

## APPENDIX 1

### Appendix for the 1<sup>st</sup> Research Questions.

#### The kinds of the English literacy activities implemented in SMKN 1 Singaraja.

No.	English Literacy Activities	21 <sup>st</sup> Century Skills	Description
1.	Reading response Journal	Critical Thinking skill Collaboration Skill Communication skill	In reading response journal activity, there are two skills which are implemented. The first skill is critical thinking skills where this activity let the students run the process of think and re-thinking about what they have read. Critical-thinking skills was implemented while the students made a summary of what they had read. Then, this activity was also allowed students to share their interpretation and summary to their friends and teachers. Then, they also have chance to have a

			<p>feedback from the teachers and friends. Furthermore, the students will re-think about what they have thought previously. They have chance to revise their work.</p> <p>Collaboration skill was implemented while students have chance to discuss their summary to their teachers. Then, the teacher will also give feedback and ideas of students' summary. Here is the collaboration skill is implemented while the students presume their teachers as partners to make their project better.</p> <p>In the other hand, the communication skill was also implemented on this activity where the students had opportunity to share their ideas about their reading experience. The students</p>
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			will have a chance to communicate the result of their reading through a journal.
2.	News Reading Program	Critical Thinking Skills Collaboration Skills Communication Skills Creativity Skills	<p>News reading program is one of English literacy activity which had been done in English class.</p> <p>The students were given a news by the teachers. In the process of this program, the students are instructed to make a group consists of 4 – 5 students. There are 4 meetings needed in order to implement this program in classroom.</p> <p>In this program, critical thinking skills is implemented where the student have chance to analyze the some news in a topic. They will have discussion with their group mates in order to find out the best ideas in exploring the details of the</p>

			<p>news. They have process to think, re-think and conclude the news. After that, the concluded the ideas in a report.</p> <p>Moreover, in the process of discussion, students enhance their ability in collaboration. They learned to work in a group. They also can manage the group and divide the work to their partners. Here is the collaboration skill is implemented.</p> <p>Communication skill is also implemented in this activity. Communication skills is implemented while teachers asked students to make a video based on their general report of the news. They make a report in a form of video. They can do it with their partners.</p>
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			<p>The last is Creativity skill.</p> <p>Creativity skill is implemented in this activity where students reported the news they have in a form of video. They had process of editing and delivering the video creatively. They can collaborate with their partners In order to make a good video to be watched.</p>
4.	<p>Commentary Guiding Object</p>	<p>Critical thinking skill Communication Skills Creativity Skills</p>	<p>Commentary guiding Object is an activity where students need to reporting one kind of Balinese culture. The result of this activity can be a form of essay writing or a video.</p> <p>Critical thinking skill is implemented where the students gained information from many sources. The teacher facilitated</p>

			<p>students in some sources, however they can add the information of their report through internet media, interview with experts, and correspondence with tourism institution. Here is, they could gain many data and information about the subject which were going to be reported. They should conclude the information they got from many sources.</p> <p>In this process, communication skill was also implemented while students need to make an essay or video to deliver their report. They must submit their work to the teachers in a good way. In making a video, the teachers will assess their speaking skill through English. In the other hand, it also</p>
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			<p>could be delivered by writing an essay.</p> <p>Creativity skill was implemented while the students serve their project to the teachers. They have responsibility to make an interesting project through video or essay writing. They could use their creativity in order to make the report interesting.</p>
5.	Travel Itinerary Writing	<p>Critical thinking skills</p> <p>Collaboration skills</p> <p>Creativity Skills</p>	<p>In travel itinerary skill, those four skills of learning and innovation skills were implemented.</p> <p>Critical thinking skill was implemented in this activity while the process of Object destination inventory. This activity instructed the students to decide the destination object in which it must be variative. The students should choose the best destination in</p>

			<p>which covers some elements such as nature, Man-Made and Mix variation of destination. Here is they need to collect some information in order to decide the best tour itinerary.</p> <p>Collaboration skill was implemented when the students were divided into a group which consist of 4-5 students. In this group, they must discuss about the tour itinerary and the destinations they wanted to choose. All of the process in this activity required students to work collaboratively until the last project. They needed to divide their jobs to every member of group. They also needed to share their thoughts and ideas about the group's work.</p>
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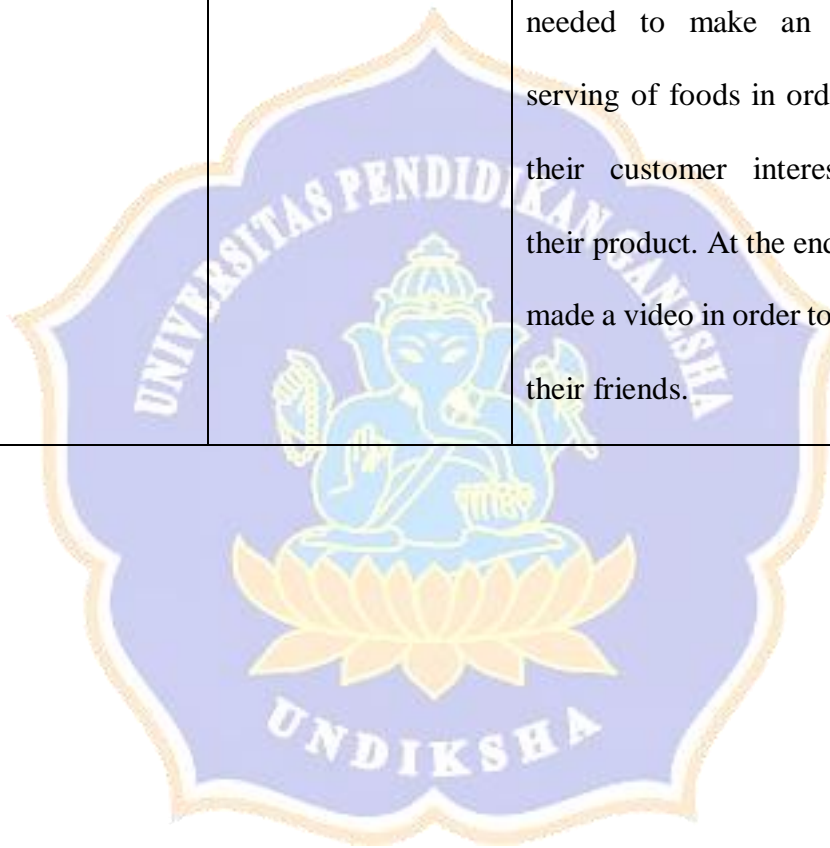


			<p>In this activity, The students were implemented communication skill trough writing. At first, they would make a draft of an itinerary. After that, they would have discussion with their partners, before they made a complete package of tour through Brochure. The students were demanded to make an easy understanding language in order to make their customer interest with the product.</p> <p>Creativity skill was implemented where the students created an interesting product in a form of brochure. In this brochure they put their package of tour and itinerary that they have made previously.</p> <p>Here is the creativity skill was needed in order to make an</p>
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			interesting brochure with color, design, template and editing.
6.	Cooperative Literacy Program	Critical thinking skill Collaboration skill Communication Skill Creativity Skill	Cooperative Literacy program was implemented in this school for hospitality students. In this activity, the students needed to make a cooking class in which they also should explain every step of the cooking process. All of learning and innovation skills were implemented in this activity. Critical thinking skill was implemented where the students work as a team and share their ideas to make the best recipe for cooking class. They needed to discuss with their friends and found many information from books and internet about a recipe. They also had discussion with their

			<p>friends in deciding the ingredients, steps and serving the food and beverage.</p> <p>Collaboration skills was implemented in this activity while the students were divided into some groups which consists of 4-5 students. In this group, they needed to divide their jobs equally. They will collaborate with their friends to make the recipe and think about the preparation of cooking class. They also needed to divided their jobs while making a video and explaining the steps of cooking class.</p> <p>Communication skill was implemented while every students had chances to explain the process, ingredients and steps in making the</p>
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			<p>foods and beverages. They will use English to communicate.</p> <p>Creativity skill was implemented while students prepare the good decoration of table. They also needed to make an interesting serving of foods in order to make their customer interesting with their product. At the end, they also made a video in order to share with their friends.</p>
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## APPENDIX 2

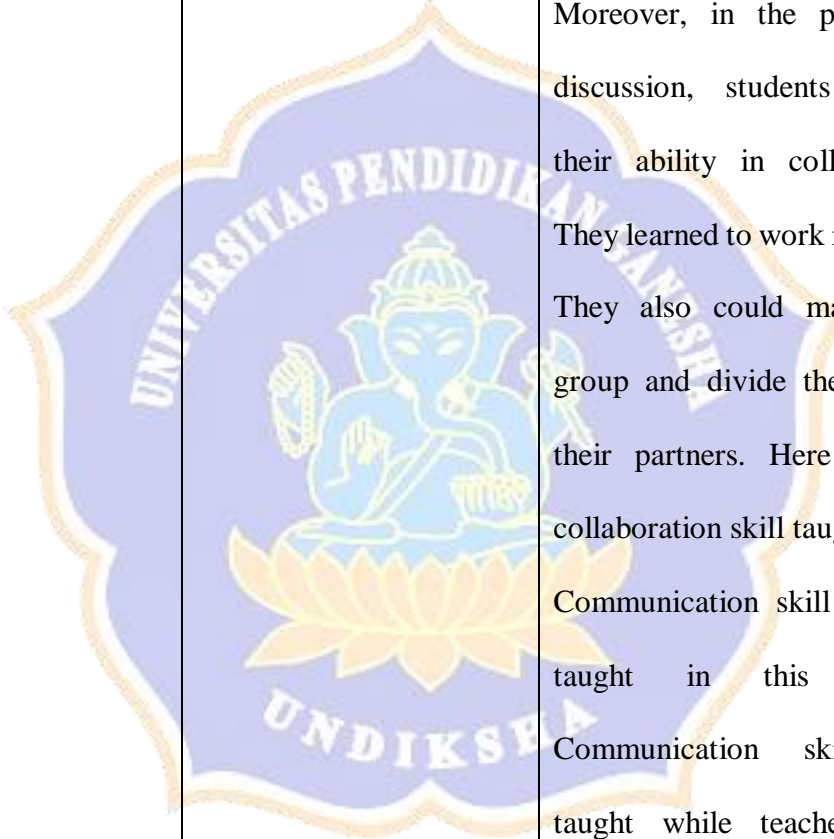
### Appendix for the 2<sup>nd</sup> Research Question.

#### Guided Observation sheets with the data of 21<sup>st</sup> century skills taught in English Literacy activity

No.	English Literacy Activity	21 <sup>st</sup> Century Skills	Description
1.	Reading response Journal	Critical Thinking skill Collaboration Skill Communication skill	In reading response journal activity, there are three skills which are taught. The first skill is critical thinking skills where this activity let the students run the process of think and re-thinking about what they have read. Critical-thinking skills was taught while the students made a summary of what they had read. Then, this activity was also allowed students to share their interpretation and summary to their friends and teachers. Then, they also have chance to have a feedback from the teachers and

			<p>friends. Furthermore, the students will re-think about what they have thought previously. They have chance to revise their work.</p> <p>Collaboration skill was taught while students have chance to discuss their summary to their teachers. Then, the teacher will also give feedback and ideas of students' summary. Here is the collaboration skill was taught while the students presume their teachers as partners to make their project better.</p> <p>In the other hand, the communication skill was also taught on this activity where the students had opportunity to share their ideas about their reading experience. The</p>
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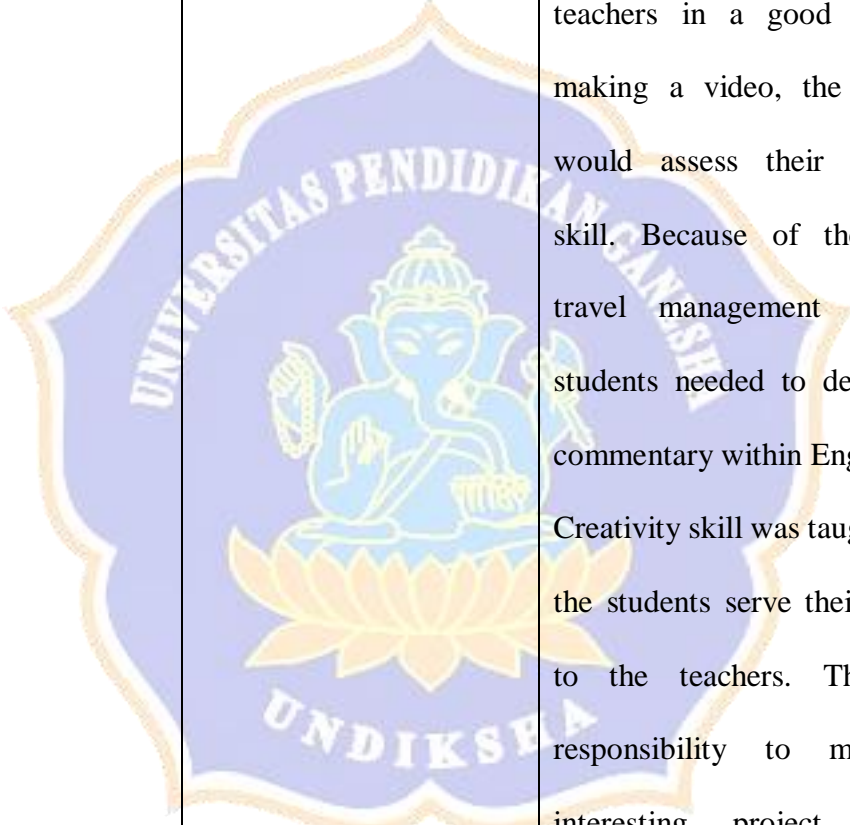
			students would have a chance to communicate the result of their reading through a journal.
2.	News Reading Program	<p>Critical Thinking Skills</p> <p>Collaboration Skills</p> <p>Communication Skills</p> <p>Creativity Skills</p>	<p>News reading program is one of English literacy activity which had been done in English class.</p> <p>The students were given a news by the teachers. In the process of this program, the students were instructed to make a group consists of 4 – 5 students. There were 4 meetings needed in order to implement this program in classroom.</p> <p>In this program, critical thinking skills was taught where the student have chance to analyze the some news in a topic. They would have discussion with their group mates in order to find out the best ideas in exploring</p>

			<p>the details of the news. They had process to think, re-think and conclude the news. After that, the concluded the ideas in a report.</p> <p>Moreover, in the process of discussion, students enhance their ability in collaboration. They learned to work in a group. They also could manage the group and divide the work to their partners. Here was the collaboration skill taught.</p> <p>Communication skill was also taught in this activity. Communication skills was taught while teachers asked students to make a video based on their general report of the news. They made a report in a</p>
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			<p>form of video. They could do it with their partners.</p> <p>The last skill was Creativity skill. Creativity skill was taught in this activity where students reported the news they have in a form of video. They had process of editing and delivering the video creatively. They could collaborate with their partners in order to make a good video to be watched.</p>
3.	<p>Commentary Guiding Object</p>	<p>Critical thinking skill Communication Skills Creativity Skills</p>	<p>Commentary guiding Object is an activity where students need to reporting one object of Balinese culture. The result of this activity can be a form of essay writing or a video.</p>

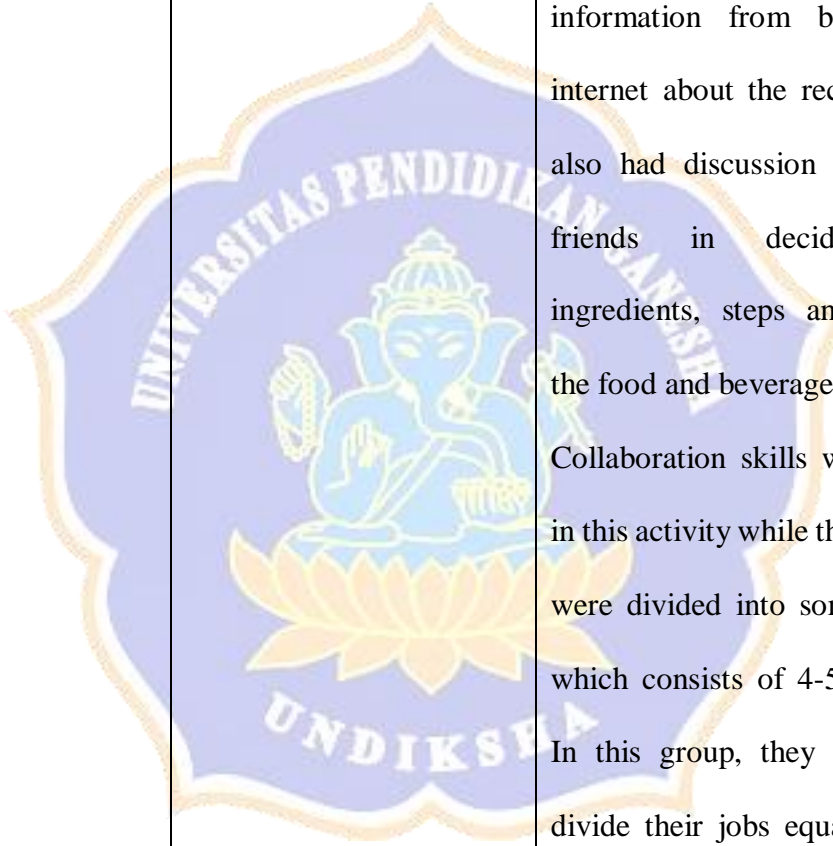
			<p>Critical thinking skill was taught where the students gained information from many sources. The teacher facilitated students in some sources, however they can add the information of their report through internet media, interview with experts, and correspondence with tourism institution. Here was they could gain many data and information about the subject which were going to be reported. They should conclude the information they got from many sources. In this process, they would always put the credible data in order to avoid hoax in their writing and speaking about the guiding object.</p>
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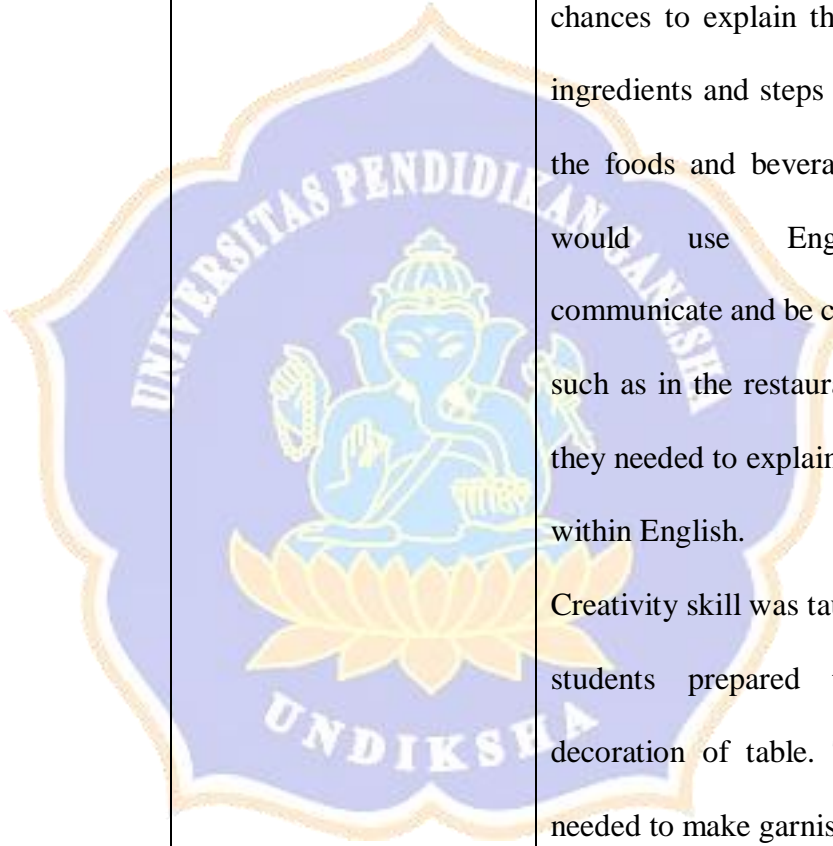
			<p>In this process, communication skill was also taught while students needed to make a video to deliver their report. They must submit their work to the teachers in a good way. In making a video, the teachers would assess their speaking skill. Because of they were travel management students, students needed to deliver the commentary within English.</p> <p>Creativity skill was taught while the students serve their project to the teachers. They had responsibility to make an interesting project through video. They could use their creativity in order to make the report interesting. They also</p>
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			could bring the commentary with the object they explain.
4.	Travel Itinerary Writing	Critical thinking skills Collaboration skills Creativity Skills	<p>In travel itinerary writing, those four skills of learning and innovation skills were taught.</p> <p>Critical thinking skill was taught in this activity while the process of Object destination inventory. This activity instructed the students to decide the destination object in which it must be variative. The students should choose the best destination in which covers some elements such as nature, Man-Made and Mix variation of destination. Here was they needed to collect some information in order to decide the best tour itinerary.</p>

			<p>Collaboration skill was taught when the students were divided into a group which consist of 4-5 students. In this group, they must discuss about the tour itinerary and the destinations they wanted to choose. All of the process in this activity required students to work collaboratively until the last project. They needed to divide their jobs to every member of group. They also needed to share their thoughts and ideas about the group's work.</p> <p>Creativity skill was taught where the students created an interesting product in a form of brochure. In this brochure they put their package of tour and</p>
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			<p>itinerary that they have made previously. Here was the creativity skill was needed in order to make an interesting brochure with color, design, template and editing.</p>
5.	Cooperative Literacy Program	<p>Critical thinking skill  Collaboration skill  Communication Skill  Creativity Skill</p>	<p>Cooperative Literacy program was in this school for hospitality students. In this activity, the students needed to make a cooking class in which they also should know every step of the cooking process and they also need to know the information of the food and beverage in order to explain it to the guests. All of learning and innovation skills were taught in this activity.</p> <p>Critical thinking skill was taught where the students work as a</p>

			<p>team and share their ideas to find the best recipe for cooking class based on the cooking technique they get. They needed to discuss with their friends and find many information from books and internet about the recipe. They also had discussion with their friends in deciding the ingredients, steps and serving the food and beverage.</p> <p>Collaboration skills was taught in this activity while the students were divided into some groups which consists of 4-5 students. In this group, they needed to divide their jobs equally. They would collaborate with their friends to make the recipe and think about the preparation of cooking class. They also needed</p>
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			<p>to divide their jobs while serving and explaining the steps of cooking activity and technique.</p> <p>Communication skill was taught while every students had chances to explain the process, ingredients and steps in making the foods and beverages. They would use English to communicate and be customized such as in the restaurant, where they needed to explain the menu within English.</p> <p>Creativity skill was taught while students prepared the good decoration of table. They also needed to make garnish of foods in order to make their customer interesting with their product.</p>
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## **APPENDIX 3**

### **Appendix for the 3<sup>rd</sup> Research Question.**

#### **Transcription of the Interview with the three teachers**

##### **T1: Teacher 1**

**Senin, 2 November 2020**

1. What do you think about the implementation of English Literacy Activity in SMKN 1 Singaraja?

Ya, implementasi dari literasi berbahasa inggris tentu sangat kami perlukan untuk memajukan kopetensi siswa dalam berbahasa inggris. Mengingat juga ada beberapa jurusan yang memang mempersiapkan siswa nya untuk bisa berbahasa inggris dengan baik. Tetapi tidak hanya untuk siswa di jurusan perhotelan atau UPW, kami juga dorong untuk semua siswa bisa membaca buku – buku Bahasa inggris.

2. What are the challenges you have while implementing English Literacy Activity?

Kurangnya buku berbahasa inggris masih menjadi masalah utama kami. Sudah ada beberap usaha yang dilakukan dari sekolah seperti menyerahkan proposal kepada dinas pendidikan provinsi dan melakukan kerjasama dengan beberapa media percetakan. Tetapi yaaa.. memang buku Bahasa inggris yang baru – baru itu sulit untuk didapatkan. Tetapi kami juga sudah menerapkan pembelajaran menggunakan electronic media seperti computer dan gadget. Jadi mungkin itu bisa sedikit membantu siswa dalam menemukan literature berbahasa inggris. Berikut juga dengan sikap mereka dalam membaca ya. Kalau sikap mereka dalam membaca

tentunya tidak bisa di sama rata. Karna dari kegiatan literasi ini. Sebagian mungkin saja sudah menunjukkan sikap yang baik. Tapi sebagian mungkin belum. Tapi dari yg sudah kita lihat selama ini, kita bisa memberikan keberhasilan kegiatan ini dari karya – karya dan kegiatan yang berjalan dengan baik. Untuk beberapa siswa yang mungkin belum menunjukkan sikap baik dalam mengikuti kegiatan literasi, akan terus kita awasi dan perhatikan, sehingga bisa memberikan motivasi yang lebih terhadap kegiatan membaca ini.

3. Do you know the 21<sup>st</sup> century skills (4Cs) in 21<sup>st</sup> century learning?

Ya, saya tahu itu. Kami juga ajarkan kepada siswa kami.

4. What do you think about 21<sup>st</sup> century skills taught in English Literacy Activity?

Tentu sangat penting ya, dan kami usahakan kegiatan – kegiatan literasi di sekolah bisa menyisipkan pengajaran abad 21 khusus nya pada skill – skill tersebut. Itu akan sangat berpengaruh pada kualitas siswa saat di dunia kerja nantinya.

5. What are challenges you get in teaching critical thinking skills in English Literacy activity?

Kalau dalam pelajaran saya siswa menunjukkan berpikir kritis yang baik, walaupun ada beberapa yg tidak aktif. Seperti misalkan saya dala group diskusi dalam pembelajaran, mereka sangat aktif mencari informasi di internet untuk disampaikan dalam diskusi. Tetapi kembali lagi masalahnya adalah begitu banyak informasi di internet. Jadi tantangannya mungkin lebih kepada ke kemampuan siswa menyimpulkan dan mencari informasi yang kredibel.

6. What are challenges you get in teaching Collaboration skills in English literacy activity?

Kalau dalam literasi bahasa Inggris, tentunya siswa memerlukan kerja tim untuk mencari informasi, mengolah informasi bahkan bisa mengimplementasikan itu dalam produk atau jasa. Dalam pandangan saya mungkin tantangannya pada siswa – siswa yang tidak mau bekerja tim, biasanya dia malas dan tidak mau aktif dalam kelompoknya.

7. What are challenges you get in teaching Communication skills in English literacy program?

Dalam berkomunikasi dalam Bahasa Inggris, tantangan siswa tentunya adalah keberaniannya dia dalam berbicara di depan. Saya tidak terlalu mengontrol grammar atau pengucapannya, walaupun itu juga banyak salah. Tapi saya prioritaskan dulu di keberanian siswa untuk berbicara dengan Bahasa Inggris. Ini yang menjadi tantangan saya.

8. What are challenges you get in teaching Creativity skills in English literacy program?

Dalam pelajaran food and beverage service and products siswa benar – benar mampu menunjukkan kreatifitas nya. Dengan strategi ini tentu kita juga mampu memberikan mereka semangat untuk menunjukkan bahkan meningkatkan kreatifitas yang mereka miliki. Saya rasa tidak ada tantangan yang berarti untuk melatih kreatifitas siswa dalam prodi saya di perhotelan

9. Do you think those skills are important to be taught in English Literacy Activity?

Ya tentu, itu akan sangat penting untuk di ajarkan kepada siswa. Apalagi kita adalah sekolah kejuruan dimana tujuan utamanya adalah mempersiapkan tenaga kerja yang unggul dan seorang pengusaha.

10. How do you handle the challenges you found in teaching those skills in English literacy program?

Dalam setiap pelajaran, saya awasi, saya juga bisa berikan hukuman jika ada siswa – siswa yang melakukan pelanggaran. Untuk masalah – masalah kebijakan itu saya laporkan langsung ke manajemen sekola

**T2: Teacher 2**

**Rabu, 4 November 2020**

1. What do you think about the implementation of English Literacy Activity in SMKN 1 Singaraja?

Ya, kita dorong terus ya. Membaca literasi bahasa inggris juga bagian dari jalan untuk membuat siswa memiliki kompetensi lebih di Bahasa inggris. Dengan membaca dia dapat berimajinasi, dan lebih gampang mengingat Bahasa melalui cerita yang ada dalam buku. Di beberapa pelajaran juga kami dorong terus agar guru – guru memberikan siswa kesempatan untuk membaca literature Bahasa inggris lebih banak. Terutama di perhotelan ya dan UPW lagi satu. Sampai saat ini sudah sangat baik. Melihat beberapa siswa sudah mengikuti dan memenangkan lomba.

2. What are the challenges you have while implementing English Literacy Activity?

Buku berbahasa Inggris memang masih sangat kurang untuk kegiatan literasi Bahasa Inggris kita. Tetapi siswa yang memiliki motivasi lebih dalam literasi Bahasa Inggris, mereka akan mengusahakan meminjam sebuah novel atau buku dari teman atau saudaranya. Tersedianya alat – alat seperti wifi dan computer juga sebuah solusi yang bisa kami tawarkan untuk kondisi saat ini.

Selanjutnya Yaaa. Adalagi beberapa yang melakukan plagiarisme. Wah plagiarisme itu benar benar sulit. Dalam literasi Bahasa Inggris ini kita kesulitan untuk mengecek seluruh pekerjaan siswa. Tapi saya berpedoman pada skill mereka saja. Yang penting mereka mampu mempraktekan

3. Do you know the 21<sup>st</sup> century skills (4Cs) in 21<sup>st</sup> century learning?

Ya, saya pahami skill – skill itu.

4. What do you think about 21<sup>st</sup> century skills taught in English Literacy Activity?

Saya rasa setiap skill penting ya. Dengan melibatkan Bahasa Inggris dalam proses literasi kita sebenarnya sudah siatu lompatan yang luar biasa. Dalam pelaksanaan pembelajaran di kelas juga kita sisipkan literasi Bahasa Inggris terutama di perhotelan dan UPW. Jika guru – guru mampu mengajarkan skill – skill itu dalam kegiatan literasi mereka, tentu akan menjadi sangat baik.

5. What are challenges you get in teaching critical thinking skills in English Literacy activity?

Critical thinking tentunya harus dibangun. Dan melalui literasi ini kita sedikit demi sedikit bisa membangun berpikir kritis siswa. Karena dalam berpikir kritis siswa harus mampu menyaring informasi yang tentunya sangat mudah di cari pada era

digital ini. Jadi tantangannya lebih kepada mengajarkan siswa untuk berhati – hati menyimpulkan suatu informasi. Sekarang biasanya siswa itu hanya membaca sedikit dan sudah menyimpulkan. Dan kebiasaan plagiat itu juga sangat buruk karena belum tentu kan informasi itu benar. Tantangan lainnya mungkin saat mengadakan diskusi kepada siswa. Karena beberapa siswa tidak begitu aktif mengikuti kegiatan literasi ini. Jadi keaktifan dalam diskusi juga saya rasa masuk dalam berpikir kritis siswa.

6. What are challenges you get in teaching Collaboration skills in English literacy activity?

Ya kadang ada beberapa siswa yang tidak mau ikut bekerja dalam kelompoknya. Tentu itu masalah mendasar yang terjadi di setiap kelas. Ada yang aktif ada yang hanya menulis saja. Tapi saya terus sampaikan untuk bisabekerja sama dalam membuat proyek apapun

7. What are challenges you get in teaching Communication skills in English literacy program?

Ya kembali lagi ke kepercayaan diri siswa dalam berkomunikasi dengan Bahasa Inggris. Dalam kegiatan literasi ini mereka di tuntut dalam berkomunikasi dengan Bahasa Inggris. Mengingat lagi jurusan mereka yang akan berhubungan langsung dengan tamu dan Bahasa yang harus di kuasai adalah baha Inggris. Ini yang menjadi tantangan terbesar saya. Kadang juga mereka lupa yang mau dikatakan kalau sudah di depan. Tapi dengan kegiatan literasi Bahasa Inggris tentunya akan sangat membantu memaksa mereka untuk berani.

8. What are challenges you get in teaching Creativity skills in English literacy program?

Untuk kreatifitas menurut saya sangat baik. Di sekolah kejuruan mereka diberikan kebebasan untuk berkreasi dalam sebuah mata pelajaran yaitu kewirausahaan. Di pelajaran ini bahkan mereka diberikan waktu 8 jam pelajaran untuk membuat, mengolah sampai akhirnya memasarkan produknya. Guru – guru sering membeli sebagai bentuk apresiasi terhadap kinerja mereka. Nah kalau untuk literasi Bahasa Inggris tentunya sudah dengan jelas bisa di temukan saat pelajaran food and beverage, travel dan kegiatan hari jumat itu sendiri. Disana mereka menampilkan hasil kreatifitas mereka dalam bentuk puisi, essay, atau cerita pendek. Jadi di sekolah ini untuk kreatifitas berjalan dengan baik dan tidak ada tantangan yang berarti untuk kami sebagai guru.

9. Do you think those skills are important to be taught in English Literacy Activity?

Tentunya penting. Apalagi kita SMK ya. Jadi mengajarkan skill – skill dalam kaitannya mempersiapkan mereka di dunia kerja akan sangat penting.

10. How do you handle the challenges you found in teaching those skills in English literacy program?

Kalau plagiarism saya sering kasi hukuman dan kntrol kepada mereka – mereka yang sering melakukannya. Saya juga kadang tidak berikan nilai. Tapi intinya kita bisa terus memotivasi siswa melakukan english literasi dengan baik.

**T3: Teacher 3**

**Kamis, 5 November 2020**

1. What do you think about the implementation of English Literacy Activity in SMKN 1 Singaraja?

Beberapa jurusan sudah melakukannya sangat baik ya. Di sekolah ini ita memiliki jurusan perhotelan dan travel sehingga itu bisa sangat di terapkan di jurusan itu. Dalam kegiatan hari jumat juga kita bisa lihat, siswa membawakan cerita dalam Bahasa Inggris dan ada dalam bentuk tulisan. Saya kira sudah sangat baik ya. Tinggal kita tingkatkan terus sehingga ada kemauan dari siswa untuk membaca literature Bahasa Inggris.

2. What are the challenges you have while implementing English Literacy Activity?

Ya kita tahu bersama plagiarism adalah kebiasaan yang buruk untuk siswa. Kita harus terus menkampanyekan hal itu. Kuesulitan kami sebagai guru adalah bisa mengecek satu persatu plagiarism itu. Bagaimana caranya? Kecuali memang kami punya alatnya. Hee... Tapi situasi ini bisa kemungkinan kami tanggulangi dengan memberikan review terhadap pekerjaan siswa. Memang agak sulit untuk teliti satu per satu. Tetapi ini bisa menjadi langkah untuk membuat mereka takut dalam melakukan plagiarism. Kegiatan literasi selama ini sudah berjalan baik dan siswa sudah mengikuti prosenya dengan baik. Tapi memang ada saja yang tidak membaca atau malah mengobrol malah bermain hp jika di ijinakan membawa hp ke sekolah. Beberapa juga mengganggu temannya. Tapi tetap kita motivasi mereka karna poin



nya sekarang adalah kesadaran bahwa literasi Bahasa Inggris ini penting untuk dilakukan. Kegiatan membaca adalah sebuah habit. Ini yang kita usahakan dengan kegiatan literasi yang terus dilakukan di dalam ataupun di luar pelajaran.

3. Do you know the 21<sup>st</sup> century skills (4Cs) in 21<sup>st</sup> century learning?

Ya, dalam setiap workshop sering saya dengar dan kita mencoba mengajarkannya kepada siswa.

4. What do you think about 21<sup>st</sup> century skills taught in English Literacy Activity?

Tentu itu sangat penting ya untuk siswa – siswa kita. Dalam era milenial sekarang, kecakapan siswa dalam menerima informasi sangat diperlukan, selain itu juga mereka harus mampu mengolah dan mengimplementasikan informasi yang mereka terima. Jadi itu sangat penting, apalagi kita ini di SMK mereka akan ke dunia kerja.

5. What are challenges you get in teaching critical thinking skills in English Literacy activity?

Berpikir kritis saya rasa sudah sangat baik tantangannya mungkin bagaimana siswa bisa mendapat informasi yang benar ya. Jadi pemecahan masalahnya juga bisa benar. Kadang kan dengan era informasi ini, mereka bisa saja copy paste atau jiplak saja.

6. What are challenges you get in teaching Collaboration skills in English literacy activity?

Skill berkolaborasi tentunya sangat penting dan kami disini selalu menerapkannya dalam setiap pembelajaran. Apalagi dalam pembelajaran di perhotelan dan usaha perjalanan wisata. Kalau masalahnya mungkin bagi saya ada pada individu siswa

yang tidak bisa di ajak bekerja sama. Biasanya dalam setiap kelas ada saja yang bermain – main dan tidak membantu group nya. Jadi ya mungkin itu saja. Terus nanti ada yang lapor kalau salah satu tamnnya tidak bekerja. Mungkin itu kembali lagi ke karakter siswa. Tapi yang begitu – begitu biasa nya memang yang sering buat masalah di kelas.

7. What are challenges you get in teaching Communication skills in English literacy program?

Kemampuan berbahasa nya juga harus menjadi perhatian, terutama dalam penggunaan grammar dan pengucapan dalam Bahasa Inggris. Banyak siswa kurang memperhatikan ini. Tapi kalau saya akan terus tak berikan kesempatan agar yang terpenting mereka berani dulu. Lalu di akhir akan sedikit demi sedikit saya koreksi itu.

8. What are challenges you get in teaching Creativity skills in English literacy program?

Untuk kreatifitas saya rasa tidak ada masalah ya, mereka terus di dorong untuk berkarya dan bisa memberikan jasa sebaik – baiknya. Dalam literasi Bahasa Inggris juga dikaitkan dengan pekerjaan mereka nantinya. Seperti contoh di food and beverage. Tentu dia harus mencari informasi mengenai menu, cara penyajian dan informasi makanan dalam Bahasa Inggris untuk nanti di jelaskan kepada tamunya. Jadi kreatifitas mereka akan terbentuk dalam setiap sisi pembelajaran.

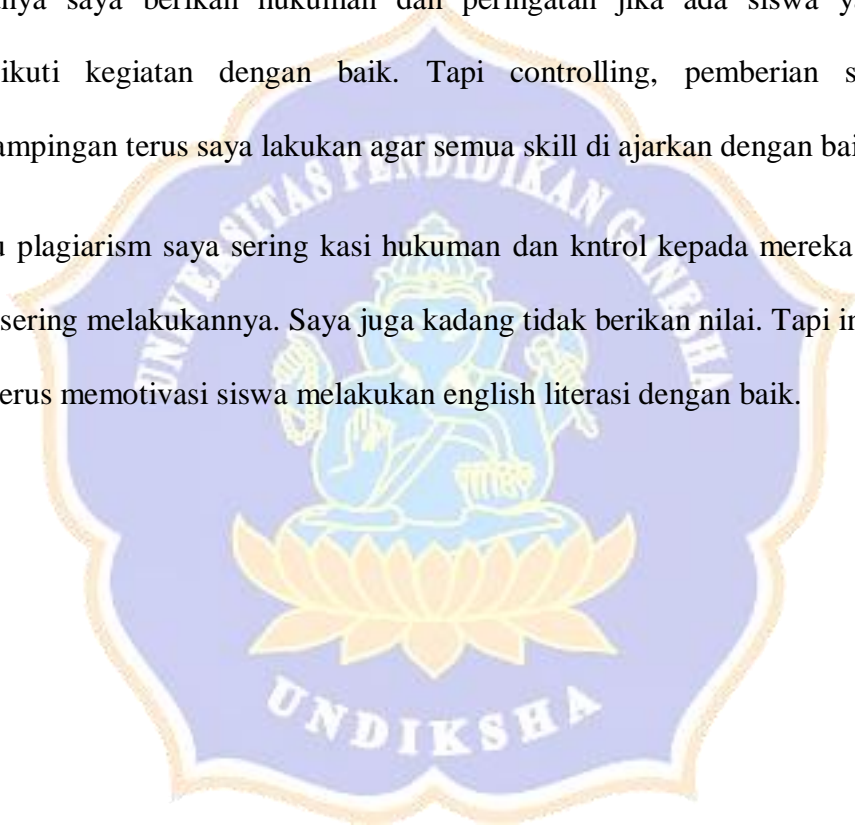
9. Do you think those skills are important to be taught in English Literacy Activity?

Sangat penting, dalam mempersiapkann siswa kita ke dunia usaha dan industry atau sekarang disebut IDUKA, akan sangat penting guru-guru mengajarkan skill tersebut dalam kegiatan literasi ini.

10. How do you handle the challenges you found in teaching those skills in English literacy program?

Biasanya saya berikan hukuman dan peringatan jika ada siswa yang tidak mengikuti kegiatan dengan baik. Tapi controlling, pemberian saran dan pendampingan terus saya lakukan agar semua skill di ajarkan dengan baik.

Kalau plagiarism saya sering kasi hukuman dan kntrol kepada mereka – mereka yang sering melakukannya. Saya juga kadang tidak berikan nilai. Tapi intinya kita bisa terus memotivasi siswa melakukan english literasi dengan baik.



## APPENDIX 4

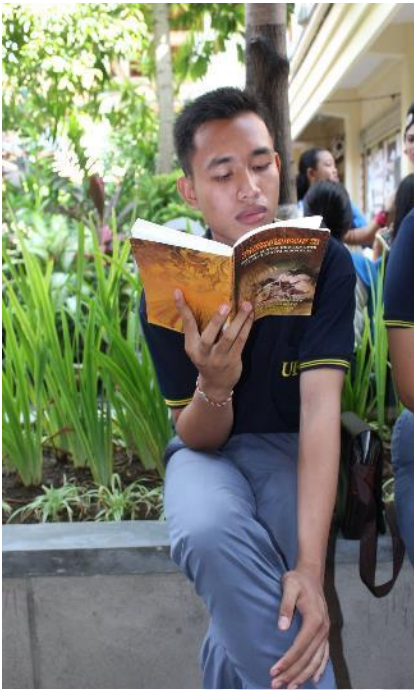
Appendix for the documentation of English literacy activities in SMKN 1 Singaraja.

### Pictures of the Implementation of English Literacy Activity













## CURRICULUM VITAE



I Putu Ratama: born in the district of Singaraja on 3<sup>rd</sup> June 1995.. He is now an English teacher in SMK Negeri 1 Singaraja. He finished his Elementary School in SD Negeri 3 and 4 Banjar Jawa Singaraja. He finished his Junior High School in SMP Negeri 1 Singaraja. He finished his senior High School in SMA Negeri 4 Singaraja. Afterwards, he continued his study in Ganesha University of Education. He finished his first degree (S1 Program) in English Education Department, The Faculty of Language and Arts, Ganesha University of Education in 2017.

