

Appendix 1 Research Permission Letter

SMP LAB UNDIKSHA
Jln. Jatayu No. 10 Singaraja

LEMBAR DISPOSISI

Indeks Berkas	5579	Kode	E-7
No./Tgl	25 Oktober 2021		
Asal	Undiksha for Bahasa dan Seni		
Isi Ringkas	Peminjaman film observasi		
Diterima Tgl	5 - 11 - 2021		

Tgl Penyelesaian :	Diteruskan kepada :
Isi Disposisi : Mohon bantu!	1. R. Agre Hany D
	2.
	3.
Seudah digunakan harap segera dikembalikan Kepada :	Tgl dan Paraf Pemberi Disposisi :
Tgl :	I Made Suantara, S.Pd.

AN, KEBUDAYAAN, RISET DAN TEKNOLOGI
PENDIDIKAN GANESHA
AS BAHASA DAN SENI
Jl. 67 Singaraja Bali Kode Pos 81116
03621 21541 Fax: 03621 27561
Email: lbs.undiksha.ac.id

25 Oktober 2021

AGENDA SMP LAB. UNDIKSHA
SINGARAJA
NOMOR : 5579 / E.7
TANGGAL : 4 - 11 - 2021

Selesaikan Proposal Penelitian Skripsi, dengan
kan mahasiswa di bawah ini:

ansma Dewantara

ahasa Inggris

Jenjang : S1
Tahun Akademik : 2021/2022

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan.
Wakil Dekan I.

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2 Observational Sheet of Reading Activity Contain in Textbook

No	Chapter	Page	Material	Reading Activities
1.	1	1-16	Expressing Hope, Wish, and Congratulation.	<p>Congratulation</p> <ul style="list-style-type: none"> - Read the following situation (incomplete conversation) carefully then decided what the speaker of each conversation say (complete conversation) and finally the students will play the role of conversation. - Read the conversation carefully, then say the sentence of conversation loudly, clearly, and correctly, finally play the roles of speakers in the conversation. <p>Hope and Wish</p> <ul style="list-style-type: none"> - Read the following situation (incomplete conversation) carefully then decided what the speakers in each conversation would say (incomplete conversation), after that write the conversation on a paper, finally students play the roles of speakers in the conversation.
2.	2	18-32	Intention and agree or disagree with a suggestion or idea.	<p>Intention</p> <ul style="list-style-type: none"> - Read the incomplete advice carefully, then decide (complete) the question of the advice for, finally handwrite the complete statement in a paper. <p>Agree or Disagree</p> <ul style="list-style-type: none"> - Read the example carefully, discuss and fill the table (agree or disagree). Handwrite in a piece of paper.
3.	3	34-52	Food	<ul style="list-style-type: none"> - Read the example, then discuss

			Label	<p>and fill in the table the fact stated on the table (Yes/No). Handwrite the analysis on the notebook.</p> <ul style="list-style-type: none"> - Read and handwrite example to analyze the label of one product (Kraton Tea). Discuss and fill table with the fact stated on the lable. Then handwrite the work in paper.
4.	4	54 - 78	Procedure text	<ul style="list-style-type: none"> - Read the examples carefully, then analyze other ingredients and put the right words in the right columns. Handwrite the analysis on the paper. Short answer - Make a table of two columns, the left is written the right is spoken, put all the steps in left column and plan what to say in right column, finally present the steps by reading.
5.	5	80-106	Present continuous tense, past continuous tense, and future continuous tense	<ul style="list-style-type: none"> - Students read the conversation carefully, students learn to say the sentence correctly and meaningfully, finally students play the roles of speakers in the conversation. - Students learn the example carefully (first text), then students complete the text of the three other situation in a paper, finally students read the four situation of text in class. - Students will learn the example carefully, then students read the sentence of conversation carefully to understand the situation, after that students will put each verb in the correct form and handwrite the conversation in the notebook.

				<ul style="list-style-type: none"> - Students will study the example carefully, then students discuss and decided the fact from conversation to completed it, and students handwrite the conversation in the notebook and read four situation.
6.	6	108 - 130	Simple past tense and present perfect tense	<ul style="list-style-type: none"> - Students read the whole paragraph carefully, then students find and fill the missing information with suitable information from the conversation, after that students write the paragraph in the notebook. - Students read each conversation carefully, then decide the question or the answer to complete the blank space, after that students write down the complete conversation and discuss the answer with teacher. - Students learn the example carefully, then read the sentence to understand the situation, then students ask to put incorrect verb into correct form, after that students handwrite the conversation on the notebook. - Students read the guiding sentence carefully, then students discuss to find the part of lyric by learn the given messages, then handwrite the messages and sentence in notebooks, after that discuss the answer with teacher.

Appendix 3 Observational Sheet of Teaching Process in the First Meeting

Lesson Plan

School : SMP LAB. Undiksha Singaraja
 Grade : IX/I
 Subject : English
 Topic : Present, Past, and Future continuous tense
 Time allotment : 1x30 Minute

Learning objectives:

1. Students are able to mention and ask about actions/activities/events that are being carried out/occur at the present, past, and future times.
2. Students are able to play a role (role play) in the form of interaction by mentioning and asking about actions/activities/events that are being carried out/occurring in the present, past, and future.

Teaching Scenario:

No	Teaching Activity	Teacher's Instruction	Time Allotment
1.	Pre Activity	<ul style="list-style-type: none"> - Teacher ask students to fill Attendant list (Google form). - Teacher ask students to read and learn the conversation in a text book on page 81 – 84 via <i>Google Classroom</i>. 	-
2.	Main-activity	<ul style="list-style-type: none"> - The teacher gives an assignment to make a video of students playing the role of the speaker in the conversation. Videos are collected via <i>Google Class</i>. The task is submitted before next week. 	30 Min.
3.	Post activity	<ul style="list-style-type: none"> - The teacher invites students to ask if there is something that needs to be discussed. - The teacher dismissed the class. 	-

Appendix 4 Observational Sheet of Teaching Process in the Second Meeting

Lesson Plan

School : SMP LAB. Undiksha Singaraja
 Grade : IX/I
 Subject : English
 Topic : Present, Past, and Future continuous tense
 Time allotment : 1x30 Minute

Learning objectives:

1. Students are able to identify the characteristics (social function, text structure, and linguistic elements) of interaction stating and asking for actions/activities/events that are being carried out/occurring in the present, past, and future.
2. Students are able to read texts that require understanding and abilities which include the act of mentioning and asking about actions/activities/events that are currently being carried out/occurring in the present, past, and future.

Teaching Scenario:

No	Teaching Activity	Teacher's Instruction	Time Allotment
1.	Pre Activity	<ul style="list-style-type: none"> - Teacher greeting class via and ask students to fill Attendant list (Google form) - Teacher ask students to read and learn the material in a text book on page 94 via <i>Google Classroom</i> 	-
2.	Main-activity	<ul style="list-style-type: none"> - The teacher ask students to make activity as instruct in a text book 	30

		<p>page 95 – 98 (complete conversation by choose verb in the correct form). Students should handwrite the conversation in a piece of paper. Assignments are collected in the form of photos via <i>Google Classroom</i>. The task is submitted before next week.</p>	
3.	Post activity	<ul style="list-style-type: none"> - The teacher invites students to ask if there is something that needs to be discussed. - The teacher dismissed the class. 	-



Appendix 5 Observational Sheet of Teaching Process in the Third Meeting

Lesson Plan

School : SMP LAB. Undiksha Singaraja
 Grade : IX/I
 Subject : English
 Topic : Simple past tense and present perfect tense
 Time allotment : 1x30 Minute

Learning objectives:

1. Students are able to read texts that require understanding and abilities which include the act of mentioning and asking about actions/activities/events that are being carried out/occurring in the present, past, and future.
2. Students are able to identify the characteristics (social function, text structure, and linguistic elements) of interaction, mentioning and asking for actions/events that have been/has been done/happened in the past without mentioning the specific time of occurrence.

Teaching Scenario:

No	Teaching Activity	Teacher's Instruction	Time Allotment
1.	Pre Activity	<ul style="list-style-type: none"> - Teacher ask students to fill Attendant list (Google form) - Teacher ask students to read and learn the text in a text book on page 113 via <i>Google Classroom</i>. 	-
2.	Main-activity	<ul style="list-style-type: none"> - The teacher asks students to make activity as instruct in a text book page 113 (find and fill the missing information with suitable information). Students should handwrite the whole complete text in their notebook. Assignments are collected in the form of 	30

		photos via <i>Google Classroom</i> . The task is submitted before next week.	
3.	Post activity	<ul style="list-style-type: none">- The teacher invites students to ask if there is something that needs to be discussed.- The teacher dismissed the class.	-



Appendix 6 Observational Sheet of Teaching Process in the Fourth Meeting

Lesson Plan

School : SMP LAB. Undiksha Singaraja
 Grade : IX/I
 Subject : English
 Topic : Simple past tense and present perfect tense
 Time allotment : 1x30 Minute

Learning objectives:

1. Students are able to compare expressions stating actions/activities/events that are being carried out/occurring at the present, past, and future times in an integrated manner.
2. Students are able to use English whenever the opportunity arises to state and ask actions/activities/events that are being carried out/occurring at the present, past, and future times, in an integrated manner inside and outside the classroom, with appropriate linguistic elements. with its social function.

Teaching Scenario:

No	Teaching Activity	Teacher's Instruction	Time Allotment
1.	Pre Activity	<ul style="list-style-type: none"> - Teacher greeting class. - Teacher checking students' Attendance - Brainstorming 	5
2.	Main-activity	<ul style="list-style-type: none"> - Teacher ask students to make a group consist of 3/4 students. - Teacher give Some statement of event / situation relate to particular moment - Groups of students have to discuss and decided what the teacher' statement related to a particular moment in the past or it is related to the present moment. 	20

		<ul style="list-style-type: none">- Students will discuss the answer with the teacher.	
3.	Post activity	<ul style="list-style-type: none">- The teacher invites students to ask something relates to meeting.- Teacher gives feedback of today's activity.- The teacher dismissed the class.	5

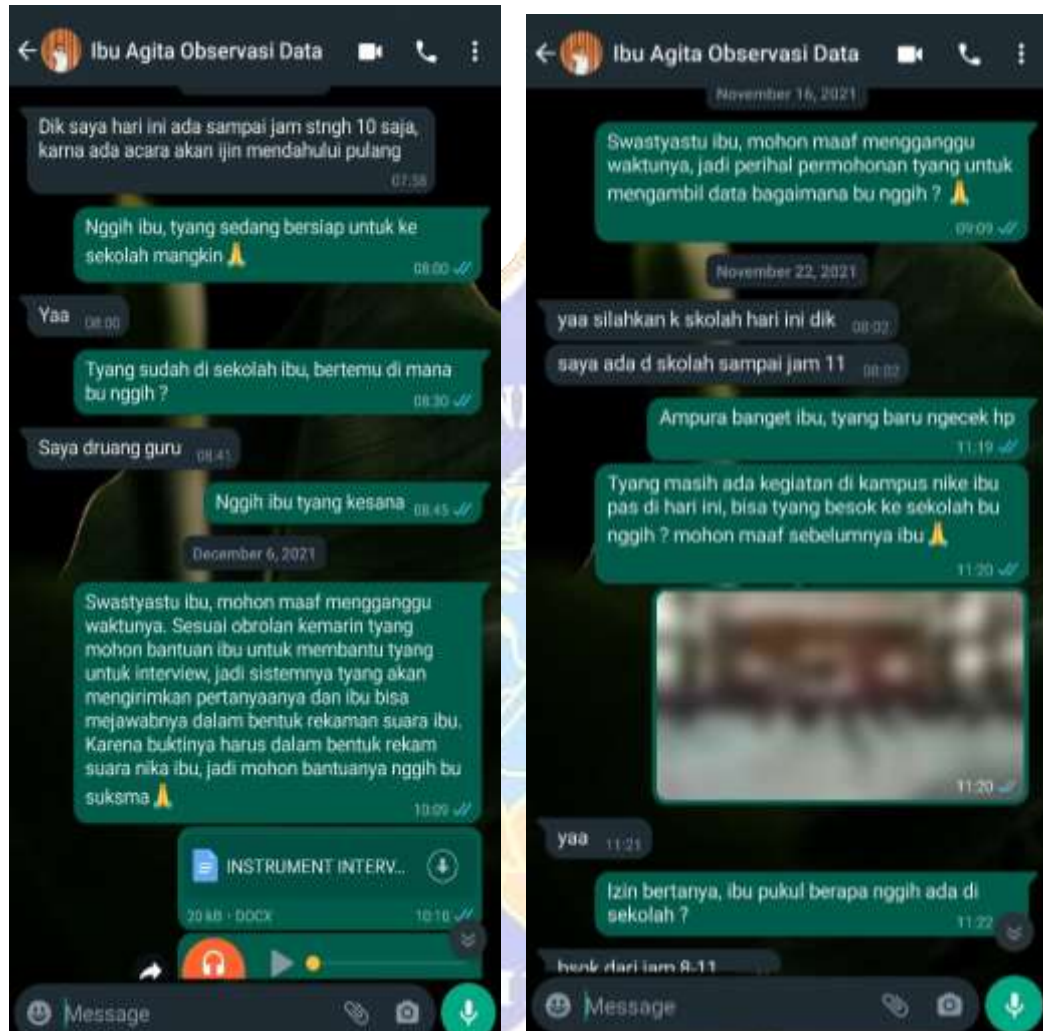


Appendix 7 Observational Sheet of Interview to the Teacher

No	Questions	Respondent' answer
1.	What activities are carried out in reading class?	The activities that are usually conducted in class related to reading skills are quite varied. Usually teacher instruct students to reading conversations, reading texts then follow-up by other activities such as fill the blank, questioning, play the roles etc. The activities implemented are made to match and achieved the indicators.
2.	What strategies are implemented?	Teacher implemented many strategies such as, storytelling, group work etc. However, the most frequently used is questioning, because it is considered very suitable for students in terms of understanding the material.
3.	Is the text in the English Textbook used optimally in the classroom?	Yes, the teacher used the text in the textbook during the learning process. Usually used as an exercise or as homework. Teacher also like to modify it by using text provide on other sources such as internet.

4.	Do you create other reading activities in addition to the activities available in the students' book? What activities do you create? What are the purposes to create new activities?	Yes, the teacher really likes to modify the activities contained in the textbook. Teacher usually apply activities such as questioning students after students read a text or ask students to create new texts/conversations based on the knowledge that students have, the goal is to construct students' critical thinking and student creativity.
5.	How do students respond to the reading activity that has been done?	Students generally enjoy and enthusiastic, although there are some students who need special attention during the learning process. Teacher are very happy to encourage students to participate in learning in class. The teacher will try to test student understanding by questioning each student, asking students to present in front of the class. The goal is all of students can actively participate in the class.

Appendix 8 Research Documentation



The screenshot shows a Google Classroom interface for a class named "IX C English Class". The main section is titled "Task" and is created by "Putu Agita Hary Devianti" on 08/26. It is worth 100 points. The task instructions are: "Good Morning everyone! Please open the package book pages 94-96, please read and study all conversation. As a task, correct the words in brackets as instructed on page 94. Then rewrite the conversation in a piece of paper. Take a picture and collected in the form of photos." On the right side, there is a "Tugas Anda" (Your Task) section with a "Ditugaskan" (Assigned) status, a "+ Tambah atau buat" (Add or create) button, and a "Tandai sebagai selesai" (Mark as complete) button. Below that is a "Komentar pribadi" (Private comment) section with a prompt to "Tambahkan komentar ke Putu Agita Hary Devianti". At the bottom, there is a decorative banner with the text "UNIVERSITAS GANESHA" and a logo.

This screenshot shows the same Google Classroom interface for "IX C English Class". The task instructions are: "Good Morning everyone! Today you will learn and make a task about present continuous tense. Please open the package book pages 81-84, there are some conversations. Please read and study the whole conversation. When you have finished, please make a video recording of yourself play the roles of the conversations in the book on pages 81-84. Mrs have provided some examples of YouTube videos that you can use as examples in demonstrating conversations in English." Below the text, there are two video thumbnails: "On the Street - English Conv..." (Video YouTube, 15 menit) and "Small Talk | Making Small Ta..." (Video YouTube, 1 menit). The right-side navigation panel is identical to the first screenshot, showing "Tugas Anda" (Assigned), "+ Tambah atau buat", "Tandai sebagai selesai", and "Komentar pribadi" sections.



Appendix 9 Biography



Kadek Andre Karisma Dewantara lahir di Gerokgak pada tanggal 16 Agustus 2000. Penulis lahir dari pasangan suami istri Putu Suardika dan Ibu Ketut Suamini. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Desa Gerokgak, Kec. Gerokgak, Buleleng, Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 2 Gerokgak dan lulus pada tahun 2012. Kemudian penulis melanjutkan di SMP Negeri 1 Gerokgak dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMA Negeri 1 Gerokgak dengan Jurusan IPA dan melanjutkan ke Sarjana Jurusan Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2022 penulis telah menyelesaikan Skripsi yang berjudul “Analyzing Reading Related Activities in English Textbook for Grade 9 SMP Laboratory Undiksha Singaraja and How the Texts are Exploited in the Classroom”