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**ADI BUANA**



### RECORDS OF THESIS SUPERVISION SESSIONS

Student's Name : Bekti Putri Andriati  
Student's Reg. Number : 165300113  
Department : English Language Education Department  
Thesis Title : Indonesian EFL Teachers' Perspective of World Englishes

No	Dates	Materials	Advisor
1	20-11-2019	Introduction	
2	28-11-2019	Introduction: Revised	
3	06-12-2019	Chapter II	
4	13-12-2019	Chapter III	
5	19-12-2019	Chapter IV: Finding and Discussion	
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8	07-01-2020	Chapter IV: Revised	
9	11-01-2020	Chapter V: Conclusion and Suggestion	
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**THESIS REVISION FORM**

Student's name : Bekti Putri Andriati  
 Student's Reg. Number : 165300113  
 Department : English Language Education Department  
 Thesis Examination Date : January 31<sup>th</sup> 2020  
 Thesis Title : Indonesian EFL Teachers' Perspective  
                          of World Englishes  
 Examiner 1 : Fajar Susanto, S.S., M.Pd.  
 Examiner 2 : Irfan Rifai, S.Pd., M.Pd., Ph.D.

No	Materials	Examiner 1	Examiner 2
1.	Appendix		
2.	Punctuation		
3.	Chapter III		
4.	Chapter IV		
5.	Chapter V		

The deadline for the corrected or revised thesis: two weeks after the thesis examination.

Examiner 1,

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## The Interview Transcription

*Mr. Abby (symbolizes freedom, emotional and sensitive and easy to express)*

\* Then, for example, in class, sir. Right now we've focused on the class, right? If it's not British or American, does it need to be introduced to one of them?

Uhm, if ahem, every country has its own English, I don't think we need to introduce British or American. Maybe, basically we are only limited to knowledge, basically there is British English or American. But, back to us what country, Indonesian language, well we use the English version of our country, it's okay. There is an English version in Malaysia.

\* So, about this, now there are many versions of English, like the father earlier, Malaysian English, Indian English, Singapore English like that. Well, you need to, Sir, should you teach it to children so children are familiar too?

Where's the familiar? What dialect or what?

\* Dialect, the way they talk. Oh it turns out there are many English versions, it's not just like Americans when you talk, English people when you talk.

Well, as my lecturer said, which he is smart, but because he is originally from Surabaya, no matter how smart he is, but whose name is dialect he will not change, it is difficult, so I don't think there is a need for something like that. Let's show it, the accent is like this, let those who use their own English like what. So it doesn't have to be like this, it has to be like this that we tell just generally, in general how but we describe it again so that they don't get stressed, it should be like this, please, basically like this is your missal from Madura which can't use the accent that like this we cannot force.

\* Does that mean it is possible, sir, if we use the English version then we keep Javanese English?

It's possible, there aren't many languages in Indonesia, we can't be like that, like this. For example, Batak says it's different, then Madura continues to have something else that I know in the spring area of Lamongan, the way they say it is faster. So, even if they use Javanese, there are times when we don't understand because the way they speak is different, so we can't force it, because English is just the basis, this kind of quake is the basis, but we want to use what it depends on us.

\* Then, uh ... this is, sir. There is an English language test that IELTS has, I have participated in the study, eh the test simulation, when I listened like a Russian, when I said the R, it was explained once. Like "I am from R Russia", well, I guess it's necessary what not so that children are more familiar with the accent like that?

In my opinion, it depends on the individual, if the individual is just we can speak English and I want to use my Indonesian version of English, my tribe please. But when we use English this version can't, because especially like the sampean said that if we make it in English the same as we learn Ha 'Ho' like that, because there all the hissing languages are thick, in Russia it's thick whereas in Indonesia is flat. So if English in Indonesia, even if we are angry or not, there is no emphasis, because basically we have never been taught there is an emphasis on this word, so it does not have to, depending on the individual. if indeed the individual I want to go to this country, for example Russia, at least to be familiar also use English even though we can not be accepted there if we do not speak Russian. So it's useless in English there.

\* Now, sir, there is a trending called World Englishes, like every country has its own language, so American and British are not racing anymore, because they already have their own standards for their English, like Malaysian English, Singapore English, or Even Indonesian English, so you don't need to go to American or British like that anymore.

Yeah, I just found out that Wes

turned out like that. Well, what I said was WEs, right? Ha ha ha. It's okay to be good. I guess that's the English language, that's the scope, right if it's not British, American. Well the thing is that we are racing, our qibla. It turns out that it's OK besides that.

\* So you didn't know about WEs beforehand, sir?

Yes, I don't know me yet, nor have I heard of the WEs.

\* So it is possible, yes, for example, if we really don't need to be standard, oh if for example the child is fluent in English, if the child can speak like an American, like an English person. Is Indonesia also okay with English? Is that so, sir?

Yes.

*Mrs. Ingke (symbolizes passion and knowledge)*

\* About earlier, Singapore English Indian English, the dialect of the first language is indeed English but with British and American, the dialect must be different. Do you need to introduce dialect to the students?

It is necessary, even if Indonesia has its own dialect about English, that's good too. Because one, English is an international language that must be mastered in all countries, because of that English needs to be taught but must be mastered by our students but does not eliminate our dialect as an Indonesian nation.

\* related to the next question means that it is very possible that Indonesia has its own English, Javanese can also be English. For example, if in Javanese the D is clear, like Father. Well that means it can be like that?

In my opinion there is no problem, the important thing is that we use English vocab standards. Only different in dialect, yet other countries also use dialect with their own characteristics.

\* For habituation. For example, we students sometimes dream of going abroad. For example, in the IELTS TOEFL test,

**sometimes the listening test doesn't use English America, like using Russian, it's different from Italian. So how to get used to it miss?**

Well that was before, we have introduced the dialect in the style of outsiders. There are Russians, there are Americans, there are English, there are Australia, if they have often been introduced to us by dialects from people out there, God willing, if they often hear, they do not feel familiar anymore. Well, because the teacher had introduced the dialect used by people there.

**\* Now that there were earlier, World Englishes, all of them are sheltered by WEs, every country has the right to declare their own English. So what we talked about earlier, about the different dialects, we entered a miss.**

Oh that is WEs, it means that the accent is different in English, it's called WEs, I think our reference English should be similar to British or American. It means that Indonesian English can do it too ... cool, I like it.

Does it mean that miss is a person who is aware of WEs, and supports WEs to be practiced in the classroom?

For me, yes

**\* Why is that?**

Well because of that earlier, if we follow the American standards for example. Wong to teach our own English vocab to children is already difficult. If we sue them with an American or English dialect or dialect it's already too difficult, just teaching the language is difficult, especially with the dialect. We learn English but with the Indonesian version itself, the important thing is that the language is still English.

**\* But the fact is, the world cannot accept our version of English. Because there was once news that a resource person said English, but underneath it used English subtitles. Like that. So how?**

Well maybe slowly. We provide the actual standard of English like this, but we must not limit them using English with their version in the style of the Indonesian people. But we will also tell you, the correct English version is like this if the American English version is like this. But we cannot limit and blame when they use English with their Indonesian accent. Slowly ...

*Mr. Baqir (symbolizes a brave and knowledgeable lion)*

\* When I was in elementary school, I was blamed by my teacher, so at that time there was a quiz at my tutoring place. There were only 2 children left in the class, me and 1 friend of mine, well ... about the quiz, about what is the English "Football?", First I raised my answer "soccer", the problem was apparently blamed sir. Well ... my friend took a chance, he held up too and he answered football, eh it turned out that my friend was right. Now I'm jealous, that's different from soccer and football, and it's the same as soccer. According to panjenengan sir, what the heck is it about my story earlier? Is there really a significant difference between Soccer and Football?

Actually if it's like that, it means the teacher must prepare 2 answers. Namely football and soccer, because in Indonesia the learning of English is not clear. Can British or American. So if the question is like that, in my opinion the teacher must prepare 2 answers or the question is changed, so that it is not ambiguous or contentious. So like for example maybe some things about British English or American English.

\* It's often like that, right, sir, as if blamed only because of different mentions. I also once had a story, about writing the words "Center" and "Center", right? I followed the organization on my campus, already printing banners with the words "ASEAN Youth Center", eh it turns out my supervisor said wrong sir, yeah Wes Wes Kadong in for the banner, auto change everything from the beginning to the end Just because of the word "Center", I'm sad ... according to you, what about the use of spelling and punctuation that is different like that, even

**though the pack actually has meaning, meaning and how to read it same?**

Uh ... if the case like this can be explained to the pembinaanya, that at least there are no different meanings, the way to read the same. Maybe the builder did understand to American English, so the savings need to be explained.

**\* Now, sir, for the class, the common English accent is American English, if not like that, British English. According to you, is it necessary or not to introduce students to the second dialect?**

Need to be explained. But beforehand students must first master the language smoothly and good use of the language before we enter the dialect American or British dialect. Because it will be very confusing when they don't understand English in writing then we explain the differences before, because it could be that if students are confused they will be less motivated in learning. So I think the difference still needs to be explained.

**\* Including writing differences, and maybe how to pronounce it? So there will be no misunderstanding like my story earlier.**

Need to explain the difference in writing between British English or American English.

**\* Sir, now there are many English versions, sir. Like this, I've participated in an English language proficiency test in Surabaya, sir. Now when listening to the section, the speaker is really speaking, is it really not clear? Not like a british person. Like the Germans when you say gargle mouthwash, sir. Now my ears aren't used to hearing their accent. Well I finally ha ha ha ho pack there. Well, according to you, is it necessary for non-British and American foreign accent to be introduced to students?**

It is also necessary to introduce the dialect of non-British and American people, like for example India, Singlish. Need to be introduced to children about that earlier. Because now the world is global and languages are used entirely, so inevitably we have to

understand the dialect of each country. In Indonesia, the accent is different, like Madura Javanese Batak. Need to introduce the differences in dialect or accent earlier for children.

**\* Now for students now, sir, many have dreams of wanting to study abroad. One of the requirements must be proficient and can be assessed, so there must be proof. Now one of them is like taking a language feasibility test, like taking the TOEFL IELTS and others. According to you, for habituation in listening, and especially in familiar with the English language versions of other non-British and American countries, what should it be like sir so we get used to it?**

I think for TOEFL and IELTS the orientation is clear, if IELTS is more British, if TOEFL is more American American. But maybe at a certain time, when listening to the speakers when the Indians, now to get used to it you have to listen more deck deck. Without practice it will be difficult to train to listen especially if the speakers are non-native. Need to be practiced for different dialect dialects. Maybe when listening to it one time in class we use Thai people, hehehe ... so, so that their ears are sensitive.

**\* So, now, sir, there is a name called World Englishes, yes, beforehand, there are variations in the world in English. Have you ever heard of this before?**

Hahaha, I know there are indeed differences in dialect dialect in every country that I know of. But for this term I don't know. It turns out that the variations in the pronunciation of each country are different, even in each place called WEs? Oh ... it's good to have a term. WEs yes.

**\* Do you think it is necessary to introduce it to students about the variations in English?**

So, uh, kids need to understand various WEs but keep American and British English first, they have to master this first. Well, only then will they be able to learn other dialects, no problem ... the important thing is that their language is understandable, which is important as

well as understanding. It doesn't matter if there is Madura English, Javanese English, Indonesian English.

**\* And I guess, why does it have to be introduced sir?**

Because the world is global, access is fast, and meeting foreign people can be done in an easy way ... so they must understand that dialect from various countries is important, because for communication for a better life. So WEs need to be introduced to junior high school kids for better communication.

*Mrs. Merida (symbolizes the name of someone who dares to be different)*

**\* Do you know what WEs are? Have you ever heard?**

No eh, my brother? Do you want World Englishes? World of the world opo said?

**\* organization is for banners, there should be those in the Center who are in the Center, then they are told to repeat again.**

If I don't mind it, like the time material yesterday, there was a difference between British and American for the denominator. If it's british like this, if it's American like this, kids just need to know. So it's not detailed. For details, just go to college. Only children need to know the difference between British and American. Yoh Wes is like Boso Jowo, the Indonesian language is Ikuloh, Boso Jowo is Ngene Meduro Ngene, Dad is Bapak, embok ibuk.

**\* I have taken part in the TOEFL IELTS simulation, when I was listening, it turned out that the Germans were in fact. Well, I have never been introduced to weird English accents like that. You just know it, that's it, should you introduce it to the students with a weird accent like that?**

German, if English is in line with German dialect, Chinese is Chinese, English. If you learn to speak, there is more in the songs ... the dialect is different.

**\* Indonesian English doesn't matter huh mom?**

Yes, no problem, Indonesian language is mediocre not okay. Missal wants to be professional, so it's okay to follow the way of speaking English people. I see Chinese people who speak English well.

**\* I've seen the news mom, Korean people speak English, but the translation below is in English. So it's like the world can't accept if every country has the English language, mom? How is it mom?**

Yes, if I look at the cinema, people speak English but the English translation. Maybe people there don't understand our English. Like a German stranger, the Chinese added the text.

**\* That means PD, ma'am, I don't want to use Indonesian English. Is that right mom?**

It's important that children dare to talk sek, if children are brave then they can learn another dialect. It may be like that, it's better if you learn dialect differently, but yes, you learn it yourself if you're serious about English.

**\* means that the children are being listened to like Italian people talking. How is it mom?**

If I'm not there yet. Only English people, it hasn't reached Italian people yet. Only Americans, the meaning is not compared in detail or not. It's just an American when talking like this.

**\* means it's better to introduce a native English person, like English or America rather than using another dialect, mom?**

Yes Just introduce intonation, Chinese is different, Italian is different. Like Indonesia, Madura is different, Kalimantan is different. Like other countries are different. But yes, the point is that only the original English language is important rather than the strange one.

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP KD 3.3 dan 4.3)**

Sekolah	:	SMP NEGERI 3 WARU
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/1
Materi		What Time is it?
Alokasi Waktu	:	2 x 40 menit (4 pertemuan)

### **A. KOMPETENSI INTI**

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

## B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)	<p>3.3.1 menyebutkan waktu dalam bentuk angka (jam) yang melibatkan tindakan memberi dan meminta informasi dengan benar</p> <p>3.3.2. menentukan text yang melibatkan struktur text dan unsur kebahasaan dalam bentuk angka (jam) yang melibatkan tindakan memberi dan meminta informasi dengan benar.</p> <p>3.3.3.menyebutkan nama-nama hari dan bulan yang melibatkan tindakan memberi dan meminta informasi dengan benar</p> <p>3.3.4 menentukan ungkapan struktur text dan unsur kebahasaan pada nama-nama hari dan bulan yang melibatkan tindakan memberi dan meminta informasi dengan benar.</p>
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dana sesuaikonteks	<p>4.3.1. mengidentifikasi ciri-ciri fungsi sosial , struktur text dan unsur kebahasaan tentang waktu (jam) yang melibatkan tindakan memberi dan meminta informasi dengan benar</p> <p>4.3.2 menentukan waktu (angka) berdasarkan kalimat tulis dan lisan tentang waktu yang melibatkan tindakan memberi dan meminta informasi dengan benar.</p> <p>4.3.3 mengidentifikasi ciri-ciri fungsi sosial , struktur text dan unsur kebahasaan tentang hari dan bulan yang melibatkan tindakan memberi dan meminta informasi dengan benar.</p>

4.3.4 Peserta didik dapat mengemukakan kalimat hari dan bulan berdasarkan nama-nama hari, dan bulan yang melibatkan tindakan memberi dan meminta informasi dengan benar.

## C. TUJUAN PEMBELAJARAN

### Pertemuan 1

3.3.1 Peserta didik dapat menyebutkan waktu dalam bentuk angka (jam) yang melibatkan tindakan memberi dan meminta informasi

3.3.2 Peserta didik dapat menyusun text yang melibatkan struktur text dan unsur kebahasaan dalam bentuk angka (jam) yang melibatkan tindakan memberi dan meminta informasi

### Pertemuan 2

4.3.1 Peserta didik dapat mampu mengidentifikasi ciri-ciri fungsi sosial, struktur text dan unsur kebahasaan tentang waktu (jam) yang melibatkan tindakan memberi dan meminta informasi.

4.3.2 Peserta didik dapat menentukan waktu (angka) berdasarkan kalimat tulis dan lisan tentang waktu yang melibatkan tindakan memberi dan meminta informasi

### Pertemuan 3

3.3.3 Peserta didik dapat menyebutkan nama-nama hari dan bulan yang melibatkan tindakan memberi dan meminta informasi

3.3.4 Peserta didik dapat menentukan ungkapan struktur text dan unsur kebahasaan pada nama-nama hari dan bulan yang melibatkan tindakan memberi dan meminta informasi.

## Pertemuan 4

4.3.3 Peserta didik dapat Mengidentifikasi ciri-ciri fungsi sosial , struktur text dan unsur kebahasaan tentang hari dan bulan yang melibatkan tindakan memberi dan meminta informasi.

4.3.4 Peserta didik dapat Mengemukakan kalimat hari dan bulan berdasarkan nama nama hari, dan bulan yang melibatkan tindakan memberi dan meminta informasi

## D. MATERI PEMBELAJARAN

Fungsi sosial	Menyebutkan/ menanyakan waktu dari keadaan/peristiwa/kegiatan
Struktur teks	<ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul>
Unsur kebahasaan	<ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> <li>- Angka ordinal dengan the untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i></li> <li>- Angka ordinal tanpa the untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, 31st, of May</i></li> <li>- Waktu (lisan): at one, at two fifteen, at ten to seven, at a quarter past eight - Waktu (tulis): <i>01:00; 02:15; 06:50; 08:15</i></li> <li>- Artikel the untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i></li> <li>- Preposisi untuk in (bulan, tahun, waktu dalam hari), on (hari dan tanggal), at (jam, at noon, at night)</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>
Topik	Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitarsiswayang dapat menumbuhkan perilaku yang termuat di KI

## E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Model : Cooperative Learning

Methode : Diskusi

## F. MEDIA/ALAT DAN BAHAN

Media alat :

- Powerpoint
- Flashcard
- Video lagu days of the week
- Laptop
- LCD Proyektor

Sumber Belajar : - Buku siswa kelas VII Kurikulum 2013 Revisi 2017  
- Suara guru  
- LKPD

## G. SUMBER BELAJAR

1. Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/MtsKelas VII, hal 37 -47 edisi revisi dan sumber lain yang sesuai
2. Video ungkapan diunduh dari [www.youtube/IPeAo1hz8GA](http://www.youtube/IPeAo1hz8GA)

**ADI BUANA**

<b>KEGIATAN PEMBELAJARAN PERTEMUAN KE - 1</b>		<b>KOMPONEN 4Cs</b>	<b>Level HOTS</b>
	<b>KEGIATAN PEMBELAJARAN</b>		
<b>PENDAHULUAN (5 MENIT)</b>	<ul style="list-style-type: none"> <li>• Guru menyapa peserta didik dengan bahasa inggris agar tercipta English environment.</li> <li>• Guru memeriksa kehadiran peserta didik</li> <li>• Guru melakukan review pelajaran sebelumnya</li> </ul>		
<b>SINTAK MODEL PEMBELAJARAN</b>	<b>KEGIATAN INTI (75 MENIT)</b>		
<b>MENGAMATI (45 Menit)</b>	<ul style="list-style-type: none"> <li>- Guru menampilkan gambar jam pada layar LCD Powerpoint</li> <li>- Guru menerangkan penggunaan dan penyebutan waktu (jam) dalam bahasa Inggris.</li> <li>- Peserta didik mengamati gambar</li> </ul>		
<b>MENANYA (5 Menit)</b>	<ul style="list-style-type: none"> <li>- Setelah penjelasan, guru memberi kesempatan kepada peserta didik untuk menanyakan hal-</li> </ul>	<i>CRITICAL THINKING</i>	

	hal yang belum dipahami ataupun kata sulit.		
<b>MENGUMPULKAN DATA (20 Menit)</b>	<ul style="list-style-type: none"> <li>- Guru membagi peserta didik menjadi beberapa kelompok.</li> <li>- Guru membagikan gambar jam tanpa jarum kepada setiap kelompok.</li> <li>- Guru meminta peserta didik untuk menggambar jarum sesuai waktu yang diucapkan oleh guru.</li> <li>- Peserta didik menyusun menggambar jarum pada gambar jam yang dibagikan</li> </ul>	<i>COLLABORATION</i>	
	<ul style="list-style-type: none"> <li>- Peserta didik membuat kalimat berdasarkan jam yang telah di kerjakan.</li> </ul>		<i>APLIKASI (C3)</i>
<b>PENUTUP (5 Menit)</b>	<ul style="list-style-type: none"> <li>- Guru bersama peserta didik membuat kesimpulan hasil pelajaran.</li> <li>- Guru menanyakan hal-hal yang masih belum di mengerti</li> </ul>		

	<p>oleh peserta didik.</p> <ul style="list-style-type: none"> <li>- Guru menutup pembelajaran dengan salam.</li> </ul>		
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<b>KEGIATAN PEMBELAJARAN PERTEMUAN KE - 2</b>		<b>KOMPONEN 4Cs</b>	<b>Level HOTS</b>
	<b>KEGIATAN PEMBELAJARAN</b>		
<b>PENDAHULUAN (5 MENIT)</b>	<ul style="list-style-type: none"> <li>• Guru menyapa peserta didik dengan bahasa inggris agar tercipta English environment.</li> <li>• Guru memeriksa kehadiran peserta didik</li> <li>• Guru melakukan review pelajaran sebelumnya</li> </ul>		
<b>SINTAK MODEL PEMBELAJARAN</b>	<b>KEGIATAN INTI (75 MENIT)</b>		
<b>MENGASOSIASI (20 Menit)</b>	<ul style="list-style-type: none"> <li>- Guru membimbing peserta didik dalam kelompok mengumpulkan informasi untuk dapat menemukan jawaban atas masalah.</li> </ul>		

	<ul style="list-style-type: none"> <li>- Peserta didik berdiskusi bekerjasama dengan anggota kelompok untuk mengasosiasikan jawaban LK serta analisisnya.</li> </ul>	<i>CREATIVITY</i>	<i>ANALISIS (C4)</i>
<b>Mengomunikasikan (50 Menit)</b>	<ul style="list-style-type: none"> <li>- Secara bergilir setiap kelompok akan mempresentasikan hasil diskusinya dengan percaya diri.</li> <li>- Guru memberikan kesempatan kepada kelompok lain untuk bertanya memberikan tanggapan dari presentasi yang dilakukan.</li> <li>- Peserta didik diberi konfirmasi jawaban dan memberikan penguatan secukupnya atas hasil diskusinya.</li> <li>- Peserta didik diberikan catatan/masukan untuk ditindaklanjuti sehingga kinerjanya lebih baik.</li> </ul>		
<b>PENUTUP (5 Menit)</b>	<ul style="list-style-type: none"> <li>- Guru bersama peserta didik</li> </ul>		

	membuat kesimpulan hasil pelajaran.		
	<ul style="list-style-type: none"> <li>- Guru memberikan feedback atas proses pembelajaran</li> </ul>	<i>COMMUNICATION</i>	
	<ul style="list-style-type: none"> <li>- Guru menanyakan hal-hal yang masih belum di mengerti oleh peserta didik.</li> <li>- Guru menutup pembelajaran dengan salam.</li> </ul>		

KEGIATAN PEMBELAJARAN PERTEMUAN KE - 3	KOMPONEN 4Cs	LEVEL HOTS
PENDAHULUAN (5 MENIT)	KEGIATAN PEMBELAJARAN	
	<ul style="list-style-type: none"> <li>• Guru menyapa peserta didik dengan bahasa inggris agar tercipta English environment.</li> <li>• Guru memeriksa kehadiran peserta didik</li> <li>• Guru melakukan review pelajaran sebelumnya</li> </ul>	
SINTAK MODEL PEMBELAJARAN	KEGIATAN INTI (75 MENIT)	

<b>MENGAMATI (35 Menit)</b>	<ul style="list-style-type: none"> <li>- Guru menampilkan video nama-nama hari dan bulan pada layar LCD Powerpoint</li> <li>- Guru menerangkan penggunaan dan penyebutan waktu (hari dan bulan) dalam bahasa Inggris dengan melibatkan unsur kebahasaan (1<sup>st</sup>, second, 3<sup>rd</sup> ...)</li> <li>- Peserta didik mengamati video.</li> </ul>		
<b>MENANYA (5 Menit)</b>	<ul style="list-style-type: none"> <li>- Setelah penjelasan, guru memberi kesempatan kepada peserta didik untuk menanyakan hal-hal yang belum dipahami ataupun kata sulit.</li> </ul>	<b>CRITICAL THINKING</b>	
<b>MENGUMPULKA N DATA (30 Menit)</b>	<ul style="list-style-type: none"> <li>- Guru membagi peserta didik menjadi beberapa kelompok.</li> </ul>	<b>COLLABOR ATION</b>	

	<ul style="list-style-type: none"> <li>- Guru membagikan board game kepada setiap kelompok.</li> <li>- Guru meminta peserta didik untuk memainkan board game, dan menjawab pertanyaan yg berada di kotak.</li> </ul>		
	<ul style="list-style-type: none"> <li>- Peserta didik menjawab pertanyaan dimana dadu mereka mendarat</li> </ul>		APLIKASI (C3)
	<ul style="list-style-type: none"> <li>- Peserta didik menulis siapa saja yang tidak bisa menjawab pertanyaan.</li> </ul>		
<b>PENUTUP (5 Menit)</b>	<ul style="list-style-type: none"> <li>- Guru bersama peserta didik membuat kesimpulan hasil pelajaran.</li> <li>- Guru menanyakan hal-hal yang masih belum di mengerti oleh peserta didik.</li> <li>- Guru menutup pembelajaran dengan salam.</li> </ul>		

<b>KEGIATAN PEMBELAJARAN PERTEMUAN KE - 4</b>		<b>KOMPONEN 4Cs</b>	<b>LEVEL HOTS</b>
	<b>KEGIATAN PEMBELAJARAN</b>		
<b>PENDAHULUAN (5 MENIT)</b>	<ul style="list-style-type: none"> <li>• Guru menyapa peserta didik dengan bahasa inggris agar tercipta English environment.</li> <li>• Guru memeriksa kehadiran peserta didik</li> <li>• Guru melakukan review pelajaran sebelumnya</li> </ul>		
<b>SINTAK MODEL PEMBELAJARAN</b>	<b>KEGIATAN INTI (75 MENIT)</b>		
<b>MENGASOSIASI (20 Menit)</b>	- Guru membimbing peserta didik dalam kelompok mengumpulkan informasi untuk dapat menemukan jawaban atas masalah.		

	<ul style="list-style-type: none"> <li>- Peserta didik berdiskusi bekerjasama dengan anggota kelompok untuk menggasosiasiakan jawaban LK serta analisisnya.</li> </ul>	<i>CREATIVITY</i>	<b>ANALYSIS (C4)</b>
<b>Mengomunikasikan (50 Menit)</b>	<ul style="list-style-type: none"> <li>- Secara bergilir setiap kelompok akan mempresentasikan hasil diskusinya dengan percaya diri.</li> <li>- Guru memberikan kesempatan kepada kelompok lain untuk bertanya memberikan tanggapan dari presentasi yang dilakukan.</li> <li>- Peserta didik diberi konfirmasi jawaban dan memberikan penguatan secukupnya atas hasil diskusinya.</li> </ul>	<i>COMMUNICATION</i>	

	<ul style="list-style-type: none"> <li>- Peserta didik diberikan catatan/masukan untuk ditindaklanjuti sehingga kinerjanya lebih baik.</li> </ul>		
<b>PENUTUP (5 Menit)</b>	<ul style="list-style-type: none"> <li>- Guru bersama peserta didik membuat kesimpulan hasil pelajaran.</li> <li>- Guru menanyakan hal-hal yang masih belum di mengerti oleh peserta didik.</li> <li>- Guru menutup pembelajaran dengan salam.</li> </ul>		

## I. Penilaian

### 1. Jenis/ Teknik Penilaian

- A) Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- B) Pengetahuan : Tes Tulis
- C) Keterampilan : Keterampilan memahami keterangan waktu.

## 2. Instrumen Penilaian

### A. Instrumen Penilaian Sikap

No	Sikap yang di amati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses PBM					

Kriteria :

4 : sangat baik    2 : cukup

3 : baik                  1 : kurang

### B. Instrumen Penilaian Penugasan

#### RUBRIK SKOR

Benar = 10

Salah = 3

Skor Maksimal = 100 (10x10)

**Perhitungan skor akhir menggunakan rumus :**

\_\_\_\_\_ **x 4 = Skor Akhir**



**ADI BUANA**