

**SENIOR HIGH SCHOOL STUDENTS' PERCEPTIONS OF THE PRACTICALITY
OF THE MATERIALS IN THE ENGLISH WORKBOOKS USED IN THEIR EFL
CLASS**

THESIS



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LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF EDUCATION

JEMBER UNIVERSITY

2022



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Created to fulfill one of the requirements to receive the S1 degree at the English Education
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DEDICATION

This thesis is dedicated to:

1. My close one that has been very supportive and encouraging throughout my ups and downs.
2. All of my beloved lecturers and thesis supervisors.
3. All my dearest friends, especially Firda Dwi Ayuningtyas, Nada Shafa Amany, and Fega Octadiella that have been very supportive and helpful throughout making this thesis.



MOTTO

“Only the educated are free”

(Epictetus)



STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by myself. All materials incorporated from the secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of my work which has been carried out since the official commencement date. This thesis has not been submitted previously, in the whole or in part, to qualify for any other academic award. Besides, ethics procedures and guidelines of the thesis writing from the university and the faculty have been followed.

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Jember, December 1st 2022

Rizqi Budi Nurani

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SUPERVISOR APPROVAL

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May this thesis be helpful.

Jember, December 1st 2022

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SUMMARY

Senior High School Students' Perceptions of the Practicality of the Materials in the English Workbooks Used in their EFL Class; Rizqi Budi Nurani; 170210401093; 30 pages; English Education Study Program, Language and Arts Education Department, Faculty of Education and Teacher Training, University of Jember.

This qualitative study was intended to provide a clarity to the practicality of English materials contained in students' workbooks. The research question of this study was how students perceive the practicality of the materials contained in the workbooks that they used and learned in their EFL class. To tell whether or not a material is considered practical, I applied one of Tomlinson's principles of second language acquisitions of the relevant of materials development (2013) that what is being taught should be perceived by learners as useful, a discovery by Widialistuti (2020) that practicality shows an ease of use that can be seen through students' implementation on learning, and a claim by Siswanto, Susantini & Jatmiko (2018), that students are said to succeed in learning if they are able to apply the knowledge that they obtained from the learning, hence this title "Senior High School Students' Perceptions of the Practicality of the Materials in the English Workbooks Used in their EFL Class"

The participants of this study were 2 senior high school students who were studying in 12th grade at SMAN Balung. Both of the participants and the institution itself have given their consents and agreed to be a part of this study. The research design of this study was case study, because this research required a thorough perspective to obtain the participants point of view towards the matter, as said in the title "Senior High School Students' Perceptions", hence why case study was suitable for this research. To obtain the data, I applied a face - to - face interview method with the participants to get the full understanding about the topic of this study based on their perspective. The whole interview was recorded and both of the participants agreed to be recorded during the interview.

To analyze the collected data, I applied the stages from Braun and Clarke's (2008) thematic analysis method. After the recorded interview was finished, I transcribed the recordings of both participants into written scripts. Then, I analyzed the script by finding a theme that answers the research question. While analyzing the transcripts, I found 4 themes that strongly answered the research question of this study. These 4 themes are what

determined the practicality of the materials. A material is practical if it' considered to be useful/helpful by learners, easy to be understood by students and properly implemented by the students, specifically in this study, properly implemented in their daily life situations.

The materials that were talked about in the interview were the materials related to daily communications contained in the workbook. The workbook that was chosen to talk about during the interview was workbooks from Grade X to Grade XII provided by the school. The materials that were talked about in the interview, and contained in the workbook from Grade X, are Chapter 1 "Talking about self", Chapter 2 "Congratulating and Complimenting Others", Chapter 3 "Our Intention". From Grade XI workbooks are Chapter 1 "Offers and Suggestions' ' and Chapter 2 "Opinions and Thoughts". As from Grade XII is Chapter 1 "May I help You?"

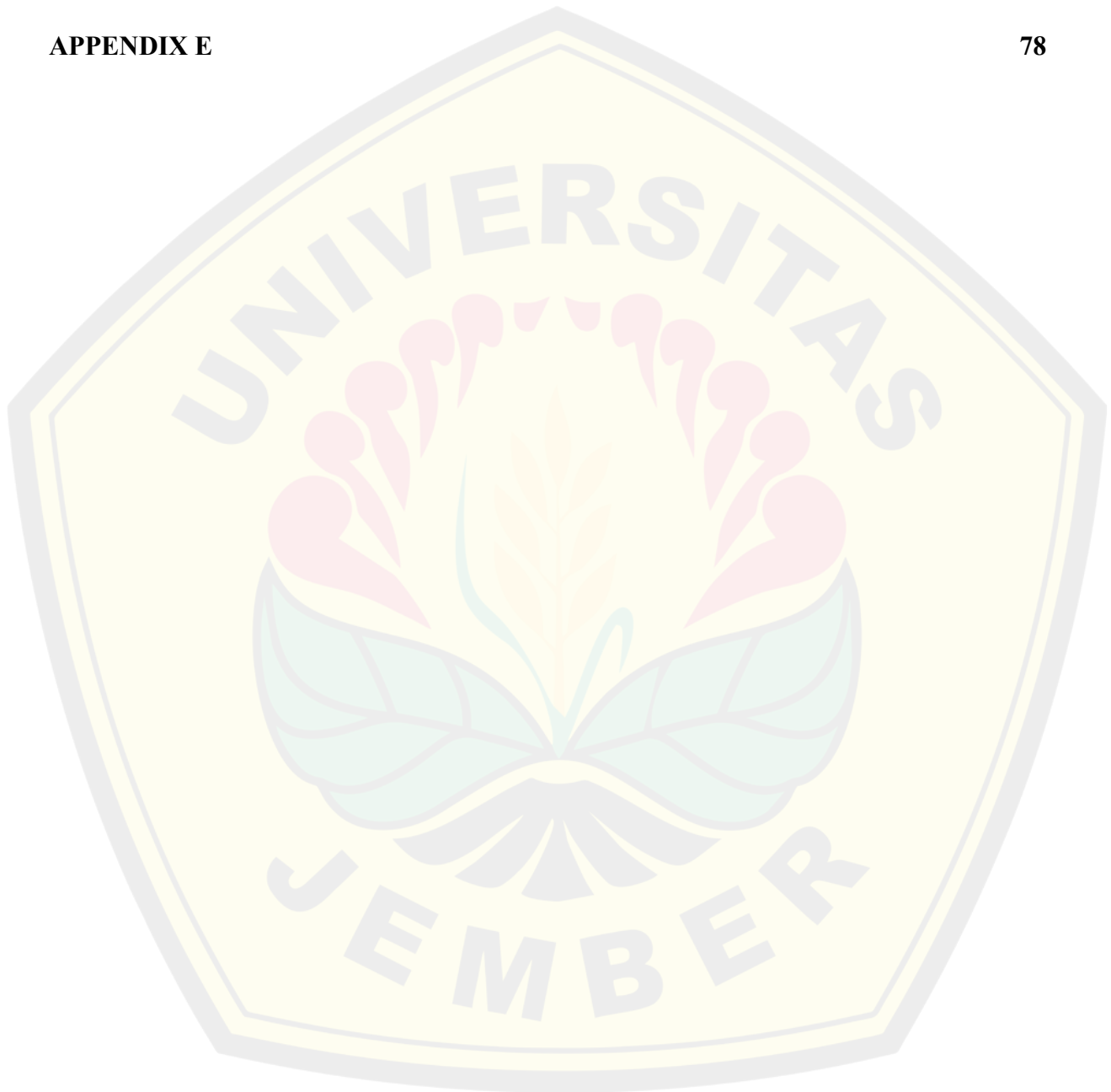


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CHAPTER I

INTRODUCTION

This chapter contains an introduction to my study which is divided into 4 sections. Section 1.1 explains the background of this study followed with the research question that is contained in Section 1.2. The goal of this study can be seen in Section 1.3 along with the contribution this study will provide contained in Section 1.4

1.1. Research Background

As an international language, English is used worldwide as a bridge of communication for native and non-native speakers. Academically, English is taught as a subject for students to learn, containing different materials with different levels for students to acquire in order to break the obstacles in general communication in a world with different languages. These materials are packed in the form of workbooks. The workbooks that are used contain English materials that come with different levels, from basic English, intermediate English, to advanced English. These different levels of materials contain what the students need in order to properly execute a well-form of communication and understandings in English. However, the materials in English workbooks are known to be very academical due to it being standard English, in a way where the materials in the workbooks barely align with the current trends and pop-cultures that changes rapidly as time goes by, which can be challenging for students to maintain a casual communication followed with the need to keep up with the current speaking trend. Although they seemed to be very academic, the materials still strictly follow what is stated in the current Indonesian curriculum and they are considered to be standard English.

In the process of learning in classrooms, workbooks have been used as an instrument or media for students to learn from. Workbooks have been used as a source and a guide so that the materials in it can be understood easily by the students. Workbooks contain materials that can be learnt by students, then to be applied or used in their daily life situations. In order to know whether a workbook is practical or not, we may be able to learn from whether or not the students themselves consider the materials that they learn are useful to be applied in their daily lives. We may be able to know how relatable the materials in the workbooks that the students have learnt in their classroom towards what they are about to face outside of school. One of the ways to learn that is by listening to what the students have to say from their own

perspective about whether or not the workbooks that they are learning from are practical to be applied by them.

One of the examples is the use of “slangs” that are often used during a conversation on the internet, such as *LOL*, *gonna* (... going to ...), *outta* (... out of ...), etc. unfortunately, the uses of “slang” are rarely part of the materials of English workbooks. Therefore, this begs the questions of the usefulness of English materials in English workbooks used in school: How much of the knowledge from the workbooks that are used or deemed useful for students’ daily life situations? As mentioned by Siswanto, Susantini & Jatmiko (2018), students are said to succeed in learning if they are able to apply the knowledge that they obtained from the learning. Therefore, hopefully this study is able to provide some proofs about how practical English materials are contained in English workbooks.

The objective of the current curriculum is that students are expected to understand, apply, and analyze the materials they have learnt in their classrooms to solve daily-life situations that they will face in their real life. However, real-life challenges are strongly followed with communication trends that affect the shifting or changing in words used in communication along with the time. This becomes the concern of this study, which questions whether or not the current materials are able to help students in a time that keeps going by followed with the improvements and shifts in communication trends.

English practice activities provide an opportunity for students to practice their English language skills (OPATS, 2015). At the same time, the materials of English workbooks will be used as the source and guidance. However, the lack of relatability between the materials and what the students have to face in daily communication puts the usefulness of the English materials in English workbooks in question. This is problematic due to the fact that what the students’ need in daily life regarding English skills is strongly related to the culture that they are living in. As an addition, in order to understand another language, students need to understand its local practices (God & Zhang, 2018).

In conclusion, to the best of my knowledge, there has been no reflection on the practicality of English workbooks based on the students’ perspective. So far, previous research that is related to workbooks have not shown any explanations about whether or not the materials in the current workbooks or the workbooks that the students used are considered to be practical for students to be applied in their daily-life situations. Therefore, to fill this

gap, my research provides some ideas and some insights about the practicality of the materials in the English workbook that is currently used by students, specifically senior high school students so that it may help us in knowing the usefulness of the materials in a workbook.

1.2. Research Question

Are the materials contained in the senior high school students' workbook considered to be practical?

1.3. Research Objective

The objective of this research is to find out whether or not the materials contained in senior high school students' workbooks are considered to be practical based on their perspectives.

1.4. Research Contribution

1.4.1 Practical Contribution

In the research field, this study contributes in spreading awareness to students, teachers, policy makers, other academic researchers and educators about how important practicality is in a workbook. This study will help them widen their view about the importance of the practicality of workbooks towards students for their future use.

1.4.2 Empirical Contribution

Hopefully this study provides some new data for researchers as enlightenments for teachers and workbook makers about the importance of practicality in learning materials and how helpful it is for students to apply what they learn from those materials in their daily life situations.

CHAPTER II

LITERATURE REVIEW

Previous studies related to workbooks have shown different findings about the content of workbooks that were founded from different researchers. However, there has been no research that discusses the practicality of the materials in the workbooks that senior high school students used in their class, especially from the point of view of the students themselves. This chapter presents the results of my literature review and is organized into the following sections.

Section 2.1 talks about students' perceptions followed with Section 2.2 that talks about the practicality of workbooks, which is what this study discusses.

2.1 Students' Perception

Perception is the ability to see and understand different things or situations that allow us to create an opinion, thoughts, and actions as a form of response. Robbins (2005) stated that perception means "a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment". Perception is the way people see reality, but not the reality itself. In this case, students are the ones who receive the materials that are provided in the workbooks. The materials in the workbooks are provided to help students to be ready to face daily life challenges, specifically real-life challenges that are related to basic communication.

According to Kurniawan (2015), students' perception is the process of preferential treatment of students towards information they get from an object. In this study, the object is the materials contained in the workbook they used in their classroom. Students' perception can be considered very important aspect when it comes to questioning the practicality of the materials in the workbook they use in their classroom knowing that they are the ones who receive those materials and they are also the ones who will use or apply what they have learnt in school after they complete their learnings or to help them face challenges that are related to daily life communications which what they will face in their daily life situations.

I believe that students' perception is the right data that I need to acquire to finish this study in order to find out whether or not the students themselves consider the materials that

they acquire from the workbook used in their classroom useful or practical. In this study, I believe that it is important to listen thoroughly to what the students have to say about the usefulness or the practicality of the materials in the workbook used in their classroom.

2.2 Practicality of Workbooks

Workbooks are used as a source of materials to be delivered by teachers to their students in the classroom. In schools, students very often use workbooks as their source of materials. The practicality of the materials in English workbooks is the important aspect that will determine the students' ability in English.

Tomlinson (2013) emphasized that one of the principles that are relevant in developing materials is that what is being taught should be perceived by learners as relevant and useful. Tomlinson (2013) also believed that materials should achieve impact, specifically in this study is in a form of implementation. As an addition to this, according to a study conducted by Widialistuti (2020), practicality shows an ease of use that can be seen through students' implementation of learning. According to Siswanto, Susantini & Jatmiko (2018), students are said to succeed in learning if they are able to apply the knowledge that they obtained from the learning.

Therefore, practicality means that whether or not the used workbooks succeed in delivering the materials in terms of whether or not the materials are applicable for students to be used in their daily lives. This being said, if students are able to apply what they learnt from the used workbooks during their learning process, it means that the workbooks are good in terms of practicality. Therefore, to add more enlightenment to this issue, listening to what the students themselves have to say about whether or not the materials they have learnt are practical would be very useful to acknowledge and to give some enlightenment towards the practicality of workbooks.

Therefore, by implementing Tomlinson's principles of second language acquisition that are relevant to the development of materials (2013) and followed with the discovery by Widialistuti (2020) and the statement by Siswanto, Susantini and Jatmiko (2018), practicality should be seen in a material if the material is:

- Considered to be useful/helpful by students
- Easy to be understood by students

- Properly implemented by learners

As stated in the background, current materials can be seen as too academic, knowing that many students learn or acquire most of their knowledge from the internet and not from materials given in the workbooks. This puts the practicality of workbooks in question, which gives doubts to whether or not the current materials in the workbooks are useful enough to lead students to face their daily-life situations properly and appropriately.



CHAPTER III**RESEARCH METHODOLOGY**

This chapter contains the description of the research that I conduct, such as what research design I used, the method for collecting the data needed for this research, who were involved in this research (the participants), and the method for analyzing the collected data. This chapter contains the research design that I applied for this study in Section 3.1 followed the context of this research which contained in Section 2.3. Section 3.3 contains the method that I used to collect the data required for this study followed with Section 3.4 that contains the method that I applied to analyze the collected data.

3.1. Research Design

This study is going to be based on the senior high school students' point of view towards the topic of the research. In order to conduct this study, it is necessary to explore the senior high school students' perspective towards the topic of the research thoroughly for the sake of improving the practicality of current workbooks. Therefore, the research design that I chose to conduct this study is case study design. Yin (2014) defined case study as “an empirical inquiry that investigates a temporary phenomenon (the ‘case’) in-depth and within its real-world context”. Based on the fact that my research puts focus on adding further details for simply revealing the practicality of the current workbooks by receiving actual feedback from the students themselves, therefore following the types of case study according to Yin (2014), my research is categorized as descriptive case study.

My research requires answers from senior high school students' perspective that contain detailed feedback followed with comments as part of an exploration to reach the purpose of helping the betterment of the practicality of the current workbooks. Therefore, the descriptive case study is a suitable type for my research.

I believe that descriptive case study is the appropriate design that is suitable for my study knowing that descriptive case study is all about exploring one's perspective or in this case senior high school students' perspective in order to create a thorough research.

3.2. Research Context

The target participants of this study are going to be two senior high school students in grade 12 who are currently studying in a senior high school at Jember. I believe that a high school is an appropriate target level due to the age of high school students who are about to be at the stage of finding their own future after they graduate high school. Therefore, by listening from senior high school students' perspective in grade 12 regarding the practicality of the workbook they use is an appropriate way to be aware of the practicality of the workbook they use in their learning process in their classroom.

The purpose of this research is to shed light on senior high school students' opinions of the current English workbook for possible future evaluation. The English workbooks that are used in Indonesia are available on a national scale under the principles from the national curriculum.

Therefore, this study plays as a representative in the field of English workbooks analysis and evaluation that comes from senior high school students' perspective.

3.3. Data Collection Method

The data for this study is collected by an interview. The individual interview is a valuable method of gaining insight into people's perceptions, understandings and experiences of a given phenomenon and can contribute to in-depth data collection (Coughlan, 2009). The interview is recorded (based on the participants' consent) and transcribed into a written form for further analysis.

The interview is in the type of unstructured interview. In studying certain aspects of pressing social issues, researchers have to become part of what they are studying. Doing so enables them to observe, point out the lead subjects and informally asks them questions while they take notes (Anozie, 2017)

Interview Protocol

The participants were given a series of impulsive questions followed with his/her impulsive answers. At the beginning of the interview, the participants were given some opening questions such as:

- Would you show me the current English workbook that you learn during the learning process in your English class?
- When was the book published?
- Who is the publisher?
- How long have you been learning this book during your learning process in your classroom?
- What do you think about the materials in this book?

... (continue on to series of impromptu question)

The collected data contains some insights about the positives and negatives of the current English workbooks that the participants are using to study English subjects in their learning process in their classroom. Therefore, an unstructured interview is suitable to properly acquire the impulsive answers that occur during the interview.

The participants of this research were given a series of impromptu questions that are focused on their thoughts about the current English workbooks that they use to study English in their class. The answer of these questions in particular may contain the positive and negative feedbacks about the issue that are needed in this study.

3.4. Data Analysis Method

After the audio data from the recorded interview are transcribed into a written form, the transcript will be analyzed using Braun and Clarke's (2008) thematic analysis method with the following stages:

- **Familiarizing yourself with your data**

Transcribing data (if necessary), reading and re-reading the data, noting initial ideas.

After the audio from the interview has been transcribed, I reviewed the transcribed version of the interview and found the important points that answer my research question.

- **Generating initial codes.**

Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.

Highlights the important points acquired from the participants' answers that resolve my research question.

- **Searching for themes.**

Collating codes into potential themes, gathering all data relevant to each potential theme.

- **Reviewing themes.**

Checking if the themes work in relation to the coded extracts and the entire data set, generating a thematic 'map' of the analysis.

Finding whether or not there is a certain pattern or similarities that can possibly create a conclusion that answers the research question.

- **Defining and naming themes.**

Ongoing analysis to refine the specifics of each theme, and overall story the analysis tells, generating clear definitions and names for each theme.

Figuring out the conclusion.

- **Producing the report.**

The final opportunity for analysis. Selection of vivid, compelling extract samples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Writing the report.

CHAPTER IV

FINDINGS AND DISCUSSIONS

As mentioned before, this study focuses on the practicality of the materials that students receive based on their perspectives. The details of how this study is conducted can be viewed in Chapter III Research Methodology. This chapter shows the result that I found.

The materials that were talked about are the materials that come from the students' English workbooks from Grade X to Grade XII. The materials that I chose for this study are the materials that are related to daily communication. Another consideration that I paid attention to was the availability of these workbooks. While I was collecting my data, I noticed that my participants didn't have the complete collection of the book for multiple reasons, such as whether it's gone or they forget where they put it amongst many other books that are stacked due to how long has it been since the last time they used it, meanwhile they're at Grade XII now.

Therefore, the materials that I picked to be the topic of practicality in this interview are the ones that are related to daily communication, which are:

GRADE X

- Chapter 1 "Self-Introduction".
- Chapter 2 "Congratulations and Compliments"
- Chapter 3 "Our Intention"

GRADE XI

- Chapter 1 "Suggestion and Offer"
- Chapter 2 "Opinions and Thoughts"

GRADE XII

- Chapter 1 "May I Help You?"

The main question that I asked a lot when talking about each chapter was have they or have they not used or applied what is contained in the materials in their daily lives. This question is aligned with the main topic of this study, which is practicality.

This chapter contains excerpts from both participants when talking about each chapter of the materials and have been analyzed from the transcribed audio. These excerpts also have been analyzed under 4 themes, which are the 3 points that determines practicality of a material according to this study and 1 additional theme, which is the tasks contained in the workbook.

The 4 themes that were found during analyzing the data include this study's three points of practicality and the tasks contained the workbook. This study's three points that determines the practicality of a material were collected based on one of Tomlinson's principles of second language acquisition that are relevant to the development of materials (2013) and followed with what is practicality according to Widialistuti (2020) and the statement by Siswanto, Susantini and Jatmiko (2018), that a material is practical if:

- Considered to be useful/helpful by students
- Easy to be understood by students
- Properly implemented by learners

Here are the results.

GRADE X

Chapter 1 "Self-Introduction"

This chapter contains materials that are related to self-introduction. This chapter teaches students about how to properly introduce themselves and their families using the proper language features and vocabularies used in introducing themselves properly followed with the use of pronouns.

When discussing this chapter with both participants, these are the results.

Participant 1

I : Apakah materi ini membantu Rama dalam mengasah skill *self-introduction* nya?

Rama: Sangat membantu.

Considered to be useful/helpful by the student

| | |
|--|--|
| <p>I : Apakah pernah digunakan di kehidupan sehari hari?</p> <p>Rama : Pernah, waktu saya mengikuti ekstrakurikuler <i>English Day and then</i> saya disuruh untuk memperkenalkan diri di depan kalangan.</p> | <p>Properly implemented by the learner</p> |
| <p>I : Menurut Rama apakah materi di LKS ini membantu Rama untuk mengasah skill <i>self-introduction</i> nya?</p> <p>Rama : <i>Yes</i>, karena <i>kayak</i> banyak dari mengerjakan soal disitu lengkap LKS.</p> | <p>Considered to be useful/helpful by the student</p> |

When we were talking about the first chapter which was about self-introduction, Participant 1 claimed that the material related to self-introduction contained in Chapter 1 of his Grade X workbook helped him to understand how to introduce himself properly and that he is able to improve his self-introducing skill by doing the exercises and tasks that are contained in the workbook of this chapter. This checks out this study’s first point that determines the practicality of a material, which is that a material is practical if should be considered to be useful/helpful by the student.

Furthermore, Participant 1 was able prove his understanding by practicing directly what he learned in his real-life situation where he was able to introduce himself properly in front of a lot of people. Participant 1 implemented what he learnt in the related material by applying it in an outside-school activity with a community of fellow English learners called *English Day*. As seen in the statement above. He was able to introduce himself in front of the others which the materials were taught in Chapter 1. This checks out this study’s third point that determines the practicality of a material, which is that a material should be properly implemented by the learner.

Regarding to this study’s second point that determines the practicality of a material, which is that a material should be easy to be understood by the student, this point in included in this chapter’s tasks. Here is the excerpt.

| | |
|--|--------------------|
| <p>I : <i>I see</i>. Sekarang lanjut di tugas – tugasnya. Rama <i>udah ngerjain</i> tugas-tugas yang disini?</p> <p>Rama : Ya.</p> <p>I : Tugas - tugas di Chapter 1 “Self-Introduction” ini apakah benar –</p> | <p>Task</p> |
|--|--------------------|

benar membantu Rama dalam meningkatkan *skill self-introduction* nya?

Rama : Ya, melatih tahap-tahap cara introduction *gitu*.

Participant 1 claimed that the tasks contained in this chapter helped him to understand the material easily and as a result he was also able practice and improve his self-introducing skill by doing the tasks contained in this chapter. This implies that Participant 1 is able to understand the materials easily by doing the tasks contained the chapter. This checks out this study’s second point that determines the practicality of a material, which that a material should be easy to be understood by the student.

As a continuation, in the end, he was able to implement what he easily understands from the material and the tasks by directly practice it in his daily life situation This leads to this study’s third point that determine the practicality of a material, which that a material is practical if it’s properly implemented by the learner.

Seeing from the excerpts above, Participant 1 confirmed that he considered the material to be useful/helpful. Participant 1 also claimed that the tasks contained in the chapter helped him to understand the material easily. As a result, Participant 1 was able to implement what he learned from the material in his real-life situation. This checks out all three of this study’s three points that determines the practicality of a material. Therefore, based on this I can conclude that the materials contained in this chapter are practical.

Participant 2

I : Untuk di kehidupan sehari-harinya Dimas, materi pengenalan diri yang diajarkan pernah dipraktekkan?

Dimas : Pernah.

I : Dimana? Di situasi apa?

Dimas : Pada waktu awal masuk kelas 10 *kan* guru-guru sama teman-teman belum mengenali saya, *nah* itu perkenalannya langsung pakai Bahasa Inggris itu. Terus itu nanti *kaya* dikirim ke teman yang lain, jadi *kaya bales – balesan gitu*.

I : Dimas ingat seperti apa itu?

Dimas : Seperti pengenalan nama terus tanggal lahir, hobi, asal sekolah.

Properly implemented by the learner

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| <p>I : Masih ingat praktekkannya gimana?</p> <p>Dimas : Pakai video. Saya waktu itu sama Rama jadi <i>kaya hadap – hadapan gitu</i>. Di rumahnya Rama waktu itu.</p> <p>I : Bisa coba di praktekin lagi?</p> <p>Dimas : <i>Hello, Rama. My name is Dimas from grade X IPA 1. I'm from MTS -----, I live in ----- with my family. In my family, urutannya ada 6 gitu. My hobby is writing.</i> Terus pengalamannya dulu waktu SMP suka ikut olimpiade.</p> <p>I : Selain itu ada lagi yang dipakai di kehidupan sehari-hari?</p> <p>Dimas : Ya yang paling sering kalau ketemu teman di jalan <i>kaya hey guys gitu</i>.</p> | |
| <p>I : Nanti setelah lulus sekolah, menurut Dimas materi memperkenalkan diri ini masih akan dipakai tidak?</p> <p>Dimas : Ya masih dipakai. Di universitas misalnya, terus kalau ada <i>bule-bule</i> mau kenalan pakai Bahasa Inggris, ga mungkin pakai Bahasa Indonesia.</p> | <p>Considered to be useful/helpful by the learner</p> |

When Participant 2 was asked whether or not he had ever used or practiced what he learnt in Chapter 1, which can be seen in the statement above. Participant 2 claimed that he had used what he learnt from Chapter 1. Participant 2 is able to apply what he learnt in Chapter 1 by practicing introducing himself with his families, from what schools he graduated from and what his hobby is in front of his friend at his friend’s house. Seeing from the excerpt above, Participant 2 proved that he is able to apply what he learned from the material in his daily life. This checks out this study’s third point that determines the practicality of a material, which that the material is properly implemented by student.

Participant 2 also confirmed that he what he learned from this chapter will helpful for future use. He stated that he believed what he learned from this material will be useful in situations such as talking to other people from different countries using English. This checks out this study’s first point that determined the practicality of a material, which that a material should be considered to be useful/helpful by the learner.

However, regarding to this study’s second point that determines the practicality of a material, which is that a material should be easily understood by the student, Participant 2 didn’t explicitly mention that the material contained in Chapter 1 was easy to be understood.

However, we can see implicitly by judging by the way he explained what the chapter was about.

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| <p>I : Mulai dari kelas 10. Materi kelas 10 yang dipelajari yaitu tentang Chapter 1 “<i>Self-Introduction</i>” atau membicarakan tentang diri sendiri. Sekarang coba Dimas ingat-ingat lagi ini materinya tentang apa?</p> <p>Dimas : <i>Iya</i> tentang memperkenalkan diri kita, nama terus tentang asal dan hobinya terus <i>kaya</i> biodata dirinya.</p> | <p>Grade X Chapter 1</p> |
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When Participant was asked to briefly explain what Chapter 1 was about, he was able to explain the basic of what was taught in Chapter 1, which was about how to introduce ourselves properly that included names, where we are from, hobbies, etc., which we can see from the excerpt above. This fact that Participant 2 was able to conclude what the material was about in short and connect it to the fact that he was able to properly implemented what he learned in his real-life situation, shows that Participant 2 understands the material easily. This still connects to this study’s second point that determines the practicality of a material. Therefore, this counts to checks out this study’s second point that determine the practicality of a material, which is that a material should be easily understood by the student.

Seeing from the excerpts above, Participant 2 confirmed that he considered the material to be useful/helpful. Participant 2 also shows an implication that he easily understands the material which we can see by how he was able to give a brief and on-point explanation about what the material is about. We can also see this from the fact that Participant 2 was able to implement what he learned from the material in his real-life situation, which is the result of him being able to understand the material easily. This checks out all three of this study’s three points that determines the practicality of a material. Therefore, based on this I can conclude that the materials contained in this chapter are indeed practical.

Chapter 2 “Congratulations and Compliments”

This chapter teaches students about expressing congratulations and how to compliment others. This chapter contains expressions that students can learn and apply in their daily life situations.

When discussing this chapter with both participants. these are the results.

Participant 1

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| <p>I : Kalau dihubungkan ke kehidupan sehari-hari apakah dipakai atau dipraktikkan?</p> <p>Rama : Dipakai, tapi saya bilang <i>congrats gitu</i> bukan <i>congratulations</i>. Waktu teman saya mendapatkan juara menang lomba pidato saya mengucapkan <i>congrats gitu</i>. Terus teman saya melukis dan lukisannya bagus saya puji kaya gambarannya <i>so beautiful</i>.</p> <p>I : Ada lagi selain itu?</p> <p>Rama : <i>Kayak</i> waktu itu ekstrakurikuler yang SD <i>kan</i> mengadakan <i>study</i> praktek di Bromo. Kita <i>tuh</i> langsung mempraktekan langsung <i>kayak</i> dialog sama orang turis yang datang kesana. Awalnya <i>kayak dialogues</i> mereka bilang aksen Bahasa Inggris oh lumayan bagus dan saya memberikan pujian kembali kepada mereka <i>kayak</i> dia bilang wah <i>your English so good</i> dan aku mengucapkan kembali <i>your English so good too</i>.</p> | <p>Properly implemented by the learner</p> |
| <p>I : Karena materi ini apakah Rama bisa memahami kalau itu tentang congratulating sama complimenting others?</p> <p>Rama : Yes.</p> | <p>Considered to be useful/helpful by the student</p> |
| <p>I : Rama lebih <i>prefer</i> yang mana dalam hal memahami materinya dengan mudah?</p> <p>Rama : Dari LKS, karena yang di buku itu jarang dibuka. Lebih sering menggunakan buku LKS.</p> <p>I : <i>I see</i>. Kenapa Rama lebih <i>prefer</i> materi di LKS daripada buku paket? Selain karena buku paket yang tidak pernah dibuka.</p> <p>Rama : Karena mudah dipahami dan ada contoh yang aku mudah pahami juga.</p> | <p>Easy to be understood by the student</p> |

As we can see from the excerpts above, Participant 1 believed that the material was considered to be useful/helpful for him because this material helped him to understand the knowledge relating to congratulating and complimenting others. The fact that Participant 1 is able to acquire the knowledge about congratulating and complimenting others shows that this material is considered to be useful/helpful for him. This checks out this study's first point that determines the practicality of a material, which that this material is considered to be useful/helpful by the student.

Moreover, Participant 1 also elaborated of the fact that the materials in the workbook, specifically in Chapter 2 Grade X, is easy for him to understand because the chapter contained many examples of expressions about how to congratulate and compliment others. Due to this, Participant 1 was able to understand the materials easily. This checks out this study's second point that determine the practicality of a material, which that this material is easy to be understood by the student.

When asked about whether or not Participant 1 had used or applied the materials in Chapter, Participant 1 claimed that he had applied the material on different occurrences. We can see from the excerpt above that Participant 1 had applied the material by expressing congratulations in a non-formal way to his friends by saying *congrats*. He also shared his experience when he was on a school trip to Bromo, he claimed that he had a conversation with a native speaker that resulted in an exchange of compliments. The fact that Participant 1 applied the material by saying *congrats* and being able to reply back to a compliment with another compliment made by himself, proves that Participant 1 is able to apply what he learned from this material in his daily life. This checks out this study's third point that determines the practicality of a material, which that this material is properly implemented by the learner.

Another point that I would like to discuss is the task. When Participant 1 was asked regarding to the task, this was what he had to say.

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| <p>I : I see. <i>Then we move on to the task, tugas – tugas nya. Gimana tugas-tugas yang di LKS untuk Chapter 2, apakah benar - benar mengasah skill Rama in trying to congratulating and complimenting others?</i></p> <p>Rama : Ya. Ada yang bisa mudah dipahami ada yang tidak. <i>Kaya ada beberapa soal yang cukup mudah dikerjakan, karena arti katanya banyak yang tahu. Terus yang susah dipahami itu yang kaya jawabannya membuat pendapat sendiri. Tapi karena sering belajar sendiri di rumah, akhirnya bisa.</i></p> <p>I : Apakah tugas-tugas itu benar-benar <i>bikin skill Rama improve dalam congratulating dan complimenting others?</i></p> <p>Rama : <i>Iya.</i></p> | <p>Task</p> |
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When asked about the tasks contained in Chapter 2, Participant 1 claimed he was able to understand the materials by learning through the tasks. He claimed that he was a bit of a difficulty when he was asked to make his own responses regarding to congratulating and

complimenting others back. Fortunately, he stated he was able to overcome that difficulty by learning by himself diligently until he was finally able to make proper sentences about congratulations and compliments on his own. He also claimed that the tasks contained in Chapter 2 helped him to understand the material more.

In conclusion, we can see from the excerpts above that Participant 1 considered that the material in this chapter will be useful/helpful for him. He also claimed that this material is easy to understand because it contained many examples of expressions that he learned regarding to congratulating and complimenting others. As an additional, the tasks contained in this chapter helped him to understand the material more. In the end, as a result he was able to implement what he learned from this chapter by practicing it directly on his own in one of his real-life situations by being able to engage and reply back with a proper response when a tourist complimented him. This checks out all of this study's three points that determine the practicality of a material. Therefore, based on this I can conclude the materials contained in Chapter 2 titled "Congratulations and Compliments" are practical.

Participant 2

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| <p>I : Pengucapan apa yang paling sering Dimas pakai?</p> <p>Dimas : Yang paling sering <i>congratulation</i>.</p> <p>I : Kata itu dipakai <i>ngga</i> di kehidupan sehari-hari?</p> <p>Dimas : Dipakai. Waktu <i>main game</i>, ya kaya temannya menang terus saya ketik <i>congratulations</i> gitu.</p> | <p>Properly implemented by the learner</p> |
| <p>I : Tugasnya dalam bentuk apa?</p> <p>Dimas : Membuat kalimat <i>congratulations</i> dan membaca percakapan yang ada di LKS.</p> | <p>Task</p> |
| <p>I : Sekarang Dimas bandingkan, yang lebih <i>gampang</i> dipahami yang mana? LKS atau buku paket?</p> <p>Dimas : Lebih pilih LKS, karena materinya disitu lebih <i>to the point</i> terus seperti rangkuman, lebih pendek, lebih singkat, dan lebih rinci.</p> | <p>Easy to be understood by the student</p> |
| <p>I : Terus tugas-tugasnya yang Dimas kerjakan di materi Chapter 2 apakah benar-benar mengasah Dimas untuk menguasai <i>skill</i> memberikan</p> | <p>Task</p> |

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| <p><i>congratulations and compliments?</i></p> <p>Dimas : <i>Iya, tapi kurang karena tugasnya itu hanya menulis saja bukan sama prakteknya juga.</i></p> <p>I : <i>Apakah itu menjadi halangan buat Dimas dalam menguasai materinya atau kemampuannya?</i></p> <p>Dimas : <i>Berperngaruh juga, kita cuma tahu kosa katanya tapi tidak tahu nadanya gimana cara pengucapannya gimana.</i></p> <p>I : <i>Terus solusinya Dimas untuk melewati halangan itu bagaimana?</i></p> <p>Dimas : <i>Ya belajar sendiri miss, praktek membaca dan lihat literasi yang ada di YouTube dan Google.</i></p> | |
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Participant 2 showed the same result when asked whether or not he has used what he learnt in Chapter 2. Participant 2 claimed that he applied the expression congratulation when he was playing a video game. He claimed that he typed in the expression congratulation towards the winning side. Based on what we can see from the excerpt above, it is shown that Participant 2 is able to apply what he learned from the material with the right function properly in his daily life. This checks out this study's third point that determined the practicality of a material, which that this material is properly implemented by the learner.

Participant 2 also emphasized that materials in the materials contained in this chapter are very easy to be understood due to its to-the-point delivery. The materials are straight to-the-point, the explanations are short and direct yet detailed, formed like a summary. This enhances Participant 2 to understand the materials easier and quicker. This checks out this study's second point that determined the practicality of a material, which that this material is easy to be understood by the student.

After that, Participant 2 also confirmed that he will still use what he learned from this material for future uses. This checks out this study's first point that determines the practicality of a material, which that this material is considered to be useful/helpful by the learner.

Another discussion regarding to tasks also occurs in this chapter. When Participant 2 was asked about the tasks that are contained in this chapter, Participant 2 claimed that the tasks contained in Chapter 2 helped him enough to understand expressions relating to congratulating and complimenting others. Participant 2 claimed the tasks contained in this

chapter were delivered in a form of dialogues or conversations that include vocabularies and expressions of congratulating and complimenting others. Due to this, Participant 2 stated that he was able to learn expressions regarding to complimenting and congratulating other. Participant 2 also mentioned that he needed to learn more in regards to learning expressions relating to congratulating and complimenting others. Participant 2 mentioned that the materials contained in the chapter are only delivered in a written form and mentioned that he needed to learn more about how to express them verbally, which the materials are lack of. In order to overcome that, Participant 2 decided to look up short dialogues or conversations relating to congratulating and complimenting others on the internet, such as from YouTube or Google. Despite the lack of verbal practices provided by the workbook, the tasks contained in this chapter still managed to help Participant 2 to understand more about the materials regarding to the proper vocabularies and the proper expressions used in congratulating and complimenting others.

In conclusion, we can see from the excerpts above that Participant 2 considered the material contained in this chapter useful/helpful for him. Participant 2 also elaborated more regarding how the material contained in this chapter was easy for him to be understood and that the tasks contained in this chapter helped him to understand the material more. Hence why it was proven after that Participant 2 was able to implement the what he learned from this chapter by practicing directly in his real-life situation by expressing what he learned while playing a video game. This checks out all of this study's three points that determine the practicality of a material. Therefore, I can conclude the materials contained in Chapter 2 titled "Congratulations and Compliments" are practical.

Chapter 3 "Our Intention"

This chapter teaches students about expressing intentions. The goal of this chapter is to make students able to express intentions using different expressions and proper structure included in the material, which are the uses of *be going to*, *would like to*, and *want to*.

When both participants were asked whether or not they have used or applied what they learnt in the material, here are the results.

Participant 1

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| <p>I : Okay. So, untuk materi ini Rama <i>praktekin ga</i> di kehidupan sehari – hari?</p> <p>Rama : Pernah waktu sama temen satu ekskul English Day, tapi saya pakai <i>wanna, kaya wanna join, kaya ngajak bareng</i> satu kelompok <i>gitu</i>.</p> <p>I : Itu Rama kapan pakainya?</p> <p>Rama : Sepulang sekolah.</p> | <p>Properly implemented by the learner</p> |
| <p>I : Okay. Untuk tugas-tugasnya sendiri apa membantu Rama dalam memahami materinya?</p> <p>Rama : Ya, <i>kaya bisa merangkai kata-katanya gitu</i>.</p> | <p>Task</p> |
| <p>I : Untuk kedepannya mungkin menurut Rama <i>bakal dipake ga</i> ketika Rama lulus sekolah?</p> <p>Rama : Kemungkinan <i>dipake</i>.</p> <p>I : Dan itu bakal Rama <i>inget</i> terus?</p> <p>Rama : Ya</p> <p>I : Apakah Rama <i>anggap</i> itu <i>bakal</i> berguna di kedepannya?</p> <p>Rama : Ya</p> | <p>Considered to be useful/helpful by the student</p> |

When asked about whether or not Participant 1 have used or applied this material in his daily life, he claimed that he used the expression of *wanna*, which is the informal form of *want to* when he was asking his friend to be in the same group as him during an outside-school activity in the same English club called English Day after school. *Wanna* or formally known as *want to* is a part of this material and Participant 1 practiced it in an outside-school activity. Knowing that Participant 1 used the phrase *want to* for the right use and in the right situation properly, this shows that Participant 1 is able to apply what learned from this material in his daily life. This checks out this study’s third point that determine the practicality of a material, which that this material is properly implemented by the student.

Participant 1 believed that what he learned from the material that are contained in this chapter would be useful or helpful for him in order to help him overcome daily life obstacles regarding daily life communication. This checks out this study’s first point that determine the

practicality of a material, which that this material is considered to be useful/helpful by the learner.

Participant 1 did not mention explicitly that whether or not the materials contained in this chapter were easy to be understood by him. However, we may see some implications about whether or not the materials are easy to be understood based on his whole statement regarding this chapter. We may be able to see those implications by paying attention to how his brief explanation about the material and the tasks that are contained in this chapter.

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| <p>I : Okay. Apakah ada lagi yang mau diomongin?</p> <p>Rama : <i>Ndak</i> sudah.</p> <p>I : Untuk Chapter 1 tadi ada sesuatu yang mau diomongin lagi <i>maybe</i>?</p> <p>Rama : <i>Ndak</i>.</p> <p>I : <i>Are you sure</i>?</p> <p>Rama : <i>Yes</i>.</p> <p>I : Okay. Sekarang bisa <i>move on to</i> Chapter 3?</p> <p>Rama : <i>Yes</i>.</p> <p>I : <i>Okay</i>. Chapter 3 “Our Intention” . <i>Inget</i> materinya tentang apa?</p> <p>Rama : Tentang apa yang akan dilakukan Kaya rencana plan ke depan. Di <i>future gitu</i>. <i>Kaya will, going to gitu Kaya</i> apa yang akan dilakukan, rencana yang akan datang <i>gitu</i>. <i>Kaya I’m going to, I would like, I will, terus I want to gitu</i>.</p> | <p>Chapter 3 Grade X</p> |
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We can see from the excerpt above that Participant 1 was able to give a brief explanation that include the main materials that contained in this chapter. The fact that Participant 1 was able to give a brief explanation about the material is about and able to point out the main material in this chapter, this implies that Participant 1 understood the material contained in this chapter properly and easily. As an addition, we can also analyze what he had to say in regards to the tasks contained in the chapter. The same discussion regarding to tasks also occurred during the interview when talking about this chapter. In the excerpt above, Participant 1 claimed he was able express intentions properly using the right and properly structured vocabularies. This shows that the tasks contained in this chapter helped him to understand more about this material and improved his ability in forming correctly structured

sentence related to expressing intentions. The fact that he was able to give a brief and on-point explanation regarding to what the material is about and able to from a properly structured sentences that includes and related to the material in this chapter, connect it to the fact that Participant was able to implement what he learned from this material properly in the right context and in the right situation, imply that the material contained in this chapter are easy to be understood by the student. This finally checks out this study’s second point that determine the practicality of a material, which that this material is easy to be understood by the student.

In conclusion, we can see from the excerpts above that Participant 1 believed that the material that he learned from this chapter would useful/helpful for him for future uses. We can see this by how helpful the material was when he tried to learn and understand about how to express intention properly. The discussions above implies that Participant 2 was able to understood the material easily followed with the help by doing the tasks contained in this chapter. In the end, Participant 1’s understanding regarding to the material contained in this chapter was proven by how he was able properly implement what he learned in one of his daily life situation . This checks out all of this study’s three points that determine the practicality of a material. Therefore, I can conclude that this material is practical.

Participant 2

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| <p>I : Apakah materi di LKS ini berhasil untuk membuat Dimas paham terhadap materi yang diajarkan?</p> <p>Dimas : Paham, karena di LKS banyak contoh-contohnya jadi saya paham kalau mau melakukan sesuatu <i>tuh kaya gini.</i></p> | <p>Easy to be understood by the student</p> |
| <p>I : Kalau di kehidupan sehari-hari apakah dipakai dari materi ini?</p> <p>Dimas : Pernah <i>sih miss</i>, tapi yang <i>ga baku miss, kaya gonna.</i></p> <p>I : Itu di situasi apa?</p> <p>Dimas : Ketika sama teman <i>online, kaya bilang I'm gonna go play now gitu, kaya ngajak</i> buat main bareng. Terus kalau sudah selesai saya biasanya bilang <i>I will sleep now gitu.</i></p> | <p>Properly Implemented by the student</p> |

When asked about the material contained in this chapter, Participant 2 claimed that the material contained in this chapter was easy for him to understand because, according to

him, this chapter contained many examples of expressions that are related to expressing intentions which made Participant 1 understand the material easier. This checks out this study's second point that determine the practicality of a material, which that this material is easy to be understood by the learner.

Participant 2 also showed the same result by using an informal form of expression as well. When asked about whether or not Participant 2 have used this material in his daily life, he claimed that he used *gonna*, which is the informal form of the expression *going to* when he was communicating with a friend online while playing a video game. He claimed that he used the expression to ask a friend to play with him online and also to say farewell when he wants to stop playing and go to sleep. In conclusion, Participant 2 applied what is in the material properly in his daily life. This checks out this study's third point that determine the practicality of a material, which that this material is properly implemented by the student.

Regarding to this study's first point that determine the practicality of a material, which that a material should be considered to be useful/helpful by the student, Participant 2 did not state anything that implies whether or not the material that he learned from this chapter considered to be useful/helpful for him. However, we're still able understand this by paying attention to how Participant 2 was able properly execute what he learned from the material contained in this chapter. From the excerpt above, we can see that Participant 1 was able to properly implemented what he understood from this material in one of his daily life situations. Participant 2 claimed that he used one of the expressions contained in this chapter when he wanted to ask his friends to play together with him. From this we can see that what he learned from this material is helpful for him in a way that Participant 2 was able to express what he wanted to express properly using the right expression and using it in the right context due to learning that expression from this material. From this we can take a conclusion that the material that he learned from this chapter is indeed helpful for him. Therefore, this checks out this study's first point that determine the practicality of a material, which that this material is considered to useful/helpful by the learner.

Based on the excerpts and the discussion above, we learned that the material in this chapter was helpful to be used by Participant 2 to be applied in one of his daily life situations. Participant 2 also affirmed that the material contained in this chapter was easy to be understood for him due to the variety of examples relating to the material provided in this chapter and Participant 2's understanding was proven by how he was able to properly

implemented what he learned from this material in one of his real-life situations and in the right context as well. This checks out all of this study’s three points that determine the practicality of a material. Therefore, I can conclude this material is practical.

GRADE XI

Chapter 1 “Suggestion and Offer”

This chapter teaches students about how to express offering and suggesting something properly using the proper expressions, vocabularies and structures. The expressions include the expressions to ask for an offer(s) and a suggestion(s) also the expressions for responses.

When both participants were asked about whether or not they have used or applied what they learnt from this material, here are the results.

Participant 1

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| <p>I : Untuk materi tentang <i>Suggestion and Offer</i> ini Rama praktekan tidak di kehidupan sehari-hari?</p> <p>Rama : <i>Kaya what do you think sama temen gitu. What do you think-nya pakai Inggris tapi yang seterusnya pakai Bahasa Indonesia.</i></p> <p>I : Ok. Itu dipakai dimana? Di luar sekolah?</p> <p>Rama : <i>Iya sama temen, di chat WA.</i></p> | <p>Properly implemented by the learner</p> |
| <p>I : Menurut Rama kenapa lebih paham di LKS?</p> <p>Rama : Contoh dan pembahasannya itu lebih mudah dipahami, <i>to the point</i>, terus terjemahan kata-katanya familiar juga.</p> | <p>Easy to be understood by the student</p> |
| <p>I : Ok. Mau <i>move on</i> ke tugasnya?</p> <p>Rama : <i>Iya.</i></p> <p>I : Ok. Sekarang tugasnya dari Chapter 1 LKS “Suggestions and Offer”. Menurut rama tugas-tugasnya <i>gimana? Bener-bener ngebantu rama dalam memahami materinya secara bertahap atau tidak? Tingkat kesulitannya gimana?</i></p> <p>Rama : <i>Lumayan bertahap.</i></p> | <p>Task</p> |

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| <p>I : Dalam artian <i>gimana</i>?</p> <p>Rama : Ada yang sedikit kurang mengerti.</p> <p>I : Di bagian yang mana?</p> <p>Rama : <i>Iya, kaya</i> ada beberapa arti yang kurang mengerti <i>gitu</i>.</p> <p>I : Di tugas bagian <i>mana</i> itu?</p> <p>Rama : <i>Kaya ngisi</i> kolom <i>kaya gini</i>.</p> <p>I : Yang bikin kesusahan apa bagi Rama?</p> <p>Rama : Susahnya <i>kaya</i> kalimat ini menggunakan apa gitu. Misalkan ada pertanyaan <i>gini</i> pas responnya itu jawabnya <i>kaya</i> merangkai kata – katanya itu kurang tahu. Tapi, kalau ada kata - kata yang familiar <i>gitu</i> ya bisa langsung jawab.</p> <p>I : <i>I see</i>. Untuk tugas-tugasnya yang Rama <i>udah kerjain</i> di <i>chapter</i> ini apakah membantu Rama untuk memahami materinya?</p> <p>Rama : <i>Iya</i></p> | |
| <p>I : <i>Okay. I see</i>. Untuk kedepannya ketika Rama lulus sekolah materi dan pengucapan untuk mengungkapkan <i>suggestions and offer</i> ini <i>bakal</i> Rama pakai tidak ketika lulus sekolah?</p> <p>Rama : Ya. Dipakai.</p> <p>I : Menurut Rama <i>bakal</i> membantu <i>ga</i> dalam <i>speaking English</i>?</p> <p>Rama : <i>Iya</i>.</p> | <p>Considered to be useful/helpful by the student</p> |

When Participant 1 asked whether or not he had used what he learnt from this material, he claimed that he used the asking expression of offers and suggestions by using the expression *what do you think* to ask for his friend’s suggestions regarding the matter. He claimed that he used that expression with his friend in an online WhatsApp chat outside of school. We can see from the excerpt above that Participant 1 used the proper expression that is suitable to ask for some suggestions, which is related to this material. He is fully aware that the expression that he used has the function to ask for some suggestions, hence why he used that expression. As we can see from the excerpt above, Participant 1 practiced what he learnt

in this material in his daily life. This checks out this study's third point that determine the practicality of a material, which that this material is properly implemented by the student.

Participant 1 pointed out that the material contained this chapter was easy to be understood. Participant 1 stated the material contained in this chapter was straight to-the-point and it was filled familiar words that helped him to understand easier. Participant 1 also stated that material contained in this chapter provided plenty of examples relating to expressions of suggesting and offering that made him able to understand the knowledge about suggesting and offering. These aspects that were contained in this chapter were able to help Participant 1 understand the material easier. This checks out this study's second point that determine the practicality of a material, which that this material is easy to be understood by the learner.

Participant 1 also affirmed that the material that he learned from this chapter would be useful or helpful for him for future uses. We can also understand this by how he was able to use what he learned from this material, properly implemented it and helped him to go through one of his daily life situations, hence we can understand that he was able to express what he wanted to express using the right expression in the right context after learning that from this material. This checks out this study's first point that determine the practicality of a material, which that this material is considered to be useful/helpful by the student.

As an addition, a discussion regarding to tasks also occurred in this chapter. Participant 1 claimed that, aside from the material contained in this chapter itself, he was able to understand more about the material by doing the tasks provided by this chapter. Participant 1 claimed that it was a bit challenging for him to finish the tasks specifically the ones that are related to writing expressions as responses and luckily he was still able to overcome that by using the familiar words that he learned from this chapter until he was finally able to properly write his own responses in the right structure. This shows the tasks contained in this chapter were proven to be very helpful as an additional exercise alongside with the material itself.

In conclusion, we can see from the excerpts above that Participant 1 affirmed that this material would be useful or helpful for him to be applied later in future challenges. Participant 1 also claimed that the material contained in this chapter was easy for him to be understood due to the variety of examples of expressions relating to suggesting and offering provided in this chapter, followed with the help of the tasks contained in this chapter that was

able to make him understand more about the material. Participant 1’s understandings towards the material was proven by how he was able to properly practice what he learned from the material contained in this chapter using the right expressions in the right context in one of his real-life situations. These check out all of this study’s three points that determine the practicality of a material. Therefore, I can conclude that this material is practical.

Participant 2

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| <p>I : Untuk pengucapannya ini Dimas pakai <i>ga</i> di kehidupan sehari-hari?</p> <p>Dimas : Ya sama pas main itu miss, <i>kaya</i> kalau pas main itu saya biasanya bilang <i>you should push</i>, terus kalau kelihatan <i>kaya</i> hampir kalah <i>gitu</i> pilih yang <i>we must retreat</i> biar temen-temennya mundur gitu.</p> | <p>Properly implemented by the student</p> |
| <p>I : Ok. Dari LKS ini menurut Dimas materinya mudah dipahami atau <i>ngga</i>?</p> <p>Dimas : Mudah dipahami. karena banyak latihan soalnya. Terus ya rinci sama <i>to the point</i>, kata-katanya familiar dan <i>simple</i>.</p> | <p>Easy to be understood by the student</p> |
| <p>I : Tugas-tugasnya yang disini menurut Dimas apakah benar-benar mengasah skill-nya Dimas dalam menguasai materi “<i>Suggestion and Offer</i>”?</p> <p>Dimas : Iya bisa mengasah.</p> <p>I : Seberapa?</p> <p>Dimas : 70%</p> <p>I : 70% itu gimana?</p> <p>Dimas : Ya <i>kaya</i> mengerjakan soalnya itu bisa menerima suku katanya yang bisa dihafalkan dan bisa dipraktikkan, terus juga bisa memakai kata-kata yang urut <i>kaya</i> contoh-contoh di LKS.</p> | <p>Task</p> |

When Participant 2 was asked whether or not he had used what he learnt from this material, he claimed that he used the word *should* and *must* to express his suggestions while playing in a video game. He claimed that he used the expression *you should push* when he suggests his teammates to attack forward towards the enemies and choose the option with the prompt *we must retreat* to suggest his teammates to fall back to prevent losing. We can see from the excerpt above that Participant 2 is fully aware that the expressions that he chose in the game has the function to express suggestions, hence why he used those expressions

Based on the excerpt above, we can see that Participant 2 used what he learnt from this material in his daily life. This checks out this study's third point that determine the practicality of a material, which that this material is properly implemented by the student.

Participant 2 claimed the material that he learned from this chapter was easy for him to be understood due to the tasks that are provided in this chapter. Participant 2 elaborated more with how the material contained in this chapter was delivered in a way that was straight to-the-point, detailed and was able to be simply understood by Participant 2. Participant 2 also pointed out that he found plenty of familiar vocabularies that enhanced him into understanding the material easier. Therefore, Participant was able understand the knowledge that were contained in this chapter due to the fact that the material contained in this chapter was put in a way where students can easily understand them. This checks out this study's second point that determine the practicality of a material, which that this material is easy to be understood by the student.

A discussion regarding to tasks also occurred in this chapter. Participant 2 claimed that the tasks contained in this chapter helped him in a way that he was able to understand the material and able to improve his skill in expressions suggestions and offers step-by-step. Participant 2 stated the tasks contained vocabularies and properly structured sentences that he learned as examples relating to expressions suggestions and offers. These tasks helped him to understand more about the knowledge contained in this chapter until he was finally able to know what vocabularies to use and able to write properly structured sentences in order to express suggestions and offers. This shows the tasks contained in this chapter were proven to be very helpful as an additional exercise alongside with the material itself.

However, Participant 2 did not directly state whether or not he considered the material that he learned from this chapter useful helpful for him. However, we can still see this by analyzing whether or not he implemented what he learned properly, which we can see from the excerpt above. It was shown that Participant 2 was able to use what he learned from this material properly while he was playing an online game with friends. He was able to express suggestions such as *you should push* or *we must retreat* to his friends when he was playing an online game. The fact that Participant 2 was able to use what he learned from this chapter, we can understand that the material that he learned helped him to be able to express what he wanted to express using the right expressions and in the right context. From this, we can

understand that this checks out this study’s first point that determine the practicality of a material, which that this material is considered to be useful/helpful by the learner.

In conclusion, we can see from the excerpts above that from what we understand was that Participant 2 implied that the material is considered to be useful/ helpful for him to be applied in his daily life situations. Participant 2 elaborated more on how the material along with the tasks provided by this chapter was easy from him to be understood and his understanding was proven by how he was able to properly implemented the material that he learned from this chapter using the right expresions and in the right context. This checks out all of this study’s three points that determine the practicality of a material. Therefore, I can conclude that this materialis practical.

Chapter 2 “Opinions and Thoughts”

This chapter teaches students about how to express their opinions and thoughts properly using the proper expressions included in the material, such as *I think* and *In my opinion* followed with the expressions proposed as responses such as to agree and to disagree.

When both participants were asked about the question whether or not they have used or practiced what they learn from this material, here are the results.

Participant 1

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| <p>I : Di kehidupan sehari - hari dipakai <i>ga</i> itu?</p> <p>Rama : Paling sering <i>agree</i> gitu aja.</p> <p>I : Itu di situasi <i>gimana</i>?</p> <p>Rama : Kaya percakapan di grup. <i>Kaya pas</i> ada yang tanya di grup kaya “Film ini <i>gimana, guys?</i> terus ada yang jawab <i>gitu</i> kadang saya jawab <i>agree</i> gitu.</p> <p>I : Dengan siapa?</p> <p>Rama : Kebanyakan <i>sih</i> teman</p> <p>I : Dan Rama bilangnnya langsung pakai English <i>agree</i> gitu?</p> <p>Rama : <i>Iya</i>.</p> | <p>Properly implemented by the learner</p> |
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| <p>I : Lebih memahami LKS atau buku paket?</p> <p>Rama : LKS.</p> <p>I : Kenapa?</p> <p>Rama : Contoh-contohnya lebih paham di LKS. Materinya <i>to the point</i>, contoh – contohnya <i>kaya</i> rumusnya, rangkain kata - katanya itu bertahap.</p> <p>I : Jadi Rama lebih memahami materi di LKS daripada di buku paket?</p> <p>Rama : <i>Iya</i>.</p> | <p>Easy to be understood by the student</p> |
| <p>I : Apakah tugas-tugas di LKS ini membantu Rama dalam menguasai <i>skill Expressing dan Responding opinions</i>?</p> <p>Rama : <i>Iya</i>.</p> <p>I : Seberapa <i>improvement</i>-nya?</p> <p>Rama : Bisa langsung menanggapi dan menulis responnya.</p> <p>I : Untuk mengungkapkan <i>opinions</i>-nya?</p> <p>Rama : Bisa merangkai kata-kata sendiri tapi kadang masih sedikit-sedikit lihat terjemahannya dulu.</p> <p>I : Untuk terjemahannya apakah Rama langsung paham?</p> <p>Rama : Ada yang <i>iya</i> ada yang <i>nggak</i>. Kadang-kadang belajar lewat <i>YouTube</i>, jadi belajar sendiri <i>kaya dengerin</i> dialog - dialog di <i>YouTube</i>. Melatih <i>speaking</i>, cara pengucapannya bagaimana.</p> <p>I : Apakah materi dan tugas-tugas yang ada di <i>YouTube</i> sama - sama membantu Rama seperti yang di LKS?</p> <p>Rama : <i>Iya</i>, soalnya sebanding sama yang di <i>YouTube</i>. Kadang melihat contoh di buku dan di <i>YouTube</i> itu kadang ada yang sama.</p> | <p>Task</p> |
| <p>I : Untuk kedepannya setelah lulus sekolah materi ini <i>bakal</i> Rama pakai tidak?</p> <p>Rama : <i>Iya</i>.</p> | <p>Considered to be useful/helpful by the student</p> |

When Participant 1 was asked about the question whether or not he had used or practiced what is contained in this material, he claimed that he often used the word *agree* to express his positive feedback towards a friend’s opinion in online group chat. The expression

“agree” in this material is included as part of the expressions proposed as a form of response towards a person’s opinions and we can see from the excerpt above that Participant 1 often used it in his daily life as an expression of affirmation to his friend’s opinion in an online group chat. The fact that Participant 1 was able to implement what he learned from this chapter properly, this checks out this study’s third point that determine the practicality of a material, which that this material is properly implemented by the learner.

Participant 1 also claimed that the material contained in this chapter was easy for him understand. Participant 1 elaborated on how the material was delivered straight to-the-point followed with the variety of properly structured examples of expressions that he could learn. Due to this, Participant 1 was able to understand the material easily. Therefore, this checks out this study’s second point that determine the practicality of a material, which that this material is easy to be understood by the learner.

Participant 1 affirmed that he considered the material to be useful or helpful for him. We can see that by how the material that he learned helped him so that he was able to give the right expression and using it in the right context. This checks out this study’s first point that determine the practicality of a material, which that this material is considered to be useful/helpful by the student.

An additional discussion regarding to tasks also occurred in this chapter. Participant 1 claimed that he was able to improve his skill in expressing an agreement or a disagreement properly by finishing the tasks provided by the chapter. Participant 1 elaborated more on how he was able to directly make a properly structured response by himself towards a statement contained in the tasks. In order to understand more, Participant 1 learned more about the knowledge relating to this chapter by using Google and YouTube so that he was able to properly express what was contained in this chapter verbally. This shows the tasks contained in this chapter were proven to be very helpful as an additional exercise alongside with the material itself.

In conclusion, Participant 1 affirmed that he considered the material that he learned from this chapter useful or helpful for him in the long run. Participant 1 also stated by how easy the material along with the tasks contained in the chapter was to be understood by him, which was proven by how he was able properly implemented what he learned from this chapter using the right expression and in the right in one of his daily-life situations. This

checks out all of this study’s three points that determine the practicality of a material. Therefore, I can conclude that this material is practical.

Participant 2

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| <p>I : Di kehidupan sehari-hari dipakai <i>ga</i> materi ini?</p> <p>Dimas : Pernah waktu itu pas saya mau <i>ngajak</i> teman - teman saya ngopi, saya ngasih nama tempat gitu terus saya tanya <i>what do you think guys gitu</i>.</p> <p>I : Itu percakapannya terjadi dimana?</p> <p>Dimas : Di grup WA.</p> <p>I : Terus teman-temannya jawab <i>gimana</i>?</p> <p>Dimas : Ya kaya ok, sip, gas gitu.</p> <p>I : <i>I see</i>. Seberapa lancar Dimas bisa mengekspresikan <i>opinions and thoughts</i> dengan sendirinya?</p> <p>Dimas : Sedikit – sedikit miss. Ya kaya <i>in my opinions your activities is good gitu</i>.</p> | <p>Properly implemented by the student</p> |
| <p>I : Setelah lulus sekolah menurut Dimas materi ini apakah akan tetap dipakai?</p> <p>Dimas : Pasti dipakai, <i>kaya</i> waktu rapat gitu miss. Kan biasanya mengusulkan pendapat, terus biar lebih keren <i>gitu kan in my opinion gitu miss</i>.</p> | <p>Considered to be useful/helpful by the learner</p> |

When Participant 2 was asked the question of whether or not he had used or applied what he learnt from this material, he claimed that he used the expression of *what do you think?* to express him asking for opinions from his friends in an online group chat when they were discussing some places that they want to go to to hang out together. We can see from the excerpt above that Participant 2 used one of the expressions in his daily life that he learnt from this material, which is contained in this material. The fact that Participant 2 was able to properly implemented what he learned from this chapter using the right expression and in the right context, this checks out this study’s third point that determine the practicality of a material, which that this material is properly implemented by the learner.

Participant 2 also stated that he considered the material to be useful or helpful for him to be applied. We can see this by how the material that he learned helped him so that he was

knew what expression to be used that was related to show an agreement or a disagreement and he was able to recognize which expression to use in the right context. From this, we can see that the material was indeed useful for him to be used. This checks out this study's first point that determine the practicality of a material, which that this material is considered to be useful or helpful by the student.

Regarding to this study's second point that determine the practicality of a material, which that a material should be easy to be understood by student, Participant 2 did not state explicitly regarding to this matter. Although, we can still understand by analyzing the fact that he was able to execute what he learned properly by using the right expression and using it in the right context. The fact that he was able to properly directly practice the main knowledge of this material shows that Participant 2 understood what he learned from this chapter and this also means that the material contained in this chapter was able to properly deliver the knowledge to the student so that the material was easy for the student to understand, hence why it was easy for Participant 2 to implement what he learned properly. From this, we can understand that this checks out this study's second point that determined the practicality of a material, which that this material is easy to be understood by the learner.

In conclusion, we can see from the excerpts above that Participant 2 affirmed that the material that he learned from this chapter would be useful or helpful for him to be applied in the future. This was proven by how useful it was when Participant 2 was faced with a real-life situation that was related to this material and Participant 2 was able to overcome that by properly implementing the knowledge that he learned from this chapter. From this we can also see that Participant 2 understood the material easily proven by the fact that he was able to properly implement what he learned from this chapter in the right context in one of his real-life situations. This checks out all of this study's three points that determine the practicality of a material. Therefore, I can conclude that this material is practical.

GRADE XII

Chapter 1 "May I Help You?"

This chapter teaches students about how to express wanting to help other people by offering them using expressions that are included in the material such as *May I help you?* *What can I do for you?* and other expressions that have similar meaning along with the response which included such as *Thank you, No It's alright*, etc.

When both participants were asked about whether or not they have used or practiced what they have learnt from this material in their daily lives, here are the results.

Participant 1

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| <p>I : Di kehidupan sehari-hari apakah pernah dipraktekkan sama Rama?</p> <p>Rama : Responnya aja, kaya <i>thank you, you're welcome</i>. Pernah ke Dimas pas ada tugas yang <i>ngga</i> paham saya bilang "<i>Can you help me?</i>" gitu.</p> <p>I : "<i>Can you help me?</i>" itu diucapin pakai <i>English</i>?</p> <p>Rama : <i>Iya</i>, di <i>chat</i> WA. Tapi kaya <i>Can u help me?</i> gitu.</p> <p>I : Terus untuk ucapan <i>thank you</i> sama <i>you're welcome</i> itu dipakai dengan siapa dan di situasi apa?</p> <p>Rama : Paling sering dengan teman.</p> <p>I : Langsung <i>English</i>, ya?</p> <p>Rama : <i>Iya</i>.</p> | <p>Properly implemented by the learner</p> |
| <p>I : <i>I see</i>. Untuk tugasnya bagaimana?</p> <p>Rama : Kalau kemarin itu tugasnya langsung membuat <i>dialogues, foreign</i> gitu, di depan kelas langsung <i>dipraktekin</i> gitu. 2 orang gitu.</p> | <p>Task</p> |
| <p>I : Untuk kedepannya <i>gimana?</i> Bakal <i>diucapin</i> pas lulus sekolah? Khusus materi ini.</p> <p>Rama : <i>Iya</i>.</p> | <p>Considered to be useful/helpful by the student</p> |
| <p>I : Untuk tugas yang diberikan tadi, apakah benar-benar mengasah <i>skill</i> Rama dalam mengungkapkan <i>help</i>?</p> <p>Rama : <i>Iya</i>.</p> | <p>Task</p> |

When asked about whether or not Participant 1 has used or practiced what he has learnt from this material in his daily life he claimed that he used the expression *Can u help me?* or what formally known as *Can you help me?* to express that he needed help from his friend. Participant 1 also practiced the expressions of *Thank you* and *You're welcome* as a form of responses related to this material which are also included in this material. The fact that Participant 1 was able to properly implement what he learned from this chapter using the

right expression in the right context in one of his real-life situation, this checks out this study's third point that determine the practicality of a material, which that this material is properly implemented by the learner.

Participant 1 also affirmed that the material that he learned from this chapter would be useful or helpful for him for future uses remembering how helpful it was when he wanted to express asking for help; hence he used the right expression which was contained in this material and used it in the right context. This checks out this study's first point that determine the practicality of a material, which that this material is considered to be useful or helpful by the student.

An additional discussion regarding to tasks also occurred when talking about this chapter. Participant 1 claimed that tasks that were given were in a form of verbal exercise. Participant 1 was asked by the teacher to practice a short dialogue relating to asking for help in English. Participant 1 claimed that those tasks were very helpful for him in a way where the tasks helped him in regards to improving his understanding in expressing asking and/or offering help as well as his speaking ability. This shows the tasks contained in this chapter were proven to be very helpful as an additional exercise alongside with the material itself.

Regarding this study's second point that determine the practicality of a material, which that a material should be easy to be understood by the learner, Participant 1 did not directly state any implications that showed whether or not the material that he learned from this chapter were easy to be understood by him. However, we can still understand this by analyzing the fact that he explicitly stated that the tasks that were given to him were very useful in order to help him acquire the knowledge from this chapter and that the tasks given were very helpful in terms of improving his understanding regarding the material contained in this chapter. Participant 1 was able to easily understand through direct learning, where he directly practiced the material using the right expressions in the right context as part of the tasks given. This shows how easy the material was to be understood by Participant 1 by directly practicing the expressions contained in the material of this chapter. Therefore, from this we can take a conclusion that this checks out this study's second point that determine the practicality of a material, which that this material is easy to be understood by the student.

In conclusion, we can see from the excerpts above that Participant 1 affirmed that the material that he learned from this chapter was considered to be useful or helpful by him,

which was proven, alongside with the help of the tasks, by how he was able to use the right expression that he learned from this chapter in the right context in one of his real-life situations. The fact that Participant 1 was able to properly implement the material that he learned from this chapter implied that Participant 1 understood the material easily. These check out all of this study's three points that determine the practicality of a material. Therefore, I can conclude that this material is practical.

Participant 2

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| <p>I : Materi ini apakah mudah dipahami menurut dimas?</p> <p>Dimas : Menurut saya masih kurang karena masih banyak kalimat-kalimat yang perlu disaring, <i>ga to the point</i> gitu. Contoh-contohnya juga kurang dan sedikit, sementara tipe belajarnya saya itu belajar dari contoh-contoh soal <i>gitu</i>.</p> <p>I : Apakah hal tersebut menjadi halangan untuk dimas dalam memahami materinya?</p> <p>Dimas : <i>Ngga</i>, karena saya suka cari referensi sendiri, belajar sendiri di luar buku.</p> | <p>Easy to be understood by the student</p> |
| <p>I : Untuk tugas-tugasnya bagaimana?</p> <p>Dimas : Tugas-tugasnya dikirim lewat grup WA oleh gurunya, <i>kaya foto gitu</i>.</p> <p>I : Tugas – tugas yang diterima Dimas apakah mengasah kemampuan Dimas untuk meningkatkan <i>skill</i> dalam meminta bantuan di English?</p> <p>Dimas : Sangat mengasah, tugasnya itu juga ada prakteknya, praktek ya <i>kaya</i> memberikan bantuan gitu, dalam bentuk speaking, adegan gitu ditampilkan di depan kelas.</p> | <p>Task</p> |
| <p>I : Di kehidupan sehari-hari nya pakai pengucapan yang ada di Chapter 1 ini <i>ngga</i>?</p> <p>Dimas : Kadang sesekali pernah ke bilang ke Rama, kadang kan saya sama Rama ngomong ada sedikit-sedikit Inggris-nya, jadi kadang kalau saya butuh bantuan buat selesaikan tugas <i>gitu</i> ke Rama saya bilang <i>woy help me gitu</i>.</p> <p>I : <i>I see</i>. Sering <i>kah</i> itu?</p> <p>Dimas : Saya yang sering tanya ke anaknya, soalnya <i>kan</i> Rama lebih pintar Bahasa Inggrisnya dari saya. Kadang saya juga belajar sendiri pakai <i>Google</i></p> | <p>Properly implemented by the learner</p> |

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When Participant 2 was asked whether or not he had used or practiced what he learnt from this material in his daily life, he claimed that he used the expression *help me*, which is the short version of *Can you help me?* to his friend to express that he needed help. The expressions *help me* is the short and to-the-point version of *Can you help me?*. Although it is a short and to-the-point version of the expression *Can you help me?* which is the one that is included in the material, it still holds the exact same meaning. The fact that Participant 2 was able to properly applied what he learned from the material contained in this chapter and use the right expression in the right context, this checks out this study's thir point that determine the practicality of a material, which that this material is properly implemented by the learner.

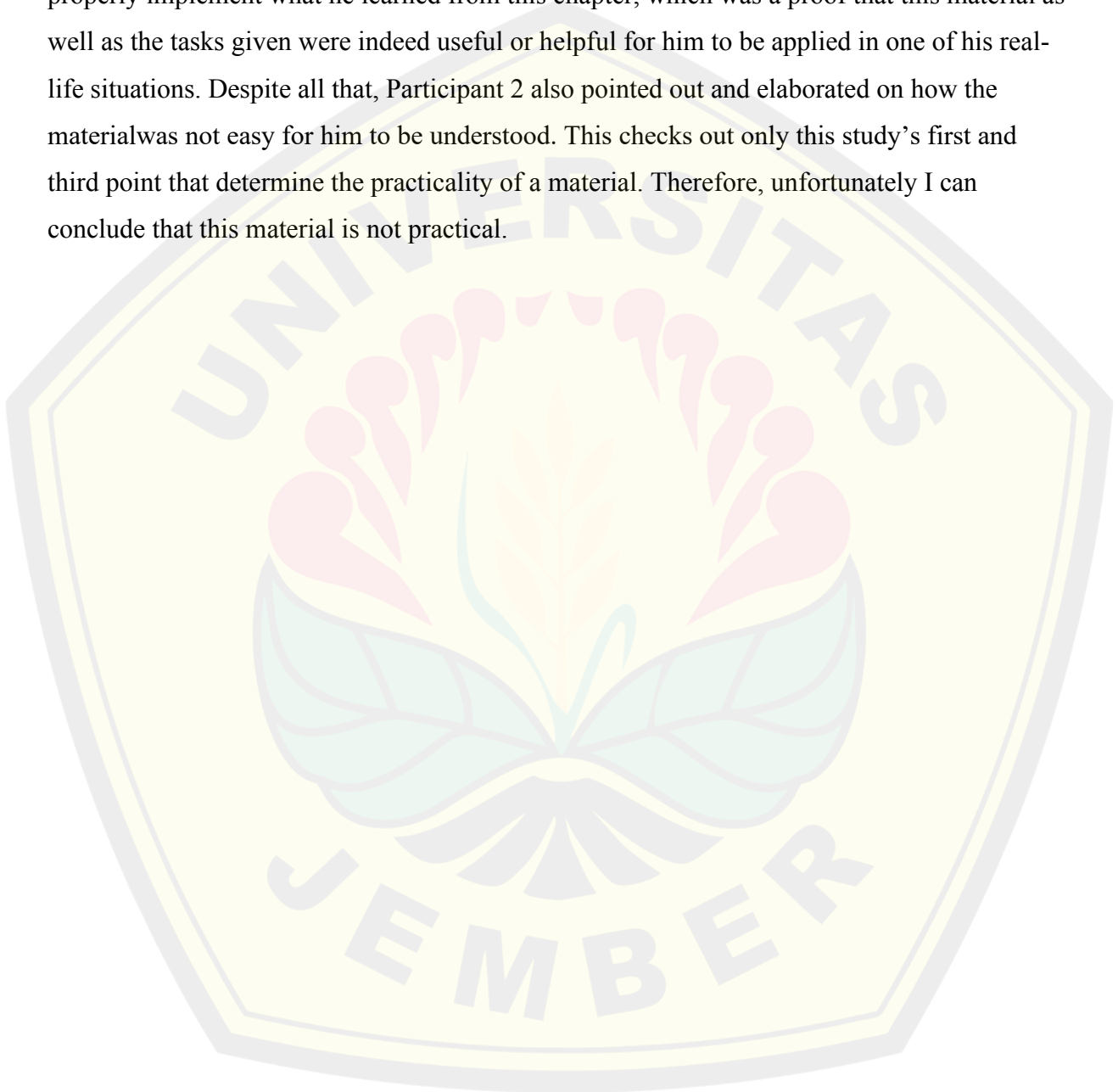
Participant 2 pointed out that the material contained in the chapter was a bit difficult for him to be understood. Participant 2 elaborated more on how the material was delivered in a way that it was too much to be obtained and that it was difficult to be understood because the material was delivered in a way where it was not straight to-the-point. Participant 2 also added that the material did not really provide many examples that can be learned by Participant 2, which was the opposite of Participant 2's style of learning where he only needed examples in order to understand the material. Participant 2 stated that the way to overcome his difficulties in learning this material, he tried to study by himself by learning the same material from other books. This does not check out this study's second point that determine the practicality of a material, because this material was not easy to be understood by Participant 2.

As an additional discussion, Participant 2 claimed the tasks that were given regarding to the material contained in this chapter were very helpful for him in terms of improving his knowledge in expressing asking and offering help as well as improving his speaking ability in English. Participant 2 stated that the tasks were given in form of videos that contained expressions regarding to asking and offering help that can be learned by Participant 2 in order to be able to verbally speak those expression by himself, which was eventually succeeded when Participant 2 was able to speak the right expression related to this material in the right context.

However we can still understand whether or not Participant 2 considered the material to be useful or helpful for him by analyzing how he was able properly implemented what he

learned from this chapter. The fact that he was able to use the right expression in the right context showed that the material that he learned implied that what he learned was indeed useful for him to be used in the one of his real-life situations. This checks out this study's first point that determine the practicality of a material, which that this material is considered to be useful or helpful by the student.

In conclusion, we can see from the excerpts above that Participant 1 was able to properly implement what he learned from this chapter, which was a proof that this material as well as the tasks given were indeed useful or helpful for him to be applied in one of his real-life situations. Despite all that, Participant 2 also pointed out and elaborated on how the material was not easy for him to be understood. This checks out only this study's first and third point that determine the practicality of a material. Therefore, unfortunately I can conclude that this material is not practical.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings, I can conclude that all of the materials, except Chapter 3 which was included in the Grade XII workbook, that were being discussed during the interview are proven to be practical based on the approval and statements by the participants themselves. The statements confirmed that the participants applied the materials that they learned in their daily life shows that the materials in their workbook are proven to be practical.

Moreover, these findings are able to answer the research question of this study.

From this conclusion, I believe that it is safe to say that the English materials contained in the participants' workbook are practical.

5.2 Suggestions

Teachers and workbook makers are suggested to use the information from the findings of this study to give them some enlightenments about the importance of the practicality of a material contained in a workbook for students to be used or applied to help them face daily life situations that are related to daily communication in their daily lives.

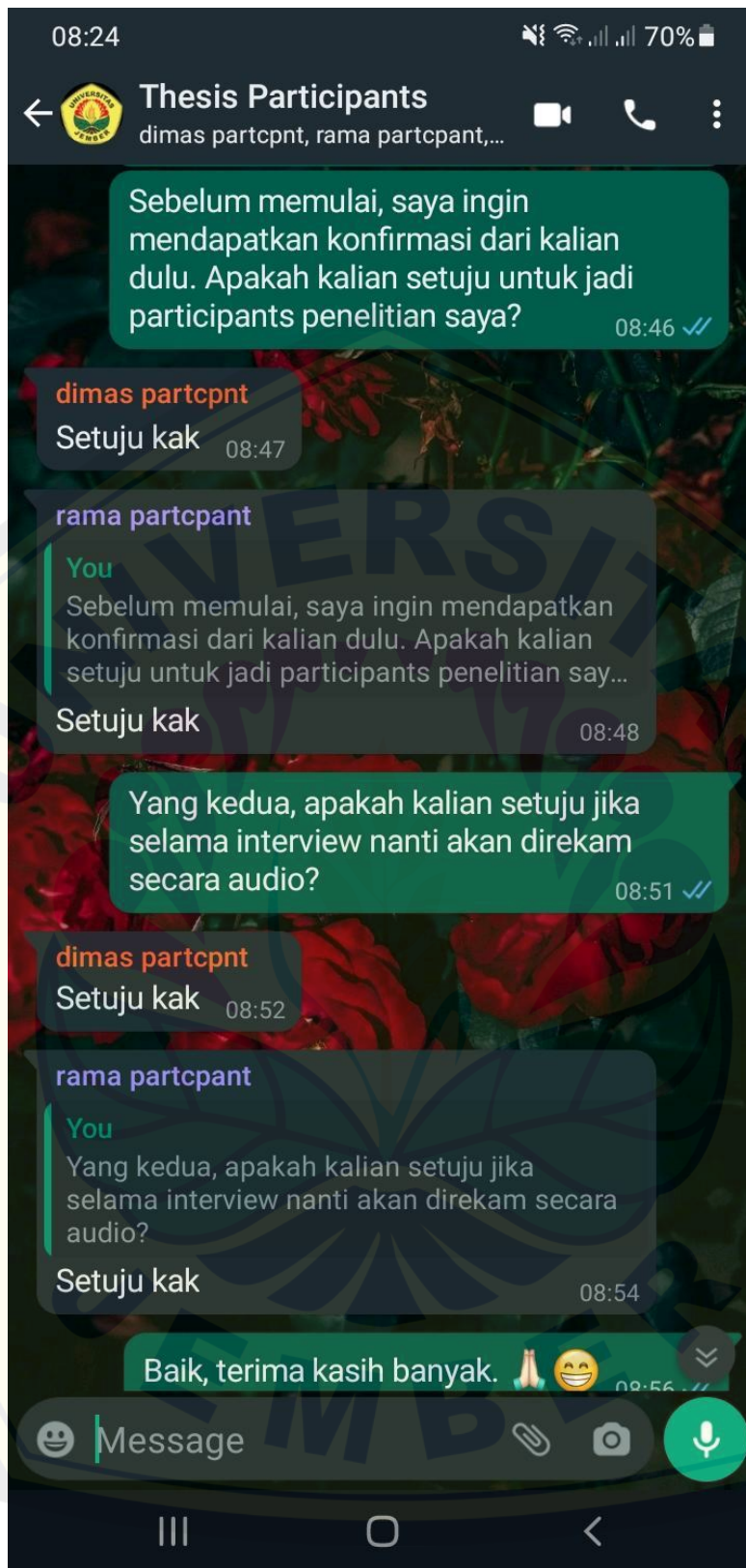
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Hal : Permohonan Izin Penelitian

0 8 AUG 2022

Yth. Kepala Sekolah
SMA Negeri Balung
di Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

| | |
|-------------------------|------------------------------|
| Nama | : Rizqi Budi Nurani |
| NIM | : 170210401093 |
| Jurusan | : Pendidikan Bahasa dan Seni |
| Program Studi | : Pendidikan Bahasa Inggris |
| Jangka Waktu Penelitian | : Agustus 2022 |

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMA Negeri Balung dengan judul "Senior High School Students' Perceptions Towards The Practicality of the Materials in the English Course books Used in Their Classroom". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.





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PERNYATAAN KESEDIAAN

Yang bertanda tangan di bawah ini :

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Menyatakan dengan sesungguhnya, bahwa kami bersedia ditempati kegiatan Penelitian Mahasiswa Universitas Negeri Jember pada Semester Ganjil Tahun Akademik 2022/2023.

Demikian surat pernyataan ini kami buat dengan sesungguhnya tanpa adanya paksaan atau tekanan dari pihak manapun, untuk digunakan sebagaimana perlunya.

Balung, 10 Agustus 2022



SUGENG ISWANTO, S.Pd
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GRADE X

Chapter 1 Self-Introduction

Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Pembelajaran unsur kebahasaan: pronoun, adjective, objective, possessive)

4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pengalaman Belajar

Melalui proses pembelajaran *Self-Introduction*, siswa memperoleh pengalaman belajar sebagai berikut:

- Menyimak dan menirakan beberapa contoh interaksi terkait diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar.
- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan cara meminta serta memberi informasi tentang diri dan hubungan keluarga.
- Mengidentifikasi makna, tujuan, struktur, dan unsur kebahasaan yang terdapat dalam teks interaksi transaksional terkait dengan diri dan hubungan keluarga sesuai dengan pengucapannya.
- Mempelajari contoh teks interaksi terkait diri dan hubungan keluarganya.
- Saling menyimak dan bertanya jawab tentang diri dan masing-masing dengan teman-temannya.
- Menarik dan memberi informasi tentang diri dan hubungan keluarga dengan melibatkan unsur kebahasaan berupa *pronoun, adjective, objective, dan possessive*.

A Introduction

Welcome to senior high school! Today is your first English class. At the first time, we must be asked to introduce ourselves. What should we mention in our self-introduction? Name, hometown, last school, and hobbies, right? Sometimes, we are asked to mention our family. In this part, we are going to discuss self-introduction and kinship.

Activity: Warming Up

A. Pay attention to the following pictures! Then discuss the situations with your partner!

1. Hello, English! Let me introduce myself. My name is Riko. I don't know Riko. I graduated from SMP Harapan 2.

2. What is his name?
His name is Umar. He is my father.

Chapter 2 Congratulations and Compliments

Kompetensi Dasar

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan menyatakan ucapan selamat dan memuji, bertepatan (keberhasilan, sports event) sesuai dengan konteks penggunaannya.

4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menyatakan selamat dan memuji bertepatan (keberhasilan, sports event) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pengalaman Belajar

Melalui proses pembelajaran *Congratulations and Compliments*, siswa memperoleh pengalaman belajar sebagai berikut:

- Mengidentifikasi dan menirakan beberapa contoh peristiwaaan (keberhasilan, sports event) yang berkaitan dengan ucapan selamat dan pujian yang benar.
- Menggunakan fungsi sosial, struktur, dan unsur kebahasaan ungkapan-ungkapan selamat dan memuji bertepatan (keberhasilan, sports event).
- Menggunakan ungkapan memuji ucapan selamat dan memuji bertepatan (keberhasilan, sports event) dengan tepat.
- Melakukan ungkapan yang tepat secara lisan/tulis dan berbagai bentuk.
- Menggunakan ungkapan memuji selamat dan memuji bertepatan (keberhasilan, sports event) dengan guru dan teman secara alamiah dalam diri di luar kelas.

A Introduction

Pay attention to the following picture!
What are those girls doing? According to your opinion, why are they clapping and cheering while one of them is crying? The girl who is crying holds a trophy. What do you think of the situation in the picture?
People usually congratulate and compliment someone who has reached a success. Congratulating and complimenting someone won or are good ways to keep good relationship with others. Some ways can be good ways to congratulate and compliment someone. We may congratulate and compliment directly through spoken words, but we can also send a congratulation card to him/her.

In this chapter, we are going to discuss more about how to congratulate and compliment someone correctly in English.

Activity 1: Warming Up

Work in pairs! Discuss the difference between congratulating and complimenting someone in our culture and Western culture!

| No. | Questions | In Our Culture | In Western Culture |
|-----|--|----------------|---------------------------|
| 1. | What do you do to congratulate someone? | Shaking hand. | Shaking hand and hugging. |
| 2. | What do you usually say to congratulate someone? | | |
| 3. | What do you usually say to compliment someone? | | |
| 4. | Do you also compliment someone when congratulating someone? | | |
| 5. | What are people's responses after getting congratulations and compliments? | | |

Chapter 3 Our Intention

Kompetensi Dasar

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

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

Pengalaman Belajar

Melalui proses pembelajaran *Our Intention*, siswa memperoleh pengalaman belajar sebagai berikut:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis untuk menyatakan dan menanyakan niat melakukan sesuatu.
- Menanyakan dan menyatakan niat untuk melakukan sesuatu sesuai dengan konteks.
- Menirakan beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan.
- Mengidentifikasi dengan menyebutkan, persamaan serta perbedaan dari contoh-contoh berdasarkan isi dan cara pengungkapannya.
- Bermain game terkait dengan niat melakukan sesuatu.
- Menggunakan ungkapan menyatakan serta menanyakan niat melakukan sesuatu dalam interaksi dengan guru dan teman.

A Introduction

What is your plan today? A plan is a set of decisions about how to do something in the future. In other words, a plan is a set of actions that have been thought of as a way to do or achieve something or something that a person intends to do. In this chapter, we are going to discuss about asking for and giving information about intention or plan to do something.

Activity 1: Warming Up

Let's play a game with *I'm going to!*

Rule and example:

Keywords: BALL

Play begins by one person saying *"I'M GOING ON A CAMPING TRIP AND I'M GOING TO BRING ..."* At this point the person talking picks anything s/he would like to bring on the trip, but it must begin with the letter based on the last letter of the first person's "camping accessory".

Start (first person): I'm going on a camping trip and I'm going to bring a BAG.

Response (Others): Okay, you can come with us.

Second person: I'm going on a camping trip and I'm going to bring an APPLE.

Response (Others): Okay, you can come with us.

Third person: I'm going on a camping trip and I'm going to bring a TOY.

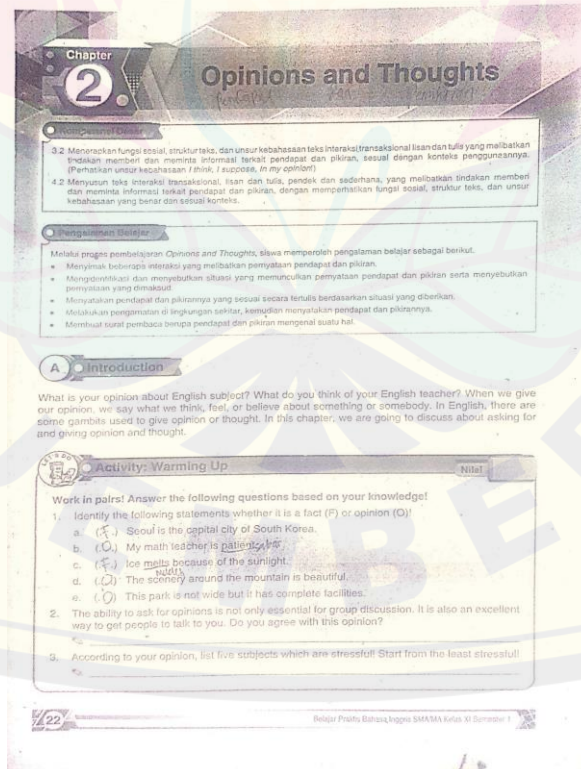
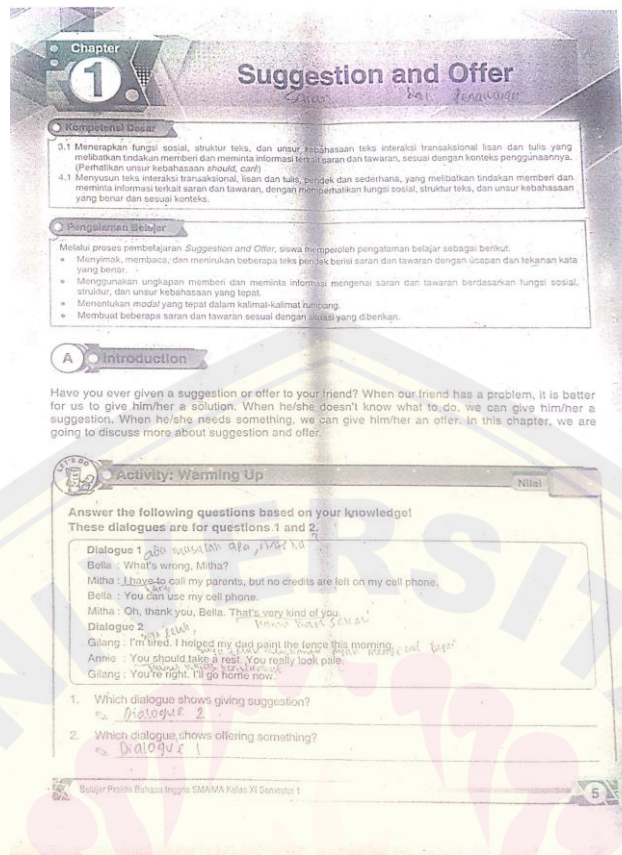
Response (Others): No, you can't bring a TOY. (The third person gets a punishment.)

Fourth person: I'm going on a camping trip and I'm going to bring a LONG PANTS.

Response (Others): Okay, you can come with us.

Etc.

GRADE XI



Chapter 1

May I Help You?



Source: www.cdn2.dubaiairports.ae

Tujuan Pembelajaran

Setelah mempelajari Bab 1, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *May I help you? What can I do for you? What if ...?*)
- 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

Halaman Apersepsi

1



Audio Transcript

The following transcription is based on what was spoken during the audio – recorded interview. There are two participants hence there are two audio-recorded interviews. The interviewer, which is myself, written as “I” and the participants’ names are shown along with the second participant. Both participants have expressed their agreement to be the participants of my study and towards the fact that the interview was recorded.

According to Braun and Clarke’s (2008) thematic analysis method which was applied in my study in the fourth stage which is *Searching for Themes*, there is only one theme that occurred in the transcription. This theme answers directly to the research question of my study regarding the practicality of English materials, whether or not the participants have used or applied what they have learnt from the materials in their workbooks in their daily lives.

Participant 1 (Rama)

I : Pertama mulai dari materi kelas X semester 1 yang berhubungan dengan *daily communication* yaitu Chapter 1 “Self-Introduction” yang isinya tentang perkenalan diri sendiri, ya?

Rama : Yes.

I : Bisa jelaskan sedikit berdasarkan pemahamannya Rama materi ini tentang apa?

Rama : Intinya itu lebih ke memperkenalkan diri sendiri tentang nama, kelas, terus hobi, favourites.

I : Apakah materi ini membantu rama dalam mengasah skill *self-introduction* nya?

Rama: Sangat membantu.

I : Apakah pernah digunakan di kehidupan sehari hari?

Rama : Pernah, waktu saya mengikuti ekstrakurikuler *English Day and then* saya disuruh untuk memperkenalkan diri di depan kalangan.

I : Menurut Rama apakah materi di LKS ini membantu Rama untuk mengasah skill *self-introduction* nya?

Rama : *Yes*, karena *kayak* banyak dari mengerjakan soal disitu lengkap LKS.

I : *I see*. Sekarang lanjut di tugas – tugasnya. Rama *udah ngerjain* tugas-tugas yang disini?

Rama : Ya.

I : Materi di Chapter 1 “Self-Introduction” ini apakah benar – benar membantu Rama dalam meningkatkan *skill self-introduction* nya?

Rama : Ya, melatih tahap-tahap cara *introduction gitu*.

I : Ok. We move on to Chapter 2 *from* LKS “Congratulations and Compliments”. Bisa diberikan sedikit materinya tentang Chapter 2 “Congratulations and Compliments” itu bagaimana?

Rama : *Kaya* cara mengucapkan respon dalam berterima kasih dan *complimenting others*. *Congratulation kaya* mengucapkan selamat *gitu*, *kaya* memberi pujian *gitu*.

I : Kalau dihubungkan ke kehidupan sehari hari apakah dipakai atau dipraktikkan?

Rama : Dipakai, tapi saya *bilangnya congrats gitu* bukan *congratulations*. Waktu teman saya mendapatkan juara menang lomba pidato saya mengucapkan *congrats gitu*. Terus teman saya melukis dan lukisannya bagus saya puji *kaya gambarannya so beautiful*.

I : Ada lagi selain itu?

Rama : *Kayak* waktu itu ekstrakurikuler yang *SD kan* mengadakan *study praktek* di Bromo. Kita *tuh* langsung mempraktekan langsung *kayak* dialog sama orang turis yang datang kesana. Awalnya *kayak dialogues* mereka bilang aksen Bahasa Inggrisku oh lumayan bagus dan saya memberikan pujian kembali kepada mereka *kayak* dia bilang wah *your English so good* dan aku mengucapkan kembali *your English so good too*.

I : Karena materi ini apakah Rama bisa memahami kalau itu tentang *congratulating* sama *complimenting others*?

Rama : Yes.

I : Rama lebih *prefer* yang mana dalam hal memahami materinya dengan mudah?

Rama : Dari LKS, karena yang di buku itu jarang dibuka. Lebih sering menggunakan buku LKS.

I : *I see*. Kenapa Rama lebih *prefer* materi di LKS daripada buku paket? Selain karena buku paket yang tidak pernah dibuka.

Rama : Karena mudah dipahami dan ada contoh yang aku mudah pahami juga.

I : *I see. Then we move on to the task, tugas – tugas nya. Gimana tugas-tugas yang di LKS untuk Chapter 2, apakah benar - benar mengasah skill Rama in trying to congratulating and complimenting others?*

Rama : Ada yang bisa mudah dipahami ada yang tidak. *Kaya* ada beberapa soal yang cukup mudah dikerjakan, karena arti katanya banyak yang tahu. Terus yang susah dipahami itu yang *kaya* jawabannya membuat pendapat sendiri.

I : Apakah tugas-tugas itu benar-benar *bikin skill* Rama *improve* dalam *congratulating dan complimenting others?*

Rama : *Iya*.

I : Okay. Apakah ada lagi yang mau diomongin?

Rama : *Ndak* sudah.

I : Untuk Chapter 1 tadi ada sesuatu yang mau diomongin lagi *maybe?*

Rama : *Ndak*.

I : *Are you sure?*

Rama : *Yes*.

I : Okay. Sekarang bisa *move on to* Chapter 3?

Rama : *Yes*.

I : *Okay*. Chapter 3 “Our Intention” . *Inget* materinya tentang apa?

Rama : Tentang apa yang akan dilakukan Kaya rencana plan ke depan. Di *future gitu*. *Kaya will, going to gitu Kaya* apa yang akan dilakukan, rencana yang akan datang *gitu*. *Kaya I’m going to, I would like, I will, terus I want to gitu*.

I : *Okay*. So, untuk materi ini Rama *praktekin ga* di kehidupan sehari – hari?

Rama : Pernah waktu sama temen satu ekskul English Day, tapi saya pakai *wanna, kaya wanna join, kaya ngajak bareng* satu kelompok *gitu*.

I : Itu Rama kapan pakainya?

Rama : Sepulang sekolah.

I : *Okay*. Untuk tugas-tugasnya sendiri apa membantu Rama dalam memahami materinya?

Rama : Ya, *kaya* bisa merangkai kata-katanya *gitu*. Terus tahu *slang words* juga *kaya wanna* tadi itu.

I : Untuk kedepannya mungkin menurut Rama *bakal dipake ga* ketika Rama lulus sekolah?

Rama : Kemungkinan *dipake*.

I : Dan itu bakal Rama *inget* terus?

Rama : Ya

I : Apakah Rama *anggap* itu *bakal* berguna di kedepannya?

Rama : Ya

I : Rama mau *move on* ke materi kelas 11?

Rama : *Yes*.

I : Ok, *first*, untuk buku materi kelas 11 yang dipakai lebih sering buku paket atau LKS?

Rama : LKS.

I : Untuk buku paket sama sekali *ga* pernah dibuka atau jarang?

Rama : Jarang.

I : Disuruh membaca atau suruh mengerjakan tugas?

Rama : Membaca.

I : Ok. Mau lanjut ke materi kelas 11 Chapter 1?

Rama : Ya.

I : Ok. Chapter 1 kelas 11 dari LKS “Suggestion and Offer”. Ingat materinya tentang apa?

Rama : *Kaya* memberikan saran, terus pengucapannya *kaya I think so, I don't think so*. *Kaya* pendapat tentang gambar ini bagus atau *ndak*. Apa dah, *how about*, yang paling sering *denger*.

I : Untuk materi tentang *Suggestion and Offer* ini Rama praktekan tidak di kehidupan sehari-hari?

Rama : *Kaya what do you think* sama *temen* gitu. *What do you think*-nya pakai Inggris tapi yang seterusnya pakai Bahasa Indonesia.

I : Ok. Itu dipakai dimana? Di luar sekolah?

Rama : *Iya* sama *temen*, di chat WA.

I : Menurut Rama kenapa lebih paham di LKS?

Rama : Contoh dan pembahasannya itu lebih mudah dipahami, *to the point*, terus terjemahan kata-katanya familiar juga.

I : Ok. Mau *move on* ke tugasnya?

Rama : *Iya*.

I : Ok. Sekarang tugasnya dari Chapter 1 LKS “Suggestions and Offer”. Menurut rama tugas-tugasnya *gimana? Bener-bener* ngebanu rama dalam memahami materinya secara bertahap atau tidak? Tingkat kesulitannya *gimana?*

Rama : Lumayan bertahap.

I : Dalam artian *gimana?*

Rama : Ada yang sedikit kurang mengerti.

I : Di bagian yang mana?

Rama : *Iya, kaya* ada beberapa arti yang kurang mengerti *gitu*.

I : Di tugas bagian *mana* itu?

Rama : *Kaya ngisi* kolom *kaya gini*.

I : Yang bikin kesusahan apa bagi Rama?

Rama : Susahnya *kaya* kalimat ini menggunakan apa gitu. Misalkan ada pertanyaan *gini* pas responnya itu jawabnya *kaya* merangkai kata – katanya itu kurang tahu. Tapi, kalau ada kata - kata yang familiar *gitu* ya bisa langsung jawab.

I : *I see*. Untuk tugas-tugasnya yang Rama *udah kerjain* di *chapter* ini apakah membantu Rama untuk memahami materinya?

Rama : Iya

I : *Okay. I see*. Untuk kedepannya ketika Rama lulus sekolah materi dan pengucapan untuk mengungkapkan *suggestions and offer* ini *bakal* Rama pakai tidak ketika lulus sekolah?

Rama : Ya. Dipakai.

I : Menurut Rama *bakal* membantu *ga* dalam *speaking English*?

Rama : Iya.

I : Oke. Ada lagi yang mau diungkapin Rama?

Rama : Sudah.

I : *Okay, so mau move on ke Chapter 2?*

Rama : *Iya.*

I : *Okay. Kembali ke buku paket Chapter 2 “Opinions and Thoughts”. Berdasarkan pemahamannya Rama, bisa diceritakan sedikit tentang materi Chapter 2 “Opinions and Thoughts”?*

Rama : *Materinya itu memberikan pendapat dan respon pendapatnya. Opinions kan memberikan pendapat, seperti memberikan suatu pendapat terhadap orang dan kita dapat mengetahui responnya juga gimana, seperti in my opinion, great, I agree, I don't think so.*

I : *Di kehidupan sehari - hari dipakai ga itu?*

Rama : *Paling sering agree gitu aja.*

I : *Itu di situasi gimana?*

Rama : *Kaya percakapan di grup. Kaya pas ada yang tanya di grup kaya “Film ini gimana, guys? terus ada yang jawab gitu kadang saya jawab agree gitu.*

I : *Dengan siapa?*

Rama : *Kebanyakan sih teman*

I : *Dan Rama bilangnyanya langsung pakai English agree gitu?*

Rama : *Iya.*

I : *Lebih memahami LKS atau buku paket?*

Rama : *LKS.*

I : *Kenapa?*

Rama : *Contoh-contohnya lebih paham di LKS. Materinya to the point, contoh – contohnya kaya rumusnya, rangkain kata - katanya itu bertahap.*

I : *Jadi Rama lebih memahami materi di LKS daripada di buku paket?*

Rama : *Iya.*

I : Apakah tugas-tugas di LKS ini membantu Rama dalam menguasai *skill Expressing* dan *Responding opinions*?

Rama : *Iya*.

I : Seberapa *improvement*-nya?

Rama : Bisa langsung menanggapi dan menulis responnya.

I : Untuk mengungkapkan *opinions*-nya?

Rama : Bisa merangkai kata-kata sendiri tapi kadang masih sedikit-sedikit lihat terjemahannya dulu.

I : Untuk terjemahannya apakah Rama langsung paham?

Rama : Ada yang *iya* ada yang *nggak*. Kadang-kadang belajar lewat *YouTube*, jadi belajar sendiri *kaya dengerin* dialog - dialog di *YouTube*. Melatih *speaking*, cara pengucapannya bagaimana.

I : Apakah materi dan tugas-tugas yang ada di *YouTube* sama - sama membantu Rama seperti yang di LKS?

Rama : *Iya*, soalnya sebanding sama yang di *YouTube*. Kadang melihat contoh di buku dan di *YouTube* itu kadang ada yang sama.

I : Untuk kedepannya setelah lulus sekolah materi ini *bakal* Rama pakai tidak?

Rama : *Iya*.

I : Okay. Mau lanjut ke kelas XII?

Rama : *Iya*.

I : Chapter 1 "May I help you?". Apakah materi ini sudah selesai diajarkan di kelas?

Rama : Sudah

I : Bisa diceritakan sedikit apa yang Rama pahami dari materi ini?

Rama : Materinya tentang memberikan bantuan dan respon. Kata-kata yang digunakan *kaya can I help you*, terus *kaya* menanyakan apakah kamu sakit, apakah kamu membutuhkan obat gitu. “*Can I help you?*”. Terus “*May I help you?*”.

I : Di kehidupan sehari-hari apakah pernah dipraktikkan sama Rama?

Rama : Responnya aja, *kaya thank you, you're welcome*. Pernah ke Dimas pas ada tugas yang *ngga* paham saya bilang “*Can you help me?*” gitu.

I : “*Can you help me?*” itu diucapkan pakai *English*?

Rama : *Iya*, di *chat* WA. Tapi *kaya Can u help me?* gitu.

I : Terus untuk ucapan *thank you* sama *you're welcome* itu dipakai dengan siapa dan di situasi apa?

Rama : Paling sering dengan teman.

I : Langsung *English*, ya?

Rama : *Iya*.

I : *I see*. Untuk tugasnya bagaimana?

Rama : Kalau kemarin itu tugasnya langsung membuat *dialogues, foreign* gitu, di depan kelas langsung *dipraktikin* gitu. 2 orang gitu.

I : Untuk kedepannya *gimana*? Bakal *diucapkan* pas lulus sekolah? Khusus materi ini.

Rama : *Iya*.

I : Untuk tugas yang diberikan tadi, apakah benar-benar mengasah *skill* Rama dalam mengungkapkan *help*?

Rama : *Iya*.

I : Ok. Done. That's it. Terima kasih banyak, ya, atas semua responnya. Good job. Terima kasih juga sudah membantu *Mbak* untuk jadi partisipan penelitian.

Rama : *Iya. You're welcome*.

Participant 2 (Dimas)

I : Mulai dari kelas 10. Materi kelas 10 yang dipelajari yaitu tentang Chapter 1 “*Self-Introduction*” atau membicarakan tentang diri sendiri. Sekarang coba Dimas ingat-ingat lagi ini materinya tentang apa?

Dimas : *Iya* tentang memperkenalkan diri kita, nama terus tentang asal dan hobinya terus *kaya* biodata dirinya.

I : Untuk di kehidupan sehari-harinya Dimas, materi perkenalan diri yang diajarkan pernah dipraktikkan?

Dimas : Pernah.

I : Dimana? Di situasi apa?

Dimas : Pada waktu awal masuk kelas 10 *kan* guru-guru sama teman-teman belum mengenali saya, *nah* itu perkenalannya langsung pakai Bahasa Inggris itu. Terus itu nanti *kaya* dikirim ke teman yang lain, jadi *kaya bales – balesan gitu*.

I : Dimas ingat seperti apa itu?

Dimas : Seperti perkenalan nama terus tanggal lahir, hobi, asal sekolah.

I : Masih ingat praktekkannya gimana?

Dimas : Pakai video. Saya waktu itu sama Rama jadi *kaya hadap – hadapan gitu*. Di rumahnya Rama waktu itu.

I : Bisa coba di praktekin lagi?

Dimas : *Hello, Rama. My name is Dimas from grade X IPA 1. I'm from MTS -----, I live in --- --- with my family. In my family, urutannya ada 6 gitu. My hobby is writing. Terus pengalamannya dulu waktu SMP suka ikut olimpiade.*

I : Selain itu ada lagi yang dipakai di kehidupan sehari-hari?

Dimas : Ya yang paling sering kalau ketemu teman di jalan *kaya hey guys gitu*

I : Nanti setelah lulus sekolah, menurut Dimas materi memperkenalkan diri ini masih akan dipakai tidak?

Dimas : Ya masih dipakai. Di universitas misalnya, terus kalau ada *bule-bule* mau kenalan pakai Bahasa Inggris, ga mungkin pakai Bahasa Indonesia.

I : *Okay*. Ada yang mau diomongin lagi tentang materinya? *Feedback* atau saran mungkin?

Dimas : Sudah cukup.

I : *Okay*. Mau move on ke Chapter 2?

Dimas : *Iya*, lanjut.

I : Chapter 2 “*Congratulations and Compliments*”. Bisa dijelaskan tentang apa berdasarkan pemahamannya Dimas?

Dimas : *Kaya* memberikan selamat kepada seseorang yang telah berprestasi terus telah melakukan sesuatu dengan baik. Terus pengucapannya, *semisal* teman saya menang olimpiade, *congratulation* gitu, selamat atas prestasi yang diraih.

I : Pengucapan apa yang paling sering Dimas pakai?

Dimas : Yang paling sering *congratulation*.

I : Kata itu dipakai *ngga* di kehidupan sehari-hari?

Dimas : Dipakai. Waktu *main game*, ya *kaya* temannya menang terus saya ketik *congratulations* gitu.

I : Tugasnya dalam bentuk apa?

Dimas : Membuat kalimat *congratulations* dan membaca percakapan yang ada di LKS.

I : Sekarang Dimas bandingkan, yang lebih *gampang* dipahami yang mana? LKS atau buku paket?

Dimas : Lebih pilih LKS, karena materinya disitu lebih *to the point* terus seperti rangkuman, lebih pendek, lebih singkat, dan lebih rinci.

I : Terus tugas-tugasnya yang Dimas kerjakan di materi Chapter 2 apakah benar-benar mengasah Dimas untuk menguasai *skill* memberikan *congratulations and compliments*?

Dimas : *Iya*, tapi kurang karena tugasnya itu hanya menulis saja bukan sama prakteknya juga.

I : Apakah itu menjadi halangan buat Dimas dalam menguasai materinya atau kemampuannya?

Dimas : Berpengaruh juga, kita cuma tahu kosa katanya tapi tidak tahu nadanya *gimana* cara pengucapannya *gimana*.

I : Terus solusinya Dimas untuk melewati halangan itu bagaimana?

Dimas : Ya belajar sendiri miss, praktek membaca dan lihat literasi yang ada di *YouTube* dan *Google*.

I : Menurut Dimas apakah materi ini akan tetap dipakai ketika Dimas sudah lulus sekolah?

Dimas : Ya dipakai.

I : Ada lagi yang mau diomongin untuk Chapter 2?

Dimas : Tidak ada miss.

I : Mau lanjut?

Dimas : Ya lanjut.

I : Chapter 3 "*Our Intention*". Bisa dijelaskan sedikit apa yang Dimas pahami dari materi Chapter 3?

Dimas : Tentang melakukan suatu kegiatan seperti *I'm going to ngapain gitu*. Pokok tentang cara mengungkapkan ketika ingin melakukan sesuatu *kaya I will, I'm going to*. Kalimat yang digunakan untuk rencana berikutnya.

I : Apakah materi di LKS ini berhasil untuk membuat Dimas paham terhadap materi yang diajarkan?

Dimas : Paham, karena di LKS banyak contoh-contohnya jadi saya paham kalau mau melakukan sesuatu *tuh kaya gini*.

I : Kalau di kehidupan sehari-hari apakah dipakai dari materi ini?

Dimas : Pernah *sih miss*, tapi yang *ga baku miss, kaya gonna*.

I : Itu di situasi apa?

Dimas : Ketika sama teman *online, kaya bilang I'm gonna go play now gitu, kaya ngajak* buat main bareng. Terus kalau sudah selesai saya biasanya bilang *I will sleep now gitu*.

I : I see. Apa ada lagi yang mau diomongin?

Dimas : *Ga* ada.

I : Mau lanjut?

Dimas : Lanjut.

I : Okay. Kelas 11 semester 1 materi Chapter 1 "*Suggestion and Offer*". Apa Dimas ingat tentang materi ini?

Dimas : Memberi saran *gitu miss*.

I : Terus?

Dimas : Memberi saran kepada yang seangkatan sama yang lebih tua gitu. Kalau yang lebih tua itu menggunakan kalimat yang lebih sopan kaya *you should* itu kamu harus gitu. Terus bagaimana cara pemberian saran dan penawaran *gitu miss*. Contohnya *kaya what about going to the park* gitu.

I : Untuk pengucapannya ini Dimas pakai *ga* di kehidupan sehari-hari?

Dimas : Ya sama pas main itu *miss, kaya* kalau pas main itu saya biasanya bilang *you should push*, terus kalau kelihatan *kaya* hampir kalah *gitu* pilih yang *we must retreat* biar temen-temennya mundur gitu.

I : Ok. Dari LKS ini menurut Dimas materinya mudah dipahami atau *ngga*?

Dimas : Mudah dipahami. karena banyak latihan soalnya. Terus ya rinci sama *to the point*, kata-katanya familiar dan *simple*.

I : Tugas-tugasnya yang disini menurut Dimas apakah benar-benar mengasah skill-nya Dimas dalam menguasai materi “*Suggestion and Offer*”?

Dimas : Iya bisa mengasah.

I : Seberapa?

Dimas : 70%

I : 70% itu gimana?

Dimas : Ya kaya mengerjakan soalnya itu bisa menerima suku katanya yang bisa dihafalkan dan bisa dipraktikkan, terus juga bisa memakai kata-kata yang urut kaya contoh-contoh di LKS.

I : *I see*. Mau lanjut?

Dimas : Iya lanjut.

I : Next is Chapter 2 “*Opinions and Thoughts*” di LKS. Apa yang Dimas pahami di Chapter 2 ini?

Dimas : Ini kaya memberikan opini kita ke orang gitu, cara menyampaikan opini kita ke orang gitu. Kaya *in my opinion that is right*. Terus juga kalau mau menolak pendapat orang lain gitu *I agree with your opinion* gitu.

I : Di kehidupan sehari-hari dipakai *ga* materi ini?

Dimas : Pernah waktu itu pas saya mau *ngajak* teman - teman saya ngopi, saya ngasih nama tempat gitu terus saya tanya *what do you think guys* gitu.

I : Itu percakapannya terjadi dimana?

Dimas : Di grup WA.

I : Terus teman-temannya jawab *gimana*?

Dimas : Ya kaya ok, sip, gas gitu.

I : *I see*. Seberapa lancar Dimas bisa mengekspresikan *opinions and thoughts* dengan sendirinya?

Dimas : Sedikit – sedikit miss. *Ya kaya in my opinions your activities is good gitu*.

I : Setelah lulus sekolah menurut Dimas materi ini apakah akan tetap dipakai?

Dimas : Pasti dipakai, *kaya waktu rapat gitu miss*. Kan biasanya mengusulkan pendapat, terus biar lebih keren *gitu kan in my opinion gitu miss*.

I : *I see*. Ada lagi yang mau diomongin untuk materi Chapter 2?

Dimas : *Ga* ada.

I : Ok, mau move on ke Chapter 1 “*May I help you?*” di buku paket kelas XII?

Dimas : Ya.

I : Bisa tolong dijelaskan yang Dimas pahami materi Chapter 1 ini tentang apa?

Dimas : Tentang penawaran memberikan bantuan. Saya memahami tentang bagaimana kalimat untuk memberi, kalimat itu seperti *I can help you*.

I : Materi ini apakah mudah dipahami menurut dimas?

Dimas : Menurut saya masih kurang karena masih banyak kalimat-kalimat yang perlu disaring, *ga to the point* gitu. Contoh-contohnya juga kurang dan sedikit, sementara tipe belajarnya saya itu belajar dari contoh-contoh soal *gitu*.

I : Apakah hal tersebut menjadi halangan untuk dimas dalam memahami materinya?

Dimas : *Ngga*, karena saya suka cari referensi sendiri, belajar sendiri di luar buku.

I : Untuk tugas-tugasnya bagaimana?

Dimas : Tugas-tugasnya dikirim lewat grup WA oleh gurunya, *kaya foto gitu*.

I : Tugas – tugas yang diterima Dimas apakah mengasah kemampuan Dimas untuk meningkatkan *skill* dalam meminta bantuan di English?

Dimas : Sangat mengasah, tugasnya itu juga ada prakteknya, praktek ya *kaya* memberikan bantuan gitu, dalam bentuk speaking, adegan gitu ditampilkan di depan kelas.

I : Di kehidupan sehari-hari nya pakai pengucapan yang ada di Chapter 1 ini *ngga?*

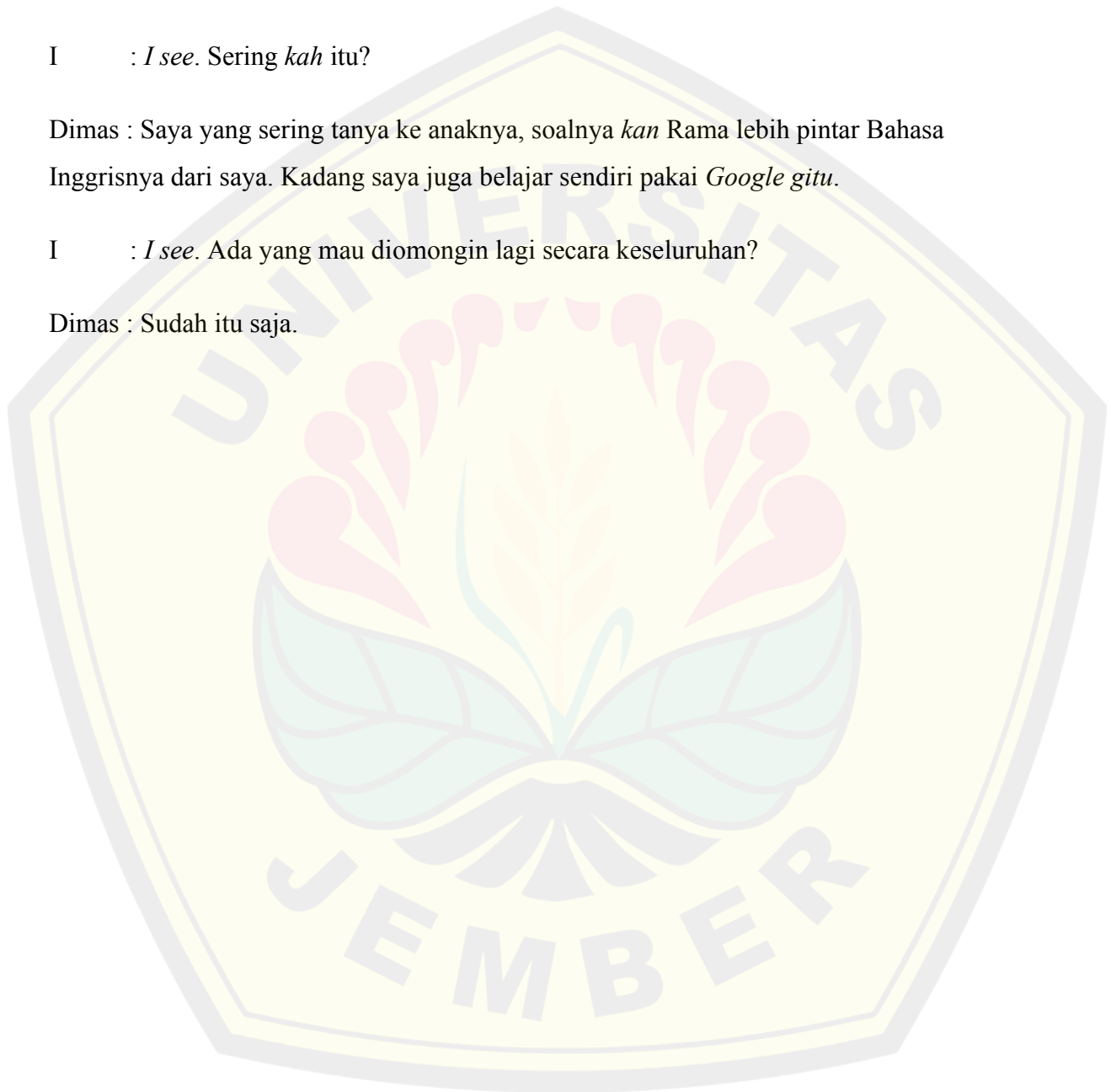
Dimas : Kadang sesekali pernah ke bilang ke Rama, kadang kan saya sama Rama ngomong ada sedikit-sedikit Inggris-nya, jadi kadang kalau saya butuh bantuan buat selesaikan tugas *gitu* ke Rama saya bilang *woy help me gitu*.

I : *I see*. Sering *kah* itu?

Dimas : Saya yang sering tanya ke anaknya, soalnya *kan* Rama lebih pintar Bahasa Inggrisnya dari saya. Kadang saya juga belajar sendiri pakai *Google gitu*.

I : *I see*. Ada yang mau diomongin lagi secara keseluruhan?

Dimas : Sudah itu saja.



Participant 1 (Rama)

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| <p>I : Pertama mulai dari materi kelas X semester 1 yang berhubungan dengan <i>daily communication</i> yaitu Chapter 1 “Self-Introduction” yang isinya tentang perkenalan diri sendiri, ya?</p> <p>Rama : Yes.</p> <p>I : Bisa jelaskan sedikit berdasarkan pemahamannya Rama materi ini tentang apa?</p> <p>Rama : Intinya itu lebih ke memperkenalkan diri sendiri tentang nama, kelas, terus hobi, favourites.</p> | <p>Chapter 1 Grade X</p> |
| <p>I : Apakah materi ini membantu Rama dalam mengasah skill <i>self-introduction</i> nya?</p> <p>Rama: Sangat membantu.</p> | <p>Considered to be useful/helpful by the student</p> |
| <p>I : Apakah pernah digunakan di kehidupan sehari hari?</p> <p>Rama : Pernah, waktu saya mengikuti ekstrakurikuler <i>English Day and then</i> saya disuruh untuk memperkenalkan diri di depan kalangan.</p> | <p>Properly implemented by the learner</p> |
| <p>I : Menurut Rama apakah materi di LKS ini membantu Rama untuk mengasah skill <i>self-introduction</i> nya?</p> <p>Rama : Yes, karena kayak banyak dari mengerjakan soal disitu lengkap LKS.</p> | <p>Considered to be useful/helpful by the student</p> |
| <p>I : <i>I see.</i> Sekarang lanjut di tugas – tugasnya. Rama udah ngerjain tugas-tugas yang disini?</p> <p>Rama : Ya.</p> <p>I : Tugas - tugas di Chapter 1 “Self-Introduction” ini apakah benar – benar membantu Rama dalam meningkatkan skill <i>self-introduction</i> nya?</p> <p>Rama : Ya, melatih tahap-tahap cara introduction gitu.</p> | <p>Task</p> |
| <p>I : Ok. We move on to Chapter 2 <i>from</i> LKS “Congratulations and Compliments”. Bisa diberikan sedikit materinya tentang Chapter 2 “Congratulations and Compliments” itu bagaimana?</p> | <p>Chapter 2 Grade X</p> |

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| <p>Rama : <i>Kaya</i> cara mengucapkan respon dalam berterima kasih dan <i>complimenting others</i>. <i>Congratulation kaya</i> mengucapkan selamat <i>gitu</i>, <i>kaya</i> memberi pujian <i>gitu</i>.</p> | |
| <p>I : Kalau dihubungkan ke kehidupan sehari hari apakah dipakai atau dipraktikkan?</p> <p>Rama : Dipakai, tapi saya bilang <i>congrats gitu</i> bukan <i>congratulations</i>. Waktu teman saya mendapatkan juara menang lomba pidato saya mengucapkan <i>congrats gitu</i>. Terus teman saya melukis dan lukisannya bagus saya puji kaya gambarannya <i>so beautiful</i>.</p> <p>I : Ada lagi selain itu?</p> <p>Rama : <i>Kayak</i> waktu itu ekstrakurikuler yang SD <i>kan</i> mengadakan <i>study</i> praktek di Bromo. Kita <i>tuh</i> langsung mempraktekan langsung <i>kayak</i> dialog sama orang turis yang datang kesana. Awalnya <i>kayak dialogues</i> mereka bilang aksen Bahasa Inggris oh lumayan bagus dan saya memberikan pujian kembali kepada mereka <i>kayak</i> dia bilang wah <i>your English so good</i> dan aku mengucapkan kembali <i>your English so good too</i>.</p> | <p>Properly implemented by the learner</p> |
| <p>I : Karena materi ini apakah Rama bisa memahami kalau itu tentang congratulating sama complimenting others?</p> <p>Rama : Yes.</p> | <p>Considered to be useful/helpful by the student</p> |
| <p>I : Rama lebih <i>prefer</i> yang mana dalam hal memahami materinya dengan mudah?</p> <p>Rama : Dari LKS, karena yang di buku itu jarang dibuka. Lebih sering menggunakan buku LKS.</p> <p>I : <i>I see</i>. Kenapa Rama lebih <i>prefer</i> materi di LKS daripada buku paket? Selain karena buku paket yang tidak pernah dibuka.</p> <p>Rama : Karena mudah dipahami dan ada contoh yang aku mudah pahami juga.</p> | <p>Easy to be understood by the student</p> |
| <p>I : <i>I see</i>. <i>Then we move on to the task</i>, tugas – tugas nya. <i>Gimana</i> tugas-tugas yang di LKS untuk Chapter 2, apakah benar - benar mengasah skill Rama <i>in trying to congratulating and complimenting others</i>?</p> <p>Rama : Ya. Ada yang bisa mudah dipahami ada yang tidak. <i>Kaya</i> ada beberapa soal yang cukup mudah dikerjakan, karena arti katanya banyak yang tahu. Terus yang susah dipahami itu yang <i>kaya</i> jawabannya membuat pendapat sendiri. Tapi karena sering belajar sendiri akhirnya bisa.</p> <p>I : Anakah tugas-tugas itu benar-benar <i>bikin skill</i> Rama <i>improve</i> dalam</p> | <p>Task</p> |

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| <p><i>congratulating dan complimenting others?</i></p> <p>Rama : <i>Iya.</i></p> | |
| <p>I : Okay. Apakah ada lagi yang mau diomongin?</p> <p>Rama : <i>Ndak</i> sudah.</p> <p>I : Untuk Chapter 1 tadi ada sesuatu yang mau diomongin lagi <i>maybe?</i></p> <p>Rama : <i>Ndak.</i></p> <p>I : <i>Are you sure?</i></p> <p>Rama : <i>Yes.</i></p> <p>I : Okay. Sekarang bisa <i>move on to</i> Chapter 3?</p> <p>Rama : <i>Yes.</i></p> <p>I : <i>Okay.</i> Chapter 3 “Our Intention” . <i>Inget</i> materinya tentang apa?</p> <p>Rama : Tentang apa yang akan dilakukan Kaya rencana plan ke depan. Di <i>future gitu. Kaya will, going to gitu Kaya</i> apa yang akan dilakukan, rencana yang akan datang <i>gitu. Kaya I’m going to, I would like, I will, terus I want to gitu.</i></p> | <p>Chapter 3 Grade X</p> |
| <p>I : Okay. So, untuk materi ini Rama <i>praktekin ga</i> di kehidupan sehari – hari?</p> <p>Rama : Pernah waktu sama temen satu ekskul English Day, tapi saya pakai <i>wanna, kaya wanna join, kaya ngajak bareng</i> satu kelompok <i>gitu.</i></p> <p>I : Itu Rama kapan pakainya?</p> <p>Rama : Sepulang sekolah.</p> | <p>Properly implemented by the learner</p> |
| <p>I : Okay. Untuk tugas-tugasnya sendiri apa membantu Rama dalam memahami materinya?</p> <p>Rama : Ya, <i>kaya</i> bisa merangkai kata-katanya <i>gitu.</i> Terus tahu <i>slang words</i> juga <i>kaya wanna</i> tadi itu.</p> | <p>Task</p> |
| <p>I : Untuk kedepannya mungkin menurut Rama <i>bakal dipake ga</i> ketika Rama lulus sekolah?</p> <p>Rama : Kemungkinan <i>dipake.</i></p> | <p>Considered to be useful/helpful by the student</p> |

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| <p>I : Dan itu bakal Rama <i>inget</i> terus?</p> <p>Rama : Ya</p> <p>I : Apakah Rama <i>anggep</i> itu <i>bakal</i> berguna di kedepannya?</p> <p>Rama : Ya</p> | |
| <p>I : Rama mau <i>move on</i> ke materi kelas 11?</p> <p>Rama : <i>Yes</i>.</p> <p>I : Ok, <i>first</i>, untuk buku materi kelas 11 yang dipakai lebih sering buku paket atau LKS?</p> <p>Rama : LKS.</p> <p>I : Untuk buku paket sama sekali <i>ga</i> pernah dibuka atau jarang?</p> <p>Rama : Jarang.</p> <p>I : Disuruh membaca atau suruh mengerjakan tugas?</p> <p>Rama : Membaca.</p> <p>I : Ok. Mau lanjut ke materi kelas 11 Chapter 1?</p> <p>Rama : Ya.</p> <p>I : Ok. Chapter 1 kelas 11 dari LKS “Suggestion and Offer”. Ingat materinya tentang apa?</p> <p>Rama : <i>Kaya</i> memberikan saran, terus pengucapannya <i>kaya I think so, I don't think so. Kaya</i> pendapat tentang gambar ini bagus atau <i>ndak</i>. Apa dah, <i>how about</i>, yang paling sering <i>denger</i>.</p> | <p>Chapter 1 Grade XI</p> |
| <p>I : Untuk materi tentang <i>Suggestion and Offer</i> ini Rama praktekkan tidak di kehidupan sehari-hari?</p> <p>Rama : <i>Kaya what do you think sama temen gitu. What do you think-nya</i> pakai Inggris tapi yang seterusnya pakai Bahasa Indonesia.</p> <p>I : Ok. Itu dipakai dimana? Di luar sekolah?</p> <p>Rama : <i>Iya sama temen, di chat WA.</i></p> | <p>Properly implemented by the learner</p> |
| <p>I : Menurut Rama kenapa lebih paham di LKS?</p> <p>Rama : Contoh dan pembahasannya itu lebih mudah dipahami, <i>to the point</i>,</p> | <p>Easy to be understood by the student</p> |

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| <p>terus terjemahan kata-katanya familiar juga.</p> | |
| <p>I : Ok. Mau <i>move on</i> ke tugasnya?</p> <p>Rama : Iya.</p> <p>I : Ok. Sekarang tugasnya dari Chapter 1 LKS “Suggestions and Offer”. Menurut rama tugas-tugasnya <i>gimana</i>? <i>Bener-bener</i> ngebantu rama dalam memahami materinya secara bertahap atau tidak? Tingkat kesulitannya <i>gimana</i>?</p> <p>Rama : Lumayan bertahap.</p> <p>I : Dalam artian <i>gimana</i>?</p> <p>Rama : Ada yang sedikit kurang mengerti.</p> <p>I : Di bagian yang mana?</p> <p>Rama : <i>Iya, kaya</i> ada beberapa arti yang kurang mengerti <i>gitu</i>.</p> <p>I : Di tugas bagian <i>mana</i> itu?</p> <p>Rama : <i>Kaya ngisi</i> kolom <i>kaya gini</i>.</p> <p>I : Yang bikin kesusahan apa bagi Rama?</p> <p>Rama : Susahnya <i>kaya</i> kalimat ini menggunakan apa gitu. Misalkan ada pertanyaan <i>gini</i> pas responnya itu jawabnya <i>kaya</i> merangkai kata – katanya itu kurang tahu. Tapi, kalau ada kata - kata yang familiar <i>gitu</i> ya bisa langsung jawab.</p> <p>I : <i>I see</i>. Untuk tugas-tugasnya yang Rama <i>udah kerjain</i> di <i>chapter</i> ini apakah membantu Rama untuk memahami materinya?</p> <p>Rama : Iya</p> | <p style="text-align: center;">Task</p> |
| <p>I : <i>Okay, I see</i>. Untuk kedepannya ketika Rama lulus sekolah materi dan pengucapan untuk mengungkapkan <i>suggestions and offer</i> ini <i>bakal</i> Rama pakai tidak ketika lulus sekolah?</p> <p>Rama : Ya. Dipakai.</p> <p>I : Menurut Rama <i>bakal</i> membantu <i>ga</i> dalam <i>speaking English</i>?</p> <p>Rama : Iya.</p> | <p style="text-align: center;">Considered to be useful/helpful by the student</p> |

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| <p>I : Oke. Ada lagi yang mau diungkapin Rama?</p> <p>Rama : Sudah.</p> <p>I : <i>Okay, so</i> mau <i>move on</i> ke Chapter 2?</p> <p>Rama : Iya.</p> <p>I : Okay. Kembali ke buku paket Chapter 2 “Opinions and Thoughts”. Berdasarkan pemahamannya Rama, bisa diceritakan sedikit tentang materi Chapter 2 “Opinions and Thoughts”?</p> <p>Rama : Materinya itu memberikan pendapat dan respon pendapatnya. Opinions kan memberikan pendapat, seperti memberikan suatu pendapat terhadap orang dan kita dapat mengetahui responnya juga <i>gimana</i>, seperti <i>in my opinion, great, I agree, I don't think so</i>.</p> | <p>Chapter 2 Grade XI</p> |
| <p>I : Di kehidupan sehari - hari dipakai <i>ga</i> itu?</p> <p>Rama : Paling sering <i>agree gitu aja</i>.</p> <p>I : Itu di situasi <i>gimana</i>?</p> <p>Rama : Kaya percakapan di grup. <i>Kaya pas</i> ada yang tanya di grup kaya “Film ini <i>gimana, guys?</i> terus ada yang jawab <i>gitu</i> kadang saya jawab <i>agree gitu</i>.”</p> <p>I : Dengan siapa?</p> <p>Rama : Kebanyakan <i>sih</i> teman</p> <p>I : Dan Rama bilangnyanya langsung pakai English <i>agree gitu</i>?</p> <p>Rama : <i>Iya</i>.</p> | <p>Properly implemented by the learner</p> |
| <p>I : Lebih memahami LKS atau buku paket?</p> <p>Rama : LKS.</p> <p>I : Kenapa?</p> <p>Rama : Contoh-contohnya lebih paham di LKS. Materinya <i>to the point</i>, contoh – contohnya <i>kaya</i> rumusnya, rangkain kata - katanya itu bertahap.</p> <p>I : Jadi Rama lebih memahami materi di LKS daripada di buku paket?</p> <p>Rama : <i>Iya</i>.</p> | <p>Easy to be understood by the student</p> |
| <p>I : Anakah tugas-tugas di LKS ini membantu Rama dalam menguasai</p> | <p>Task</p> |

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| <p><i>skill Expressing dan Responding opinions?</i></p> <p>Rama : <i>Iya.</i></p> <p>I : Seberapa <i>improvement</i>-nya?</p> <p>Rama : Bisa langsung menanggapi dan menulis responnya.</p> <p>I : Untuk mengungkapkan <i>opinions</i>-nya?</p> <p>Rama : Bisa merangkai kata-kata sendiri tapi kadang masih sedikit-sedikit lihat terjemahannya dulu.</p> <p>I : Untuk terjemahannya apakah Rama langsung paham?</p> <p>Rama : Ada yang <i>iya</i> ada yang <i>nggak</i>. Kadang-kadang belajar lewat <i>YouTube</i>, jadi belajar sendiri <i>kaya dengerin</i> dialog - dialog di <i>YouTube</i>. Melatih <i>speaking</i>, cara pengucapannya bagaimana.</p> <p>I : Apakah materi dan tugas-tugas yang ada di <i>YouTube</i> sama - sama membantu Rama seperti yang di <i>LKS</i>?</p> <p>Rama : <i>Iya</i>, soalnya sebanding sama yang di <i>YouTube</i>. Kadang melihat contoh di buku dan di <i>YouTube</i> itu kadang ada yang sama.</p> | |
| <p>I : Untuk kedepannya setelah lulus sekolah materi ini <i>bakal</i> Rama pakai tidak?</p> <p>Rama : <i>Iya.</i></p> | <p>Considered to be useful/helpful by the student</p> |
| <p>I : Okay. Mau lanjut ke kelas XII?</p> <p>Rama : <i>Iya.</i></p> <p>I : Chapter 1 “May I help you?”. Apakah materi ini sudah selesai diajarkan di kelas?</p> <p>Rama : Sudah</p> <p>I : Bisa diceritakan sedikit apa yang Rama pahami dari materi ini?</p> <p>Rama : Materinya tentang memberikan bantuan dan respon. Kata-kata yang digunakan <i>kaya can I help you</i>, terus <i>kaya</i> menanyakan apakah kamu sakit, apakah kamu membutuhkan obat <i>gitu</i>. “<i>Can I help you?</i>”. Terus “<i>May I help you?</i>”.</p> | <p>Chapter 1 Grade XII</p> |
| <p>I : Di kehidupan sehari-hari apakah pernah dipraktekkan sama Rama?</p> <p>Rama : Responnya aja, <i>kaya thank you, you're welcome</i>. Pernah ke Dimas</p> | <p>Properly implemented by the learner</p> |

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| <p>pas ada tugas yang <i>ngga</i> paham saya bilang “<i>Can you help me?</i>” gitu.</p> <p>I : “<i>Can you help me?</i>” itu diucapin pakai <i>English?</i></p> <p>Rama : <i>Iya</i>, di <i>chat</i> WA. Tapi <i>kaya Can u help me? gitu.</i></p> <p>I : Terus untuk ucapan <i>thank you</i> sama <i>you’re welcome</i> itu dipakai dengan siapa dan di situasi apa?</p> <p>Rama : Paling sering dengan teman.</p> <p>I : Langsung <i>English</i>, ya?</p> <p>Rama : <i>Iya.</i></p> | |
| <p>I : <i>I see.</i> Untuk tugasnya bagaimana?</p> <p>Rama : Kalau kemarin itu tugasnya langsung membuat <i>dialogues, foreign gitu</i>, di depan kelas langsung <i>dipraktikin gitu.</i> 2 orang gitu.</p> | Task |
| <p>I : Untuk kedepannya <i>gimana?</i> Bakal <i>diucapin pas</i> lulus sekolah? Khusus materi ini.</p> <p>Rama : <i>Iya.</i></p> | Considered to be useful/helpful by the student |
| <p>I : Untuk tugas yang diberikan tadi, apakah benar-benar mengasah <i>skill</i> Rama dalam mengungkapkan <i>help?</i></p> <p>Rama : <i>Iya.</i></p> | Task |
| <p>I : Ok. Done. That’s it. Terima kasih banyak, ya, atas semua responnya. Good job. Terima kasih juga sudah membantu <i>Mbak</i> untuk jadi partisipan penelitian.</p> <p>Rama : <i>Iya. You’re welcome.</i></p> | |

Participant 2 (Dimas)

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| <p>I : Mulai dari kelas 10. Materi kelas 10 yang dipelajari yaitu tentang Chapter 1 “<i>Self-Introduction</i>” atau membicarakan tentang diri sendiri. Sekarang coba Dimas ingat-ingat lagi ini materinya tentang apa?</p> <p>Dimas : <i>Iya</i> tentang memperkenalkan diri kita, nama terus tentang asal dan</p> | Chapter 1 Grade X |
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| <p>hobinya terus <i>kaya</i> biodata dirinya.</p> | |
| <p>I : Untuk di kehidupan sehari-harinya Dimas, materi perkenalan diri yang diajarkan pernah dipraktekkan?</p> <p>Dimas : Pernah.</p> <p>I : Dimana? Di situasi apa?</p> <p>Dimas : Pada waktu awal masuk kelas 10 <i>kan</i> guru-guru sama teman-teman belum mengenali saya, <i>nah</i> itu perkenalannya langsung pakai Bahasa Inggris itu. Terus itu nanti <i>kaya</i> dikirim ke teman yang lain, jadi <i>kaya bales – balesan gitu</i>.</p> <p>I : Dimas ingat seperti apa itu?</p> <p>Dimas : Seperti perkenalan nama terus tanggal lahir, hobi, asal sekolah.</p> <p>I : Masih ingat praktekkannya gimana?</p> <p>Dimas : Pakai video. Saya waktu itu sama Rama jadi <i>kaya hadap – hadapan gitu</i>. Di rumahnya Rama waktu itu.</p> <p>I : Bisa coba di praktekin lagi?</p> <p>Dimas : <i>Hello, Rama. My name is Dimas from grade X IPA 1. I'm from MTS -----. I live in ---- with my family. In my family, urutannya ada 6 gitu. My hobby is writing.</i> Terus pengalamannya dulu waktu SMP suka ikut olimpiade.</p> <p>I : Selain itu ada lagi yang dipakai di kehidupan sehari-hari?</p> <p>Dimas : Ya yang paling sering kalau ketemu teman di jalan <i>kaya hey guys gitu</i>.</p> | <p>Properly implemented by the learner</p> |
| <p>I : Nanti setelah lulus sekolah, menurut Dimas materi memperkenalkan diri ini masih akan dipakai tidak?</p> <p>Dimas : Ya masih dipakai. Di universitas misalnya, terus kalau ada <i>bule-bule</i> mau kenalan pakai Bahasa Inggris, ga mungkin pakai Bahasa Indonesia.</p> | <p>Considered to be useful/helpful by the learner</p> |
| <p>I : <i>Okay</i>. Ada yang mau diomongin lagi tentang materinya? <i>Feedback</i> atau saran mungkin?</p> <p>Dimas : Sudah cukup.</p> <p>I : Okay. Mau move on ke Chapter 2?</p> <p>Dimas : <i>Iya</i>, lanjut.</p> | <p>Chapter 2 Grade X</p> |

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| <p>I : Chapter 2 “<i>Congratulations and Compliments</i>”. Bisa dijelaskan tentang apa berdasarkan pemahamannya Dimas?</p> <p>Dimas : <i>Kaya</i> memberikan selamat kepada seseorang yang telah berprestasi terus telah melakukan sesuatu dengan baik. Terus pengucapannya, <i>semisal</i> teman saya menang olimpiade, <i>congratulation</i> gitu, selamat atas prestasi yang diraih.</p> | |
| <p>I : Pengucapan apa yang paling sering Dimas pakai?</p> <p>Dimas : Yang paling sering <i>congratulation</i>.</p> <p>I : Kata itu dipakai <i>ngga</i> di kehidupan sehari-hari?</p> <p>Dimas : Dipakai. Waktu <i>main game</i>, ya <i>kaya</i> temannya menang terus saya ketik <i>congratulations</i> gitu.</p> | <p>Properly implemented by the learner</p> |
| <p>I : Tugasnya dalam bentuk apa?</p> <p>Dimas : Membuat kalimat <i>congratulations</i> dan membaca percakapan yang ada di LKS.</p> | <p>Task</p> |
| <p>I : Sekarang Dimas bandingkan, yang lebih <i>gampang</i> dipahami yang mana? LKS atau buku paket?</p> <p>Dimas : Lebih pilih LKS, karena materinya disitu lebih <i>to the point</i> terus seperti rangkuman, lebih pendek, lebih singkat, dan lebih rinci.</p> | <p>Easy to be understood by the student</p> |
| <p>I : Terus tugas-tugasnya yang Dimas kerjakan di materi Chapter 2 apakah benar-benar mengasah Dimas untuk menguasai <i>skill</i> memberikan <i>congratulations and compliments</i>?</p> <p>Dimas : <i>Iya</i>, tapi kurang karena tugasnya itu hanya menulis saja bukan sama prakteknya juga.</p> <p>I : Apakah itu menjadi halangan buat Dimas dalam menguasai materinya atau kemampuannya?</p> <p>Dimas : Berpengaruh juga, kita cuma tahu kosa katanya tapi tidak tahu nadanya <i>gimana</i> cara pengucapannya <i>gimana</i>.</p> <p>I : Terus solusinya Dimas untuk melewati halangan itu bagaimana?</p> <p>Dimas : Ya belajar sendiri miss, praktek membaca dan lihat literasi yang ada di <i>YouTube</i> dan <i>Google</i>.</p> | <p>Task</p> |
| <p>I : Menurut Dimas apakah materi ini akan tetap dipakai ketika Dimas</p> | <p>Considered to be useful/helpful by</p> |

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| <p>sudah lulus sekolah?</p> <p>Dimas : Ya dipakai.</p> | <p>the learner</p> |
| <p>I : Ada lagi yang mau diomongin untuk Chapter 2?</p> <p>Dimas : Tidak ada miss.</p> <p>I : Mau lanjut?</p> <p>Dimas : Ya lanjut.</p> <p>I : Chapter 3 “<i>Our Intention</i>”. Bisa dijelaskan sedikit apa yang Dimas pahami dari materi Chapter 3?</p> <p>Dimas : Tentang melakukan suatu kegiatan seperti <i>I’m going to ngapain gitu</i>. Pokok tentang cara mengungkapkan ketika ingin melakukan sesuatu <i>kaya I will, I’m going to</i>. Kalimat yang digunakan untuk rencana berikutnya.</p> | <p>Chapter 3 Grade X</p> |
| <p>I : Apakah materi di LKS ini berhasil untuk membuat Dimas paham terhadap materi yang diajarkan?</p> <p>Dimas : Paham, karena di LKS banyak contoh-contohnya jadi saya paham kalau mau melakukan sesuatu <i>tuh kaya gini</i>.</p> | <p>Considered to be useful/helpful by the learner</p> |
| <p>I : Kalau di kehidupan sehari-hari apakah dipakai dari materi ini?</p> <p>Dimas : Pernah <i>sih miss</i>, tapi yang <i>ga baku miss, kaya gonna</i>.</p> <p>I : Itu di situasi apa?</p> <p>Dimas : Ketika sama teman <i>online, kaya bilang I’m gonna go play now gitu, kaya ngajak</i> buat main bareng. Terus kalau sudah selesai saya biasanya bilang <i>I will sleep now gitu</i>.</p> | <p>Properly Implemented by the student</p> |
| <p>I : I see. Apa ada lagi yang mau diomongin?</p> <p>Dimas : <i>Ga</i> ada.</p> <p>I : Mau lanjut?</p> <p>Dimas : Lanjut.</p> <p>I : Okay. Kelas 11 semester 1 materi Chapter 1 “<i>Suggestion and Offer</i>”. Apa Dimas ingat tentang materi ini?</p> <p>Dimas : Memberi saran <i>gitu miss</i>.</p> | <p>Chapter 1 Grade XI</p> |

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| <p>I : Terus?</p> <p>Dimas : Memberi saran kepada yang seangkatan sama yang lebih tua gitu. Kalau yang lebih tua itu menggunakan kalimat yang lebih sopan kaya <i>you should</i> itu kamu harus gitu. Terus bagaimana cara pemberian saran dan penawaran gitu miss. Contohnya <i>kaya what about going to the park</i> gitu.</p> | |
| <p>I : Untuk pengucapannya ini Dimas pakai <i>ga</i> di kehidupan sehari-hari?</p> <p>Dimas : Ya sama pas main itu miss, <i>kaya</i> kalau pas main itu saya biasanya bilang <i>you should push</i>, terus kalau kelihatan <i>kaya</i> hampir kalah <i>gitu</i> pilih yang <i>we must retreat</i> biar temen-temennya mundur gitu.</p> | <p>Properly implemented by the student</p> |
| <p>I : Ok. Dari LKS ini menurut Dimas materinya mudah dipahami atau <i>ngga</i>?</p> <p>Dimas : Mudah dipahami. karena banyak latihan soalnya. Terus ya rinci sama <i>to the point</i>, kata-katanya familiar dan <i>simple</i>.</p> | <p>Easy to be understood by the student</p> |
| <p>I : Tugas-tugasnya yang disini menurut Dimas apakah benar-benar mengasah skill-nya Dimas dalam menguasai materi “<i>Suggestion and Offer</i>”?</p> <p>Dimas : Iya bisa mengasah.</p> <p>I : Seberapa?</p> <p>Dimas : 70%</p> <p>I : 70% itu gimana?</p> <p>Dimas : Ya <i>kaya</i> mengerjakan soalnya itu bisa menerima suku katanya yang bisa dihafalkan dan bisa dipraktikkan, terus juga bisa memakai kata-kata yang urut <i>kaya</i> contoh-contoh di LKS.</p> | <p>Task</p> |
| <p>I : <i>I see</i>. Mau lanjut?</p> <p>Dimas : Iya lanjut.</p> <p>I : Next is Chapter 2 “<i>Opinions and Thoughts</i>” di LKS. Apa yang Dimas pahami di Chapter 2 ini?</p> <p>Dimas : Ini <i>kaya</i> memberikan opini kita ke orang gitu, cara menyampaikan opini kita ke orang gitu. <i>Kaya in my opinion that is right</i>. Terus juga kalau mau menolak pendapat orang lain <i>gitu I agree with your opinion</i> gitu.</p> | <p>Chapter 2 Grade XI</p> |
| <p>I : Di kehidupan sehari-hari dipakai <i>ga</i> materi ini?</p> <p>Dimas :</p> | <p>Properly implemented by the student</p> |

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| <p>saya ngasih nama tempat gitu terus saya tanya <i>what do you think guys gitu.</i></p> <p>I : Itu percakapannya terjadi dimana?</p> <p>Dimas : Di grup WA.</p> <p>I : Terus teman-temannya jawab <i>gimana?</i></p> <p>Dimas : Ya kaya ok, sip, gas gitu.</p> <p>I : <i>I see.</i> Seberapa lancar Dimas bisa mengekspresikan <i>opinions and thoughts</i> dengan sendirinya?</p> <p>Dimas : Sedikit – sedikit miss. Ya <i>kaya in my opinions your activities is good gitu.</i></p> | |
| <p>I : Setelah lulus sekolah menurut Dimas materi ini apakah akan tetap dipakai?</p> <p>Dimas : Pasti dipakai, <i>kaya</i> waktu rapat gitu miss. Kan biasanya mengusulkan pendapat, terus biar lebih keren <i>gitu kan in my opinion gitu miss.</i></p> | <p>Considered to be useful/helpful by the learner</p> |
| <p>I : I see. Ada lagi yang mau diomongin untuk materi Chapter 2?</p> <p>Dimas : <i>Ga</i> ada.</p> <p>I : Ok, mau move on ke Chapter 1 “<i>May I help you?</i>” di buku paket kelas XII?</p> <p>Dimas : Ya.</p> <p>I : Bisa tolong dijelaskan yang Dimas pahami materi Chapter 1 ini tentang apa?</p> <p>Dimas : Tentang penawaran memberikan bantuan. Saya memahami tentang bagaimana kalimat untuk memberi, kalimat itu seperti <i>I can help you.</i></p> | <p>Chapter 1 Grade XII</p> |
| <p>I : Materi ini apakah mudah dipahami menurut dimas?</p> <p>Dimas : Menurut saya masih kurang karena masih banyak kalimat-kalimat yang perlu disaring, <i>ga to the point</i> gitu. Contoh-contohnya juga kurang dan sedikit, sementara tipe belajarnya saya itu belajar dari contoh-contoh soal <i>gitu.</i></p> <p>I : Apakah hal tersebut menjadi halangan untuk dimas dalam memahami materinya?</p> <p>Dimas : <i>Ngga</i>, karena saya suka cari referensi sendiri, belajar sendiri di luar</p> | <p>Easy to be understood by the student</p> |

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| <p>buku.</p> | |
| <p>I : Untuk tugas-tugasnya bagaimana?</p> <p>Dimas : Tugas-tugasnya dikirim lewat grup WA oleh gurunya, kaya foto gitu.</p> <p>I : Tugas – tugas yang diterima Dimas apakah mengasah kemampuan Dimas untuk meningkatkan <i>skill</i> dalam meminta bantuan di English?</p> <p>Dimas : Sangat mengasah, tugasnya itu juga ada prakteknya, praktek ya kaya memberikan bantuan gitu, dalam bentuk speaking, adegan gitu ditampilkan di depan kelas.</p> | <p>Task</p> |
| <p>I : Di kehidupan sehari-hari nya pakai pengucapan yang ada di Chapter 1 ini ngga?</p> <p>Dimas : Kadang sesekali pernah ke bilang ke Rama, kadang kan saya sama Rama ngomong ada sedikit-sedikit Inggris-nya, jadi kadang kalau saya butuh bantuan buat selesaikan tugas gitu ke Rama saya bilang <i>woy help me gitu</i>.</p> <p>I : <i>I see</i>. Sering kah itu?</p> <p>Dimas : Saya yang sering tanya ke anaknya, soalnya kan Rama lebih pintar Bahasa Inggrisnya dari saya. Kadang saya juga belajar sendiri pakai <i>Google</i> gitu.</p> | <p>Properly implemented by the learner</p> |
| <p>I : <i>I see</i>. Ada yang mau diomongin lagi secara keseluruhan?</p> <p>Dimas : Sudah itu saja.</p> | |