THE USE OF AUTHENTIC MATERIALS TO MOTIVATE STUDENTS IN LEARNING ENGLISH

Presented as Partial Fulfillment of the Requirements to Obtain the Degree of *Sarjana Pendidikan* in English Language Education

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this best practice which I have written does not contain the work or parts of other people, except those cited in the quotations and references, as a scientific paper should be.

Yogyakarta, 24th September 2020

The Writer,

Citra Nurlaily Anggara

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MOTTO

Put your heart and mind into everything you do. It could make you vulnerable at times, but that is what makes you stronger.

"There are some things you learn best in calm, and some in storms"

- Willa Cather -

DEDICATION

I dedicated the best practice to myself and to whom I forever beloved and grateful for their love and amazing support, Ibu, Bapak, and Dita.

ACKNOWLEDGEMENT

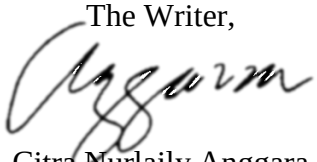
Alhamdulillahi Rabbil 'Alamin. All praises to Allah the Almighty for His gracious mercy and His blessings so that the author have the strength to keep fighting through all the struggles and finish this best practice as a partial fulfillment of the requirements to obtain udergraduate degree in English Language Education.

I would like to express my gratitude towards my family for their love, the endless support and prayers during the hard times. I would not be here if not because of them. Secondly, my sincere gratitude goes to Ms Intan Pradita, S.S., M.Hum for her patience, guidance, and her genuine support that plays a big role in the authors' accademics life since day one in university. Further, countless appreciation goes to all of my lecturers at English Language Education Department for the author learns tremendous knowledges through the meaningful education and valuable experiences.

Last but not least, the authors realize that this best practice is far from perfect and still needs improvement. Therefore, recomendations and constructive suggestions are very welcomed. Finally, the author hope this best practice could be beneficial for the readers.

Yogyakarta, 24th September 2020

The Writer,



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ABSTRACT

Increasing students' motivation in learning is one of the challenge that has been regularly faced by EFL language teachers and it is one of the learners' needs that should be put into consideration in order to have a meaningful education. It is compulsory for teachers to build, adopt, or adapt materials that is suitable for the learners. Another challenge is bringing a 'real-life' context inside the EFL classroom and this is where authentic materials comes in handy. Authentic materials is believed and proved by many researchers to be useful in exposing real language to learners and helps to build motivation in learning (Peacock, 1997; Gilmore, 2007; Oguz & Bahar, 2008; Maroko, 2010; Sample, 2015). For this reason, this study aim to describe the implementation of Authentic Materials to improve students' motivation in learning English. The data were conducted during the pre-service teaching period in one of the private senior high schools in Yogyakarta. As the result, authentic materials that are carefully selected and appropriately implemented by considering the students' level and interest naturally increases their engagement and motivation in learning.

Keywords *: Authentic Materials, Motivation, EFL Teaching and Learning Context*

CHAPTER I

BACKGROUND

Language teachers has been regularly facing a challenging task on how to capture the interest and encourage the imagination of their students in order to motivate them to learn (Oura, 2008). Motivation plays as an important factor that has positive influence in any educational learning including in language learning (Rehman, Bilal, Seikh, Bibi, & Nawaz, 2014). Feng, Fan, & Yang (2013) stated that both learning motivation and learning achievement affects each other. They also added that students will be more engaged in learning if they appreciate either the outcome or the process of learning. Moreover, Sample (2015) asserted that it is necessary that student motivation should be put into consideration in the design and implementation of the task and activities in EFL course and also found that student showed motivation through exposure to authentic materials.

Another challenge for language teachers is bringing the 'real-world' context inside the language learning and teaching activity. While structured, systematically developed syllabus may create a comforting of order and comprehensiveness but often it only show a tiny fraction of the full richness of the language (Gilmore, 2007). It is necessary to encourage the students so they can use their knowledge not just inside the classroom but also in real life. However, the finding during the current observation showed that classroom activity that present the idea of the 'real-world' context are very limited and almost to none. It was not surprising as the issue has been a common case on EFL situation in which many times English is just a subject taught in school solely used for grading purposes.

During the observation weeks of the internship program conducted in SMA Muhammadiyah 2 Yogyakarta, the writer learned that the language teacher used textbook as her teaching materials. The textbook used is Pathway to English 2 and teacher would deliver the materials and gave tasks or assignment that is provided in the mentioned textbook to the students with barely any adaptation. The current situation lead to the finding that the teacher had a dependency to use textbook in their teaching activity. During a coaching session the teacher also mentioned that they rarely made a lesson plan due to limited time because they had a lot of administrations and coaching to be done. Thus, they decided to use the materials and the tasks that are available on the textbook since it already covered the national curriculum and it suit the syllabus.

It is acceptable to use textbook as the teaching and learning materials in the classroom especially when the textbook provides a systematic and predetermined content and set of instructional tasks that is based on ground theories, and carefully developed syllabus (Richard, 1993). However, the writer would like to address that such repetitiveness of using textbook as the only source material in teaching with minimum adaptation or modification can cause student to lose interest. Not only that, it could limit student's knowledge only to what were offered in the textbook. To broaden the horizon of student's knowledge, teachers need to make extra efforts to bring supplementary materials (Awasthi, 2006). Thus, it is a crucial task for language teachers to develop meaningful teaching materials that can be used as supplementary materials along with textbook to promote learning.

Based on the observation, students are classified as kinesthetic type and their language level varied from beginner to intermediate level however many are

pre-intermediate language user. During the observation period the writer also found that the students were keener on listening activities. When students were given writing or reading assignment provided in the textbook, they to tend to be less engaged and easily distracted. The writer asked random students on what they would like to have in their English lesson and they stated that they would like to have more listening and speaking activities and less textbook-based materials. They claimed that English is as a tough subject and they found difficulties in their vocabulary, pronunciation and writing. They also stated that there are too many tasks given in the class and they would like something different from what they usually did.

The writer then build a lesson plan that covered the students' learning needs. The writer choose to use authentic materials to be employed in the classroom such as movie clip and pictures. In addition, the writer also using other supplementary materials such as video, power point and some tasks from the textbook. Authentic materials were chosen as it suited the students' need and the English teachers had not employed them during their teaching activity. It also chose to encourage and elicit student's interest in learning. Khania (2006) regarded that authentic materials have positive effect on learner motivation, provide authentic cultural information, provide exposure to real language, relate more closely to learner's needs, and support more creative approach to teaching. Further, Gilmore (2007) stated that many linguists claimed that authentic materials are more compelling than contrived ones because they intent to communicate a message rather than highlight target language. Moreover, using movie in language learning is highly recommended to enhance vocabulary, comprehension and pronounciation (Juraeva & Abdukardirova, 2020). During a research in one of the high school in Banda Aceh,

Muslem et al (2018) found that authentic video clip improved the students's listening comprehension. Therefore, the writer choose to use authentic materials during the teaching service period. The purpose of the study is to describe the use of authentic materials to motivate students in learning English.

CHAPTER II

CONSTRUCT

According to Nunan (1999), authentic materials is defined as spoken or written language that has been produced in the course of genuine communication, and not specifically made for language teaching. Morrow (1977) defined authentic materials as ‘a stretch of real language, produced by real speaker or writer for a real audience and designed to convey message of some sort (Gilmore, 2007). Similar statement also came from Maroko (2010) and uttered that authentic materials are actually made for real life use transactional and interactional purposes. It means that authentic materials were not specifially prepared to be used for language learning because the materials are already existing in real life. Thus authentic material reflects real life and its cultural value (Oguz & Bahar, 2008). Based on those definitions it can be concluded that a spoken or written text can be classified as authentic materials from the source and the context of its production.

Maroko (2010) stated that authentic materials has some function which are instrumental as it helps students get what they want, regulatory or contain information that students may follow, interactional, personal whereas it can express students personal thought, heuristic where it helps students explore the real language, imaginative and informative.

Genhard (1996) classified authentic materials into three categories. The first category is authentic listening materials, such as radio news, cartoons, songs, etc. Second, authentic visual materials, such as street signs, magazines, and newspaper pictures, post card, etc. Third, authentic printed materials, such as sport reports,

newspaper, restaurant menus, and train ticket, etc. (Azri & Al-Rashdi, 2014). Further, Ogus and Bahar (2008) also added some categorization of authentic materials which are REALIA used in EFL-ESL classroom such as dolls, puppets, etc. (Oguz & Bahar, 2008).

Regardless of its function and its category, teacher needs to put some consideration when selecting authentic materials for the teaching activity. (1) teacher needs to consider the syllabus to the students' language proficiency level, (2) selected specific materials, can be from a newspaper, a movie clip, etc., which referred to the current topic and field, (3) correlated linguistic input with the students' language proficiency, (4) they had to meet students' interest and need (Nadrag & Buzarna-Tihenea, 2017).

Oguz & Bahar (2008) stated that in order to be effective, authentic materials should meet the lesson objective, they should be appropriate to students' age, language level, interest, needs, expectation and goals, as well as contribute to students' language development. They added that teacher should not expect students to be able to grasps everything at once since the current materials are actually prepared for the native. In addition, students' maturity, skill, and also the content must be taken into consideration when employing authentic task. Spelleri (2002) as cited by Oguz & Bahar (2008) stated that teacher can take a role as interpreter as the purpose of the authentic materials is conveying message, rather than the structure. For lower-level language learner, the use of authentic materials could be tricky as the materials were actually made for native and it may contain higher language level content. However it is not impossible to use authentic materials for students with lower language proficiency level. Miller (2005) and

McNeil (1994) believed that materials can be employed even with lower level learners (Azri & Al-Rashdi, 2014). Further, Oguz and Bahar (2008) stated that for lower level, teacher could employ simple authentic materials such as leaflet, timetables, menu, short news broadcast or short movie clip, etc. and the task should be simple as well.

Many researcher linked authentic materials with motivation in language learning. For instance, Peacock (1997) found that authentic materials helps prepare learners for real life, meet learners's needs, affect learners's motivation postitvely, encourage teachers adopting effective teaching method and present cultural information. Sample (2015) investigated authentic materials during EFL classroom and found that the participants's motivation increased with a certain authentic materials. Further he explained that video clips are favored by the partiipants and it considerably raised their motivation. He also explained that such situation happened because the authentic materials provided interesting encounters with the targeet language and provide an escape from materials repitition. In addition, Nadrag & Buzarna-Tihenea (2017) found that students's participation during the lesson increased when authentic materials are used. Students's show positive atitude towards authentic materials and greatly enjoyed the given materials. They added that authentic materials also had a positive impact on language acquisition and communication. Thus the authentic materials used in the study are proved to be highly motivating.

Considering all the above construct and review, the study applied the same principles as stated by Oguz & Bahar (2008) despite the different method used in the study.

CHAPTER III

IMPLEMENTATION

In this section, the description of the implementation of authentic materials will be presented. The following chapter will include the precondition of using authentic materials, the activities conducted in the classroom and its influence on the students.

3.1. Preparation

The first problem arose from using authentic materials in teaching students of grade XI in SMA Muhammadiyah 2 Yogyakarta is to find the suitable authentic materials for the students' needs and goals. It was challenging to find an authentic materials befitting students' needs that could meet the course objective, and is appropriate to learn. Referring to the previous finding during the observation, the students' language proficiency were classified as elementary to pre-intermediate level. As referred before in chapter two, teaching authentic materials in low language proficiency level could be tricky. If not careful, authentic materials would not be able to elicit students' interest and motivate them, but rather it would cause the opposite result. Therefore, a careful approach is needed in selecting the authentic materials. After putting some considerations, a movie clip from "Beauty and the Beast" was selected along with another video from YouTube, and a birthday picture.

Another challenge was the implementation of the materials and the adaption of instruction that may not be confined to traditional classroom setting. Students may not be accustomed with the adapted instruction and materials. Thus, the writer

need to be careful when delivering the questions, instruction and the materials to maintain students' understanding and avoid confusion.

3.2. Activities

3.2.1 Activity 1

The current activity employed a picture which classified as an authentic visual material. The purpose of this activity is to elicited students' interest and incite their idea on the topic of the current lesson. First, teacher showed a picture of a birthday party on the screen. Teacher then gave them questions related to the picture. Students were asked whether they have been invited or invited someone to a birhtday party before, what would they said if they want to invite someone, etc. The students also reacted positively despite their hesitancy when given the questions. They still voluntarily answered the questions albeit some would answered in their first language but the teacher helped and encouraged them to express it in English. Moreover, teacher wrote down some expressions that were answered by the students on the board. At this point, students had gotten the idea of the current topic lesson which was invitation.

Image 3.1.1 Birthday Picture

3.2.2 Activity 2

Authentic listening-viewing material was used in this activity and Oguz & Bahar's principles were applied in selecting and implementing the authentic materials. During this activity students watched a certain movie scene from "Beauty and the Beast". The purpose of this activity was to draw students' attention and interest. It was a supplementary material which provided a prior knowledge of some basic expressions of invitation. Student were given a prior information that the scene was about the Beast who would invite Belle on a dinner and they needed to write down the expressions. Students watched and listened closely and during this activity they were engaged and focused on watching and listening to the video. The movie scene were played for several times to make sure the students were accutomed with the language and they really understand the Beast dialogue when he invited Belle. However, there was a problem when the video were played. The video were attached in the power point presentation and it did not played smoothly. Thus, teacher decided to close the power point and

played the video in a video player. At first the students were confused as to what the characters were saying because they were unfamiliar with it. But after several times, the finally were able to catch on the dialogue. The sudents were focused on listening especially on the invitation part. After that, students volunteered to read what they wrote based on what they heard in the video. Teacher rewarded them and appreciate their effort. The, teacher also drilled the expression to help students with their pronunciation.

Image 3.2 Screenshot of 'Beauty and the Beast' Movie Clip

My suggestion on this activity, teacher should really thoroughly check and prepare the device. Teacher also can prepare the transcripts of the dialogue from the video clip as it will be helpful for the students. The transcript can also be used for a post-review with the students and as an alternative for when the projector or the device are not compatible.

Moreover, discuss the content of the movie scene with the students such as unfamiliar words, culture gap, etc.

3.2.3 Activity 3

Before students did the third activity, students already did some task from Pathway to English 2 and identified the difference between formal and informal invitation. In this activity students watched and listen to the video titled "English skills – Formal and Informal Invitation". This activity played as the source material for the students and it was chosen because during the observation period the students were known to be keen on listening activity and even asked for more of such activity. To begin with, teacher played the video two times and students must wrote down in minimum of three each expressions of informal and formal invitation. After that, teacher asked the students to read the expressions they wrote and some of the students volunteered to do that. They were lively and positively engaged although hesitant at first. The, teacher played the video one more time to drill the expression and encouraged the students to follow after.

Image 3.3 Screenshot of 'Formal and Informal Invitation' Video

3.2.4 Activity 4

In this activity, an authentic printed material was utilized. For this type of activity, task-based approach was applied. The purpose of this activity was to develop the students' writing and speaking skill. First, teacher showed the students an invitation card of the anniversary of Hudson Engineering Company. Afterwards, students worked in pair to make a dialogue. In the dialogue, one of them had to invite the other and the dialogue had to consist informations such as date, time and place of the event. The other person would decline or accept the invitation. They worked together for ten minutes to build the dialogue. Then, students role-played their dialogue in front of the class. Advisedly, teacher should move around the class to monitor the students' work during the discussion. By doing that,

teacher will be able to know if the students is having some difficulties and can provide help. Further, teacher can give encouragement such as telling them to keep up the good work, give them thumbs up, etc. Note that teacher should not lost track of time thus there are enough time for the students to present their work later. Also, do not forget to appreciate and reward the students' work as well as their courage to volunteer and present their work.

Image 3.4 Invitation Card

CHAPTER IV

CONCLUSION

The implementation of authentic materials during the pre-service teaching activity has shown to have a positive impact on the students' engagement. The students were keen on trying and they were focused especially during the activities which employed authentic materials. Students were hesitant at first when asked to read or present their work, however with a little bit of encouragement, they became voluntarily and actively engaged.

Through using the movie clip students get the sense of real language use and it encourage them to listen more closely so they could catch on the dialogue. Formerly, they mentioned that it was quite difficult to understand the dialogue on the movie clip. The writer assume it happened because they were too unfamiliar with the adapted learning situation and rarely do the sudents have an exposure with real language use during their lesson. However, as Oguz & Bahar (2008) stated, teacher should not expect their students to fully understand the materials at once since it was actually made for native, thus, it is necessary to put the students' needs into account. During such activity, Mishan (2005) also suggested to play the movie scene for a couple of times to get students familiar with it and replay it as necessary as the students do their task. After several tries, students were able to catch on the dialogue and even volunteered to read their work. From the finding above, it can be concluded that using authentic materials in the lesson can motivate students in learning if they were carefully implemented by considering the students needs and interest.

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APPENDICES

Appendix 1. Observational Sheets

CLASSROOM OBSERVATION

FIELD STUDY PROGRAM

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

UNIVERSITAS ISLAM INDONESIA

2017

GRADE LEVEL OBSERVED	: Upper Beginner
NUMBER OF STUDENTS PRESENT	: 38 Ss
DATE	: August 10th 2017
TIME	: 14.30 p.m
TEACHER	: Ms. A
PEER OBSERVED	: XI MIA 3

Instruction: Please consider each item carefully and assign the highest scores only for unusually effectiveperformance.

1. Peer observer shares a copy of observation check list with faculty before the observation date.

2. The results are shared during the post-observation conference.
3. Answer the following major elements of questions by ticking (✓) the available column. Briefly comment on what you observed in the classroom you attended when necessary.

1 = Need Improvement	2 = Satisfactory	3 = Very Good	4 = Excellent	5 = Not Observed

NO	TOPICS	1	2	3	4	5	COMMENT
1.	Reviews prior class material to prepare the students for the content to be covered						It is the first meeting of the new semester.
2.	Clearly states goals or objectives for the day's content				✓		
3	Summarizes or distills main points at the close of the day's session						

4	Direct student preparation for next class						It's the last period of the day's lesson.
5	Shows evidence of planning for the day's session			✓			
6	Provides well-designed materials in an organized manner to meet the goals/ objectives of the class					✓	
7	Employs non-lecture learning activities (i.e., technology, computer, video, overheads)						

8	Explains important ideas simply and clearly					✓	
9	Uses informal assessment that is aligned with course objectives						
10	Analyzes student work for evidence of accomplishment of goals				✓		T call for some representatives and discuss the tasks together with Ss
11	Times activities appropriately				✓		
12	Engaged students actively					✓	
13	Uses clear questioning and/or coaching strategies					✓	

14	Supports high-level thinking			✓			
15	Demonstrates the use of equipment and techniques needed						
16	Incorporates safety procedures						
17	Invites class discussion and solicits student input			✓			
18	Responds appropriately to student questions and comments				✓		
19	Treats all students in a fair and equitable manner				✓		

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20	Demonstrates awareness of individual student learning needs						
21	Is able to admit error or insufficient knowledge						
22	Monitors effectiveness of team/group work						
23	Demonstrates enthusiasm for the subject matter				✓		
24	Appears knowledgeable					✓	
25	Relates concepts to students' experience			✓			
26	Selects learning experiences				✓		

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	appropriate to level of learning						
27	Presents up-to-date developments in the field			✓			
28	How are the desks arranged?			✓			
29	How is the classroom discipline implemented?						
30	How does the teacher give instructions?				✓		
31	How are the students engaged in classroom activities?				✓		
32	How is time used according to classroom activities?				✓		

33	How are respect and acceptance in the classroom?			✓			
34	How are the classroom tasks and assignments?			✓			
35	How does the teacher give rewards?			✓			
36	How does the teacher give punishment?						
37	How are adjustments made for those students who don't "fit" the assignments (above average/below average student)?						

38	How are problems emerging during classroom activities handled?				✓		
39	How does the student relate to other classmates?			✓			
40	How does the teacher relate to the students?				✓		
41	How does the teacher handle transitions when students end one activity and start another?			✓			
42	How does the teacher communicate						

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	"wittiness" (an awareness of what students are doing at all times)?						
43	How is the teacher's attitude toward teaching?				✓		
44	How is the teacher's attitude toward the students?				✓		- Sometimes ignorant to the teacher

CLASSROOM OBSERVATION

FIELD STUDY PROGRAM

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

UNIVERSITAS ISLAM INDONESIA

2017

GRADE LEVEL OBSERVED : Upper Beginner - Pre-Intermediate

NUMBER OF STUDENTS PRESENT : 37 Ss'

DATE : August 18th 2017

TIME : 08.30 a.m

TEACHER : Ms. B

PEER OBSERVED : XI MIA 3

Instruction: Please consider each item carefully and assign the highest scores only for unusually effectiveperformance.

1. Peer observer shares a copy of observation check list with faculty before the observation date.
2. The results are shared during the post-observation conference.
3. Answer the following major elements of questions by ticking (✓) the available column. Briefly comment on what you observed in the classroom you attended when necessary.

1 = Need Improvement	2 = Satisfactory	3 = Very Good	4 = Excellent	5 = Not Observed

NO	TOPICS	1	2	3	4	5	COMMENT
1.	Reviews prior class material to prepare the students for the content to be covered			✓			
2.	Clearly states goals or objectives for the day's content				✓		
3	Summarizes or distills main points at the close of the day's session						
4	Direct student preparation for next class						

5	Shows evidence of planning for the day's session			✓			
6	Provides well-designed materials in an organized manner to meet the goals/ objectives of the class					✓	
7	Employs non-lecture learning activities (i.e., technology, computer, video, overheads)				✓		
8	Explains important ideas simply and clearly				✓		
9	Uses informal assessment that is				✓		

	aligned with course objectives						
10	Analyzes student work for evidence of accomplishment of goals				✓		
11	Times activities appropriately					✓	
12	Engaged students actively					✓	
13	Uses clear questioning and/or coaching strategies				✓		
14	Supports high-level thinking				✓		
15	Demonstrates the use of equipment and techniques needed			✓			

16	Incorporates safety procedures				✓		
17	Invites class discussion and solicits student input					✓	
18	Responds appropriately to student questions and comments				✓		
19	Treats all students in a fair and equitable manner				✓		
20	Demonstrates awareness of individual student learning needs				✓		
21	Is able to admit error or insufficient knowledge						

22	Monitors effectiveness of team/group work					✓	
23	Demonstrates enthusiasm for the subject matter				✓		
24	Appears knowledgeable				✓		
25	Relates concepts to students' experience				✓		
26	Selects learning experiences appropriate to level of learning			✓			
27	Presents up-to-date developments in the field			✓			
28	How are the desks arranged?				✓		

29	How is the classroom discipline implemented?				✓		
30	How does the teacher give instructions?				✓		
31	How are the students engaged in classroom activities?					✓	
32	How is time used according to classroom activities?				✓		
33	How are respect and acceptance in the classroom?					✓	
34	How are the classroom tasks and assignments?				✓		

35	How does the teacher give rewards?					✓	
36	How does the teacher give punishment?				✓		
37	How are adjustments made for those students who don't "fit" the assignments (above average/below average student)?			✓			
38	How are problems emerging during classroom activities handled?				✓		

39	How does the student relate to other classmates?				✓		
40	How does the teacher relate to the students?				✓		
41	How does the teacher handle transitions when students end one activity and start another?			✓			
42	How does the teacher communicate “wittiness” (an awareness of what students are doing at all times)?			✓			

43	How is the teacher's attitude toward teaching?				✓		
44	How is the teacher's attitude toward the students?					✓	

CLASSROOM OBSERVATION

FIELD STUDY PROGRAM

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

UNIVERSITAS ISLAM INDONESIA

2017

GRADE LEVEL OBSERVED : Upper Beginner - Pre-Intermediate

NUMBER OF STUDENTS PRESENT : 34 Ss

DATE : August 19th 2017

TIME : 10.15-11.45 a.m

TEACHER : Ms. B

PEER OBSERVED : XI MIA 4

Instruction: Please consider each item carefully and assign the highest scores only for unusually effectiveperformance.

1. Peer observer shares a copy of observation check list with faculty before the observation date.
2. The results are shared during the post-observation conference.
3. Answer the following major elements of questions by ticking (✓) the available column. Briefly comment on what you observed in the classroom you attended when necessary.

1 = Need Improvement	2 = Satisfactory	3 = Very Good	4 = Excellent	5 = Not Observed

NO	TOPICS	1	2	3	4	5	COMMENT
1.	Reviews prior class material to prepare the students for the content to be covered				✓		
2.	Clearly states goals or objectives for the day's content				✓		
3	Summarizes or distills main points at the close of the day's session			✓			
4	Direct student preparation for next class				✓		

5	Shows evidence of planning for the day's session						
6	Provides well-designed materials in an organized manner to meet the goals/ objectives of the class			✓			
7	Employs non-lecture learning activities (i.e., technology, computer, video, overheads)				✓		
8	Explains important ideas simply and clearly			✓			
9	Uses informal assessment that is						

	aligned with course objectives						
10	Analyzes student work for evidence of accomplishment of goals						
11	Times activities appropriately			✓			
12	Engaged students actively				✓		
13	Uses clear questioning and/or coaching strategies			✓			
14	Supports high-level thinking				✓		
15	Demonstrates the use of equipment and techniques needed						

16	Incorporates safety procedures						
17	Invites class discussion and solicits student input			✓			
18	Responds appropriately to student questions and comments			✓			
19	Treats all students in a fair and equitable manner				✓		
20	Demonstrates awareness of individual student learning needs						
21	Is able to admit error or insufficient knowledge			✓			

22	Monitors effectiveness of team/group work			✓			
23	Demonstrates enthusiasm for the subject matter				✓		
24	Appears knowledgeable			✓			
25	Relates concepts to students' experience						
26	Selects learning experiences appropriate to level of learning						
27	Presents up-to-date developments in the field						
28	How are the desks arranged?			✓			

29	How is the classroom discipline implemented?				✓		
30	How does the teacher give instructions?				✓		
31	How are the students engaged in classroom activities?			✓			
32	How is time used according to classroom activities?			✓			
33	How are respect and acceptance in the classroom?				✓		
34	How are the classroom tasks and assignments?			✓			

35	How does the teacher give rewards?			✓			
36	How does the teacher give punishment?						
37	How are adjustments made for those students who don't "fit" the assignments (above average/below average student)?						
38	How are problems emerging during classroom activities handled?				✓		

39	How does the student relate to other classmates?				✓		
40	How does the teacher relate to the students?			✓			
41	How does the teacher handle transitions when students end one activity and start another?			✓			
42	How does the teacher communicate “wittiness” (an awareness of what students are doing at all times)?						

43	How is the teacher's attitude toward teaching?				✓		
44	How is the teacher's attitude toward the students?				✓		

NOTES

What did the faculty do really well?

Was there anything that did not go well during this particular class?

Nothing in particular. The class is lively and a quite rowdy, however students still pay attention to the lesson.

Based on your observations, what specific suggestions would you offer your peer that can be addressed in the near future?

- **Add role play for the students**
- **Add more media such as video and sound**

Appendix 2. Rencana Pelaksanaan Pembelajaran

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata pelajaran : Bahasa Inggris Wajib

Kelas/Semester : XI MIA 3&4/Ganjil

Materi Pokok : Invitation

Alokasi Waktu : 2 × pertemuan @2 JP (4 JP)/180 menit

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkanperilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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 serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR DARI KI 3	KOMPETENSI DASAR DARI KI 4
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	4.3 Teks Undangan Resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
Indikator Pencapaian Kompetensi	**Indikator Pencapaian Kompetensi**
3.3.1 siswa mampu mengetahui berbagai teks undangan dengan surat balasan yang tepat 3.3.1 siswa mampu mengidentifikasi perbedaan teks undangan resmi dan tidak resmi 3.3.2 siswa mampu memahami fungsi social dari berbagai teks undangan	4.3.1.1 siswa mampu mengetahui struktur teks undangan resmi 4.3.1.2 siswa mampu mengetahui unsur-unsur kebahasaan yang terdapat dalam berbagai teks undangan 4.3.2.1 siswa mampu membuat dialog undangan resmi sesuai tema 4.3.2.2 siswa mampu membuat surat undangan resmi dengan dengan struktur Bahasa yang baik dan benar

C. Tujuan Pembelajaran

Melalui pendekatan berbasis teks dan video peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya, dengan menggunakan teknik membaca *scanning* dan *skimming* peserta didik dapat membedakan, menangkap makna, dan menyusun teks Undangan Resmi lisan dan tulis dalam bentuk surat dengan penuh kejujuran, teliti, disiplin, tanggung jawab, kerja keras dan menerima pendapat orang lain, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

D. Materi Pembelajaran

1. Fungsi Sosial

   Menjaga hubungan interpersonal dalam konteks resmi

2. Struktur Teks

   Dapat mencakup:

   - Sapaan
   - Isi
   - Penutup

3. Unsur Kebahasaan
   - Ungkapan dan istilah yang digunakan dalam undangan resmi
   - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tanganTopik

4. Topic

   Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI

5. Multimedia

   Layout yang membuat tampilan teks lebih menarik.

E. Metode Pembelajaran

Model/Metode : menyimak, diskusi kelompok, presentasi

F. Media, Alat, dan Sumber Pembelajaran

1. Media : multimodal teks (buku, video, gambar)
2. Alat/Bahan : PPT, projector, laptop, speaker

G. Sumber Belajar

1. Pathway to English 2
2. https://www.youtube.com/watch?v=OnodQvTEGmQ
3. https://www.youtube.com/watch?v=P5G8-TR_T8A
4. https://adeel356.files.wordpress.com/2014/05/shutterstock_120197584.jpg
5. https://id.pinterest.com/pin/251357222926039866/

H. Langkah-langkah Pembelajaran

Pertemuan ke-1 (2 X 45 menit)

No.	Langkah-langkah	Kegiatan	Aktivitas 4 C, pembelajaran HOTS, dan Penguatan Karakter	Alokasi Waktu (dalam menit)
1	Kegiatan Awal	1. Memberi salam; 2. Mengkondisikan suasana belajar yang menyenangkan; 3. Mengajak siswa mengingat kembali pembahasan tentang *asking and giving opinion* 4. Menghubungkan materi pelajaran yang telah dilalui dan peristiwa sehari-hari dengan materi yang akan dipelajari 5. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari 6. Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan	Penguatan karakter	10
2	Kegiatan Inti	Stimulasi Mengamati • Guru menampilkan gambar "Birthday Party"di layar LCD • Guru memberikan pertanyaan kepada peserta terkait gambar tersebut: 1. What is the occasion? 2. Have you ever invited or been invited to a birthday party? 3. what did you/they say to invite them/you to the birthday party? • Peserta didik menjawab pertanyaan yang diberikan oleh guru • Guru memutar video pertama yaitu "Beauty and the Beast Dinner Request Scene" • Peserta didik mencatat kalimat undangan yang terdapat dalam video tersebut	Activity 1 Activity 2	N=75 15'

No.	Langkah-langkah	Kegiatan	Aktivitas 4 C, pembelajaran HOTS, dan Penguatan Karakter	Alokasi Waktu (dalam menit)
		Identifikasi masalah • Peserta didik mengerjakan exercise 1 dan 2 dalam buku Pathway to English 2 halaman 36 • peserta didik membacakan teks undangan dan teks balasan yang terdapat dalam exercise 1 • peserta didik menjodohkan teks undangan dengan teks balasan yang tepat • peserta didik mengisi kolom yang terdapat dalam exercise 2 • peserta didik mengidentifikasi perbedaan undangan resmi dan tidak resmi berdasarkan teks yang terdapat dalam exercise 1 **Mengumpulkan data** Menelaah • Guru memutar video kedua berjudul "English Skills - Formal & Informal Invitation" • Peserta mencatat berbagai kalimat undangan yang terdapat dalam video tersebut • Guru mebacakan beberapa kalimat undangan dan diikuti oleh siswa • Guru menjelaskan mengenai accepting and declining invitation • Peserta didik membuat contoh kalimat menerima dan menolak undangan **Pengolahan Data** Mengeksplrorasi • Guru memenampilkan gambar kartu undangan	Literasi Activity 3 Activity 4	20' 20 10

No.	Langkah-langkah	Kegiatan	Aktivitas 4 C, pembelajaran HOTS, dan Penguatan Karakter	Alokasi Waktu (dalam menit)
		• Peserta didik bekerjasama dengan teman sebangku membuat undangan lisan berbentuk dialog berdasarkan Verifikasi Hasil mengasosiasi • Peserta didik mempresentasikan dialog yang telah dibuat di depan kelas • peserta didik mengevaluasi dialog yang telah dipresentasikan	Kreatif, Kritis, kolaboratif, dan komunikatif, dan penguatan karakter	10
3	Penutup	Generalisasi 1. Guru mengajak siswa untuk membuat kesimpulan 2. Menginformasikan pembelajaran di pertemuan yang akan datang, dan menutup pelajaran dengan salam		5 menit

Pertemuan ke-2 (2x30 menit)

No.	Langkah-langkah	Kegiatan	Aktivitas 4 C, pembelajaran HOTS, dan Penguatan Karakter	Alokasi Waktu (dalam menit)
1	Kegiatan Awal	1. Memberi salam; 2. Mengkondisikan suasana belajar yang menyenangkan; 3. Mengajak siswa mengingat kembali pembahasan tentang *invitation* di pertemuan sebelumnya 4. Menghubungkan materi pelajaran yang telah dilalui dan peristiwa	Penguatan karakter	10

No.	Langkah-langkah	Kegiatan	Aktivitas 4 C, pembelajaran HOTS, dan Penguatan Karakter	Alokasi Waktu (dalam menit)
		sehari-hari dengan materi yang akan dipelajari 5. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari 6. Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan		
2	Kegiatan Inti	**Stimulasi** Mengamati • Guru menampilkan gambar "Kartu Undangan"di layar LCD • Guru memberikan pertanyaan kepada peserta terkait gambar tersebut: 1. Who held the event? 2. When will the event be held? 3. Where will the event be held? • Peserta didik menjawab pertanyaan yang diberikan oleh guru **Identifikasi masalah** • Peserta didik menyebutkan struktur teks surat undangan yang terdapat dalam buku Pathway to English 2 halaman 39 • Guru menampilkan sebuah teks undangan di power point • Siswa mengidentifikasi struktur teks undangan tersebut **Mengumpulkan data** Menelaah • Peserta didik mengerjakan tugas yang terdapat di buku Pathway to English 2 halaman 42 exercise 11 dan 12 • Guru mendiskusikan tugas tersebut bersama peserta didik	Penguatan karakter HOTS Literasi	N=45 10 10 15

No.	Langkah-langkah	Kegiatan	Aktivitas 4 C, pembelajaran HOTS, dan Penguatan Karakter	Alokasi Waktu (dalam menit)
		• Peserta didik membaca teks RSVP dari buku Pathway to English 2 halaman 42 • Guru menjelaskan mengenai accepting and declining invitation dalam surat balasan **Menciptakan** • Pesera didik membuat membuat surat undangan formal dengan bertemakan ulang tahun sekolah dan siswa berlaku sebagai sekretaris kegiatan yang akan mengundang Raisa dalam acara tersebut • Peserta didik mengumpulkan surat undangan yang telah dibuat	Kreatif, Kritis, kolaboratif, dan komunikatif	10
3	Penutup	Generalisasi 1. Guru mengajak siswa untuk membuat kesimpulan 2. Menginformasikan pembelajaran di pertemuan yang akan datang, dan menutup pelajaran dengan salam		5 menit

I. Penilaian Hasil Belajar

a. Teknik Penilaian:
   1. Penilaian Sikap : Pengamatan, penugasan
   2. Penilaian Pengetahuan : Tes Tertulis, tes lisan
   3. Penilaian Keterampilan : tugas

b. Bentuk Penilaian:
   1. Observasi : lembar pengamatan aktivitas peserta didik
   2. Tes tertulis : membuat dialog
   3. Penugasan : menjodohkan, mengisi kolom

c. Instrumen Penilaian (*terlampir*)

d. Remedial
   - Pembelajaran remedial dilakukan bagi peserta didik yang belum mencapai KKM pada Kompetensi Dasar yang ditentukan
   - Tahapan pembelajaran remedial dilaksanakan melalui *remedial teaching* (klasikal), atau tutor sebaya, atau tugas lain, dan diakhiri dengan tes.
   - Tes remedial, dilakukan sebanyak 2 kali dan jika masih belum mencapai ketuntasan, maka remedial dilakukan dalam bentuk tugas tanpa tes tertulis kembali.

Yogyakarta, September 2017
Mahasiswa PPL,

Citra Nurlaily Anggara

NIM. 14322039

Appendix 3. Reflective Offline Microteaching Form

Reflective Offline Microteaching Form

Names : Citra Nurlaily Anggara

Lesson topic : Invitation

Date : August 25th 2017-August 26th 2017

INSTRUCTION: MARK YOUR ANSWERS BASED ON THE PROVIDED RATING

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Preparation (Before teaching)

1) I prepared adequate and relevant teaching materials, resources and media before the class Comments:	1 2 3 **4** 5
2) I took time to do lesson planning before the class Comments:	1 2 3 **4** 5
3) I have consulted my lesson plan for a review/ feedback Comments:	1 2 3 **4** 5
4) I took time to consult textbooks and/ or resource book (e.g.: for accurate word spelling, pronunciation, terminology and concepts) for good language modeling in class. Comments:	1 2 **3** 4 5

Presentation

5) I conveyed/ stated the lesson objective at the beginning of my class Comments:	1 2 3 **4** 5
6) I started the class with 'a warmer' (as a motivating strategy, such as *game, song*, etc.) Comments:	1 2 3 **4** 5
7) I presented the target language in a (meaningful) context Comments:	1 2 3 **4** 5
8) I used elicitation technique to introduce and to concept check the target language Comments:	1 2 3 4 **5**
9) I used media(s) to help present and facilitate the practice of the target language Comments:	1 2 3 4 **5**
10) I adequately drilled the target language with the students Comments:	1 2 3 4 **5**

Practice & Production

11) I gave clear instructions and demonstrations Comments:	1 2 3 **4** 5
12) I used guided (controlled) practice and free practice to facilitate the practice of target language being learned Comments:	1 2 3 **4** 5
13) I summarized and reviewed the learned materials Comments:	1 2 3 **4** 5

Overall Delivery

1) I used active learning activities Comments:	1 2 3 **4** 5
2) I varied the activities and used different resources/ media to facilitate language learning practice Comments:	1 2 3 **4** 5
3) I encouraged the students to use English (e.g.: by consistently using English myself) Comments:	1 2 3 **4** 5

4) I produced/ provided high-quality handout Comments:	1 2 **3** 4 5
5) I allocated/ managed the time (sessions) well Comments:	1 2 3 **4** 5
6) I carried out and reached my lesson's goals/objectives Comments:	1 2 3 **4** 5
7) I had manage the class effectively Comments:	1 2 3 **4** 5
8) I taught the class enthusiastically Comments:	1 2 3 4 **5**

Relating to Students - Students' Engagement in Learning

1) I corrected the students' mistake and gave learning feedback Comments:	1 2 3 **4** 5

2) All students were engaged and participating in the learning process. Comments: Most of the students pay attention to the lesson however some students are easily distracted with their gadget and thus get warned	1 2 3 **4** 5
3) I gave the students ample/ sufficient opportunity to use the target language *or* practice the skills. (effective and balanced TTT and STT) Comments:	1 2 3 **4** 5
4) I rewarded and praised the students for their performance, participation and proper behavior Comments:	1 2 3 **4** 5

Overall Quality of My Micro-Teaching:

3 = Exceed My Expectations 2 = Meets My Expectations 1 = Needs Improvement

I use 2 videos (authentic and non-authentic) as the lessons' material. It contains some expressions of invitation.