

**THE IMPLEMENTATION OF ONLINE LEARNING IN JUNIOR HIGH
SCHOOL DURING PANDEMIC COVID-19**

A Thesis

**Presented of the Department of English Language Education as Partial
Fullfilment of the Requirements the Obtain the Sarjana Pendidikan Degree in
English Language Education**



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2020

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SCHOOL DURING PANDEMIC COVID-19

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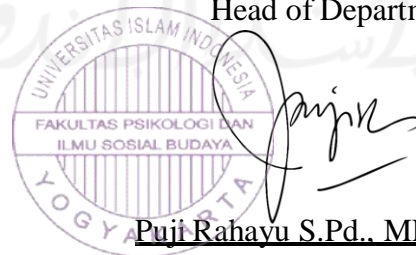


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STATEMENT OF WORK'S ORIGINALITY

This thesis was written entirely by me. I swear clearly that this thesis contains no other people's work, some copied statements, and some cited sources without quote except in the references or quotations.

Yogyakarta, 22 October 2022

The Author,



Aulia Bastari Putra

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MOTTO

“The simple form of gratitude is to give thanks “Alhamdulillahirobbil ‘aalamiin. All praise is to Allah only.” But actually the essence of gratitude is to ensure that every breath we take is always in “obedience” to Allah Ta’ala”. – Ustadz Abdul Somad

“To get ahead there are indeed many obstacles. You can be disappointed for a minute or two, but after that you have to get up again”. – President Joko Widodo

“As I sit here now, when I take off my shoe and I look down at my scar, I see beauty in it. I see all the hard work, all the sacrifices. I see the journey that it took to get back to this point of being healthy. And I see beauty in that struggle. That’s what makes it beautiful”. – Kobe Bryant

الجامعة الإسلامية
الاستد بالاندية

DEDICATION

I dedicate this thesis to all those who have supported me, motivated me and encouraged me not to give up and prayed for me in making this thesis. Especially my parents, my lecturers, my brothers, my future wife and her family. Last but not least, I want to thank myself for believing in me for doing all this hard work and being me every time without regretting anything that happened and always being grateful for what has been given to me.



ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirobbil'alamin. There is nothing I could do without Allah SWT, The Merciful, The Generous, and The Powerful, and may peace be upon our Prophet Muhammad SAW, who has led us to this enlightened period. I am very grateful to Allah for giving me the stamina, endurance, and good health I needed to accomplish this thesis and meet a portion of the requirements for the Sarjana Pendidikan degree in English Language Education. The author would like to thank:

1. My beloved parents, my siblings, and my entire extended family, who never stop to support, love, and pray for me in any situation,
2. Puji Rahayu, MLST, Ph.D, as the head of the English Language Education Department,
3. Rizki Farani, S.Pd., M.Pd as my thesis supervisor and for believing in my thesis topic,
4. All of the lecturers and staffs of English Language Education Department who helped me a lot during the entire semesters,
5. All those who have helped, motivated and supported the writer to complete the thesis.

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THE IMPLEMENTATION OF ONLINE LEARNING IN JUNIOR HIGH SCHOOL DURING PANDEMIC COVID-19

Abstract

This best practice describes the implementation of online learning in pandemic settings. The teaching practices were conducted in one of Islamic Junior High School, Sleman, Yogyakarta. During one month of teaching practices, online learning was conducted using Zoom, Whatsapp group and Google Classroom. The materials covered materials about Getting Attention and Giving and Asking Opinion for grade VII dan grade VIII. The delivery methods mostly focused on tutorials and drills. In addition, students also had the opportunity to consult their work to their teachers. By providing consultation sessions, students could obtain immediate feedback from the teacher. As a result, most students can achieve learning objectives. However, teaching online in a pandemic was challenging, therefore, it is important for teachers to ensure students' mental condition before learning.

Keywords: *junior high school, online learning, pandemic*

CHAPTER I

INTRODUCTION

1. Background of the Study

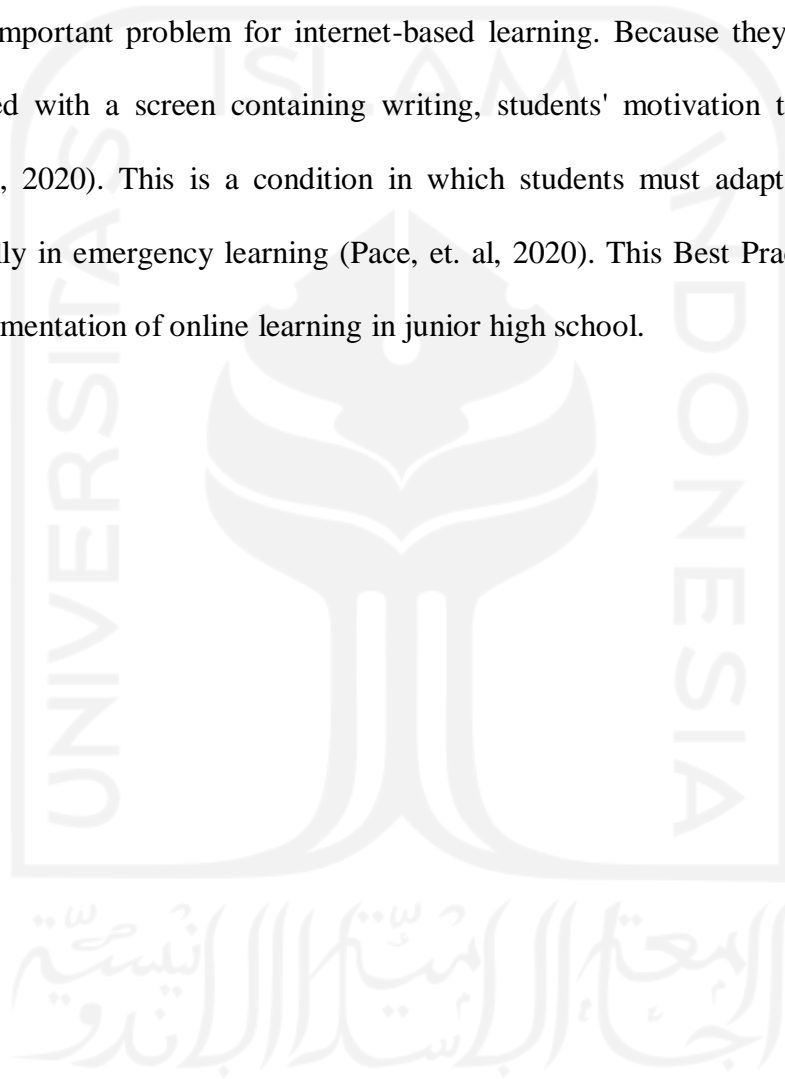
I conducted teaching practice in Islamic Junior High School, Sleman, Yogyakarta. The school has a good culture, because it facilitates knowledge and attitude, for example: when they walk into the school, the teachers greet students with smiles and greetings at the school gate. They also have Duha pray together before the class started. In terms of facilities, the school has sufficient learning media such as a projector in some classes, a computer lab, and a library. In general, the students have good motivation in learning English. Although, there are some students who are not active in the class the teacher gave motivation to students to be brave and not be shy or afraid in answering questions. He also provided feedback for the student's answers and intonation and word stress in English. To sum up, English learning in Islamic Junior High Schools can manage good interaction in the learning process.

However, the Pandemic Covid-19 brings learning challenges such as school lockdowns limited interaction, and technical problems. It was hard to maintain Student participation. Toquero (2020) stated that “All educational institutions including schools, universities, and colleges have been obliged to shut down their websites due to the pandemic in order to decrease the amount of social interaction”. The impact on each area has progressively been worse since covid-19 first entered

Indonesia, but it has been particularly bad for the education sector. Around the world, COVID-19 has had a significant impact on students, teachers, and educational associations (Mailizar, et. al, 2020). Looking at some opinions state that the risk of spreading Covid-19 from those who interact socially without maintaining a distance will make almost everyone uncomfortable. Nonetheless, because no one knows when this pandemic will be over, educational organizations around the world are making effective use of specialized assets to create internet learning materials for students from all fields of study (Kaur, 2020). Many of the guidelines have been changed to adapt to the conditions of a pandemic, which limits everyone's activities outside the home (McPherson & Bacow, 2015).

On the other hand, education policy began to emerge, ranging from learning guidelines to materials that had to be taught. In this case, socialization and training play an important role be given overall by many companies, but there are still two obstacles in the education sector namely, to begin with almost nothing is regulated on a large scale regarding the impact and sufficiency of online training (McPherson & Bacow, 2015). With caution, Internet learning can be conducted in developing countries (Basilaia & Kvavadze, 2020) Indonesia must consider each region, but there are still many areas in Indonesia that are out of reach of the internet. Every person does not have the necessary tools for virtual learning. Individual understanding of web access is indeed remarkable, as we know that covid-19 can be considered to have arrived without us being sufficiently prepared to adapt quickly. People who are usually trained before starting anything during this pandemic are being asked to start

something while learning to understand without training. focuses primarily on the metabolism of teaching in the computer world and does not explicitly focus on web-based teaching and delivery techniques. Lack of good communication with teachers is another important problem for internet-based learning. Because they are constantly confronted with a screen containing writing, students' motivation to learn suffers (Toquero, 2020). This is a condition in which students must adapt quickly, more specifically in emergency learning (Pace, et. al, 2020). This Best Practice highlights the implementation of online learning in junior high school.



CHAPTER II

CONSTRUCT

2.1 Online Learning

Online learning is a type of learning that makes use of digital media via the internet to provide material, deliver material, and interact with students to teachers or students to other students and refers to the process of learning through the use of learning applications or social networking. Online learning, according to Basilaia and Kvavadze (2020), is the experience of knowledge transfer via video, audio, images, text communication, and software supported by internet networks (Zhu & Liu, 2020). In addition, Ally (2008) states that online learning is accessing learning materials via the Internet also; interacting with the content, the instructor, and the other students; and obtaining assistance during the learning process in order to gain knowledge to create personal meaning and to learn from Experiential learning (Ally, 2008). The characteristics of online learning (appropriate combinations of asynchronous and synchronous voice, text, and video) can lead to enhanced or hyper-communication (Richardson, 2000).

Online learning has no time zones, and location and distance are not an issue for students. Students can access online materials at any time with asynchronous online learning, whereas synchronous online learning allows for real-time interaction between students and instructors. Learners can use the Internet to access current and

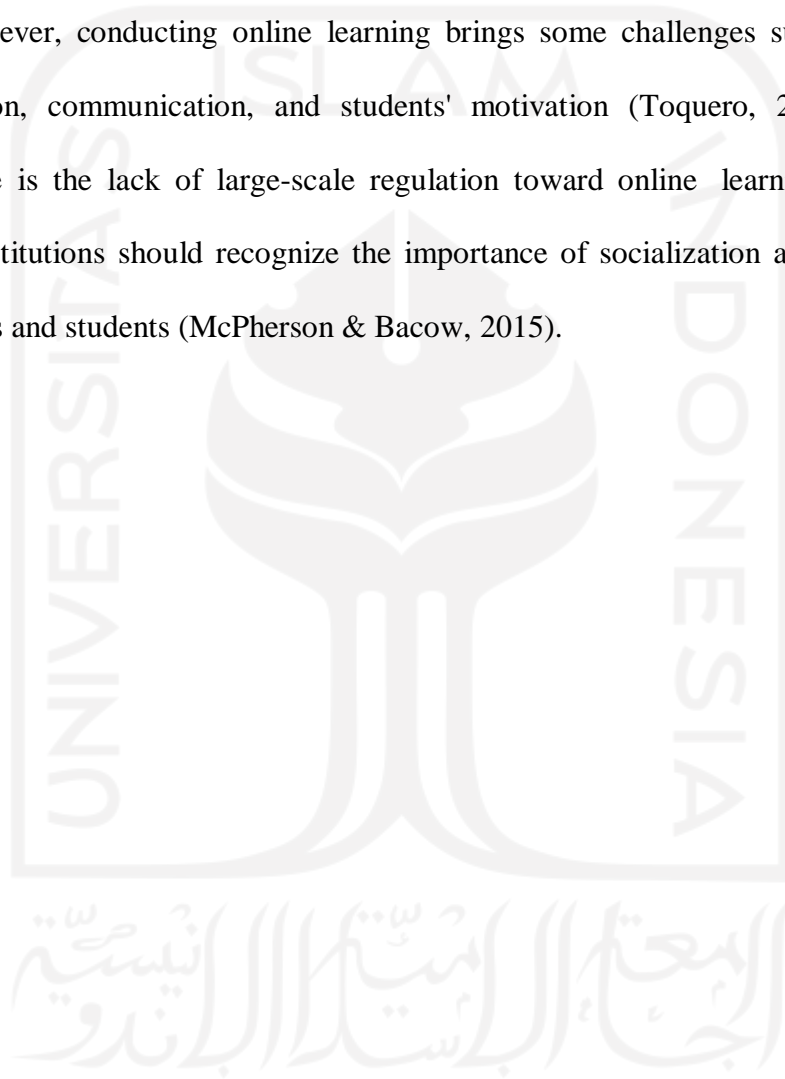
relevant learning materials as well as communicate with experts in the field they are studying. Because learners can complete online courses while working on the job or in their own space, and contextualize the learning, situated learning, or the application of knowledge and skills in specific contexts, is facilitated. Tutoring can be done at any time and from any location by instructors. Online materials can be updated, and learners can see the changes right away. When students can access materials on the Internet, instructors can better direct them to relevant information based on their needs. If properly designed, online learning systems can be used to determine learners' needs and current level of expertise, and then assign appropriate materials for learners to choose from in order to achieve their desired learning outcomes.

2.1 The implementation of Online Learning during Covid 19

The Covid-19 pandemic has caused unprecedented damage to the global education system. There is an intangible collapse in educational institutions, in addition to measurable economic impacts in the short and long term (Basilaia & Kvavadze, 2020). Because of COVID-19, educators, the most critical intellectual resources of any educational organization, must face a variety of challenges, including financial, physical, and mental. To survive the pandemic, online learning is one of the options to deliver materials. Some studies highlight that online learning provides just-in-time learning, increased access, the removal of time, place, and situational barriers, cost-effectiveness, greater accountability, and increased

interaction. provision of future employment skills for students; and effective support for lifelong learning are among the most frequently cited benefits of e-learning technologies.

However, conducting online learning brings some challenges such as internet connection, communication, and students' motivation (Toquero, 2020). Another challenge is the lack of large-scale regulation toward online learning. Therefore, many institutions should recognize the importance of socialization and training for educators and students (McPherson & Bacow, 2015).



CHAPTER III

IMPLEMENTATION

This section explains how I aim to explain what was done in the learning process from beginning to end with added reflections on my teaching based on my experience as a pre-service teacher at the school.

3.1 Pre-Service Teacher Reflection

As a pre-service teacher, teaching is a noble job because what we ask and understand about learning must be conveyed to students, in a language that is understood and delivered in a soft manner so that students can easily understand that the student learning process can easily be close to the teacher. The experience as a pre-service teacher enjoying now being a teacher is that students are interested in what is being asked about them is challenging but struggle and understand it. On the other hand, I also encourage them, provide support and continue to explain in ways that can be understood by those who understand with a simple mindset that still makes sense to students. This is a blessing for me as a pre-service teacher. For me too, teaching is not just coming to school, Monday ceremonies, entering class, greeting the class, being absent, and giving assignments but preparing lesson plans and materials is something that must be provided for learning lessons to students. We must be able to blend in with conditions including different mental readiness when teaching, and however different when teaching, therefore as pre-service teachers must also prepare for mental readiness. Mental readiness is very important because it is

needed for spending including the nature, behavior, politeness, way of speaking, and character of students, as prospective teachers or teachers who need to be prepared in all things needed to teach. Becoming a pre-service teacher will also be a challenge and there will also be obstacles because we cannot predict the behavior of students on every trip when the atmosphere and conditions do not allow us to saturate the mind and heart and how to respond with patience.

The use of technological media for teaching must also be prepared as well as possible so that teaching materials to students in this modern era can run better in this modern era technology is very easy for them to use. Teaching in this modern era really needs technology directly but requires existing technology to fight and overcome it, overcoming there is also a system in an unlimited time, therefore as a pre-service teacher you must be patient, and smart and look for alternative ways. so that the teaching and learning process in the classroom and at school runs smoothly. As a pre-service teacher, you should not underestimate or underestimate the situation and condition of students, because without them the learning process will not run well.

3.2 Before Teaching

Before the teaching process begins, as a pre-service teacher, it is obligatory to prepare a syllabus and lesson plan with the teacher who teaches at the school. we discussed and he gave instructions by giving examples of lessons from the school and

adapting them into lesson plans made by us as pre-service teachers as an illustration of how the implementation of the material in the classroom at the school was carried out. The lesson plan that has been made also refers to the Getting Attention, Giving and Asking Opinion material to be taught to class VIII B (Saturday, 7.30-8.40), VIII C (Monday, 07.30-08.40), and VIII D (Monday, 09.00-10.00).).

The teacher also gave time to consult on the syllabus and lesson plan so that it can be agreed on how the description of the teaching and learning process can be realized in the classroom. other instructions and suggestions were given by the teacher to us as pre-service teachers, including creating a media platform for Google classroom and Whatsapp groups in three classes, namely VIII B, VIII C, and VIII D to communicate between teachers and students, students to students, student attendance, a place for giving instructions and collecting assignments. On the other hand, designing a PowerPoint Presentation and selecting some videos from Youtube.com are also needed to convey the material given to students. The advice given by the teacher to us as pre-service teachers is to create an online media platform such as Quizziz.com to support the subject matter questions or to be useful as a substitute for the atmosphere of students being bored with the online teaching and learning process that is too monotonous and glued to the monitor screen.

3.3 While Teaching

At the beginning of the learning process, attendance is carried out in the Whatsapp group before starting to provide material, material entitled Getting

Attention, Giving and Asking for Opinions is given in the form of PowerPoint Presentations and videos that have been selected from Youtube.com, materials in the form of PPT and Videos are included or attached. uploaded in Google Classroom for students to study. The explanatory material is read and played by students on their own cellphones or laptops, after that students can ask questions through the Whatsapp group or in Google Classroom. After the activity of providing material to students, I gave practice questions that had been uploaded in google classroom that students could do, and then students included the names and classes of students in the comments column of google classroom as a sign or proof that they had worked on the questions. On another day, I made practice questions on Quizziz.com for students to work on as a substitute for the students' atmosphere so they didn't get bored and complain that the class I'm working on is not monotonous.

3.4 After Teaching

After the Teaching and Learning Process was carried out, I as a pre-service teacher provided for students to ask questions about material that they did not understand, I did not forget to remind them to check the answer sheets for the questions they had worked on and did not forget to remind attendance to do it. I give directions to students to remind other students who have not done the practice questions or students who have not been present in the teaching and learning process and don't forget to give an assessment to students on the questions they have done.

CHAPTER IV

CONCLUSION

The application of online learning during the Covid-19 period can make it easier for students to understand the material by asking for attention, checking to understand, appreciating performance, and giving and asking opinions. However, the most challenging problem is the lack of interaction between teachers and students, the ignorance of students to participate in the teaching and learning process on that day is also an obstacle in the online learning process. To overcome this problem, teachers, including a pre-service teacher, contact students via telephone numbers or provide information to their friends and provide motivation to students who are not present. This is a solution that can be given during the online learning process and its implementation.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : -
Mapel : Bahasa Inggris
Kelas/ Sem. : VIII/I
Materi Pokok : teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi

Alokasi Waktu : 2 X 35'

TUJUAN PEMBELAJARAN:

Setelah mengalami proses pembelajaran dengan PJJ Daring melalui Google Classroom, peserta didik dapat:

- Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan meminta perhatian, mengecek pemahaman, meminta dan mengungkapkan pendapat serta menanggapi, dan menghargai kinerja.
- Menyebutkan ungkapan meminta perhatian, mengecek pemahaman, meminta dan mengungkapkan pendapat serta menanggapi, dan menghargai kinerja.
- Menerapkan ungkapan meminta perhatian, mengecek pemahaman, meminta dan mengungkapkan pendapat serta menanggapi, dan menghargai kinerja.

KOMPETENSI DASAR (KD):

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur teks interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, meminta dan mengungkapkan pendapat serta menanggapi, dan menghargai kinerja, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, meminta dan mengungkapkan pendapat serta menanggapi, dan menghargai kinerja dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

MATERI PEMBELAJARAN:

- Asking for attention;

- Checking for understanding
- Asking and giving opinion
- Giving compliment.

METODE PEMBELAJARAN:

Pembelajaran Jarak Jauh Daring menggunakan Hp atau laptop, melalui WA, aplikasi GC dan Video/Audio

MEDIA PEMBELAJARAN:

√ Google Classroom √ Video/Audio

SUMBER BELAJAR:

- Buku pegangan siswa
- It's English Time! (Team pengembang Sanata Dharma)

LANGKAH PEMBELAJARAN

PENDAHULUAN (5')

1. Peserta didik dan guru saling mengucapkan salam dan menanyakan kabar melalui Group wa dan berdoa bersama
2. Peserta didik mempelajari petunjuk yang diberikan guru tentang tujuan pembelajaran dan materi yang akan diberikan.

KEGIATAN INTI (65')

1. Peserta didik mengamati Materi dengan Video/Audio tentang ungkapan meminta perhatian, mengecek pemahaman, meminta dan mengungkapkan pendapat serta menanggapi, dan menghargai kinerja.
2. Peserta didik mengidentifikasi Materi dengan Video/Audio tentang ungkapan meminta perhatian, mengecek pemahaman, meminta dan mengungkapkan pendapat serta menanggapi, dan menghargai kinerja.
3. Peserta didik menjawab pertanyaan – pertanyaan yang ada di GC berdasar Video/Audio.
4. Peserta didik memberikan pertanyaan apabila ada materi yang kurang melalui WAG.

PENUTUP (10')

1. Peserta didik menyimpulkan materi hari ini sambil dibimbing dengan guru lewat WAG.

2. Peserta didik dan guru menutup pembelajaran dengan doa dan memberi salam



SOAL QUIZ DAN ULANGAN HARIAN

• QUIZ

1. Arrange the following words into a meaningful expressions for getting attention!

Me Listen to Please! Attention

1 2 3 4 5

- A. 2-3-1-5-4 C. 5-4-2-3-1
B. 2-3-5-4-1 D. 5-1-4-3-2

2. The right arrangement of the jumbled words above for the checking understanding is ...

What do understand I you mean?

1 2 3 4 5 6

- A. 2-4-1-3-5-6 C. 1-5-6-4-2-3
B. 2-5-3-1-4-6 D. 1-2-3-4-5-6

3. Arrange the following words into a meaningful expression

Is think it good i

1 2 3 4 5

- A. 2-3-1-5-4 C. 5-2-3-1-2
B. 2-3-5-4-1 D. 5-4-3-2-1

4. Your teacher comes to the classroom, but all of the students are busy to walk with their friends. What does teacher say to the students?

- A. Noisy! C. Everybody, attention please!
B. Listen to, Listen! D. Is it clear enough, students?

5. Your friend explains the steps to do something. After finishing her explanation, she says, "Do you get the point?"

- A. Feels worried about you C. wants to get your attention
B. Wants to check you understanding D. wants to repeat her explanation

Teacher: Now, I have a question for you! What do you think about English?

Students: I think it's fun, but I am still learn learn to speak Fluently

Teacher: No, Your English is Good

Students: Thank you sir

6. What does Teacher intent by saying "Now, I have a question for you!"?

- A. The teacher wants students attention
B. The teacher helps the students
C. The teacher check students' understanding
D. The teacher gives her opinion

7. Where might the dialogue take place?

- A. In a mosque C. In a library

- A. Yes, he do.
- B. Yes, he does.
- C. No, he don't.
- D. No, he doesn't.

For Numbers 5-8

One Day, Ruki met Aisah in Aisah House.

Ruki: Hi Aisah, Sorry to bother you.

Aisah: It's alright. Can I help you, Ruki?

Ruki: Yes, I want to ask about the 75th Indonesian Independence Ceremony, whether they meet health standards because the Covid-19 Pandemic still exists. What do you think about that?

Aisah: **I think** the Indonesian independence ceremony must indeed be carried out because considering our fighters who have fought and in its implementation, they are still obliged to use health standards because it is true that this pandemic has not yet disappeared.

Ruki: Yeah, **It's acceptable, I agree with you**, Aisah.

Aisah: No problem.

Ruki: Thank you Aisah

Aisah: You're welcome Ruki

5. Where does the conversation happen?
 - A. In the Ruki Room.
 - B. In the Aisah Room.
 - C. In the Ruki House.
 - D. In the Aisah House.
6. What kind the underline word of expression that Ruki gives?
 - A. Asking for attention.
 - B. Checking understanding.
 - C. Asking for opinion.
 - D. Giving appreciation.
7. Aisah gives the answer with says "I think ...", What kind of expression Aisah gives?
 - A. Sheg gives the attention
 - B. She asks the opinion
 - C. She gives the opinion
 - D. She asks the understanding about her
8. Ruki Says "It's acceptable, I agree with you" is kind of expression? ...

- A. Checking understanding
- B. Asking opinion
- C. Giving attention
- D. Appreciation

9. attention I please? have may your

1 2 3 4 5 6

The correct arrangement is....

- A. 6 - 5 - 4 - 3 - 2 - 1
- B. 5 - 2 - 4 - 6 - 1 - 3
- C. 1 - 2 - 3 - 4 - 5 - 6
- D. 5 - 4 - 3 - 1 - 2 - 3

10. think do about English and covid-19? What you

1 2 3 4 5 6 7 8

The Correct arrangement is ...

- A. 2 - 1 - 8 - 3 - 7 - 4 - 6 - 5
- B. 2 - 4 - 1 - 3 - 8 - 5 - 6 - 7
- C. 7 - 2 - 8 - 1 - 3 - 4 - 5 - 6
- D. 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

11. is famous it so is in the world correct that

1 2 3 4 5 6 7 8

The Correct arrangement is ...

- A. 8 - 7 - 6 - 5 - 4 - 3 - 2 - 1
- B. 8 - 3 - 2 - 5 - 6 - 1 - 4 - 7
- C. 3 - 5 - 4 - 2 - 6 - 1 - 7 - 8
- D. 3 - 5 - 4 - 2 - 6 - 7 - 8 - 1

12.

Easy I think is

1 2 3 4

The Correct arrangement is ...

- A. 2 - 4 - 1 - 3
- B. 2 - 3 - 4 - 1
- C. 1 - 2 - 3 - 4
- D. 1 - 3 - 2 - 4

13. What kind of expressions about the picture?



- A. Checking Understanding.
- B. Asking and Giving Opinion.
- C. Appreciation.
- D. Getting Attention.

14. What kind of expression about the underlined picture?

The dialogue is for number 4
 Riska : Have you read the newest novel of J.K Rowling?
 Amanda : Yes, I have.
 Riska : Do you understand the story?
 Amanda : Yes, I do. The story is very interesting.

- A. Getting Attention.

- B. Checking Understand.
- C. Asking and Giving Opinion.
- D. Appreciation.

For Numbers 15 - 16



- 15. What kind of expression about the conversation picture on the right?
 - A. Asking Opinion.
 - B. Getting Attention.
 - C. Giving Opinion.
 - D. Checking Opinion.
- 16. What kind of expression about the conversation picture on the left?
 - A. Giving Opinion.
 - B. Getting Attention.
 - C. Appreciation.
 - D. Checking Understanding.

17. What kind of expression about the picture?



- A. Appreciation.
- B. Getting Attention.
- C. Checking Understanding.
- D. Asking and Giving Opinion.

For Numbers 18 – 20
 Read the Dialog!
 In the afternoon at the class

Diani : ...
 Tina : What?
 Diani : I won the speech contest.
 Tina : Congratulation!

18. The Correct answer to complete the dialog is ...
- A. How do you know?
 - B. It's really bad news.
 - C. Do you follow me?
 - D. I've got news for you.
19. What kind of expression Tina Gives to Diani?
- A. Tina apologies to her.
 - B. Tina gives appreciation to her.
 - C. Tina thanks to her.
 - D. Tina hates to her.
20. Where does the conversation happen?
- A. In the Class.
 - B. In the Living Room.
 - C. In the Hotel.
 - D. In the Park.

II. Match the expressions with the suitable responses!

Expressions	Response
1. Pleasethe whiteboard.	A. Yes, Sir
2. Should I work tomorrow?	B. Yes, I do Sir
3. Hey, I have a job, what do you think about my job?	C. Yes, it's good job to work, Good luck
4. Do you understand?	D. No, You should stay at home, because it's holiday tomorrow
5. May I have your attention?	E. Listen to

Answer:

1.

- 2.
- 3.
- 4.
- 5.

