



AN ANALYSIS OF TEACHER CHALLENGES IN TEACHING ENGLISH AT SMAN 2 BANDA ACEH

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ABSTRACT

This study aims to identify the difficulties of English teachers at SMAN 2 Banda Aceh encounter, the causes that contribute to those difficulties, and the strategies the teachers employ to overcome those difficulties. A qualitative-descriptive methodology was employed in this investigation. Researchers employed observation sheets and interviews to gather data for this investigation. The researchers discovered various difficulties for English teachers at SMAN 2 Banda Aceh based on the data collection results. Managing pupils presents several difficulties. The obstacles include students' lack of enthusiasm for learning English, ignorance of the fundamentals of English classes, using one's native tongue while learning English, and students' lack of self-confidence.

Keywords: *Teacher, Teacher's Challenges, teaching English*

INTRODUCTION

Nowadays, English is essential to learn because it has become an international language; according to Canagarajah (2005), in Estaji and Savarabadi (2020:83) English being used in numerous communities around the world might be implied by the phrase "English as an International Language" (EIL), Ilyosovna (2020:22) English is the most widely used language in the

world, so the significance cannot be downplayed or overlooked. One of the most widely spoken languages in the world is English. Therefore. The global use of English has increased the demand for English.

According to Rao (2019:66), English is the world's most commonly spoken language and is considered the first global lingua franca. Language is used worldwide for publishing newspapers and other books and for international trade, diplomacy, popular culture, international telecommunications, and scientific publications. English brings many benefits to the learner, and today, the biggest reason why people learn English is for job vacancies and to gain knowledge, instead of Crystal (1997) in Harlina & Yusuf (2020:326). Almost every element of life, including education, the workplace, business, and quick, requires English. Someone has a good chance to find a job in English. Therefore, all nations including Indonesia encourage their citizens to learn English. Based on Ilyosovna (2020:22), Science, aviation, computing, diplomacy, and tourism all use English as their primary language. Communicating in English improves the chances of landing a decent job with an international corporation.

In Indonesia, the English language is a foreign language. It is taught as an obligatory subject from Junior High to Senior High School. Nurkamto (2003), as cited in Songbatumis (2017:55.) Since Indonesia gained independence, the government has recognized that English is one of the most critical languages for worldwide communication. As a result, the government has suggested that English become a required subject in secondary schools. The general standard objectives of English Language Teaching at all levels of schools in Indonesia are determined as follows: to develop communicative ability in the target language both in oral and written form, to stimulate students' awareness toward the important role of English for the country to compete in the global community, to develop students understanding toward the interconnectedness between language and culture Hidayati (2016:72). Rachmajanti (2008) in Songbatumis (2017:55) explained that teaching English in the school aims to enable the students to be proficient in English.

However, Teachers are the most crucial actors in the world of education; teachers not only focus on how to improve students' understanding in learning, but they also motivate students and find proper methods to gain students' interest in learning, teaching English as a foreign language has become a central issue for English teachers in many countries such as Indonesia, Vietnam, and China. In Indonesia, teaching English as a foreign language has become a challenging task for teachers in some places, especially in areas with limited English exposure; the teacher might face several problems in teaching English, which can hold up the teaching and learning process, Khan (2011) in

Songbatumis (2017:55). Both teachers and students frequently encounter problems during teaching and learning process.

In this regard, It can be seen in the previous research by Abrar (2016) that, when teaching English, the students are sometimes shy to ask, not interested in studying, and afraid of making mistakes. It makes the students need motivation. He also stated that the material's time and resources are crucial to effective teaching-learning. Overcrowded English classes also led to problems teaching English because the teaching-learning process should be in a good environment.

To create a practical learning situation, many things must be considered in teaching and learning. Responding to the difficulties students face in learning English, there are problems or challenges while teaching English. It is necessary to explore the challenges teachers face in teaching English. This is because teaching English as a foreign language in Indonesia has experienced limited success Husna (2021:37). It can be seen in the previous research by Lestari (2021:62) about English teacher challenges in teaching English at SMA Karya Ibu Palembang. She found that there were some problems that the English teachers faced when teaching English at this school. The challenges were from the students and the facilities. From the students, the teacher's challenges are the lack of vocabulary mastery, students' low concentration, lack of motivation, pronunciation issues, and speaking issues. Moreover, teachers need more teaching methods, overcrowded classrooms, and insufficient facilities and resources.

A similar research was conducted by Agung (2019:266) about current challenges in teaching English in the least-developed region in Indonesia. He discovered that the teachers must deal with several English teaching obstacles. Those obstacles include the students' low proficiency in language comprehension, limited resources of materials, a communication gap between lectures and students, and students' lack of environmental support from society.

In conclusion, based on the previous research mentioned above, the primary purpose of this study is to investigate the challenges faced by English teachers of SMAN 2 Banda Aceh in their teaching, the factors that caused challenges, and the solutions they made dealing with the condition they faced, therefore the title of this research is **"AN ANALYSIS OF TEACHER CHALLENGES IN TEACHING ENGLISH AT SMAN 2 BANDA ACEH"**. SMAN 2 Banda Aceh is one of my favorite schools in Aceh, located in TKW. Hasyim Banta Muda Street no 8, Kuta Alam, Banda Aceh, SMAN 2 Banda Aceh apply two kinds of program for students: regular and boarding school.

METHODS

The methods section describes the rationale for the application of specific procedures or techniques used to identify, select, and analyze information applied to understanding the research problem, thereby, allowing the reader to critically evaluate a study's overall validity and reliability. The methodology section of a research paper answers two main questions: How was the data collected or generated? And, how was it analyzed? The writing should be direct and precise and always written in the past tense.

In conducting this research, the researchers used qualitative method. The qualitative method was used to examine the condition of natural objects, where researchers are vital instruments. According to Creswell (2009), qualitative research explores and understands the meaning individuals or groups ascribe to a social or human problem. He also pointed out that qualitative research is an approach to conceive and investigate the meaning of things, which is explained through a description or explanation.

In this study, the researchers analyzed the subjects' interview results using thematic content analysis, one method of analysis in qualitative research. Specifically, a qualitative way of analysis was implemented for the interview content. Nevendorf (2002) pointed out that thematic content analysis assesses messages for content, style, or both to assess the characteristics or experiences of persons, groups, or historical periods.

The research used interviews, observation, and document analysis as the research instruments. Before conducting this research, the researcher provided a letter of consent to ask for the availability of the participants to observe, interview, and record. Accordingly, there needs to be more enforcement to them.

In analyzing the data, the researcher implemented a qualitative analytic method invented by Miles et al. (2014). The stages to perform the analysis are (1) data condensation, (2) data display, and (3) conclusion drawing/verification.

RESULTS AND DISCUSSION

The result was conducted from October 3rd, 2023, to October 11th, 2023, in SMAN 2 Banda Aceh, SMAN 2 Banda Aceh, in TKW. Hasyim Banta Muda Street no 8, Kuta Alam. In conducting this research, the researcher used several instruments to collect data. In this case, the researchers used an interview consisting of nine questions, an observation checklist, and a document analysis. In addition, this study's sampling technique was purposive sampling with four English teachers of SMAN 2 Banda Aceh. In data collection, the researchers

provide information about teachers' challenges in teaching English at SMAN 2 Banda Aceh.

Finding of interview

In this study, the research conducted face-to-face interviews with all English teachers at SMAN 2 Banda Aceh. The type of interview implemented is a semi-structured interview; there are 4 English teachers in SMAN 2 Banda Aceh; the initials of the teacher are (VM), (SM), (HS), and (NJ). The following are the results of the interview.

Based on interviews with VM, SM, HS, and NJ, from nine questions from the teachers, the research identifies six challenges faced by teachers in teaching English at SMAN 2 Banda Aceh and also identifies the factor that causes challenges in teaching English and how the teacher dealing with those challenges are exist, the first challenges are (1) student lack of motivation, the second (2) student lack of self-confident, the third (3) student lack of-vocabulary, the fourth (4) limited the time allocation in teaching,(5)fifth curriculum changed frequently and the sixth (6) teacher's workload very large.

1. Students lack motivation

From the data from the interview, the researchers found that four English teachers (VM), (SM), (HS), and (NJ) had challenges during the teaching process, which means that all of the teachers at SMAN 2 Banda Aceh faced challenges from student lack of motivation. Based on (VM), (SM), (HS), and (NJ), the factor that causes challenges is students' lack of motivation. (VM) "student mood does good, (SM et al.). Three of them have the same argument, "student feels the English language difficult, and some argument shows how they deal with the challenges are exist by student's lack of motivation, fist from come from (VM), " she spending her time to a motivated student outside of study hours making psychological approach" the second participant (SM and HS) both of them "inviting student to play game aim to gain student motivation " (NJ) "motivate and invite student to do ice-breaking.

2. Students need more self-confidence.

Challenges lack of self-confidence faced by the fourth teacher in teaching English at SMAN 2 Banda Aceh; based on interview results with (VM), (SM), (HS), and (NJ), the fourth of them argue that some student lack self-confidence. It hampers the process of teaching because the teacher need to spent more time and more energy trying to persuade student to do speaking or reading in English, (VM) the factor of student lack of self-confidence in speaking, reading and writing because student think English is difficult and lack of environment

support, (SM) the factors that student lack of self-confidence it is because they do not practice and does not use English in their daily life. (HS) said the factors exist because students are afraid of mispronunciation (NJ). The factor that challenges students' lack of self-confidence is that they Are afraid of making mistakes and missing pronunciation.

How the teacher deals with the challenges first comes from (VM). She deals with them by inviting them to read and speak in English in front of the class, and most importantly, she always appreciates their efforts. SM said she deals with Students who lack vocabulary by supporting them and inviting them to speak in English (HS). She said she deals with Students who lack self-confidence by giving them assignments and presentations in front of the class because she tries to make Students speak English more. (NJ) said the way she dealt with students who lacked self-confidence was by appreciating student effort.

3. Students lack vocabulary.

After the research collected the data from interviews with the teacher, the fourth teacher who faces the challenges that come from students' lack of vocabulary is identified. Based on (VM) the factors that cause students to lack vocabulary because the English language does not become their favorite lesson. Based on (SM), the student rarely applies English daily. (HS) said the factors are the student's lack of vocabulary because the student rarely uses or applies it in everyday life or the student quickly forgets. (NJ) NJ said the factor is that students lack vocabulary because they student do not apply or speak English in their daily lives.

How the teacher at SMAN 2 Banda Aceh face the challenges (VM) said that she faces the challenges exist because the student lacks vocabulary; giving them assignment memorizing some English vocabulary (SM) the challenges that exist with a student who is lack of vocabulary by giving them an assignment (HS). She dealt with the challenges by giving the memorizing assignments to the students (NJ). She solved the challenges by giving some assignments to the students. Then she will ask in every meeting.

4. Limited time allocation in teaching English

Limited time in teaching has become one of her biggest challenges in teaching English in class X. The factor that causes challenges because of the curriculum change to the independent curriculum is that she is unable to interact optimally with students in the class, and she deals with the challenges by often giving assignments to the students

5. Changed curriculum

The argument for curriculum comes from (HS). She said the third challenge in teaching is that the curriculum often changes, which has confused her about adapting to the curriculum. The factor of the curriculum often changed based on her perception because of the government. She also added that if she does not know how the government implements the kind of policies, the researcher also asks the teacher how she faces the challenges (HS) and said she tries to follow these policies, which becomes a challenge for her.

6. The teacher's workload is very large.

Based on data from the interview with (HS) the first questions asked by the researcher to find potential answers (HS) said that the teacher's workload has become one of her challenges right now, and the factors that cause challenges are government policies, such as as a teacher she accepts and follow government policies.

Finding of Observation

In order to obtain data about teacher challenges in teaching English at SMAN 2 Banda Aceh, the research used an observation checklist to collect more information aimed to support the data of interviews from the teaching-learning process in the class; the data from observation was collected with four English teachers at SMAN 2 Banda Aceh.

Results finding of observation

Based on the observation sheet with VM, SM, HS, and NJ, there are three indicators of teacher challenges in teaching English, and three indicators support the result of an interview with VM, SM, HS, and NJ. During observation, the researcher finds that teacher challenges exist while teaching English at SMAN 2 Banda Aceh. These are the student's lack of self-confidence in learning English, the student's lack of vocabulary, and the student's lack motivation.

1. The first challenge is student lack of self-confidence

This point would support the data of the interview, which is identified by three sub-indicators: (1) All the students boldly asked questions in English, (2) All Students can express what they feel in English (3), Students boldly present the material in front of the class using English, three of sub-indicator entered in the Deficient category.

2. The second challenge is that students need more vocabulary

In teaching English, the face of the teacher comes from a student's lack of vocabulary; two sub-indicators identify this indicator they are : (1) first, Students understand what the teacher tells them to do; second, Students can make examples using English, and two sub-qualions. This means that the teacher needs more effort to make the students understand what she says while teaching English.

3. The third challenge is the student's lack of motivation

The third challenge is student lack of motivation; based on data from observation, the research identifies that all of the teachers at SMAN 2 Banda Aceh face the challenge of student lack of motivation; in the observation, there is a student still does not pay attention to the teacher the learning-teaching process, so the indicator supports the argument of an interview with four teachers at SMAN 2 Banda Aceh which are they already face that kind of challenges. In this point, identify two sub-indicators: Students pay attention to the teacher and are active during the teaching and learning process. This sib-indicator entered in the Average category; the teacher still made more effort to make the student active in the class and pay attention to her during the teaching and learning process.

Finding of Document

In this study, document analysis is used to support interviews and observations in qualitative research; document analysis is used in a teacher lesson plan, with the teacher researcher adding a lesson plan to identify some activities during the teaching-learning process. The teacher starts the class based on the lesson plan, which also provides the methodology used by the teacher; the researcher found in the data analysis that the teacher gives motivational feedback to the student, collaboration, communication, and other skills in teaching based on interview and observation teacher still face the challenges.

Teacher lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
Satuan Pendidikan : SMA Negeri 2 Banda Aceh Mata Pelajaran : Bahasa Inggris (XI IPA) Kelas Semester : XI IPA Materi Pokok : <i>Understanding Communication (Culture vs. IT)</i> Alokasi Waktu : 2 x 45 menit (pertemuan ke-1)	
A. Kompetensi Inti 1. Mengetahui dan memahami konsep-konsep sikap spiritual sebagai ... 2. Mengetahui dan memahami konsep-konsep sikap sosial sebagai ... 3. Mengetahui dan memahami konsep-konsep sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menepati janji sebagai ...	
B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi	
3.2. Mengetahui dan memahami konsep-konsep sikap sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberiberi dan menerima informasi, pertanyaan dan kebalikannya, dan kebalikannya, serta kebalikannya (perhatikan unsur kebahasaan <i>even if</i> / <i>unless</i> / <i>however</i> / <i>on the other hand</i> / <i>in contrast</i> / <i>nevertheless</i>).	3.2.1. Mengetahui dan memahami konsep-konsep sikap sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberiberi dan menerima informasi, pertanyaan dan kebalikannya (culture vs. IT)
	3.2.2. Mengetahui dan memahami konsep-konsep sikap sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberiberi dan menerima informasi, pertanyaan dan kebalikannya (culture vs. IT)
	3.2.3. Mengetahui dan memahami konsep-konsep sikap sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberiberi dan menerima informasi, pertanyaan dan kebalikannya (culture vs. IT)
4.5. Mengetahui dan memahami konsep-konsep sikap sosial, struktur teks, dan unsur kebahasaan yang berupa dan ungkapan keaktifan.	4.5.1. Mengetahui dan memahami konsep-konsep sikap sosial, struktur teks, dan unsur kebahasaan yang berupa dan ungkapan keaktifan (culture vs. IT)

- C. Tujuan Pembelajaran**
Melalui Inquiry Learning dan pendekatan saintifik serta menumbuhkan sikap kerjasama, tanggung jawab dan percaya diri, peserta didik mampu menetapkan, menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan dengan menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- D. Materi Pembelajaran**
- Fungsi sosial
 - Struktur Teks
 - Memulai, meningkatkan tekad, menyemangati, dsb.
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
 - Unsur Kebahasaan
 - Kalimat pernyataan dan pertanyaan terkait pengandaian terjadinya /dilakukannya sesuatu yang tidak nyata pada saat ini dan pada waktu lampau
 - Kata untuk menyatakan pengandaian: unless, dan if not
 - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, they, dan secara tepat dalam frasa nominal
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- E. Strategi Pembelajaran**
- Diskusi, tanya jawab, dan Presentasi
 - Model
 - Inquiry Based Learning
 - Pendekatan
 - scientific Approach
- F. Media/sarana/bahan/sumber**
1. Media/alat : Laptop, proyektor, papan tulis, spidol
 2. Bahan : IPI dan LKS
 3. Sumber Belajar :
 - Pathway to English 3 untuk SMA/MA kelas XII
 - Pengalaman pendidik dan peserta didik

G. Kegiatan Pembelajaran (pertemuan ke-4)

Indikator	
3.5.3	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan (unless vs if not)
4.5.1	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi hubungan pertentangan dan kebalikan menggunakan (unless vs if not)

a. Kegiatan Pendahuluan (15')

- Menyampaikan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran,
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai kebahasaan transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan dengan conditional if.
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- Menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan menyampaikan cakupan materi dan penjelasan uraian kegiatan awal
- Membagi peserta didik dalam beberapa kelompok, beranggotakan 4-5 orang

b. Kegiatan Inti (60')

- Secara berpasangan, membaca dialog yang diberikan dan menentukan contoh kalimat yang menggunakan if conditional
- Secara berkelompok bertanya dan mempertanyakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan dengan menggunakan unless, vs, if not.
- Secara berkelompok, Menentukan pola kalimat/unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan dengan menggunakan unless, vs, if not dilihat dari isi dan cara penggunaannya.
- Secara berkelompok membedakan penggunaan unless dan if not dalam interaksi dan melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan
- Secara berkelompok dan percaya diri peserta didik mempresentasikan, menjelaskan dan menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan pertentangan dan kebalikan sesuai dengan konteks penggunaannya dengan memberikan contoh ungkapan dalam kehidupan sehari-hari

c. Kegiatan Penutup (15')

- Memberikan umpan balik terhadap proses pembelajaran. Well, class, you have done a very good job today. How do you are across. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

PEMBELAJARAN (RPP)

Sekolah : SMAN 2 Banda Aceh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XII/Genap
Materi Pokok : News Item Text
Alokasi Waktu : 2 x 45 menit

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya	<ol style="list-style-type: none"> 1. Mengidentifikasi (C1) fungsi sosial, struktur teks dan unsur kebahasaan teks dari text news item berbentuk berita sederhana dari koran atau internet sesuai dengan konteks penggunaannya. 2. Membedakan (C2) fungsi sosial, struktur teks dan unsur kebahasaan dari text news item berbentuk berita sederhana dari koran atau internet sesuai dengan konteks penggunaannya. 3. Menentukan (C3) informasi tertentu dan rinci dalam teks news item.
4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks berita sederhana koran/radio/Televsisi	<ol style="list-style-type: none"> 1. Menyusun (C4) kalimat acak menjadi paragraph teks news item. 2. Memraktikkan (C4) membaca teks news item 3. Menyimpulkan (C5) teks news item tulis sederhana.

C. TUJUAN PEMBELAJARAN

1. Melalui diskusi kelompok siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks news item dengan tepat.
2. Melalui diskusi kelompok, peserta didik mampu menemukan informasi dan rinci tertentu didalam teks news item dengan konteks penggunaannya dengan benar.
3. Melalui diskusi kelompok, peserta didik mampu menyusun kalimat menjadi paragraph teks news item
4. Melalui diskusi kelompok, peserta didik mampu mempraktikkan membaca teks news item lisan sederhana
5. Melalui diskusi kelompok, menyimpulkan teks news item tulis sederhana.

D. MATERI PEMBELAJARAN

News Item
Text which contains news is categorized as news item text. This text supplies you with the up-to-date information on the hottest issue of the day, since media like newspapers are published daily.

Social function
To inform the readers, listener or viewers about events about the day which are considered newsworthy or important

Generic Structure
The generic structure of news item consist of:
Newsworthy event
It tells the main event which is considered newsworthy in summary form.
Background event
It elaborates what happened or explains detailed information on what caused the incident. It can include background, participants, time, and place relating to the news.
Source of information
It contains comments which can be from the participants, witnesses, the official authorities, or expert in the events.

Language Features
Using "action verbs" (hit, attack)
Using "active voice" (claimed)
Using "passive sentences" (Aceh was hit by a tsunami in 2004.)
Using adverbs in passive sentences (The victims were badly injured.)
Using past tense. It is the logical as consequence of telling about things which happen in the past.

E. Metode Pembelajaran

1. Model : Problem Based Learning
2. Strategi : SQAR (Survey, Question, Reading, Recite, Review)

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Gambar, PowerPoint, laptop, LCD & proyektor.
2. Alat : Spidol, whiteboard
3. Sumber pembelajaran : Buku Bahasa Inggris SMK Kelas XII (Lande, Shyla K. 2002. *Forward an English Course for Vocational School Students Grade XII*. Jakarta: Erlangga.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 2 Banda Aceh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XII / 1
Materi Pokok : Teks Caption
Alokasi Waktu : 1 Pertemuan

- A. Tujuan Pembelajaran**
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :
• Mengidentifikasi beberapa caption beserta fotonya
• Mengomentari Foto dalam bentuk Caption

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.3 Membedakan struktur teks, dan kebahasaan dalam bentuk caption, dengan memberi dan meminta informasi terkait gambar /foto /tabel/grafik/ bagan, sesuai dengan konteks penggunaannya	Mengidentifikasi beberapa caption beserta fotonya
4.3 Teks penyerta gambar (caption) Menyusun teks khusus dalam bentuk teks caption terkait gambar /foto/tabel/grafik/bagan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Mengomentari Foto dalam bentuk Caption

C. Media/alat, Bahan dan Sumber Belajar

- Media : Lembar penilaian dan lembar kerja siswa
Bahan : Spidol, papan tulis dan proyektor.
Sumber : Buku Bahasa Inggris Siswa Kelas XII, Kemendikbud, Tahun 2018

D. Langkah-langkah Pembelajaran

Tahap Kegiatan	Langkah-langkah Pembelajaran
	• Memberi salam dan mengajak peserta didik untuk mengawali kegiatan

Kegiatan Pendahuluan (5 Menit)	<ul style="list-style-type: none"> dengan berdo'a. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai Apersepsi dan motivasi terkait materi yang akan dipelajari yaitu tentang teks caption 										
Kegiatan Inti (80 Menit)	<table border="1"> <thead> <tr> <th>Kegiatan Literasi</th> <th>Critical Thinking</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, dan merendikan kembali. Peserta didik diberi bahan bacaan dan tayangan yang terkait dengan materi teks caption. </td> <td> <ul style="list-style-type: none"> Guru memberi kesempatan untuk bertanya pada peserta didik tentang hal-hal yang belum dipahami dalam teks caption. </td> </tr> <tr> <th>Collaboration</th> <th>Communication</th> </tr> <tr> <td> <ul style="list-style-type: none"> Guru membagi kelompok secara heterogen dan membagi lembar kerja berupa foto tanpa caption Peserta didik secara kelompok mendiskusikan foto dan menyusun teks captionnya sesuai dengan foto yang di berikan </td> <td> <ul style="list-style-type: none"> Peserta didik mempresentasikan hasil kerja kelompoknya tentang teks caption didepan kelas. </td> </tr> <tr> <th>Creativity</th> <td> <ul style="list-style-type: none"> Peserta didik melakukan refleksi tentang kegiatan proses dan hasil belajarnya </td> </tr> </tbody> </table>	Kegiatan Literasi	Critical Thinking	<ul style="list-style-type: none"> Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, dan merendikan kembali. Peserta didik diberi bahan bacaan dan tayangan yang terkait dengan materi teks caption. 	<ul style="list-style-type: none"> Guru memberi kesempatan untuk bertanya pada peserta didik tentang hal-hal yang belum dipahami dalam teks caption. 	Collaboration	Communication	<ul style="list-style-type: none"> Guru membagi kelompok secara heterogen dan membagi lembar kerja berupa foto tanpa caption Peserta didik secara kelompok mendiskusikan foto dan menyusun teks captionnya sesuai dengan foto yang di berikan 	<ul style="list-style-type: none"> Peserta didik mempresentasikan hasil kerja kelompoknya tentang teks caption didepan kelas. 	Creativity	<ul style="list-style-type: none"> Peserta didik melakukan refleksi tentang kegiatan proses dan hasil belajarnya
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Creativity	<ul style="list-style-type: none"> Peserta didik melakukan refleksi tentang kegiatan proses dan hasil belajarnya 										
Kegiatan penutup (5 menit)	<ul style="list-style-type: none"> Guru dan peserta didik membuat rangkuman dan simpulan tentang materi fungsi sosial teks caption. Kegiatan ditutup dengan doa dan salam. 										

E. Penilaian Hasil Pembelajaran

- Penilaian Sikap : Keaktifan Peserta dalam mengikuti kegiatan pembelajaran dan diskusi kelompok
Penilaian Pengetahuan : Tugas tertulis
Penilaian Keterampilan : Urut Kerja Kegiatan presentasi kelompok.

<p>Creativity (menganalisis dan mengevaluasi proses pemecahan masalah)</p>	<p>13. Peserta didik menyimpulkan hasil tugas dari data semua kelompok yang telah tampil.</p> <p>14. Peserta didik mengolah data dan menyimpulkan hasil diskusi yang telah dipaparkan oleh semua kelompok.</p> <p>15. Peserta didik memperoleh konfirmasi dari guru terkait hasil kesimpulan kemudian guru memutarakan jawaban yang kurang tepat dan memberikan penghargaan bila jawaban benar dengan pujian atau tepuk tangan bersama.</p>
<p>Kegiatan Penutup (5 Menit)</p>	
<p>Peserta didik dan guru melakukan refleksi pembelajaran dengan Peserta didik dan guru menyimpulkan pembelajaran yang telah dilakukan</p> <p>Peserta didik memberikan feedback terhadap pembelajaran yang telah dilakukan</p> <p>Guru memberikan tugas mandiri untuk mencari teks berita dari koran, majalah atau internet yang berbahasa Inggris</p> <p>Peserta didik dan guru berdoa dan mengucapkan salam penutup.</p>	
<p>II. Penilaian Hasil Pembelajaran</p> <ul style="list-style-type: none"> - Penilaian Pengetahuan berupa tes tertulis uraian, penugasan dan observasi terhadap diskusi tanya jawab dalam presentasi. - Penilaian Keterampilan berupa penilaian untuk kerja, dan penilaian portofolio. - Penilaian Sikap berupa sikap disiplin dan kerja sama 	

Based on the data from the interview and observation checklist, the researchers identified six teacher challenges in teaching English at SMAN 2; based on the answers from the date of the interview with the teacher, the researcher also identified the factor that causes challenges and how the teacher deals with those challenges. Seven teachers' challenges in teaching are found in the teacher at SMAN 2 Banda Aceh. They are lack of student motivation, lack of students' self-confidence, lack of student vocabulary, limited time allocation, a teacher's workload, and curriculum change.

The researcher also recommended for teachers and students. It can be a reference for teachers teaching English as a foreign language. For students, this can improve their knowledge about the teacher's challenges while teaching English, and how the teacher deals with the challenges can be a reference for students in overcoming their problems in studying English

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