

## APPENDICES



## Appendix 1. Surat Permohonan Izin Observasi and Surat Izin Penelitian



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
**UNIVERSITAS PENDIDIKAN GANESHA**

FAKULTAS BAHASA DAN SENI  
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
Telepon (0362) 21541 Fax. (0362) 27561  
Laman: fbs.undiksha.ac.id

Nomor : 3047/UN48.7.1/DT/2020

4 Desember 2020

Perihal : **Permohonan Izin Observasi**

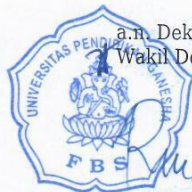
Yth. Kepala SMA Negeri 1 Singaraja  
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: PUTU MILA ROMANA DEWI
NIM	: 1612021129
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2020/2021

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

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



a.n. Dekan,  
Wakil Dekan I,

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

Tembusan:

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



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
**UNIVERSITAS PENDIDIKAN GANESHA**

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Telepon (0362) 21541 Fax. (0362) 27561  
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Nomor : 1014/UN48.7.1/DT/2021

19 Maret 2021

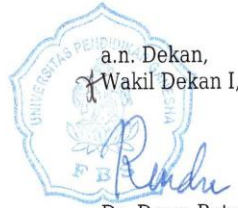
Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Singaraja  
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: PUTU MILA ROMANA DEWI
NIM	: 1612021129
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2020/2021
Judul	: THE ENGLISH TEACHERS' READINESS IN CONDUCTING ONLINE LEARNING AT SMA NEGERI 1 SINGARAJA DURING THE COVID-19 PANDEMIC

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



a.n. Dekan,  
Wakil Dekan I,

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

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

**Appendix 2. The Blue Print Questionnaire Teachers' Perception of Their Readiness in Conducting Online Learning during the COVID- 19 Pandemic: A TPACK Perspective.**

No	Component	Indicator	No. Item	Statement	Total Item
1.	Technological Knowledge	Teachers can use the web in teaching their students	1.	I am able to use the web in teaching (example: blog, Wikipedia, Facebook). <i>Saya mampu menggunakan web dalam mengajar (Misalnya: Blog, Wikipedia, Facebook)</i>	5
		Teachers have the technical ability to use technology.	2.	I have technical skills to use technology. <i>Saya memiliki kemampuan teknik dalam menggunakan teknologi</i>	
		Teachers can learn technology easily.	3.	I am able to learn technology easily. <i>Saya dapat mempelajari teknologi dengan mudah</i>	
		Teachers can integrate the use	4.	I am able to integrate the use of the web in	

		of the web in teaching.		conducting online learning.  <i>Saya dapat mengintegrasikan penggunaan web dalam melaksanakan pembelajaran online.</i>	
		Teachers can use conference software (example: MSN Messenger, Yahoo, Zoom, and Google Meet).	5.	I am able to use conference software (Example: Yahoo, Zoom, Google Meet) in teaching.  <i>Saya dapat menggunakan software konferens (misalnya: Yahoo, Zoom, dan Google Meet).</i>	
2.	Pedagogical Knowledge	Teachers can guide the students to study independently.	6.	I am able to guide the students to study independently by giving them clear instructions.  <i>Saya dapat mengarahkan siswa untuk belajar secara mandiri dengan arahan yang jelas.</i>	5

	Teachers can make a plan for student's group activities.	7.	I am able to make a plan for student group activities.  <i>Saya dapat membuat rencana pembelajaran untuk kegiatan kelompok belajar siswa.</i>
	Teachers can identify the appropriate topics for the group's activities.	8.	I am able to recognize the appropriate topics for the group's activities.  <i>Saya dapat mengidentifikasi topic yang tepat untuk kegiatan belajar berkelompok siswa.</i>
	Teachers can teach students to be able to monitor their own learning.	9.	I am able to teach students how to monitor their own learning.  <i>Saya dapat mengajar siswa cara memonitor pembelajarannya sendiri.</i>
	Teachers can teach students by adopting an	10.	I am able to teach students by adopting an

		appropriate learning strategy.		appropriate learning strategy.  <i>Saya dapat mengajar siswa untuk bisa mengadaptasi strategi belajar yang tepat.</i>	
3.	Content Knowledge	Teachers have various ways in understanding development of the subject in the second lesson.	11.	I have various strategies in developing my understanding of certain topics in English teaching in the second lesson.  <i>Saya memiliki berbagai strategi dalam mengembangkan pemahaman tentang topic tertentu dalam pengajaran Bahasa Inggris pada pembelajaran kedua.</i>	3
		Teachers can think of subject matter like an expert who specializes in first-time teaching of the subject.	12.	I know the concepts, facts, theories, and procedures in certain content in teaching English.  <i>Saya tahu konsep, fakta, teori dan prosedur dari</i>	

				<p><i>konten tertentu dalam pengajaran Bahasa Inggris.</i></p>	
		Teachers have sufficient knowledge of the subject.	13.	<p>I have sufficient knowledge about learning English.</p> <p><i>Saya memiliki pengetahuan yang cukup tentang pembelajaran Bahasa Inggris.</i></p>	
4.	Technological Content Knowledge	Teachers can use appropriate technology (example: multimedia resources, and simulations) to represent course content	14.	<p>I am able to use appropriate technology to represent (example: simulation and multimedia resources) certain topics of English lessons.</p> <p><i>Saya dapat menggunakan teknologi yang tepat untuk mewakili isi pada topik tertentu dalam pembelajaran Bahasa Inggris (misalnya: simulasi, dan sumber multimedia).</i></p>	3



		<p>Teachers can use technology for understanding and doing the certain subject.</p>	<p>15.</p>	<p>I know about technologies that I can use for understanding and doing specific subjects such as mathematics, science, literacy, and social studies.</p> <p><i>Saya tahu mengenai teknologi yang tepat untuk digunakan dalam pemahaman dan praktik pada subjek tertentu seperti kalkulasi, ilmu pengetahuan alam, literasi, dan penelitian social.</i></p>	
		<p>Teachers can carry out the learning process with technology media such as computers, LCD Projector, laptops, and smartphones.</p>	<p>16.</p>	<p>I am able to carry out the learning process using certain technology media such as computers, LCD Projector, Laptops, and smartphones.</p> <p><i>Saya dapat melaksanakan pembelajaran menggunakan media</i></p>	

				<p><i>teknologi tertentu seperti computer, LCD Proyektor, Laptop, dan smartspnone.</i></p>	
5	Pedagogical Content Knowledge	<p>Teachers can evaluate students learning outcomes</p>	17.	<p>I know how and what to assess (the particular content) using technology in conducting online learning.</p> <p><i>Saya tahu cara menilai hasil pembelajaran siswa pada (content tertentu) menggunakan teknologi dalam pembelajaran online.</i></p>	4
		<p>Teachers can understand students' linguistic skills and identify students' weaknesses and strengths</p>	18.	<p>I know how to select effective teaching approaches to guide students' thinking and learning in online learning.</p> <p><i>Saya tahu cara memilih pendekatan pembelajaran yang efektif untuk membimbing pemikiran siswa dan pembelajaran</i></p>	

				<i>dalam pembelajaran online.</i>	
		Teachers can make lesson plans	19.	I am able to make an online learning lesson plan.  <i>Saya dapat membuat rencana pembelajaran online.</i>	
		Teachers can carry out educational and dialogical learning	20.	I am able to manage my students learning educationally and dialogically.  <i>Saya dapat mengatur pembelajaran siswa saya sehingga terlaksana pembelajaran yang mendidik dan dialogis.</i>	
6.	Technology Pedagogical Knowledge	Educational programs have caused teachers to think more deeply about how technology can affect the teaching	21.	My teacher education program has caused me to think more deeply about how technology could influence the teaching approaches I used in my classroom.	5

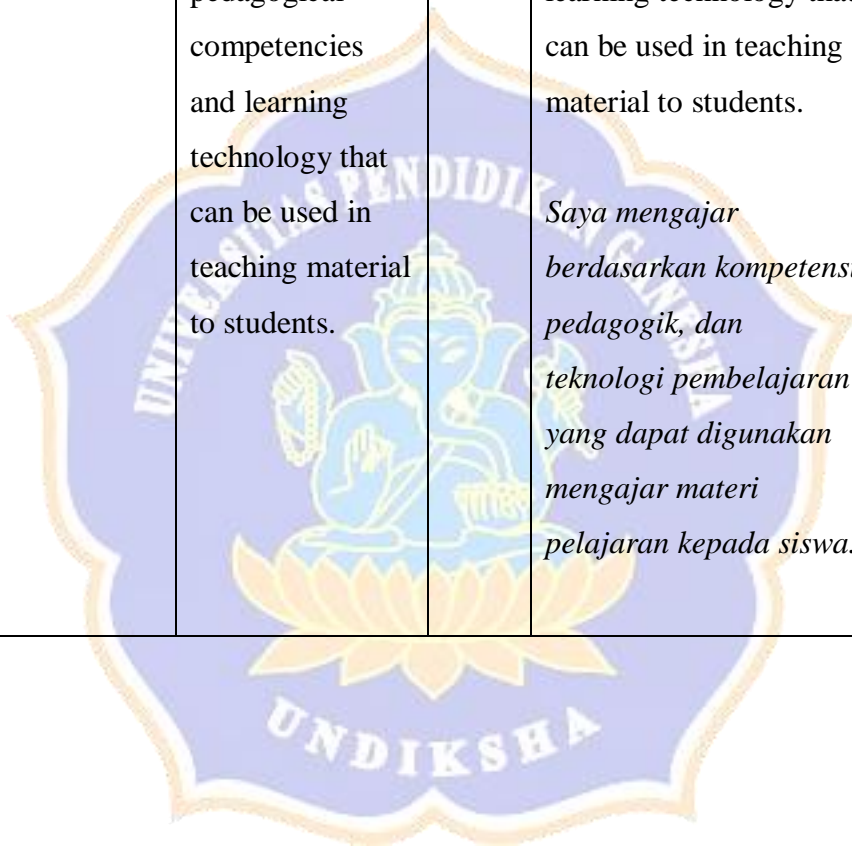
		approaches that are used by teachers in the class		<i>Program Pendidikan Guru yang saya tempuh telah menyebabkan saya untuk berpikir lebih mendalam tentang bagaimana teknologi bisa mempengaruhi pendekatan pembelajaran yang saya gunakan di kelas.</i>
			22.	I can choose technologies that enhance the teaching approaches for English lessons.  <i>Saya dapat memilih teknologi yang bisa mengembangkan pendekatan pengajaran untuk pembelajaran Bahasa Inggris.</i>
		Teachers can think critically about how to use technology in the classroom	23.	I am thinking critically about how to use technology in my classroom.

				<p><i>Saya berpikir kritis tentang cara menggunakan teknologi dalam kelas saya.</i></p>	
		<p>Teachers can adapt the use of technology learned for different teaching activities</p>	24.	<p>I can adapt the use of the technologies that I am learning about to different teaching activities.</p> <p><i>Saya dapat mengadaptasi penggunaan teknologi yang telah saya pelajari untuk aktivitas mengajar yang beragam.</i></p>	
		<p>Teachers can use ICT to build a discussion section in the forum with students.</p>	25.	<p>I am able to use ICT in conducting discussion sections in the forum with my students.</p> <p><i>Saya dapat menggunakan teknologi informasi dan komunikasi untuk mengadakan diskusi pada forum dengan siswa saya.</i></p>	

7.	Technological Pedagogical Content Knowledge	Teachers are able to use strategies that combine content, technology, and teaching approaches.	26.	<p>I can use strategies that combine content, technologies, and teaching approaches that I learned about in my coursework in my classroom.</p> <p><i>Saya dapat menggunakan strategi yang mengkombinasikan konten, teknologi dan pendekatan mengajar yang telah saya pelajari dalam kelas.</i></p>	5
		Teachers can provide leadership in helping others to coordinate the use of the content, technology, and teaching approaches in the school.	27.	<p>I can provide leadership in helping others to coordinate the use of the content, technologies, and teaching approaches at my school.</p> <p><i>Saya dapat memberikan kepemimpinan dalam membantu orang lain untuk mengkoordinasikan</i></p>	

				<p><i>penggunaan konten, teknologi dan pendekatan mengajar di sekolah.</i></p>
		<p>Teachers can choose technologies in the classroom that improve the learning process, how teachers teach and what students learn.</p>	28.	<p>I can select technologies that can enhance what I teach, how I teach, and what students learn in conducting online learning.</p> <p><i>Saya dapat memilih teknologi yang dapat mengembangkan materi yang saya ajarkan, cara mengajar saya dan apa yang dipelajari siswa dalam pelaksanaan pembelajaran online.</i></p>
		<p>Teachers can teach the right lesson by integrating subjects, technology, and teaching methods.</p>	29.	<p>I am able to teach the right lesson to students by integrating subjects, technology, and teaching methods.</p> <p><i>Saya dapat mengajarkan pelajaran yang benar kepada</i></p>

				<p><i>siswa dengan mengintegrasikan subjek, teknologi, dan metode pembelajaran.</i></p>
		<p>Teachers are teaching according to pedagogical competencies and learning technology that can be used in teaching material to students.</p>	<p>30.</p>	<p>I am teaching according to pedagogical competencies and learning technology that can be used in teaching material to students.</p> <p><i>Saya mengajar berdasarkan kompetensi pedagogik, dan teknologi pembelajaran yang dapat digunakan mengajar materi pelajaran kepada siswa.</i></p>



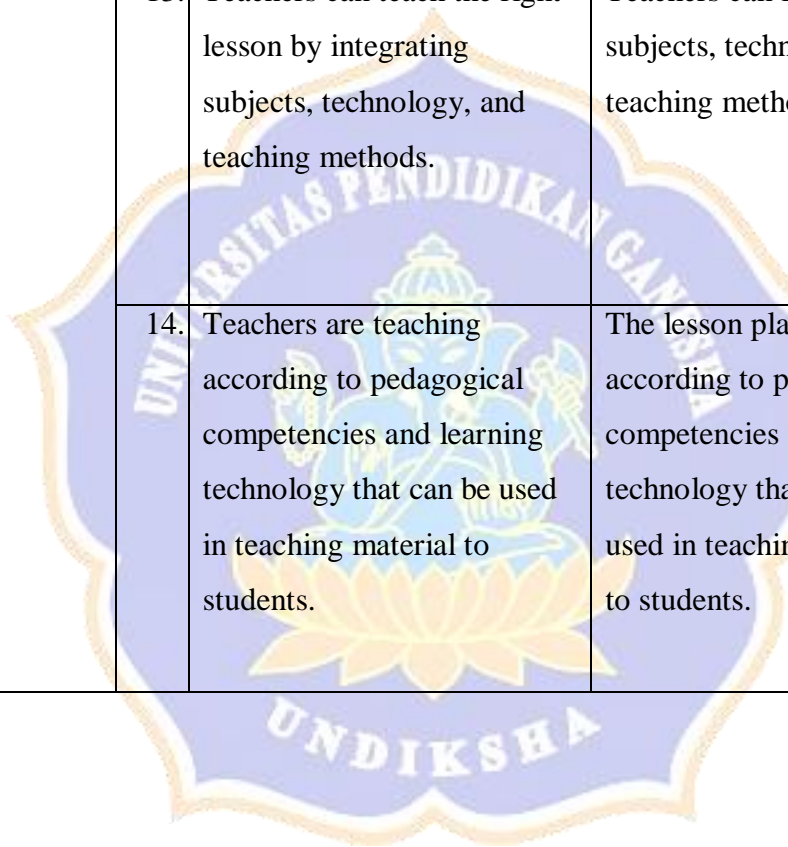


**Appendix 3. The Blue Print of Document Analysis Check List of Lesson Plan (RPP)**

<b>Aspect</b>	<b>No</b>	<b>Indicator</b>	<b>Description</b>
Technological Content Knowledge	1.	Teachers can use appropriate technology (example: multimedia resources and simulations) to represent course content	Teachers are using appropriate technology (example: multimedia resources and simulations) to represent course content
	2.	Teachers can use technology for understanding and doing the certain subject.	Teachers are using technology for understanding and doing English learning subjects.
	3.	Teachers can carry out the learning process with technology media such as computers, LCD Projector, laptops, and smartphones.	Teachers are using technology media (For example, computers, smartphones, and laptops) to run the class.
Pedagogical Content Knowledge	4.	Teachers can evaluate students learning outcomes	Teachers are evaluating the students' outcomes
	5.	Teachers can understand students' linguistic skills and identify students' weaknesses and strengths	Teachers are using effective teaching approaches to guide students thinking and learning in online learning

	6.	Teachers can carry out educational and dialogical learning	Teachers are using communicative language and appropriate strategies that can invite students to participate in the learning.
Technological Pedagogical Knowledge	7.	Teachers can think critically about how to use technology in the classroom.	Teachers are using clear instruction in using technologies.
	8.	Teachers can adapt the use of technology that have been learned for different teaching activities	Teachers using various technologies to conduct learning activities.
	9.	Teachers can use ICT to build a discussion section in the forum with students.	Teachers are using ICT to build a discussion section in the forum with students.
Technological Pedagogical Content Knowledge	10.	Teachers are able to use strategies that combine content, technology, and teaching approaches.	Teachers are using strategies that combine content, technologies, and teaching approaches.
	11.	Teachers can provide leadership in helping others to coordinate the use of content, technology, and teaching approaches in the school.	Teachers can provide leadership in helping others to coordinate the use of content, technology and teaching approaches in the school.

	<p>12. Teachers can choose technologies in the classroom that improve the learning process, how teachers teach and what students learn.</p>	<p>Teachers are using technology to improve the learning process, the material that will be taught and the material the will be learned.</p>
	<p>13. Teachers can teach the right lesson by integrating subjects, technology, and teaching methods.</p>	<p>Teachers can integrate subjects, technology, and teaching method properly.</p>
	<p>14. Teachers are teaching according to pedagogical competencies and learning technology that can be used in teaching material to students.</p>	<p>The lesson plans are according to pedagogical competencies and learning technology that can be used in teaching material to students.</p>



#### Appendix 4. The Blue Print of Observation Sheet of Learning Process

Aspect	No	Indicator	Description
Technological Content Knowledge	1	Teachers can use appropriate technology (example: multimedia resources and simulations) to represent course content.	Teachers are using appropriate technology (example: multimedia resources and simulations) to represent course content
	2	Teachers can use technology for understanding and doing the certain subject.	Teachers are using technology for understanding and doing certain subjects such as mathematics, science, literacy, and social studies.
	3	Teachers can carry out the learning process with technology media such as computers, LCD Projector, laptops, and smartphones.	Teachers are using technology media (For example Computer, smartphones, and laptops) to run the class.
Pedagogical Content Knowledge	4	Teachers can evaluate students learning outcomes	Teachers are evaluating the students' outcomes
	5	Teachers can understand students' linguistic skills and identify students' weakness and strengths	Teachers are using effective teaching approaches to guide students thinking and learning in online learning
	6	Teachers can carry out educational and dialogical learning	Teachers are using communicative language, and appropriate strategy that

			can invite students to participate in the learning.
Technological Pedagogical Knowledge	7	Teachers can think critically about how to use technology in the classroom	Teachers are using clear instruction in using technologies.
	8	Teachers can adapt the use of technology that have been learned for different teaching activities	Teachers using various technologies to conduct learning activities.
	9	Teachers can use ICT to build discussion section in the forum with students.	Teachers are using ICT to build discussion section in the forum with students.
Technological Pedagogical Content Knowledge	10	Teachers are able to use strategies that combine content, technology and teaching approaches.	Teachers are using strategies that combine content, technologies and teaching approaches.
	11	Teachers can provide leadership in helping others to coordinate the use of content, technology and teaching approaches in the school.	Teachers can provide leadership in helping others to coordinate the use of content, technology and teaching approaches in the school.
	12	Teachers can choose technologies in the classroom that improve the learning process, how teachers teach and what students learn.	Teachers are using technology to improve the learning process, the material that will be taught and the material the will be learned.
	13	Teachers can teach the right lesson by integrating subjects, technology and teaching methods.	Teachers can integrate subjects, technology and teaching method properly.

	14	Teachers are teaching according to pedagogical competences, and learning technology that can be used in teaching material to students.	The lesson plan are according to pedagogical competences, and learning technology that can be used in teaching material to students.
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**Appendix 5. The Blue Print of the Interview Guide of Teachers' Readiness in Conducting Online Learning**

No	Variable	Indicator	No Item	Questions	Total Item
1	Technological Content Knowledge	<p>Teachers can use appropriate technology (example: multimedia resources, and simulations) to represent course content</p>	1	<p>Are you able to use appropriate technology to represent (example: simulation, and multimedia resources) certain topics of English lesson while conducting online learning?</p> <p><i>Apakah bapak/ibu dapat menggunakan teknologi yang tepat untuk mewakili isi pada topik tertentu dalam pembelajaran Bahasa Inggris (misalnya: simulasi, dan sumber multimedia) ketika melaksanakan pembelajaran online?</i></p>	3
		<p>Teachers can use technology for understanding and doing certain subject.</p>	2	<p>Do you know about certain technologies for understanding and doing certain subject especially in English subject?</p> <p><i>Apakah bapak/ibu tahu mengenai teknologi yang tepat untuk digunakan</i></p>	

				<i>dalam pemahaman dan praktik pada subjek tertentu khususnya Bahasa Inggris?</i>	
		Teachers can carry out the learning process with technology media such as computers, LCD Projector, laptops and smartphones.	3	Were you able to carry out the learning process using certain technology media such as computers, LCD Projector, Laptops and smartphones?  <i>Apakah bapak/ibu dapat melaksanakan pembelajaran menggunakan media teknologi tertentu seperti computer, LCD Proyektor, Laptop, dan smartspnone?</i>	
2	Pedagogical Content Knowledge	Teachers can evaluate students learning outcomes	4	Do you know how and what to assess of (the particular content) using technology in conducting online learning?  <i>Apakah bapak/ibu tahu cara menilai hasil pembelajaran siswa pada (content tertentu) menggunakan teknologi dalam pembelajaran online?</i>	4
		Teachers can understand students' linguistic skills and identify	5	Do you know how to select effective teaching approaches to guide students thinking and learning in online learning?	



		students' weakness and strengths		<i>Apakah bapak/ibu tahu cara memilih pendekatan pembelajaran yang efektif untuk membimbing pemikiran siswa dan pembelajaran dalam pembelajaran online?</i>	
		Teachers can make lesson plans	6	Do you make the online learning lesson plan by yourself?  <i>Apakah bapak/ibu sendiri yang membuat rencana pembelajaran online bahasa Inggris tersebut?</i>	
		Teachers can carry out educational and dialogical learning	7	Are you able to manage your student learning educationally and dialogically?  <i>Apakah bapak/ibu dapat mengatur pembelajaran siswa sehingga terlaksana pembelajaran yang mendidik dan dialogis?</i>	
3	Technological Pedagogical Knowledge	Educational programs have caused teachers to think more deeply about how technology can	8	Has your teacher education program caused you to think more deeply about how technology could influence the teaching approaches in classroom?	5

		<p>affect the teaching approaches used by teachers in the class</p>		<p><i>Apakah Program Pendidikan Guru yang bapak/ibu tempuh telah menyebabkan bapak/ibu untuk berpikir lebih mendalam tentang bagaimana teknologi bisa mempengaruhi pendekatan pembelajaran yang bapak/ibu gunakan di kelas?</i></p>	
			9	<p>Can you choose technologies that enhance the teaching approaches for English lesson?</p> <p><i>Apakah bapak/ibu dapat memilih teknologi yang bisa mengembangkan pendekatan pengajaran untuk pembelajaran Bahasa Inggris?</i></p>	
		<p>Teachers can think critically about how to use technology in the classroom</p>	10	<p>Do you thinking critically about how to use technology in your classroom?</p> <p><i>Apakah bapak/ibu berpikir kritis tentang cara</i></p>	

				<i>menggunakan teknologi dalam kelas?</i>	
		Teachers can adapt the use of technology learned for different teaching activities	11	Are you able to adapt the use of technologies that you are learning about to different teaching activities?  <i>Apakah bapak/ibu dapat mengadaptasi penggunaan teknologi yang telah bapak/ibu pelajari untuk aktivitas mengajar yang beragam?</i>	
		Teachers can use ICT to build discussion section in the forum with students.	12	Are you able to use ICT in conducting discussion section in the forum with your students?  <i>Apakah bapak/ibu dapat menggunakan teknologi informasi dan komunikasi untuk mengadakan diskusi pada forum dengan siswa?</i>	
4	Technological Pedagogical Content Knowledge	Teachers are able to use strategies that combine content, technology and	13	Are you able to use strategies that combine content, technologies and teaching approaches that you learned about in your classroom?	5

	teaching approaches.		<i>Apakah bapak/ibu dapat menggunakan strategi yang mengkombinasikan konten, teknologi dan pendekatan mengajar yang telah bapak/ibu pelajari dalam kelas?</i>
	Teachers can provide leadership in helping others to coordinate the use of content, technology and teaching approaches in the school.	14	Are you able to provide leadership in helping others to coordinate the use of content, technologies and teaching approaches at school?  <i>Apakah bapak/ibu dapat memberikan kepemimpinan dalam membantu orang lain untuk mengkoordinasikan penggunaan konten, teknologi dan pendekatan mengajar di sekolah?</i>
	Teachers can choose technologies in the classroom that improve the learning process, how teachers	15	Are you able to select technologies that can enhance what you teach, how do you teach and what will students learn about in conducting online learning?

		<p>teach and what students learn.</p>		<p><i>Apakah bapak/ibu dapat memilih teknologi yang dapat mengembangkan materi yang bapak/ibu ajarkan, cara mengajar bapak/ibu dan apa yang dipelajari oleh siswa dalam pelaksanaan pembelajaran online?</i></p>	
		<p>Teachers can teach the right lesson by integrating subjects, technology and teaching methods.</p>	16	<p>Are you able to teach the right lesson to students by integrating subjects, technology and teaching methods?</p> <p><i>Apakah bapak/ibu dapat mengajarkan pelajaran yang benar kepada siswa dengan mengintegrasikan subjek, teknologi, dan metode pembelajaran?</i></p>	
		<p>Teachers are teaching according to pedagogical competences, and learning technology that can be used in</p>	17	<p>Do you teach according to pedagogical competences, and learning technology that can be used in teaching material to students?</p> <p><i>Apakah bapak/ibu mengajar berdasarkan kompetensi pedagogik, dan teknologi</i></p>	

		teaching material to students.		<i>pembelajaran yang dapat digunakan mengajar materi pelajaran kepada siswa?</i>	
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## Appendix 6. Expert Judges Sheet of the Instruments

### EXPERT JUDGE SHEET

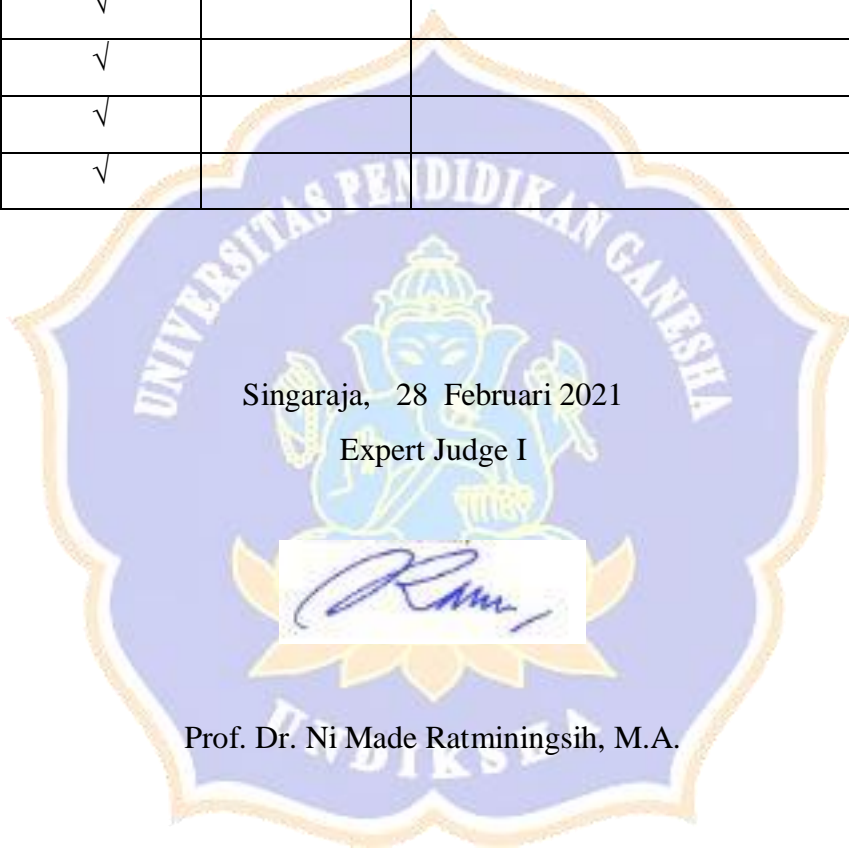
QUESTIONNAIRE OF TEACHERS' PERCEPTION OF THEIR READINESS  
IN CONDUCTING ONLINE LEARNING AT SMA NEGERI 1 SINGARAJA  
DURING COVID-19 PANDEMIC: TPACK PERSPECTIVE

**Expert Judge I: Prof. Dr. Ni Made Ratminingsih, M.A.**

Please give checklist only one column relevant or irrelevant based on the  
relevance items in questionnaire.

No	Response		Comments
	Relevant	Irrelevant	
1	√		<b>Perhatikan beberapa masukan saya pada instrumen di atas dan revisi sebelum digunakan</b>
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		

19	√		
20	√		
21	√		
22	√		
23	√		
24	√		
25	√		
26	√		
27	√		
28	√		
29	√		
30	√		



Singaraja, 28 Februari 2021

Expert Judge I

Prof. Dr. Ni Made Ratminingsih, M.A.



## EXPERT JUDGE SHEET

### LESSON PLAN DOCUMENT ANALYSIS CHECK LIST

TEACHERS' READINESS IN CONDUCTING ONLINE LEARNING AT SMA

NEGERI 1 SINGARAJA DURING COVID-19 PANDEMIC: TPACK

PERSPECTIVE

**Expert Judge I: Prof. Dr. Ni Made Ratminingsih, M.A.**

Please give checklist only one column relevant or irrelevant based on the relevance items in Document Analysis Check List of Lesson Plan.

No	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		

Singaraja, 28 Februari 2021

Expert Judge I



Prof. Dr. Ni Made Ratminingsih, M.A.

**EXPERT JUDGE SHEET**  
**LEARNING PROCESS OBSERVATION SHEET**  
**TEACHERS' READINESS IN CONDUCTING ONLINE LEARNING AT SMA**  
**NEGERI 1 SINGARAJA DURING COVID-19 PANDEMIC: TPACK**  
**PERSPECTIVE**

**Expert Judge I: Prof. Dr. Ni Made Ratminingsih, M.A.**

Please give checklist only one column relevant or irrelevant based on the relevance items in Learning Process observation sheet.

No	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		

Singaraja, Februari 2021

Expert Judge I



Prof. Dr. Ni Made Ratminingsih, M.A.

## EXPERT JUDGE SHEET

THE INTERVIEW OF TEACHERS' READINESS IN CONDUCTING  
ONLINE LEARNING AT SMA NEGERI 1 SINGARAJA DURING COVID-19  
PANDEMIC: TPACK PERSPECTIVE

**Expert Judge I: Prof. Dr. Ni Made Ratminingsih, M.A.**

Please give checklist only one column relevant or irrelevant based on the  
relevance items in interview guideline.

No	Response		Comments
	Relevant	Irrelevant	
1	√		Perhatikan grammar dan tata tulis (warna kuning)
2	√		Kurang sesuai dengan pembelajaran Bahasa Inggris
3	√		Perhatikan grammar dan tata tulis (warna kuning)
4	√		
5	√		
6	√		
7	√		Perhatikan grammar dan tata tulis (warna kuning)
8	√		Perhatikan grammar dan tata tulis (warna kuning)
9	√		
10	√		
11	√		Perhatikan grammar dan tata tulis (warna kuning)
12	√		Perhatikan grammar dan tata tulis (warna kuning)
13	√		Perhatikan grammar dan tata tulis (warna kuning)
14	√		Perhatikan grammar dan tata tulis (warna kuning)
15	√		Perhatikan grammar dan tata tulis (warna kuning)
16	√		Perhatikan grammar dan tata tulis (warna kuning)
17	√		

Singaraja, 10 Maret 2021

Expert Judge I



Prof. Dr. Ni Made Ratminingsih, M.A.



## EXPERT JUDGE SHEET

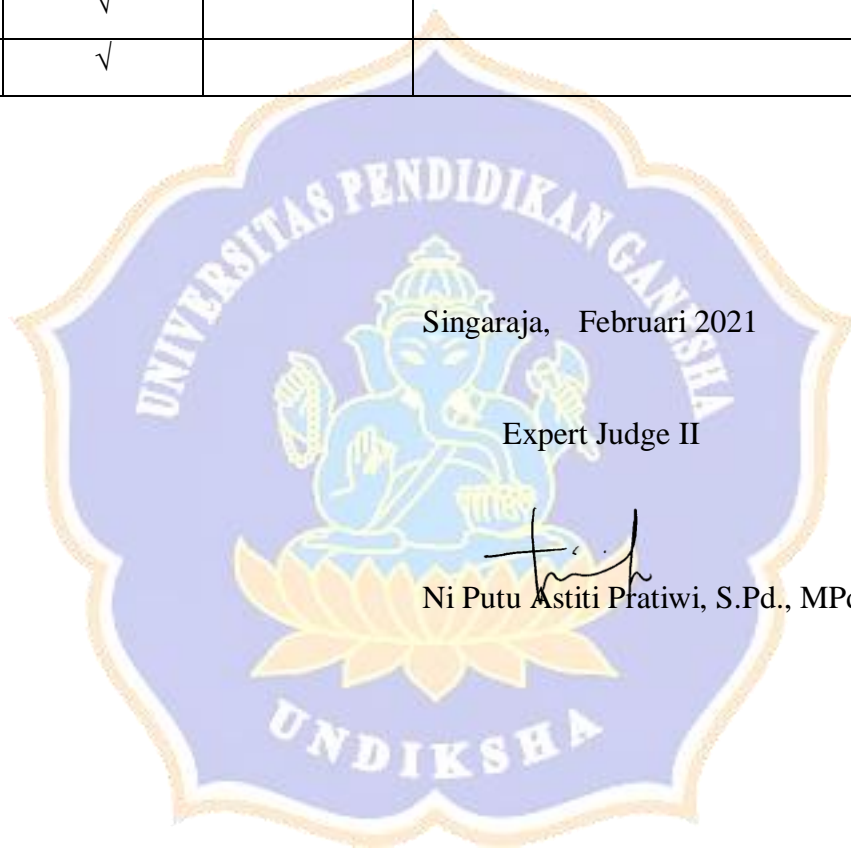
QUESTIONNAIRE OF TEACHERS' PERCEPTION OF THEIR READINESS  
IN CONDUCTING ONLINE LEARNING AT SMA NEGERI 1 SINGARAJA  
DURING COVID-19 PANDEMIC: TPACK PERSPECTIVE

**Expert Judge II: Ni Putu Astiti Pratiwi, S.Pd., M.Pd.**

Please give checklist only one column relevant or irrelevant based on the  
relevance items in questionnaire.

No	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
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6	√		
7	√		
8	√		
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21	√		
22	√		
23	√		
24	√		
25	√		
26	√		
27	√		
28	√		
29	√		
30	√		



## EXPERT JUDGE SHEET

### LESSON PLAN OBSERVATION SHEET

#### TEACHERS' READINESS IN CONDUCTING ONLINE LEARNING AT SMA NEGERI 1 SINGARAJA DURING COVID-19 PANDEMIC: A TPACK PERSPECTIVE

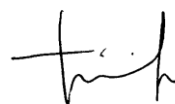
**Expert Judge II: Ni Putu Astiti Pratiwi, S.Pd., M.Pd.**

Please give checklist only one column relevant or irrelevant based on the relevance items in lesson plan observation sheet

No	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		

Singaraja, Februari 2021

Expert Judge II



Ni Putu Astiti Pratiwi, S.Pd., MPd.





## EXPERT JUDGE SHEET

### LEARNING PROCESS OBSERVATION SHEET

#### TEACHERS' READINESS IN CONDUCTING ONLINE LEARNING AT SMA NEGERI 1 SINGARAJA DURING COVID-19 PANDEMIC: A TPACK PERSPECTIVE

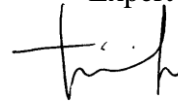
**Expert Judge II: Ni Putu Astiti Pratiwi, S.Pd., M.Pd.**

Please give checklist only one column relevant or irrelevant based on the relevant items learning process checklist

No	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
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8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		

Singaraja, Februari 2021

Expert Judge II



Ni Putu Astiti Pratiwi, S.Pd., MPd.



## EXPERT JUDGE SHEET

### THE INTERVIEW OF TEACHERS' READINESS IN CONDUCTING ONLINE LEARNING AT SMA NEGERI 1 SINGARAJA DURING COVID-19 PANDEMIC: A TPACK PERSPECTIVE

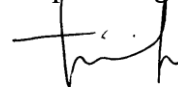
**Expert Judge II: Ni Putu Astiti Pratiwi, S.Pd., M.Pd.**

Please give the checklist only one column relevant or irrelevant based on the relevant items in the interview guideline.

No	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
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7	√		
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15	√		
16	√		
17	√		

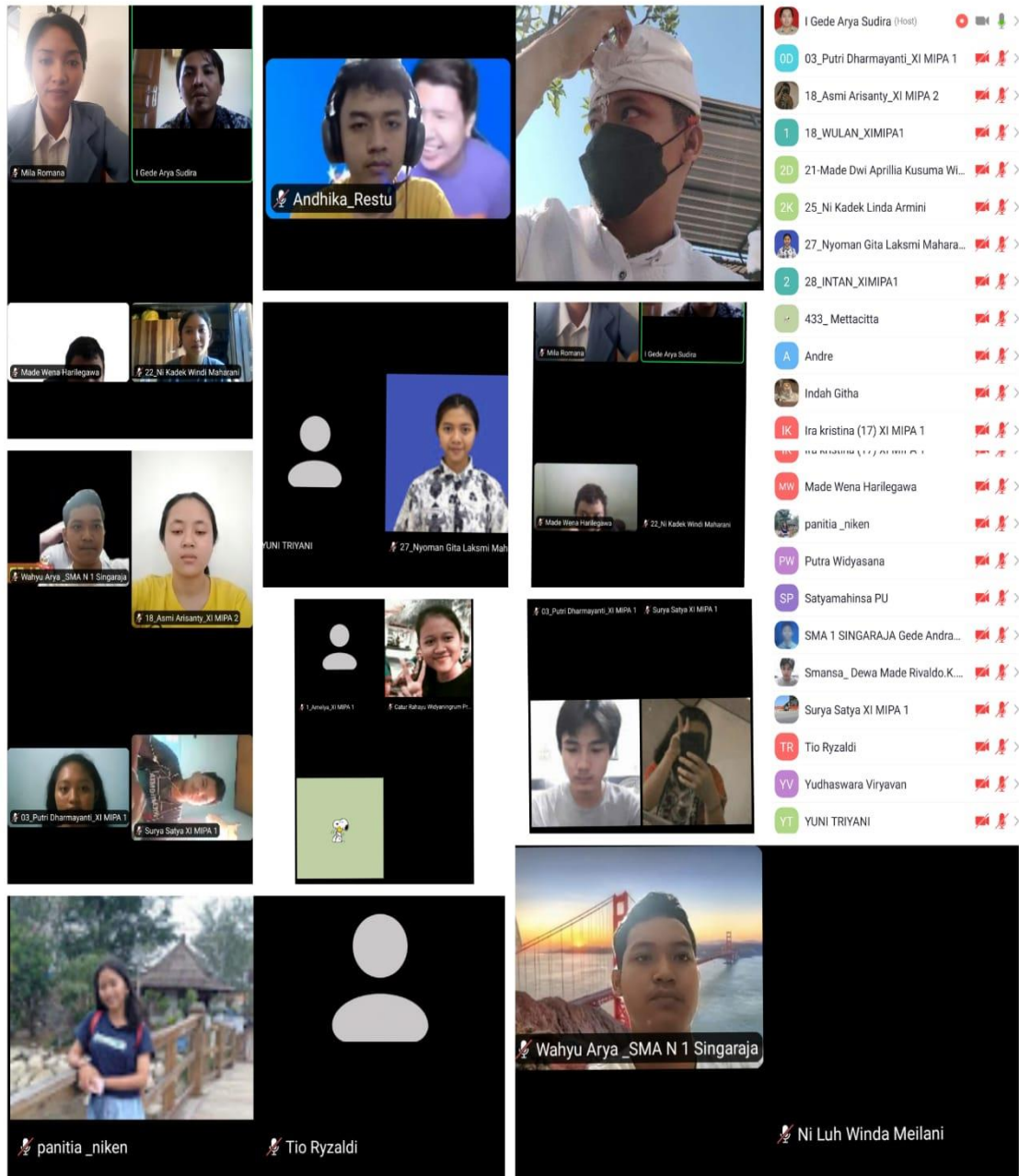
Singaraja, Februari 2021

Expert Judge II

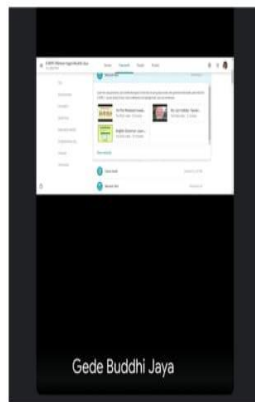
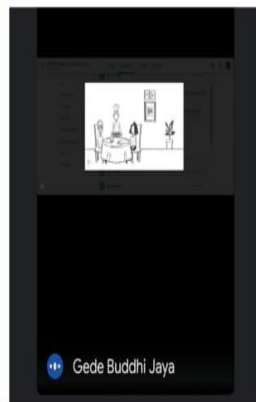
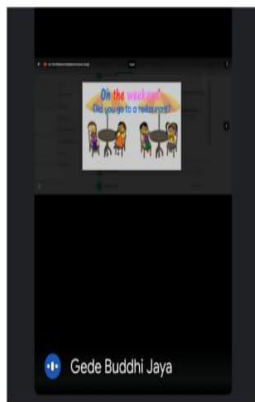
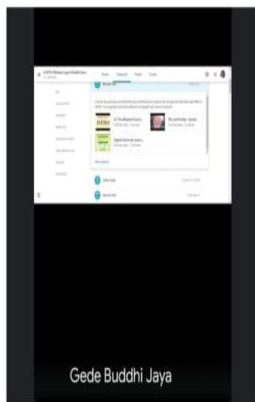
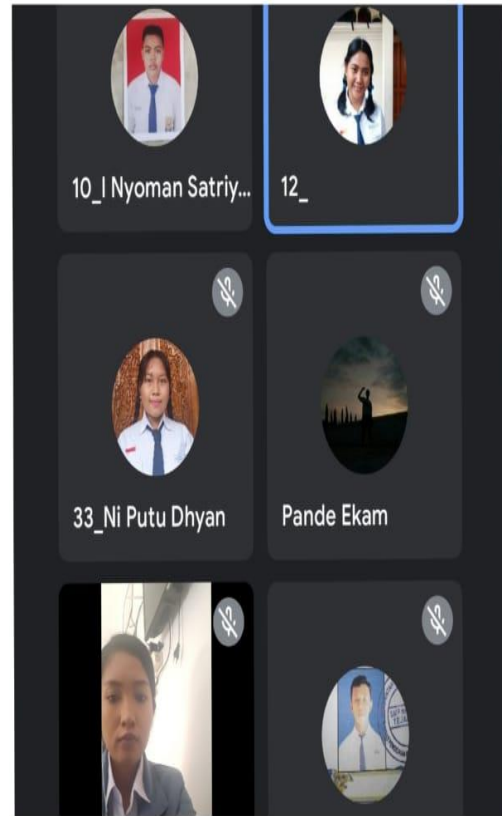
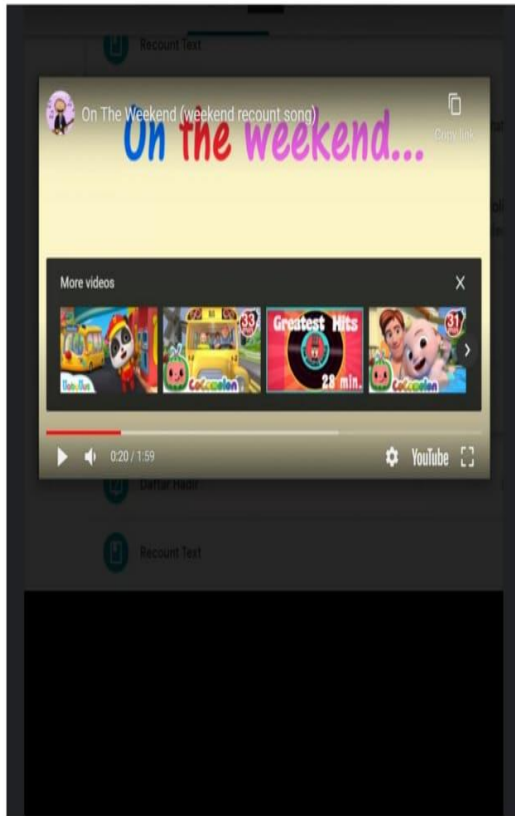


Ni Putu Astiti Pratiwi, S.Pd., MPd.

## Appendix7. Documentation of the online learning process via zoom.







From 29-Ayu Pramesti-XI MIPA 2 to Everyone

Hi Surya, can we discuss right now?

I've answered the first question, but I don't know that's right or not

This song describe the feeling of someone who in a worse point, very sad and disappointed at the fate of love was experienced. But she is fighting back and trying to get better. She will keep rising from the ground like a skyscraper. She never giving up.

this is the answer. you both have different answer, maybe?

From Surya Satya XI MIPA 1 to Everyone

yeah, I think your answer right, I don't have other opinion about answer number 1

From 29-Ayu Pramesti-XI MIPA 2 to Everyone

okay. should we answer the next question? or winda have diff answer?

Send to: Everyone

Your text can be seen by everyone

Send

From Surya Satya XI MIPA 1 to Everyone

yeah, I think your answer right, I don't have other opinion about answer number 1

From 29-Ayu Pramesti-XI MIPA 2 to Everyone

okay. should we answer the next question? or winda have diff answer?

From Surya Satya XI MIPA 1 to Everyone

winda left the room

go to the next question I think

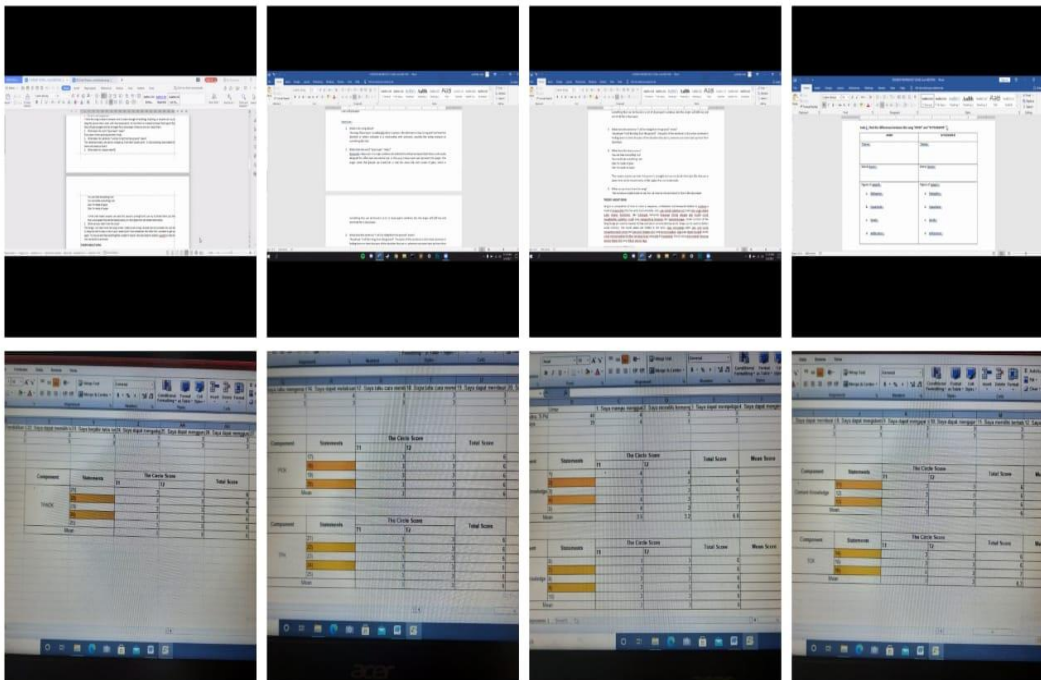
From 29-Ayu Pramesti-XI MIPA 2 to Everyone

okayy

From Surya Satya XI MIPA 1 to Everyone

hello winda, welcome back, do you have any diff answer for question number 1

?



## Appendix. 8 The Lesson Plans.

### RENCANA PELAKSANAAN PEMBELAJARAN DARING

**Sekolah** : SMA Negeri 1 Singaraja  
**Mata Pelajaran** : Bahasa Inggris (Wajib)  
**Kelas/Semester** : XI (MIPA, IPS, IBB) / Ganjil  
**Materi Pokok** : Songs  
**Alokasi Waktu** : 70 menit (Pertemuan 1)

#### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Melengkapi lirik lagu rumpang dari lagu yang didengarkan
2. Menunjukkan makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA
3. Menanggapi makna lagu dengan menyimpulkan lagu dan nilai moral yang terkait dalam kehidupan remaja

#### B. Media/alat, Bahan dan Sumber Belajar

Media : WAG, Google Classroom, Zoom

Alat/Bahan : Laptop/ Komputer, Smartphone

Sumber Belajar :

- Buku teks wajib *Bahasa Inggris SMA/MA, SMK/MAK kelas XI*, Jakarta : Kementerian Pendidikan dan Kebudayaan Edisi Revisi 2016.
- Lks bahasa Inggris kelas XI, Viva pakarindo, Klaten 2021
- Modul bahan ajar dan sumber online dari internet.

#### C. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)	
a) Kelas dimulai dengan salam pembuka dan berdoa (PPK, Religius) serta mengecek kehadiran peserta didik melalui Zoom Meeting	
b) Guru mengingatkan peserta didik untuk selalu mematuhi protocol kesehatan (PPK, Mandiri)	
c) Guru mengajukan pertanyaan tentang kaitan antara materi sebelumnya dengan materi yang akan dipelajari	
d) Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai	
Kegiatan Inti (50 menit)	
Mengamati	Peserta didik diberi <i>warming up</i> untuk memusatkan perhatian pada materi dengan cara menebak lagu dalam quiz. Selanjutnya peserta didik diajak mendengarkan beberapa lagu di quiz tersebut. <b>(creativity and critical thinking)</b>
Menanya	Peserta didik diberi kesempatan bertanya mengenai informasi yang belum diketahui. <b>(communication)</b>
Mengumpulkan informasi	1. Peserta didik secara individu akan diberikan teks lirik lagu yang rumpang <b>(Creativity, Critical Thinking, Mandiri)</b> 2. Peserta didik akan diputarkan lagu, dan diminta untuk mengisi lirik lagu yang rumpang tersebut. 3. Lagu akan diputarkan sebanyak 2 kali. Setelah selesai mengerjakannya, peserta didik diminta untuk mengutarakan jawabannya dan ditanggapi peserta didik lainnya.
Mengeksplorasi	Peserta didik berdiskusi bersama dengan anggota kelompoknya terkait pertanyaan berkaitan dengan lagu yang diberikan atau yang telah diputar sebelumnya. <b>(Collaborative, Communication, Creativity, Critical Thinking, bertanggung jawab)</b>

#### D. Penilaian Hasil Pembelajaran



Mengasosiasi	Dalam kelompok yang sama, peserta didik diminta untuk menyimpulkan atau merangkum makna dan nilai moral dari lirik lagu atau lagu tersebut ( <b>Communication, Collaborative</b> )
Mengkomunikasikan	Peserta didik mempresentasikan hasil dari tugas yang telah diberikan ( <b>Collaborative , Communication, Percaya Diri, Bertanggung Jawab</b> ) Peserta didik lainnya memberikan tanggapan via zoom.
<b>Kegiatan Penutup (10 menit)</b>	
Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran yang telah dilakukan. Guru memberikan penghargaan berupa pujian atau penghargaan lain yang relevan. Mengagendakan pekerjaan rumah dan memberitahu siswa agenda pertemuan mendatang.	

Penilaian Sikap: Observasi selama kegiatan berlangsung

Penilaian Pengetahuan: Tes Tulis ( saat kegiatan).

Penilaian Keterampilan: Presentasi hasil diskusi via zoom

Singaraja, 15 Maret 2021

Mengetahui,  
Kepala SMA Negeri 1 Singaraa

Guru Mata Pelajaran

Made Sri Astiti ,S.Pd, M.Pd .  
Pd  
NIP. 19680824 199702 2 003

I Gede Arya Sudira, S.Pd, M  
NIP. 19810912 200501 1 010

## A. Materi Pembelajaran

### 1. Materi Pembelajaran Regular

Fungsi Sosial (Social Functions)

There are many social functions of a song. They are:

1. To inspire the listeners,
2. To express feeling of the songwriters,
3. To share feeling with others,
4. To teach a lesson to the listeners,
5. To criticize environment or a condition,
6. To amuse or entertain the listeners.

Struktur Teks (Structures of a song)

#### 1. Intro or Introduction

Intro is an opening section of a piece of song. Intro opens a movement.

#### 2. Verse

Verse is the main part of a song. It is a part of the song that tells a story. It functions to give listeners more insight leading to the main message of the song and it moves the story.

3. **Chorus**

Chorus is a part of the song that is repeated after a verse. It is the part of a song that often sticks to the mind of a listener because it contrasts with the verse.

4. **Bridge**

Bridge is a secondary verse, which is different from the primary one. It is usually appears once or twice in a song. It should offer a reason why the final chorus needs to be repeated.

Unsur Kebahasaan (Language Features)

1. **Rhyme**

Rhyme is identity in sound of some part, especially the end of words, or lines of verse. In other words, rhyme is a repetition of similar sounds.

*Examples:*

I saw two shooting stars last night  
I wished in them but they were only satellites

2. **Informal Language**

Informal language is language use characterized by spontaneous speech by situations that may be described as natural or real life.

*Examples:*

Ain't about how fast I get there  
Ain't about what's waitin' on the other side  
It's the climb

Topik

Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.

2. **Materi Pengayaan**

- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya  
*Peserta didik membuat review sederhana dari dua lagu pilihan.*

3. **Materi Remedial**

- ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
- ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas

bagi peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal), misalnya sebagai berikut.

*Peserta didik menentukan fungsi social dan unsur kebahasaan dari dua lagu.*

## Bahan Ajar (Selengkapnya dalam Worksheet)

### Apersepsi: *Guess the songs*

1. Count on Me – Bruno Mars
2. Perfect – Ed Sheeran
3. All of Me – John Legend
4. When you tell me that you love me – Westlife ft Diana
5. Heal the world – Michael Jackson
6. You are the Reason – Calumn Scott
7. All I want – Kodaline
8. You raise me up – Josh Groban
9. Dear God – Avenged Sevefold
10. Better Now – Post Malone
11. Love Yourself – Justin Bieber

**Questions:** From that song, which one is your favourite song? why do you like that song? What song that inspire you? What kind of music do you like? Who is your favourite singer?

### A. INSTRUMEN PENILAIAN

1. Teknik Penilaian
  - 2) Pengetahuan

No.	Indikator	Bentuk Penilaian	Jenis Penilaian	Waktu Pelaksanaan
	3.10.1. Melengkapi lirik lagu rumpang dari lagu yang didengarkan (P3)	Tes tertulis	Uraian dan lembar kerja	Saat Pembelajaran Berlangsung

- 3) Keterampilan

No.	Indikator	Teknik	Jenis Penilaian	Waktu Pelaksanaan
-----	-----------	--------	-----------------	-------------------

3.	4.10.1. Menunjukkan makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA (P1)	Tes tertulis	Uraian dan lembar kerja	Saat pembelajaran berlangsung
4	4.10.2. Menanggapi makna lagu dengan menyimpulkan lagu dan nilai moral yang terkait dalam kehidupan remaja (P2)	Tes tertulis	Uraian dan lembar kerja	Saat pembelajaran berlangsung

#### 4) Penilaian Sikap

No	Nama	Aspek					Total Skor
		Disiplin	Tanggung jawab	Percaya diri	Berkomunikasi dengan baik	Kerja sama tim	
1.							
2.							
3.							

Catatan: 5 = sangat baik, 4 = baik, 3 = cukup, 2 = kurang, 1 = sangat kurang

Nilai afektif dan psikomotor:

1 – 6 : Sangat Kurang      7 – 12 : Kurang      13 – 17 : Cukup

18 – 24 : Baik      27 – 30 : Sangat Baik

#### Rubric Penilaian Keterampilan

Dimensions	Description	Score
Content/isi	The answer is relevant to the question.	3
	The answer is less relevant to the question.	2
	The answer is not relevant to the question.	1
Language used/Bahasa yang digunakan	The answers use correct sentence	3
	The answers use less correct sentence	2
	The answer does not use correct sentence	1

$$\text{Nilai akhir} = \frac{\text{skor didapat}}{\text{skor maksimum (6)}} \times 100$$

**TEST**

**Genre** : Song  
**Grade** : XI  
**Time** : 30 minutes

**Choose the best answer !**

**For questions number 1 to 3, complete the following lyrics!**

**Thank you, Mom**  
**(by Good Charlotte)**

.....  
Always, always, and forever  
You were my mom, you were my dad  
The only thing I ever had was you, it's true  
And even when the times got hard you (1) \_\_\_\_\_ there  
To let us know that we'd get through  
You showed me how to be a man  
You (2) \_\_\_\_\_ me how to understand the things people  
do  
You showed me (3) \_\_\_\_\_ to love my God  
You taught me that not everyone knows the truth  
....

1. A. is  
B. are  
C. was  
D. were  
E. be
2. A. showed  
B. taught  
C. helped  
D. took care  
E. made
3. A. what  
B. when  
C. where  
D. why  
E. how

**The following lyrics is for questions number 4 to 8**

**When You Believe**  
**(by Whitney Houston and Mariah Carey)**

Many nights we've prayed  
With no proof anyone could hear  
In our hearts a hopeful song  
We barely understood  
Now we are not afraid

Although we know there's much to fear  
We were moving mountains  
Long before we knew we could  
Chorus : There can be miracles  
When you believe  
Though hope is frail  
It's hard to kill  
Who knows what miracles  
You can achieve  
When you believe  
Somehow you will  
You will when you believe

In this time of fear  
When prayer so often proves in vain  
Hope seemed like the summer birds  
Too swiftly flown away  
Yet now I'm standing here  
My heart's so full, I can't explain  
Seeking faith and speaking words  
I never thought I'd say

(Chorus)  
They don't always happen when you ask  
And it's easy to give in to your fears  
But when you're blinded by your pain  
Can't see your way clear through the rain  
A small, but still, resilient voice  
Says help is very near  
(chorus)

4. What does the word "we" refer to?
  - A. The singers
  - B. Whitney Houston
  - C. The singers and audience
  - D. The audience
  - E. Mariah Carey
5. "Though hope is frail"  
The underlined word means ....
  - A. big
  - B. powerful
  - C. weak
  - D. gone
  - E. empty

**6. Now we are not afraid**

**Although we know there's much to fear**

Those sentences mean ...

- A. there is no stuff to fear
  - B. we are scared of everything
  - C. we are brave to face our life
  - D. there is no fear in the world
  - E. someone helps if we are afraid
7. After we read the lyrics, what does the singer want to say?
- A. We must believe that a miracle will happen
  - B. We must believe what people say
  - C. We must trust in our destiny
  - D. We must not achieve the miracles

- E. We must know our future
8. "Like a lightning bolt, your heart will blow."  
This figurative language belongs to ...
- |                 |                    |
|-----------------|--------------------|
| A. hyperbole    | D. personification |
| B. metaphor     | E. onomatopoeia    |
| C. alliteration |                    |

The following lyrics is for questions number 9 to 10

**The Time of My Life**  
(by Reinald Glenn Hamm)

I've been waiting for my dreams  
To turn into something I could believe in  
And looking for that magic rainbow  
On the horizon, I couldn't see it  
    Until I let go, gave in to love  
    Watched all the bitterness burn  
    Now I'm coming alive, body and soul  
    Feeling my world start to turn

Chorus:  
And I'll taste every moment and live it out loud  
I know this is the time, this is the time to be  
More than a name or a face in the crowd  
I know this is the time, this is the time of my life  
The time of my life  
    Holding on to things that vanished  
    Into the air, left me in pieces  
    But now I'm rising from the ashes  
    Finding my wings and all that I needed  
    Was there all along, within my reach  
    As close as the beat of my heart  
(chorus)

And now I'm out on the edge of forever  
Ready to run  
Keeping my feet on the ground, arms open wide  
Facing the sun  
(chorus)

9. What is the message of the song ?
- |  |  |
|--|--|
| A. We should not give up.                            |  |
| B. Life can be good or bad depends on the situation. |  |
| C. W should be ready to face our life.               |  |
| D. We can't turn back the time.                      |  |
| E. We still have a chance to change.                 |  |
10. "And I'll taste every moment and live it out loud"  
The underlined word refers to ...
- |              |                 |
|--------------|-----------------|
| A. the time  | D. every moment |
| B. the crowd | E. the soul     |
| C. the world |                 |

**The following lyrics is for questions number 11 to 13**

Life is not just the hours 11) \_\_\_\_\_ awake. It's also about the dreams.  
Living a life of happiness 12) \_\_\_\_\_ and love should be the real deal.  
Never the less keep striving forward and don't 13) \_\_\_\_\_ anytime.  
Victory is near, all is well, you just need to focus on the positive sign.

11. A. enjoyed  
B. wasted  
C. taken  
D. kept  
E. spent
12. A. peace  
B. pleasure  
C. grieve  
D. loneliness  
E. feeling
13. A. mess up  
B. mind  
C. give up  
D. try out  
E. got out

**The following lyrics is for questions number 14 to 17**

We are the World

There comes a time when we heed a certain call  
When the world must come together as one  
There are people dying  
And it's time to lend a hand to life  
The greatest gift of all  
We can't go on pretending day by day  
That someone, somehow will soon make a change  
We are all a part of God's great big family  
And the truth, you know  
Love is all we need  
Chorus  
We are the world, we are the children  
We are the ones who make a brighter day  
So let's start giving  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day  
Just you and me

14. What is the theme of the song?  
A. Friendship  
B. A loving couple  
C. Humanity  
D. Teenager's life  
E. Motivation
15. Who is the song meant for?  
A. World Athletes  
B. Youth generation  
C. Homeless people  
D. Family  
E. Disputed couple
16. What is the message of the song?  
A. We should love God and family  
B. We should keep peace in the world  
C. We should not lie to everyone



- D. We should help people who need help  
 E. We should love what we do
17. "There comes a time when we heed a certain call"  
 The underlined word has similar in meaning to ...
- A. ignore                      D. intend  
 B. care                         E. need  
 C. tell

**The following lyrics is for questions number 18 to 19**

Dare to Dream

I am my own believer  
 In my heart the reason  
 I will follow the light from within  
 I am not afraid of weakness  
 I'm gonna taste the sweetness  
 Of the power not to give in  
 Oh I will see it through  
 I believe this is my moment through  
     Dare to dream  
     Dare to fly  
     Dare to be the hier the chosen one  
     To touch the sky  
     Dare to reach  
     Dare to rise  
     Find the strenght to set my spirit free  
     Dare to dream  
     .....

18. What is the theme of the song?
- A. Friendship                      D. Peace  
 B. Parents                         E. Motivation  
 C. Love
19. From the lyrics, what moral value can you get?
- A. Don't do daydreaming                      D. Don't scare of darkness  
 B. Don't be afraid of dreaming                      E. Don't try reach the sky  
 C. Don't believe in destiny
20. Which one of the following lyrics belongs to metaphor?
- A. The sunflowers nodded their yellow heads.  
 B. We had to wait forever  
 C. The fly buzzed past us  
 D. My soul has grown deep like the rivers  
 E. My life is a dream of wonders

**Good Luck !**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 1 Singaraja  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/ Genap  
Materi Pokok : Song  
Alokasi Waktu : 2 JP (1 Pertemuan)

### A. Kompetensi Dasar

3.9 Menafsirkan fungsi social dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA

4.9 Menangkap makna terkait fungsi social dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja

### B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan mampu:

1. Menafsirkan fungsi social dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA
2. Menangkap makna terkait fungsi social dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja

### C. Kegiatan Pembelajaran

- a. Kegiatan Pendahuluan
  1. Guru melakukan orientasi, apersepsi, dan motivasi melalui *Google Classroom*.
  2. Guru memeriksa kehadiran siswa melalui link yang disediakan di *Google Classroom*.
- b. Kegiatan Inti
  1. Siswa menoton materi lagu berjudul “Que Sera, Sera” (Thailand Version) yang dikirimkan oleh guru di *Google Classroom* dan dipresentasikan guru lewat *Google Meet*.
  2. Siswa merespon pertanyaan yang diajukan oleh guru mengenai lagu berjudul :“Que Sera, Sera”
  3. Siswa mendengarkan penjelasan / pemaparan materi “Song”
  4. Siswa diajak untuk berlatih menafsirkan fungsi social dan unsur kebahasaan dari lagu yang diberi (“Que Sera, Sera) Original version
  5. Membandingkan makna lagu “Que Sera, Sera versi Thailand dan versi Aslinya
- c. Kegiatan Penutup

Guru memberikan umpan balik dari seluruh kegiatan belajar.

### D. Penilaian

- a. Sikap : Tepat waktu, Tanggung jawab, Kerja sama, Disiplin.
- b. Pengetahuan : Siswa menjawab Quiz yang dibagikan oleh guru di *Google Classroom*.

Kepala Sekolah SMAN 1 Singaraja

Guru Mata Pelajaran

I Putu Eka Wilantara, M.Pd.  
M.Pd.  
NIP. 197407181999031005

Gede Buddhi Jaya, S.Pd.,  
M.Pd.  
NIP.198109162008011008

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 1 Singaraja  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/ Genap  
Materi Pokok : Recount Text  
Alokasi Waktu : 2 JP (1 Pertemuan)

#### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan mampu:

1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Teks Recount
2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari Teks Recount

#### B. Kegiatan Pembelajaran

1. Peserta didik membuka link materi yang sudah dibagikan/dipublikasi di *platform Google Classroom* (Kegiatan sebelum kegiatan tatap muka virtual dimulai)
2. Peserta didik melakukan absensi secara mandiri melalui *platform Google Classroom*. (Saat kegiatan tatap muka dimulai)
3. Peserta didik melakukan diskusi melalui *platform Google Meet*
  - A. Peserta didik menyapa guru saat pembelajaran dimulai
  - B. Peserta didik melakukan diskusi mengenai materi yang dibahas
  - C. Peserta didik merangkum apa yang sudah dipelajari dari hasil diskusi

#### C. Penilaian

- a. Sikap : Tepat waktu, Tanggung jawab, Kerja sama, Disiplin.
- b. Keterampilan : Tugas Lisan
- c. Pengetahuan : Tugas Lisan



Mengetahui  
Kepala Sekolah SMAN 1 Singaraja

Made Sri Astiti, S.Pd., M.Pd.  
NIP. 19680824 199702 2 003

Singaraja, 6 April 2021  
Guru Mata Pelajaran

Gede Buddhi Jaya, S.Pd., M.Pd.  
NIP. 19810916 2008 01 1 008



## RENCANA PELAKSANAAN PEMBELAJARAN DARING

**Sekolah** : SMA Negeri 1 Singaraja  
**Mata Pelajaran** : Bahasa Inggris (Wajib)  
**Kelas/Semester** : XI (MIPA, IPS, IBB) / Ganjil  
**Materi Pokok** : Songs  
**Alokasi Waktu** : 70 menit ( Pertemuan 2 )

### E. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menafsirkan fungsi sosial dan unsur kebahasaan lagu yang terkait dengan kehidupan remaja.
2. Membandingkan fungsi sosial dan unsur kebahasaan beberapa lagu terkait kehidupan remaja SMA/MA
3. Membuat karangan yang kontekstual terkait lagu yang diberikan

### F. Media/alat, Bahan dan Sumber Belajar

Media : WAG, Google Classroom, Zoom

Alat/Bahan : Laptop/ Komputer, Smartphone

Sumber Belajar :

- Buku teks wajib *Bahasa Inggris SMA/MA, SMK/MAK kelas XI*, Jakarta : Kementerian Pendidikan dan Kebudayaan Edisi Revisi 2016.
- Lks bahasa Inggris kelas XI, Viva pakarindo, Klaten 2021
- Modul bahan ajar dan sumber online dari internet.

### G. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)	
a) Kelas dimulai dengan salam pembuka dan berdoa (PPK, Religius) serta mengecek kehadiran peserta didik melalui Zoom Meeting	
b) Guru mengingatkan peserta didik untuk selalu mematuhi protocol kesehatan (PPK,Mandiri)	
c) Guru mengajukan pertanyaan tentang kaitan antara materi sebelumnya dengan materi yang akan dipelajari	
d) Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai	
Kegiatan Inti (50 menit)	
Mengamati	Peserta didik diberi <i>warming up</i> untuk memusatkan perhatian pada materi dengan cara mendengarkan sebuah lagu terkait kehidupan remaja ( <b>creativity and critical thinking</b> )
Menanya	Peserta didik diberi kesempatan bertanya mengenai informasi yang belum diketahui. terkait lagu tersebut ( <b>communication</b> )
Mengumpulkan informasi	Peserta didik secara berkelompok di zoom diminta untuk mencari informasi berkaitan dengan lagu tersebut.( <b>communication and collaborative</b> )
Mengeksplorasi	Peserta didik berdiskusi bersama dengan anggota kelompoknya terkait pertanyaan berkaitan dengan lagu yang diberikan atau yang telah diputar sebelumnya. ( <b>Collaborative,Communication,Creativity,Critical Thinking,bertanggung jawab</b> )
Mengasosiasi	Dalam kelompok yang sama, peserta didik diminta untuk membandingkan lagu yang diberikan dengan lagu sebelumnya ( <b>Communication,Collaborative</b> )
Mengkomunikasikan	Peserta didik mempresentasikan hasil dari tugas yang telah diberikan ( <b>Collaborative , Communication, Percaya Diri, Bertanggung Jawab</b> ) Peserta didik lainnya memberikan tanggapan via zoom.
Kegiatan Penutup (10 menit)	
Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran yang telah dilakukan.	
Guru memberikan penghargaan berupa pujian atau penghargaan lain yang relevan.	

### H. Penilaian Hasil Pembelajaran

Mengagendakan pekerjaan rumah yakni membuat karangan singkat mengenai sosok hero dari peserta didik serta mencari sebuah lagu lainnya dan mencari makna lagu tersebut. (**literacy**)

Penilaian Sikap: Observasi selama kegiatan berlangsung

Penilaian Pengetahuan: Tes Tulis ( saat kegiatan).

Penilaian Keterampilan: Presentasi hasil diskusi via zoom

Singaraja, 15 Maret 2021

Mengetahui,

Kepala SMA Negeri 1 Singaraja

Guru Mata Pelajaran

Made Sri Astiti ,S.Pd, M.Pd .

NIP. 19680824 199702 2 003

I Gede Arya Sudira, S.Pd, M Pd

NIP. 19810912 200501 1 010

## B. Materi Pembelajaran

### 4. Materi Pembelajaran Regular

Fungsi Sosial (Social Functions)

There are many social functions of a song. They are:

7. To inspire the listeners,
8. To express feeling of the songwriters,
9. To share feeling with others,
10. To teach a lesson to the listeners,
11. To criticize environment or a condition,
12. To amuse or entertain the listeners.

Struktur Teks (Structures of a song)

### 5. Intro or Introduction

Intro is an opening section of a piece of song. Intro opens a movement.

### 6. Verse

Verse is the main part of a song. It is a part of the song that tells a story. It functions to give listeners more insight leading to the main message of the song and it moves the story.

### 7. Chorus

Chorus is a part of the song that is repeated after a verse. It is the part of a song that often sticks to the mind of a listener because it contrasts with the verse.

### 8. Bridge

Bridge is a secondary verse, which is different from the primary one. It is usually appears once or twice in a song. It should offer a reason why the final chorus needs to be repeated.

Unsur Kebahasaan (Language Features)

3. **Rhyme**

Rhyme is identity in sound of some part, especially the end of words, or lines of verse. In other words, rhyme is a repetition of similar sounds.

*Examples:*

I saw two shooting starts last night

I wished in them but they were only satellites

4. **Informal Language**

Informal language is language use characterized by spontaneous speech by situations that may be described as natural or real life.

*Examples:*

Ain't about how fast I get there

Ain't about what's waitin' on the other side

It's the climb

Topik

Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.

**Program Tindak Lanjut**

1. Remedial

- Peserta didik yang belum mencapai KKM(75) diberi tugas mendengarkan sebuah lagu baru dan diberi penugasan sesuai dengan indikatornya yang belum selesai. Kemudian guru melaksanakan penilaian remedial.

2. Pengayaan

- Bagi peserta didik mempunyai nilai di atas 75 diberi pengayaan berupa tugas mandiri untuk mencari sebuah lagu berbahasa Inggris dan membuat parafrasenya. Kemudian mempublikasi dengan social media mereka.

## Bahan Ajar (Selengkapnya dalam Worksheet)

### C. INSTRUMEN PENILAIAN

#### 2. Teknik Penilaian

##### 5) Pengetahuan

No.	Indikator	Bentuk Penilaian	Jenis Penilaian	Waktu Pelaksanaan
1	Menafsirkan fungsi sosial dan unsur kebahasaan terkait dalam kehidupan remaja	Tes tertulis	Uraian dan lembar kerja	Saat pembelajaran berlangsung

##### 6) Keterampilan

No.	Indikator	Bentuk Penilaian	Jenis Penilaian	Waktu Pelaksanaan
2.	Membandingkan fungsi sosial dan unsur kebahasaan beberapa lagu terkait kehidupan remaja SMA/MA	Tes tertulis	Uraian dan lembar kerja	Saat pembelajaran berlangsung
3	Membuat karangan yang kontekstual terkait lagu yang diberikan	Proyek	Produk dan pedoman penskoran	Saat dan setelah pembelajaran berlangsung

##### 7) Penilaian Sikap

No	Nama	Aspek					Total Skor
		Disiplin	Tanggung jawab	Percaya diri	Berkomunikasi dengan baik	Kerja sama tim	
1.							
2.							
3.							

Catatan: 5 = sangat baik, 4 = baik, 3 = cukup, 2 = kurang, 1 = sangat kurang

Nilai afektif dan psikomotor:

1 – 6 : Sangat Kurang      7 – 12 : Kurang      13 – 17 : Cukup

18 – 24 : Baik      27 – 30 : Sangat Baik



Rubric Penilaian Keterampilan

Dimensions	Description	Score
Content/isi	The answer is relevant to the question.	3
	The answer is less relevant to the question.	2
	The answer is not relevant to the question.	1
Language used/Bahasa yang digunakan	The answers use correct sentence	3
	The answers use less correct sentence	2
	The answer does not use correct sentence	1

$$\text{Nilai akhir} = \frac{\text{skor didapat}}{\text{skor maksimum (6)}} \times 100$$

## Essay Rubric for writing about hero

Traits	4	3	2	1
<b>Focus &amp; Details</b>	There is one clear, wellfocused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, wellfocused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
<b>Organization</b>	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
<b>Voice</b>	The author's purpose of writing is very clear, and there is strong evidence of attention	The author's purpose of writing is somewhat clear, and there is some	The author's purpose of writing is somewhat clear, and there is evidence of attention	The author's purpose of writing is unclear.

	to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	to audience. The author's knowledge and/or experience with the topic is/are limited.	
<b>Word Choice</b>	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
<b>Sentence Structure, Grammar, Mechanics, &amp; Spelling</b>	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
<b>Reviewer's Comments</b>				

**TEST**

**Genre** : Song  
**Grade** : XI  
**Time** : 30 minutes

**Choose the best answer!**

**For questions number 1 to 3, complete the following lyrics!**

**Thank you, Mom**  
**(by Good Charlotte)**

.....  
Always, always, and forever  
You were my mom, you were my dad  
The only thing I ever had was you, it's true  
And even when the times got hard you (1) \_\_\_\_\_ there  
To let us know that we'd get through  
You showed me how to be a man  
You (2) \_\_\_\_\_ me how to understand the things people  
do  
You showed me (3) \_\_\_\_\_ to love my God  
You taught me that not everyone knows the truth  
....

21. A. is  
B. are  
C. was  
D. were  
E. be
22. A. showed  
B. taught  
C. helped  
D. took care  
E. made
23. A. what  
B. when  
C. where  
D. why  
E. how

**The following lyrics is for questions number 4 to 8**

**When You Believe**  
**(by Whitney Houston and Mariah Carey)**

Many nights we've prayed  
With no proof anyone could hear  
In our hearts a hopeful song  
We barely understood  
Now we are not afraid  
Although we know there's much to fear  
We were moving mountains

Long before we knew we could  
 Chorus : There can be miracles  
 When you believe  
 Though hope is frail  
 It's hard to kill  
 Who knows what miracles  
 You can achieve  
 When you believe  
 Somehow you will  
 You will when you believe

In this time of fear  
 When prayer so often proves in vain  
 Hope seemed like the summer birds  
 Too swiftly flown away  
 Yet now I'm standing here  
 My heart's so full, I can't explain  
 Seeking faith and speaking words  
 I never thought I'd say

(Chorus)  
 They don't always happen when you ask  
 And it's easy to give in to your fears  
 But when you're blinded by your pain  
 Can't see your way clear through the rain  
 A small, but still, resilient voice  
 Says help is very near  
 (chorus)

24. What does the word "we" refer to?

- |                             |                 |
|-----------------------------|-----------------|
| D. The singers              | D. The audience |
| E. Whitney Houston          | E. Mariah Carey |
| F. The singers and audience |                 |

25. "Though hope is frail"

The underlined word means ....

- |             |          |
|-------------|----------|
| D. big      | D. gone  |
| E. powerful | E. empty |
| F. weak     |          |

26. **Now we are not afraid**

**Although we know there's much to fear**

Those sentences mean ...

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| D. there is no stuff to fear     | D. there is no fear in the world  |
| E. we are scared of everything   | E. someone helps if we are afraid |
| F. we are brave to face our life |                                   |

27. After we read the lyrics, what does the singer want to say?

- F. We must believe that a miracle will happen
- G. We must believe what people say
- H. We must trust in our destiny
- I. We must not achieve the miracles
- J. We must know our future

28. "Like a lightning bolt, your heart will blow."  
 This figurative language belongs to ...
- |                 |                    |
|-----------------|--------------------|
| D. hyperbole    | D. personification |
| E. metaphor     | E. onomatopoeia    |
| F. alliteration |                    |

**The following lyrics is for questions number 9 to 10**

**The Time of My Life**  
**(by Reinald Glenn Hamm)**

I've been waiting for my dreams  
 To turn into something I could believe in  
 And looking for that magic rainbow  
 On the horizon, I couldn't see it  
     Until I let go, gave in to love  
     Watched all the bitterness burn  
     Now I'm coming alive, body and soul  
     Feeling my world start to turn

Chorus:  
 And I'll taste every moment and live it out loud  
 I know this is the time, this is the time to be  
 More than a name or a face in the crowd  
 I know this is the time, this is the time of my life  
 The time of my life  
     Holding on to things that vanished  
     Into the air, left me in pieces  
     But now I'm rising from the ashes  
     Finding my wings and all that I needed  
     Was there all along, within my reach  
     As close as the beat of my heart  
 (chorus)

And now I'm out on the edge of forever  
 Ready to run  
 Keeping my feet on the ground, arms open wide  
 Facing the sun  
 (chorus)

29. What is the message of the song ?
- |  |
|--|
| F. We should not give up.                            |
| G. Life can be good or bad depends on the situation. |
| H. W should be ready to face our life.               |
| I. We can't turn back the time.                      |
| J. We still have a chance to change.                 |
30. "And I'll taste every moment and live it out loud"  
 The underlined word refers to ...
- |              |                 |
|--------------|-----------------|
| D. the time  | D. every moment |
| E. the crowd | E. the soul     |
| F. the world |                 |

**The following lyrics is for questions number 11 to 13**

Life is not just the hours 11) \_\_\_\_\_ awake. It's also about the dreams.  
 Living a life of happiness 12) \_\_\_\_\_ and love should be the real deal.  
 Never the less keep striving forward and don't 13) \_\_\_\_\_ anytime.  
 Victory is near, all is well, you just need to focus on the positive sign.

31. A. enjoyed D. kept  
 B. wasted E. spent  
 C. taken
32. A. peace D. loneliness  
 B. pleasure E. feeling  
 C. grieve
33. A. mess up D. try out  
 B. mind E. got out  
 C. give up

The following lyrics is for questions number 14 to 17

We are the World

There comes a time when we heed a certain call  
 When the world must come together as one  
 There are people dying  
 And it's time to lend a hand to life  
 The greatest gift of all  
 We can't go on pretending day by day  
 That someone, somehow will soon make a change  
 We are all a part of God's great big family  
 And the truth, you know  
 Love is all we need  
 Chorus  
 We are the world, we are the children  
 We are the ones who make a brighter day  
 So let's start giving  
 There's a choice we're making  
 We're saving our own lives  
 It's true we'll make a better day  
 Just you and me

34. What is the theme of the song?  
 D. Friendship D. Teenager's life  
 E. A loving couple E. Motivation  
 F. Humanity
35. Who is the song meant for?  
 D. World Athletes D. Family  
 E. Youth generation E. Disputed couple  
 F. Homeless people
36. What is the message of the song?  
 F. We should love God and family  
 G. We should keep peace in the world  
 H. We should not lie to everyone  
 I. We should help people who need help

- J. We should love what we do
37. "There comes a time when we heed a certain call"  
The underlined word has similar in meaning to ...
- D. ignore                      D. intend  
E. care                          E. need  
F. tell

**The following lyrics is for questions number 18 to 19**

Dare to Dream

I am my own believer  
In my heart the reason  
I will follow the light from within  
I am not afraid of weakness  
I'm gonna taste the sweetness  
Of the power not to give in  
Oh I will see it through  
I believe this is my moment through  
    Dare to dream  
    Dare to fly  
    Dare to be the hier the chosen one  
    To touch the sky  
    Dare to reach  
    Dare to rise  
    Find the strenght to set my spirit free  
    Dare to dream  
    .....

38. What is the theme of the song?
- D. Friendship                      D. Peace  
E. Parents                          E. Motivation  
F. Love
39. From the lyrics, what moral value can you get?
- D. Don't do daydreaming              D. Don't scare of darkness  
E. Don't be afraid of dreaming              E. Don't try reach the sky  
F. Don't believe in destiny
40. Which one of the following lyrics belongs to metaphor?
- F. The sunflowers nodded their yellow heads.  
G. We had to wait forever  
H. The fly buzzed past us  
I. My soul has grown deep like the rivers  
J. My life is a dream of wonders

**Good Luck !**

## STUDENT WORKSHEET 2<sup>nd</sup> meeting

### TOPIC : SONG

**Task 1 : Read the song lyric below and answer the questions.**

# Skyscraper

[Demi Lovato](#)

[Verse]

Skies are crying  
I am watching  
Catching tear drops in my hands  
Only silence  
Has an ending  
Like we never had a chance

Do you have to  
Make me feel like  
There is nothing left of me

[Chorus]

You can take everything I have  
You can break everything I am  
Like I'm made of glass  
Like I'm made of paper  
Go on and try to tear me down  
I will be rising from the ground  
Like a skyscraper  
Like a skyscraper

[Verse 2]

As the smoke clears  
I awaken  
And untangle you from me  
Would it make you  
Feel better  
To watch me while I bleed

All my windows  
Still are broken  
But I'm standing on my feet



[Chorus]

You can take everything I have  
You can break everything I am  
Like I'm made of glass  
Like I'm made of paper  
Go on and try to tear me down  
I will be rising from the ground  
Like a skyscraper  
Like a skyscraper

[Bridge]

Go run run run  
I'm gonna stay right here  
Watch you disappear, yeah  
Go run run run  
Yeah it's a long way down  
But I am closer to the clouds up here

You can take everything I have  
You can break everything I am  
Like I'm made of glass  
Like I'm made of paper  
Go on and try to tear me down  
I will be rising from the ground  
Like a skyscraper  
Like a skyscraper

Like a skyscraper!  
Like a skyscraper!  
Like a skyscraper!  
Like a skyscraper!



Questions :

1. What is the song about?
2. What does the word “skyscraper” mean?
3. What does this sentence “I will be rising from the ground” mean?
4. What does this stanza mean?  
You can take everything I am  
You can break everything I am  
Like I'm made of glass  
Like I'm made of paper
5. What can you learn from the song?

**THEORY ABOUT SONG**

Song is a composition of tone or voice in sequence, combination and temporal relation to produce a musical composition that has unity and continuity. Jadi, Lagu adalah gubahan seni nada atau suara dalam suatu urutan, kombinasi, dan hubungan temporal (biasanya diiringi dengan alat musik) untuk menghasilkan gubahan musik yang mengandung kesatuan dan kesinambungan. Social Function of the Song Songs are used to express feeling and idea in an entertaining world. Songs can be used to deliver social criticism. The moral values are hidden in the lyrics. Lagu merupakan salah satu cara untuk mengekspresikan emosi dan perasaan dengan cara yang menyenangkan. Lagu juga dapat menjadi media untuk menyampaikan kritikan tentang situasi yang ada di masyarakat. Moral value atau amanat biasanya tersirat dalam lirik yang dibuat penulis lagu.

#### Language Features of the Song

a. Imagery. Imagery describes about feelings and emotions. Sebuah lagu biasanya berusaha menggambarkan perasaan yang dirasakan si penulis.

b. Rhythm. Ritme disini digunakan untuk menciptakan mood. Misalnya, apabila kita sedang bersedih dan mendengarkan lagu dengan ritme slow, maka kita akan terbawa suasana dengan lagu tersebut. So, rhythm creates mood!

c. Figures of speech :

1. Metaphor, comparing two things that are not alike to suggest that they actually have something in common. Sekilas memang kedua hal yang dibandingkan tidak berkaitan, tetapi sebenarnya ada kesamaan antara dua hal tersebut. e.g. "Time is a thief" or "Her hair was silk".

2. Simile, compares two things using "like" or "as". Suatu hal digambarkan dengan hal yang mirip dengan menggunakan kata 'like' atau 'as' e.g. "My love is like a redrose".

3. Hyperbole, a dramatic language. Big exaggeration, usually with humor. Suatu hal digambarkan secara berlebihan, terkadang menggelitik karena terlalu berlebihan. e.g. "That math homework took me 8 million years to finish".

4. Personification, an object appear like a person. Objek (bukan manusia) memiliki kemampuan seperti manusia. e.g. "The wind whisper" or "The snowflakes danced in the wind".

5. Alliteration, the repetition of the same beginning sound in a series of words. Perulangan bunyi suara yang terdapat di awal setiap kata. e.g. "Peter Parker pick a pack of pants punctually"

#### Text Structure of the Song

a. Intro, yaitu bagian awal lagu, biasanya belum terdengar suara penyanyi (hanya instrumennya saja)

b. Verse, atau bait adalah bagian pengantar ke chorus.

c. Refrain, peralihan dari verse ke chorus

- d. Chorus, bagian inti, biasanya yang paling mudah diingat
- e. Bridge, penghubung chorus ke chorus selanjutnya ataupun ke coda.
- f. Coda, penutup lagu.

**Task 2 : Find the differences between the song “HERO” and “SCYSCRAPER”**

<b>HERO</b>	<b>SCYSCRAPER</b>
Theme :	Theme :
Moral lesson :	Moral lesson :
Figure of speech : a. Metaphor : b. Hyperbole : c. Simile : d. Alliteration :	Figure of speech : a. Metaphor : b. Hyperbole : c. Simile : d. Alliteration :

**HOMEWORK :**

1. Write a short passage about a person as “your hero”.
2. Find a song lyrics that you really like and then analyze the following things!
  1. Title and singer
  2. Theme
  3. Reason why you like it
  4. What the song tells about
  5. Rhymes
  6. Figurative languages
  7. Uniqueness of the song

**Good luck!**

**Appendix 9. A Questionnaire of Teachers' Perception of Their Readiness in Conducting Online Learning at SMA Negeri 1 Singaraja during Covid-19 Pandemic: A TPACK Perspective.**

**KUISIONER**

**PERSEPSI GURU BAHASA INGGRIS TENTANG KESIAPAN DIRI DALAM MELAKSANAKAN ONLINE LEARNING DI SMA NEGERI 1 SINGARAJA SELAMA PANDEMI COVID- 19**

Kuisisioner ini bertujuan untuk melihat persepsi guru terhadap kesiapan diri dalam melaksanakan pembelajaran online Bahasa Inggris. Jawaban Kuisisioner ini semata-mata untuk kepentingan ilmiah dan bersifat rahasia serta tidak mempengaruhi nilai disekolah.

Umur :

Jenis Kelamin :

**Petunjuk Umum**

**Berilah tanda *check* (v) di tiap pernyataan yang diberikan dengan keterangan,**

**1: Sangat tidak setuju, 2: Tidak setuju, 3: Setuju, 4: Sangat Setuju.**

Variable	Statement	1	2	3	4
TK (5 item)	1. Saya mampu menggunakan web dalam mengajar (Misalnya: Blog, Wikipedia, Facebook)				
	2. Saya memiliki kemampuan teknik dalam menggunakan teknologi				
	3. Saya dapat mempelajari teknologi dengan mudah				
	4. Saya dapat mengintegrasikan penggunaan web dalam melaksanakan pembelajaran online.				

	5. Saya dapat menggunakan software konferens (misalnya: Yahoo, Zoom, dan Google Meet).				
PK (5item)	6. Saya dapat mengarahkan siswa untuk belajar secara mandiri dengan arahan yang jelas.				
	7. Saya dapat membuat rencana pembelajaran untuk kegiatan kelompok belajar siswa.				
	8. Saya dapat mengidentifikasi topik yang tepat untuk kegiatan belajar berkelompok siswa.				
	9. Saya dapat mengajar siswa cara memonitor pembelajarannya sendiri.				
	10. Saya dapat mengajar siswa untuk bisa mengadaptasi strategi belajar yang tepat.				
CK (3 item)	11. Saya memiliki berbagai strategi dalam mengembangkan pemahaman tentang topik tertentu dalam pengajaran Bahasa Inggris pada pembelajaran kedua.				
	12. Saya tahu konsep, fakta, teori dan prosedur dari konten tertentu dalam pengajaran Bahasa Inggris.				
	13. Saya memiliki pengetahuan yang cukup tentang pembelajaran Bahasa Inggris.				
TCK (3 item)	14. Saya dapat menggunakan teknologi yang tepat untuk isi pada topik tertentu dalam pembelajaran				

	Bahasa Inggris (misalnya: simulasi, dan sumber multimedia).				
	15. Saya tahu mengenai teknologi yang tepat untuk digunakan dalam pemahaman dan praktik pada subjek tertentu seperti kalkulasi, ilmu pengetahuan alam, literasi, dan penelitian social.				
	16. Saya dapat melaksanakan pembelajaran menggunakan media teknologi tertentu seperti computer, LCD Proyektor, Laptop, dan smartspnone.				
PCK (4 item)	17. Saya tahu cara menilai hasil pembelajaran siswa pada (ontent tertentu) menggunakan teknologi dalam pembelajaran online.				
	18. Saya tahu cara memilih pendekatan pembelajaran yang efektif untuk membimbing pemikiran siswa dan pembelajaran dalam pembelajaran online.				
	19. Saya dapat membuat rencana pembelajaran online.				
	20. Saya dapat mengatur pembelajaran siswa saya sehingga terlaksana pembelajaran yang mendidik dan dialogis.				
TPK (5 item)	21. Program Pendidikan Guru yang saya tempuh telah menyebabkan saya untuk berpikir lebih mendalam tentang bagaimana				

	teknologi bisa mempengaruhi pendekatan pembelajaran yang saya gunakan di kelas.				
	22. Saya dapat memilih teknologi yang bisa mengembangkan pendekatan pengajaran untuk pembelajaran Bahasa Inggris.				
	23. Saya berpikir kritis tentang cara menggunakan teknologi dalam kelas saya.				
	24. Saya dapat mengadaptasi penggunaan teknologi yang telah saya pelajari untuk aktivitas mengajar yang beragam.				
	25. Saya dapat menggunakan teknologi informasi dan komunikasi untuk mengadakan diskusi pada forum dengan siswa saya.				
TPACK (5 item)	26. Saya dapat menggunakan strategi yang mengkombinasikan konten, teknologi dan pendekatan mengajar yang telah saya pelajari dalam kelas.				
	27. Saya dapat memberikan kepemimpinan dalam membantu orang lain untuk mengkoordinasikan penggunaan konten, teknologi dan pendekatan mengajar di sekolah.				
	28. Saya dapat memilih teknologi yang dapat mengembangkan materi yang saya ajarkan, cara				

	mengajar saya dan apa yang dipelajari siswa dalam pelaksanaan pembelajaran online.				
	29. Saya dapat mengajarkan pelajaran yang benar kepada siswa dengan mengintegrasikan subjek, teknologi, dan metode pembelajaran.				
	30. Saya mengajar berdasarkan kompetensi pedagogik, dan teknologi pembelajaran yang dapat digunakan mengajar materi pelajaran kepada siswa.				

