010) that Teaching language is a comprehensive and complex process so in order to make this process effective and simple, skills integration is an advisable way of teaching language. It is a well-known fact that four language skills are rarely used alone in everyday life. Integrating language skills helps language learners to develop their ability in using two or more of the four skills within real context and also in their real life. So that their research aimed to suggest a lesson model to teach language by integrating language skills cooperatively. In order to apply the technique, reading, listening, writing and speaking skills are integrated cooperatively in a chosen topic of “Maldives Island”.

A lot of research shows that ILS can give good result if teachers are able to implement an Integrated Language Skills (ILS) involve a good preparation. The other hand, the implementation of integrated language skills do not often exist in EFL classrooms because each skill is taught in isolation and more focus is given to sub-skills such as grammar and vocabulary.

H. The Concept of Integrated Language Skills (ILS)

1. Definition of ILS

An integration is defined as the process of combining two or more things into one. Integrated skills focuses on the four main English skills reading, writing, speaking and listening through a Communicative Language Teaching (CLT) methodology. Students will engage in various activities to practice English including listening tasks, role playing, and stimulating discussions. According to Richards et al (2002) state that integrated approach in language teaching is the teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing. The other hand, previous research found that several teachers' obstacle in integrating language skills are time limitation in teaching process which make teacher do not implement four skills in one meeting but only two or three skills approximately learning topic.

It is supported by Brown (2001) integrated-approach is a whole language approach where if a course deals with reading skills, then, it will also deal with listening, speaking, and writing skills. And it is added by Brown and Lee (2015) said that there are several models of integration of English skills that can be used in combining two or more language skills or subjects and it makes discourse easier to produce, understand, and recall if it is constructed episodically. Meanwhile, Oxford (2001) describes English instruction as a process that comprises the four skills of reading, writing, speaking, and listening, which when intertwining well through the integrated-skill approach during instruction, learners

can use English effectively for communication. It can be concluded that learners actually have been experiencing the integration of these four skills in real life. So it is not only for academic purpose but also for real communication purpose. In another word, the term integrated teaching can be interpreted as learning activity where all four skills occur at the same time facilitated by the instructor, the learners, and learning circumstances.

In natural language learning, ILS is inevitable and in the language classroom skills need to be practiced in integration. According to Cunningsworth (1984) in Selma et al (2010) describes in the actual language use, one skill is rarely used in isolation. Numerous communicative situations in real life involve integrating two or more skills. Skills integration is commonly used in everyday life. For instance, a person reads a letter and replies it by writing after reading, and may possibly talk about it after writing it. Two or more language skills are generally integrated in everyday language use. Language skills in the classroom should also be integrated in language teaching process as it is in real life. In order to provide more purposeful and meaningful learning environment, teachers should integrate the language skills -reading, speaking, listening and writing- while teaching and practicing the language. According to Oxford et al. (1994) explains that it involves linking the four language skills of listening, reading, speaking, and writing with the intent of emphasizing real, meaningful communication. It also involves integrating supportive skills such as grammar, pronunciation, and vocabulary development, as well as the general area of culture, which is inextricable from language.

According to Wagner (1985) in Atta-Alla (2012) states that integrating the language skills means providing natural learning situations in which listening, speaking, reading, and writing can be developed together for real purposes and real audiences. By adopting integrated teaching-learning approach, it is assumed that the approach will enable to improve the way of teaching and learning process thus it is expected to help teacher to combine various pedagogical methodologies classroom to motivate the students in learning English and enhance learner ability particularly in productive skill. Of course, receptive and productive skills cannot be separated to each other when we use English as Harmer (2007) mentions that four basic skills of language cannot be isolated to each other by teaching these skills for our student separately since they are integrated each other when we use a language. The ideal teaching and learning activities, teachers and students should involve reading, speaking, listening, and writing on their activities. Generally people use a language particularly speaking to interact with other but it does not mean that other three language skills (writing, reading and listening) are not engaged in our conversation. In addition Ur (2000) in Idaryani (2013) for instance mentions that teaching writing in foreign language supports the students to meet the students' needs in producing different written texts or as a means to engage with aspects of language such as having new vocabulary or write down the written test.

2. Integrated Teaching Principles

The Integrated Language Teaching principles can be performed at English foreign language classes, where integrated lessons will prepare the students to

learn the content area of a specific subject as well as to enhance their English skills. This approach can enforce the students to develop literacy competence while they are learning another subject or lesson. According to McCloskey et al (1988) in Ila (2019) state that to be successfully performed the integrated lesson which is incorporated with another subject in a teaching instruction here are some principles that should be considered by the teachers in designing the lesson plan.

The integrated teaching principles are describe as follows:

- a) The language skills such as reading, writing, speaking, and listening must be taught in an integrative way not in a divergent way.
- b) To develop language skills, the students use the target language as a medium to accomplish the tasks not as a main subject to study.
- c) The teachers must create the learning contexts that are interesting and interactive and these contexts must enforce the students to use the target language naturally.
- d) Using the skills of reading, writing, speaking, and listening in integrative ways in solving the problems and accomplishing the tasks will contribute significantly to the students' language proficiency better than if the students use these skills in divergent ways.
- e) The students explore their prior knowledge and experiences of a certain topic or lesson by using the target language.
- f) The students must practice all the language skills in various activities and strategies as the native speakers do in real communication to enforce language proficiency.

g) The development of the students' language proficiency depends on the supportive atmosphere in the classroom.

By integrated teaching principles above can be a guidance of teaching through ILS. Specially in developing skill competence of students in this case communicative competence. There are many research findings which is suggested for ILS because the advantages of using it.

3. The Advantages and Disadvantages of ILS

Teaching initially, the concept of an integrated approach has focused on using language skills in integrative ways. In integrated teaching classroom the students have chances to explore ILS through a topic discussion and interact with the language skills naturally. The main goal of integrated lesson instruction is to reach communication competence among the students. Through some various activities designed by the teacher, the students learn and practice the multi-language skills which are used for real communication. Moreover, this approach focuses on English as a tool of communication not as an academic object or a passing grade of a certain examination. Instead, the students use English a means of interaction and communication among people.

In a more specific way, ILS also promotes the learning of a natural context, not just the separation of some language units. Finally, the approach can be implemented appropriately to any level of students with various different backgrounds of age and knowledge. According to Sbai (2016) the main language skills and the subsidiary language skills have many advantages:

- a) Language became not just an object of academic interest but a real means of interaction among people.
- b) Skill integration allowed mutually supportive growth in all the main skills and the subsidiary skills.
- c) In ILS format, language instruction promoted the learning of real content, rather than the discussion of language forms.
- d) The learning of authentic content through language is highly motivating to students of all ages and backgrounds.
- e) Teachers are given the power and the opportunity to track students' progress in multiple skills at the same time.

ILS use coincides the way we communicate in real life, and ILS can bring plenty of benefits to English teaching, it is a worthwhile experiment in a communicative classroom despite its higher demanding for teachers. Even if it is possible to develop one or two skills effectively in the absence of the other language skills at the beginning stages, this does not ensure adequate preparation for real international communication, in which not only language skills but also communicative skills are employed simultaneously; non-integration also contradicts the integrated way that people use foreign language skills in normal circumstances, and clashes with the direction in which experts in foreign language teaching have been moving in recent years.

Other advantages found by research findings about ILS. According to Mitrofanova et al (2011) describe that ILS leads to better comprehension of the material by students. Then, It is stated by Strang (1972) in Sbai, (2016) describe

to help learners carry over their skills and declarative knowledge from one skill to another which facilitates and simplifies the improvement of the other skills. Based on Sari (2018) Create a dynamic and exciting classroom environment. In addition, Enabled learners to have a more realistic access to authentic language learning, whereas a segregated approach did not offer a meaningful understanding of language or a motivating style to learning a foreign language. It is also supported by Jing (2006) that ILS Lead to focus on realistic language and can therefore lead to the students' all-round development of communicative competence in English. Moreover, Mitrofanovae et al (2011) state that they enthusiastically ILS accepted by students and most of them had a positive attitude toward this approach.

In addition, Tajzad (2014) adds that, integrating skills reduces learners' level of stress and anxiety by engaging them in real communication of ideas rather than mechanical practice of skills and components. While the segregated approach focuses on form, mastery of language and accuracy. However, the integrated approach focuses on meaning, using language for communication and fluency. On the other hand, there are some limitations regarding the ILS. According to Sbai (2016) there are some disadvantages of the Integrated-skill oriented courses as follows:

- a) The challenge of the necessity of teachers to maintain an appropriate balance between integration and separation.

- b) Integrating the four skills: it could be demanding from the part of the teacher (understanding discourse, using textbook flexibly; could be time consuming, requiring a lot of preparation.
- c) Assessment in skills integration was not defined precisely since all the skills were assessed at once while it must be borne in mind that whatever the teacher does, s/he would always find students with better writing skills, others with better oral abilities and so on.

Nevertheless, the limitations of this approach should not prevent teachers from using it because until now it is the optimal approach when it comes to skills instruction.

4. Teaching with Integrated Language Skills (ILS)

The implementation of integrated approaches is expected to help the students to learn English easier and create the learning atmosphere itself more interesting. By adopting integrated teaching-learning approach, it is assumed that the approach will enable to improve the way of teaching and learning process thus it is expected to help teacher to combine various teaching methodologies classroom to motivate the students in learning English and enhance learner ability particularly in productive skill. Idaryani, (2013) found that in a classroom activity, when a teacher gave a lecture, students are listening and some of them were writing down important materials, even sometimes some students would ask a question regarding the subject to the teacher. This situation depicted how language skills could not be separated or even be taught alone.

ILS focuses on the four main English skills reading, writing, speaking and listening through a Communicative Language Teaching (CLT) methodology. In hence, in teaching grammar patterns are learned in the context of a conversation or a real-life situation. Students will engage in various activities to practice English including listening tasks, role playing, and stimulating discussions. It is added by Oxford (2001) explains that, in a reading skill oriented class, students need listening skill to comprehend teacher's instruction, speaking skill for discussing the reading text, thus integrating listening, speaking and reading skill naturally in class. Similarly, in case of the textbooks, a particular skill might be highlighted, but other language skills were used nevertheless through the activities presented in the book. So that, integrating English language skills in a lesson is a natural process of "skill-mixing" that facilitated teachers to provide maximum learning opportunities for the different students in classes, it made sense to integrate different skills

Some current research on teaching English language associates ILS with an improvement in the target language. According to Wallace et al (2004) states that the integration of language skills provides natural situations in which listening, speaking, reading, and writing are developed in a single class to enhance English learning. Teaching English in isolation disintegrates language from other aspects of human development while an integrated teaching aims at keeping these components of development together helping the learner to be proficient in the usage of that language. In addition, Oxford (2001) states teaching English as a second or foreign language (ESL/EFL) has been called as a tapestry . She further

elaborates that this tapestry is woven with the help of so many strands including: the characteristics of the teacher, the learner, the setting, and the relevant languages such as English and the native languages of the learners and the teacher. And Oxford (2001) adds that one of the most crucial of these strands consists of the four primary skills of listening, reading, speaking, and writing. If the LT weaves this tapestry skillfully by using integrated- skill approach it leads to optimal ESL/EFL communication.

In this case, the content and theme of the tasks or activity will influence what skills will be integrated. Hinkel (2010) also agreed that, in complex integrated classroom situation, the materials were organized based on the same theme. In short, teachers should understand on how to integrate language skills in the classroom. Hinkel (2010) says that, incorporating the two skills in the same language medium is the simplest and most basic integrated teaching approach; e.g. spoken to include listening and speaking, or written to include reading and writing.

Previous researches reveal about teaching by integrated language skills. First research is described by Atta-Alla (2012) which is the effectiveness of ng storytelling in integrating the four language skills and enhancing the language proficiency level of adult English language learners. Teachers use stories to enhance English language learners' abilities to acquire and integrate the four language arts: listening, speaking, reading, and writing, and raise their cultural awareness. Using storytelling in learning process enhances the language teaching and learning process as well as the learners' process of transformation. There are

several findings of studies utilizing storytelling showed that storytelling enhanced the integration of language skills. Therefore, teachers should integrate storytelling into their teaching. After a story has been enjoyed and understood, numerous listening, speaking, reading, and writing opportunities can emerge.

In his research, Atta-Alla, (2012) used three types of stories such as spoke stories (folktales) whose language is folksy, and written stories to be read and retold. Some of these stories included repeated patterns: rhyming, as well as repetitions of words, refrains, or entire sentences to provide an additional aid for language learning. Picture book stories to offer the advantage of illustration to explain much of the vocabulary in the story. To enhance the students' communicative abilities, he used the following classroom interaction models such as Teacher tells stories and students listen, Students tell stories and other students listen, and the last student tells a story and both the teacher and the other students listen. The result indicated that the scores obtained by the participants on the post-test are higher than those on the pre-test. The suggested model proved to be effective in integrating the four language skills and enhancing the language proficiency level of the participants.

Second research is revealed by Selma et al (2010) describe that in implementing integrated language skills in the classroom. Teachers prepare some activities to integrate the language skills and they conduct the activities during the lesson hours. In order to conduct these activities, teachers compile a passage about Maldives Island. In activity 1, the students read the passage and get information about the island. Then, students learn the general information about

the geography and the history of the island. Using this newly learnt information, the students ask some questions about the passage. So reading skill is integrated with speaking skill. In activity 2, students watch a video about Maldivé Island and they took some notes while watching the video, by doing so listening skill was integrated with writing skill. Then, in the third activity, the researchers asked students to prepare an advertisement about Maldivé Islands, the students prepared an advertisement integrating reading with writing.

As the last activity of the lesson, students read the passage about Maldivé Island and searched some extra information about the island. Using this information, students wrote a dialog which was called “A Travel to Maldivé Island”. Then the students carried out a role-play activity sharing the roles in the dialog. So writing skill is integrated with speaking skill. It is found that integration of language skills during the lesson affected the students’ learning positively. Students are highly motivated and student interaction is satisfactory. Teacher achieved a smooth transition among the skills with suitable activities, which motivated the students very well and brought fun to the class. By integrating the four skills in the language classrooms, teachers make classes more challenging, motivating and meaningful for the students.

The third result is found by Sari (2018) that skills integration was effective to be applied in EFL class as long as the teacher could use them effectively in class. The Integration of the four skills of the English language, in fact, influenced the students’ performances. Moreover, teachers should not be discouraged when they faced such obstacles in integrating the language skills. In the past, many

evidences showed that, in order for students to get better proficiency in English language, teaching needs to integrate the language skills, including the productive skills and receptive skills.

The other research comes from Pardede (2019) reveals that all these skills serve as a bridge that connects a person with a society. In many forms of communication, people even involve all of the skills. The lecturer and the audiences read the slides previously written. The lecturer provides explanation through speaking. While listening to the lecture, the audiences also take their own notes. Then, in the question and answer session, the students and the lecturer listen and speak in turn. It found that Compared to teaching using the traditional segregated approach, the integrated skills approach requires a good understanding of discourse, the skills of using textbook flexibly and readiness to implement the student-centered learning approach. The institution should also provide full supports in terms of policy, infrastructures and learning materials and tools. In addition, the students should also realize the objective and importance of the integrated skills implementation so that they are committed to succeed the program.

Additionally, Ila (2019) found that the teacher had to make sure that the students were ready to do learning activity. This activity engaged the students with the learning environment. In this phase, teacher usually proposed some questions to check the students' background knowledge. The topics of the questions were still connected with the topic that was going to be discussed in later activity. To activate students' background knowledge teacher used

supporting teaching materials to the classroom such as pictures or videos. In the next step, after the students were ready, then the teacher came into the main activity. The main subject that will be discussed then elaborated with other skills with many varieties of activity. To engage the students in authentic communication, the teacher used learning sources from authentic sources such as from a newspaper or internet-based sources. So that, the use of authentic materials and various audio-based materials were still considered important to support the students' learning. Repetition is also still needed as one of activities in teaching integrated approach.

Based on previous study about teaching through integrated language skills, it can be seen that The Integration of the four skills of the English language, in fact, influenced the students' performances. Therefore, the need to integrate the four skills of the English language in classroom activity was essential in order to make the students actively involved in a real communicative situation. Besides, there was another factor which determined the effectiveness of the lessons in the class that was teacher's role on motivating students in order to be interested in EFL. When teachers made the class situation interesting, students would be motivated and encouraged to involve eagerly in classroom activities.

5. Modes of Integrated Language Skills (ILS)

According to Pardede (2019) states ILS teaching is differentiated into two types: content-based language teaching (CBLT)/Content Based Instruction (CBI) and task-based language teaching (TBLT). However, a hybrid of the three types is possible to use as an alternative. In content-based language teaching, students

practice language skills while engaging with activities focusing on a specific subject. Two types of integrated-skill instruction are content-based language instruction and task-based instruction. The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, text-books, and technologies for the ESL or EFL classroom.

a. Content Based Language Teaching (CBLT)

Content-based language instruction is probably the most frequently used mode of language skills integration. In this mode, students practice language skills while engaging with activities focusing on subjects such as education, physics, culture or science. In other words, all the language skills are practiced in a highly integrated, communicative manner while the students are studying the contents of certain subjects. According to Oxford, (2001) Content-based language teaching includes three major models of language teaching, i.e., theme-based language teaching model, adjunct language teaching model, and the sheltered model. In the theme-based model, language skills are interconnected to the study of a theme or a topic (which was carefully selected to ensure it very interesting to students and offers a wide variety of language skills to be practiced, particularly in communicating about the topic), which serves as the context for language use. According to Cunningsworth et al (1995) in Pardede, (2019) in In the teaching-learning process, the language skills 'revolve' around a common theme/topic; and the theme serves as 'catalyst' to join two or more language skills. Since the themes or topics that are suitable for

elementary, intermediate, and advanced grade levels are relatively easy to find on the internet, theme/topic-based language teaching is applicable at any grade levels. It is even suitable for heterogeneous sets of learners.

In CBI, students practice language skills while engaging with activities focusing on a specific subject, such as education, culture, literature, or science. By so doing, the students practice all the language skills in a highly integrated, communicative manner while they are studying the contents of the subject at hand. According to Brown in Pardede (2019) states that in CBI, a topic or a theme of the subject matter is used as a basic building block to unify language skills. Thus, language skills are interwoven around the common topic/theme being studied. Additionally, According to Shen (2003) in Sari, (2018) state that skill integration highlighted one of the most essential mode called as content based instruction. In this mode, students practice language skills better while doing such activities which focused in subjects such as mathematics, science, and economy. Communication, by definition, requires the integration of the main language skills; in integrated skill instruction, learners are exposed to authentic language and are involved in activities that are meaningful and interesting, this stresses the adoption of a content-based and task-oriented instruction.

In the adjunct language teaching model, students are currently enrolled in a language class and content lessons. The language teacher collaborates with a content course (subject matter) teacher in such a way that the content course teacher may provide information pertaining to the language forms, language

skills students need to develop and so on for the language teacher. Then, Brown (2000) the language teacher helps the students develop the skills which help them learn the content course. To make the collaboration successful, there should be a coordination of objectives and assignment between the language and content. Since this model requires a linking or 'adjuncting' between language and content, it could be implemented on in post-secondary settings (colleges and universities) where the language and content linking is feasible.

b. Task Based Language Teaching (TBLT)

In task-based language learning, students participate in communicative tasks in the target language. According to Nunan (1989) in Pardede (2019) Communicative tasks are activities which can stand alone as fundamental units and require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form. To let the students develop their language skills, they are assigned to work in pair or group to solve a problem, complete a task, or create a product. For instances, students collaborate to criticize a poem, analyze a short story, enact scenes from a play, etc. While doing the tasks, they should communicate in the target language. According to Parrot (1993) in Pardede, (2019) says In such a context, the tasks function to help unify two or more language skills together to facilitate meaningful communication. In addition, these tasks also serve as a 'glue' to relate the language skills to learners' background, goal, culture, and linguistic competence.

The effective way to develop students language skills, the assigned learning tasks should include four components: goals (implicit/explicit outcomes of tasks), inputs (verbal and non-verbal data presented to learners; for instance a short story, a movie, or pictures), activities (what learners actually do with the input; for example, analyzing, reading) and teachers' and learners' roles. According to Nunan (1989) in Crookes (1990) state that in TBLT, students engage with the target language communicative tasks, i.e. activities requiring comprehending, producing, manipulating, or interacting in authentic language while attention is principally oriented to meaning. To develop their language skills, students are assigned to work in pairs or groups to solve a problem, complete a task, or create a product. In addition, according to Richards (2002) states that there are two broad types of language learning tasks that teachers could use to ILS: pedagogic/academic tasks and real/actual-world tasks. It is explained as follows:

- a) According to Brown, (2001) states that pedagogic/academic tasks refer to the tasks, which, based on second language acquisition theory, can stimulate second language learning/acquisition process such as information gap tasks, problem solving tasks, jigsaw tasks, etc. These tasks require the students to engage in tasks which they are unlikely to get involved outside of the classrooms. However, while learners are conducting it, they might build up language skills which they probably transfer to perform real/actual-world tasks.

- b) According to Richards et al (2002) states that real/actual -world tasks' are the tasks which are identified via the students' needs analysis and are and brought into a classroom to facilitate language skills development. The tasks may be in forms of making a presentation or reporting a survey, which is directly related to their need for tasks in the real world.

6. Techniques For ILS

In integrated language skills teaching/learning process, the contents/task, and activities should be sequenced in a logical progression, by placing the easier aspects at the beginning, which are then followed by more difficult ones. Brown et al (2015) says that there are several models of integration of English skills that can be used in combining two or more language skills or subjects and it makes discourse easier to produce, understand, and recall if it is constructed episodically. Atkins et al (1996) in Pardede, (2019) states that in the process, the language skills should be sequenced and unified within a framework of a lesson or sequence of lessons. In addition, McDonough et al (2003) in Pardede, (2019) states that ILS to the topic or task in the lesson units could be done in various ways, but the most common and convenient way is using the pattern that sequences them from receptive listening and reading to productive skills writing and speaking posited that the best model for integrating language skills is where the practice of receptive skills of listening and reading leads into the practice of the productive ones of speaking and writing. Such integration can be realized by exposing the learners with a body of information from enjoyable authentic texts, videos, music,

magazines they read, watch, or listen to and later asking them to reproduce at least some of its content in spoken and or written language. According to Pardede, (2019) describes that there are two technique types of ILS as follows:

a. Input-Interaction-Output Model

This model is supported by three essential composing elements in language learning or acquisition. According to Burgess (1994) in Pardede (2019) state that language learning takes place when the students get an input the language data exposed to the learners through listening or reading. After receiving the input, the students will make interaction, exchanges of ideas taking place because the students have not entirely understood the input (text, utterance, and expression) so that they interrupt, ask questions or make a discussion. During or after the interaction, an output of the language the learner produces will emerge. Output (spoken or written) can emerge during the interaction because while asking and answering a question, the students produce language. Output can also emerge after the interaction, if, for instance, the students are given an assignment.

b. Productive-Receptive Model

Language skills lessons could also be integrated using the productive-receptive pattern. For instance, Atkins et al (1996) in Pardede (2019) describes that in pre-reading and pre-listening activities, students can start with a discussion/speaking and then move on to reading or listening. Receptive and productive skills cannot be separated to each other when we use English.

According to Harmer, (2007) state that four basic skills of language cannot be isolated to each other by teaching these skills for our student separately since they are integrated each other when we use a language. The ideal teaching and learning activities, teachers and students should involve reading, speaking, listening, and writing on their activities. We always use a language particularly speaking to interact with other but it does not mean that other three language skills (writing, reading and listening) are not engaged in our conversation. Ur (2000) in Idaryani, (2013) for instance mentions that teaching writing in foreign language supports the students to meet the students' needs in producing different written texts or as a means to engage with aspects of language such as having new vocabulary or write down the written test

Based on the information above, both techniques can be used in implementing integrated language skills in teaching learning process. The use of those model in teaching process approximate with the skill or competence that will be achieved. It is suggested by Davies et al (2002) that it depends on the view taken of the best ordering of the skills, the relative importance of the language skills, the level of students.

I. Challenges in ILS

Integration of the four skills is concerned with realistic communication. It means that teachers are teaching at the discourse level, not just at the level of sentences or individual words and phrases. Discourse is a whole unit of communicative text, either spoken or written. According to Nizamova et al. (2019) states that integrating the four language skills can be demanding of the

teacher. It involves a challenge in implementing integrated language skills. It explains as follows:

- 1) Teachers need to have a good understanding of discourse, and to be able to use textbooks flexibly. Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
- 2) Teachers can also be time-consuming, requiring a lot of preparation.
- 3) The challenging of designing suitable materials that take account of students' different skill levels. The four skills tend to develop at a different pace: receptive skills are stronger than productive skills, for example. Reflect on their current approach and evaluate the extent to which the skills are integrated.
- 4) Teachers have to be skilful is selecting or designing integrated activities for their students. Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
- 5) Teachers are required to be able to implement even if a given course is labeled according to just one skill and it is possible to integrate the other language skills through appropriate tasks.
- 6) Teachers are required to teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills

Therefore, students rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Indirectly, this approach allows teachers to track students' progress in multiple skills at the same time. So that, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds. With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication.

Despite its great potentials and the various advantages it offers of ILS, some factors can hinder the integrated language skills teaching approach. According to Kebede et al, (2013) describes three difference groups of integrated language skills teaching approach impeding factors. They are teachers' factors, school's factors, and learners' factors.

a. Teacher's Factors

The inhibiting factors emerging from the teachers which are related to competence and belief. According to Frazee (1995) in Pardede, (2019) pointed out that English teachers may not have adequate knowledge and skills as to how

to teach language skills in integration. Consequently, they do not play their 'managerial roles' in the classroom. English teachers may also think that it is much easier and logistically simpler to teach language skills in isolation than to teach two or more language skills at a time. They may even believe that it is instructionally impossible to teach more than one language skills at a time. According to Sbai, (2016) states that the four skills integration can be challenging from the part of the teacher for it requires a good understanding of discourse and the skills of using textbook flexibly. It can also be time-consuming for it requires a lot of preparation to choose materials and design activities. In addition, assessing integrated skills is not yet precisely defined because all skills are assessed at once while it must be kept in mind that the skills of each student are diverse in terms of levels and skill types. Some have better oral abilities, while others have better writing skills, and so on.

ILS teaching can work only if the class is based on learner centered approach. Therefore, to help learners experiment with the language for developing their skills, the teacher should create friendly classroom conditions. In line with this, the teachers try their best to create supportive, enjoyable and nonthreatening classroom environment. Such environment will make the students feel safe, engaged, connected, and supported in the whole learning process and activities.

b. School Factors

According to Kebede et al (2013) state that the school concerns with the climate, policy, and equipment. To succeed the integrated language skills

teaching approach, there should be conducive conditions in schools. In relation to this, the school should provide enough instructional materials and equipment, such as books, newspapers, magazines, photocopier machine, LCD, computers, internet connection, and so on. In addition, the classroom needs to be comfortable and could be easily set up to meet the learning process requirements.

c. Students' Factors

According to Oxford (2001) states students' factors that may hinder the integrated language skills teaching approach are related to their motivation, attitudes and language proficiency. Students with low motivation, very poor language proficiency, and negative attitude towards their teachers and/or peers may hamper integrated language skills teaching.

Based on the explanation above, to achieve goals in teaching process three points above have important role in delivering materials. Teachers have to be able in collaborating those things above. According to Graham et al (1994) in Kebede et al, (2013) states that the teachers to try their best to create supportive, enjoyable and nonthreatening classroom environment. Such environment will make the students feel safe, engaged, connected, and supported in the whole learning process and activities. Feel enjoyable in teaching is related to teacher technique an ability in teaching activities, classroom environment is supported by learning facilities which school provided such as text book or LCD and so on.

J. Conceptual Framework

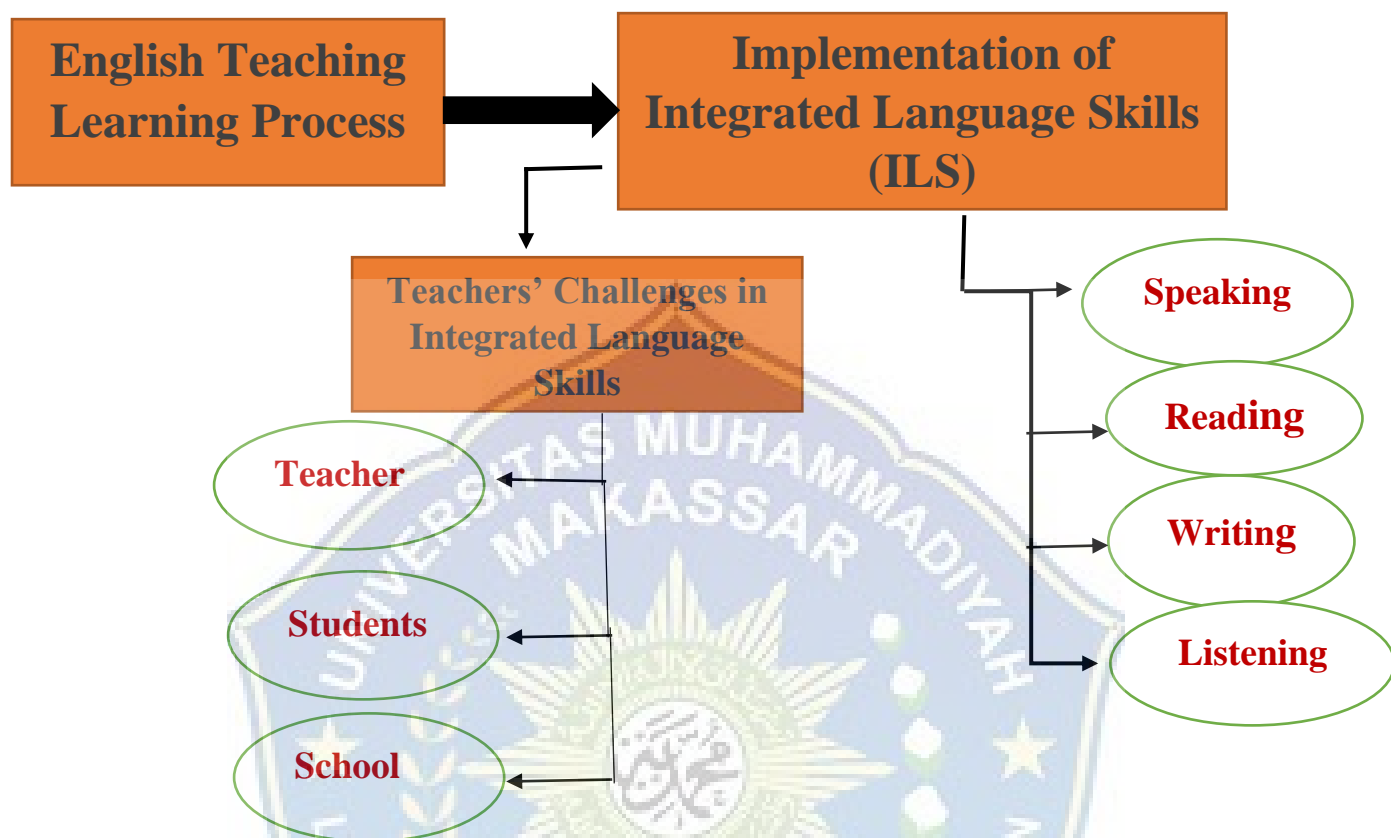


Figure 2.1 Conceptual Framework

English teaching learning process is the way of delivering learning material to the students so that they understand. In delivering material, teacher must use teaching approach. ILS is a kind of approach which combine several language skills in leaning process. Beside that, English ability have four items skills they are speaking, reading, writing and listening. Then in teaching process teacher integrated several language skills whether speaking, listening and writing or only reading and speaking or even directly, the fourth language skills could be integrated. Additionally in teaching process, there were several teachers'

challenges faced by the teachers which are divided into three factors they are teachers, students and school.



CHAPTER III

RESEACH METHOD

G. Research Design

This research used descriptive qualitative method. According to Sugiono (2015) adds that qualitative descriptive method is research methods based on the philosophy of post positivism used to examine the condition of natural objects (as the opposite is the experiment) where the researcher is the instrument the key data collection technique is carried out in triangulation (combined), data analysis is inductive/qualitative in nature, and the results of qualitative research are more emphasizing meaning rather than generalization. Descriptive research Qualitative aims to describe, explain and answer in more detail the problem which will be investigated by studying as much as possible a person individual, a group or an event.

H. Variable and Indicator

The variable of this research was Integrated Language Skills (ILS) in this case speaking, listening, writing, and reading in teaching learning process involves the challenges in using integrated learning into four skills and to find out the students' perception as a result development toward using integrated language skills. The indicator of this research is to know about the Integration of four skills (LSRW) in teaching learning process. Whether only integrated in three skills (LSW) or integrated in two skills (LW). And the challenged in implementing ILS whether internal factor and external factor.

I. Subjects of the Research

The subjects of this research were the teachers who used an integrated language skills in teaching learning process and students who taught by using integrated language skills in the classroom. The determination of the subjects in this study was carried out using a Purposive Sampling technique. According to Sugiono, (2015) stated that Purposive sampling was technique as a source of data with certain considerations. These subjects were considered as English teacher, as certified teachers and as the longest at the school. So that, researcher determines the subjects accordance consideration with teachers and students who are directly involved in implementing integrated language skills during teaching and learning process.

J. Research Instruments

In this research, the researcher used several instruments, those are:

1. The researcher did an observation. According to Kumar (2005) in Kebede et al (2015) explains that observation is one of the methods of data collection and it was a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it. Hence, the researcher prepared a classroom observation checklist to obtain first hand information concerning the implementation of language skills integration, and to collect additional data and substantiate the results obtained through other instruments. The checklist prepared based on the objectives of the study and the review of related literature and its format. From the EFL

teachers in school, four teachers teaching in the school. Students were purposefully selected for classroom observation conducted two times for each. Thus, eight observations were made without disturbing the teaching-learning process.

2. The researcher used an interview toward the teacher to find out the challenges in using integrated language skills. It was drawn base on the objectives of the study and the review of related literature. It believed that such an interview would be appropriated to permit a greater depth of response which could not be obtained through any other data gathering tools. It ensured flexibility in which new or extension questions could be forwarded during the interview based on the responses of the interviewees.

K. Data Collection Procedures

There were several ways in collecting data technique that uses by the researcher. Those are:

1. The researcher did observation about the process of teaching and learning in the class and while use video recording.
2. The observation checklist consisted of seven indicators of ILS in teaching learning process.
3. The observation was done during the learning process was running on accordance learning duration in the class for about 2-3 meetings or more approximately the need of research data.
4. The researcher did interview in the last section after finishing teaching learning observation toward the teacher used integrated language skills. In

this section researcher found about the challenges in using integrated language skills in teaching process related to internal and external factors.

5. While interviewing, researcher used voice recording in saving the data
6. The last section was documentation will done by taking picture while this process as prove in appendix pages.
7. The researcher collected the result of analyze of the class to be resulted as conclusion of its research.

L. Technique of Data Analysis

Technique of data analysis that used based on data that had been collected from observation and interview. It arranged to be result of the research besides using theory from the expert to support the result. According to Sugiono, (2015) states that this analysis the researcher use Interactive model. These models are three steps such as: Data reduction, data display, and conclusion drawing or verification.

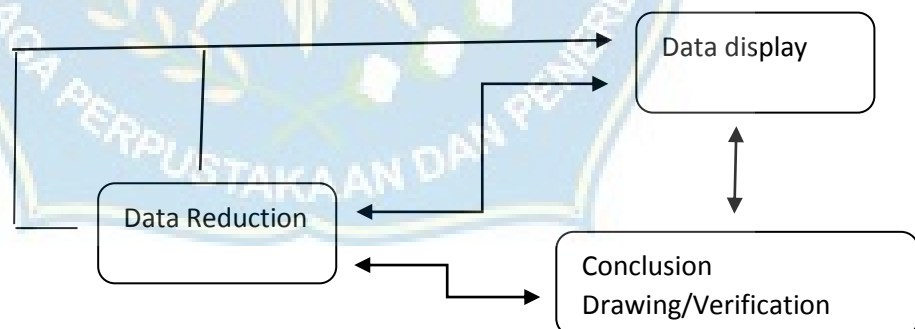


Figure 3.1 Data Analysis: Interactive Model

a. Data Reduction

This section researcher will present the process of assessing

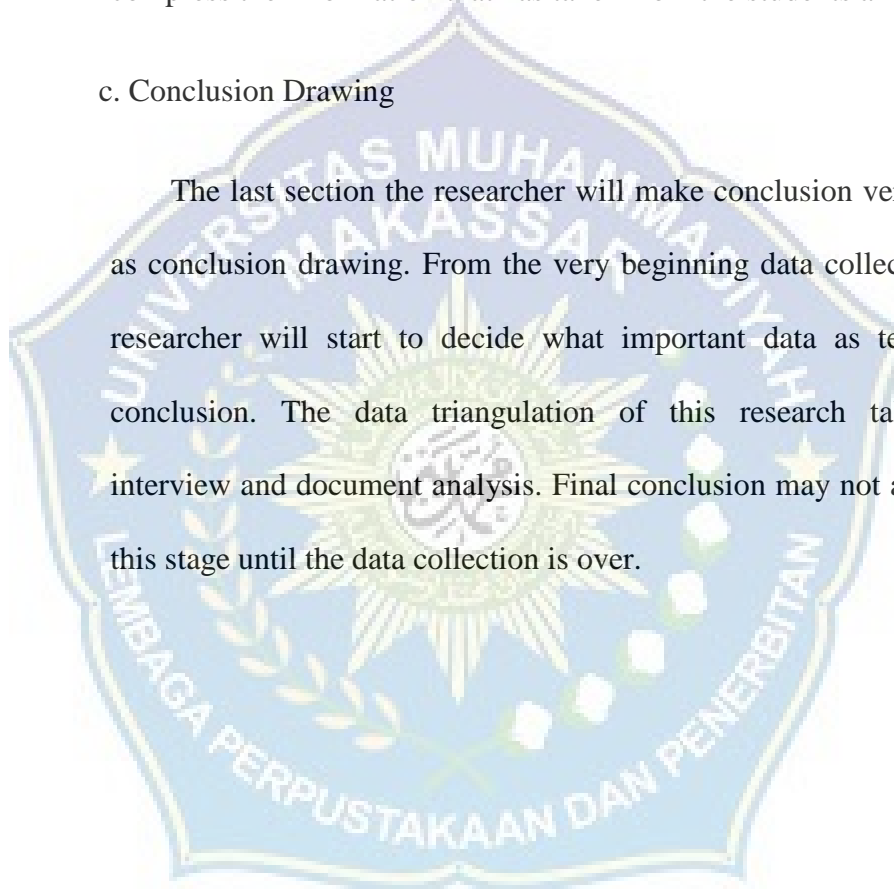
data through some process such as observing, analyzing and collecting the data.

b. Data Display

This section the researcher trying to collect an organized and compress the information that has taken from the students and teacher

c. Conclusion Drawing

The last section the researcher will make conclusion verification as conclusion drawing. From the very beginning data collection, the researcher will start to decide what important data as temporary conclusion. The data triangulation of this research take from interview and document analysis. Final conclusion may not appear in this stage until the data collection is over.



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In this section researcher provided the result of data analysis in answering the research questions. The results of the research found that there were five of integration forms and the challenges teachers faced found two factors among of three factors theory as following explanation below:

1. The Teachers' Implementation of ILS in English Teaching Learning process

In this process, researcher tried to find out about the implementation of Integrated Language Skills (ILS) in English teaching learning process where the integrated skills (speaking, listening, reading and writing) of teaching learning process was the main object in this research. During the research process, researcher found several forms of integration in teaching learning process toward four English teachers. The following are the forms of teachers' implementation of ILS in teaching bellows:

a. The Integration of Listening, Speaking, Reading and Writing Skills (LSRW)

Based on the observation data, it can be explained that teacher (T2) taught discipline and systematically, she (T2) used time allocation in learning process very well. It could be seen when the second meeting

of observing teaching learning process where among four English teachers, T2 was able to implement the integrated language skills in this case for skills in one topic learning in every meeting in teaching. The integration of four skills into learning process could be done by students listened to a video by containing the text displayed then they are asked to retell the contents of the text then they are asked to read the text through the video that was shown and at the end the teacher asked students to rewrite the meaning of the text they have read but it was different from the expectation of researcher, the teacher did the integration in a way that the researcher never expected.

T2 was done four skills integration in class XII by giving a spelling test by spelling words related to topic of learning material and then students wrote down the words spelled then the teacher asked students to make sentences from the words that had been spelled by teacher.

T2: okay focus, one two three, number one (start spelling the word UNLIKE (2x)), number two (spell the word CONNECT (2X)), number three (spell the word HABITS (2X)).

After spelling test, T2 asked students to make sentences from words which spelled T2 in written form.

T2: okay, now I want you to make five sentences

In the same time, T2 asked students to explain their opinion about the impact of social media.

T2: the impact of social media to you? How does many effect you?

In this action, besided students answered the question in spoken form, T2 forced to speak by answer the question. When the students speak in Bahasa, directly T2 would say;

T: English please

And at the end of class, students were given a time to read paragraph for each paragraph.

T2: okay, c'mon help read ayu read paragraph one, and then sahita paragraph two and Wawan paragraph three.

In addition, researcher believed that T2 was able to implement ILS in teaching pross because on the sidelines of learning, she taught pronunciation, vocabulary and grammar/structure. It happenned when T2 taught all of English skills were integreted by T2 such as pronounciacion and grammar as sub-skills in English Skills.

T2: Everybody say ADOLESENCE” continued “once again I want everybody practice pronunciation” (pronounce practice)

T2: We learn how to make sentences” (grammar practice)

The teacher combined English and Indonesian when the teachers spoke but the teacher spoke English a lot than Indonesia. And the students forced to communicate by using English during learning process. Therefore the implementation of ILS could be implemented well when the teacher was able to control the class well beside teacher creativity would be supported.

b. The Integration of Reading, Speaking, Writing Skills (RSW)

Based on the observation, T1 was one of among four English did not implement ILS into 4 skills and also in teaching learning proses teacher did not focus in one topic learning. When teacher was doing teaching learning, mostly spend time in opening. She did not fix in one learning material clearly and directly move to another topic so that skill achievement of students was not effective. In addition, she did not give more explanation about the topic to get another insight beside she did not utilize tools of class in delivering material.

In integrating language skills, researcher expected especially in three skills by students would read a text then they told the contents of the text they had read and finally, they were asked to write down the meaning of the text according to what had been told. But, the other hand T1 did not those things in integrating three skills in the first meeting. It was done by giving students reading text through textbook.

T1: so we will read the text, who has read it?

And then T1 asked the students to analyse tenses of the paragraph and then students determined true/false and students were asked to describe certain figure approximately with previous example of the text in the written form. And then speaking practice

happened when students did Q and A about about presentation by other students in T1 class;

S: When you went to the concert what type?what is the name of the concert?

T3: well what we have learn today?

The same thing was done by T3 in the second meeting of class such as intengrating language skills in this case only three skills in teaching process. T3 was integrating three skills by giving reading time where reading text sent trough what group group

T3: Now read it in the group, open your cellphone

Then T3 asked the students to match each word approximately with the definition captured from the reading given by T3. And then students were asked to make paragraph about physical challenge and reason and the last students revealed the conclusion material for each meating when class woul be closed.

In this activity, students were trained to speak creativity. On the other hand, for the writing skill T1 gave her students to make descriptive text about cerain figure that the choosed and T3 gave her students to make about physical challenge in written form.

T3: write minimal one paragraph ababout physical challenge that you want to try misalnya apa lanjutannya ya kamu mau melakukan aktifitas minimum misalnya I want to bla bla.. Jogging each day or once time in a week or swimming or apa?

The speaking skills was built by T3 was done at the end of class. She asked student to summarise in spoken form about learning

material in the meeting. T3 was very friendly to the students that made them have great interaction as good as a friendship. This case made students acted polite to the teacher, they respect their teacher and can handle her class. Beside that she behave in teaching accordance with level of student grade in this case class X and XI. But, in teaching learning process, she didn't integrated 4 skills in learning process but only three of four skills. Probably T3 was able to do it but she wasted the time when students do writing assignment and also did not monitoring how students work beside she looked so kind teacher so that she did not give a trick to improve students ability. T3 communicated and explained by using bilingualism. She used languages equally but sometimes the teacher used her gesture to explain what her mean to students.

Based on the result of both T1 and T3 that teaching was not just deliver material but it need to give more explanation about the topic to get another insight beside she did not utilize tools of class in delivering material. Because the number of students in class too much, the teacher need to made the class controlled well. There was no fun condition that make the students happy to start learning but sometimes teacher gave a game to gain students focus in middle topic learning. Teacher should be more in control of the class and more utilize teaching facility of learning process.

c. The Integration of Listening, Speaking and Writing Skills (LSW)

It was the first meeting of learning class, researcher found that T3 taught English learning by integrating three skills however no four skills. It should be done by asking students to listen a conversation or other things that were played through the video by the teacher then students were asked to tell what they had heard through the video at the end, the teacher asked students to rewrite the meaning of the words/sentences heard and told according to the real meaning.

The other hand, in the class X as first meeting T3 was done language integration by T3 played video and students matched the content of video into true/false which teacher sent through mobile phone.

T3: listen and check, you are watching video, while you watching the video, identify the question, is that true or false

And students wrote about name of their own great athlete belonged to the specific job.

T3: now look at our book part 2 page eleven, now its time to find your great athlete, only the name and whats for do they play?

At the end of class, student was concluded the meaning of learning in English spoken.

T3: can someone give conclusion what we get for today?

Based on the observation, researcher explained that, T3 in teaching learning process actually was able to implement four skills in learning process and researcher expected T3 could more utilize the space time during teaching learning process.

d. The Integration of Listening and Writing Skills (LW)

The integration of two skills were done by T1 and T2. T1 was doing integration of listening and writing (LW) as second meeting of class learning where T1 asked students to analyse and guessed certain figure which was teacher described and T1 asked students to make descriptive text about their own chosen figure.

And the same integration was done by T2 in the first meeting of learning class. It was started by asking students to listen carefully about statements of video which T2 played and students determined true/false

T2: now I want to see who pay attention very well while played video

In that activity, T2 wanted students to listen the meaning of the video which used English subtitle and after listening, T2 did true/false to engage students' understanding about the video. T2 read sentences which was related to the video and students determined true/false in their note book.

T2: no, don't spill the answer, kept it in your own note tulis dibukunya

At the end of class, T2 included other skills such as reading time but it did not run very well, so T2 asked the students to make question and an answer directly where the question which made the answer was not in the previous reading but from the google approximately reading result before.

T2: make question about mobile energy and you may directly answer the question, you can find in the internet

Based on teaching learning process were done by T1 and T2, researcher could more consider about in handling learning process specially when we wanted to make them active specially to speak.

e. The Integration of Listening and Speaking Skills (LS)

Based on the observasion result, T4 showed that he had a positif aura, he used time allocation in learning process very well. But teacher did not specify the skill to be achieved. The teacher's very friendly to the students that made them have great interaction as good as a friendship. This case made the students acted impolite to the teacher, they did not respect their teacher and even they played their phone during learning process but he can handle his class by game.

T4 was integrating listening and speaking skills by giving a chance to each students answered the question of their teacher (T4). Students were analyse the sentence which thei heard teacher spoken and they would try to answer. It was about “how important English for you include the reason”.

T4: how important English?

S: so much importat

T4: so much important?, why?

And in the second meeting T4 still used same integration and same material however there was a little bit different. It was started by asking students about “how important English and what do you do to improve your English?” and at the end of class, students revealed summarize of learning material for one semester by their own words.

T4 used Tv digital and internet to support his teaching in class beside air conditioner (AC) in each class could help teacher and student in teaching and learning process. However T4 still communicated and explained by using Indonesian. The teacher sometimes combined English and Indonesian when the teachers spoke but the T4 spoke Indonesian a lot than English. T4 used time allocation well but not effective because T4 wasted a lot time in opening and closing by games from 3-4 students

After having an observation about ILS in English teaching learning process, researcher found some problems faced by the teacher and the students. The problem come from teacher and student,

where teachers are the main foundation in building students' abilities in language learning. One of them is the level of self-awareness about responsibilities that must be turned on more in order to be able to build motivation and creativity in teaching beside the ability of learning control is also needed from a teacher. In students' side, students would pay more attention to learn when the teacher is able to build personal branding in the eyes of students, by giving rules to students, it would be more focused beside students' motivation of several students in each class still needed to be turned on.

2. The Challenges Faced by the Teachers in Integrating Language Skills in English Learning Process

In this process, researcher tried to find out about the challenges that teacher faced in Integrating Language Skills (ILS) in English teaching learning process where the integrated skills (speaking, listening, reading and writing) of teaching learning process was the main object in this research. These challenges classified into three factors, those are school's factors, teachers' factors and students' factors. The following are the challenges of teachers' implementation of ILS in teaching bellows:

a. Students' Factors

Students are one of supporting factors in teaching learning process. It needed a good collaboration between teacher and students beside not all of could not students want to do cooperate with their teacher especially, when teacher tried to implement something. It also part

of teacher challenge how to build a good collaboration with their students. It was explained clearly in the interview about which part as challenge and difficulty in teaching learning process specially in implementing ILS

R: Are there difficulties belong to challenges in implementing ILS teaching proses whether from material preparation relate to the appropriate tools that will be used of conducting in the class?

T1: actually in terms of implementation there are indeed challenges, both in terms of time preparation let alone dealing with students from certain classes because they are looking for their skills and trying to find out how one material they can receive everything according to their respective skills. So the challenges there is that it takes some time to recognize its potential so for me personally it's impossible for all 4 skills to be achieved in one meeting.

T2: what's difficult is this when it comes to listening, yes, I have to prepare the material, sometimes the network isn't good enough, it's usually annoying and I don't have any suitable resources for listening for this class yet. That's one, second is for students, there are still students who are less active so the teacher must work hard to control students who are less active he must be given a lot of feedback. So that's the challenge in English, the challenge is how students can talk, what if the personality is not good, it will be difficult if the personality is introvert.

T3: the challenges are the most, if you say have to implement these four skills, the challenge is how to make students speak up, usually they are embarrassed, but the way we make clues in describing something, then when the writing test students still need to build their soft skills.

T4: if I look more at the motivation of the students themselves who are still lacking, if I personally so that they are motivated, we make the class comfortable first. So the challenge is how to increase student motivation from do not like it to like it. Besides according to my experience it is actually rather difficult to implement these 4 skills especially with the limited time allotment, especially the speaking ones, if we want to serve 36 students right, running out of time isn't even enough

so that's what makes us teachers trick it so that everyone can affordable whether it is by giving assignments.

Those statement showed that teachers mostly faced challeges belong to problem in teaching learning process speciall by implementing was coming from students' side where they lack of motivation in learning so that it affected to their behave in the classroom whether difficult to express their self specially in speaking class or became an introvert personality. In other hand, teacher also should tried a different learning style approximately learning material in each meeting especially in ILS so that the are able to have a possitive influence on students who are less active and can provide teaching evaluation result by ILS

b. Teachers' Factors

In this part, researcher tried to find out about teachers' factor where it included to teacher challenge in perapering learning material belonged to about the activity in learning process realted to the topic, the technique when it implement to achicheve goals of skills in this case four skills in English abilty specially students' communicative competence. Those things described the following below:

R: *How do you prepare learning material approximately time allocation in conducting ILS while teaching process?*

T1: *I think that one and a half hours to apply the 4 skills according to the concept is not possible, it is a bit troublesome and requires flow and process, it can take duration, and usually to complete the independent curriculum flow it requires 2x meetings, for preparation*

of learning, the modules. Actually it is possible to all skills but not optimal for all students.

T2: *So, ILS consists of 4 skills and it's expected that everyone can communicate orally and in writing, but not necessarily all of that is covered. For example, one meeting I taught reading, in reading, my focus is on reading, but that doesn't mean that others are being ignored, no. **Time allocation in one meeting there might be 4 skills or 3 skills or 2. Four skills that can't be in one meeting, unless there are certain times, in this case in one lesson there are more or less, it's just a matter of focus.***

T3: *Yes, it was adjusted because in Kurmer, in my opinion, what was achieved was important because what students were able to move on again, one thing first and then move on, where was the focus. **It also depends on the material, what goals you want to achieve and it also depends on the teacher because the curriculum is independent, so if I want to include 4 that's fine too, but I'll look at the material again because not all material can include 4 skills besides the time allocation, yes.***

T4: *The preparation during the first year was a bit for me personally because there is no standard for us to make what is taught in class including the tools, but now there is experience, so regarding the content that will be shared, it usually takes more effort if you want to make games. , so I apply the material so it's not monotonous so I pack it in the form of games, if it's a matter of time allocation, **I can express myself more in the advanced class because the duration is 3 hours.***

Based on that statement above, the teachers prepared learning material related to time allocation was approximately with learning topic although ILS have to include four skills, there must be skill that are more focused on teaching accordance to material and learning outcomes. It showed that teachers not always able even not able in integrated language skills it could be caused by time allocation of implementing ILS is ineffective so that it is only able to be reached by two skills besides teacher choosed taught without using ILS

because of difficult for several consideration. I think that, the insight and teacher creativity are inadequate so that teachers are expected to increase their motivation in teaching process.

R: ILS aims to build communicative competence of students. What are activities that you do as instructor to make students do more speak?

T1: *give the game if I want to activate all of them, it has to be adjusted too, and the game doesn't come out of the material that can be achieved*

T2: *So, for speaking, for practice, especially if there are a lot of students, the teacher gives a lot of pairwork rather than just one by one, if it's only one person, that's when you get a score. This means that students need to be aware of English language practice, so they have to be supervised, the teacher has to walk, monitor the children whether they are working or not, and return to focus on where the skills are.*

T3: *writing and reading, sometimes speaking but speaking is a skill, for example a project at the end that I have to give such as interviewing someone can be in the form of a video the task is speaking.*

T4: *I do prefer into group work. I mean I group them so they communicate more with each other like peer tutors. So for example in the first chapter he is in a group, then in the second chapter we roll again so in one class there are group dynamics in it so it's not monotonous.*

The explanation above showed that teachers have their own way in delivering learning material such as conduct game or make team work or even pair work. Those activities aimed to make the material is conveyed evenly especially in ILS, but it rarely seen that the teacher provide activities that include the four skills. Researcher thought the teacher should not to stay in the same activity in delivering material because it would make students bored or teacher may try other strategies to find comparative result toward students progressive.

R: ILS is an integrated 4 skills in teaching. What techniques in giving assignment which includes four skills while classroom activity?

T1: usually dialogue, yes, students have heard, said, sometimes they write too, while writing, there is already listening, there is already speaking

T2: make a video, because they make a script first, then they present it, when listening they make a video then they ask and answer each other like that I don't know if the 4 skill is reading? reading and then summarizing, it's impossible to listen, it's a bit complicated for the listening project, but I like that yesterday I sent them material to watch on YouTube, they've listened

T3: I use jigsaw reading, tutors are the same age, right? For example, that kind of text can be divided into several paragraphs, then those who are deemed capable can give those long paragraphs, those who are less able can be given simpler paragraphs and then they will exchange them, teach each other.

T4: usually use it in the form of group presentations, because they have to work together first, then they present the material and everyone has to present the material, so we've trained public speaking if the task is conversation, it means they have to make a video.

The statements illustrated above that teacher were using technique in presenting materials by including several skills, where the teachers used to support their materials in the classroom. Those technique who teacher used mostly focused on students speaking.

R: By implementing ILS, is there any progressive toward communicative competence of students? Or in another skill?

T1: from the output like that, not everything depends on the ability of the students because sometimes their acceptance is also not the same so if for example in general these students, I can only gain their confidence, apart from being able to try to express themselves they can also understand and understand a little bit so there is the change is a little different compared to not being given treatment with the aim of the skill

T2: if it's a little time I can't see the whole thing, but you can definitely see this in one meeting, you can see students a plus b mines a perfect right, this can be 1 meeting, then I input the grade anyway

T3: *there was an improvement, because I didn't give all of the text so they wouldn't know the text if they didn't listen to their friend's explanation it was bad, right, and for each student who explained to his friend I asked him to give his grades and grades. So you can compare the assessment of yourself and others. So they are also motivated to speak. And actually students understand more easily if they read on their own from paper. If listening has to be repeated many times like a video or this.*

T4: *usually we will know from the start who is competent and who is not. Then we can see the progress during the learning process because we also hold formative assessments which are carried out in every lesson*

The explanation above teacher described that students' progress was influenced by several factors, they are time allocation, learning strategies then it would be proven by formative assessment

c. School Factors

R: *whether the availability of facilities provided by school is very supportive in implementing ILS during teaching and learning process*

T1: *in SMA 2 Alhamdulillah it is complete. It's a very supportive one. And for module material so that it is more optimal, it is recommended every weekend, so we can't do it once per semester because conditions can be different according to needs because learning is differentiated depending on student needs.*

T2: *The problem is it's complete, the TV is already there, isn't it, for the class that has the TV it's complete because the speakers are running right, I used to complain about it because there weren't any speakers but now the rest of the teachers are working now at my school Alhamdulillah. Yes the school is very supportive*

T3: *Alhamdulillah, the facilities and infrastructure are very helpful, that is, every class has a smart TV, there is also an HDMI cable, so you don't need to bring speakers directly, the TV can be used for listening, watching videos, if you want something wider, you can borrow a projector. So it's been very supportive*

T4: *Alhamdulillah, in SMADA the facilities are more than adequate starting from comfortable class situations and conditions, in this case air conditioning, then presentation facilities and smart tv as well so the focus is on class management but maybe from me personally I need a language lab because there is no language lab here either sometimes it is constrained when you want to develop*

students' listening skills because sometimes you have to bring a speaker's blue knee and sometimes the speaker's ability is not necessarily accessible to students sitting behind

Teachers described that facilities provided by the school are categorized as quite complete however teacher expected to have language lab because of several consideration but by facilities that school provided have been very supportive for learning process so that teacher should be more independent in expressing their creativity in teaching process. So entirely the answered that teachers gave researcher realized that the ability of students was determined by how the teacher was in calss however the capacity of students were different. Students' progressive would be looked when teachers' ability in class controlling and teachers creativity were balanced beside the utilization of school facilities in teaching was very influential.

B. Discussion

In this section researcher presented the discussion based on the findings of the study. It concerned about the teachers' implementation of ILS in English teaching learning process and about the teachers' challeges in implementing ILS in English teaching learning process. Below are the clear explanation in each items:

1. The Teachers' Implementation of ILS in English Teaching Learning process

The result of the observation was less satisfactory. There were several teachers did not able to implement ILS into four skills in

teaching learning process. In this case, teachers when they taught only integrated two skills sometimes three skills but it was not optimal. Whereas, According to Oxford et al. (1994) explains that it involves linking the four language skills of listening, reading, speaking, and writing with the intent of emphasizing real, meaningful communication. But observation resulted that teacher also did not fulfill entirely the principles of teaching in integrated way. Continuedly Oxford, (2001) states that English language teachers need to know the various merits of ILS teaching/learning so that they can help their students to be beneficiaries of the advantages of integrated language skills learning. Teachers' usually organize students in pairs, groups and whole class and encourage them to express their ideas and to do their best when they teach language skills in integration.

However, this is inconsistent with what researchers observed in the classrooms. It was because almost all the teachers were not seen effectively organizing students in different groupings and/or encouraging students to express their ideas to do their best and so on. In this regard, Atkins et al. (1996) in Pardede, (2019) argue that the role that English language teachers play is crucial in helping learners deal with the skills integration process. That is, English language teachers should organize students into different groups, monitor students' involvement and practice in integrated language skills learning process, and advising students so that they take charge of their work and so forth. Based on

observation, researcher classified the teachers' implementation of ILS in teaching learning process into several types, they are:

a. The Integration of Listening, Speaking, Reading and Writing Skills (LSRW)

Integrating the main four language skills means combining reading, writing, listening and speaking in foreign language teaching in the classroom. According to Richards et al (2002) state that integrated approach in language teaching is the teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing.

It was done by T2 who was able to Integrate Language Skills (ILS) in teaching learning process. According to Oxford et al. (1994) explains that it involves linking the four language skills of listening, reading, speaking, and writing with the intent of emphasizing real, meaningful communication. It also involves integrating supportive skills such as grammar, pronunciation, and vocabulary development, as well as the general area of culture, which is inextricable from language. It happened when T2 taught all of English skills were integrated by T2 such as pronunciation and grammar as sub-skills in English Skills.

The activity exercised students in listening where they just not heard some of words in letters but also students tried to analysed the

word that teacher meant. After that, T2 build student writing ability by asking them to make sentences from the word that had been spelled. This action would train students' skill in writing, it continued by asking students' opinion about learning topic. It was proven that, T2 was trying hard to develop students English ability so that why T2 implement ILS. In the seconds class would end, T2 displayed reading text in screen and asked students to read each paragraph for one person.

T2 did language integration sistematically and it was running very well belongs to time allocation. Each skill has been very well proportioned and finished according to break time. According to Hungyo and Kijai (2009) explains that the term integrated means language learning where all four skills take place at the same time and with teacher, learner, and setting as playing their roles in the learning.

Based on the explanation above, it could see that teachers should provide opportunities and resources for students to engage in authentic speech and literacy activities. It was added by Chen, (2007) that the teacher should incorporate opportunities throughout the reading for students to develop their own learning by responding verbally as they read, write, and learn in English, because it is the integrated use of oral and written language for functional and meaningful purposes that best promotes the full development of english ability.

b. The Integration of Reading, Speaking, Writing Skills (RSW)

According to Brown & Lee (2015) said that there are several models of integration of English skills that can be used in combining two or more language skills or subjects and it makes discourse easier to produce, understand, and recall if it is constructed episodically. Coyle et al. (2010) proposed that these contents are related to topics or themes, such as ecosystems and culture. Related to the situation when observation was done. T1 and T3 taught by integrating 3 skills in learning process. It was proven when T1 taught in the first meeting then T3 taught in second meeting.

It was a sentence showed that teacher would teach about reading text. And then speaking practice happened when students did Q and A about about presentation by other students in T1 class than T3 in the end of class, students asked to conclude about learning material. In this activity, students were trained to speak creativity. On the other hand, for the writing skill T1 gave her students to make descriptive text about certain figure that the choosed and T3 gave her students to make about physical challenge in written form.

It showed that teachers could do an integration however it was not four skills. There are a lot of way in intengrating four language skills in teaching learning process. According to Oxford (2001), the Integrated-Skill Approach leads to optimal ESL/EFL communication by interweaving the four primary English language skills during

instruction, then it was supported by Nunan (1989,) in Oxford, (2001) that in designing activities, teachers should consider all the skills conjointly as they interact with each other in natural behavior, for in real life as in the classroom, most tasks of any complexity involve more than one macroskill. However, T1 and T 3 taught sperately one of another skills.

c. The Integration of Listening,Speaking and Writing Skills (LSW)

The integarion of three skills constantly done by T3 in teaching learning process. This was done by T3 in teaching for two times made an observation during teaching process. In the second meeting of T3,she taught by integrating three skills in teaching process and the same thing happended where in the first meeting, she taught by integrating three skills they are listening,speaking and writing skills in one teaching learning process. And then, it was continuedly by giving the students task to write their favorite athlete included their specific job. And the last, it was speaking practice by asking students to conclude the poin of learning material in every meeting.

It was the process of teaching process was done T3 in class X which integrated three skills in teaching learning process. According to According to Brown & Lee (2015) say that there are several models of integration of English skills that can be used in combining two or more language skills or subjects and it makes discourse easier to produce, understand, and recall if it is constructed episodically.

This was one of seven models of ILS that teacher implement. One of research finding related this integration model was found by Idaryani., (2013) that in a classroom activity, when a teacher gave a lecture, students are listening and some of them were writing down important materials, even sometimes some students would ask a question regarding the subject to the teacher. This situation depicted how language skills could not be separated or even be taught alone. Therefore, teacher needed to apply four skills to make learning process productive.

d. The Integration of Listening and Writing Skills (LW)

The integration of language skills probably became a challenge included problem when teacher did not implement integrated language skills in this case four skills in learning process. There were two skills of integrating language skills they are listening and writing skills were done by T2 in teaching learning process as the first meeting. In that activity, T2 wanted to listen the meaning of the video which s used English subtitle and after listening, T2 did true/false to engage students' understanding about the video.

T2 read sentences which was related to the video and students determined true/false in their note book. In this activity, T2 included other skills such as reading time but it did not run very well, so T2 asked the students to make question and an answer directly where the

question which made the answer was not in the previous reading. In this activity T2 visited each table of students to check their work.

e. The Integration of Listening and Speaking Skills (LS)

The integrated language skill approach was chosen because there is a need to emphasize that language learning that covers all aspects of language skills. Integrated language skills are presented in a coherent unity between listening, reading, speaking, and writing in teaching language but T2 only implemented two skills in teaching process. It was done constantly in the first meeting and second meeting. Where T4 read several question statements and would be replied by students in English. Then students would analyse the meaning before answering the question of the teacher in spoken form. And then in second meeting of class, T4 made students to summarise all material that would be learnt for one semester in spoken form to be presented.

Based on explanation above there were many models of teacher implementation in teaching, especially in using ILS. But among the five implementation models based on observations, integrating listening and writing which is quite often used by teachers despite its implementation, whether it asks students to listen to a video then determines in true/false or asks students to listen to the teacher in describing or explaining a figure then students make a description of a figure in written form or the teacher spells out a few words then students determine the word meant in written form; continued in making sentences

according to the words spelled by the teacher and there are many other forms of implementation depending on the teacher's creativity.

In research finding by Selma, & Selen , (2010) found that the integration of four skills could be done by reading text related to legends or fairy tales where Students read the passage about “Maldiva Island” and using the information they gathered, they asked some questions to one another about the passage of Maldiva Island, so reading skill was integrated with speaking skill. Then for listening and writing with the same topic, students watched the advertisement about Maldiva Island. While they were watching it, they took some notes in order to get some information about the island, so listening skill was integrated with writing skill.

Those were the form of the model of integrating the four skills in one topic at one meeting by the previous researcher. the strategy is almost the same as some of the teachers observed by researchers where the teachers asked students to watch the video displayed on the screen then students write down things related to the video only the technique in giving assignments depends on the creativity of the teacher but what is done by T2 in integrating four skills are quite different in terms of strategy where T2 does a spelling test then students write down the words the teacher means and make sentences or paragraphs taken from the words spelled. then for speaking and reading T2 asks students to explain their opinions about the topic of learning material then the teacher displays reading text on the

screen and students get turns reading per paragraph related to the topic of discussion.

Based on the observation above, actually teachers could do an integrated learning into four skills but only one of four teacher could do four skills integration in teaching process. It can be done if teacher can portion each skills approximately time allocation in learning. Alhaddad, (2014) described that everything that is presented proportionally could make the learning objectives achieved. In addition, According to Jenkins (2012) in Akmal, (2020) stated that teaching and learning English is a success when students are able to competently use the English language skills inside and outside the classroom. And it was done T4 in second meeting.

2. The Challenges Faced by the teacher in Integrating Language Skills in English Learning Process

a. Students ' Factor

Teachers mostly faced challenges belong to problem in teaching learning process specially by implementing four language skills were coming from students' side where they lack of motivation in learning. So that it affected to their behavior in the classroom because of had little interest and motivation to learn English. According to Richard et al., (2001) state that students with low motivation, very poor language proficiency, and negative attitude towards their teachers and/or peers may hamper integrated language skills teaching. In addition, they could

difficult to express their self specially in speaking class or became an introvert personality.

Therefore, teacher should tried a different learning style approximately learning material in each meeting especially in ILS so that the are able to have a possitive influence on students who are less active and can provide teaching evaluation result by ILS. It was supported Davies et al., (2013) that different models of classroom management model, student engagement combined with interesting instructional technology may decide the success of Integrated Skills Approach (ISA) implementation. It is included to the four skills integration.

b. Teachers' Factors

The factors that challnges in ILS implementation are teachers' perception itself, it is related to teachers' competence and belief. Three of English teachers' teachers revealed time allocation. The same finding was done by Atta-Alla, (2012) found that the application of integrated-skills in classroom learning faces several obstacles. The first obstacle is the very limited number of hours of compulsory English lessons, only two hours of lessons a week. These limited hours make it difficult for teachers to design comprehensive and creative learning activities belonged to the limited learning media.

But, in this case, time allocation would not be a matter if the teacher is able to portion for each skill approximately main skill without remove the other skills. Because of implementing ILS is not about how many hours but how to use the time as effectively as possible. The other reason of teachers where self perception about the impossibility in implementing four language skills in one meeting. As Richards et al., (2001) mentioned that teachers may assume that it is instructionally impossible to teach more than one language skills at a time. Even though if the teachers really want to implement the four skills it would be very possible beside the creativity and teachers' motivation it self.

In addition, the teacher's insight and creativity are inadequate so that it is hoped that the teacher will increase his motivation in the learning process. Teacher were using TBLT model followed by input interaction output technique in presenting materials by including several skills, where the teachers used to support their materials in the classroom. And the last students' progress was influenced by several factors, they are time allocation, learning strategies then it would be proven by formative assesment even though it depended on how the teachers manage the time well.

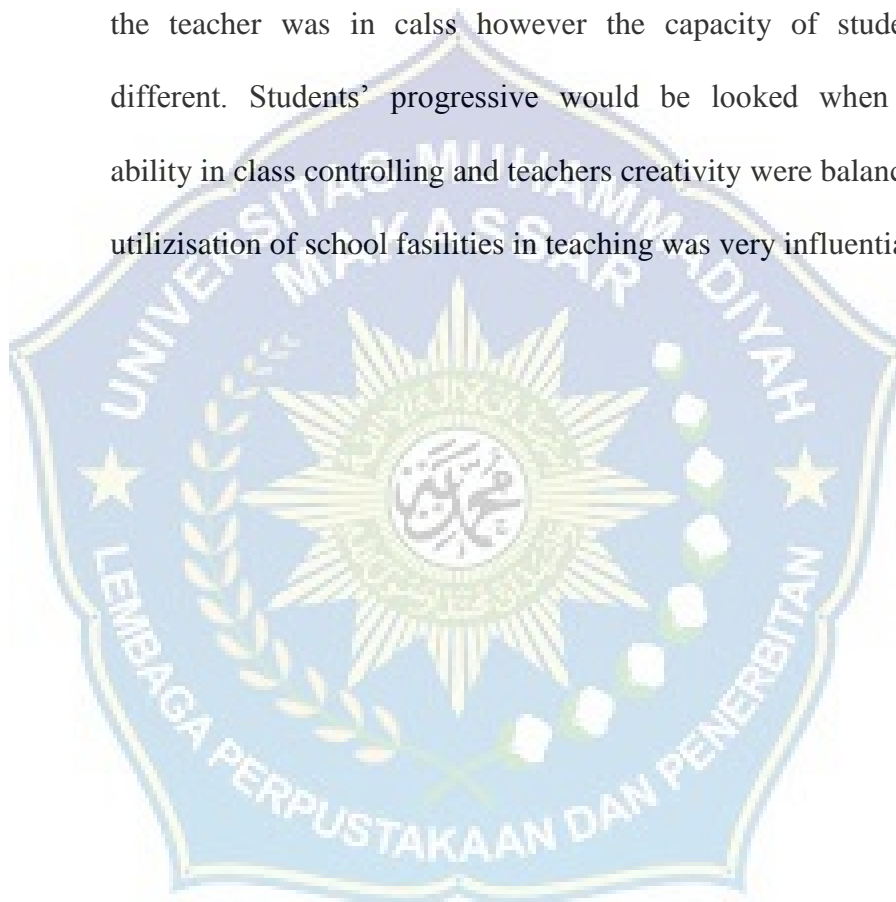
Therefore, it concluded that the implementation of ILS in EFL teaching-learning process influenced by the following factors:

1. Teachers did not have enough theoretical and practical knowledge on how to develop learning tasks, to teach language skills in integration and test students' performance in two or more language skills at a time. . Kebede & Seyoum, (2015) in their research result found suggested that stakeholders in language education, one of which advised teacher training institutions to ensure that their trainees obtained adequate theoretical and practical knowledge and skills on the integration of language skills while teaching EFL classes.
- 2) Some of the teachers thought that finding authentic teaching-learning materials for integrated language skills in EFL classes was difficult.

c. School Factors

According to Pardede, (2019) school have a potential in deterring Integrated Skills Approach (ISA) implementation regarding to the climate, policy, and equipment. In order to achieve a success learning or success implementation of ISA, the school should provide a facilitative learning atmosphere as a symbol of strong institutional support. In this case researcher found that facilities provided by the school are categorized as quite complete however teacher expected to

have language lab because of several consideration but by facilities that school provided have been very supportive for learning process so that teacher should be more independent in expressing their creativity in teaching process. So entirely the answered that teachers gave researcher realized that the ability of students was determined by how the teacher was in calss however the capacity of students were different. Students' progressive would be looked when teachers' ability in class controlling and teachers creativity were balanced beside utilizisation of school facilities in teaching was very influential.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section deals with the conclusion of findings of the research and the other one deals with suggestion.

A. Conclusion

1. During this process, it can be concluded that, mostly teachers do not integrate four languages in teaching learning process. They were integrate three or two languages. There are five models of teachers' implementation Integrated Language Skills (ILS), those are the integration of Listening, Speaking, Reading and Writing Skills (LSRW), the integration of Reading, Speaking, Writing Skills (RSW), the integration of Listening, Speaking and Writing Skills (LSW), The Integration of Listening and Writing Skills (LW) and The Integration of Listening and Speaking Skills (LS). And only one of four teachers can implement ILS well along with time allocation in one meeting. It is proven that the integrated four language skills can be implemented into two meetings or more accordance with teachers ability whether in one meeting listening deals with speaking or writing and in the next meeting reading deals with writing or listening but it has same with previous topic
2. Teachers' challenges divide into three factors, they are students' factor where students have low motivation and less interest,

teachers' factor where teachers' lack of knowledge about ILS and less of creativity especially in allocating time to determine teaching duration for each skill and the last is school factor where in terms of facilities that school provide is feasible and fulfilled but for infrastructure, it needs addition such as a language laboratory to make teaching and learning process can be more optimal especially in listening skills.

B. Suggestion

1. For Teacher

For teachers who do not implement Integrated Language Skills (ILS) in this case four skills caused time allocation in teaching process belongs to class management, so that teachers probably may implement ILS into teaching process for two meetings in one topic approximately skills will be implemented. Beside, the teachers must have creativity specially in implementing four skills where teachers are able to build good collaboration between teachers and students in integration learning include preparation well.

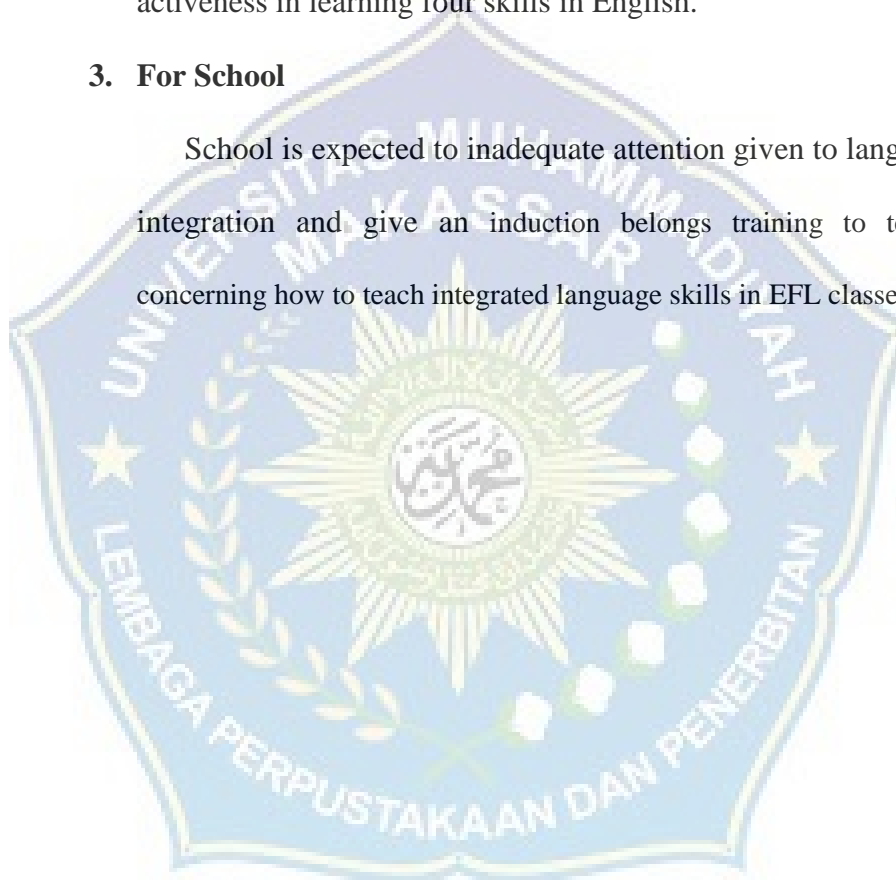
2. For Students

The selection of teaching strategies can influence toward students achievement in learning process beside the difference in students' capacities in understanding learning topic involve learning style that plays a role in it especially in implementing ILS effectively. In other hand, it related to students' motivation which

there is not an interaction between class management and motivation but teachers' are expected to find a better solution in learning process to conduct the effectiveness in learning process. Beside students' must motivate their self in learning English and more pay attention to the lesson given by teacher. It will influence their activeness in learning four skills in English.

3. For School

School is expected to inadequate attention given to language skill integration and give an induction belongs training to teachers in concerning how to teach integrated language skills in EFL classes.



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APPENDICES

APPENDIX 1

Observation in the Class

Teacher's Name:

Class:

No	The Implementation of ILS	Statements	Yes	No	Description
1.	Listening, Speaking Reading, and Writing Skills (LSRW)	<p>students listen to a video containing the text displayed by the teacher, then they are asked to retell the contents of the text, then they are asked to read the text through the video that is shown and at the end, the teacher asks students to rewrite the meaning of the text they have read.</p> <p><i>(siswa mendengarkan sebuah video berisikan text yang ditampilkan oleh guru, kemudian mereka diminta untuk menceritakan kembali isi teks tersebut, lalu mereka diminta untuk membaca text melalui video yang ditampilkan dan di akhir, guru meminta siswa menulis kembali makna teks yang sudah dibaca)</i></p>			
2.	Listening, Speaking, Writing Skills (LSW)	students listen to a conversation or other things that are played through the video by the teacher, then students are asked to tell what they have heard			

		<p>through the video and at the end, the teacher asks students to rewrite the meaning of the words/sentences heard and told according to the real meaning.</p> <p><i>(siswa mendengarkan sebuah percakapan atau hal lain yang di putar melalui video oleh guru, kemudian siswa diminta untuk menceritakan apa yang telah didengar melalui video dan diakhir, guru meminta siswa menulis kembali makna kata/kalimat yang didengar dan diceritakan sesuai dengan maknanya)</i></p>		
3.	<p>Reading, Speaking and Writing Skills (RSW)</p>	<p>Students read a text given by the teacher through textbooks or sheets, then students tell the contents of the text they have read and finally they are asked to write down the meaning of the text according to what has been told.</p> <p><i>(Siswa membaca sebuah teks yang diberikan oleh guru melalui buku teks atau lembaran, kemudian siswa menceritakan isi teks yang telah dibaca dan yang terakhir mereka diminta untuk menuliskan makna teks sesuai dengan apa yang telah diceritakan)</i></p>		

4.	Listening and Speaking Skills (LS)	<p>students listen to a video text given by the teacher then the teacher asks students to retell what is obtained from the video text shown by the teacher</p> <p><i>(siswa menyimak sebuah video teks yang diberikan oleh guru kemudian guru meminta siswa untuk menceritakan kembali apa yang diperoleh dari teks video yang diperlihatkan oleh guru)</i></p>			
5.	Reading and Writing Skills (RW)	<p>Students are asked to read a reading text through a book and then they are asked to rewrite the meaning of the text they have read.</p> <p><i>(Siswa diminta membaca sebuah teks bacaan melalui buku kemudian mereka diminta untuk menulis kembali makna dari teks yang telah dibaca)</i></p>			
6.	Listening and Writing Skills (LW)	<p>Students listen to the text of a video then they are asked to write words or sentences from the text of the video they have watched</p> <p><i>(guru tidak mengimplementasikan ILS dalam empat skills tetapi hanya dua skills selama proses pengajaran)</i></p>			
7.	Writing and Speaking Skills	<p>Students are asked to rewrite the meaning of the text.</p>			

	(WS)	<p>then they are asked to tell the contents of the text they have</p> <p><i>(siswa menulis suatu dari sebuah buku atau selebaran kemudian mereka diminta untuk memaparkan makna teks yang telah ditulis)</i></p>			
8.	Others				

Adapted from Richards et al (2002), Pardede, (2019)



APPENDIX II

Transcript of Teachers' Interview

Teacher's Name:

Class:

Internal Factor

Question 1: Are there difficulties belong to challenges in implementing ILS teaching proses whether from material preparation relate to the appropriate tools that will be used of conducting in the class? *(adakah kesulitan sekaligus tantangan dalam mengimplementasikan ILS dalam proses mengajar apakah itu dari proses persiapan materi beserta alat ang akan digunakan dalam kelas?)*

Question 2: How do you prepare learning material approximately time allocation in conducting ILS while teaching process? *bagaimana ibu mempersiapkan materi ajar sesuai dengan alokasi waktu selama pengimplementasian ILS dalam proses mengajar?*

Question 3: ILS aims to build communicative competence of students. What are activities that you do as instructor to make students do more speak? *(ILS bertujuan untuk membangun kompetensi komunikasi siswa. Aktifitas apa saja yang sering diberikan sebagai instruktur agar siswa lebih banyak berbicara)*

Question 4: ILS is an integrated 4 skills in teaching. What techniques in giving assignment which includes four skills while classroom activity? *(ILS adalah pengintegrasian empat skill sekaligus. Tekni apa dalam memberikan tugas yang menghubungkan keempat skill tersebut?)*

External Factor

Question 5: by implementing ILS, is there any progressive toward

communicative competence of students? Or in another skill?
(dengan pengimplementasian ILS, apakah ada perubahan terhadap kompetensi komunikasi siswa? Atau terhadap skill lain?)

Question 6: whether the availability of facilities provided by school is very supportive in implementing ILS during teaching and learning process (apakah ketersediaan sarana yang disediakan sekolah sangat menunjang pengimplementasian ILS ketika proses belajar mengajar?)

Adapted from Pardede, (2019)



APPENDIX 3

The Transcrip of the Observation

(FIRST MEETING)

Teacher' Name: T1

Class: XI₁₀

Guru memberikan pemanasan dengan melakukan permainan kata dimana siswa harus menyebutkan kata/vocab berdasar huruf terakhir kata siswa yang lainnya

Siswa 1: is

Siswa 2: so

Guru sambil berjalan kesetiap meja yang mendapat giliran menyebut vocab hingga selsai game. Kemudian siswa tidak memberikan satu vocab dalam waktu 5 detik akan berdiri didepan kelas dan harus memikirkan satu vocab dan diberikan kepda guru. Dan permainanpun berakhir.

Guru: Meminta siswa untuk melakukan perkenalan didepan kelas sekaligus menceritakan daily life when offday.

Siswa : *siswa maju kedepan kelas membawa lembaran teks perkenalan mereka masing-masing dan menceritakan daily when offday.*

Siswa: *siswa membacakan lembaran eks perkenalan yang dipegangnya*

Guru: *ada yang ingin bertanya?*

Siswa(male): (mengangkat tangan) “eeeeeh what kind of concert do you watch?”, “when you went to the concert what type?what is the name of the concert?”

Siswa(female): (berdiri di depan kelas) “Apasih,ouuhh SBS!,

Siswa (male): (siswa yang sama) “where the concert?”

Siswa (femle): “TSM!”

Siswa (male): “siapa namanya?”

Siswa : *(siswa yang lain berseru) “weehh sudahmo, jangan mi banyak-banyak”*

Guru: *(memberikan kode tepuk tangan)*

Siswa : *melakukan tepuk tangan, dan siswa (female) berjalan menuju mejanya*

Siswa: *Melakukan interaksi dengan satu temannya di depan yang berhubungan dengan perkenalan*

Guru: *Membantu membangun interaksi Antara siswa yang melakukan perkenalan*

Guru: *mengapreasi kedua siswa tersebut dengan memberikan tepuk tangan*

Siswa: semua siswa juga ikut tepuk tangan.

Guru: “okay, open our book page two”

Guru: jadi kita bakal baca text, yang sudah baca siapa kah?
(jeda, menunggu respon)

Siswa: berbisik ke siswa yang lain “baca teks ap?”

Guru: yang sudah baca teks nya di rumah. Sudah dijawab soalnya? Part 3?

Siswa 1 (male): “sudah”

Siswa 2 (female): belum

Guru: memulai materi dengan membahas teks yang ada di buku “okay for my about our materi yah, “mistakes teks” the real name mean Aceh to answer the question number one, (membimbing siswa dalam memberikan jawaban pada soal yang ada di buku teks)

Guru: (membacakan kalimat latihan pada buku teks bacaan setelah itu guru mengucapkan “true or false?”

Siswa: (semua siswa) TRUE!

Guru: melanjutkan membaca soal true/false

Siswa: TRUE!

Guru: melanjutkan membaca soal true/false

Siswa: TRUE!

Guru: “before an abstract” (kalimat dalam soal)

Siswa: FALSE!

Guru: yang benar ap? Yang memenangkan siapa (menunggu respon siswa)

Siswa: an Oscar!

Guru: melanjutkan membaca statement

Siswa: memberikan jawaban true/false setelah guru membacakan statementnya hingga selesai.

Guru: sekarang liat, eeh past two, ...

Siswa: ada yang berdiskusi terkait apa yang disampaikan oleh gurunya didepan ada juga yang membahas hal lain.

Guru: (melanjutkan kalimat sebelumnya) “temukan past tense pada teks” berjalan menghampiri meja siswa sambil bertanya “coba liat, yang mana didalam teks bentuk kata kerja 2/dua”

Siswa: (salah satu siswa menyahut) “was”

Guru: (memberikan apresiasi dengan mengangkat jempol dan mengangguk)

Siswa: siswa-siswa yang lain mulai menyuarakan jawabannya secara bersamaan setelah menganalisa kembali teks di buku

Guru: (guru memancing siswa yang lain agar bersuara) “ayo semuanya,apa lagi?”

Siswa: remembered

Guru :(mengulangi) “remembered” ,

Siswa: (suara membaca siswa sambil memberikan jawaban)
“memorized”

Guru: “memoriezed”, finished, anyelse?

Siswa: (salah satu siswa laki22 bertanya) “yang mana bu?”

Guru: paragraph kedua , yang mana merupakan kata kerja benuk kedua?
(guru mengulangi pertanyaan unuk siswa?)

Siswa: menyimak isi teks yang dimaksud dan sesekali melihat kearah depan dimana guru berada

Guru: membacakan teks bacaan yyyang dimaksud, kemudian “yang mana di situ?”

Siswa: yang apa bu?

Guru: paragraph kedua, (jeda) lalu “coba yang pertama apa?”

Siswa: was,short....

Guru: siapa yang sudah ketemu,silahkan tulis di atas yah (sambil mengarfahkan badan ke papantulis)

Siswa: berapa itu bu?

Guru: sebanya-banyaknya

Siswa: (membaca dan melakukan apa yang diminta oleh gurunya), salah seorang siswa meminta untuk naik menulis yang telah ditemukan,kemudian guru mengizinkan. Siswa yang lain berdiskusi dan berusaha mencari kata kerja yang di maksud. Dan akhirnya siswa satu persatu naik k papan menulis kata kerja kedua dengan masing-masing satu

(beberapa saat kemudian)

Guru: okay enough (sambil berjalan kearah papan tulis), kemudian guru membacakan vocab yang ditulis oleh siswa di papan kemudian siswa mengulangi yang di ucapkan gurunya “showed”

Siswa: mengulangi ,menyebut

Guru: yah,tidak dibaca “ed”nya

Siswa: belajar mengucapkan kata kerja kedua yang telah ditulis dipapan dengan mengikuti intruksi yang diberikan guru

Guru: menjelaskan “kenapa ada yang dihilangkan “ed”nya ketika dibaca da nada yang tidak.kemudian guru menunjuk kearah tulisan di papan”apa bentuk pertama dari was?,presentnya?”

Siswa: is

Guru: melanjutkan ke verb selanjutnya dan siswa memberikan jawaban secara langsung. Kemudian guru menyelipkan penjelasan singkat tentang kata kerja beraturan dan tidak

Siswa: menyimak penjelasan guru dan sesekali merespon stimulus yang diberikan oleh guru.

Guru: apa bentuk keduanya “see”

Siswa: saw

Guru: meminta siswa untuk membaca dan membuat descripsi tentang seorang tokoh yang ditentukan oleh siswa sendiri dalam bentuk tulisan kemudian siswa mempresentasikan hasil descripsinya di depan kelas dan menyimpulkan dengan kata-kata sendiri kata-katanya sendiri.

Siswa: (sedang mengerjakan tugas yang di instruksikan oleh guru)

Guru: sambil menunggu siswa menyelesaikan tugas, guru berbincang dengan peneliti

(setelah beberapa saat kemudian,

Guru: meminta salah satu siswa yang telah selesai untuk maju kedepan untuk mendeskripsikan sesuai dengan tugas yang diberikan

Siswa(male): membacakan teks deskripsi tokoh yang telah dibuat dalam bentuk tulisan dan di akhir presentasi, dia memberikan kesimpulan/pesan yang bias dipetik dari tokoh yang dideskripsikan

Guru: meminta siswa yang lain agar membuat serupa yang dilakukan siswa sebelumnya karena waktu telah habis sehingga dijadikan tugas, dan kelas di tutup dengan salam.

Teacher' Name: T2

Class: XI

Guru: memulai pembelajaran dengan mengecek kehadiran siswa sambil berjalan disekitar meja siswa kemudian berkata “berarti everybody is here”.kemudian kembali ke meja dan mengaktifkan layar tv dan membagikan link untuk siswa kerjakan seperti games “matching word”

Siswa: mengerjakan game melalui hp masing-masing

Guru: menampilkan di layar hasil permainan game kemudian menjawab bersama game permainan kata yang ditampilkan di layar TV.

Siswa: “wait (2x)” “very good very well”

Guru: *“well it was going to be your quire knowledge” “udah nonton videonya belum?” “I ma goin to do..... survey ya” (sambil mencari buku cetak di meja dan berjalan ketengah kelas) “so hands up you have watch the video” (sambil mengangkat tangan)*

Siswa: *beberapa mengangkat tangan*

Guru: *berjalan mengecek para siswa “hands up if you watch the video” “rise your hand!” “okay I can count, one, two, three,..... nine”*

Siswa: *“not yet”*

Guru: *memandang kearah sumber suara “adit(2x), only adit? “nggk baca yang lainnya ya? So waste reading habits” “so what about others? (2x) apa kabarnya? And you know what in English wajib if we have only 90 menites(2x) direction so my strategies you have to read before come to school so that you will easy to do the practice, membacany, kerjaan membacanya kalau missalnya you read before” (berjalan menuju meja) “okay ibu mau liat siapa yang membaca cepat menjawab ya berdasarkan kosa kata dulu, so last week kalian ask and answer to your friend (memasang kabel terhubung di laptop pribadi).beberapa saat kemudian, guru memutar video terkait “sumba and energy system”*

Siswa: *mereka mendengarkan dan menyimak video menggunakan subtitle Bahasa inggris dan voiceover Bahasa inggris yang diputar oleh guru*

Guru: *setelah menampilkan video, guru melakukan True and false untuk melihat kemampuan siswa dalam memahami isi video. Selama True and False, guru membacakan beberapa nomor dalam kalimat berbahasa inggris yang berhubungan dengan video untuk didengarkan dan ditulis oleh siswa*

Siswa: *(suasana tenang, siswa mendengarkan apa yang dibacakan oleh guru lalu di tulis dan memberikan jawaban (true/false) di catatan masing-masing*

Guru: *“Carrosine is save and expensive, true or false?”*

Siswa: *"FALSE"*

Guru: *(memberikan tanda sshhhh dan berkata) "no,don't spill the answer, kept it in your own note tulis dibukunya" (sambil berjalan kedepan)*

Siswa: *"ouhhh" "Okay"*

Guru: *mengaktifkan layar tv kembali, kemudian berkata "spill the answer when your done task" kemudian melanjutkan statement true or false. Setelahnya. guru mendampingi siswa dalam menjawab statement yang telah dibacakan sebelumnya.*

Siswa: *"TRUE" "FALSE"*

Guru: *"kamu liatt ndak, divideo mereka "how excited their face when look at the TV,and you never found it, rigaht?"*

Siswa: *"alriagh?" (mengulangi apa yang didengar dari gurunya)*

Guru: *" beberapa bulan waktunkecil bapakmu nonton TV its black white on screen but you have all the type of TV that provide by your parents, so think of that how grate you are" "okay now lets go to move to know what you learn (KWL) sambil bejalan kearah papan untuk menulis. "kemarin ibu udah Tanya ah,apa yang kalian tahu?judulnya ap?"*

Siswa: *mersepon guru yang menulis dipapan sesua dengan pertanyaan yang diajukan "about the habit"*

Guru: *"there are some question that discuss with your friend, rememeber what is it?"*

Siswa: *"know their daily"*

Guru: *" and then what is your daily practice to save energy?"*

Siswa: *"tumbler" "plastic mam"*

Guru: *berjalan kearah siswa "ouh you are not change" bercanda dengan siswa laki-laki*

Siswa: *"NO,NO" (siswa tertawa)*

Guru: *next week I will show...(sambil memegang botol umbler milik siswa dan berjalan keraha kearah papan) “what kind of resasnable energy, you know”*

Siswa: *“SUNLIGHT” “hydro electric”*

Guru: *“hydro electric”. Kemudian guru menampilkan layar kalimat true and false kemudian di jawab kembali bersma.*

Siswa: *“TRUE” “FALSE” memerhatikan dilayar dan memeberikan jawaban.*

Guru: *menampilkan layar selanjutnya tentang teks bacaan dan meminta siswa memahami maksud dari bacaan dilayar*

Siswa: *“shhhhhhttt” (kode beebraapa siswa ketika kondisi rebut pada saat reading seccion)*

Guru: *“hey just rise your hand if you want to talk” “okay I think enough*

Siswa: *“mam bisa dikasi besar? (tampilan layar)*

Guru: *“lagi yaa”, guru meminta siswa untuk membaca text bacaan perpargaraph dilayar dan ketika selesai guru akan mengucapkan “okay thank you, now taulfik paragraph dua”*

Siswa: *taufik membaca teks yang dinstruksikan oleh guru*

Guru: *“thank you next, I want sofia pharagraph three” (menyebut nama siswa secara random)*

Siswa: *sofia membaca teks yang dinstruksikan oleh guru*

Guru: *setelah membaca, guru meminta siswa membuat pertanyaan yang terkait bacaan sebelumnya dan pertanyaan tersebut untuk jawaban yang tidak ada pada teks bacaan. Guru berjalan kesetiap siswa untuk melihat pertanyaan yang telah dibuat “apa pertanyaan kamu? Kamu harus punya rasa ingin tahu ya, kamu mana? (menunjuk siswa disebelahnya)*

Siswa: *(siswa laki-laki) “ouhh bikin pertanyaan kah?”*

Guru: *“bikin pertanyaan apa yang ingin kamu tahu tentang mobile energy”*

Siswa: *“beberapa siswa laki-laki menjawab “ouuuuhhh”*

Guru: “seperti fisika ya cuman ini pakai Bahasa Inggris” (berjalan ke arah depan)

Siswa: “what do you know.....(diskusi dan membuat pertanyaan)

Guru: “and you may directly answer the question, you can find in the internet or in.....” (berjalan disisi meja perempuan kemudian berjalan ke arah papan tulis dan berkata “karena sebentar table ini harus dijawab “what do you learn today”

Siswa: (menunjuk ke arah papan dan menanyakan KWL)

Guru: “apa kepanjangannya KWL?” “KNOW WHAT LEARN”

Siswa: “Know” “What” “Learn”

Guru: butuh berapa menit untuk menjawab?

Siswa: “six” beberapa juga menjawab “sampai.....” “what are you”
(masih memikirkan pertanyaan)

Guru: disela-sela siswa membuat pertanyaan sekaligus jawaban, guru meriview bersama siswa vocabulary or unfamiliar word yang ditemukan pada bacaan sebelumnya dan meminta siswa menentukan artinya “kalau kata abundant apa?”

Siswa: “too many”

Guru: “ya.. abundant of work” (memebrikan contoh, kemudian guru kembali ke meja dan berkata “class! That’s the enough for today rememeber to read again your answer and we are going to share to your around next week”

Siswa: “okay mam” “okay thank you mam”

Guru: “wassalamuaikum.....”

Teacher' Name: T3

Class: X

Guru: Mempersiapkan siswa untuk memulai pelajaran kemudian meminta siswa untuk maju kedepan menulis materi-materi tentang what you have learned pada buku yang telah diberikan

Siswa: maju satu persatu menulis nama materi yang akan dipelajari berurutan dengan temannya

Guru: guru mengapresiasi siswa yang telah menulis di papan dengan ucapan "thank you" kemudian guru bertanya "oaky what we are going to learn?" "dari semua materi yang kalian tulis ,yyang mana yang akan dipelajari?"

Siswa: descriptive text

Guru: "iya deskripttive text" "kalau descriptive teks, tensenya yang mana?"

Siswa: "prsesntt"

Guru: "WHY?"

Siswa: Karena mendeskripsikan (pakai Bahasa indo)

Guru: apa yang di deskripikan?

Siswa: object

Guru : object nya apa?

Siswa: Animals,benda,...

Guru: apalagi?

Siswa: (terdiam dan berfikir tentang jawaban)

Guru: "have you download it the book that I have sent?"

Siswa: yes I have

Guru: okay, what is chapter one about?

Siswa: ada yang bertanya ke sesame siswa terkait hal yang dimaksud oleh gurunya tapi di jelaskan ulang oleh gurunya tentang tujuan booku yang dikirm di group nya.

Guru: guru menanyakan kembali "what is chapter one about?"

Siswa: "GREAT ACTOR"

Guru: great actor so, we are going to describe about.....

Siswa: actor

Guru: actor ya..(kemudian guru menyiapkan video dengan menghidupkan layar monitor didinding. Ketika layar menyala, guru mengonfirmasi kembli dengan berkata "so we are going to learn about descriptive....."

Siswa: "TEXT"

Guru: "tapi kayaknya mam belum absen deh (sambil mencari lembaran dan pulpen untuk mengabsen)

Siswa: “Iye mam belum”

Guru: “mana pelakunya tadi yang boker?..... (bentuk candaan ke siswa agara kemistri lebih terbangun)

Siswa: tertawa renyah

Guru: (menyebut nama satu persatu siswa untuk mengecek kehadirannya)

Siswa: “ hadir, saya bu” (merespond dengan Bahasa Indonesia), beberapa ada ynag mereespond “present” sambil mengangkat tangan)

Guru: “descriptive teks, there are some.....” guru mejelaskan descriptive text dengan membaca terkait materi di layar menguunakana Bahasa inggris dan Bahasa Indonesia. “jadi the first one you are going to identify context,main idea, detail information baik secara tulisan/word or verbal dalam descriptive teks, about, about what?...” (kemudian di jelaskan kemabali menggunakan Bahasa Indonesia)

Siswa: great atlete

Guru: yes great atlete,juga mengkomunikasikan , kemudian the last you are going to write descriptive teks. Guru berpindah ke slide berikutnya dan menjelaskan tentang pancasila learner (Bahasa yang digunakana bilingual) kemudian di setiap penjelasan terkait pancasila terselip motivasi-motivasi siswa dalam belajar diikuti dengan candaan

Siswa: menyimak

Guru: dengan mengarahkan jari ke papan guru berucap “apa lagi itu verb?”

Siswa: kata kerja

Guru: kalau adjective?

Siswa: kata sifat

Guru: ya sifat example, handsome,beautiful,small,....., and then adverb? Kalau adverb?

Siswa: kata yang menjelaskan.. (masih berfikir lanjutan jawaban)

Guru: slowly, jadi apa itu slowly? Kata keterangan. In descriptive teks itu menjelaskan consist of identification of person,place, or in their description

Siswa: menulis.mencatat apa yang dijelaskan oleh gurunya, sesekali melihat kelayar monitor

Guru: ya you can continue by look at to your book,I will send the file too, (akan berpindah ke slide selanjutnya dan berkata “next.....(sambil berdiri dari posisi duduk,guru memberikan penjelasan) “next question to think about , what do you think is a great atlete? Kamu

misalnya great athlete itu siapa yah yang tergambar?,siapa orang nya?who is that person?

Siswa: *“Neymark, Cristiano Ronaldo” (siswa rebut menyebut nama artis/athlete yang diketahuinya “Ginting”*

Guru: *who is your great athlete?*

Siswa: *“dituliski ini bu,mam?”*

Guru: *mam bertanya ini apa jawabannya number one? “who is your great athlete?”*

Siswa: *“GINTING”, M.HIDAYAT,RONALDO.....”*

Guru: *iya Ginting ,siapa lagi?*

Siswa: *JOJO*

Guru: *okay, who say ginting? Siapa tadi yang bilang ginting?, do you believe that sport save your features? (membaca kalimat dibuku)*

Siswa: *yes*

Guru: *why?*

Siswa: *healthy, share Bahasa inggris, toxic mam (respon siswa beragam di waktu bersamaan)*

Guru: *melepmparkan pertanyaan ringan kepada siswa terkait topic,dengan menggunakan bahasa inggris*

Siswa: *berusaha memberikan jawaban dengan Bahasa inggris namun diperbaiki oleh guru secara structure*

Guru: *“okay next, it is the time to look at the picture” (memindahkan slide ke gambar seorang athlete Indonesia)*

Siswa: *waowww bagus,*

Guru: *who do you tthink number one?*

Siswa: *“ANTONY SINUKAGINTING” “BADMINTON”*

Guru: *whats core he play? What does he play?*

Siswa : *BADMINTON*

Guru: *and then picture number two?*

Siswa: *ARI SUSANTI,(siswa melakukan interaksi dengan sesama siswa terkait gamabar kedua, dengan menggunakan Bahasa inggris*

Guru: *“what is she play? (memberikan jawaban terkait gambar kedua dan ke slide berikutnya*

Siswa: *skating woman*

Guru: *skating woman, okay number four?*

Siswa: *membaca teks soal yang ada di layar secara bersamaan dan menjawab “what he play?” bersemangat dan berlomba-lomba “boaz salosa” fooball player”*

Guru: *memberikan selingan candaan*

Siswa: *hehehehehe*

Guru: *now lets move to watch video*

Siswa: *“yyes spiderman” (celetuk salah satu siswa)*

Guru: *memainkan video di layar tentang pertandingan seorang atlit wanita dengan voice over berbahasa inggris tanpa subtitle*

Siswa: *memperhatikan dan menyimak isi video hingga selesai*

Guru: *okay,who is she?*

Siswa: *“ayu susanti” “ahh intinya ada susantinya” “ dia spider woman”*

Guru: *“remember what does speaker saying yaaa” “karena masih ada pertanyaannya” “the question in the group yahh, I have send your material,masih ada yang terakhir”*

Siswa: *siswa membuka ponsel dan mengecek soal yang di kirim oleh gurunya “bagaimana cara jawabnya?”*

Guru: *cara jawabnya write the question and then identify that is rue or false*

Siswa: *jadi mendengarkan?*

Guru: *yes listen and check, you are watching video, while you watching the video,identify the question, is that true or false*

Siswa: *okay,it is sign check mam?*

Guru: *yes it is a check*

Siswa: *bersiap-siap*

Guru: *okay, are you ready for the second video?*

Siswa: *no, READY*

Guru: *ready okay, (memainkan video di layar)*

Siswa : *tenang dan focus memperhatikan video terkait antony sinukaginting dengan voice over wanita dan laki-laki tanpa subtitle*

Guru: *(beberapa saat kemudian) “ okay next video, nanti kita ulang yah” (menampilkan video baru)*

Siswa: *(menonton video ke 2 tapi singkat)*

Guru: *“okay, and then the last video”*

Siswa: *menonton dan mendengarkan voice over video ketiga*

Guru: *“okay,identify jawabannya,have you done?” “true or false, number one,”*

Siswa: *“tulis dulu dalam Bahasa Indonesia” (salah satu siswa naik membawa hasil jawabannya) “mam,kedepan?”*

Guru: *(memeberikan stempel /great,good,excellent/ score sesuai dengan hasilnya) “iya,Zahra sudah selesai” bertanya ke siswa lain “have you done?”*

Siswa: *yes, siswa yang lain saling mencocokkan jawabannya dan ada yang asih berdiskusi terkait video*

Guru: *menunggu siswa yang lain memeriksakan guru*

Siswa: interaksi antar siswa disamping mengerjakan tugas true and false

Guru: menampilkan kembali video sebelumnya agar siswa bisa memastikan jawabannya kembali sebelum di periksa oleh guru

Siswa: mencocokkan kembali jawabannya sembari videonya di putar

Guru: sambil berdiri dari tempat duduknya “okay lets check your answer together”

Siswa: “hadeuh,wait(2x) disamping siswa yang lainnya kembali ketempat duduk masing-masing

Guru: “OKAY,LES CHECK OUR ANSWER NUMBER ONE,”

Siswa: “belum,belumpi ibu”

Guru: “sebenarnya you may answer the question without watching the video” “sperti number one, true or false?”

Siswa: TRUE

Guru: iya bennar and then,number two,tadi ada discuss,fikri nanya 11 perasaan bukn, so 6 or 9?

Siswa: six,nine,six, I am six,

Guru: six point nine seven,so number two is...

Siswa: FALSE

Guru: nomor 3 kalau dia great atlet masa dia lose,,tidak mungkin kan(guru memberikan clue), “so number three is....

Siswa: “False”

Guru: mendampingi siswa dalam memberikan jawaban true or false sampai pertanyaan akhir/soal terakhir (5 question). Disini guru menggunakan Bahasa Inggris dan diselingi Bahasa Indonesia agar siswa paham apa yang dimaksud gurunya meski dominan Bahasa Inggris. Setelah pertanyaan selesai terjawab guru berkata “now look at our book part 2 page eleven,

Siswa: halaman berapa mam?

Guru: halaman sebelas, ya it will be athlete is Cristian....?

Siswa: RONALDO

Guru: good (sambil memberikan symbol jempol di tangan). Oh iya now its time to find your great athlete,jadi tulis nama atlet yang akan kamu deskripsikan

Siswa: yes, yes(mereka sangat excited)

Guru: boleh di hire athlete favoritna boleh yang sudah meninggal, boleh

Siswa: “atlit oh bu?”

Guru: iya. The name, only the name (sambil mengelilingi meja siswa),”nama saja,tulis nama”.and then , whats for do they play? Dia atlet apa?

Siswa: boleh yang sudah meninggal mam?

Guru: *iya booleh*

Siswa: *mam boleh sport,*

Guru: *not in sport but great atlit yah*

Siswa dan guru: *interaksi Antara siswa dan guru demi mebangun chemisty*

Siswa: *mengerjakan tugas yang diberikan guru*

Guru: *melakukan interaksi dengan peneliti, waktu pembelajaran akan habis, maka guru meberikan arahan “okay get to your sit please”*

Siswa: *berhamburan untuk kembali ketempat duduknya*

Guru: *“can someone give conclusion what we get for today?apa yang sudah kita pelajari hari ini? About??”*

Siswa: *descriptive text, analysing video,*

Guru: *analyzing video,, iya identify true or false of video, and then*

Siswa: *salah satu siswa mengangkat tangan untuk memberikan kesimpulan*

Guru: *mempersilahkan denagn berkata “ya our name?”*

Siswa: *Anika*

Guru: *Anika, ya*

Siswa: *we just to the definition of descriptive text,ee structure and review, apa hmm, apa yang di bahas di descriptive text and belajar to identify descriptive melalui video, sudahmi mam*

Guru: *okay give applause to your friend (bertepuk tangan)*

Siswa : *bertepuk tangan*

Guru: *Aniyah?(mengonfirmasi nama untuk diberi kan score)*

Siswa: *anikah mam*

Guru: *ouh anikah sorr, Anikah sakinah (class is over)*

Teacher’ Name: T4

Class: XI

Guru: *(meminta salah siswa yang terlambat masuk untuk memberikan guessing game kepada teman-temannya sebelum pelajaran dimulai) “tanpa bersuara yah”*

Siswa: *berusaha mempergakan sesuai dengan instruksi kata yang diberikan oleh guru sedangkan siswa yang lain berusaha menebak*

Guru: *“yah, I haave told you what we are going to do for today” (sambil menampilkan slide di layar tv). “eeeh we start from merdeka guidelines yahh”. Anyone knows what is the stand for merdeka?”*

Siswa: *“hah?,kurikulum merdeka”*

Guru: *“kurikulum merdeka?” (mengonfirmasi jawaban yang di berikan oleh siswa)*

Siswa: *(para siswa hanya tertawa ringan)*

Guru: (memberikan kalimat-kalimat ekpresi umum kepada siswa berdasarkan tampilan di monitor). “okay,how’s your life today?”

Siswa: (memperhatikan layar monitor) “okay”, “not bad”

Guru: (memberikan kode mengangkat tangan) “hah?,tangannya begini”

Siswa: “okay” (jawab salah satu siswa)

Guru: (masuk ke kalimat selanjutnya) “kita mulai dari sini (menunjuk kerarah meja pertama dari ujung), how important English?”

Siswa: “so much important”

Guru: “so much important?,why?”

Siswa: “because universal language”

Guru: “karena universal language?”

Siswa: “IYA”

Guru: (menunjuk siswa berikutnya mengikuti alur meja siswa)

Siswa: “samaji pak jawabanku” (sambil terawa diikuti oleh siswa yang lainnya)

Guru: (tersenyum dan tetap meminta siswa tersebut memebrikan jawaban)

Siswa: (salah satu siswa melontarkan kalimat penolakan) “pak sudah mi”

Guru: (berusaha mengembalikan focus siswa dengan memberikan selingan candaan dan nasehat). (kemudian melanjutkan kekalimat selanjutnya yang ada di monitor). “what do you do to improve your English provisiency”

Siswa: “more practice”

Guru: “ya selain more practice, apalagi?” (guru berusaha membangun wawasan dalam berfikir, di samping kemampuan merespon dalam bentuk Bahasa Inggris)

Siswa: (ada yang berdiskusi bersama temannya namun ada yang juga memberikan jawaban secara langsung). “more reading”
“listening”

Guru: “biasakan(2x) rise hand before answer it” (sambil menaikkan tangan). “more practice, apalagi?”, (guru berusaha memancing antusias siswa dalam memberikan jawaban)

Siswa: “more listening”

Guru: “more listening apa dulu?”

Siswa: “ya apapun”

Guru: “yang penting relate dengan English?”

Siswa: “IYA”

Guru: “apalagi?,does anyone try to watching English movie to improve your English ?” (berjalan menuju bagian tengah kelas)

Siswa: “ouh yaa”, “YES”

Guru: “yes?” “what about reading compare, reading magazine in English or maybe newspaper?”

Siswa: “ouhh nooo, noo”

Guru: “no” (berjalan mendekati siswa yang berusaha mengekspresikan jawaban) “reading.....?”

Siswa: “reading novel”

Guru: “okay what about your speaking proficiency, how do you improve your speaking proficiency?”

Siswa: “more practice sir”

Guru: “beside your street answer more practice, apalagi?”. “have you try to eeee collaborate or come in to English class?. (setelah aktivitas ini, kemudian guru meminta siswa untuk memaparkan level proficiency mereka dalam berbahasa Inggris) “yang mana paling bagus levelnya” (berjalan menghampiri meja siswa)

Siswa: “reading..hmmm” (masih berusaha kalimat yang akan diucapkan begitupun siswa yang lainnya dan semua siswa dalam kondisi berdiri)

Guru: “ya, if you can calculate a, persentasikan”

Siswa: (siswa yang telah memberikan jawaban diizinkan oleh gurunya untuk duduk)

Guru: “langsung sebutkan saja which one you better in English proficiency”

Siswa: (masing-masing siswa diberikan waktu untuk menjawab supaya bias duduk)

Guru: (setelah aktifitas speaking, siswa diminta membuat main mapping terkait poin-poin yang akan dipelajari selama satu semester dan akan dipresentasikan di depan kelas)

Siswa: (siswa mengerjakan tugas)

Guru: (karena waktu tidak mencukupi sehingga tugas yang diberikan akan dikerjakan di rumah dan dikirim dalam bentuk video presentasi). (kemudian kelas ditutup dengan game dimana siswa yang ditunjuk oleh guru akan kedepan memberikan game melengkapi kata yang kosong dalam Bahasa Inggris dan siswa tersebut akan memberikan clue)

The Transcrip of the Observation
(SECOND MEETING)

Teacher' name: T1

Class: XI

Guru: *Mempersilahkan observer untuk perkenalan diri dan tujuan masuk ke kelas mereka*

R: *memberikan salam dan mengucapkan terimakasih sekaligus menjelaskan maksud dan tujuan bergabung didalam proses pembelajaran mereka*

Guru: *meminta siswa untuk menyiapkan kelas sebelum pelajaran dimulai*

Siswa: *(semua berdiri dari kursi) salah seorang siswa mengucapkan "Pray first", kemudian para siswa mengucapkan "Assalamualaikum wr.wb"*

Guru: *menjawab "waalaikum salam wr.wb"*

Siswa: *salah seorang siswa berkata "sit down please" kemudian mereka serentak duduk di kursinya masing-masing, kemudian setelah duduk seorang siswa berkata "in this step, let start pray together, lets pray". Kemudian mereka menunduk sambil berdoa*

Guru: *membuka buku Bahasa Inggris, kemudian berjalan menghampiri siswa meja depan dan menanyakan hasil bacaan yang telah diberikan di minggu sebelumnya khususnya makna setiap kosa kata baru yang di emukan dalam bacaan*

Siswa: *(beberapa membuka bukunya namun dua diantaranya menjawab maksud gurunya meski masih menebak-nebak*

Guru: *berjalan kembali kemajanya didepan dan berkata "okay today learning purpose is after reading text in your house, you will be able to understand direct text and also to identify the simple past of Past verb, yahhh,. Kemudian guru menjelaskan dalam bentuk Bahasa Indonesia agar siswa lebih paham " teks itu kan membahas atau menginformasikan , inform about someone of figure ya and its experience" kemudian guru melanjutkan masuk kemateri "okay, silahkan page two!, **the real main name**, dan kita sudah baca yah pecan lalu, sudah di jawab juga?"*

Siswa: *menyimak dan seorang dari mereka menjawab "sudah"*

Guru: *meminta siswa membacakan paragraph bacaan kemudian memaparkan simple past-verb yang ditemukan pada bacaan tersebut*

Siswa: Membaca teks bacaan pada buku teks kemudian menjelaskan bentuk-bentuk past verb yang ditemukan dalam paragraph tersebut, dia mengatakan “ada kata **ED**-nya dibelakangnya”

Guru: “udah selesai? Ada jawaban lain?” (menanti respon siswa, lalu melanjutkan), “ada yang mau kira-kira, coba di cek kembali, coba di ulang, diulang”

Siswa: (beberapa sisbuk membaca buku bacaannya, beberapa sibuk melakukan interaksi dan berdiskusi terkait instruksi yang dimaksud gurunya lalu siswa perempuan berkecamata berdiri membacakan jawabannya yang di tulis di hp) “Past tense review.....(membaca)

Guru: membantu dan membimbing siswa menjawab dan menganalisis bersama tentang past tense dalam bacaan “ ED saja bentuk keduanya yah, coba di cek bukunya , yang lagi ngantuk kenapaki?” guru melanjutkan bilang “yaahh SEMANGAT!” meminta siswa focus ke bacaan pada buku “jangan semuanya di tambah “ed” ya,

Siswa: “anu mam, hars di tau dulu apakah masuk beraturan atau tidak beraturan”

Guru: “yah, apakah dia masuk irregular atau regular, kalau regular tambah “ed” saja kalau irregular itu pasti tidak beraturan” (membacakan kalimat pada buku bacaan kemudian meminta siswa menyebutkan kata kerja past tense yang dibacakannya

Siswa: “BEGAN”

Guru dan siswa: (Aktivitas ini berlanjut beberapa menit, hingga guru meyelipkkan cara pengucapan kata dalam bacaan)

Guru: “How to pronounce....” (berjalan kearah papan dan menuliskan sebuah kata “culture”

Siswa: (membaca dan mengulangi apa yang di ucapkan guru berdasarkan kata yang ditulis di papan)

Guru: menunjuk setiap siswa agar mengucapkan kata “culture” begitupun dengan kata “structure, furniture” . hal demikian dilakukan berulang-ulang oleh guru dengan membaca serentak kemudian mengulangi satu persatu oleh siswa

Siswa: beberapa siswa yang belum di tunjuk oleh gurunya latihan dengan berbisik(mengecilkan suaranya)

Guru: memberikan tepuk tangan

Siswa: mengikuti ketika guru bertepuk tangan

Guru: (melanjutkan penjelasan tentang pengucapan kata) “jadi yang berakhiran T dengan D di baca ED nya” kemudian guru memberikan contoh “founded”

Siswa : mengulangi kata “founded” setelah gurunya

Guru: menghampiri dan menulis di papan

Siswa: latihan mengucapkan kata tanpa rahan guru, ada yang berucap “LECTURE”

Guru: mengembalikan focus siswa dengan mengetuk papan dengan spidol dan menjelaskan teknik pengucapan kata dalam Bahasa Inggris

Siswa: (melihat ke papan) “ouh started” ...

Guru: meminta siswa untuk memaparkan kesimpulan dari bacaan yang telah di berikan sebelumnya dengan menggunakan kata-kata sendiri

Siswa: (salah seorang berdiri) menjelaskan dengan singkat dengan menggunakan Bahasa Inggris

Guru: “okay, ada yang lain?” “what the teks talk about?”

Siswa: (beberapa ada yang menyahut) “kulcur/culture”

Guru: silahkan yah angkat tangan

Siswa: (seorang siswa memaparkan jawabannya dengan membaca buku catatannya) hal demikian berlanjut k siswa lainnya dan hamper semua siswa hanya membaca hasil kesimpulannya.

Guru: (setelah beberapa siswa selesai memaparkan jawabannya, guru memberikan tepuk tangan dan semua siswa mengikutinya) kemudian “okay, we go to the next task, task four” (sambil melihat ke buku cetak) “personality.....(kemudian mengambil contoh seorang figure dalam bacaan sebelumnya, dan meminta siswa menyebutkan karakter nya

Siswa: “imaginative, independent...”

Guru: yah jadi kita mau belajar kata sifat yang disifati oleh suatu tokoh (terjadi inerkasi guru dan siswa dalam proses pemberian materi) “hah, makanya diliat bukunya yah”, “apa jawabannya?”

Siswa: (beberapa ada yang membaca bukunya, ada yang bicara, ada yang bertanya) “ sensitive bu?”

Guru: (mengarahkan dan membacakan bacaan yang dimaksud dalam teks paragraph)

Siswa: (ada yang menjawab) “ambisius”

Guru: “jadi kalian cocokkan di sini (menunjuk bagian isi buku), itu kasi waktu 5 menit”

Siswa: mengerjakan tugasnya

Guru: membimbing serta menjawab bersama tentang sifat dari tokoh dalam bacaan

Siswa: “yang dua itu determine?” “kenapa bias?” (interaksi antar siswa)

Guru: “apa itu conciderate?”

Siswa: (beberapa siswa) “perhatian”

Guru: *“ada yang concidarate?”*

Siswa: *(beberapa menjawab) “SAYA”*

Guru: *“okay nomor 5 coba di baca”*

Siswa: *(siswa laki-laki mulai membacakan soal nmr 5 tapi terjeda oleh guru”*

Guru: *“Your name please”*

Siswa: *(siswa laki-laki menjawab) “rahmat bu” (kemudian melanjutkan membaca dan memberikan jwaban)*

Guru: *(di sela-sela siswa memberikan jawabannya apakah di tunjuk atau mengajukan diri sendiri, guru memperbaiki pengucapan siswa hingga semua soal terjawab) kemudian “okay, sekarang kia akan bermain tebak tokoh yah”*

Siswa: *“WOW”*

Guru: *“okay, kita main tebak-tebakan tokoh yah” (sambil membawa lembaran kertas yang ditutupi oleh penglihatan siswa)*

Siswa: *“apa clue nya bu,mam”*

Guru: *(berjalan kearah tengah kelas) “hah, he is an artist and also an actor.....” (guru memberikan clue sesuai dengan tokoh dibalik kertas ditangannya)*

Siswa: *(menyimak dan mulai menebak dengan menyebut salah seorang nama)*

Guru: *“.....eeeeee fashion designer” (melanjutkan clue)*

Siswa: *“ooooooh ivan gunawan” (dengan nada ragu dan saling tatap satu sama lain)*

Guru: *(masih melanjutkan clue)*

Siswa: *(seorang siswa dari arah belakang dengan suara lantang) “Ivan Gunawan!”*

Guru: *memeperlihatkan gambar dibalik kertas yang di pegangnya*

Siswa: *(bersorak dan bertepuk tangan) “YYEA!”*

Guru: *“yyaah ivan gunawan” (kemudian guru membagi kelompok berdasrakan garid meja siswa dan masing-masing kelompok akan mewakili kelompoknya didepan kemudian guru menuliskan nama tokoh di papan kemudian siswa yang lain akan memberikan clue dan siswa yang menjadi perwakilan kelompok akan menebak tokoh yang dimaksud). Guru menuliskan “HABIBI”*

Siswa: *“OMG”, (satu siswa membelakangi papan dan siswa lain memberikan clue).*

Guru: *“in English”*

Siswa: *“in English Please”(menegaskan kepada teman-teman)*

Guru: memberikan tugas dengan meminta siswa menuliskan tokoh pilihan masing-masing untuk di deskripsikan di pertemuan selanjutnya.

Teacher' name: T2

Class: XII

Guru: meminta siswa menyiapkan kelas

Siswa: attention please!, siswa yang lainnya menjawab "ready" kemudian "greeting to our teacher" "assalamualaikum wr.wb.

Guru: menjawab Salam "walaikumsalam wr.wb"

Siswa: "let's pra together" (menunduk terdiam sejenak berdoa)

Guru: sambil berdiri "have you spelling test? dengan guru yang kemarin? Belum ya?

Siswa: "belum"

Guru: "belum, belum pernah spelling test?so my Is to give you a spelling test after reading so we are going to allocate vocabulary,okay so"... sambil berjalan ke bagian tengah kelas guru membawa lembaran-lembaran dan berkata "can you just write in your book in your blank page, kertas dibukunya yang clear,blank bersih kosong and pu away our handphone ya nanti di hape ketik-ketik akan muncul kata yang di ucapkan"

Siswa: menyiapkan lembaran dari buku catatan

Guru: sambil menunggu siswa siap dengan kertasnya, guru menulis list kata yang akan di spell di kertas yang dipegangnya, "are you ready?"

Siswa: "yes"

Guru: "ready?c'mon number one,...." (berjalan kemejanya lalu kembali ketengah, guru mulai mengeja huruf demi huruf

Siswa: mendengarkan dan ada yang bertanya "apa?"

Guru: "focus ya, I could speak loud if you keep be silent FOCUS!" "diam dan focus, number one, don't use your handphone and don't be disturb c'mon kemarin kan sudah belajar kalau hp yaaa spend many time ,so much time and I will be destructed by it so students c'mon put it away for awhile ya, simpan diabwah meja itu ada ruang kan nggak aka nada apa-apa,boleh pakai hapenya kalau ada keluarganya yang sedang sekarat, SO TR FOCUS YA"

Siswa: "OKEY"

Guru: "okay focus ya, one two three,number one (mulai mengeja kata UNLIKE (2x)),number two (mengeja kata CONNECT (2X)),number three (mengeja kata HABITS (2X))

Siswa: (ada yang mulai kurang focus) "APA?" (Tanya kepada temannya)

Guru: (mengulang kata HABITS dalam ejaan) “next, yang gampang-gampang ya, number?”

Siswa: “FOUR”

Guru: “this is a big number, listen it very well (mengeja kata CONSTANTLY(2X))

Siswa: mulai saling berbicara satusama lain

Guru: “LANJUT nah, number...?”

Siswa: “FIVE”

Guru: (mengeja kata ADOPTER (3X)) “Ya next, lanjut (mengeja kata IRONICALLY (2x)), okay berikutnya ini gampang-gampang next all important letter, cuma 4 huruf (mengeja kata USER(2X)) Muti, don't look at to your friends” “next, now four letters only (mengeja kata SIDE)(2X) harus benar karena 4 huruf, next (mengeja kata SCREEN (2X))

Siswa: “apa mam?”

Guru: “hurufnya ada enam (mengulang kata SCREEN (2X), don't look at your friends work ya, last number (mengeja kata ADDICTED (2X) okay, I will start one two three put away your pen now, put your pen now

Siswa: okey fine mam

Guru: “I am coming to you, hey no more pen so you stop write” (guru berjalan kesetiap meja siswa untuk memeriksa jawaban dari spelling test) kemudian sambil memeriksa jawaban siswa guru berkata “sabita or somebody can you write the right answer in white board please!”

Siswa: (seorang siswa naik menulis dipapan sesuai dengan instruksi guru)

Guru: berjalan ke papan dan berkata) “apa artinya unlike?!”

Siswa: “tidak.....suka”

Guru: “feby look at the clock” (menunjuk kearah jam untuk menegur seorang siswa yang terlambat)

Siswa: “maaf mam, disuruh membersihkan tadi”

Guru: “begitu memang kalau terlambat you will get punishment, you will clear all the school” (kemudian guru menjelaskan dislike, unlike and like menggunakan Bahasa Indonesia). Kemudian berpondah k connect “ unlike means different one connect, the bridge a twins bridge gowa-makassar, what about hp, social media koneksi ap?

Siswa: “orang lain”

Guru: menjelskan Habit

Siswa: “kebiasaan”

Guru: “what is your habits?”

Siswa: (beberapa mendapat pertanyaan yang sama dari guru dan ada yang menjawab pakai Bahasa Indonesia)

Guru: menjelaskan maksud dan definisi 9 kata yang di eja dalam spelling test sebelumnya ,guru menjelaskan dengan mengkombinasikan Bahasa Inggris dan Bahasa Indonesia “ironically (2x), dia apa?”

Siswa: “ironis” (suara kecil dan hampir semua siswa hanya diam)

Guru: “look at your note,masa tidak ada yang tau” (sambil mengecek catatan salah satu siswa) “nah ini masalahnya kalau mam kasi pekerjaan, maknanya ditulis disampingnya supaya bisa dibaca”. Guru kembali menjelaskan ironically dengan menggunakan Bahasa Inggris dan memberikan contoh kemudian dijelaskan ulang dalam Bahasa Indonesia. Kemudian guru kembali ke papan dan menunjuk kata “user”

Siswa: “pengguna”

Guru: “iya tau,apa?”

Siswa: PENGGUNA

Guru: hapenya bisa nggak kita sepakat? Hapenya disempun dilaci dulu atau ditas,simpan dulu, nanti mau cari kamus silahkan, ya apa USER?

Siswa: PENGGUNA

Guru: SIDE?

Siswa: SITUS

Guru: Screen?

Siswa: LAYAR

Guru: ADDICTED?

Siswa: kecanduan,nafsu

Guru: jadi ini statusnya ada berapa kata? Ada kata kerja,kata sifat,kata keterangan(guru menunjuk kata-kata yang dimaksud)(melakukan interaksi Antara guru dan siswa dalam menenukan jenis-jenis kata “kalau ini apa ADAPT?”

Siswa: : “adaptasi”

Guru: “ber.....”

Siswa: “BERADAPTASI”

Guru: (berjalan menuju meja) “okay, sekarang ibu mau kamu kalian bikin 5 kalimat pakai.....(sambil menunjuk kata-kata dipapan) buat kalimat sendiri ya...pilih 5 kata yang kamu suka(menunjuk arah papan), ibu kasi waktu 5 menit ya,5 kata 5 menit”

Siswa: mengerjakan tugas yang diberikan guru

Guru: berjalan kepapan “jadi kalau kata kerja.....” (menjelskan penggunaan jenis kalimat) “oka c'mon bikin,buat kalimat 5 pilih 5 kata” (berjalan kembali kemeja

Siswa: mengerjakan tugas yang diberikan guru “bisa satu kalimat?”
“lima kalimat” (interaksi sesama siswa)

Guru: “iya boleh juga buat satu paragraph pakai 5 kata diatas”

Siswa: “iya mam”

Guru: *“ingat kebiasaannya ya,kalau nanti reading, setelah reading adalagi penguatan kosa kosa kata.....harus banyak membaca” (jeda beberapa menit,tiba-tiba guru berkata keraha siswa) “jangan melamun langsung buat, and don’t copy from internet”*

Siswa: *hah?!*

Guru: *jangan kopi kalimat dari internet,make your own sentence” (sembari siswa mengerjakan tugas, guru mengecek kehadiran siswa dengan berdiri ditengah).*

Siswa: *menanyakan tentang kursusan Bahasa Inggris menggunakan Bahasa Inggris ke guru*

Guru: *“ouh you want to join?,ketik digroup”*

Siswa: *“mam,yang ini” (siswa laki-laki yang lain menanyakan bentuk kalimatnya dan menunjukkan ke guru)*

Guru: *(menghampiri siswa yang bertanya kemudian membantu siswa dalam membuat kalimat) “ya..ibu mau membahas beberapa kalimat kalian ya,tolong bantu baca satu kalimat yang ada kata habitnya, (sambil menulis di papan) “kita belajar membuat kalimat ya” “everyone.....” (memberi kode agar siswa membacakan kalimat)*

Siswa: *“she always wakes up early, she have a good habits”*

Guru: *meminta siswa membacakan kalimat yang berhubungan dengan 5 kata yang disuruh pilih sebelumnya dianggapnya keliru dan guru menuliskan dipapan kemudian guru menjelaskan klasifikasi jenis 5 kata tersebut kemudian dihubungkan dengan kalimat yang telah diulis dipapan agar siswa mampu memperbaiki kalimatnya*

Siswa: *menyimak penjelasan guru*

Guru: *“okay itu dia ya,(kembali kemeja) itu cara bikin kalimatnya,nanti ibu periksa semuanya satu hari” “so I hope you learn of those word and now we move to another reading ya”*

Siswa: *“ouh no”*

Guru: *“masih we are talking about social media,eemm do you still remember?(sambil berjalan ketengah-tengah siswa) ee the impact of social media to you? How does many effect you?”*

Siswa: *(menjelaskan dampak social media oleh salah satu siswa wanita disisi kanan kelas dengan menggunakan Bahasa Indonesia)*

Guru: *“English please” kemudian berjalan kearah meja kemudian berkata “how does the internet effect your life? (kemudian kembali ketengah kelas membawa lembaran-lembaran tugas siswa pada pertemuan sebelumnya, guru meminta beberapa pendapat siswa terkait topic, dan guru mendekati setiap siswa yang meaparkan pendapatnya*

Siswa: menjelaskan pandangan tentang effect internet dengan menggunakan bahasa Inggris

Guru: social media katanya apa? Entertain (kemudian guru memberikan penjelasan singkat setelah mendengar pendapat siswa. Dalam memberikan penjelasan guru menggunakan billigualism” disela-sela guru menjelaskan guru melibatkan siswa ketika beberapa siswa tidak memperhatikan. Guru kembali ke meja “okay sebelum membaca, kita belajar kosakata dulu ya” (guru menghidupkan layar TV, kemudian menepuk tangan untuk mengembalikan perhatian siswa dan berkata “heemm, can you look at the screen please!, kita akan belajar social media and I want you to introduce some.....words, okay this one” (mengecek kondisi layar dan berkata “is it clear?, jelas ya?”

Siswa: “yes”

Guru: “how many words up there? (menunjuk ke layar)

Siswa: “sebelas”

Guru: “sebelas ya” “ibu akan coba tampilkan agar kamu gampang menghapalnya, (mengubah susunan kalimat di layar berdasarkan hurufnya disusun berurutan)” “how many words of up there?” (2x) “berapa kata disana?”

Siswa: “TEN”

Guru: “ten. okay, adolescence, you know adolescence? (Mengarahkan wajah ke siswa)

Siswa: “NO”

Guru: “adolescence so let you teenager” “Advantage, (2x) apa? Eh Advantage (salah kata) effect? Mempengaruhi “kalau Behavior?, disadvantages?”

Siswa: “kekurangan”

Guru: membacakan kosakata di layar dan menjelaskan maksud kata tersebut secara singkat kemudian siswa memberikan arti dari kata tersebut. Guru berjalan menghapus papan tulis kemudian setelahnya berkata “I want you to repeat after me” “AADOLESENCE”

Siswa: “ADOLESENCE!”

Guru: “look at the screen” “ADOLESENCE”

Siswa: “ADOLESENCE”

Guru: “everybody say AADOLESENCE”

Siswa: “ADOLESENCE!”

Guru: “haidir,

Siswa: (bernama haidir menjawab) “hadir!”

Guru: “stop using your hp” “ADVANTAGE” (2x)

Siswa: “ADVANTAGE!” (2x)

Guru: “menunjuk salah satu siswa untuk mengulangi kata yang telah diucapkannya) “EFFECT”

Siswa: ““EFFECT”

Guru: “Behaviour”

Siswa: “behavior!”

Guru: “DISADVANTAGE”

Siswa: “DISADVANTAGE!”

Guru: *affect, impact, increase, reduce, shy*, “once again I want everybody practice pronunciation (kemudian guru membacakan ulang kata-kata dan diulangi oleh siswa)

Siswa: melakukan repeat after me di pandu oleh guru

Guru: “practice a lot, coba baca sendiri (berjalan kearah salahsatu siswa laki-laki) kemudian berjalan kearah siswa perempuan “Nabila”

Siswa: “membacakan kosa kata dilayar oleh siswa yang ditunjuk oleh guru” kemudian siswa membaca sendiri-sendiri secara bersmaan didampingi oleh guru

Guru: mendampingi siswa dalam membaca kosa kata dilayar yang telah ditampilkann kemudian setelahnya, guru memancing siswa untuk memberikan arti dari kosakatta tersebut “ADVANTAGE?”

Siswa: “kelebihan,

Guru: “kelebihan, so the goodness, positive things.....” Kemudian memperjelas makna setiap kata tersebut dan menerikan contoh yang dipahami siswa “increase skills”

Siswa: “meningkatkan”

Guru: “I want to increase my salary” “apa yang mau kamu tingkatkan di dirimu?”

Siswa: “habits” “my talent work” “my English”

Guru: “my English speaking skill” “sudah taumi toh?” kemudian menyelesaikan sampai kosa kata akhir kemudian kembali kemeja dan berkata “okay, kita akan membaca ya, now time for you to read”

Siswa: “yes mam”

Guru: menampilkan layar berisi bacaan (reading text), “okay, c’mon bantuannya dibaca ayu baca paragraph one, and then sahita paragraph two and wawan pargraph three”

Siswa: ayu: (membaca text paragraph 1), sabita (membaca paragraph 2) wawan (membaca paragraph 3)

Guru: “dibelakang alim read paragraph one” (guru memberikan giliran kesetiap siswa untuk membaca masing-masing paragraph) dan disela-sela siswa membaca guru memperbaiki prounounce siswa ketika membaca. “is halim here?” (mengecek siswa yang belum meBaca)

Siswa: *"Alim sudah"* kemudian melanjutkan membaca sesuai dengan intruksi guru

Guru: *"okay now in your group, I want to send you the worksheet ya,download dibuka, kemudian ada reading (menunjukkan melalui hp) ada pertanyaannya kerja sendiri dulu kemudian baru compare dengan teman disampingnya....."* *"kalau bisa tugas nya jangan tulis disini (hp) bisa tulis ulang dirumah (note book) kemudian guru kembali kemeja dan mengecek kehadiran siswa."* yang tidak hadir siapa eva?namanya?"

Siswa: *"eee iye kemarin sakit, ini izin"*

Guru: *"ya udah isin dan sakit"* *"okay done?"* *"when you finish compare your answer with your friend"*

Siswa: mengerjakan tugas dari guru (worksheet)

Guru: *"5 menit berikutnya you have to discuss with your partner on your chair,isi lembar jawabannya dengan jawabannya c'mon"* (guru kembali mengunjungi meja siswa untuk memastikan siswa paham instruksi yang diberikan) *"how many advantages on discussin on the text?"* (mengarah tampilan bacaan dilayar) *"how many?apa? berapa banyak advantages?"*

Siswa: *"keuntungan"*

Guru: *"berapa banyak keuntungannya disebutkan dalam teks bacaan"* *"kemudian apa saja"* (membimbimng siswa dalam meberikan jawaban)

Siswa: mengerjakan tugas

Guru: *"yok ayo harus productive ya,membacanya lebih cepat (berjalan mendekati siswa) agar mampu membimbing siswa lebih terarah dalam memberikan jawaban)"* nomor 5 itu *what is your opinion so by own word complete to answer the txt, so the answer of the topic but witt with your own, kita....jawabannya ya, apa pendapatmu tentang social media?bisa semua beneficial, or less beneficial*

Siswa: *"less..."*

Guru: *"apakah lebih menguntungkan or,kurang menguntungkan.."*

Siswa: salah satu siswa menyodorkan catatannya

Guru: *"done?okey coba kuliati"* (memriksa langsung jawaban siswa dimejanya dan membantu mengarahkan ajwaban yang kebih tepat dengan mengarikan kalimat dalam Bahasa Indonesia) berjalan naik ke papan tulis dan menghapusnya *"eh yang tadi yang salah jawabannya sudah diperbaiki ndka,this one? You have to rewritre the sentence before if you want to correct the wrong sentence. "ini tabungan kosakata kita february ada ulangan nanti akan menjadi soal"* (detik-detik terakhir,guru berjalan memeriksa jawabn siswa dan ketika berjalan kemabli kemeja seoarnng siswa memanggil

Siswa: *"mam,(menodorkan biku catatan)*

Guru: “apa?sementar ibu periksa ya habis waktu” (berjalan kearah meja)
 “okay 5 menit terakhir kita akan belajar menjawab soal,nak perhatikan ini ibu mau kamu ngerti ,cob aliat nilainya yang kemarin” “bagaimana sih menentukan judul?,”what is the best title of the text?,coba repeat(2x) how to decide the text with the title” “ada yang tau menentukan judul?rise hand(sambil mengangkat tangan) ada yang bilang “the movement of technology” ada juga the effect of social media, nah ibu yang benar apa? Nah(sambil meminta siswa melihat kelayar)judulnya bisa diliat diparagraph 1,dierlihatkan tujuannya penulis ya, karena kemajuann teknologi telah menghasilkan social media,hati-hati itu baru namanya baru background,baru latar belakang,baru basa-basinya, we come to body, we are example (lanjut membaca paragraph 2)conttohnya ada twitter,fb,..” “jadi intinya bacaan, membaca memangmi jadi nanti soal literasi bahsa inggris kamu ngerti,ya (guru memberikan penjelasan dan teknik memberikan judul pada bacaan text yang panjang) “siapa yang judulnya the impact of social media? (sambil mengode angkat tangan) ada nggak the impact?”

Siswa: social media impact ji saya bu

Guru: “pake the ya the social media impact”

Siswa: “iye bu”

Guru: “siapa yang pake the impact of social media?”

Siswa: “SAYA”

Guru: “okay one two three” (menghitung siswa yang angkat tangan)
 “okay masih banyak yang masih belajar ya” “okay next(2x) how many advantages of social media?” banyak how many, jadi jawab dong ,how many?

Siswa: “TWO!”

Guru: there are two,what are they? (guru memberikan jawaban yang benar dan singkat) “okay I want to remind you, before your opinion,itu nilainya hari rabu,yang belum hadir selesaikan semuanya hari rabu,rabu ada,kelas speaking jadi semuanya hars selsai ya” .(guru berdiri dari tempat duduknya dan merievew hapalan kosakatta siswa) “okay, tes(2x) kosakata apa sja yang sudah dipelajari? Sambil berjalan kearah meja setiap siswa)

Siswa: teknik,..... (mengeluarkan kosakata secara berssamaaan)

Guru: kembali ke mejanya “minggu deppan diulang lagi” kemudian
 “okay that’s all for today,wassalam..”

Siswa: walaikumsalam...

Teacher' Name: T3

Class: XI

Guru: mengambil waktu beberapa menit agar siswa masuk semua dikelas

Siswa: mempersiapkan diri dengan duduk dibangku masing-masing

Guru: menyebut kan nama-nama siswa yang dikenal agar menyiapkan kelas untuk dimulai pelajaran

Siswa: (setelah persetujuan dari beberapa siswa) "stand up please!"

Guru: "Duduk"

Siswa: "just skip(2x)" (sambil memberi tanda kebeberapa temannya untuk duduk

Guru: "attention" (membantu mengarahkan siswa)

Siswa: "attention please" "yes" (siswa yang lain)

Guru: "baik-baiki caramu, lagi direkam itu" (meminta siswa untuk lebih serius) "attention" and then friends "ready" (memberikan intruksi kepada ketua)

Siswa: "okay ready"

Guru: and then?

Siswa: "greeting to our teacher"

Guru: iya "greeting" tidak usah "to our teacher"

Siswa: "after that?, sudah nya itu mam?, anumi, huust" (menyiapkan kelas kembali) "attention please!" others "ready!" "greeting!" others "assalamualaikum alaikum....."

Guru: "waalaikumsalam....." "okay listen to your name, arka....." (mengabsen nama-nama siswa)

Siswa: "present" "yes mam" (respon siswa ketika disebut namanya)

Guru: (menyelingi candaan dan mempebaiki jawaban jika ada jawaban siswa untuk siswa yang hadir)

Siswa: "SICK!" "Not feeling,"

Guru: "Sick ap?!"

Siswa: not feeling good mam" (melanjutkan menyebut nama-nama siswa)

Guru: (5 menit kemudian) "udah ya, namanya sudah disebut semua" "okay, do you still remember what we have learn last meeting? what is about?"

Siswa: "past tense" "tense"

Guru: "past tense, okay, contoh kalimatnya" "example, how the sentence"

Siswa: "was" "yesterday I went....."

Guru: "yesterday, I went to school" "ingat kalimat-kalimat singkatnya yang kemarin"

Siswa: *"last week I went....." "was(2x)" (ada juga beberapa siswa yang membuka buku catatan)*

Guru: *(berjalan ketengah kelas) "dikertasmu,ada yang mau diperiksa diperiksa?" (berusaha membantu siswa untuk mengingat kemabali pelajaran sebelumnya)*

Siswa: *"was"*

Guru: *"adinda(berjalan menghampiri)coba satu kalimat" "satu kalimat utama saja diparagraf, kalimat pertama" "okay listen to adinda, apa kalimatnya dinda?" (sambil menutup buku catatan milik adinda)*

Siswa: *a year ago, my family and I went to toraja, it was 7 am I arrived in toraja and then....." (membaca buku catatannya)*

Guru: *"okay,zidan I want to say that, where have you been?" (berjalan mendekati zidan)*

Siswa: *"ye what?"*

Guru: *"where have they been? Dari mana mereka? Dari mana adinda?" (sambil memegang hp zidan)dari tadi disini barang-barangnya,matikan dulu" (sambil berjalan kedepan) "dari mana tadi adinda, adinda bicara panjang panjang tadi kamu tidak dengar) "nanti itu kusita hpnya" (dengan nada candaan)*

Siswa: *"why?I don't play" "itu tadi mam"*

Guru: *berjalan kembali kemejanya "sekarang bacanya di group,buka hapenya"*

Siswa: *"how about my phone? (2x), can you give me back?"*

Guru: *"no,borrow your friends"*

Siswa: *"please" "c'mon" (sambil tertawa dengan temannya)*

Guru: *"oh ada yang belum masuk group?" "where is the new comer?mana itu yang kemarin? Ketemu di atas terus tidak kenal saya"*

Siswa: *"who?"*

Guru: *"the new comer is a boy"*

Siswa: *"a boy?,ouh jelas not me, not me bro" (merespon guru dan bercanda dengan temanya)*

Guru: *(berinteraksi dengan siswa yang kemarin) "ini yang kemarin pakai kacamata"*

Siswa: *"no,not use glasses" (siswa lain ikut berusara), siswa perempuan berusuaara "ouh itu XI 3 mam"*

Guru: *"XI3" (kembali ketengah kelas dan kembali ke materi yang dikirm di group yang ada di hp siswa) "what is about?" "say the name please" (mengintruksikan siswa yang ingin bersuara)"*

Siswa: "julian"

Guru: "Julian yes, ini teksnya past tense atau present tense?"

Siswa: "past" (dijawab oleh siswa lain) "Julian" (di tegur oleh siswa sebangkunya)

Guru: "how do you know that its past tense not present tense?"
"bagaimana cara nya mutau ini past tense?"

Siswa: "karena....."

Guru: "karean.....(menunggu lanjutan siswa) "iya apa yang mutandai dikalimatnya kalau oh ini past tense"

Siswa: "was" beberapa siswa juga mengulang-ngulang kata tersebut dan siswa menganalisis bacaan tersebut

Guru: kembali kemjanya dan berkata "can you turn on the TV?" "siapa yang punya remotenya?"

Siswa: "ndk pakai remoteji mam" dan yang lain "my phone mam have remote"

Guru: "bisa jadi kalau itu" (berusaha menyalakan tv) "sudah" (mengonfirmasi ke siswa bahwa tv sudah menyala) "yang satu kalimat past tensenya yang mana" (kembali ke teks bacaan siswa)

Siswa: "was" "he was....."

Guru: "rise your hand and mention your name" (menaikkan tangan)

Siswa: (mengangkat tangan)

Guru: "ya your name?"

Siswa: "my name is nadin ramadani"

Guru: "nadin ramadani iya coba bede"

Siswa: "the... twenty six hours"

Guru: "iya the... twenty six hours itu past tensenya, verbnya yang mana bentuk kedua?"

Siswa: "fixed"

Guru: "okay, ya any other answer? adalagi yang mau jawab?" (melihat ada yang angkat tangan) "ya your name?"

Siswa: "Dea sovany"

Guru: "Dian...?" (melihat list nama siswa)

Siswa: "Dea mam..."

Guru: "ouh Dea sorry, ya deaaa"

Siswa: (memberikan jawaban dengan membaca buku text yang ada di hapenya menggunakan Bahasa inggris)

Guru: mengulangi kalimat yang dibaca ".....sevent hours"

Siswa: "shippedhours" (siswa lain membaca)

Guru: menunjuk nama-nama secara random untuk dipersilahkan memberikan jawaban

Siswa: (beberapa siswa berdialog dengan menggunakan Bahasa Inggris dengan accent yang disukainya)

Guru: menunjuk nama-nama secara random untuk dipersilahkan memberikan jawaban menggunakan Bahasa Inggris namun siswa yang merespon pakai Bahasa Indonesia

Siswa: "seven hour"

Guru: "seven hour, it's a tense or adverb?"

Siswa: "adverb" (siswa lain menjawab)

Guru: adverb di iya bukan bentuk kedua, iya coba read again nurfadillas, cari yang lain lagi, past tense(2x) ayo padillas"

Siswa: menjawab pertanyaan, beberapa berbicara desampingnya sehingga terdengar rebut. Beberapa siswa mengangkat tangan bersamaan untuk memberikan jawaban "saya"

Guru: menandai nama yang menjawab dicatatan "satu-satu, yang mana dulu ini? Ouh tulis saja kalau begitu (sambil mengangkat spidol ditangan)

Siswa: "dari aku"

Guru: sambil memberikan spidol "satu katanya tulis kalimatnya sampai... jangan terlalu panjang yang penting ada verbnya"

Siswa: berjalan satu persatu kedepan menulis jawaban bahkan berebut

Guru: ikut mendampingi siswa di papan dan memperhatikan penulisan siswa sesekali di bacanya kemudian setelah selesai semua "okay thank you, you have done your work, yang pertama st.safirah.....(memeriksa bersama jawaban yang ditulis siswa dipapan dengan menyebut satu persatu nama siswa untuk mengonfirmasi jawaban) kemudian "okay, thank you, look at task A" (sambil menampilkan dilayar)

Siswa: memperhatikan dan ada juga yang masih mencari task yang dimaksud

Guru: "you are going to make the definition with the vocabulary kamu akan menentukan mana bagian vocabularynya on the left side and the definition in the right side yang mana sesuai tulis dibukunya"

Siswa: "maksudnya" "bagaimana"

Guru: mengarahkan badan kearah monitor tv yang sudah tampil tugas yang intruksi, guru menjawab "ini kita menjodohkan, mencocokkan vocabulary with definition"

Siswa: “ouuuuhh iya” (berbicara dengan temannya ada yang membahas tentang materi tugas ad juga diluar itu)

Guru: “ya sudah ada jawabannya di bagian A halaman 5,ada ndak?”
“ada caranya,apa number one?”

Siswa: masih memperhatikan buku cetaknya masing-masing

Guru: langsung saja,apa jawabannya? Nomor satu apa pasanagannya?

Siswa: “ the cated” “of aplace.....(membaca jawaban)

Guru: “ouh the cated, of place.....(mengulang apa yang dibacakan siswa dalam bentuk jawaban)menunggu siswa menyelesaikan tugas

Siswa: beberapa sedang mengerjakan tugas dan salah satu izin keluar karena sesuatu

Guru: setelah beberapa menit kemudian guru membaca sesuatu dari hp dan laptop lalu “ouh iya that too claime of something yup “H” berdiri ditempat duduk dan berjalan menuju papan untuk mengecek tulisan di papan

Siswa: (setelah beberapa saat kemudian siswa kemeja guru untuk memeriksakan jawaban sekaligus untuk mendapatkan stempel score dari guru)

Guru: “understand the text, ya understand some.....” “okay number one” (memjawab bersama)” the answer, ouh iya sudah di jawab yah number one” (membacakan kalimat nomor 1),”hen number 2”

Siswa: siswa bagian belakang angkat tangan”

Guru: “afiah dulu baru shahirah” (menunjuk siswa bagian depan, membimbing siswa dalam menjawab dan setiap jawaban yang diberikan siswa diberikan score dicatatan guru)

Siswa: kondisi kelas sedikit rebut dan siswa mulai tidak focus dan loyo

Guru: melakukan warming up/game “hallo,eyes on me please!”
“okay,clap your hands ONE (2x) TWO , ONE (2X) THREE,
(guru bangkit dari kursinya dan berjalan kearah meja-meja siswa)

Siswa: bertepuk tangan sesuai dengan instruksi dari guru,yang tidak sesuai arahan guru atau tidak focus disuruh berdiri oleh gurunya

Guru: “stand up dulu,ya sing a song please” “hibur temannya, nyanyi dong”

Siswa: “buseett” beberapa dari mereka tertawa “tunggu(2x) bu”

Guru: “sing a song please” “boleh dibantu zidan di” kemudian “okay thank you,merdu sekali suaranya yah” (padahal belum menyanyi)

Siswa: bertepuk tangan kecil ada juga yang bersoarak “huuuuuu”

Guru: kembali ke bagian tengah kelas “okay,that is it,lihat (menunjuk kearah layar)explanation,write minimal one paragraph abaout physical challenge that you want to try misalnya apa lanjutannya ya kamu mau melakukan aktifitas minimum misalnya I want to bla bla.. jogging each day or once time in a week or swimming or apa? Something that good for your health....”

Siswa: “ouuhhhhhh sport”

Guru: iya misalnya kayak sport,erus give the reason why,kenapa kamu choose,kenapa kamu pilih that sport” kemudian kembali kemeja guru dan berkata “kita jawab task one dulu and then k task yang bagian D,cuman dikerjakan bagian B dengan D ,tidsk usahmi, di skipyang bagian C”

Siswa: mengerjakan tugas yang di instruksikan oleh guru “dibuku? Sambil meblik lembaran buku”

Guru: soalnya sebenarnya ada di halaman 10 cuman cara jawabnya ada dihalaman 7” (sambil berjalan mengelilingi setiap meja siswa untuk mengecek cara kerja siswa)

Siswa: beberapa siswa di sisi laki-laki sedang berdiskusi dengan temannya terkait tugas yang dikerjakan menggunakan Bahasa inggris

Guru: “okay dian sfira could you please review your answer part B?”

Siswa: nama yang disebut oleh guru memberikan jawaban dengan membaca jawaban yang ditulis dibuku catatanya

Guru: “okay give a applause to safira”

Siswa: bertepuk tangan

Guru: “well what we have learn today? Apa yang sudah kita pelajari abou?”

Siswa: “ about eeee” “ story” “past tense”

Guru: “about past tense and then?”

Siswa: “how to learn about word like today

Guru: “how to learn ouhhh how to write physical challege..and then what else?apalagi?”

Siswa: “eeee about vocabularies

Guru: “ya vocabularies, you make definition with vocabularies, yaa apa lagi?”

Siswa: “obviously....” (siswa laki-laki berbicara dengan temannya)

Guru: “ya apalagi? Satu lagi dari the boy (memandang kearah laki-laki)apa yang kita pelajari hari ini? Ayo where is your voice sudah istirahat ini

Siswa: siswa laki-laki membacakan kalimat past tense dan diminta oleh guru menganalisis

Guru: “okay right, kalau past tense nya?” (menuntun mengarahkan jawaban siswa laki-laki) “okay thank you very much for your nice attention”

Siswa: “thank you mam” “ya” (merapikan barangnya kedalam task arena kelas sudah selesai)

Teacher’ Name: T4

Class: XI

Guru: mempersiapkan kelas dengan meminta siswa mempersiapkan “ice breaking” sebelum pelajaran dimulai.

Siswa: “jadi ice breaking pak?”

Guru: “hidayat” (memeriksa nama-nama absen siswa)

Siswa: “hadir pak”

Guru: (guru mengabsen satu persatu siswa dikelas setelah itu, guru mempersiapkan layar monitor untuk menyampaikan materi)

Siswa: (menunggu games dimulai sambil mempersiapkan alat belajar)

Guru: (mempersilahkan siswa yang sudah siap memberikan game maju ke tengah kelas)

Siswa: (masing-masing dari 4 orang siswa memberikan game sebagai bentuk hukuman karena terlambat masuk kelas)

Guru: (menunggu siswa yang lain menyiapkan gamenya)

Observer: (meminta izin kepada guru untuk mulai merekam)

Guru: (membantu siswa mengarahkan siswa lain agar turut aktif dalam game)

Siswa: (bermain game dan bertepuk tangan ketika selesai)

Guru: (setelah game, guru menampilkan materi di layar monitor) “yah okay, kita mulai, jadi kedepannya kita akan pelajari sesuai dengan alur yang ada pada kurikulum, kurikulum apa sekarang kita/”

Siswa: “merdeka”

Guru: “merdeka, so does anyone knows what the stand ford of merdeka is?”

Siswa: “berkewajiban, percaya”

Guru: “pertanyaannya merdeka ada yang tau?”

Siswa: “tidak ada, apa itu?”

Guru: “ditanya malah balik nanya” (sambil tersenyum)

Siswa: (sunyi)

Guru: “ada yang tau kepanjangannya merdeka?”

Siswa: “ndak tau”

Guru: “masa tidak tau, sudah kelas 11 mi”. “ya jadi Mnya itu mulai dari diri, jadi merdeka adalah alur dari pemebelajaran kurikulum merdeka, ada yang dimulai dari diri,eksploras konsep...”

Siswa: menyimak

Guru: farid ulangi (meminta siswa mengulangi apa yang baru saja di jelaskan)

Siswa: (terdiam)

Guru: “ya jadi start from ourself yah, dimulai dari diri”. Nah tadi sudah banyak icebreaking, ada empat, nah afer ice breaking, how’s your life today before starting our class?”. “how’s your life?”

Siswa: “SENANG” “HAPPY”

Guru: “happy,apalagi?”

Siswa: “SAD(2x),”

Guru: “why sad(2x)?”

Siswa: “PUSING”

Guru: “because of?”

Siswa: “icebreaking” (kelas menjadi riuh)

Guru: “memusingkan kalau ice breaking kah?”

Siswa: “sedikit”

Guru: “kemudian eeee, second question are you ready to study English?”

Siswa: “YES”

Guru: “REALLY?”

Siswa: “really”

Guru: “if you are ready, do you think English is important for you?”

Siswa: “yyes, international language”

Guru: “beside international language, apalagi?”

Siswa: (memikirkan jawaban serta menyusun kalimat yang akan diucapkan)

Guru: “apalagi?..kita mulai dari ATALIA”. “how important English for you?”

Siswa: (memberikan jawaban dalam Bahasa indo-english)

Guru: “number three, is it important for our life?”

Siswa: “yes, because we can speak to another people”

Guru: “ yyyaa beside international language, we can speak to another people ya” “you can use an insruction in internet or...”

Siswa: “yutube”

Guru: “ yutub maybe ya they use English ”. “kemudian if you can compare your English proficiency level,how was it?, bagaimana level Bahasa inggrisnya kalian?” “low,middle or high?”

Siswa: “LOW” “LITTLE(2X)”

Guru: “How come”? “kenapa bisa (2x) low?”. “how many English proficiency do you know? Proficiency refers to your skill in using English”

Siswa: “three”

Guru: “speaking, listening, writing, reading” “ya the are 4 common English proficiency ya” “kenapa bisa rendah?, ada yang sudah belajar Bahasa Inggris dari TK?, atau ada yang waktu di perut sudah belajar memang mi?”

Siswa: (tertawa) “ndak ada pak”

Guru: kalian ini generasi yang pasti sudah dapat lebih dulu, SD dapat?

Siswa: “DAPAT”

Guru: kelas?

Siswa: 3

Guru: SMA?

Siswa: “YA”

Guru: “ ya you should be expert in English ,harusnya mahir mi Bahasa Inggris”

Siswa: “Bahasa Inggris saya , guru ku tidak masuk”

Guru: “guruta idak masuk? Siapami itu guruta? (ketawa) “I depend on your motivation ya, semua tergantung motivasi kalian, if you think English is important for you will usefull for you” “kalau kalian anggap penting pasti akan berguna bagi kalian” “kemudian talking about English, you will get English in each level ya, mau dihindari atau tidak kalian akan tetap dapat Bahasa Inggris” “contoh kelas 10,11 dan 12 juga dapat” di bangku kuliah juga pasti dapat meski bukan jurusan utama” “ya it only for your soft skill” “kemudian eee, what do you prepare for English class today” “apa yang mupersiapkan?”

Siswa: “buku pak”

Guru: apalagi?

Siswa: ponsel, pulpen

Guru: ya have you ever try to motivate yourself before study?, or before going to school? Misalnya I stand in front of mirror and say motivation word maybe, and....

Siswa: tertawa

Guru: tidak? Ada yang pernah bicara depan cermin? Seperti hari ini saya harus bisa lebih baik

Siswa: “SAYA PAK BARU BILANGKA GANTENGKU” (KELAS MENJADI RIUH)

Guru: masih berinteraksi dengan siswa tentang motivasi dibalik cermin
“or have you ever try to speak in front of mirror?”

Siswa: YES,ADA

Guru: *how do you apply, speak in front of mirror?*

Siswa: *“I just say with my hand and talk about my activities or something and I always use a mirror to make my vlog”*

Guru: *vlog?*

Siswa: *yyyes*

Guru: *sometime it can help you to improve your public speaking and vocabulary or perbendaharaan kalian ya. “have you ever try how much word do you know?”*

Siswa: *“mmmmm NO”*

Guru: *sudah adami yang pernah coba sudah berapa katami dikuasai dalam Bahasa inggris?nanti coba-coba dihitung ya berapa mi kosakatta yang dikuasai. Kemudian yang berikutnya what do you do to improve your English? Especially for our extensive class? Apa yang kalian lakukan?*

Siswa: *talk with friends, chattingan*

Guru: *have you ever try to communicate another people around the world?*

Siswa: *YES, NO, YES*

Guru: *which country?*

Siswa: *eeee London and Indian*

Guru:*what application do you use?*

Siswa: *“HALLO APP”*

Guru: *yang lain?*

Siswa: *Mobile legend*

Guru: *mobile legend ji? Sometime when you play game you get a friend from another country, you will use English ya*

Siswa: *ya pak*

Guru: *kemudian , have you ever read the book will be used in English class? Sudah pernah dibaca bukunya belum?*

Siswa: *“belum” story ji pak, cerita-cerita ji”*

Guru: *our book use in our class full of story ya for English test, how many English test do you know? Berapa banyakmi tes Bahasa inggris yang kalian ketahui?*

Siswa: *“ada subject, ... (kebingungan)*

Guru: *ha? Descriptive test...apalagi?*

Siswa: *analytical,historical,.. (beberapa membuka buku)*

Guru: *apalagi? Yang kayak dongeng-dongeng apa namanya itu?*

Siswa: berusaha menebak

Guru: apa? Naaaaaa

Siswa: NARRATIVE

Guru: menjelaskan bagaman dan jenis teks. “kalian analisis ji kah yah soal-soal pak ksi kemarin? Yang diagnostic, maling kundang belongs to....?”

Siswa: legend

Guru: teks of naraive ya cerita keduanya apa?

Siswa: bawang merah-putih

Guru: ya jadi itu masuk ap?

Siswa: ahh anu pak sayur (siswa tertawa)

Guru: cocok nama-nama sayuran toh tapi yang ini tokoh bamer dan baput belongs to....

Siswa: eeeee Dongeng, narrative

Guru: cocokmi tapi jenisnya dari narrative apa?

Siswa: legend (siswa melakukan diskusi satu sama lain)

Guru: guru melakukan review materi teks, dan mengolah daya mengingat siswa dan memancing siswa untuk elbih aktif) “apa isi dari bukunya? Ada yang sudah baca? Afif, apa isinya?”

Siswa: sudah, kata pengantar pak

Guru: ada berapa part didalam?

Siswa: (membuka semua buku cetaknya) “lima, enam tujuh”

Guru: ya there are five chapter (menjelaskan materi-materi yang akan di pelajari selama 1 semester menggunakan Bahasa inggris kadang-kadang di kombinasikan Bahasa Indonesia agar murid paham. Apa posisi Bahasa inggris di Indonesia?)

Siswa: international language

Guru: masa international language

Siswa: Bahasa asing

Guru: ya but it different in another country, kalau malasia sebagai Bahasa kedua

Siswa: (menyimak penjelasan guru)

Guru: okay, karena baelum ada yang baca bukunya, the second slide will be explore the concept of our English material for a year (kemudain guru mengarttikan dalam Bahasa indo), kemudian guru meminta siswa untuk memotrett materi di slied kemudian melakukan candaan-candaan

Guru: menjelaskan slide ke dua tentang the exploration of concept.....(menggunakan Bahasa inggris)

Siswa: menyimak dan membaca isi slide

Guru: jadi silahkan kalian kembangkan materi bacaannya bisa melalui internet maupun yutub, ya kalian mau kerja hari ini, ya jadi yang kalian akan kerjakan hari ini adalah semacam peta konsep. Membuat konsep garis besar dari pembelajaran yang akan kita pelajari selama setahun kedepan.paham samapai di sini dulu?

Siswa: peta konsep?

Guru: menjelaskan ulang tugas yang diberikan tentang peta konsep

Siswa: (ada sesi Tanya jawab terkait tugas dalam Bahasa Indonesia)

Guru: menjelaskan lebih spesifik terkait mainmapping di papan, “paham samapai di sisni?” (menunjuk satu siswa untuk menjelaskan ulang tugas yang diberikan)

Siswa: “disinimi pak(menolak kedepan), (kemudian siswa menjelaskan pemahamannya di mejanya)

Guru: menggambar contoh main mapping Guru dan siswa bekerjasama mengisi kolom-kolom mainmapping yang telah dibuat oleh guru di papan dan guru memberikan teknik-teknik dalam membuat main mapping, sesekali guru speak in English,

Siswa: memperhatikan isi buku untuk membantu guru mengisi

Guru: cocokmi ini?(meminta siswa untuk membuka bukunya) sambil memberikan candaan kepada siswa), “jadi saya mau kalian buat seperti ini (main mapping) untuk memahamkan kalian tentang materi kita secara garis besar, di buku tulis yahh, jangan digital, nanti di manfaatkan digital media untuk tugas kelompok.jadi untuk tugas ini kalian kerjakan secara individu dlu di buku catatan kalian, sialahkan buat dan berkreasi sebisa mungkin,mau diwarnai atau apa terserah kalainkalian....” “tinggal kedepannya perbanyak perbendahaaarn katanya karena itu intinya Bahasa inggris. Dikumpulkan hari ini?

Siswa: DEH!janganmi pak

Guru: “karena kita mau presentasikan” (menjelaksan teknis di buku tulis) “bisa”

Siswa: “bisa” (ada sesi Tanya jawab terkait tugas menggunakan Bahasa Indonesia)

Guru: bentuk presentasinya buatkan video singkat saja yang mendeskripsikan peta konsepnya kalian,bisa?

Siswa: (sesi Tanya jawab menggunakan Bahasa inggris)

Guru: memberikan candaan dan motivasi mendekati jam pelajaran selsai) “nanti sayya akan share link google drive supaya dikasi masuk tugasnya di situ”

Siswa: menanyakan kembali terkait teknis peta konsep

Guru: menjelaskan kembali secara ringkas) “ada lagi yang ingin ditanyakan?” (kemudian guru mengecek kembali nama2 siswa dalam kelas). Guru menunjuk 2 seorang siswa untuk memberikan game penutup untuk mengakhiri kelas.

Siswa: (merapikan pelatan belajar kedlam tas bersiap-siap untuk game).



APPENDIX IV

Teacher's Implementation of ILS

Teachers	The Imlementation of ILS	Description
<p>T1</p>	<p>(MEETING 1)</p> <p>Reading,Speaking,Writing Skills (RSW)</p>	<p><i>Guru meminta siswa membaca paragraph text dibuku,kemudian menganalisis jenis tensis dalam bacaan kemudai siswa menentukan true/false dan siswa diminta mendeskripsikan seperti conth bacaan sebelumnya dalam bentuk tulisan kemudian dipresentasikan dengan kesimpulan di akhir dengan kata-kata sendiri</i></p>
	<p>(MEETING 2)</p>	<p><i>Guru meminta siswa menganalisis dan menebak tokoh yang</i></p>

	<p>Listening,Writing Skills</p> <p>(LW)</p>	<p><i>digambarkan oleh guru kemudian membuat descriptive text tentang tokoh pilihannya sendiri</i></p>
T2	<p>(MEETING 1)</p> <p>Listening,Writing Skills</p> <p>(LW)</p>	<p><i>Guru membacakan penggalan kalimat pada video yang telah ditonton kemudian siswa menentukan true/false kalimat tersebut</i></p>
T2	<p>(MEETING 2)</p> <p>Listening,Speaking, Reading and Writing Skills</p> <p>(LSRW)</p>	<p><i>Guru memberikan Spelling test kemudian siswa mendengarkan kata yang dieja oleh guru,kemudian siswa menuliskan kata yang dieja ole guru dan guru meminta siswa memaparkan pendapatnya tentang dapak social media</i></p>

		<p><i>kemudian diakhir guru meminta siswa untuk membacakan perparagraph teks bacaan yang ditampilkan oleh guru di layar TV</i></p>
<p>T3</p>	<p>(MEETING 1) Listening,Speaking and Writing Skills (LSW)</p>	<p><i>Guru memutarakan video kemudian siswa mencocokkan isi video dalam true/false yang dikirim guru melalui whatsapp group dan siswa menuliskan nama atlit pilihannya beserta jenis pekerjaannya</i></p>
	<p>(MEETING 2) Reading,Speaking and Writing Skills (RSW)</p>	<p><i>Guru mengirimkan text bacaan untuk dibaca oleh siswa melalui Hp,kemudian meminta siswa mencocokkan kata</i></p>

		<p><i>berdasarkan definisi dari text bacaan kemudian siswa diminta untuk membuat paragraph tentang physical challenge and reason kemudian siswa memaparkan kesimpulan</i></p>
<p>T4</p>	<p>(MEETING 1) Listening and Speaking Skills (LS)</p>	<p><i>Guru memberikan pertanyaan “how important English for you” kepada siswa secara random dan siswa menjawab dengan menggunakan Bahasa Inggris</i></p>
	<p>(MEETING 2) Listening and Speaking Skills (LS)</p>	<p><i>Guru memberikan pertanyaan “how important English for you” kepada siswa secara random dan</i></p>

		<p><i>siswa menjawab dengan menggunakan Bahasa Inggris kemudian siswa diminta untuk memaparkan rangkuman materi selama satu semester dengan kata-kata sendiri</i></p>
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APPENDIX V

Transcript of Teachers' Interview

Teacher's Name: T1

Class: XI

R: Assalamualaikum ibu

T1: waalaikumsalam

R: perkenalkan nama saya ummi kalsum dari unismuh, mahasiswa pascasarjana pendidikan bahasa inggris, jadi tujuan saya dalam interview ini, seelah melihat proses pembelajaran, saa ingin memperoleh data lain berupa tantangan ibu dalam melaksanakan proses pembelajaran khususnya pengimplementasian ILS, nah ils disini maksudnya integrated language skill so, tapi sebelum itu boleh tau namanya dulu mam?

T1: nama saya muaaqirah, biasa dipanggil kiki disini

R: ouh iyee mam kiki, so we are going to first question yah mam, jadi pertanyaan pertama mam adakah kesulitan dalam pengimplementasian ILS?

T1: sebetulnya dari segi pengimplementasiannya memang ada tantangan, baik dari segi persiapan waktu, semuanya adalah. Apalagi baru menghadapi dari kelas terenu karena dicari tau skillnya mereka dan mengupayakan bagaimana 1 materi mereka bisa terima semuanya sesuai dengan skillnya masing-masing jadi kalau misalnya reading mungkin ada anak yang suka membaca dengan melihat textnya sambil mendengarkan ada juga juga dominan menonton ada juga yang lebih suka menulis tergantung jad kadang-kadang tidak bisa keika penemuan mereka suka apa mereka skillnya mereka cenderung dimana karena kadang-kadang mereka suka semuanya ada suka music ttapi berat untuk speaking, jadi tantangannya di situ butuh beberapa waktu untuk mengenali potensinya jadi kalau saya pribadi tidak mungkin semuanya bisa dicapai 4 skill dalam dalam satu pertemuan karena palagi di kurmer ini butuh beberapakali

pertemuan, karenakan baru mulai kurmer juga tidak ada contoh jadi kita berdsarkan apa yang didapatkan pada workshop misalnya pelatrttihan-pelatihan

R: kalau boleh tau mam, durasi waktu pepembelajaran itu berapa mam?

T1: sekitar 2x25 menit

R: dengan waktu tersebut bagaimana mam memepersiapkan materi ajar sesuai dengan waktu yang diberikan dengn mengimplementasikan ILS?

T1: nah itu kita butuh modul, berdasarkan capaian pembelajaran yang mau dilaksanakan, jadi buat dulu konsepnya. Saya piker 1s setengah jam untuk menerapkan 4 skillnya sesuai konsep itu tidak bisa, agak repot dan butuh alur dan proses, dan itu bisa membutuhkan durasi,dan biasanya untuk menunaskan alur kurmer itu membutuhkan 2x pertemuan,untuk persiapan pemebelajarannya ,modulnya.sebenarnya bisa saja untuk semua skill tapi tidak maksimal kesemua siswwa

R: sorry mam karena pengimplementtasian yang kurang maksiamal kira-kira apa perimbangannya mam?

T1: waktunya termasuk juga kondisi siswa kadang-kadang tidak semua bisa mengamati kadang hanya mendengar tidak bisa semua, pemahaman mereka bberbeda karena kelasnya umum idak semua bisa Bahasa. Beda seleranya disetiap maple mereka ikutt belajar Bahasa inggris karena mungkin masuk maple wajib

R: sesuai dengan ttujuan ILS mam, so ketika mam mengajar, apa sja yang mam sering berikn sebagai fasilitator dalam kelas agar siswanya lebih banyak speaking? Aktivitas apa yang dominan dberikan?

T1: paling dikasi game biar semuanya terlibat, meskipun,

R: guessing game?

T1: iya aau iya ddikasi game kalau mau dikatif kan smeuanya,harus disesuaikan juga gamenya ini ttidak keluar dari materi yang kan dicapai

R: Terkait dengan aktifitas, mengajar mam, teknik apa atau tugas apa yang sering diberikan oleh mam dalam mengajar untuk menghubungkan ke 4 skill ini misalnya, atau kalau belum pernah 4 skill, mungkin ang 3 skill

saja mam? jenis tugas nya apa, sehingga ke 4 skill ini ada dalam tugas

T1: biasanya dialog

R: ouh dialog,

T1: iya, dia sudah mendengar, mengucapkan, kadang mereka menulis juga, semenara mnulis, sudah ada listteningnya sudah ada speakingna, semoga saya tidak salah pahamnya denagn bentuk pertanyaannya

R: okay thank you mam, jadi next questionnya itu, apakah ada perubahan dari ee achievementttnya siswa dalam pengimplemeentasian ILS atau ada skill lain yang diperoleh misalnya 4 skills ini hanya speaking ji yang dominan padahal yyang diimplementtasikan 4 skill

T1: ouh dari ouputnya gitu, tidak semuanya tergantung dari kemampuan siswa karena kadangkadang penerimaan mereka juga tidak sama jadi kalo misalnya pada umumnya anak-anak ini, saya hanya dapat kepercayaan diri mereka, selain bisa mencoba mengekspresikan mereka juga sediki-sedikit bisa memahami dan menangkap jadi ada perubahannya sedikit disbanding ttidak dikasi treatment dengan tujuan skill tadi

R: we are going to the last question mam,, so dengn menggunakan ILS ini ,ketersediaan sarana yang disediakan oleh sekolah sangat menunjang daam ils kettika prses mengajar?

T1: iya sangat menunjang

R: kira-kira dalam proses memeberikan maeri itu, menurut mam, ada sarana yang perlu ditambahkan?

T1: kalau di SMA 2 alhamdulillah sudah lengkap. Itu salah satu yang sangat mendukung. Dan untttuk materi modul biar lebih maksimal disarankan setiap pekan jadi kitta idak bisa sekali persemester karena keadaan bisa berbeda sesuai dengan kebutuhan karena pembelajatron berdiferensiasi toh bergantung darikebutuhan siswa

R; ookay am that all that all the question have been answer, okay thank yo so much mam see you mam

T1: see you

Teacher's Name: T2

Class: XI/XII

R: Assalamualaikum mam?

T2: waalaikumsalam

R: sebelumnya mam perkenalkan mam saya ummi kalsum dari mahasiswa pascasarjana unismuh, jadi maksud dan tujuan saya untuk meakukan interview ini untuk memperoleh data terkait tantangan atau kendala yang dihadapi oleh guru dalam pengimplementasian ILS didalm kelas, tapi sebelumnya mam, bisa, saya berbicara dengan mam

T2: T2

R: okay. Jadi saya mulai mam, selama pertemuan 1,2, dan 3 saya melihat dalam proses pengajaran mam, itu sudah terintegrasi tapi disisni saya sarang melihat, ada speaking, karena yang saya pahami ils ini bukan hanya 2 skill mam tapi 4 skill dan mostly ttermasuk mam ainal dalam pengajaran ada 4 skill tapi condoong di listening ,reading, writing dan speakingnya masih kurang atau mungkin saya ini (hehehhe) ketika dikelas saya tidak dapat kelas speakingnya atau bagaimana, so pertanyaannya, dalam pengimplementasiannya itu mam adakah menemukan kesulitan atau tantangan tersendiri dalam penggunaan ILS dikelas mam?

T2: baik, jadi kalau ummi yyyang ummi perhatikan justru listeningnya yang kurang, karena nagusnyakan listening diputarkan recording lalu mereka kerja. Listening kalau yang kemarin itu kalau ada listening paling dari suara saya kayaknya belum cocok kan tapi kalau yang speaking justru itu ada, writing yang belum ,speaking itu bagian terakhir personalize question itu saya kasi lalu kalau mereka sudah jawab mereka latihan bicara atau mereka pair woork dengan temannya atau timper share itu karena kan kalau kegiatan pertama itu brainstorming mulai dari diri biasa saya mintta anak-anak saling bertanya dengan temannya, ya jadi ada kelas speaking nya cuman dia tidak langsung saya ambil nilai tapi

practice saja begitu. Jadi selalu dalam kegiatan 1 pertemuan itu ada satu sisi yang speakingnya walaupun main activitynya reading, kayak tadi itu kan, belum selesai reading 1-5 nomor, nomor 5 itu "what is your opinion about social media" itu jadi sisanya itu mau mereka practice bagian speaking nya jadi harus, kemarin juga kemarin nggak liat ya ada ditempel anak-anak temple ouh nggak ada waktu, bagus mmereka ada kegiatan mereka menjawab itu menjawab pertanyaan saling Tanya keemannya mereka disitu mreka saling Tanya speaking, abis itu pas itu mereka dari jawabannya saya minta mereka dengan kemampuan analisisnya dan kreatifitasnya mereka harus mengarang tentang temannya, mungkin kayak begini I wil tell my friend about social media, it has account gitu kan padahal sebelumnya sudah speaking yakan jadi ini writtingnya jadi, untuk kegiatan social media itu betul-betul integrtatted 4 skill

R: jadi topic social media itu betul-betul bisa masuk 4 skill disatu pelajaran di mam, ouh iya mam, eeh but before that mam...

T2: okay apa kesulitannya, pertanyaannya kana pa kesulitannya...

R: iya

T2: jadi yang sulitt adalah ini kalau saya soal listening ya itu saya mesti harus pesiapkan materinya, kalau kadang kuota ndak jaringan kurang bagus, itu biasanya mengganggu toh, eeh apalagi namanya saya belum punya resources yang cocok untuk listeningnya unttuk kela ini. mungkin nanti saya harus cari saja atau mungkin saya pesan dari peerbit atau apa. Itu satu, kedua unttuk anak-anak juga masih ada anak yang kurang aktif jadi guru harus kerja keras unuk mengontrol anak yang kurang aktif dia harus diberi banyak feedback gitu kan, jadi memnag unttuk speakingnya itu ada beberapa ada kelas yang semuanya banyakan rajin bagus, ada juga kelas yang kayak diatas itu sebagiannya pendiam jadi itu tanttangannya dalam Bahasa Inggris itu tanttangannya bagaimana anak-anak bisa bicara kan bagaiman kalau pribadinya kurang bagus, itu akan sulit, pribadinya introvert bukan orang yg mau tipe

cerita padahal Bahasa itu kan harus banyak ngobrol, itu tantangannya untuk pribadi anak-anak yang kurang begitu anusiaas untuk berbicara

R: ouh iyye mam, jadi saya menggarisbawahi/highlight dari penjelasannya mam ainal, adi itu tantangannya itu ada dari segi sumber dalam listening kemudian dari segi siswa sendiri itu ada yang memang pribadinya tidak terlalu suka speaking

T2: iya dari learning style nya anak-anak ya cenderung mungkin dia awalnya pendiam nanti itu dia...

R: okay mam, terkait dengan tantangannya itu mam,

T2: ou iya tantangannya yang tidak anu itu ketika jam siang panas, kalau pagi saya rasa lesson plan saya akan efektif tapi kalau siang hari itu jam 1an nggak bisa udah nggak, anak nggak konsentrasia, guru nggak konsenttrasi jadi itu kahirnya pakai speaking skill apa speaking prkttise aja, nggak ada input, apa namanya agak sulit kasi input untuk betul-betul belajar tugas kemarin sudah harus diselesaikan jadi pakai trik-trik begitu, sama kelas yang panas dijam-jam tertentu

R: ouh iyye mam, okay so mam terkait dengan proses pengimplementasian ILS khususnya di challegesnyyya kita harus menyatukan 4 skill dalam pengajaran, didalam sesuai yang dominan kapasistanya beda-beda jadi, bagaimana mam ainal mengatasi misalnya kan siswa harus able di writing dalam 4 skill itu, bagaimana mana memberikan trik bisa tolong di gambarkan spesifik

T2: ya itu istilahnya kita scaffolding, jadi kita memberikan dulu anak-naka step by step nggak boleh buru-buru jadi misalnya writing, kasi dulu banyak kosa kata, reading juga dikasi dulu banyak kosa kata, writing dikasi tau struktur generiknya suattu tes supaya ketika writting dia tau memulainya bagaimana gitu jadi pembiasaan dulu dari diberi bekal duluan sebelum masuk ke ini ya kalau reading perkenalan kosa kata pengolahan tema dimasukkan anak-anak kedalam konteks tema tersebut nggak boleh otomatis masuk ke materi jadi mereka ready untuk

belajar.jadi nadk boleh buru-buru apa persepsinya ya istilahnya lead in to the konsep

R: thank you mam so, ini kan sekarang angkatannya kurmer ya mam? Kalau boleh tau apakah yang tahun ini pertamakali pakai kurmer atau

T2: ia SMADA itu angkatan pertama pakai kurmer jadi angkatan ke3 nya itu ini tahun,jadi yang bakal tamat ini sudah kurmer

R: okay,if you don't mind mam,boleh saya dengar pandangan mam tentang antara kurtilas dan kurmer itu kesulitan terdisekannya dalam penggunaan ILS karena saya lihat mam dikurtilas pun ada pengintegrasian ils cuman bedanya 4 elemen dibanding kurmer 6 element

T2: jadi bagus, sebenarnya dikurtilas juga kami sudah meberapkan semuanya mereka baru tulis ini saya presentasi,ada kegiatan presentasi jadi swbernya dia menjadikan 6 skill itu supaya ini secara hukum diajarkan tapi secara defacta sebenarnya sudah diterapkan menyimk,membcs menonon video kan,kami sudah cuman bagusnya sudah di amukkan ouh ini wajib, jadi guru-guru juga harus ngerti kksi materi cara mempresentasikan sesuatu sebenarnya lebih maju lagi. Cuman kesulitannya ada lah kita dituntuntt membuat sendiri bahan ajar atau silabus yang apa namanya harus bisa menciptakan sendiri silabusnya yah yang pemerintah tetapkan capaian pembelajaran

R: okay mam thank you,next question jadi berhubungan dengan jawaban sebelumnya,terksit dengan kapasitas siswa yang berbeda-beda disetiap kelas,bagaimana sih mam strategi mam dalam prepare material disesuaikan dengan alokasi waktu yang telah ada dalam aturan, how long dalam persiapan materinya mam apakah sulit karena sempitnya waktu atau bagaimana mam

T2: okay jadi, ILS itu 4 skills dan memang itu diharapkan semua bisa berkomunikasi lisan dan tulisan tapi tidak serta merta semua itu semuanya tercakupn.misalnya satu kali pertemuan saya mengajar

reading ,dalam reading itu focus saya di readin tapi ttidak berarti yang lainnya erabaikan no,jadi walaupun saya focus reading ada kegiatan menulis tapi bukan menulis mengarang,begiu paling mnulis jawaban menulis pendapat,belajar grammar itu bagian dari menulis unuk speaking bisa disitu sebelumnya iu bisa ask and answer about experience pendapat mereka dalam sattu tttopic ada dalam situ listening pun ada cuman ada satu waktu memang sdikit untuk itu karena saya focus direading, suau hari kalo saa ngajar speaking,pasti focus di speaking . saya piker tidak ada kesulitan kalau mau membuat rpp unuk keempatt skill ini jadi kalao dalam satu unit pasti harus include smuanya

R: ouh iye mam, jadi ini di mam, tidak ada kesulitan dalam ttime allocation juga di mam?

T2: time allocation kan, nah kalo untuk speaking kan unuk laihan iu harus ttrea sendiri apalagi kalau anak-anak yang banyak makanya guru banyak kasi pairwork darapad ahannya satu persattu, kalau hanya satu persau itu kalau sudah ambil nilai. Ininyya dibuuhkan kesadaran anak unuk lattihan bbahasa inggris jadi harus di aasi guru harus berjalan memantau anaka apakahmereka bekerja atau tidak

R:jadi saya tangkap mam materi iu harus include 4 skill hanya saja tetap harus difokuskan pada skill ttentuan

T2: iyya dalam satu peremuan iu mungkin ada 4 skill atau 3 skill aau 2.4 skill iu tidak bisa dalam sau peremuan, kecuali ada waktu-waktu tertentu,dalam hal ini dalam sau pelajaran iu kira-kira da cuman tinggal fokusnya dimana

R: iyye mam sorry mam saya singgung lagi time alocatio lagi kalo misalnyya 4 skill ini berari misalnyaa kitta fokusnya di speaking ottomatis 50% dispeaking dan yang lainnya iu di liel-liel percentage

T2: malah mungkin lebih banyak speakingnya,

R: jawabanya juga sudah mencangkup perttanyyan ke3 juga mam yaitu sesuai dengan fokusskill yang diminta

T2: iya

R: pertanyaan selanjutnya misalnya mam, ingin focus di listening class dalam satu materi, biasanya mam ainal kasi tugas yang relate dengan listening itu apa yang dominan itu apa?

T2: ouh kegiatan listeningnya, ouh bisa saja gap fill, true or false ya yang simple-simple seperti itu

R: itu untuk skill listening ya mam, tapi kalau menurut mam ainal tugas apa yang relate yang include dengan 4 skill itu mam, iya project atau apa mam untuk level SMA

T2: tugas apa? Hmmm project di, saya tidak pernah kepikiran apa saja yang mesti, karena biasanya saya, ouh iya bisa projectnya membuat video, karena mereka buat naskah dulu, baru mereka presenting, kalau listening mereka buat video baru mereka saling tanya jawab seperti itu saya nggak tau kalau yang 4 skill kalau reading? Ngapain project kan cuma membaca lalu meringkas, nggak mungkin listening, agak ribet kasi project mendengarkan, tapi saya suka itu kemarin saya kirimkan materi bahan untuk ditonton di youtube mereka sudah menengarkan kan

R: jadi untuk pengimplementasian ini mam didukung oleh durasi waktu di mam?

R: hah iya jadi 3 jam bisa. jadi ini dulu tentang hawaiian cars

R: khususnya pengimplementasian ini, apakah mam ainal sudah bisa langsung lihat kah achievement dari siswa yang salah satu atau dua dari 4 skills habis mam implementasi udah keliatan di siswa?

T2: kalau sedikit nggak keseluruhan pasti bisa dilihat ini dalam satu pertemuan sudah kelihatan anak-anak plus minus a perfect kan, ini bisa 1 pertemuan kemudian saya input dinilainya toh

R: we are going to the last question maam

T2: okay

R: menurut mam tentang ketersediaan fasilitas sekolah yang diberikan dalam mengajar, menurut mam itu sudah bagus atau ada yang perlu di approve atau ditambahkan lagi agar memudahkan mam dalam mengajar

T2: masalahnya sudah lengkap, yang sudah ada ya kan, bagi kelas yang ada toh

nya itu sudah lengkap karena speaker sudah jalan kan, dulu saya geluhnyya sekarang sisa guru yang berkarya sekarang sekolah saya Alhamdulillah. Ya sekolah sangat mendukung

R: okay thank you mam, that all for me thank you fir partisipation, assalamualaikum

Teacher's Name: T3

Class: X/XI

Assalamualaikum warohmatullahi wabarokatuh ibu?

T3:Waalikumsalam warohmatullahi wabarokatuh ibu

R: okay, jadi perkenalkan nama saya R dari universitas Muhammadiyah Mkassar tepatnya di pasca sarjana jurusan Bahasa Inggris. Tapi ibu, sebelum nya dengan ibu siapa saya bicara?

T3: dengan ibu T3

R: okay, jadi maksud dan tujuan interview ini ibu, saya ingin mendapatkan data terkait tantangan mam dalam mengimplementasikan ILS dalam teaching process. Selama beberapa pertemuan, eee sama yang saya liat tadi itu, saya menemukan ibu mengimplementasikan ILS iya, integrasinya ada hanya saja, dalam empat skills itu, belum saya temukan rata-rata itu berputar di listening sama eeee writing. So pertanyaan pertama karena saya hanya menemukan dua skill apakah ada kendala dari mam itu sendiri kenapa tidak mengincludekan 4 skill itu dalam proses pembelajaran satu kali.

T3: kalau seperti itu tergantung dari materinya dan bergantung dari waktu juga, kalau yang tadikan jam nya terbatas kan kelasnya maple wajib, mungkin kalau dikelas lanjutan kelas 12 lanjutan, yang memang memilih Bahasa inggris bisa didapatkan dalam satu kali pertemuan, karena ada 3 jam pelajaran. Dalam 1 kali pertemuan. Dan tadi situasinya baru introduction baru mau diperkenalkan apa itu text nya. Belum ada produk yang dibuat, belum masuk ke txt tersebut.

R: oh iya mam jadi saya mau konfirmasi ils ini menurut mam kurang efektif dipakai di dikelas X cocoknya mungkin dikelas 12 lanjutan?

T3: Bukan,efektif tapi pada materi tertentu . tidak mungkin langsung disuruh reading atau speaking tanpa ada persiapan.dan pengimplementasian ILS itu

semua topic bisa, apa juga mau dicapai kan , sama dengan kurikulum sekarang misalnya anak disuruh speaking, materinya kita itu ada yang tidak mampu speaking kalau jaman dulu itu bisa dikasi tugas yang sama tapj sekarang ada anak yang low capability dikasi tugas yang lebih sederhana , tidak bisa speaking boleh diganti tugasnya, iya tidak bisa dipaksakan.

R: okay, so saya mau Tanya apakah kurmer ini baru tahun ini atau sebelumnya sudah perna?

T3: iya jadi tahun ini baru diberlakukan kurmer disemua kelas tapi angkatan sbelumnya kelas 12 masih memakai K13

R: berarti mam sudah berpengalaman tentang ILS, so adakah challenges yang mam dapat kan selama menggunakan ILS dalam proses pembelajaran?

T3: kalau challenges itu paling kalau dibilang harus menerapkan keempat skills tersebut adalah “how to make the students speak up” itu yang biasa kan mereka malu atau kurang konfident atau takut temanya diinikan karena kalau dikelas lanjutan bukan teman kelasnya dia temani. Baru temannya baru dikenal dan biasa itu malu takut bicara. Tapi dengan cara kita buat kan clues misalnya kita mau dia mendeskripsikan sesuatu makanya kita kasi clue, kata adjective kah dll.

R: baik mam, kalau challanganya hanya ada disiswa, bagaimana mam mengatasi itu berdasarkan pengalaman mam?

T3: ya kalau based on expresience , saya akan sangat terbantu jika ada mungkin mahasiswa atau kita bikin event tentanhg English day. Sehingga mereka diajar lagi yang dasar misalnya present dsb atau kalau ysng lain-lainnya dikasi contoh video, atau list of vocab juga

R: hmm, baik mam next question mam, bagaimana persiapannya baik itu dari segi materi ajarnya kemudian disesuaikan dengan alokasi waktu apakah mam merasa kesulitan dengan waktu yang diberikan oleh durasi pemebeljaran? Apakah itu menjadikan maam hal yang sulit dalam mengimplementasikan 4 skills dalam satu proses pembelajara? Nagaimanna mam menyesuaikan materi ajar dengan alokasi waktu sudah tersedia?

T3: Iya, disesuaikan karena kalau di kurmer menurut saya, apa yanhg dicapai itu penting . apakah anak-naka mampu satu hal dulu baru pindah. Saya fokusnya dilesting dulu jadi mereka lebbih banyak listening abis itu pertemuan selanjutnya baru focus diapa....

R: jadi mam dalam satu pemebelajaran tidak empat skills di mam?

T3: iya tergantung dari materinya target eeeee, tujuan pembelajaran yang mau dicapai apa,..kalau dulu di K13 itu langsung ada ipk/scorenya langsung banyak, kalau sekarang tergantung gurunya tidak harus di capai, gurunya yang buat sendiri ATP nya yang disesuaikan juga dengan kelas apa yang diajar. Bisa mungkin dibedakan kalau yang tadi kelas 10, dan dibagi lagi ada unggulan da nada tidak. Biasanya yanga bagus pemahamannya kelas Bahasa Inggris lanjutn dibanding wajib.

R: iye mam, jadi juga pernah liat modul ajar Bahasa Inggris yang mencakup 4 skills dalam satu topic, jadi...

T3: iya bergantung juga sama gurunya kalau mau includekan dalam 1 pertemuan itu bisa, juga tapi kalau saya liat materi bisa atau tidak.

R: jadi highlight mam kesulitannya dalam ILS ini juga mungkin karena time allocation mam

T3: iya time allocation juga.

R: okay, mam karena tujuan dari ILS ini adalah untuk mmebangun kompetensi komunikasi , so tugas apa yang apa yang paling dominan diberikan ke siswa mam dalam mengajar?

T3: writing and reading. Sometime speaking but itu keterampilan , misalnya project di akhir saya harus interview someone kan biasanya bentuk tugasnya speaking.

R: okay well, mam eee pertanyaan selanjutnya karena ILS ini 4 skills yang di harapkan terigtegrasi jadi kalau dari sisi mam teknik apa yang bagus yang digunakan oleh mam ketika memberikan tugas itu yang bisa menghubungkan 4 skill dalam satu topic tugas ?

T3: mungkin kalau saya pakai jigsaw reading,tutor sebaya kan example kind of text mau narrative, analytical, dll itu bisa dibagi dalam beberapa paragraph kemudian dikasi yang panjang-panjang itu ke yang mampu dan yang low capability dikasi yang pendek. Terus nanti mereka tukaran saling mengajari sharing sehingga semua paragraph nya mereka bisa mengerti teks itu. Pada saat menjelaskan juga mereka kan speaking satunya menjelaskan satunya listening kemudian dikasi tugas comprehension itu writing dengan reading.

R: okay mam thank you, the fift question itu dengan ILS, menurut mam sejauh yang kita sudah pakai, adakah achievement yang terlihat oleh mam terhadap siswa sebagai hasil dari ILS. Kalaupun ada, apa itu mam? Adakh

yang menncolok di skill tertentu atau di 4 skill itu dalam satu kali pemberian treatment?

T3: iya tapi yang terlanjur tidak bisa speaking itu kadang – kadang kesulitan. Mungkin 80 persen bisa terintegrasi keempat skill itu, mungkin di 20 persennya kekurangan di speaking.

R: jadi ada mam? Ada peningkatan ketika pakai ILS?

T3: iya ada peningkatan karena text itukan tidak saya berikan semuanya. Yang lain tidak akan tau teksnya kkalau tidak mendengarkan dan akalu penjelasan temannya buruk ya seperti itu juga. Dan tiap siswa yang menjelaskan ke temannya itu saya minta kasi nilainya temanmu dan nilai dirinya sendiri. Disitu bisa diliat perbandingannya dirinya naksi 100 tapi penilaian dari teman-temannya hanya 50.mereka juga jadi termotivasi untuk speaking.

R: kallau yang lebih mencolok mam yang biasa kita liat perubahannya dari siswa itu apa selain dari speaking?

T3: sebenarnya siswa lebih paham ketika reading kallau baca sendiri dari kertas kallau listening kita mesti ulang berkali-kali. Kalau misalnya kitta kasi video

R: okay, the last questipn mam, bagaimana personal opinion mam tentang ketersediaan sarana yang disediakan oleh sekolah apakah sangat membantu dalam mengimplemmenasikan ILS atau bagaimana.

T3: Alhamdulillah sangat membantu. Sarana dan prasarananya itu tiap kelas ada smart TV , ada kabel HDMI juga jadi tidak perlu bawa speaker langsung disambung saja. Tvnya bisa dipakai listening biasa dipakai watching video and bisa dipakai presentasi dan kalau mau yang lebih lebar boleh juga dipinjam proyektor boleh . jadi sarana prasarana sudah sangat mendukung

R: ouhhh lengkap sudah. Last from me mam, mungkin ada ahrapan yang ingin ditambahkan apakah dari penggunaan atau dari segi pengajarannya guru, apakah ada saran agar pembelajaran itu bisa lebih progressive lagi khususnya dalam penggunaan ILS apakah itu dari segi teacher creativity apakah ada sarananya apakah masih ada yang ditambahkan.

T3: mungkin perlu pakai foreigner deh buar anak-anak semua semangat. Kalau dulu ada pertukaran pelajar sebelum pamdemi. Anak-anak semangat kalau ada bule begitu. Mereka berusaha speaking supaya mereka belajar sama bulenya.

R: okay, mam that's all, thank you for your participation mam

T3: anytime and goodluck..

Teacher's Name: T4

Class: XI

R: eee Assalamualaikum Sir

T4: waalaikumsalam

R: perkenalkan nama saya Ummi Kalsum dari Universitas Muhammadiyah Makassar khususnya prodi pendidikan Bahasa Inggris. Maksud dan tujuan saya melakukan interview untuk memeperoleh data sir terkait kendala atau challengenya teacher dalam proses pembelajaran khususnya dalam pendekatan ILS di dalam mengajar. ILS itu integrated language skills sir yang di maksud di sini yang empat skills itu. Tapi sebelum nya sir boleh saya tau saya berbicara dengan sir?

T4: ya saya T4

R: jadi berdasarkan hasil pengamatan saya dari peremuan sebelumnya sir sama yang ini kedua, itu mungkin karena pembelajarannya belum masuk inti ya sir, bisa saya liat gambaran-gambaran bagaimana sir memperkenalkan materi dari Bahasa inggris itu sendiri itu mostly, sir berputar di speaking and listening, dari pengalaamannya sir ini sebelumnya sudah pakai ILS dalam pengajaran sir atau ini yang tahun ini ya?karena menurut pemahaman saya sir kurmer ini tidak jauh berbeda dengan kurtilas tidak jauh beda sama-sama menerapkan pembelajaran berintegrasi sir, jadi menurut sir apakah ada tantangan atau kesulitan dalam menggunakan ILS itu sendiri sendir dalam mengajar atau bagaimana sir?

T4: ya sebenarnya kalau berdasarkan pengalaman saya dalam integrasi skills yang digunakan dalam pembelajaran Bahasa inggris biasanya kami mengacu pada syntax dari pemebelajaran itu sendiri jadi dalam buku yang kami pegang sebagai pegangan untuk handbook mereka, handbook siswa biasanya sudah dipetakan yang mana listening,mana speaking, reading terus mana writing jadi dalam penyelenggaraannya itu biasanya saya tetap mengintegrasikan keempat skills tersebut meskipun core materinya adalah listening tapi tetap dalam penyajian nya kita mengimplementasikan empat hal tersebut. Karena dalam penelenggaraannya juga kita juga gunakan isilah pembelajaran berdiferensiasi, jadi kadang content sama proses sama tapi produk yang berbeda jadi kita bisa bedskan Antara kelompok 1 misalnya menggunakan apa,kelompok 2 apa. Dan 3 seterusnya.

R: *ouh iye sir jadi, pemebelajarannya itu tidak focus di empat skills cuman adaji yang difokuskan tergantung dengan core itemnya apa missal listening, tetap ada speaking didalam tapi berat dilistening.*

T4: *ya, kan dalam materi misalnya saya tebak, itu sudah terbagimi listening itu ada beberapa halaman kemudain dilanjutkan dengan speaking, baru reading, writing kemudian ditutup dengan biasanya grammar focus dan seterusnya. Tapi dalam setiap skills dalam buku itu saya tetap terapkan yang empat skill tadi. Meskipun inti utamanya adlah listening. begitupun dengan skill lain*

R: *iya sir karena kita sir bilang tadi meskipun core utamanya itu listening tetap ada include the other skillsnya. Terus sir berdasarkan pengalamannya sir terkait penggunaan ini, adakah kesulitan atau kendala dalam penggunaan itu dikelas apakah itu dari segi siswanya yang mungkin susah untuk diatur atau dari segi fasilitas didalam kelas dalam menyampaikan materi atau apa sir?*

T4: *kalau saya melihat lebih motivasi siswa itu sendiri, kalau saya secara pribadi supaya mereka termotivasi, kita buat nyaman dulu kelas. Jadi titiknya bagaimana meningkatkan motivasi siswa dari tidak suka menjadi suka. Disamping menurut pengalaman saya itu sebenarnya agak sulit di implementasikan 4 skill tersebut apalagi dengan alokasi waktu yang terbatas, terutama yang speaking, ini kan kalau kita mau layani 36 siswa kan, habis waktu bahkan tidak cukup jadi itu yang membuat kami para guru mengakali agar semuanya bisa terjangkau apakah itu dengan memberikan tugas. Kalau terkait fasilitas Alhamdulillah di SMADA alhamdulillah sudah lebih dari cukup.*

R: *next question sir, karena sekarang itu memakai kurikulum merdeka di sir, jadi guru itu dibebaskan merancang materi sendiri sesuai dengan kreatifitas guru. So dalam memepriapkan materi, apakah sir juga agak kesulitan menyiapkan materi atau berapa lama sir waktu yang dibutuhkan untuk mempersiapkan materi? Terus disesuaikan dengan time allocation yang telah ada dalam materi?*

T4: *kalau persiapannya itu kan waktu tahun pertama agak buat saya secara pribadi karena tidak ada patokan buat kami untuk mebuat seperti apa pemebelajaran dikelas termasuk perangkat-perangkatnya, tapi sekarang sudah ada pengalaman, jadi terkait konten yyang akan dishare biasanya lebih banyak effortnya kalau mau mau membuat games, jadi saya menerapkan materi itu supaya tidak monoton jadi saya kemas dalam bentuk game*

R: *tapi sir, kan setiap materi itu ada time allocation sir, apakah materinya itu tersampaikan sesuai dengan time allocation atau bahkan tidak cukup?*

T4: kalau berdasarkan pengalaman saya secara pribadi, saya lebih banyak bisa bereksprosi itu kelas lanjutan karena durasinya 3 jam di Bahasa Inggris lanjutan beda dengan bahasa Inggris wajib yang cuma 2x45 menit. Sehingga kalau mau diadakan permainan terbatas

R: saya highlight di sir pengajaran Bahasa Inggris itu kita lebih aman dengan durasi 3 jam

T4: iya makanya saya lebih banyak explore kelas lanjutan di banding wajib.

R: okay thank you sir, so karena tujuan dari ILS itu sir untuk membangun kompetensi komunikasi siswa, jadi dalam proses pembelajaran apa aktivitas yang sering dipakai sir agar siswa lebih banyak berbicara apapun itu dalam mengespresikan diri mungkin.

T4: kalau saya lebih kepada kerja kelompoknya. Maksudnya saya kelompokkan mereka supaya mereka lebih banyak komunikasi dengan sesamanya ibarat tutor sebaya. Jadi misalnya di bab pertama dia kelompok satu nanti di bab kedua kami rolling lagi jadi dalam satu kelas itu ada dinamika kelompok di dalamnya jadi tidak monoton.

R: inikan sir mengintegrasikan 4 skills dalam satu topic pembelajaran, menurut sir sulit kah atau bisa saja ada kendalanya

T4: kalau secara pribadi berdasarkan pengalaman saya, agak sulit mengintegrasikan keempat skills apalagi alokasi waktu yang terbatas sehingga yang speaking, kalau kita melayani 36 siswa kan habis waktu bahkan tidak cukup. Nah biasa kami para guru mengakali dengan meminta membuat video karena sudah mencakup beberapa skills didalam. Apalagi ketika guru berbicara itu kan sudah listening. Disamping agak sulit meminta siswa berbicara di waktu yang sama dengan alokasi waktu yang terbatas.

R: seperti yang kita bilang sebelumnya katanya tahun ini angkatan ketiga ya sir pakai kurmer berarti 2 tahun sebelumnya sudah lumayan pengalaman pengimplementasian 4 skills itu sendiri, jadi biasa guru kalau memberikan tugas yang mengimplementasikan empat skills, biasanya sir kasi project yang include 4 skills itu apa?

T4: ya biasanya saya pakai itu dalam bentuk presentasi kelompok, karena mereka kan harus kerja sama dahulu, kemudian mereka mempresentasikan materinya dan setiap orang wajib menyampaikan materi, jadi kami sudah

latih public speakingnya kalau tugasnya percakapan berarti mereka harus bikin video.

R: okay sir, jadi dominan tugas itu presentation di sir?

T4: iya

R: kalau berdasarkan pengalaman sir, adakah rencana mau memberikan project yang sebelumnya belum pernah diberikan?

T4: terkait materi saya lebih banyak mengacu pada text, tulis text begitu dengan materi sebenarnya secara local tidak ada yang kurang,, tapi seperti cerita legend jadi implementasinya mungkin ke drama

R: karena tujuan dari ILS ini membangun kompetensi berbicara, adakah sir langsung bisa menganalisis progress dari siswa diwaktu yang sama dengan menggunakan ILS ini?

T4: biasanya kami akan tau dari awal itu siapa berkompeten siapa yang tidak. kemudian kita bisa liat progressnya pada saat pembelajaran berlangsung karena kita juga adakan assessment formative yang dilaksanakan di setiap pembelajaran.

R: okay we are going to the last question, apakah the availability fasilitas yang diberikan oleh sekolah itu sangat mendukung ya? Atau masih ada yang kurang dan masih ada ingin di tambahkan?

T4: mungkin dari saya pribadi butuh lab bahasa karena disini belum ada lab bahasa ini juga kadang terkendala pada saat ingin mengembangkan skill listeningnya siswa karena kadang harus bawa blutut speaker dan kadang kan kemampuan speaker belum tentu terjangkau ke siswa yang duduk dibelakang

R: jadi speaker sama lab Bahasa ya sir kalau bisa di peradakan.

T4: iya

R: okay thank you sir, mungkin itu pertanyaan terakhir, thank you for your partisipasinya.

T4: iya

APPENDIX VI

The Result of Teachers' Challenges

Teachers' Name:T1, T2, T3 and T4

Class: X, XI, and XII

Internal Factor

Question 1: Are there difficulties belong to challenges in implementing ILS teaching proses whether from material preparation relate to the appropriate tools that will be used of conducting in the class? (*adakah kesulitan sekaligus tantangan dalam mengimplementasikan ILS dalam proses mengajar apakah itu dari proses persiapan materi beserta alat ang akan digunakan dalam kelas?*)

T1: actually in terms of implementation there are indeed challenges, both in terms of time preparation let alone dealing with students from certain classes because they are looking for their skills and trying to find out how one material they can receive everything according to their respective skills. So the challenges there is that it takes some time to recognize its potential so for me personally it's impossible for all 4 skills to be achieved in one meeting.

T2: what's difficult is this when it comes to listening, yes, I have to prepare the material, sometimes the network isn't good enough, it's usually annoying and I don't have any suitable resources for listening for this class yet. That's one, second is for students, there are still students who are less active so the teacher must work hard to control students who are less active he must be given a lot of feedback. So that's the challenge in English, the challenge is how students can talk, what if the personality is not good, it will be difficult if the personality is introvert.

T3: the challenges are the most, if you say have to implement these four skills, the challenge is how to make students speak up, usually they are embarrassed, but the way we make clues in describing something, then when the writing test students still need to build their soft skills.

T4: if I look more at the motivation of the students themselves who are still lacking, if I personally so that they are motivated, we

make the class comfortable first. So the challenge is how to increase student motivation from do not like it to like it. Besides according to my experience it is actually rather difficult to implement these 4 skills especially with the limited time allotment, especially the speaking ones, if we want to serve 36 students right, running out of time isn't even enough so that's what makes us teachers trick it so that everyone can affordable whether it is by giving assignments.

Question 2: How do you prepare learning material approximately time allocation in conducting ILS while teaching process?

(bagaimana ibu mempersiapkan materi ajar sesuai dengan alokasi waktu selama pengimplementasian ILS dalam proses mengajar?)

T1: *I think that one and a half hours to apply the 4 skills according to the concept is not possible, it is a bit troublesome and requires flow and process, it can take duration, and usually to complete the independent curriculum flow it requires 2x meetings, for preparation of learning, the modules. Actually it is possible to all skills but not optimal for all students.*

T2: *So, ILS consists of 4 skills and it's expected that everyone can communicate orally and in writing, but not necessarily all of that is covered. For example, one meeting I taught reading, in reading, my focus is on reading, but that doesn't mean that others are being ignored, no. **Time allocation in one meeting there might be 4 skills or 3 skills or 2.** Four skills that can't be in one meeting, unless there are certain times, **in this case in one lesson there are more or less, it's just a matter of focus.***

T3: *Yes, it was adjusted because in Kurmer, in my opinion, what was achieved was important because what students were able to move on again, one thing first and then move on, where was the focus. **It also depends on the material, what goals you want to achieve and it also depends on the teacher** because the curriculum is independent, so if I want to include 4 that's fine too, but I'll look at the material again because **not all material can include 4 skills besides the time allocation, yes.***

T4: *The preparation during the first year was a bit for me personally because there is no standard for us to make what is taught in class including the tools, but now there is experience, so regarding the content that will be shared, it usually takes more effort if you want to make games. , so I apply the material so it's not monotonous so I pack it in the form of games, if it's a matter of*

time allocation, I can express myself more in the advanced class because the duration is 3 hours.

Question 3: ILS aims to build communicative competence of students. What are activities that you do as instructor to make students do more speak? (*ILS bertujuan untuk membangun kompetensi komunikasi siswa. Aktifitas apa saja yang sering diberikan sebagai instruktur agar siswa lebih banyak berbicara*)

T1: *give the game if I want to activate all of them, it has to be adjusted too, and the game doesn't come out of the material that can be achieved*

T2: *So, for speaking, for practice, especially if there are a lot of students, the teacher gives a lot of pairwork rather than just one by one, if it's only one person, that's when you get a score. This means that students need to be aware of English language practice, so they have to be supervised, the teacher has to walk, monitor the children whether they are working or not, and return to focus on where the skills are.*

T3: *writing and reading, sometimes speaking but speaking is a skill, for example a project at the end that I have to give such as interviewing someone can be in the form of a video the task is speaking.*

T4: *I do prefer into group work. I mean I group them so they communicate more with each other like peer tutors. So for example in the first chapter he is in a group, then in the second chapter we roll again so in one class there are group dynamics in it so it's not monotonous.*

Question 4: ILS is an integrated 4 skills in teaching. What techniques in giving assignment which includes four skills while classroom activity? (*ILS adalah pengintegrasian empat skill sekaligus. Tekni apa dalam memberikan tugas yang menghubungkan keempat skill tersebut?*)

T1: *usually dialogue, yes, students have heard, said, sometimes they write too, while writing, there is already listening, there is already speaking*

T2: *make a video, because they make a script first, then they present it, when listening they make a video then they ask and answer each other like that I don't know if the 4 skill is reading? reading and then summarizing, it's impossible to listen, it's a bit complicated for*

the listening project, but I like that yesterday I sent them material to watch on YouTube, they've listened

T3: *I use jigsaw reading, tutors are the same age, right? For example, that kind of text can be divided into several paragraphs, then those who are deemed capable can give those long paragraphs, those who are less able can be given simpler paragraphs and then they will exchange them, teach each other.*

T4: *usually use it in the form of group presentations, because they have to work together first, then they present the material and everyone has to present the material, so we've trained public speaking if the task is conversation, it means they have to make a video.*

External Factor

Question 5: *by implementing ILS, is there any progressive toward communicative competence of students? Or in another skill? (dengan pengimplementasian ILS, apakah ada perubahan terhadap kompetensi komunikasi siswa? Atau terhadap skill lain?)*

T1: *from the output like that, not everything depends on the ability of the students because sometimes their acceptance is also not the same so if for example in general these students, I can only gain their confidence, apart from being able to try to express themselves they can also understand and understand a little bit so there is the change is a little different compared to not being given treatment with the aim of the skill*

T2: *if it's a little time I can't see the whole thing, but you can definitely see this in one meeting, you can see students a plus b minus a perfect right, this can be 1 meeting, then I input the grade anyway*

T3: *there was an improvement, because I didn't give all of the text so they wouldn't know the text if they didn't listen to their friend's explanation it was bad, right, and for each student who explained to his friend I asked him to give his grades and grades. So you can compare the assessment of yourself and others. So they are also motivated to speak. And actually students understand more easily if they read on their own from paper. If listening has to be repeated many times like a video or this.*

T4: *usually we will know from the start who is competent and who is not. Then we can see the progress during the learning process because we also hold formative assessments which are carried out in every lesson*

Question 6: whether the availability of facilities provided by school is very supportive in implementing ILS during teaching and learning process (*apakah ketersediaan sarana yang disediakan sekolah sangat menunjang pengimplementasian ILS ketika proses belajar mengajar?*)

T1: *in SMA 2 Alhamdulillah it is complete. It's a very supportive one. And for module material so that it is more optimal, it is recommended every weekend, so we can't do it once per semester because conditions can be different according to needs because learning is differentiated depending on student needs.*

T2: *The problem is it's complete, the TV is already there, isn't it, for the class that has the TV it's complete because the speakers are running right, I used to complain about it because there weren't any speakers but now the rest of the teachers are working now at my school Alhamdulillah. Yes the school is very supportive*

T3: *Alhamdulillah, the facilities and infrastructure are very helpful, that is, every class has a smart TV, there is also an HDMI cable, so you don't need to bring speakers directly, the TV can be used for listening, watching videos, if you want something wider, you can borrow a projector. So it's been very supportive*

T4: *Alhamdulillah, in SMADA the facilities are more than adequate starting from comfortable class situations and conditions, in this case air conditioning, then presentation facilities ad smart tv as well so the focus is on class management but maybe from me personally I need a language lab because there is no language lab here either sometimes it is constrained when you want to develop students' listening skills because sometimes you have to bring a speaker's blue knee and sometimes the speaker's ability is not necessarily accessible to students sitting behind*

APPENDIX VII
Documentation of Observation

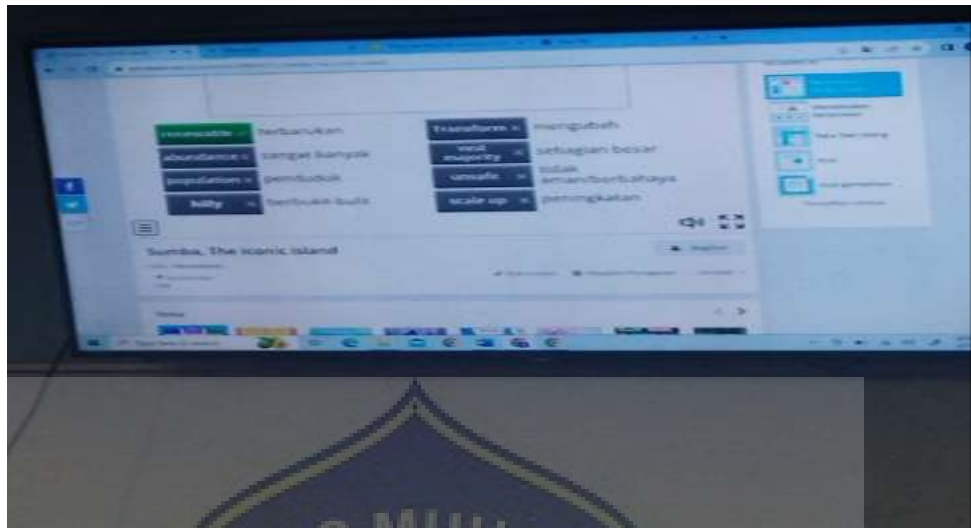
1. Observation in English Teaching Learning Process



First Observation for T1



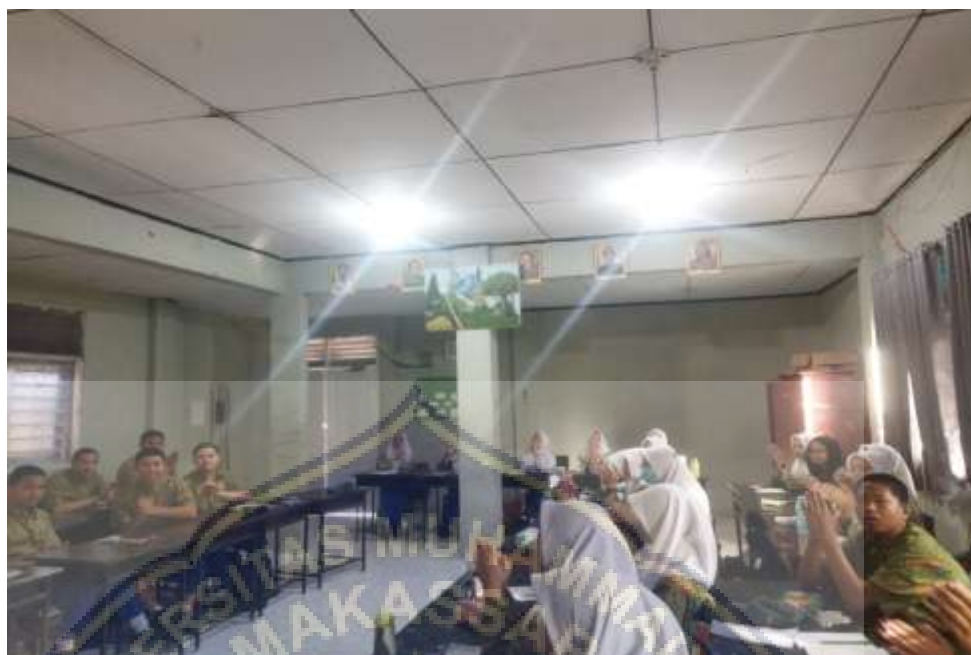
Second Observation for T1



First Observation for T2



Second observation for T2



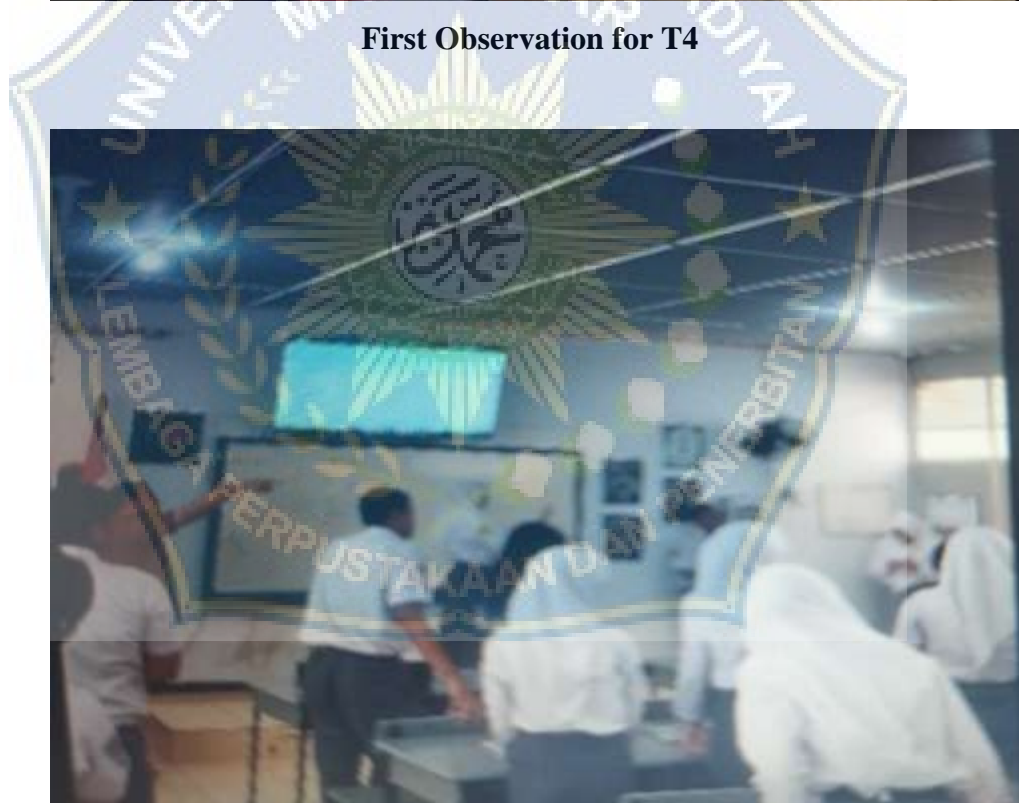
First Observation for T3



Second observation for T3



First Observation for T4



Second Observation for T4

APPENDIX VIII
Documentation of Interview



Interview with T1



Interview with T2



Interview with T3



Interview with T4



UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM PASCASARJANA

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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23 Dzulkaidah 1444 H.

Lamp.

12 Juni

2023 M.

Hal

Permohonan Izin Penelitian

Kepada Yth.

Gubernur Provinsi Sulawesi Selatan
C.q. Kepala DPMTSP Provinsi Sulawesi Selatan

di -

Tempat

Assalamu Alaikum Wr. Wb.

Dalam rangka penyusunan tesis mahasiswa Program Pascasarjana
 Universitas Muhammadiyah Makassar :

Nama : Urfi Kalsum

NIM : 105071100221

Program Studi : Magister Pendidikan Bahasa Inggris

Judul Tesis : The Implementation Of integrated Language Skills
 In English Teaching And Learning Process At Senior
 High School

Maka kami mohon kiranya mahasiswa tersebut dapat diberikan izin
 untuk melakukan penelitian dan diberi data yang diperlukan pada
 Sekolah yang Bapak/Ibu sedang pimpin.

Demikian permohonan kami, atas perhatian dan bantuannya
 diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

An. Direktur,
 Asisten direktur 1



Dr. Syamsia, S.P., M.Si.
NBM : 1132 7309 1063486



UNIVERSITAS MUHAMMADIYAH MAKASSAR
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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : UMMI KALSUM
 NIM : 105071100221
 Judul Penelitian : THE IMPLEMENTATION OF INTEGRATED LANGUAGE SKILLS IN ENGLISH TEACHING AND LEARNING PROCESS
 Tanggal Ujian Proposal : Rabu, 7 Juni 2023
 Tempat/Lokasi Penelitian : MAKASSAR/SMA NEGERI 2 MAKASSAR

No	Hari/Tanggal	Kegiatan Penelitian	Nama Dosen/Guru terkait	Paraf
1	Senin, 31 Juli 2023	Observasi proses pembelajaran di kelas	Mam. St. Munawar Burah, S.Pd., M.Pd.	
2	Senin, 31 Juli 2023	Observasi pembelajaran di kelas dan wawancara guru	Mam. St. Munawar Burah, S.Pd., M.Pd.	
3	Selasa, 1 Agustus 2023	Observasi proses pembelajaran di kelas	Mam. M. Khairun Kabani, S.Pd., M.Pd.	
4	Rabu, 2 Agustus 2023	Observasi proses pembelajaran di kelas	Mam. Anas Fitriani S.Pd., M.Pd.	
5	Rabu, 2 Agustus 2023	Observasi proses pembelajaran di kelas	Mam. Anas Fitriani S.Pd., M.Pd.	
6	Kamis, 3 Agustus 2023	Observasi proses pembelajaran di kelas	Mam. Nur Maria Ulfah, S.Pd., Gr.	
7	Kamis, 3 Agustus 2023	Observasi dan wawancara terhadap tantangan guru	Mam. Nur Maria Ulfah, S.Pd., Gr.	
8	Kamis, 3 Agustus 2023	Wawancara terhadap tantangan guru	Mam. Anas Fitriani, S.Pd., M.Pd.	
9	Jumat, 4 Agustus 2023	Observasi wawancara terhadap tantangan guru	Vir. Muchlisin Rahmat, S.Pd., M.Pd.	
10				

Makassar, 04 Agustus 2023

Mengetahui,



Pimpinan Tempat Penelitian

H. SULHANUDDIN M.S.Pd., M.Pd.
 NIM 107102071997021001

*Diedit sesuai dengan lokasi penelitian

Ketua Program Studi
 Magister Pendidikan Bahasa Inggris

Dr. Radiah Hamid, M.Pd.
 NBM. 767 402





**PEMERINTAH PROVINSI SULAWESI-SELATAN
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UPT SMA NEGERI 2 MAKASSAR**



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SURAT KETERANGAN SELESAI MENELITI

Nomor : 421.3/1017/UPTSMA.2/MKS/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Makassar, menerangkan bahwa:

Nama : **UMMI KALSUM**
 Nomor Pokok : 105071100221
 Program Studi : Pendidikan Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa (S1)
 Alamat : Jl. Sultan Alauddin No.259 Makassar

Benar yang bersangkutan telah melakukan penelitian di SMA Negeri 2 Makassar, berdasarkan Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan, Nomor: 19180/S.01/PTSP/2023, Tanggal 14 Juni 2023, yang dilaksanakan tanggal 14 Juni s/d 16 Juli 2023 dengan judul penelitian:

"THE IMPLEMENTATION OF INTERGRATED LANGUAGE SKILLS IN ENGLISH TEACHING AND LEARNING PROCESS AT SENIOR HIGH SCHOOL".

Demikian Surat Keterangan Penelitian ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 04 Agustus 2023

Kepala UPT SMAN 2 Makassar,

UPT

H. SYARUDDIN M. S.Pd., M.Pd.

Pembina Tk.I

NIP.19730207 199702 1 001

CURRICULLUM VITAE



UMMI KALSUM is a student of English education in Muhammadiyah University of Makassar. She was born on 13rd June 1998 in Gowa. She is the first daughter of marriage between Usman and Jumatia. She has 1 brother and 2 sisters.

In 2003, she started in elementary school at SD Inpres Kasimburang Gowa, graduated in 2010. Then she continued junior high school at SMP Negeri 2 Parangloe and graduated in 2013. After that he continued to senior high school at SMA Negeri 6 Gowa and graduated in 2016. In 2016, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education, graduated in 2021 and directly continued her study in the same year for master's degree in post graduate program of Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis in 2023 entitle "*The Implementation of Integrated Language Skills in English Teaching and Learning*".





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Ummi Kalsun

Nim : 105071100221

Program Studi : Magister Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	25 %	25 %
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4	Bab 4	9 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 25 Agustus 2023

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Nursinar, S.Hum., M.I.P.

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