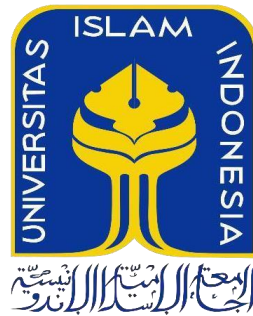


**THE USE OF GOOGLE MEET – MEDIATED ACTIVITY AND
QUESTION AND ANSWER METHOD IN FACILITATING TEACHING
EXPRESSION OF OBLIGATION, PROHIBITION, AND SUGGESTION**

An Undergraduate Thesis

Presented to the Department of English Language Education as Partial Fulfillment
of the Requirements to Obtain the Sarjana Pendidikan degree in English Language
Education



Conveyed by:

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SOCIAL AND CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
YOGYAKARTA**

2025

APPROVAL SHEET

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STATEMENT OF WORK'S ORIGINALITY

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.

Jambi, 2 Juli 2025



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MOTTO

“There is only one thing that makes a dream impossible to achieve: the fear of failure.”

“hanya ada satu hal yang membuat mimpi mustahil untuk dicapai: ketakutan akan kegagalan”

(Paulo Coelho, The Alchemist)

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. The head of English Language Education Department Miss Puji Rahayu, [S.Pd.](#), MLST.,
Ph.D and the former head Miss. Irma Windy Astuti, S.S., M.Hum
2. My thesis supervisor Miss. Astri Hapsari, S.S., M.TESOL who is always patient,
guides and supports me to do this thesis
3. The academic lecturer Miss. Intan Pradita S.S., M.Hum and Sir Nizamuddin Sadiq, [S.Pd.](#), M.Hum., Ph.D
4. All of the lecturers and staff at the English Language Education Department
5. My beloved parents: Basyarudin and Iwanah, who always support me in
everything, my brother Riski who are the motivation and inspiration to complete
this thesis
6. My lovely friends are very helpful and supportive.
7. All my friends at the English Language Education Department batch of 2018
8. Everyone involved in this thesis, may Allah protect and reward them both in this
world and the next.

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Finally, this research may not be perfect, but the writer must thank those who are interested and read this research. Hopefully, this thesis will be more or less useful for the readers.

Jambi, 2 Juli 2025

Rizka Mufida

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Rizka Mufida

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ABSTRACT

During the COVID-19 pandemic in 2020, all learning activities were conducted online using Google Meet as one of the online learning media. This is a best practice in using Google Meet to teach expressions of obligation, prohibition, and advice to 8th-grade students. Based on my best practices, observations show that the learning process through Google Meet via online learning has positive and negative impacts. I used the question-and-answer method by combining questions and discussions, as well as providing feedback to students to determine their understanding of the material that had been taught. Recommendations for prospective English teachers to utilize the functions within the Google Meet application by involving students in learning activities, such as creating games before starting class, providing feedback during the question-and-answer process related to the material, and assigning homework tasks related to the taught material to help students understand the material taught that day.

Keywords: Best practice, COVID-19 pandemic, Google Meet, Online learning

CHAPTER I

INTRODUCTION

1.1 Teaching Context

I gained teaching experience at a private junior Islamic school in Pakem sub-district in Yogyakarta. I conducted my observation of school facilities before the COVID-19 lockdown in 2020, but I did not have the opportunity to observe how teachers conducted face-to-face classroom activities. During the pandemic, the school facilitates a class group with the supervising teacher, the teaching and learning process. The supervising teacher joins the Google Meet and sees students' responses to the material taught, what is lacking, and what should be improved during my teaching for the next meeting.

In online classroom observations using Google Meet during the pandemic in 2020, I found that students typically communicated in Indonesian and Javanese. During the COVID-19 pandemic, it was challenging to observe students' characteristics in detail. Their characteristics could only be observed from students' participation and activities in online classes via Google Meet during learning, as well as the results of work assignments and student grades. Only then can the characteristics of the students be determined. I could only observe the situation, student behavior, and how they responded when I asked questions in class using Google Meet. During the COVID-19 pandemic, all students at the Islamic junior high school were required to study at home, and some teachers were working from home as well as at school. In this case, schools use a variety of learning media or platforms that support online learning, such as Google Meet, WhatsApp Groups, and Google Forms, to ensure that the learning process in Islamic junior high school

runs smoothly. Teachers used Google Meet for online learning only briefly because they considered students' financial circumstances. Some students were unable to participate in online learning because they did not have enough internet quota. Since using Google Meet requires a substantial quota, this is something to consider for schools that utilize the Google Meet platform. As a result, some teachers created backups using the WhatsApp group and Google Classroom, allowing students who were unable to participate in online learning through Google Meet to access the content by paying attention to the PowerPoint shared by teachers via Google Classroom or the WhatsApp group, thereby enabling all students to participate in online learning.

1.2 Consideration for Using Questions and Answers in Google Meet

During the COVID-19 pandemic in 2020, I used Google Meet and WhatsApp groups in teaching “expressions of obligation, prohibition, and recommendation.” I wanted to create learning activities that combined question-and-answer sessions and discussions to deliver the material and see how students responded, whether they understood the material being taught or not. The question-and-answer sessions made the class feel lively and facilitated interaction between teachers and students to encourage active learning. Based on my observations of online classes, using Google Meet and WhatsApp groups together is sufficient to support learning compared to using only WhatsApp groups. I used WhatsApp groups and private chats to encourage students to ask questions about difficult material and clarify what they did not understand. I could maximize online learning by sending materials in the form of PowerPoint slides or portable document formats through Google Classroom or WhatsApp groups (PDF).

CHAPTER II

CONSTRUCT OF TEACHING PRACTICE

2.1 Google Meet as an Online Learning Platform

Sawitri (2020) stated that Google Meet is one of the applications from Google that can be used for online learning and working from home during social distancing to prevent the spread of the COVID-19 virus. The amount of daily Google Meet usage increased 25 times between January and March 2020 (Sawitri 2020). Google Meet is integrated with Google Suite, enabling users to join meetings directly from a calendar or by accepting an email invitation. Additionally, meeting invitations created through the application can also be accessed via the link, along with a meeting code being sent. Sawitri (2020) explains that Google Meet, as a learning medium, has advantages and disadvantages. Table 1 describes the advantages and disadvantages of Google Meet in Sawitri (2020):

Table 1. Advantages and Disadvantages of Google Meet (Sawitri, 2020)

Advantages of Google Meet	Disadvantages of Google Meet
<p>a. Available for Free</p> <p>It is available for free and can be downloaded on the Play Store for Android users or the App store for IOS users.</p>	<p>a. Lack of Data Saving Features</p> <p>The first drawback that Google Meet has is that they don't have a data saver feature during a call in the absence of data-saving features. The greatest possibility when we use Google Meet is our data becoming wasteful and wasted on our time wearing it.</p>
<p>b. Google Meet Has a High Definition Video Display</p> <p>High Definition and can also provide the resolution contained on the</p>	<p>b. Requires a stable internet network</p>

smartphone, so the display becomes clearer.

c. Easy to Use

To use Google Meet, you only need a Google account to register for the application, and no additional steps are required.

d. Video Encryption Services

The purpose of Google Meet in providing these services is to maintain the confidentiality of data for its users. So that we do not worry about data theft and buying and selling.

e. Many Attractive Display Options

With video conferencing views that can be adjusted according to our wishes, then we can adjust the layout location and a choice of the right and good position. An attractive appearance is needed, because with a good display interface every Google Meet user will feel at home and comfortable.

Not only a fast network but a stable one, because with a stable network Google Meet can operate as it should and is working fine. Without a stable network will not be able to enjoy the best service from him.

**f. Google Meeting Is That There Is No
Time Limit In Its Use**

Neither students nor lecturers need to bother logging in using the new link to continue the meeting online. Like an E-learning and Whatsapp group. Google meet also have shortcoming; incorrectly entering a link is a problem for students.

2.2 Question and Answer method

Interaction between teachers and students is the key to the success of the teaching and learning process. Therefore, teachers need to implement learning strategies that support and strengthen students' ability to communicate in English. Through this method, teachers can assess how far students have mastered the lesson and provide opportunities for students to think critically and express their thoughts. Even the teaching and learning process can continue to run dynamically, even though it is limited to virtual space. Shanmugavelu et al. (2020) showed that the use of question-and-answer methods has a positive impact on the teaching and learning process, not only simplifying the teacher's task in obtaining feedback from students regarding their level of understanding, but also encouraging more active classroom interaction. Yang (2017) stated that the question- and-answer method has an important role in teaching English, because the questioning strategy can encourage students to use the target language, even this method can create an interactive and dynamic classroom atmosphere. Repeated interactions with questions and answers provide students with opportunities to speak and allow them to overcome communication barriers in English.

The use of the Question-and-Answer Method has been proven effective in helping students reflect and analyze learning materials (Ramnarain, 2012). Through this method, students can express their understanding better because they are required to construct sentences that are relevant to the material being studied. Thus, students are not only able to memorize, but also understand and communicate information better.

2.3 Conceptual Framework

The COVID-19 pandemic has brought about major changes in the world of education, requiring schools, teachers, and students to make a sudden transition from conventional face-to-face learning to online learning (Zboun & Farrah, 2021). This change requires teachers to master digital platforms and find new ways to keep students engaged in a virtual learning environment. English language learning relies on communication skills, and Google Meet provides a means to support two-way communication between teachers and students. One effective method to maintain this interaction is the question-and-answer method, which allows for direct dialogue between teachers and students during online learning (Nephawe & Lambani, 2022). Through Google Meet, teachers can ask questions in real-time to gauge student understanding, provide opportunities for students to respond and ask questions, and deepen discussions about the material being taught.

In the context of English language learning, the question-and-answer method via Google Meet can be applied effectively when teaching materials such as Expressions of Obligation, Prohibition, and Suggestion. Teachers can ask students questions to explore their understanding of the use of expressions of obligation such as "must" and "have to", prohibitions such as "must not" and "cannot", and suggestions such as "should" and "ought to". For example, teachers can ask, "What must you do during the pandemic to stay safe?" or "What should we do to prevent the spread of the virus?" Students can then provide answers based on their understanding, which not only deepens their mastery of the material but also allows them to practice their speaking and interacting skills in English. In this way, learning becomes more contextual and relevant to real situations faced during the pandemic.

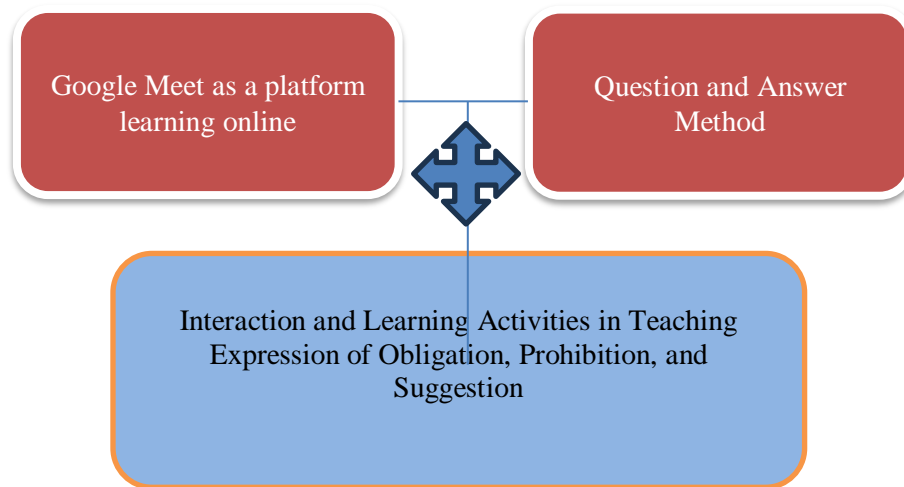


Figure 1. Conceptual Framework

CHAPTER III

IMPLEMENTATION

This chapter describes the implementation of Google Meet as a learning medium and the Question-and-Answer Method as a learning method in the teaching and learning process. At that time, I taught from my hometown in Jambi because my teacher supervisor did not require pre-service English teachers to participate in online learning from schools. Online chat was used as a supporting medium in learning about expressions of obligation, prohibition, and recommendation, involving students in Grades VIII A and B, consisting of 22 and 23 students, respectively. The total number of students was 45. The research data was obtained from two meetings via Google Meet and WhatsApp Group Chat in each class.

3.1 Pre-Teaching activity

Activity 1: Setting out the Rules and Procedures

In the first meeting, I taught in class VIII A and B, which started from 07.30 to 08.50 WIB. Before the class started, I provided information and directions to students via WhatsApp Group regarding the technical implementation of learning. I conveyed that the teaching and learning process would be carried out via Google Meet and reminded them to be present on time. In addition, I also asked them to ensure that they had downloaded the Google Meet application, had sufficient internet quota, and ensured network stability so that learning could run smoothly. This aims to avoid technical obstacles that could disrupt the learning process and ensure that all students can participate optimally.



Figure 2. Casual Greetings in WhatsApp

The next activity involved sharing the Google Meet link with students via the WhatsApp group and directing them to join the online learning session immediately. The meeting on Google Meet began after most students had entered the meeting room. According to the school's policy, where the internship program took place, teaching and learning activities were conducted for approximately 30 to 45 minutes



Figure 3. Giving Google Meet Link

Regarding attendance, I shared a Google Form link to students as a medium to record their attendance. However, some students chose to do manual attendance in the WhatsApp group because they had difficulty accessing the Google Form signal. This situation often occurs when the internet connection is unstable, preventing them from filling out the attendance form online. By manually updating their attendance in the WhatsApp group, students can ensure that their attendance is still recorded even if they face technical difficulties, and they can continue to participate in the learning process.

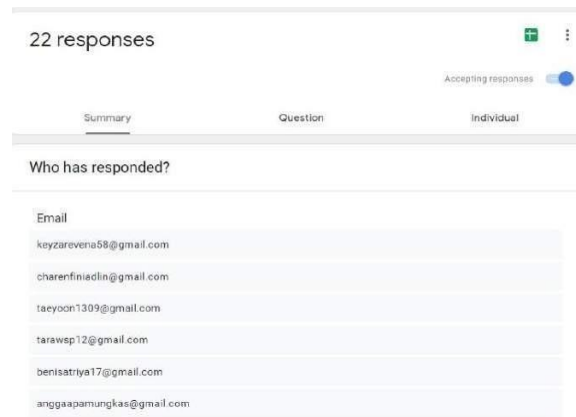


Figure 4. Taking Attendances Manually in WhatsApp Group

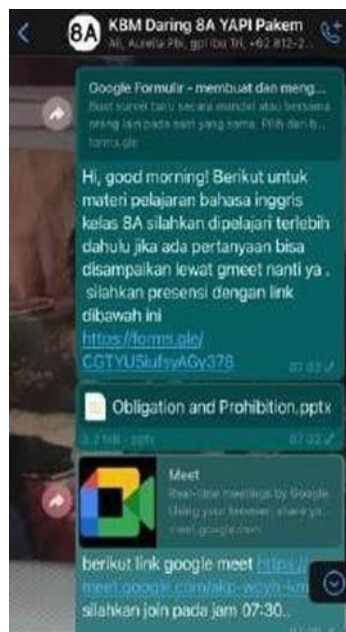


Figure 5. Taking Attendances in Google Form

For the next meeting, I continued to use Google Meet and WhatsApp Group in the teaching and learning process, which lasted approximately 45 minutes. However, after evaluating the students' conditions at the first meeting, I found that some students were unable to attend in full due to technical issues, such as unstable signals and limited internet quotas. Some students were even unable to participate in classes via Google Meet until the end of the lesson. Given this situation, I decided to make more use of WhatsApp groups as the main interaction medium in the learning process to ensure that all students could participate without being constrained by technical problems.

3.2 Activity 2: Preparing the Teaching Materials

Before the teaching practice begins, I prepare several important things to ensure the learning process runs smoothly and effectively. The steps I take include designing a lesson plan that includes learning objectives, materials to be taught, teaching methods, and assessments. Then I prepare learning materials in the form of PowerPoint, interactive learning videos to strengthen student understanding, and a Google Meet link as an online learning platform. The material I teach in this session is about " Expression of Obligation, Prohibition, and Suggestion".

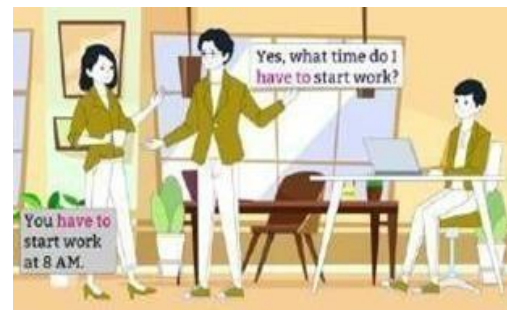
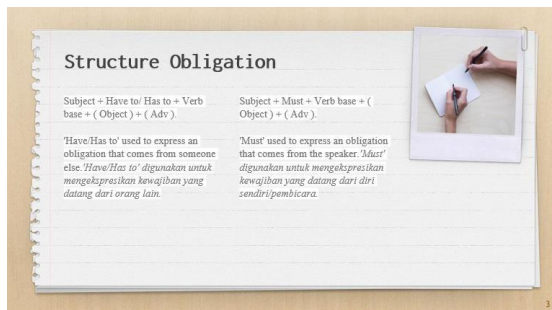
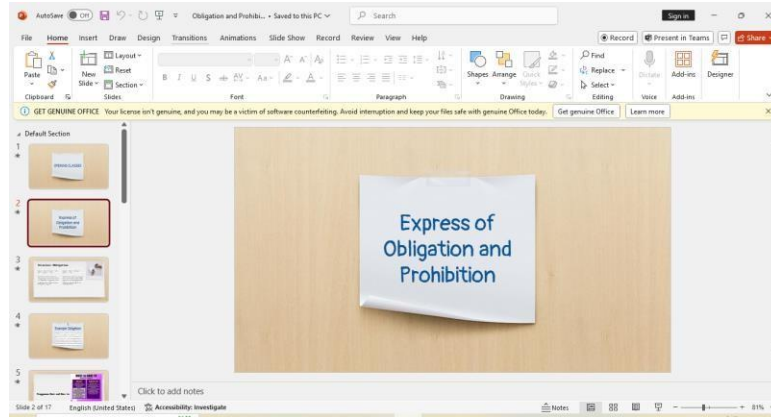


Figure 6. Material in PowerPoint

Figure 7. Learning videos from YouTube

3.3 Teaching Activities

1. Warmer Activity

First, students began to enter the room one by one. When teaching at the first meeting, I was, of course, very nervous, especially since this was my first time teaching in a school. Even though I teach online, I still have to deal with students who are unfamiliar with their characteristics. I started the class by greeting the students, praying, introducing myself, and asking some questions related to the material on Expression of Obligation, Prohibition, and Suggestion.

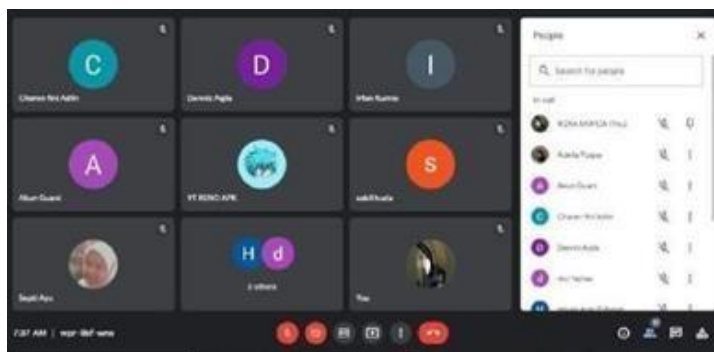


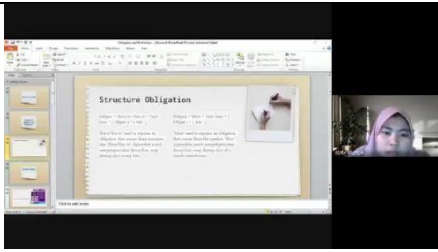
Figure 8. Greetings in Google Meet

Before starting the main lesson, I provide a warm-up activity by presenting some random words in the form of a puzzle. The purpose of this activity is to attract students' attention and help them understand the material to be taught. The puzzle is done together, thus creating active student involvement. This strategy not only increases interest but also facilitates initial understanding of the concepts to be taught, in line with the teaching method I use to maximize student participation and understanding.

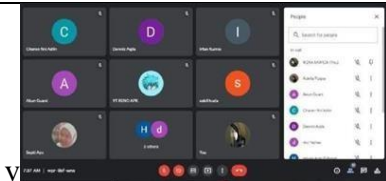
Pre-task

In the first meeting, the Pre-task aims to give students an explanation of the material and apply the question and answer as well and provide time for students to explore and understand the material before class starts.

I started explaining the material related to expressions of obligation, prohibition, and suggestion. After that, I applied the question-and-answer method by asking several questions to stimulate discussion among students, allowing them to explore and understand the material further. I also encouraged students to express their opinions about what had been explained and gave them space to ask questions about parts of the material that were still not understood.



The teacher explains the material and gives examples of using the Expression of Obligation, Prohibition, and Suggestion in Google Meet



The teacher applies the question-and-answer method to encourage students to respond using expressions of obligation, prohibition, and suggestion.

- *What do you have to do before going to school?* (This question guides students to identify obligations in their daily lives).
- *What mustn't you do in the classroom?* (These questions help students understand the use of “mustn’t” or “can’t” to express prohibition).
- *What do you suggest if someone is feeling unwell?* (This question encourages students to provide suggestions in a variety of situations).

In addition, the teacher also asked several questions related to the current conditions, namely the COVID-19 pandemic.

Obligation

T: What do you have to do to stay safe during the pandemic?

S1: We have to wash our hands



S2: I must stay at home

Prohibition

T: What mustn't you do during a pandemic?

S1: I mustn't get too close to other people

S2: I mustn't forget to wear my mask

	<p>S3: <i>We mustn't take off our mask</i></p> <p>Suggestion</p> <p>T: <i>What do you suggest we do to stay safe during the pandemic?</i></p> <p>S1: <i>I suggest we stay at home and avoid crowded places</i></p>
	<p>The teacher shares a YouTube link to watch a video related to the use of Expressions of Obligation, Prohibition, and Suggestion. Next, the teacher asks several questions to be discussed together.</p> <p>T: Based on the video, what must to do to prevent the spread of the covid-19 virus?</p> <p>S1:</p> <p>S2:</p> <ul style="list-style-type: none"> • What must I do when going out in this pandemic situation? • In this pandemic situation, what should be prepared to maintain the immune system in the body?
	<p>The teacher asks students to read the conversation/dialogue and fill in the blanks related to expressions of obligation and prohibition and asks students to identify the text structure and linguistic elements of the text.</p>

But the activities did not run smoothly because of the lack of student interaction by responding to the questions I asked, or maybe the students were embarrassed to give their opinions so most of the students just listened. Then my next action was to find a way for students to quickly respond to the questions I gave by calling their names one by one to check

student attendance, but none answered. There were only 1 or 2 students who wanted to respond to my questions, and class interaction only took place in one direction, namely, only from the teacher. The next day, I taught with only 1 class, namely class VIII A, with the same material and carried out through Google Meet. Class VIIIA students seem a little brave in giving and expressing opinions. Maybe I thought that because the first week of teaching, I held 2 classes at once and the class automatically became crowded, but only a few students responded.

Then I explained the material after I asked if there are any questions related to the material that had been explained earlier or not. If it feels like nothing, I start learning again and give students some questions related to the material that has been delivered earlier, whether they really understand or just understand. I also asked students to read conversations/dialogues and fill in the blank questions related to expressions of obligation and prohibition, and asked students to identify the structure of the text and the linguistic elements of the text.

At the second meeting, it was almost the same as the first meeting yesterday before starting the class, greeting first, praying together, and listening to the material to be taught. For the material at the second meeting, it is still the same as yesterday's meeting, namely expressions of obligation and prohibition with indicators identifying social functions, text structure and linguistic elements. The activities carried out remain the same, but what distinguishes this second meeting is the presence of conversations or dialogues that will encourage students to be more active and braver in class. Dialogue reading activities or conversations succeeded in making students more active and daring to speak during class, and these activities will help students gain new English vocabulary from the

conversation and build interaction between students and teachers during the learning process. To help students understand the material more quickly, I employed the animated video method via YouTube. Despite having some difficulty pronouncing and understanding the meaning of each sentence. When I was explaining the subject, I explained the material in Indonesian, and there was a question-and-answer session about the material being taught to assess the students' comprehension.

Task-Cycle

In the Task-Cycle stage, students are asked to work independently on assignments related to the material they have learned. The teacher shares a Jamboard link that can be accessed by students via Google Classroom and WhatsApp groups as a platform for completing assignments. In this assignment, students are asked to find three images that have text containing the word 'prohibition.' These images come from various sources, such as posters, signs, or other illustrations.



Figure 9. Task cycle stage of prohibition

In this activity, students seemed quite enthusiastic and actively participated in this task. They eagerly searched for relevant images, shared ideas, and discussed their choices in the WhatsApp group before uploading them to the jamboard. They also did not hesitate to ask questions, both to the teacher and classmates, when there were difficulties

I. Post-task (Review)

At this stage, I uploaded an illustration containing several examples related to Expression of Obligation, Prohibition, and Suggestion in Google Classroom. After that, students were asked to choose one of the images associated with prohibition. They had to make a sentence according to the existing narrative illustration. For example, if students choose a picture of a smoking ban sign, they can write a sentence like, "You must not smoke in this area to ensure the health and comfort of everyone." This activity aims to train students' ability to formulate sentences that are appropriate and relevant to the context of the prohibition shown. Next, students collect the assignment to make the prohibition sentence, and then they are asked to create a mini dialogue related to the suggestion by uploading it to Google Classroom.

Based on the results of the students' assignments, it was found that students were able to formulate prohibition sentences quite well; however, some of them still had difficulty using the correct grammatical structure. In addition, the majority of students were able to provide suggestions through mini-dialogues with relevant contexts, although some needed improvement in word choice or language expressions. Overall, this activity showed an increase in students' understanding of using expressions of obligation, prohibition, and suggestion in English.

3.4 Preparing Practice and Daily Tests

In each meeting, there are practice questions that serve to test students' understanding of the material covered. At the first meeting, there were 3 essay questions in which the answers had to see an animated video related to the material, namely, the expression of obligation. For the second meeting, students were given an exercise in the form of filling in the gaps, where there were 5 choices of words, and students had to choose 3 words that matched the gaps in the sentence into a correct sentence.

The last meeting, students held a daily test with 20 multiple choice questions related to the material that had been taught, namely "expression of obligation, prohibition and suggestion" because for the last meeting they collided with students who had started the midterm exam (UTS) then the daily test was done after the UTS finished and enter the teaching and learning process like the beginning again and because where the UTS day ends, the PPL period ends. at the end, for the daily test, the subject teacher is assisted by the subject teacher to share the questions with the students. The purpose of the daily test is to assess and measure students' understanding of the material taught, as well as evaluate their mastery of the learning material. This evaluation means that when the test results are released and do not meet expectations, it will encourage students to continue learning and understanding the material.

3.5 Reflection

The result of the best practice of teaching 27 students online, only 3-7 students responded to answer questions, so the learning process is hampered when the students' signal is weak so which triggers inconveniences such as students delays in joining online classes on Google Meet and sudden signal disconnection from students when the question-and-answer process took place so that the lack of student response and many students were passive. The teaching and learning process was still carried out despite the many obstacles and shortcomings that occurred during the teaching and learning process, with some students responded. Still, from all of that, I as a teacher, learned a lot during the field experience practice, so that for the next teaching, I will improve as best I can to create a fun teaching and learning process that makes students understand the material and does not make students feel afraid to answer questions from the teacher.

CHAPTER IV

CONCLUSION

4.1 Conclusion

The use of Google Meet for online learning at Junior high school had a several advantages and disadvantages, used google meet during teaching and learning process is beneficial for creating interactions between students and teachers even though only 3-7 out of 25 students showed activeness, with the help of Whatsapp and Google Classroom to discuss and share opinions and provide materials and assignment for students. Shortcomings during the online teaching and learning process include the fact that many students are not focused and the lack of students' internet connection so which somewhat hampers the process somewhat hampered but it does not rule out the possibility of many students. Some students answer that it is very good, as it facilitates interaction between teachers and students, even though it is not as comfortable as face-to-face, but it is not bad to try during the pandemic.

4.2 Recommendation

Facing a pandemic situation, especially for online learning, is certainly not easy. It must be good at organizing strategies, both from learning media and how to attract students' attention to stay focused on online learning. In addition, prospective teachers must also be proficient in using learning media and considering their impact, as well as being able to see the situation of conditions during the teaching and learning process. This is certainly not easy because there must be obstacles from students or teachers, for example, at home during learning, there will be disturbances that will be experienced by students, so which they make students less focused on listening to the material. Therefore, as a prospective teacher, you must prepare all the needs for the online teaching and learning process such as preparing materials, preparing learning media, having ideas to attract students to the material to be taught and thinking about things that make Students are interactive and not boring so that the online teaching and learning process can take place smoothly.

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PERTEMUAN KE -1

Appendix 1. Rencana Pelaksanaan Pembelajaran Daring Kurikulum Darurat COVID 19

RENCANA PELAKSANAAN PEMBELAJARAN DARING KURIKULUM DARURAT COVID 19 (KD. 3.3/4.3)

Satuan Pendidikan	: ██████████	Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII/Ganjil	Materi Pokok	: Obligation, Prohibition And Suggestion
Alokasi Waktu	: 2 X 40 Menit	Sub Materi	: Modal Verbs(Must, Have to, Should)

a. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran Task Based Learning, siswa dapat :

1. Siswa mampu menganalisis penggunaan dalam mengekspresikan kalimat obligation, prohibition and suggestion serta menanggapi nya sesuai dengan fungsi sosial dan unsur kebahasaan.
2. Siswa mampu menggunakan ungkapan terkait obligation, prohibition and suggestion serta menanggapi nya sesuai dengan fungsi sosial dan unsur kebahasaan.
3. Siswa mampu menulis kalimat ungkapan terkait obligation, prohibition and suggestion serta menanggapi nya sesuai dengan fungsi sosial dan unsur kebahasaan.

LANGKAH - LANGKAH (KEGIATAN) PEMBELAJARAN

KEGIATAN PENDAHULUAN (10 Menit)	
Penguatan Pendidikan Karakter	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran di WA. 2. Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik terhadap materi sebelumnya, Mengunggah video interaktif terkait obligation, prohibition and suggestion melalui link Youtube. 3. Menyampaikan materi yang akan dipelajari oleh siswa adalah: Expression of Obligation, Prohibition And Suggestion 4. Mempersilahkan anak-anak untuk join/masuk “Google Meets”. 5. Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung melalui lesson plan yang dishare dalam “Google Classroom” 6. Guru membuka kelas dengan salam, memberikan motivasi dan mengabsen setiap murid
KEGIATAN INTI (60 Menit)	
Model : Task Based Learning Pendekatan: Scientific Learning Deskripsi : Expression of Obligation, Prohibition And Suggestion Alat, Bahan, dan Media: ● Mini Puzzle	<p>Warmer Activity</p> <ol style="list-style-type: none"> 1. Guru mengenalkan materi dengan bermain permainan puzzle(Kata acak) menggunakan aplikasi word search lab sebagai warmer activity sebelum memulai materi . 2. Siswa menyusun kata acak dari puzzle menjadi kalimat yang benar. <p>Pre-task</p> <ol style="list-style-type: none"> 1. Guru membagikan link youtube untuk menonton video interaktif yang sudah disiapkan. Link akan diberikan ketika google meet dan whatsapp group. 2. Siswa menanyakan terkait materi yang belum mereka ketahui dan menjawab beberapa pertanyaan melalui WA. <p>Task-Cycle</p> <ol style="list-style-type: none"> 1. Guru membagikan link Jamboard untuk siswa dapat menggugah Tugas express of prohibition di google classroom dan WA. 2. Siswa menjawab pertanyaan terkait ungkapan larangan di WA.

<ul style="list-style-type: none"> ● WA ● Video Interaktif ● Jamboard ● Google Classroom 	<p>Post-task (review)</p> <ol style="list-style-type: none"> 1. Guru mengunggah ilustrasi gambar yang berisi beberapa contoh yang berkaitan dengan Express of Obligation, Prohibition, and Suggestion di google classroom 2. Siswa memilih salah satu gambar prohibition dan membuat kalimat sesuai dengan ilustrasi narasi. 3. Siswa mengumpulkan tugas membuat kalimat prohibition dan membuat minialog terkait suggestion dengan mengunggah di Google Classroom. 4. Guru memberikan masukan/feedback melalui kolom komentar dalam di google classroom.
PENUTUP (10 Menit)	
<ol style="list-style-type: none"> 1. Siswa bersama guru menyimpulkan materi yang telah mereka pelajari hari itu 2. Guru menutup pelajaran dengan doa dan memberi salam. 	

PERTEMUAN KE 1

a. PENILAIAN PEMBELAJARAN

1. Penilaian Sikap : Disiplin dalam peengumpulan tugas dan attitude di kelas.
2. Penilaian Pengetahuan Tertulis :
Jamboard
3. Penilaian Keterampilan : Unjuk Kerja

Mengetahui,

Pakem, 24 Agustus 2021

Guru Mata Pelajaran

Mahasiswa PPL

Tri Winarsih, S.Pd

Rizka Mufida

Kepala Madrasah

Rianti Agustini, S.Pd

LAMPIRAN MATERI

1. Struktur Bahasa

a. Kosakata/Idiom

Prohibition / Forbidden	Larangan / Terlarang.
Suggestion	Saran
Obligation	Kewajiban/Keharusan
Don't	Jangan
Must Not	Tidak harus
Should/Have To	Harus

b. Ungkapan Kebahasaan

Obligation, antara

lain:

Must
 Have to
 Need to
 It is necessary that
 It is Obligatory

Prohibition, antara lain:

Can not
 May not
 Must not
 Not allowed
 Not permitted
 Be prohibited
 Be forbidden
 Do not

Suggestion, antara lain:

Let's
 Why don't
 we? We could
 What about
 How about
 I suggest that
 You might want to change
 I think
 I don't think

2. MATERI AUDIO

Penggunaan must

Boy: have you read the research journal about corona virus that is reported to be airborne.

Girl: yes, I have. It causes this virus to spread faster.

Boy: yes, it is true. So, what **must** we do to prevent the spread of this virus?

Girl: we **must** obey the health protocol to avoid the spread of COVID-19 suggested by the government.

Boy: yes, that is right. We have to obey the rule issued by the government. We must not ignore it.

Girl: we **must** wear a face masks if we need to go out. We **must** wash our hands using soap before and after doing activities.

We **must** also keep physical distance. What else?

Boy: remember. We **must** maintain our health immune system.

Girl: yes, you're right. We **must** eat plenty of fruits and vegetables as well as whole grains. We **must** also get at least 30 minutes exercise most days of the week. on the other hands, we must not smoke and drink alcohol.

Boy: let's be a good citizen by taking a part in stopping the chain of the corona virus infection. Stay safe and healthy.

Girl: okay.

PERTEMUAN KE 1

Penggunaan have to

Receptionist: Welcome to Jennifer company, John. Do you have any question

John: yes, what time do I **have to** start work?

Receptionist: you **have to** star work at 8 a.m

John: what do I **have to** do?

Receptionist: you **have to** type letters, translate French and answer the telephone.

John: do I **have to** wear a uniform?

Receptionist: no you don't have to wear a uniform, but some people like to dress more formally.

John: can I smoke?

Receptionist: no you mustn't smoke in the building. You'll have to go outside if you want to smoke.

Outside

Receptionist: you're allowed to smoke in here.

John: I must stop smoking. It's really bad for my health

Receptionist: I think you should.

PERTEMUAN KE 1

3. MATERI VISUAL

- Powerpoint Express of Obligation, Prohibition, Suggestion

Express of obligation

○ Something that someone is required to do.

Example:

- You **MUST** study hard for preparing next examination. (S+Must+V1)
- I will **HAVE TO** go to the office early tomorrow. (S +have to+V1)

Express of Prohibition

○ The act of officially not allowing something, or an order that does this:

Example:

Form: "Don't or do not" before a bare infinitive

- Don't lie to me!

Form: "Don't be or do not be" before a non-verb!

- Don't be careless!

Form: No+ 'Ing form verb"

- No smoking!
- No parking!

Express of Suggestion

○ An idea, plan, or action that is suggested or the act of suggesting it.

Example:

- (+) You should listen to more English song (S+should+V1)
- (-) They should not go to the hospital (S+ should+not+V1)
- (?) should we go to the festival? (Should+S+V1)

Asking for suggestion

- **WHAT SHOULD I DO?**
- **ANY IDEAS?**
- **DO YOU HAVE ANY SUGGESTION FOR ME?**
- **WILL YOU GIVE ME SOME SUGGESTION?**
- **CAN YOU GIVE ME SOME ADVICE ABOUT..?**

Giving suggestion

- **YOU SHOULD CHANGE YOUR ATTITUDE**
- **YOU SHOULD DRINK MORE WATER**
- **YOU SHOULD STOP EATING FAST FOOD**
- **WHY DON'T YOU...?**
- **I SUGGEST ..?**
- **I RECOMMEND ?**
- **HOW ABOUT..?**
- **YOU NEED TO ..?**

Responses

- **ACCEPTING THE SUGGESTION**
-It sounds great!
-It sounds good to me
-That's a good ideal
-Ok, I will.
-You're
-Thanks
- **DECLINING THE SUGGESTION**
-I don't think that's a good idea
-I'm not sure about that
-Sorry, but I don't think I can do that

- Video Animasi gambaran Express of obligation,prohibition and suggestion



PERTEMUAN KE 1



Link youtube: https://youtu.be/ZsyphzQ8t_Y?si=KZ1VBCPSdA89B89b

4. PENILIAN

a. Kisi-kisi

NO	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI	INDIKATOR SOAL	LEVEL KOGNITIF	N O SO AL	BENTU K SOAL
1	3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta	Membedakan modal auxiliary must dan have to untuk mengungkapkan keharusan melakukan sesuatu.	Disajikan percakapan dari video interaktif materi pembelajaran, siswa mampu mengidentifikasi fungsi sosial dalam	C1	1	Essay
	informasi terkait keharusan, larangan dan himbauan. Sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)		konteks covid-19 Disajikan percakapan dari video interaktif materi pembelajaran, siswa mampu mengidentifikasi struktur teks	C1	2	Essay

			Disajikan percakapan dari video interaktif materi pembelajaran, siswa mam pu mengidentifikasi struktur teks	C1	3	Essay
		Writing some Expression Menggunakan modal auxiliary must not se rta Menanggapinya sesuai Dengan fungsi sosial Dan unsur kebahasaan	Disajikan perintah untuk sis wa menuliskan kalimat larangan dalam bentuk picture disertai tulisan didalam gambar.	C2	1	Expressio n
		Mini Dialogue Menggunakan modal auxiliary should untuk mengungkapkan dan menanyakan saran dalam melakuk an sesuatu.	Disajikan contoh situasi dalam bentuk narasi, siswa mampu membuat dialogue singkat be risi ungkapan saran.	C2	1 & 2	

a. Instrumen
Penilaian Intensive
Listening

Look at the video and answer this question!

1. Based on the video, What must to do to prevent the spread of the covid-19 virus? (Berdasarkan video, Apa yang harus dilakukan untuk mencegah penyebaran virus covid-19?)
2. What must to do when going out in this pandemic situation? (apa yang harus dilakukan ketika hendak keluar dalam situasi pandemi ini?)
3. In this pandemic situation, What should be prepared to maintain the immune system in the body? (Dalam situasi pandemi ini, apa saja yang harus disiapkan untuk menjaga sistem imun dalam tubuh?)

find 3 pictures with text in express of prohibition, upload them to this page! (temukan 3 gambar dengan teks larangan, unggah

ke halaman ini!)

Link Jamboard: https://jamboard.google.com/d/1HKiKc7S1Bot1_C4azS4iswf1QxXZjUIneoASn-ct264/edit?usp=sharing

Mini Dialogue

Create and write examples of mini dialogues related to suggestions as creative as possible, upload the results via google classroom (Buat dan tuliskan contoh mini dialog terkait saran kreatif mungkin, unggah hasilnya melalui google classroom.)

PERTEMUAN KE 1

b. Kunci Jawaban

Intensive

Listening:

- 1) We must to obey the health protocol to avoid the spread of COVID-19 suggested by the government.
- 2) We must wear a face masks, We must wash our hands using soap before and after doing activities, we must also keep physical distance.
- 3) We must eat plenty of fruits and vegetables as well as whole grains, We must also get at least 30 minutes exercise most days of the week, We must not smoke and drink alcohol.

Writing some express of prohibition

- Don't sleep in class!
- Don't forget to do your homework!
- Don't come late again!
- Don't speak by yourself!
- Don't cheat in examination!

Mini Dialog

Panca: I think I need to improve my English. **What do you suggest me to do?**

Damar: **It's better for you to take an English course.** The best one is at Padjajaran street.

Panca: **I've thought about that but I'm not sure** I can't take that course. It's really far from my home. Damar:

How about taking an online course?

Panca: **Wow that sounds good.** Please tell me what to do. Damar: **You**

should visit English sites then enroll online course. Panca: **Sure.** I'll try

soon. Thank you so much.

c. Pedoman Penilaian

A. Intensif listening

Jumlah soal	3
Jawaban soal benar	2
Skor maksimal	6
2. Writing mini Dialog	
Jumlah soal	1
Jawaban soal benar	3
Skor maksimal	6
3. Writing some expression	
Jumlah soal	3
Jawaban soal benar	6
Skor maksimal	6

Nilai Siswa : $\frac{\text{Skor 1} + \text{skor 2} + \text{skor 3}}{3}$

d. Rubrik Penilaian

**Text type: Mini Dialogue Express of Suggestion
Grade VIII**

Language functions:

- a. Siswa mampu menyusun ungkapan saran serta menanggapiinya

Scenario:

1. siswa mampu membuat dan menuliskan dialogue singkat berisi ungkapan saran
2. Buat percakapan yang berisi ungkapan saran
3. Unggah hasil melalui google classroom.

Rubrics:

CRITERIA	Exceeds Expectation (5-6)	Meets Expectation(3-4)	Does Not meet expectation (1-2)
Grammatical Akurasi tata bahasa, kosa kata yang tepat.	Penggunaan kalimat yang sesuai dengan fungsi sosial dan grammar dalam dialog dan pengucapan yang baik saat merekam.	Penggunaan tata bahasa yang baik dan rapi. Dengan menggunakan grammar yang sesuai dengan yang diajarkan.	Terdapat beberapa kesalahan grammar dan mekanis, penggunaan kosakata yang tidak tepat dan sulit dipahami dan kalimat yang digunakan kurang tepat/tidak sesuai dengan konteks.
Content Membuat dialog yang isinya mudah untuk dipahami	Dapat memahami ilustrasi yang akan dibahas saat membuat dialog.	Terdapat salah satuungkapan dari kedua materi yang belum terucap didalamnya, walaupun dialog bisa dipahami.	Tidak bisa mengerti isi dari dialog dan tidak sesuai dengan ilustrasi soal.
Fluency Kualitas dari percakapan yang dibuat dengan pengucapan kosa kata yang tepat dan	Pengucapan setiap kata sangat jelas dan sesuai dengan apa yang sudah dijelaskan dan mampu memberikan respon dengan	Pengucapan setiap kata nya jelas dan sesuai dengan apa yang dijelaskan tetapi respon belum ada kesinambungan dengan dialog.	Tidak bisa mengucapkan kata dengan jelas dan benar sesuai dengan apa yang sudah diajarkan. Memberikan respon yang tidak sesuai.

PERTEMUAN KE 2

RENCANA PELAKSANAAN PEMBELAJARAN DARING KURIKULUM DARURAT COVID 19 (KD. 3.1/4.1)

Satuan Pendidikan : MTs YAPI Pakem Mata pelajaran : Bahasa Inggris

Kelas : VIII /Ganjil Materi Pokok : Obligation And
Prohibition

Alokasi Waktu : 2 X 40 Menit

a. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran menggunakan model pembelajaran Text Based learning, siswa dapat :

1. Siswa mampu mengidentifikasi fungsi sosial, struktur teks unsur kebahasaan teks terkait ungkapan kewajiban dan larangan serta cara menanggapiinya.

LANGKAH - LANGKAH (KEGIATAN) PEMBELAJARAN

KEGIATAN PENDAHULUAN (10 Menit)	
<p>Penguatan Pendidikan Karakter</p> <ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran di WA. 2. Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik terhadap materi sebelumnya, Menyampaikan materi yang akan dipelajari oleh siswa adalah: Expression of Obligation And Prohibition 3. Memberitahukan tentang tujuan pembelajaran, materi, kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang sedang berlangsung melalui lesson plan yang dishare dalam “Whatsapp Group” 	
KEGIATAN INTI (60 Menit)	
<p>Model : Teks Based Learning</p> <p>Pendekatan: Scientific</p> <p>Deskripsi : Expression of Obligation and Prohibition</p> <p>Alat, Bahan, dan Media:</p> <ul style="list-style-type: none"> ● Powerpoint ● Google Meet ● WA ● Google Classroom ● Quizizz ● Handout 	<p>A. Building Knowledge of field</p> <ol style="list-style-type: none"> 1. Siswa membaca dan memahami materi berupa power-point, voice notes dan percakapan yang akan disampaikan melalui WAG/GC 2. Siswa menanyakan hal-hal yang belum/ingin mereka ketahui tentang materi obligation atau prohibition. <p>B. Modelling of text</p> <ol style="list-style-type: none"> 1. Siswa masuk kedalam kelas di Whatsapp group dan masuk ke Google Meet 2. Siswa membaca dialog tentang <i>expression of obligation</i> untuk menjawab beberapa pertanyaan terkait fungsi social, struktur teks dan unsur kebahasaannya 3. Siswa menjawab soal-soal tersebut dengan bimbingan guru
	<ol style="list-style-type: none"> 1. Siswa membuka link Quizizz yang sudah disiapkan 2. Siswa menjawab pertanyaan secara Asinkronus di Quizizz tentang <i>expression of Prohibition</i> 3. Siswa dan guru mendiskusikan jawaban jawaban tersebut melalui google meet/Whatsapp Group 4. Siswa dan guru membuat Kesimpulan

D.Independent Construction of text

1. Siswa diberikan tugas menjawab beberapa pertanyaan seputar struktur teks dan unsur kebahasaan tentang expression of Prohibition.
2. Siswa diberikan feedback melalui kolom komentar di Whatsapp Group.

V 1. Siswa diberikan tugas menjawab beberapa pertanyaan seputar struktur teks dan unsur kebahasaan tentang expression of Prohibition. **PENUTUP (10 Menit)**

1. Siswa bersama guru menyimpulkan materi yang telah mereka pelajari hari itu
2. Guru menutup pelajaran dengan doa dan memberi salam.

b.PENILAIAN PEMBELAJARAN

1. Penilaian Sikap : Disiplin dalam peengumpulan tugas dan attitude di kelas.
2. Penilaian Pengetahuan
Tertulis : Google
Classroom
3. Penilaian Keterampilan : -

Mengetahui,

Pakem, 7 September 2021

Guru Mata Pelajaran

Mahasiswa PPL

Tri Winarsih, S.Pd

Rizka Mufida

Kepala Madrasah

Rianti Agustini, S.Pd

A. LAMPIRAN MATERI

- **Struktur Bahasa**
 - a. **Kosakata/Idiom**

Prohibition / Forbidden: Larangan
/ Terlarang. Obligation:
Kewajiban/Keharusan
Don't: Jangan
Must Not: Tidak harus
Need to: Perlu
Not Permitted: Tidak diperbolehkan

- **Ungkapan Kebahasaan**
Obligation, antara

lain:

- ❖ Must
- ❖ Have to.
- ❖ Need to.
- ❖ It is necessary that.
- ❖ It is Obligatory.

Prohibition, antara lain:

- ❖ Can not
- ❖ May not
- ❖ Must not
- ❖ Not allowed
- ❖ Not permitted
- ❖ Be prohibited
- ❖ Be forbidden
- ❖ Do not

B. MATERI VISUAL

- Powerpoint

PERTEMUAN KE 2

C. PENILIAN

a. Kisi-kisi

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI	INDIKATOR SOAL	LEVEL KOGNITIF	NO SOAL	BENTUK SOAL
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks transaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya.	Proofreading Mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan terkait ungkapan kewajiban dan larangan serta cara menanganinya.	Disajikan dialog singkat siswa mampu menentukan fungsi sosial teks dalam konteks tempat ungkapan obligation.	C1	1	Essay
		Disajikan dialog singkat siswa mampu menentukan fungsi sosial teks dalam konteks alasan penulis menggunakan Ungkapan obligation.	C1	2	Essay
		Disajikan dialog singkat siswa mampu menentukan struktur teks dalam konteks rincian deskripsi Ungkapan obligation.	C2	3	Essay
		Disajikan dialog singkat siswa mampu menentukan unsur kebahasaan dalam konteks penggunaan Ungkapan obligation.	C2	4&5	Essay
		Disajikan dialog rumpang siswa mampu mengisi sesuai dengan struktur teks dengan konteks rincian argumentasi ungkapan Obligation	C3	1 & 2	Dialog Rumpang

	Play Quizizz	Disajikan permainan			
	Mampu mengidentifikasi fungsi sosial, struktur teks unsur kebahasaan terkait ungkapan Larangan.	quizizz siswa mampu menjawab pertanyaan seputar fungsi sosial dalam konteks apa maksud dari ungkapan prohibition.	C2	1	Pilihan Ganda
		Disajikan permainan quizizz siswa mampu menjawab pertanyaan seputar fungsi sosial dalam konteks alasan atau latar belakang penggunaan ungkapan Prohibition.	C2	2	Pilihan Ganda
		Disajikan permainan quizizz siswa mampu menjawab pertanyaan seputar fungsi sosial dalam konteks peran dan fungsi dari ungkapan obligation	C2	3	Pilihan Ganda
		Dalam permainan quizizz disajikan dialog rumpang siswa mampu mengisi sesuai dengan struktur teks dengan konteks rincian argumentasi ungkapan Prohibition	C3	4,5,6 & 7	Pilihan Ganda
		Dalam permainan quizizz disajikan dialog pertanyaan seputar unsur kebahasaan dalam konteks frasa dalam penggunaan kalimat prohibition.	C2	8	Pilihan Ganda
		Dalam permainan quizizz disajikan dialog pertanyaan seputar	C4	9	Pilihan Ganda

		unsur kebahasaan			
		dalam konteks			
		persamaan kata dalam			
		ungkapan keharusan.			
		Dalam permainan	C2	10	Pilihan
		quizizz disajikan			Ganda
		dialog			
		pertanyaan seputar			
		unsur kebahasaan			
		dalam konteks frasa			
		dalam ungkapan			
		Keharusan.			
	Latihan soal				
	(Handout)				
	Mampu	Disajikan dialog	C2	1	Essay
	Mengidentifikasi	singkat siswa mampu			
	fungsi sosial,struktur	menentukan fungsi			
	teks unsur	sosial teks dalam			
	kebahasaan teks	konteks alasan			
		penulis			

	terkait larangan.	ungkapan	menggunakan ungkapan prohibition. Disajikan dialog singkat siswa mampu menentukan fungsi sosial teks dalam konteks Tujuan penulis menggunakan ungkapan prohibition. Disajikan dialog singkat siswa mampu menentukan fungsi sosial teks dalam konteks pengunaan dalam dialog ungkapan prohibition. Disajikan beberapa pertanyaan siswa mampu menjawab pertanyaan unsur kebahasaan dalam konteks persamaan kata dalam ungkapan prohibition.	C2 C2 C2	2 3 4&5	Essay Essay Essay
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- **Instrumen Penilaian**

1. **Proofreading**

Read the following dialogue then answer the questions!

Ayu: Irma, I heard Weni is leaving today Irma:

Yes. She will go to Singapore today. Ayu: Have you say goodbye to her?

Irma: It is necessary?

Ayu: Yes of course. You two are friends, right?

Irma: Yes. But I think it will make me sad, saying goodbye to her.

Ayu: You will be more sad if you didn't. You **must** go to her house now, before she left!

Irma: Okay.

1. Where does the dialogue take place?
2. Why did Irma have to say goodbye to Weni?
3. What did ayu say in convincing Irma to say goodbye to weni?
4. What will happen if Irma doesn't say goodbye to Weni?
5. "You will be more sad if you didn't. ", what does it mean?

Mengisi kalimat rumpang

Wini: What's that Hari?

Hari: Oh..it is a registration form.

Wini: Registration? For what?

Hari: For an English debat competition. Wini: You want to ()?

Hari: I want to, but I am not confident.

Wini: Oh come on! Your English is really good. Just do it!

Hari: You think so?

Wini: Yes of course!

Hari: Okay! I need to go now because this form **must** be () ed) this noon if I want to follow the Competition.

Wini: Yeah! Go!

2. Play Quizizz



1.

What does the notice mean?

- a. People aren't permitted to throw rubbish here.
- b. People can get gasoline for their cars here.
- c. People must be careful with their hands.
- d. can throw garbage in this area



b.

How do you know people understand the meaning of the notification?

- i. Scold and report to the authorities
- ii. Giving a wrong example and asking him to follow
- iii. **Reprimand and tell the truth**
- iv. They are not friends again.

c. "We must obey school rules without exception". The text is for...

- A. Giving suggestion
- B. prohibition to be late for school
- C. express for an obligation**
- D. violating school rules is allowed

- d. Elsa:
 Syifa: "All right. Be careful on the way home."
 A. May I sleep at your house tonight?
 B. I'm glad to be with you here
 C. You don't Come to my house
D. I must back home immediately. it's almost dark

- e. Shereen: "I always come late to school."
 Helen:

- i. You must wake up afternoon
 ii.it's not my business
 C.it is better for you
d.You have to get up earlier

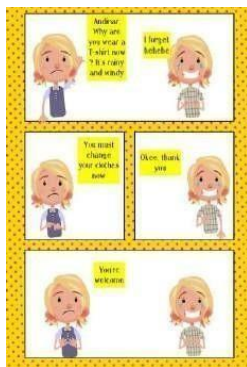
- f. A: It's hot please.
 B: Sorry, but the fan doesn't work.

- A: Turn off the fan
B: Turn on the fan
 C: Break the fan
 D: Open the fan

- g. Mother: Look! The window is very dirty please.
 Johnny: OK, mum
 A. Sweep
 it B: Forget
 it C: Litter
 it
D. Wipe it

- h. The meaning of "You must keep the spirit alive"

- i. **Kamu harus semangat**
 ii. Kamu harus tahu
 iii. Jangan mudah menyerah
 iv. Selalu tersenyum



- i. "Andinar why are you wear a T-shirt now? It's rainy and windy". Which sentence in the below has the **Same** meaning?

- A. wearing t-shirts during the rainy season is the right thing.

- B. During the rainy season, Andinar should bring an umbrella just in case.
- C. andinar forgot to bring a raincoat.
- D. Andinar's clothes were wrong because the weather was rainy and windy.**

j. **“You must speak louder.”** The bold words are to express ...

- A. keharusan
- B. melanggar
- C. ketepatan
- D. aturan.

3. Latihan Soal (5 Soal Pilihan Ganda)

Jawablah pertanyaan dengan benar dengan membaca dialog terlebih dahulu !

A: Excuse me.

B: Yes?

A: Could you please not smoking here?

B: Why? There is no a “no smoking” sign in this area.

A: Well, this may not be a non-smoking area, but there are many children here. I’d appreciate it if you put out your cigarette.

B: Oh, okay. Sorry.

A: Thank you. If you’d like to continue smoking, you can go over there. There’s a smoking room in there.

B: Okay. Thanks.

1. What is the text in the dialog about?
2. What is the text in the dialogue written for?
3. Write the expression of prohibition based on the dialogue?
4. Expression "There is no a 'no smoking' sign in this area" the same meaning with?
5. What is the meaning of ‘If you’d like to continue smoking, you can go over there.’?

● **Pedoman Penilaian**

1. Play quizizz

Jumlah soal	10
Jawaban soal benar	1
Skor maksimal	10
2. Latihan soal

Jumlah soal benar	5
Jawaban soal benar	2
Skor maksimal	10

Nilai Siswa : Skor 1 + skor 2

2

b. Rubrik Penilaian

**Text type: Task of Expression of Prohibition
Grade VIII**

Language functions:

1. Siswa mampu mengidentifikasi teks percakapan yang didalamnya ada ungkapan larangan

Scenario:

1. Siswa menjawab soal essay secara individu
2. Guru memberikan feedback

Rubrics:

CRITERIA	Exceeds Expectation (5-6)	Meets Expectation(3-4)	Does Not meet expectation (1-2)
Knowledge Pemahaman tentang materi yang sudah diajarkan	Sangat memahami materi dengan sangat baik dan menjawab latihan soal dengan benar yaitu dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan ungkapan meminta maaf	Bisa memahami materi tetapi masih ada kesalahan dalam pengerjaan soal tentang mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan ungkapan meminta maaf	Tidak bisa memahami materi dan tidak mengerjakan latihan soal tentang mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan ungkapan meminta maaf

Appendix 2. Ulangan Harian

Hasil analisis ulangan harian dan soal ulangan harian

SOAL ULANGAN HARIAN

1. Teacher : I've got some information about English Contest. Don't be noisy.
(11)

6. Siti : Did you watch "Timoteek Carnival" yesterday?
Aqila : Yes, I watched it with my younger brother.
Siti : (6)....."Timoteek carnival"?
Aqila : I think it was so amazing. It makes me so proud of being Indonesian and we have many different cultures but we are one Indonesia. We must always love our culture.

A. What is C. Can you watch?
B. What do you think of D. Can I see?

7. Wati : What do you think about our classroom?
Aqila : I.....it is very dirty! Some students leave litter on the floor
A. Think B. Don't think so C. Don't know D. think so

8. Sany : I got 100 in English test!
Rena : If Rena will give compliment to Sany's achievement, Rena will say....
A. That's too bad! B. Good job! C. Terrible! D. That's Awful

9. Tanya : Excellent! That's my brother. My motorcycle is very clean now. You have washed it.
Tania : boy you are!
A. What a pity B. What a lazy C. How diligent D. How poor

Dialog for no 10-11

Aqila : I will go to the beach with my family tomorrow. I will swim there. By the way,.....(10)..... in the beach?
Afin : Yes, I can.
Aqila : That's good. Will you join with us?
Riana : Ok, I will join with you tomorrow, but I.....(11).....permission first to my parent.
Aqila : Ok, I will wait you in my house tomorrow.

10. A. Will you swim with me C. Will you swim?
B. Can you go with me D. Can you swim?

11. A. will come B. Will ask C. Can ask D. can't go

Dialog for 12-13

Linda : Gytz, We have got many homework.....(12).....?
Rio :(13).....I will do my homework at home.

12. A. Will you do my homework C. Can I see your work?
B. Can I copy your work D. Will you do this homework in the library?

13. A. Yes, I will B. Yes, I can C. No, I want D. No, I won't

Dialog for no. 19-20

Mr. Harry: Look at to your class! What a messy class!
.....(19).....
Alvin: Yes Sir, I will clean it up after I've finished eating these snacks.
Mr. Harry: After you eat your snacks, please.....(20).....

19. A. Go to your class! C. Don't enter your class!
B. I will clean it up! D. Clean up your classroom!

20. A. Wash the dishes B. Check C. Don't do D. Don't litter

Identitas dan Jawaban Siswa

No	Nama	Jenis Kelamin	Nilai
1	ALFELDA NUR	F	80
2	ANGGA ALVI	F	80
3	ARRIYAN NUI	M	80
4	BAYU AFRYU	M	80
5	BENI RAJITA	M	80
6	CALULLA NA	F	80
7	CALIAH NUR	F	80
8	DENNOZ AQIL	M	80
9	DMASTA BA	F	80
10	GAMERSIA RI	F	80
11	HAULANA RI	F	80
12	MUMAMMAD RI	M	80
13	MUMAMMAD	M	80
14	MUMAMMAD	M	80
15	MUMAMMAD	M	80
16	NABILA SARA	F	80
17	NINDA SURY	F	80
18	RENU ADITYA	M	80
19	SEPTIAYU RI	F	80
20	TARA YURANI	F	80
21	UTAMI DEVI	F	80
22	ZAKWA RUTE	F	80

Dialog for no. 14-16

Suzi : I often get remedial but you never get remedial and you always be the best in the class.
Dina : If you want to be the best student.....(14).....
and.....(15).....
Suzi : When I'm confused and don't know the answer in the exam, I asked the answer to my friend next to me but I still got remedial. I didn't work.
Dina : You.....(16).....in the exam. Believe in yourself and do the best.

14. A. You must study hard C. You must copy your friend's homework
B. You must cheating in the exam. D. You must studying when you'll have examination

15. A. You mustn't be diligent C. You must be lazy
B. You must be diligent D. You must confident

16. A. must not cheat C. must not do the best
B. must trust your friend D. mustn't be too serious

Dialog for no. 17-18.

Nina : I want to be healthy but I like eating fast food. I can't go diet.
Rina : I think you.....(17).....have diet, to be healthy.
.....(18).....eat more fruits and vegetables.

17. A. should B. should not C. Should be D. shouldn't be
18. A. Should B. Should not C. Should be D. Shouldn't be



Satuan Pendidikan : MTs YAPI Pakem
 Nama Tes : Ulangan Harian
 Mata Pelajaran : Bahasa Inggris
 Kelas/Program : VIII
 Tanggal Tes : 29 September 2021
 Pokok Bahasan/Sub : Express of Obligation, Prohibition and Suggestion

KKM
70

No	Nama Peserta	LJP	Nilai Tes Objektif (100)					Nilai Akhir	Predikat	Keterangan
			Benar	Salah	Nilai	Skor	Nilai			
1	ALFIDA NURI NANDAYANI	P	14	6	70.00		70.00	≡VALUE	Tuntas	
2	ANGGA ALYANZA PAMUNG	L	4	16	20.00		20.00	≡VALUE	Bukan tuntas	
3	ARISTAN NUR DAMADHOS	L	7	13	35.00		35.00	≡VALUE	Bukan tuntas	
4	BAYU AFRYANTO	L	13	7	65.00		65.00	≡VALUE	Bukan tuntas	
5	BENI SATRIA	L	4	16	20.00		20.00	≡VALUE	Bukan tuntas	
6	CAULUKA NATHA NITILA	P	7	13	35.00		35.00	≡VALUE	Bukan tuntas	
7	DAMAR NUR ELIDA	P	6	14	30.00		30.00	≡VALUE	Bukan tuntas	
8	DENING AGILA FIKRI	L	4	16	20.00		20.00	≡VALUE	Bukan tuntas	
9	DONATA BARISD HIRON	L	13	13	50.00		50.00	≡VALUE	Bukan tuntas	
10	GANESHA AINA SYFA	P	13	7	65.00		65.00	≡VALUE	Bukan tuntas	
11	MAULANA HUSAINI	L	8	12	40.00		40.00	≡VALUE	Bukan tuntas	
12	MURHAMAD RANGGA SARU	L	5	15	25.00		25.00	≡VALUE	Bukan tuntas	
13	MURHAMMAD JAELANI	L	5	15	25.00		25.00	≡VALUE	Bukan tuntas	
14	MURHAMMAD RIZKY AERLA	L	13	7	65.00		65.00	≡VALUE	Bukan tuntas	
15	MURHAMMAD TEGAH AGRI	L	5	15	25.00		25.00	≡VALUE	Bukan tuntas	
16	NABILA SA'ADATUZI SALIM	P	3	17	45.00		45.00	≡VALUE	Bukan tuntas	
17	NINDA SURYA WIDASTUTI	P	5	15	25.00		25.00	≡VALUE	Bukan tuntas	
18	PENID ARHYTA PUTRI IGA	L	3	17	45.00		45.00	≡VALUE	Bukan tuntas	
19	SEPTI AYU RAMADHANI	P	14	6	70.00		70.00	≡VALUE	Tuntas	
20	TARA WYAN SATITTI PUTRI	P	15	5	75.00		75.00	≡VALUE	Tuntas	
21	LITAM DEVI KURNIAWATI	P	5	15	25.00		25.00	≡VALUE	Bukan tuntas	
22	ZAKIYA PUTRI AZ ZAINRA	P	7	13	35.00		35.00	≡VALUE	Bukan tuntas	
23								≡VALUE		



Identitas umum	Jumlah dan bobot soal	Soal objektif	Soal Essay
Satuan Pendidikan	MTs YAPI Pakem	OK	
Mata Pelajaran	Bahasa Inggris	OK	
Kelas/Program	VIII	OK	
Nama Tes	Ulangan Harian	OK	
Pokok Bahasan/Sub	Express of Obligation, Prohibition and Suggestion	OK	
Nama Guru	Rizka Mulida	OK	
NIP		Belum Diisi	
Semester	Gasal	OK	
Tahun Pelajaran	2020/2021	OK	
Tanggal Tes	29 September 2021	OK	
Tanggal Diperiksa	29 September 2021	OK	
Nama Kepala Sekolah	Piandi Agustini, S.Pd	OK	
NIP Kepala Sekolah		Belum Diisi	
Tempat Laporan	Sleman	OK	
Tanggal Laporan	17 September 2021	OK	
Skala Penilaian (d. 10 atau 100)	100	OK	
Nilai KKM	70	OK	

Jumlah dan Bobot Soal	
Jumlah soal pilihan ganda (Max 50)	OK
Jumlah soal essay (Max 10)	Belum Diisi
Bobot soal pilihan ganda	100%
Bobot soal essay	Total perlu diisi

Data Soal Pilihan Ganda	
Jumlah Alternatif Jawaban (Max 5)	OK
Skor Benar tiap Butir Soal	4
Skor Salah tiap butir soal	OK
Kunci Jawaban (Max 50 soal)	DBAAAABABCDBDDABAABDD

Pertemuan pertama

1. Guru mengunggah ilustrasi gambar yang berisi beberapa contoh yang berkaitan dengan Express of Obligation, Prohibition, and Suggestion di google classroom
2. Siswa memilih salah satu gambar prohibition dan membuat kalimat sesuai dengan ilustrasi narasi.

Hasil siswa



