

Collaborating Blended Learning Model into Content Representation Product Design at Eleventh Grade English Subjects

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Abstract. The design development of the *CoRe* (Content Representation) model is another model of the lesson plan that is applied using the Blended learning model. The purpose of this study is to design and validate the suitability of *CoRe* products with the high school syllabus. The method used by using descriptive quantitative method based on the stages of R and D (Research and Development), especially in seven stages, namely; research and data collection, planning, initial product development, piloting and refinement of initial products, testing and refinement of products that have been refined for final product testing, disseminated, implemented, and institutionalized. Besides, this study limits the stages until the fourth stages, trial and refinement of initial products in order to achieve the best product. The results obtained are the valid lesson plan design plan with *CoRe* used in teaching English to high school class XI students. The activity of students also increased by showing a positive response and the results of the daily pre-test and post-test exercise improved well. In addition, the *CoRe* Model can also be used to help teachers improve Pedagogical Content Knowledge in the teaching and learning process.

Keywords: blended learning; content representation product; English subject

Abstrak. Pengembangan desain model *CoRe* (Content Representation) merupakan model lain dari lesson plan yang diaplikasi menggunakan model Blended learning. Tujuan dari penelitian ini yaitu mendesain dan memvalidasi kesesuaian produk *CoRe* dengan silabus Sekolah Menengah Atas. Metode yang digunakan dengan menggunakan metode descriptive kuantitatif berdasarkan tahapan R and D (Research and Development) khususnya pada tujuh tahap yakni; penelitian dan pengumpulan data, perencanaan, pengembangan produk awal , uji coba dan penyempurnaan produk awal , uji coba dan penyempurnaan produk yang telah disempurnakan pengujian produk akhir , serta didiseminasi, implementasi dan instituisionalisasi. Selain itu, penelitian ini membatasi hanya sampai tahap kelima yakni uji coba dan penyempurnaan produk. Hasil yang diperoleh yaitu model perancangan lesson plan dengan *CoRe* valid digunakan dalam mengajar bahasa Inggris pada siswa kelas XI SMA. Keaktifan siswa pun meningkat dengan menunjukkan respon positif dan hasil pre test dan post test latihan ulangan harian meningkat dengan baik. Selain itu, Model *CoRe* juga dapat digunakan membantu guru dalam meningkatkan Pedagogical Content Knowledge di dalam proses belajar mengajar.

Kata kunci: blended learning; content product representation; bahasa Inggris

INTRODUCTION

Teachers must have good competence with the disciplines they have in planning the learning process can be achieved. This achievement shows the professionalism of a

teacher, these competencies include basic things as educators. In accordance with the opinion of Soedijarto (2008: 142) which states that the teacher's professional abilities include designing and planning learning programs, developing learning programs, managing the implementation of learning programs, assessing the process and results of learning and diagnosing factors that influence the success of the learning process. Based on the results of observations in SMA N 15 Semarang, the teachers, especially English teachers, prepared a learning design using the standardized Learning Planning (RPP) form from the Education Office and agencies. The design of learning planning should be arranged systematically so that it makes it easier for the teacher to teach while observing the learning process that occurs.

In fact, in SMA N 15 Semarang still used standardized RPP. In this case, we design the CoRe Product that can help the teacher to help plan a good learning process, observe the process and help plan research for the teacher as well as the use of online technology in learning. Many factors why *CoRe* products are considered easier and more specific media use. Technology media is one of the best ways to implement it. The suitability of the *CoRe* products produced will have an effect on the application in the classroom. This study wanted to find out whether the *CoRe* design of the product collaborated with the Blended learning validity method.

Competence

According to Mulyasa (2008: 38) competence is defined as knowledge, skills, and abilities that are mastered by someone who has become a part of him, so that he can do cognitive, affective, and psychomotor behaviors as well as possible. Furthermore, according to Law No. 14 of 2005 concerning Teachers and Lecturers article 10 paragraph (1) teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education (Yamin, 2006).

Pedagogical Content Knowledge (PCK)

According to Koppelman (2008: 23) PCK can be seen as an intersection between pedagogy and content. Therefore PCK is a practical way of knowing the subject matter used by teachers when they teach. PCK is a form of teacher's professional knowledge which is arranged differently from the knowledge of the subject matter of the teacher by combining between the Learning Design and pedagogical knowledge in enhancing the experience. Taconis and Jochems (2010: 18) suggest that "the points that are made by expert teachers are not born with PCK, and that it is a process for student teachers and new knowledge to be needed. become expert teachers in their field. According to Taconis and Jochems's statement that the instructor or not born with PCK capability, the ability to apply this competency is based on long hours so that the understanding of PCK takes a long time to adjust to the teaching skills and new knowledge needed to become teaching experts in their fields.

Many researchers in the field of education have examined pedagogical approaches to students, teachers and beginner teachers to assist in conceptualizing learning and increasing understanding of pedagogical content knowledge. A approach is said to be successful before conducting teaching and learning activities found in content representation or *CoRe*, which are made explicitly tailored to different dimensions, learning content and teaching and learning on specific topics.

CoRe (Content Representation)

The application of one of the *CoRe* models to support the implementation of Pedagogical Content Knowledge to test the development of teaching professionalism in designing and implicating educational science to improve the development of learning tools to prepare for the development of Pedagogical Content Knowledge in future teaching (Abell, Park Rogers, Hanuscin, Gagnon, & Lee, in press, 2008: 11).

Indicators in making products that are tailored to the conditions for making *CoRe* products that have been made (Loughran, Mulhall & Berry, 2004, 2008). Increasing understanding of learning instruments is called "Content Representation" or *CoRe*, which is made in a different dimension, presentation, knowledge context, teaching and learning activities on special matters. *CoRe* is described in the form of a table, accompanied by the general ability of the instructor related to PCK according to the teaching process in each teaching material, consisting of five sub chapters of material with eight indicators of *CoRe* product in each row, arrangement adjusted for pedagogical questions in each sub-material.

Content Representation (*CoRe*) is one of the marking factors in effective activities in a teacher in achieving Pedagogical Content Knowledge (PCK). As an educator, of course, they must have the ability to make lesson plans by using *CoRe* (Content Representation) on English subjects. As it is known that the *CoRe* (Content Representation) learning design model is more widely used in designing learning in Natural Sciences subjects. The *CoRe* model is one model whose content is from learning devices (syllabus, RPP, textbooks (Student Worksheets), handouts / handbooks, media).

The *CoRe* model helps novice teachers develop learning tools by conceptually loading designs. In this case, science English subject and technology are as a unity in pedagogic provisions. The use of *CoRe* will make it easier for teachers to plan and deliver material in their entirety in the classroom that will give influence in teaching and learning the learning plan. The research was carried out by combining the results of *CoRe* products with blended learning. Blended learning will be adjusted to the learning material and the use of media in accordance with the method used.

Blended Learning in English Teaching Learning Process

According to Miarso (in Hariadi, 2000), learning resources can be divided into two types namely (1) planned learning resources (by design) and (2) learning resources because they are used (by utilization). Learning resources by design are all sources that have specifically been developed as a component of the instructional system to provide directed and formal learning facilities. This learning source by design is deliberately made to be used in learning activities to achieve certain learning goals. Learning resources by this design such as textbooks, textbooks, slides, films, videos, programmed teaching materials, computer-based teaching programs etc. are specifically designed and made to achieve certain goals.

Learning resources by utilization are sources that are not specifically designed for learning purposes but can be found, applied and used for learning purposes.

This source of learning by utilization is not designed or intentionally made to achieve certain learning goals. This by Utilization learning source is already around, and at some point in certain conditions can be used to achieve certain learning goals. So this learning resource already exists, just use it to achieve certain learning goals. This by utilization

learning resources such as markets, shops, museums, community leaders, magazines, newspapers, all information (data) on the internet network and so on.

The use of learning media today is not new, but one of the media that is very helpful in the teaching process in the classroom. According to Bentham (2008: 34), there are three concepts in blended learning, namely pedagogies, technology, and theories of learning. Pedagogies are changes in the learning paradigm from what used to be more learning center (teaching center learning paradigms) towards a new paradigm that is student-centered (student centered learning paradigm). In pedagogies, there is also an increase in interaction between learners and learners, between students, students and learners with content, students and learners with other learning resources. In addition, there is also convergence between various methods, media, learning resources and other relevant learning environments. Technology in this case is using internet media, such as websites and blogs, chat, forums, teleconferences, audio and video in the blended learning method. Theories of Learning allow the emergence of new models in teaching and learning so that there are significant changes in the transformation of education or changes in paradigm.

In line with those explication, the term most commonly used to refer to any combination of face-to-face teaching with technology integration (online and offline activities/materials) called blended learning (Whittaker, 2013). It meant that collaborating online activities and face to face activities is similar to blending technology and teaching learning process in the classroom, such as applying Google classroom, e-learning, what app, instagram, etc.

The link between *CoRe* products and the use of technology especially blended learning model is very close. This is what underlies the making of lesson plans by combining both of them to achieve educator goals and expectations for students. The development of technology is not foreign to the world of education, that education will be flexible with developments towards progress. Technology media develops and widens insights and means that are good at mastering the material. Blended learning that is often encountered is by using websites, blogs and several electronic sources. The use of media such as projectors, speakers and laptops is often used by English teachers to hone students' listening, speaking and reading skills.

When viewed from the times and currently entering the millennial generation, it will look strange if learning is not adjusted to the habits of current students. The ease of delivering information is felt to be more effective and efficient as the main factor of learning.

METHOD

This research uses a combination method using quantitative descriptive method with several steps of the R and D method "Research and Development". According to Sugiyono (2013: 147) descriptive method is a method used to analyze data by describing or describing data that has been collected as it is without intending to make conclusions that apply to general or generalizations. As well as understanding according to Sugiyono (2013: 297) Research and Development research methods are research methods used to produce certain products, and test the effectiveness of these products.

Descriptive quantitative according to Sugiyono (2012: 7), quantitative research methods can be interpreted as research methods based on positivist philosophy, used to examine certain populations or samples. The sampling technique is generally done randomly, data

collection uses research instruments, data analysis is quantitative or statistical in order to test the hypotheses that have been set. This study combines two methods that were proposed by Sukmadinata (2009: 61-66), the research strategy is one way to collect data that is the object, subject, variable, and problem studied so that the data is directed at the objectives to be achieved. While the Research and Development method has steps to carry out activities, but in this study only a few steps will be used. Steps of Research and Development research methods:

1. Research and Data Collection
2. Planning
3. Early Product Development
4. Trial and Refinement of Initial Products
5. Trial and improvement of products that have been refined
6. Final Product Testing
7. Dissemination, implementation and institutionalization

The research process using the Research and Development method only uses four steps of research. This is because there are several considerations that the research process is limited to testing the product model that has been made by the researcher. However, this does not reduce the results of the research process obtained by researchers to show the validity of a *CoRe* product. The steps for implementing the Research and Development method include; research and data collection, planning, initial product development, and product improvement trials. The indicator for validation the product can be seen in Table 1.

Table 1 Indicator Validation Product

Value Range	Explanation
$1 \leq x < 2$	Invalid (the product has not been applied)
$2 \leq x < 3$	Enough the product can be applied with many revisions)
$3 \leq x < 4$	Valid(can be applied with few revisions)

RESULTS AND DISCUSSION

Based on the results of data collection which included questionnaires / product questionnaires validated by lecturers and teachers, the following results were obtained:

Table 2 Content Representation Product Data Validity

No	Statements	Validator	Validator	Avera	Note
		1	2	ge	
1	CoRe Product Model	4	4	4	Valid
2	CoRe Collaboration with Improving Teacher Competence	3	3	3	Valid

3	Product development is in accordance with PCK	4	3	3,5	Valid
4	Compatibility of content with learning material	3	3	3	Valid
5	Teachers can apply the model easily	4	4	4	Valid
6	Product conformity with the 2013 curriculum syllabus	3	3	3	Valid
7	Achievement of centralized learning	4	3	3,5	Valid
8	Structured learning indicators	3	2	2,5	Enough
9	Ease of observing student constraints	3	4	3,5	Valid
10	Systematic learning procedures				Valid
	Systematic learning procedures	3	3	3	

In the discussion of the results of the study, ten aspects were used regarding the *CoRe* Product research that had been adjusted to the standards of evaluating the results of Content Representation products that had been adjusted to the provisions of the Content Representation model (Loughran, Mulhall & Berry, 2004, 2008), as follows:

***CoRe* Product Model**

The *CoRe* product model is another model of making lesson plans that are used by several instructors in classifying learning designs according to material needs. The design model of learning devices that is still in the process of development in the world of education. So that the implementation of optimization in making lesson plans in accordance with PCK is understood by each teacher. In accordance with what the validator 1 said about the *CoRe* product model that the author made said that the products made were good but must be adapted to the material, rules and syllabus.

Thus the *CoRe* model created by the author still needs improvement in connecting products with various sources of guidelines for making lesson plans. This research is because it uses the Student Worksheet / module that has relevance to the process of self-learning students and is inserted several things supporting learning from various sources. The existence of the Content Representing model provides the teacher's choice in making the teaching scenario more detailed. This is indicated by the two validators who support the existence of the *CoRe* model with further additions or improvements and can be applied in educational institutions.

***CoRe* with Enhancing Teacher Competence**

Competency is generally obtained as time passes or is qualified in understanding the context of teaching. Where teaching is not only limited to the activity of transferring knowledge from the teacher or teacher to students. Behind the teaching activities in the classroom there are several things that the teacher must understand in planning, implementing and evaluating activities. It is not an easy thing for teachers to collaborate between competence or ability to make *CoRe* products a more systematic planning model. This is known from the validation process by the validator stating that the products produced are still considered suite or not so well known by the instructors from the segment of the secondary education school and have only just been developed by instructors of higher education. So the progress of the *CoRe* model requires foresight and further product introduction activities.

Product development is in accordance with PCK

Pedagogical Content Knowledge indicator in planning, implementing and evaluating the process of teaching and learning activities in the classroom. Validation results show that product development with appropriate rules is still in the moderate or good level. That the *CoRe* model still contains several things regarding appreciation, core, influence and expectations. It can be said that the product has used PCK guidelines but must be adapted to the 2013 curriculum for further improvement. Compliance with the guidelines is good.

Compatibility of content with learning material

As is known material also determines in the learning process in the classroom, such as methods and some things concerning teaching content. It is known that *CoRe* product has 8 parts of questions and several sub-chapters that are tailored to the target and teaching objectives regarding conformity with the material. This material is in accordance with the instructor's policies, what things are considered to be the focus, such as the example of tenses or Grammar material does require understanding, analysis and take a long time, the instructor may divide the sub-tenses into 3-4 parts (past tense, present tense, future tense, etc.) thus the teaching process has been structured and well organized as well as resources or media.

Teachers can apply the model easily

The model for making a lesson plan like this helps teachers to develop plans or scenarios more effectively. Because it doesn't take a long time, just plotting each question and adjusting it to the guidelines and learning material, this model is more effective for beginner teachers to plan activities because they are well structured. Teachers only focus on practices and guidelines for activity model scenarios, so PCK or Pedagogical Content Knowledge can go hand in hand with qualified teacher competency. With this model providing opportunities for developing novice teachers, however, the introduction of a further *CoRe* model for teachers or instructors among high school / vocational / MA / MAK teachers must be implemented.

Product conformity with the 2013 curriculum syllabus

Basically, the *CoRe* model is not only tied to the 2013 curriculum, but can be used for KTSP and KBK. Over time this model can represent the planning method of each teacher. Content Representation only regulates the model or way of presenting RPP effectively, structured, so that it requires improvement with conformity with the 2013 Curriculum.

Achievement of centralized learning

The advantage of using *CoRe* products in all aspects of planning, implementation and evaluation is shown in the results, making it easier for the teacher to identify difficulties, and mark learning for each individual. There is a learning outcomes or expectations of each material. This makes it easy for teachers to map material, methods and make it easier for students to understand the material clearly.

Structured Learning Indicators

The learning system implemented by the instructor is adjusted to the syllabus guidelines, where the syllabus contains the core learning points of each meeting. This model has divided indicators into several sub-chapters that make the core material of teaching. Content that is made is not synchronous and in accordance with the indicators, the material and syllabus as a reference for teaching and learning, so that the assessment indicators are still unclear and specific. It requires improvement in conformity of guidelines, models and illustrations of activities.

Ease of observing student constraints

The development of this model is said to be an effective model in drafting learning devices. From this method model the teacher can classify and observe while evaluating student development while learning. Learning material is good so that the existence of the model makes it easy, effective, and efficient to be used by the instructor.

Systematic learning procedures

The learning process cannot be separated from the teaching scenario carried out by the teacher. There are many things that must be prepared in determining the steps in delivering the material, apperception and getting feedback from students. Here the teacher's skills begin to be tested to design the expected class so that the achievement of learning is said to be successful in the classroom.

CoRe Product Development Results with Blended Learning

Designing a lesson plan using *CoRe* product model is one combination between designing learning in the classroom by developing and adapting to the determined media technology or website using five basic concepts of using blended learning methods namely face-to-face learning, independent learning, collaboration, assessment, learning support . The design of the lesson plan using the *CoRe* model can help novice teachers design, observe, and evaluate teaching and learning activities easily. If you look at the syllabus and the content of the 2013 curriculum, it focuses on activities for students or students based learning. Teachers as facilitators in learning activities, From the digital era, every teacher and student must be qualified in using technology that will help learning in the classroom.

The researchers have designed the *CoRe* product with the object of eleventh grade students at SMA N 15 Semarang. The source of making *CoRe* product uses LKS (Student Worksheet) entitled Learning Module for English High School / Middle School and Vocational / MAK Class XI Semester 1 Based on Curriculum 2013 published by Viva Pakarindo.

CoRe product is adjusted to the provisions for making tables consisting of 8 sub-assessment and content sections. *CoRe* products are made on the basis of each core of learning by describing each sub-chapter with the ability of the teacher to teach in the class or design class that will be created by the teacher itself. *CoRe* product can help teachers, especially beginner teachers, in arranging activities in each topic or topic of discussion. The making of *CoRe* Product is tailored to the development of pedagogical content knowledge (PCK) so that in its implementation based on teaching tools such as syllabus, lesson plans, and books or teaching materials. *CoRe* products also help beginner teachers in designing classroom teaching and what learning plans to expect.

Validation is carried out by two educators with English language teaching backgrounds in high school and university. The high school teacher who reviewed the results of the research on *CoRe* products was still unfamiliar and was not familiar with English teachers. This product is a product of development from the new pedagogical developments known by educators with a background in natural science. In general, the teaching plan contains several general things such as indicator competencies, basic competencies or standards for making RPP that have been set by the government. Unlike the *CoRe* product, which only makes lesson plans standardized by Hume and Berry (2010) which states that *CoRe* products are more effective in designing learning specifically on natural subjects.

CONCLUSION

Content Representation is one of the other models in designing the learning process that is considered dynamic, structured, effective and easy to understand for beginner teachers in modeling teaching in the classroom that must be adjusted to the guidelines for the design of learning devices, namely syllabus and 2013 curriculum guidelines. This CoRe model is usually used by instructors in Natural Education. The results of the validation of the product that have been designed by the researcher have received good feedback, but only have to be adjusted to the syllabus and guidelines for making other lesson plans. The results obtained from this study state that CoRe products are made valid in developing an English learning model of class XI that is collaborated with Blended learning methods so that this model can be used by teachers and instructors.

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APPENDIX

CoRe (Content Representation)

No.	Big Science Concept : Suggestion and Offer Grade/Semester : XI / 1st Semester Teacher : Miss. Nanda Eka Yuniarti Source : English Handbook/ LKS (Lembar Kerja Siswa) "MODUL PEMBELAJARAN BAHASA INGGRIS" Based on 2013 curriculum Published by : Viva Pakariondo						
	Questions	Introduction	Asking for and Giving Suggestion and offer	The Use of Modal "Should and "Can"	Listening Skill	Speaking Skill	Writing Skill
1	What you intend the students to learn about this idea?	Memperkenalkan materi Suggestion and Offer.	Meingidentifikasi suggestion and offer expression.	Menganalisis penggunaan "Should" dan "Can"	Memahami maksud suggestion and offer oleh audio.	Mengaplikasikan suggestion and offer dengan bentuk oral.	Membuat essay atau memberikan informasi dengan menggunakan expresion.
2	Why it's important for the students to know this ?	Siswa dapat memahami kegunaan dari suggestion and offer expression.	Siswa dapat mengidentifikasi perbedaan antara suggestion dan offer.	Siswa mampu menganalisis penggunaan modal expression dalam kalimat.	Siswa dapat mendengarkan dan memahami isi dari percakapan.	Siswa dapat mengaplikasikan expresion of suggestion and Offer dalam percakapan bentuk oral.	Siswa mampu membuat essay atau memberikan informasi dengan menggunakan expresion suggestion and offer.
3	Teaching procedures (and particular reasons for using these to engage with this idea)	- <i>preseption</i> - Peserta didik dan guru berdiskusi mengenai expression of suggestion and offer. Pengenalan materi.	- <i>Aprerception</i> - Peserta didik membuat kelompok terdiri dari 2 orang yang membahas mengenai asking and giving suggestion and offer. - Peserta didik	- <i>Apresception</i> - Peserta didik diminta membuat kalimat suggestion and offer dengan menggunakan modal. - guru melemparkan bola kecil kepada peserta didik dan	- <i>preseption</i> - Peserta didik diminta mengingat kembali mengenai suggestion dan offer.	- <i>Apresception</i> - Pesertadidikdiminta memutarkan video yang didownload. - <i>Inti</i> -Peserta didik Diminta untuk membuat kelompok	- <i>Apresception</i> - Peserta didik diminta membuat Essay mengenai kegiatan di lingkungan sekitar dan memberikan Suggestion and Offer atau solusi dari

		<ul style="list-style-type: none"> - Pesertadidikdapat membedakan antara suggestion dan offer. <i>Penutup</i> - Peserta didik diminta untuk mencari contoh ekspresi suggestion and offer. 	<p>diharuskan membuat percakapan yang memuat ekspresi suggestion and offer dengan menggunakan</p> <p><i>- Penutup</i></p>	<p>peserta didik membacakan contoh expresssion suggestion dan offer yang telah dibuat siswa, lalu siswa meleparkan kembali ke guru tersebut, dan seterusnya.</p> <p>- Guru menyimpulkan pelajaran</p> <p><i>-Penutup</i></p>	<p>uru memutarkan audio mengenai suggestion and offer.</p> <ul style="list-style-type: none"> - Peserta didik diminta untuk memahami maksuddari audio yang diputar. - Peserta didik menyimak audio. - uru menanyakan kepada Peserta didik mengenai audio yang diputarkan <i>- Penutup</i> - Peserta didik diminta mendownload video suggestion and offer dalam kelompok. 	<p>yang berisikan 2 orang dan membuat dialog yang mencakup suggestion dan offer expression.</p> <p>- Peserta didik diminta menaampilkkan dialog di depan kelas.</p> <p><i>- Penutup</i></p>	<p>permasalahan yang ada dalam kegiatan tersebut(max 5 paragraf).</p> <ul style="list-style-type: none"> - Peserta didik mengumpulkan karangan. - Guru menilai hasil karangan siswa. <i>- Penutup</i>
4	Specific ways of ascertaining students understanding or confusion around this idea ?	<ul style="list-style-type: none"> - Memberikan contoh ekspresi suggestion dan offer yang sering digunakan (formal dan Informal). 	<ul style="list-style-type: none"> - Meemb erikan teks untuk dianalisis penggunaan ekspresi yang sesuai dengan suggestion dan offer. 	<ul style="list-style-type: none"> - Menany akan ekspresi dengan menggunakan modal. 	<ul style="list-style-type: none"> - Memper dengarkan audio percakapan yang memuat suggestion dan offer. 	<ul style="list-style-type: none"> - Mempr aktekan percakapan melalui dialog dengan teman sebangku. 	<ul style="list-style-type: none"> - Memb at Esay dengan mengkritisi dan memberikan solusi mengenai permasalahan yang ada disekitar.
5	What else you might know about this idea	<ul style="list-style-type: none"> - Tidak Ada 	<ul style="list-style-type: none"> - Tidak Ada 	<ul style="list-style-type: none"> - Tidak Ada 	<ul style="list-style-type: none"> - Tidak Ada 	<ul style="list-style-type: none"> - Tidak Ada 	<ul style="list-style-type: none"> - Tidak Ada

	(that you don't intend students to know yet) ?						
6	Difficulties/ limitation connected with teaching this idea?	- Siswa tidak aktif	- Siswa kurang memperhatikan	- Siswa kurang berpartisipasi.	- Keterbatasan waktu, karena tingkat pemahaman dan fokus mendengarkan audio.	- Siswa melaflakan kata atau kalimat dengan pelafalan yang belum tepat, sehingga membutuhkan perbaikan pada kalimat atau kata yang dlfalkan belum tepat.	- Kurang nya elaborasi atau pengembangan tulisan yang dibuat oleh siswa.
7	Knowledge about students' thingking that influence your teaching of this idea ?	- Tidak Ada	- Tidak Ada	- Tidak Ada	Banyaknya difficult word dalam percakapan, pelafalan (aksen) oleh Native speakers yang sulit didengar siswa.	Siswa melaflakan kata atau kalimat yang belum tepat.	Kurangnya vocabulary.
8	Other factors that influence your teaching of this idea.	Tidak Ada	Tidak Ada	Tidak Ada	Kemampuan mendengar dan daya tangkap siswa dalam mendengarkan audio.	Kesalahan dalam pelafalan dan intonasi.	Kesulitan dalam menyusun kalimat secara koheren dan komprehensif, penggunaan grammatical dan pengmabangan tulisan.

No.	Big Science Concept : Opinion and Idea Grade/Semester: XI / 1 st Semester Teacher : Miss. Nanda Eka Yuniar Source : English Handbook/ LKS (Lembar Kerja Siswa) "MODAL PEMBELAJARAN BAHASA INGGRIS" Based on 2013 curriculum Publisher by : Viva Pakariondo						
Questions	Introduction	Asking for and Giving Opinion and Idea	The Use of Modal "I think" and "In My Opinion"	Listening Skill	Speaking Skill	Writing Skill	
1	What you intend the students to learn about this idea?	Memperkenalkan materi Expression Opinion and Idea .	Meingidentifikasi giving and idea expression.	Menganalisis dan Menggunaan penggunaan "I think" dan "In My opinion"	Memahami maksud opinion and idea oleh video yang diperlihatkan.	Mengaplikasikan opinion and idea dengan bentuk oral.	Membuat essay atau memberikan informasi dengan menggunakan expresion.
2	Why it's important for the students to know this ?	Siswa dapat memahami kegunaan dari Opinion and Idea expression.	Siswa dapat mengidentifikasi perbedaan antara opinion dan idea.	Siswa mampu menganalisis penggunaan modal expression dalam kalimat.	Siswa menyaksikan video debat bahasa inggris asia dan memahami isi dari penyampaian opini.	Siswa dapat mengaplikasikan expresion of opinion and idea dalam percakapan bentuk oral.	Siswa mampu membuat essay kritik dan gagasan, perspektif siswa atau memberikan informasi dengan menggunakan expresion opinion and idea. Unutk melatih critical thinking dalam kehidupan sehari-hari dalam bentuk tulisan.
3	Teaching procedures (and particular reasons for using these to engage with this idea)	- <i>preseption</i> - Peserta didik dan guru berdiskusi mengenai expression of Opinion and Idea. Pengenalan materi.	- <i>Aprerception</i> - Peserta didik membuat kelompok terdiri dari 2 orang yang membahas mengenai asking and giving opinion and idea.	- <i>Apresception</i> - Peserta didik diminta membuat kalimat opinion and idea dengan menggunakan " I think" dan "In My opinion".	- <i>preseption</i> - Pesertadidikdiminta mengingatkembali mengenai opinion dan idea.	- <i>Apresception</i> - Pesertadidikdiminta memutarkan video yang didownload. - <i>Inti</i> - Pesertadidik Dimintauntukmembu	- <i>Apresception</i> - Pesertadidikdiminta membuat Essay mengenaikegiatan dan lingkungan sekitar dan memberikan gagasan, pendapat,

		<ul style="list-style-type: none"> - Pesertadidikdapat membedakan antara opinion and idea expression . <i>Penutup</i> - Peserta didik diminta untuk mencari contoh ekspresi opinion and idea. 	<ul style="list-style-type: none"> - Peserta didik diharuskan membuat percakapan yang memuat ekspresi opinion and idea dengan menggunakan ekspresi tersebut. Lalu ditampilkan didepan kelas. - <i>Penutup</i> - Merangkum kegiatan pembelajaran yang telah dilakukan secara lisan. 	<ul style="list-style-type: none"> -guru memberikan tugas kepada siswa untuk bermain <i>problemsolving</i> “siswa diberikan masalah dilingkungan sekitar dan siswa diharapkan mampu mengusulkan pendapat dalam bahasa inggris. Masing-masing siswa memberikan pendapat. -Guru menyimpulkan pelajaran -<i>Penutup</i> 	<ul style="list-style-type: none"> -guru memberikan video debat yang terdapatekspresi opinion and idea. - Guru memutarkan video debat yang terdapatekspresi opinion and idea. - Pesertadidikdiminta untukmemahamim aksuddari video yang diputar. - Pesertadidikmenyim ak video. - Guru menanyakankepad aPesertadidikmeng enai video yang diputarkan - <i>Penutup</i> - Pesertadidikdiminta mendownload video opinion and idea dalamkelompok. 	<ul style="list-style-type: none"> - atkelompok yang berisikan 2 orang danmembuat dialog yang mencakup opinion and idea expression. - Pesertadidikdiminta menaampulkan dialog di depankelas. - <i>Penutup</i> 	<ul style="list-style-type: none"> - perspektifmengenais uatuhal. - Denganmengguna nekspresi opinion and idea daripermasalahan yang adadalamkegiatanters ebu (max 5 paragraf). - Pesertadidikmengum pulkankarangan. - Guru menilaihasilkarangan siswadanmengevalua sihasilsiswa. - <i>Penutup</i>
4	Specific ways of ascertaining students understanding or confusion around this idea ?	<ul style="list-style-type: none"> - Memberik an contoh ekspresi opinion and idea yang sering digunakan (formal dan Informal). 	<ul style="list-style-type: none"> - Member ikan teks untuk dianalisis penggunaan ekspresi yang sesuai dengan opinion and idea. 	<ul style="list-style-type: none"> - Member ikan pendapat dengan menggunakan ekspresi giving opinion and idea. 	<ul style="list-style-type: none"> - Menam pilkan video debat bahasa inggris asia yang memuat penyampaian opinion and idea. 	<ul style="list-style-type: none"> - Mempr aktekan percakapan melalui dialog dengan teman sebangku. 	<ul style="list-style-type: none"> - Membuat Essay dengan menyatakan gagasan, pendapat, perspektif mengenai permasalahan yang ada disekitar menurut pandangan siswa.

5	What else you might know about this idea (that you don't intend students to know yet) ?	- Ada	Tidak	- Ada	Tidak	- Ekspresi yang digunakan untuk menyampaikan gagasan dan usulan yang baik.	- Siswa untuk mampu memahami dan menganalisis gagasan dari video.	- Ada	Tidak	- Ada	Tidak
6	Difficulties/ limitation connected with teaching this idea?	- Siswa yang pasif	- Siswa kurang memperhatikan	- Siswa kurang berpartisipasi.	- Keterbatasan waktu, karena tingkat pemahaman dan fokus melihat dan mendengarkan audio/video.	- Siswa melaflakan kata atau kalimat dengan pelafalan yang belum tepat, sehingga membutuhkan perbaikan pada kalimat atau kata.	- Kurangnya elaborasi atau pengembangan tulisan yang dibuat oleh siswa.				
7	Knowledge about students' thinking that influence your teaching of this idea ?	- Tidak Ada	- Tidak Ada	- Tidak Ada	Banyaknya difficult word dalam percakapan, pelafalan (akses) oleh Native speakers yang sulit didengar siswa.	Siswa melaflakan kata atau kalimat yang belum tepat.	Kurangnya vocabulary dan keadaan kenyataan.				
8	Other factors that influence your teaching of this idea.	Tidak Ada	Tidak Ada	Tidak Ada	Kemampuan mendengar dan daya tangkap siswa dalam mendengarkan, melihat dan memahami video/ audio. Faktor eksternal alat-alat pendukung (speaker dan Proyektor).	Kesalahan dalam pelafalan dan intonasi.	Kesulitan dalam menyusun kalimat secara koheren dan komprehensif, penggunaan grammatical dan pengembangan tulisan.				

No.	Big Science Concept : You Are Invited to a Party Grade/Semester : XI / 1st Semester Teacher : Miss. Nanda Eka Yuniarti Source : English Handbook/ LKS (Lembar Kerja Siswa) "MODUL PEMBELAJARAN BAHASA INGGRIS" Based on 2013 curriculum Published by : Viva Pakariondo						
	Questions	Introduction	Formal Invitation	Inviting Someone	Listening Skill	Speaking Skill	Writing Skill
1	What you intend the students to learn about this idea?	Memperkenalkan materi Invitation (formal invitation dan informal invitation). Siswa dapat membedakan kedua jenis invitation.	Meingidentifikasi formal invitation baik struktur, format tulisan, dan isi.	Mengundang seseorang baik dalam bentuk tulisan dan lisan.	Memahami maksud atau memahami isi undangan atau invitation.	Mengaplikasikan invitation dan respon atau mengundang seseorang melalui lisan.	Membuat kreatifitas surat undangan sesuai dengan format..
2	Why it's important for the students to know this ?	Siswa dapat menganalisis dan memahami Formal dan Informal invitation .	Siswa dapat mengidentifikasi format penulisan invitation.	Siswa mampu membuat dan mengajak/ mengundang secara tulis dan lisan.	Siswa dapat mendengarkan dan memahami isi dari undangan secara lisan dan langsung.	Siswa dapat mengaplikasikan mengundang dalam bentuk oral.	Siswa mampu membuat kreatifitas surat undangan untuk menerapkan format dan sistematika penulisan undangan sesuai formal atau informal invitation.
3	Teaching procedures (and particular reasons for using these to engage with this idea)	<ul style="list-style-type: none"> - <i>preseption</i> - Guru memberikan beberapa contoh mengenai formal invitation dan informal invitation melalui slide. - Peserta didik dapat membedakan 	<ul style="list-style-type: none"> -<i>Aprerception</i> - Peserta didik membuat kelompok terdiri dari 2 orang yang membuat surat secara formal, dan memberikan kepada siswa pasangannya untuk diidentifikasi dan dievaluasi bersama. - Guru memberikan 	<ul style="list-style-type: none"> -<i>Aprereception</i> - Peserta didik diminta membuat surat undangan kepada temannya sesuai tema yang diberikan guru. -guru mengevaluasi hasil siswa. - Guru menyimpulkan pelajaran 	<ul style="list-style-type: none"> - <i>preseption</i> - Pesertadidikdiminta mengingatkembali mengenai invitation. - Guru memutarkan audio mengenaiinvittaion . 	<ul style="list-style-type: none"> -<i>Aprereception</i> - Pesertadidikdiminta membuatkelompok, masing-masingkelompokberjumlah 3 orang. - Masing-masingkelompokdim intamembuat video mengundangatau inviting someone 	<ul style="list-style-type: none"> -<i>Aprereception</i> - Pesertadidikdiminta mengambilishballatauundiansuati undangan yang akandibuat (formal atau informal). - Pesertadidikdiminta membuatkreatifitasundangan sesuai yang

		<p>perbedaan format keduajenis invitation tersebut.</p> <p><i>Penutup</i></p> <ul style="list-style-type: none"> - Peserta didik diminta untuk mencari contoh formal invitation dan informal invitation. 	<p>evaluasi objektif hasil formal invitation siswa.</p> <ul style="list-style-type: none"> - <i>Penutup</i> 	<p><i>-Penutup</i></p>	<ul style="list-style-type: none"> - Peserta didik diminta untuk memahami maksud dari invitation audio yang diputar. - Peserta didik menyimak audio. - Guru menanyakan kepada Peserta didik mengenai isi audio yang diputar - <i>Penutup</i> - Peserta didik diminta mendownload video invitation dalam kelompok. 	<ul style="list-style-type: none"> - laludiunggahdalamak unyoutubeatau blog yang dimilikisetoiapkelompok. - Guru memutarkan video yang dibuat siswa dan guru dan siswa. - <i>Penutup</i> 	<p>diperoleh melalui undian..</p> <ul style="list-style-type: none"> - Guru menilai hasil surat undangan siswa. - <i>Penutup</i>
4	Specific ways of ascertaining students understanding or confusion around this idea ?	<ul style="list-style-type: none"> - Memberikan contoh formal dan informal invitation dalam bentuk real atau contoh gambar. 	<ul style="list-style-type: none"> - Meemb erikan contoh formal invitation dalam bentuk untuk dianalisis. 	<ul style="list-style-type: none"> - Mengundang seseorang dalam bentuk tulisan dan lisan. 	<ul style="list-style-type: none"> - Memperdengarkan audio percakapan invitation atau mengundang seseorang. 	<ul style="list-style-type: none"> - Mempraktekan mengundang atau inviting someone melalui dialog dengan kelompok . 	<ul style="list-style-type: none"> - Mengeksploari bakat siswa dalam kreatifitas menulis undangan.
5	What else you might know about this idea (that you don't intend students to know yet) ?	<ul style="list-style-type: none"> - Tidak Ada 	<ul style="list-style-type: none"> - Tidak Ada 	<ul style="list-style-type: none"> - Tidak Ada 	<ul style="list-style-type: none"> - Tidak Ada 	<ul style="list-style-type: none"> - Tidak Ada 	<ul style="list-style-type: none"> - Tidak Ada
6	Difficulties/ limitation connected with teaching this idea?	<ul style="list-style-type: none"> - Siswa sudah mengetahui dan paham megenai materi. 	<ul style="list-style-type: none"> - Siswa tidak menganalisis formal invitation 	<ul style="list-style-type: none"> - Siswa kurang berpartisipasi. 	<ul style="list-style-type: none"> - Keterbatasan waktu, karena tingkat pemahaman dan 	<ul style="list-style-type: none"> - Siswa melafalkan kata atau kalimat dengan pelafalan 	<ul style="list-style-type: none"> - Kurangnya kemampuan atau kreatifitas siswa dalam

			yang diberikan.		fokus mendengarkan audio.	yang belum tepat, sehingga membutuhkan perbaikan pada kalimat atau kata yang dalaangkan belum tepat.	membuat surat. .
7	Knowledge about students' thinking that influence your teaching of this idea ?	- Tidak Ada	- Tidak Ada	- Tidak Ada	Banyaknya difficult word dalam percakapan, pelafalan (akses) oleh Native speakers yang sulit didengar siswa.	Siswa melafalkan kata atau kalimat yang belum tepat.	Tidak Ada.
8	Other factors that influence your teaching of this idea.	Tidak Ada	Tidak Ada	Tidak Ada	Kemampuan mendengar dan daya tangkap siswa dalam mendengarkan audio.	Kesalahan dalam pelafalan, hafalan dan intonasi.	Kesulitan dalam membuat konsep kerajinan surat undangan.

No.	Big Science Concept : An Exposition About Pollution Grade/Semester : XI / 1st Semester Teacher : Miss. Nanda Eka Yuniarti Source : English Handbook/ LKS (Lembar Kerja Siswa) "MODUL PEMBELAJARAN BAHASA INGGRIS" Based on 2013 curriculum Published by : Viva Pakariondo						
	Questions	Introduction	Analytical Expotsition	Langage Features of Analytical Exposition	Listening Skill	Speaking Skill	Writing Skill
1	What you intend the students to learn about this idea?	Memperkenalkan materi jenis teks eksposisi atau An exposition.	Memahami general sturctures of analytical exposition.. .	Menggunakan ekspresi sesuai dengan konteks isi dalam analytical exposition.	Memahami maksud atau memahami topik yang diceritakan.	Mengaplikasikan language features dalam bentuk lisan.	Membuat essay analytical exposition sesuai dengan format.(general structure dan language features) .
2	Why it's important for the students to know this ?	Siswa dapat menganalisis dan memahami teks eksposisi .	Siswa dapat mengidentifikasi format penullisan analytical exposition.	Siswa mampu menggunakan language features of analytical exposition.	Siswa dapat mendengarkan dan memahami topik dari percakapan atau speech, opinion dan respon mengenai suatu hal.	Siswa dapat mengaplikasikan konsep analytical exposition dalam bentuk oral.	Siswa mampu membuat kreatifitas tulisan dengan menerapkan format dan sistematika penulisan yang sesuai.
3	Teaching procedures (and particular reasons for using these to engage with this idea)	<ul style="list-style-type: none"> - <i>preseption</i> - Guru memberikan beberapa contoh mengenai teks eksposisi. - Pesertadidik memahami dan mengidentifikasi teks eksposisi. <i>Penutup</i> - 	<ul style="list-style-type: none"> -<i>Aprerception</i> - Guru memberikan penjelasan mengenai teks analytical exposition kepada peserta didik. - Guru dan peserta didik saling tanya jawab. - <i>Penutup</i> Siswa diminta mencari contoh analytical exposition 	<ul style="list-style-type: none"> -<i>Aprereption</i> - Peserta didik diminta mencari language features of analytical exposition dan mencoba membuat layout tulisan analytical exposition. -guru mengevaluasi hasil siswa. -Guru menyimpulkan pelajaran 	<ul style="list-style-type: none"> - <i>preseption</i> - Pesertadidikdiminta amengingatkembali imengenai analytical exposition. - Guru memutarkan audio mengenai analytical exposition. 	<ul style="list-style-type: none"> -<i>Aprereption</i> - Pesertadidikdiminta membuat kelompok, masing-masing kelompok berjumlah 3 orang. - Masing-masing kelompok diminta membuat video mengenai kejadian yang ada di sekitar lalu diunggah dalam 	<ul style="list-style-type: none"> -<i>Aprereption</i> - Pesertadidikdiminta membuat essay sesuai dengan minat siswa. - Guru menilai hasil essay siswa. - <i>Penutup</i>

		Pesertadidikdiminta untuk membuat teks eksposisi.	dari berbagai sumber (web, internet) dan memplot-plotkan sesuai dengan general structures.	- <i>Penutup</i>	<ul style="list-style-type: none"> - Pesertadidik diminta untuk memahami maksud dari percakapan audio yang diputar. - Pesertadidik menyimak audio. - Guru menanyakan kepada Peserta didik mengenai isi/topik audio yang diputarkan - <i>Penutup</i> - Peserta didik diminta mendownload video analytical exposition dalam kelompok. 	akun youtube atau blog yang dimiliki setiap kelompok. <ul style="list-style-type: none"> - Guru memutarkan video yang dibuat siswa dan dievaluasi bersama baik guru dan siswa. - <i>Penutup</i> 	
4	Specific ways of ascertaining students understanding or confusion around this idea ?	- Memberikan contoh teks eksposisi .	- Melatih siswa mengidentifikasi bagian-bagian teks sesuai dengan general structures. .	- Menggunakan language features of analytical exposition yang sesuai dalam kalimat.	- Memperdengarkan audio percakapan membahas suatu hal mengenai polusi.	- Mempraktekan teks analytical exposition dalam bentuk lisan pada kelompok .	- Mengksploari bakat siswa dalam kreatifitas menulis analytical exposition.
5	What else you might know about this idea (that you don't intend students to know yet) ?	- Tidak Ada	- Siswa lebih aktif dan kritis lingkungan sekitar dengan jenis teks analytical exposition.	- Tidak Ada	- Tidak Ada	- Tidak Ada	- Tidak Ada

6	Difficulties/ limitation connected with teaching this idea?	- Siswa sulit memahami mengenai materi.	- Siswa tidak menganalisis bacaan dengan cermat.	- Siswa masih kesulitan dalam menyesuaikan dalam teks.	- Keterbatasan waktu, karena tingkat pemahaman dan fokus mendengarkan audio.	- Siswa melafalkan kata atau kalimat dengan pelafalan yang belum tepat, sehingga membutuhkan perbaikan pada kalimat atau kata yang drafalkan belum tepat.	- Kurangnya kemampuan atau kreatifitas siswa dalam membuat tulisan dan koheren .
7	Knowledge about students' thinking that influence your teaching of this idea ?	- Tidak Ada	- meningkatkan daya kritis siswa melalui tulisan.	- Tidak Ada	Banyaknya difficult word dalam percakapan, pelafalan (akses) oleh Native speakers yang sulit didengar siswa.	Siswa melafalkan kata atau kalimat yang belum tepat.	Tidak Ada.
8	Other factors that influence your teaching of this idea.	Tidak Ada	Siswa kesulitan membuat karangan.	Tidak Ada	Kemampuan mendengar dan daya tangkap siswa dalam mendengarkan audio.	Kesalahan dalam pelafalan, hafalan dan intonasi.	Kesulitan dalam merangkai kalimat.