# APPENDICES

## SURAT KETERANGAN
Nomor :423.4/202/SMAN1MENGWI

Yang bertanda tangan dibawah ini :

| | |
|---|---|
| N a m a | : Drs. I Dewa Ketut Artadiana, M.Pd |
| NIP | : 19641231 198703 1 264 |
| Pangkat / Gol | : Pembina IV/a |
| Jabatan | : Kepala Sekolah |

Menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

| | |
|---|---|
| Nama | : Ni Luh Putu Eka Jayantari |
| NIM | : 1712021087 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Jenjang | : S.1 |
| Tahun Akademik | : 2020/2021 |
| Alamat | : Banjar Celuk, Kapal, Mengwi, Badung |

Memang benar Mahasiswa yang tersebut di atas telah melaksanakan penelitian untuk kepentingan skripsi di SMA Negeri 1 Mengwi Tahun Pelajaran 2020 / 2021
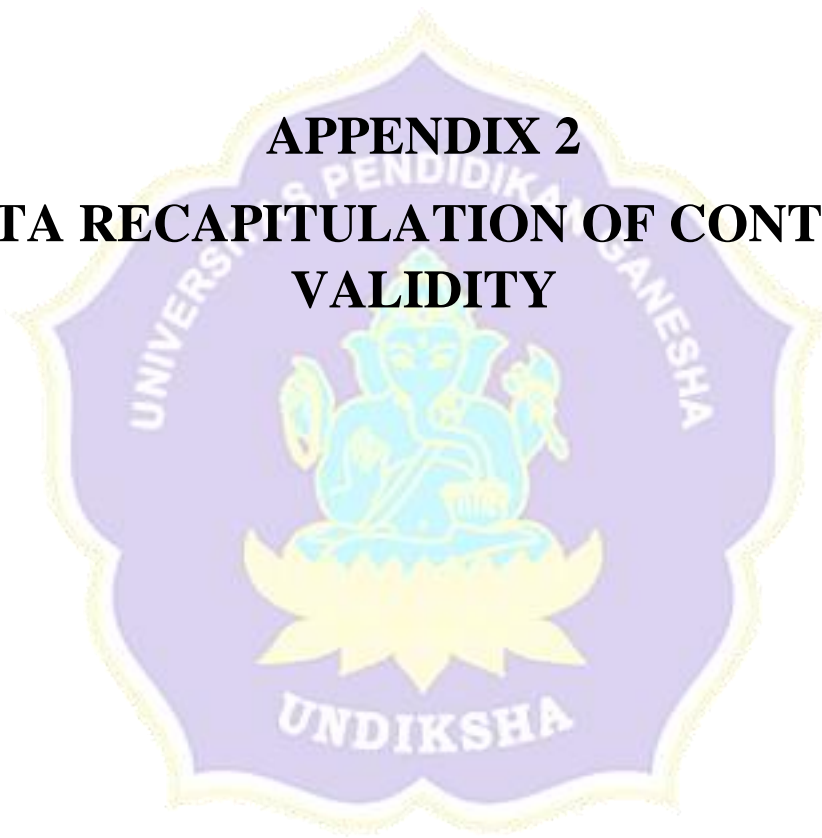
Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Mengwi, 26 Januari 2021
Kepala SMA Negeri 1 Mengwi

Drs. I Dewa Ketut Artadiana, M.Pd
NIP : 19641231 198703 1 264

# APPENDIX 2
# DATA RECAPITULATION OF CONTENT VALIDITY

# CONTENT VALIDITY

## A. Appendix Data Recapitulation of Content Validity Instruments for Teacher's Ability in Preparing Lesson Plan

| No Items | Judge 1 | Judge 2 |
|---|---|---|
| 1 | 4 | 4 |
| 2 | 4 | 3 |
| 3 | 4 | 4 |
| 4 | 4 | 3 |
| 5 | 4 | 4 |
| 6 | 4 | 3 |
| 7 | 4 | 4 |
| 8 | 4 | 3 |

**B. Appendix Data Recapitulation of Content Validity Instruments for Teacher's Difficulties in Preparing Lesson Plan**
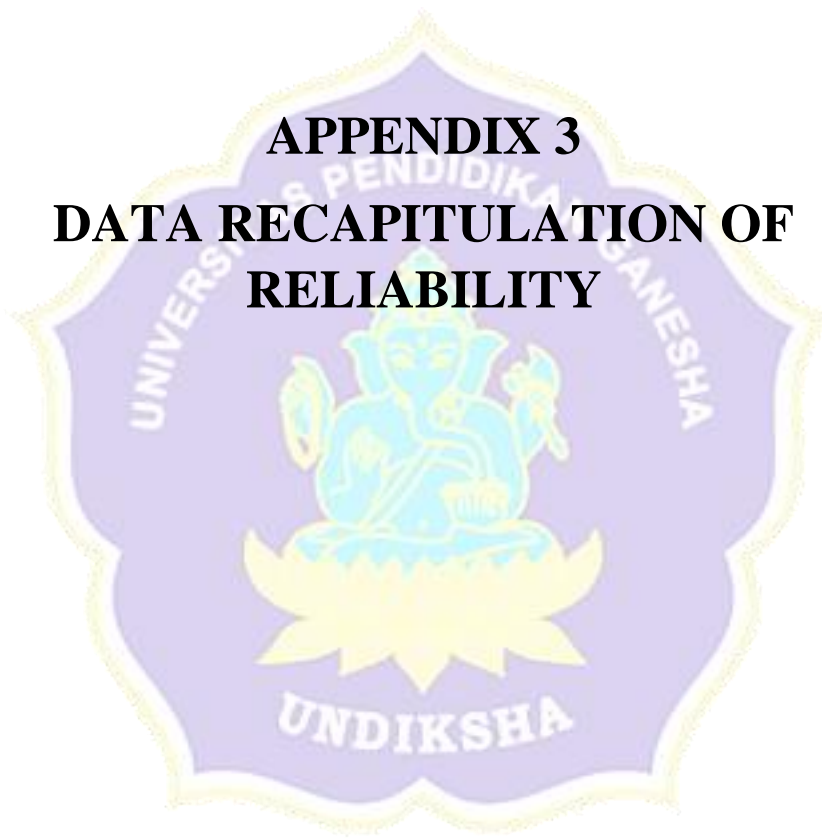
| No Items | Judge 1 | Judge 2 |
|---|---|---|
| 1 | 4 | 3 |
| 2 | 4 | 4 |
| 3 | 4 | 3 |
| 4 | 4 | 4 |
| 5 | 4 | 3 |
| 6 | 4 | 4 |
| 7 | 4 | 3 |
| 8 | 4 | 4 |

**C. Appendix Data Recapitulation of Content Validity Instruments for Students' Difficulties in EFL Through Online Learning Platform**

| No Items | Judge 1 | Judge 2 |
|----------|---------|---------|
| 1 | 4 | 4 |
| 2 | 4 | 3 |
| 3 | 4 | 4 |
| 4 | 4 | 3 |
| 5 | 4 | 4 |
| 6 | 4 | 3 |
| 7 | 4 | 4 |
| 8 | 4 | 3 |
| 9 | 4 | 4 |
| 10 | 4 | 3 |
| 11 | 4 | 4 |
| 12 | 4 | 4 |
| 13 | 4 | 3 |
| 14 | 4 | 4 |
| 15 | 4 | 4 |
| 16 | 4 | 4 |
| 17 | 4 | 4 |
| 18 | 4 | 4 |
| 19 | 4 | 4 |
| 20 | 4 | 4 |

# APPENDIX 3
# DATA RECAPITULATION OF RELIABILITY

# RELIABILITY OF TEACHER'S ABILITY IN PREPARING LESSON PLAN

## A. Appendix Data Recapitulation of Content Reliability Instruments for Teacher's Ability in Preparing Lesson Plan

| No Items | Judge 1 | Judge 2 |
|----------|---------|---------|
| 1 | 4 | 4 |
| 2 | 4 | 3 |
| 3 | 4 | 4 |
| 4 | 4 | 3 |
| 5 | 4 | 4 |
| 6 | 4 | 3 |
| 7 | 4 | 4 |
| 8 | 4 | 3 |

## B. Appendix Data Recapitulation of Content Reliability Instruments for Teacher's Difficulties in Preparing Lesson Plan
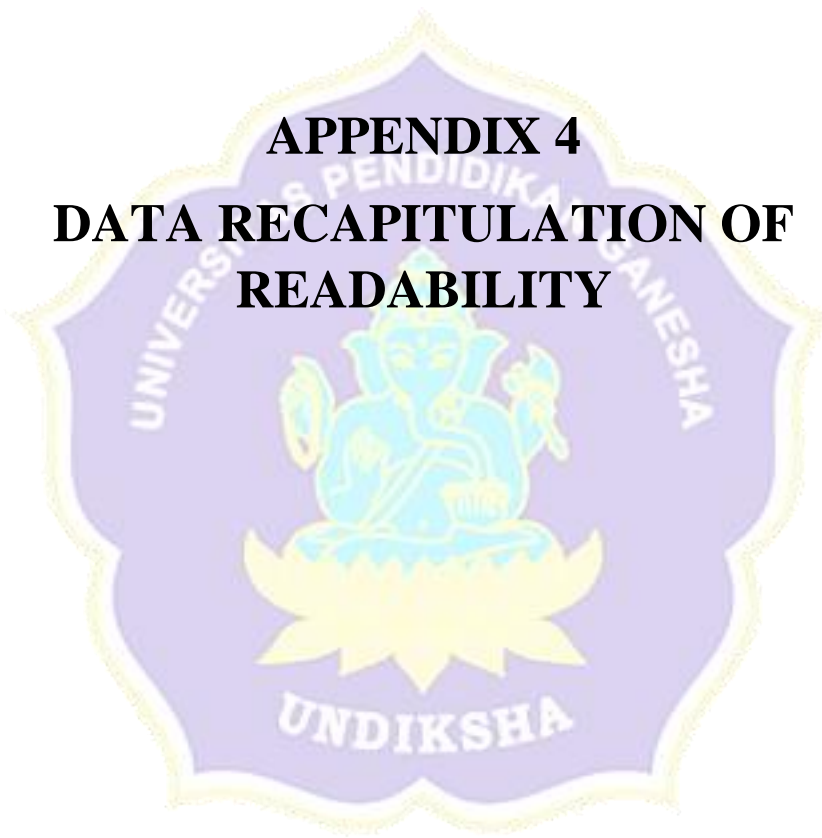
| No Items | Judge 1 | Judge 2 |
|----------|---------|---------|
| 1 | 4 | 3 |
| 2 | 4 | 4 |
| 3 | 4 | 3 |
| 4 | 4 | 4 |
| 5 | 4 | 3 |
| 6 | 4 | 4 |
| 7 | 4 | 3 |
| 8 | 4 | 4 |

## A. Appendix Data Recapitulation of Content Reliability Instruments for Students' Difficulties in EFL Through Online Learning Platform

| No Items | Judge 1 | Judge 2 |
|:---:|:---:|:---:|
| 1 | 4 | 4 |
| 2 | 4 | 3 |
| 3 | 4 | 4 |
| 4 | 4 | 3 |
| 5 | 4 | 4 |
| 6 | 4 | 3 |
| 7 | 4 | 4 |
| 8 | 4 | 3 |
| 9 | 4 | 4 |
| 10 | 4 | 3 |
| 11 | 4 | 4 |
| 12 | 4 | 4 |
| 13 | 4 | 3 |
| 14 | 4 | 4 |
| 15 | 4 | 4 |
| 16 | 4 | 4 |
| 17 | 4 | 4 |
| 18 | 4 | 4 |
| 19 | 4 | 4 |
| 20 | 4 | 4 |

# APPENDIX 4
# DATA RECAPITULATION OF READABILITY

# READABILITY OF TEACHER'S ABILITY IN PREPARING LESSON PLAN

### A. Appendix Data Recapitulation of Content Readability Instruments for Teacher's Ability in Preparing Lesson Plan

| No Items | Judge 1 | Judge 2 |
|----------|---------|---------|
| 1 | 4 | 4 |
| 2 | 4 | 3 |
| 3 | 4 | 4 |
| 4 | 4 | 3 |
| 5 | 4 | 4 |
| 6 | 4 | 3 |
| 7 | 4 | 4 |
| 8 | 4 | 3 |

**B. Appendix Data Recapitulation of Content Readability Instruments for Teacher's Difficulties in Preparing Lesson Plan**

| No Items | Judge 1 | Judge 2 |
|---|---|---|
| 1 | 4 | 3 |
| 2 | 4 | 4 |
| 3 | 4 | 3 |
| 4 | 4 | 4 |
| 5 | 4 | 3 |
| 6 | 2 | 2 |
| 7 | 4 | 3 |
| 8 | 4 | 4 |

## C. Appendix Data Recapitulation of Content Readability Instruments for Students' Difficulties in EFL Through Online Learning Platform

| No Items | Judge 1 | Judge 2 |
| --- | --- | --- |
| 1 | 4 | 4 |
| 2 | 4 | 3 |
| 3 | 4 | 4 |
| 4 | 4 | 3 |
| 5 | 4 | 4 |
| 6 | 4 | 3 |
| 7 | 4 | 4 |
| 8 | 4 | 3 |
| 9 | 4 | 4 |
| 10 | 4 | 3 |
| 11 | 4 | 4 |
| 12 | 4 | 4 |
| 13 | 4 | 3 |
| 14 | 4 | 4 |
| 15 | 4 | 4 |
| 16 | 2 | 2 |
| 17 | 4 | 4 |
| 18 | 4 | 4 |
| 19 | 2 | 2 |
| 20 | 2 | 2 |

# APPENDIX 5
# RESEARCH INSTRUMENTS

**Appendix 5. Research Instruments**

**Appendix 5 A : Teacher's Preparation of Lesson Plans**

<div style="text-align: center; font-weight: bold">

TEACHER'S ABILITY IN PREPARING
LESSON PLANS THROUGH GOOGLE
CLASSROOM

</div>

**Direction:**

1. The general objective of the present research is to measure the EFL teacher's ability in preparing lesson plans through Google Classroom in SMA Negeri 1 Mengwi. It also identified the teacher's difficulties in preparing lesson plans as well as students' difficulties in EFL learning through Google Classroom.

2. This instrument is used to rate teacher's ability in preparing EFL lesson plans through Google Classroom in The Senior High School

3. The instrument is adopted and translated from "*Instrumen Penilaian Persiapan Pembelajaran Undiksha 2020"* used to evaluate practising teachers during the pandemic in 2020 in the State University of Education .

4. Please, rate the EFL teacher's ability in preparing lesson plans using your expertise.

5. Your objective ratings are highly appreciated because they will enhance data reliability and validity of the research.

6. Please cross one rating 1, 2, 3, or 4 for each corresponding item in the column provided. The relative meaning of rating 1 = very poor; 2 = poor; 3 = good; 4 = very good.

7. Please do write your comments as concisely as possible to rationalize your ratings.

8. Your ratings are not meant to judge your expertise or experiences as language education experts or teachers.

9. Thank you.

===================================================================

| No | ITEMS | RATING | | | | COMMENTS (Please, explain your reason for rating in such a scale) |
|----|-------|--------|---|---|---|---|
|    |       | 1 | 2 | 3 | 4 | |
| 1 | How would you rate the relevance of learning indicators with basic | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | competency? | | | | | |
| 2 | How would you rate the relevance of learning materials, learning indicators with basic competency? | | | | | |
| 3 | How would you rate the relevance of learning methods or techniques with learning materials, learning indicators with basic competency? | | | | | |
| 4 | How would you rate the relevance of learning procedures or steps for EFL ?. | | | | | |
| 5 | How would you rate the relevance of evaluation and learning indicators of EFL? | | | | | |
| 6 | How would you rate the relevance of evaluation instruments and techniques with learning indicators of EFL? | | | | | |
| 7 | How would you rate the relevance of Information Technology, especially Google Classroom for EFL? | | | | | |
| 8 | How would you rate the use of Information Technology, especially Google Classroom for EFL? | | | | | |

Badung,………………2020

Rater  I/II *)

(………………………………….)

NIP……………………………….

**Appendix 5 B : Teacher's Difficulties Questionnaire**

<div style="border:1px solid">

**TEACHER'S DIFFICULTIES IN PREPARING
LESSON PLANS THROUGH
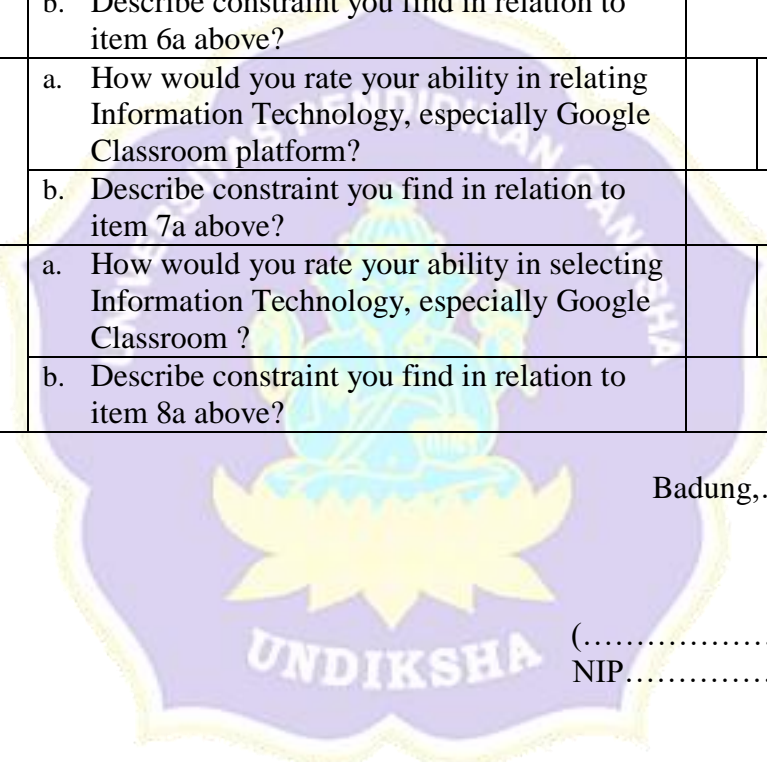GOOGLE CLASSROOM**

</div>

**Direction:**

1. The general objective of the present research is to to measure the EFL teacher's ability in preparing lesson plans through Google Classroom in SMA Negeri 1 Mengwi. It also identified the teacher's difficulties in preparing lesson plans as well as students' difficulties in EFL learning through Google Classroom.
2. This instrument is used to identify EFL teacher's difficulties in preparing the lesson plan in EFL through Google Classroom in The Senior High School
3. Please, state difficulties found in preparing EFL lesson plans through Google Classroom in The Senior High School
4. Before you report any difficulties, please rate yourself on the corresponding questions.
5. This instrument is not meant to evaluate your work performance for promotion or other purposes except for research.
6. Your assistance in reporting difficulties related to technical problems as well as shortages in facilities is highly appreciated.
7. Thank you.

| No | ITEMS | RATING | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | a. How would you rate your ability in relating learning indicators with basic competency in preparing lesson plans through Google Classroom platform? | | | | |
| | b. Describe constraint you find in relation to item 1a above? | | | | |
| 2 | a. How would you rate your ability in relating learning materials, learning indicators with basic competency? | | | | |
| | b. Describe constraint you find in relation to item 2a above? | | | | |
| 3 | a. How would you rate your ability in relating learning methods or techniques with learning materials, learning indicators with basic competency? | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | b. | Describe constraint you find in relation to item 3a above? | | | | |
| 4 | a. | How would you rate the relevance of learning procedures or steps in EFL?. | | | | |
| | b. | Describe constraint you find in relation to item 4a above? | | | | |
| 5 | a. | How would you rate your ability in relating evaluation and learning indicators? | | | | |
| | b. | Describe constraint you find in relation to item 5a above? | | | | |
| 6 | a. | How would you rate your ability in relating of evaluation instruments and techniques with learning indicators? | | | | |
| | b. | Describe constraint you find in relation to item 6a above? | | | | |
| 7 | a. | How would you rate your ability in relating Information Technology, especially Google Classroom platform? | | | | |
| | b. | Describe constraint you find in relation to item 7a above? | | | | |
| 8 | a. | How would you rate your ability in selecting Information Technology, especially Google Classroom ? | | | | |
| | b. | Describe constraint you find in relation to item 8a above? | | | | |

Badung,………………2020

Teacher,

(……………………………….)

NIP……………………………….

**Appendix 5C: Students' Difficulties Questionnaire**

## STUDENTS' DIFFICULTIES IN EFL THROUGH GOOGLE CLASSROOM

**Direction:**

1. The general objective of the present research is to analyze teacher's ability in preparing lesson plans, teacher's, and students' difficulties in EFL using Google Classroom in the Senior High School.
2. This instrument is used to identify students' difficulties or difficulties in EFL through Google Classroom in The Senior High School
3. Please, state difficulties found in EFL through Google Classroom as you experienced.
4. This instrument is not meant to evaluate your performance in EFL.
5. Your assistance in reporting difficulties related to technical problems as well as shortages in facilities is highly appreciated.
6. Thank you

| No | Questions | Answer or Comments |
|----|-----------|--------------------|
| 1 | Do you own a desktop/laptop/mobile phone ? (*Apakah anda memiliki laptop/desktop/hp ?)* | a. Yes (*Ya*) <br> b. No (*Tidak*) |
| 2 | Can you login to Google Classroom without difficulty without others' assistance? (*Apakah anda bisa masuk ke Google Classroom dengan mudah tanpa bantuan orang lain)* | a. Yes (*Ya*) <br> b. No (*Tidak*) |
| 3 | What account do you use to login? (*Akun apa yang anda gunakan untuk login?)* | a. Akun sekolah <br> b. Akun Google pribadi |
| 4 | Can you login without difficulty or other's assistance ? (*Apakah anda bisa masuk tanpa masalah atau minta bantuan orang lain menggunakan akun tsb*?) | a. Yes (*Ya*) <br> b. No (*Tidak*) |
| 5 | Can you join the classroom ? (*Apakah anda bisa masuk ke classroom atau tidak? Lupa sandi atau tidak bisa mengubah sandi ?)* | a. Yes. I remember password (*Ya, karena ingat kata sandi*) <br> b. No. I forget password (*Tidak, karena lupa kata sandi*) |
| 6 | Can you switch between accounts? (*Apakah anda bisa beralih antar-akun pengguna ?)* | a. Yes (*Ya*) <br> b. No (*Tidak*) |
| 7 | Can you logout without difficulty or other's | a. Yes (*Ya*) |

| | assistance ?<br>(*Apakah anda bisa logout tanpa mengalami masalah atau minta bantuan orang lain*?) | b. No (*Tidak*) |
|---|---|---|
| 8 | Can you access Google Classroom ?<br>(*Apakah anda bisa mengakses media pembelajaran daringnya?*) | a. Yes. I remember code. (*Ya. Saya ingat kode kelas*).<br>b. No. I do not remember the code. (*Tidak. Saya lupa kode kelas*) |
| 9 | Do you often get troubles to connect ?<br>(*Apakah anda sering memeroleh gangguan untuk koneksi* ? | a. Yes. (*Ya*)<br>b. No. (*Tidak*) |
| 10 | Can you post comments through Google Classroom?<br>(*Apakah anda bisa memposting komentar?*) | a. Yes. (*Ya*)<br>b. No. (*Tidak*) |
| 11 | Can you cancel comments after posting through Google Classroom?<br>(*Apakah anda bisa membatalkan postingan komentar*? | a. Yes. (*Ya*)<br>b. No. (*Tidak*) |
| 12 | Do you find problem with e-mail, either in sending or receiving e-mail ?<br>(*Apakah anda mengalami masalah dengan e-mail , baik mengirim atau menerima e-mail?*) | a. Yes. (*Ya*)<br>b. No. (*Tidak*) |
| 13 | Do you find difficulty in turning assignments through Google Classroom?<br>(*Apakah anda mengalami masalah dalam menyerahkan tugas melalui Google Classroom?*) | a. Yes. (*Ya*)<br>b. No. (*Tidak*) |
| 14 | Do you get enclosures or handouts from your teachers ?<br>(*Apakah anda memeroleh lampiran dari guru pengajar ?*) | a. Yes. (*Ya*)<br>b. No. (*Tidak*) |
| 15 | Does Google Classroom use wrong language?<br>(*Apakah Google Classroom menggunakan bahasa yang salah?*) | a. Yes. (*Ya*)<br>b. No. (*Tidak*) |
| 16 | Can you understand EFL through Google Classroom?<br>(*Apakah anda lebih bisa mengerti EFL melalui Google Classroom*?) | a. Yes. Explain or give example (*Ya. Jelaskan atau beri contohnya*)……………………<br>………………………………<br>b. No. Explain and give example (*Tidak. Jelaskan dan beri contohnya*)…………………… |

| 17 | Do you think that you like EFL through Google Classroom? (*Apakah anda senang belajar EFL melalui Google Classroom*) | a. Yes. Explain or give example (*Ya. Jelaskan atau beri contohnya*)……………………… ……………………………. b. No. Explain and give example (*Tidak. Jelaskan dan beri contohnya*)…………………… |
|---|---|---|
| 18 | Do you think that you are motivated in EFL through Google Classroom? (*Apakah anda lebih termotivasi belajar EFL melalui Google Classroom?*) | a. Yes. Explain or give example (*Ya. Jelaskan atau beri contohnya*)…………………… …………………………….. b. No. Explain and give example (*Tidak. Jelaskan dan beri contohnya*)………………… |
| 19 | Do you perceive EFL be flexible through Google Classroom? (*Apakah anda berpersepsi EFL menjadi lebih fleksibel melalui Google Classroom?*) | a. Yes. Explain or give example (*Ya. Jelaskan atau beri contohnya*)…………………… ……………………............… b. No. Explain and give example (*Tidak. Jelaskan dan beri contohnya*)………………… |
| 20 | Do you perceive EFL through Google Classroom is rich with learning materials, plenty of examples, or varied illustrations? (*Apakah anda menilai belajar EFL melalui Google Classroom lebih kaya materi, kaya contoh atau ilustrasi yang bervariasi?*) | a. Yes. Explain or give example (*Ya. Jelaskan atau beri contohnya*)…………………… …………………………….. b. No. Explain and give example (*Tidak. Jelaskan dan beri contohnya*)………………… |

Badung,………………2020

Student,

(…………………………………….)

NIS……………………………….

**Appendix 5 D** : **Rating Rubrics for Teacher's Ability in Preparing Lesson Plans**

| No | Aspects | Score | Rubrics |
|---|---|---|---|
| 1 | Relevance of basic competency and learning indicator | 1 | Learning indicators are 1) stated in simple, clear, and understandable sentences |
| | | 2 | Learning indicators are 1) stated in simple, clear, understandable, and 2) unified meaningful sentences |
| | | 3 | Learning indicators are 1) stated in simple, clear, understandable, 2) unified meaningful sentences 3) using operational and measurable words |
| | | 4 | Learning indicators are 1) stated in simple, clear, understandable, 2) unified meaningful sentences 3) using operational and measurable words 4) relevant to basic competency |
| 2 | Relevance of basic competency, learning indicator, and learning materials | 1 | Leaning materials incorporate principles of 1) authenticity, context, and variation. |
| | | 2 | Leaning materials incorporate principles of 1) authenticity, context, and variation, 2) relevant to the basic competency and learning indicators. |
| | | 3 | Leaning materials incorporate principles of 1) authenticity, context, and variation, 2) relevant and 3) consistent to the basic competency and learning indicators. |
| | | 4 | Leaning materials incorporate principles of 1) authenticity, context, and variation, 2) relevant, 3) consistent, and 4) sufficient to the basic competency and learning indicators |
| 3 | Selection of learning Methods or Techniques | 1 | Selection of learning methods or techniques 1) is based on teacher's ability |
| | | 2 | Selection of learning methods or techniques 1) is based on teacher's ability and 2) learning materials |
| | | 3 | Selection of learning methods or techniques 1) is based on teacher's ability, 2) learning materials, and 3) students' characteristics |
| | | 4 | Selection of learning methods or techniques 1) is based on teacher's ability, 2) learning materials, , 3) students' characteristics, and 4) basic competency as well as learning indicators. |
| 4 | Implementing learning procedures | 1 | Learning step 1) is begun with observation and questioning |
| | | 2 | Learning steps 1) are begun with observation and questioning, continued with 2) exploration |
| | | 3 | Learning steps 1) are begun with observation and questioning, 2) exploration, and continued to 3) association |

| | | 4 | Learning steps 1) are begun with observation and questioning, 2) exploration, 3) association, and 4) completed with communication |
|---|---|---|---|
| 5 | Conducting learning evaluation | 1 | Learning evaluation 1) considered an aspect of reliability to basic competency |
| | | 2 | Learning evaluation 1) considered aspects of reliability and 2) validity of basic competency |
| | | 3 | Learning evaluation 1) considered aspects of reliability, 2) validity , and 3) objectivity in relation to basic competency |
| | | 4 | Learning evaluation 1) considered aspects of reliability, 2) validity, 3) objectivity, and 4) consistent with efficiency in terms of time, cost and energy |
| 6 | Selection of evaluation instrument and technique | 1 | Evaluation instrument and technique 1) adhere to basic principles of learning evaluation |
| | | 2 | Evaluation instrument and technique 1) adhere to basic principles of learning evaluation, and 2) orient to basic competency |
| | | 3 | Evaluation instrument and technique 1) adhere to basic principles of learning evaluation, 2) orient to basic competency, and 3) relate to learning indicators |
| | | 4 | Evaluation instrument and technique 1) adhere to basic principles of learning evaluation, 2) orient to basic competency, 3) relate to learning indicators, and 4) evaluate learning process and outcome |
| 7 | Selection of learning media | 1 | Google Classroom is selected based on 1) infra-structure availability in school |
| | | 2 | Google Classroom is selected based on 1) infra-structure availability in school, and 2) teacher's knowledge and experience with it |
| | | 3 | Google Classroom is selected based on 1) infra-structure availability in school, 2) teacher's knowledge and experience with it, and 3) efficient learning platform |
| | | 4 | Google Classroom is selected based on 1) infra-structure availability in school, 2) teacher's knowledge and experience with it, 3) efficient learning platform, and 40 effective learning model |
| 8 | Utilization of learning media | 1 | Google Classroom is utilized 1) in accordance with teacher's knowledge and experience |
| | | 2 | Google Classroom is utilized 1) in accordance with teacher's knowledge and experience, and 2) learning contents |
| | | 3 | Google Classroom is utilized 1) in accordance with teacher's knowledge and experience, 2) learning |

| | | | contents, and 3) learning processes |
|---|---|---|---|
| | | 4 | Google Classroom is utilized 1) in accordance with teacher's knowledge and experience, 2) learning contents, 3) learning processes, and 4) learning outcome |

*Source : Kurikulum 2013 (Kemdikbud,2020)*

Appendix 6. Result of Raters Analysis on Teacher's Ability in Preparing Lesson Plans

**TEACHER'S ABILITY IN PREPARING LESSON PLANS**

| Teacher A | Aspect | Rating | | | | | T-Score | | | | | Problems | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A** | B** | C** | D** | E** | A** | B** | C** | D** | E** | | |
| Rater 1 | 1 | 3 | 3 | 3 | 3 | 3 | 9 | 9 | 9 | 9 | 9 | • In relevance the learning indicator to basic competency. | 9.00 |
| | 2 | 3 | 3 | 3 | 3 | 3 | 9 | 9 | 9 | 9 | 9 | • In relevance the learning materials incorporate principles of sufficient to the basic competency and learning indicators. | 9.00 |
| | 3 | 2 | 2 | 3 | 2 | 3 | 6 | 6 | 9 | 6 | 9 | • Selecting the learning methods or techniques based on students' characteristics and basic competency as well as learning indicators. | 7.20 |
| | 4 | 2 | 2 | 3 | 3 | 2 | 6 | 6 | 9 | 9 | 6 | • In implementing learning procedures contionued to association and completed with communication. | 7.20 |
| | 5 | 3 | 3 | 3 | 2 | 3 | 9 | 9 | 9 | 6 | 9 | • In conducting learning evaluation consistent with efficiency in terms of time, cost, and energy. | 8.40 |
| | 6 | 3 | 3 | 3 | 3 | 3 | 9 | 9 | 9 | 9 | 9 | • In selecting the evaluation instrument and technique which evaluate learning process and outcome. | 7.80 |
| | 7 | 2 | 2 | 3 | 3 | 3 | 6 | 6 | 9 | 9 | 9 | • In selecting online learning platform based on efficient learning platform and 40 | 9.00 |

| Teacher A | Aspect | Rating | | | | | T-Score | | | | | Problems | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A** | B** | C** | D** | E** | A** | B** | C** | D** | E** | | |
| | 8 | 3 | 3 | 3 | 3 | 3 | 9 | 9 | 9 | 9 | 9 | • In utilizing online learning platform in accordance with learning outcome. | 9.00 |
| | | | | | | | | | | | TOTAL | | 66.60 |
| | 1 | 3 | 3 | 3 | 3 | 3 | 9 | 9 | 9 | 9 | 9 | • In relevance the learning indicator to basic competency. | 9.00 |
| | 2 | 3 | 3 | 3 | 3 | 3 | 9 | 9 | 9 | 9 | 9 | • In relevance the learning materials incorporate principles of sufficient to the basic competency and learning indicators. | 9.00 |
| | 3 | 2 | 2 | 3 | 3 | 3 | 6 | 6 | 9 | 9 | 9 | • Selecting the learning methods or techniques based on students' characteristics and basic competency as well as learning indicators. | 7.80 |
| Rater 2 | 4 | 3 | 3 | 3 | 3 | 2 | 9 | 9 | 9 | 9 | 6 | • In implementing learning procedures contionued to association and completed with communication. | 8.40 |
| | 5 | 3 | 3 | 3 | 2 | 3 | 9 | 9 | 9 | 6 | 9 | • In conducting learning evaluation consistent with efficiency in terms of time, cost, and energy. | 8.40 |
| | 6 | 2 | 3 | 3 | 2 | 3 | 6 | 9 | 9 | 6 | 9 | • In selecting the evaluation instrument and technique which evaluate learning process and outcome. | 7.80 |

(Note: row above row 8 shows "effective learning model." in the Problems column, a continuation from the previous page.)

| 7 | 3 | 3 | 3 | 3 | 3 | 9 | 9 | 9 | 9 | 9 | • In selecting online learning platform based on effective learning model. | 9.00 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8 | 3 | 3 | 3 | 3 | 3 | 9 | 9 | 9 | 9 | 9 | • In utilizing online learning platform in accordance with learning outcome. | 9.00 |
| | | | | | | | | | | | **TOTAL** | 68.40 |

**Note :**

**(*) The eight aspects of Lesson Plan**

**(**) The basic competency cited in each lesson plan**

**A: Lesson Plan 1**
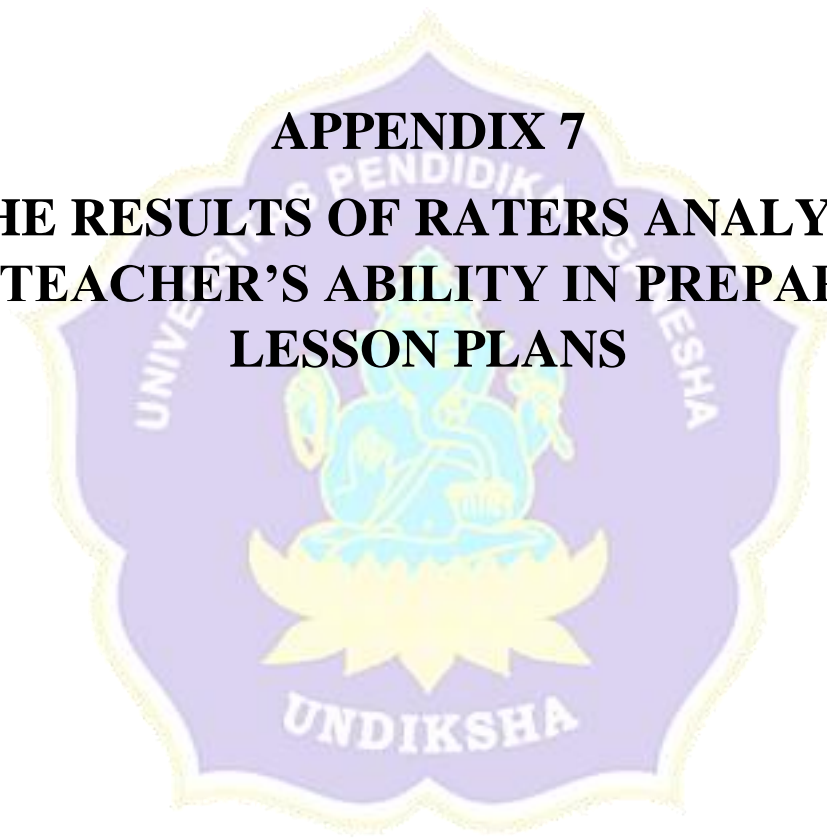
**B: Lesson Plan 2**

**C: Lesson Plan 3**

**D: Lesson Plan 4**

**E: Lesson Plan 5**

# APPENDIX 7
# THE RESULTS OF RATERS ANALYSIS
# ON TEACHER'S ABILITY IN PREPARING
# LESSON PLANS
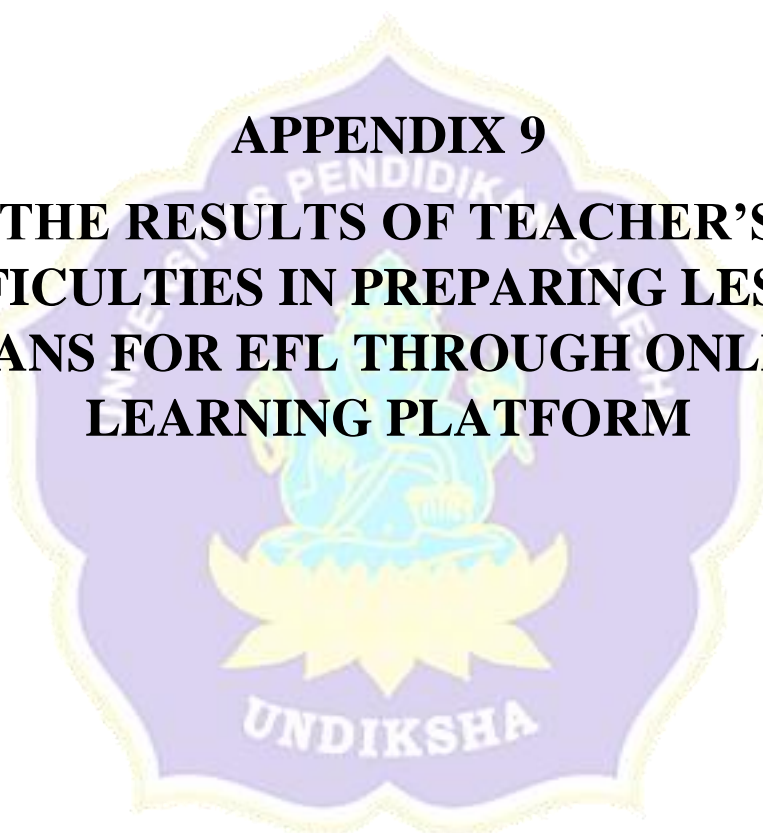
# APPENDIX 7
# DESCRIPTIVE STATISTICS OF TEACHER'S ABILITY IN PREPARING LESSON PLANS
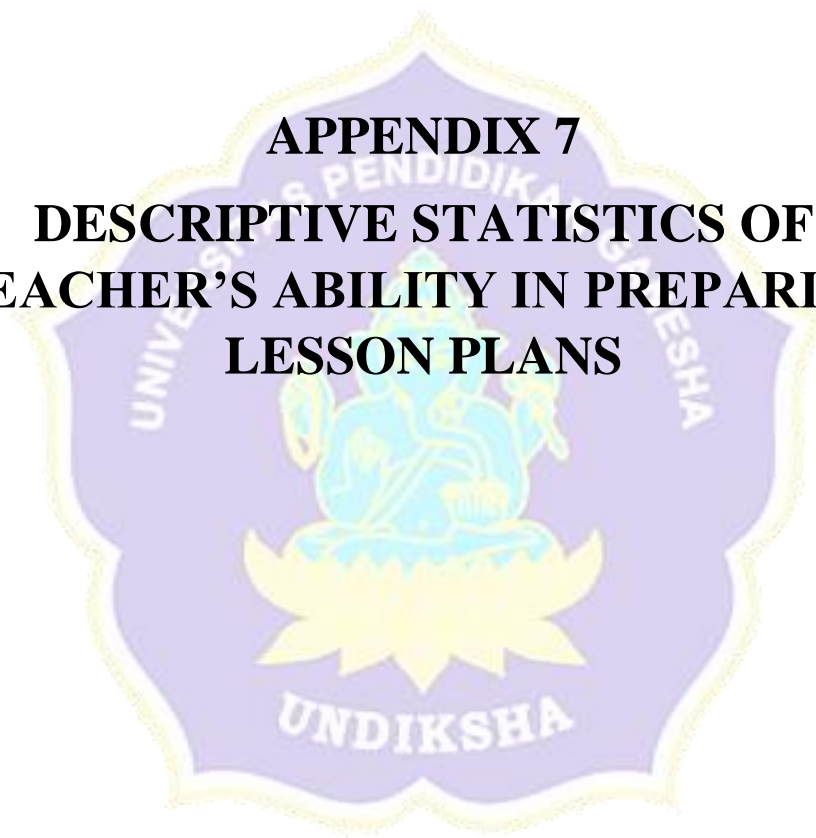
**Appendix 7. Descriptive Statistics of Teacher's Ability in Preparing Lesson Plans**

| Descriptive Statistics | | | | | | |
|---|---|---|---|---|---|---|
| | | | Mean | | Std. Deviation | Variance |
| Range Statistic | Minimum Statistic | Maximum Statistic | Statistic | Std. Error | Statistic | Statistic |
| 1.80 | 66.60 | 68.40 | 67.50 | .90 | 1.27 | 1.62 |

# APPENDIX 9

# THE RESULTS OF TEACHER'S DIFFICULTIES IN PREPARING LESSON PLANS FOR EFL THROUGH ONLINE LEARNING PLATFORM

**Appendix 8. The Result of Teacher's Difficulties in Preparing Lesson Plans**

| Aspects | Basic competency | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Lesson Plan 1 **) | | | Lesson Plan 2 **) | | | Lesson Plan 3 **) | | | Lesson Plan 4 **) | | | Lesson Plan 5 **) | | |
| | A | B | C | A | B | C | A | B | C | A | B | C | A | B | C |
| **1** | 3 | 9 | a. Learning indicators are not relevant to basic competency. | 3 | 9 | a. Learning indicators are not relevant to basic competency. | 3 | 9 | Learning indicators are not relevant to basic competency. | 3 | 9 | Learning indicators are not relevant to basic competency. | 3 | 9 | Learning indicators are not relevant to basic competency. |
| **2** | 3 | 9 | a. Learning materials are not sufficient to the basic competency and learning indicators. | 3 | 9 | a. Learning materials are not sufficient to the basic competency and learning indicators. | 3 | 9 | a. Learning materials are not sufficient to the basic competency and learning indicators. | 3 | 9 | a. Learning materials are not sufficient to the basic competency and learning indicators. | 3 | 9 | a. Learning materials are not sufficient to the basic competency and learning indicators. |
| **3** | 2 | 6 | **a.** Selection of learning methods or techniques are not based on students' characteristics | 2 | 6 | **a.** Selection of learning methods or techniques are not based on students' characteristics  b. Selection of learning methods or techniques are | 3 | 9 | **a.** Selection of learning methods or techniques are not based on students' characteristics | 2 | 6 | **a.** Selection of learning methods or techniques are not based on students' characteristics | 3 | 9 | **a.** Selection of learning methods or techniques are not based on students' characteristics |

| No | | | Description | | | Description | | | Description | | | Description | | | Description |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | b. Selection of learning methods or techniques are not based on basic competency as well as learning indicators. | | | not based on basic competency as well as learning indicators. | | | | | | b. Selection of learning methods or techniques are not based on basic competency as well as learning indicators. | | | |
| **4** | 2 | 6 | a. Learning steps are not continued with assosiating b. Learning steps are not completed with communication. | 2 | 6 | a. Learning steps are not continued with assosiating b. Learning steps are not completed with communication. | 3 | 9 | a. Learning steps are not completed with communication. | 2 | 6 | a. Learning steps are not continued with assosiating b. Learning steps are not completed with communication | 2 | 6 | a. Learning steps are not continued with assosiating b. Learning steps are not completed with communication |
| **5** | 3 | 9 | a. Learning evaluation is not consistent with efficiency in terms of | 3 | 9 | a. Learning evaluation does not consider aspect of objectivity in relation to basic competency | 3 | 9 | a. Learning evaluation does not consider aspect of objectivity in relation | 2 | 6 | a. Learning evaluation does not consider aspect of objectivity in relation | 3 | 9 | a. Learning evaluation does not consider aspect of objectivity in relation |

| No | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | time, cost and energy. | | | | | | to basic competency | | | to basic competency<br><br>b. Learning evaluation is not consistent with efficiency in terms of time, cost and energy. | | | to basic competency |
| **6** | 2 | 6 | a. Evaluation instrument and technique do not relate to learning indicators<br>b. Evaluation instrument and technique do not evaluate the learning process and outcome | 3 | 9 | a. Evaluation instrument and technique do not relate to learning indicators | 3 | 9 | a. Evaluation instrument and technique do not relate to learning indicators | 2 | 6 | a. Evaluation instrument and technique do not relate to learning indicators<br>b. Evaluation instrument and technique do not evaluate the learning process and outcome | 3 | 9 | a. Evaluation instrument and technique do not relate to learning indicators |
| **7** | 3 | 9 | a. Online | 3 | 9 | a. Online learning | 3 | 9 | a. Online | 3 | 9 | a. Online | 3 | 9 | a. Online |

| Aspects | A | B | C | A | B | C | A | B | C | A | B | C | C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | learning platform does not selected based on efficient learning platform | | | platform does not selected based on efficient learning platform | | | learning platform does not selected based on efficient learning platform | | | learning platform does not selected based on efficient learning platform | learning platform does not selected based on efficient learning platform |
| **8** | 3 | 9 | a. Online learning platform does not utilized the learning outcome | 3 | 9 | a. Online learning platform does not utilized the learning outcome | 3 | 9 | a. Online learning platform does not utilized the learning outcome | 3 | 9 | a. Online learning platform does not utilized the learning outcome | a. Online learning platform does not utilized the learning outcome |

**Note :**
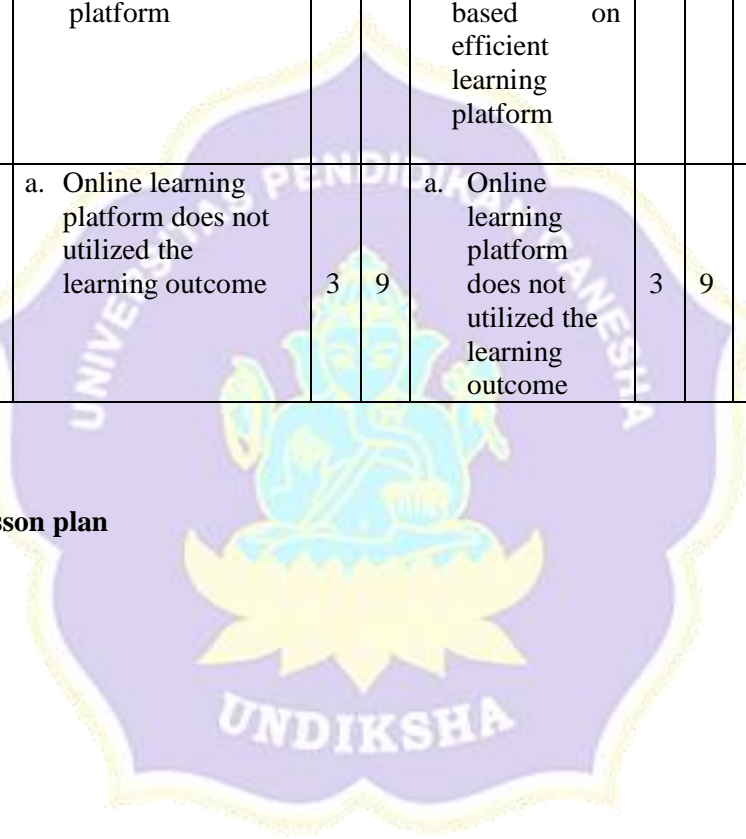**Aspects : The eight aspects of Lesson Plan**
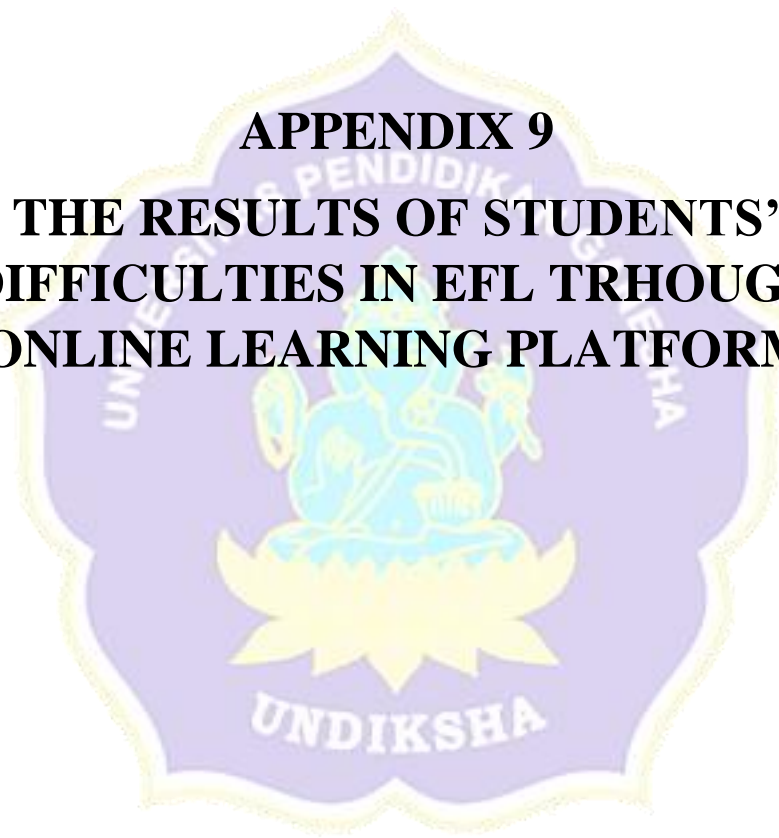**(\*\*) The basic competency cited in each lesson plan**
**A: Rating Score**
**B: T-Score**
**C: Difficulties**

# APPENDIX 9
# THE RESULTS OF STUDENTS' DIFFICULTIES IN EFL TRHOUGH ONLINE LEARNING PLATFORM

# Appendix 9. The Result of Students' Difficulties in EFL Through Online Learning Platform

**Lesson Plan 1**

### STUDENTS' DIFFICULTIES IN EFL THROUGH ONLINE LEARNING PLATFORM

| Number of Questions / Respondents | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | b | a |
| 2 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a |
| 3 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | a | b | a |
| 4 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | b |
| 5 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | a | b | a |
| 6 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | b |
| 7 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | a | b | a |
| 8 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | b |
| 9 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | a | b | a |
| 10 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | a | a | a |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | b | a |
| 12 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | b |
| 13 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | b | b | b |
| 14 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 15 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | a | a | a |
| 16 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | b | b | b | b |
| 17 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 18 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | b | a | b |
| 19 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | b | a |
| 20 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | b | a | b | a |
| 21 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | b | b | b |
| 22 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | b | a |
| 23 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | a | a | a |
| 24 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b |
| 25 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 26 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | a | b | a |
| 27 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b |

| No | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 28 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a | a |
| 29 | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | a | b | a | |
| 30 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | b | |
| 31 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | |
| 32 | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | a | b | b | b | |
| 33 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | b | |
| 34 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | |
| 35 | a | a | a | a | a | a | b | a | a | b | b | a | b | a | a | a | a | a | a | |
| 36 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | |
| 37 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | b | |
| 38 | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | b | b | b | |
| 39 | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | b | b | b | |
| 40 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a | |
| 41 | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | a | b | b | b | |
| 42 | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | a | a | a | |
| 43 | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | b | b | b | |
| 44 | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | a | |

| 45 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 46 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | b |
| 47 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | a | a | b | a |
| 48 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 49 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | b | b | b |
| 50 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | a | b | b | b |
| 51 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | a | a | a |
| 52 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b |
| 53 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | a | b | b | b |
| 54 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 55 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b |

| Number of Questions / Respondents | 16. Students' explanation | 17. Students' explanation | 18. Students' explanation | 19. Students' explanation | 20. Students' explanation |
|---|---|---|---|---|---|
| 1 | No, Because I am not understand | No, because sometimes I think it is difficult to | Yes, because I can see my friends | No because I become more | Yes because there are many sources |

| | | | | | |
|---|---|---|---|---|---|
| | English well | understand by myself | opinion | confused | |
| 2 | Yes because I can find the materials easily with the illustration | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No, because it is difficult to understand | Yes because I can get the material easily | Yes because there are many sources |
| 3 | No, because I will be more understand if we learn English directly and I can practice my English more | Yes because I I see the illustration in the internet. | Yes, I am motivated because I can add insight | No because it is not effective | Yes because there are many sources |
| 4 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No, because I usually find the trouble in connection | Yes because there are many sources | No because the teacher just give some sources |
| 5 | No, because I | Yes, i like it If the teacher | Yes, because | I don't think so, | Yes, because |

| | | | | | |
|---|---|---|---|---|---|
| | can't understand lessons online | explains the lesson in a unique and not boring way | during EFL online learning my curiosity was higher, so I was motivated to learn so that my curiosity was achieved. | because practice is also needed in learning so that students remember more because of practice and not just learning. | during EFL online learning, it was presented with illustrations that made the material more enjoyable and easy to understand. |
| 6 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | No, because I have bad connection | Yes, It is flexible | No, because I have bad connection and difficult to find the materials |
| 7 | No, because I can't understand lessons online | No, Because I'm a little difficult to understand online learning | Yes because I can learn many material from many sources | No, because I need more practice to know my knowledge | Yes because there are many sources |
| 8 | Yes, because I understand that the learning is easy to understand, But | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | No, Because I do not understand well | Yes because there are many materials in the internet and easily to find | No, because I can not find the good sources |

| | | | | | |
|---|---|---|---|---|---|
| | for some lessons like sentences, I think it will be easier to understand when studying face to face. | | | | |
| 9 | No, because I can't understand lessons online | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | No, because not effective | Yes because there are many sources |
| 10 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | Yes because I I see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | Yes because there are many sources from the teacher | Yes because there are many sources |
| 11 | No, I don't understand the material yet | Yes because I I can find the material easily and it is so funny because I can see the illustration in the | Yes, I'am a little motivated by the material. Because it looks easier in | No, because not effective | Maybe, even though I have never been taught about this material |

| | | internet. | learning to speak English. | | before, but I'am sure that there are many easy ways to speak English |
|---|---|---|---|---|---|
| 12 | Yes, because EFL is a program that helps students over 16 to improve their English language skills. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No, because it is boring | Yes, because it looks easier to learn to speak English and richer in material. | No because the sources is not completed |
| 13 | No, I don't understand the material yet | Yes because I I see the illustration in the internet. | No, because difficult | No because not effective | No because the sources is not completed |
| 14 | yes, because it's easy to understand but sometimes it's not. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, I am motivated to learn ELF because I think later in college I will learn to use ELF more. | yes, because the material becomes easy to understand. | yes, because many illustrations are easy to understand. |
| 15 | Yes, because EFL is a program that helps students over 16 to improve their English language | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes, because I like English | yes, because the material becomes easy to understand. | yes, because many illustrations are easy to understand. |

| | | | | | |
|---|---|---|---|---|---|
| | skills. | | | | |
| 16 | no, because it's more difficult to understand | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | No, because it is bored | No, because it is not effective | No, because it is difficult to understand by my self |
| 17 | Yes because I can understand it easily through online | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes because I can convey my opinion through comment coloumn | Yes because rich of material and sources | Yes, but It is difficult to understand |
| 18 | yes, because it's easy to understand  and find the materials. | Yes because I I see the illustration in the internet. | No, because i can not understand well | Yes, because I can find many sources | No, because the material given is short and not complete. |
| 19 | No because I don't understand English well through online | Yes because EFL is so interesting and fun | Yes because I get many sources easily | No, because not effective and can not practice to speak in the real situation | yes because it was fun watching the material video and illustration pictures, but I didn't understand the material |

| | | | | | because it was explained online. |
|---|---|---|---|---|---|
| 20 | No because I don't understand English well through online | no, because online learning is more difficult to understand, because it is only given assignments and less explanation | Yes, because I can see my friends' responses | No, because not effective and can not practice to speak in the real situation | Yes, because this program helps students over 16 to improve their English language skills |
| 21 | no, do not understand the material to be studied | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | no, online learning about EFL is more difficult to understand so the material is difficult to understand | No, because not effective | No, because the material given is short and not complete. |
| 22 | no, because it's more difficult to understand | Yes because I I see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | No, because not effective and can not practice to speak in the real situation | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 23 | yes, because it's | Yes because I I can find | yes, but through | yes, the material | yes, studying EFL |

| | | | | | |
|---|---|---|---|---|---|
| | easy to understand but sometimes it's not. | the material easily and it is so funny because I can see the illustration in the internet. | online learning, I do not understand the material explained online | provided should be easier for students to understand | online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 24 | no, because in my opinion. studying online only makes me bored because of the lack of interaction with friends, for example discussing when there are lessons that have not been understood | Yes, i like it If the teacher explains the lesson in a unique and not boring way | no, I am not motivated to learn EFL with online learning media. because learning is difficult to understand. example ; only given material without explanation | no, studying EFL online actually made it more difficult for me to understand the material. especially if the internet connection is not supportive | No online learning less material but more assignments to assign |
| 25 | yes, because it's easy to understand and find the | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because I can search many information from google | Yes, because online learning materials are richer in various materials, | yes, studying EFL online is indeed richer in material, rich in examples or various |

| | | | | examples and illustrations | illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
|---|---|---|---|---|---|
| 26 | No because I don't understand English well through online | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes, but not sure. I prefer learning at school because I can focus more on studying than at home. | In my opinion, it's better done face to face, so that we can practice it directly. | Yes, we can search other material on Google. Besides that materials, we can search for video and illustration examples. |
| 27 | No because I don't understand English well through online | Yes because I understand the material | No, because I prefer to offline learning better than online larning | No, because not effective | No, because sometimes I got bad connection |
| 28 | yes, because it's easy to understand  and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I like English | Yes, because online learning materials are richer in various materials, examples and illustrations | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet |

| | | | | | connection is unstable, it becomes a burden for students and difficulties. |
|---|---|---|---|---|---|
| 29 | No because I don't understand English well through online | Yes because I I see the illustration in the internet. | Yes, because I can see all the opinions of my friend in the comment section | No, because too much task | Yes because I can get material easily |
| 30 | yes, because it's easy to understand  and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | .No because it is difficult to understand by my self | Yes, because reach of materials and sources | No online learning less material but more assignments to assign |
| 31 | no, because it's more difficult to understand | Yes, i like it If the teacher explains the lesson in a unique and not boring way | No because I don't understand English well through online | No because not effective | No online learning less material but more assignments to assign |
| 32 | no, because it's more difficult to understand | Yes because I am interesting with the material | no, online learning about EFL is more difficult to understand so the material is difficult to understand | No Because learning to understand material online is difficult, especially when there are other obstacles such as no signal | No, online learning less material but more assignments to assign |

| | | | | and others | |
|---|---|---|---|---|---|
| 33 | No, because I don't understand the material online | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No because I can't understand the material online | yes, the material provided should be easier for students to understand | No online learning less material but more assignments to assign |
| 34 | no, because it's more difficult to understand | Yes because I I see the illustration in the internet. | No because I don't understand English well through online | No Because learning to understand material online is difficult, especially when there are other obstacles such as no signal and others | No online learning less material but more assignments to assign |
| 35 | yes, because it's easy to understand and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes because through google classroom I can get more sources from the teacher | Yes, because we can learn using phone | yes, google classroom have rich of learning materials, and if the teacher does not give the complete material, we can search more in the internet. |
| 36 | no, because it's more difficult to | Yes I like it | No, because it is too easy to find the | No, because spending many | No online learning less material but |

| | | | answer and material | times to search the materials | more assignments to assign |
|---|---|---|---|---|---|
| | understand | | | | |
| 37 | yes, because it's easy to understand and find the materials. | Yes I easily to find the examples | No because I don't understand English well through online | Yes, because we can learn using phone | No online learning less material but more assignments to assign |
| 38 | No, I can understand more through offline learning because I will forced to understand the lesson | Yes I like it, because it is easy to find the examples | no, because teacher does not even know am i understand it or not | no, because we are not motivated to learn the material | No online learning less material but more assignments to assign |
| 39 | No because I don't understand English well through online | Yes, because learning is so different and very interesting. | No because I don't understand English well through online | no, because we are not motivated to learn the material | Yes, for example, learning via video is rich in illustrations. |
| 40 | Yes, because EFL through online learning media is more interesting in my opinion, for example learning via video | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I can share my opinion in the comment coloumn | Yes, because there are many online learning references that can be learned. | yes, online learning platform have rich of learning materials, and if the teacher does not give the complete material, we can search more in the internet. |

| | | | | | |
|---|---|---|---|---|---|
| 41 | No because I don't understand English well through online | Yes because I I see the illustration in the internet. | No because if there is a task, I spontaneously to search it in the internet, so i do not motivated. It is bored | No, because spending many times to understand by my self | No online learning less material but more assignments to assign |
| 42 | yes, because it's easy to understand  and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I can learn English from many sources | Yes because rich of materials | Yes, for example, learning via video is rich in illustrations. |
| 43 | no, because it's more difficult to understand | Yes because I get many sources easily | No, because it is too difficult to learn by my self | no, because we are not motivated to learn the material | No online learning less material but more assignments to assign |
| 44 | yes, because it's easy to understand  and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I can learn English from many sources | yes, the material provided should be easier for students to understand | Yes, for example, learning via video is rich in illustrations. |
| 45 | no, because it's more difficult to understand | Yes because I I see the illustration in the internet. | no, online learning about EFL is more difficult to understand so the | no, because we are not motivated to learn the material | No online learning less material but more assignments to assign |

| | | | material is difficult to understand | | |
|---|---|---|---|---|---|
| 46 | yes, because it's easy to understand and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No, because in EFL online learning I can't sure that I am understand | Yes, because rich materials | No online learning less material but more assignments to assign |
| 47 | No because I don't understand English well through online because it was not enough explanation | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes because it is fun and easy | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 48 | yes, because it's easy to understand and find the materials. | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because English is my favorite lesson and it is fun | Yes, because rich materials | Yes, but not all teacher can give us like thats platform. |
| 49 | no, because it's more difficult to understand | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No, because in EFL online learning can't make me sure understand | no, because we are not motivated to learn the material | No online learning less material but more assignments to assign |
| 50 | No because I | Yes because I I can find | No, because I don't | no, because we | No online learning |

| | | | | | |
|---|---|---|---|---|---|
| | don't understand English well through online because it was not enough explanation | the material easily and it is so funny because I can see the illustration in the internet. | understand how to use English well | are not motivated to learn the material | less material but more assignments to assign |
| 51 | yes, because it's easy to understand and find the materials. | Yes because I I see the illustration in the internet. | Yes, because I like to learning English | Yes, rich materials and many sources | Yes, but not all teacher can give us like thats platform. |
| 52 | No, because in EFL online learning some teacher just give workhome without any explain. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No, because in EFL online learning can't make me sure understand | No, in EFL online learning i feel we just have teory and minim practic. Thats make me can't sure understand | No online learning less material but more assignments to assign |
| 53 | No because I don't understand English well through online because it was not enough explanation adn I do not know how to speak it well | Yes, i like it If the teacher explains the lesson in a unique and not boring way | No, because I can get the answers easily in the internet, so It will be easy to get the point | no, because we are not motivated to learn the material | No online learning less material but more assignments to assign |
| 54 | Yes bescause I can find the | Yes, I enjoy it. Besides the material from teacher, I | Yes because it make me interest to | Yes because I can | Yes, but not all teacher can give |

| | | | | | |
|---|---|---|---|---|---|
| | material easily | can find other material at Google. | find out the illustration or video in the internet | find many sources | us like thats platform. |
| 55 | I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | Yes I get the point of material easily and find many sources | No, Because It is too easy | no, because we are not motivated to learn the material | No online learning less material but more assignments to assign |

**Appendix 9. The Result of Students' Difficulties in EFL Through Online Learning Platform**

**Lesson Plan 2**

### STUDENTS' DIFFICULTIES IN EFL THROUGH ONLINE LEARNING PLATFORM

| Number of Questions / Respondents | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 2 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | b | a | a |
| 3 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 4 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | b | a | b |
| 5 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | b | a |
| 6 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | b | b | a | b |
| 7 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | b | a |
| 8 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | b | a | b |
| 9 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | a | a | b | a |
| 10 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | a | a | a | a | a |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | b | a |
| 12 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | b | a | b |
| 13 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | b | b | b |
| 14 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 15 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | a | a | a | a | a |
| 16 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | b | b | b | b |
| 17 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 18 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | a | b | b | a | b |
| 19 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | b | a |
| 20 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | b | a |
| 21 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | b | b | b |
| 22 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | b | a |
| 23 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | a | a | a |
| 24 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | b | b | b | b |
| 25 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 26 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | a | b | a |
| 27 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | b | b | b | b |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 28 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 29 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | b | a |
| 30 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | a | b |
| 31 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | b | b | b |
| 32 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | b | a |
| 33 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | a | a |
| 34 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | b | b | a |
| 35 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | a | a | a | a |
| 36 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | b | b | a |
| 37 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | a | a |
| 38 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | b | a |
| 39 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | b | a |
| 40 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a |
| 41 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | b | a |
| 42 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | a | a |
| 43 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | b | a |
| 44 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a |

| 45 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | b | b | b | a |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 46 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | b | a | a |
| 47 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | a | a | b | a |
| 48 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 49 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | b | b | a |
| 50 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | b | b | a |
| 51 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | a | a | a |
| 52 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | b | b | b | a |
| 53 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | b | b | a |
| 54 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 55 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | b | b | a |

| Number of Questions<br><br>Respondents | 16. Students' explanation | 17. Students' explanation | 18. Students' explanation | 19. Students' explanation | 20. Students' explanation |
|---|---|---|---|---|---|
| 1 | Yes because there are many | Yes because It is interesting | Yes because I like English | Yes because I can get the material | Yes because there are many sources |

| | | | | | |
|---|---|---|---|---|---|
| | sources | | | easily | |
| 2 | No, because I can't understand lessons online | No, Because I'm a little difficult to understand online learning | No, because it is difficult to understand | No because I become more confused | Yes because there are many sources |
| 3 | Yes because I can find the materials easily with the illustration | Yes because I I see the illustration in the internet. | Yes, I am motivated because I can add insight | Yes because I can get the material easily | Yes because there are many sources |
| 4 | No, because I can't understand English well | No, Because I'm a little difficult to understand online learning | No, because I usually find the trouble in connection | No because I become more confused | No because the teacher just give some sources |
| 5 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes, because during EFL online learning my curiosity was higher, so I was motivated to learn so that my curiosity was achieved. | Yes because it is flexible | Yes, because during EFL online learning, it was presented with illustrations that made the material more enjoyable and easy to understand. |
| 6 | Yes, because I understand that the learning is | No, Because I'm a little difficult to understand | No, because I have bad connection | I don't think so, because practice is also needed in | No, because I have bad connection and |

| No | | | | | |
|---|---|---|---|---|---|
| | easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | online learning | | learning so that students remember more because of practice and not just learning. | difficult to find the materials |
| 7 | Yes because I like English | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes because I can learn many material from many sources | Yes because there are many materials in the internet and easily to find | Yes because there are many sources |
| 8 | No because it is difficult | No, because I can not practice it directly | No, Because I do not understand well | No, because I need more practice to know my knowledge | No, because I can not find the good sources |
| 9 | Yes, because I get many sources | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | Yes because there are many materials in the internet and easily to find | Yes because there are many sources |

| | | | | | |
|---|---|---|---|---|---|
| 10 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | Yes because I I see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | Yes because there are many sources from the teacher | Yes because there are many sources |
| 11 | Yes, because EFL is a program that helps students over 16 to improve their English language skills. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, I'am a little motivated by the material. Because it looks easier in learning to speak English. | Yes because there are many materials in the internet and easily to find | Maybe, even though I have never been taught about this material before, but I'am sure that there are many easy ways to speak English |
| 12 | No, because I don't understand the material by myself | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the | No, because it is boring | No because not effective | No because the sources is not completed |

| | | | | | |
|---|---|---|---|---|---|
| | | video given | | | |
| 13 | No, I don't understand the material yet | No, because I do not understand the material | No, because difficult | No because not effective | No because the sources is not completed |
| 14 | yes, because it's easy to understand but sometimes it's not. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, I am motivated to learn ELF because I think later in college I will learn to use ELF more. | yes, because the material becomes easy to understand. | yes, because many illustrations are easy to understand. |
| 15 | Yes, because EFL is a program that helps students over 16 to improve their English language skills. | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes, because I like English | yes, because the material becomes easy to understand. | yes, because many illustrations are easy to understand. |
| 16 | no, because it's more difficult to understand | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | No, because it is bored | No, because it is not effective | No, because it is difficult to understand by my self |

| | | | | | |
|---|---|---|---|---|---|
| 17 | Yes because I can understand it easily through online | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes because I can convey my opinion through comment coloumn | Yes because rich of material and sources | Yes, but It is difficult to understand |
| 18 | No because I don't understand English well through online | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | No, because i can not understand well | No, because it is not effective | No, because the material given is short and not complete. |
| 19 | Yes, because it is easy to find materials | Yes because EFL is so interesting and fun | Yes because I get many sources easily | Yes because rich of material and sources | yes because it was fun watching the material video and illustration pictures, but I didn't understand the material because it was explained online. |
| 20 | yes, because it's easy to understand but sometimes it's | Yes because it is fun | Yes, because I can see my friends' responses | Yes because rich of material and sources | Yes, because this program helps students over 16 to improve their English language |

| | | | | | |
|---|---|---|---|---|---|
| | not. | | | | skills |
| 21 | no, do not understand the material to be studied | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | no, online learning about EFL is more difficult to understand so the material is difficult to understand | No, because not effective | No, because the material given is short and not complete. |
| 22 | yes, because it's easy to understand but sometimes it's not. | Yes because I I see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | Yes because rich of material and sources | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 23 | yes, because it's easy to understand but sometimes it's not. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | yes, the material provided should be easier for students to understand | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 24 | no, because in my opinion. studying online only makes me bored because of the lack of interaction with friends, for example discussing when there are lessons that have not been understood | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | no, I am not motivated to learn EFL with online learning media. because learning is difficult to understand. example ; only given material without explanation | no, studying EFL online actually made it more difficult for me to understand the material. especially if the internet connection is not supportive | No online learning less material but more assignments to assign |
| 25 | yes, because it's easy to understand and find the materials. | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because I can search many information from google | Yes, because online learning materials are richer in various materials, examples and illustrations | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it |

| | | | | | becomes a burden for students and difficulties. |
|---|---|---|---|---|---|
| 26 | Yes because I get many sources | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes, but not sure. I prefer learning at school because I can focus more on studying than at home. | Yes because rich of material and sources | Yes, we can search other material on Google. Besides that materials, we can search for video and illustration examples. |
| 27 | No because I don't understand English well through online | No, because I can not practice it directly | No, because I prefer to offline learning better than online larning | No, because not effective | No, because sometimes I got bad connection |
| 28 | yes, because it's easy to understand and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I like English | Yes, because online learning materials are richer in various materials, examples and illustrations | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |

| | | | | | |
|---|---|---|---|---|---|
| 29 | yes, because it's easy to understand and find the materials. | Yes because I I see the illustration in the internet. | Yes, because I can see all the opinions of my friend in the comment section | No, because too much task | Yes because I can get material easily |
| 30 | No, because it is difficult | No, because it is difficult to understand by my self | .No because it is difficult to understand by my self | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 31 | no, because it's more difficult to understand | No, because it is difficult to understand by my self | No because I don't understand English well through online | No because not effective | No online learning less material but more assignments to assign |
| 32 | no, because it's more difficult to understand | Yes because I am interesting with the material | no, online learning about EFL is more difficult to understand so the material is difficult to understand | No Because learning to understand material online is difficult, especially when there are other obstacles such as no signal and others | Yes, but not all teacher can give us like thats platform. |
| 33 | No, because I don't understand the material online | No, because it is difficult to understand by my self | No because I can't understand the material online | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 34 | no, because it's more difficult to | No, because it is difficult | No because I don't understand English | No Because learning to | Yes, but not all teacher can give |

| | | | | | |
|---|---|---|---|---|---|
| | understand | to understand by my self | well through online | understand material online is difficult, especially when there are other obstacles such as no signal and others | us like thats platform. |
| 35 | yes, because it's easy to understand and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes because through google classroom I can get more sources from the teacher | Yes, because we can learn using phone | yes, google classroom have rich of learning materials, and if the teacher does not give the complete material, we can search more in the internet. |
| 36 | no, because it's more difficult to understand | No, because it is difficult to understand by my self | No, because it is too easy to find the answer and material | No, because spending many times to search the materials | Yes, but not all teacher can give us like thats platform. |
| 37 | No, because I can not understand by my self | No, because it is difficult to understand by my self | No because I don't understand English well through online | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 38 | No, I can understand more through offline learning because | No, because it is difficult to understand by my self | no, because teacher does not even know am i understand it | no, because we are not motivated to learn the | Yes, but not all teacher can give us like thats |

| | | | | | |
|---|---|---|---|---|---|
| | I will forced to understand the lesson | | or not | material | platform. |
| 39 | No because I don't understand English well through online | No, because it is difficult to understand by my self | No because I don't understand English well through online | no, because we are not motivated to learn the material | Yes, for example, learning via video is rich in illustrations. |
| 40 | Yes, because EFL through online learning media is more interesting in my opinion, for example learning via video | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I can share my opinion in the comment coloumn | Yes, because there are many online learning references that can be learned. | yes, online learning platform have rich of learning materials, and if the teacher does not give the complete material, we can search more in the internet. |
| 41 | No because I don't understand English well through online | No, because it is difficult to understand by my self | No because if there is a task, I spontaneously to search it in the internet, so i do not motivated. It is bored | No, because spending many times to understand by my self | Yes, but not all teacher can give us like thats platform. |
| 42 | yes, because it's easy to understand and find the | Yes because I I can find the material easily and it is so funny because I can see the illustration in the | Yes, because I can learn English from many sources | Yes because rich of materials | Yes, for example, learning via video is rich in illustrations. |

| | | | | | |
|---|---|---|---|---|---|
| | materials. | internet. | | | |
| 43 | no, because it's more difficult to understand | No, because it is difficult to understand by my self | No, because it is too difficult to learn by my self | no, because we are not motivated to learn the material | No online learning less material but more assignments to assign |
| 44 | yes, because it's easy to understand and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I can learn English from many sources | yes, the material provided should be easier for students to understand | Yes, for example, learning via video is rich in illustrations. |
| 45 | no, because it's more difficult to understand | No, because it is difficult to understand by my self | no, online learning about EFL is more difficult to understand so the material is difficult to understand | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 46 | No because I don't understand English well through online because it was not enough explanation | No, because it is difficult to understand by my self | No, because in EFL online learning I can't sure that I am understand | Yes, because rich materials | Yes, but not all teacher can give us like thats platform. |
| 47 | Yes, because I get many | Yes, i like it If the teacher explains the lesson in a | Yes because it is | No because not | Yes, but not all teacher can give |

| | | | | |
|---|---|---|---|---|
| | sources | unique and not boring way | fun and easy | effective | us like thats platform. |
| 48 | yes, because it's easy to understand and find the materials. | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because English is my favorite lesson and it is fun | Yes, because rich materials | Yes, but not all teacher can give us like thats platform. |
| 49 | no, because it's more difficult to understand | No, because it is difficult to understand by my self | No, because in EFL online learning can't make me sure understand | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 50 | No because I don't understand English well through online because it was not enough explanation | No, because it is difficult to understand by my self | No, because I don't understand how to use English well | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 51 | yes, because it's easy to understand and find the materials. | Yes because I I see the illustration in the internet. | Yes, because I like to learning English | Yes, rich materials and many sources | Yes, but not all teacher can give us like thats platform. |
| 52 | No, because in EFL online learning some teacher just give workhome | No, because it is difficult to understand by my self | No, because in EFL online learning can't make me sure understand | No, in EFL online learning i feel we just have teory and minim practic. Thats make me | Yes, but not all teacher can give us like thats platform. |

| | | | | can't sure understand | |
|---|---|---|---|---|---|
| 53 | No because I don't understand English well through online because it was not enough explanation adn I do not know how to speak it well | No, because it is difficult to understand by my self | No, because I can get the answers easily in the internet, so It will be easy to get the point | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 54 | Yes bescause I can find the material easily | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because it make me interest to find out the illustration or video in the internet | Yes because I can find many sources | Yes, but not all teacher can give us like thats platform. |
| 55 | I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | No, because it is difficult to understand by my self | No, Because It is too easy | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |

**Appendix 9. The Result of Students' Difficulties in EFL Through Online Learning Platform**

**Lesson Plan 2**

<div align="center">

**STUDENTS' DIFFICULTIES IN EFL THROUGH ONLINE LEARNING PLATFORM**

</div>

| Number of Questions / Respondents | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 2 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | a |
| 3 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | a |
| 4 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | a |
| 5 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 6 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | a | b | b | b | b |
| 7 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 8 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 9 | a | a | a | a | a | a | a | b | a | a | a | b | a | a | b | b | b | b | b | a |
| 10 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | b | b | b | a |
| 11 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 13 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 14 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 15 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | b | b | b | a |
| 16 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 17 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 18 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | b | b | b |
| 19 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 20 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 21 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 22 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 23 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 24 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 25 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 26 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 27 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 28 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 29 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 30 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 31 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 32 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | a | b | b | b | b |
| 33 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 34 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 35 | a | a | a | a | a | a | a | b | a | a | b | a | a | a | b | a | b | b | b | a |
| 36 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 37 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 38 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 39 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 40 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 41 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | a | b | b | b | b |
| 42 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | b | b | a |
| 43 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 44 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | b | b | a |
| 45 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 46 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | b | b | b |
| 47 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |

| 48 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 49 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 50 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | b | b | b |
| 51 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 52 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |
| 53 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | a | b | a | b |
| 54 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | b | a | a |
| 55 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | b |

| Number of Questions / Respondents | 16. Students' explanation | 17. Students' explanation | 18. Students' explanation | 19. Students' explanation | 20. Students' explanation |
|---|---|---|---|---|---|
| 1 | Yes because there are many sources | Yes because It is interesting | Yes because I like English | Yes because I can get the material easily | Yes because there are many sources |
| 2 | Yes because I can find the materials easily with the illustration | No, Because I'm a little difficult to understand online learning | No, because it is difficult to understand | No because I become more confused | Yes because there are many sources |

| | | | | | |
|---|---|---|---|---|---|
| 3 | Yes because I can find the materials easily with the illustration | Yes because I I see the illustration in the internet. | Yes, I am motivated because I can add insight | Yes because I can get the material easily | Yes because there are many sources |
| 4 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | No, Because I'm a little difficult to understand online learning | No, because I usually find the trouble in connection | No because I become more confused | No because the teacher just give some sources |
| 5 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes, because during EFL online learning my curiosity was higher, so I was motivated to learn so that my curiosity was achieved. | Yes because it is flexible | Yes, because during EFL online learning, it was presented with illustrations that made the material more enjoyable and easy to understand. |

| | | | | | |
|---|---|---|---|---|---|
| 6 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | No, Because I'm a little difficult to understand online learning | No, because I have bad connection | I don't think so, because practice is also needed in learning so that students remember more because of practice and not just learning. | No, because I have bad connection and difficult to find the materials |
| 7 | Yes because I like English | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes because I can learn many material from many sources | Yes because there are many materials in the internet and easily to find | Yes because there are many sources |
| 8 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when | No, because I can not practice it directly | No, Because I do not understand well | No, because I need more practice to know my knowledge | No, because I can not find the good sources |

| | | | | |
|---|---|---|---|---|
| | studying face to face. | | | |
| 9 | No because it is difficult | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | Yes because there are many materials in the internet and easily to find |
| | | | | Yes because there are many sources |
| 10 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | Yes because I I see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | Yes because there are many sources from the teacher |
| | | | | Yes because there are many sources |
| 11 | Yes, because EFL is a program that helps students over 16 to improve their English language | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, I'am a little motivated by the material. Because it looks easier in learning to speak English. | Yes because there are many materials in the internet and easily to find |
| | | | | Maybe, even though I have never been taught about this material before, but I'am sure that there are many easy ways |

| | | | | | |
|---|---|---|---|---|---|
| | skills. | | | | to speak English |
| 12 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | No, because it is boring | No because not effective | No because the sources is not completed |
| 13 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | No, because I do not understand the material | No, because difficult | No because not effective | No because the sources is not completed |
| 14 | yes, because it's easy to understand but sometimes it's | Yes because I I can find the material easily and it is so funny because I can see the illustration in the | yes, I am motivated to learn ELF because I think later in college I will learn | yes, because the material becomes easy to understand. | yes, because many illustrations are easy to understand. |

| | | | | | |
|---|---|---|---|---|---|
| | not. | internet. | to use ELF more. | | |
| 15 | Yes, because EFL is a program that helps students over 16 to improve their English language skills. | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes, because I like English | yes, because the material becomes easy to understand. | yes, because many illustrations are easy to understand. |
| 16 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | No, because it is bored | No, because it is not effective | No, because it is difficult to understand by my self |
| 17 | Yes because I can understand it easily through online | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes because I can convey my opinion through comment coloumn | Yes because rich of material and sources | Yes, but It is difficult to understand |

| | | | | | |
|---|---|---|---|---|---|
| 18 | No because I don't understand English well through online | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | No, because i can not understand well | No, because it is not effective | No, because the material given is short and not complete. |
| 19 | Yes, because it is easy to find materials | Yes because EFL is so interesting and fun | Yes because I get many sources easily | Yes because rich of material and sources | yes because it was fun watching the material video and illustration pictures, but I didn't understand the material because it was explained online. |
| 20 | yes, because it's easy to understand but sometimes it's not. | Yes because it is fun | Yes, because I can see my friends' responses | Yes because rich of material and sources | Yes, because this program helps students over 16 to improve their English language skills |
| 21 | no, do not understand the material to be studied | Yes because I I see the illustration in the internet. | no, online learning about EFL is more difficult to understand so the material is difficult to | No, because not effective | No, because the material given is short and not complete. |

| | | | understand | | |
|---|---|---|---|---|---|
| 22 | yes, because it's easy to understand but sometimes it's not. | Yes because I I see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | Yes because rich of material and sources | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 23 | yes, because it's easy to understand but sometimes it's not. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | yes, the material provided should be easier for students to understand | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 24 | no, because in my opinion. | Yes because I I see the illustration in the internet. | no, I am not motivated to learn | no, studying EFL online actually | No online learning less material but |

| | | | | | |
|---|---|---|---|---|---|
| | studying online only makes me bored because of the lack of interaction with friends, for example discussing when there are lessons that have not been understood | | EFL with online learning media. because learning is difficult to understand. example ; only given material without explanation | made it more difficult for me to understand the material. especially if the internet connection is not supportive | more assignments to assign |
| 25 | yes, because it's easy to understand and find the materials. | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because I can search many information from google | Yes, because online learning materials are richer in various materials, examples and illustrations | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 26 | Yes because I get many sources | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes, but not sure. I prefer learning at school because I can focus more on studying than at | Yes because rich of material and sources | Yes, we can search other material on Google. Besides that materials, we can search for |

| | | | | | |
|---|---|---|---|---|---|
| | | | home. | | video and illustration examples. |
| 27 | No because I don't understand English well through online | Yes because I I see the illustration in the internet. | No, because I prefer to offline learning better than online larning | No, because not effective | No, because sometimes I got bad connection |
| 28 | yes, because it's easy to understand  and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I like English | Yes, because online learning materials are richer in various materials, examples and illustrations | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 29 | yes, because it's easy to understand  and find the materials. | Yes because I I see the illustration in the internet. | Yes, because I can see all the opinions of my friend in the comment section | No, because too much task | Yes because I can get material easily |
| 30 | No, because it is difficult | Yes because I I see the illustration in the internet. | .No because it is difficult to understand by my | No because not effective | Yes, but not all teacher can give us like thats |

| | | | | self | | platform. |
|---|---|---|---|---|---|---|
| 31 | no, because it's more difficult to understand | Yes because I I see the illustration in the internet. | No because I don't understand English well through online | No because not effective | | No online learning less material but more assignments to assign |
| 32 | no, because it's more difficult to understand | Yes because I am interesting with the material | no, online learning about EFL is more difficult to understand so the material is difficult to understand | No Because learning to understand material online is difficult, especially when there are other obstacles such as no signal and others | | Yes, but not all teacher can give us like thats platform. |
| 33 | No, because I don't understand the material online | Yes because I I see the illustration in the internet. | No because I can't understand the material online | No because not effective | | Yes, but not all teacher can give us like thats platform. |
| 34 | no, because it's more difficult to understand | Yes because I I see the illustration in the internet. | No because I don't understand English well through online | No Because learning to understand material online is difficult, especially when there are other obstacles such as no signal and others | | Yes, but not all teacher can give us like thats platform. |
| 35 | yes, because it's | Yes because I I can find | Yes because | Yes, because we | | yes, google |

| | easy to understand and find the materials. | the material easily and it is so funny because I can see the illustration in the internet. | through google classroom I can get more sources from the teacher | can learn using phone | classroom have rich of learning materials, and if the teacher does not give the complete material, we can search more in the internet. |
|---|---|---|---|---|---|
| 36 | no, because it's more difficult to understand | Yes because I I see the illustration in the internet. | No, because it is too easy to find the answer and material | No, because spending many times to search the materials | Yes, but not all teacher can give us like thats platform. |
| 37 | No, because I can not understand by my self | Yes because I I see the illustration in the internet. | No because I don't understand English well through online | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 38 | No, I can understand more through offline learning because I will forced to understand the lesson | Yes because I I see the illustration in the internet. | no, because teacher does not even know am i understand it or not | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 39 | No because I don't understand English well through online | Yes because I I see the illustration in the internet. | No because I don't understand English well through online | no, because we are not motivated to learn the material | Yes, for example, learning via video is rich in illustrations. |

| | | | | | |
|---|---|---|---|---|---|
| 40 | Yes, because EFL through online learning media is more interesting in my opinion, for example learning via video | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I can share my opinion in the comment coloumn | Yes, because there are many online learning references that can be learned. | yes, online learning platform have rich of learning materials, and if the teacher does not give the complete material, we can search more in the internet. |
| 41 | No because I don't understand English well through online | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No because if there is a task, I spontaneously to search it in the internet, so i do not motivated. It is bored | No, because spending many times to understand by my self | Yes, but not all teacher can give us like thats platform. |
| 42 | yes, because it's easy to understand and find the materials. | No, because it is difficult to understand by my self | Yes, because I can learn English from many sources | Yes because rich of materials | Yes, for example, learning via video is rich in illustrations. |
| 43 | no, because it's more difficult to understand | No, because it is difficult to understand by my self | No, because it is too difficult to learn by my self | no, because we are not motivated to learn the material | No online learning less material but more assignments to assign |
| 44 | yes, because it's easy to understand and | No, because it is difficult to understand by my self | Yes, because I can learn English from | yes, the material provided should be easier for | Yes, for example, learning via video is rich in |

| | | | many sources | students to understand | illustrations. |
|---|---|---|---|---|---|
| 45 | no, because it's more difficult to understand | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | no, online learning about EFL is more difficult to understand so the material is difficult to understand | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 46 | No because I don't understand English well through online because it was not enough explanation | No, because it is difficult to understand by my self | No, because in EFL online learning I can't sure that I am understand | Yes, because rich materials | Yes, but not all teacher can give us like thats platform. |
| 47 | Yes, because I get many sources | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes because it is fun and easy | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 48 | yes, because it's easy to understand and find the materials. | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because English is my favorite lesson and it is fun | Yes, because rich materials | Yes, but not all teacher can give us like thats platform. |
| 49 | no, because it's more difficult to understand | Yes because I I can find the material easily and it is so funny because I can | No, because in EFL online learning can't make me sure | no, because we are not motivated to learn the | Yes, but not all teacher can give us like thats |

| | | see the illustration in the internet. | understand | material | platform. |
|---|---|---|---|---|---|
| 50 | No because I don't understand English well through online because it was not enough explanation | No, because it is difficult to understand by my self | No, because I don't understand how to use English well | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 51 | yes, because it's easy to understand and find the materials. | Yes because I I see the illustration in the internet. | Yes, because I like to learning English | Yes, rich materials and many sources | Yes, but not all teacher can give us like thats platform. |
| 52 | No, because in EFL online learning some teacher just give workhome without any explain. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No, because in EFL online learning can't make me sure understand | No, in EFL online learning i feel we just have teory and minim practic. Thats make me can't sure understand | Yes, but not all teacher can give us like thats platform. |
| 53 | No because I don't understand English well through online because it was not enough | No, because it is difficult to understand by my self | No, because I can get the answers easily in the internet, so It will be easy to get the point | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |

| | | | | |
|---|---|---|---|---|
| | explanation adn I do not know how to speak it well | | | |
| 54 | Yes bescause I can find the material easily | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because it make me interest to find out the illustration or video in the internet | Yes because I can find many sources |
| 55 | I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No, Because It is too easy | no, because we are not motivated to learn the material |

Note: The "Yes, but not all teacher can give us like thats platform." appears in the last column for both rows 54 and 55.

# Appendix 9. The Result of Students' Difficulties in EFL Through Online Learning Platform

**Lesson Plan 4**

## STUDENTS' DIFFICULTIES IN EFL THROUGH ONLINE LEARNING PLATFORM

| Number of Questions / Respondents | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | a | a |
| 2 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | a | a | a |
| 3 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | a | a | a | a |
| 4 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | b | a | a | a |
| 5 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | a | a |
| 6 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | b | b | b | b |
| 7 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | b | a | a | a |
| 8 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | b | a | a | b |
| 9 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | b | a |
| 10 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | b | b | a |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | a | a |
| 12 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | b | a | a | b |
| 13 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
| 14 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 15 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a |
| 16 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
| 17 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 18 | a | a | a | a | a | a | a | b | a | a | b | b | a | b | a | b | b | b | b |
| 19 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | a | a |
| 20 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | a | a |
| 21 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
| 22 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | a | a |
| 23 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 24 | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
| 25 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 26 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | a | a |
| 27 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |

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| 28 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 29 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | a | a |
| 30 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | b | a | a | b |
| 31 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
| 32 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | b | b | b |
| 33 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | b | a | a | b |
| 34 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
| 35 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | b | a | a |
| 36 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
| 37 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | b | a | a | b |
| 38 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
| 39 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
| 40 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 41 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | b | a | b |
| 42 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | a | a | a |
| 43 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
| 44 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | a | b | a | a |

| 45 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 46 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | a | b | b | a | b |
| 47 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | b | a | a | a | a |
| 48 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 49 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
| 50 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | b | a | b |
| 51 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 52 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | b | b | a | a | b |
| 53 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | b | a | b |
| 54 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | b | a | a |
| 55 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | b | a | a | b |

| Number of Questions / Respondents | 16. Students' explanation | 17. Students' explanation | 18. Students' explanation | 19. Students' explanation | 20. Students' explanation |
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| 1 | No, Because I am not understand | Yes because It is interesting | Yes because I like English | Yes because I can get the material | Yes because there are many sources |

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| | English well | | | easily | |
| 2 | Yes because I can find the materials easily with the illustration | No, Because I'm a little difficult to understand online learning | No, because it is difficult to understand | No because I become more confused | Yes because there are many sources |
| 3 | No, because I will be more understand if we learn English directly and I can practice my English more | Yes because I I see the illustration in the internet. | Yes, I am motivated because I can add insight | Yes because I can get the material easily | Yes because there are many sources |
| 4 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | No, Because I'm a little difficult to understand online learning | No, because I usually find the trouble in connection | No because I become more confused | No because the teacher just give some sources |
| 5 | No, because I can't understand | Yes, i like it If the teacher explains the lesson in a | Yes, because during EFL online | Yes because it is flexible | Yes, because during EFL online |

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| | lessons online | unique and not boring way | learning my curiosity was higher, so I was motivated to learn so that my curiosity was achieved. | | learning, it was presented with illustrations that made the material more enjoyable and easy to understand. |
| 6 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | No, Because I'm a little difficult to understand online learning | No, because I have bad connection | I don't think so, because practice is also needed in learning so that students remember more because of practice and not just learning. | No, because I have bad connection and difficult to find the materials |
| 7 | No, because I can't understand lessons online | No, because I can not practice it directly | Yes because I can learn many material from many sources | Yes because there are many materials in the internet and easily to find | Yes because there are many sources |
| 8 | Yes, because I understand that | No, because I can not | No, Because I do | No, because I need more | No, because I can not find the good |

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| | the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | practice it directly | not understand well | practice to know my knowledge | sources |
| 9 | No, because I can't understand lessons online | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | Yes because there are many materials in the internet and easily to find | Yes because there are many sources |
| 10 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to | No, because it is difficult to understand by my self | yes, but through online learning, I do not understand the material explained online | Yes because there are many sources from the teacher | Yes because there are many sources |

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| | face. | | | | |
| 11 | No, I don't understand the material yet | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, I'am a little motivated by the material. Because it looks easier in learning to speak English. | Yes because there are many materials in the internet and easily to find | Maybe, even though I have never been taught about this material before, but I'am sure that there are many easy ways to speak English |
| 12 | Yes, because EFL is a program that helps students over 16 to improve their English language skills. | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | No, because it is boring | No because not effective | No because the sources is not completed |
| 13 | No, I don't understand the material yet | No, because I do not understand the material | No, because difficult | No because not effective | No because the sources is not completed |
| 14 | yes, because it's easy to understand but sometimes it's not. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, I am motivated to learn ELF because I think later in college I will learn to use ELF more. | yes, because the material becomes easy to understand. | yes, because many illustrations are easy to understand. |

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| 15 | Yes, because EFL is a program that helps students over 16 to improve their English language skills. | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes, because I like English | yes, because the material becomes easy to understand. | yes, because many illustrations are easy to understand. |
| 16 | no, because it's more difficult to understand | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | No, because it is bored | No, because it is not effective | No, because it is difficult to understand by my self |
| 17 | Yes because I can understand it easily through online | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes because I can convey my opinion through comment coloumn | Yes because rich of material and sources | Yes, but It is difficult to understand |
| 18 | yes, because it's easy to understand  and find the | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example | No, because i can not understand well | No, because it is not effective | No, because the material given is short and not complete. |

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| | materials. | the teacher only provides learning videos without any explanation about the video given | | | |
| 19 | No because I don't understand English well through online | Yes because EFL is so interesting and fun | Yes because I get many sources easily | Yes because rich of material and sources | yes because it was fun watching the material video and illustration pictures, but I didn't understand the material because it was explained online. |
| 20 | No because I don't understand English well through online | Yes because it is fun | Yes, because I can see my friends' responses | Yes because rich of material and sources | Yes, because this program helps students over 16 to improve their English language skills |
| 21 | no, do not understand the material to be studied | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | no, online learning about EFL is more difficult to understand so the material is difficult to understand | No, because not effective | No, because the material given is short and not complete. |

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| 22 | no, because it's more difficult to understand | Yes because I I see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | Yes because rich of material and sources | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 23 | yes, because it's easy to understand but sometimes it's not. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | yes, the material provided should be easier for students to understand | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 24 | no, because in my opinion. studying online only makes me | no, I don't like studying EFL online because it makes. it difficult for me to understand the material | no, I am not motivated to learn EFL with online learning media. | no, studying EFL online actually made it more difficult for me to | No online learning less material but more assignments |

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| | bored because of the lack of interaction with friends, for example discussing when there are lessons that have not been understood | being taught. for example the teacher only provides learning videos without any explanation about the video given | because learning is difficult to understand. example ; only given material without explanation | understand the material. especially if the internet connection is not supportive | to assign |
| 25 | yes, because it's easy to understand  and find the materials. | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because I can search many information from google | Yes, because online learning materials are richer in various materials, examples and illustrations | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 26 | No because I don't understand English well through online | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes, but not sure. I prefer learning at school because I can focus more on studying than at home. | Yes because rich of material and sources | Yes, we can search other material on Google. Besides that materials, we can search for video and illustration |

| | | | | | examples. |
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| 27 | No because I don't understand English well through online | No, because I can not practice it directly | No, because I prefer to offline learning better than online larning | No, because not effective | No, because sometimes I got bad connection |
| 28 | yes, because it's easy to understand and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I like English | Yes, because online learning materials are richer in various materials, examples and illustrations | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 29 | No because I don't understand English well through online | Yes because I I see the illustration in the internet. | Yes, because I can see all the opinions of my friend in the comment section | No, because too much task | Yes because I can get material easily |
| 30 | yes, because it's easy to understand and find the materials. | No, because it is difficult to understand by my self | .No because it is difficult to understand by my self | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 31 | no, because it's | No, because it is difficult | No because I don't | No because not | No online learning |

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| | more difficult to understand | to understand by my self | understand English well through online | effective | less material but more assignments to assign |
| 32 | no, because it's more difficult to understand | Yes because I am interesting with the material | no, online learning about EFL is more difficult to understand so the material is difficult to understand | No Because learning to understand material online is difficult, especially when there are other obstacles such as no signal and others | Yes, but not all teacher can give us like thats platform. |
| 33 | No, because I don't understand the material online | No, because it is difficult to understand by my self | No because I can't understand the material online | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 34 | no, because it's more difficult to understand | No, because it is difficult to understand by my self | No because I don't understand English well through online | No Because learning to understand material online is difficult, especially when there are other obstacles such as no signal and others | Yes, but not all teacher can give us like thats platform. |
| 35 | No, I can understand more through offline learning because | Yes because I I can find the material easily and it is so funny because I can see the illustration in the | Yes because through google classroom I can get more sources from | Yes, because we can learn using phone | yes, google classroom have rich of learning materials, and if |

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| | I will forced to understand the lesson | internet. | the teacher | | the teacher does not give the complete material, we can search more in the internet. |
| 36 | no, because it's more difficult to understand | No, because it is difficult to understand by my self | No, because it is too easy to find the answer and material | No, because spending many times to search the materials | Yes, but not all teacher can give us like thats platform. |
| 37 | yes, because it's easy to understand  and find the materials. | No, because it is difficult to understand by my self | No because I don't understand English well through online | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 38 | No, I can understand more through offline learning because I will forced to understand the lesson | No, because it is difficult to understand by my self | no, because teacher does not even know am i understand it or not | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 39 | No because I don't understand English well through online | No, because it is difficult to understand by my self | No because I don't understand English well through online | no, because we are not motivated to learn the material | Yes, for example, learning via video is rich in illustrations. |
| 40 | Yes, because EFL through | Yes because I I can find the material easily and it is | Yes, because I can share my opinion in | Yes, because there are many | yes, online learning platform |

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| | online learning media is more interesting in my opinion, for example learning via video | so funny because I can see the illustration in the internet. | the comment coloumn | online learning references that can be learned. | have rich of learning materials, and if the teacher does not give the complete material, we can search more in the internet. |
| 41 | No because I don't understand English well through online | No, because it is difficult to understand by my self | No because if there is a task, I spontaneously to search it in the internet, so i do not motivated. It is bored | Yes, because we can learn using phone | Yes, but not all teacher can give us like thats platform. |
| 42 | yes, because it's easy to understand and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I can learn English from many sources | Yes because rich of materials | Yes, for example, learning via video is rich in illustrations. |
| 43 | no, because it's more difficult to understand | No, because it is difficult to understand by my self | No, because it is too difficult to learn by my self | no, because we are not motivated to learn the material | No online learning less material but more assignments to assign |
| 44 | No, I can understand more through offline | Yes because I I can find the material easily and it is so funny because I can | Yes, because I can learn English from | yes, the material provided should be easier for | Yes, for example, learning via video is rich in |

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| | learning because I will forced to understand the lesson | see the illustration in the internet. | many sources | students to understand | illustrations. |
| 45 | no, because it's more difficult to understand | No, because it is difficult to understand by my self | no, online learning about EFL is more difficult to understand so the material is difficult to understand | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 46 | yes, because it's easy to understand and find the materials. | No, because it is difficult to understand by my self | No, because in EFL online learning I can't sure that I am understand | Yes, because rich materials | Yes, but not all teacher can give us like thats platform. |
| 47 | No because I don't understand English well through online because it was not enough explanation | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes because it is fun and easy | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 48 | yes, because it's easy to understand and find the materials. | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because English is my favorite lesson and it is fun | Yes, because rich materials | Yes, but not all teacher can give us like thats platform. |
| 49 | no, because it's | No, because it is difficult | No, because in EFL | no, because we | Yes, but not all |

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| | more difficult to understand | to understand by my self | online learning can't make me sure understand | are not motivated to learn the material | teacher can give us like thats platform. |
| 50 | No because I don't understand English well through online because it was not enough explanation | No, because it is difficult to understand by my self | No, because I don't understand how to use English well | Yes, because we can learn using phone | Yes, but not all teacher can give us like thats platform. |
| 51 | yes, because it's easy to understand and find the materials. | Yes because I I see the illustration in the internet. | Yes, because I like to learning English | Yes, rich materials and many sources | Yes, but not all teacher can give us like thats platform. |
| 52 | No, because in EFL online learning some teacher just give workhome without any explain. | No, because it is difficult to understand by my self | No, because in EFL online learning can't make me sure understand | No, in EFL online learning i feel we just have teory and minim practic. Thats make me can't sure understand | Yes, but not all teacher can give us like thats platform. |
| 53 | No because I don't understand English well through online because it was not enough explanation adn I | No, because it is difficult to understand by my self | No, because I can get the answers easily in the internet, so It will be easy to get the point | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |

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| | do not know how to speak it well | | | | |
| 54 | Yes bescause I can find the material easily | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because it make me interest to find out the illustration or video in the internet | Yes because I can find many sources | Yes, but not all teacher can give us like thats platform. |
| 55 | I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | No, because it is difficult to understand by my self | No, Because It is too easy | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |

**Appendix 9. The Result of Students' Difficulties in EFL Through Online Learning Platform**

**Lesson Plan 5**

### STUDENTS' DIFFICULTIES IN EFL THROUGH ONLINE LEARNING PLATFORM

| Number of Questions / Respondents | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 2 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 3 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 4 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 5 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 6 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | b | a |
| 7 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 8 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 9 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | b | a |
| 10 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | a | b | a |

| 11 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
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| 12 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 13 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 14 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 15 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | a | b | a |
| 16 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | b |
| 17 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 18 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | a | b | b |
| 19 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 20 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 21 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | b |
| 22 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 23 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 24 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | b |
| 25 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 26 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 27 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | b |

| No | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 28 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 29 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 30 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | b |
| 31 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | b |
| 32 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | a | b | a |
| 33 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 34 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 35 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | b | b | a |
| 36 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 37 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 38 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 39 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 40 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 41 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | b | b | b | a |
| 42 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | a | a |
| 43 | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 44 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | b | a |

| 45 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 46 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | b | b | b | b | a |
| 47 | a | a | a | a | a | a | a | a | a | a | a | b | b | a | b | a | a | a | a | a |
| 48 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 49 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 50 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | b | b | b | a |
| 51 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 52 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |
| 53 | a | a | a | a | a | a | a | a | b | a | a | b | b | a | b | b | a | b | a | a |
| 54 | a | a | a | a | a | a | a | a | b | a | a | b | a | a | b | a | a | b | a | a |
| 55 | a | a | a | a | a | a | a | a | a | a | a | b | a | a | b | a | a | a | a | a |

| Number of Questions<br><br>Respondents | 16. Students' explanation | 17. Students' explanation | 18. Students' explanation | 19. Students' explanation | 20. Students' explanation |
|---|---|---|---|---|---|
| 1 | Yes because there are many | Yes because It is interesting | Yes because I like English | Yes because I can get the material | Yes because there are many sources |

| | | | | easily | |
|---|---|---|---|---|---|
| 2 | Yes because I can find the materials easily with the illustration | No, Because I'm a little difficult to understand online learning | No, because it is difficult to understand | No because I become more confused | Yes because there are many sources |
| 3 | Yes because I can find the materials easily with the illustration | Yes because I I see the illustration in the internet. | Yes, I am motivated because I can add insight | Yes because I can get the material easily | Yes because there are many sources |
| 4 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | No, Because I'm a little difficult to understand online learning | No, because I usually find the trouble in connection | No because I become more confused | Yes because there are many sources |
| 5 | Yes, because I understand that the learning is easy to understand, But for some lessons | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes, because during EFL online learning my curiosity was higher, so I was motivated to learn so that my | Yes because it is flexible | Yes, because during EFL online learning, it was presented with illustrations that made the material |

| | | | | | |
|---|---|---|---|---|---|
| | like sentences, I think it will be easier to understand when studying face to face. | | curiosity was achieved. | | more enjoyable and easy to understand. |
| 6 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes, because I can see my friends' responses | I don't think so, because practice is also needed in learning so that students remember more because of practice and not just learning. | Yes because there are many sources |
| 7 | Yes because I like English | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes because I can learn many material from many sources | Yes because there are many materials in the internet and easily to find | Yes because there are many sources |
| 8 | Yes, because I understand that the learning is | No, because I can not practice it directly | No, Because I do not understand well | No, because I need more practice to know | Yes because there are many sources |

| | | | | | |
|---|---|---|---|---|---|
| | easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | | | my knowledge | |
| 9 | Yes, because it is easy to find materials | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | Yes because there are many materials in the internet and easily to find | Yes because there are many sources |
| 10 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | Yes because I I see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | Yes because there are many sources from the teacher | Yes because there are many sources |

| | | | | | |
|---|---|---|---|---|---|
| 11 | Yes, because EFL is a program that helps students over 16 to improve their English language skills. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, I'am a little motivated by the material. Because it looks easier in learning to speak English. | Yes because there are many materials in the internet and easily to find | Maybe, even though I have never been taught about this material before, but I'am sure that there are many easy ways to speak English |
| 12 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | No, because it is boring | No because not effective | Yes because there are many sources |
| 13 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when | No, because I do not understand the material | No, because difficult | No because not effective | Yes because there are many sources |

| | | | | | |
|---|---|---|---|---|---|
| | studying face to face. | | | | |
| 14 | yes, because it's easy to understand but sometimes it's not. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, I am motivated to learn ELF because I think later in college I will learn to use ELF more. | yes, because the material becomes easy to understand. | yes, because many illustrations are easy to understand. |
| 15 | Yes, because EFL is a program that helps students over 16 to improve their English language skills. | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes, because I like English | yes, because the material becomes easy to understand. | yes, because many illustrations are easy to understand. |
| 16 | Yes, because I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | No, because it is bored | No, because it is not effective | No, because it is difficult to understand by my self |
| 17 | Yes because I | Yes because I I can find | Yes because I can | Yes because rich | Yes, but It is |

| | | | | | |
|---|---|---|---|---|---|
| | can understand it easily through online | the material easily and it is so funny because I can see the illustration in the internet. | convey my opinion through comment coloumn | of material and sources | difficult to understand |
| 18 | No because I don't understand English well through online | no, I don't like studying EFL online because it makes. it difficult for me to understand the material being taught. for example the teacher only provides learning videos without any explanation about the video given | Yes, because I can see my friends' responses | No, because it is not effective | No, because the material given is short and not complete. |
| 19 | Yes, because it is easy to find materials | Yes because EFL is so interesting and fun | Yes because I get many sources easily | Yes because rich of material and sources | yes because it was fun watching the material video and illustration pictures, but I didn't understand the material because it was explained online. |
| 20 | yes, because it's easy to understand but sometimes it's not. | Yes because it is fun | Yes, because I can see my friends' responses | Yes because rich of material and sources | Yes, because this program helps students over 16 to improve their English language |

| | | | | | skills |
|---|---|---|---|---|---|
| 21 | no, do not understand the material to be studied | Yes because I I see the illustration in the internet. | no, online learning about EFL is more difficult to understand so the material is difficult to understand | No, because not effective | No, because the material given is short and not complete. |
| 22 | yes, because it's easy to understand but sometimes it's not. | Yes because I I see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | Yes because rich of material and sources | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 23 | yes, because it's easy to understand but sometimes it's not. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | yes, but through online learning, I do not understand the material explained online | yes, the material provided should be easier for students to understand | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is |

| | | | | |
|---|---|---|---|---|
| | | | | unstable, it becomes a burden for students and difficulties. |
| 24 | no, because in my opinion. studying online only makes me bored because of the lack of interaction with friends, for example discussing when there are lessons that have not been understood | Yes because I I see the illustration in the internet. | no, I am not motivated to learn EFL with online learning media. because learning is difficult to understand. example ; only given material without explanation | no, studying EFL online actually made it more difficult for me to understand the material. especially if the internet connection is not supportive | No online learning less material but more assignments to assign |
| 25 | yes, because it's easy to understand  and find the materials. | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because I can search many information from google | Yes, because online learning materials are richer in various materials, examples and illustrations | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and |

| | | | | difficulties. |
|---|---|---|---|---|
| 26 | Yes because I get many sources | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes, but not sure. I prefer learning at school because I can focus more on studying than at home. | Yes because rich of material and sources | Yes, we can search other material on Google. Besides that materials, we can search for video and illustration examples. |
| 27 | No because I don't understand English well through online | Yes because I I see the illustration in the internet. | No, because I prefer to offline learning better than online larning | No, because not effective | No, because sometimes I got bad connection |
| 28 | yes, because it's easy to understand  and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I like English | Yes, because online learning materials are richer in various materials, examples and illustrations | yes, studying EFL online is indeed richer in material, rich in examples or various illustrations. however, if the internet connection is unstable, it becomes a burden for students and difficulties. |
| 29 | yes, because it's easy to | Yes because I I see the | Yes, because I can see all the opinions | No, because too | Yes because I can |

| | | | | | |
|---|---|---|---|---|---|
| | understand and find the materials. | illustration in the internet. | of my friend in the comment section | much task | get material easily |
| 30 | No, because it is difficult | Yes because I I see the illustration in the internet. | .No because it is difficult to understand by my self | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 31 | no, because it's more difficult to understand | Yes because I I see the illustration in the internet. | No because I don't understand English well through online | No because not effective | No online learning less material but more assignments to assign |
| 32 | no, because it's more difficult to understand | Yes because I am interesting with the material | Yes, because I can see my friends' responses | No Because learning to understand material online is difficult, especially when there are other obstacles such as no signal and others | Yes, but not all teacher can give us like thats platform. |
| 33 | No, because I don't understand the material online | Yes because I I see the illustration in the internet. | No because I can't understand the material online | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 34 | no, because it's more difficult to understand | Yes because I I see the illustration in the internet. | No because I don't understand English well through online | No Because learning to understand material online is | Yes, but not all teacher can give us like thats |

| | | | | difficult, especially when there are other obstacles such as no signal and others | platform. |
|---|---|---|---|---|---|
| 35 | yes, because it's easy to understand and find the materials. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes because through google classroom I can get more sources from the teacher | Yes, because we can learn using phone | yes, google classroom have rich of learning materials, and if the teacher does not give the complete material, we can search more in the internet. |
| 36 | no, because it's more difficult to understand | Yes because I I see the illustration in the internet. | No, because it is too easy to find the answer and material | No, because spending many times to search the materials | Yes, but not all teacher can give us like thats platform. |
| 37 | No, because I can not understand by my self | Yes because I I see the illustration in the internet. | No because I don't understand English well through online | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 38 | No, I can understand more through offline learning because I will forced to understand the | Yes because I I see the illustration in the internet. | no, because teacher does not even know am i understand it or not | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |

| | | | | | |
|---|---|---|---|---|---|
| | lesson | | | | |
| 39 | No because I don't understand English well through online | Yes because I I see the illustration in the internet. | No because I don't understand English well through online | no, because we are not motivated to learn the material | Yes, for example, learning via video is rich in illustrations. |
| 40 | Yes, because EFL through online learning media is more interesting in my opinion, for example learning via video | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | Yes, because I can share my opinion in the comment coloumn | Yes, because there are many online learning references that can be learned. | yes, online learning platform have rich of learning materials, and if the teacher does not give the complete material, we can search more in the internet. |
| 41 | No because I don't understand English well through online | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No because if there is a task, I spontaneously to search it in the internet, so i do not motivated. It is bored | No, because spending many times to understand by my self | Yes, but not all teacher can give us like thats platform. |
| 42 | yes, because it's easy to understand  and find the materials. | No, because it is difficult to understand by my self | Yes, because I can learn English from many sources | Yes because rich of materials | Yes, for example, learning via video is rich in illustrations. |
| 43 | no, because it's | No, because it is difficult | No, because it is too | no, because we | No online learning |

| | | | | |
|---|---|---|---|---|
| | more difficult to understand | to understand by my self | difficult to learn by my self | are not motivated to learn the material | less material but more assignments to assign |
| 44 | yes, because it's easy to understand  and find the materials. | No, because it is difficult to understand by my self | Yes, because I can learn English from many sources | yes, the material provided should be easier for students to understand | Yes, for example, learning via video is rich in illustrations. |
| 45 | no, because it's more difficult to understand | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | no, online learning about EFL is more difficult to understand so the material is difficult to understand | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 46 | No because I don't understand English well through online because it was not enough explanation | No, because it is difficult to understand by my self | No, because in EFL online learning I can't sure that I am understand | Yes, because rich materials | Yes, but not all teacher can give us like thats platform. |
| 47 | Yes, because I get many sources | Yes, i like it If the teacher explains the lesson in a unique and not boring way | Yes because it is fun and easy | No because not effective | Yes, but not all teacher can give us like thats platform. |
| 48 | yes, because it's easy to | Yes, I enjoy it. Besides the material from teacher, I | Yes because English is my | Yes, because rich materials | Yes, but not all teacher can give |

| | | | | |
|---|---|---|---|---|
| | understand and find the materials. | can find other material at Google. | favorite lesson and it is fun | | us like thats platform. |
| 49 | no, because it's more difficult to understand | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No, because in EFL online learning can't make me sure understand | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 50 | No because I don't understand English well through online because it was not enough explanation | No, because it is difficult to understand by my self | No, because I don't understand how to use English well | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 51 | yes, because it's easy to understand and find the materials. | Yes because I I see the illustration in the internet. | Yes, because I like to learning English | Yes, rich materials and many sources | Yes, but not all teacher can give us like thats platform. |
| 52 | No, because in EFL online learning some teacher just give workhome without any | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No, because in EFL online learning can't make me sure understand | No, in EFL online learning i feel we just have teory and minim practic. Thats make me can't sure | Yes, but not all teacher can give us like thats platform. |

| | | | | | |
|---|---|---|---|---|---|
| | explain. | | | understand | |
| 53 | No because I don't understand English well through online because it was not enough explanation adn I do not know how to speak it well | No, because it is difficult to understand by my self | No, because I can get the answers easily in the internet, so It will be easy to get the point | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |
| 54 | Yes bescause I can find the material easily | Yes, I enjoy it. Besides the material from teacher, I can find other material at Google. | Yes because it make me interest to find out the illustration or video in the internet | Yes because I can find many sources | Yes, but not all teacher can give us like thats platform. |
| 55 | I understand that the learning is easy to understand, But for some lessons like sentences, I think it will be easier to understand when studying face to face. | Yes because I I can find the material easily and it is so funny because I can see the illustration in the internet. | No, Because It is too easy | no, because we are not motivated to learn the material | Yes, but not all teacher can give us like thats platform. |

# APPENDIX 10
# THE TEACHER'S LESSON PLANS
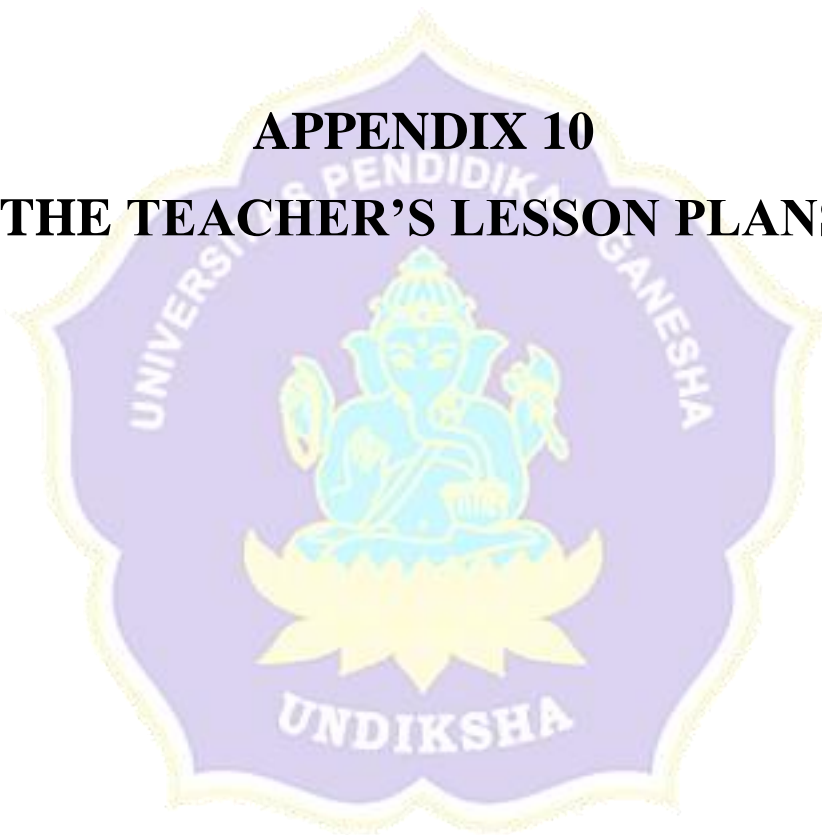
# RENCANA PELAKSANAAN PEMBELAJARAN
## (RPP)

Nama Sekolah      : SMA Negeri 1 Mengwi
Mata Pelajaran      : Bahasa Inggris
Kelas/Semester      : X/Ganjil
Materi Pokok      : Informasi Terkait Jati Diri dan Hubungan Keluarga
Alokasi Waktu      : 2 x 45 menit

## A. Kompetensi Inti

1. Kompetensi Inti 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

2. Kompetensi Inti 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

## B. KD &IndikatorPencapaian Kompetensi (IPK)

| Kompetensi Dasar | Indikator Pencapaian Kompetensi |
|---|---|
| 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *pronoun: subjective, objective, possessive*) | 3.1.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks pemaparan jati diri sesuai dengan konteks penggunaannya <br> 3.1.2 Menyebutkan fungsi sosial ungkapan-ungkapan untuk memaparkan jati diri <br> 3.1.3 Membedakan ungkapan-ungkapan yang digunakan dalam pemaparan jati diri sesuai dengan konteks penggunaanya |
| 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | 4.1.1. Merespon teks lisan mengenai pemaparan jati diri <br> 4.1.2. Membuat percakapan tertulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri. <br> 4.1.3. Mendemonstrasikan percakapan mengenai pemaparan jati diri. |

## C. Tujuan Pembelajaran

Melalui pendekatan Scientific TPACK dan dengan menggunakan serangkaian model kegiatan pembelajaran peserta didik mampu **mengidentifikasi, membuat, dan mendemonstrasikan** percakapan mengenai pemaparan jati diri; memiliki sikap mandiri, kerja sama, percaya diri, dan selalu bersyukur kepada Tuhan Yang Maha Esa

## D. Materi Pembelajaran

- Fungsi Sosial

  Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru

- Struktur Teks
- Memulai
- Menanggapi (diharapkan/di luar dugaan)

- Unsur Kebahasaan
- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan
- Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*)
- Subjek Pronoun: *I, You, We, They, He, She, It*
- Kata ganti possessive *my*, *your*, *his*, dsb.
- Kata tanya *Who*? *Which*? *How*? Dst.
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik

  Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkanperilaku yang termuat di KI

**E. Metode Pembelajaran**
1. Pendekatan : ScientificTPACK
2. Model : *Problem Based Learning (PBL)*
3. Metode: *mengamati, tanya jawab, diskusi kelompok, praktek.*

**F. Media, Alat, dan Sumber Pembelajaran**
1. Media: video pembelajaran, students' worksheet (lembar kerja siswa), lembar penilaian.
2. Alat: laptop, HP Android/Smart Phone, spidol dan papan tulis.
3. Sumber belajar*:*
   *https://youtu.be/DqBUDM2rdY8*
   https://youtu.be/xL8jObpi8RY
   amp-sederet-com.cdn.ampproject.org

**G. Langkah-langkah Kegiatan Pembelajaran**
   Pertemuan ke 5(2 x 45 menit)

| Kegiatan | Deskripsi Kegiatan | Nilai PPK, Literasi, 4C, HOTs | Waktu |
|---|---|---|---|
| **Pendahuluan** | - Mengucapkan salam dan tegur sapa **melalui Google Classroom** dan berdoa<br>- Mengecek kehadiran peserta didik **dengan Google Classroom**<br><br>- Siswa menyiapkan diri agar siap untuk belajar serta **memeriksa kerapihan diri** dan bersikap disiplin dalam setiap kegiatan pembelajaran<br>- Guru mengecek penguasaan materi sebelumnya dengan cara anak merivew | Religiusitas<br><br>Disiplin<br><br>Kemandirian | 10 menit |

| | | | |
|---|---|---|---|
| | Kembali<br>- *Well, Do you still remember our lesson in the last meeting?*<br>- Menyampaikan tujuan pembelajaran yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari<br>- Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan dilakukan. | | |
| **Inti**<br><br>Syntax Pembelajaran (Sesuai dengan syntax Model Pembelajaran yang dipilih) | Dengan *scientific approach*<br><br>a. Mengamati<br><br>Peserta didik diberikan tayangan dan siswa mengamati video dari youtube yang berkaitan dengan materi kata Tanya What?, where?, when?, how? Dst.<br><br>b. Menanya<br><br>Peserta didik diberi kesempatan untuk bertanya jawab pertanyaan yang berkaitan dengan kata Tanya what? Where? When? How? Dst. Yang dianggap belum jelas melalui Google Classroom.<br><br>c. Mencoba<br><br>Peserta didik dibentuk dalam kelompok untuk berdiskusi secara daring, mempresentasikan ulang dan saling bertukar informasi tentang kata tanya what?, where?, when?, how? dst.<br><br>d.Mengasosiasi/Pengumpulan Informasi<br><br>Peserta didik mengumpulkan informasi yang diperoleh dari tayangan video dan menentukan fungsi dari penggunaan kata tanya what? Where?, when? How? Dst.<br><br>e. Mengkomunikasikan<br><br>Peserta didik mempresentasikan hasil kerja kelompok atau individu secara | Communicative<br><br><br>Cooperativ e learning<br><br>HOTS<br><br><br>**Kemandirian**<br><br>**HOTS**<br><br><br>**4c**<br><br>**HOTS** | 10 menit<br><br><br>60 menit |

| | klasikal Melalui Google Classroom, kemudian mengemukakan | | |
|---|---|---|---|

| | | | 10 menit |
|---|---|---|---|
| **Penutup** | *a.* Peserta didik melakukan refleksi melalui *Google Classroom*<br><br>b. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran melalui *Google Classroom*,<br><br>*c.* Guru memberikan umpan balik dan penugasan melalui *Google Classroom*<br><br>d. Guru menginformasikan pembelajaran berikutnya melalui *Google Classroom* atau aplikasi daring lainnya. | | |

**H. Penilaian**
1. Penilaian
   a. PenilaianSikap :Observasi/pengamatan
   b. Pengetahuan    : tes tulis dan penugasan
   c. Keterampilan    : peserta didik praktik percakapan dalam bentuk video atau rekaman.
2. Bentuk Instrumen dan Instrumen: rekaman suara atau video melalui hp

| No | Aspek<br>dan Soal | Jawa<br>ban |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

   a. Pedoman Penskoran
      1) Penskoran (Scoring Rubric)
      2) Pengolahan skor

Rentang Nilai Pengetahuan

| Nilai | Predikat |
|---|---|
| $0{,}00 \leq \text{Nilai} \leq 1{,}00$ | D |

## 2. Penilaian Keterampilan
   a. Jenis/teknik Penilaian
   b. Bentuk Instrumen dan Instrumen

| No | Aspek Penilaian | Skor (1-5) |
|----|-----------------|------------|
|    |                 |            |
|    |                 |            |
|    |                 |            |
|    |                 |            |
|    |                 |            |

   c. Pedoman Penskoran
      1) Penskoran (Scoring Rubric)
      2) Pengolahan

skor Rentang Nilai Keterampilan

| Nilai | Predikat |
|-------|----------|
| 0,00 ≤ Nilai ≤ 1,00 | D |
| …………………… | ……….. |
| …………………... | ………. |

## I. Rencana Tindak lanjut

1. Remedial
   Memberikan remedial kepada siswa yang nilainya belum mencapai standar KKM
2. Pengayaan
   Memberikan pengayaan kepada siswa yang nilainya diatas KKM untuk menambah kemampuan pengetahuan dan ketrampilan siswa agar lebih terampil dan terasah

Mengwi, 11 Juli 2020

Mengetahui
Kepala Sekolah                                    Guru Mata Pelajaran

Drs. I Dewa Ketut Artadiana, M.Pd          I  Nyoman Suranata, S.Pd
NIP. 19641231 198703 1 264                    NIP. 19630414 198703 1 018

**Lesson Plan 2**

### RENCANA PELAKSANAAN
### PEMBELAJARAN (RPP)

| | |
|---|---|
| Nama Sekolah | : SMA Negeri 1 Mengwi |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : X/ Ganjil |
| Materi Pokok | : Teks Interaksi Transaksional; Niat |
| Melakukan Suatu | |
| Alokasi Waktu | : 2 Minggu x 2 Jam Pelajaran @45 Menit |

**A. Kompetensi Dasar**

3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to)

4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

**B. Tujuan Pembelajaran**

Melalui pendekatan saintifik dengan menggunakan model pembelajaran *Discovery Learning*, peserta didik diharapkan terampil:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dari video dengan cara menentukan informasi salah/benar ungkapan-ungkapan yang sesuai dari sebuah dialog.
- Menentukan struktur teks dan unsur kebahasaan ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan cara melengkapi kalimat rumpang dalam dialog.
- Menyusun script dialog terkait niat melakukan suatu tindakan/kegiatan dengan struktur dan unsur kebahasaan tentang holiday plan secara berpasangan.
- Menampilkan dialog dengan metode role play terkait niat melakukan suatu tindakan/kegiatan dengan pengucapan yang jelas dan tepat.

Sehingga setelah pembelajaran, peserta didik dapat mencapai KKM dengan bertanggungjawab, jujur,
kerja sama dan disiplin.

**C. Langkah-Langkah Pembelajaran**

## 1. Pertemuan ke-1

### a. Kegiatan Pendahuluan (10 menit)

| Sintak | Langkah-langkah Kegiatan | Moda |
|---|---|---|
|  | Salam, absensi, apersepsi, pemberian motivasi, penyampaian tujuan dan cakupan materi | Google Classroom |

### b. Kegiatan Inti (70 menit)

| Sintak | Langkah-langkah Kegiatan | Moda |
|---|---|---|
| Stimulation (pemberian rangsangan) | 1) Menonton percakapan yang melibatkan ungkapan niat melakukan suatu tindakan/kegiatan serta meresponnya. **Source**: **https://www.youtube.com/watch?v=KHg5BBkfJAM**  2) Menirukan percakapan yang didengar/ditonton | Google Classroom (Sinkronus) |
| Data collection (pengumpulan data) | 3) Mengumpulkan informasi terkait fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan niat melakukan tindakan/kegiatan. | Google Classroom (Asinkronus) |
| Data processing (pengolahan data) | 4) Membahas (isi, konteks), fungsi sosial, struktur teks dan unsur kebahasaan dari percakapan yang ditonton mencontohkan ungkapan-ungkapan yang terkait niat melakukan tindakan/kegiatan. **Source**:  **https://www.jagoanbahasainggris.com/2017/03/materi-expre ssing-intention-dan-contoh-dialog.html**  5) Peserta didik mencoba mencontohkan ungkapan-ungkapan yang terkait niat melakukan tindakan/kegiatan seperti yang dicontohkan sebelumnya dengan teks yang lain. 6) Menentukan infomasi salah atau benar terkait ungkapan di dalam dialog. **Source**: **https://www.youtube.com/watch?v=mueApqtPlh8**  Melengkapi dialog yang tidak lengkap dengan menggunakan *be going to* atau *would like to*. | Google Classroom (Sinkronus) |

| | | tindakan/kegiatan seperti yang dicontohkan sebelumnya dengan teks yang lain.<br>7) Menentukan infomasi salah atau benar terkait ungkapan di dalam dialog.<br>**Source**: **https://www.youtube.com/watch?v=mueApqtPlh8**<br><br>8) Melengkapi dialog yang tidak lengkap dengan menggunakan *be going to* atau *would like to*. | |

c. Penutup (10 menit)

| Sintak | Langkah-langkah Kegiatan | Moda |
|---|---|---|
| | Kesimpulan, refleksi, penyampaian rencana materi berikutnya | Google Classroom (Sinkronis) |

## 2. Pertemuan ke-2

a. Kegiatan Pendahuluan (10 menit)

| Sintak | Langkah-langkah Kegiatan | Moda |
|---|---|---|
| | Salam, absensi, apersepsi, pemberian motivasi, penyampaian tujuan dan cakupan materi | Google Classroom (Sinkronis) |

b. Kegiatan Inti (70 menit)

| Sintak | Langkah-langkah Kegiatan | Moda/Media |
|---|---|---|
| Verification (Pembuktian) | 1) Secara berpasangan, peserta didik menyusun *script* dialog terkait niat melakukan suatu tindakan/kegiatan dengan struktur dan unsur kebahasaan tentang *holiday plan*. | Google Classroom (Asinkronis) |
| | 2) Menampilkan dan membahas beberapa hasil pekerjaan peserta didik (masukan dari teman dan guru) | Google Classroom (Sinkronis) |
| | 3) Secara berpasangan, peserta didik melakukan *role play* pendek dan sederhana menggunakan ungkapan niat melakukan suatu tindakan/kegiatan dan responnya berdasarkan script yang telah dibuat dan mengirimkan hasilnya ke guru melalui Google Classroom | |
| Generalization (Menarik simpulan/gener alisasi) | 4) Mendapatkan masukan dari guru dan teman tentang dialog yang dikirimkan peserta didik | |
| | 5) Menarik kesimpulan berdasarkan hasil diskusi dengan teman dan guru | |

c. Penutup (10 menit)

| Sintak | Langkah-langkah Kegiatan | Moda |
|---|---|---|
| | Refleksi, pemberian tugas, penyampaian materi berikutnya | Google Classroom (Sinkronis) |

## D. Penilaian

●Pengetahuan: Menentukan informasi benar/salah dari dialog, Melengkapi Dialog menggunakan ungkapan niat melakukan tindakan/kegiatan dan menanggapinya

●Keterampilan: Membuat *Script,* serta Melakukan Bermain Peran menggunakan ungkapan niat melakukan tindakan/kegiatan dan menanggapinya

●Sikap: bertanggung jawab, jujur, kerjasama dan disiplin

## E. Program Tindak Lanjut

## 1. Remedial

Peserta didik yang belum mencapai KKM (70) diberi tugas untuk mencari contoh-contoh ungkapan *expressing intention* dan responnya dalam bahasa Inggris. Setelah satu minggu guru mengevaluasi kemajuan kompetensi peserta didik dalam menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal yang melibatkan tindakan niat melakukan tindakan/kegiatan, serta menanggapinya. Kemudian guru melaksanakan penilaian remedial yang berupa melengkapi percakapan menggunakan ungkapan *expressing intention* dan responnya yang sesuai.

## 2. Pengayaan

Bagi peserta didik yang mempunyai nilai di atas 70 diberi pengayaan berupa tugas mandiri untuk membuat dialog dengan menggunakan ungkapan *expressing intention* dan responnya dengan konteks yang berbeda dengan yang sudah dibuat di dalam berpasangan. Kemudian mempublikasikannya di Google Classroom.

Mengwi, 11 Juli 2020

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

Drs. I Dewa Ketut Artadiana, M.Pd
NIP. 19641231 198703 1 264

I Nyoman Suranata, S.Pd
NIP. 19630414 198703 1 018

**Lampiran 1**

## BAHAN AJAR

a. **Handout**
1. **Expressing intention** is commonly used to tell other people about our intention or plan to do something in the future.
2. **Contoh Kalimat Expressing Intention**

| Asking Intention | Expressing Intention |
|---|---|
| ● What are you going to do? <br> ● Any plan for the weekend? <br> ● Are you thinking of...? <br> ● Do you have any intention of...? <br> ● Is it your intention to...? | ● We would like to... <br> ● He will... <br> ● She would rather... <br> ● My mother is going to... <br> ● I am going to... <br> ● I am planning to... <br> ● I will make an effort to... <br> ● I am thinking of... <br> ● I reckon I will... <br> ● I have every intention of... <br> ● I fully intended to... <br> ● She is going to cook a cake <br> ● We will go to Bali next years <br> ● The Moscow State Circus is going to be perform in Cheltenham next week <br> ● We will celebrate our anniversary by flying to New York next month |

3. **Grammar:**
**Using I would like to and I am going to**

| | Statement form | Question form |
|---|---|---|
| Be going to + simple verb | 1. My dad and I **are going to go** fishing | a. **Are** you and your dad **going to go** to fishing? |
| Would like + simple verb | 2. My dad and I **would like to go** to fishing | b. **Would** you and your dad **like to go** to fishing? |

b. **Video**
Video pertemuan ke 1
**https://www.youtube.com/watch?v=KHg5BBkfJAM**

#expressions #powtoon #bahasainggris Dialogue about Expressing Intentions

7.223 x ditonton • 17 Jul 2019

Video pertemuan ke 2
https://www.youtube.com/watch?v=mueApqtPlh8



English for Carers: Future Plans

**Lampiran 2**

<div align="center">

**LEMBAR KERJA PESERTA**
**DIDIK**

</div>

**Meeting 1**

<div align="center">

**WORKSHEET**

</div>

**STUDENT'S NAME   :**
**CLASS               :**

**Source of video**: Allum,V. (2016, December 30). *English for carers: Future plans [Video].* https://www.youtube.com/watch?v=mueApqtPlh8

**Task 1**: Based on the video you have watched. Please decide whether the statements are **TRUE** or **FALSE**.

1. Mrs. Smith is going to have a chat with her daughter before read the newspaper. (T/F)
2. The girl and Mrs. Black are going to have a walk in the garden. (T/F)
3. Mrs. Green is going to go for a walk with the girl and Mrs. Black. (T/F)
4. The girl and Mrs. Black are going to have a cup of tea in the living room. (T/F)
5. Mrs. Green is going to have a cup of tea in the living room with the girl and Mrs. Black. (T/F)
6. The girl, Mrs. Green and Mrs. Black are going to watch a movie. (T/F)
7. Mrs. Smith is going to read the newspaper. (T/F)
8. Mrs. Smith and Mrs. Green are going to watch a movie. (T/F)
9. Mrs. Green can't have a cup of tea because of her grandson's birthday. (T/F)
10. The girl, Mrs. Smith, Mrs. Green, and Mrs. Black are going to watch a movie together. (T/F)

 **Task 2**: Complete the dialog by using **be going to** or **would like to**.

**Septia** : "What are you going to do this afternoon Siti?"
**Siti**      : "I....................(**be going to**) read the newspaper this afternoon."
**Septia** : "I'm going to go for a walk in the garden with Popy ....................(**would like to**) come to?"
**Siti**      : "No, thank you. I'm going to read the paper first then I'm going to phone my brother for a chat."
**Septia** : "That's nice. What about you Rani? Popy and I............(**be going to**) go for a walk in the garden...............(**would like to**) come to?"
**Rani**    : "No, I can't come out today. I am going to send my pen pal an email for his birthday."
**Septia** : "Oh Okay, well we're going to have a walk in the garden then we're going to have a cup of tea in the living room. We .............(**be going to**) watch a movie afterwards."
**Rani**    : "That's sounds nice. Can I join you after your walk?"
**Septia** : "Of course. We're going now. I'll call you and Siti when we come back then we'll all have tea together."

**Meeting 2**

**Task 3**: Make a script of dialog about expressing intention with the topic "Holiday Plan" including at least 2 people. Don't forget to use **be going to** and **would like to** in statement and question form.

**Task 4:** Present the dialog that you have created and send it to WhatApps Group Class by using voice note!

**Answer**

**Keys Task**

**1:**

1. Mrs. Smith is going to have a chat with her daughter before read the newspaper. (T/F)
2. The girl and Mrs. Black are going to have a walk in the garden. (T/F)
3. Mrs. Green is going to go for a walk with the girl and Mrs. Black. (T/F)
4. The girl and Mrs. Black are going to have a cup of tea in the living room. (T/F)
5. Mrs. Green is going to have a cup of tea in the living room with the girl and Mrs. Black. (T/F)
6. The girl, Mrs. Green and Mrs. Black are going to watch a movie. (T/F)
7. Mrs. Smith is going to read the newspaper. (T/F)
8. Mrs. Smith and Mrs. Green are going to watch a movie. (T/F)
9. Mrs. Green can't have a cup of tea because of her grandson's bithday. (T/F)
10. The girl, Mrs. Smith, Mrs. Green, and Mrs. Black are going to watch a movie together. (T/F)

**Task 2:**

1. I **am going to** read
2. **Would you like to** come to?
3. Popy and I **are going to** go
4. **Would you like to** come to?
5. **We are going to** watch

**Task 3:**

**Expected answer:**

Steve    : "Do you have any plan next two
weekends?" Job    : "Nothing special. How about
you?"
Steve    : "I'm thinking about going to the international food festival. Do you want to come?"
Job    : "That sounds fun. I love festival. Where is it?"
Steve    : "It's at central park. There will be many different kind of food. We can buy a ticket and try a
dishes from all over the world and there is also live music. There are some really great bands
with many different kind of music. They would have classic rock, pop, and country and there
would even be a DJ playing dance music. My favorite loco band will play at noon. I can't
wait to see them play."
Job    : "Wow, that all sounds really fun."
Steve    : "Yeah and There would be a firework at the end of the night
also." Job  : "Really? I love firework. What time doest it start?"
Steve    : "It starts at eleven but I want to go early to get a good
seat." Job  : "Ok. I mean what time should we meet?"
Steve    : "Why don't we meet at ion station at arround nine thirty?"
Job    : "Sounds like a plan. I'm loking for we do
it." Steve  : "Me too. I can't wait."

**Assessment Rubric**

a. **Pengetahu**

   **an Task 1:**

| Questions | Points |
|-----------|--------|
| 1 | 1 |
| 2 | 1 |
| 3 | 1 |
| 4 | 1 |
| 5 | 1 |
| 6 | 1 |
| 7 | 1 |
| 8 | 1 |
| 9 | 1 |
| 10 | 1 |
| Total | 10 |

**The score= Total x 10**

**Task 2:**

| Criteria | Point |
|----------|-------|
| Correct answer with appropriate grammar | 4-5 |
| Correct answer with wrong Grammar | 1-3 |

**The score= maximum score x 4**

b. **Keterampil**

   **an Task 3:**

| No. | Aspects | Indicators | Score |
|-----|---------|------------|-------|
| 1. | Content | ● Present the information well chosen details across the sentences<br>● Present the information with details in part of the sentences<br>● Present the information with some details<br>● Present no clear information | **7-10**<br><br>**5-6**<br><br>**3-4**<br>**1-2** |
| 2. | Mechanics | ● Good spelling, punctuation, and capitalization<br>● Error in spelling, punctuation, and capitalization are few<br>● Error in spelling, punctuation, and capitalization and sometimes interfere with understanding<br>● Many errors in spelling, puntuation, and capitalization and severelly interfere with understanding | **4-5**<br>**3**<br><br>**2**<br><br>**1** |

| 3. | Grammar | ● Good in grammar | **4-5** |
| | | ● Error in grammar are few and do not interfere with understanding | **3** |
| | | ● Error in a few grammar are few and sometimes interfere with understanding | **2** |
| | | ● Many error in grammar that severelly interfere with understanding | **1** |
| 4. | Vocabulary | ● Good in vocabulary choice | **4-5** |
| | | ● Error in a few vocabulary choice are few and do not interfere with understanding | **3** |

| | | ● Error in a few vocabulary choice are few and sometimes interfere with understanding | **2** |
| | | ● Many error in vocabulary choice that severelly interfere with understanding | **1** |

**The score = Max point x 4**

**Task 4:**

| No | Aspek yang Dinilai | Kriteria | | Skor 1-5 | Skor 1-4 |
|---|---|---|---|---|---|
| 1 | Pengucapan (*pronounciation*) | Hampir sempurna | | 5 | 4 |
| | | Ada beberapa kesalahan, tetapi tidak mengganggu makna | | 4 | 3 |
| | | Ada beberapa kesalahan dan mengganggu makna | | 3 | 2 |
| | | Banyak kesalahan dan mengganggu makna | Hampir semua salah dan mengganggu makna | 2 | 1 |
| | | Terlalu banyak kesalahan dan mengganggu makna | | 1 | |
| 2 | Intonasi (*intonation*) | Hampir sempurna | | 5 | 4 |
| | | Ada beberapa kesalahan, tetapi tidak mengganggu makna | | 4 | 3 |
| | | Ada beberapa kesalahan dan mengganggu makna | | 3 | 2 |
| | | Banyak kesalahan dan mengganggu makna | Hampir semua salah dan mengganggu makna | 2 | 1 |
| | | Terlalu banyak kesalahan dan mengganggu makna | | 1 | |
| 3 | Kelancaran (*fluency*) | Sangat lancar | | 5 | 4 |
| | | Lancar | | 4 | 3 |
| | | Cukup lancar | | 3 | 2 |
| | | Kurang lancar | Sangat tidak lancar | 2 | 1 |
| | | Tidak lancar | | 1 | |
| 4 | Ketepatan Makna (*accuracy*) | Sangat tepat | | 5 | 4 |
| | | Tepat | | 4 | 3 |
| | | Cukup tepat | | 3 | 2 |
| | | Kurang tepat | Hampir tidak tepat | 2 | 1 |
| | | Tidak tepat | | 1 | |

**The score= max point x 5**

c. **Rubrik Penilaian Sikap**

| No | Nama | Aspek yang diamati | | | | Skor |
|---|---|---|---|---|---|---|
| | | Tanggungjawab | Jujur | Kerja sama | Disiplin | |
| | | | | | | |
| | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |

*Kriteria:*
BT  (Belum Tampak)             skor 1
MT  (Mulai Tampak)             skor 2
MM (Mulai Membudaya)        skor 3

**Lampiran 3**

## MEDIA PEMBELAJARAN

a. **Media**
   - **WhatApps Group Class**
   - **Google Classroom**

b. **Quizizz**



**Link quizizz: https://quizizz.com/join?gc=11167856**

c. **Video Youtube**

   https://www.youtube.com/watch?v=KHg5BBkfJAM
   https://www.youtube.com/watch?v=mueApqtPlh8
   **https://www.youtube.com/watch?v=ENPSjB90MR4**

d. **https://padlet.com/mmegawati9090/Task2**
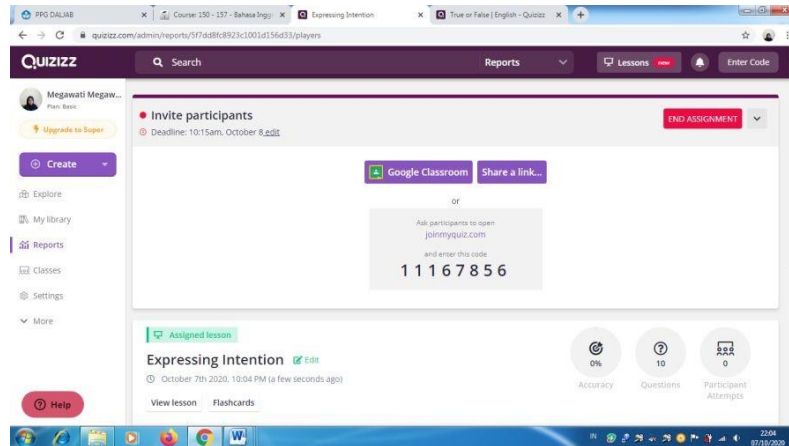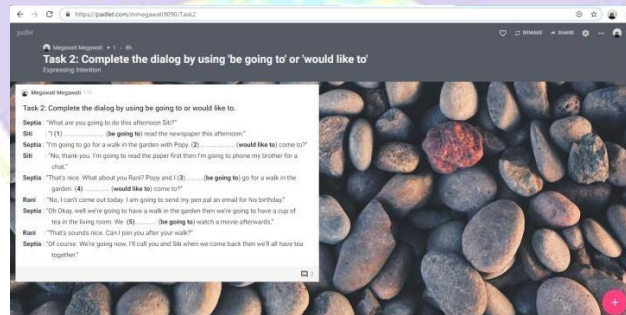
**Lampiran 4**

<div align="center">

**EVALUASI PEMBELAJARAN**

</div>

**Link video**: **https://www.youtube.com/watch?v=ENPSjB90MR4**

**Task 1**: Based on the video you have watched. Please decide whether the statements are **TRUE** or **FALSE**.

1. The man is going to the international food festival next two weekends. (T/F)
2. The woman doesn't want to go with the man. (T/F)
3. There would be a firework at noon. (T/F)
4. The international festival is at central park. (T/F)
5. There is also live music at festival. (T/F)
6. The man favorite music will play at noon. (T/F)
7. The festival will start at eleven. (T/F)
8. They will meet at arround nine. (T/F)
9. The man wants to go early to get a good seat. (T/F)
10. They would have classic rock, pop, and country and there would even be a DJ playing dance music. (T/F)

**Task 2**: Complete the dialog by using **be going to** or **would like to**.

Santi : "Do you have any plans for this weekend?"

Bayu : "Definitely! My dad and I (**1**) **............** (**be going to**) go fishing. We plan to go fishing in a lake near my uncle's house.(**2**) **............** (**would like to**) come with us?"

Santi : "I don't really like fishing. I would rather stay at home than go fishing. What about you, Riri?

What (**3**)............ (**would like to**) do on the long weekend?"

Riri : "I have made a plan with my mother about what to do on this long weekend. We (**4**) **..........** (**be going to**) practice baking cookies."

Bayu : "(**5**) **............** (**be going to**) bake choco chips cookies like the last time?"

Riri : "Well, yes. That is my favourite. But we will also try to make ginger cookies."

Riri : "Oh, would you like to join me to learn baking cookies? You can come to my house." Bayu : "It's a good idea! Or will you go fishing with me and my dad?"

Santi : "Uhm, not fishing I guess. But I think I would like to bake cookies with Riri. Thanks for asking

me to join you Riri."

**Source: https://englishadmin.com/2018/09/contoh-percakapan-intention-bahasa-inggris-dan-arti.html**

**Task 3**: Make a script of dialog about expressing intention with the topic "weekend plan" including at least 2 people. Don't forget to use **be going to** and **would like to** in statement and question form.

**Task 4:** Present the dialog that your group has created and send it to Google Classroom.

**ANSWER KEYS**

**Task 1:**

1. The man is going to the international food festival next two weekends. (T/F) ▬
2. The woman doesn't want to go with the man. (T/F) ▬
3. There would be a firework at noon. (T/F) ▬
4. The international festival is at central park. (T/F) ▬
5. There is also live music at festival. (T/F) ▬
6. The man favorite music will play at noon. (T/F) ▬
7. The festival will start at eleven. (T/F) ▬
8. They will meet at arround nine. (T/F) ▬
9. The man wants to go early to get a good seat. (T/F) ▬
10. They would have classic rock, pop, and country and there would even be a DJ playing dance music. (T/F) ▬

**Task 2:**

2. My dad and I **are going to** go fishing
3. **Would you like to** come with us?
4. What **would you like to** do on the long weekend?
5. **We are going to** practice baking cookie
6. **Are you going to** bake choco chips cookies like the last time?

**Task 3:**

**Expected answer:**

Steve   : "Do you have any plan next two
weekends?" Job   : "Nothing special. How about
you?"
Steve   : "I'm thinking about going to the international food festival. Do you want to come?"
Job    : "That sounds fun. I love festival. Where is it?"
Steve   : "It's at central park. There will be many different kind of food. We can buy a ticket and try a
dishes from all over the world and there is also live music. There are some really great bands
with many different kind of music. They would have classic rock, pop, and country and there
would even be a DJ playing dance music. My favorite loco band will play at noon. I can't wait
to see them play."
Job    : "Wow, that all sounds really fun."
Steve   : "Yeah and There would be a firework at the end of the night
also." Job  : "Really? I love firework. What time doest it start?"
Steve   : "It starts at eleven but I want to go early to get a good
seat." Job  : "Ok. I mean what time should we meet?"
Steve   : "Why don't we meet at ion station at arround nine thirty?"
Job    : "Sounds like a plan. I'm loking for we do it."
Steve   : "Me too. I can't wait."

**ASSESSMENT RUBRIC**

a. **Pengetahu**
an Task 1:

| Questions | Points |
|:---:|:---:|
| 1 | 1 |
| 2 | 1 |
| 3 | 1 |
| 4 | 1 |
| 5 | 1 |
| 6 | 1 |
| 7 | 1 |
| 8 | 1 |
| 9 | 1 |
| 10 | 1 |
| Total | 10 |

**The score= Total x 10**

**Task 2:**

| Criteria | Point |
|---|---|
| Correct answer with appropriate grammar | 4-5 |
| Correct answer with wrong grammar | 1-3 |

**The score= maximum score x 4**

b. **Keterampil**

an Task 3:

| No. | Aspects | Indicators | Score |
|---|---|---|---|
| 1. | Content | ● Present the information well chosen details across the sentences | 7-10 |
| | | ● Present the information with details in part of the sentences | 5-6 |
| | | ● Present the information with some details | 3-4 |
| | | ● Present no clear information | 1-2 |
| 2. | Mechanics | ● Good spelling, punctuation, and capitalization | 4-5 |
| | | ● Error in spelling, punctuation, and capitalization are few | 3 |
| | | ● Error in spelling, punctuation, and capitalization and sometimes interfere with understanding | 2 |
| | | ● Many errors in spelling, puntuation, and capitalization and severelly interfere with understanding | 1 |
| 3. | Grammar | ● Good in grammar | 4-5 |

| | | | |
|---|---|---|---|
| | | ● Error in grammar are few and do not interfere with understanding | **3** |
| | | ● Error in a few grammar are few and sometimes interfere with understanding | **2** |
| | | ● Many error in grammar that severelly interfere with understanding | **1** |
| 4. | Vocabulary | ● Good in vocabulary choice | **4-5** |
| | | ● Error in a few vocabulary choice are few and do not interfere with understanding | **3** |
| | | | **2** |

| No | | Error in a few vocabulary choice are few and sometimes interfere with understanding | 1 |
|---|---|---|---|
| 4 | | ● Error in a few vocabulary choice are few and sometimes interfere with understanding<br>● Many error in vocabulary choice that severelly interfere with understanding | **1** |

**The score = Max point x 4**

**Task 4:**

| N o | Aspek yang Dinilai | Kriteria | | Skor 1-5 | Skor 1-4 |
|---|---|---|---|---|---|
| 1 | Pengucapan (*pronounciation*) | Hampir sempurna | | 5 | 4 |
| | | Ada beberapa kesalahan, tetapi tidak mengganggu makna | | 4 | 3 |
| | | Ada beberapa kesalahan dan mengganggu makna | | 3 | 2 |
| | | Banyak kesalahan dan mengganggu makna | Hampir semua salah dan menggangg u makna | 2 | 1 |
| | | Terlalu banyak kesalahan dan mengganggu makna | | 1 | |
| 2 | Intonasi (*intonatio n*) | Hampir sempurna | | 5 | 4 |
| | | Ada beberapa kesalahan, tetapi tidak mengganggu makna | | 4 | 3 |
| | | Ada beberapa kesalahan dan mengganggu makna | | 3 | 2 |
| | | Banyak kesalahan dan mengganggu makna | Hampir semua salah dan menggangg u makna | 2 | 1 |
| | | Terlalu banyak kesalahan dan mengganggu makna | | 1 | |
| 3 | Kelancara n (*fluency*) | Sangat lancar | | 5 | 4 |
| | | Lancar | | 4 | 3 |
| | | Cukup lancar | | 3 | 2 |
| | | Kurang lancar | Sangat tidak lancar | 2 | 1 |
| | | Tidak lancar | | 1 | |
| 4 | Ketepatan Makna | Sangat tepat | | 5 | 4 |
| | | Tepat | | 4 | 3 |
| | | Cukup tepat | | 3 | 2 |

| | (*accuracy*) | Kurang tepat | Hampir tidak tepat | 2 | 1 |
| | | Tidak tepat | | 1 | |

**The score= max point x 5**

c. **Rubrik Penilaian Sikap**

| N o | Nama | Aspek yang diamati | | | | Skor |
|---|---|---|---|---|---|---|
| | | Tanggungjawab | Jujur | Kerja sama | Disiplin | |
| | | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

*Kriteria:*
BT  (Belum Tampak)                skor 1
MT  (Mulai Tampak)                skor 2
MM (Mulai Membudaya)          skor 3

**Lesson Plan 3**

RENCANA PELAKSANAAN
PEMBELAJARAN
(RPP)

Nama Sekolah        : SMA Negeri 1 Mengwi
Mata pelajaran      : Bahasa Inggris
Kelas/Semester      : X/1
Materi Pokok        : Expression of Congratulation
Alokasi Waktu       : 4 X 30 menit (2 x pertemuan)

## A. Kompetensi Inti (KI)

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

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| KI | Kompetensi Dasar | Indikator Pencapaian Kompetensi |
|----|------------------|--------------------------------|
| 1. | 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | 1.1.1 Memiliki rasa syukur dengan adanya kesempatan mempelajari bahasa Inggris. |

| | | |
|---|---|---|
| 2. | 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional. | 2.3.1 Bertanggung jawab dalam menyelesaikan tugas secara berkelompok.<br><br>2.3.2 Menunjukkan rasa peduli terhadap lain dengan mengucapkan selamat.<br><br>2.3.3 Bekerja sama dalam berdiskusi kelompok.<br><br>2.3.4 Menunjukkan rasa cinta damai dengan mengucapkan selamat kepada orang lain. |
| 3. | 3.2.Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan me mberikan ucapan selamat dan memuji bersayap (*extended*), serta menanggapinya, sesuai dengan konteks penggunaannya | 3.2.1 Menentukan fungsi sosial dan struktur teks ucapan selamat.<br><br>3..2.2 Menganalisis unsur kebahasaan yang diperlukan dalam teks ucapan selamat.<br><br>3.2.3 Membedakan fungsi social, struktur dan unsur kebahasaan teks ucapan selamat |
| 4. | 4.2.1 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | 4.2.1 Menyajikan dialog berterimakan ucapan selamat.<br><br>4.2.2 Membuat kartu ucapan selamat.<br><br>4.2.3 Mempresentasikan cara membuat kartu ucapan selamat. |

## C. Tujuan Pembelajaran

1. Setelah mengamati video pembelajaran siswa dapat menentukan fungsi sosial dan struktur teks ucapan selamat
2. Setelah mempelajari materi siswa dapat menganalisis unsur kebahasaan dalam teks ucapan selamat
3. Setelah mempelajari berbagai teks ucapan selamat siswa dapat

membedakan fungsi sosial, struktur dan unsur kebahasaan teks ucapan selamat

4. Setelah mengamati video pembelajaran tentang ucapan selamat msiswa dapat menyajikan dialog berterimakan ucapan selamat

5. Setelah mengamati video pembelajaran tentang pembuatan kartu ucapan selamat siswa dapat membuat kartu ucapan selamat

6. Setelah membuat kartu ucapan selamat siswa dapat mempresentasikan cara membuat kartu ucapan selamat

## D. Materi Pembelajaran

*Fungsi sosial*

· Menjaga hubungan interpersonal dengan guru, teman dan orang lain.

*Unsur kebahasaan*

· Ejaan dan penulisan kata yang benar dan tepat

· Ucapan, tekanan kata, intonasi

Let's read the following dialogue, illustrating the above situation when a student wants to congratulate his friend after winning a badminton match :

Galuh : "Hi Rudy, how are you?"
Rudy : "Hi, I am fine thank you. How is everything with you?"
Galuh : "I am great. I heard you won a badminton competition yesterday." Rudy : "Yes, I won the first place in the competition."
Galuh : "Gee, ... Well done! Congratulation!"
Rudy : "Thank you very much. I was just lucky to win the competition." Galuh : "No, you deserved it. You are a very talented badminton player." Rudy : "That is very nice of you saying that, I really appreciate it."

The dialog above shows us how to congratulate someone. The expression is: "Well done! Congratulation!

The accepted common response is: "Thank you very much."
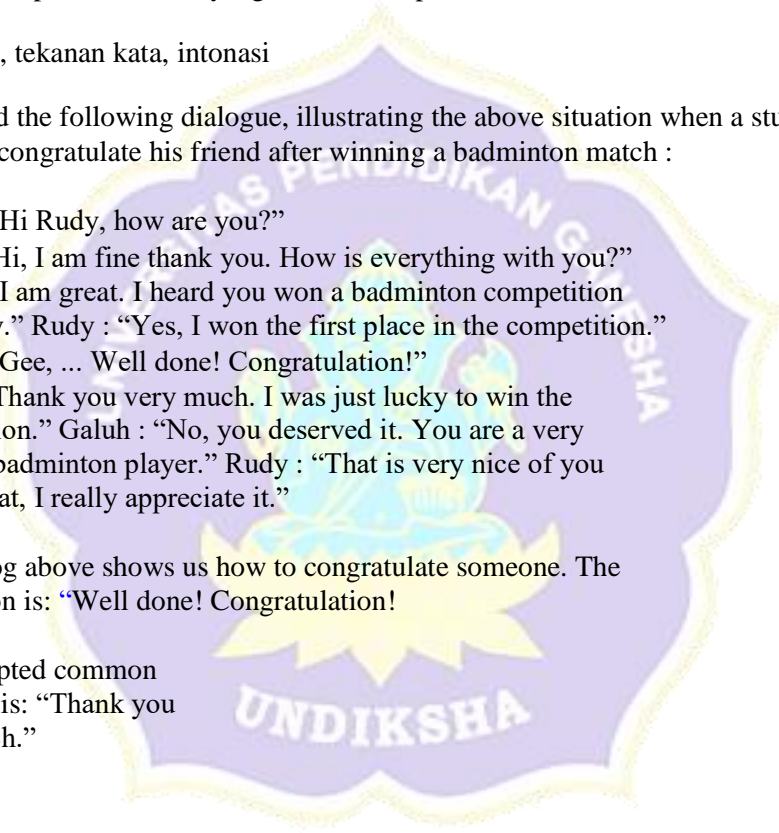
Here are some expressions of congratulations:

CONGRATULATING EXPRESSIONS
* I'd be the first to congratulate you on….
* I'd like to congratulate you on…..
* Please accept my warmest congratulations.
* May I congratulate you on…
* I must congratulate you.
* It was great to hear about…
* Congratulations!
* Congratulations on….!
* Well done! / Fantastic!

**E. Metode Pembelajaran**
Pendekatan : Pendekatan Saintifik

Model : Problem Based Learning, Project Based

Learning Metode : Pengamatan, Tanya jawab dan

Penugasan, Unjuk kerja

**F. Media Pembelajaran**
**1.** Media
Aplikasi Google Classroom, Whatssapp, Komputer, Laptop, Handphone.

**2.** Alat dan Bahan Sumber

1. Buku paket Bahasa Inggris

Pathway to English X 2.Internet
3. Materi di Aplikasi Google Classroom

**G. Langkah – Langkah Kegiatan**
**Pembelajaran Pertemuan 1**
**1. Pendahuluan (5 menit)**
  *a.* Guru memulai pelajaran tepat waktu dan mengucapkan salam melalui kolom chat di Google Classroom *(Penumbuhan karakter budaya sekolah tentang disiplin dan religius)*
  *b.* Guru menanyakan kondisi siswa saat ini melalui kolom chat di Google Classroom
  **(Penumbuhan karakter sosia peduli sesama**).
  *c.* Guru memimpin doa saat pembelajaran akan dimulai melalui kolom chat di Google Classroom *(Penumbuhan karakter religious)*
  *d.* Guru mengabsen siswa dengan cara mengecek siswa yang sudah masuk ke Google Classroom *(Penumbuhan karakter disiplin sebagai budaya sekolah dan karakter peduli sosial)*
  *e.* Guru menyampaikan garis besar cakupan materi dan kegiatan yang telah siswa pelajari dan kerjakan melalui kolom chat di Google Classroom
  *f.* Guru menyampaikan lingkup penilaian, yaitu penilaian dan teknik

penilaian yang akan digunakan, yaitu penilaian individu,dan penilaian tugas melalui kolom chat di Google Classroom

**2. Kegiatan Inti (50 menit)**

**a. Mengamati**

1. Guru meminta siswa melihat video di Google Classroom yang berisi tentang interaksi cara memberi selamat dan slide teks ungkapan memberi selamat

1. Guru memberikan pertanyaan tentang video dan teks yang ditayangkan melalui kolom chat di Google Classroom *(Penumbuhan karakter bebas mengemukakan pendapat)*

2. Dengan bimbingan dan arahan guru, siswa menganalisis ciri-ciri interaksi cara memberi selamat (fungsi sosial, struktur teks, dan unsur kebahasaan).

**b. Menanya**

Siswa menanyakan perbedaan antara berbagai ungkapan cara memberi selamat dalam bahasa Inggris melalui kolom chat di Google Classroom *(Penumbuhan karakter kritis)*

**c. Mengeksplorasi**

Secara individu siswa diminta untuk membuat dialog singkat dan sederhana menggunakan ungkapan cara memberi selamat
*(Penumbuhan karakter mandiri, percaya diri, jujur ,HOTS,TPACK, STEAM)*

**d. Mengasosiasi**

Siswa membandingkan ungkapan cara memberi selamat yang telah dipelajari dengan yang ada di berbagai sumber.

**e. Mengomunikasikan**

*1.* Meminta siswa untuk membaca dialog yang telah dibuat dan mengirimkan suara dalam bentuk voice note di Whatssapp. *(Penumbuhan karakter mandiri, percaya diri, jujur, HOTS,TPACK, STEAM)*
*2.* Siswa menuliskan permasalahan dalam bahasa Inggris untuk memberi selamat melalui kolom chat di Google Classroom *(Penumbuhan karakter kritis)*

**3. Penutup (5 menit)**

1. Menyimpulkan hasil pembelajaran bersama sama
2. Memberikan tugas individu mengerjakan soal yang ada di Google Classroom

*(Penumbuhan karakter mandiri, percaya diri, jujur)*

3. Memberikan tugas individu membuat kreasi kartu ucapan selamat di rumah
4. Menyampaikan rencana kegiatan pertemuan berikutnya

**Pertemuan 2**

**Pendahuluan (5 menit)**

a. Guru memulai pelajaran tepat waktu dan mengucapkan salam melalui kolom chat di Google Classroom *(Penumbuhan karakter budaya sekolah tentang disiplin dan religius)*
b. Guru menanyakan kondisi siswa saat ini melalui kolom chat di Google Classroom
**(Penumbuhan karakter sosia peduli sesama**).
c. Guru memimpin doa saat pembelajaran akan dimulai melalui kolom chat di Google Classroom *(Penumbuhan karakter religious)*
d. Guru mengabsen siswa dengan cara mengecek siswa yang sudah masuk ke Google Classroom *(Penumbuhan karakter disiplin sebagai budaya sekolah dan karakter peduli sosial)*
e. Guru menyampaikan garis besar cakupan materi dan kegiatan yang telah siswa pelajari dan kerjakan melalui kolom chat di Google

Classroom

**f.** Guru menyampaikan lingkup penilaian, yaitu penilaian dan teknik penilaian yang akan digunakan, yaitu penilaian individu, dan penilaian tugas melalui kolom chat di Google Classroom

**Kegiatan Inti (50 menit)**

**a. Mengamati**

1. Guru meminta siswa melihat video di youtube dengan link :
   ***https://www.youtube.com/watch?v=ExVaFNmXF10*** yang berisi tentang cara membuat kartu ucapan selamat.

*1.* Guru memberikan pertanyaan tentang video yang diputar melalui kolom chat di di Google Classroom *(Penumbuhan karakter bebas mengemukakan pendapat)*

2. Dengan bimbingan dan arahan guru, siswa menyimpulkan cara membuat kartu ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan).

**b. Menanya**

Siswa menanyakan terkait cara membuat kartu ucapan selamat melalui kolom chat di di Google Classroom *(Penumbuhan karakter kritis)*

**c. Mengeksplorasi**

Secara individu siswa diminta untuk mempresentasikan praktek pembuatan kartu ucapan selamat melalui video
. *(Penumbuhan karakter mandiri, percaya diri)*

**d. Mengasosiasi**

Siswa mengumpulkan informasi cara membuat kartu ucapan selamat yang telah dipelajari dengan yang ada di berbagai sumber.

**e. Mengomunikasikan**

*1.* Siswa diminta untuk mengupload video yang telah dibuat ke you tube untuk dikoentari oleh teman temannya.*(Penumbuhan karakter mandiri, percaya diri, jujur, HOTS,TPACK, STEAM)*
*2.* Siswa menuliskan permasalahan dalam bahasa Inggris cara membuat kartu ucapan selamat melalui kolom chat di di Google Classroom *(Penumbuhan karakter kritis)*

**3. Penutup (5 menit)**

1. Menyimpulkan hasil pembelajaran bersama sama
2. Memberikan tugas individu mengerjakan soal yang ada di di Google Classroom (Pekerjaan Rumah)
*(Penumbuhan karakter mandiri, percaya diri, jujur)*
3. Menyampaikan rencana kegiatan pertemuan berikutnya

**H. Penilaian**

**1. Sikap Spiritual**

a. Teknik penilaian : obsevasi

b. Bentuk instrument : lembar observasi

c. Kisi-kisi

| No. | Sikap/Nilai | Butir Instrumen |
|-----|-------------|-----------------|
| 1. | Berdoa sebelum dan sesudah pelajaran. | 1 |
| 2. | Berpakaian rapi dan santun | 2 |
| 3. | Bersyukur kepada Tuhan. | 3 dan 4 |

*Instrumen: lihat lampiran 1*

**2. Sikap Sosial**

a. Teknik penilaian : observasi

b. Bentuk instrument : lembar observasi guru

c. Kisi-kisi

| No. | Sikap/Nilai | Butir Instrumen |
|-----|-------------|-----------------|
| 1. | Tanggung jawab | 3 |
| 2. | Peduli | 2 dan 3 |
| 3. | Kerja sama | 4 |
| 4. | Cinta damai | 5 |

*Instrumen: lihat lampiran 1*

**3. Pengetahuan**

a. Teknik penilaian : tes tertulis

b. Bentuk instrument : soal pilihan ganda

c. Kisi-kisi

| No. | Indikator | Butir Instrumen |
|-----|-----------|-----------------|
| 1. | Fungsi sosial ungkapan ucapan selamat bersayap. | |
| 2. | Struktur teks ungkapan ucapan selamat. | |

| 3. | Unsur kebahasaan pada ungkapan ucapan selamat. | |
|---|---|---|

*Instrumen: lihat lampiran 2*

**4. Keterampilan**
a. Teknik penilaian : tes praktik
b. Bentuk instrument : unjuk kerja

c. Kisi-kisi

| No. | Keterampilan | Butir Instrumen |
|---|---|---|
| 1. | Mendengarkan teks ungkapan ucapan selamat. | 1 |
| 2. | Berbicara untuk mengungkapkan ucapan selamat | 2 |
| 3. | Membuat dialog tentang ucapan selamat | 3 |
| 4. | Membuat kartu ucapan selamat. | 4. |

*Instrumen: lihat lampiran 3*

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Mengetahui,                                                    Mengwi, 11 Juli 2020

Kepala Sekolah                                               Guru Mata Pelajaran

Drs. I Dewa Ketut Artadiana, M.Pd                I  Nyoman Suranata, S.Pd
NIP. 19641231 198703 1 264                       NIP. 19630414 198703 1 018

**LAMPIRAN**
**Lampiran 1**
**Penilaian Sikap Spiritual dan Sosial**

**Lembar Observasi Sikap Spiritual**

| No. | Perilaku yang Diharapkan | Skor |
|---|---|---|
| 1. | Melakukan doa sebelum dan sesudah pelajaran | |
| 2. | Mengenakan pakaian yang sopan dan rapi | |
| 3. | Memiliki rasa syukur atas adanya kesempatan mempelajari bahasa Inggris | |
| 4. | Bersyukur atas pujian yang diterima | |
| | Jumlah skor maksimal : 16 | |

x 100

Nilai sikap spiritual =

Jumlah skor Jumlah skor

minimal

**Lembar Observasi Sikap Sosial**

| No. | Perilaku yang Diharapkan | Skor |
|---|---|---|
| 1. | Melakukan tugas dan kewajiban dengan baik | |
| 2. | Menunjukkan rasa peduli dengan mengucapkan selamat | |
| 3. | Merenspons ucapan selamat dengan sopan | |
| 4. | Bekerja sama dalam menyelesaikan tugas kelompok | |
| 5. | Mengucapkan selamat kepada siapa pun tanpa terkecuali | |
| | Jumlah skor maksimal: 20 | |

x 100

Nilai sikap

sosial = Jumlah

skor Jumlah

skor minimal

Petunjuk Penilaian Sikap Spiritual dan Sosial

| Skor | Nilai Kumulatif |
|------|-----------------|
| 4 | Sangat Baik |
| 3 | Baik |
| 2 | Cukup |
| 1 | Kurang |

**Rubrik Penilaian Sikap Spiritual dan Sosial**

| Rentang Skor | Nilai | Nilai Kumulatif |
|--------------|-------|-----------------|
| 76-100 | SB | Sangat Baik |
| 51-75 | B | Baik |
| 26-50 | C | Cukup |
| ≤ 25 | K | Kurang |

**LAMPIRAN 2**
**Penilaian Pengetahuan**
**Lembar Penilaian Pengetahuan**

| No. | Indikator | Butir Soal |
|-----|-----------|------------|
| 1 | Indikator 1 = 3 soal pilihan ganda | Pilihan Ganda: <br> – A1 s/d A3 |

| | | |
|---|---|---|
| 2 | Indikator 2 = 3 soal pilihan ganda | Pilihan Ganda:<br><br>– A4 s/d A6 |
| 3 | Indikator 3 = 4 soal<br><br>pilihan ganda | Pilihan Ganda:<br><br>– A7 s/d A10 |

**Petunjuk Penilaian Soal Pilihan Ganda**

| Nomor Soal | Bobot Soal |
|---|---|
| 10 | 10 |

Jumlah skor maksimal = 100

` Nilai = Skor perolehan x 100 Jumlah skor minimal

**Lampiran 3**
**Penilaian Keterampilan Lembar Penilaian Keterampilan** Nama :

Nomor urut :

| No. | Aspek Penilaian | Skor | Catatan Jenis Kegiatan |
|---|---|---|---|
| 1. | *Listening Skills* | | – Mendengarkan video ungkapan selamat |
| a. *Comprehension* (pemahaman) | | | |
| b. *Accuracy* (ketepatan) | | | |
| c. *Pronunciation* (pengucapan) | | | |
| d. *Vocabulary* (kosakata) | | | |
| e. *Spelling* (ejaan) | | | |
| 2. | *Speaking skills* | | – Mempraktikan dialog. |

| | | | |
|---|---|---|---|
| *a. Fluency* (kelancaran) | | | |
| *b. Pronunciation* (pengucapan) | | | |
| *c. Accuracy* (ketepatan) | | | |
| *d. Intonation* (intonasi) | | | |
| *e. Mimic and gesture* (mimic dan gerak tubuh) | | | |
| 3. | *Reading skills* | | – Membaca teks ungkapan ucapan selamat (kartu, pesan, dan surat) |
| a. *Fluency* (kelancaran) | | | |
| b. *Accuracy (ketepatan)* | | | |
| c. *Pronunciation (pengucapan)* | | | |
| d. *Intonation (intonasi)* | | | |
| e. *Comprehension (pemahaman)* | | | |
| 4. | *Writing skills* | | – Membuat kartu ucapan selamat<br><br>– Proyek (portofolio) |
| *a. Appropiate vocabulary* (kesesuaian kata) | | | |
| *b. Appropriate topic* (kesesuaian isi/topik) | | | |
| *c. Structure* (struktur/format) | | | |
| *d. Grammar* (tata bahasa) | | | |
| *e. Spelling* (ejaan) | | | |
| **Jumlah skor** | | | |

Jumlah skor maksimal setiap

keterampilan = 25 Total jumlah skor

= 100


Mengwi, 11 Juli 2020

Mengetahui
Kepala Sekolah                                    Guru Mata Pelajaran



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**Lesson Plan 4**
# RENCANA PELAKSANAAN PEMBELAJARAN
## (RPP)

| | |
|---|---|
| Sekolah | : SMA Negeri 1 Mengwi |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : X/ Ganjil |
| Materi Pokok | : Announcement |
| Alokasi Waktu | : 2 X 45 Menit (2 jam pelajaran) |
| Pertemuan | : 1 (dari 3 pertemuan) |

### A. Kompetensi Inti

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar | Indikator |
|---|---|
| 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), denganmemberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya. | • Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait teks announcement<br>• Memeriksa struktur bahasa dari ungkapan memberi dan meminta informasi terkait teks announcement |
| 1.5. Teks pemberitahuan (announcement)<br>1.5.1. Menangkap makna secara konstektual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan ( announcement)<br>4.5.2. Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. | • Menyusun kalimat meminta informasi terkait teks announcement<br>• Menyajikan teks announcement lisan dan tulis |

**C. Tujuan Pembelajaran**

Dengan pendekatan saintifik dan menggunakan model pembelajaran cooperative learning ( think-pair- share) peserta didik diharapkan mampu mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait teks announcement, memeriksa struktur bahasa dari ungkapan memberi dan meminta informasi terkait teks announcement, menyusun kalimat meminta informasi terkait teks announcement, menyajikan teks announcement lisan dan tulis

**D. Penguatan Pendidikan Karakter:** Religiusitas, Nasionalisme, Kejujuran, Kedisiplinan

**E. Materi Pembelajaran**

| ANNOUNCEMENT |
|---|

➤ Definition
Announcement is notification in spoken and written form containing information to others.
➤ Social Function
Announcement is used togive information in spoken and written form containing information to others.
➤ Generic structure:
- Title
- Explanation

**E. Metode Pembelajaran**

1) Pendekatan : Saintific TPACK
2) Model Pembelajaran : Cooperative Learning
3) Metode : Diskusi, Tanya jawab, penugasan

**F. Media Pembelajaran**

**1. Media**
- ❖ Slide power point tema teks announcement
- ❖ Video youtube tentang teks announcement
- ❖ Contoh-contoh teks announcement

**ANNOUNCEMENT**

The Students' Association will hold a student gathering for students of grade VII on August 15 at the hall.
Please all students come.

For more information,
Contact Rudy at the Students' Association Office

Students' Association

**1. Alat/Bahan**
- ❖ HP Android
- ❖ Laptop/komputer

## G. Sumber Belajar

❖ https://www.ilmubahasainggris.com/announcement-pengertian-tujuan-jenis-generic- structure-dan-contohnya-dalam-bahasa-inggris/

❖ https://www.google.com/search?q=contoh+announcement&safe=strict&client=firefox-b- d&sxsrf=ALeKk03yt8m-9PDCpwsISJLGdwC9lO0Y6w:1601617627800&source=lnms&tbm=isch&sa=X&ved=2ahU KEwiOi5XOmpXsAhVKyjgGHYE8BnMQ_AUoAXoECA0QAw&biw=1366&bih=654#imgr c=Tbd2PL59CYmNfM

❖ Gambar-gambar yang relevan

## H. Langkah-Langkah Pembelajaran

| Kegiatan | Deskrisi Kegiatan | Nilai PPK, Literasi, 4C, HOTs | Alokasi waktu |
|---|---|---|---|
| Kegiatan pendahuluan | **Orientasi**<br>1. Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.<br>2. Guru memeriksa kehadiran peserta didik<br>3. Siswa menyiapkan diri agar siap untuk belajar serta memeriksa kerapian diri dan bersikap disiplin dalam setiap kegiatan pembelajaran. | Religiusitas<br><br>Kedisiplinan<br><br>Kemandirian | 10 menit |
| | **Apersepsi**<br>4. Siswa menyimak apersepsi dari guru tentang pelajaran sebelumnya dan mengaitkan dengan pengalamannya sebagai bekal pelajaran berikutnya.<br>5. Siswa bertanya jawab dengan guru berkaitan dengan materi sebelumnya.<br>6. Siswa menyimak apersepsi dengan mengingat kembali tentang pengertian teks announcement dan penggunaannya<br><br>**Motivasi**<br>7. Memberikan gambaran tentang manfaat mempelajarai teks announcement dalam kehidupan sehari-hari.<br>8. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. | Communication-4C<br><br>Collaboration -4C: Saintifik-Menanya | |

| | | | |
|---|---|---|---|
| | **Pemberian Acuan**<br>9. Memberitahuakan materi pembelajaran yang akan dibahas pada pertemuan saat itu.<br>10. Memberitahukan tentang kompetensi inti, kompetensi dasar, indicator dan KKM pada pertemuan yang berlangsung. | | |
| **Kegiatan Inti Syntax pembelajaran (TPS)** | **Mengamati**<br>1. Guru menggali pengetahuan awal siswa dengan menggunakan media gambar/video dengan memberi pertanyaan lisan.<br><br><br><br>2. Guru memberikan penjelasan materi mengenai teks announcement sebelum melangkah pada kegiatan latihan siswa. Topic materinya adalah:<br>a). Pengertian teks announcement    b). Fungsi sosial teks announcement<br>3. Siswa menyimak penjelasan guru. | Literasi | 10 menit |
| **Think** | **Menanya**<br>1. Siswa menanyakan hal-hal yang kurang dimengerti terkait materi teks announcement<br>2. Guru memberikan lembar kerja peserta didik (LKPD)<br>3. Siswa mengerjakan LKPD secara individu (task 1) | Critical Thinking | 10 menit |
| **Pairs** | **Mengumpulkan Informasi**<br>1. Siswa berdiskusi untuk menemukan informasi dari beberapa teks announcement yang diberikan (task 2) | Collaboration | 20 menit |
| | **Mengolah Informasi**<br>1. Siswa mengisi bagan pada task 2 LKPD | HOTS | 30 menit |

| | | | | |
|---|---|---|---|---|
| **Share** | **Mengkomunikasikan**<br>1.Guru meminta beberapa pasangan siswa mempresentasikan hasil pekerjaan mereka lewat video/voice note | Percaya diri | | |
| **Penghargaa n**<br><br><br><br>**Kegiatan Penutup** | **2. Siswa yang lain menyimak dan memberikan feedback/tanggapan kepada pasangan yang melakukan presentasi**<br>**3. Siswa yang memberikan presentasi dengan benar akan mendapat pujian dan siswa yang masih belum benar diberi koreksi**<br>**4. Guru mengumpulkan seluruh LKPD siswa**<br><br>**Peserta Didik**<br>**1. Secara lisan mengemukakan apa saja yang telah dipelajari pada hari itu termasuk menyebutkan pengertian teks announcement teks deskriptif dan fungsi sosialnya yang telah dibahas pada hari itu.**<br><br>**Guru**<br>**1.Menekankan kembali poin-poin penting dalam pembelajaran hari itu**<br>**2. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu Generic structure of Announcement Text**<br>**3. Guru meminta siswa untuk membaca lebih awal materi tersebut**<br>**4. Bersama peserta didik mengakhiri pembelajaran dengan doa dan salam** | **Communica ti on**<br><br><br><br><br><br><br>**Literasi Religius** | 10 menit |
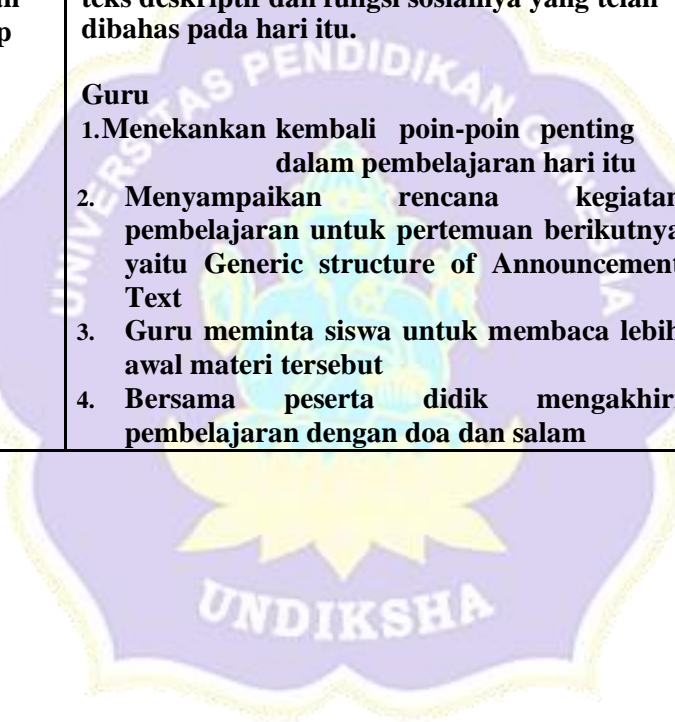
# I. Penilaian Hasil Pembelajaran

   a. **Penilaian Pengetahuan**
   b. Jenis/teknik penilaian
   ❖ Tulis
   ❖ Lisan
   c. Bentuk Instrumen dan Instrumen

| No | Aspek dan soal | Jawaban |
|----|----------------|---------|
| 1 | The recipient of the text above is Mr. Kristina | False |
| 2 | Student must bring dictionary | True |
| 3 | The next meeting will discuss about how to read a story | True |
| 4 | The text above is used to inform about how to read story | False |
| 5 | The announcement above is used in the class | True |

   d. Pedoman penskoran
      1). Penskoran (skoring rubric)

| No | Teknik | Bentuk Instrumen | Waktu Pelaksanaan | Keterangan |
|----|--------|------------------|-------------------|------------|
| 1 | Lisan | Pertanyaan (lisan) dengan jawaban terbuka | Saat pembelajaran berlangsung | Penilaian untuk pembelajaran (assessment for learning) |
| 2 | Penugasan | Pertanyaan dan/atau tugas tertulis berbentuk true or false | Saat pembelajaran berlangsung | Penilaian untuk pembelajaran (assesmen for learning) dan sebagai pembelajaran (assessment as learning) |
| 3 | Tertulis | Pertanyaan dan/atau tugas tertulis berbentuk true or false | Setelah pembelajaran usai | Penilaian pencapaian pembelajaran ( assessment of learning |
| 4 | Portofolio | Sampel pekerjaan terbaik hasil dari penugasan atau tes tertulis | Setelah pembelajaran usai | Data untuk penulisan deskripsi pencapaian pengetahuan (assessment of learning) |

2). Pengolahan skor
   Benar
      Nilai =        x 100% Jumlah

**Rentang Nilai Pengetahuan**

| Nilai | Predikat |
|---|---|
| 90-100 | A |
| 80-90 | B |
| 70-80 | C |
| 60-70 | D |

2. **Penilaian Keterampilan**
    a. Jenis/teknik penilaian
        ❖ Presentasi
        ❖ Lisan
    b. Bentuk Instrumen dan Instrumen

| No | Aspek Penilaian | Skor (1-5) |
|---|---|---|
| 1 | Organisasi presentasi ( pengantar, isi, kesimpulan) | |
| 2 | Isi Presentasi | |
| 3 | Kelancaran berbahasa | |
| 4 | Bahasa ( ucapan, tata bahasa, perbendaharaan kata) | |
| 5 | Penyajian ( tatapan, ekspresi wajah, bahasa tubuh) | |

    c. Pedoman penskoran
      1). Penskoran (skoring rubric)

| Aktivitas | Kriteria | | |
|---|---|---|---|
| | Terbatas | Memuaskan | Mahir |
| Presentasi | Tidak lancar, topic kurang jelas dan kurang Menarik | Lancar, topic jelas tetapi kurang menrik | Sangat lancer, topic jelas dan menarik |
| Melakukan monolog | Membaca teks, fungsi sosial kurang tercapai, unsur kebahasaan kurang tepat serta tidak lancar | Kurang lancer, fungsi social kurang tercapai, struktur kebahasaan tepat dan lancar | Lancar mencapai fungsi sosial, struktur kebahasaan sesuai |
| Role play | Embaca script, kosakata terbatas, dan tidak lancar | Lancar dan kosakata berkembang | Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai |

      2). Pengolahan skor
        ❖ Mahir mendapat skor 3

❖ Memuaskan mendapat skor 2
❖        Terbatas mendapat skor 1

Rentang Nilai Pengetahuan

| Nilai | Predikat |
|-------|----------|
| 90-100 | A |
| 80-90 | B |
| 70-80 | C |
| 60-70 | D |

**3.  Rencana Tindak Lanjut**
   **d.   Remedial**
      a). Pembelajaran ulang
      b). Bimbingan perorangan
      c). Belajar kelompok
      d). Pemanfaatan tutor sebaya

**2.   Pengayaan**
   a). Tugas mengerjakan soal-soal dengan tingkat kesulitan lebih tinggi
   b). Meringkas buku-buku referensi dan atau
   c). Mewawancarai narasumber

Mengwi, 11 Juli 2020

Mengetahui
Kepala Sekolah                                        Guru Mata Pelajaran

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**Lesson Plan 5**

### RENCANA PELAKSANAAN
### PEMBELAJARAN MODA DARING
(RPP)

**Satuan Pendidikan** : SMAN 1 Mengwi
**Mata Pelajaran** : Bahasa Inggris
**Kelas/Semester** : X/Ganjil
**Materi pokok** : Descriptive Text
**Tahun Pelajaran** : 2020/2021
**Alokasi Waktu** : 4 JP (2 Pertemuan)

**Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)**

| Kompetensi Dasar | Indikator |
|---|---|
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya | 3.4.1 Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata pendek dan sederhana, sesuai dengan konteks penggunaannya<br><br>3.4.2 Menyebutkan struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata pendek dan sederhana |
| 4.4 Teks *deskriptif*<br>  4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal<br><br>  4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | 4.4.1.1. Merespon teks tulis mengenai teks *deskriptif* terkait tempat wisata<br>4.4.2.1. Membuat teks *deskriptif* terkait tempat wisata pendek dan sederhana |

➢ **Tujuan Pembelajaran**
1. Peserta didik dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata pendek dan sederhana.
2. Peserta didik dapat dapat membuat teks deskriptif tulis pendek dan sederhana terkait tempat wisata.

➢ **Penguatan Pendidikan Karakter:**
Religius, Disiplin, Kejujuran, Tanggung jawab.

➢ **Materi Pembelajaran**
Teks lisan dan tulis mengenai deskripsi tempat wisata.
 ➢ Fungsi Sosial
 ➢ Struktur Teks
  - Identifikasi
  - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
  - Fungsi, manfaat.
 ➢ Unsur kebahasaan
  - Unsur kebahasaan simple present tense.
  - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their.

➢ **Pendekatan dan Model Pembelajaran**
1. Pendekatan                    : Scientific Learning
2. Model Pembelajaran         : Discovery Learning

➢ **Media dan Bahan**
Laptop/smartphone, internet, video, Google form

➢ **Sumber Belajar**:
1. Buku paket Bahasa Inggris kelas X, Internet, video, YouTube.

➢ **Langkah-langkah Pembelajaran**

| 1. Pertemuan ( 4 x 45 menit ) | Aktivitas pembelajaran |
|---|---|
| **KegiatanPendahuluan** <br> **Pra belajar terjadwal** -Pemberian materi melalui video pembelajaran dari youtube <br><br> https://youtu.be/CozQkMKZat4 | *Asinkronous* |

| **KegiatanPendahuluan** | | *Asinkronous* |
|---|---|---|
| ⮞ Melalui Google Classroom, guru bersama siswa saling memberi dan menjawab salam serta menyampaikan kabarnya masing-masing. <br> ⮞ Melalui Google Classroom, siswa dicek kehadiran dengan melakukan presensi oleh guru dilanjutkan dengan berdo'a. <br> ⮞ Melalui Google Classroom, siswa bertanya jawab dengan guru berkaitan dengan descriptive text terkait tempat wisata yang pernah dikunjungi. (4C-Collaboration Saintifik - Menanya) <br> **Penyampaian tujuan dan motivasi siswa** <br> ⮞ Melalui Google Classroom, siswa menyimak penjelasan guru tentang semua kegiatan yang akan dilakukan dan tujuan kegiatan belajar serta motivasi yang disampaikan guru di Google Classroom (4C) | | |

| **Kegiatan Inti** | | *Asinkronous* |
|---|---|---|
| **Sintak Model** | **Kegiatan Pembelajaran** | |
| **Pembelajaran** | | |
| Stimulation | • Melalui Google Classroom, guru meminta perwakilan peserta didik untuk menyampaikan hasil setelah menonton video dari youtube. <br> • Melalui Google Classroom, siswa diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali.*(kegiatan literasi)* | |
| Problem statement | Melalui Google Classroom, guru memberikan kesempatan untuk mengidentifikasi hal yang belum dipahami mengenai materi descriptive text terkait tempat wisata yang pernah dikunjungi *(Critical Thinking)* | |
| Data collection | **Menanya** <br> • Melalui Google Classroom, guru meminta siswa untuk mengajukan pertanyaan terkait hal-hal yang diamati dari video.*(Critical Thinking)* | |
| Data processing | **Mengumpulkan Informasi** <br> ⮞ Di dalam Google Classroom, siswa bersama - sama dengan guru mendiskusikan, mengumpulkan informasi, saling bertukar informasi terkait topik dari descriptive text tentang tempat wisata yang pernah dikunjungi dari berbagai sumber <br> *(Comunication, Collaboration, Creating – 4C)* | |
| | **Mengasosiasikan** <br> ⮞ Siswa mengerjakan soal melalui *google form*. Guru memeriksa pekerjaan siswa dan diberi tanggapan. <br> ⮞ Siswa membuat text descriptive text pendek dan sederhana terkait tempat wisata yang pernah dikunjungi. <br> ⮞ Siswa mengirimkan tugas ke email nyomansuranata55518@gmail.com | |
| Generalization | ⮞ Melalui Google Classroom, guru dan siswa membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi describtive text *(Creativity)* | |

| Kegiatan Penutup - Melalui Google Classroom, guru bersama siswa merefleksikan pengalaman belajar | | | *Asinkr on ous* |
|---|---|---|---|
| **PENILAIAN** | **Teknik** | **Bentuk** | **Waktu** |
| Sikap | Observasi | Jurnal | Selama dan sesudah Pembelajaran |
| Pengetahuan | Penugasan | Pilihan Ganda | Selama pembelajaran |
| Keterampilan | Praktek writing | Uraian | Sesudah pembelajaran |

Mengwi,12 Oktober 2020

Mengetahui,
Kepala SMA Negeri 1 Mengwi

Guru Mata Pelajaran

**Drs. I Dewa Ketut Artadiana, M.Pd**　　　　**I Nyoman Suranata,S.Pd**
Nip. 19641231 198703 1 264　　　　Nip. 19630414 198703 1
018

**Penilaian Hasil Belajar**

**1. Penilaian Sikap**

**LEMBAR PENGAMATAN**
**PENILAIAN SIKAP**

| No. | Nama / Sikap | Kejujuran | Kedisiplinan | Tanggung jawab | Kepedulian | Santun | Responsif | Proaktif |
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| 33 | | | | | | | | |

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5.

1 = sangat kurang;

2 = kurang konsisten;

3 = mulai konsisten;

4 = konsisten; dan
5 = selalu konsisten

## 2. Penilaian Pengetahuan

### Pedoman Penilaian Soal Pilihan Ganda di google form

| No | Keterangan | Skor |
|---|---|---|
| 1. | Jumlah soal | 10 |
| 2. | Jawaban benar | 10 |
| 3. | Jawaban salah | 0 |
| 4. | Total nilai 10 x 10 | 100 |

## 3. Penilaian Keterampilan Menulis

1. Teknik Penilaian : Unjuk Kerja (Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif)

### Instrumen Penilaian

1. Make a descriptive text about tourist attractions that you have ever visited!

### Pedoman Penilaian

1. Jumlah skor maksimal per siswa: 16.
2. Nilai siswa diperoleh dengan cara membagi jumlah nilai perolehan dengan jumlah skor maksimal 16 dikali 100.
   Misal siswa A mendapat skor 12, maka nilainya adalah 12/16 x 100= 75

| NO | Aspek yang di nilai | Skor dan keterangan |
|---|---|---|
| 1. | Grammar | 4. Benar dan tepat<br>3. Tekadang kurang tepat tapi tidak mempengaruhi arti<br>2. Kurang tepat dan mempengaruhi arti<br>1. Sulit dimengerti |
| 2. | Vocabulary | 4. Benar dan tepat<br>3. Tekadang kurang tepat tapi tidak mempengaruhi arti<br>2. Kurang tepat dan mempengaruhi arti<br>1. Sulit dimengerti |
| 3. | Kejelasan makna | 4. Sangat jelas dan sangat efektif<br>3. Cukup jelas dan efektif<br>2. Jelas dan tidak efektif<br>1. Kurang jelas |
| 4. | Hubungan antar gagasan | 4. Sangat jelas<br>3. Cukup jelas<br>2. Kurang jelas<br>1. Tidak jelas |

**Lampiran soal pilihan ganda di Google form Answer these questions based on the text given!**

**Wingo Island**

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere The Fruji tress have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.

People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji tress.

There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

1.  Fruji is the … on Wingo Island.
    a. Name of a river
    b. Name of a mountain
    c. Name of a tree
    d. Name of someone who lives

2.  What are the chairs and tables in that island made of?
    a. Iron
    b. Moss
    c. Trees
    d. Fruji trees

3.  What causes windstorms at Wingo?
    a. Moss
    b. The sand
    c. Animals
    d. The sea around Wingo

4.  Where do the people of the island live in?
    a. In the houses
    b. In the forest
    c. In the tree holes
    d. In the big-gloos

5.  According to passage, which of the following is not true?
    a. Wingo is an island.
    b. Many sharks are in Wingo island.
    c. The weather in Wingo Island is tropic all the time.
    d. Rain always falls in Wingo Island

6.  "People can only get to Wingo Island by boat."
 The sentence implies that Wngo Island is ….
    a. Near to other islands
    b. Close to another island
    c. Near to another island
    d. Far from other islands

7.  What is the story about?
    a. A lake
    b. A river
    c. An island
    d. A continent

8.  "It is place to listen to the leaves whispering"
The underlined word refers to ….
    a. The telephone
    b. The computer
    c. An island

d. Wingo Island

9. "People can only get to Wingo Island by boat." (paragraph 1)
What does the word "boat" mean?
    a. A rocket
    b. An island
    c. A small ship
    d. A helicopter
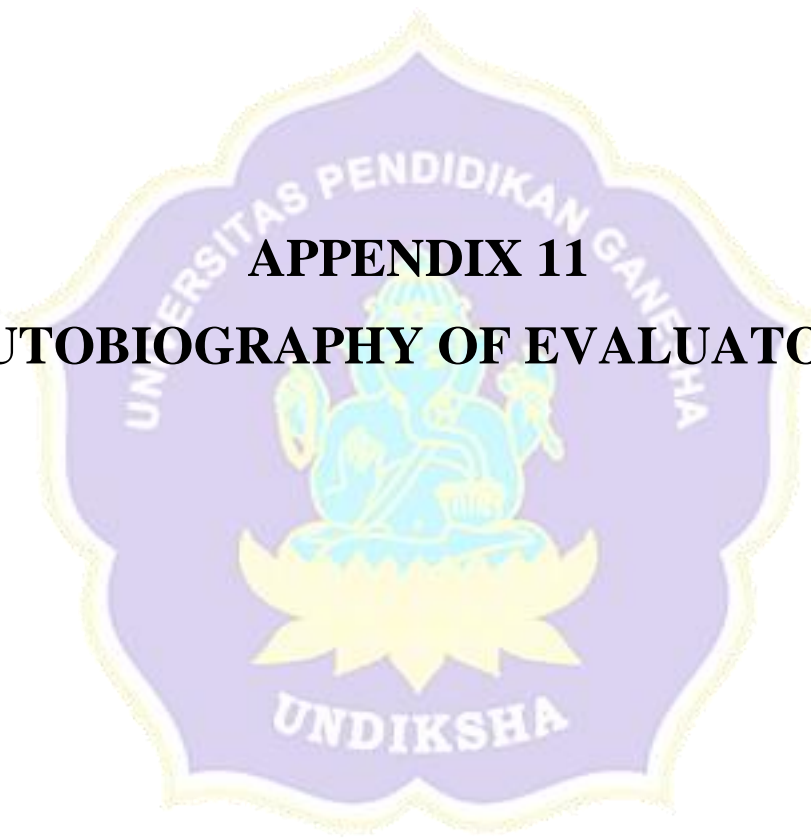
10. "It is place to listen to the leaves whispering." (last paragraph)
The closest meaning of the underlined word is ….
    a. Talking in a soft way
    b. Singing
    c. Laughing
    d. Waiting

# APPENDIX 11
# AUTOBIOGRAPHY OF EVALUATORS

Appendix 11. Autobiography of Evaluators

## EVALUATOR 1

Nama                            : Ni Wayan Sukanadi, S.Pd. M.Pd.

NIP                             : 196907181991032007

Tempat dan tanggal lahir        : Buleleng, 18 Juli 1969

Agama                           : Hindu

Pangkat                         : Pembina Tk 1

Golongan                        : IV/ b

Jabatan                         : Guru Madya

Sertifikat Pendidik             : ada

Masa Mengajar                   : 29th

Prestasi                        :

- Juara 3 Guru Berprestasi 2013 Tingkat Kabupaten Badung
- Wakasek Kurikulum SMA Negeri 1 Mengwi Tahun 2015-2017
- Pembina FIKSI (Festival Ilmiah dan Kewirausahaan Siswa Indonesia ) di Bandung Tk. Nasional Tahun 2016

## EVALUATOR 2

Nama                       : I Gusti Ayu Ketut Nariti, S.Pd.

NIP                          : 196212211986012003

Tempat dan tanggal lahir   : Buleleng, 21 Desember 1962

Agama                    : Hindu

Pangkat                 : Pembina Tk 1

Golongan               : IV/b

Jabatan                 : Guru Madya

Sertifikat Pendidik       : Ada

Masa Mengajar         : 35 th

# APPENDIX 12
# AUTOBIOGRAPHY OF RESEARCH SUBJECT

Appendix 12. Autobiography of Research Subject

**AUTOBIOGRAPHY OF TEACHER**

Nama : I Nyoman Suranata, S.Pd.

NIP : 196304141987031018

Tempat dan tanggal lahir : Badung, 14 April 1963

Agama : Hindu

Pangkat : Pembina

Golongan : IV/ a

Jabatan : Guru Madya

Sertifikat Pendidik : ada

Masa Mengajar : 32 th

Pengajar di kelas : X IBB, X IIS 1-4, X MIPA 1-7