THE USE OF WHATSAPP APPLICATION AND DISCOVERY LEARNING MODEL TO TEACH EXPRESSION OF INTENTION IN A VOCATIONAL HIGH SCHOOL

A Thesis: Best Practice

Presented to Department of English Language Education as Partial Fulfillment of the

Requirements to Requirements to Obtain the *Sarjana Pendidikan* Degree in English

Language Education

Conveyed by:

Puji Rahayu

18322079

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

ISLAMIC UNIVERSITY OF INDONESIA

2022

APPROVAL SHEET

THE USE OF WHATSAPP APPLICATION AND DISCOVERY LEARNING MODEL

TO TEACH EXPRESSION OF INTENTION IN A VOCATIONAL HIGH SCHOOL

By:

Puji Rahayu

18322079

Approved on   2022

By :

Supervisor

ASTRI HAPSARI, S.S., M.TESOL

NIP. 123220402

RATIFICATION SHEET

THE USE OF WHATSAPP APPLICATION AND DISCOVERY LEARNING MODEL

TO TEACH EXPRESSION OF INTENTION IN A VOCATIONAL HIGH SCHOOL

By:

Puji Rahayu
18322079

Defended before the Board of Examiners on October 20, 2022. and Declared acceptable

Board of Examiners
Chairperson   : Astri Hapsari, S.S., M. TESOL
First Examiner   : Dr. Ista Maharsi, S.S., M.Hum.
Second Examiner : Rizki Farani, S.Pd., M.Pd.

Yogyakarta,
Department of English Language Education
Faculty of Psychology and Socio-Cultural Sciences
Universitas Islam Indonesia

Head of Department

Puji Rahayu, S.Pd., M.LS.T., Ph.D.
NIP. 053310402

STATEMENT OF WORK'S ORIGINAITY

I honestly declare that this thesis 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.

Yogayakarta, 7 October 2022

The writer,

Puji Rahayu
18322079

MOTTO

"Hidup ini bukan tentang seberapa cepat kamu berlari atau seberapa tinggi kamu mendaki,

tetapi seberapa baik kamu melambung." Vivian Komori

"Pendidikan bukanlah proses mengisi wadah yang kosong. Pendidikan adalah proses

menyalakan api pikiran." - B. Yeats

DEDICATION

Gratefully and thankfully, I dedicate this thesis for:

1. Allah SWT who always gives His mercy

2. The head of English Language Education Department Ms. Puji Rahayu, S.Pd., M.LST., Ph.D.

3. My thesis supervisor Ms. Astri Hapsari, S.S., M.TESOL who always supports and guides me to be a good person and writer with her patience.

4. All of my lectures in Department of English Language Education UII and also the staffs

5. My two favorite people who always give happiness (Father: Bapak Ali Asikin Zuhdi and Mother: Ibu Siti Lestari).

6. my father who is already happy in heaven there (Bapak Dodi Defrianto (Alm))

7. My beloved family (Brothers: Adit & Naufal, pakde Iz and bude always gives a second home when I am away from my parents).

8. All of the lectures in Department of English Language Education UII and all of the staffs

9. My best friends (Audi, Dini, Dilla, Muthiah, Wulan, Icha) who have colored my college life with full of meaning colors).

10. My person special is Puguh Sugiarto.

ACKNOWLEDGEMENT

TABLE OF CONTENT

LIST OF FIGURES

THE USE OF WHATSAPP APPLICATION AND DISCOVERY LEARNING MODEL

TO TEACH EXPRESSION OF INTENTION IN A VOCATIONAL HIGH SCHOOL

Puji Rahayu
18322079

ABSTRACT

Due to the COVID-19 pandemic, all English class activities were informed, directed, instructed, and navigated in WhatsApp Groups as an online learning platform. This best practice explained how the use of WhatsApp applications in EFL teaching and discovery learning were integrated to teach expression of intention in vocational high schools. I applied one preparatory step and six stages of discovery learning: pre-teaching or preparation activity, stimulation, problem statement, data collection, data processing, verification, and generalization. Therefore, based on my best practices, the WhatsApp application can be used to implement discovery learning models. For others who applied best practices in the discovery learning model facilitated by the WhatsApp application, I suggest that the pre-service English teacher can implement the functions in the WhatsApp application feature in the discovery learning model stage by using the WhatsApp application for online learning.

Keywords: Best practice, Discovery learning. WhatsApp application,

CHAPTER I

INTRODUCTION

1.1   Teaching Context

I gained experience in teaching during my pre-service English teacher internship in one of vocational high schools in Yogyakarta. I made online observations in the first week in class X and XI of fashion, then looked for sources from the internet about the school and made an appointment for consultation with the teacher supervisor for four days after the deployment. This school has five programs, namely Online business and marketing, Accounting, Offices, Hospitality, and Fashion design. One of the interesting things about this school is that there are more girls than boys.

I taught in two classes during teaching practice with a total of four-time meetings from the two classes. The first two weeks of two meetings, I taught class X fashion. Then, in the third and fourth weeks, the field supervisor asked me to teach in class X Online business and marketing one two meetings. I taught in two different classes at different times, but still with the same basic competence, namely intention. I taught students with many different characters. In class X fashion, most students are more active in communicating in groups. However, in contrast to class X Online business and marketing one, which is quieter. Only a few students were active in the class. The students still used English passively, which means that students used Indonesian more when communicating in learning English.

The practicum was held during the pandemic. I learned from my observation that most of the students live in areas where the signal is not very supportive. This is one of their obstacles when doing online classes at that time. From several online observations that I did, most students found it overwhelming when some teachers used Zoom for distance learning. Difficult signals and internet quota were two main problems. Most of the students were in an environment that was difficult to have an internet connection. Consequently, more learning

activities were carried out through the WhatsApp Group and Google classroom platforms.

I was in my hometown in one of the municipalities in Riau while doing the teaching internship, so I did not know the physical condition of the school really, but I learned from the school website that the school was well-supported by Wi-Fi, computers, and projectors. In my opinion, most of the learning technology at the vocational high school was sufficient to support students' learning process so that the students got various kinds of achievements.

1.2 Consideration for using WhatsApp Application and Discovery Learning Model

During the online class, as a teacher I needed to be creative for teaching. One of the platforms that can be used to learn during a pandemic is WhatsApp. WhatsApp is an application that can be used to interact between students and teachers, it allows creating discussion groups, and can be arranged by the teacher. Students can improve their English skills during online class activities (La Hanisi, et al., 2018). According to La Hanisi et al., (2018), whatsApp has feature that teachers and students can use to interact online and they can create discussion groups by communicating, discussing, sending pictures, recordings, and others that can improve their English skills during learning activities. While one of the drawbacks of using technology in the learning process, according to Sulisworo, Yunita, and Komalasari (2017), the student's ability to interact and work with friends and teachers has decreased, this is due to a lack of focus on lessons as they play more with their mobile phones during the experience. According to Setyorini (2020), a stable internet connection is one of the supporters that must be prepared to be able to connect easily with other people. Even though the WhatsApp application is a platform that is easy to download, it still requires a capable signal to support online learning.

This learning process was supported by the discovery learning model in online learning which was suggested by my supervisor. The use of the discovery learning model in online learning at a vocational high school could be using the WhatsApp application to interact

between students and teacher. According to Khasinah (2021), one of the recommended learning models in the 2013 Curriculum refers to Permendikbud No. 103 of 2014 is discovery learning. According to Hardi, Husein, and Meisuri (2022), in discovery learning model, the teacher does not provide final results during learning but asks students to carry out the process or experiment to get results using the discovery learning model.

CHAPTER II

CONSTRUCT OF THE TEACHING PRACTICE

2.1. WhatsApp Application in EFL Teaching

According to Jasrial (2019), technology has been widely used in all aspects of life today, including the education system is also developing rapidly, and one of them is the phone. During the pandemic, school learning used WhatsApp to interact with other students or teachers. EFL teachers could take advantage of the most popular and potential messenger messaging applications for teaching English as the WhatsApp application (Jasrial, 2019). WhatsApp is one of the technologies that support the current English teaching and learning process via mobile phones because it has the flexibility and useful features to send text messages, make calls, and send videos, audio, links, locations, documents, and images (Susanti and Tarmuji, 2016). WhatsApp is also an application that is easy to download, access, and affordable to use for everyone, mainly to communicate in today's education world. According to Yücel and Usluel (2016), all group collaboration activities without paying a high price, use enough internet access, and do not need to have other hardware supported by web-based tools. According to Chan and Holosko (2017), this free messenger application works on various platforms such as iPhone and Android phones, and this application is widely used among students to send multimedia messages such as photos, videos, audio as well as simple text messages.

According to Jasrial (2019), whatsApp is considered the latest innovation in teaching and learning English for English teaching strategies and can interact online through the WhatsApp feature between teachers and students. EFL learning institutions are interested in developing language skills and students' motivation by using WhatsApp as a learning tool (Susanti and Tarmuji, 2016). In life today, the use of whatsapp is one of the learning innovations needed in learning EFL. According to Mistar (2016), WhatsApp is a tool that can help students learn languages better and increase collaboration between high and low achievers

with their English skills. In the EFL class, many students lack understanding and confidence in learning English; they can find all the information provided and product ideas from the given topic using the Whatsapp application when interacting in online classes. Mistar and Embi (2016) argued Whatsapp group can be the place where the teacher acts as an appraiser who assists students in correcting and commenting on students' active participation in conversational exchanges. Students can append any infographics or links that are appropriate to be discussed via Whatsapp with their understanding without worrying. It can encourage students to generate ideas and explore knowledge online. Then gradually their internal trust can increase along with learning activities because they have as many ideas to voice and share as they do on the WhatsApp platform.

2.2. Discovery Learning Model to Teach EFL in Vocational Schools in Indonesia

Khasinah (2021) discussed that the discovery learning method was developed as an active learning style in the 1960s by Jerome Bruner who emphasized that students must actively participate, not just passively receive knowledge by learning by doing. The discovery learning model in the Indonesian high school curriculum is one of the learning models of the scientific learning approach (Apriyanti, 2019). Apriyanti (2019) stated, the appropriate learning model to be used in Indonesian high schools is in the 2013 curriculum. In implementing learning, this curriculum requires a scientific approach to develop students' attitudes, skills, and knowledge. Teachers can integrate elements of a scientific approach with various models, strategies, and learning models. Hardi, Husein, and Meisuri (2022) argued the principles of a scientific approach with syntax in the 2013 curriculum are observing, asking, experimenting, associating, and communicating. Four main teaching models support learning: Problem-Based Learning, Problem-Based Learning Projects, Inquiry Learning, and Discovery Learning". In online learning, the author uses a discovery learning model as a learning approach strategy for the effectiveness of online learning.

There are several advantages and disadvantages of using discovery learning in learning (Kemendikbud, 2013) which are presented in Table 1:

Table 1. Advantages and Disadvantages of Discovery Learning

Advantages of discovery learning	Disadvantages of discovery learning
a. Students can improve and enhance skills and cognitive processes. b. Allows students to develop quickly and according to their own pace. c. Help students think and work on their own initiative. d. Cultivate increased appreciation in students. e. Students can explore individual talents and skills.	a. Less efficient to teach in large numbers, because it takes a long time to help them find theory or other problem solving. b. Expectations between students and teachers can be lost when dealing with the method contained because they are used to the same way of learning. c. Discovery learning is more suitable for growing understanding than developing aspects of concepts, skills, and overall emotions that have received less attention. d. Make the assumption that there is a readiness of mind to learn. e. Students do not have the opportunity to think because they have been selected in advance by the teacher.

2.3. Conceptual Framework

The discovery learning method is a learning process in which students are expected to be able to organize themselves without being presented with lessons in their final form (Kemendikbud, 2013). According to Kemendikbud (2013), there are six stages of discovery learning, namely stimulation, problem statement, data collection, data processing, verification, and generalization. According to Khasinah (2019), there are 2 general stages of the implementation of discovery learning based on Kemendikbud (2013); First, preparation, namely determining learning objectives, identifying student characteristics, selecting subject

6

matter, determining topics to be studied, expanding teaching materials, develop learning topics, and prepare assessment processes and student learning outcomes; second, namely implementation. From these two opinions, the author uses six stages to implement discovery learning in online learning. Based on the theory of Kemendikbud (2013), to observe the syntax in the implementation of discovery learning, it is appropriate whether it is applied based on its functions and objectives correctly or not. The examples of discovery learning model mediated by WhatsApp can be seen in the following tables.

Table 2. The Examples of Discovery Learning Model Mediated by WhatsApp

No	Syntax	Activity	Picture
1	Stimulation	The teacher sends a video explaining the intention and PowerPoint material in google classroom before the learning class starts. The teacher coordinates with students via WhatsApp to join Google Classroom and study the material sent to Google Classroom.	
2	Problem statement	The teacher explains the material and allows students to ask questions about the Intention material on WhatsApp. The teacher also reviews the material before giving independent assignments in the padlet.	

3	Data collection	The teacher gives instructions to students on WhatsApp to answer questions on the padlet **https://padlet.com/18322079/siapis6ij h0gcufo.** Students work independently on the material that has been explained.	
4	Data processing	Students can actively ask questions in the WhatsApp group about intention material and then worked test questions about intention material. It was one of the data processing for students who do remedial.	
5	Verification	Students send their assignments in the padlet and are given feedback by the teacher with voice notes via WhatsApp group.	
6	Generalization	The teacher summarizes the material via WhatsApp to students, as well as ends the current learning.	
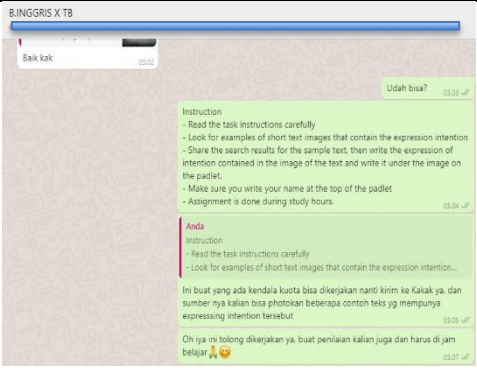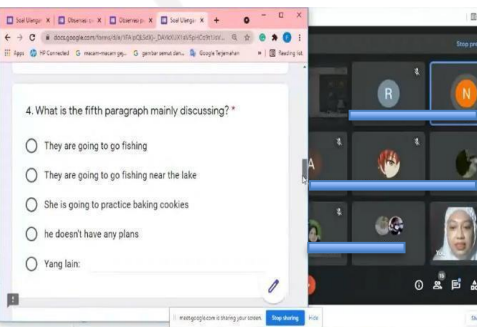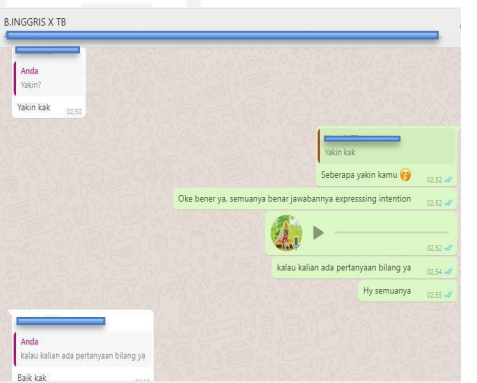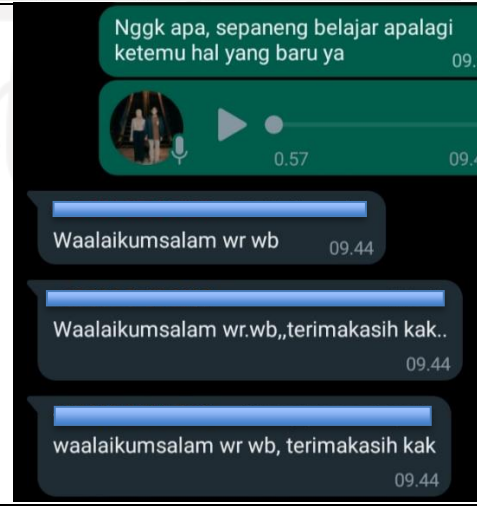
From the description of the discovery learning example above, the material for expressing intention in terms of social function, language structure, and linguistic elements is already in the stimulation and problem statement stage. Its part is to inquire and express intentions or plans to carry out an action or activity and to develop communication and interpersonal relationships with others. The image stimulation activity and problem statement have explained the social function of the expression of intention material.

In the picture, there is an interaction between students and teachers to take teaching-learning actions via WhatsApp group. The teacher sends assignments to google classroom, then the teacher gives the google classroom link to the WhatsApp group so that students can access it. The material in the PowerPoint sent to google classroom contains examples of material and learning videos about the expression of intention.
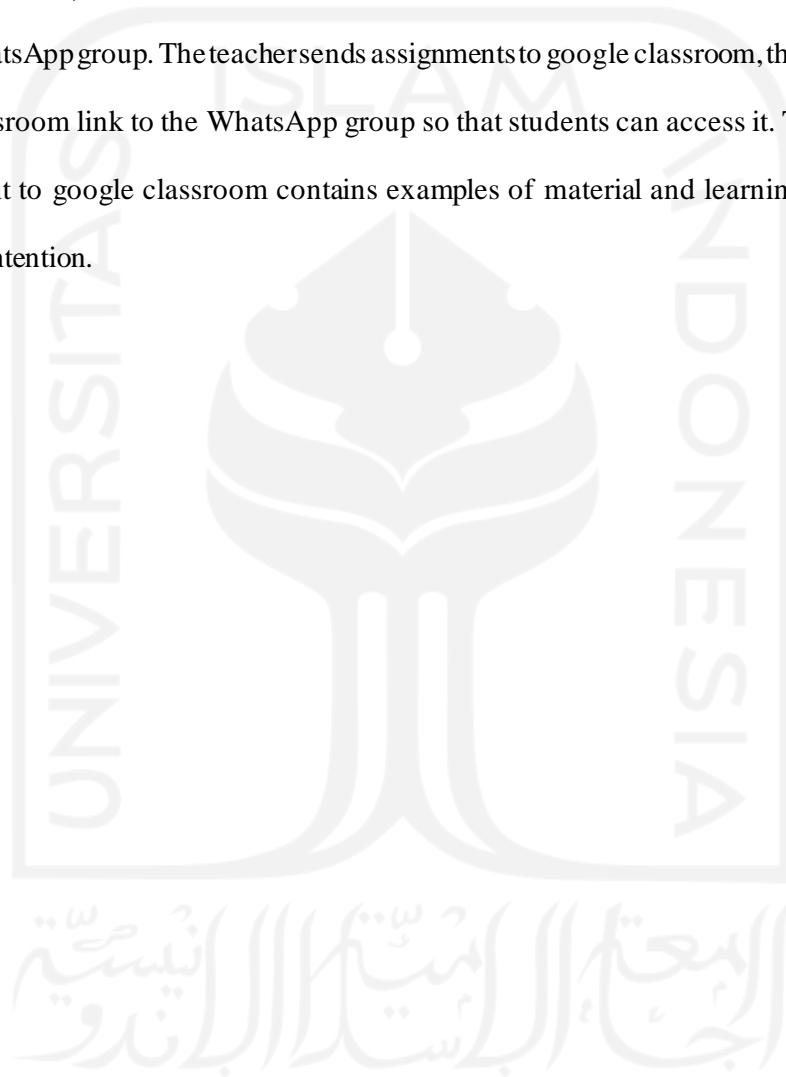
CHAPTER III

IMPLEMENTATION

This section describes learning activities in which chat was implemented for teaching and learning in learning that involves in class X Fashion design consists of 36 students at a Vocational high school and the data is obtained from the WhatsApp group chat for 90 minutes in 2 meetings.

3.1. Pre-teaching activity

The day before I taught, I got acquainted with students in class X Fashion Design. I tried to communicate and say hello to them a little, before teaching the next day. I did this to streamline the time for introductions in class and to get closer to them. I also wanted to create a comfortable atmosphere later while teaching and getting closer to students.

I told students that I would use Google Classroom as a learning platform in the classroom. I provided a Google class link for them to join as soon as material for tomorrow's meeting has been shared on the platform. I also reminded students to be able to view learning videos or materials that have been sent. I also made rules for students to be able to fill in attendance on time and be active in class. From reflection, I prepared quite well for my best practice because I learned the content of the material for content mastery a week before the best practice.
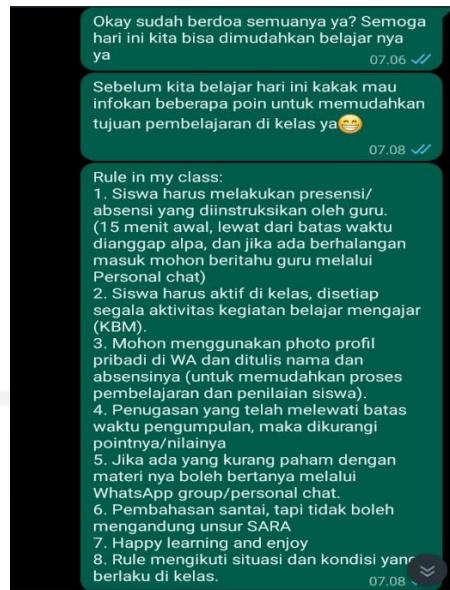
Figure 1. Explaining about rules in online class

Figure 2. Taking attendance

As seen in the posts of the WhatsApp group, I set a clear rule for my students to teach them to be disciplined. I added a cat sticker to make the interaction between the student and me smoother. At that time, I tried to make the students less anxious in my presence. The WhatsApp interaction leads them to my post in Google Classroom for the stimulation stage. As I reflected on my practice, I learned that teachers must prepare everything, such as from the material and how to make class interaction comfortable.

3.2.   Stimulation

I have prepared learning materials, such as lesson plans, PowerPoint, Learning videos, Link padlets, and Classes in the Google classroom. Preparations that have been carried out for a week before being taught. In class before they studied, I greeted and prayed in the attendance in the WhatsApp group. I reminded again to students who have not joined Google classroom to join.

Figure 3. Greeting the students and providing a google class link as the main learning platform place

Figure 4. The material on Google classroom (Videos and PowerPoint)

As seen in Picture 3, I integrated Islamic values, such as: mentioning hamdallah, and praying before studying in order to educate the students to be grateful for the learning process. I also shared the link in the WhatsApp group to the main learning platform in Google Classroom in order to enhance the stimulation stage in discovery learning. In synchronous

online sessions, the teacher provides opportunities to spell out, affirm, and facilitate dialogue about concepts in the course; Teachers can see the relationship between different concepts and present new material related to the class (Acosta-Tello, 2015). Effective Synchronous interactive online instruction (SIOI) sessions need to contain visual input, easily achievable through interactive PowerPoint (PPT) presentations; However, it is important to complement the PPT with instructor dialogue and boost student interaction (Acosta-Tello, 2015).

As I reflect on my practice in the stimulation stage, I learned that teachers provide interactive and interesting learning materials in google classroom. PowerPoint available in Google classroom can also be accessed and is an effective alternative for presenting material before learning takes place.

3.3. Problem statement

I reminded students to join Google Classroom. I gave students the opportunity for approximately 10 minutes to view and read learning videos and PowerPoint in Google Classroom. Students can ask questions if they did not understand the material. However, I still asked my students whether they understood or not. I gave a little explanation about the Expressing Intention material through voice notes in the WhatsApp group to make it easier for them to understand the material. I tried to explain in detail and in a language that is easy for them to understand. I asked the students about this intention material again, to check their understood.
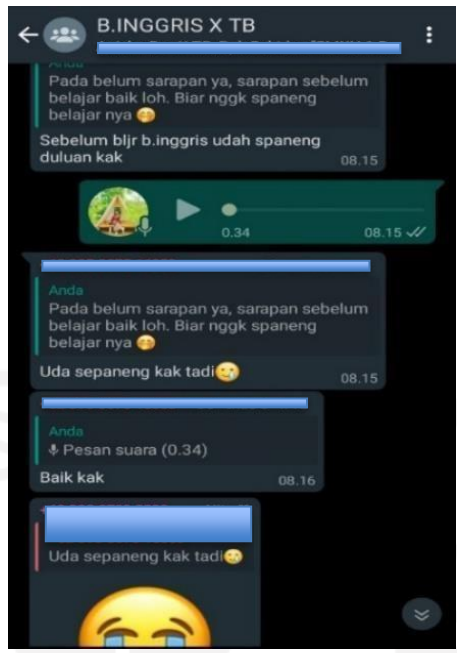
Figure 5. Explanation via voice note

Figure 6. PowerPoint explanation in video form

All explanations and questions regarding the expression of intention material occur in the WhatsApp group. Students can ask the teacher if the material cannot be understood. Expression of intention material has been shared in google classroom. Expression of intention material is something to express the intentions and goals that have been planned and will be done soon. The following material on the expression of intention can be seen in table 3.

Table 3. The Expression of Intention Material

			Formula		
Asking Intention	**Expressing Intention**	**Subject**	**Be + going to**	**Would like to+V1**	**Will+V1**
What are you going to do?	We would like to... He will...	I	I am going to visit to my grandma	I would like to visit my grandma	I will visit to my grandma
Any plan for the weekend?	She would rather... My mother is going to... I am going to...	She/he/it	She is going to cook with her friend	She would like to bake cookies with Riri	She will cook with her friend
Are you thinking of...?	I am planning to... I will make an effort to... I am thinking of...	They/we/ you	They are going to play football today	They would like to play football today	They will play football today
Do you	I have				

have any intention of...?	every intention of...
	I fully intended to...

As seen in picture 5, I explained the material through voice notes in the WhatsApp group to make it easier for students to understand. The material that has been sent to Google Classroom is not enough just to be given to students, so the teacher needs to explain the material back in the WhatsApp group. As I reflected on my practice on the problem statement stage, I learned that being a teacher during this pandemic is not enough just to provide material in Google Classroom, but still explaining a little material through voice notes in WhatsApp groups to help students understand.

3.4 Data Collection

I gave a link to the padlets for students to work on independently as an exercise in understood the material, after I explained the material. I gave the opportunity for approximately 30 minutes to do exercises. I gave instructions on how to do it and how to upload assignments to the WhatsApp group, because the padlets are a new learning medium for students at a Vocational high school. During work, most of them use a padlet, but some of them send assignments via WhatsApp groups. There are some students who have internet quota constraints, this also affects their learning activities. Thus, I made a rule for students who have signal problems or internet quotas that did not exist to be able to send their assignments via private WhatsApp chat. This work was extended into the evening.

Figure 7. Giving the link padlet as exercise

Figure 8. Padlet assignment instructions
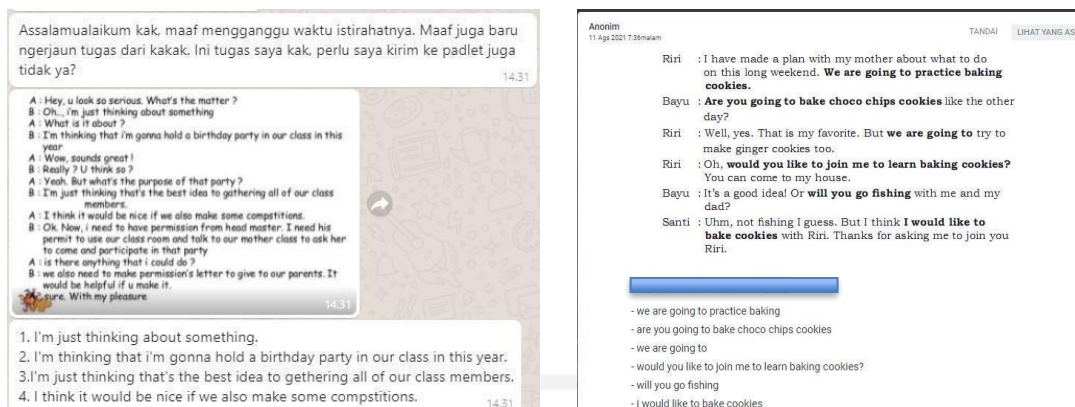
Figure 9. Student assignments in private WhatsApp chats and Padlet

In the second meeting, after the material was deemed to have reached the learning indicators and students did not ask any questions. I was given the opportunity to read the material again for about 10 minutes before doing the test. I gave a link to the google form in the form of a test question that they had to do during class hours, after the opportunity to read the material was over. At the end of class, I gave group assignments for students to work on in Google classroom for a week. In working on group assignments, I asked students to carefully read the instructions given. I also gave rewards to the best group according to the instructions, announced after a week of submitting assignments. This is to encourage students to be enthusiastic about doing assignments.

The daily test that has been sent and I will immediately assess it. I sent the score of the previous assignments and along with daily test scores in the WhatsApp group, after getting all their test scores. Students who did not meet the Minimum Completeness Criteria score, students will do remedial worked. The remedial conducted through google meet with the same questions as repeated, but the reference in the assessment is their activeness in answering each question given.

Figure 10. Daily test questions on Google form

Figure 11. Assessment on Google classroom

As seen in the posts of the WhatsApp group, google form, and google classroom, I sent assignments to students in the WhatsApp group after giving the material. In pictures 7-9, I instructed students on self-assignment via WhatsApp groups to do assignments on the padlet. As I reflected on my practice on the data collection stage WhatsApp groups were a place for online learning interactions, while the padlet and google form are places for assignments.

3.5 Data Processing

After the teacher assessed the student's test, it turned out that there were some students who did not meet the Minimum Completeness Criteria score. One week later, I have just sent the results of the student's test scores on August 27, 2021. I also notified students whose scores were not sufficient to take remedial action. Finally, I had a discussion with the students to choose the right time. After quite a long discussion, it has been determined to choose Saturday night on August 28, 2021 to do the remedial work.

Arrived at the predetermined schedule, I sent a google meet link to hold a remedial meeting at 19.00 WIB. I have my own way of taking students' remedial scores, that was, I discussed the test questions from 1-10 and answer one last question to be able to write an example of the Intention material. This score was about students' understanding and activeness which is the benchmark for my assessment. This was intended so that these students can better understand where their ignorance of the test questions and the material that I provide lies.
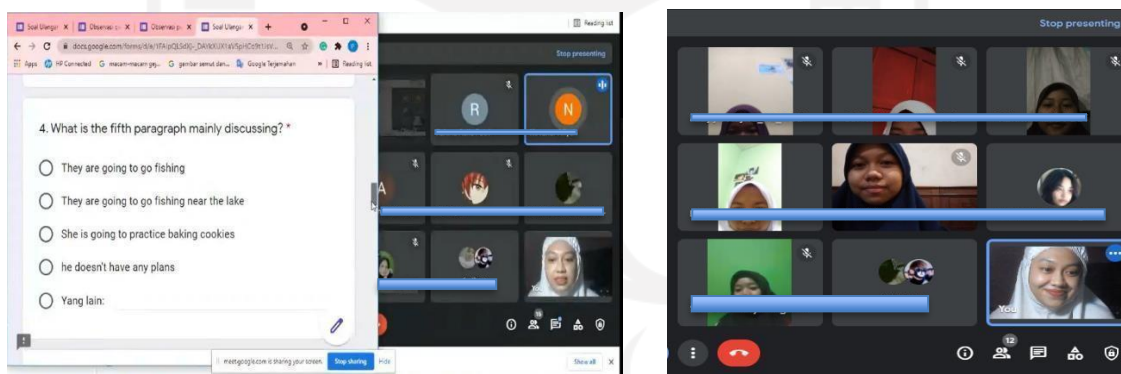
Figure 12. Did a remedial session on google meet

As seen in the picture post, students who do not score enough Minimum Completeness Criteria, then take remedial action. This activity is carried out through Google Meet to facilitate student understanding. This activity not only provides remedial to students but also provides an evaluation of the understanding of the material provided. When I reflect on my practice at the data processing stage, I learned that getting students to understand the material is more than expecting students to have good grades. Learning being done online required more effort to

achieve maximum learning and how to be wise in using the internet for online learning.

3.6 Verification

At the end of each class, I provided a summary of the material. What has been learned, so that students can remember the material again? I also gave students the opportunity to ask questions if they did not understand. I still gave an explanation of the material so that students understand better, before I gave assignments to them.
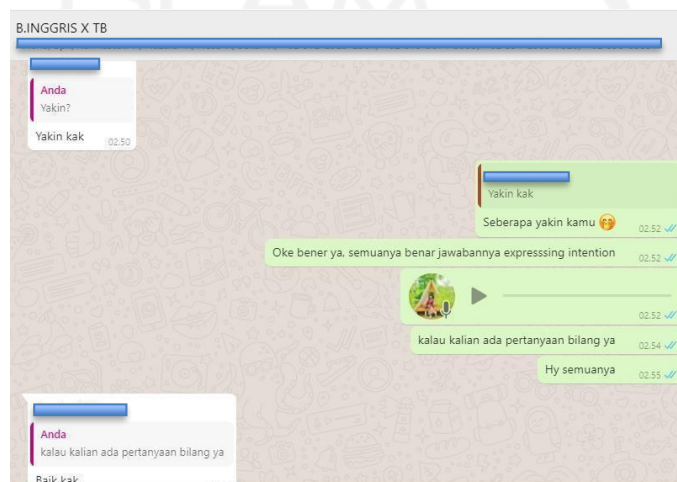
Figure 13. Giving a Summary of the Material on WhatsApp

After students collected assignments in Google Classroom and I gave an assessment of the assignments given. I provided one-on-one feedback to students who have submitted assignments. There they can see the feedback that I gave, so they know where the shortcomings or lack of correct answers they provide.

There were some additional instructions at the end of this meeting, before the class ends. I also provided a google form link about the assessment of my teaching. This assessment link will be used as evaluation material in my future teaching. I got a lot of good, positive, and constructive criticism from students.

I also provided a google form feedback link for me. This is to find out the shortcomings or responses they gave to me during teaching. The questions I gave contain an assessment of how I taught and to provide criticism and suggestions. After I got feedback from them, almost

all of the students gave positive and constructive assessments for me personally in teaching later.

Figure 14. Feedback from students on Google form
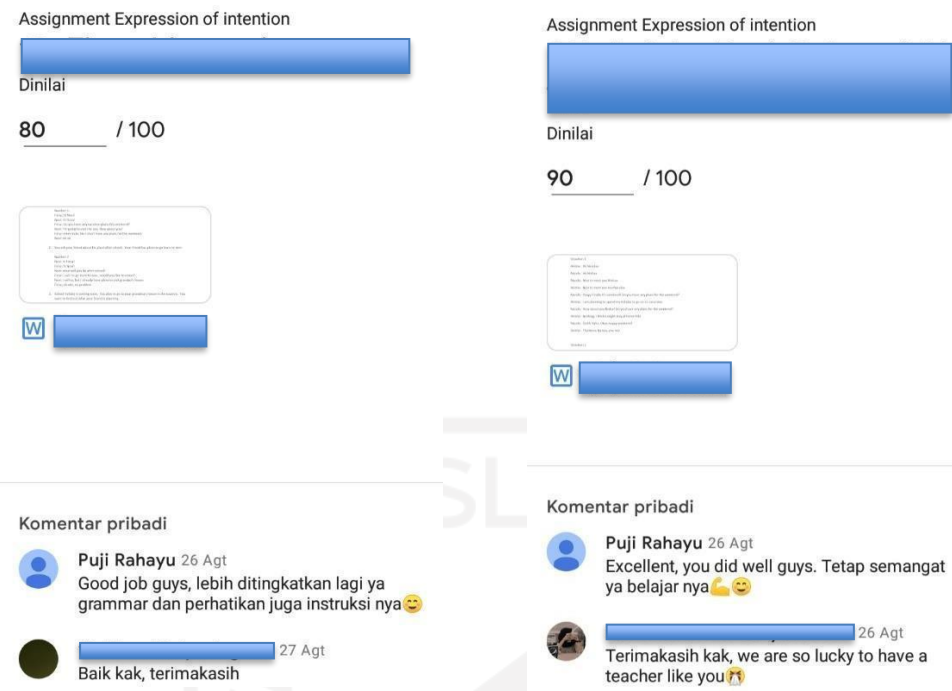
Figure 15. Feedback about assessment

As seen in the picture post, I gave students the opportunity to ask questions about the material that was delivered. I also provided a brief summary of the learning materials that were carried out. As seen in picture 15, I also gave feedback on their assignments in Google Classroom. As seen in picture 14, I also asked students to provide feedback for me in teaching. Assessment feedback is used as an umbrella concept with a variety of definitions and types. Therefore, assessment includes all assessment designs that occur within and outside the context of direct, open, or covert learning, and most importantly, draws from various sources (Evans, 2013). When I reflected on my practice at the verification stage, I learned that reviewing the material at the end of the lesson is one of the important points in learning. This was to ensure that students can understand the material. Giving feedback to students aims to provide a brief evaluation of the assignments they have done. Giving feedback to teachers also needs to be done, to evaluate themselves in online teaching.

3.7 Generalization

Online learning activities have been carried out, so the teacher reviews the material, reminds homework assignments, and closes the online class with greetings. Due at this stage is the final stage of the implementation of learning, so there were not many conversations that occur. The image below is the last part of the implementation phase, namely the generalization carried out through voice notes in the WhatsApp application.
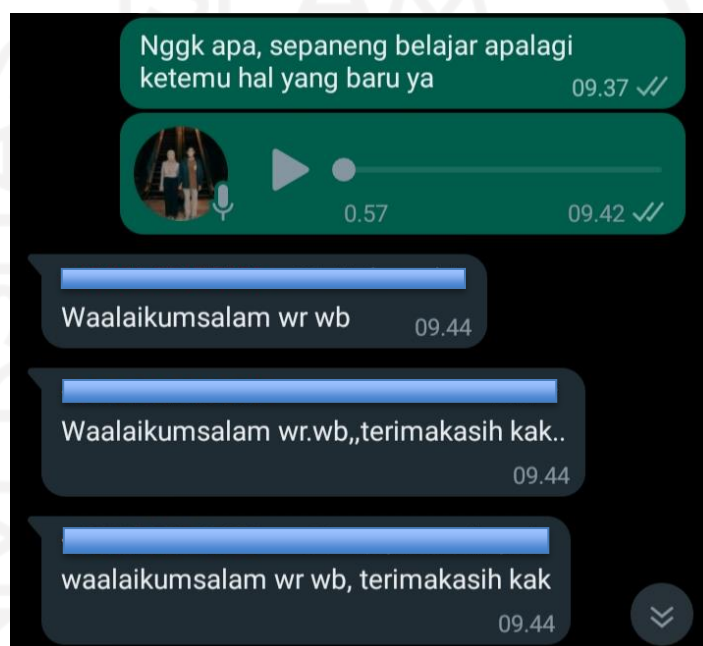
Figure 16. The last stage of carried out , namely generalization

As seen in the posts WhatsApp group, this is the last step in learning from providing material, reviewing material, assignments, and providing feedback. The teacher reminds the homework or group assignments that must be done by giving time for a week and giving greetings at the end of the lesson. When I reflected on my practice at the generalization stage, I learned that there needs to be a reminder after and or what will be done. It was intended as a reminder to students about the material given.

CHAPTER IV

CONCLUSION

4.1. Conclusion

During the pandemic, online learning used the WhatsApp application to communicate between students and teachers. WhatsApp application and discovery learning model support online learning at SMK Yogyakarta. All online learning activities are carried out based on the stages of the Kemendikbud (2013). The WhatsApp application is also an important platform not only for communication but also for online learning. The WhatsApp application is easily accessible by anyone with various features available on the platform.

4.2. Recommendation

The pandemic period has become a new challenge in learning now because students and teachers have to learn online. This learning activity uses the WhatsApp application with a discovery learning model to support online learning. After the author conducted teaching practice, it found that the discovery learning model helped the learning process to be carried out regularly and made students creative. Although online learning cannot be expected to be 100% like offline classes with various factors, one of which is the poor signal used on the WhatsApp application platform. The author recommends using the discovery learning models because it was helpful for teachers to carry out activities regularly recommended to Kemendikbud (2013).

REFERENCES

Acosta-Tello, E. (2015). Enhancing the Online Class: Effective Use of Synchronous Interactive Online Instruction. *Journal of Instructional Pedagogies*, *17*. https://files.eric.ed.gov/fulltext/EJ1102879.pdf

Apriyanti, A. (2019). THE IMPLEMENTATION OF DISCOVERY LEARNING MODEL IN TEACHING ENGLISH AT A HIGH SCHOOL IN YOGYAKARTA. https://dspace.uii.ac.id/bitstream/handle/123456789/14215/08%20naskah%20publikasi.pdf.pdf?sequence=17&isAllowed=y

Binti Mistar, I., & Embi, M. A. (2016). Students 'perception on the use of WhatsApp as a learning tool in ESL classroom. *Journal of Education and Social Sciences*, *4*(6), 96-104. https://www.jesoc.com/wp-content/uploads/2016/08/Edu-76.pdf

Chan, C., & Holosko, M. J. (2017). The utilization of social media for youth outreach engagement: A case study. *Qualitative Social Work*, *16*(5), 680-697. https://journals.sagepub.com/doi/10.1177/1473325016638917

Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of educational research*, *83*(1), 70-120. https://journals.sagepub.com/doi/full/10.3102/0034654312474350

Hardi, M. (2022). *The Implementation of Discovery Learning in EFL Classroom* (Doctoral dissertation, UNIMED). http://jurnal.unimed.ac.id/2022/index.php/JLT-Unimed

Jasrial, D. (2019, January). Utilizing WhatsApp application for teaching English language: Why and how?. In *International Seminar and Annual Meeting BKS-PTN Wilayah Barat* (Vol. 1, No. 1). http://www.conference.unsri.ac.id/index.php/semirata/article/view/1098

Kemendikbud. (2013). Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan tentang Model Pembelajaran Penemuan (Discovery Learning). . Jakarta: Kementerian Pendidikan Nasional.

Khasinah, S. (2021). Discovery Learning: Definisi, Sintaksis, Keunggulan dan Kelemahan. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, *11*(3), 402-413. http://dx.doi.org/10.22373/jm.v11i3.5821

La Hanisi, A., Risdiany, R., Dwi Utami, Y., & Sulisworo, D. (2018). The use of WhatsApp in collaborative learning to improve English teaching and learning process. *International Journal of Research Studies in Educational Technology*, *7*(1),29-35.

Pendidikan, P. M., & Nomor, K. R. I. (2016). 103 tahun 2014 tentang Pembelajaran pada Pendidikan dasar dan Pendidikan Menengah. *Jakarta: Kementerian Pendidikan dan Kebudayaan*.

Setyorini, I. (2020). Pandemi covid-19 dan online learning: apakah berpengaruh terhadap proses pembelajaran pada kurikulum 13?. *Journal of Industrial Engineering & Management Research*, *1*(1b), 95-102. https://doi.org/10.7777/jiemar.v1i1.31

Strauß, S., & Rummel, N. (2020). Promoting interaction in online distance education: designing, implementing and supporting collaborative learning. *Information and learning sciences*, *121*(5/6), 251-260. https://doi.org/10.1108/ILS-04-2020-0090

Sulisworo, D., Rahayu, T., & Akhsan, R. N. (2016). The students' academic writing skill after implementing blended learning using Facebook. *Інформаційні технології і засоби навчання*, (56, вип. 6), 176-191.

Sulisworo, D., Yunita, L., & Komalasari, A. (2017). Which mobile learning is more suitable on physics learning in indonesian high school?. *International Journal of Recent Contributions from Engineering, Science & IT (iJES)*, *5*(1), 97-104. https://online-journals.org/index.php/i-jes/article/view/6494/4343

Susanti, A., & Tarmuji, A. (2016). Techniques of optimizing WhatsApp as an instructional tool for teaching EFL writing in Indonesian senior high schools. *International Journal on Studies in English Language and Literature*, *4*(10), 26-31. http://dx.doi.org/10.20431/2347-3134.0410005.

Takaya, K. (2008). Jerome Bruner's theory of education: From early Bruner to later Bruner. *Interchange*, *39*(1), 1-19.
https://ocw.metu.edu.tr/pluginfile.php/8931/mod_resource/content/1/7su.pdf

Yücel, Ü. A., & Usluel, Y. K. (2016). Knowledge building and the quantity, content and quality of the interaction and participation of students in an online collaborative learning environment. *Computers & Education*, *97*, 31-48.

APPENDENCES

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMK Negeri 1 Depok
Mata Pelajaran	: Bahasa Inggris
Kompetensi Keahlian	: Semua Kompetensi Keahlian
Kelas/Semester	: X/1
Materi Pokok	: Teks lisan dan tulis tentang niat melakukan suatu tindakan/kegiatan
Tahun Pelajaran	: 2021/2022
Alokasi Waktu	: 6 jp (2 x 3 jp)

A. Kompetensi Inti

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

KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

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

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

C. Indikator Pencapaian Kompetensi (IPK)

1. KI Pengetahuan

    3.3.1   Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan (*Intention*), sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be going to, would like to).

    3.3.2 Membedakan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan (Intention).

    3.3.3   Menentukan struktur teks dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan (*Intention*).

2. KI Keterampilan

    4.3.1   Menggunakan teks sederhana dalam dialog (membuat dialog) yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan sesuatu tindakan/kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.

    4.3.2   Memilih teks sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan sesuatu tindakan/kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.

    4.3.3   Membuat teks sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan sesuatu tindakan/kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.

D. Tujuan Pembelajaran

Tujuan Pertemuan 1

1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks yang sesuai dengan penggunaannya (**unsur kebahasaan be going to, would like to)** (C1)

2. Siswa mampu membedakan unsur kebahasaan ungkapan intention yang sesuai dengan penggunaannya (C2)

3. Siswa mampu menentukan struktur teks dan unsur kebahasaan ungkapan intention yang sesuai dengan penggunaannya (C3)

Tujuan Pertemuan 2:

1. Siswa mampu membuat teks dialog sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan benar.

2. Siswa mampu memilih teks dialog sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan benar.

3. Siswa mampu menyusun teks dialog sederhana fungsi sosial, struktur teks, dan unsur kebahasaan teks yang sesuai dengan penggunaannya.

E. Materi Pembelajaran

(Rincian dari Materi Pokok Pembelajaran)

Teks lisan dan tulis tentang niat melakukan suatu tindakan / kegiatan

a. Fungsi sosial

Untuk menanyakan dan menyatakan niat/ rencana melakukan suatu tindakan/ kegiatan dan untuk mengembangkan komunikasi dan hubungan interpersonal dengan yang lain.

b. Struktur teks

• Ungkapan pembuka

• Ungkapan bertanya untuk niat melakukan sesuatu:

What are you going to do?

Any plans for the weekend?

Are you thinking of…

Do you have any intention of…?

Is it your intention to…?

• Ungkapan pertukaran niat melakukan sesuatu:

We would like to…

He will…

She would rather…

My mother is going to…

I am going to…

I will make an effort to…

I am thinking of…

I have every intention of…

I fully intend to...

• Ungkapan penutup

c. Unsur kebahasaan

Ungkapan pernyataan niat yang sesuai

Kata kerja (verb) di dalam ungkapan

➔   I am going to + V1+C

➔   She would like to+V1+C

➔   I will+V1+C

F. Pendekatan, Model dan Metode

1. Pendekatan   : Discovery Learning
2. Model Pembelajaran   : Online synchronous mediated by Whatsapp for main interaction
3. Metode Pembelajaran : Pair Work and discussion.

G. Penguatan Pendidikan Karakter

1. Rasa ingin tahu yang tinggi
2. Berani
3. Bertanggung jawab
4. Mandiri
5. 4C (Critical thinking, creativity and innovation, communication and collaboration)

H. Kegiatan Pembelajaran

Pertemuan ke 1

Opening	Platform	Duration

➜ Guru membuka kelas dengan salam, menyapa, dan sekaligus berkenalan dengan siswa di WhatsApp group ➜ Berdoa menurut kepercayaan masing-masing ➜ Memeriksa kehadiran dan mengkondisikan suasana belajar yang menyenangkan. ➜ Guru memberikan informasi dan mengulangi Instruksi yang sudah di kirim di google classroom.	*WhatsApp Group, Google form, Google classroom*	**10'**
Stimulation and observation		
➜ Guru telah mengirimkan sebuah video penjelasan tentang intention di google classroom sebelum jam kelas dimulai. ➜ Guru mengirimkan PPT tentang materi ungkapan intention di google classroom sebelum jam kelas dimulai. ➜ Siswa diberikan waktu untuk membaca materi di *google classroom* kembali sesuai instruksi dari guru.	*WhatsApp Group, Google classroom*	**10'**
Problem statement		

➔ Guru memberikan beberapa contoh *expression of intention* dan beserta contoh teksnya. ➔Guru memberikan kesempatan untuk murid bertanya tentang materi dan penugasan yang diberikan melalui via *WhatsApp group* dan dikerjakan di *padlet.* ➔ Guru menanyakan sedikit atau mengulas materi tentang *intention* untuk mengecek pemahaman siswa terhadap instruksi penugasannya.	*WhatsApp group*	**30'**
Data collection		
➔ Siswa menjawab pertanyaan di *padlet* yang diinstruksikan oleh guru dari *WhatsApp Group.* https://padlet.com/18322079/siapis6ijh0gcufo ➔Siswa diberi waktu untuk mengerjakan penugasannya secara mandiri di *padlet.* ➔ Guru mengambil penugasan siswa sebagai kehadiran dan keaktifan siswa di kelas.	**Padlet, WhatsApp group,**	**30'**
Data processing		
➔ Siswa bisa bertanya via *WhatsApp group.* ➔ Siswa mampu untuk aktif di kelas dengan materi yang disampaikan di *WhatsApp Group.*	**WhatsApp Group**	**5'**
Verification		

	Platform	Duration
➜ Siswa mengumpulkan tugas di padlet. ➜ Guru memberikan feedback di *WhatsApp Group* hasil dari penugasan yang telah dibuat.	**Padlet, WhatsApp Group**	**5'**
Closing		
➜ Guru memberikan rangkuman materi ➜ Guru menutup pertemuan dengan salam dan do'a	**WhatsApp Group**	**5'**

Pertemuan ke 2

Opening	Platform	Duration
➜ Berdoa menurut kepercayaan masing-masing ➜ Memeriksa kehadiran dan mengkondisikan suasana belajar yang menyenangkan. ➜ Guru mengulangi Instruksi kembali yang sudah diinformasikan di WhatsAPP group sehari sebelum kelas pembelajaran.	*WhatsApp Group*	**10'**
Stimulation and observation		
➜ Guru memberikan kesempatan untuk murid bertanya tentang materi sebelum ulangan harian melalui via *WhatsApp group* .	*WhatsApp Group, Google classroom*	**10'**

Data collection		
➜ Guru memberikan link google form penilaian/evaluasi untuk pengajaran guru sebagai bahan tolak ukur evaluasi. https://forms.gle/ftnt7t22r7561qmN8 ➜ Guru memberikan link google form soal ulangan harian https://forms.gle/P2urzWnEBd9huvMw7	**link google form , WhatsApp Group**	**5'**
Data processing		
➜ Siswa bisa mengisi kuesioner evaluasi pembelajaran guru di link google form selama/dan setelah kelas pembelajaran ➜ Siswa menjawab soal ulangan harian yang telah diberikan linknya dengan batas waktu yang ditentukan dan membuat nama email serta nomor absen di WhatsApp group untuk memudahkan penilaian	**WhatsApp Group**	**40'**
Verification		
➜ Guru menjelaskan instruksi penugasan di *WhatsApp Group* yang diberikan di *google classroom* berkelompok dengan batas waktu pengerjaan selama seminggu	**WhatsApp Group, Google classroom**	**15'**
Closing		

➜ Guru mengingatkan kembali penugasan yang di google classroom selama seminggu	**WhatsApp Group**	**10'**
➜ Guru menutup pertemuan dengan salam dan do'a.		

I. Alat/Bahan, Media, dan Sumber Belajar

1. Alat/bahan   : Laptop
2. Media Pembelajaran   : Video, PPT
3. Sumber Belajar   :Widiati, Utami., Zuliati Rohmah., & Furaidah. (2016). Issumboshi. *Bahasa Inggris X* (pp. 155-163). Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud

J. Teknik dan Instrumen Penilaian

No	KD	IPK	Materi	Indikator Soal	Teknik Penilaian	Instruksi	Instrumen	Bentuk Soal
I	3.3 Fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *be going to, would like to*)	3.3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suat u tindakan/kegiatan (*Intention*), sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be going to, would like to).	Teks lisan dan tulis tentang niat melakukan suatu tindakan/kegiatan a. Fungsi sosial Untuk menanyakan dan menyatakan niat/rencana melakukan suatu tindakan/kegiatan dan untuk mengembangkan komunikasi dan hubungan interpersonal dengan yang lain.	Disajikan sebuah teks memberi dan meminta dan informasi terkait niat melakukan suatu tindakan/kegiatan siswa dapat menentukan tentang: 1. Fungsi sosial 2. Ungkapan meminta informasi terkait niat melakukan sesuatu. 3. Ungkapan memberi informasi terkait niat	Observasi	(in english) tolong dilihat videonya dan baca ppt nya.	Memberi salah satu contoh teks sederhana expressing intention	Lembar pengamatan aktivitas peserta didik
				melakukan sesuatu.				
		3.3.2 Membedakan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan (Intention).	b. Struktur teks • Ungkapan pembuka • Ungkapan pertukaran niat melakukan sesuatu: I'd like to tell my name • Ungkapan penutup	Disajikan sebuah teks memberi dan meminta dan informasi terkait niat melakukan suatu tindakan/kegiatan siswa dapat mengidentifikasi struktur teksnya secara tepat.	Tes tertulis		Butir soal .	Menuliskan bentuk intention
II		3.3.3 Menentukan struktur teks dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan	c. Unsur kebahasaan • Kata kerja (verb) di dalam ungkapan: I'd like to + V1 + C I will + V1 + C I'm going to + V1 + C	Disajikan sebuah teks memberi dan meminta dan informasi terkait niat melakukan suatu tindakan/kegiatan siswa dapat menerapkan	Tes tertulis (ulangan harian)	Read the task instructions carefully; Look for examples of short text images that contain the	Butir soal.(di padlet)	Menuliskan bentuk intention

No	KD	Indikator	Materi	Tujuan	Teknik Penilaian	Aktivitas	Instrumen	Bentuk Soal
		suatu tindakan/kegiatan (*Intention*).	I want to + V1 + C I plan to + V1 + C I intend to + V1 + C • Kosakata yang terkait dengan topik • Grammar: Future Tense Modal • Ejaan dan tanda baca yang jelas, rapi dan tepat • Ucapan, tekanan kata dan intonasi ketika mempresentasik an secara lisan	unsur kebahasaannya secara tepat.		expression intention; Share the search results for the sample text, then write the expression of intention contained in the image of the text and write it under the image on the padlet; Make sure you write your name at the top of the padlet; Assignment is done during study hours.		
III	4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek	4.3.1 Menggunakan teks sederhana yang melibatkan	Fungsi sosial, struktur teks dan unsur kebahasaan teks memberi dan	Disajikan situasi meminta dan memberi informasi terkait niat	Tes tertulis (ulangan harian)	Make a short dialogue that shows	Butir soal dan pedoman penskoran.	Essay

No	KD	Indikator	Materi	Tujuan	Teknik Penilaian	Aktivitas	Instrumen	Bentuk Soal
	dan sederhana yang melibatkan tindakan member dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	tindakan memberi dan meminta informasi terkait niat melakukan sesuatu tindakan/kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	meminta informasi terkait niat melakukan suatu tindakan atau kegiatan.	melakukan suatu tindakan/kegiatan, siswa dapat: Menyusun dialog berdasarkan situasi yang diberikan.		the expression of intention based on the situation. (In pair)		
IV		4.3.2 Memilih teks sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan	Fungsi sosial, struktur teks dan unsur kebahasaan teks memberi dan meminta informasi terkait niat melakukan suatu	Disajikan teks sederhana, kemudian siswa mampu memilih teks sederhana yang berkaitan dengan intention.	Tes kinerja (praktik)			

		sesuatu tindakan/kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	tindakan atau kegiatan.				
V		4.3.3 Membuat teks sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan sesuatu tindakan/kegiatan dengan memperhatikan fungsi sosial,	Fungsi sosial, struktur teks dan unsur kebahasaan teks memberi dan meminta informasi terkait niat melakukan suatu tindakan atau kegiatan.	Disajikan situasi meminta dan memberi informasi terkait niat melakukan suatu tindakan/kegiatan, siswa dapat: Mempraktekkan dialog berdasarkan situasi yang diberikan.		Practice a short dialogue that shows the expression of intention based on the situation below. (In pair)	Writing test rubric	Tes praktik

		struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.					

Penilaian Sikap:

Dilakukan selama proses pembelajaran dengan menggunakan teknik observasi, untuk memastikan peserta didik dapat menerapkan sikap jujur dan menunjukkan keteladanan. Instrument yang digunakan adalah Jurnal Pengamatan Sikap.

Penilaian Pengetahuan

Soal Pilihan Ganda

No	Soal	Kunci Jawaban	Skor
	Task 1		
1	**This dialogue is for questions no 1-4!** Read the dialogue and choose the right answer by crossing A, B, C, or D. Riri： It will be a long weekend soon. Do you have any plans? Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home. Bayu : Stay at home? Well, you could do something more interesting! Santi : So, what about you Bayu? Do you have any plans? Bayu : Definitely! My dad and I are going to go fishing. Santi : Fishing? Are you going to go fishing in the river near your house? Bayu : No. We plan to go fishing in a lake near my uncle's house.Would you like to come with us? Santi : Fishing? That sounds great. But I would rather stay at home than go fishing. Bayu : What about you, Riri? What would you like to do on the long weekend? Riri : I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies. Santi : That sounds like a very good plan! 1. What is the dialogue above about? What is the dialogue about this? A. Giving advice B. Expressing intention C. Introducing D. Congratulations	B	10
	2. The following expression shows intentions based on the dialogue above, **EXCEPT….** A. We are going to practice baking cookies B. I would rather stay at home C. My dad and I are going to go fishing. D. That sounds like a very good plan!	D	10
	3. According to the dialogue above, those who have planned long weekend activities outside the house are… A. Santi, Riri, and Bayu B. Riri and Santi C. Riri and Bayu D. Santi and Bayu	C	10
	4. What is the fifth paragraph mainly discussing? A. They are going to go fishing B. They are going to go fishing near the lake C. She is going to practice baking cookies D. he doesn't have any plans	A	10

	This dialogue is for questions no 5-6! Bayu : Ha ha, ha. Do you still want to stay home alone? Riri : Or, would you like to join me to learn baking cookies? You can come to my house. Bayu : It's a good idea! Or will you go fishing with me and my dad? Santi : I think I would like to bake cookies with Riri. Thanks for inviting me, Riri. 5. What is the expression of asking for intention to find the dialogue? A. Do you still want to stay home alone? B. I would like to bake cookies with Riri C. You can come to my house. D. Would you like to join me to learn baking cookies?	D	10
	6. "*I think I would like to bake cookies with Riri*" What is the function of the expression? A. Expressing Congratulations B. Expressing Intention C. Asking for Intention D. Asking for compliment	B	10
	7. Selly : …. Ani : I am going to read the novel. What is the proper question for this answer? A. How are you today? B. What are you going to do? C. How are you doing? D. Would you like to drink?	B	10
	8. Based on the section below, which of the following is an expression of intention, **EXCEPT**… A. I am going to… B. He will… C. I like this song D. She would rather	C	10
	9. Ani : What would you like to drink? Bella : ……….. A cup of tea, please. Fill in the blanks correctly A. I would like B. I am going to C. I am planning to D. I will	A	10
	10. Bayu : Hi Ida, ….. Ida : I am going to visit my grandma in Yogyakarta. What is the best expression to complete the dialogue? A. What are you going to do next holiday? B. What would you like to go? C. Are you going to visit your grandma? D. Would you like to come to Yogyakarta?	A	10
	Task 2		
2.	**Instruction on Padlet** 1. Read the task instructions carefully 2. Look for examples of short text images that contain the expression intention 3. Share the search results for the sample text, then write the expression of intention contained in the image of the text and write it under the image on the padlet. 4. Make sure you write your name at the top of the padlet.		20 20 20 20

	5. Assignment is done during study hours.		20
	Task 3		
3.	Make a short dialogue that shows the expression of intention based on the situation below. (In Pair) 1. You ask your friend about his vacation plans this weekend. Your friend has plans to go on an excursion. 2. You ask your friend about his plans after school. Your friend has plans to go learn to sew. 3. School holiday is coming soon. You plan to go to your grandma's house in the country. You want to find out what your friend is planning. 4. A friend is absent because she/he is sick. You and your classmates plan to visit her/him this afternoon. However, one of them makes an excuse for not going. 5. You ask your friend about his plan to bake a cake. Your friend has a plan to buy the ingredients.		20 20 20 20 20

Penilaian Keterampilan

Soal Writing

Make a short dialogue that shows the expression of intention based on the situation below. (In Pair)

Soal Speaking

Act out the dialogue.

Instrumen Pedoman Penilaian

I. Soal Pilihan Ganda

  Pedoman Penskoran

Nomor	Skor
1	10
2	10
3	10
4	10
5	10
6	10
7	10
8	10
9	10
10	10
Total	100

II. Soal Menjodohkan

  Pedoman Penskoran

Kriteria	Skor
Jawaban Sesuai	2

Total	10

Nilai Ulangan Harian = (Skor Tes 1/PG x 3) = 9

Nilai Ulangan Harian = (Skor 2/Menjodohkan) = 10

Nilai Maksimal   = 100

III. Writing Rubric

No	Names	Accuracy	Mechanics	Appropriatness	Skor	Grade

Criteria	Score	Indicator
Accuracy	35	Almost no inaccuracies of grammar and diction
	30	Some inaccuracies of grammar
	25	Many inaccuracies of grammar
	20	Low standard of accuracy of grammar
	10	Ignorance of convention of grammar
Mechanics	35	No error in punctuation and capitalization
	30	Some errors in punctuation and capitalization
	25	Many errors in punctuation and capitalization
	20	Almost all punctuation and capitalization showing errors
	10	All sentences showing punctuation and capitalization errors.
Appropriateness	30	Showing high level of appropriateness
	25	Showing very minimum level of appropriateness
	20	Showing some degrees of appropriateness
	15	Showing low level of appropriateness
	5	Showing extremely low level of appropriateness

IV. Speaking Rubric

No	Names	Accuracy	Fluency	Appropriateness	Skor	Grade

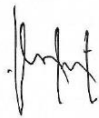| Criteria	Score	Indicator
Accuracy	35	Almost no inaccuracies of grammar, pronunciation, and diction
	30	Some inaccuracies of grammar
	25	Many inaccuracies of grammar

	20	Low standard of accuracy of grammar
	10	Ignorance of convention of grammar
Fluency	35	Very fluent, no halting
	30	Quite fluent, halting several times
	25	Halting many times
	20	Halting most of the times
	10	Halting, then completely stop
Appropriateness	30	Showing high level of appropriateness
	25	Showing very minimum level of appropriateness
	20	Showing some degrees of appropriateness
	15	Showing low level of appropriateness
	5	Showing extremely low level of appropriateness

V. Affective Journal

No	Day/Date	Name	Description

Sleman, ….. Juli 2018

Guru Mata Pelajaran   Mahasiswa PPL

Drs. Suhirlan   **Puji Rahayu**
NIP. 19620407199501 1 001   NIM. 18322079

44

TATA TERTIB PESERTA DIDIK SELAMA PEMBELAJARAN JARAK JAUH (PJJ)

SMK NEGERI 1 DEPOK SLEMAN

TAHUN PELAJARAN 2021 / 2022

1. Peserta didik harus mengikuti pembelajaran PJJ tepat waktu sesuai jadwal.
2. Peserta didik wajib mengisi daftar hadir yang disediakan guru, paling lambat 15 menit setelah mata pelajaran dimulai selebihnya dianggap terlambat kecuali ada kendala teknis wajib lapor ke guru yang mengajar.
3. Peserta didik yang tidak mengikuti pelajaran harus ada surat ijin yang ditandatangani orangtua / wali yang dikirim di grup WA PJJ kelas.
4. Peserta didik pada saat jam KBM yang mengunakan Whats App dan Google Classroom diatur sebagai berikut :
   a. Menampilkan foto profil yang jelas tampak wajah.
   b. Memberikan keterangan nomor presensi dan nama lengkap dalam akun WA.
   c. Mengaktifkan pengaturan tanda pesan telah dibaca (Centang warna biru)
5. Peserta didik pada saat jam KBM menggunakan virtual (ZOOM, Google meet) maka berpakaian yang sopan ,posisi duduk dan hadirkan raga (secara fisik) ketika pembelajaran berlangsung .
   (Kamera dibuka minimal diawal pembelajaran dan akhir pembelajaran)
6. Peserta didik berkata yang sopan dalam percakapan di grup WA, google classroom dan media sosial lain yang digunakan dalam pembelajaran.
7. Peserta didik aktif dalam kegiatan PJJ dengan mengerjakan dan mengumpulkan tugas tepat waktu.

Depok, 9 Juli 2021
Kepala Sekolah

Suprapto, S.Pd

JADWAL PELAJARAN SEMESTER GASAL TAHUN PELAJARAN 2021/2022 — SMK NEGERI 1 DEPOK YOGYAKARTA — BERLAKU MULAI 12 JULI 2021 — Lampiran 3

Daftar Nama Guru

KODE	NAMA GURU	
1	Suprapto, S.Pd, M.M	F
2	Dra. Rostariana br Tarigan, M.Pd	L
3	Edi marsana, S.Pd, M.Pd	J
4	Dwesthi Laksnitiyasi B, S.Pd, M.Pd	G
5	Sulastri Buana, S.Pd., M.Pd	M
6	Dra. Siti Sovia, MBA.	L
7	Dra. Sri Mulyani	L
8	Yeti Suryati, S.Pd	M
9	Drs. Sudibyo	M
10	Drs. Muhammad Efendi, M.M.	B/E
11	Ninik Purwanti, S.Pd	N
12	Sri Hartini, S.Pd	L
13	Dra. Utami Sri Rejeki	L
14	Drs. Suhirlan	F
15	Indriana Prasmawanti, S.Pd	M
16	Dra. Erlantina Rustini	N
17	Neneng Dwi Puspitawati, S.Pd	M
18	Dra. Bekti Sriwidawati	O
19	Liswati, S.Sos	O
20	Dra. Tri Prayekti	O
21	Ruminah, S.Pd	D
22	Sri Pamularsih, S.Pd	P
23	Dwi Ati Wijanarti, S.Pd	D
24	Yeti Budhi N, S.Pd	D
25	Sri Lestari, S.Pd	F
26	Ismawanti Noviantari	N
27	Rinawati, S.Pd	K
28	Nurul Hasanah, S.Pd	N
29	Nining Retnowati, S.Pd., M.Pd.	L
30	Dra. Afifah Khomsatun	K
31	Erni kinawati, S.Pd	D
32	Sri Sundari, S.Pd, M.Pd.	B
33	Dwi Indah KWS, S.Pd, M.Pd	L
34	Eni Setyawati, S.E	
35	Siti Murtiningrum, S.Pd, M.Hum	F
36	Dra. Dwi Indaryati	N
37	Dra. Theresia Sri Subekti	N
38	Mardiyanti, S.Pd	L
39	Ariawanti Susiandari, S.Pd	C

45

	A	B	C	D	E	F	G	H	I
		DAFTAR NILAI UJIAN							
11	1	Afifah Mauliddina Intan S.	P	8	2	80		80.0	Tuntas
12	2	Alayya Najwa	P	6	4	60		60.0	Belum tuntas
13	3	Anisa Handayani	P	9	1	90		90.0	Tuntas
14	4	Anisah Nur Hasanah	P	8	2	80		80.0	Tuntas
15	5	Anisha Dwi Cahyani	P	8	2	80		80.0	Tuntas
16	6	Aurel Firgi	P	3	7	30		30.0	Belum tuntas
17	7	Dera Dwi Ariyana	P	6	4	60		60.0	Belum tuntas
18	8	Diah Rahmawati	P	9	1	90		90.0	Tuntas
19	9	Dina Yulianti	P	9	1	90		90.0	Tuntas
20	10	Dzilana Afiyananisa	P	5	5	50		50.0	Belum tuntas
21	11	Enggelita Kulup Sri Maharani	P	7	3	70		70.0	Belum tuntas
22	12	Fidela Shalikhah	P	8	2	80		80.0	Tuntas
23	13	Firna Listyaningrum	P	7	3	70		70.0	Belum tuntas
24	14	Fitri Salsa Angelia	P	6	4	60		60.0	Belum tuntas
25	15	Hana Lutfiah	P	8	2	80		80.0	Tuntas
26	16	Ines Setyorini	P	8	2	80		80.0	Tuntas
27	17	Isnaeny Zenny Noor F.	P	9	1	90		90.0	Tuntas
28	18	Jessica Putri Prima Dona	P	9	1	90		90.0	Tuntas
29	19	Kurniastuti	P	9	1	90		90.0	Tuntas
30	20	Mia Indi Dwi Astuti	P	7	3	70		70.0	Belum tuntas
31	21	Navisa Dela	P	8	2	80		80.0	Tuntas
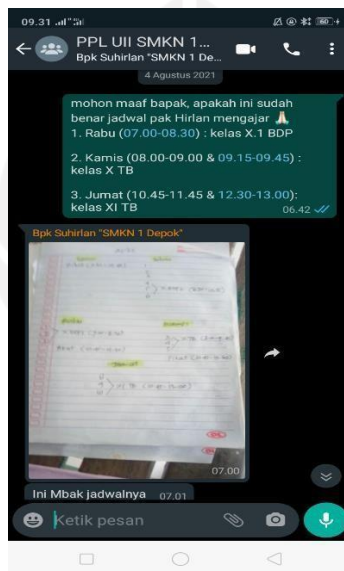
(Group with Teachers and Supervisors)

(Group X Fashion Design Class)

(The material on Google classroom)