THE STUDENT TEACHERS' TEACHING SKILLS IN SET INDUCTION
AS SEEN IN THEIR PROGRAM PENGALAMAN LAPANGAN

A THESIS

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

By
Christina Endang Wijayanti
Student Number: 061214082

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by

Christina Kristiyani, S.Pd., M.Pd.

5 February 2011
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Defended before the Board of Examiners
on March 11, 2011
and Declared Acceptable

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Yogyakarta, March 11, 2011
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Drs. Tarsisius Sarkim, M.Ed., Ph.D.
“To every season there is a season and a time to every purpose under the heaven”

“He hath made everything beautiful in his time; also he hath set the world in their hearts so that no man can find out the work that God maketh from the beginning to the end.”

(Ecclesiastes 3:1&1)
STATEMENT OF WORK'S ORIGINALITY

I honestly declared that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and the references, as a scientific paper should.

Yogyakarta, March 11, 2011

The Writer

Christina Endang Wijayanti

061214082
ABSTRACT


Set induction is a part of teaching activities. It is needed to be mastered by teachers as one of the important teaching skills. It is used to introduce new topic in a lesson, to prepare the students’ mental and draw the students’ attention to the material taught. The English Language Education Study Program organizes a program called Program Pengalama Lapangan (*PPL*) or teaching practice in formal schools. It is aimed to give teaching experience to the student teachers and to train the student teachers teaching skills as the preparation to face the real job or profession as professional teachers. This program is also to sharpen the student teachers; ability in conducting teaching skills, which includes skill to open the lesson and other important teaching skills. Therefore, the researcher tried to find out the student teachers conducted the set induction skill to open the lesson in their teaching practice in *PPL*.

This research is intended to describe how the student teachers conducted the set induction in the real teaching learning activities in classroom. There were three research questions in the research: (1) How set induction is conducted by the student teachers in their teaching performance in *PPL*, (2) What problems are faced by the student teachers in conducting set induction, and (3) How the student teachers overcome the problems. In this research, the researcher observed three student teachers in one school, *SMA STELLA DUCE II Yogyakarta*.

This is a descriptive-qualitative research. The instruments used in gathering the data were (1) classroom observation, (2) field notes, (3) interview. The first question was answered by conducting classroom observation and taking field notes. The researcher used three criteria of effective set induction. They were: (1) The participants are able to draw the students’ attention through set induction activities, (2) The participants are able to raise the students’ motivation toward the lesson or material taught, and (3) The participant shows the connection between the set induction with the material taught, previous lesson and students’ life.

The result of observation indicated that the student teachers were not able to fulfill the three criteria of effective set induction in the teaching and learning activities used by the researcher. The second and third questions were being answered through classroom observation and interview taken from the student teachers. There were four main problem in conducting the set induction, namely, (1) Drawing the students’ attention, (2) Raising the students’ motivation, (3) Assessing the students’ understanding through the students’ reaction toward the set induction activities, and (4) Fostering the students’ involvements in the learning process. Based on the problems faced in conducting set induction, the student teachers used some solutions to overcome the problems, namely, (1) Changing the strategy in delivering the activities, (2) Using certain activities that create the students’ feeling of fun, (3) giving reward to the students’ participation and works, and (4) Using positive emotion to enhance the students’ learning motivation.
ABSTRAK


Kegiatan pembuka adalah bagian dari kegiatan pengajaran. Hal itu sangat penting bagi setiap guru guna menguasai keterampilan tersebut. Keterampilan ini digunakan untuk memperkenalkan pokok bahasan atau materi baru, memperisipakan mental siswa dan mengarahkan perhatian siswa kepada materi yang akan diajarkan. Program Studi Pendidikan Bahasa Inggris mengadakan Program Pengalaman Lapangan (PPL) atau kegiatan praktik mengajar di sekolah. Tujuan dari kegiatan tersebut adalah memberikan pengalaman mengajar kepada mahasiswa keguruan dan untuk melatih keterampilan mengajar mahasiswa sebagai persiapan menghadapi profesi atau pekerjaan yang sesungguhnya sebagai seorang guru yang professional. Program ini juga bermanfaat untuk mengasah kemampuan mahasiswa keguruan dalam melakukan kegiatan pengajaran, dimana keterampilan membuka pelajaran dan keterampilan mengajar dalam mengajar. Peneliti berupaya mencari tahu keterampilan mahasiswa keguruan terutama keterampilan membuka pelajaran dalam praktik mereka dalam kegiatan PPL.


kegiatan pembuka pelajaran, (3) Menilai pemahaman siswa melalui reasi siswa terhadap kegiatan pembuka, dan (4) Membuat siswa terlibat aktif dalam proses belajar melalui kegiatan pembuka. Berdasarkan masalah yang dihadapi dalam melakukan kegiatan pembuka pelajaran, mahasiswa praktikkan menggunakan beberapa solusi untuk mengatasi masalah-masalah tersebut, yaitu (1) mengubah strategi dalam menyampaikan kegiatan kepada siswa, (2) menggunakan kegiatan tertentu yang dapat membangun perasaan senang siswa, (3) memberikan Hadiah atau penghargaan terhadap partisipasi dan pekerjaan siswa, dan (4) Menggunakan emosi positif untuk meningkatkan motivasi dan pembelajaran siswa.
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH
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Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma
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AS SEEN IN THEIR PROGRAM PENGALAMAN LAPANGAN

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Demikian pertanyaan ini saya buat dengan sebenarnya.
Di buat di Yogyakarta
Pada tanggal : 11 Maret 2011
Yang menyatakan

Christina Endang Wijayanti
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Christina Endang Wijayanti
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CHAPTER I

INTRODUCTION

This chapter consists of research background, problem formulation, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

“ A successful lesson beginning can greatly contribute a meaningful learning experience for the students (Burden & Byrd, 1999:107)”. This statement means that a beginning activity of teaching and learning process in the class can bring big influence to the students’ life experience in learning. It is also stated by Ince (2000) that, “the beginning of each lesson is important because the time is the foundation for understanding so that the rest of the lesson is established”. Those statements underline the important of a beginning activity or pre-activity in the teaching and learning process. The activity in the beginning of the lesson is very essential in every teaching and learning activity. The beginning activity also takes an important role to an effective and successful lesson in the class. Indeed, teachers should master this skill in order to open the lesson or classroom learning activity.

The ability to open the lesson is also usually called set induction or introductory activity (Burden & Byrd, 1999: 61). It is one of the main basic teaching skills that common teachers must have. In this skill, the teachers should design and create interesting induction activities as the description of the topic
being to the students so that they will have enthusiasm to learn in the teaching learning activity. As Burden & Byrd (1999: 107) stated that the beginning of a lesson should be designed to capture the students’ attention and focus their attention on the learning objectives to be addressed during the lesson. It means that set induction focuses on the students’ attention on certain object, event, idea and material. Therefore, set induction takes an important role as one of the basic teaching skills that must be mastered by the student teachers.

The skill to open the lesson is included in the main basic teaching skills. There are three main basic teaching skills based on *Buku Pedoman Pengajaran Mikro* (2008:15-16), namely, (1) the skill to open and end the lesson, (2) skill to explain and vary the stimulus and, (3) skill to give question and motivate the students. Those three basic teaching skills are given to the student teachers as the preparation before they conduct real teaching in formal schools, conducting Program Pengalaman Lapangan (PPL). The basic teaching skill are also trained in small-scale class called Microteaching class, which furthermore become the student teachers’ preparation to conduct their Program Pengalaman Lapangan (PPL) in formal schools.

*Program Pengalaman Lapangan (PPL)* itself is a teaching training program, which usually comes during the last year. In the English Language Education Study Program, it is a compulsory subject for the ELESP students. This subject is aimed to measure the student teachers ability in applying the teaching capability thoroughly and integrated in the real classroom situation under the direction of a more experienced people; in this case, they are the lecturer and the
master teacher. Through *Program Pengalaman Lapangan (PPL)*, the student teachers are able to practice the real teaching practice based on the basic teaching skills they have trained before, including the set induction ability. It is also the aim of the study program to produce the teacher candidates that are able to plan, conduct, and evaluate the teaching learning process.

In addition to the importance of set induction, Burden & Byrd (1999) also put set induction or introductory activities in the first place as the main parts of effective lesson. There are three main parts of effective lesson, namely, (1) Introductory activates, (2) Developmental activities, and (3) Closing activities. Set induction activities are also included in lesson plan every teacher makes. Set induction usually takes place in pre-Whilst activity in common Lesson Plan. In this case, lesson plan is a plan of activities made by teachers to develop and control the teaching activities (Lestari, 2010:2). This means that set induction is needed to be carefully planned in order to support an effective learning activity in classroom lesson, it will be not effective and successful teaching and learning activities. It strengthens the main role and position of the set induction or introductory activities in a teaching kernel activity.

It is known that opening a leaning activity is not that easy. The student teachers should design interesting induction activities as the description of the topic being taught to the students and to attract the students’ attention, so that they will have enthusiasm in teaching and learning activity. It is important to build and create an interesting and meaningful set induction as the beginning of the learning activity in the classroom. Furthermore, an effective set induction encourages
students’ interest and involvement in the main activity of the lesson body. Therefore, the researcher would like to observe how the student teachers’ ability in implementing or conducting set induction in beginning of their teaching activity. It is important to build and create an interesting and meaningful activity as the beginning of the learning activity in the classroom in order to reach the goal of effective, meaningful and objective-oriented learning.

B. Problem Formulation

Through this research, the researcher formulated the problems which are presented in three questions, as follows.

1. How is the set induction conducted by the student teachers in their teaching performance in PPL?
2. What are the problems faced by the student teachers in conducting set induction?
3. How do the student teachers overcome the problems?

C. Problem Limitation

The limitation of this topic takes place on the performances of student teachers of the English Language Education Study Program (ELESP), Sanata Dharma University. They are conducting their teaching practice in formal schools in their 7th semester. The students who are conducting this teaching practice have already obtained the knowledge of pedagogy, which they will need and apply in
their teaching practice. They are conducting their teaching practice in SMA STELLA DUCE II Yogyakarta in the odd semester of 2010/2011 academic year.

D. Research Objectives

There are some objectives that can be found by doing this research:

1. to describe how the student teachers conduct the set induction in the teaching practice in PPL
2. to find out the problems that will be faced by the student teachers in conducting set induction
3. to find out how the student teachers overcome the problems

E. Research Benefits

This research is beneficial for the lecturers, students and the other researchers who concern with the teaching practice. Toward this research, the researcher finds some benefits, in order to develop the ability in teaching practice especially for student teachers themselves. For student teachers, toward this research, the researcher can give information to the students about the importance of set induction in teaching activities and to give some information about the problems that occurs in conducting set induction in the class.

For lecturers, in this research, the researcher would like to inform the lecturers about some factors that make set induction difficulties to be implemented or problems that may occur in conducting set induction in the class. Furthermore, toward this research, the researcher would like to give input to Program
Pengalaman Lapangan (PPL) lecturers so that they can internalize the weakness that still occur from the students in implementing set induction in teaching activities.

For other researchers, through this scientific writings, the researcher expects that there will be other researcher who will give additional references and information about this research. Moreover, it is expected that there will be the next researcher who try to investigate deeply more specific about the implementation of set induction or the effects of implementing set induction to the students’ learning achievements.

F. Definitions of Terms

1. Student teacher

A student teacher is a student in college who is engaged to practice teaching under the supervision of the certified teachers in order to qualify a degree in education (Spears, 1951:188). Student teacher is also called Mahasiswa PPL or Mahasiswa Pratikkan. In this research, the student teachers refer to the English Language Education Study Program (ELESP). They are in the 7th semester students and have taken all the pre-requisite subjects for Program Pengalaman Lapangan (PPL) to become the “real: teacher in formal schools (private or public). In this research, the students refer to the student teachers who are conducting teaching practice in formal school, especially in SMA STELLA DUCE II Yogyakarta.
2. Set Induction

Set induction is the activity at the beginning of the lesson. This activity will help the students and engaged to the learning (Burden & Byrd, 1999: 120). In this research, set induction will focus on how the student teachers’ teaching skills seen in teaching practice based on effective criteria of set induction. The criteria are taken from Burden and Byrd (1999: 121), La Sulo, Prananto, Soedirjo, Waspodo & Mulyatmojo (1980: 35), and Buku Pedoman Pengajaran Mikro, (2008:15-16). They are (1) drawing the students; attention, (2) raising the students’ motivation, (3) the connection between the set induction with the material or the lesson (4) the connection between the students’ previous lesson, and (5) the connection between the students; lives with the set induction and the lesson.

3. Program Pengalaman Lapangan (PPL)

Program Pengalaman Lapangan (PPL) is one of the compulsory subjects taken by the English Language Education Study Program students. In PPL, the students practice teaching in the real classroom situation with the real students. They are sent to formal schools to practice as teachers’ job in order to understand and know the educational phenomena in reality (Buku Panduan Akademik Program Studi Pendidikan Bahasa Inggris). In this research, PPL is seen as the activity where the student teachers conduct and practice the teaching practice in formal school.
CHAPTER II

REVIEW TO RELATED LITERATURE

This chapter is aimed at discussing the theories underlying the study. This chapter covers two major parts, namely, theoretical description and theoretical framework.

A. Theoretical Description

This part provides the theories that underline the research on set induction, which include the definition, purpose of set induction and the set induction methods.

1. The Nature of Set Induction

Set induction is aimed for creating a learning atmosphere, which result to the students’ motivation to the topic to be learnt. Set induction should be done not only in the beginning of the learning activates but also when the teachers give new topics to the students (Buku Pedoman Pengajaran Mikro, 2008:15-16). From this statement, it means that set induction has specific and important purposes in every learning activity. Set induction is not only an activity an the beginning of the lesson, but also in every time the teachers introduce new topic in the class

Then, according to La Sulo, Prananto, Soedirjo, Waspodo & Mulyoatmojo (1980: 35), set induction is an effort or activity conducted by the teachers in teaching and learning set to create pre-condition, as a mean to give positive effects, to the learning activity for the students’ mental and attentions to the topic
to be learned. Moreover, according to Brown (1975:87), it is important to choose the introductory set carefully so that it is interesting in itself to the pupils (students) and there is an obvious link between it and what is to be leaned. From these statements above mean that set induction is purposefully to prepare the students’ mental readiness and in order to build the students’ mind of positive effects on the subject that they will learn. It is needed to be considered the importance of making an interesting set induction in order to catch the students’ attention and also make or create a link between the set induction and what is going to be learned. It can sharpen the positive effects on the students’ attention to follow the rest of the classroom learning activity.

2. The Definition of Set Induction

There are some other definitions about set induction that the researcher found which also provide relevant aspect.

Set induction in an introduction to an educational lesson through a variety of techniques. It is aimed to change mental gear, to promote interest in the lesson, and inform the students of the expectation, a review of previously covered material or an activity. (Oman, 2002, cited in http://www.uwstout.edu accessed on June 7, 2010)

This statement means that set induction is an introduction in an educational lesson that delivered in various ways of techniques in order to gain the students’ interest and give the students brief description about the goal or objectives that become the indicator (expectation) from the learning activity. The activities in set induction are usually demonstration and reviewing to the previous material

Set induction, which is induced by the teachers, is establishing a frame of reference in an educational environment for the sole purpose of attaining
and/or engagement and reaching desired behavioral objectives from that learning experience. It is also often referred to as interest approach or anticipatory set. (Johnston, 2008 cited in http://repository.tamu.org, accessed on June 7, 2010)

In this statement, set induction is to build students’ framework, which contain of reference in the real educational environment (students’ real live or environment) in order to reach the learning objectives through the students’ behaviors experiences. In this statement, the researcher found a new term instead of set induction, it is called anticipatory set as an interest approach in set induction.

Set induction is inducing a learning set, the initial instructional act of the teacher’s aim to establish a frame of reference and facilitate the creation of a communicative link between the experience field of the pupils (students) and the desired behavioral goals of the learning experience (the lesson). (Aubertine, 1968 cited in The Journal of Education, April 1968)

This statement mean that set induction is like a kind of a bridge to link the students’ field experiences to the objectives of the learning activity towards the students’ behavior in the learning process.

From the three statements above, it can be concluded that set induction us an introduction lesson in every educational lesson, which are delivered in various techniques. The common activities in set induction are demonstration and reviewing to the previous material. In set induction it is also needed to build students’ framework of reference that contain students’ real live experiences. It is done in order to reach the objectives of the learning activity towards the students’ learning experiences. Set induction also takes a role like a bridge that links students’ real field experiences with behavioral objectives from the students in the
learning activities. From those three statements, the researcher found a new term, anticipatory set, which refers to set induction interest approach.

3. Anticipatory Set

From the definition provided above, there one statement said that set inductions are often referred to as interest approach or anticipatory set. Set induction can be called Anticipatory set. Anticipatory set id the other names for set induction. It is stated in Burden & Byrd (1999:120) that Madeline Hunter (1994) used the term anticipatory set instead to describe the concept of set induction. Pointing out the activity is intended to develop a mental readiness (or “set) for the lesson. Anticipatory set includes as follow.

a. the motivation and introduction of the lesson
b. it is the attention gather from the lesson
c. the activity to focus the students’ attention
d. provide a brief practice and/ or develop readiness for the instruction that will follow
e. it should relate to some previous learning

The anticipatory set should help the students get mentally or physically for the lesson (Combs, 2008, cited in http://www.edulink.org/lessonplan/anticipa.htm, accessed on June 8, 2010) in other sources, stated by Kelly Magruder from Oklahoma Baptist University, (as cited in http://www.okbu.net/ed/398/ed.htm, accessed on June 8, 2010) methods that can be used in anticipatory set. The methods that can be used are mention as follows.
1. question(s)
2. demonstration (especially one with result the students do not expect)
3. story or anecdote
4. shock
5. humor
6. pertinent new item
7. role playing
8. modeling/visualization
9. quiz

4. Purposes of Set Induction

Set induction is an activity to begin a lesson. Further, it has some purposes through this activity before directly jump to the main material taught. According to La Sulo et. al., (1980:35), there are two main purposes of set induction:

a. to prepare the students’ mental readiness so that they are ready to involve in the material to be discussed
b. to build students’ interest and attention towards the topic to be leaned un the learning process.

From other sources, according to Burden & Byrd (1999:63), it is stated that there are also two main purposes of set induction as follows.

a. set induction can help the students to understand what they will be studying
b. set induction will help the student focus their attention to the subject being considered, informing them where the lesson is going, relating new material to the content already understood and providing structure for subsequent lesson.

According to Perrot (1982), there are for purposes of set induction:

a. to focus attention on what is to be learned
b. gaining the interest of the students
b. to move from old to new materials and linking the two
c. to provides a structure fro the lesson and setting expectations of what will happen
d. to give meaning to a new concept or principle, such as giving example

According to Brown (1975:88), there are four main reasons why use set induction:

a. to focus the student’s attention on what is to be learned
b. to create a frame of the reference before or during the lesson
c. to give meaning to a new concept or principle
d. to stimulate students’ interest and involvement

According to Richards and Lockhart (2005:114-115), in which set induction is called Lesson beginning, can serves a variety of purposes. They are as follows.

1) **Cognitive Contribution**

a) to help the learner to relate the content of the new lesson to that of the last or previous lesson
b) to assess relevant knowledge
c) to establish an appropriate “set” in learners: i.e., prepare them for what is follow (cognitive and affective contribution)
2) **Pragmatic Contribution**

a. to allow “tuning in” time – which may be especially important in situations

b. to reduce the disruption caused by late-arriving students

5. **Set Induction in a Lesson**

Set induction takes in the beginning in the learning process or a lesson. According to Burden & Byrd (1999:63), there are three main parts of an effective lesson, namely, Introductory activities, Developmental activities, and Closing activities. From all the three main parts, set induction is involved in introductory activities. In lesson plan, an introductory activity is called pre-whilst activity. Pre whilst activity is an activity done before the main activity, or whilst activity. In pre-whilst, teachers usually create a kind of “warming up” activity before directly go to the main or whilst activity. Introductory activities are designed to obtain students’ attention and interest and set the stage for the developmental activities that follow.

Introductory activities will provide teacher with time to give illustration about the content of the lesson to the students. It is also the time for teacher to prepare the students about the material and to arise their motivation toward the materials. Teacher also has time to give warming up activities of brainstorm about the material. From this statement, it can be concluded that set induction as introductory activities is a part of effective lesson. A lesson would not be effective if one of the main parts is missing. Therefore, each main part takes role in order to build good and effective lesson in the class.
6. Criteria of Set Induction

In implementing set induction, there are some criteria to meet, in order to reach an effective activity in set induction moreover to support an effective lesson. The criteria of set induction taken below are the components, the effective criteria, and aspect to be considered in set induction.

a. Components for the Skill of Set Induction

According to Singh and Sharma (2004:78), there are five components skill of set induction, namely:

1) teacher used previous knowledge of the pupils
2) the device used was appropriately
3) good continuity was maintained
4) teacher’s statements and question were relevant
5) question follow by correct responses from the pupil

b. Effective Criteria of Set Induction

According to Burden & Byrd (1999: 1230-121), there are four main criteria in set induction namely,

1. Get the students interested in what to be taught during the lesson

Getting the students’ attention is one of the focuses in set induction. In order to reach that objective, the teachers should design or create interesting set induction activities. It is not only getting the students’ attention in the beginning of the classroom learning activities, but also it should be kept during the lesson and by the end of the lesson. Some people or teachers that learning task, tests and lecturing is necessity boring. Sometimes, the students also feel bored with the
learning habit. The students’ boredom leads to the students’ unwillingness to pay attention to the teachers. As the result, the teachers could not get the students’ attention. Therefore, the teachers should create “fun” as Robert Harris (1991) stated in his essay about “Some Ideas for Motivating Students”. Learning experience should provides as much fun as possible like sorts or games that can increase students’ emotional and anxiety.

2. **The set induction activity must be connected to the lesson**

   The teachers should consider the activity used in set induction. The consideration is that the students do not only feel fun and interest with the activity in the beginning, but also, the teachers should connect the activity with the lesson. Furthermore, through the activity in set induction, it will help the students to have a framework or a brief description in their mind about what they are going to learn. An activity, which is created to get the students’ attention should be connected with the meson, will support the students’ understanding towards the lesson learned.

3. **Students must understand the material and/or activity.**

   The students’ understanding in the beginning of the lesson should become the main concern. If the students have understood the activity and material from the very first time, it will be easier for the teachers to direct them to the main material taught. Therefore, the teachers should give clear instruction in giving induction activities. When the students have already understood, the teachers also will not meet difficulties in directing to the main material.
4. The set induction and the content of the lesson should be related to the students’ lives or previous lesson.

Students will be more interested of the lesson if the lesson is related with their lives. The teachers better find as many materials that can describe the students’ habit in their real life. Other ways, the research can relate the lesson with the students’ previous lesson. Set induction is also used to build continuity from lesson to lesson, from unit to unit. Thus, a new set induction may be linked between the students’ previous knowledge or lesson and the new lesson.

c. Aspect to be considered in Set Induction

According to Buku Pedoman Pengajaran Mikro (2008:15-16), there are some aspects to be considered in set induction activities, namely:

1) Increasing the students’ interest and attention

In order to increase students’ interest and attention, the students teachers need to show high enthusiasm. There are some techniques that can be used. The descriptions are as follow.

a) The teaching style of the teacher

The student teachers have high spirits in delivering the lesson, look fresh, have high energy, use properly movement, and have loud and warm voice. The gesture and facial expression will support to get the students’ attention, the beginning of such events were often mark by the changes of teacher’s voice quality of volume, or in the teacher’s location or posture, these serving to call the group attention (Wong-Fillmore, 1985:27, cited in Richards & Lockhart,
2005:114). It means that it is important to set the teachers voice and position in the class in order to get the students’ attention.

b) The use of teaching media

Using interesting and functional teaching media also can attract the students’ attention and interest, such as pictures, stories, newspaper and analogy. It is important to consider the relevancy between the topic and the learning objectives.

c) The interaction variation

The monotone style in the classroom interaction, teacher explains and students listen, or teacher asks question and students answer, will not work for long time. It is better to create another variation on classroom interaction. Singh & Sharma (2004:83) stated that there are three types of interaction between teacher and pupils (students):

1. teacher-pupils or teacher – group of pupils
2. teacher – pupil
3. pupil-pupil

In addition, Singh & Sharma draw the interaction overleaf.
2) **Raising motivation**

The biggest problem students must overcome in school is lack of motivation (Hedin, 1989). Attention and interest are the main components in order to build motivation. There are some techniques to build students’ motivation:

a) **Teachers’ enthusiasm**

The teacher is full energy, use loud and warm voice that can influence the students to involve to the learning process.

b) **Building the students’ curiosity**

Telling the actual events and giving question or showing the models or pictures which stimuli the students’ mind are more effective than giving punishment.
c) **Delivering topic that makes different opinion of each student**

Teachers can deliver some ideas that make the students think. The result id the students thought may be varied. The topics can be about the students’ interest or controversial news that attracts the students’ attention recently.

d) **Utilizing or using things or object that become the students’ attention**

Teachers can use some issues that become the trend among the environment or the students’ live. A teacher should be aware and be able to record the newest situation, which attracts students’ attention through media, such as television and newspaper.

e) **Giving the reference or structure in order to reach the learning objectives**

The student teacher deliver the learning objectives and what kind of tasks in order to reach the plan of learning objectives.

f) **Showing the connection**

The student teachers need to refer to the knowledge and experiences that the students have already known as the “steeping stone” to direct the students to the topic to be learnt. The student teachers can also show the connection by connecting the topic that has been learnt or comparing or contradicting the knowledge that has been learnt with the one will be learned.

One of the main parts on set induction is raising students’ motivation. After getting the students’ attention, the teachers also should increase the students’ motivation to learn. Despite of the strategy offered above, Robert Harris
(1991) also delivered some of his ideas to give the students motivation to learn. The descriptions are as follow.

a) Reward

Students who do not have yet had powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of reward. Giving reward is more effective than criticizing incorrect or unwanted answers. The rewards can be configured to the level of the students. Small children can be given balloon gum, or crayon. University students may be given a book or verbal praise from the professor for good performance. The reward can also in the form of extra points for students’ mark reward can encourage students to perform at higher level. By giving reward, it also can increase the students’ participation and involvement in the classroom activity. Extrinsic motivators like rewards can influence students’ intrinsic motivation.

b) Using positive emotions to enhance learning and motivation

Positive emotions are connected with learners’ experiences. The teacher can make something fun, exciting, loving, in which the student will learn more readily and the learning will last longer. People remember better when the learning is accompanied by strong emotions. It means that the teachers should always support the students with positive emotions in order to increase the students learning motivation. The teachers can give motivational speeches in the learning process. The teachers can also use stories of some success people to enhance the student learning motivation.
7. Devices of Set Induction

According to Singh & Sharma (2004:77), there are various appropriate devices that can be used in Set Induction, namely:

a. the use of examples/ analogies/similarities
b. questioning
c. lecturing/ describing/narrative/ illustrating
d. story telling
e. role playing or dramatization
f. audio visual aids
g. experimentation or demonstration
h. outdoors visit of any place

Singh and Sharma (2004) added that the appropriate of the use of these devices depends on its suitable to the maturity level, age level, grade level, interest and experience of the pupils and also lesson to be taught. Brown (1975) in his book “Microteaching: A Programme of Teaching Skill”, added some important information about methods that can be used; meaningful examples, analogies, and questions. There are also way of gaining and holding attention of pupils (students) in the classroom.

Another opinion stated by Richards & Lockhart (2005:114-115) about the methods or devices used in set induction. The way a lesson opens reflect a number of decision that a teacher makes, either consciously or unconsciously. A number of options are available. For example, a teacher could choose:
Brown (1975:88-89) added some information about “the why, the how, and the when” of set induction is given below a cryptic way so that the teachers or student teachers can refer to it when planning the teaching lesson. The why refers to the purposes of giving set induction (which have been mentioned before in the Purpose of Set Induction). The how refers to the procedures or steps. In this case Brown give steps of hoe to induce a step to learn. The when refers to the time to induce the set. The descriptions are mention as follows.
the How: How to induce a set to learn

1) Preliminary attention gaining

Brown suggested it is better to make sure that the students attend the class before the teacher or student teachers. The best achieved by pausing, looking around the class and waiting until the class is ready.

2) Orientation

Orientation refers to the selection of an event, object, process, and devices which will attract the students and it is better to match with the lesson. The selection must be appropriate. Well-structured, and have a clarity with the lesson. According to Brown, analogies, examples and puzzling question are useful devices.

b. the When : When to induce a set

1) at the beginning of a lesson
2) when changing a topic
3) before question and answer session

Set are also appropriate for almost any leaning activity. ( The English Department of University of Minnesota Duluth, http://www.d.umn.edu, accessed on September 16, 2010). They are as follows:

1) at the start of a unit (or in the beginning of a lesson)
2) before a discussion
3) before a question and answer period
4) when assigning homework
5) before hearing a panel discussion
6) before the students’ report
7) when assigning students’ report
8) before a film or other media events
9) before discussion
10) before a homework assignments based on a discussion that followed a filmstrip

B. Theoretical Framework

In this part, the researcher would like to synthesize the theories that are relevant with the research. Dealing with preparation to be a teacher, a student teacher should be able to understand and master the basic teaching skill. Basic teaching skill based on *Buku Pedoman Pengajaran Mikro*, issued by Faculty of Teachers Training and Education, Sanata Dharma University, are (1) the ability to open the lesson (set induction) and to end the lesson (set closure), (2) the ability to deliver the material and give or vary stimulus, and (3) the ability to give question and to give motivational speeches. Those three main skills are also become the main indicator for the student teachers to pass and they can continue on the teaching practice on the real classroom situation in *Program Pengalaman Lapangan (PPL)*. One of the essential skills is that the ability to open the lesson in classroom or it is called Set Induction. Set induction or introductory activities is one of the main parts in order to build an effective lesson in every classroom learning activities.
Set induction is an activity to begin a lesson in teaching and learning activity. It is to introduce to the students about what is going to be learned. Instead of that, there are some other purposes why set induction is given. In order to reach the purposes, there are some methods or devices that can be used as the set induction activities. The methods or devices should be adapted with the students (the maturity level, age level, grade level, interest and experience of the students) and the material or lesson to be taught. Though, there are some methods or devices provided in the theory, the student teachers are able to build certain set induction activities in their own way. In building and creating, teacher or in this case are student teachers should consider some important aspects. There are some aspects that should be fulfilled when the student teachers conduct set induction in the class. Besides, the student teachers also need to mark or notice when and how a set induction is given in learning activity. In the research, the researcher summarizes and selects the aspects provided into three main points. The first aspect is that set induction should be interesting so that it can draw or gain the students’ attention. The second aspect is that set induction should have connection to the students’ real live experience, previous material already learned and the topic material to be learned. The third aspect is that set induction, it can raise the students’ motivation to learn.

The theories in this review of related literature will help the researcher to solve the research problem in the problem formulation. The research uses there theories to explore any information related to the factors or aspects that should be considered in order to build a good set induction in the class in their Program
Pengalaman Lapangan (PPL). The student teachers’ set induction activities in the beginning of the class should be interesting and lead the students to the learning objectives of the teaching learning activities.
CHAPTER III

METHODOLOGY

In this chapter, the researcher will discuss the research methodology. This discussion covers method of research, research participants, research instruments, data gathering techniques, data analysis techniques and research procedure.

A. Research Method

This research was aimed to describe the performances of the student teachers practicing teaching in the classroom, especially in implementing or conducting set induction in the beginning of learning activity. In this research, the researcher used qualitative research, specifically descriptive qualitative research. The method was chosen since the researcher mainly dealt with describing on the student teachers’ ability in implementing set induction in the learning activity and the factors influenced. Through this method chosen, the researcher would like to observe the student teachers’ ability in implementing or conducting the set induction activity in the class.

Qualitative research is different to quantitative research. Quantitative research deals with numerical data, while in qualitative research is dealing with words. In this case, the researcher gave thick description about the performance of the student teachers’ ability in implementing or conducting set induction in the classroom. Qualitative research is dealing with certain phenomenon, which the researcher described the phenomenon in which the researcher was interested. By
using qualitative research the researcher described the situations and the factors and the effects of the phenomenon being investigate in words. “Qualitative research is a study that is done to understand a phenomenon by focusing on the total picture rather than breaking down into variables” (Ary et al., 2002:25).

Another source taken from Merriam (2009, p.13) stated that:

Qualitative research is an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with meaning, not frequency, of certain more or less naturally occurring phenomena in social world.

In this research, the researcher used descriptive qualitative research. The descriptive qualitative research combines the qualitative and descriptive research. One of the characteristics of qualitative inquiry is rich description. As stated by Merriam (2009, p.16) “… the product of a qualitative inquiry is richly descriptive”, which means that words are used rather than numbers to convey what the researcher has learned about the phenomenon. While, Gall et al., said that descriptive research is a research that involves making careful description of educational phenomenon (2007: 300).

Hence, in this kind of research the researcher used the combination data collection instruments between the qualitative research and descriptive research. They were classroom observation, field notes, and interview. In the classroom observation activity, the researcher became the observer, non-participants observer. The researcher observed the activities done by the ELESP students in teaching practice in classroom. For the field notes, the researcher took note on important action and reaction which she saw during the observation on teaching and learning activities done by the ELESP student teacher in their Program
Pengalaman Lapangan (PPL). The researcher also interviewed and asked questions to ELESP student teacher about the process in implementing or conducting set induction. The interview was done by recording the voice using voice recorder. The researcher made the interview transcript.

B. Research Participants

Participants themselves referred to some people who were observed in this research. The participants for this study were selected from 7th semester students of the English Language Education Study Program (ELESP). They were conducting Program Pengalaman Lapangan (PPL) in formal (private and public) high schools; Junior High School Senior High School, and Vocational High School. The student teachers were taken as the participants because they dealt with teaching real students and played important role in the real classroom situation as the real teacher.

The selection of the participants was based on some considerations. Firstly, they were the 7th semester students had already obtained knowledge and competence in teaching practice in the previous semester. It was expected by conducting PPL (Program Pengalaman Lapangan), the ELESP student teachers were insisted to apply their competence and knowledge in teaching practice based on the theories they had already learned. One of the theories was about conducting or implementing set induction in the beginning of the learning activities in the class. Second, the participants selected were the ELESP students
who conducted *Program Pengalaman Lapangan (PPL)* in formal high schools (public and private schools).

The researcher chose three student teachers as participants in the research. They were the student teachers who taught their *Program Pengalaman Lapangan* in one school, *SMA STELLA DUCE II Yogyakarta*. There were three main reasons why the researcher chose this school. First, the school held a three month *Program Pengalaman Lapangan*. It was because of the researcher had only limited time to do the research. Second, was that the easy access of administration permission because this school is a private formal high school and it is located in *Kota Madya Yogyakarta*. The last reason was the researcher wanted to obtain different or various data of student teachers’ different styles in giving set induction in the beginning of learning activities through classroom observation. There were three student teachers, whom had different style to implement set induction in their teaching practice.

**C. Research Instruments**

The researcher used three kinds of data collection instruments. They were observation, field notes, and interview. The discussion of the instruments is divided into three sub-sections; observation, field notes, and interview.

1. **Observation**

Observational data are attractive as they afford the researcher the opportunity to gather “live” data from “live” situation. The researcher is given the opportunity to look at what is taking pace *in situ* rather than at the second hand.
Observation was used to answer the first and second questions of the problem formulation. Through observation, it showed the interaction between the student teachers and the pupils in the classroom and the ongoing process of the teaching process. According to Ober, Bentley, and Miller (1971:4), “observation will describe skills and/or techniques that have been found to be useful for studying the behavior of a teacher as he or she operates in the classroom.” This sentence meant that through observation, the researcher obtained integrated information especially clear description of student teachers’ teaching performance, including, the teaching techniques used, the interaction between the students and the student teacher, and the students-teacher behaviors and style in classroom.

In the observation, the researcher used observation sheet or observation checklist as the tool to acquire the data needed. The researcher also took notes or field notes. The observation focused on firstly, how the student teachers (participants) conducted set induction in the beginning of learning activities. There were three main points that became the focus in the observation, namely, the participants’ ability to draw the students’ attentions, the participants’ ability to build students’ motivation, and the participant ability to shows the connection; the connection between set induction the lesson or material being taught, previous lesson, and students’ life. Secondly was, the student teachers took attention to the students’ reaction or response in the process of conducting the set induction. Thirdly was the problem that arose in the learning activity when the student teachers conducted set induction. The instrument can be found in Appendix B.
2. Field Notes

Field notes are the written account of what the writer sees, hears, experience, and thinks in the course of collecting and reflecting on the data in qualitative study (Bodgan & Blinker, 1982: 74). In this case, field notes contained what the researcher heard and saw during the researcher’s observation about the participants’ activities in teaching the students. The researcher took notes on actions in the classroom activities especially related to set induction activities used by the student teachers and the students’ responses towards activities being used. Field notes contained of two sub-parts, the descriptive parts and the reflective parts. The descriptive parts, the researcher described on what she saw and heard during the observation. “The goal is to capture the slice of life” (Bogdan & Blinker, 1982: 84). In this part, the researcher avoided using abstract words but the researcher used detailed words referring of exactly what people are doing, saying and what they look like. While in reflective parts, the researcher gave personal comments on what she saw. The purpose of reflective parts is to avoid bias or take sides because of the relationship between the researcher and participants might influence to the researcher’s feelings and impressions on formulating the research findings. The instrument can be found in Appendix B.

3. Interview

Interview was the third instrument used by the researcher to obtain the data. There were many definition of interview, as the researcher found based on some related literature. DeMarris said that, Interview is a process in which a researcher and participants engage in conversation focused on questions related to
a research study (2004: 55, cited in Merriam, 2009). While Dexter said, that interview is more than just a conversation, but “a conversation with a purpose” (1970, p.136, cited in Merriam, 2009). Interview is one of essential instruments that can be used in collecting data, especially when the researcher could not observe the situation. Through interview, the researcher was also able to collect data from the past event that impossibly to replicate. There are two types of question in interview, namely structured (close ended) form and unstructured (open ended) form.

Open interview provides interviewee with broad freedom of expression and elaboration and often resembles informal talks. In close interview, there are specific core question determine in advance from which the interviewer branches off to explore in-depth information, probing according to the way interview proceeds, and allowing elaboration, within limits (Seliger & Shohamy, 1989:167)

This instrument was used to answer the second and third questions of the problem formulation. The first one was to ansewr the second and third researach questions. Secondly, intreview was to cross check with the students teachers about the teaching and learning process in the class. By conducting interview, the researcher needed to cross check with the student teachers. The researcher did cross check by asking the student teacher about what the researcher saw during the observation. It was also used to avoid subjectivity when the researcher conducted observation.

The interview conducted was an open-ended interview. In this kind of interview, the person who was being interviewed had a freedom to answer the questions asked by the researcher based on their own opinion and perception. Through this interview, the researcher asked how about the set induction activities
was going in the learning process conducted by the student teachers in the classroom, the problem that arouse in implementing set induction and how the student teachers solved the problems. The instrument can be found in Appendix B.

D. Data Gathering Techniques

In this research, the researcher needed to observe the participants in the natural setting or real condition in order to gather and obtain the objective of the data. The data collection started on August up to September, during the Program Pengalaman Lapangan (PPL). The researcher conducted the observation for 10 times teaching practice in the classroom from all of the participants, the ELESP student teachers. There were two main steps in gathering the data. The first step was that the researcher attended the class as non-participant observer to observe the teaching practice. Through observation, the researcher took notes on important action related to the set induction, especially in the ability to begin a lesson and the students’ reaction towards the set induction given by the student teachers. Then, the researcher described what had been watched and heard in the classroom in the field notes.

The second step was the researcher conducted the interview about the student teachers’ difficulties in conducting the set induction in the class and how they overcome the problem. The researcher recorded the student teachers’ responses and answer by using a voice recorder. Interview was done to gather the data came from the student teachers’ opinion and perspectives about their
performances in teaching. It also showed the student teachers’ self-evaluation towards their lackness in teaching.

E. Data Analysis Techniques

It is essential to analyze the data collection in qualitative research. According to Moleong (1988:88) “data analysis is the process of organizing and ordering data into categories in such a way to find the red line of the data.” In this part the analysis process was elaborated. The researcher made the categorization for the data analysis in two main parts, namely research findings and discussion. The data analysis in research findings contained the description of each participant’s teaching performance. The discussion part was classified based on the three research questions stated in the problems formulation. The findings of research contained the data from field notes and observation checklist. The discussion contained the data from interview result and field notes.

After gathering the first data through classroom observation, the researcher analyzed the data by using some components of effective criteria in set induction by Burden and Byrd (1999:121), La Sulo et al. (1980: 35) and Buku Pedoman Pengajaran Mikro issued by the Faculty of Teachers Training and Education, Sanata Dharma University (2008: 15-16). The researcher summarized the components taken from the sources and they were drawn in the Observation table overleaf.
### Table 3.1 Classroom Observation Checklist

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Aspect to consider</th>
<th>Observation 1/2/3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drawing the students’ attention</strong> (The participant is able to draw the students’ attentions through set induction activities)</td>
<td>1. The participant shows high enthusiasm in the beginning of the learning activity.</td>
<td></td>
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<tr>
<td></td>
<td>2. The participant use or utilize interesting teaching aids or media.</td>
<td></td>
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<tr>
<td></td>
<td>3. The participant creates certain activities in the beginning in the class. (Games, Role Play, demonstration)</td>
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</tr>
<tr>
<td><strong>Raising the students’ motivation</strong> (The participant is able to build students’ motivation towards the lesson or material taught.)</td>
<td>1. The student teacher builds the students’ curiosity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The participant uses issues, news, object, or things that become the students’ attention recently.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The participant delivers topics that can produce students’ different opinion.</td>
<td></td>
</tr>
<tr>
<td><strong>C. Connection</strong> (The participant shows the connection.)</td>
<td>1. The participant shows the connection between the set induction and the lesson or material taught</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The participant shows the connection between the set inductions with previous lesson.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The participant shows the connection between the set induction with the students’ live.</td>
<td></td>
</tr>
</tbody>
</table>

The researcher put plus (+) or minus (-) mark on the column of observation. The plus (+) and minus (-) mark are to notice the criterion that occurred or did not occur in the teaching practice based on the observation and
field notes. After analyzing the observation result, the researcher would analyze the interview result. In this analysis the researcher analyzed the participants’ difficulties in implementing the set induction in the class and participants’ solution to overcome the problem about the difficulties. Instead of using a tape recorder, the researcher recorded in the format of a note. The interviews were done in Indonesian language. The result of the interviews were recorded and the written in Indonesian language. The writer made the conclusion based on the interview result.

The last step was discussion. In this part, the researcher discussed every research findings by relating them to the components of set induction taken from Burden and Byrd (1999:121), La Sulo et al. (1980: 35) and Buku Pedoman Pengajaran Mikro issued by the Faculty of Teachers Training and Education, Sanata Dharma University (2008: 15-16) and other relevant theories Through this discussion, the researcher would like to find out whether the participant has conducted set induction in the learning activities in the classroom. The interview results and classroom observation data were discussed and summarized. The data gathered from the research and the analysis would be discussed in Chapter IV.

F. Research Procedures

The research was conducted in odd semester of 2010/2011 academic years. The researcher took 3 people as participants. The first step was the researcher conducted classroom observation towards their teaching practices, especially the set induction implementation, as well as, taking notes on the performance. The
observation was conducted 10 times. Based on the data observation, the researcher identified and classified the findings. Then, the researcher described the set induction activities in details through thick description (data gathered from classroom observations and field notes). The next step was conducting interview after classroom observation, which described the student teachers’ difficulties in conducting set induction in teaching practice and how they overcome the problems occurred in the classroom.

The research procedures are depicted in this picture overleaf.

![Figure 3.1. Research Procedures](image)

Figure 3.1. Research Procedures
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the research. This research was conducted to investigate the three research questions as presented in the problem formulation. The research problems are: (1) how the student teachers in conducting the set induction shown in their teaching practice in Program Pengalaman Lapangan (PPL), (2) what the problems found in the process of conducting set induction are, and (3) how the student teachers overcame the problems arose in conducting the set induction in the beginning of the class.

A. Research Findings

This section presents the data on how the student teachers conducted their teaching skill in set induction in PPL. The research findings data below are presented by classifying based on the research question on the problem formulation. For further explanation, the researcher presents data from each student teacher. There are three student teachers in this research namely, student teacher 1, student teacher 2, student teacher 3.

1. How the Student Teachers Conducted Set Induction

There are two main data presented in tables in this part. The data were taken by conducting classroom observation and taking notes (field notes). The first table was the first observation results of each student teacher. It presented the
topic material, skill being taught and the set induction activities by the student teachers.

The second observation results was the student teachers’ teaching skills in conducting set induction, which is shown in their teaching practice in PPL. In the second observation, the researcher used three main criteria. The criteria are (1) how the student teachers draw the students’ attention, (2) how the student teacher raised the students’ motivation, and (3) how the students teacher show the connection between the set induction activities and the material taught, previous material, and students’ life. The researcher considered that the three main criteria used are the most important aspects. There are the basic skills on opening the lesson in the classroom. They are summarized by the researcher from Burden and Byrd (1999:121), La Sulo, Prananto, Soedirjo, and Waspodo (1980:35) and Buku Pedoman Pengajaran Mikro issued by the Faculty of Teachers Training and Education Sanata Dharma University (2008:15-16). Later on, based on the second observation results, it is also showed the problem that the student teachers faced. The problems were about the criteria that could not be reached by the student teachers in their teaching practice in the class.

**a) Student Teacher 1**

The student teacher 1 performed her Program Pengalaman Lapangan in SMA STELL DUCE II Yogyakarta. The observation was done on August 3, 4, and 5, 2010. The researcher observed the student teacher 1 for three times teaching in three different days. She taught three classes, for four meeting hours. They were XI IPS 3 in two meeting hours (2x45 minutes) on August 4, 2010, in XI IPS 1 for
one meeting hour (1x45 minutes) on August 3, 2010 and the last in XI IPS 3 for one meeting hours on August 5, 2010.

**Table 4.1.1: 1st Observation Results of the Student Teacher 1**

<table>
<thead>
<tr>
<th>Observation</th>
<th>Topic &amp; Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (XI IPS 3)</td>
<td><em>Gawai Dayak</em> (Report Text), Listening</td>
<td>Asking the students’ origin (Questioning) Quiz on Vocabulary (Vocabulary pre-test)</td>
</tr>
<tr>
<td>2 (XI IPS 1)</td>
<td><em>Gawai Dayak</em> (Report Text), Listening</td>
<td>Asking the students’ origin (Questioning) Quiz on Vocabulary (Vocabulary pre-test)</td>
</tr>
<tr>
<td>3 (XI IPS 3)</td>
<td>Grammar, Present and Past tense</td>
<td>Reviewing to the previous material</td>
</tr>
</tbody>
</table>

Based in the observation table above the student teacher 1 conducted teaching for three times. In the first and second observation, she taught Listening skill. In those two meetings, she taught about Repot text on *Gawai Dayak* and Whales. In the first observation, she taught only one topic, since it was only one meeting hour (1x 45 minutes). In her two times teaching, she used questioning and quiz at the set induction activities. While in her last teaching, she taught about the use of Sentence Pattern in Text, especially the use of Pat Tense and Present tense.

She reviewed the previous material about Present and Past tenses.

**Table 4.2.1: 2nd Observation Results of the Student Teacher 1**

<table>
<thead>
<tr>
<th>Criteria to Consider</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The participants are able to draw the students’ attention through set induction activities</td>
<td>1</td>
</tr>
<tr>
<td>a. The participant shows high enthusiasm in the beginning of the learning activity.</td>
<td>-</td>
</tr>
<tr>
<td>b. The participant uses or utilizes interesting teaching aids or media. (Pictures, object, audio visual aids etc)</td>
<td>+</td>
</tr>
<tr>
<td>c. The participant creates certain activities in the beginning of the class. (Games, Role Play, demonstration etc)</td>
<td>-</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
###Criteria to Consider

<table>
<thead>
<tr>
<th><strong>Observation</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. The participant is able to build the students motivation towards the lesson or material taught.</strong></td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>a. The participants build the students’ curiosity.</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>b. The participant uses issued, news, object, or things that become the students’ attention recently.</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c. The participant delivers topics that can produce students’ different opinion</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td><strong>3. The participant shows the connection.</strong></td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>a. The participant shows the connection between the set induction and the lesson or material taught.</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>b. The participant shows the connection between the set induction with previous lesson.</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>c. The participant shows the connection between the set induction with the students’ live.</td>
<td>+</td>
<td>+</td>
<td>-</td>
</tr>
</tbody>
</table>

**Notes:**
- : the criterion is not shown in the teaching and learning activity.
+ : the criterion is shown in the teaching and learning activity
-/+ : the criterion is not shown completely in the teaching and learning activity

###1) How the student teacher 1 drew the students’ attention

The student teacher 1 showed high enthusiasm in her three times teaching. In the first and second teaching, the student teacher showed high enthusiasm. She greeted the students with quite loud voice so that the students were able to hear her voice. While in the third teaching, she showed her enthusiasm by waiting the students’ readiness for her subject. She also greeted the students warmly and friendly.

From her three times teaching, the student teacher 1 was only able to draw the students’ attention in two times teaching. There were in XI IPS 1, on August 4, 2010 and XI IPS 3, on August 5, 2010. In her second and third time teaching, she was able to draw the students’ attention. It was shown by the students’
reaction. The students gave good and proper responses. They actively answered the student teacher’ questions in the beginning of the lesson. In XI IPS 1, the students were competing each other to give answer when discussing the Vocabulary test. While in the second meeting, in XI IPS 3, the students actively answered the student teacher’s question when she reviewed about sentence pattern.

While in the first observation in XI IPS 3, the student teacher 1 tried hardly to draw the students’ attention. Most of the students did not pay attention. They were busy with their own business, like talking to other friends, discussing other subjects, and doing homework. They also did not give proper response when the student teacher 1 asked a question. They were very passive and had no interest to learn. The student teacher 1 neither used certain activities like games or role-play nor utilizing media in order to draw the students’ attention. The method that she used was only questioning. She delivered question to the students related to the topic material taught.

2) How the student teacher 1 raised the students’ motivation to learn

From her three times teaching, the student teacher 1 was not really success in raising the students’ motivation to learn. In XI IPS 1 for the first meeting on August 3, 2010, the students teacher 1 motivated the students by giving “warning” to submit the worksheet that they discussed. She also motivated the students by giving the students reward for their participation in discussing the answer of the vocabulary quiz or pre-test give. The student teacher 1 did not deliver questions to build the students’ curiosity, or deliver ideas that make the students produce their
own opinion. It was done since from the very beginning, the students were not enthusiastic joining the class, as the student teacher 1 was also not able to draw the students’ attention.

The student teacher 1 successfully built the students’ motivation to learn through set induction by delivering some topics with the material taught in XI IPS 1. The student teacher has 2 topics to teach. There were Gawai Dayak and Whales. In the first part, she taught about Gawai Dayak. As the beginning of the lesson, the student teacher 1 asked about the students’ origin. Almost all of the students raised their hands. They were trying to give their opinion (answer). After listening to the students various answers and opinion, the student teacher 1 deliver another clue questions. The students’ responses were quite good. Some of the students were whispering trying to guess what they would learn. Some of them were trying to guess. In order to build the students’ curiosity, the student teacher delivered question related with the topic “do you know about thanksgiving tradition?” then she continued asking further to the students, “what are the difference between western and dayak’s thanksgiving?” since the material of Gawai Dayak was about thanksgiving tradition in Dayak’s tribe. Through this topic, the student teacher 1 utilized the tradition of thanksgiving in Dayak compared with the tradition in western country.

In the second part, the students still looked very excited in following topic, Whales. Since the student teacher 1 had already successfully raised the students’ motivation to learn, she did not need to work hard to do so in the next topic. She
kept the student’ motivation to be more active in the second topic. In this part, the student teacher 1 did not give detailed entering like in the first topic.

In her third teaching, the student teacher 1 also successfully built the students’ motivation. The students very excited and ready for the lesson. Therefore, it was easy for the student teacher 1 to raise the students’ motivation to learn, since it was the last subject on the schedule. The topic was about the use of tenses in text. She asked the students to preview some sentences patterns, she also delivered ideas to make the student give their different opinion by making two examples of sentences. One of the sentences was grammatically correct and the other one was not. The student started to make noise since the students had different opinion.

3) How the student teacher 1 showed the connection

In giving set induction, the student teacher 1 also considered the connection between the induction activities with the material taught, the students’ previous lesson and students’ lives. On the first observation, on XI IPS 3 the student teacher 1 showed the induction activities with the students’ real life by asking about the students’ origin and the material taught which was Gawai Dayak, a traditional ceremony of certain area (island/ province).

While in the second observation on XI IPS 1, the student teacher 1 also showed the connection between the set induction activities with the real students’ real life and the material taught in the first part of teaching, the material taught in XI IPS 1 and the previous class, XI IPS 3 was the same, about Gawai Dayak. Therefore, the student teacher 1 delivered question to the students about the
students’ origin. In the second part of teaching in XI IPS 1, the student teacher 1 only showed the connection between the set induction activities and the material taught by asking the students previous knowledge about the topic, Whales.

b) Student teacher 2

The student teacher 1 performed her Program Pengalaman Lapangan in SMA STELL DUCE II Yogyakarta. The observation was done on August 6, 2010. She taught for two meeting hours in IX IPS 2. The researcher was only able to observe the student teacher 2 for one teaching time in one day. It happened because of the conditional reason from the school there were some external factors influence the teaching and learning schedule in school. In fact, in that time, the student teacher 2 was actually able to teach for three times. Since there was a conditional reason, she only could teach one time so the researcher was only able to conduct observation for one time.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Topic &amp; Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (XI IPS 2)</td>
<td><em>Gawai Dayak</em> (Report Text), <em>Listening</em></td>
<td>Asking the students’ origin (Questioning)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz on Vocabulary (Vocabulary pre-test)</td>
</tr>
</tbody>
</table>

In her teaching time, the student teacher 2 taught the same skill and topic with the student teacher 1 in her previous meeting in XI IPS 1. She taught Listening skill about repost text on *Gawai Dayak* and Whales, for two meeting hours (2x45 minutes). She used questioning and quiz as the set induction activities
Table 4.2.2: 2nd Observation Results of the Student Teacher 2

<table>
<thead>
<tr>
<th>Criteria to Consider</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The participants are able to draw the students’ attention through set induction activities</td>
<td>+</td>
</tr>
<tr>
<td>a. The participant shows high enthusiasm in the beginning of the learning activity.</td>
<td>+</td>
</tr>
<tr>
<td>b. The participant uses or utilizes interesting teaching aids or media. (Pictures, object, audio visual aids etc)</td>
<td>-</td>
</tr>
<tr>
<td>c. The participant creates certain activities in the beginning of the class. (Games, Role Play, demonstration etc)</td>
<td>-</td>
</tr>
<tr>
<td>2. The participant is able to build the students motivation towards the lesson or material taught.</td>
<td>+/-</td>
</tr>
<tr>
<td>a. The participants build the students’ curiosity.</td>
<td>+</td>
</tr>
<tr>
<td>b. The participant uses issued, news, object, or things that become the students’ attention recently.</td>
<td>-</td>
</tr>
<tr>
<td>c. The participant delivers topics that can produce students’ different opinion</td>
<td>-</td>
</tr>
<tr>
<td>3. The participant shows the connection.</td>
<td>+</td>
</tr>
<tr>
<td>a. The participant shows the connection between the set induction and the lesson or material taught.</td>
<td>+</td>
</tr>
<tr>
<td>b. The participant shows the connection between the set induction with previous lesson.</td>
<td>-</td>
</tr>
<tr>
<td>c. The participant shows the connection between the set induction with the students’ live.</td>
<td>+</td>
</tr>
</tbody>
</table>

Notes:
- : the criterion is not shown in the teaching and learning activity.
+ : the criterion is shown in the teaching and learning activity
 +/- : the criterion is not shown completely in the teaching and learning activity

1) How the student teacher 2 drew the students’ attention

In order to draw the students’ attention, the student teacher 2 conducted the same thing as the student teacher 2 in teaching the students XI IPS 3 and XI IPS 1. The student teacher 2 showed her enthusiasm in teaching the students. She showed her enthusiasm by greeting the student with quite loud voice so that the students were able to hear her voice. In this class, the student teacher 2 taught two
topics. The topics were the same as the student teacher 1 when she taught the students of XI IPS 1. The topics were *Gawai Dayak* and Whales. For the first topic was *Gawai Dayak*. In the first topic, the student teacher 2 was able to draw the students’ attention. In the beginning of the class, she opened the lesson by asking the students’ originality (where the students come from). The students gave good responses by raising their hands. Each student wanted to give their answer to the question delivered by the student teacher 2. the student teacher 2 also stated that she would give special rewards (extra point) to whom that was able to answer correctly on the vocabulary pre-test in the beginning. And as the result, the students of XI IPS 2 became active and paid attention to when the student teacher 2 conducted teaching.

In the second topic, the student teacher 2 seemed that she had no problem in drawing the students’ attentions. Hence, she still showed her enthusiasms in teaching in the second topic. Therefore, the students’ attention was well-kept by the student teacher 2. the student teacher told the student that she would play a song. The students looked very happy and became more excited.

2) **How the student teacher 2 raised the students’ motivation to learn**

The student teacher 2 built the students’ motivation of XI IPS 2 by stating that she would give extra point inserted in the students’ final mark, if they could answer correctly when they were discussing the vocabulary before the main learning activity. At the very beginning the student teacher 2 also stated that the worksheet that the students did for listening activity would be part of the students’ final mark. By using those techniques, the students looked very motivated and
they actively participated in the class activity, especially in answering the opening question and discussing the vocabulary quiz or pre-test.

Instead of that, on the second part, the student teacher 2 made the students curious with their new topic they would learn, which was about Whales. The student teacher 2 gave a little game of guessing, after the student tried to answer the question related to the second topic, the student teacher 2 asked the students to give more information based on the students’ backgrounds about the topic.

3) How the student teacher 2 showed the connection

The student teacher 2 also considered the connection between the set induction with the material taught, the students’ previous lesson and students’ live. The student teacher 2 showed the induction activities with the students’ real life by asking the students’ origin and the material taught, which was about Gawai Dayak, a traditional ceremony in certain area. The student teacher 2 also asked about the students’ previous lesson about Report text, which showed the connection between the set induction activities and the students’ previous lesson. The student teacher 2 also showed the connection between the set induction activities with the students’ real life in the second part of teaching. The student teacher 2 asked about the students’ background knowledge about the second topic, Whales.

c) Student Teacher 3

The student teacher 3 performed her Program Pengalaman Lapangan in SMA STELL DUCE II Yogyakarta. The observation was done on August 20, 23, 26, 27, 30 and September 2, 2010 the researcher observed the student
teacher 3 for six times. She taught three classes for 12 meeting hours. They were XI Bahasa on August 26 and September 2, XI IPS 3 on August 20 and 27, 2010 and XI IPS 1 on August 23 and 30, 2010. The researcher conducted up to six times, since the researcher still needed various data for collection.

Table 4.3.1: 1st Observation Results of the Student Teacher 3

<table>
<thead>
<tr>
<th>Observation</th>
<th>Topic &amp; Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (XI IPS 3)</td>
<td>Reading, Analytical Exposition</td>
<td>Games (Boom and Hot Seat) Reviewing to the previous material</td>
</tr>
<tr>
<td>2 (XI IPS 1)</td>
<td></td>
<td>Questioning (asking the students’ previous activity, which the students watched the movie in Language Laboratory. The student teacher ask about the students’ opinion about the movie)</td>
</tr>
<tr>
<td>3 (XI Bahasa)</td>
<td></td>
<td>Reviewing to the previous material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving example or model of analytical exposition writing, using pictures</td>
</tr>
<tr>
<td>4 (XI IPS 3)</td>
<td>Writing, Analytical Exposition</td>
<td>Reviewing to the previous material Games on Writing ( The students made a analytical exposition, in which the students gave one sentence contribution.)</td>
</tr>
<tr>
<td>5 (XI IPS 1)</td>
<td></td>
<td>Reviewing to the previous material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving example or model of analytical exposition writing, using pictures</td>
</tr>
<tr>
<td>6 (XI Bahasa)</td>
<td></td>
<td>Reviewing to the previous material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving example or model of analytical exposition writing, using pictures</td>
</tr>
</tbody>
</table>

Based on the observation above, the student teacher 3 conducted teaching for six times. The student teacher taught the same topic in her six time teaching in two skills, Reading and Writing. It was Analytical Exposition. She taught three classes for six meeting. Each class had two meetings. In the first meeting on the three classes, she taught Analytical Exposition in Reading skill. While in the second meeting on the same classes, she taught Analytical Exposition in Writing skills.
The student teacher 2 used a game and previewing in the first meeting as the activities in set induction in XI IPS 3 and XI IPS 1. While in XI Bahasa, she only used questioning. In the second meeting, she used giving examples and previewing to the previous material in XI IPS 1 and XI Bahasa. In XI IPS 3, the student teacher 3 used reviewing to the previous material and game on writing skill.

Table 4.3.2: 2nd Observation Results of the Student Teacher 3

<table>
<thead>
<tr>
<th>Criteria to Consider</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The participants are able to draw the students’ attention through set induction activities</td>
<td>+ + + + + -/+</td>
</tr>
<tr>
<td>a. The participant shows high enthusiasm in the beginning of the learning activity.</td>
<td>+ + + + + +</td>
</tr>
<tr>
<td>b. The participant uses or utilizes interesting teaching aids or media. (Pictures, object, audio visual aids etc)</td>
<td>- - - - - -</td>
</tr>
<tr>
<td>c. The participant creates certain activities in the beginning of the class. (Games, Role Play, demonstration etc)</td>
<td>+ + + - - -</td>
</tr>
<tr>
<td>2. The participant is able to build the students' motivation towards the lesson or material taught.</td>
<td>+ + - + + -</td>
</tr>
<tr>
<td>a. The participants build the students’ curiosity.</td>
<td>+ + - - - -</td>
</tr>
<tr>
<td>b. The participant uses issued, news, object, or things that become the students’ attention recently.</td>
<td>- - - + + +</td>
</tr>
<tr>
<td>c. The participant delivers topics that can produce students’ different opinion.</td>
<td>+ + + - - -</td>
</tr>
<tr>
<td>3. The participant shows the connection.</td>
<td>+ + + + + +</td>
</tr>
<tr>
<td>a. The participant shows the connection between the set induction and the lesson or material taught.</td>
<td>+ + + + + +</td>
</tr>
<tr>
<td>b. The participant shows the connection between the set induction with previous lesson.</td>
<td>+ + + + + +</td>
</tr>
<tr>
<td>c. The participant shows the connection between the set induction with the students’ live.</td>
<td>+ + - - - -</td>
</tr>
</tbody>
</table>

Notes:
- : the criterion is not shown in the teaching and learning activity.
+ : the criterion is shown in the teaching and learning activity
/-+ : the criterion is not shown completely in the teaching and learning activity.
1) How the student teacher 3 drew the students’ attention

In the first observation on two teachings on the classes of XI IPS 3 and IPS 1, instead of showing high enthusiasm, the student teacher 3 created certain activities in the beginning of the class. In XIIPS 3, the student teacher 3 asked the students to sing and played a game called “Boom”. While in the next class of XI IPS 1, the student teacher also asked the students to sing a song and played a game of “Hot Seat”. The game Boom and Hot Seat were created by the student teacher 3. in both games, the students should find things around them and give their arguments about the importance of the things. Through these games, the student teacher 3 asked the students to share their opinion.

She also warmly greeted the student with loud voice. The students of XI IPS 3 and XI IPS 1 also gave impression reaction. When the student teacher 3 cheerfully greeted the students, the students looked very happy and excited. The students answered the greetings form the student teacher 3. The students did not only give good responses at the beginning. They also follow the activity that the students teacher 3 asked, stated from the set induction until the end of the class.

In the observation in XI Bahasa, the student teacher also conducted a different activity with the previous class. The student teacher 3 actually showed high enthusiasm. When she came to the class, she always smiled and greeted the students warmly and friendly. The students of XI Bahasa were so excited when the student teacher 3 came to the class. The students also replied the greetings from the student teacher 3. In XI Bahasa, the student teacher 3 also asked the
students to sing a song like what she did in the previous classes of XI IPS 3 and XI IPS 1.

In the first two teaching in XI IPS 3 and XI IPS 1, the student teacher 3 created the activities in set induction by using song and games. While in XI Bahasa, the student teacher 3 only used a song in order to draw the students’ attention. She did not use game like in the previous classes, instead of delivering question to the students.

In the first teaching in XI IPS 3 and XI IPS 1, the student teacher 3 was successfully able to draw the students’ attention used song and game in opening the class (lesson) and along she conducted her teaching. In both classes, the students were very active. It was different when the student teacher 3 conducted teaching in XI Bahasa. The student teacher 3 did not use games after she asked the students to sing a song. After, they finished singing a song, the student teacher 3 only delivered questions to the students. While the students looked unwillingly answer the questions.

In the second teaching in XI IPS 3, XI IPS 1, and XI Bahasa, the student teacher 3 taught Writing skill on the same topic of Analytical Exposition. The student teacher 3 still showed high enthusiasm. In XI IPS 3, the student teacher 3 only asked the students about the homework and discussed in the class. The student teacher 3 was successfully drawing the students’ attention starting from discussing the homework and moved to other skills, Writing. The student teacher 3 introduced the students of XI IPS 3 to the next activity or skill to learn. Moreover, when the student 3 also gave comments to the students’ writing. The
students of XI IPS 3 gave good reaction when the student teacher 3 taught for the second time. The students had been ready for the subject also. All of them had done the homework and actively participated when the student teacher 3 discussed the homework.

In XI IPS 1, the student teacher 3 was also successfully able to draw the students’ attention. The student teacher 3 greeted the students with loud voice, so that the students could hear. When she entered the class, she had already been waited by the students. The students looked happy when she came into the class. Some of the students looked impatient to begin the class, since some students have difficulties in doing the homework. The student were also very active when the student teacher 3 previewed the previous material.

The situation was completely different in XI Bahasa. Although the student teacher 3 had showed high enthusiasm for teaching the class, but the students showed different. Their face showed unwillingness to learn. The student teacher 3 was ignored by the students. When the student teacher 3 greeted the students, the students of XI Bahasa did not reply. They just stayed quiet. It happened because the students had not made the homework. The students stayed quiet when the student teacher 3 asked about the homework. In order to anticipate the situation, the student teacher 3 quickly changed the activity. The effort of the student teacher 3 still could not draw the students’ attention. The students were busy talking in the group without noticing the student teacher 3 question or instructions.
2) How the student teacher 3 raised the students’ motivation to learn

In the first meeting on XI IPS 3 and XI IPS 1, the student teacher 3 showed her enthusiasm and also stimuli the students’ mind with several motivational speeches. The student teacher 3 also told the actual events related with the topic to be learned. The students 3 also state that the importance of the topic in students’ real life to raise the students’ motivation. The students looked motivates after they played games, the student teacher 3 asked them to guess, the student teacher 3 did not directly continue giving the main material. She still previewed the previous material about types of text which given by the student teacher 1 and 2.

In XI Bahasa, the student teacher 3 was not able to build the students’ curiosity, since the student teacher 3 did not provide activities which make the students feel curious, like in the previous classes of XI IPS 3 and XI IPS 1. The student teacher 3 only asked about the students’ activity in the previous meeting. The student teacher 3 delivered question about the students’ opinion about the previous activity. The students’ activity in the previous meeting was watching film in Language Laboratory. The students shared their opinion, but the student teachers needed to choose the students. The students looked so shy to share their opinion.

In the second meeting on XI IPS 3, XI IPS 1 and XI Bahasa, the student teacher raised the students’ motivation by giving example of the topic, in this case was a text an analytical exposition, the student teacher 3 also utilized the news and issues for example the new about the case of celebrity to motivate the students
to make writing text of analytical exposition. One of the example that the student teacher 3 gave, in which make the students feel motivates was the case of porn video. The students looked excited when the student teacher 3 when the student teacher 3 delivered the topic for their tasks. In XI IPS 3, the student teacher 3 also gave comments on the result of the students’ writings, when they finished playing game in writing. The students looked very happy and motivated to do the following task when the student teacher gave good comments on their writing.

3) How the student teacher 3 showed the connection

In giving the set induction activities, the student teacher 3 considered the connection between the induction activities with the material taught the students’ previous lesson and the students’ live. In the first teaching in two classes, XI IPS 3 and XI IPS 1, the student teacher showed the connection between the set induction with the material taught by giving a game to play. Those games were called Boom and Hot seta. The main idea of both games was the same. In those games, the students should find object or thing around them and explain why the thing they chose was important. In brief, the student had to make an argumentation. These activities clearly had connection with the topic learners, analytical exposition. In both games and topic learned, the students dealt with argumentative text. The set induction activities also had connection with the students’ live, since the student teacher 3 utilized the thing that commonly used by the students, for example, books, stationary, etc. While the student teacher 3 showed the connection between the set induction with the students’ previous lesson n by previewing to the previous lesson about narrative and report text. Moreover, the student teacher 3
explained the type of text that the students learned. It was a little bit different in XI Bahasa, the student teacher 3 did not give game, but she only deliver questions to the students related to the film that the students watched in the previous meeting. The student teacher 3 asked the students’ opinion about the movie/film. In this case, the student teacher 3 showed the connection between the set induction activities with the previous material and the material would be taught, giving opinion in Analytical Exposition.

In the second teaching time in XI IPS 3, IPS 1 and XI Bahasa, the set induction activities that the student teacher 3 used, showed the connection with the students’ previous lesson. The student teacher 3 only delivered some questions related to the previous material, the theories of Analytical Exposition. In XI IPS 3, the student teacher 3 also gave additional activity to introduce the students to the following skill, writing. The student teacher 3 asked the students to make an analytical exposition. The students enjoyed the game that the student teacher 3 gave. Finally, the result of the game was satisfied that the students of XI IPS 3 class had already good understanding of analytical exposition.

2. The Problem Faced by the Student Teachers

This part presented the problem arose in the teaching learning process, especially when the student teachers conducted set induction. The problems presented were based on the classroom observation, in which the student teachers could not meet the criteria based on the observation checklist guide used by the student teachers conducted set induction.
a) **Student Teacher 1**

Based on the observation on the student teacher 1, she mostly faced and found problems when she taught the students of XI IPS 3. It was on the first observation. The students did not pay attention when the student teacher 1 came into the class. They were still busy with their own activities. Some of them still talked with each other discussing the previous lesson. Others were busy discussing the other tasks from other teachers. When the student teacher 1 came and greeted the students, she was being ignored. When they moved to Multimedia Laboratory, the students were still busy talking to other students even some of them were doing their homework. The students ignored the presence of student teacher 1 in the class. It was shown by the students’ responses. They did not give any answer when the student teacher 1 asked about the students’ origin in the beginning of the lesson. The student teacher 1 also needed to chose some students to answer the Vocabulary quiz, when they were discussing the quiz. It could be concluded that, the problem the student teacher 1 faced were drawing the students’ attention for the topic and also making the students’ actively involved on the set induction activities.

b) **Student teacher 2**

In the only one time observation of the student teacher 2, the problem that she faced was only time management. The student teacher 2 had no problem in conducting set induction. Since the students of XI IPS 2 was so cooperative. They were also actively involved in set induction activity. The students even competed one another to give their answers when the student teacher 2 delivered question
about their origins. The students also actively gave their opinions about the topic they would learn, when the student teacher 2 asked them to guess.

c) **Student Teacher 3**

From three participants, the student teacher 3 was observed more than three times. Since she taught later than than the other participants, the researcher wanted to obtain as many data as she could. Moreover, the researcher still need various data collection. Based on 6 times observation, the student teacher 3 faced various problems than the other two participants. The problems she faced were almost the same in one class to another. From the observation, there were 4 main problems that the student teacher 3 faced from her time teaching. The descriptions were as follow.

1. **The students’ understanding about the set induction activities**

The first was the problem in the students’ understanding on the set induction activities. It was in XI IPS 3 for the first meeting. In that meeting, the student teacher 3 used games as the activity to begin the lesson. In explaining the rule of the game, the student teacher 3 spoke in English. On the other hand, some students, who had low ability in English, had trouble. They became confused, when they had their turn to play the game. They needed to ask their friends about what to do. The students teacher should stop the game for a while. She explained again about the game and the rule.
2. The students’ low motivation to learn

The student who had been taught by the student teacher 3 had low motivation to learn after they found out that the topic was quite hard. The topic they learned was about Analytical Exposition. The student teacher 3 faced this kind of problem when she taught the students of XI IPS 1 and XI Bahasa. In the first meeting in XI IPS 1 and XI Bahasa, the responses of the students towards the topic were various, but the main point was they had no interest in learning. The students thought that the topic was hard. The students looked uninterested when the student teacher 3 announced the topic. Some of them complained and asked the student teacher to change the material.

While in XI Bahasa, the students’ response was not good. They did not give any answer to questions delivered by the student teacher. Most of them did not give responses to questions given by the student teacher 3 about their opinions on the movie they watched in the previous meeting. The student teachers 3 even needed to choose the students to give their answer. The chosen students also did not give proper and satisfying answers.

3. The students’ attention to the topic learned

To draw the students’ attention to be directed to the material was one of the problems. This problem arose when the student teacher 3 taught the students of XI Bahasa in the first and second meeting. The student teacher 3 met difficulties to draw the students’ attention when she began to ask the students’ opinion about
their previous activities. The student of XI *Bahasa* did not give proper response. Most of them kept silent when being asked by the student teachers.

4. **The students’ involvement in the beginning of learning activities**

The students’ involvement in set induction activities also became the problem for the student teacher 3. The student teacher 3 stated that she used certain method in set induction, since she wanted to increase the students’ involvement or participation in the class. In some classes like XI IPS 3 and XI IPS 1, the students’ involvements were quite good. The students always tried to answer every question delivered by the student teacher 3, but what happened in XI *Bahasa* was completely different. The students were very passive. The students’ involvements in set induction were very low. The students would stay quiet when they thought the material was hard or difficult. It happened in her two times teaching in XI *Bahasa*.

3. **How the Student Teachers Overcome the Problems**

This part presented the solutions from the student teachers to overcome the problems they faced in the classroom while conducting set induction in. Each student teacher had their own solution to overcome the problems they faced in the class. These data were taken by conducting interview and classroom observation.

a) **Student Teacher 1**

When the student teacher 1 faced the problem about drawing the students’ attention in XI IPS 3, she taught quickly change the activity from giving question to ask the students directly did the Vocabulary quiz. After the students finished
doing the quiz, the student teacher 1 discussed the answer of Vocabulary quia. The student teacher 1 realized that the students were very passive, therefore she told them to give extra point to those who actively give answer in the discussion of the Vocabulary quiz. After they finished discussing the quiz, the student teacher 1 told the students that the worksheet would be submitted as the part of their final mark. By telling it the student teacher 1 expected that the students would focus on the material.

b) Student teacher 2

Since the student teacher 2 only had problem in time management, which had no relationship with set induction, she focused on how to manage the remaining time.

c) Student Teacher 3

As the last participants who faced more problems than other participants, the student teacher 3 also had solution to anticipate the problems she faced in the class in conducting set induction. As it was stated, there were four problems that the student teacher 3 faced. For each problem, the student teacher 3 had solutions. For the first problem that she faces was the students’ understanding about the set induction activities. Since some of the students in XI IPS 3 were still unable to understand the game, she decided to explain about the game again. The student teacher 3 also planned to use bilingual language for the next teaching in XI IPS 1, when she is conducting the game in set induction. After she explain the game using English, she explain the rule again using Bahasa Indonesia, to avoid misunderstanding meaning like in XI IPS 3.
While for the second problem, the students’ motivation to learn that she found in XI IPS 1 and XI Bahasa, the student teacher 3 motivated the students by giving some speeches to raise the students’ positive emotion to learn. She also added that the topic of Analytical Exposition is one of the test material. The third problem was the students’ attention to the topic learned. It happened when she taught the students of XI Bahasa. It was hard to the student teacher 3 to direct the students’ attention to the material taught. In the second meeting in XI Bahasa, the student teacher 3 changed the activity and strategy in the beginning of the lesson in conducting set induction. The student teacher 3 asked the students to do the unfinished homework in a group outside the class. After the students finished doing the undone homework, the came back to the class and discussed the answer.

For the last problem, it was about the students’ involvement in the learning activities in the beginning. The student teacher 3 delivered some guiding questions to stimuli the students to give more answers and responses. In XI IPS 1 the students were quite passive. Therefore, the student teacher 3 had to choose some students to give responses and answer that she delivered. After several students gave their answers, the student teacher 3 delivered another questions that give stimulus to the students’ curiosity and responses. Whioe in XI Bahasa, the student teacher 3 started to delivered questions into groups. Bu working in groups, the students were forced to find the answer.
B. Discussion

This section discusses the findings of research with the relevant theories. The research findings were (1) set induction methods used by the student teachers in the teaching practice, (2) the student teachers’ teaching skill in conducting set induction the teaching practice, (3) the problems that the student teacher faced and (4) the solution to overcome the problems faced by the student teacher. The discussion bellow was divided into 3 main parts based on the three questions in the problem formulation.

1. The Student Teachers’ Teaching Skill in Conducting Set Induction

Set induction is included in basic teaching skill of how to open the class or lesson. The student teacher should have mastered before they are sent to formal (high) schools to practice teaching. Based on the theory, there are some criteria of a good set induction in a learning activity. It is also stated that there are some methods that can be used for set induction activity in the beginning of a lesson. Set induction itself has an important role in learning activities. The use of suitable set induction can start a successful learning activity. Since, it is the foundation for understanding so that the rest of the lesson is established (Ince, 2000). Instead of that the use of suitable set induction method can bring contribution to the students’ learning achievements.

In this first discussion, the researcher would like to discuss about the first question of the problem formulation. It covered the two research findings, they were (1) set induction methods used by the student teachers in the teaching practice and (2) the student teachers’ teaching skill in conducting set induction the
teaching practice. To analyze the student teachers’ teaching skill or ability, the researcher used three main criteria of effective set induction based on the theories. The criteria are (1) how the student teachers draw the students’ attention, (2) how the student teachers raise the students’ motivation, (3) how the student teachers show the connection between the set induction activities with the material taught, previous lesson, and students’ live. The researcher considered that the three main criteria used are the most important aspects in conducting set induction in teaching and learning activity.

a. Set Induction Methods Used by the Student Teachers

There are techniques and methods (devices) in set induction that can be used in classroom activities. As stated by Singh and Sharma, (2004:77), there are various appropriate devices that can be used in Set Induction. They are (1) The use of example/analogies/similarities, (2) Questioning, (3) Lecturing/ describing/narrative/illustrating, (4) Story-telling, (5) Role Playing or dramatization, (6) Audio visual aid, (7) Experimentation or demonstration, (8) Outdoors visit of any place. It is also added by stated by Kelly Magruder from Oklahoma Baptist University, (as cited in http://www.okbu.net/ed/398/set.htm, retrieved on June 8, 2010), methods that can be used in anticipatory set. The methods that can be used are (1) Question(s), (2) Demonstration (especially one with a result the students do not expect), (3) Story or anecdote, (4) Shock, (5) Humor; and (6) Pertinent news item.

The student teachers also used the methods and techniques that suggested in the theory. Based on the result of ten times observation, most of the student
teachers commonly used similar method. The method that mostly used by the student teachers were questioning, quiz, games, and review to the students’ previous lesson. Another method was giving example to the students. The student teachers had their own purposes on why they chose those three methods; questioning, games, and review to the students’ previous lesson. The reasons of their choice related with the set induction activities. The purposes of the student teachers used questions; games and review to the students’ previous lesson were bellow.

Table 4.2: Set Induction Method Used by the Student Teacher

<table>
<thead>
<tr>
<th>Set induction methods</th>
<th>Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning &amp; Quiz</td>
<td>• Raising the students activeness</td>
</tr>
<tr>
<td></td>
<td>• Foster the students involve or actively participate to the teaching and learning activities.</td>
</tr>
<tr>
<td></td>
<td>• Checking the students’ understanding towards the material taught</td>
</tr>
<tr>
<td></td>
<td>• Raising the students’ curiosity about the material</td>
</tr>
<tr>
<td>Games</td>
<td>• Raising the students’ motivation</td>
</tr>
<tr>
<td></td>
<td>• to learn</td>
</tr>
<tr>
<td></td>
<td>• Foster the students’ attention</td>
</tr>
<tr>
<td></td>
<td>• Raising the students’ curiosity about the material</td>
</tr>
<tr>
<td>Reviewing to the previous lesson</td>
<td>• Deepen the students understanding to the previous material given</td>
</tr>
<tr>
<td></td>
<td>• Checking the students’ understanding towards the previous material taught</td>
</tr>
</tbody>
</table>

Questioning is one of the methods used by the student teachers in conducting set induction. Based on Hoetker & Ahlbrand (1979) as cited in Vangelisti, Daly & Friedrich (1999) stated that well over 70% of the average school day (across all classrooms) is taken up with questions. Type of questions used by the student teachers were leading and probing questions. Leading
question is deliberately designed to make them think in a certain way. Leading questions reinforce the students’ dependence on the teacher and nullify independent taught opportunities among many students (Good & Brophy, 1987), as cited in Vangelisti, Daly & Friedrich (1999). While probing question directs the students to think more deeply about his initial answer and to express himself more clearly to develop the students’ critical awareness and communication skill. For example, the student teacher used leading question when she asked about the students’ originality when she taught about Gawai Dayak. The student teacher asked “where are you come from?” The expected answer was a region where the students came from related with Dayak culture (Kalimantan). After obtaining the expected answer, the student teacher started to reveal more information about the culture related with the material taught. Moreover the student teacher I asked the student to compare with other culture. The student teacher I used probing question, when she asked the students about the culture related (Dayak). The student teachers would like to acquire some information about Dayak tribe from the students. The students were asked to develop the idea of certain culture related with the material. The students were also trained to be more communicative (active) in the classroom activity.

Instead of giving question or questioning, the student teachers also gave quiz as the set induction activities. Quiz is the phase wherein the teachers contributes question. It has formed a sufficient measure of grounded knowledge of the subject matter. (Dillon, 1988:108). Quiz used by the student teachers were about the vocabularies. The vocabularies were unknown words and indicated the
material taught. In the quiz, the student teachers provided the list of unknown words and the Indonesian meaning.

Games were one of the methods used by the student teacher 3. She created the games by relating them to the material taught. The games of “Boom” and “Hot Seat” were designed to make the students share their opinion. The students had to state their arguments about the importance of things around them, for instance, stationary, books, shoes, uniform and the things that the students used to bring in the classroom. The games were to introduce the students to the material, which related with argumentative text. Another game was the games used in writing. The student teacher 3 used it when she taught writing skill. She used it to introduce the students on how to make an argumentative paragraph.

Reviewing to the previous lesson was used as the set induction methods by most of the student teachers. Through reviewing to the previous material, the student teachers would like to check the students’ understanding. They used that methods since the material given were interrelated to each other. The material was about kinds of text, which divide in to narrative, report, and argumentative. The student teachers review on the tenses, features and characteristics of each text. Most of the time, the student teachers reviewed on the type of tenses used in the type of text.

b. The Student Teachers’ Teaching Skill in Conducting Set Induction

In order to meet a good set induction activity, there were some criteria to fulfill. Based on the theory provided, the researcher took some criteria on effective set induction from Burden and Byrd (1999:121) and also the standard
form the ELESP, *Buku Pedoman Pengajaran Mikro* (2008:15-16). The researcher then summarized in three main points, namely, (1) how the student teachers draw the students’ attention, (2) how the student teachers raise the students’ motivation, (3) how the student teachers show the connection between the set induction activities with the material taught, previous lesson, and students’ live. The three main criteria were used while the researcher conducting classroom observation, as checklist guidelines instead of making field notes as the data collection. Through the observation guideline, the researcher would like to observe the student teachers’ ability, whether they had met the criteria needed. It also helped the researcher to analyze the problem that come up based on the unfulfilled criteria to meet. The researcher considered that the three main criteria used are the most important aspects in conducting set induction in teaching and learning activity.

1) **How the student teachers drew the students’ attention**

To draw the students’ attention, the student teachers used various ways. Based from the observation, the student teachers always showed high enthusiasm in teaching. As it is stated in *Buku Pedoman Pengajaran Mikro* (2008:15), that in order to increase the students’ attention and interest the student teachers need to show high enthusiasm. Instead of that, the student teachers are also able to use several techniques to draw the students’ attention. From the three student teachers, it was only student teacher 3 used certain activities to support her efforts in order to draw the students’ attention. She used games. The student teacher 3 used games, when she taught the students of XI IPS 3 and XI IPS 1. The games called “Boom” and “Hot Seat”. Despite of that, the student teachers 1 and 2 did
not use certain activity to draw the students’ attention. The student teacher 3 stated that the reason why she used games was she wanted to draw close with the students, since it was her first time teaching the students. She also wanted to raise the students’ feeling of fun in learning English. Her statement is enclosed in Appendix C.

The reason why I used games was that I wanted to draw close with the students. I also wanted to raise their feelings and motivation. Through that game, it also indirectly delivered the topic of the lesson. (Interview, Student teacher 3)

Based on the observation, the student teachers also showed their enthusiasm. The student teachers always greeted the students warmly. This was also one of the teaching styles. “The teacher is full of energy use loud and warm voice that influences the students to involve to the learning process.” (Buku Pedoman Pengajaran Mikro, 2008:16). The student teachers showed their spirit to teach the students.

The student teachers also used teaching media such as pictures, analogies, in which they had considered the relevancy to the topic to be taught. The student teacher 3 used games, in which she had created to have the relevance to the topic. In teaching the students, she also used pictures inserted in her Power point presentation material. The student teachers also made variation in making the interaction to the students. As it is stated by Singh and Sharma (2004:83) that there are three kinds of interaction patterns between teachers and students; namely (1) Teacher-pupil or teacher-group of pupil, (2) teacher- pupil, and (3) pupil-pupil. In this case, the student teachers always tried to listen to the students’ opinion. They asked the students to talk and explain things related with the topic more than
the student teachers’ domination in the class.

2) **How the student teachers raised the students motivation**

Attention and interest are the main components in order to build motivation. (*Buku Pedoman Pengajaran Mikro*, 2008:15). This statement means that motivation is built from attention and interest. Therefore, the student teachers should find creative way to attract the students’ attention in order to raise the students’ motivation to learn. It is expected that the activity that used in set induction are able to attract the students’ attention and interest, so that the students have motivation to learn about the material taught.

The student teachers used various methods in order to raise the students’ motivations to learn. The student teachers 1 and 2 used method of giving reward to the students’ participations. The student teacher 1 raised the students’ motivation to learn by giving reward in the form of additional mark for their final score. It was done when she taught the students of XI IPS 3, where she met problem that the students did not pay attention to her. The student teacher 2 also did the same thing with the student teacher 1. She also gave reward to the students. The students’ reaction was so excited. They were competing one to another, especially in answering the pre-test on vocabulary. The students’ reaction was also influenced with the situation. It was still in the morning when the student teacher 2 taught the students of XI IPS 1. Therefore, the students’ minds were still fresh and they still had big motivation and spirit to learn. The student teachers 1 and 2 also delivered question that created the students’ curiosity. When the student teacher 1 taught the students of XI IPS 1, the student teacher 1 asked
question about Thanksgiving Day. She continually asked about thanksgiving tradition in western country.

It was completely different to the student teacher 3. Most of the time in her 6-times teaching, the student teacher 3 used various ways to motivate her students to learn. The various ways were (1) using positive emotions to enhance learning and motivation, (2) as stated in Buku Pedoman Pengajaran Mikro (2008:15-16), that was utilizing or use things or object that become the students’ attention, „and (3) delivering topic that makes different opinion of each student. It is also stated by Harris, to use positive emotions to enhance learning and motivation in motivate the students. Positive emotion is connected with learner’s experiences. The teacher can make something fun, exciting, loving, in which the student will learn more readily and the learning will last longer. People remember better when the learning is accompanied by strong emotion (1991).

Instead of using certain activities (games) in the class, she motivated the students in the form of motivational speeches. The student teacher 3 raised the students’ motivation in various ways. When she taught in the first time in XI IPS 3, XI IPS 1, XI Bahasa, she used motivational speech. She gave it after asking the students to sing a song, in which the lyrics of the song contained some motivational words to motivate students to learn English. In this case, the student teacher 3 raised the students’ motivation by using positive emotions to enhance learning and motivation (Harris, 1991). She supported the students with positive emotions in order to increase the students learning motivation. The teachers can
give motivational speech in the learning process. The student teacher 3 also gave positive feedback on the students’ working when she taught in XI IPS 3.

In XI Bahasa, the student teacher 3 used the news and issues; for example about the news about the case of celebrity, to motivate students to make writing text of analytical exposition. As it is stated in Buku Pedoman Pengajaran Mikro (2008:15-16) that, in order to motivate the students, the student teacher are able to utilize or use things or object that become the students’ attention. It means that teacher can use some issues that become the trend among the environment or students’ live. A teacher should be aware and be able to record the newest situation, which attract students’ attention through media, such as television and newspaper.

The student teacher 3 also delivered some ideas that stimuli the students’ different opinion when she taught the students in XI Bahasa for the second meeting. The student teacher 3 asked about the students’ activities in previous English class. The students’ activity was watching a film in Language Laboratory. The student teacher 3 asked the students’ to state their opinion about the film.

3) How the student teachers showed the connection

In this research, the researcher focused on the three connections between the set induction. There were the connection to the students’ real life, the lesson be taught, and the previous lesson given. As it is stated by Burden and Byrd, (1999:121) the set induction and the content of the lesson should be related to the students ‘lives or previous lesson. The set induction activity must be connected to the lesson. Those two statements mean that set induction activities used in the
class should show the connection with the material taught, students’ real life and previous material or students’ previous knowledge.

Those three connections must be considered in order to reach the goal of effective set induction. Instead of to reach the goal of effective set induction, there are some purposes of set induction that underline the importance of the connection in set induction. The first connection is between the set induction and the lesson content being taught. According to Brown (1975:88) set induction is given to create a frame of reference before and during the lesson. Therefore, it is important to connect the set induction activities with the material taught. It is to help the students to have a framework or a brief description in their mind about what they are going to learn. The second connection is between the set induction and the students’ real life. The important of showing the connection between the set induction activities and the students’ real life is that the students will be more interested of the lesson is related with their live. As Burden and Byrd (1999:120-121) stated, students will be more interested of the lesson is related with their live. The teachers better find as many materials that can describe the students’ habit in their real life. The third connection is between the set induction and the previous lesson. While the connection of the set induction activities and the previous material or lesson since the set induction is also used to build continuity from lesson to lesson, from unit to unit. Thus, a new set induction may be linked between the students’ previous knowledge or lesson and the new lesson. As it is stated by Perrot (1982) that, set induction is to move from old to new material and liking the two.
As it is stated in *Buku Pedoman Pengajaran Mikro* (2008:15-16) showing the connection means that the student teachers need to refer to the knowledge and experience that the students have already known as the “stepping stone” to direct the students to the topic to be learnt. The student teachers can also show the connection by connecting the topic that has been learnt or comparing or contradicting the knowledge that has been learnt with the one will be learned. The student teachers themselves had showed the connection of the set induction they used with the material taught, students’ real life, the previous knowledge. The student teacher 1 asked the students of XI IPS 3 and IPS 1 about the students’ origin, when she taught about *Gawai Dayak*. She related the set induction activities to topic or material taught and the students’ real life. She also asked about the students’ previous lesson when she taught the students of XI IPS 3. She delivered questions about previous material on sentences pattern, since she taught the use of past tense in a text.

The student teacher 2 showed the connection between the set induction activities with the students’ real life by asking about the students’ origin and the material taught, which was about *Gawai Dayak*, a traditional ceremony of certain area (province/ island). The student teacher 2 also asked about the students’ previous lesson about Report text, which shows the connection between the set induction activities with the students’ previous lesson. The student teacher 2 also showed the connection between the set induction activities with the students’ real life in the second part of the teaching. The student teacher 2 asked about the students’ background knowledge about the second topic, Whales.
The student teacher 3 showed the connection between the set induction activities with the material taught, students’ life, and previous lesson. In the first teaching time in three classes, XI IPS 3 and XI IPS 1 the student teacher 3 showed the connection between the set induction activities with material taught by giving a game to play. In XI Bahasa for the first meeting, the student teacher 3 showed the connection between the set induction with the material taught and the students’ previous lesson. She asked about the students’ opinion on the film that the students watched in the previous meeting. In the second meeting on XI IPS 3, XI IPS 1 and XI Bahasa, the student teacher 3 showed the connection between the students’ previous lesson (material) with the material taught, by delivering questions about the material in the previous meeting.

2. The Problem faced by the Student Teachers in Conducting Set Induction

Based on the interview and classroom observation activity, while conducting teaching in the Program Pengalaman Lapangan, (PPL) the student teachers faced some problems, especially in conducting the set induction in the beginning of the teaching and learning process. The problem arose because of some factors they were firstly, the students’ reaction while conducting set induction in the class. As Singh and Sharma stated that one of the components of Induction was question followed by correct response from the pupils (2004:78). While based on the observation, showed that some time, the students did not give correct response to the student teachers’ question. Secondly, the criteria that could not be reached by the student teacher in the class. The criteria were on the
observation checklist guide used by the researcher in the classroom observation. Therefore, there were criteria used by the researcher in which became one of the problems to the student teachers.

In this part, the researcher presented the most common problems that arose when the student teachers conducting set induction in their teaching. The problems were described as follows.

a) **Drawing the students’ attention during the induction activities**

Drawing or foster the students’ attention is one of the main criteria used by the researcher in the observation checklist guideline. It is used by the researcher to measure the student teachers’ ability to draw the students’ attention to be directed to the topic or material taught. Foster the students’ attention is the main factor in teaching learning activities. The teachers should be able to draw the students’ attention in order to reach an effective learning activity. The students’ attention should be kept since when the teachers come to the class, open the lesson until the end of the class. Good teachers are those who can keep the students’ eyes, concentration, and attention to what he or she brings into the class. Foster students’ attention is one main component factor in set induction. It also affect to the rest of the learning activity (the main or whilst activity and the post activity). “The most effective sets are those that catch the students’ attention and interest them in the material.” (The English Department of The University of Minnesota Duluth, [http://www.d.umn.edu](http://www.d.umn.edu), accessed on September, 16 2010) Foster the students’ attention becomes the most common problem that occurs when the student teachers taught in the class.
There were many examples that the researcher found based on the observation relating with the problem in foster the students’ attention. There was the time when the student teachers came to the class then suddenly the students stayed quiet for several minutes. After that, the students started to be busy with themselves, ignoring the presence of the teachers. This kind of situation happened to the student teacher 1 when she taught the students of XI IPS 3 (August, 3\textsuperscript{rd} 2010). She realized that she did not prepare for the opening activity for detail. She realized that her students’ had just finish a subject and they were still busy discussing the pervious subject the students actually still were not ready for the next subject, that was English. Based on the result of the interview, this problem made her think over for her next teaching. She decided to wait the students until the students were ready for the class. Her statement is enclosed in Appendix C

I totally failed to draw my students’ attention. They did not give response when I started the lesson by delivering some questions. They were still busy with their business, discussing about the previous subject. Well, I guess for my next teaching I will give the students phase to really make themselves ready for the next subjects. (Interview, student teacher 1)

In drawing the students attention also became a problem for the student teacher 3. At that time, she taught the students of XI Bahasa in the second meeting on September 2\textsuperscript{nd}, 2010. When she entered the class, the students actually gave response, since she greeted the students warmly. The situation suddenly changed, when she started to give an opening activity (set induction). The students suddenly stayed quite. They did not give response to the student teacher’s question. Even, they did not dare to have eye contact the student teacher. This
happened because the students did not prepare the task that student teacher gave in the previous meeting. Her statement is enclosed in Appendix C

Yes, you can see that how the students’ response when I asked them about the task and previous material. They were so passive. They did not give any response. They even did not dare to look at me. It was a nightmare for me. I directly had an idea to change the activity. Well, it was out from my plan but at least it was better than the students kept silent while I kept talking myself and they did not understand what I was talking about. (Interview, student teacher 3)

Therefore, she conducted different plan for the set induction activities from her previous plan for this class.

b) Raising the students’ motivation through the induction activities

Raising the students’ motivation to learn is one important aspect on the set induction used in the beginning of the learning activity. Interesting set induction activities can raise the students’ motivation to learn. On the other hand, the biggest problem students must overcome in school is a lack of motivation (Hedin, 1989). Based on the interview with the student teachers, all of them agree that the students have low motivations to learn. It could be seen from their performance in the class. The teachers themselves also admitted that the mark of IPS students was not as satisfied as the students of IPA. The lack ness of the students in learning English was they have low ability to remember the vocabulary.

In some cases, based on the observation, the students sometimes could not express their ideas in English. They mostly asked the student teachers to permit them speaking in other languages (Bahasa Indonesia). The students even did not want to share anything when the student teachers asked them question. The
students’ lack nesses influence their motivation to learn. As the result, they became passive in the class.

This kind of situation happened when the student teacher 3 taught the students of XI Bahasa in the first meeting, August 26, 2010. The students actually were excited when they would be taught by someone else. But, their anxiety slowly turned down when they knew that the material was quite hard to learn, Analytical Exposition. The student teacher 3 felt that the students had low motivation to learn since the material was more complicated than the previous material. Her statement is enclosed in Appendix C

When I came to the class, students were motivated to learn. I was quite happy watching that situation. But, it only worked in the beginning. The students suddenly lost their motivation when I started to give my opening activity related to the material. When I asked several questions about the previous meeting, they did not give any response. It was very hard to raise their motivation again. I had to deliver some clue questions. (Interview, student teacher 3)

c) Assessing the students’ understandings through students’ reaction towards the set induction activities

The students’ reaction also became the problem after the student teachers conducted the set induction. Through the students’ reaction, it could measure whether the students had understood the activity or even the material taught. It is also to measure whether the student teacher had reached the criteria used by the researcher. As it is stated by Burden and Byrd (1999:120-121) about four main criteria in set induction. One of the criteria is students must understand the material and/ or activity. The fact that the student teachers faced was the students’ reaction mostly did not show that the students had understood the material.
Mostly, the students suddenly became so silent when the student teachers checked their understanding.

There was one case happened when the student teacher 3 taught in XI Bahasa for the first meeting. The students seemed that they had already understood about the material. The fact showed different thing. When the student teacher 3 re-checked the students’ understandings, the students suddenly became silent. This kind of students’ reaction indicated that the students actually still had not understood the material or activity reaction. Her statement is enclosed in Appendix C.

When I gave the students the instruction about the games, I though that some of the students still did not understand. They were still confused on how the game would be going. I was full of doubt whether there was something wrong from me in explaining the rule or at that time I used full English to explain the games to the students. (Interview, student teacher 3)

d) Fostering the students involvement in the learning process through set induction activities

Foster the students’ involved in the learning process or in other words was the student participation. Most of the student teachers had problem in motivate students to participate in learning activity. Based on the observation and interview result, they often faced this problem in the class. The student teacher 1 faced this problem when she taught the students of XI IPS 3 for the first meeting on August 3, 2010. She explained that when she opened the class by asking the students’ origin, there were only 2-3 students gave response. The rest of the students did not give answers. Her statement is enclosed in Appendix C.
My purpose in giving set induction activity in the form of question, I actually wanted the students to actively participate in the class. But, if I observed the reaction of the students, I thought that they were not totally interested with the activity and it affected to the students’ participation. (Interview, student teacher 1)

The student teacher 3 also faced this problem when she taught the students of XI Bahasa for the second meeting on September 2nd, 2010. The students of XI Bahasa at that time were very passive. They did not answer to the student teacher’s question. Her statement is enclosed in Appendix C

The overall problems that I mostly faced in set induction activities were focused on students’ understandings and make the students’ became active on the class. The worst and most complex problem was when I taught the students of XI Bahasa. I hardly tried to control the class and draw the students’ attention. The students tent to be very passive. It happened because they did not do the homework I gave in the last meeting. (Interview, student teacher 3)

3. How the Student Teachers Overcome the Problems

In every teaching practice, the student teachers always meet problems. The problems stated in the previous discussion were the most common problem that the student teachers faced in the class. Based on the interview with the student teacher, they stated that they always tried to improve their teaching practice in order to anticipate the problems. These are the solutions offered by the student teachers in order to overcome the problem they faced in the previous class. So that, they could improve their teaching and did not face the same problem they had before. The solutions were described as follows.
a) Changing the strategy in delivering the activities to the students

The meaning with changing the strategy in delivering the activities to the students was the student teacher change the way they give instruction to the students. As stated by The English Department of The University of Minnesota Duluth “the teachers could take a completely different approach, a different set, one more likely to motivate the students” (http://www.d.umn.edu, accessed on September, 16 2010). Changing the strategy, based on the interview with the student teacher 3, she stated that she changed the way she gave instruction in the next meeting in the XI IPS 1 class. This decision she took after she observed the reaction of the students in the previous class of XI IPS 3. In the class of XI IPS 3, the students still did not understand about the instruction and rule of the game. It happened since the student teacher 3 explained the game using English. On the other hand, the students had difficulties in understanding the explanation, because of their low mastery and ability in English. The students never used English even in English subject. While based on one of the main criteria of effective a set induction activity is the students should understand the activity/material. (Burden and Byrd, 1999:121) Then, for the next teaching, the student teacher 3 changed the way to explain the instruction by mixing the language, using English and Bahasa Indonesia. Her statement in enclosed in Appendix C

I mixed the way I explained the rule (instruction) of the game, I used both Bahasa Indonesia and English, so that the students understand the games. (Interview, Student teacher 3)

The student teacher 3 also changed the activities when she taught the students of XI Bahasa in the second meeting. The student teacher 3 planned to have discussion to the homework she gave in the previous meeting. In fact that,
she had to change since the students’ reaction were not as she expected. The students stayed quite. Therefore, she changed the activity by forming the students into groups. It was expected by the student teacher that in groups the students could discuss the homework and found out the difficulties.

b) Using certain activities that create the students’ feeling of fun

“Sports (activities) are fun, exciting, sometime thrilling, highly emotional. Learning experiences should provide as much fun (or at least enjoyment and satisfaction) as possible.” (Harris, 1991). It means that an activity that produces students’ movements, energy and emotion will help motivate the students to go forward. The decision to use game is taken by the student teacher 3 in order to motivate the students, when she taught the students of XI IPS 3 and XI IPS 1. The student teacher 3 decided to use game after she found out that the students were not really enthusiast in the beginning of the learning process. The student teacher 3 also explained the reason why she used certain activities that creates the students’ feeling of fun. Her statements is enclosed in Appendix C

My main focus was that I wanted to raise the students’ feeling. It was clear that the students looked very tired when I entered the class. They had loss their spirit to learn, despite of English was the last subject. Therefore, I asked the students to sing a song and move their body. Through this activity I wanted to create the students’ mind that English subject is fun. And it also brought good effect in my teaching. The students looked happy after they sang the song and they became excited again to learn English. (Interview, student teacher 3)

c) Giving reward to the students’ participation and works

“Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivations in the form of reward. (Harris, 1991)”}. It means
that reward can be one of the strategies that can be used to draw students’ motivation so that they can participate more in the learning process. This kind of decision taken by the student teacher 1 and 2 when they were teaching the students of XI IPS 3, XI IPS 2 and XI IPS 1. The student teacher felt that they started to lose students’ attention in the beginning of the classes of XI IPS 1, 2, 3. They stated that they would give rewards in the form of extra point for their final mark. The student teacher 1 and 2 used the vocabulary pre-test before the listening activity to draw the students’ attentions and made the students involved and participated in learning activity. Her statements is enclosed in Appendix C

I asked the students to submit the worksheet and I also said that I would give extra point if they could answer the pre-test on vocabulary before the main listening section. The students’ reaction was quite good. They participated well although it was only when we were discussing the pre-test. (Interview, student teacher 1)

d) Using positive emotion to enhance the students’ learning and motivation

“People remember better when the learning is accompanied by strong emotions.” (Harris, 1991). The statement from Robert Harris means that it is important for the teachers to support the students. This decision was taken by the student teacher 3 when she taught the students of XI IPS 3 for the second meeting. After they finished discussing the homework, the students felt that they still had not mastered the material well. The student teacher kept supporting them. The student teacher 3 created the students confidence by giving comments on the students’ writing. The reaction of the students after hearing the comments from
the student teacher 3, was proud. As the student teacher stated was enclosed in Appendix C

When I asked the students to write a paragraph, once their response was that they looked unwilling to do so. After they finished writing and I read it, I gave comments on that. I was so happy reading the students’ first writing. I showed that they had mastered what I had taught in previous meetings. Hearing my comments, they looked very happy and motivated in doing the next task. (Interview, Student teacher 3)

The students finally felt happy because they had mastered the material. It is also increasing the students’ confidences in learning. As it is stated by Harris (1991) also that “emotions can be created by classroom attitudes, by doing unexpected or outrages, by praise and by many other means.”
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusions and suggestions of the research. There will be two parts, the first part is conclusions and the second part is suggestions.

In the conclusion part, the researcher summarizes the answer to the questions in the study. The three questions of the research are how the student teachers in conducting the set induction shown in their teaching practice in Program Pengalaman Lapangan (PPL), what the problems found in the process of conducting set induction are, and how the student teachers overcame the problems arose in conducting the set induction in the beginning of the class. Then the researcher gives suggestions to Program Pengalaman Lapangan (PPL) students.

A. Conclusions

This part summarizes the answers to the questions in the problem formulation. The researcher answered the questions by using a qualitative study based on the observation in the classroom, taking (field) notes, and interviews the student teachers. The first question is how the student teachers implement the set induction in their teaching practice in Program Pengalaman Lapangan (PPL). The researcher answers the question using classroom observation. The researcher used component and criteria of effective set induction adapted from some related
literature. There are three main component and criteria that are used in the research to answer the first question. The three main components or criteria are (1) How the student teachers draw the students’ attention (2) How the student teachers raise the students’ motivation (3) How the student teachers show the connection between set induction with the students’ previous lesson, the material taught and the students’ previous knowledge or live.

The result of the observation showed various set induction methods used by the student teachers. The methods used were Questioning, Quiz, Games, and Previewing to the previous material. The result of the observation indicates that most of the student teachers were not able show all the three main components or criteria of set induction used by the researcher, in their teaching, optimally. Nevertheless, it did not mean that the student teachers did not do some efforts to do so. The efforts were not able to attack the students’ proper response. There were always few criteria that could not be reached by the student teachers in their teaching practice. In certain cases, they still were not able to show the three components or criteria of set induction in their teaching. The criteria which cannot be reached became the problem that the student teachers faced in the class.

The student teacher 1 showed her skill in opening the class based on the three components or criteria of effective set induction in 2 meetings from her 3-times teaching. The student teacher 1 used questioning and reviewing as the set induction activities in her three times teaching. The student teacher 2 showed her skill in 1 meeting, but she did not fulfill the three main components of effective set induction. In her one time teaching, the student teacher 2 used questioning and
previewing as the activities in set induction. The student teacher 3 showed her skill in opening the class based on the three components or criteria of effective set induction in 3 meetings from her 6 times teaching. The student teacher 3 used games, questioning, and previewing in her teaching.

The student teachers faced some problems in conducting set induction in the class. The problems were the answers of the second question of the research. The researcher found four problems in conducting set induction based on the components of effective set induction. The problem were presented as follows (1) Drawing the students’ attention during the induction activities, (2) Raising the students’ motivation through the induction activities, (3) Assessing the students’ understanding through the students’ reaction towards the set induction activities, (4) Fostering the student involvement in the learning process trough set induction activity.

To answer the third question, the researcher presented how the student teachers overcome the problems. There were four solutions to overcome the problem. The solution were (1) Changing the strategy in delivering the activities to the students, (2) Using certain activities that create the students’ feeling of fun, (3) Giving reward to the students, and (4) Using positive emotion to enhance learning and motivation.

B. Suggestions

In this part, the researcher gives suggestion to the Program Pengalaman Lapangan (PPL) students as student teachers and other researcher. The researcher
suggests *Program Pengalaman Lapangan* (PPL) students to really take a deep attention about the importance of set induction in a teaching learning activity. The student teachers also need to prepare set induction well. It means that the student teachers should create or find an activity that leads the students to effective learning. The set induction should fulfill the criteria of effective set induction. Moreover, it can help the students for better learning in the class.

The student teachers should design the set induction as creative as possible. The creation can be related with the students’ interest. It can help the teachers to draw the students’ attention and students’ real life. Instead of creating set induction activities, the student teachers need to anticipate some problem occur when set induction is conducted in the class. The anticipation means that the student teachers should prepare more than 1 set induction activity. Therefore, if one of the activities cannot be conducted well, it can be changed by other activities. It is important to be deeply noticed, since set induction is also the main factor either the lesson will be going well or not.

The researcher also suggests that the next or other researchers who investigate similar topic deeper of this study. The next or other research should investigate the other elements or components of set induction or the effect on the use of set induction to the students’ achievement. The researcher expects that some experiences of the student teachers in this study will help the other student teachers and teachers to develop their teaching skill especially in creating and conducting set induction in order to make order to reach the goal of effective, meaningful and objective-oriented learning.
REFERENCES


APPENDIX A
PERMISSION LETTERS

1. Covering letter from the University to the Major Of Yogyakarta

2. Permission Letter from the Major of Yogyakarta
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAH KOTA YOGYAKARTA
DINAS PERIZINAN
Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515665, 515866, 552682
EMAIL : perizinan@jogja.id EMAIL INTRANET : perizinan@intra.jogja.id

SURAT IZIN
NOMOR : 070/1919

Membaca Surat : Dari Dekan FKIP - USD Yogyakarta
Nomor 101/Pen/Kajur/JPBS/VI/2010
Tanggal 20/07/2010

Mengingat :
1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kestabilan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 95 Tahun 2006 tentang Penguasaan Daerah

Diikinkan Kepada :
Nama : CHRISTINA ENDANG W.
NO MHS / NIM : 061214082
Pekerjaan : Mahasiswa FKIP - USD Yogyakarta
Alamat : Mrican, Tromol Pos 29 Yogyakarta
Penanggungjawab : Christina Kristiana, S.Pd., M.Pd.
Kepuian : Melakukan Penelitian dengan judul Proposal : ACQUIRING STUDENT TEACHERS TEACHING SKILL IN SET INDUCTION AS SEEN IN THEIR PROGRAM PENGALAMAN LEPANGAN

Lokasi/Responen : Kota Yogyakarta
Waktu : 22/07/2010 Sampai 22/10/2010
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan :
1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Gg. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan montak ketentuan/ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatasi apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas
Kemdian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seputaranya

Tanda tangan
Pempang Izin

CHRISTINA ENDANG W.

Diteruskan di : Yogyakarta pada Tanggal 20/07/2010

Penerima Surat

Tembusan Kepada :
1. Walikota Yogyakarta (sebagai laporat)
2. Ka Dinas Perizinan Kota Yogyakarta
3. Kepala SMA Stella Duce II Yogyakarta
4. Dekan FKIP - USD Yogyakarta

Ybs.
APPENDIX B
RESEARCH INSTRUMENTS

1. Field Notes format
2. Interview Guidelines
3. Observation Checklist
Field Notes

Date of teaching : 

Topic of the material : 

Set induction activities : 

Students’ responses : 

Additional Notes : 

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
The Interview Guidelines
( Interview Questions)

1. How was your teaching today? Is it suitable as you expected
2. How was the set induction you used in the classroom? How is it going?
3. Why did you use such kind of set induction?
4. What are you purposes of using that kind of set induction?
5. Do you think that the set induction you made have the connection with the material taught? Please explain!
6. What do you think about the students’ responses to your set induction activity? Are they interested or not?
7. What factors that influence you in deciding set induction used in the classroom?
8. What are the factors that make you fell difficult to implement the set induction in the class?
9. How do you solve the problems?
Observation Checklist
Student Teacher 1/2/3

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Aspect to Consider</th>
<th>Yes</th>
<th>No</th>
<th>Set Induction devices/Methods used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drawing the students’ attention</strong> (The participant is able to draw the students’ attentions through set induction activities)</td>
<td>1. The participant shows high enthusiasm in the beginning of the learning activity.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2. The participant use or utilize interesting teaching aids or media.</td>
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<tr>
<td></td>
<td>3. The participant creates certain activities in the beginning in the class. (Games, Role Play, demonstration)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Raising the students’ motivation</strong> (The participant is able to build students’ motivation towards the lesson or material taught.)</td>
<td>1. The student teacher builds the students’ curiosity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The participant uses issues, news, object, or things that become the students’ attention recently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The participant delivers topics that can produce students’ different opinion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Aspect to Consider</td>
<td>Yes</td>
<td>No</td>
<td>Set Induction devices/Methods used</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>C. Connection</td>
<td>1. The participant shows the connection between the set induction and the lesson or material taught</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The participant shows the connection between the set inductions with previous lesson.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The participant shows the connection between the set induction with the students’ live.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C
FIELD NOTES

1. Field Notes on Teaching performances of Student Teacher 1
2. Field Notes on Teaching performance of Student Teacher 2
3. Field Notes on Teaching performances of Student Teacher 3
I. STUDENT TEACHER 1
   a. Date of teaching : August 3, 2010
      Class : XI IPS 3
      Time : 1X45’
      Topic : Report text, Gawai Dayak
      Skill : Listening

   In the first observation day, the student teacher taught the students of XI IPS 3. In the opening the lesson, the student teacher asked the students to move to the Multimedia lab. After the students were in the Multimedia Lab. The student teacher opened the lesson by asking the students about the students’ origin. After asking about the students’ origin, the student teacher distributed a worksheet. The student teaches asked the student to do the Vocabulary. After finishing the Vocabulary pre-test, the student teacher directly discussed the answer with the students, by the end of the discussion, the student teacher delivered several questions to make sure that the students had grasped and deeply understood the vocabularies.

   In the class of XI IPS 3, the student teacher was not successfully drawing the students’ attention. The students were passive and busy with themselves. Some of them were talking with their friend and the other even did homework when the student teacher delivered questions about the students origin, only several students who responses ton the question. The students were very passive. The student teacher was almost being ignored by the student teacher. In order to cover the situation, the student teacher asked the students to do the Vocabulary pre-test in the worksheet. After finishing, the student teacher discussed the answer. The student teacher asked the students to answer by raising their hand, so that the students could be active. But again, the students seemed that they did not so active. So the student teacher gave warning that the worksheet was to be submitted by the end of the class. The student teacher also added when they were discussing the Vocabulary pre-test, she would give extra pint to they mark. After hearing those warning, the students started to paid attention although the students were not active.
In the next teaching, the student teacher taught the students of XI IPS 1. The topic was still the same was about Report text on Gawai Dayak and Whales. The skill was still the same, listening skill. The student teacher taught also in Multimedia Lab. In the first part, the student teacher taught Gawai Dayak. In opening the lesson, the student teacher did the same thing as in XI IPS 3. She asked the students’ origin. After asking the students’ origin, the student teacher distributed a worksheet. She asked the students to do the Vocabulary pre-test part. After the students finished, they directly discussed the answer of the Vocabulary test. By the end of the discussions on the vocabulary, the student teacher delivered some questions to make sure that they had deeply understood the vocabulary.

In that day’s teaching, it was so different with the previous teaching. The students’ responses were better than in the previous class. The student teacher also stated some statements about the topic to be learned, which produced the students’ different opinion. The student teacher asked about Dayak Tribe and one of the students explained answering the question, while other students were silent listening to their friends and the student teacher’s explanation. While for the second part, the student teacher gave another topic to be learned. It was still about Report text about Whales. The student teacher did not give detailed sit induction. She only asked the students about what the students know about Whales. Another activities, was that the student teacher asked the students to train their pronunciation of some similar words.
c. Date of teaching : August 5, 2010  
Class : XI IPS 3  
Time : 1x45’  
Topic : The use of past and present tense in a Text  
Skill : Grammar

The student teacher taught the students of XI IPS 3. The topic was simple present and past tense. She taught for 1x45 minutes. In opening the lesson, the student teacher asked about the previous lesson, Report text. The student teacher also asked the students to mention the pattern of simple present and past tense. After the students gave short and brief answer, the student teacher directly moved to the main material, about the use of present simple and past tense in text.

In this observation, the student teacher seemed that she could draw the students’ attention. The students gave good response to the questions delivered by the student teacher. Though, the topic was quite bored, but most of the student paid attention to the student teacher explanation stated form the brining up to the end of the class.
II. STUDENT TEACHER 2

a. Date of teaching : August 6, 2010
Class : XI IPS 2
Time : 2X45’
Topic : Report text, Gawai Dayak and Whales
Skill : Listening

The next observation, started with the second participant or the student teacher 2. In this observation, she taught for 2x45 minutes in XI IPS 2. The English lesson stated in the forts two meeting hours. When the observation began, it looked that the student teacher was in hurry. Instead of she came late, she also looked unprepared for the media she used for teaching. When the class began, she still looked busy preparing the media. She taught in Multimedia laboratory. After she was sure that the media for the teaching were ready. She went to the class and told the students to move to the Multimedia Laboratory. In the condition, she in hurry, the student teacher began the class. The condition of the student teacher influence the way she taught. She taught the students also in hurry. As the result, there was still plenty of time, when she has finished teaching all the materials.

That day she taught listening skill. The topic was Report text on Gawai Dayak and Whales. For the first part, the topic was Gawai Dayak. The student teacher opened the lesson by asking the students’ originality. After asking the students’ originality, the student teacher distributed a handout. The student teacher asked the students to do the forts part on Vocabulary pre test. After the students finished, the student teacher directly discussed the answer with the students. It was different with the student teacher 1, by the end of the discussion, the student teacher 1 in order to make sure that the students have deeply understood the and grasped the Vocabulary. While the student teacher 2 directly moved to the main listening activity.
For these second part was till Report Text which about Whales. After the student teacher finished the previous topic, the students give a pause to the student before move to the next topic. The student teacher began with the new topic by asking the students about the students’ background knowledge about Whales. The student teacher seemed that she could draw the students’ attention. The students of XI IPS 2 were also so active. They gave good response to the questions delivered by the student teacher.
III. STUDENT TEACHER 3
a. Date of teaching : August 20, 2010
   Class : XI IPS 3
   Time : 2X45’
   Topic : Analytical Exposition
   Skill : Reading

In the first observation day, the student teacher taught the students of XI IPS 3. The topic was about analytical exposition. In opening the teaching and learning, the student teacher asked about the students’ condition and introduced herself to the students. After introducing herself, she asked the students to sing a song and play games. In that game, the students should find an object around them and explain about the importance of it. After several students had their turn to play the game, the student teacher decided to finish the game. By the end of the game, the student teacher asked about the main idea of the game. After, hearing several students’ answer the student teacher re-explained about the main idea of the game and the relation with the material they will learn that day.

In this observation, the students’ responses were enthusiastic. In opening the class, there was a sleigh from students that the material was difficult, the student teacher motivated them and asked the students to sing a song once again. After sing the song once again, the student teacher shared that learning English is fun. It looked that the students were motivated again.
b. Date of teaching : August 23, 2010
Class : XI IPS 1
Time : 2X45’
Topic : Analytical Exposition
Skill : Reading

In the second observation day, the student teacher taught the students of XI IPS 1. Being the same with the previous class of XI IPS 3, the student teacher began the class by asking the students to sing a song and played a game. The game was actually the same with the previous class, but she re-arranged the rule and the name. The new rule of the game was similar with a “hot seat” game. The rule of game was different but the main idea of the game was the same with game “BOOM” (which was played in XI IPS 3). In this class the student teacher gave the same turn to all students to play the game. After all students had their turn, the student teacher asked the students about the main idea of the game. After hearing the students’ different answers, the student teacher re-explained the main idea of the game and also the relation with the material taught.

In this observation, the students were quite enthusiastic but not as enthusiastic as in the previous class, XI IPS 3. The students were actually happy when the student teacher entered the class. By the process, most of the students had difficulties in expressing their ideas using good English, when the game was given. Some of the students, who had difficulties in expressing their ideas using English felt unconfident. Facing this kind of fact, the student supported the students by allowing them using Bahasa Indonesia, which later translated in English. Although, the students in XI IPS 1 had weakness in English, but they had big spirit to learn.
On the third observation day, the student teacher taught the students of XI Bahasa. It was the second time she came into that class. The first time, the student teacher was asked by to replace the teacher. In this class, the student teacher also taught the same topic with the same skill. The set induction activity used by the student teacher in this class was quite different with the previous two classes (in XI IPS 3 and XI IPS 1). In the previous classes, the student teacher used game, but in XI Bahasa the student teacher did not use game. She only used song and questioning. After, the students were asked to sing a song, the student teacher asked the students about their previous activities in English subject. In the previous meeting the students watched movie in the Language Lab. The student teacher asked the students’ opinion about the movie.

In this observation, the responses of the students were quite tricky. At the first time the student teacher entered the class, the students were quite enthusiastic. But it was definitely different when the student teacher started to ask about the students’ opinion in their previous meeting. The students did not give response to the questions delivered by the student teacher. The student teacher even had to choose several students to answer the question. The students tend to be very passive when the student teacher started to discuss the material.
d. Date of teaching  : August 27, 2010  
Class             : XI IPS 3  
Time              : 2X45’  
Topic             : Analytical Exposition  
Skill             : Writing  

On that day the student teacher taught the students of XI IPS again, but in different skill, while the topic was the same. In that observation, the student teacher started the class by discussing the homework together with the students and asking the students about the previous material. After they finished discussing the homework, the student teacher started to go to the main skill, Writing. Before directly go to the main skill, she reviewed the students understanding about the theories of Analytical Exposition she gave in the previous meeting. She delivered question related with the language feature and the generic structure of analytical exposition. After delivering those questions, the student teacher asked the students to play game. The game was arranging an analytical exposition text, in which all the students gave one sentences, and son the result would be 30 sentences in an analytical exposition
In the second meeting in XI IPS 1, mostly the activity as almost the same with the previous class of XI IPS 3. In the beginning of the lesson, the student teacher discussed the homework that she gave last meeting. She also delivered some questions, previewing the previous lesson, about theories of Analytical Exposition, the language feature, the generic structure and etc. They used most of the time discussing homework and previewing to the previous material, since some of the students still did not understand about the material. Therefore, the student teacher did not have enough time to introduce the following skill, Writing.

The student responses were not really impressive like in the previous class, XI IPS 3. Some of the students had not completed the homework. So, it took long time for the student teacher to discuss and make review to the material. The students’ responses also make the student teacher lost time to give explanation about writing an analytical exposition. As the result, the students teacher just asked the students to read some passage of analytical exposition and asked them to make an analytical exposition without practicing firstly like in XI IPS 3.
The second meeting in XI Bahasa, mostly the activity in the class, was planned to be the same with the previous classes, in XI IPS 3 and XI IPS 1. In opening the class, the student teacher asked the students about the homework. She also delivered some questions about analytical exposition, about the language feature, generic structure and etc. The student teacher mostly spent the time discussing the homework and make review to the previous material. In this time, the student teacher also had no time to introduce to the students to the following skill to be learned, Writing.

The students’ responses were very passive. Most of the students had not done their homework. The students even did not give responses to the questions delivered by the student teacher. The students looked confused the student teacher asked questions. The students kept silent and did not give proper reaction. These kinds of situation influenced the student teacher to decide another activity to draw the students’ attention and reaction. The students were enthusiastic when the student teacher delivered the topic for the writing task.
APPENDIX D
INTERVIEW TRANSCRIPTS

1. Interview with Student Teacher 1
2. Interview with Student Teacher 2
3. Interview with Student Teacher 3
INTERVIEW RESULT

Student teacher  : 1
Observation      :
Date              :

I : Bagaimana pengalaman mengajarmu hari ini? Apakah sesuai dengan diharapkan dengan baik?
St 1 : Pengalaman hari ini kurang baik. Ya, ada yang tidak sesuai dengan harapan walaupun secara keseluruhan tersampaikan semuanya (materi). Tapi menurut saya, tetap ada yang kurang. Terutama reaksi siswa yang tidak memerikan respon yang baik, membuat kegiatan mengajar saya tidak sesuai dengan yang saya harapkan.

I : Dalam kegiatan pembuka pelajaran, kegiatan apa yang dipakai di kelas?
St 1 : Saya hanya menggunakan pertanyaan dan kuis.

I : Mengepamemilih kegiatan seperti itu? Apa tujuan jamu menggunakan kegiatan untuk seni membuah pelajaran?
St. 1 : Saya ingin membuat siswa aktif terutama ketika pada saat memberi pertanyaan, namun mereka tidak merespon saya. Lalu saya memutuskan untuk mengubah strategi dengan menyuruh para siswa mengerjakan test vocabulary dan membahasnya.

I : Menurutmu, apakah kegiatan pada saat embuka pelajaran itu ada hubungan dengan materi yang kamu ajarankan?
St.1 : Ya, tentu saja ada. Terutama ketika pada saat saya mengeajukan pertanyaan kepada mereka tentang asal usul mereka sebenarnya pertnyaan itu di sesuaikan dengan topiknya.
I: Bagaimana reaksi siswa ketika kamu menggunakan kegiatan untuk membuka pelajaran? Tertarik atau tidak?

St. 1: Sayangnya, siswa tidak terterik dengan kegiatan yang saya gunakan pada saat membuka pelajaran karena hanya dengan pertanyaan. Nah, setelah saya meminta mereka mengerjakan test lalu membahasnya, mereka sedikit terterik dan memperhatikan saya.

I: Faktor apa yang membuatmu memilih kegiatan tertentu untuk membuka pelajaran?

St. 1: Saya hanya ingin membuat siswa aktif dengan pertanyaan dan membahas test yang tadi.

I: Masalah apa yang kamu temui pada saat membuka pelajaran?

St. 1: Mendapatkan perhatian siswa dan mengontrol para siswa yang sibuk dengan kesibukan mereka padahal pelajaran sudah dimulai.

I: Bagaimana kemu menyelesaikan masalah yang kamu hadapi di kelas pada saat membuka pelajaran?

St. 1: Saya tadi meminta mereka untuk mengumpulkan worksheet. Saya juga menyampaikan jika tugas itu akan dinilai untuk nilai tambah mereka. Mereka langsung aktif sekali menjawab pertanyaan, terutama saya membahas test vocabulary, meskipun saya tahu jika mereka dipebuhi rasa tidak niat sebenarnya. Untuk minggu depan mungkin saya akan mencoba menunggu sampai siswa benar-benar siap untuk mete pelajaran selanjutnya agar siswa juga memiliki persiapan.
I : Bagaimana pengalaman mengajarmu hari ini? Apakah sesuai dengan diharapkan dengan baik?
St. 1 : pengalaman mengajar saya selama 2 hari ini mulai tanggal 4 dan 5 Agustus, cukup baik dan sesuai dengan harapan. Pada tanggal 4, di kelas XI IPS 1, cukup baik, terlebih lagi tanggal 5 di kelas XI IPS 3, malahan lebih baik daripada pengalama mengajar pada tanggal 3 Agustus yang lalu

I : Dalam kegiatan pembuka pelajaran, kegiatan apa yang dipakai di kelas?

I : Mengepah memilih kegiatan seperti itu? Apa tujuan kamu menggunakan kegiatan untuk seni membuka pelajaran?
St. 1 : Saya ingin membangun agar siswa menjadi aktif (terutama di kelas XI IPS 1) dan siswa benar-benar memiliki pemahaman yang jelas dan lengkap serta menguasai materi. (untuk kelas XI IPS 3)

I : Menurutmu, apakah kegiatan pada saat membuka pelajaran itu ada hubungan dengan materi yang kamu ajarankan?
St. 1 : Ya, sangat jelas. Di kelas XI IPS 1, saya menanyakan tentang asal siswa terutama berkaitan dengan topic Gawai Dayak. Pada bagian kedua saya menanyakan tentang background knowledge siswa tentang binatang, Whales (ikan)
paus). Walau mereka siswi jurusan IPS, saya yakin mereka juga pernah belajar tentang topic ini.

I : Bagaimana reaksi siswa ketika kamu menggunakan kegiatan untuk membuka pelajaran? Tertarik atau tidak?
St. 1 : Menurut saya, biasa saja. Aparaa siswa tidak terlalu cuek dengan pertanyaan yang saya berikan, tetapi mereka juga cukup memperhatikan dengan baik, terutama di kelas XI IPS 3. reaksi mereka sangat berbeda ketika pada saat saya mengajar pada tanggal 3 Agustus yang lalu. Kali ini mereka sangat cooperative sekali, sehingga pelajaran dapat berjalan dengan baik dan sesuai dengan rencana, semua materi tersampaikan dengan baik.

I : Factor apa yang membuatmu memilih kegiatan tertentu untuk membuka pelajaran?
St. 1 : Saya ingin memperdalam pemahaman siswa tentang tenses ketika saya mengajar di kelas IX IPS 3, karena pemahaman siswa IPS tentang tenses masih sangat kurang. Sedangkan di kelas XI IPS 1, saya ingin mengaktifkan mereka dengan sesi tanya jawab.

I : Masalah apa yang kamu temui pada saat membuka pelajaran?
St. 1 : Secara umum, siswa masih sulit untuk memberikan jawaban, aktif memberikan jawaban dan aktif di dalam kegiatan kelas.

I : Bagaimana kamu menyelesaikan masalah yang kamu hadapi di kelas pada saat membuka pelajaran?
St. 1 : Saya akan lebih santai dan tidak terlalu tegang ketika menghadapi siswa, karena suasana kelas yang tegang membuat siswa menjadi pasif bahkan tidak menjawab pertanyaan yang saya berikan.
INTERVIEW RESULT

Student teacher : 2
Observation : I
Date :

I : Bagaimana pengalaman mengajarmu hari ini? Apakah sesuai dengan diharapkan dengan baik?

I : Dalam kegiatan pembuka pelajaran, kegiatan apa yang dipakai di kelas?
St. 2 : Saya hanya memilih menggunakan pertanyaan karena saya takut jika menggunakan permainan atau metode yang lain akan menyita waktu lebih, terlebih lagi saya dalam keadaan kurang persiapan.

I : Mengapa memilih kegiatan seperti itu? Apa tujuan kamu menggunakan kegiatan untuk seni membuka pelajaran?
St. 2 : Say berharap siswa dapat aktif dan kebtulan waktu saya mengajar pagi dan saya pikir anak-anak masih memiliki semangat yang besar untuk belajar.

I : Menurutmu, apakah kegiatan pada saat embuka pelajaran itu ada hubungan dengan materi yang kamu ajarakan?
St. 2 : Jelas sekali ada, saya hari ini menyampaikan tentang Gawai Dayak, tentang kebudayaan di suatu daerah dimana saya yakin 1 atau 2 orang siswa yang berasal dari daerah tersebut.
I : Bagaimana reaksi siswa ketika kamu menggunakan kegiatan untuk membuka pelajaran? tertarik atau tidak?

St. 2 : Menurut saya reaksi siswa biasa saja. Dalam arti mereka tidak cuek dengan pertanyaan yang saya berikan tapi mereka juga memperhatikan ketika salah seorang tem mereka mulai bercerita tentang kebudayaan dayak.

I : Factor apa yang membuatmu memilih kegiatan tertentu untuk membuka pelajaran?

St. 2 : manajemen waktu, terlebih saya datang terlambat. Saya takut waktu tidak cukup, maka saya hanya memberikan sedikit kegiatan di awal karena saya ingin focus ke kegiatan ini listening, terlebih saya memberikan 2 kali listening dengan 2 topik yang berbeda jadi saya harus pintar-pintar membagi waktu agar cukup.

I : Masalah apa yang kamu temui pada saat membuka pelajaran?

St. 2 : Masalah sejauh ini tidak ada yang berarti hanya tadi saya sempat bingung ingin memberikan kegiatan pembuka apa. Kalau masalah ke siswa tidak ada karena para siswa sangat memperhatikan dan bersemangat, ya mungkin karena Bahasa Inggris berada di jam pertama jadi pikiran siswa masih fresh dan bersemangat untuk belajar.
INTERVIEW RESULT

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<th>Student teacher</th>
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<td>Observation</td>
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I : Bagaimana pengalaman mengajarmu hari ini? Apakah sesuai dengan diharapkan dengan baik?

St. 3 : Di kelas XI IPS 1, Saya mengajar jam terakhir (jam ke 7-8), jadi anak-anak sudah terlihat bosan, terlebih jadwal pelajaran yang berat seperti Ekonomi, Matematika, Bahasa Jerman dan yang terakhir Bahasa Inggris. Anak-anak terlihat sudah mengantuk, capek belajar, lalu saya ajak mereka untuk menyanyi. Pada puncaknya pada saat penjelasan beberapa sudah mulai tiduran. Sampai akhirnya saya memberikan tugas, diman waktu juga sudah terlalu mepet waktu pulang sekolah, maka saya jadika PR.

I : Dalam kegiatan pembuka pelajaran, kegiatan apa yang dipakai di kelas?

St. 3 : Game “BOOM” di kelas XI IPS 3. Permainan ini kurang efektif karena siswa belum siap dan kaget, susah ngomong dan siswa belum mengerti instruksi game tersebut.

Game “HOT SEAT” di keals XI IPS 1. Kedua permainan ini bertujuan supaya siswa memperkenalkan diri mereka kemudia menunjuk sebuah benda yang dianggap penting dan memberi argument tentang panda yang dianggap penting tersebut.

Tadi set induction lumayan lama, waktu di kelas XI IPS 2, karena perkenalan dengan siswa 1 per 1. ketika di kelas XI IPS 3, asy gunakan sistem random tidak berurutan.

Selain game, sya juga menanyakan beberapa hal tentang materi pelajaran yang mereka pelajari sebelumnya tentang narrative dan report, Karen materi sekarang masih saling berkaitan satu sama lain.
I : Mengapa memilih kegiatan seperti itu? Apa tujuan jamu menggunakan kegiatan untuk seni membuka pelajaran?
St. 3 : Melakukan pendekatan pada siswa dan mengungkapkan pendapat siswa tentang sesuatu hal. Saya juga ingin mengukur pemahaman mereka tentang materi yang lalu (narrative dan report) karena pada akhir semester mereka harus mengerti dan menguasai materi tersebut sebagai bahan ujian.

I : Menurutmu, apakah kegiatan pada saat membuka pelajaran itu ada hubungan dengan materi yang kamuajarankan?
St. 3 : Set induction yang saya gunakan ada hubungannya dengan materi yang saya ajarkan, dimana anak-anak harus menyampaikan pendapat/ argumen mereka. Dengan permainan tadi jelas, bahwa siswa harus mengambil suatu benda dan mengutarakan / menjelaskan pentingnya benda tersebut atau mengutarakan pendapat. Lewat kedua game itu secara tidak langsung saya telah meminta siswa menyampaikan pendapat mereka tenatng sesuatu hal.

I : Bagaiamana reaksia siswa ketika kamu menggunakan kegiatan untuk membuka pelajaran? tertarik atau tidak?
St. 3 : Yang jelas waktu di kelas XI IPS 1, tadi anak-anak terlihat sangat capek dan semangat belajar sudah hilang karena mendekati waktu pulang. Tapi, saya mengajak mereka bernyanyi dan mengangkat feel anak. Melalui lagu itu saya menanamkan bahwa belajar bahasa inggris itu menyenangkan. Setelah bernyanyi dan bergerak, anak-anak kembali bersemangat dan permainan Hot Seat berjalan dengan baik dan beraturan.

I : Faktor apa yang membuatmu memilih kegiatan tertentu untuk membuka pelajaran?
St. 3 : waktu mengajar di kelas XI IPS 3, kegiatan permainan BOOM merupakan masukkan dari dosen pembimbing, tapi setelah saya terapkan ternyata kurang efektif. Lalu di kelas XI IPS 1, saya berusaha mencari kegiatan yang membuat saya lebih mengenal murid dengan baik, membuat mereka bergerak aktif dan
menyampaikan argument secara bersamaan, yang menyangkut pautkan hubungan antara permainan dan materi yang akan saya ajarkan. Di pertemuan pertama ini saya menggunakan game yang bersifat bergerak dan memotivasi belajar siswa.

I : Masalah apa yang kamu temui pada saat membuka pelajaran?
St.3 : Saya rasa masalah pada saat pemberian Game- menyampaikan instruksi dengan tepat. Pada saat di kelas XI IPS 3 kemarin saya merasa ada beberapa siswa yang belum dong dengan penjelasan saya, atau mungkin saya yang menyampaikannya trelalu cepat. Terlebih saya menyampaikan instruksi tersebut dengan Bahasa Inggris. Kemudia untuk di kelas XIPS 1, saya mencoba menjelaskan instruksi permainan dengan mencampur bahasa Inggris dan Indonesia dan ternyata mereka lebih paham. Saya menyimpulkan bahwa siswa kurang terbiasa berbicara dalam Bahasa Inggris.

I : Bagaimana kamu menyelesaikan masalah yang kamu hadapi di kelas pada saat membuka pelajaran?
St.3 : Saya mencampukan bahasa Inggris dengan Indonesia dalam menyampaikan instruksi permainan.
I : Bagaimana pengalaman mengajarmu hari ini? Apakah sesuai dengan diharapkan dengan baik?

I : Dalam kegiatan pembuka pelajaran, kegiatan apa yang dipakai di kelas?

I : Mengapa memilih kegiatan seperti itu? Apa tujuan kamu menggunakan kegiatan untuk seni membuka pelajaran?
St. 3 : Untuk kegiatan pertama, saya ingin membangkitkan semangat mereka dan memotivasi mereka bahwa belajar Bahasa Inggris itu menyenangkan. Kedua saya ingin mendengarkan pendapat mereka tentang kegiatan yang mereka lakukan di pertemuan sebelumnya.

I : Menurutmu, apakah kegiatan pada saat membuka pelajaran itu ada hubungan dengan materi yang kamu ajarankan?

I : Bagaimana reaksia siswa ketika kamu menggunakan kegiatan untuk membuka pelajaran? tertarik atau tidak?
St. 3 : Pertama ketika manyanyi kebanyakan tertarik namun saya tidak memungkiri ada beberapa yang diam saja (tidak tertarik). Menginjak ke kegiatan kedua saya rasa tambah parah ya, karena ketika saya melempar pertanyaan, tentang bagaimana pendapat mereka tentang film yang mereka tonton, mereka diam, tidak ada yang mau menjadi volunteer untuk menjawab. Saya harus menunjuk dan memberikan pancingan paraan pancingan terlebih dahulu.

I : Faktor apa yang membuatmu memilih kegiatan tertentu untuk membuka pelajaran?
St. 3 : Saya ingin memanfaatkan ingatan siswa yang masih fresh tentang kegiatan yang mereka lakukan di pertemuan yang lalu. Saya sengaja membuat kegiatan dimana membuat siswa menyampaikan pendapat atau argument tentang film yang mereka tonton. Itu juga mempermudah siswa mempermudah siswa menangkap hal yang akan mereka pelajari.

I : Masalah apa yang kamu temui pada saat membuka pelajaran?
St. 3 : Partisipasi siswa yang sangat kurang atau siswa yang kurang aktif dalam kegiatan di dalam kelas.

I : Bagaimana kamu menyelesaikan masalah yang kamu hadapi di kelas pada saat membuka pelajaran?
St. 3 : Mungkin untuk minggu depan saya akan mencoba mengaktigkan mereka dengan kegiatan bergerak pada awal.
Student teacher : 3
Observation :
Date :

I : Bagaimana pengalaman mengajarmu hari ini? Apakah sesuai dengan diharapkan dengan baik?
Sedangkan di kelas XI IPS 1, saya menyampaikan semua materi dengan baik, namun untuk pendekatan masuk ke writing skill kurang karena waktu hasib tersita untuk membahas PR. Mengingat juga pengalaman di kelas XI IPS 3 dimana waktu tersita untuk game untuk writing skill, namun instruksi kegiatan dan tuugas minggu depan tersampaikan dengan jelas. Ha ini saya lakukan karena anak-anak sudah jenuh, terlebih sudah mendekati jam pulang sekolah.
Di kelas XI Bahasa, anak-anak sangat tidak aktif karena mereka tidak membuat PR. Saya tidak memberikan permainan yang membangkitkan motivasi belajar, saya hanya mengingatkan kembali tentang Analytical Exposition

I : Dalam kegiatan pembuka pelajaran, kegiatan apa yang dipakai di kelas?
St. 3 : di pertemuan kedua ini, di kelas XI IPS 1 dan XI Bahasa saya tidak menggunakan permainan, saya hanya menanyakan dan memperdalam materi yang saya berikan sebelumnya. Namun, di kelas XI IPS 3, saya sempat memberikan game untuk writing skill, karena kabinetan siswa di kelas tersebut cooperative
dan dapat berkerja sama dengan baik, maka saya berani memasukkan game tersebut.

I : Mengepa memilih kegiatan seperti itu? Apa tujuan kamu menggunakan kegiatan untuk seni membuka pelajaran?
St. 3 : Saya ingin anak-anak benar-benar mengerti dan memahami materi yang telah diajarkan kemarin. Di pertemuan kedua ini saya focus ke pemahaman siswa tentang materi yang lalu, supaya ketika memiliki dasar dan pemahaman yang kuat ketika mereka harus menerapkan ke skill yang lainnya.

I : Menurutmu, apakah kegiatan pada saat membuka pelajaran itu ada hubungan dengan materi yang kamu ajarankan?
St. 3 : Ya, dengan menanyakan kembali da mengulang pelajaran yang lalu, saya rasa kegiatan itu berhubungan dengan metari yang saya ajarkan, terlebih maretinya masih sama dengan minggu yang lalu yang membedakan hanya skill nya saja. Maka saya memilih untuk bertanya jawab dengan mereka dengan tujuan agar mereka benar-benar mengerti dan menyerap dan menguasai materi dan dapat menerapkan pada skill yang berbeda.

I : Bagaimana reaksia siswa ketika kamu menggunakan kegiatan untuk membuka pelajaran? tertarik atau tidak?
St. 3 : Reaksi siswa cukup beragam. Pada umumnya, yang saya tangkap, mereka mulai bosan dengan metode yang saya gunakan karena kegiatan masih berpusat di dalam kelas.
Untuk di kelas XI IPS 1, mereka terkesan kurang aktif, ya tidak seaktif XI IPS 3 karena jam mengajar saya juga mendekati jam pulang sekolah anak-anak juga sudah terkesan capek belajar.

I : Faktor apa yang membuatmu memilih kegiatan tertentu untuk membuka pelajaran?
St. 3 : kegiatan yang saya pilih kebanyak review materi yang lalu, faktor yang membuat saya kebanyak memilih kegiatan tersebut karena saya merasa kurang cukup menjelaskan terlebih saya takut siswa masih kurang mengerti. Maka dari itu saya memilih tanya jawab untuk memastikan siswa benar-benar memahami materi yang telah diberikan. Saya juga menghityung alokasi waktu, jika saya menggunakan permainan lagi, saya takut jika akan kehabisan waktu.

I : Masalah apa yang kamu temui pada saat membuka pelajaran?
St. 3 :
Mengingat saya fokus pada pemahaman siswa, dengan memberikan pertanyaan maka masalah yang paling besar adalah meminta jawaban dari siswa, membuat mereka aktif.
Namun yang lebih kompleks adalah di kelas XI Bahasa. Saya susah mengontrol kelas dan mendapatkan perjahatian dari siswa, terlebih lagi mereka tidak aktif karena tidak mengerjakan PR.
I : Bagaimana kemu menyelesaikan masalah yang kamu hadapi di kelas pada saat membuka pelajara?

St. 3: untuk rencana kedepan, saya berencana menyiapkan game yang membuat siswa bergerak, nontom film/ movie yang juga memperlihatkan gerekana-gerakan yang membuat siswa bersemangat belajar lagi.
APPENDIX E
LESSON PLAN

1. Lesson Plan of Student Teacher 1
2. Lesson Plan of Student Teacher 2
3. Lesson Plan of Student Teacher 3
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Stella Duce II Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IPS/1
Alokasi Waktu :

Standar Kompetensi
- Mendengarkan
  2. Memahami makna teks fungsional pendek dan monolog berbentuk report dalam konteks kehidupan sehari-hari
- Berbicara
  4. Mengungkapakan makna dalam teks fungsional pendek dan esei berbentuk report dalam konteks kehidupan sehari-hari
- Membaca
  5. Memahami makna teks fungsional pendek dan esei berbentuk report dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- Menulis
  6. Mengungkapakan makna dalam teks esei berbentuk report dalam konteks kehidupan sehari-hari

Kompetensi Dasar
- Mendengarkan
  2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk : report
- Berbicara
  4.2. Mengungkapakan makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk : report
- Membaca
  5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk : report
- **Menulis**

6.2 Mengungkapkan makna dan langkah retorika dalam esei yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk : report

**Indikator**

- **Mendengarkan**
  2.2.1 Menyebutkan makna kata dari teks dalam rekaman
  2.2.2 Menyebutkan gagasan utama dari teks dalam rekaman
  2.2.3 Menyebutkan informasi-informasi penting dari teks dalam rekaman
  2.2.4 Mengidentifikasi jenis tenses yang digunakan dalam teks dalam rekaman

- **Berbicara**
  4.2.1 Menyebutkan tujuan report
  4.2.2 Menyebutkan gagasan utama dari teks report
  4.2.3 Menyebutkan informasi-informasi penting
  4.2.4 Menyebutkan langkah-langkah retorika dalam teks report
  4.2.5 Menggunakan Simple Present Tense
  4.2.6 Mempresentasikan teks report secara lisan

- **Membaca**
  5.2.1 Menyebutkan makna kata dalam teks
  5.2.2 Menyebutkan gagasan utama dari teks report
  5.2.3 Menyebutkan informasi-informasi penting dari teks
  5.2.4 Mengidentifikasi jenis tenses yang digunakan dalam teks

- **Menulis**
  6.2.1 Menyebutkan tujuan teks report
  6.2.2 Menyebutkan langkah-langkah retorika dalam teks report
  6.2.3 Menggunakan Simple Present Tense dengan bentuk yang benar
  6.2.4 Menulis sebuah teks report

**I. Tujuan Pembelajaran**

**Mendengarkan**

1. Menyebutkan makna kata dari teks dalam rekaman
2. Menyebutkan gagasan utama dari teks dalam rekaman
3. Menyebutkan informasi-informasi penting dari teks dalam rekaman
4. Mengidentifikasi jenis tenses yang digunakan dalam teks dalam rekaman

**Berbicara**

1. Menyebutkan tujuan report
2. Menyebutkan gagasan utama dari teks report
3. Menyebutkan informasi-informasi penting
4. Menyebutkan langkah-langkah retorika dalam teks report
5. Menggunakan Simple Present Tense
6. Mempresentasikan teks report secara lisan

Membaca
1. Menyebutkan makna kata dalam teks
2. Menyebutkan gagasan utama dari teks report
3. Menyebutkan informasi-informasi penting dari teks
4. Mengidentifikasi jenis tenses yang digunakan dalam teks

Menulis
1. Menyebutkan tujuan teks report
2. Menyebutkan langkah-langkah retorika dalam teks report
3. Menggunakan Simple Present Tense dengan bentuk yang benar
4. Menulis sebuah teks report

II. Materi Ajar

   Teks report dan Simple Present Tense

III. Metode Pembelajaran

   - Communicative Language Teaching
   - Cooperative Language Learning
   - Audio Lingual

IV. Langkah-langkah Pembelajaran

a. meeting 1 (2x45)

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-Activities</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td>a. Siswa mengucapkan selamat pagi/siang.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Siswa ditanyai pelajaran sebelumnya (generic structure of narrative)</td>
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</tr>
<tr>
<td></td>
<td>c. Siswa diberitahu bahawa pelajaran hari ini adalah jenis teks baru, bukan narrative lagi.</td>
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</tr>
<tr>
<td>2.</td>
<td>Whilst Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Siswa dibagi dalam 3 kelompok besar; group 1, 2, dan 3 (tiap kelompok terdiri atas 8 orang)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Tiap kelompok dibagi lagi menjadi 4 sub kelompok dengan nama general classification, description 1, description 2, dan description 3 (Tiap sub kelompok terdiri dari 2 orang)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Tiap siswi dalam masing-masing kelompok dibagikan sepotong kertas kecil yang bertuliskan 1 kalimat dalam Bahasa Inggris.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Semua siswi diminta untuk menghafal kalimat masing-masing (3-5 menit)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Siswa diminta mengembalikan potongan kertas</td>
<td></td>
</tr>
</tbody>
</table>
f. Siswi diminta memberitahukan kalimat yang sudah mereka hafalkan dan menghafal kalimat teman 1 sub kelompoknya bergantian (tiap siswa memiliki 2 kalimat) (3-5 menit)
g. 2 siswi dalam kelompok general classification bergabung dengan 2 siswi dari kelompok description 1 dari 1 group. Dan 2 siswi dari grup description 2 bergabung dengan 2 siswi dari grup description 3. begitu juga dengan grup 2 dan 3.
h. Siswi diminta memberotahukan kalimat yang sudah mereka hafalkan dan menghafalkan kalimat-kalimat dari 2 temannya yang lain secara bergantian (tiap siswi memiliki 4 kalimat) (7-10 menit)
i. Tiap grup diminta untuk memberikan 2 siswi (1 kelompok dari sub kelompok general classification, description 1, description 2, dan description 3) maju kedepan dan mengatakan 4 kalimat yang sudah mereka hafalkan.
j. Siswi ditanya tentang cerita yang diberikan yang sudah mereka hafalkan.
k. Siswi ditanyai jenis teks dari cerita tersebut.
l. Siswi diberi penjelasan mengenai teks report dan tujuan teks tersebut.
m. Siswi ditanyai langkah-langkah retorika dalam teks tersebut.
n. Siswi menjelaskan bahwa langkah-langkah retorika dalam teks raport tersebut adalah nama sub kelompok dari tiap grup seperti general classification, description1, description 2, dan description 3.
o. Siswi diberi penjelasan mengenai langkah-langkah retorika dalam teks.
p. Siswi ditanyai jenis tenses (kalimat) yang digunakan dalam cerita tersebut.
q. Siswi diberi penjelasan tentang Simple Present Tense.
r. Siswi diberi kesempatan untuk bertanya.
s. Siswi dibagikan worksheet 1 yang berisi latihan-latihan mengenai teks report dan Simple Present Tense.
t. Siswi diminta untuk mengerjakan PART 1 dengan teman sebangku.
u. Siswi dan guru membahas PART 1 bersama.
v. Siswi diminta mengerjakan PART 2 dengan
teman sebngku.
w. Siswi dan guru membahas PART 2 bersama.
x. Siswi diberikan penjelasan mengenai beberapa contoh teks yang dapat dikategorikan sebagai teks report.
y. Siswi diberi kesempatan untuk bertanya.
z. Siswi berlatih pronunciation dari kata-kata dalam teks PART 1 dan PART 2.

3. **Post Activity**
   a. Siswi menyimpulkan apa yang telah dipelajari dengan mengulang langkah-langkah retorika tujuan, fungsi dan tenses dari teks.
   b. Siswi dan guru mengakhiri petemuan.

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-Activities</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Siswi mengucapkan selamat pagi/siang.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Siswi ditanyai pelajaran sebelumnya.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Siswi diberi tahu sedikit flashback mengenai langkah-langkah retorika dalam teks report dan Simple Present Tense.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Whilst Activity</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Siswi dibagikan worksheet 2.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Berisi latihan vocabulary dan latihan membaca dan menulis.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Siswi diminta mengerjakan PART 1</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Siswi dan guru membahas PART 1 dengan teman sebangku.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Siswi diminta membaca dialog yang ada dan mengerjakan PART 2 dan PART 3 dengan teman sebangku.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Siswi dan guru bersama-sama membahas PART 2 dan PART 3.</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Siswi dan guru membahas PART 4.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Post Activity</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Siswi diminta mengerjakan PART 5 di rumah dan akan dikimpulkan pada pertemuan berikutnya.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Siswi kembali diingatkan mengenai tenses yang digunakan dalam membuat teks report seperti PART 5 (Simple Present Tense)</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Ketua kelas diberikan selembar kertas yang berisi tugasan untuk “Meeting 4” agar difitikopi dan bagikan ke teman-teman sekelas.</td>
<td></td>
</tr>
</tbody>
</table>
### c. meeting 3 (2x45)

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Pre-Activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Siswi mengucapkan selamat pagi/siang.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Sisiwi diminta mengumpulkan tugas writing.</td>
<td>3 menit</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Whilst Activity</strong></td>
<td>72 menit</td>
</tr>
<tr>
<td></td>
<td>a. Siswi menerima persiapan sebelum memulai mendengarkan rekaman “Gawai Dayak”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Siswi dibagikan worksheet yang berisis PART 1 dan PART 2.</td>
<td></td>
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<td></td>
<td>c. Siswi diminta mengerjakan PART 1 secara berpasangan.</td>
<td></td>
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<tr>
<td></td>
<td>d. Siswi dan guru membahas PART 1.</td>
<td></td>
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<tr>
<td></td>
<td>e. Siswi diminta mengerjakan PART 2 (menentukan True or False) dari rekaman “Gawai Dayak”.</td>
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<td></td>
<td>f. Rekaman diputar sebanyak 3-4 kali.</td>
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<td>g. Siswi diminta mengumpulkan worksheet.</td>
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<tr>
<td></td>
<td>h. Sisiwi menerima persiapan sebelum memulai medengarkan rekaman “Whales”.</td>
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<tr>
<td></td>
<td>i. Siswi dibagikan worksheet yang berisi PART 1, PART 2 dan PART 3</td>
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<tr>
<td></td>
<td>j. Siswi berlatih PART 1 bersama guru.</td>
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<tr>
<td></td>
<td>k. Siswi diminta mengerjakan PART 2, (melengkapi report) sambil mendengarkan rekaman “Whales”.</td>
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<tr>
<td></td>
<td>l. Rekaman diputar sebanyak 3-4 kali.</td>
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<tr>
<td></td>
<td>m. Siswi diminta mengerjakan PART 3 (melengkapi lirik lagu) sambu'il medengarkan lagu berjudul “Teardrop on My Guitar by Taylor Swift.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n. Rekaman diputar sebanyak 3-4 kali.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o. Siswi diminta mengumpulkan worksheet.</td>
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<tr>
<td>3.</td>
<td><strong>Post Activity</strong></td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>a. Siswi bersama guru membahas secera singkat 2 rekaman tentang “Whales”, Gawai Dyak dan “Teardrops on My Guitar”.</td>
<td></td>
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<tr>
<td></td>
<td>b. Siswi diminta menjelaskan makna lagu “Teardrops on My Guitar”.</td>
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<td></td>
<td>c. Siswi bersama-sama menyanyikan lagu “Teardrops on My Guitar”.</td>
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<td></td>
<td>d. Siswi dan guru mengakhiri pertemuan.</td>
<td></td>
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</tbody>
</table>
### meeting 4 (1x45)

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Pre-Activities</strong></td>
<td>2 menit</td>
</tr>
<tr>
<td>a.</td>
<td>Siswa mengucapkan selamat pagi/siang.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Dari 6 kelompok yang akan presenterasi diundi kelompok mana yang dapat giliran pertama, kedua hingga keenam.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Whilst Activity</strong></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Kelompok yang mendapatkan giliran pertama mempresentasikan projectnya. (3-5 menit).</td>
<td></td>
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<tr>
<td>b.</td>
<td>Siswa yang lain diberi kesempatan untuk bertanya (maks. 2 orang)</td>
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<tr>
<td>c.</td>
<td>Kelompok yang mendapatkan giliran kedua mempresentasikan projectnya. (3-5 menit).</td>
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<tr>
<td>d.</td>
<td>Siswa yang lain diberi kesempatan untuk bertanya (maks. 2 orang)</td>
<td></td>
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<tr>
<td>e.</td>
<td>Kelompok yang mendapatkan giliran ketiga mempresentasikan projectnya. (3-5 menit).</td>
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<tr>
<td>f.</td>
<td>Siswa yang lain diberi kesempatan untuk bertanya (maks. 2 orang)</td>
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<tr>
<td>g.</td>
<td>Kelompok yang mendapatkan giliran keempat mempresentasikan projectnya. (3-5 menit).</td>
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<tr>
<td>h.</td>
<td>Siswa yang lain diberi kesempatan untuk bertanya (maks. 2 orang)</td>
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<tr>
<td>i.</td>
<td>Kelompok yang mendapatkan giliran kelima mempresentasikan projectnya. (3-5 menit).</td>
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<tr>
<td>j.</td>
<td>Siswa yang lain diberi kesempatan untuk bertanya (maks. 2 orang)</td>
<td></td>
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<tr>
<td>k.</td>
<td>Kelompok yang mendapatkan giliran keenam mempresentasikan projectnya. (3-5 menit).</td>
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<tr>
<td>l.</td>
<td>Siswa yang lain diberi kesempatan untuk bertanya (maks. 2 orang)</td>
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<tr>
<td>3.</td>
<td><strong>Post Activity</strong></td>
<td>3 menit</td>
</tr>
<tr>
<td>a.</td>
<td>Siswa berikan rangkuman singkat tentang presentasi-presentasi.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Siswa menerima evaluasi dari guru.</td>
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</tbody>
</table>
LESSON PLAN

School : Stella Duce II Senior High School
Lesson Subject : English
Skill : Reading
Topic : Analytical Exposition
Class : XI
Semester / Meeting : 1 / 1
Time Allotment : 2 x 45’

Standard Competency
5. Understanding short functional written text and essay in the form of report, narrative and *analytical exposition* in daily life to access knowledge.

Basic Competency
5.1. Responding the meaning of formal and informal short *functional text* (for example: banner, *poster*, and pamphlet) using written language accurately, fluently and understandably in daily life.

5.2. Responding the meaning and rhetorical steps of an essay using written language accurately, fluently and understandably in daily life and to access knowledge in the form of report, narrative and *analytical exposition*.

Indicator
- Students are able to read the text of analytical exposition appropriately.
- Students are able to answer the questions related to the analytical exposition text correctly.
- Students are able to identify the generic structure of the analytical exposition text.
- Students are able to identify the language features of the analytical exposition text.
- Students are able to identify the main idea of the analytical exposition text.
Learning objectives
In the end of the class, students are able to:

• Read the analytical exposition text appropriately.
• Answer the questions related to the analytical exposition text correctly.
• Identify the generic structure of the analytical exposition text.
• Identify the language features of the analytical exposition text.
• Identify the main idea of the analytical exposition text.

Learning method
• Lecturing
• Group discussion
• Question and answer
• Individual assignment

Learning Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Allotment</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Greeting the students (2’)</td>
<td></td>
<td></td>
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<tr>
<td>• Review the topic of the previous lesson (2’)</td>
<td></td>
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<tr>
<td>• Opening discussion in the form of game “Boom!” and the students have to state unique argument about a thing with the facts (10’)</td>
<td>15’</td>
<td></td>
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<tr>
<td>• Guessing to the topic will be discussed on the day (1’)</td>
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<tr>
<td><strong>Main-activities</strong></td>
<td></td>
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</tr>
<tr>
<td>• Explaining the generic structure and the language features of an analytical exposition text (10’)</td>
<td>60’</td>
<td></td>
</tr>
</tbody>
</table>
• Students read the first analytical exposition text (5’)
• Students identify the generic structure and the language features of the first analytical exposition text (10’)
• Students arrange the jumbled paragraphs of the second analytical exposition text into the correct form appropriately based on the generic structure in a group discussion (10’)
• Students read the second analytical exposition text (5’)
• Students answer the comprehension questions of the second analytical exposition text (10’)
• Students identify the generic structure and the language features of the second analytical exposition text (10’)

Post-activities
• Students summarize what they have learned (10’)
• Giving homework to the students related to the short functional text (4’)
• The teacher and the students end the class with the meaning of the study (1’)

Learning Materials
• Two analytical exposition texts.
• A PowerPoint of an analytical exposition text.
• A set of material about analytical exposition text.
• Some pictures involving analytical exposition text.
• A video of a meaningful life in the end of the class as the meaning of the learning.

Learning Aids
• Handouts
• Laptop
• Speakers
• Viewer
• White board
• Board marker

References
• James, Peter. 2006. *Real English*. Jakarta: Esis

Assessments
1. **Assessed aspect:**
   - Understanding : The meaning of analytical exposition text.
   - Understanding : The language features of analytical exposition text.
   - Understanding : The generic structure of analytical exposition text.
   - Understanding : How to provide an analytical exposition text.
   - Understanding : How to use formal and informal analytical exposition text.
   - Understanding : The purpose of the analytical exposition text.
   - Understanding : The main idea of the analytical exposition text.

2. **Assessment Indicator:**
   - Compatibility of answering the questions related to the text.
   - Completeness in identify the generic structure of the text.
   - Accuracy in identify the language features of the text.
   - Effectiveness in understanding the meaning of words in the analytical exposition text.
3. **Assessments**
   a. Class observation
d. Group assessment
   b. Teacher’s assessment
e. Group presentation
c. Individual tasks

4. **Assessment Format:**

   **Assessment Format**  
   (Using Assessment Scale)

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessed Aspects</th>
<th>Grading Point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0-50</td>
</tr>
<tr>
<td>1.</td>
<td>Accuracy in answering the questions related to the text</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Accuracy in identifying the generic structure of the text</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Accuracy in identifying the language features of the text</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Accuracy in finding the main idea of the text</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Accuracy in identifying the purpose of the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

   **Maximum Score** 100

   **Explanation:**
   
   0 – 50 = fair
   51 – 70 = acceptable
   71 – 80 = good
   81 – 100 = excellent

   **Note**: If a student get 100, it means that the student is excellent and so on.

   **Assessment**
   
   - Technique: listened and written assessment
   - Form: oral and expressed assessment
LESSON PLAN

School : Stella Duce II Senior High School
Lesson Subject : English
Skill : Writing
Topic : Short Functional Text
Class : XI
Semester / Meeting : 1 / 2
Time Allotment : 2 x 45’

Standard Competency
6. Expressing the meaning of an essay in the form of report, narrative and
analytical exposition in daily life.

Basic Competency
6.1. Expressing the meaning of formal and informal short functional text for
example: banner, poster, and pamphlet, etc) using written language
accurately fluently and understandably in daily life.
6.2. Expressing the meaning and rhetorical steps of a written essay accurately,
fluently and understandably in the form of report, narrative and analytical
exposition in daily life.

Indicator
- Students are able to find the purpose of the analytical exposition text.
- Students are able to write the analytical exposition text using generic structure
appropriately.
- Students are able to use the language features of the analytical exposition text
in their writings.
- Students are able to use the rhetorical steps of writing an analytical exposition
text fluently.
- Students are able to express the meaning of the analytical exposition text
accurately.
**Learning objectives**

In the end of the class, students are able to:

- Find the purpose of the analytical exposition text.
- Write the analytical exposition text using generic structure appropriately.
- Use the language features of the analytical exposition text in their writings.
- Use the rhetorical steps of writing an analytical exposition text fluently.
- Express the meaning of the analytical exposition text accurately.

**Learning method**

- Lecturing
- Group discussion
- Question and answer
- Individual assignment
- Individual project

**Learning Activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Allotment</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greeting students (2’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review the topic of the previous lesson (2’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening discussion in the form of oral questions and answers about analytical exposition and play the game of “Something Unique” (15’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guessing to the topic will be discussed on the day (1’)</td>
<td>20’</td>
<td></td>
</tr>
<tr>
<td>Main-activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students watch a video about an interesting story and then analyze the video in the form of analytical exposition (15’)</td>
<td>60’</td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
• The students learn again the meaning and purpose of analytical exposition (10’)
• Explaining the generic structure and the language features of an analytical exposition text (10’)
• Students make a composition of analytical exposition on their experiences (25’)

**Post-activities**
- Students summarize what they have learned (8’)
- Giving homework to the students related to the analytical exposition text (1’)
- The teacher and the students end the class with the meaning of the study (1’)

**Learning Materials**
- A PowerPoint of analytical exposition text material.
- A video of a topic to the analytical exposition text.
- A set of material about analytical exposition text.
- Some pictures involving analytical exposition text as the topic of writing.
- A video of a meaningful life in the end of the class as the meaning of the learning.

**Learning Aids**
- Handouts
- Laptop
- Speakers
- Viewer
- White board
- Board marker

**References**
- James, Peter. 2006. *Real English*. Jakarta: Esis
Assessments

1. **Assessed aspect:**
   - Understanding : The meaning of analytical exposition text.
   - Understanding : The language features of analytical exposition text.
   - Understanding : The generic structure of analytical exposition text.
   - Understanding : The rhetorical steps of providing fluent and communicative analytical exposition text in their writings.
   - Understanding : How to use formal and informal analytical exposition in writing.
   - Understanding : The purpose of the analytical exposition in writing.

2. **Assessment Indicator:**
   - Compatibility of finding the purpose and meaning of the analytical exposition in writing.
   - Completeness in identify the generic structure and rhetorical steps of the text in writing.
   - Accuracy in identify the language features of the text in writing.
   - Effectiveness in using language communicatively in the analytical exposition text.

3. **Assessments**
   - Class observation
   - Teacher’ assessment
   - Individual tasks
   - Individual project
4. Assessment Format:

**Assessment Format**  
*(Using Assessment Scale)*

Name: ________    Class: _____

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessed Aspects</th>
<th>Grading Point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0-50</td>
</tr>
<tr>
<td>1</td>
<td>Accuracy in finding the meaning of the writing</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Accuracy in identifying the generic structure of the writing</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Accuracy in identifying the language features of the writing</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Accuracy in providing analytical exposition writing text</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Accuracy in identifying the purpose of the writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation:**

- 0 – 50 = fair
- 51 – 70 = acceptable
- 71 – 80 = good
- 81 – 100 = excellent

Note: If a student gets 100, it means that the student is excellent and so on.

**Assessment**

- Technique: listened and written assessment
- Form: oral and expressed assessment
APPENDIX F
TEACHING MATERIALS

1. Teaching materials of Student Teacher 1
2. Teaching materials of Student Teacher 2
3. Teaching materials of Student Teacher 3
Meeting 3 (Integrated Listening-Speaking)

PART 1
Match the English words on the right box to the Indonesian meanings on the left box.

1. Celebration /ˌseliˈbreʃn/ (____) a. Jiwa
2. Ceremony /ˈser m ni/ (____) b. Hasil panen
3. Cock-fighting /ˈk kʃətʃɪŋ/ (____) c. Menerima
4. Cockerel /ˈk k ər l/ (____) d. Ketamakan
5. Farm /fæm/ (____) e. Kalkun
7. Greed /ɡriːd/ (____) g. Pedoman, petunjuk
8. Harvest /ˈhaːvɪst/ (____) h. Arak-arakan
9. Procession /prəˈseʃn/ (____) i. Ayam jantan muda
11. Relative /ˈrɛl tɪv/ (____) k. Pertanian
12. Sacrifice /ˈsækərɪfs/ (____) l. Perayaan
13. Spirit /ˈspɪrɪt/ (____) m. Sanak keluarga
14. Turkey /ˈtɜːki/ (____) n. Sabungan ayam
15. Vary /ˈver ɪ/ (____) o. Upacara

PART 2
Listen to the Recording “Gawai Dayak” and decide whether these statements are True (T) or False (F).

1. Gawai Dayak is only a religious occasion.
2. Dayak people visit their friends and relatives on Gawai Day.
3. The mode of celebrations is different from place to place.
4. Dayak Festival starts on the 1st of June.
5. On the evening of 31st of May, the ceremony to cast the greedy spirit away is held.
6. Thanking gods for the good harvest, guidance, blessings and long life is done through sacrificing a turkey.
7. Spirit welcoming procession is held at midnight.
8. The celebration gets merrier as people start singing and reading poems.
9. The homes of the Dayak people are opened to visitors on the 1st of June.
10. Cock-fighting and blowpipe is forbidden to be held on Gawai Day.
11. Gawai Day is a time to plan for a new family life.
PART 3
Say it right 😊

Whales /weils/
Mammals /ˈmæməls/
Breathe /briːθ/
Breath /breθ/
Survive /sˈvaɪv/
Species /ˈspɪʃɪz/  
Exceed /ɪkˈsiːd/
Important /ɪmˈpɔːnt/
Blubber /ˈblʌb(r)/
Large /lɑːd/  
Beneath /bɪˈniːθ/  
Broad /brɔːd/  

PART 4
Listen to the recording about “Whales”. While listening, complete the missing words you hear.

Whales are ________ (1) animals. They therefore breathe ________ (2) but cannot survive on land. Some species are very large ________ (3) and the blue whale, which can exceed 30 meters in ________ (4), is the largest animal to have lived on earth. Superficially, the whale looks rather like a ________ (5), but there are important differences in its ________ (6) structure; its ________ (7) consists of a pair of broad, flat horizontal ________ (8) (the tail of a fish is vertical), and it has a single ________ (9) on top of its large, broad head. The skin is ________ (10) and shiny and beneath it lies a layer of fat. This can be up to 30 centimeters in ________ (11) and serves heat and body ________ (12).
**PART 5**

**Listen to the song carefully and get the missing words back.**

<table>
<thead>
<tr>
<th><strong>Teardrops On My Guitar (by Taylor Swift)</strong></th>
<th></th>
<th><strong>And there he goes, so ________ (10)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Drew ______(1) at me, I fake a _______(2) so he won't see</td>
<td>That I want and I'm needing ______(3) that we should be</td>
<td>The kind of flawless I wish I could be</td>
</tr>
<tr>
<td>I'll bet she's ________ (4) , that girl he talks about</td>
<td>I'll bet she's ________ (4) , that girl he talks about</td>
<td>She'd better hold him tight, give him all her love</td>
</tr>
<tr>
<td>And she's got everything that I have to _____ (5) without</td>
<td>And she's got everything that I have to _____ (5) without</td>
<td>Look in those beautiful ______ (11) and know she's lucky cause...</td>
</tr>
<tr>
<td>Drew talks to me, I laugh cause it's so damn ______(6)</td>
<td>Drew talks to me, I laugh cause it's so damn ______(6)</td>
<td></td>
</tr>
<tr>
<td>That I can't even see anyone when he's with me</td>
<td>That I can't even see anyone when he's with me</td>
<td>Get some sleep tonight</td>
</tr>
<tr>
<td>He says he's so in love, he's finally got it right,</td>
<td>He says he's so in love, he's finally got it right,</td>
<td>He's the ________ (14) for the teardrops on my guitar</td>
</tr>
<tr>
<td>I wonder if he knows he's all I think about at night</td>
<td>I wonder if he knows he's all I think about at night</td>
<td>The only one who's got enough of me to ________ (15) my heart</td>
</tr>
<tr>
<td>[Chorus:] He's the ________ (7) for the teardrops on my guitar</td>
<td>[Chorus:] He's the ________ (7) for the teardrops on my guitar</td>
<td>He's the song in the car I keep singing, don't know why I do</td>
</tr>
<tr>
<td>The only thing that keeps me wishing on a wishing star</td>
<td>The only thing that keeps me wishing on a wishing star</td>
<td>He's the ________ (16) taken up, but there's never enough</td>
</tr>
<tr>
<td>He's the song in the car I keep ________ (8), don't know why I do</td>
<td>He's the song in the car I keep ________ (8), don't know why I do</td>
<td>And he's all that I need to fall into.</td>
</tr>
<tr>
<td>Drew walks by me, can he tell that I can't ______(9)?</td>
<td>Drew walks by me, can he tell that I can't ______(9)?</td>
<td>Drew ________ (17) at me, I fake a ________ (18) so he won't see.</td>
</tr>
</tbody>
</table>

**Repeat Chorus**

So I ________ (12) home alone, as I turn out the light
I'll put his ________ (13) down and maybe
Get some sleep tonight

He's the ________ (14) for the teardrops on my guitar
The only one who's got enough of me to ________ (15) my heart
He's the song in the car I keep singing, don't know why I do
He's the ________ (16) taken up, but there's never enough
And he's all that I need to fall into.
What is Analytical Exposition?

Analytical Exposition Text

Definition of Analytical Exposition
Analytical exposition is one of argumentative texts which present some supporting idea on why certain writer's opinion is important. The opinion is formulated in a thesis which needs to prove by selecting arguments.

Generic Structure of Analytical Exposition
1. Thesis: Introducing the topic and indicating the writer’s position
2. Arguments: Explaining the arguments to support the writer’s position
3. Reiteration: Restating the writer’s position

The above example of analytical exposition about accredited school has the following generic structure:

**Thesis:** it is the main topic of discourse in analytical exposition essay. Commonly the thesis will be placed in the first paragraphs. It also functionalize of introduction of the text. From the text above we see that choosing school will be wiser and safer if it is based on the status of the school; accredited or not.

**Arguments:** the arguments are the heart of an analytical exposition. The absence of argument, analytical will just talk nothing since a thesis must be evaluated, whether it is true or false later, it does not matter. From the analytical exposition sample above, we see an accredited school graduate will hold better opportunity. Additionally choosing school based on short term interests seem to be less benefit in the end.

**Reiteration:** it is the writer’s thesis which is re-stated in another word. The purpose is to strengthen the thesis. From the text above, we realize that choosing an accredited school is really important.
**Language Features of Analytical Exposition**

General nouns, misal car, pollution, leaded petrol car, dsb.

Abstrac nouns, misalnya policy, government , dsb.

Relating verbs, misalnya It is important, dsb.

Action verbs misalnya, She must save, dsb.

Thinking verbs, misalnya Many people believe, dsb.

Modal verbs, misalnya We must preserve, dsb.

Modal adverbs, misalnya certainly, dsb.

Connectives, misalnya firstly, secondly, dsb.

Bahas evaluatif, misalnya important, valuable, dsb.

Kalimat pasif (passive voice)

Tense: Simple Present Tense
Example of an Analytical Exposition Text

Cars should be banned in the city

(Thesis) Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

(Argumentation) Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

(Reiteration) Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.
Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the fact. About 50 thousand people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

Notes on the generic structure of this example of analytical exposition

As we know that both analytical exposition and hortatory exposition are classified as argumentative essay. Both present argument to support the thesis state in the orientation. This thesis places the writer’s position on the essay. From the generic structure, what make big different is that analytical exposition ends with paragraph to strengthen the thesis while hortatory makes a recommendation for readers.

Thesis: This pre-conclusive paragraph states the writer’s point of view about the topic discussed. Writer has show himself in clear position of the discussed topic. Paragraph 1 is the thesis of this analytical exposition text. It states the fact of the
very fatal impact of the smoking habit. Clearly the writer wants to say that smoking is not a good habit.

**Arguments:** Presenting arguments in analytical exposition text is as important as giving conflict plot in narrative text. The series of argument will strengthen the thesis stated before. In this example of analytical exposition text, paragraph 2 and 3 are the detail arguments presented in a reporting fact to support that smoking is not good even for smokers themselves. Furthermore, people who do not smoke but they are in smoky area have the bad effect too from the smoking habit.

**Reiteration:** This end paragraph actually is restating the thesis. It is something like conclusive paragraph from the previous arguments. The last paragraph of this example of analytical exposition points again that smoking is not good for smokers and people around smokers. However smoking is very good for Cigarette Companies.

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
Why is Learning English Important?

Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication. Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technique will include many countries in economic, social and politics development. Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.
Section A: Reading

Read the passage carefully, and answer the question!

1. What is the topic of the text?
2. What does paragraph 2 tell us?
3. No wonder …………… and …………… of many devices written in English.
4. The importance of learning English is that most top requirement in filling job opportunities is……
5. Why if a man wants to catch a global goal, he has to master English?
6. What type of text is used by the writer in “Why is Learning English Important”?
7. To tell the factual information in “Why is Learning English Important”, what kind of tense does the writer mostly use?
8. What is the communicative purpose of the passage titled “Why is Learning English Important”?
9. Identify the generic structure of the passage titled “Why is Learning English Important”. Decide which paragraph belongs to the thesis, argument(s), and reiteration!
10. Do you agree with the writer’s arguments stating that learning English is important in this global era? Why / why not?
Section B: Vocabulary

Match the words with the correct meaning of the following words!

1. appear  a. ilmiah
2. catch  b. pelamar
3. goal  c. selanjutnya
4. master  d. menangkap
5. recognize  e. cita-cita
6. various  f. teknik
7. furthermore  g. baik
8. interaction  h. memimpin
9. leading  i. peluang
10. scientific  j. menguasai
11. guides  k. alat
12. devices  l. mengakui
13. technique  m. syarat
14. requirement  n. interaksi
15. opportunities  o. pedoman
16. applicants  p. kelihatan
17. favorable  q. berbagai
Section C: Grammar

Fill in the blanks with the correct words provided in the brackets!

1. Either Dani or Putri ________ right. (are / is / were)
2. One hundred dollars ________ a lot of money (is / are / were)
3. Not every one of them ________ (have / has is) seen the new movie.
4. The audience, together with the performer, ________ (were / was / is) in the hall yesterday.
5. The cost of these foods ________ low. (are / were / is)
6. Grace and I ________ good friends. (were / is / was)
7. There is only one vacancy, so either of you ________ to leave. (have / has / were)
8. Each of them ________ coached to lie by the crooked lawyer. (were / are / was)
9. “The Amazing Grace” ________ a marvelous reality television game show. (are / were / is)
10. The football team ________ made up of eleven players. (was / were / is)
Why is It Important to Choose the Accredited School?

Most of teenagers need to go to school and there are a lot of schools over there. Nowadays, schools grow to offer plenty of choice; private and state ones. However it is a hard choice since there are many factors which need to be considered before making the selection. Some will be influenced by friends; because some friend got to certain school than we go to there too. Some prefer to choose certain school because of the closer distance. In fact, the primary decisive matter for selecting school is whether the school has been accredited or not.

Why is important to choose an accredited school? Well, accredited schools have an edge over the unaccredited schools. This label of Accredited School has an impact in employment opportunities. As result, if there are two or more students with similar qualifications, the student who comes from the accredited school will have an edge over the other candidate. Student from an accredited school has more open door than student with an accredited one.

Many students select certain school depending more on short term factors like friend influence and short distance from home. It is not bad since commuting actually needs much cost. Choosing school which is closer to home will save time, energy and money. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities. Accredited school is not the only factor which will drive student’s success. Personality and characterization are very important too. However a student with good personality who comes from an accredited school is better than the others.

Analytical Exposition Analysis on the Generic Structure

Analytical exposition is one of argumentative texts which present some supporting idea on why certain writer’s opinion is important. The opinion is formulated in a thesis which needs to prove by selecting arguments.
The above example of analytical exposition about accredited school has the following generic structure:

1. **Thesis**
   
   It is the main topic of discourse in analytical exposition essay. Commonly the thesis will be placed in the first paragraphs. It also functionalize of introduction of the text. From the text above we see that choosing school will be wiser and safer if it is based on the status of the school; accredited or not.

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   The arguments are the heart of an analytical exposition. The absence of argument, analytical will just talk nothing since a thesis must be evaluated, whether it is true or false later, it does not matter. From the analytical exposition sample above, we see an accredited school graduate will hold better opportunity. Additionally choosing school based on short term interests seem to be less benefit in the end.

3. **Reiteration**: it is the writer’s thesis which is re-stated in another word. The purpose is to strengthen the thesis. From the text above, we realize that choosing an accredited school is really important.
What is Analytical Exposition?

An Analytical Exposition Text

I. Definition of Analytical Exposition

Analytical exposition is one of argumentative texts which present some supporting ideas on why certain writer’s opinion is important. An analytical exposition text is usually used in Debate, Discussion or Speech.

II. Purposes

1. To persuade by presenting arguments.
2. To analyze and explain ‘how’ and ‘why’ a topic is important.

III. Generic Structure of Analytical Exposition

Thesis: Introducing the topic and indicating the writer’s position
Arguments: Explaining the arguments to support the writer’s position
Reiteration: Restating the writer’s position

IV. Language Features of Analytical Exposition

• General nouns (car, pollution)
• Abstract nouns (policy, government, etc)
• Relating verbs (It is important, etc)
• Action verbs (She must save, etc)
• Thinking verbs (Many people believe, etc)
• Modal verbs (We must know, etc)
• Modal adverbs (certainly, absolutely, perfectly etc)
• Connectives (firstly, secondly, however, on the other hand, therefore, etc)
• Evaluative words (important, valuable, meaningful etc)
• Passive voice (it is needed, etc)
Passive Voice

<table>
<thead>
<tr>
<th>Tenses</th>
<th>Subjects</th>
<th>To be + V3</th>
<th>Complement</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>Mary</td>
<td>is helped</td>
<td>by John</td>
<td>S + V1 (s/es) + O</td>
</tr>
<tr>
<td>Present Progressive</td>
<td>Mary</td>
<td>is being helped</td>
<td>by John</td>
<td></td>
</tr>
<tr>
<td>Present perfect</td>
<td>Mary</td>
<td>has been helped</td>
<td>by John</td>
<td></td>
</tr>
<tr>
<td>Simple Past</td>
<td>Mary</td>
<td>was helped</td>
<td>by John</td>
<td></td>
</tr>
<tr>
<td>Past Progressive</td>
<td>Mary</td>
<td>was being helped</td>
<td>by John</td>
<td></td>
</tr>
<tr>
<td>Past Perfect</td>
<td>Mary</td>
<td>had been helped</td>
<td>by John</td>
<td></td>
</tr>
<tr>
<td>Simple Future</td>
<td>Mary</td>
<td>will be helped</td>
<td>by John</td>
<td></td>
</tr>
</tbody>
</table>

V. How about the Tenses?

Using Simple Present Tense
(S + V1 (s/es) + O)

VI. Example

Cars should be banned in the city
(Thesis) Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

(Arguments) Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

(Reiteration) In conclusion, cars should be banned from the city for the reasons listed.

Thank You……. ^^
APPENDIX G
RAW DATA

1. Raw Data from Observation
2. Raw data from Interview
3. Summary of Raw Data
**Observation 1**

**Date of teaching**: August 3, 2010  
**Class**: XI IPS 3  
**Topic/Material**: Report Text, Gawai Dayak Listening Skill  
**Set induction used**: Questioning on the students’ origin  
**Quiz/test on the novel words in the listening passage**

**Students’ responses**: the students were not so interested. They were mostly busy with themselves. Some of they were talking with others, discussing some home works but not in English subject. Some did the homework. Therefore, the student teacher was hardly trying to draw the students’ attention.

**Problem**: drawing the students’ attention, the students tend to be passive, controlling the classroom situation

**Observation 2**

**Date of teaching**: August 4, 2010  
**Class**: XI IPS 2  
**Topic/Material**: Report Text, Gawai Dayak and Whales Listening Skill  
**Set induction used**: Questioning on the students’ origin and what the students know about Whales  
**Quiz/test on the novel words in the listening passage**

**Students’ responses**: the students were quite responsive to the student teacher. The students gave good responses by answering the questions delivered by the student teacher. They were quite active involved in the classroom activities. They also paid attention to the student teacher.

**Problem**: drawing the students to become active in the classroom activities  
The students’ difficulties in expressing idea using GOOD English
Observation 3
Date of teaching: August 5, 2010
Class: XI IPS 3
Topic/Material: the use of sentences pattern in a text
Set Induction used: reviewing to the previous material and questioning to some sentences patterns
Students’ responses: Unlike in the first observation, (August 3, 2010), the students gave good responses. They gave answers to the questions delivered by the student teacher. They were quite active responding to the question delivered by the student teacher.
Problem: -

Observation 4
Date of teaching: August 6, 2010
Class: XI IPS 1
Topic/Material: Report Text, Gawai Dayak and Whales Listening Skill
Set induction used: Questioning on the students’ origin and what the students know about Whales Quiz/test on the \( \text{\textbackslash n} \) novel words in the listening passage
Students’ responses: The students gave good responses. They were well-responded, by answering the questions delivered by the student teacher. The students looked high motivated to learn. Since, their schedule of English subject was in the first turn. The students’ minds were still fresh and they were so cooperative.
Problem: time management from the student teacher

Observation 5
Date of teaching: August 20, 2010
Class: XI IPS 3
Topic/Material: Analytical Exposition, Reading skill
Set induction used: games and reviewing to the previous materials

Game: BOOM

In this game, the students were asked to count. When the student teacher said BOOM, it meant that the student had to stop. The students, who stopped counting, had to stand up. She must introduce herself and picked an object around her. Then, she had to explain about the importance of the object.

Students’ responses: the students were very enthusiastic and cooperative. They also gave good responses by giving answers to the questions delivered by the student teacher, although some of them still looked confused because they did not understand about the game.

Problem: Some of the students still did not understand about the set induction activity.

Observation 6

Date of teaching: August 23, 2010
Class: XI IPS 1
Topic/Material: Analytical Exposition, Reading skill
Set induction used: games and reviewing to the previous materials

Game: HOT SEAT

Every student had to stand up. She must introduce herself and picked an object around her. Then, she had to explain about the importance of the object.

Students’ responses: the students were quite interested. They played the game given by the student teacher. They also gave good responses, when the student teacher delivered questions. But, some of them were passive in the first time, because they had difficulties in expressing their idea using GOOD English.

Problem: the students’ low motivation

The students’ involvement in the teaching activities
Observation 7

Date of teaching : August 26, 2010
Class : XI Bahasa
Topic/Material : Analytical Exposition, Reading skill
Set Induction used : Questioning and reviewing to the previous material
Students’ responses : The students were not so enthusiastic. They tend to be very passive. They did not give proper responses to the questions delivered by the student teacher.
Problem : drawing the students’ attention, the students were very passive.

Observation 8

Date of teaching : August 27, 2010
Class : XI IPS 3
Topic/Material : Analytical Exposition, Writing
Set Induction used : Reviewing to the previous material, game in writing
Students’ responses : the students were so active. They actively answered the questions delivered by the student teacher. They also actively asked some previous material that they still did not understand. In the game in writing, the student teacher asked the students to make an analytical exposition. Each student contributed 1 sentence, so that, there were 30 sentences in the analytical exposition.
Problem : -

Observation 9

Date of teaching : August 30, 2010
Class : XI IPS 1
Topic/Material : Analytical Exposition
Set induction used : reviewing to the previous material and giving model/example of Analytical Exposition Writing.
Students’ responses : the students’ responses were not so cooperative. Some of them were still busy doing the homework. But after, the
student teacher stated to review the previous material, the students became very active. They asked some several things that they still did not understand about the previous material.

**Observation 10**

Date of teaching : September 2, 2010  
Class : XI Bahasa  
Topic/Material : Analytical Exposition, Writing skill  
Set induction used : Reviewing to the previous material and giving model/example of Analytical Exposition Writing.  
Students’ responses : They were so passive. They did not do the homework; hey also did not give good responses to the question delivered by the student teacher.  
Problem : The students tend to be very passive.
Interview 1

Set induction used: questioning and quiz

Reason/purpose: to make the student become active
To make relation with the material taught

Students’ responses: the students were not so interested. They were mostly busy with themselves. Some of them were talking with others, discussing some home works but not in English subject. Some did the homework. Therefore, the student teacher was hardly trying to draw the students’ attention.

Problem arose: drawing the students’ attention, the students tend to be passive, controlling the classroom situation

Solution: giving the students reward to their participation

Interview 2

Set induction used: Questioning and QUIZ Reviewing

Reason/purpose: to make the student become active
To make relation with the material taught
To deepen the students understanding.

Students’ responses: XI IPS 1: the students were quite responsive to the student teacher. The students gave good responses by answering the questions delivered by the student teacher. They were quite active involved in the classroom activities. They also paid attention to the student teacher.
XI IPS 3: Unlike in the first observation, (August 3, 2010), the students gave good responses. They gave answers to the questions delivered by the student teacher. They were quite active responding to the question delivered by the student teacher.
Problem arose: drawing the students to become active in the classroom activities

The students’ difficulties in expressing idea using GOOD English

Solution: giving the students reward to their participation

**Interview 3**

Set induction used: Questioning and QUIZ

Reason/purpose: to make the student become active
To make relation with the material taught

Students’ responses: the students were quite responsive to the student teacher.

The students gave good responses by answering the questions delivered by the student teacher. They were quite active involved in the classroom activities. They also paid attention to the student teacher.

Problem arose: Time management from the student teacher

Solution: -

**Interview 4**

Set induction used: GAMES and previewing to the previous material

Reason/purpose: to measure the students’ understanding about the previous material
To draw the students’ attention
To make relation with the material taught
To motivate the students

Students’ responses: XI IPS 3: the students were very enthusiastic and cooperative. They also gave good responses by giving answer to the questions delivered by the student teacher, although some of them still looked confused because they did not understand about the game.
XI IPS 1: the students were quite interested. They played the game given by the student teacher. They also gave good responses, when the student teacher delivered questions. But, some of them were passive in the first time, because they had difficulties in expressing their idea using GOOD English.

Problem arose: Some of the students still did not understand about the set induction activity.

The students’ low motivation

The students’ involvement in the teaching activities

Solution: changing the way to explain the activity, giving positive motivational to the students

Interview 5

Set induction used: questioning and reviewing to the previous material

Reason/purpose: to make relation with the material

Students’ responses: The students were not so enthusiastic. They tend to be very passive. They did not give proper responses to the questions delivered by the student teacher.

Problem arose: drawing the students’ attention, the students were very passive.

Solution: changing the activity to be a group activity, directly move to the main material.

Interview 6

Set induction used: Reviewing to the previous material, games in writing

Reason/purpose: to make relation with the material

To deepen the students’ understanding about the material

Students’ responses: XI IPS 3: the students were so active. They actively answered the questions delivered by the student teacher.
They also actively asked some previous material that they still did not understand. In the game in writing, the student teacher asked the students to make an analytical exposition. Each student contributed 1 sentence, so that, there were 30 sentences in the analytical exposition.

XI IPS 1: the students’ responses were not so cooperative. Some of them were still busy doing the homework. But after, the student teacher stated to review the previous material, the students became very active. They asked some several things that they still did not understand about the previous material.

XI Bahasa : They were so passive. They did not do the homework; they also did not give good responses to the question delivered by the student teacher

Problem arose : drawing the students’ attention, the students’ low motivation

Solution : changing the activity into groups activity, giving positive emotional motivation
Student teacher 1

<table>
<thead>
<tr>
<th>Observation</th>
<th>Topic &amp; Skill</th>
<th>Activities</th>
<th>Students’ Reponses</th>
<th>Problems</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (XI IPS 3)</td>
<td>Listening, Report text</td>
<td>Questioning Quiz on Vocabulary</td>
<td>The students did not give proper responses. They kept silent and looked busy with themselves and talking to each other. The students were asked to do the quiz. They directly did the task without listening to the student teacher’s complete interaction.</td>
<td>Drawing the students’ attention The students tend to be passive.</td>
<td>The student teacher gave short brief questions than she planned. She gave warning to the students to submit the worksheet and also gave extra point to those who wanted to be active in the class when they were discussing the vocabulary test.</td>
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<tr>
<td>2 (XI IPS 1)</td>
<td>Listening, Report text Gawai Dayak and Whales</td>
<td>Questioning Quiz in Vocabulary</td>
<td>The students were very active and gave good responses. They also always tried to give answer to the student teacher’ questions. They also listened to the student teacher’s explanation.</td>
<td>The students tend to be passive at the first time. The student teacher even needed to choose several students to answer the question delivered</td>
<td>She persuaded the students and gave extra point to those who wanted to be active in the class when they were discussing the vocabulary test.</td>
</tr>
<tr>
<td>3 (XI IPS 3)</td>
<td>Grammar, Present and Past Tense</td>
<td>Reviewing to he previous materials</td>
<td>The students gave good responses by answering the questions delivered by the student teacher.</td>
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</tbody>
</table>
**Observation** | **Topic & Skill** | **Activities** | **Students’ Responses** | **Problems** | **Solution**
--- | --- | --- | --- | --- | ---
1 (XI IPS 2) | Listening, Report text Gawai Dayak and Whales | Questioning Quiz in Vocabulary | The students were so active and gave good responses by giving their opinion and answer to the question delivered by the student teacher. The students actively asked about the material they still do not understand. | The time management of the student teacher. | - |
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1 (XI IPS 3)</td>
<td>Reading, Analytical Exposition</td>
<td>Game and Reviewing to the previous material</td>
<td>The students gave good responses. They also involved to classroom activity. They also answered every question given by the student teacher. Some of the students looked confused in understanding the rule of the game.</td>
<td>The students’ low ability in understanding the set induction.</td>
<td>The student teacher re-explained the rule of the game. She changed the way to explain the rule using bilingual language.</td>
</tr>
<tr>
<td>2 (XI IPS 1)</td>
<td>Reading, Analytical Exposition</td>
<td>Game and Reviewing to the previous material</td>
<td>The students gave good responses. They also involved to classroom activity. They also answered every question given by the student teacher. Some of the students looked confused in understanding the rule of the game.</td>
<td>The students’ low ability in understanding the set induction. The students were passive at the first time The students had low motivation to learn.</td>
<td>The student teacher re-explained the rule of the game. She changed the way to explain the rule using bilingual language. The student teacher gave positive motivational speeches to motivate the students.</td>
</tr>
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<td>3 XI Bahasa</td>
<td>Reading, Analytical Exposition</td>
<td>Asking the students’ opinion about the students’ previous activity</td>
<td>The students did not give proper responses. They kept silent and looked busy with themselves.</td>
<td>The students’ ability in understanding the set induction activity. The students were very passive. The students were not able to draw the students’ attention.</td>
<td>The student teacher changed the activity.</td>
</tr>
<tr>
<td>4 (XI IPS 3)</td>
<td>Writing, Analytical Exposition</td>
<td>Reviewing to the previous material Game on Writing</td>
<td>The students were very active and gave good responses. They also actively participated in the classroom learning. They also actively asked about the part of the material that they still do not understand.</td>
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</tr>
<tr>
<td>Observation</td>
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<tr>
<td>5 (XI IPS 1)</td>
<td>Writing, Analytical Exposition</td>
<td>Reviewing the previous material or model of analytical exposition</td>
<td>The students’ responses were quite good. They actually paid attention to the student teacher and willing to give answer to the questions delivered by the student teacher.</td>
<td>The students’ low ability in understanding the set induction. The students were passive at the first time The students had low motivation to learn.</td>
<td>The student teacher gave positive motivational speeches to motivate the students.</td>
</tr>
<tr>
<td>6 (XI Bahasa)</td>
<td>Writing, Analytical Exposition</td>
<td>Reviewing the previous material or model of analytical exposition</td>
<td>The students completely did not give good responses to the questions delivered by the student teacher. They also did not paid attention to the student teacher. They kept silent and did not give answer the questions delivered by the student teacher.</td>
<td>The students were very passive. The students’ love motivation to learn</td>
<td>The student teacher changed the activity.</td>
</tr>
</tbody>
</table>