

APPENDIX 1 Surat Keterangan Penelitian

NDIKSHA

Appendix 1.1 Surat Permohonan Izin Penelitian



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS PENDIDIKAN GANESHA

PAKULTAS BAHASA DAN SENI John A.Yonf No. 67 Singaraja Beli Kode Pos Billi6 Telepon (10562) 21541 Fax. (9362) 27561 Laman fbs undikoha ac.id

Nomor: 1221/UN48.7.1/DT/2021

28 April 2021

Perihal: Permohonan Izin Penelitian

Yth. Kepala SMA Negeri 3 Singaraja

di Singaraja

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

: I Gede Putra Nama NIM : 1712021212 Jurusan Bahasa Asing

Program Studi Pendidikan Bahasa Inggris

Jenjang Tahun Akademik = 2020/2021

: TEACHERS' PREPARATION ON LESSON PLANS FOR WRITING

THROUGH GOOGLE CLASSROOM IN THE SENIOR HIGH

SCHOOL

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

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

Tembusan:

- 1. Dekan FBS Undiksha Singaraja
- Kaprodi, Bahasa Asing
 Sub-Bagian Pendidikan FBS



PEMERINTAH PROVINSI BALI DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA SMA NEGERI 3 SINGARAJA



Jl. PulauNatunaPenarukanSingaraja, Telp. (0362) 22386

SURAT KETERANGAN

Nomor: 422/24/SMAN 3.Sgr/2021

Yang bertanda tangan di bawah ini:

Nama

: I Putu EkaWilantara, M.Pd

NIP

: 197407181999031005

Jabatan

: Kepala SMA Negeri 3 Singaraja

Menerangkan dengan sebenarnya bahwa:

Nama

: I Gede Putra

NIM

: 1712021212

Program Studi

: Pendidikan bahasa inggris

Fakultas

: Bahasa dan Seni

Telah melaksanakan Kegiatan Pengumpulan data di SMA Negeri 3 Singaraja sebagai syarat pengajuan penelitian (skripsi) dengan judul Penelitian Teachers Preparation on lesson Plans For Writing Throngh Google Classroom in Senior high school Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

PRSipgaraja, 31 Mei 2021

Kepata SMA Negeri 3 Singaraja

<u>I Pútů Eka Wilantara,M.Pd</u> NIP: 197407181999031005

APPENDIX 2 Research Instrument

DNDIKSEL

Appendix 2.1. Teacher Preparation of Lesson Plan

INSTRUMENT I PREPARING LESSON PLANS FOR WRITING THROUGH ONLINE LEARNING PLATFORM

Direction. Please complete the questionnaire below for each of the lesson plan.

	School's Na	ame	
	Class/Seme	ester	
	Learning T	heme	
	Learning St	ub-theme	DIR.
	Time Alloc	ation	A.C.
	Aspect	Steps	Answer and Explanation
		5 5 7 5	(Please choose Yes or No and
			explain concise <mark>ly</mark>)
A	Learni <mark>n</mark> g	1) Do you state the	a. Yes. Please explain how do you
	Objectives	learning objective	state the learning objective which
		containing the	contain the audience.
		audience (A) ?	
	1		b. No. Please explain the reason for
		ONDIE	not including the learning objective
			which contain the audience.
		2) Do you state the	a. Yes. Please explain how do you
		learning objective	state the learning objective which
		containing the	contain the behaviour.
		behaviour (B) ?	
			b. Please explain the reason for not
			including the learning objective
			which contain the behaviour.

	3) Do you state the	a. Yes. Please explain how do you
	learning objective	state the learning objective which
	containing the	contain the condition.
	condition (C) ?	
	()	b. Please explain the reason for not
		including the learning objective
		which contain the condition.
	4) D	
	4) Do you state the	a. Yes. Please explain how do you
	learning objective	state the learning objective which
	containing the degree	contain the degree of attainment.
	of attainment (D) ?	DIE
	ATTAO A	b. Please explain the reason for not
		including the learning objective
		which contain the degree of
N. T.		attainment.
	5) Do you relate the	a. Yes. Please explain how do you
	learning objective to	relate the learning objective to the
	the core competency?	core competency.
((- MILLIA	
		b. No. Please explain the reason for
	Do	not relating the learning objective
	ADIR	to the core competency.
	6) Do you relate the	a. Yes. Please explain how do you
	learning objective to	relate the learning objective to the
	the basic	basic competency.
	competency?	
		b. No. Please explain the reason for
		not relating the learning objective
		to the basic competency.

В	Learning	7) Do you organize the	a. Yes. Please explain how do you
	Materials	learning materials	organize the learning materials
		based on the learning	based on the learning indicators.
		indicators?	
			b. No. Please explain the reason for
			not organizing the learning
			materials based on the learning
			indicators.
		8) Do you arrange the	a. Yes. Please explain how do you
		learning materials	arrange the learning materials
		based on the learning	based on the learning indicators.
	1	indicators?	ANG
			b. No. Please explain the reason for
	1	8 . 9	not arranging the learning materials
			based on the learning indicators.
		9) Do you develop the	a. Yes. Please explain how do you
		learning materials	develop the learning materials into
		into a theme and sub-	a theme and sub-themes.
		themes?	
	,	Un-	b. No. Please explain the reason for
		ADI.	not developing the learning
			materials into a theme and sub-
	themes.		themes.
			No, we don't use topic and sub-
			topic in senior high school.
С	Learning	10)Do you organize the	a. Yes. Please explain how do you
	Activities	learning activities	organize the learning activities
			based on the learning materials.

	based on the	
	learning materials?	b. No. Please explain the reason for
		not organizing the learning
		activities based on the learning
		materials.
	11)Do you organize the	a. Yes. Please explain how do you
	learning activities	organize the learning activities
	based on the	based on the learning methods or
	learning methods or	techniques.
1	techniques?	ANC
		b. No. Please explain the reason for
		not organizing the learning
	5	activities based on the learning
	V m	methods or techniques.
Learning	12)Do you select the	a. Yes. Please explain how do you
Media and	learning media	select the learning media based on
Sources	based on the	the learning objectives.
No.	learning objectives?	
	ON DO	b. No. Please explain the reason for
	N. D. I. K.	not selecting the learning media
		based on the learning objectives
	13)Do you select the	a. Yes. Please explain how do you
	learning sources	select the learning sources based
	based on the	on the learning objectives.
	learning objectives?	
 ı	ı	ı

		h No Dlagge comising the manner of
		b. No. Please explain the reason for
		not selecting the learning sources
		based on the learning objectives.
	14)Do you select the	a. Yes. Please explain how do you
	learning media	select the learning media based on
	based on the	the learning materials.
	learning materials?	
	<u> </u>	b. No. Please explain the reason for
		not selecting the learning media
		based on the learning materials.
	15)Do you select the	a. Yes. Please explain how do you
	learning sources	select the learning sources based
	based on the	on the learning materials.
	learning materials	
		b. No. Please explain the reason for
	N ab 2	not selecting the learning sources
	(37/)	based on the learning materials.
	16)Do you select the	a. Yes. Please explain how do you
	learning media	select the learning media based on
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	based on the	the learning methods/techniques.
	learning methods/	the feathing methods, teeninques.
	techniques?	b. No. Please explain the reason for
	teeninques:	not selecting the learning media
		methods/techniques.
	17)Do you select the	a. Yes. Please explain how do you
	learning sources	select the learning sources based
	based on the	

		learning	on the learning
		methods/techniques?	methods/techniques.
			b. No. Please explain the reason for
			not selecting the learning sources
			based on the learning
			methods/techniques.
		4	-
Е	Learning	18)Do you select the	a. Yes. Please explain how do you
	Assessment	assessment types	select the assessment types based
	1 ISSUSSITION	based on the	on the learning objectives.
		learning objectives?	on the learning objectives.
		rearming objectives:	b. No. Please explain the reason for
			not selecting the assessment types
			based on the learning objectives.
		19. Do you select the	a. Yes. Please explain how do you
		assessment	select the assessment techniques
		techniques based on	based on the learning objectives.
		the learning	
		objectives?	b. No. Please explain the reason for
		ONDIT	not selecting the assessment
			techniques based on the learning
			objectives.
		. Do you select the	a. Yes. Please explain how do you
		assessment types and	select the assessment types and
		techniques suitable for	techniques suitable for online
		online learning	learning platform.
		platform?	
		*	

b. No. Please explain the reason for
not selecting the assessment
types and techniques suitable for
online learning platform.

Instrument persiapan guru di dalam Menyusun lesson plan Undiksha 2020



INSTRUMENT II

PROBLEMS IN PREPARING LESSON PLANS FOR writing THROUGH ONLINE LEARNING PLATFORM

Direction. Please complete the questionnaire below for each of the lesson plan.

	School's N	lame	
	Class/Sem	ester	
	Learning T	Theme	
	Learning S	Sub-theme	DIDIR.
	Time Allo	cation	2 2 P.C.
	Aspect	Steps	77d) =
A	Learning Objectives	1. Do you have problem in stating the learning objective containing the audience (A)?	a. Yes. Please describe clearly and concisely. b. No.
		2. Do you have problem in stating the learning objective containing the behaviour (B)?	a. Yes. Please describe clearly and conciselyb. No.
		3. Do you have problem in stating the learning objective containing the condition (C)?	a. Yes. Please describe clearly and conciselyb. No.
		4. Do you have problem in stating the learning objective containing the degree of attainment (D)?	a. Yes. Please describe clearly and concisely b. No.
		5. Do you have problem in relating the learning objective to the core competency?	a. Yes. Please describe clearly and concisely b. No.

		6 Do you have	y Vac Dlagge decombs clearly and
		6. Do you have	a. Yes. Please describe clearly and
		problem in relating	concisely
		the learning	1 N
		objective to the basic	b. No.
		competency?	
В	Learning	7. Do you have problem	a. Yes. Please describe clearly and
	Materials	in organizing the	concisely
		learning materials	
		based on the learning	b. No.
		indicators?	
		8.Do you have problem	a. Yes. Please describe clearly and
		in arranging the	concisely
		learning materials	
		based on the learning	b. No.
		indicators?	
		9. Do you have problem	a. Yes. Please describe clearly and
		in developing the	concisely
		learning materials	
		into a theme and sub-	b. No.
		themes?	0. 10.
C	Learning	10. Do you have	a. Yes. Please describe clearly and
	Activities	problem in	concisely
	Activities	The state of the s	Concisery
		organizing the	
		learning activities	b. No.
		based on the learning	
		materials?	W. B. J. H. J. J. J.
	9.70	11. Do you have	a. Yes. Please describe clearly and
	Contract of the Contract of th	problem in	concisely
	7	organizing the	<u></u>
		learning activities	b. No.
	1	based on the learning	
		methods or	
		techniques?	
	Learning	12. Do you have	a. Yes. Please describe clearly and
	Media and	problem in selecting	concisely
	Sources	t <mark>he learning</mark> media	
		based on the learning	b. No.
		objectives?	
		13. Do you have	a. Yes. Please describe clearly and
		problem in selecting	concisely
		the learning sources	
		based on the learning	b. No.
		objectives?	
		14. Do you have	a. Yes. Please describe clearly and
		problem in	concisely
		selecting the	Conciscity
		learning media	b. No.
		learning media	U. 11U.

		based on the	
		learning materials?	
		15. Do you have	a. Yes. Please describe clearly and
		problem in selecting	concisely
		the learning sources	
		based on the learning	b. No.
		materials	
		16. Do you have	a. Yes. Please describe clearly and
		problem in selecting	concisely
		the learning media	Concident
		based on the learning	b. No.
		methods/	0. 110.
		techniques?	Vac Dlagge describe alongly and
		17. Do you have	a. Yes. Please describe clearly and
		problem in selecting	concisely
		the learning sources	
		based on the learning	b. No.
		methods/techniques?	
E	Learning	18. Do you have	a. Yes. Please describe clearly and
	Assessment	problem in selecting	concisely
		the assessment types	
	1.4	based on the learning	b. No.
	31.7	objectives?	
	1	19. Do you have	a. Yes. Please describe clearly and
		problem in selecting	concisely
		the assessment	
		techniques based on	b. No.
	11	the learning	
	The same of the sa	objectives?	
		20. Do you have	a. Yes. Please describe clearly and
	1	problem in	concisely
	9	selecting the assessment	Concisció
		types and techniques	b. No.
		suitable for online	0. 1(0.
		learning platform?	K S D
		icarining plantorin:	Control of the Contro

INSTRUMENT III

Students' Constraints Questionnaire

No	Questions	Answer or Comments
1	Do you own a desktop/laptop/mobile phone? (Apakah anda memiliki laptop/desktop/hp?)	a. Yes (Ya) b. No (Tidak)
		c. Other (Lainnya sebutkan)

2	Can you login to Google Classroom without	a. Yes (Ya)
	difficulty without others' assistance? (Apakah anda bisa masuk ke Google Classroom	b. No (<i>Tidak</i>) c. Other (<i>Lainnya sebutkan</i>)
3	dengan mudah tanpa bantuan orang lain) What account do use to login?	a. Akun sekolah
3	(Akun apa yang anda gunakan untuk login?)	b. Akun Google pribadi
	(intil apa yang anaa gunakan untuk togin.)	c. Akun G Suite yang disediakan
		odministrator/ organisasi
4	Can you login without difficulty or other's	a. Yes (Ya)
	assistance ?	b. No (<i>Tidak</i>)
	(Apakah anda tidak mengalami masalah atau minta	c. Other (Lainnya sebutkan)
	bantuan orang lain untuk login menggunakan akun	
	tsb?)	
5	Can you join the classroom?	a. Yes. I remember password (<i>Ya</i> ,
	(Apakah anda bisa masuk ke classroom atau tidak?	karena ingat kata sandi)
	Lupa sandi atau tidak bisa mengubah sandi ?)	b. Yes. I must change password (Ya, saya harus mengubah kata
	ATAN A MA	sandi)
		c. No. I forget password (<i>Tidak</i> ,
		karena lupa kata sandi)
		72
6	Can you switch between accounts?	a. Yes (Ya)
	(Apak <mark>a</mark> h anda bisa bera <mark>lih</mark> antar-akun pengg <mark>un</mark> a ?)	b. No (<i>Tidak</i>)
	7,177	c. Other (<i>Lainnya sebutkan</i>)
7	Can you logout without difficulty or other's	a. Yes (Ya)
	assistance?	b. No (<i>Tidak</i>)
	(Apakah <mark>anda tidak mengalami masalah atau minta bantuan orang lain untuk logout?)</mark>	c. Other (Lainnya sebutkan)
8	Can you access Google Classroom?	a. Yes. I remember code. (Ya.
	(Apakah an <mark>da</mark> bisa mengakses kelas?)	S <mark>a</mark> ya ingat kode kelas).
	NATUSB	b. No. I do not remember the
		code. (Tidak. Saya lupa kode
		kelas)
		c. No. I deleted the code.
		(Tidak.saya menghapus undangannya)
		d. No. I canceled invitation.
		(Tidak.Saya membatalkan
		pendaftarannya)
9	Do you often get troubles to connect ?	a. Yes. (Ya)
	(Apakah anda sering memeroleh gangguan untuk	b. No. (Tidak)
	koneksi ?	c. Other (Lainnya, sebutkan)
10	Can you post comments through Google	a. Yes. (<i>Ya</i>)
	Classroom?	b. No. (Tidak)

	(Apakah anda bisa memposting komentar?)	c. Other (Lainnya, sebutkan)
11	Can you cancel comments after posting through Google Classroom? (Apakah anda bisa membatalkan postingan komentar?	a. Yes. (<i>Ya</i>) b. No. (<i>Tidak</i>) c. Other (<i>Lainnya</i> , sebutkan)
12	Do you find problem with e-mail, either in sending or receiving e-mail? (Apakah anda mengalami masalah dengan e-mail, baik mengirim atau menerima e-mail?)	a. Yes. (Ya) b. No. (Tidak) c. Other (Lainnya, sebutkan)
13	Do you find difficulty in turning assignments through Google Classroom? (Apakah anda mengalami masalah dalam menyerahkan tugas melalui Google Classroom?)	a. Yes. (Ya) b. No. (Tidak) c. Other (Lainnya, sebutkan)
14	Do you get enclosures or handouts from your teachers? (Apakah anda memeroleh lampiran dari guru pengajar?)	a. Yes. (Ya) b. No. (Tidak) c. Other (Lainnya, sebutkan)
15	Does Google Classroom use wrong language? (Apakah Google Classroom menggunakan bahasa yang salah?)	a. Yes. (Ya) b. No. (Tidak) c. Other (Lainnya, sebutkan)
16	Can you understand EFL through Google Classroom? (Apakah anda lebih bisa mengerti menulis teks Bahasa Inggris 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)
17	Do you think that you like EFL through Google Classroom? (Apakah anda senang belajar nenulis teks Bahasa Inggris 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 menulis teks Bahasa Inggris melalui Google Classroom?)	a. Yes. Explain or give example (Ya. Jelaskan atau beri contohnya)

		b. No. Explain and give example (<i>Tidak</i> . <i>Jelaskan dan beri</i>
		contohnya)
19	Do you perceive writing texts in English through	a. Yes. Explain or give example
	Google Classroom?	(Ya. Jelaskan atau beri
	(Apakah anda pberpersepsi menulis teks Bahasa	contohnya)
	Inggris menjadi lebih fleksibel melalui Google	
	Classroom?)	b. No. Explain and give example
	,	(Tidak. Jelaskan dan beri
		contohnya)
20	Do you perceive EFL through Google Classroom is	a. Yes. Explain or give example
	rich with learning materials, plenty of examples, or	(Ya. Jelaskan atau beri
	varied illustrations?	contohnya)
	(Apakah anda menilai <mark>bela</mark> jar menulis teks ba <mark>has</mark> a	
	Inggris melalui Google Classroom lebih kaya	b. No. Explain and give example
	materi, kaya co <mark>ntoh</mark> atau ilustrasi yang	(Tidak. Jelaskan dan beri
	bervariasi?)	contohnya)

AND THE PARTY OF T	Singaraja,2020 Student,
DAPIKS	() NIP

APPENDIX 3 The Result of Teachers Preparation on Lesson Plans

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	Aspect	Steps	Answer and Explanation
			(Please choose Yes or No and explain
			concisely)
A	Learning	1) Do you state the	Yes, as stated in the learning objectives,
	Objectives	learning objective	students are able to analyses social functions,
		containing the	text structures, and linguistic elements
	4	audience (A)?	(students' words are stimulated by the
			audience)
		2) Do you state the	Yes, in learning objective, students are able to
		learning objective	compose a hortatory exposition text (able to
		containing the	compose referring to behaviour)
		behaviour (B)?	
		3) Do you state the	Yes, in learning, the supporting arguments are
		learning objective	explained, as well as suggestions by paying
		containing the	attention to the structure of the text and
		condition (C) ?	linguistic elements. (By paying attention to the
			text structure refers to the condition)
		4) Do you state the	Yes, in learning activity is explained,
		learning objective	supporting arguments, and suggestions,
		containing the	according to the context of use" (according to
		degree of attainment	the context of use refers to the degree of
		(D) ?	attainment)

		5) Do you relate the	Yes, basic competencies are already related to
		learning objective to	the learning objectives contained in the lesson
		the core	plan.
		competency?	
		6) Do you relate the	Yes, The learning objectives that have been
		learning objective to	prepared are based on the basic competency
		the basic	
		competency?	
В	Learning	7) Do you organize the	Yes, the material contained in the lesson plan
	Materials	learning materials	must be based on the indicators contained in it.
		based on the learning	DIE.
		indicators?	TAN C
		8) Do you arrange the	Yes, the material contained in the lesson plan
		learning materials	must be based on the indicators contained in it.
		based on the learning	
		indicators?	5 M
		9) Do you develop the	No, the teacher does not use themes and sub-
		learning materials	themes in developing teaching materials
	1	into a t <mark>heme and</mark>	because at the high school level, learning is no
		sub-themes?	longer developed.
	Learning	10)Do you organize the	yes, learning activities have been compiled
	Activities	learning activities	based on learning materials.
		based on the	
		learning materials?	
		11)Do you organize the	
		learning activities	Yes, choose the suitable method for students
		based on the	in the learning activity based on the learning
		learning methods or	method such as question and answering,
		techniques?	discussion.

Learning	12)Do you select the	I'm having confusion in choosing media and
Media and	learning media	sources in the preparation of the lesson plan
Sources	based on the	
	learning objectives?	
	13)Do you select the	I'm having confusion in choosing media and
	learning sources	sources in the preparation of the lesson plan
	based on the	
	learning objectives?	
	14)Do you select the	I'm having confusion in choosing media and
	learning media	sources in the preparation of the lesson plan
	based on the	ANC
	learning materials?	
	15)Do you select the	I'm having confusion in choosing media and
	learning sources	sources in the preparation of the lesson plan
	based on the	2 1/2
	learning materials	
	16)Do you select the	TOTAL STATE OF THE
	learning media	I'm having confusion in choosing media and
	based on the	sources in the preparation of the lesson plan
	learning methods/	CHA
	techniques?	
	17)Do you select the	I'm having confusion in choosing media and
	learning sources	sources in the preparation of the lesson plan
	based on the	
	learning	
	methods/techniques	
	?	

Е	Learning	18)Do you select the	Yes, in this type of assessment there is a skill
	Assessmen	assessment types	assessment, which is in accordance with the
	t	based on the	learning objective, namely that students are
		learning objectives?	able to compose texts.
		19. Do you select the	Yes, the technique used is a written test, which is
		assessment	in accordance with the learning objectives,
		techniques based on	namely students are able to make historical
		the learning	explanation texts.
		objectives?	
		20. Do you select the	Yes, I chose portfolio pens, because this is
	/	assessment types and	suitable for learning based on online platforms
		techniques suitable for	b E
		online learning	17.
		platform?	K ST E

	Aspect	Steps Answer and Explanation
	1	(Please choose Yes or No and explain concisely)
A	Learning	1) Do you state the Yes, in the learning objective, students are able to
	Objectives	learning objective write a draft essay based on the content and
		containing the organizational structure of writing a brochure.
		audience (A)? (Students are motivated by the audience in the
		preparation of learning objectives)
		2) Do you state the Yes, in the learning objective contains behavior
		learning objective written as (students are able to revise)
		containing the
		behaviour (B) ?

		3)	Do you state the	Yes, Information in the learning objectives that
			learning objective	contain conditioner is used the key word (Through
			containing the	observation)
			condition (C)?	
		4)	Do you state the	Yes, learning objectives containing degree of
			learning objective	attainment explain the keywords in the learning
			containing the	objectives, namely (appropriately)
			degree of	
			attainment (D) ?	
		5)	Do you relate the	The learning objectives have been linked to the
		A SECTION AND ADDRESS OF THE PERSON ADDRESS OF THE PERSO	learning objective	basic competencies, because in preparing the
			to the core	learning objectives, you must look at the basic
			competency?	competencies contained in the lesson plan.
		6)	Do you relate the	learning objectives have been linked to core
			learning objective	competencies, competencies are used as
			to the basic	benchmarks in setting learning objectives.
			competency?	
В	Learning	7)	Do you organize	Yes, because the material in the lesson plan is
	Materials		the learning	compiled through core indicators.
		1	materials based	
		A	on the learning	AHA
		7	indicators?	
		8)	Do you arrange	Yes, compiling learning materials based on having
			the learning	been prepared based on learning indicators such as,
			materials based	(Students are able to write drafts based on ideas)
			on the learning	
			indicators?	
		9)	Do you develop	No, the teacher does not use themes and
			the learning	subthemes in developing teaching materials

		materials into a	because in the 2013 curriculum the theme of
		theme and sub-	learning material is no longer developed.
		themes?	
С	Learning	10)Do you organize	
	Activities	the learning	learning activities have been prepared based on
		activities based	learning material because in learning activities
		on the learning	
		materials?	
		11) Do you organize	the method used has been adapted to the learning
		the learning	activities.
		activities based	
		on the learning	IIII RANG
		methods or	
		techniques?	27 & 7
	Learning	12) Do you select the	I'm having confusion in choosing media and
	Media and	learning media	sources in the preparation of the lesson plan
	Sources	based on the	yesting .
		lear <mark>ning</mark>	
		objectives?	
	No.	13) Do you select the	
		learning sources	ARA
		based on the	
		learning	
		objectives?	
		14) Do you select the	I'm having confusion in choosing media and
		learning media	sources in the preparation of the lesson plan
		based on the	
		learning	
		materials?	

		15) Do you select the	I'm having confusion in choosing media and
		learning sources	sources in the preparation of the lesson plan
		based on the	
		learning materials	
		16) Do you select the	I'm having confusion in choosing media and
		learning media	sources in the preparation of the lesson plan
		based on the	
		learning methods/	
		techniques?	
		17) Do you select the	I'm having confusion in choosing media and
		learning sources	sources in the preparation of the lesson plan
		based on the	ANC
		learning	
		methods/techniqu	2 2 A
		es?	
Е	Learning	18) Do you select the	20 1/4
	Assessmen	assessment types	Yes, the type used in the assessment is product
	t	based on the	skills, which are in accordance with the learning
		learning	objectives, namely students are able to write drafts
	No.	objectives?	of essays.
		19. Do you select the	ABA
		assessment	Yes, the technique used is a written test, where
		techniques based	this is in accordance with the learning objectives,
		on the learning	namely students are able to make brochure texts.
		objectives?	
		20. Do you select	Yes, The types and techniques in the lesson plan
		the assessment types	have been adapted to learning using Google
		and techniques	Classroom.

	suitable for online	
	learning platform?	



APPENDIX 4 The result of Teachers Difficulties in Preparing Lesson Plans

DNDIKSHA

Appendix 8: The Result of Teacher's Problems on Preparing Lesson Plans through Google Classroom

School's Name	
Class/Semester	
Learning Theme	
Learning Sub-theme	
Time Allocation	Δ.

	Aspect	Steps	
A	Learning Objectives	1. Do you have problem in stating the learning objective containing the audience (A)?	No
		2. Do you have problem in stating the learning objective containing the behaviour (B)?	No
		3. Do you have problem in stating the learning objective containing the condition (C)?	No
		4. Do you have problem in stating the learning objective containing the degree of attainment (D)?	No
		5. Do you have problem in relating the learning objective to the core competency?	No
		6. Do you have problem in relating the learning objective to the basic competency?	No
В	Learning Materials	7. Do you have problem in organizing the learning materials based on the learning indicators?	No
		8.Do you have problem in arranging the learning materials based on the learning indicators?	No

		9. Do you have problem in developing the learning materials into a theme and subthemes?	Yes, Learning materials at the high school level are no longer developed into subthemes.
С	Learning Activities	10. Do you have problem in organizing the learning activities based on the learning materials?	No
		11. Do you have problem in organizing the learning activities based on the learning methods or techniques?	No
	Learning Media and Sources	12. Do you have problem in selecting the learning media based on the learning objectives?	Yes. become a problem with the network
		13. Do you have problem in selecting the learning sources based on the learning objectives?	Yes. Yes, because learning is online. and learning resources must be in accordance with the learning objectives
		14. Do you have problem in selecting the learning media based on the learning materials?	Yes. well, because of lack of knowledge about technology
		15. Do you have problem in selecting the learning sources based on the learning materials	Yes, yes, because these two things must be adjusted in online learning
		16. Do you have problem in selecting the learning media based on the learning methods/techniques?	Yes, yes, because methods and techniques must be adjusted in choosing online learning media media
		17. Do you have problem in selecting the learning sources based on the learning methods/techniques?	Yes., Yes, because learning resources must be based on methods and techniques must be adapted.
Е	Learning Assessment	18. Do you have problem in selecting the assessment types based on the learning objectives?	No
		19. Do you have problem in selecting the assessment techniques based on the learning objectives?	No
		20. Do you have problem in selecting the assessment types and techniques suitable for online learning platform?	No

	Aspect	Steps	
	F		
A	Learning Objectives	1. Do you have problem in stating the learning objective containing the audience (A)?	No
		2. Do you have problem in stating the learning objective containing the behaviour (B)?	No
		3. Do you have problem in stating the learning objective containing the condition (C)?	No
		4. Do you have problem in stating the learning objective containing the degree of attainment (D)?	No
		5. Do you have problem in relating the learning objective to the core competency?	No
		6. Do you have problem in relating the learning objective to the basic competency?	No
В	Learning Materials	7. Do you have problem in organizing the learning materials based on the learning indicators?	No.
		8.Do you have problem in arranging the learning materials based on the learning indicators?	No
		9. Do you have problem in developing the learning materials into a theme and subthemes?	Yes, using the 2013 curriculum, non-song learning materials are developed into subthemes.
С	Learning Activities	10. Do you have problem in organizing the learning activities based on the learning materials?	No
		11. Do you have problem in organizing the learning activities based on the learning methods or techniques?	No
		12. Do you have problem in selecting the learning media	Yes., because of constraints in knowledge of technology in online teaching.

	Learning Media and	based on the learning	
		objectives?	V. V. landari da constanta de
	Sources	13. Do you have problem in selecting the learning sources based on the learning	Ye. Yes. because the constraints of technological knowledge in online learning
		objectives?	have an influence in the selection of learning resources
		14. Do you have problem in selecting the learning media based on the learning materials?	Yes, choosing teaching materials is difficult because most of the teaching materials are searched through the internet.
		15. Do you have problem in selecting the learning sources based on the learning materials	Yes. Choosing teaching sources is difficult because most of the teaching materials are searched through the internet.
		16. Do you have problem in	Yes, v Yes, because learning media must
		selecting the learning media	be selected based on learning
		based on the learning methods/ techniques?	methods/techniques
		17. Do you have problem in selecting the learning sources based on the learning methods/techniques?	Yes, because learning resources must be selected based on learning methods/techniques
E	Learning Assessment	18. Do you have problem in selecting the assessment types based on the learning objectives?	No
		19. Do you have problem in selecting the assessment techniques based on the learning objectives?	No
		20. Do you have problem in selecting the assessment types and	No
		techniques suitable for online learning platform?	
		NDIKSH	

APPENDIX 5 The Result of Students Constraints in Learning Writing

DNDIKSHA

1Appendix 5.1: The result of students' constraint in learning writing on XI Ips 1

NO	Name	Class	Question														
	Code		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	A	XI Ips 1	A	A	A	Α	A	В	В	A	A	A	A	A	A	A	A
2	В	XI Ips 1	A	A	A	Α	A	В	В	A	A	A	A	A	A	A	A
3	С	XI Ips 1	A	A	A	Α	A	В	В	A	A	A	A	A	A	A	Α
4	D	XI Ips 1	Α	A	A	Α	A	В	В	A	A	A	A	A	A	A	A
4	Е	XI Ips 1	Α	A	A	В	A	A	В	A	A	A	A	A	A	A	A
6	F	XI Ips 1	Α	A	A	Α	В	A	В	A	A	A	A	A	A	A	A
7	G	XI Ips 1	Α	A	A	В	В	A	В	A	A	A	A	A	A	A	A
8	Н	XI Ips 1	Α	A	A	A	В	В	В	A	В	Α	A	A	A	Α	A
9	I	XI Ips 1	A	A	A	В	A	В	Α	A	В	Α	A	A	A	A	Α
10	J	XI Ips 1	Α	A	A	Α	A	Α	Α	Α	В	A	A	A	A	Α	A
11	K	XI Ips 1	A	В	A	Α	Α	A	A	A	Α	A	A	A	A	A	Α
12	L	XI Ips 1	A	A	A	В	A	В	В	A	A	A	A	A	A	A	Α
13	M	XI Ips 1	Α	A	Α	A	A	В	Α	Α	A	A	Α	A	В	A	A
14	N	XI Ips 1	В	A	Α	A	A	В	A	A	Α	A	В	A	В	Α	A
15	О	XI Ips 1	A	A	A	В	A	A	A	A	В	A	В	A	В	A	A
16	P	XI Ips 1	A	A	A	A	A	В	В	A	В	A	В	A	В	A	Α
17	Q	XI Ips 1	A	В	A	В	A	Α	В	Α	В	A	В	A	В	A	A
18	R	XI Ips 1	A	A	В	В	A	В	В	A	A	A	В	A	В	A	Α
19	S	XI Ips 1	Α	A	A	A	A	A	В	A	A	Α	В	A	В	A	A
20	T	XI Ips 1	Α	A	A	A	A	В	A	A	A	Α	В	Α	В	A	Α
21	U	XI Ips 1	В	A	A	В	A	A	A	A	A	A	В	Α	В	A	Α
22	V	XI Ips 1	Α	A	A	В	A	В	A	A	В	A	A	A	В	A	Α
23	W	XI Ips 1	A	В	A	В	A	A	В	A	В	A	A	Α	В	A	Α
24	X	XI Ips 1	A	Α	A	В	Α	A	В	A	В	A	A	Α	A	Α	A
25	Y	XI Ips 1	A	A	A	В	Α	В	В	A	A	A	Α	A	A	A	Α
26	Z	XI Ips 1	Α	В	A	Α	Α	Α	В	A	A	A	Α	A	A	Α	A
27	AA	XI Ips 1	Α	A	A	Α	Α	В	В	A	A	A	Α	A	A	Α	A
28	BB	XI Ips 1	A	Α	A	Α	A	A	A	A	В	A	A	В	A	A	A
29	CC	XI Ips 1	A	Α	A	В	A	В	A	A	В	A	A	В	A	A	A
30	DD	XI Ips 1	A	Α	A	В	A	A	A	A	В	A	A	В	A	В	A
31	EE	XI Ips 1	Α	A	A	В	Α	Α	Α	Α	A	A	Α	В	A	В	A
32	FF	XI Ips 1	Α	A	A	В	Α	В	В	Α	A	A	Α	В	A	В	A
33	GG	XI Ips 1	A	Α	A	Α	A	A	В	A	A	A	A	В	A	В	A
34	HH	XI Ips 1	A	Α	A	В	A	В	В	A	A	A	A	В	A	В	A
35	II	XI Ips 1	A	Α	A	В	A	A	В	A	В	A	A	В	A	В	A
36	JJ	XI Ips 1	Α	Α	A	В	Α	Α	В	Α	В	Α	Α	Α	A	В	A

No	Name	Class					
	Code		16	17	Questions 18	19	20
1	A	XI Ips 1	Yes,	Yes, because	Yes, because	Yes, because of	Yes, because
		•	because	it makes it	it's easier to	the many features	it is done
			Google	easier for me	use google	in it	online
			Classroom	to make	classroom		
			provides	assignments	than other		
			many		apks		
			features,		-		
			and makes it	A			
			easier for				
			me to write				
2	В	XI Ips 1	Yes,	yes, because	Yes, because	Yes, the features	Yes, because
			because it	it makes it	it is more	in it help me in	it is done
			makes it	easier for me	comfortable	writing	online
			easier for us	in learning	and motivated		
			o write		in writing		
3	C	XI Ips 1	yes, because	Yes, through	Yes, because	Yes, the features	Yes, the
		1	it is easy to	google	of the many	in it help me in	features in
			understand	classroom I	features in it	writing	Google
		V.		am more	V (13%)		Classroom
		1		motivated			are very
				09 Ab 72			helpful
4	D	XI Ip <mark>s</mark> 1	Yes,	Yes, google	Yes, because	Yes, because it's	Yes, because
		11/1	because it's	classroom	it's easy to be	easy	in Google
		The same of the sa	easy to	helps me	motivated		Classroom
		1	understand	make my	YYTT		it's easier to
		1		homework			learn
				easier		7 8	
5	Е	XI Ips 1	No, Because	Yes, google	Yes, because	no, because it's	Yes, learning
			it,	classroom	it's simpler	hard to access	becomes
			difficulties	really	3 2	· Comment of the comm	easier
				motivates me			
6	F	XI Ips 1	Yes,	Yes, google	Yes, because	Yes, because	Yes, learning
			because	classroom is	it's simpler	google classroom	becomes
			Google	very easy to		helps me in	easier
			Classroom	access		learning writing	
			helps make				
			it easier to				
	C	X/I I 1	write	*,1 1 1	37 1	X7 1	X7 1
7	G	XI Ips 1	Yes,	no, it's hard	Yes, because	Yes, google	Yes, google
			because	to understand	it's simpler	classroom is very	classroom
			google	the material		easy to access	provides
			classroom				many
			helps me in				features

			learning				
8	Н	XI Ips 1	writing Yes,	Yes, because	Yes, because	Yes, because	Yes, many
0	11	Ai ips i	because	English is my	through	through Google	features are
			through	favorite	Google	Classroom, we	there
			Google	subject	Classroom it	can also access	
			Classroom		will be easier	words that we	
			it's easier to		to make it	don't know	
9	I	XI Ips 1	write No because	no because	Yes ,Because	No, because	Not. On
9	1	Ai ips i	it's easier on	the	it's easier to	there's something	WhatsApp
			WhatsApp	connection is	do and faster	I don't	can also vary
				bad 🌲		understand	3
				sometimes			
10	J	XI Ips 1	Yes,	Yes, because	Yes, as it is	Yes, because	Yes, many
			because I	writing	easy to	writing English	features are
			understand	English text	understand the	text through	there
			more easily	through	assignment of	Google Classroom is	
				Google Classroom is	Google	easier	
				easier	classroom	Casici	
11	K	XI Ips 1	No because	Happy	Yes ,Because	Yes, because	Yes, because
		3//	some of the	because it's	it's easier to	writing E <mark>ng</mark> lish	there are
		1	vocabulary	more	do and faster	text through	rarely
			in English I	practical than		Goog <mark>l</mark> e .	English
			don't	writing in a		Classroom is	teachers who
		1.7	understand	notebook	HGY	easier	use Google Classroom
12	L	XI Ips 1	Yes,	Yes, because	No, because if	No, because	Yes, because
12	L	7 11 1ps 1	because	I have no	you only learn	there's something	there are
		1	here I can	problems	to write in the	I don't	rarely
		1	understand	with writing	application,	understand	English
			more	through	students will		teachers who
			11 1	classroom	no longer rely		use Google
					on an	1	Classroom
			9.00		automatic keyboard to	4	
					learn to write		
					English		
13	M	XI Ips 1	Yes,	Yes, because	Yes, very	No, because	Yes, many
			because the	both can be	motivated	there's something	features are
			media is the	understood		I don't	there
			same as	yes		understand	
			other media				
14	N	XI Ips 1	media	Yes. Because	Yes, as it is	Yes, because	Yes, because
14	1,4	A1 1p8 1	happy, because it's	the app is	easy to	writing English	there are
			occause it s	better	understand	text through	rarely
				2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	the		

15	0	XI Ips 1	easier to understand Yes. Because the app is better	Yes. Because the app is better	assignment of Google classroom Not. Because I don't understand	Google Classroom is easier Not. It's the same, it's the same, it's hard and you don't	English teachers who use Google Classroom Not. On WhatsApp can also vary
16	P	XI Ips 1	Yes, because it's easier to understand	Yes, because writing text is easier and the text is easy to understand	Yes, because it's easier to understand	understand Yes, because writing text is easier and the text is easy to understand	Yes, because you can send material in the form of pictures or videos to Google Classroom
17	Q	XI Ips 1	Yes, because Google Classroom helps make it easier to write	Yes, because there are rarely English teachers who use Google Classroom	Yes, because the material is clearer if it is given to Google Classroom	Yes. If I could better understand the material	Yes. Because if the class group eats the material provided will be buried with chat from friends so it's a bit difficult to find the material again
18	R	XI Ips 1	Yes, Because I work faster	Yes ,Because it's easier to do and faster	Yes, as it is easy to understand the assignment of Google classroom	Yeah. sometimes.	Yes, because there are rarely English teachers who use Google Classroom
19	S	XI Ips 1	Yes, because Google Classroom helps make it easier to write	No, GC and WA are the same	Yes ,Because it's easier to do and faster	Yes ,Because it's easier to do and faster	No, GC and WA are the same
20	T	XI Ips 1	Yes Because I work faster	Yes ,Because it's easier to do and faster	Yes, as it is easy to understand the	Yeah. sometimes.	Yes ,Because it's easier to do and faster

					assignment of		
					Google		
					classroom		
21	U	XI Ips 1	No, because	Yes, I enjoy	No, because I	Yes, as it is easy	Yes, as it is
21		211 1p3 1	I can	learning to	prefer to learn	to understand the	easy to
			translate it	write English	via the	assignment of	understand
			well.	text in Google	whatsapp	Google	the
				Classroom.	application.	classroom	assignment
					app	0.000.00	of Google
							classroom
22	V	XI Ips 1	Yes	yes, because	No because	Yes (because you	No, Richer
		1	(because the	we can open	it's hard	can copy/paste	in material
			text is easy	google	10 5 1101 0	via google)	but don't
			to read)	8-18-1		3.50 85 58-57	understand
23	W	XI Ips 1	Yes	No (Because	Less (because	Yes (because you	No (because
		111 1ps 1	(because the	there is a	it will only	can copy/paste	I understand
			text is easy	problem with	depend on	via google)	better if I
			to read)	the cellphone	cellphones not	via googie)	learn
			to read)	and lack of	our brains)		directly)
				writing)	our brums)		directly)
24	X	XI Ips 1	not because	Not so happy	No because	No, it's actually	No, Richer
24	71	Al ips i	it's hard	1 tot so nappy	it's hard	more difficult to	in material
		1	it o nara		it s nard	write in Google	but don't
		30		D 1 5	// d	Classroom	understand
25	Y	Vi Inc. 1	No bosouso	No becouse	No becouse		
23	I	Xi Ips 1	No, because it's hard	No, because it's hard	No, because it's hard	No, because it's hard	No, because it's hard
26	Z	Vi Inc 1	Yes,			Yes, because you	
20	Z	Xi Ips 1	because it's	yes, because	No, because	can copy and	no, because
		11.	clearer	we can open	it's hard	paste	it's the same
		100	Clearer	google	OVV	paste	as in the
	A A	V: In a 1	No because	N. 1	NI- 1	No because it's	book
27	AA	Xi Ips 1	it's hard to	No because	No because		No because
27			explain	it's hard to	it's hard	not perception	it doesn't
20	D.D.	X7: X 4	90.	understand	**	Var harman	vary
28	BB	Xi Ips 1	I usually	I'm typing in	Yes I am more	Yes, because you	No, because
			type through	the document	motivated	can copy and	it's hard
29	CC	Vi Inc. 1	documents Yes, it's	Vac bassuas	Yes I am more	yes, because you	Yes, because
29	CC	Xi Ips 1		Yes, because		-	you can copy
			easy to send	it makes	motivated	can copy and paste	and paste
			Seriu	understanding		paste	and paste
20	DD	77' T 4	Ver	faster	X7 X	X7 1 '	X7 1
30	DD	Xi Ips 1	Yes,	Yes, because	Yes I am more	Yes, because it	Yes, because
			because it's	it makes	motivated	makes	through
			an easy way	understanding		understanding	Google
			to	faster		faster	Classroom it
			understand				will be easier
							and faster to
							understand
		I	I	İ	1	I	i

31	EE	Xi Ips 1	Yes, because	Yes. To be easy to	Yes, because while	Yes. To be easy to understand	Yes, because it's easier
			Google Classroom helps make it easier to write	understand	learning ,when will you use Indonesian?		
32	FF	Xi Ips 1	No, because there are words that are difficult to understand	No, because it's hard	No, because it's hard	No, because I don't really understand	No, because it's less efficient
33	GG	Xi Ips 1	Yes because a little can speak English	Yes. Easier to differentiate between materials and tasks	Yes, because it's easier	Yes because it is more clear about English	No, because it's less efficient
34	НН	Xi Ips 1	Yes. Because the language of the application that I use is English	Yes. Easier to differentiate between materials and tasks	Yes. Because the material uploaded by Google Classroom is not easy to copy, so it is possible to learn English without translating.	Yes. To be easy to understand	Yes. It will be easier and faster to understand the material.
35	II	Xi Ips 1	No, Its so hard	No, Its so hard	Yes, same with WhatsApp	Yes, same with WhatsApp	Yes, same with WhatsApp
36	11	Xi Ips 1	Yes you can but I can understand Indonesian better	ND IK	Yes I am more motivated	Yes, because I can understand and learn English	Yes, because I write English text through Google Classroom, in my opinion, it is not rich in material and rich in examples or illustrations

Appendix 5.1: The result of students' constraint in learning writing on XI Mipa 1

Code	NO	Name	Class								Qu	estior	1					
1		Code		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
3	1	A	XI Mipa 1	A	A	A	A	A	В	A	A	A	A	A	A	A	Α	A
44 D XI Mipa 1 A A A B A A B A A B A A B A	2	В	XI Mipa 1	A	A	A	В	A	В	A	A	A	A	A	A	A	A	A
4 E XI Mipa 1 A A A A A A B A B A B A	3	С	XI Mipa 1	A	A	A	В	A	A	A	A	A	A	A	A	A	A	A
6 F XI Mipa 1 A A A A A A B A A B A A B A A B A A B A A B A A B A A B A A B A A A B A A A B A A A B A A A B A	4	D	XI Mipa 1	A	A	A	В	A	A	В	A	Α	A	В	A	A	Α	Α
7 G XI Mipa 1 A A B A B A A A B A A A B A A A B A A A B A A A B A A A B A A A B A A A B A	4	Е	XI Mipa 1	A	A	A	A	Α	A	В	Α	В	A	В	A	A	Α	Α
8 H XI Mipa 1 A A B A	6	F	XI Mipa 1	A	A	A	A	A	A	В	A	Α	A	В	A	A	A	A
9	7	G	XI Mipa 1	A	A	A	В	A	A	В	A	Α	A	В	A	A	A	A
10	8	Н	XI Mipa 1	A	A	A	В	A	A	Α	A	A	A	В	A	A	A	A
111 K XI Mipa 1 A A B A A B A <th< td=""><td>9</td><td>I</td><td>XI Mipa 1</td><td>A</td><td>A</td><td>A</td><td>В</td><td>A</td><td>A</td><td>A</td><td>A</td><td>Α</td><td>A</td><td>A</td><td>A</td><td>A</td><td>Α</td><td>Α</td></th<>	9	I	XI Mipa 1	A	A	A	В	A	A	A	A	Α	A	A	A	A	Α	Α
12	10	J	XI Mipa 1	A	A	A	В	A	В	A	В	A	A	A	A	A	A	A
13	11	K	XI Mipa 1	A	A	Α	В	A	A	Α	В	A	A	A	A	A	A	A
14 N XI Mipa 1 A A A A B B A A A A B B A A A A B B A A A A B B A A A A A B B A A A A A B B A A A A A B B B A A A A A B B B A A A A B B B A A A A B B A A A A B A	12	L	XI Mipa 1	В	A	A	A	A	A	Α	A	Α	A	Α	A	A	A	A
15 O XI Mipa 1 A A B A A B B A A A A B A A A A B A A A A B B A A A A B B A A A A B B A A A A B B B A A A A B B B A A A A B A 18 R XI Mipa 1 A A A B B B A A A B A 19 S XI Mipa 1 A A A A A A A B B A A A B A A A B B A A A B B A A B B A A	13	M	XI Mipa 1/	Α	A	Α	Α	A	A	В	A	A	A	A	A	A	A	A
16 P XI Mipa 1 A A B A A B B B A A A A B B B B A A A A B B B B A A A A B B B B A A A A B A 18 R XI Mipa 1 A A A B B B B A A A A B A 19 S XI Mipa 1 A A A A A A A A B B A A A B A A B B A A A B B A A A B B A A A B B A A B B A A B B A A A	14	N	XI Mipa 1	A	A	Α	A	A	В	В	A	Α	A	A	A	A	В	A
17 Q XI Mipa I A A A A B B B A A A A B A A A A A B B B B A A A A B A A A A A B A A A A A A A A A A A A A A B B A A A A A B A A A A A A B A	15	О	XI Mipa 1	A	A	A	В	A	A	В	В	A	A	A	A	A	В	A
18 R XI Mipa 1 A A B A A B B A A A A A B A A A A A A B B A A A A B B A A A A B B A A A B B A A A B B A A A B B A A B B A A B B A A B B A	16	P	XI Mipa 1	A	Α	A	В	A	A	В	В	Α	A	A	A	A	В	A
19 S XI Mipa 1 A A A A A A B A A B A A B A A A B A	17	Q	XI Mipa 1	A	A	A	A	A	В	В	В	Α	A	A	A	A	В	A
20 T XI Mipa 1 A A B A	18	R	XI M <mark>ip</mark> a 1	A	A	A	В	Α	A	В	В	Α	A	Α	A	A	В	Α
21 U XI Mipa 1 A	19	S	XI M <mark>ip</mark> a 1	A	A	A	A	A	A	Α	В	A	A	A	В	A	В	A
22 V XI Mipa 1 A	20	T	XI Mipa 1	A	A	A	В	A	A	A	Α	Α	A	A	В	В	A	A
23 W XI Mipa 1 A	21	U	XI Mipa 1	A	A	A	A	A	A	A	A	A	A	A	В	В	A	A
24 X XI Mipa 1 A A A A A B A B A	22	V	XI Mipa 1	A	A	A	A	A	A	Α	A	A	A	A	В	В	A	A
25 Y XI Mipa 1 A	23	W	XI Mipa 1	A	A	A	A	A	A	A	A	Α	A	A	В	В	A	A
26 Z XI Mipa 1 A A A A B A A A B A A A B A	24	X	XI Mipa 1	A	A	A	A	A	В	A	В	Α	A	A	В	В	Α	Α
27 AA XI Mipa 1 A A A A B A <td< td=""><td>25</td><td>Y</td><td>XI Mipa 1</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>Α</td><td>В</td><td>В</td><td>Α</td><td>Α</td></td<>	25	Y	XI Mipa 1	A	A	A	A	A	A	A	A	A	A	Α	В	В	Α	Α
28 BB XI Mipa 1 A A A A B A B A A A B A A A A B A <td< td=""><td>26</td><td>Z</td><td>XI Mipa 1</td><td>A</td><td>Α</td><td>A</td><td>A</td><td>A</td><td>В</td><td>A</td><td>A</td><td>Α</td><td>A</td><td>Α</td><td>В</td><td>В</td><td>A</td><td>A</td></td<>	26	Z	XI Mipa 1	A	Α	A	A	A	В	A	A	Α	A	Α	В	В	A	A
29 CC XI Mipa 1 A A A A B A <th< td=""><td>27</td><td>AA</td><td>XI Mipa 1</td><td>A</td><td>A</td><td>A</td><td>A</td><td>Α</td><td>В</td><td>Α</td><td>Α</td><td>Α</td><td>A</td><td>Α</td><td>В</td><td>В</td><td>Α</td><td>Α</td></th<>	27	AA	XI Mipa 1	A	A	A	A	Α	В	Α	Α	Α	A	Α	В	В	Α	Α
30 DD XI Mipa 1 A A A A B A B A A A A A A A A B A B A <td< td=""><td>28</td><td>BB</td><td>XI Mipa 1</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>В</td><td>A</td><td>В</td><td>A</td><td>A</td><td>Α</td><td>A</td><td>В</td><td>Α</td><td>A</td></td<>	28	BB	XI Mipa 1	A	A	A	A	A	В	A	В	A	A	Α	A	В	Α	A
31 EE XI Mipa 1 A A A A A B A B A B A A A A A A A A A B A B A B A B A A A A A A A A A A A A A A A A A B A B A B A <td< td=""><td>29</td><td>CC</td><td>XI Mipa 1</td><td>Α</td><td>A</td><td>A</td><td>A</td><td>A</td><td>В</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>В</td><td>A</td><td>A</td></td<>	29	CC	XI Mipa 1	Α	A	A	A	A	В	A	A	A	A	A	A	В	A	A
31 EE XI Mipa 1 A A A A A B A B A B A A A A A A A A A B A B A B A B A A A A A A A A A A A A A A A A A B A B A B A <td< td=""><td>30</td><td>DD</td><td></td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>В</td><td>A</td><td>В</td><td>A</td><td>A</td><td>Α</td><td>A</td><td>A</td><td>Α</td><td>A</td></td<>	30	DD		A	A	A	A	A	В	A	В	A	A	Α	A	A	Α	A
32 FF XI Mipa 1 B A A A B A <td< td=""><td>——</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<>	——																	
33 GG XI Mipa 1 A A A A B A B A A A A A A 34 HH XI Mipa 1 A A A A A B A B A B A A A A A A 35 II XI Mipa 1 A A A A A B A A A A A A	32		_	В		A		A	В	A		A					Α	
34 HH XI Mipa 1 A A A A B A B A <td< td=""><td></td><td>GG</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<>		GG																
35 II XI Mipa 1 A A A A A B A A A A A A A A A A A A A																		
			•															
	36	JJ	XI Mipa 1	A	A	A	A	Α	В	Α	A	Α	A	A	A	A	A	A

No	Name	Class			Questions		
	Code		16	17	18	19	20
1	A	XI Mipa 1	Yes, because the language of the application that I use is in English.	Yes, it is easier to distinguish between materials and tasks.	Yes, because the material uploaded by Google Classroom is not easy to copy	Yes, for easy understanding	yes, it will be easier and faster to understand the material.
2	В	XI Mipa 1	Yes, Because it is more efficient.	Yes, Maybe it will be more relaxed.	DIRANG	Yes, More access too.	Yes, because in google classroom you can access material in pdf format without the need for the application.
3	С	XI Mipa 1	No, because I don't understand English so ask for help from Google Translate Screen reader support is enabled.	Yes if I understand I'm happy	No because it's easier to access WA groups grup	No because I don't understand	No because I don't understand
4	D	XI Mipa 1	No because I don't speak English very well but I can understand slowly	I'm happy but I don't have enough vocabulary to compose sentences	No because I don't speak English enough	No because it's difficult and still don't understand it	Yes, because there is an explanation.
4	E	XI Mipa 1	Yes, because the language of the application that I use is in English	No because it doesn't always have a quota	Yes, because the language of the application that I use is in English	no, because it is often a little wrong.	No because it's easier to access WA groups grup
6	F	XI Mipa 1	Yes, because the writing is clear.	yes, if I understand the language a little.	yes because from google class room it's easier to copy and	yes because it is easier for us to type and delete text via	yes because we can learn through animation

			I	I			
					paste via google	google class room	and other materials
7	G	XI Mipa 1			99		
8	Н	XI Mipa 1	yes because in google class room the explanation is good and easy to understand	Yes, because it's easier to do it or can use Google	yes because from google class room it's easier to copy and paste via google	yes because it is easier for us to type and delete text via google class room	yes because we can learn through animation and other materials
9	I	XI Mipa 1	No, because there are also some that I still don't understand	Yes, because I enjoy learning to write English texts so that I can understand more broadly	Yes, because I am very motivated when learning to write English text	No, because it's difficult and still don't really understand it	Yes, because there are some that I already understand a little will vary greatly in my opinion
10	J	XI Mipa 1	Don't really understand	Yes, because I like to learn to write English text so that I can understand it more broadly	No because it's hard	No because it's difficult and still don't understand it	Yes, because there are some that I understand quite a bit and will vary greatly in my opinion
11	K	XI Mipa 1	Yes, but actually everything is the same be it in wa group or GC, cmn is more fun in GCr.	Yes, because it's clearer.	Yes, because it is more fun to study in Google classroom.	Maybe yes.	Yes, because in GCr the discussion looks clearer and structured.
12	L	XI Mipa 1	I can understand writing English text through google classroom	I am very happy to learn to write English text through google classroom	Very motivated to learn to write English text through google classroom	I really think that writing English text is more flexible	Yes, because the language of the application that I use is in English
13	M	XI Mipa 1	Yes, because the language of the	Yes. It's easier to distinguish	Yes, because the material uploaded by	Yes. For easy understanding	Yes, it will be easier and faster to

			onnlication	between	Cocala		understand
			application that I use is	materials and	Google Classroom is		the material
							the material
			in English	tasks	not easy to		
					copy, so it is		
					possible to		
					learn English		
					without		
					translating.		
14	N	XI Mipa 1	Yes, because	Yes, if I	Yes, because	No because I	Yes, it will
			the language	understand a	the language	don't	be easier
			of the	little with the	of the	understand	and faster to
			application	language.	application		understand
			that I use is		that I use is		the material
			in English		in English		
15	O	XI Mipa 1	Yes, because	Yes, because	No, because	No, I think it's	No, because
			it has	I don't have	I think it's	the same as	it still looks
			features that	much	normal	usual there's	normal
			are easy to	problem		no change	
			understand	when using	10		
				google			
		#9	AV	classroom			
16	P	XI Mipa 1	Yes, if I	Yes, if I	Yes, if I	Yes, if I	Yes, if I
		311	understand a	understand a	understand a	understand a	understand a
		9	little with the	little with the	little with the	little with the	little with
			language.	language.	language.	languag <mark>e</mark> .	the
							language.
17	Q	XI Mipa 1	Not. Because	not. Because	yes. Because	sometimes	depending
		•	my	I often enter	even though	easy	on the
		100	classroom is	the wrong	I have a little	sometimes	teacher who
		4	often	class	problem, I	hard	gives the
		1	disturbed	30 10 10 10 10 10 10 10 10 10 10 10 10 10	still follow		material
		7		111	the English	18	
			11		course		
18	R	XI Mipa 1	no, because	Yes, because	Yes, because	No, because	No, because
_		r·-	understand	in my	so that the	through	going
			or not it's	opinion,	answer is not	whatever I feel	through
			according to	through	copied and	the same	anything is
			my mood	whatever it	pasted,		the same
			111, 111000	is, it's still	friends		liio baille
				the same	inionas		
19	S	XI Mipa 1	no, because	no, because	Yes, because	no, because	no, because
19	3	Zi wiipa i	it's hard	it's hard	easy to	it's hard	it's hard
			it o naid	it o riai a	understand	1.071010	
20	T	XI Mipa 1			understand		
		•	No bossues :	No bossuss :	Voc i roolly	Voc. hossues	No because
21	U	XI Mipa 1	No,because i	No, because i never been	Yes, i really want to know	Yes , because	No, because
			have never written	given how to	how to make	in my opinion	in my
				-		this will speed	opinion the
		J	(typed) any	write english	english text	up time when	provision of

			text in google	text via google	via google classroom.	we create text so that we	material can be provided
			classroom.	classroom.	Because all this time i	don't	trought other
					learned to		accounts
					make text		such as the
					only throught		WA grup,
					microsoft		not only
					office.		google
							classroom.
22	V	XI Mipa 1	Yes, because	Yes, because	No, because	No because it's	No, its so
			it's easy to	through	sometimes it	difficult and	hard
			understand	Google	gets a little	still don't	
				Classroom it	wrong.	understand it	
22	***	371 N 4° 1	X 7 1	can be easier	XZ 1	X7 'CT	NT 1
23	W	XI Mipa 1	Yes, because I can learn	Yes, because	Yes because	Yes, if I understand a	No, because sometimes it
				you can hone	it can increase	little with the	
			English	your skills	knowledge	language.	gets a little wrong.
24	X	XI Mipa 1	Yes, because	Yes, if I	Yes, because	No, because	Yes,
24	Λ	XI WIIpa I	the writing is	understand a	of the clear	sometimes it	because
			clear.	little with the	vocabulary.	gets a little	there is an
		1	cicar.	language.	vocabulary.	wrong.	explanation.
25	Y	XI Mipa 1	Yes	Yes	Not	Not Not	Yes
	_	111 1/11.	Because the	I enjoy	Because in	Because in	Because the
			English	learning to	Google	Google	English
			teacher sent	write text in	Classroom	Classroom it is	teacher
		1 7	the material	English	we are only	used to send	sends
			there so it	because the	given	assignments	assignments
		7	was easy for	teacher sends	material and	and understand	and
			me to	the material	assignments	mat <mark>e</mark> rial.	materials to
			understand	through	so we can	7/	google
		,	the English	Google	understand.		classroom
			text.	classroom.		7.8	
26	Z		no, because	Yes, because	Yes, because	Ye, because its	Yes,
			I'm not good	it can save	you can learn	to help me in	because in
			at speaking	books	correct	learning	English, just
			English		sentences in		one word
					English		has many ·
27	A A	VI M':	NT -	Va harrer	Vac beere	No because it's	meanings
27	AA	XI Mipa	No,	Ye, because	Yes, because	difficult and	Yes,
			Difficulty to	its to help me	of the clear		because of
			use Google Classroom	in learning	vocabulary.	still don't	the clear
20	DD	VIMina		Vos hasansa	Vos hasansa	understand it	vocabulary.
28	BB	XI Mipa	Yes, if I understand a	Yes, because	Yes, because of the clear	Yes, if I understand a	Yes, because of
			little with the	you can hone		little with the	the clear
				your skills	vocabulary.		
			language.			language.	vocabulary.

29	CC	VIMino		Vashaaana	Ma	Vas bassuss	Ma
29	CC	XI Mipa		Yes because	No,	Yes, because	No,
				it can	Difficulty to	the writing is	Difficulty to
				increase	use Google	clear.	use Google
20		*** * **	**	knowledge	Classroom		Classroom
30	DD	XI Mipa	Yes, if I	Yes, because	Yes, if I	No, because	Yes, if I
			understand a	you can hone	understand a	sometimes it	understand a
			little with the	your skills	little with the	gets a little	little with
			language.		language.	wrong.	the
							language.
31	EE	XI Mipa	Yes, because	Yes, because	Yes, because	Yes, because	Yes,
			the writing is	the writing is	the writing is	the writing is	because the
			clear.	clear.	clear.	clear.	writing is
				A			clear.
32	FF	XI Mipa	Yes, because	Yes, because	Yes, if I	Yes, because	No,
			of the clear	we can learn	understand a	of the clear	Difficulty to
			vocabulary.	English	little with the	vocabulary.	use Google
				- CANADA	language.	<u> </u>	Classroom
33	GG	XI Mipa	Yes.	Yes.	Yes.	Yes. Actually,	Not.
			Because, in	Because,	Studying in	it's the same as	Because it's
			my opinion,	since this	the	typing an	normal in
			it's not that	online I have	classroom	answer in a	my opinion.
		1.4	hard.	become	makes me	class wa group	
				accustomed	comfortable,	or classroom.	
				to learning	because our	It's just that I	
				through	answers are	feel more	
				classroom.	not known	comfortable if	
				レル/ 前	by other	I deposit my	
					friends so	assignments in	
				MAMAR	that friends	the classroom.	
				raine an	cannot copy		
			V	300 B 1 A V	and paste the		
					answers.	18	
34	НН	XI Mipa	No I don't	Yes, because	No,	Yes, because	No,
		1	understand	we can learn	Difficulty to	it's easier	Difficulty to
				English	use Google	A CONTRACTOR OF THE PROPERTY O	use Google
			Destination of		Classroom	A .	Classroom
35	II	XI Mipa	Yes, if I	No, its so	No, because	No, its so hard	No, its so
		1	understand a	hard	it's hard to		hard
			little with the		understand		
			language.				
36	JJ	XI Mipa	Yes, because	Yes makes it	Yes, if I	Yes, if I	Yes, if I
		r	learning	easier to	understand a	understand a	understand a
1				collect	little with the	little with the	little with
				assignments	language.	language.	the
				455151111011115	iangauge.	imigango.	language.
<u> </u>			l	l	l	I	ianguage.



Appendix 6.1 Results of Interviews with Teachers 1

INTERVIEW QUESTIONS

My list of questions works to answer the formulation of the problem in the research entitled "Preparing a Writing Lesson Plan Through Google Classroom at SMA Negeri 3 Singaraja". The following is a list of interview questions to answer the problem formulation of how the problem of teachers in preparing lesson plans through Google Classroom.

Date: 27-04-2021

Date: 05-05-2021

Time: 09.00 - 13.00

Teacher A: Kadek Yayuk, S.pd Teacher B: Nyoman Kawan S,pd

A list of questions:

- 1. Do you experience problems in developing teaching materials into themes and subthemes?
- 2. Do you have difficulty in choosing media and learning resources based on learning objectives?
- 3. Do you have difficulty in choosing media and learning resources based on teaching materials?
- 4. Do you have difficulty in choosing media and learning resources based on learning methods/techniques?

Answer from teacher A:

- 1. Yes, for sub-themes, In developing learning materials into themes or sub-themes, this is adjusted in learning because at the high school level they do not develop learning materials into themes or sub-themes
- 2. The selection of media based on learning objectives is still an obstacle for now. The media used may not be in accordance with the learning objectives because learning is more long. In addition, the Basic Competencies (KD) used mostly still include face-to-face learning

- 3. We have adapted the media used to the current learning conditions and situations. The problem I face is constrained in technology because technology is developing rapidly at this time
- 4. Learning models and techniques must be seen in the way students participate in online learning. I also have problems with related models and learning techniques because of online learning

The answer to Teacher 2

- 1. Sub-theme development is not carried out after curriculum changes. We are not currently developing subthemes
- 2. The media used must be considered first to be able to achieve the learning objectives. difficulty in getting a good internet affects learning, this becomes an obstacle in media selection.
- 3. The selection of media is still a bit difficult because it still needs to be adjusted to the students' abilities, and also the adaptation to today's online learning.
- 4. Selection of media in the online learning process. This is an obstacle because of the lack of students getting a good network so that the learning media must be adjusted.



NDIKSHA

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (DARING)

Nama Sekolah : SMA Negeri 3 Singaraja

Mata Pelajaran : Bahasa Inggris (Peminatan)

Kelas/Semester : XI/2

Tahun Ajaran : 2020/2021

Materi Pokok : Teks Hortatory Exposition

Alokasi Waktu : 2 x 60 menit

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.

 KI 4 : 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 Pencapaian Kompetensi

- 3.3 Membedakan fungsi sosial, struktur teks. dan unsur kebahasaan beberapa teks hortatory exposition lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya.
- 3.3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks hortatory exposition lisan dan tulis terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya.
- 3.3.2 Menganalisisfungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks hortatory exposition lisan dan tulis terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya.
- 3.3.3 Menjelaskan informasi dari teks hortatory exposition lisan dan tulis terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran berdasarkan fungsi sosial dan struktur teks.
- 4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks hortatory exposition lisan dantulis, terkait isu aktual.
- 4.4 Menyusun teks hortatory exposition lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi
- 4.3.1 Menyusun teks hortatory exposition lisan dan tulis terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran dengan memperhatikan struktur teks dan unsur kebahasaan.

sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.3.2 Membuat teks hortatory exposition lisan dan tulis terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan.

C. Tujuan Pembelajaran

- 1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks hortatory exposition lisan dan tulis terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya.
- 2. Peserta didik mampu menganalisisfungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks hortatory exposition lisan dan tulis terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya.
- 3. Peserta didik mampu menjelaskan informasi dari teks hortatory exposition lisan dan tulis terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran berdasarkan fungsi sosial dan struktur teks.
- 4. Peserta didik mampu menyusun teks hortatory exposition lisan dan tulis terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran dengan memperhatikan struktur teks dan unsur kebahasaan

D. Materi Pembelajaran

Hortatory Exposition Text

Definition : Hortatory exposition text is a type of text that aims to

convince and influence readersso that they agree with what

was said.

Social Function : To convince or give new perceptions to readers and listeners

in order to make them agree with the opinion of the speaker

or writer.

Generic Structure : a. Thesis Statement

Thesis statement is a paragraph that serves to describe something that happened and introduce what problems or

themes will be discussed.

b. Arguments

Argument is one of the parts where the writer/author presents several arguments or reasons regarding the

problem or theme being discussed.

c. Recommendation

Recommendation is the part contains recommendations/
suggestions from the author or speaker where she/he

convinces the readerstowards his or her point of view.

Language Features

: a. Using simple present tense.

b. Using conjunctions such as *first*, *second*, *third*, *next*, *furthermore*, *additionally*, etc.

c. Using modals such as *should*, *must*, etc.

d. Using evaluative words such asimportant, valuable, trustworthy, etc.

e. Using complex sentences.

f. The text is persuasive and there are supporting arguments.

E. Metode Pembelajaran

1. Pendekatan : Saintifik

2. Tahapan : Mengamati, Menanyakan, Mengumpulkan informasi,

Mengolah

informasi, dan Mengkomunikasikan.

3. Teknik : Tanya Jawab, Diskusi, dan Kerja Individu

F. Media, Alat/Bahan, dan Sumber Pembelajaran

1. Media : Power Point Presentation

2. Alat/Bahan : Handphone/Komputer/Laptop

3. Sumber : - LKS Bahasa Inggris Peminatan Kelas XI

- Internet dan Referensi lain yang relevan

G. Langkah – Langkah Kegiatan Pembelajaran

Kegiatan	Deskri	psi	Alokasi
	Kegiatan Guru	Kegiatan Siswa	Waktu
Pendahuluan	1. Guru mengawali	1. Siswa merespon salam	10
	pembelajaran dengan	g <mark>ur</mark> u di platform	Menit
A.	mengucapkan salam di	Whatsapp Group.	
	platform Whatsapp		
	Group.	2. Siswa mengisi	
	2. Guru mengecek kehadiran	kehadiran melalui	
	siswa dengan memberikan	google form tersebut.	
	google form.	3. Siswa menjawab	
	3. Guru memberikan	pertanyaan –	
	beberapa pertanyaan –	pertanyaan yang	
	pertanyaaan terkait	diberikan oleh guru.	
	dengantopik		
	pembelajaran.(Activity 1)	4. Siswa menyimak dan	
	4. Guru menyampaikan	memperhatikan topik	
	topik yang akan dipelajari	yang akan dipelajari	
	dan tujuan pembelajaran.		

	dan tujuan	
	pembelajaran.	
Inti	1. Guru meminta siswa 1. Siswa membaca teks 45	
	untuk teks hortatory hortatory exposition Men	it
	exposition yang diberikan melalui	
	melalui platform platform Whatsapp	
	Whatsapp Group. Group.	
	(Activity 2)	
	2. Guru meminta siswa 2. Siswa mengidentifikasi	
	untuk mengidentifikasi fungsi social, struktur	
	fungsi social, struktur teks teks dan unsur	
	dan unsur kebahasaan kebahasaan p <mark>ad</mark> a teks	
	pada teks hortatory hortatory exposition	
	exposition.	
	3. Guru meminta siswa 3. Siswa menyampaikan	
	untuk menyampaikan hasil terkait dengan	
	hasil mereka terkait fungsi social, struktur	
19	dengan fungsi social, teks dan unsur	
	struktur teks dan unsur kebahasaan pada teks	
	kebahasaan pada teks hortatory exposition.	
	hortatory exposition.	
	4. Guru memberikan 4. Siswa menyimak	
	penjelasan ulang terkait penjelasan ulang guru	
	dengan fungsi social, terkait fungsi social,	
	struktur teks, dan unsur struktur teks, dan unsur	
	kebahasaan pada teks kebahasaan pada teks	
	naratif terkait cerita naratif terkait cerita	
	pendek melalui media pendek melalui media	
	PowerPoint. PowerPoint.	

	5. Guru memberikan
	kesempatan siswa untuk 5. Siswa menanyakan
	bertanya terkait dengan materi pembelajaran
	penjelasan guru. yang sulit dipahami.
Penutup	1. Guru meminta siswa 1. Siswa mengerjakan 5 Menit
	untuk mengerjakan lembar kerja siswa
	lembar kerja siswa di tersebut di google
	google classroom. classroom.
	(Worksheet).
	2. Guru mengajak siswa 2. Siswa menyimpulkan
	untuk menyimpulkan materi pembelajaran
	materi pembelajaran yang yang telah dipelajari.
A	telah dipelajari.
	3. Guru menyampaikan 3. Siswa mencacat materi
N N	materi pembelajaran pembelajaran terkait
	terkait dengan pertemuan dengan pertemuan
	selanjutnya. selanjutnya.
1	4. Siswa mengakhiri
	4. Guru mengakhiri kegiatan kegiatan pembelajaran
	pembelajaran dengan dengan merespon
	memberikan salam. salam dari g <mark>ur</mark> u.

H. Penilaian

a. Jenis Penilaian

- 1. Penilaian Sikap
 - a) Obervasi (Jurnal)

Capaian siswa dinilai oleh guru dengan menggunakan daftar cek atau skala penilaian yang disertai rubrik.

- b) Penilaian Diri
- c) Penilaian Antar Teman

- 2. Penilaian Pengetahuan
 - a) Tes tulis (Uraian/Esai)
 - b) Tes lisan (Tes lisan pemaparan materi dari pemahaman siswa)
- 3. Penilaian Keterampilan
 - a) Proyek (Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi)
 - b) Portofolio / unjuk kerja (Laporan tertulis individu/kelompok)
 - c) Produk
 - Menyusun teks hortatory exposition lisan dan tulis terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran dengan memperhatikan struktur teks dan unsur kebahasaan.
- b. Bentuk Instrumen Penilaian (Terlampir)

Mengetahui, Singaraja, 2021

Kepala SMA Negeri 3 Singaraja Guru Mata Pelajaran,

I Putu Eka Wilantara, M.Pd. Kadek Yayuk Yuliati,

<u>S.Pd.</u> NIP. 197407181999031005 NIP. 197703102006042025

LAMPIRAN – LAMPIRAN

ACTIVITY 1

- 1. What do you know about hortatory exposition text?
- 2. What is difference between hortatory exposition text and analytical Exposition text?

ACTIVITY 2

Please read the following the hortatory exposition text!

Bullying Among Children

Recently, the number of reports about bullying among children has risen. The type of the case also gets even various and worse. Some of them even end with sexual abuse and death. This issue definitely is not something we would take lightly.

Bullying cause bad effects for both side of those who are bullied and also those who bully. Children who are bullied usually show negative changes on their behaviour and also on thier physical condition. Some of them might experience depression and anxiety which lead them to experience more sadness and loneliness. They also might experience changes in their pattern of sleeping and eating which caused them to have health problem. All of this effect usually has major effect on their achievement at school, some of them even drop out of their school.

Children who bully others will also experience some negative effect from their actions. These effects will be brought until their adulthood. Some of the effects are: tendencies to consume alcohol and drugs when they are adult, tendencies to have violent behavior toward people around them, properties around them and even tendencies to be abusive toward their romantic partners in the future. In short, children who bully other will have tendencies to be criminal in the future.

As an adult or parents, I believe we do not want those effects happen to our children. As a recomendation, I suggest we deal with this issue seriously whenever we saw any bullying happen around us.

Source:

https://www.bigbanktheories.com/exposition-text-serta-generic-structure-dan-language-feature/



STUDENTS WORKSHEET

PART A

Please read the following the hortatory exposition text! Then answer the questions!

Bullying Among Children

Recently, the number of reports about bullying among children has risen. The type of the case also gets even various and worse. Some of them even end with sexual abuse and death. This issue definitely is not something we would take lightly.

Bullying cause bad effects for both side of those who are bullied and also those who bully. Children who are bullied usually show negative changes on their behaviour and also on thier physical condition. Some of them might experience depression and anxiety which lead them to experience more sadness and loneliness. They also might experience changes in their pattern of sleeping and eating which caused them to have health problem. All of this effect usually has major effect on their achievement at school, some of them even drop out of their school.

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As an adult or parents, I believe we do not want those effects happen to our children. As a recomendation, I suggest we deal with this issue seriously whenever we saw any bullying happen around us.

Questions:

- 1. What is the purpose of the text?
- 2. Whatis topic discussed?
- 3. Why is the topic important to discuss?

- 4. What arguments can support the topic??
- 5. What is the author's recommendation for readers??

PART B

Arrange every paragraph into a good the hortatory exposition text "Corruption" by considering structure and language features of the text!

Corruption

First and foremost, state organization framework is wrongly. Presently nation, the improvement needs must be in instruction. In any case, for a considerable length of time, began from old request period, the new request time, until renewal period, the improvement just centered around the financial field. Though, every nation that is recently free, is still restricted in having HR, cash, administration, and innovation. Thus, right now, those things are foreign from abroad which thusly it delivers the reason for defilement.

Corruption in Indonesia is becoming methodically. For some individuals, Corruption is no more as an infringement of law, however it is only a custom. In Indonesia, Corruption happens as though it is an ordinary thing to do, particularly among authorities. Authorities appear to have no disgrace to do insult to this nation. This makes an inquiry, what the reasons for Corruption in Indonesia are. At any rate there are eight reasons for defilement that happens in Indonesia.

Third, authorities are voracious. Consumerism way of life, was conceived by the advancement framework, urges authorities to be rich right away. This causes the demeanor of insatiability where authorities mishandle the power and his position, as doing imprint up to the improvement ventures.

Sixth, the supervision is not compelling. In a current arrangement of administration, there is dependably the instrument called inside control which the nature is in assemble in every unit of work errand. So that a little deviation will be identified prior and naturally repaired. Yet, inner control which exists in every unit no more went appropriately on the grounds that the officer or worker who identifies with the business, can do the demonstration of defilement.

Second, common hirelings' pay is low. Recently autonomous nations don't have enough cash to pay higher remuneration to workers. Also, Indonesia, which organizes monetary and social field, makes an example of consumerism socially and physically, so that 90 percent of common workers do debasement.

Fourth, Law Enforcement does not run well. Authorities that are voracious and common workers who do Corruption on account of the inadequate compensation, don't run law authorization well. In addition, in government offices and associations group, everything that includes in the law implementation is measured by cash.

Fifth, the discipline that is softly against the corruptor. The law requirement does not work appropriately, where law implementation authorities can be paid.

Subsequently, the discipline for the corruptor is light and it doesn't bring about an obstacle impact.

Seventh, there is no model pioneer. In 1997, the condition of the Indonesian economy is somewhat superior to Thailand. However, the pioneer of Thailand gave an illustration to its kin in an example of basic life. Along these lines, good backing and material were conceived from general society and businesses. In brief time,

Thailand got financial recuperation. In Indonesia, there was no pioneer that can be a case so that the national and state life is almost in gorge annihilation.

Taking into account those contentions that reveal to us the reasons for debasement, we need to do preventive activities against defilement. We ought to assemble lawful administration, the anticipation shapes all components that can give the enlightenment law and data that are held to the administration, open administrations, suppliers of merchandise n administrations, and private gatherings. Say no to Corruption and let us battle against it.

Eighth, defilement in Indonesia is fixated on state authorities as of late as well as of now it stretches out to the group. This can be exemplified by the treatment of the ID card, driver's permit, vehicles enlistment, or when seeking work. This is an impression of the group activities which is done by political authorities.

"Good Luck"

PENILAIAN SIKAP

Lembar pengamatan observasi sikap peserta didik

No.	<u>Indikator</u>	Jujur	Sopan	Peduli	Bertanggung	Cinta	Kerjasama
	Sikap			11/2	Jawab	Damai	
		_		V			
	Nama		ND	TKS	HA	and the second	
	Peserta Didik						
1.							
2.							
3.							
dsb.							

Note: Setiap aspek menggunakan skala 1 sampai 5

1 = Sangat Kurang, 2 = Kurang, 3 = Cukup, 4 = Baik, 5= Sangat Baik

PENILAIAN DIRI

Bentuk: Jurnal Belajar

Please, fill in this table to show the progress of your study

Before I studied	I didn't understand about
this material	
When I was	I had some difficulties
studying this	
material	I overcome it by
After I have	I think
studied this	
material	PENDIDIA

PENILAIAN TEMAN

Bentuk: Komentar

Please, give comment about two of your friends based on their attitude and manner during the class activities on the following table.

Name	1	Description
77	CXX	MANYYYY
1		

PENILAIAN PENGETAHUAN

> Tes tulis: Uraian

Uraian	Skor
Jawaban sesuai dengan kunci jawaban	2
Jawaban hampir mendekati benar	1
Jawaban salah	0

 $Skor\ maksimal = 10$

 $Total\ skor\ siswa = \underline{Skor\ perolehan\ siswa} \quad x\ 100$

PENILAIAN KETERAMPILAN

➤ Produk:Menyusun teks hortatory exposition lisan dan tulis terkait pandangan/ pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran dengan memperhatikan struktur teks dan unsur kebahasaan.

Aspek	Kriteria	Nilai						
	Penggunaan kosakata dengan sangat tepat	5						
	Penggunaan kosakata dengan tepat							
Kosakata	Penggunaan kosakata dengan cukup tepat							
	Penggunaan kosakata dengan kurang tepat	2						
	Penggunaan kosakata dengan tidak tepat	1						
1//	A F							
	Isi sudah sangat berkaitan dan sesuai dengan topik	5						
	Isi sudah berkaitan dan sesuai dengan topik	4						
<mark>I</mark> si	Isi sudah cukup berkaitan dan sesuai dengan topik							
	Isi masih kurang berkaitan dan sesuai dengan topik	2						
	Isi masih tidak berkaitan dan sesuai dengan topik							
(()		•						
	Penggunaan tata bahasa dengan sangat tepat	5						
	Penggunaan tata bahasa dengan tepat	4						
Tata bahasa	Penggunaan tata bahasa dengan kurang tepat	3						
	Penggunaan tata bahasa dengan cukup tepat	2						
	Penggunaan tata bahasa dengan tidak tepat	1						
Mekanik	Penguasaan ejaan, tanda baca, dan kapitalisasi	5						
(Ejaan, Tanda	dengan sangat benar.							
Baca, dan	Beberapa kesalahan ejaan, tanda baca,dan	4						
Kapitalisasi)	kapitalisasi.							

Kesalahan sesekali ejaan, tanda baca, dan	3
kapitalisasi, tapi	
artinya tidak dikaburkan.	
Sering terjadi kesalahan ejaan, tanda baca, dan	2
kapitalisasi, danartinya dikaburkan.	
Didominasi oleh banyak kesalahan ejaan, tanda baca,	1
dan kapitalisasi.	

 $Skor\ maksimal = 20$

 $Total\ skor\ siswa = \underline{Skor\ perolehan\ siswa} \quad x\ 100$



Appendix 10.2: Teacher's Lesson Plan 2

Rencana Pelaksanaan Pembelajaran (RPP) Pertemuan 1

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : SMA Negeri 3 Singaraja

Mata Pelajaran : Bahasa dan Sastra Inggris

Kelas/Semester : XI/Genap

Tahun Pelajaran : 2020/2021

Alokasi Waktu : 2 x 30 menit (1 x pertemuan)

Keterampilan/Theme : Menulis/ Writing

Jenis teks/Sub theme : Teks khusus (Brochure)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, dan percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan

keberadaannya

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

menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat danminatnya untuk memecahkan masalah.

KI 4 : 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

4.7.2 Menyusun teks khusus brosur, leaflet, banner, dan pamflet terkait promosi barang/jasa/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

ONDIKSHE

C. Indikator

Siswa mampu:

1. Menulis draf karangan berdasarkan judul dan ide yang telah dipilih sesuai dengan

urutan genre teks recount.

2. Merevisi draf tulisan recount yang telah dibuat dari segi isi dan organisasi tulisan

dengan tepat.

D. Nilai Karakter

Berdasarkan indikator di atas, nilai karakter yang dapat dikembangkan adalah kreatif,

disiplin, dan jujur.

E. Tujuan Pembelajaran:

1. Melalui pengamatan dari tayangan youtube, siswa mampu menulis draf karangan

berdasarkan isi dan struktur organisasi penulisan sebuah brosur sesuai dengan

urutan yang telah ditentukan.

2. Berdasarkan draf tulisan brosur yang telah dibuat, siswa mampu merevisi draf

tersebut dari segi isi dan struktur organisasi tulisan terkait brosur dengan tepat.

F. Materi Pembelajaran

Demontrasi pembuatan Brosur (youtube)

General Structure of A Brochure (LKS Kreatif page 24)

Brosur tentang Orang, barang, jasa, dan kegiatan (event) yang relevan dengan kehidupan

peserta didik sebagai remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku

yang termuat dalam KI. (Silabus)

G. Pendekatan dan Teknik

1. Pendekatan : Saintifik

2. Metode : Demonstrasi (Melalui Youtube dan website)

H. Kegiatan Pembelajaran

Langkah- langkah	No	Kegiatan Pembelajaran	Kegiatan Asesmen Portofolio	Alokasi Waktu
Kegiatan Awal (Apersepsi)	1	Memberi salam di kolom <i>stream</i> google classroom		10 menit
	2	Mengecek kehadiran siswa dengan menggunakan google form.		
	3	Menanyakan apakah siswa pernah membaca brosur. Bagaimana bentuknya, apa isinya, apakah brosur itu menarik melalui whatsapp grup.	CAM	
	4	Menyampaikan tujuan pembelajaran	SIL	
Kegiatan Inti	1	Eksplorasi Meminta siswa mengamati contoh pembuatan draf brosur melalui link youtube yang dikirim melalui google classroom.		15 menit
	2	Secara mandiri, siswa mengidentifikasi fungsi sosial dan struktur teks brosur berdasarkan pengamatan dari konten youtube tersebut.		
		Elaborasi		25 menit
	1	Meminta siswa untuk menulis draf brosur dengan memilih salah satu jenis fungsinya (promosi produk, event, jasa, orang.)	Drafting	

		Meminta siswa memperbaiki/ merevisi draf tulisan	Revising	
		Konfirmasi		5 menit
		Menyuruh siswa menulis komentar tentang pemahaman dan kesulitan-kesulitan yang dihadapi siswa dalam membuat draf dan merevisi draf tulisan di kolom commet google classroom atau whatsapp grup.		
Kegiatan Akhir	1	Menyuruh siswa menulis komentar atau pertanyaan mengenai pemahaman mereka tentang menulis draf dan merevisi draf brosur di kolom comment di google classroom.	CANKSHA	5 menit
	2	Meminta siswa menyimpan pekerjaan mereka dalam folder dan melanjutkan men <mark>gerjakannya bila belum</mark> selesai.	Sampel Karya Siswa	

I. Sumber dan Media Pembelajaran

Sumber:

Sarwini, Bening dkk, 2020. LKS Kreatif: Bahasa dan Sastra Inggris Kelas XI Semester 2. Jakarta" Viva Pakarindo. Page 22-24.

Youtube: https://www.youtube.com/watch?v=j3aZYiOWI9E&t=21s

Media:

Hp Android, laptop, internet

Kertas dan alat tulis

J. Penilaian

Indikator Pencapaian	Teknik	Bentuk	Instrumen
Menulis sebuah brosur	Tes Tulis (Tes Kinerja)	Essay	Model Teks Brosur

Rubrik Penilaian Nilai Karakter

No Nama Siswa	Nama	al a	Kre	atif	. 6	PEND	Disiplin	1		Ju	jur	
	B T	M T	M B	M K	Selalu	Kadang- kadang	Tidak Pernah	B T	M T	M B	M K	
1		ij,	11		THE C			6		78	P	
2		311	955			1		¥1				
3				0	V							
4				2	لم		ALLEA			1		
5		1			M	4	TYY		1			

- Kreatif dapat dilihat dari kemampuan siswa membuat atau mencipatakan ide atau sesuatu yang baru..
- Disiplin dapat di<mark>nilai dari kepatuhan mengikuti instruksi atau</mark> petunjuk dan ketentuan (termasuk juga mengumpul tugas tepat waktu)
- Jujur dinilai dari keaslian hasil tulisan siswa, tidak menjiplak karya orang lain.

BT: Belum Terlihat

MT : Mulai Terlihat

MB : Mulai Berkembang





RIWAYAT HIDUP



I Gede Putra lahir di Desa Songan, Kintamani, Bangli pada tanggal 31 Desember 1999. Penulis lahir dari pasangan I Jero Dana dan Ni Jero Yarni. Penulis berkebangsaan Indonesia dan Hindu. Kini beragama penulis beralamat di banjar yeh pannes Desa Kecamatan Kintamani, Songan, Kabupaten Bangli. Penulis menyelesaikan Pendidikan SD Negeri 3 Songan dan lulus pada tahun 2011.

Kemudia penulis melanjutkan di SMP Negeri 4 Kintamani dan lulus pada tahun 2014. Pada tahun 2017 penulis lulus dari SMA Negeri 3 Singgaraja Jurusan Peminatan Matematika dan Ilmu pengettahuan Alam. Tahun 2017, penulis melanjutkan ke S1 Program Study Bahasa Inggris, Jurusan Bahasa Asing di Universitas Pendidikan Ganesha. Pada Semester 8 tahun 2021 penulis telah menyelesaikan skripsi yang berjudul "Teachers' Preparation on Lesson Plans for Writing Through Google Classroom in The Senior High School"