

**HYBRID ENGLISH TEACHING METHODS IN SENIOR HIGH SCHOOL
OF INDONESIA: A CASE STUDY**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



By

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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
2024**

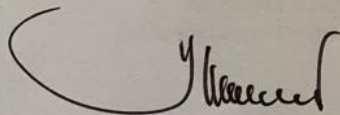
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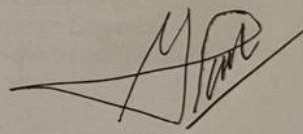
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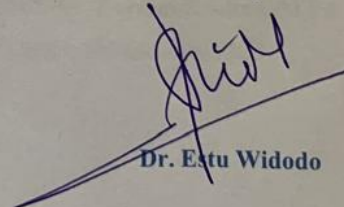
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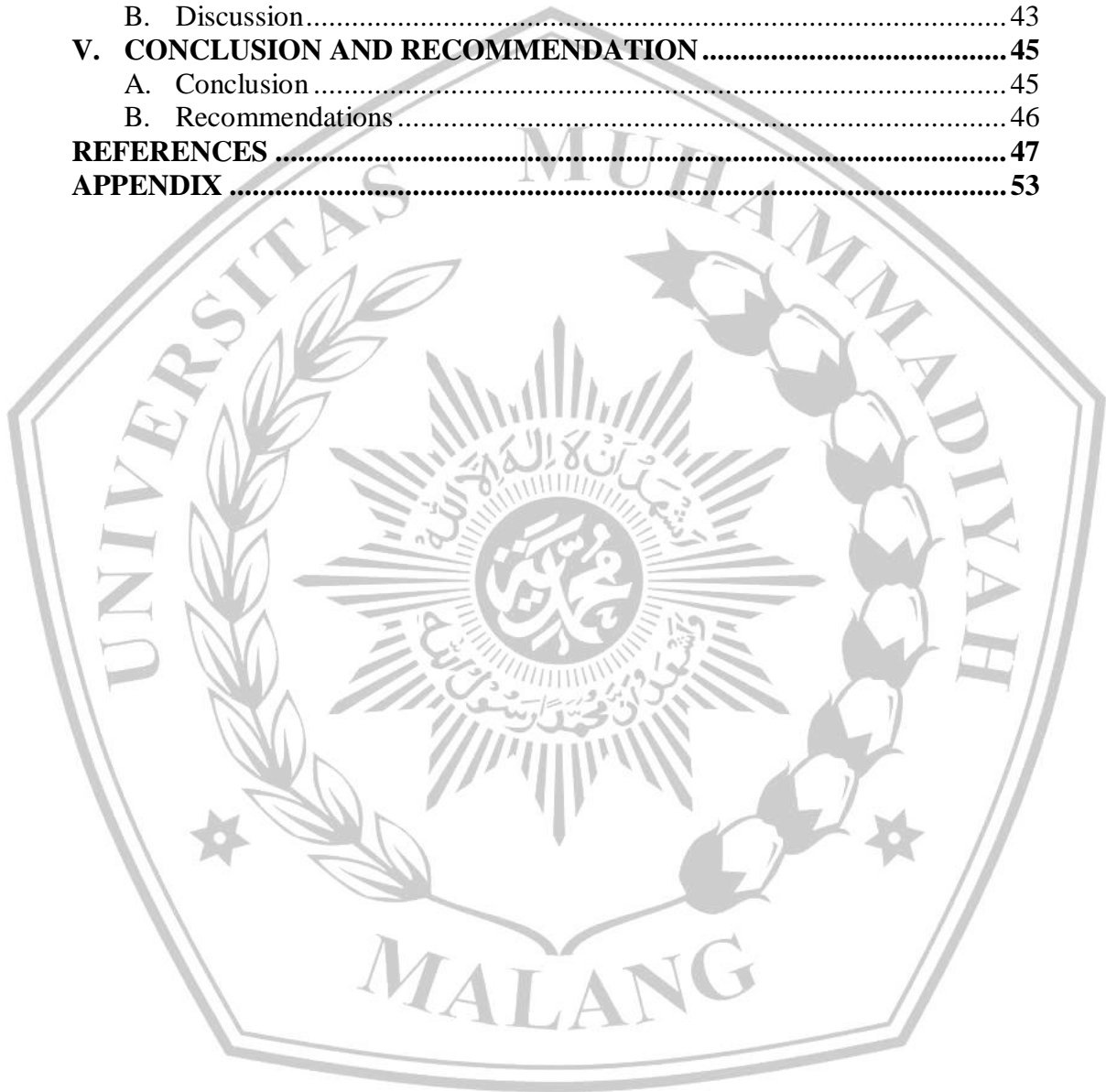
With deep gratitude, I would like to thank all those who have contributed to the journey of this research. May what we have achieved together be the foundation for greater achievements in the future.

The Writer

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LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that :

1.

The thesis entitled: **HYBRID ENGLISH TEACHING METHOD IN SENIOR HIGH SCHOOL OF INDONESIA: A CASE STUDY** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned in the bibliography.

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Thus, this statement is made truthfully to be used as appropriate.

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The Writer,



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ABSTRACT

This research investigates hybrid English teaching method and students' perception to the hybrid English teaching in senior high school. It is qualitative study with narrative research design. The study explores the teachers' experiences in hybrid English teaching for senior high school related to the teaching method and the students' perception toward hybrid English teaching. The participants of this study are the English teacher and the tenth-grade students of SMAK Syuradikara Ende. In collecting the data, this study uses observation, interview and questionnaire collection techniques and the instruments to collect the data are observation checklist, interview guide and questionnaire guide. Result of this study shows that the teacher combining more than one teaching method to teach English in the tenth-grade students. It is expected to increase students' motivation and understanding of the English lesson. Result of this study also shows that the students give positive perception toward hybrid English teaching. The lack of teacher mastery of technology makes the students have limited access to learning resources. They want English learning to be conducted by holding group discussions, learning using animated videos and learning outside the classroom. In conclusion, to improve teaching effectiveness, teachers need to receive training and continuing education in various teaching methods, including the use of technology in learning. This can help teachers improve their skills and adopt best practices in hybrid English teaching.

Keywords: Hybrid, English, perception, teaching, method

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ABSTRAK

Penelitian ini menyelidiki metode pengajaran bahasa Inggris campuran dan persepsi siswa terhadap pengajaran bahasa Inggris campuran di sekolah menengah atas. Penelitian ini merupakan penelitian kualitatif dengan desain penelitian naratif. Penelitian ini mengeksplorasi pengalaman guru dalam pengajaran bahasa Inggris hibrida untuk sekolah menengah atas terkait dengan metode pengajaran dan persepsi siswa terhadap pengajaran bahasa Inggris hibrida. Partisipan dari penelitian ini adalah guru bahasa Inggris dan siswa kelas sepuluh SMAK Syuradikara Ende. Dalam mengumpulkan data, penelitian ini menggunakan teknik pengumpulan data observasi, wawancara dan kuesioner dan instrumen yang digunakan untuk mengumpulkan data adalah daftar observasi, panduan wawancara dan panduan kuesioner. Hasil dari penelitian ini menunjukkan bahwa guru menggabungkan lebih dari satu metode pengajaran untuk mengajar bahasa Inggris pada siswa kelas sepuluh. Hal ini diharapkan dapat meningkatkan motivasi dan pemahaman siswa terhadap pelajaran bahasa Inggris. Hasil penelitian ini juga menunjukkan bahwa siswa memberikan persepsi yang positif terhadap pengajaran bahasa Inggris secara hybrid. Kurangnya penguasaan guru terhadap teknologi membuat para siswa memiliki akses yang terbatas terhadap sumber belajar. Mereka menginginkan pembelajaran bahasa Inggris dilakukan dengan mengadakan diskusi kelompok, belajar menggunakan video animasi dan belajar di luar kelas. Kesimpulannya untuk meningkatkan efektivitas pengajaran, guru perlu mendapatkan pelatihan dan pendidikan berkelanjutan dalam berbagai metode pengajaran, termasuk penggunaan teknologi dalam pembelajaran. Hal ini dapat membantu para guru meningkatkan kemampuan mereka dan mengadopsi praktik-praktik terbaik dalam pengajaran bahasa Inggris hibrida.

Kata kunci: Hibrida, Bahasa Inggris, persepsi, pengajaran, metode

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I. INTRODUCTION

This chapter deals with background of the study, problem of the study, objective of the study, scope and limitation, significance of the study, and the definition of the key term.

A. Research Background

English is an international language spoken by people all over the world. English plays a vital part in many facets of life during the globalization era. According to Boroujeni & Fard (2013), the world has become a global village, necessitating the adoption of a common lingua franca to facilitate communication among people from diverse language origins. According to Mackay (2002), because English is a popular lingua franca over the world, teaching the language has become particularly vital in areas where many people are learning it.

English teachers have to consider what the considerations of teaching English in the class. According to Andriyanto (2011), teaching English should be based on four points, namely: (1) The material should be appropriate with the students' interest and ability; (2) Provision should be made in timetable for instruction at frequent interval; (3) The English language lesson must not be a special feature on once or twice a week; and (4) The students should have the opportunity to exercise their growing skill every day.

The conclusion is that in foreign language teaching, the method that used by the teacher is also influential to gain success in conducting language in teaching and learning process. The success of teaching English depends not only on the four points that are explained in the previous paragraph, but also other considerations. According to Mackey (1975), all teaching must include some sort of selection, gradation, presentation and repetition. It includes selection because the teachers cannot teach the whole aspects of English language. It includes gradation because the teachers cannot teach all of what they have selected at once; the teachers have to put something one after another. It also includes presentation because the teachers cannot teach the English language without communicating it to other people the teachers have to present what the teachers have selected to others.

Finally, it includes repetition because the teachers cannot make other people learn the English language without repeating the materials they are learning the teachers have to teach language skills with practice all skills depend on practice.

Teaching English in schools is not an easy task and various factors contribute to difficulties faced while imparting effective foreign language education. Therefore, this has been the topic of research investigation for various scholars around the globe. Upon examining the English-language classes, many researchers pointed to a few main factors contributing to the failure of English-language teaching-and-learning: unqualified and poorly trained teachers, poorly motivated students, learners of mixed abilities in overly large classes, and rare opportunities for student exposure to English outside of class time (Dhanasobhon, 2006).

Learners find English particularly difficult when they are instructed to state their opinion in English (Nurkamto, 2003). There are only few students who are able to learn English to the next level, especially those who come from the middle and upper socio-economic classes. Such students have “the easy access and opportunity to enhance their English proficiency through private courses, computer-aided language instruction, and exposure through Western influences, TV channels, and foreign movies” (Lie, 2007). In addition, Lie (2007) added that outside the academic and professional worlds, English has never been widely used as the lingua franca of the majority of the population. This is because the geographic position of Indonesia is far away from English-speaking countries as well as several particular cultural values that to some extent, cannot motivate students to study English (Nurkamto, 2003).

However, according to Geringer (2003), the most important factor in student learning progress is the teachers, and teacher quality outweighs other factors such as motivation, funding, and class sizes. Qualified teachers can create the best environment for learning. Hindi (2012) has argued that teaching English as a foreign or a second language is a challenge for every teacher whether beginner or experienced yet rewarding career choice. The role of appropriate methodology in EFL teaching has also been investigated and it has been found that one of the causes, of the teachers' failure to help their students to use English as a tool of self-

expression and achieve their communicative goals, has been the methods of teaching (Mukattash, 1983).

According to Richards & Rodgers (2001), method is an overall plan for the orderly presentation of language material, no part of which contradicts, and can be used to teach English. Whatever the teaching methods used, the best way to teach foreign language is by bringing the lesson as close as possible to the real-life situation. The situation that brings foreign language teaching to be a live classroom are provided by gestures, handling or touching things, incident and activities, picture, interesting stories, and games.

There are numerous methods of language teaching that can be implemented. Fatiloro (2015), argues that “in handling English teaching problems, teachers must use a variety of methods for teaching English language”. In addition, Pande (2013), also believes that through applying various methods, particularly in matching the method and teaching topic, it will help teachers to establish an effective teaching process. Additionally, applying various techniques in language teaching should be considered because it will enable teachers to create suitable condition for students in learning English as well as help students to deal with their learning challenges (Holenšinská, 2006). Therefore, students can be helped in their language learning when teachers understand what best teaching methods or techniques meet the need of students.

Starting from the pandemic that occurred in 2020, teaching and learning has a new term, teaching and learning outside the network namely (offline) and in the net (online). The term offline is the opposite of the term online. Offline learning is learning that requires face-to-face and does not require an internet network as a learning tool. Offline learning activities also do not require computers and laptops because the types of activities are writing and collecting work (Hafemann et al., 2017).

Online teaching is teaching that uses the network internet with accessibility, connectivity, flexibility, and the ability to bring up various types of teaching interactions. The use of the internet and multimedia technology can change the way knowledge is conveyed and as an alternative to monotonous classroom

implementation (Broadbent & Lodge, 2021). Online learning is a learning that is able to bring together lecturers and students in an application to carry out learning interactions with the help of the internet during a pandemic (Dağ & Geçer, 2009). Basically, the implementation of online learning requires the support of electronic devices such as mobile phones, smartphones, laptops, computers, tablets, and iPhones to access information anytime and anywhere (Gikas & Grant, 2013). Online learning is a demand of the 21st century world, especially for the world of education in recent years (Alghasab, 2020; Castro & Tumibay, 2021; Hoi et al., 2021; Lemay et al., 2021).

Learning that started from face to face turned into a virtual meeting with the term online learning because of the COVID-19 pandemic (Rahayu et al., 2021). This causes learning to be carried out less efficiently, students do not understand the material presented by lecturers, lack of intensive interaction between lecturers and students, and lack of concentration of students when doing online learning which can be caused by an unsupportive learning environment (Limbong & Simarmata, 2020). Meta analysis found that online learning is more effective than offline learning (Winarno, 2017).

The improvement of students' English subject quality and the promotion of English teaching level and efficiency are increasingly inseparable from the protection of info tech, (Chuyang & Ye, 2018). The organic application of hybrid teaching pattern based on info structure in the process of English online-offline teaching is to realize the integration of diversified teaching ideas based on specific and specific learning theories. The improvement of English teaching quality and the cultivation of students' English core literacy also require the organic integration of offline learning plan and online structure of diversified teaching pattern.

In addition, through the info structure of hybrid teaching of English, it can effectively expand and extend the traditional English teaching pattern, and further stimulate students' learning autonomy, improve the main position of students in the teaching process, (Yao, 2017). Hybrid English teaching pattern can effectively guarantee the organization and implementation of teachers' classroom teaching and can significantly improve students' English practical ability and professional

quality, (Yong, 2017). With the increasing demand for applied English talents from all walks of life, it has gradually become the trend and focus of current English teaching to improve students' English practical ability through hybrid teaching.

Wang (2021), found that the combination of hybrid English teaching based on info tech can further strengthen students' English practical ability, promote the maximization of teaching efficiency, and realize the complementary advantages of online-offline teaching. This paper analyzes the function and feasibility of online-offline hybrid English teaching through the research of hybrid English teaching based on info tech. Through the analysis of the implementation of English hybrid teaching, the design of English hybrid teaching is studied. Through the research on the optimization strategy of hybrid English teaching based on info tech, the specific measures to improve teachers' info literacy and construct the conditions of scientific hybrid learning is analyzed.

There are some previous studies that related with this study. In Bawawa et al., (2021), during pandemic covid-19, the teaching process is mostly done in online ways. Thus, some teachers also used the hybrid learning method in the teaching and learning process. hybrid learning is the combination of online and offline learning. Moreover, during pandemic covid-19, the teachers used other teaching methods such as the Audio-lingual method, total physical Responses method, Grammar-translation method, etc. In combination the offline teaching, the teachers use online teaching with some applications such as google classroom, google meet, WhatsApp group, etc.

Besides, Lin et al., (2018), found that internet addiction (IA) severity was significantly and negatively predicted by offline social support, and mediated through self-esteem. The results not only are in accordance with the Sociometer Theory, but also supports (DuBois et al., 2002) conceptual framework. However, although online social support had a significant and positive predictability on IA, it was unable to predict self-esteem. Even though this finding may be at odds with the Sociometer Theory, but it highlights how the online environment can be very different from our offline settings. Varying types of social support may serve

different predictabilities in IA and can influence an individual's self-esteem in distinctive ways.

The impact of the pandemic a few years ago is still seen today, one of them is offline and online learning or hybrid learning. Based on the preliminary observation that had been done by the researcher at SMAK Syuradikara Ende, the researcher found the reason why hybrid learning still exist. There are some students who lived in a village, had difficulty in accommodating themselves at school to attend English extracurricular activities. So, the school created a policy to help these students by organizing online classes for students who choose English extracurricular activities so that they can still learn English even though they do not go to school. Besides that, the researcher also found obstacles that faced by the elder teacher, they faced the difficulties to use application that support online learning and teaching, such as google classroom, zoom, google meet and other application. Based on that challenging and problem, this research analyzed the teaching English method in hybrid class at SMAK Syuradikara Ende.

B. Problem of the Study

Based on the background of the study and the phenomenon, the researcher identified some problem. The problem that should be solved are:

1. What are the hybrid English teaching methods applied by English teachers at SMAK Syuradikara Ende?
2. What are the students' perceptions toward hybrid English teaching applied by the English teachers at SMAK Syuradikara Ende?

C. Objectives of the Study

Based on the statement of the problems mentioned above, the objectives of the study are stated as follows:

1. To describe hybrid English teaching methods applied by English teachers at SMAK Syuradikara Ende

2. To describe students' perceptions toward hybrid English teaching applied by the English teachers at SMAK Syuradikara Ende.

D. Scope and Limitation

This investigation conducted to determine the hybrid English teaching methods and students' perceptions toward hybrid English teaching applied by the English teachers at SMAK Syuradikara Ende. The participants of this research are the tenth-grade students and the English teacher of SMAK Syuradikara Ende. In this study, data were collected from the end of 2021 to the beginning of 2022, which is the transition period from the COVID-19 pandemic situation to the new normal era.

E. Significance of the Study

The researcher hopes that this research has some theoretical and practical benefits. First, theoretically, this study is expected of giving valuable knowledge in the development of English teaching especially in English teaching method. Second, practically, the researcher hoped that this research can help the English teachers to select appropriate teaching methods of English. For the next researchers, this research is expected to give some inspiration and information to do further and deeper research on the related topics.

F. Definition of Key terms

To avoid misunderstanding of the key terms used in this research, the following terms are defined:

1. English Teaching

According to Collins dictionary, English teaching is the practice and theory of learning and teaching English for the benefit of people whose first language is not English. In this study English teaching means, English learning and teaching activity involve the teacher and students in a classroom.

2. Teaching Method

Duruji et al., (2014), the term teaching methods refers to the general principles, pedagogy and management strategies used for classroom instruction. In this research, teaching method means the methodology that used by teacher in order to deliver the subject.

3. Hybrid learning

According to O'Byrne & Pytash (2015), hybrid learning is a pedagogical approach that combines face-to-face learning with online-based computer-mediated learning. In this research, hybrid learning focuses on offline and online learning such as face to face and computer based learning or online learning (internet and mobile learning).

II. REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the research. This chapter discuss about the teaching of English, hybrid teaching method, hybrid English teaching method, and students' perception towards hybrid English teaching method.

A. The Teaching of English

English is a tool to communicate among many countries as a global language and used to communicate with other people especially in educational field. Mastering English is very important to gain success in facing the global era. Supporting the above statement, Brown (2001), states that English increasingly used as a tool for interaction among non-native speakers. He adds that most of English language teacher across the globe are non-native English speaker. It means that their language is not monolinguals, but bilingualism. Instead, English as a second language has become a tool for international communication in transportation, education, commerce, banking, tourism, technology, diplomacy, scientific researcher in the world including in Indonesia.

According to Brown (2002), teaching means guiding and facilitating learning encouraging the learners to learn and setting the condition for learning. Therefore,

teaching English means that the teacher guide and facilitate the learners to study about English. Teaching English in Indonesia is regarded as teaching English as a foreign language. English is not used by Indonesian as their daily language. However, English is learned in very limited environment such as at school as one of compulsory subject.

English teaching in Indonesia's government schools and colleges has been characterized by failure over the past few decades. Three Indonesian scholars have portrayed it in this way. Alwasilah (2001), lists as common problems 'unskilled teachers, abject facilities' and 'unfavourable learning environments. In a survey of developments of ELT in Indonesia, Dardjowidjojo writes: With few exceptions, generally a high school graduate is not able to communicate intelligibly in English. Those who are can be suspected of having taken private courses or come from a certain family background. He goes on to list five contributing factors:

1. Large class sizes.
2. Teachers with low levels of English proficiency.
3. The low salary of government English teachers, which encourages (or even forces) many to moonlight.
4. The lack of adequate preparation to teach the new curriculum.
5. Cultural barriers.

The function of teaching English is to develop communication skills in that language both spoken and written, to increase awareness of nature and become the main tool for learning and to develop an understanding of the relationship between language and culture and to broaden cultural horizons (Asri, 2017).

B. Hybrid English Teaching

Hybrid teaching methods combine face to face and online teaching to form a cohesive experience among learners and teachers in college English learning. Undergraduate students prefer learning while online with fewer class sessions and hence hybrid teaching methods increase the learners' involvement and the urge to understand English concepts because of the online experience. Furthermore, Hybrid teaching offers unique experiences through planned teachings in a more careful

structure. Instructors need to ensure that hybrid teaching methods develop strong face to face teaching and can be feed over a longer term. Hybrid teaching balances blended face to face course experiences and few class sessions that are worth in online instructional learning.

The development and growth of information and technology have enabled changes in the education system such as hybrid teaching methods. Hybrid teaching methods blend various approaches of learning and teaching, that utilizes resources and materials to facilitate understanding of various subjects such as English among undergraduate college students effectively. Learners are able to interact effectively with learning materials and peers through hybrid teaching methods to enable a blended learning process, (Yang, 2019). Therefore, hybrid learning methods in teaching English Language among college undergraduate students is important through the combination of online learning and face to face interaction for successful achievements as the learning objective.

Hybrid learning is a strategy to learning that integrates traditional place-based classroom approaches with online education materials and opportunities for online interactions (Park et al., 2019). Hybrid learning needs the physical presence of both teachers and students, with certain aspects of learner control over speed, path, place, or time. The present period is characterized by speedy transformation originating from technological and scientific advancements, including IT (information technologies) (Pawan et al., 2016). Hybrid learning is an educational model offered through traditional learning methods and digital networks to share knowledge and education resources between instructors and learners. Besides, e-learning provides learning courses accessed through digital platforms and gadgets utilizing online technologies such as smartphones, tablets, laptops, and personal computers. Denoted as e-learning, these platforms are important in teaching and training students through the internet and wireless technologies (Wichadee, 2015).

1. The concept of Hybrid learning in teaching English

Hybrid learning integrates traditional learning and web-based approaches in teaching English effectively. The method promotes and develops English learning through active methods and involved practical activities as experienced on the web (Chambers & Gregory, 2006). Additionally, a hybrid teaching method allows students to solve problem strategically through the experiences encountered in online learning. Additionally, the blending of face to face and online learning gives the students an opportunity to reflect and develop specific critical thinking strategies during the learning process (Dong & Yu, 2017). Various curriculum activities and traditional materials used in the teaching of English can be accessed effectively through hybrid learning. Furthermore, Students are able to sharpen their skills in English, through hybrid learning because of the opportunity to access numerous educational journals physically in electronic forms while online. Traditional learning concepts are important in promoting learning processes in English because of the skills such as writing the definitions of vocabularies In the English language as the presented in traditional learning style (Cheung et al., 2013). Therefore, the combination of traditional concepts in teaching English is part of a hybrid learning method that promotes English teaching effectively.

Besides, hybrid learning methodologies have enabled the combination of media tools integrated into e-learning environments. English language students are able to access relevant information through e-platforms to enable them to learn effectively some specific components of English effectively. E-Learning environments increase resources for teaching and commensurate development in higher education practices. Besides, increased access and dependence on ideologies through online learning is an important concept in conventional education through blended teaching. Students' purposes and conditions in learning English is clearly shaped through ideologies through hybrid learning practices (Klimova & Kacetl, 2015). Moreover, the combination of learning and teaching approaches is made possible irrespective of the technology used when hybrid teaching methods are employed in the process of teaching English. The mixture of instructional

modalities in teaching English through hybrid learning self-paces the learning process effectively.

2. Hybrid learning approaches in Teaching English

Hybrid teaching approaches enhance technological aspects for active learning possibilities within an online environment to promote teaching and development of ideas and concepts among college students. Blended learning approaches use audio-based activities' important for both oral and comprehension teaching in the promotion of English language (Cheung et al., 2013). Students are able to understand the ideas and concepts that are important in English for Essay and comprehension writing. Additionally, students will be able to write text-based activities' effectively as a form of communication in English because of the approaches introduced through hybrid learning methods (Klimova & Kacetl, 2015).

Hybrid teaching methods allow for the incorporation of informatics and management system approaches. The teacher allows written assignments such as essays to be submitted through online platforms for self-study and further reference while reading. Teachers are able to follow face to face teaching and student's discussions in particular areas of difficulties to meet goals and promote online work. Additionally, teachers are able to identify mistakes and clarify certain important points that might have been made in the assignments and submitted online (Klimova & Kacetl, 2015). The discussion and interactions' that teachers and students have in hybrid teaching are important in enabling a proper understanding of ideas in English language. Additionally, English language becomes easy and interesting in it is learning and teaching approaches. Definitions of certain important English vocabularies are easily accessed and learned for proper writing and communication. Moreover, students are able to input important materials for coursework and explanation of English concepts through videos or written information presented on the websites (Cesm et al., 2011). The combination of coursework and companions of websites through hybrid learning enables for the growth of activities and ideas that are exercisable in the learning of English effectively. The blending in hybrid learning targets cultural languages through the

use of YouTube videos and meaningful situational videos relevant in teaching English language (Chambers & Gregory, 2006).

C. English teaching method

According to Larsen-Freeman & Anderson (2000) there are eight kinds of English teaching methods. They are Grammar-Translation Method, Direct Method, Audio-Lingual Method, Community Language Learning, Desuggestopedia, Total Physical Response, Silent Way, and Communicative Language Teaching Method.

1. Grammar Translation Method

Grammar Translation method is the oldest method used in language teaching. This is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentence and text into and out of the target language (Richards & Rodgers, 2001). The grammar-translation method viewed the study of a language as the memorization of rules to be able to manipulate its morphological and syntactical system. Grammar is taught deductively (by the presentation of rules followed by translation practice) and accuracy in translating sentences and texts is the main focus of this methodology. According to the grammar-translation method, the learning and teaching of languages consist of the following principles:

- a. Teachers must assert their authority, as their role is to transmit knowledge to learners and the learner's native language is the medium for instruction. Very little teaching is done in the target language. It is an extremely teacher-centered method of teaching.
- b. Learners need to be able to read the literature written in the target language and learn all the relevant vocabulary and grammar. Learners do not play any active role and there is little learner-learner interaction.
- c. Literary language is superior to the spoken language. Learning a language consists of being able to read and translate a text into and out of the target language. The main focus of teaching is to develop the learner's ability to read,

write, and translate. Teachers would not direct learner's attention to the content of the text which is treated as a translation exercise. Reading of very complex classical texts begins early. To be able to communicate using the target language is not an important goal for learners.

- d. The focus is on accuracy and not fluency. The grammar is taught systematically (following a sequencing grammar syllabus) through explicit extensive and elaborated teaching of grammatical rules. The main assumption is that a second language is learned through the deduction of the grammatical properties of a target L2. When learners have developed a conscious and explicit representation of that language, they can apply this ability in the production of sentences through translation from one language to the other.
- e. Errors are corrected. If learners answer a question incorrectly, the teacher would select somebody else to give the correct answer and/or he/she replies directly.
- f. Learners should memorize vocabulary in the form of isolated word lists. Vocabulary in the target language is learned through translation from the native language.

2. Direct Method

In foreign language teaching, direct method is also known as natural method. The direct method is an answer to the dissatisfaction with the older grammar translation method, which teaches students grammar and vocabulary through direct translations and thus focuses on the written language. There is an attempt to set up conditions that imitate mother tongue acquisition, which is why the beginnings of these attempts are called the natural method. At the turn of the 18th and 19th centuries, Sauveur and Franke proposed that language teaching should be undertaken within the target-language system, which was the first stimulus for the rise of the direct method. Sauver and other believers in the direct method argued that a foreign language could be taught without translation or the use of learner's native language if meaning was conveyed directly through demonstration and action (Richards & Rodgers, 2001). According to the learning and teaching of languages consist of the following principles:

- a. Classroom instruction is conducted exclusively in the target language.
- b. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading, and writing are introduced in the intermediate phase.
- c. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- d. Grammar is taught inductively.
- e. New teaching points are introduced orally.
- f. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
- g. Both speech and listening comprehension is taught.
- h. Correct pronunciation and grammar are emphasized.
- i. Students should be speaking approximately 80% of the time during the lesson.
- j. Students are taught from inception to ask questions as well as answer them.

3. Audio-Lingual Method

Definition of Audio-Lingual Method (ALM) Richards & Rodgers (2001), defines ALM as a method for teaching language through dialogues which stress on the students' habit formation by repetition, memorizing grammatical structures through substitutions, singular-plural and tense transformations. Nunan (2013), said that ALM is language teaching method based on the behaviorist notion that learning a language is a process of habit formation. Procedures of ALM in typical audio-lingual lesson, the following procedures would be observed; 1) Students first hear a model dialogue, 2) The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students, 3) Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds, 4) The students may refer to their textbook, and follow up reading, writing, or vocabulary activities based on the dialogue may be introduced, 5) Follow up activities may take place in the laboratory, where further dialogue and drill work is carried out, (Richards & Rodgers, 2001). This method was created in United States toward the end of the 1950s as a result from the

increasing attention given to foreign language teaching. The Audio-Lingual Method drills the students in the use of grammatical sentence pattern (Larsen-Freeman & Anderson, 2000). Some characteristics of this method are:

- a. Drills are used to teach structural patterns
- b. Set phrases are memorized with a focus on intonation
- c. Grammatical explanations are kept to a minimum
- d. Vocabulary is taught in context
- e. Audio-visual aids are used
- f. Focus is on pronunciation
- g. Correct responses are positively reinforced immediately

4. Silent Way

Silent way is introduced by Caleb Gattegno in 1972. He said that the teacher should be silent as much as possible while teaching but students should be encouraged to produce as much language as possible. One principle in this method is teaching should be subordinated to learning means that to teach means to serve the learning process rather than to dominate it. The Silent Way was conceived as a special case of Gattegno's broader educational principles, which he had developed to solve general problems in learning, and which he had previously applied to the teaching of mathematics and of spelling in the mother tongue. The general purpose of silent way is to teach learners how to learn languages, and skills developed through the process of learning a foreign language can be used to learn everything else that is not yet known. In the learning process, the teacher only points to a chart containing consonant vowels. The teacher pointed silently several times. After a while the teacher only gave an example of how to pronounce it. Then appoint students to pronounce it correctly. This is done to focus students' attention, to get students' responses, and to encourage them to correct their own mistakes.

Gattegno sees language learners as a process of personal growth that grows consciously from students and become a challenge for students. Student can develop personality, autonomy and responsibility. Students must be aware that the

skills they acquire depend on themselves and must realize that using language is useful to learn a new language. Teacher silence may be a rare thing, for most language teachers it is traditionally trained that demands all aspects of the silent way. Broadly, these principles are:

- a. Teachers should concentrate on how students learn, not on how to teach
- b. Imitation and drill are not the primary means by which students learn
- c. Learning consists of trial and error, deliberate experimentation, suspending judgement, and revising conclusions
- d. In learning, learners draw on everything that they already know, especially their native language
- e. The teacher must not interfere with the learning process

5. Suggestopedia

Desuggestopedia is one kind of method which is developed by a Bulgarian psychiatrist-educator named Georgi Lozanov. This method is very concern with the situation of environment around the learners when they study the language. Lozanov (1978), states that there are four main stages of the activities in suggestopedia method. They are presentation, concert session (active and passive), elaboration, and practice. In the presentation stage, the students are helped to get positive mind that learning is easy and fun. In this stage, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students.

In the active concert, the teacher reads a text and is repeated by the students. After that, in the passive concert, the teacher plays some baroque music in the background, and she/he reads the text again and the students listen carefully. In the elaboration, the teacher tells the students that they will do something like making film, gaming, etc. after the concert session. In the practice stage, the teacher uses games, puzzles, etc. to review the students understanding. The activities in desuggestopedia method seem fun for the students. By applying this method in the class teacher hopes that the students will enjoy learning English.

6. Community Language Learning

Community Language Learning (CLL) is a method which is developed by Charles A. Curran. He is a specialist in counseling and professor of Psychology at Loyola University, Chicago. This method assumed that the teacher as the counselor and the learners as the clients in the language classroom. In this method, teachers consider their students as “whole person”. Curran managed to apply the psychological counseling techniques to learning aspects, which resulted in a ‘Counseling-Learning theory’ represented by the CLL in teaching languages. Among the problems that impede foreign language learning are anxiety and negative emotions of defense. According to Richards & Rodgers (2001), these aspects of Curran’s learning philosophy address ‘the personal commitments that learners need to make before language acquisition processes can operate’.

The CLL method is based on principles that reinforce the communication between learners rather than the production of ‘correct’ language. As communication requires ease and security, learners’ needs and feelings are addressed with due regard in every aspect of the teaching process. For the learners, they need to know the limits of the teaching activity assigned by the teacher so that they feel more secure about it. Finally, learners need also to work in groups to feel a sense of community and learn from each other as well as the teacher. In this regard, cooperation, rather than competition, is encouraged. Interestingly, the teacher is not only limited to deliver content to the learners but also, he is a counselor who can handle the problems learners face while learning something new.

7. Total Physical Response

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richards & Rodgers, 2001). The TPR method is a method of language learning that is arranged in the coordination of commands, speeches, and actions, and trying to teach language through physical activity (motorcycles). This method was developed by James Asher, a professor of psychology at San Jose

University, California. James Asher argues that direct pronunciation to the child or the students contains an order, and then the child or student will respond to his physical before they start to produce verbal and verbal response. This TPR method is very easy and lightweight in terms of language use and also contains elements of game movements so that it can relieve stress on students because of the problem encountered in their lessons, especially when learning a foreign language, and also can create a positive mood in students which can facilitate learning so as to increase student motivation and achievement in the lesson. The meaning of the target language is learned during action.

The teacher or instructor has an active and direct role in implementing this TPR method. According to Asher “The instructor is the director of a stage play in which the students are the actors”, which means that the teacher (instructor) is the director in storytelling and in which student act as actors. The teacher decides what to learn, who plays and displays the subject matter. Students in TPR have the main role as listeners and actors. Students listen attentively and respond physically to the instructions given by the teacher both individually and in groups.

8. Communicative Language Teaching

Communicative Language Teaching (CLT) according to Richard and Rodgers is theory of language teaching that starts from a communicative model of language and languages use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques. CLT involves some form of communication, which is manifested in communicative exercises and moreover the functional potential of language is viewed as crucial (Richards & C, 2007). The underlying theory of language of CLT logically views language as communication. The goal of teaching is to develop communicative competence (Richards & C, 2007).

Procedures of communicative language teaching, Jack Richards (2006) suggest some principles or procedures in teaching using CLT; 1) Focus on meaning,

2) Communicative competence is the desired goal, 3) Learner-centered, 4) Fluency is the primary goal, 5) Students are expected to interact with other people, either in oral practice, through pair and group work, or in their writings, 6) Dialogues, if used center on communicative functions, 7) Intrinsic motivation will spring from an interest in what is being communicated by the language, 8) Task- based. In this method, learning language required not only linguistic competence but also communicative competence. The learners know how to use the language in the real life.

D. Students' Perception

Many people believe that perception is an abstract thing is hard to define, but it does not mean that perception cannot be defined. The following are some definitions of perception according to experts:

1. Definition of perception

Perception is the release of the human brain process, and it is a phenomenon perspective. Many elements such as feeling are engaged in this process, needs, motivation, education, experience and so on. Perception is the experience of object, event, and relationship acquired by resuming information and interpreting message. It gives a meaning toward stimulus-response in resuming information and predicting message which involves attention, hope, motivation, and memory (Rakhmad, 2000).

Following it, Michotte (2019) develops perception as a phase of the total process of action which allows us to adjust our activities to the world, we live in. Here, the students' perception can be described as the developed opinion after having a certain experience that needs adjustment. From some expert definitions, we can conclude that perception is a human thought process of particular phenomena after the feeling has passed through the sense of organ from the environment. Thus, students' perception plays as a very important role to support the learning process in classrooms activities. Blake & Sekuler (1990), said that" Perception is what person (student) feel about particular thing both conscious and

unconscious, whether visual or auditory and thought that are caused by process going on the brain. In other words, perception is people' opinion about something that they are thought is true. It means that perception refers to someone sense or view toward a certain object.

Based on explanation from perception, according to Robbin (2003), there are three types of perception as follows:

a. *Person Perception*

Person perception refers to those processes by which we come to know and think about other, their characteristic, qualities, and inner state. We construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world to the extent to which we attribute stable traits and enduring disposition to the other people. We feel that we are better able to understand their behavior and predicted their future actions and we use these nations to guide our interaction which them.

b. *Social perception*

Social perception means that trying to understand people whether they are professional athletes, political leaders, criminal defendants, entertainer, or loved and closer to home is not essay task. Perception does not occur in vacuum instead we bring to bear prior knowledge that we had structure and stored in our heads for the processing for new information about individuals. Social life dictates that we be do something more than creatures of the moment. Sustained patterns of interaction of social relationship require us to retain information, as the situation require. Without memory we should react to every event as if it we unique, and if we did not remember the fact, we should be in capable of thinking of reasoning.

c. *Perception of situation*

Social psycholinguistics views a situation as all the social factors that influence a persons' experience or behavior at a given time and given a place. It is an interaction of time and space within which we act in specific ways. The

situational context in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli in our interpretation of the stimuli.

2. Students' perception

Adediwura & Tayo (2007), show the process of having perception as follows: Any impression that comes from outside, whether it's a sentence we hear, an object or a sight, as soon as it enters our consciousness, it will be directed in some particular direction or another, make a connection with other material that's already there and finally produce what we call a perception. Therefore, it is clear that perception is the reaction caused when an impression is perceived from the outside after making a connection with other material in consciousness (memory). From this point of view, it can be concluded that perception cannot be done in a blank space. Perception depends on some background information that will trigger a reaction. Perceptions can be energized by present and past experiences, the individual's attitude at any given moment, the physical state of the sense organs, the person's interests, the level of attention, and the interpretation given to the perception. As Akande & Oyeniya, (2009), states that perception follows factors, such as past experience, present experience, personality and motivation, as very important to understanding how people perceive an event.

In the educational system, student perceptions include how students perceive an experience, especially past experiences of the learning process. Specifically, and psychologically, students perceive what they see, hear and feel while at school. On the other hand, psychologically it can be said that students' perceptual activities involve their cognitive impressions formed by the "learning process".

McGoldrick & Caffrey (2009), stated that student perception can be understood as the ability of students to justify their own opinions and distinguish them from the research presented in class. Students' perceptions of the teaching and learning process depend on what they have learned in the classroom and how they experience it. In this study, students' perceptions refer to what students experience during the teaching and learning process in the classroom.

3. Factors influencing perception

In organizational theory, Gibson et al., (1985), provide the perception process in the form of a diagram, and there are six factors that affect a person's perception.

a. Stereotype

A stereotype is a set of thoughts within a particular group that is generalized to all members of the group. This shows that people have established a piece of knowledge in their minds, even though they do not know whether it is true or not.

b. Selectivity

Gibson et al say that people tend to ignore information or cues that might make them feel uncomfortable. This means that perception is based on something we want to choose. People will receive stimuli that they want, but most of the stimuli they receive are stimuli that are positive for them. People have various interests, so they can choose what is important or relevant to fulfill their needs. This is why people perceive things differently.

c. Self-concept

The way a person perceives themselves in the form of a self-concept will affect their perception of something in their environment. When a person manages to know their self-concept, then the perception of something can be seen accurately. Students' self-concept is often displayed in their attitudes based on stimuli that can be in the form of feelings of likes and dislikes towards something.

d. Situation

People tend to work quickly when they don't have much time. Due to time constraints, people pay less attention to factors that can affect the results. People become careless in their activities. They make decisions about a thing without further understanding or their perception of the thing.

e. Need

Perception is strongly influenced by needs and desires. They will eat what they want to eat, they will see what they want to see, and they will do what they want to do. For example, in selecting a teaching technique, the teacher's goal is to get the most comfortable technique based on the students' needs and expectations. Needs and expectations influence people in forming perceptions.

f. Emotion

Emotions can influence a person in forming perceptions. Gibson et al. state that strong emotions often bias the perception. Perceptions that form through experience of a particular thing can affect the perceptions that will be formed in the future. A student who attends a class may have a perception of the class. His or her perception of the learning is good because the teacher can make him or her understand the material. Moreover, the teacher is nice. Therefore, the student will not hesitate to recommend the teacher to his or her friends.

III. RESEARCH METHODOLOGY

This chapter includes the research design, data and data sources, instrument, data collection, and data analysis.

A. Research Design

Research design is plans and the procedures for research to detailed methods of data collection and analysis (Creswell, 2009). The function of a research design is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible. This study used descriptive qualitative method. Descriptive qualitative is a kind of method which is conducted by collecting data, analyzing the data and drawing representative conclusions.

In this kind of method, the data are not number but might be some words or description of something. Kumar (2011), stated that the main focus of qualitative research is to understand, explain, explore, discover and clarify situation, feelings,

perception, attitudes, values, beliefs and experiences of a group of people. Qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena.

In this study, the researcher used a case study to explore the phenomenon in depth in a real context. This is important to understand the complexity and detail of the situation being studied. A case study is one of the most commonly used methodologies of social research, (Priya, 2021). Case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a “real life” context (Simons, 2009). According to Stake (2005), case study is not a methodological choice but a choice of what is to be studied.

The researcher used this method because of the qualitative method helped the researcher describe the English teaching methods applied by the teacher in teaching English in hybrid classes. Descriptive qualitative method also helped the researcher describe the students’ perception toward the teaching methods of English applied the teacher in teaching English in the hybrid learning at SMAK Syuradikara Ende.

B. Data and Data Source

The data are information or facts used in discussing or deciding the answer to research question.

1. Data

According to Turban (2010), data are the basic description of objects, events, activities and transactions recorded, grouped and stored but not yet organized to convey a certain meaning. The data on this study were qualitative data in the form of statement reflecting teaching methods and students’ perceptions.

2. Data Source

Data source in this research were from the English teacher and the tenth-grade students of SMAK Syuradikara Ende.

3. Technique of Collecting Data and Instrument

Data collections technique of this research is observation, interview and questionnaire. Observation and interview were used to investigate the teacher teaching methods in teaching English. The Questionnaire was used to know students' perceptions towards the hybrid English teaching.

a. Observation

Observation is a way of collecting data by conducting direct observation of an object in a given period and holding a systematic recording of certain things observed. Number of periods of observation that needs to be done and the length of time at each observation period depends on the type of data collected. In this case, unstructured observation was administered for every two periods of teaching. The instrument used in this research is observation checklist. The observation used to answer first research question, to investigate the teacher teaching method in teaching English. The way to doing observation are: 1) the researcher prepared the materials to conduct the observation such as: paper, pen and camera. 2) the researcher joined in the classroom, 3) the researcher observed teachers teaching method in teaching English. In this case, the researcher observes whatever is done by the English teacher related to the teaching method in the classroom.

b. Interview

Interview to support the validity of data collections, interview was administered to the teacher. The interview was developed to cover some questions about teachers teaching method. Interview is used as directive means of finding what people are thinking, feeling, and doing (Given, 2008). According to Sugiyono, (2008), interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic.

The interview was conducted to get the addition of information in response to interesting or important answer that arouse unexpectedly from the planed

question (Mudjiman, 2007). The functions of the interview in this research were to cross-check the data and to make sure that the data from the observation was valid. The instrument used in this research was interview guide.

In this study, researcher interviewed the English teachers who taught English in the tenth grade at SMAK Syuradikara Ende. The researcher used smartphone to record to get information from the English teacher in the interview process and to find out the methods used by the English teacher in teaching English.

c. Questionnaire

According to Ary et al., (2010), questioner is an instrument in which respondents are provided with written responses to questions or mark items that indicate their responses. In this research, the researcher used a questionnaire guide to collect the data, because by using questionnaire, the answer would be well organized. According to Creswell, (2012), there are three types of the questions:

- a. Close-ended question is the researcher poses a question and provides pre-set response options for the participant
- b. Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions.
- c. Semi-closed-ended questions: This type of question has all the advantages of open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question.

The questioner of this research was made from the combination of close-ended and open-ended questions. Close-ended questions are provided the optional answer that is Yes/No, which is use the guttman scale. While, the open-ended questions are made because the researcher does not provide the optional answer, so the students answer the questions by their own responses and in their own words. The researcher used combination of close-ended and open-ended questions because close-ended question could gather core data efficiently and established a baseline for understanding the topic. Meanwhile, the open-ended was intended to delve deeper into specific areas of interest or to understand the “why” behind the close-

ended responses. The items of the question were written in Bahasa Indonesia for better understanding.

C. Data Analysis

Data analysis is very important to make sense of or to give meaning to the data. It may come about simultaneously since researchers begin to undertake data collection up until the purposes of the research are pursued and completed (Creswell, 2008; Denzin & Lincoln, 1998; Fraenkel & Wallen, 2006). It implies that data analysis is interrelated to data collection and considered as an ongoing process throughout research investigation. Having collected the data, several steps were undertaken to analyze the data gained. The steps undertaken for data analysis were divided into three main parts, which were analyzing video of classroom observation, analyzing interview data from the teacher, and analyzing questionnaire data from students. The first step to do before analyzing the data was to transcribe the data from interviews administered to the teacher. Then, this transcription was reviewed line by line, labeled, and categorized by the researcher.

To analyze data Creswell (2012), propose an interactive model as this is an ongoing process throughout the whole investigation process, containing three subprocesses: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

The researcher used data reduction to select the result of data from observation, interview and questionnaire. The data obtained from the observation will classify based on the teaching method theory. To analyze the data from interview recording, the researcher transcribed the data from oral into written form and then the researcher analyzed the method which the English teachers used in the teaching process. After classifying the teaching method, the researcher will classify the student's perception toward the hybrid English teaching based on the result of the questioner.

2. Data Display

Once the data was reduced, the next step to undertake was displaying the data. According to Denzin & Lincoln (1998), data display can be presented in the forms of “structured summaries, synopses, vignettes, network like or other diagrams, and matrices with text”. It enables researchers to give clear view of what was happening and of what to do in further analysis as well as conclusion drawing about its meanings. So, this step is on the point of interpreting the condensed data by relating them to the central theme of research questions, which generating the findings to answer research questions.

3. Drawing conclusion and Verification

The last step of doing data analysis is the researcher make a conclusion. Creswell (2012), states that analyzing qualitative data is understanding text or images to get the answer to research question. Then the data analysis in this research consisted of several steps. Those are:

- a. Reviewing data had been collected
- b. Classifying teaching method according to the findings
- c. Explaining the teaching method and showing the students perception toward the hybrid English teaching
- d. Drawing conclusion from the result.

Table 1. The Summary of Research Problem and The Data

Research Problem	Form of Data	Data Sources	Data Collection Method	Instruments
What teaching methods of English are applied by the teacher in teaching English offline and online at SMAK Syuradikara Ende?	Qualitative data in the form of statement as reflecting English teaching method	The English teacher	Observation Interview	Human Instrument Interview guide
What is the students' perception toward the teaching methods of	The result of questionnaire	The grade 10 students of SMAK	Questionnaire	Questionnaire guide

English applied by the teacher in teaching English offline and online at SMAK Syuradikara Ende?		Syuradikara Ende		
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IV. FINDINGS AND DISCUSSION

This section describes the results of the study. It includes the results of interviews with the subjects, observation in the class and questionnaires distributed.

A. Research Findings

The outbreak of COVID-19 has influenced many aspects of human life including education. The teaching and learning process that was previously conducted in direct method in the classroom, it changes to online class. When the pandemic healed and gradually decreased to an end, the teaching and learning process came into transition. It transformed into hybrid teaching.

In this study, the data of this study is the English teachers' methods in hybrid teaching for the tenth-grade students of SMAK Syuradikara Ende and the students' perception of hybrid teaching. The participants of this study were one teacher and seventy students of class X-1 and class X-2. Those participants were selected for this study because the teachers still use the hybrid (online and onsite) classes to teach English for these classes. The school divided the classes based on the extracurricular activities the students choose. This online class is only for students who choose English extracurricular that is called English Club. The school founded this English club for improving the students' achievement in English and to facilitate the students with high interest in learning English. This English club was conducted online in the afternoon. This online class for the English club was still conducted because it was aimed to assist the students who lived far from school to be able to join and did not require them to come to school. In this study, the teacher used material book, smartphone, and applications of Canvas, zoom meeting, PowerPoint and WhatsApp group as supporting media for hybrid English learning.

The teacher applied hybrid teaching in the English class by giving instructions in the classroom and submitting and discussing the assignments online. In the classroom teaching, the teacher started the class with greetings to the students. The teacher checked the students' attendance by calling them one by one after that. It continued with ice breaking. The teacher asked the students some questions to make them predict the material they would learn. It was aimed at engaging the students in class activities. In these activities, the students were explained the materials in the meeting briefly and the teacher divided them into groups of five to six students after the explanation. The teacher wrote questions on the board that the students should answer and discuss with the members of the group. Furthermore, the teacher instructed the students to submit their result of discussion or their answer through Canvas application within the time determined by the teacher. This submission was in the form of a link and should be sent to WhatsApp group. The teacher assessed the students' work through the link they sent. The results of their work were presented in the next meeting. The group with good discussions and reasoning was selected to present the results of discussions in front of their friends using their smartphones. The teacher assessed their mastery of the material and English. Those who had no turn to present their work had to give feedback to the presenter. They were allowed to ask questions, comments or suggestions. At the end of the class, the teacher gave feedback on the students' activeness and class activities.

In the online class, the teacher began by sending the Zoom link for the meeting to the students through the WhatsApp group. When the students joined the room, the teacher greeted them by saying good "afternoon class" and continued checking their attendance. In engaging the students in activities, the teacher invited the students to a riddles game. The teacher began the class by explaining to the students the materials they would discuss in the meeting. In explaining the materials, the teacher used the PowerPoint she prepared. In this meeting, the students were asked to read a story and re-tell it with the correct pronunciation, intonation, and expression. The teacher gave them an example before they did it. In one meeting, five students should read a story and re-tell it. The teacher immediately corrected them when they made mistakes in pronunciation, intonation

or expression. Students who had no turn to do the activities were asked to listen to the presenter to avoid errors. At the end of the class, students and teacher gave feedback to each other regarding the teaching and learning activities. Moreover, the teacher chose the best storyteller as the candidate for a competition to celebrate the school anniversary in the next month.

The data was collected using observation, interview and questionnaire techniques. The observation was conducted to find out the teaching and learning processes in the tenth grade to know the methods applied by the teachers in teaching English. There were eight meetings of online and online English classes observed to obtain the data.

1. The Method Used in Hybrid English Teaching (Offline class)

The result of interviews with the English teachers and observation of teaching and learning activities at the tenth grade of SMAK Syuradikara Ende, the teachers used more than one method in teaching English teaching for offline classes.

Table 2. Teacher's Hybrid Teaching Method in Teaching English Offline Class at The Tenth-Grade Classes of SMAK Syuradikara Ende

Method	Characteristics	Teacher statement
Direct method	Use target language during teaching & learning process	... Mostly I used English , for example I speak English and after that I translated it into Indonesian but sometimes, I also used Indonesian and I asks the students to translated what I have said...
	The teacher asks questions of any type and the student answers	... So, every time I started the lesson, I definitely gave them brainstorming first, usually in the form of games, singing or asking questions that have something related to the material that will be learned at that time....
	Students are given an opportunity to ask their own questions to the other students or to the teacher	... Whatever the discussion is, I always asked to make sure they understand, and if there are still those who were confused, I always gave them an opportunity to ask...
Community Language Learning	Students typically have a conversation using their native language	... Some use Indonesian, some use English, but the dominant language is Indonesian.
	The teacher helps them express what they want to say by giving them	... Yes, of course. Like yesterday, when one of the groups from class X2 wanted to present, they were confused about what the opening was like, so I helped

	the target language translation.	them with the English translation , as well as the closing. That's just one example
	Students work in pairs or groups	... At this time I ask them to work in groups , so in the first meeting yesterday I divided them into groups consist of 5-6 students and I gave several questions related to the material that would be learned, after that ee ...
Communicative language teaching	Debates and discussion	... there is a debate ... well, students are given a certain topic and the two groups that are ee... pro or con it must discuss preparing statements that can strengthen their respective arguments...
	Decision making tasks	... well they are required to express each other's opinions and determine which answer is the most appropriate ... After determining the correct answer , I ask them to use canva, eee... I limit the time to submit it, and ask them to submit it through the whatsapp group. When, eee... maybe they feel difficulties or anything, they can directly chat in the whatsapp group ... so ee... even though the learning time at school ends, ee... students can still consult whatever their obstacles are through whatsapp..
	Project based tasks	... After the discussion, I require them to be accountable for the results of their group discussions by presenting in front of the class using their phone, in addition to testing their language skills, it can also train their self-confidence ... and other students who have not had their turn to present, eee ... they are required to provide questions or suggestions to group members who have their turn to present at that time.... yes that's what I do.

a. Direct method

One characteristic of the direct method is that the teacher uses the target language during the teaching and learning activities. In this study, the teacher combined two languages, English and Bahasa Indonesia. This is due to the students' low level of English proficiency. Nevertheless, teacher mostly used English during teaching and learning process. It was aimed to improve the students' English skills and to encourage them in critical and analytical thinking skills. It is shown in table 2.

*Mostly I used English, for example I **speak English** and after that I translated it into Indonesian but sometimes, I also used Indonesian, and I asked the students to translated what I have said. (Int. ET. Line 72-75)*

The teacher started the class with brainstorming. She asked some questions related to their activities during the school anniversary celebration two weeks ago. In addition, the students were asked to tell the teacher about their experiences during the celebration. From these activities, the teacher asked the students to predict what material they would learn. Brainstorming before a lesson has many benefits, including increasing student engagement, building critical thinking skills, and creating a positive learning atmosphere. It is illustrated in table 2.

*So, every time I started the lesson, I definitely gave them brainstorming first, usually in the form of games, singing or **asking questions** that have something related to the material that will be learned at that time. (Int. ET. Line 152-154)*

During the class, the students were allowed to ask questions about the material they learnt to the teacher. It can improve student understanding and strengthen student-teacher relationships. It can also create an inclusive and responsive learning environment. It is shown in table 2.

*Whatever the discussion is, I always asked to make sure they understand, and if there are still those who were confused, I always gave them an **opportunity to ask**. (Int. ET. Line 100-102)*

b. Community Language Learning

Students used two languages in teaching and learning process, English and Bahasa Indonesia. The use of Bahasa Indonesia in teaching and learning process was to assist the students adapted in the class activities. It makes the teaching and learning process more enjoyable and attractive for students. Moreover, it is to avoid the students' difficulties in understanding the materials with foreign language, English. This can be seen in the data below:

*Some use Indonesian, some use English, but **the dominant language is Indonesian**. (Int. ET. Line 163-164)*

Considering the students' limited mastery of English, the teacher allowed them to ask questions related to the material or anything they wanted to know related to English. One of the students helped to translate the sentences that they

did not know when they wanted to express something using English. This is shown in the following data:

*Yes, of course. Like yesterday, when one of the groups from class X2 wanted to present, they were confused about what the opening was like, so I helped them with the **English translation**, as well as the closing. That's just one example. (Int. ET. Line 167-169)*

In this study, the teacher used the CLL method because it can train students' critical thinking skills through discussion and involving the students in group and collaborative activities can build teamwork and students' communication skills. This can be seen in the excerpt data below:

*At that time, I ask them to **work in groups**, so in the first meeting yesterday I divided them into **groups consist of 5-6 students** and I gave several questions related to the material that would be learned, after that ee ... discuss, well, they had to express their respective opinions and determine which answer was the most appropriate. (Int. ET. Line 213-217)*

c. Communicative Language Teaching (CLT)

Communicative Language Teaching represents the transformation of traditional language teaching methods focusing on the practical use of language and learner interaction. The teachers were not only involving various activities but also worked in teamwork to encourage the students' interaction and communication skills. Debate is an activity to support this encouragement. The teacher divided the students into two groups with different sights, pros and cons. The students had to research and compile strong arguments based on their topic or statements. Therefore, the debate activities can be conducted based on the learning objectives. IT shown in the following data:

*There is a **debate** ... well, students are given a certain topic and the two groups that are ee... pro or con it must **discuss** preparing statements that can strengthen their respective arguments. (Int. ET. Line 203-205)*

Students are expected to have a broader understanding of the topic after listening to different arguments and viewpoints. At the end of the discussion activity, the teacher hopes that students can determine which answer was the most relevant and suitable decision for the problem or topic discussed. This process not

only improves students' critical and analytical thinking, but also provides effective collaboration, evaluation, and decision-making skills. In this section, students were asked to answer the questions and prepare a presentation using the Canvas application, and the time was determined by the teacher. They were required to submit the assignment before 8 pm through WhatsApp group. This can be seen in the data below:

*Well they are required to express each other's opinions and determine **which answer is the most appropriate** ... After **determining the correct answer**, I ask them to use canva, eee... I limit the time to submit it, and ask them to submit it through the whatsapp group. When, eee... maybe they feel difficulties or anything, they can directly chat in the whatsapp group ... so ee... even though the learning time at school ends, ee... students can still consult whatever their obstacles are through whatsapp (Int. ET. Line 215-222)*

After conducting discussion activities, the teacher asked students to present the results of their group discussions in front of the class using their phone. This activity has many benefits in developing communication, collaboration and critical thinking skills. This activity not only strengthens students' understanding of the material but also encourages active engagement, responsibility and creativity, thus it can make learning more dynamic and interactive. This can be seen in the excerpt data below:

*After the discussion, I require them to be accountable for the results of their group discussions by **presenting** in front of the class using their phone, in addition to testing their language skills, it can also train their self-confidence ... and friends who have not had their turn to present, ee... they are required to provide questions or suggestions to group members who have their turn to present at that time.... yes that's what I do. (Int. ET. Line 225-231)*

2. The Method Used in Teaching English (Online class)

Based on the result of observation during teaching and learning activities at the tenth grade of SMAK Syuradikara Ende, the teachers used more than a method in online teaching of English. This class is a continuation of the offline class.

Table 3. Teacher's Teaching Method in Teaching English online class at The Tenth-Grade Classes of SMAK Syuradikara Ende

Method	Characteristics	Teacher statement
Direct method	Use target language during teaching & learning process	...Mostly I use English , for example I speak English and after that I translate it into Indonesian but sometimes I also use Indonesian and I ask students to translate what I say..
	The teacher asks questions of any type and the student answers	... So, every time I start learning, I definitely give them icebreaking first, usually in the form of games, singing or asking questions that have something related to the material that will be learned at that time...
	The teacher chooses a grade appropriate passage and reads it aloud	... For the English club because right now the material is ... eee ... storytelling, so at the first meeting I give them a story to read together , by showing it via powerpoint the goal is for them to get to know the text ... know the story, intonation, expression, like that ..
	Students take turn reading section of a passage, play or a dialogue aloud	... Yes, of course take turns ... that way they can get to know that, ee... intonation, expression, know the storyline or plot, so that later when practicing individually, they are mastered. ...
	When a student makes a mistake, the teacher offers him/her a second chance by giving a choice.	... Yes, of course, if they, eee... mistakenly mention a word, I will immediately correct them by pronouncing the word correctly and asking them to follow it, and of course memorize it so that next time they won't be wrong again.
	Students are given an opportunity to ask their own questions to the other students or to the teacher	... whatever the discussion is, I ask to make sure they understand, and if there are still those who are confused, I always give them opportunity to ask
Audio Lingual Method	The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue.	... I don't translate all the sentences in the dialog, it might run out of time, hehehehe... considering there's not much time. I usually ask them if there are any difficult words or new words for them that they don't know the meaning of, then discuss it together to find out the meaning ... I usually do that.

	<p>The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.</p>	<p>... Usually I let them be creative, hehe... from there I know whether they understand the text or not, for example in the text or story... eee... ask them to express angry or happy, if they understand, the intonation and gestures can be seen immediately... but at the beginning I have given an example.</p>
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a. Direct method

Direct exposure to English in the teaching and learning process helped students familiar with the language in various contexts, improving their understanding of grammar, vocabulary and speaking skills. In this study, the teacher instructed the students to use English. The students who did not understand the meaning, would be re-explained in Bahasa Indonesia by the teacher. It is as illustrated in table 3.

*Mostly **I use English**, for example **I speak English** and after that I translate it into Indonesian but sometimes, I also use Indonesian and I ask students to translate what I say. (Int. ET. Line 72-75)*

In learning activities, there were many ways that teachers can engage students to concentrate during learning activities. One of them is asking questions related to the learning being conducted. In this research, the teacher gave questions when she wanted to start learning. This can be seen in table 3.

*So, every time I start learning, I give them icebreaking first, usually in the form of games, singing or **asking questions** that have something related to the material that will be learned at that time. (Int. ET. Line 152-154)*

One of the characteristics of the direct method is to read aloud. In this study, the teacher conducted reading-aloud activities on storytelling material. In this material, the teacher chose a story for the students to learn. It was aimed to make the students recognize the story, know the storyline, and practice the correct pronunciation of each word. It shown in the following data:

*For the English club because right now the material is ... eee ... storytelling, so at the first meeting **I give them a story to read together**, by showing it via*

powerpoint the goal is for them to get to know the text ... know the story, intonation, expression, like that. (Int. ET. Line 83-86)

After giving the reading text, the teacher asked the students to practice reading. This was aimed to find out the students' difficulties in intonation, pronunciation and expression. This can be seen in the data below:

Yes, of course, take turns... that way they can get to know that, ee... intonation, expression, know the storyline or plot, so that later when practicing individually, they are mastered. (Int. ET. Line 90-92)

When the students made mistakes during the reading-aloud activity such as mispronunciation or mistake in intonation while reading, the teacher gave the students the opportunity to repeat or correct it by giving the correct example. It is as depicted in the following excerpt data:

Yes, of course, if they, eee... mistakenly mention a word, I will immediately correct them by pronouncing the word correctly and asking them to follow it, and of course memorize it so that next time they won't be wrong again. (Int. ET. Line 95-97)

During teaching and learning activities, the teacher provided the opportunities for students to ask questions related to the lesson. In this case, students were more likely to participate in class and get involved in the teaching and learning process. This can create a more active and dynamic learning atmosphere. This can be seen in the data below:

*Whatever the discussion is, I ask to make sure they understand, and if there are still those who are confused, I always give them **opportunity to ask.** (Int. ET. Line 100-102)*

b. Audio Lingual method.

In helping the students to understand the whole story, the teacher asked the students to identify the difficult words they found while reading the story. When they find the difficult words, the teacher and students together look up the meaning in Bahasa Indonesia. Furthermore, they were asked to write the meaning in Bahasa Indonesia right below the word. This was to make it easier for them to understand the story. This is depicted in the data below:

*I don't translate all the sentences in the dialog, it might run out of time, hehehehe... considering there's not much time. **I usually ask them if there are any difficult words or new words for them that they don't know the***

meaning of, then discuss it together to find out the meaning... I usually do that. (Int. ET. Line 112-115)

Before the students re-tell the story, the teacher gave examples of gestures and expressions and intonations to the students. It aimed to minimize mistakes by the students during the activities. It shown in the following data:

Usually I let them be creative, hehe... from there I know whether they understand the text or not, for example in the text or story... eee... ask them to express angry or happy, if they understand, the intonation and gestures can be seen immediately... but at the beginning I have given an example. (Int. ET. Line 120-123)

3. Students' Perception Towards Hybrid English Teaching

In this study, the students' perception was obtained by using a questionnaire. The students' questionnaire contained thirteen questions. It was the combination of closed-ended and open-ended questions. 43 of 70 students from classes X-1 and X-2 filled out the questionnaire. The results of the questionnaire show that they have a positive perception on hybrid teaching, and it is depicted in Figure 1.

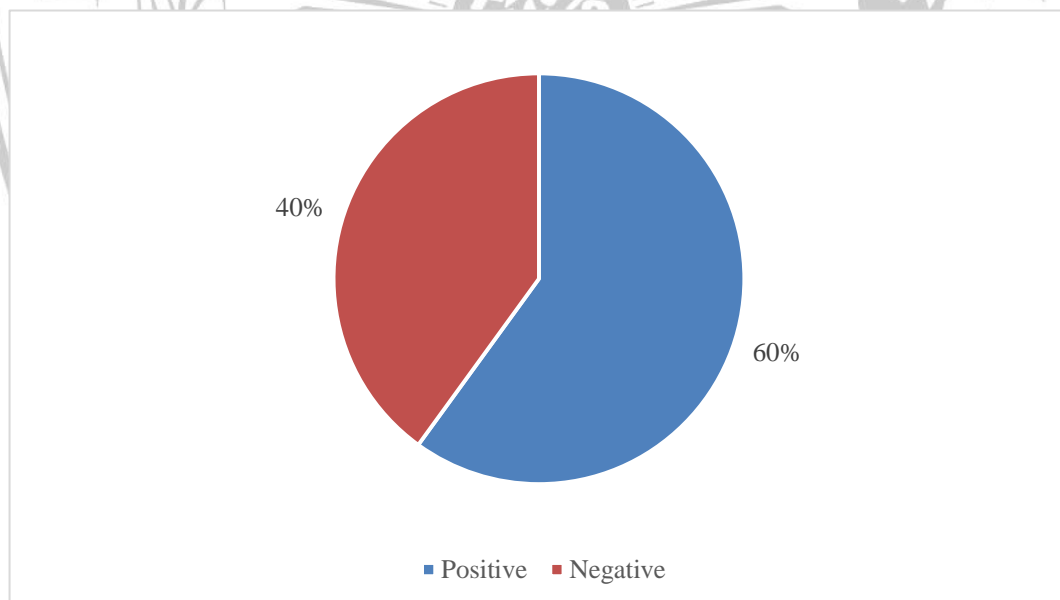


Figure 1. Students' Perception Towards Hybrid English Teaching

The diagram shows that 60% of the students had a positive perception of hybrid English teaching. They like technology-based learning. The use of technological media in hybrid learning can increase the students' engagement in the teaching and learning process. Interactive media such as learning videos, online quizzes and online discussion forums make the learning process more interesting and dynamic. Media that support hybrid learning provided access to various learning resources, such as e-books, online journals, video tutorials, and interactive simulations. It enriched the learning experience and helped the students to understand the material better. Technology-based learning helped the students to develop technological skills that were essential in this digital era. Mastery of technology tools and the ability to navigate the digital environment were competencies that were highly valued in the professional workplace. Technology-enabled hybrid learning can respond to a variety of student learning styles, either visual, auditory, kinesthetic or combined. Varied media such as video, audio, text and interactive activities help to fulfill individual learning needs.

However, teachers' less mastery of using digital media that supports hybrid learning made the students face challenges, such as difficulty in accessing learning materials, less effective learning, and inconsistent learning experiences. Students may experience inconsistent learning experiences if the teachers cannot utilize technology optimally. It led to the differences in learning quality between online and offline sessions. If the teacher were not proficient in using technology platforms, learning materials may not be delivered clearly or on time. Therefore, it causes the students struggling to access and understand the required content. Teachers who are not proficient in using technological media may have difficulty adjusting and adapting their teaching methods to meet students' individual needs. This could lead to gaps in understanding and academic achievement. Overall, learning can be less effective if the teachers are unable to utilize technological media properly. This can have an impact on student learning outcomes and the quality of education received.

Most of the students wanted technology-based learning methods. This following the fast increase of current technology development. The following diagram shows the students' desire for English learning.

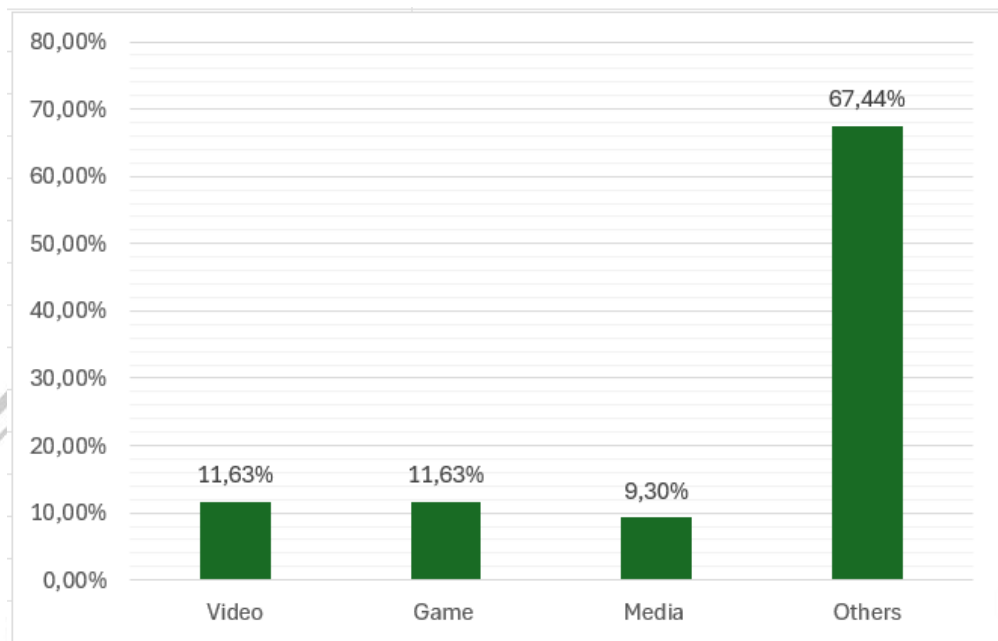


Figure 2. The Combination of Learning Activites Based on Students' Desire

From the diagram above, 11.63% of students agree that learning using animated videos education can give them enjoyable and attractive learning. Videos present content in an engaging visual and audio form. It can help the students understand the material better than just reading text or listening to the teacher. The use of videos in learning provides a more interactive, interesting, and easy-to-understand experience for students.

In addition, 11.63% of students agreed to use games during English learning. They thought that using games in learning can eliminate boredom and build a more enjoyable classroom atmosphere. The use of other media such as projectors, smartphones and supporting applications in learning was also students' desire. 9.30% of students agree to the use of media during learning.

67.44% of students agreed that learning English by combining work in groups, discussions and learning outside the classroom was the other interesting method of teaching the teacher should use. According to them, by doing group learning activities and discussions they can share information related to the topic being discussed. They were also not only obtaining a better understanding of the material but also developing social, collaborative and problem-solving skills. Moreover, some students wanted English learning with explanations accompanied by real-world experiences. It made English learning more interesting, relevant and meaningful for students, so it motivated them to learn more diligently and effectively. One more the students wanted during English learning was to use two languages, Bahasa Indonesia and English. They had an opinion that translating English into Bahasa Indonesia more often made them easier to understand.

B. Discussion

In this study, the teacher applied several methods in hybrid English teaching. Teachers apply a combination of teaching methods to help the students understand English lessons properly. The various methods applied by the teacher during hybrid English learning were direct method, community language learning and communicative language teaching. In general, offline and online hybrid English teaching and learning have similar methods, the difference was the audio-lingual method that researchers found in online English learning. The direct method was very effective to improve students' oral communication skills and make them more confident in using the target language in daily life. This was in line with a research Richards & Rodgers (2001), that direct method allows the students to learn language in a more natural way, similar to the way children learn their mother tongue. The direct method can increase students' motivation because they see the practical use of the language they are learning in real situations (Lightbown & Spada, 2006). This makes learning more relevant and interesting for students. Furthermore, error corrections were direct and constructive, thus students can learn from their mistakes immediately and improve their skills continuously. With direct method, students were also given the opportunity to ask questions related to the

lessons. This helped to promote higher learning motivation and greater involvement in the learning process. This is supported by the statement from Harmer (2001), direct method can increase students' learning motivation because students feel more challenged and interested because they can see the practical application of the language learned. Interaction between teachers and students and between students themselves was an important component in creating a dynamic, collaborative and supportive learning environment in learning methods such as community language learning. Larsen-Freeman & Anderson (2000), have observed, the Community Language Learning Method was neither student centered, not teacher-centered, but rather teacher-students-centered, with both being decision-makers in the class. Building a relationship with and among the students is very important. In a trusting relationship, any debilitating anxiety that students feel can be reduced thereby helping the students to stay open to the learning process. Students can learn from their interaction with each other as well as their interaction with the teacher. Another teaching method implemented by the teacher in hybrid English teaching was communicative language teaching. Through this method students were asked to discuss and create the results of their discussion using Canvas. After that students were asked to submit the Canvas link through their WhatsApp group. They were reminded to prepare themselves to present the results of their group discussions at the next meeting. Through this activity students were taught to be responsible for the tasks they do. That was through presenting it in front of the class. This activity can train students' confidence and can test their teamwork.

Hybrid English teaching with technology-based was preferred by most students. Khine * & Fisher (2004), showed that students' perceptions of the classroom environment and teaching methods were strongly related to their motivation and academic achievement. Hybrid learning offers access to a variety of learning resources, such as videos, podcasts, e-books and online platforms that can enrich students' understanding of the material. These varied learning resources helped students who have different learning styles. Through hybrid learning, students not only learn English but also develop digital skills that were essential in this modern era, such as internet navigation, use of online collaboration tools, and

digital literacy. Unfortunately, teachers' less mastery of technology makes the students have limited access to learning resources. Not only that, but the students may also feel frustrated and stressed when facing technical problems that cannot be solved by the teacher. Teachers' inability to address technology issues can add to the emotional burden for students. Most of them expressed their desire for English learning to be conducted by holding group discussions, learning using animated videos and learning outside the classroom. This kind of varied English teaching and learning activities were the tenth-grade students of Syuradikara Ende High School expect. According to them, learning by using technology-based methods was very fun. Based on the results of interviews conducted with the teacher, she mentioned that the lack of ability to use learning support applications such as accessing zoom, google meet, using quizzes and other online applications made her difficult and felt ineffective in delivering learning materials. This was due to the lack of technology training for teachers that focuses on using technology in learning to improve teachers' skills. In the current digital era, teachers' knowledge and skills in technology are crucial. Technology has become an integral part of daily life and education as it can improve learning effectiveness and can facilitate online learning.

V. CONCLUSION AND RECOMMENDATION

Teachers' teaching methods were very important in creating an effective learning environment in hybrid English learning that will support student achievement. This study aims to determine the hybrid English teaching methods applied by teachers and students' perceptions towards hybrid English teaching.

A. Conclusion

Teachers need to use a variety of teaching methods to fulfill students' varied learning needs. Interactive, creative and student-centered teaching methods tend to be more effective in increasing students' motivation and understanding of the lesson. Despite its many benefits, the implementation of hybrid teaching methods also faces challenges, such as the need for adequate technology infrastructure,

training for teachers in the use of technology and the support needed for students who have difficulty accessing the technology.

The interpersonal relationship between teachers and students also affects students' perceptions of teaching methods. Students' perceptions have a significant impact on learning effectiveness. Teachers who can build positive, supportive and caring relationships with students tend to get better evaluations of their teaching methods. Students tend to be more engaged and motivated when they feel the teaching methods are relevant, interesting and fulfill their learning needs. In addition, in this digital era, teachers' mastery of technology is becoming more important. The use of technology in learning can increase student engagement and prepare them to face the challenges of an increasingly digitally connected world. To improve teaching effectiveness, teachers need to receive training and continuing education in various teaching methods, including the use of technology in learning. This can help teachers improve their skills and adopt best practices in teaching.

B. Recommendations

Based on the research findings, the researcher provides recommendations to English teachers and to future researchers in teaching English to high school students.

For teachers, the researcher suggests that teachers need to constantly improve their skills in various teaching methods. Continuous training, both in the use of technology and innovative teaching strategies, is essential to keep teaching methods relevant and effective. Every classroom has students with different needs and learning styles. Teachers need to learn to identify and adapt their teaching methods according to students' individual needs to ensure that all students can gain benefit from teaching and learning process. Collaboration between teachers within the school or beyond can be a source of inspiration and new knowledge. Sharing experiences, teaching strategies and resources can help teachers expand their repertoire of teaching methods. In this digital era, Technology has great potential to enhance learning. Teachers need to actively explore and utilize the various technology tools and platforms available to enrich students' learning experience.

Moreover, teachers also need to evaluate the effectiveness of their teaching methods on a regular basis. This involves receiving feedback from students, reflecting on what worked and what did not, and making the necessary changes to improve learning.

For future researchers, the researcher recommends conducting a more in-depth comparative study between different teaching methods to understand the advantages, disadvantages, and relative effectiveness of each method. In addition, future researchers also conduct a more in-depth study on the influence of interpersonal relationships between teachers and students on students' perceptions of teaching methods. This can help in understanding how the quality of the relationship affects learning effectiveness. Furthermore, future researchers could also examine factors that influence students' perceptions of teaching methods, including individual learning preferences, prior experience, and other cultural or contextual factors. Examine the influence of teaching methods in the context of hybrid learning, where a combination of face-to-face and online learning is used. By conducting research on these topics, future researchers can provide valuable insights into the factors that influence the effectiveness of teaching methods and student perceptions and inform better teaching practices in the future.

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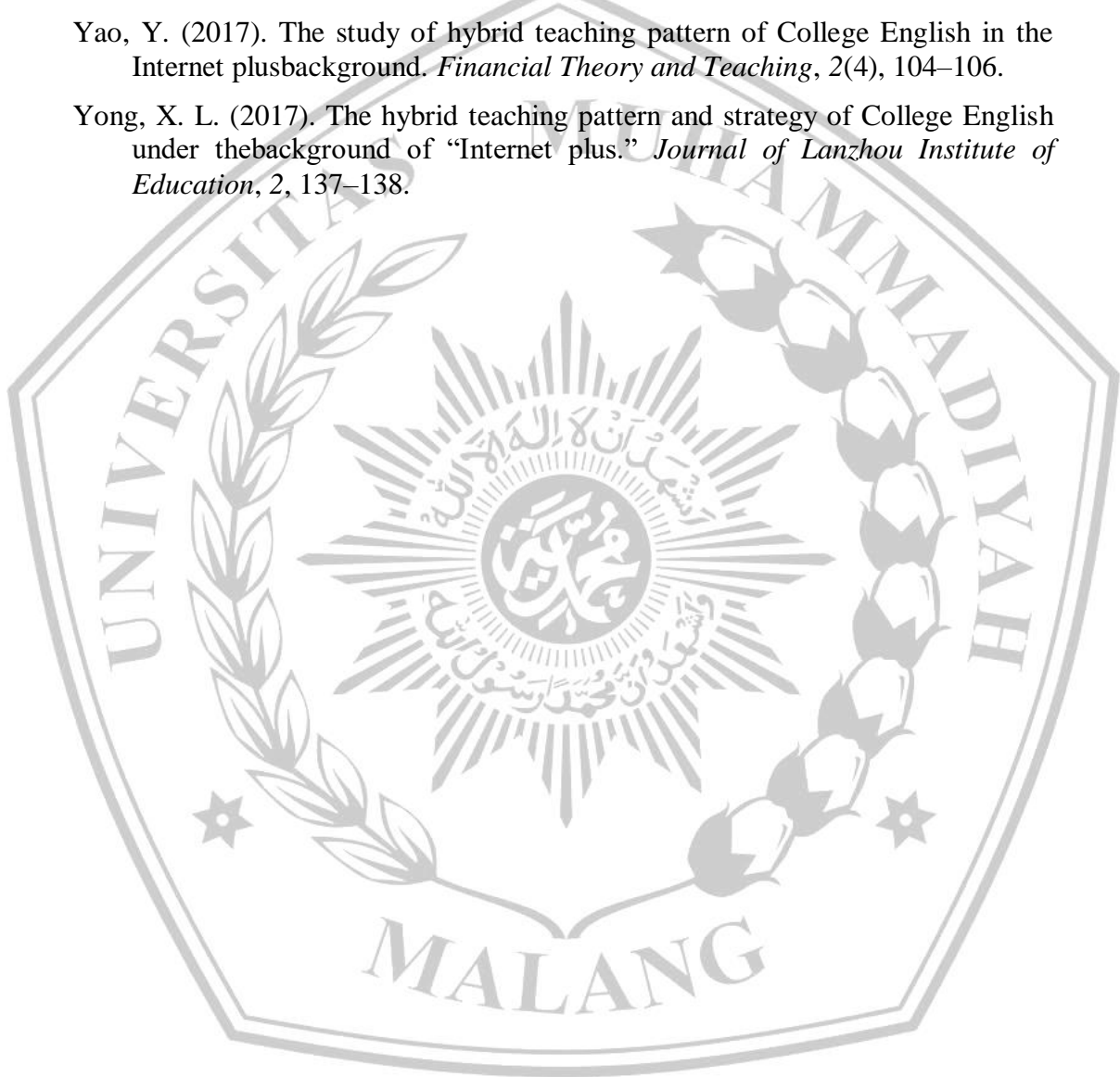
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APPENDIX

Observation Checklist

NO	TEACHING METHOD	PROCEDURE	YES	NO
1.	Grammar translation method	Reading comprehension questions about the text		
		Identifying antonyms and synonyms from words in the text		
		Memorizing vocabulary selected from the reading texts		
		Forming sentences with the new words		
		Recognizing and memorizing cognates and false cognates		
2.	Direct method	Practicing fill in the blank exercise, writing compositions from a given topic		
		The teacher uses English to deliver the material		
		The teacher uses Indonesian to deliver the material		
		The teacher uses both English and Indonesian to deliver the material		
		The teacher asks questions of any type and the student answers		
		The teacher chooses a grade-appropriate passage and reads it aloud.		
		The students take turns reading sections of a passage, play or a dialogue aloud		
		When a student makes a mistake, the teacher offers him/her a second chance by giving a choice.		
3.	Audio lingual method	The students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.		
		The students are asked to write a passage in their own words		
		The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue		
		The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.		
		Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated of half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary		
4.	Silent way	Repetition is continued with groups decreasing in size, that is first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers roles. Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time they should have memorized the text.		
		The teachers provides teaching aids in the form of; a) display board with material (field chart) on it. This board contains the spelling of all syllables in the foreign language learned. B) wooden sticks/blocks (cuisenaire rods). Sticks that usually number ten with different colors which will be used as props in forming complete sentences.		
		The teacher presents one item of language that is understood, the presentation is only on time. Thus the teacher forced the students to listen well. At the beginning, the teacher did not say anything, but only showed the symbols listed on the display board. Students pronounce the symbol designated by the teacher by reciting loudly, first simultaneously. Then, on the instructions of the teacher, the students recite it one by one. This step is the initial stage.		
		After the students is able to sounds in the foreign language being studied, the teacher presents a second display board containing selected vocabulary, this vocabulary is taken from the sentences most often used in daily communication. This vocabulary is very useful for students in composing a sentence independently, this step is also still the beginning stage.		
		The teacher uses the colorful sticks that have been provided to lure students to speak the foreign language being studied.		

		In closing, the teacher can test the causes of students in mastering the vocabulary that has been taught by using the commands as far as possible not verbally as in point number 4 above. In testing it certainly must pay attention to the time available, it is not possible with the limited time testing can be given to all students.		
		The teacher uses silence for multiple purposes in the silent way. It is used to focus students attention, to elicit student responses, and to encourage them to correct their own errors.		
5.	Suggestopedia	The students are helped to get positive mind that learning is easy and fun, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students.		
		The teacher reads a text and is repeated by the students		
		The teacher plays some baroque music in the background and she/he reads the text again and the students listen carefully		
		The teacher tells the students that they will do something like making film, gaming, etc. after the concert session		
		The teacher uses games, puzzles, etc. to review the students understanding		
6.	Community language learning	Students typically have a conversation using their native language.		
		The teacher helps them express what they want to say by giving them the target language translation.		
		These words are recorded, and when they are replayed, it sounds like a fairly fluid conversation.		
		A transcript is made of the conversation, and native language equivalents are written beneath the target language words.		
		Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated.		
		During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.		
7.	Total physical response	The teacher creates a situation where the child is given 10 new words about the intended item for example about fruit		
		With the introduction of new words, children must choose of the three items that they failed. If they are right, the prize is the words of praise from the teacher		
		The teacher introduces new material with carry out orders on the cassette. Record the instructor in order to become his own voice and then follow the order		
		The teacher introduces new items with a series of activities, both through gestures and others		
8.	Communicative language teaching	Role plays: students take on specific roles to engage in conversations related to a given scenario, simulating real-life situations and developing their speaking and listening skills.		
		Information gap tasks: these activities require students to work in pairs or groups, where each person possesses certain information that others do not have. Students must communicate effectively to share the information and complete the task		
		Debates and discussions: students engage in dialogues and debates, expressing and defending their opinions on various topics and situations. These activities help develop argumentation, persuasion, and critical thinking skills.		
		Problem-solving tasks: these activities involve students working collaboratively on puzzles, riddles or decision-making tasks. This process requires exchanging information, negotiating meaning, and using language functionally to reach a solution.		
		Project-based tasks: working in groups or individually, students research, plan, and create products, such as presentations, posters, or videos. These activities demand effective use of language skills to convey information and meaning		

Interview Guide

General Information:

1. The subject identity
2. For how long the subject teaching English for senior high school
3. The subject graduate from English department or non-English department
4. The number of classes the subjects teach

Hybrid English teaching methods in senior high school of Indonesia

Grammar Translation Method

1. Setelah melakukan kegiatan reading comprehension, apakah siswa di berikan beberapa pertanyaan terkait teks tersebut?
2. Setelah melakukan reading comprehension apakah siswa di minta untuk mengidentifikasi sinonim dan antonym di dalam teks?
3. Setelah melakukan reading comprehension apakah siswa diminta untuk menghafal kosakata-kosakata yang dipilih dan meminta mereka membuat kalimat dengan kata-kata baru?
4. Apakah siswa diminta untuk menghafal dan mengenal cognates dan false cognates?
5. Apakah siswa di beri latihan fill in the blank atau membuat teks bacaan sesuai dengan topic yang diberikan?

Direct method

6. Bahasa apakah yang anda gunakan pada saat kegiatan belajar mengajar?
7. Apakah anda memberikan kesempatan kepada siswa untuk read aloud?
8. Ketika siswa melakukan kesalahan apakah mereka di beri kesempatan untuk memperbaikinya?
9. Apakah siswa di beri kesempatan untuk memberikan pertanyaan terkait materi yang di pelajari?

Audio Lingual Method

10. Untuk membantu siswa memahami pembelajaran apakah guru menggunakan dialog atau percakapan saat menyampaikan materi? Jika ya, apakah bahasa yang di gunakan dalam percakapan tersebut?
11. Pada saat memberikan siswa teks percakapan dengan menggunakan bahasa target, apakah guru mentranslatenya terlebih dahulu agar di pahami siswa atau tidak?
12. Apakah guru memberikan contoh intonasi, ekspresi serta gesture terlebih dahulu sebelum meminta siswa melakukan percakapan?
13. Apakah siswa di beri kesempatan untuk mempraktekan dialog tersebut di depan kelas?
14. Apakah siswa di beri kesempatan untuk memperbaiki kesalahan terkait intonasi, ekspresi atau gesture saat melakukan percakapan?

Silent Way

15. Untuk membantu pemahaman pembelajaran bahasa Inggris, apakah guru menggunakan alat bantu seperti balok kayu atau papan berisi ejaan suku kata bahasa Inggris?
16. Apakah guru menerapkan metode student center?

Desuggestopedia

17. Bagaimana cara guru membuat suasana selama pembelajaran menjadi menyenangkan untuk siswa?
18. Apakah guru menggunakan games atau puzzles untuk mereview pemahaman siswa?

Community Language Learning

19. Apakah siswa berinteraksi dengan sesama menggunakan bahasa Indonesia?
20. Apakah guru membantu siswa untuk mengekspresikan keinginan mereka dengan memberikan contoh ungkapan bahasa Inggris/target language?
21. Untuk membantu pemahaman siswa apakah guru selalu mentranslate teks atau dialog yang menggunakan bahasa Inggris ke bahasa Indo?
22. Apakah siswa di perbolehkan mengemukakan pendapat atau ide mereka terkait pembelajaran?

Total Physical Response

23. Apakah guru meminta siswa untuk menghafalkan minimal 10 kosakata per hari?
24. Apakah guru selalu memberikan apresiasi kepada siswa ketika berhasil menghafal serta melafalkan kosa kata tersebut?
25. Apakah ada strategi atau cara guru yang memudahkan siswa untuk menghafal kosakata?

26. Apakah guru mengajarkan vocabulary dengan menggunakan gesture atau hal lainnya?

Communicative Language Teaching

27. Apakah siswa melakukan permainan peran seperti drama atau dialog sesuai dengan scenario yang sudah disiapkan guru?

28. Apakah ada kegiatan debat dan diskusi, dalam hal ini dapat membantu siswa mengembangkan argumentasi serta critical thinking siswa?

29. Bagaimana cara siswa menyelesaikan tugas yang diberikan guru? Apakah secara berkelompok atau individual?

30. Bagaimana cara guru mengetahui kemampuan siswa terkait penggunaan Bahasa Inggris?

Questionnaire guide

Nama :

Email :

No.	Pertanyaan	S	TS
1.	Guru menggunakan aplikasi pendukung pembelajaran (canva, slideshare, dll.) untuk mendukung dan meningkatkan prestasi belajar siswa		
2.	Guru menggunakan aplikasi permainan (kuis, kahoot, dll) untuk mengukur kemampuan siswa dengan tes.		
3.	Guru menggunakan fasilitas (LCD, Proyektor, dll.) untuk mendukung proses belajar mengajar di kelas		
4.	Saya merasa bosan karena guru lebih banyak menggunakan buku materi selama proses belajar mengajar di dibandingkan media pembelajaran yang lain		
5.	Guru memberikan kesempatan kepada siswa untuk mempraktikkan apa yang telah mereka pelajari.		
6.	Guru menjelaskan menggunakan buku materi dan video		
7.	Saya lebih suka pembelajaran online menggunakan aplikasi seperti zoom, g.meet, dll.		
8.	Saya dapat berinteraksi lebih baik dengan teman-teman melalui platform online		
9.	Guru melakukan proses belajar mengajar di dalam kelas		
10.	Guru memanfaatkan teknologi secara efektif dalam pembelajaran hybrid.		

11. Kegiatan belajar bahasa Inggris seperti apakah yang lebih kalian sukai?

12. Apakah kalian menyukai metode pembelajaran yang diberikan guru saat ini? Apa yang kalian sukai dari metode tersebut?

13. Jika kalian tidak menyukai metode pembelajaran yang diberikan guru saat ini, metode pengajaran seperti apakah yang lebih kalian sukai agar belajar bahasa Inggris lebih menyenangkan?

Keterangan:

- 1. S: Setuju
- 2. TS: Setuju

The Observation Result (Offline class)

Class : X-1 (1st meeting)
Topic : Recount text

Date : October 12th, 2023
Time : 07.15 am – 08.35 am

No	Teaching method	Procedure	Yes /No	Activities
1.	Grammar translation method	Reading comprehension questions about the text	No	-
		Identifying antonyms and synonyms from words in the text	No	-

		Memorizing vocabulary selected from the reading texts	No	-
		Forming sentences with the new words	No	-
		Recognizing and memorizing cognates and false cognates	No	-
		Practicing fills in the blank exercise, writing compositions from a given topic	No	-
2.	Direct method	The teacher uses target language during teaching and learning process	Yes	The teacher uses English and Indonesian while teaching for better understanding
		The teacher asks questions of any type and the student answers	Yes	The teacher asks previous material and give the students warming-up to engage the students
		The teacher chooses a grade-appropriate passage and reads it aloud.	No	-
		The students take turns reading sections of a passage, play or a dialogue aloud	No	-
		When a student makes a mistake, the teacher offers him/her a second chance by giving a choice.	No	-
		The students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.	Yes	When students do not understand the topic, they directly ask the teacher.
		The students are asked to write a passage in their own words	No	Students are asked to answer several questions related to the material to be learned.
3.	Audio lingual method	The language teacher gives a summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue.	No	-
		The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.	No	-
		Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated of half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary.	No	-
		Repetition is continued with groups decreasing in size, that is first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers' roles. Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time, they should have memorized the text.	No	-
4.	Silent way	The teachers provide teaching aids in the form of; a) display board with material (field chart) on it. This board contains the spelling of all syllables in the foreign language learned. B) wooden sticks/blocks (Cuisenaire rods). Sticks that usually number ten with different colors which will be used as props in forming complete sentences.	No	-
		The teacher presents one item of language that is understood, the presentation is only on time. Thus, the teacher forced the students to listen well. At the beginning, the teacher did not say anything, but only showed the symbols listed on the display board. Students pronounce the symbol designated by the	No	-

		teacher by reciting loudly, first simultaneously. Then, on the instructions of the teacher, the students recite it one by one. This step is the initial stage.		
		After the students is able to sounds in the foreign language being studied, the teacher presents a second display board containing selected vocabulary, this vocabulary is taken from the sentences most often used in daily communication. This vocabulary is very useful for students in composing a sentence independently, this step is also still the beginning stage.	No	-
		The teacher uses the colorful sticks that have been provided to lure students to speak the foreign language being studied.	No	-
		In closing, the teacher can test the causes of students in mastering the vocabulary that has been taught by using the commands as far as possible not verbally as in point number 4 above. In testing it certainly must pay attention to the time available, it is not possible with the limited time testing can be given to all students.	No	-
		The teacher uses silence for multiple purposes in the silent way. It is used to focus students' attention, to elicit student responses, and to encourage them to correct their own errors.	Yes	The teacher only gave a brief explanation of the material to be learned, the rest of the time the teacher gave several questions related to the material and asked them to find out for themselves and then present it at the next meeting.
5.	Dessugestopedia	The students are helped to get positive mind that learning is easy and fun, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students.	Yes	The teacher provides opportunities for students to ask questions and give opinions related to the material learned.
		The teacher reads a text and is repeated by the students	No	-
		The teacher plays some baroque music in the background and the teacher reads the text again and the students listen carefully	No	-
		The teacher tells the students that they will do something like making film, gaming, etc. after the concert session	No	-
		The teacher uses games, puzzles, etc. to review the students understanding.	No	Teachers only use games as brainstorming to engage students before teaching and learning begins.
6.	Community language learning	Students typically have a conversation using their native language	Yes	The dominant language used by students to interact during teaching and learning activities is Indonesian.
		The teacher helps them express what they want to say by giving them the target language translation.	Yes	When students are confused about asking questions, the teacher helps them by translating into the target language.
		These words are recorded, and when they are replayed, it sounds like a fluid conversation.	No	-
		A transcript is made of the conversation, and native language equivalents are written beneath the target language words.	No	-
		Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated.	No	-
		During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.	No	At the end of the lesson, there is always feedback from the students and the teacher.

7.	Total physical response	The teacher creates a situation where the child is given 10 new words about the intended item for example about fruit	No	-
		The teacher introduces new material with carry out orders on the cassette. Record the instructor in order to become his own voice and then follow the order	No	-
		With the introduction of new words, students must choose of the three items that they failed. If they are right, the prize is the words of praise from the teacher	No	-
		The teacher introduces new items with a series of activities, both through gestures and others	No	-
8.	Communicative language teaching	Role plays: students take on specific roles to engage in conversations related to a given scenario, simulating real-life situations, and developing their speaking and listening skills.	No	Students are divided into groups and asked to discuss the questions they have been given.
		Debates and discussions: students engage in dialogues and debates, expressing and defending their opinions on various topics and situations. These activities help develop argumentation, persuasion, and critical thinking skills.	Yes	Students are asked to discuss the questions given to them.
		Problem-solving tasks: these activities involve students working collaboratively on puzzles, riddles, or decision-making tasks. This process requires exchanging information, negotiating meaning, and using language functionally to reach a solution.	Yes	Students exchange opinions during discussion
		Project-based tasks: working in groups or individually, students research, plan, and create products, such as presentations, posters, or videos. These activities demand effective use of language skills to convey information and meaning	Yes	Students discuss and work on assignments which will then be presented at the next meeting using the Canva application.

The Observation Result (Offline Class)

Class : X-1 (2nd meeting)
Topic : Recount text

Date : October 18th, 2023
Time : 07.15 am-08.35 am

No	Teaching method	Procedure	Yes/No	Activities
1.	Grammar translation method	Reading comprehension questions about the text	No	-
		Identifying antonyms and synonyms from words in the text	No	-
		Memorizing vocabulary selected from the reading texts	No	-
		Forming sentences with the new words	No	-
		Recognizing and memorizing cognates and false cognates	No	-
		Practicing fill in the blank exercise, writing compositions from a given topic	No	-
2.	Direct method	The teacher use target language during teaching and learning process	Yes	The teacher use both English and Indonesian during teaching and learning process for better understanding
		The teacher asks questions of any type and the student answers	Yes	The teacher ask about the progress of the task that already given and their preparation for the presentation
		The teacher chooses a grade-appropriate passage and reads it aloud.	No	The teacher asks the selected groups to present their group discussion results
		The students take turns reading sections of a passage, play or a dialogue aloud	No	Students are asked to explain the results of their group discussions in turn.

		When a student makes a mistake the teacher offers him/her a second chance by giving a choice.	Yes	When a student mispronounces a word, the teacher immediately corrects it by giving an example of the correct pronunciation.
		The students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.	Yes	Other students are expected to provide questions or suggestions related to the selected group's presentation.
		The students are asked to write a passage in their own words	No	-
3.	Audio lingual method	The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue	No	-
		The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.	No	-
		Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated of half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary	No	-
		Repetition is continued with groups decreasing in size, that is first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers roles. Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time they should have memorized the text.	No	-
4.	Silent way	The teachers provides teaching aids in the form of; a) display board with material (field chart) on it. This board contains the spelling of all syllables in the foreign language learned. B) wooden sticks/blocks (cuisenaire rods). Sticks that usually number ten with different colors which will be used as props in forming complete sentences.	No	-
		The teacher presents one item of language that is understood, the presentation is only on time. Thus the teacher forced the students to listen well. At the beginning, the teacher did not say anything, but only showed the symbols listed on the display board. Students pronounce the symbol designated by the teacher by reciting loudly, first simultaneously. Then, on the instructions of the teacher, the students recite it one by one. This step is the initial stage.	No	-
		After the students is able to sounds in the foreign language being studied, the teacher presents a second display board containing selected vocabulary, this vocabulary is taken from the sentences most often used in daily communication. This vocabulary is very useful for students in composing a sentence independently, this step is also still the beginning stage.	No	-

		The teacher uses the colorful sticks that have been provided to lure students to speak the foreign language being studied.	No	-
		In closing, the teacher can test the causes of students in mastering the vocabulary that has been taught by using the commands as far as possible not verbally as in point number 4 above. In testing it certainly must pay attention to the time available, it is not possible with the limited time testing can be given to all students.	No	-
		The teacher uses silence for multiple purposes in the silent way. It is used to focus students attention, to elicit student responses, and to encourage them to correct their own errors.	Yes	The teacher only gives instructions and lets the students present their discussion results in front of the class.
5.	Desuggestopedia	The students are helped to get positive mind that learning is easy and fun, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students.	Yes	The teacher starts the class by giving warming-up to the students so that the class atmosphere is not tense.
		The teacher reads a text and is repeated by the students	No	-
		The teacher plays some baroque music in the background and she/he reads the text again and the students listen carefully	No	-
		The teacher tells the students that they will do something like making film, gaming, etc. after the concert session	No	-
		The teacher uses games, puzzles, etc. to review the students understanding	No	-
6.	Community language learning	Students typically have a conversation using their native language.	Yes	Students mostly use Bahasa Indonesia to interact with each other
		The teacher helps them express what they want to say by giving them the target language translation.	Yes	When students are confused about starting a presentation or closing a presentation using the target language, the teacher helps by telling them the correct expression.
		These words are recorded, and when they are replayed, it sounds like a fairly fluid conversation.	No	-
		A transcript is made of the conversation, and native language equivalents are written beneath the target language words.	No	-
		Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated.	No	-
		During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.	No	At the end of the lesson, there is always feedback from the students and the teacher so that the teacher can find out what the students think about the day's learning.
7.	Total physical response	The teacher creates a situation where the child is given 10 new words about the intended item for example about fruit	No	-
		With the introduction of new words, children must choose of the three items that they failed. If they are right, the prize is the words of praise from the teacher	No	-
		The teacher introduces new material with carry out orders on the cassette. Record the instructor in order to become his own voice and then follow the order	No	-

		The teacher introduces new items with a series of activities, both through gestures and others	No	-
8.	Communicative language teaching	Role plays: students take on specific roles to engage in conversations related to a given scenario, simulating real-life situations and developing their speaking and listening skills.	No	-
		Debates and discussions: students engage in dialogues and debates, expressing and defending their opinions on various topics and situations. These activities help develop argumentation, persuasion, and critical thinking skills.	Yes	During the question-and-answer session after the presentation, students consistently defend their arguments
		Problem-solving tasks: these activities involve students working collaboratively on puzzles, riddles or decision-making tasks. This process requires exchanging information, negotiating meaning, and using language functionally to reach a solution.	Yes	Students answer questions given by the teacher and other students.
		Project-based tasks: working in groups or individually, students research, plan, and create products, such as presentations, posters, or videos. These activities demand effective use of language skills to convey information and meaning	Yes	Selected groups present their discussion results in front of the class.

The Observation Result (Offline class)

Class : X-2 (1st meeting)
Topic : Recount text \

Date : October 09th, 2023
Time : 10.25am – 11.45 am

No	Teaching method	Procedure	Yes/No	Activities
1.	Grammar translation method	Reading comprehension questions about the text	No	-
		Identifying antonyms and synonyms from words in the text	No	-
		Memorizing vocabulary selected from the reading texts	No	-
		Forming sentences with the new words	No	-
		Recognizing and memorizing cognates and false cognates	No	-
		Practicing fill in the blank exercise, writing compositions from a given topic	No	-
2.	Direct method	The teacher use both English and Indonesian to deliver the material	Yes	The teacher explain the material use English and Indonesian for better understanding
		The teacher asks questions of any type and the student answers	Yes	The teacher ask previous material and give the students warming-up to engaged the students
		The teacher chooses a grade-appropriate passage and reads it aloud.	No	-
		The students take turns reading sections of a passage, play or a dialogue aloud	No	-
		When a student makes a mistake the teacher offers him/her a second chance by giving a choice.	No	-
		The students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.	Yes	When students do not understand the topic, they directly ask the teacher.
		The students are asked to write a passage in their own words	No	Students are asked to answer several questions related to the material to be learned.
3.	Audio lingual method	The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated	No	-

		but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue.		
		The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.	No	-
		Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated of half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary.	No	-
		Repetition is continued with groups decreasing in size, that is first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers roles. Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time they should have memorized the text.	No	-
4.	Silent way	The teachers provides teaching aids in the form of; a) display board with material (field chart) on it. This board contains the spelling of all syllables in the foreign language learned. B) wooden sticks/blocks (cuisenaire rods). Sticks that usually number ten with different colors which will be used as props in forming complete sentences.	No	-
		The teacher presents one item of language that is understood, the presentation is only on time. Thus the teacher forced the students to listen well. At the beginning, the teacher did not say anything, but only showed the symbols listed on the display board. Students pronounce the symbol designated by the teacher by reciting loudly, first simultaneously. Then, on the instructions of the teacher, the students recite it one by one. This step is the initial stage.	No	-
		After the students is able to sounds in the foreign language being studied, the teacher presents a second display board containing selected vocabulary, this vocabulary is taken from the sentences most often used in daily communication. This vocabulary is very useful for students in composing a sentence independently, this step is also still the beginning stage.	No	-
		The teacher uses the colorful sticks that have been provided to lure students to speak the foreign language being studied.	No	-
		In closing, the teacher can test the causes of students in mastering the vocabulary that has been taught by using the commands as far as possible not verbally as in point number 4 above. In testing it certainly must pay attention to the time available, it is not possible with the limited time testing can be given to all students.	No	-
		The teacher uses silence for multiple purposes in the silent way. It is used to focus students attention, to elicit student responses, and to encourage them to correct their own errors.	Yes	The teacher only gives an explanation related to the material to be learned, the rest of the time the teacher gives several questions related to the material and asks them to find out for themselves and then present it at the next meeting.

5.	Desuggestopedia	The students are helped to get positive mind that learning is easy and fun, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students.	Yes	The teacher starts the class with brainstorming, usually using games so that the students do not feel awkward.
		The teacher reads a text and is repeated by the students	No	-
		The teacher plays some baroque music in the background and the teacher reads the text again and the students listen carefully	No	-
		The teacher tells the students that they will do something like making film, gaming, etc. after the concert session	No	-
		The teacher uses games, puzzles, etc. to review the students understanding.	No	Teachers only use games as brainstorming to engage students before teaching and learning begins.
6.	Community language learning	Students typically have a conversation using their native language.	Yes	The language used by students to interact during learning activities is Indonesian.
		The teacher helps them express what they want to say by giving them the target language translation.	Yes	When students are confused about asking questions, the teacher helps them by translating into the target language.
		These words are recorded, and when they are replayed, it sounds like a fairly fluid conversation.	No	-
		A transcript is made of the conversation, and native language equivalents are written beneath the target language words.	No	-
		Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated.	No	-
		During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.	No	At the end of the lesson, there is always feedback from the students and the teacher.
7.	Total physical response	The teacher creates a situation where the child is given 10 new words about the intended item for example about fruit	No	-
		With the introduction of new words, children must choose of the three items that they failed. If they are right, the prize is the words of praise from the teacher	No	-
		The teacher introduces new material with carry out orders on the cassette. Record the instructor in order to become his own voice and then follow the order	No	-
		The teacher introduces new items with a series of activities, both through gestures and others	No	-
8.	Communicative language teaching	Role plays: students take on specific roles to engage in conversations related to a given scenario, simulating real-life situations and developing their speaking and listening skills.	Yes	Students are divided into groups and asked to discuss the questions they have been given.
		Debates and discussions: students engage in dialogues and debates, expressing and defending their opinions on various topics and situations. These activities help develop argumentation, persuasion, and critical thinking skills.	Yes	Students are asked to discuss the questions given to them.
		Problem-solving tasks: these activities involve students working collaboratively on puzzles, riddles or decision-making tasks. This process requires exchanging information, negotiating meaning, and using language functionally to reach a solution.	Yes	Students exchange opinions during discussion

	Project-based tasks: working in groups or individually, students research, plan, and create products, such as presentations, posters, or videos. These activities demand effective use of language skills to convey information and meaning	Yes	Students discuss and work on assignments which will then be presented at the next meeting using the Canva application.
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The Observation Result (Offline class)

Class : X-2 (2nd meeting)
Topic : Recount text

Date : October 16th, 2023
Time : 10.25 am – 11.45 am

No	Teaching method	Procedure	Yes/No	Activities
1.	Grammar translation method	Reading comprehension questions about the text	No	-
		Identifying antonyms and synonyms from words in the text	No	-
		Memorizing vocabulary selected from the reading texts	No	-
		Forming sentences with the new words	No	-
		Recognizing and memorizing cognates and false cognates	No	-
		Practicing fill in the blank exercise, writing compositions from a given topic	No	-
2.	Direct method	The teacher use both English and Indonesian to deliver the material	Yes	The teacher explain the material use English and Indonesian for better understanding
		The teacher asks questions of any type and the student answers	Yes	The teacher ask about the progress of the task that already given and their preparation to the presentation
		The teacher chooses a grade-appropriate passage and reads it aloud.	No	The teacher asks the selected groups to present their group discussion results
		The students take turns reading sections of a passage, play or a dialogue aloud	No	Students are asked to explain the results of their group discussions in turn.
		When a student makes a mistake the teacher offers him/her a second chance by giving a choice.	Yes	When a student mispronounces a word, the teacher immediately corrects it by giving an example of the correct pronunciation.
		The students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.	Yes	Other students are expected to provide questions or suggestions related to the selected group's presentation.
		The students are asked to write a passage in their own words	No	-
3.	Audio lingual method	The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue	No	-
		The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.	No	-
		Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated of half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make	No	-

		the same errors, chorus repetition and drill will be necessary		
		Repetition is continued with groups decreasing in size, that is first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers roles. Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time they should have memorized the text.	No	-
4.	Silent way	The teachers provides teaching aids in the form of; a) display board with material (field chart) on it. This board contains the spelling of all syllables in the foreign language learned. B) wooden sticks/blocks (cuisenaire rods). Sticks that usually number ten with different colors which will be used as props in forming complete sentences.	No	-
		The teacher presents one item of language that is understood, the presentation is only on time. Thus the teacher forced the students to listen well. At the beginning, the teacher did not say anything, but only showed the symbols listed on the display board. Students pronounce the symbol designated by the teacher by reciting loudly, first simultaneously. Then, on the instructions of the teacher, the students recite it one by one. This step is the initial stage.	No	-
		After the students is able to sounds in the foreign language being studied, the teacher presents a second display board containing selected vocabulary, this vocabulary is taken from the sentences most often used in daily communication. This vocabulary is very useful for students in composing a sentence independently, this step is also still the beginning stage.	No	-
		The teacher uses the colorful sticks that have been provided to lure students to speak the foreign language being studied.	No	-
		In closing, the teacher can test the causes of students in mastering the vocabulary that has been taught by using the commands as far as possible not verbally as in point number 4 above. In testing it certainly must pay attention to the time available, it is not possible with the limited time testing can be given to all students.	No	-
		The teacher uses silence for multiple purposes in the silent way. It is used to focus students attention, to elicit student responses, and to encourage them to correct their own errors.	Yes	The teacher only gives instructions and lets the students present their discussion results in front of the class.
5.	Desuggestedoped ia	The students are helped to get positive mind that learning is easy and fun, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students.	Yes	The teacher starts the class by giving warming-up to the students so that the class atmosphere is not tense and fun.
		The teacher reads a text and is repeated by the students	No	-
		The teacher plays some baroque music in the background and she/he reads the text again and the students listen carefully	No	-
		The teacher tells the students that they will do something like making film, gaming, etc. after the concert session	No	-
		The teacher uses games, puzzles, etc. to review the students understanding	No	-
6.		Students typically have a conversation using their native language.	Yes	Students mostly use Bahasa Indonesia to interact with each other

	Community language learning	The teacher helps them express what they want to say by giving them the target language translation.	Yes	When students are confused about starting a presentation or closing a presentation using the target language, the teacher helps by telling them the correct expression.
		These words are recorded, and when they are replayed, it sounds like a fairly fluid conversation.	No	-
		A transcript is made of the conversation, and native language equivalents are written beneath the target language words.	No	-
		Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated.	No	-
		During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.	No	At the end of the lesson, there is always feedback from the students and the teacher so that the teacher can find out what the students think about the day's learning.
7.	Total physical response	The teacher creates a situation where the child is given 10 new words about the intended item for example about fruit	No	-
		With the introduction of new words, children must choose of the three items that they failed. If they are right, the prize is the words of praise from the teacher	No	-
		The teacher introduces new material with carry out orders on the cassette. Record the instructor in order to become his own voice and then follow the order	No	-
		The teacher introduces new items with a series of activities, both through gestures and others	No	-
8.	Communicative language teaching	Role plays: students take on specific roles to engage in conversations related to a given scenario, simulating real-life situations and developing their speaking and listening skills.	Yes	Other students are expected to give their questions or suggestions on the presentation of the selected group.
		Information gap tasks: these activities require students to work in pairs or groups, where each person possesses certain information that others do not have. Students must communicate effectively to share the information and complete the task	Yes	During the question and answer session after the presentation, students consistently defend their arguments
		Debates and discussions: students engage in dialogues and debates, expressing and defending their opinions on various topics and situations. These activities help develop argumentation, persuasion, and critical thinking skills.	Yes	Students answer questions given by the teacher and other students.
		Problem-solving tasks: these activities involve students working collaboratively on puzzles, riddles or decision-making tasks. This process requires exchanging information, negotiating meaning, and using language functionally to reach a solution.	Yes	Selected groups present their discussion results in front of the class.
		Project-based tasks: working in groups or individually, students research, plan, and create products, such as presentations, posters, or videos. These activities demand effective use of language skills to convey information and meaning	Yes	During the question and answer session after the presentation, students consistently defend their arguments

The observation result (Online class)

Class : X-1 (1st meeting)
Topic : Storytelling

Date : October 12th, 2023
Time : 15.30 pm – 17.00 pm

No	Teaching method	Procedure	Yes/No	Activities
1.	Grammar translation method	Reading comprehension questions about the text	No	-
		Identifying antonyms and synonyms from words in the text	No	-
		Memorizing vocabulary selected from the reading texts	No	-
		Forming sentences with the new words	No	-
		Recognizing and memorizing cognates and false cognates	No	-
		Practicing fill in the blank exercise, writing compositions from a given topic	No	-
2.	Direct method	The teacher use English (target language) to deliver the material	Yes	The teacher give the instruction using English
		The teacher asks questions of any type and the student answers	Yes	The teacher asks previous material to engaged students
		The teacher chooses a grade-appropriate passage and reads it aloud.	Yes	The teacher chooses appropriate story to give to the students as the example and read aloud together
		The students take turns reading sections of a passage, play or a dialogue aloud	Yes	To know the story, the teacher asks the students to take turns read aloud the chosen story
		When a student makes a mistake, the teacher offers him/her a second chance by giving a choice.	Yes	Students mispronounce a word, the teacher gives them a chance to correct it by modeling the correct pronunciation.
		The students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.	Yes	Students do not understand one of the words or terms in the story, they ask the teacher directly
		The students are asked to write a passage in their own words	No	-
3.	Audio lingual method	The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue.	Yes	After doing the read aloud activity, the teacher asks students to identify difficult words so that they can understand the story as a whole.
		The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.	Yes	The teacher gives examples of pronunciation and gestures and expressions during storytelling
		Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated of half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary.	No	-
		Repetition is continued with groups decreasing in size, that is first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers roles. Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time they should have memorized the text.	No	-
4.	Silent way	The teachers provides teaching aids in the form of; a) display board with material (field chart) on it. This board	No	-

		contains the spelling of all syllables in the foreign language learned. B) wooden sticks/blocks (cuisenaire rods). Sticks that usually number ten with different colors which will be used as props in forming complete sentences.		
		The teacher presents one item of language that is understood, the presentation is only on time. Thus the teacher forced the students to listen well. At the beginning, the teacher did not say anything, but only showed the symbols listed on the display board. Students pronounce the symbol designated by the teacher by reciting loudly, first simultaneously. Then, on the instructions of the teacher, the students recite it one by one. This step is the initial stage.	No	-
		After the students is able to sounds in the foreign language being studied, the teacher presents a second display board containing selected vocabulary, this vocabulary is taken from the sentences most often used in daily communication. This vocabulary is very useful for students in composing a sentence independently, this step is also still the beginning stage.	No	-
		The teacher uses the colorful sticks that have been provided to lure students to speak the foreign language being studied.	No	-
		In closing, the teacher can test the causes of students in mastering the vocabulary that has been taught by using the commands as far as possible not verbally as in point number 4 above. In testing it certainly must pay attention to the time available, it is not possible with the limited time testing can be given to all students.	No	-
		The teacher uses silence for multiple purposes in the silent way. It is used to focus students' attention, to elicit student responses, and to encourage them to correct their own errors.	No	-
5.	Desuggestedop ia	The students are helped to get positive mind that learning is easy and fun, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students.	Yes	The teacher starts the class with brainstorming, usually using games so that the students do not feel awkward.
		The teacher reads a text and is repeated by the students	No	-
		The teacher plays some baroque music in the background and the teacher reads the text again and the students listen carefully	No	-
		The teacher tells the students that they will do something like making film, gaming, etc. after the concert session	No	-
		The teacher uses games, puzzles, etc. to review the students understanding.	No	-
6.	Community language learning	Students typically have a conversation using their native language.	Yes	The language used by students to interact during learning activities is Indonesian.
		The teacher helps them express what they want to say by giving them the target language translation.	No	-
		These words are recorded, and when they are replayed, it sounds like a fairly fluid conversation.	No	-
		A transcript is made of the conversation, and native language equivalents are written beneath the target language words.	No	-
		Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow	No	-

		students to further explore the language they have generated.		
		During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.	No	At the end of the lesson, there is always feedback from the students and the teacher.
7.	Total physical response	The teacher creates a situation where the child is given 10 new words about the intended item for example about fruit	No	-
		With the introduction of new words, children must choose of the three items that they failed. If they are right, the prize is the words of praise from the teacher	No	-
		The teacher introduces new material with carry out orders on the cassette. Record the instructor in order to become his own voice and then follow the order	No	-
		The teacher introduces new items with a series of activities, both through gestures and others	No	-
8.	Communicative language teaching	Role plays: students take on specific roles to engage in conversations related to a given scenario, simulating real-life situations and developing their speaking and listening skills.	No	-
		Debates and discussions: students engage in dialogues and debates, expressing and defending their opinions on various topics and situations. These activities help develop argumentation, persuasion, and critical thinking skills.	No	-
		Problem-solving tasks: these activities involve students working collaboratively on puzzles, riddles or decision-making tasks. This process requires exchanging information, negotiating meaning, and using language functionally to reach a solution.	No	-
		Project-based tasks: working in groups or individually, students research, plan, and create products, such as presentations, posters, or videos. These activities demand effective use of language skills to convey information and meaning	No	-

The observation result (Online class)

Class : X-1 (2nd meeting)
Topic : Storytelling

Date : October 18th, 2023
Time : 15.30 pm – 17.00 pm

No	Teaching method	Procedure	Yes/No	Activities
1.	Grammar translation method	Reading comprehension questions about the text	No	-
		Identifying antonyms and synonyms from words in the text	No	-
		Memorizing vocabulary selected from the reading texts	No	-
		Forming sentences with the new words	No	-
		Recognizing and memorizing cognates and false cognates	No	-
		Practicing fill in the blank exercise, writing compositions from a given topic	No	-
2.	Direct method	The teacher use English (target language) to deliver the material	Yes	The teacher give the instruction using English
		The teacher asks questions of any type and the student answers	Yes	The teacher asks students experience about anything to engaged students
		The teacher chooses a grade-appropriate passage and reads it aloud.	Yes	The teacher distributes stories to each student and asks them to practice by reading aloud.

		The students take turns reading sections of a passage, play or a dialogue aloud	Yes	To practice intonation, expression and gesture, students are asked to do storytelling in rotation.
		When a student makes a mistake, the teacher offers him/her a second chance by giving a choice.	Yes	When students mispronounce a word or intonation when reading the story text, the teacher immediately corrects it.
		The students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.	Yes	When students are confused about pronouncing a certain word, they can directly ask the teacher
		The students are asked to write a passage in their own words	No	-
		The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue	No	-
		The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.	No	Students read the story in turns to practice their intonation, expression and gesture.
3.	Audio lingual method	Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated of half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary	No	-
		Repetition is continued with groups decreasing in size, that is first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers roles. Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time they should have memorized the text.	No	-
		The teachers provides teaching aids in the form of; a) display board with material (field chart) on it. This board contains the spelling of all syllables in the foreign language learned. B) wooden sticks/blocks (cuisenaire rods). Sticks that usually number ten with different colors which will be used as props in forming complete sentences.	No	-
		The teacher presents one item of language that is understood, the presentation is only on time. Thus the teacher forced the students to listen well. At the beginning, the teacher did not say anything, but only showed the symbols listed on the display board. Students pronounce the symbol designated by the teacher by reciting loudly, first simultaneously. Then, on the instructions of the teacher, the students recite it one by one. This step is the initial stage.	No	-
4.	Silent way	After the students is able to sounds in the foreign language being studied, the teacher presents a second display board containing selected vocabulary, this vocabulary is taken from the sentences most often used in daily communication. This vocabulary is very useful for students in composing a sentence independently, this step is also still the beginning stage.	No	-

		The teacher uses the colorful sticks that have been provided to lure students to speak the foreign language being studied.	No	-
		In closing, the teacher can test the causes of students in mastering the vocabulary that has been taught by using the commands as far as possible not verbally as in point number 4 above. In testing it certainly must pay attention to the time available, it is not possible with the limited time testing can be given to all students.	No	-
		The teacher uses silence for multiple purposes in the silent way. It is used to focus students' attention, to elicit student responses, and to encourage them to correct their own errors.	No	-
5.	Desuggestopedia	The students are helped to get positive mind that learning is easy and fun, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students.	Yes	The teacher starts the class with brainstorming, usually using games and singing so that the students enjoy the class
		The teacher reads a text and is repeated by the students	No	-
		The teacher plays some baroque music in the background, and she/he reads the text again and the students listen carefully	No	-
		The teacher tells the students that they will do something like making film, gaming, etc. after the concert session	No	-
		The teacher uses games, puzzles, etc. to review the students understanding	No	-
6.	Community language learning	Students typically have a conversation using their native language.	Yes	The language used by students to interact during learning activities is predominantly Indonesian.
		The teacher helps them express what they want to say by giving them the target language translation.	No	-
		These words are recorded, and when they are replayed, it sounds like a fairly fluid conversation.	No	-
		A transcript is made of the conversation, and native language equivalents are written beneath the target language words.	No	-
		Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated.	No	-
		During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.	No	-
7.	Total physical response	The teacher creates a situation where the child is given 10 new words about the intended item for example about fruit	No	-
		With the introduction of new words, children must choose of the three items that they failed. If they are right, the prize is the words of praise from the teacher	No	-
		The teacher introduces new material with carry out orders on the cassette. Record the instructor in order to become his own voice and then follow the order	No	-
		The teacher introduces new items with a series of activities, both through gestures and others	No	-
8.		Role plays: students take on specific roles to engage in conversations related to a given scenario, simulating	No	-

Communicative language teaching	real-life situations and developing their speaking and listening skills.		
	Information gap tasks: these activities require students to work in pairs or groups, where each person possesses certain information that others do not have. Students must communicate effectively to share the information and complete the task	No	-
	Debates and discussions: students engage in dialogues and debates, expressing and defending their opinions on various topics and situations. These activities help develop argumentation, persuasion, and critical thinking skills.	No	-
	Problem-solving tasks: these activities involve students working collaboratively on puzzles, riddles or decision-making tasks. This process requires exchanging information, negotiating meaning, and using language functionally to reach a solution.	No	-
	Project-based tasks: working in groups or individually, students research, plan, and create products, such as presentations, posters, or videos. These activities demand effective use of language skills to convey information and meaning	No	-

The observation result

Class : X-2 (1st meeting)
Topic : Storytelling

Date : October 9th, 2023
Time : 15.30 pm – 17.00 pm

No	Teaching method	Procedure	Yes/No	Activities
1.	Grammar translation method	Reading comprehension questions about the text	No	-
		Identifying antonyms and synonyms from words in the text	No	-
		Memorizing vocabulary selected from the reading texts	No	-
		Forming sentences with the new words	No	-
		Recognizing and memorizing cognates and false cognates	No	-
		Practicing fill in the blank exercise, writing compositions from a given topic	No	-
2.	Direct method	The teacher use English (target language) to deliver the material	Yes	The teacher give the instruction using English
		The teacher asks questions of any type and the student answers	Yes	The teacher asks previous material to engaged students
		The teacher chooses a grade-appropriate passage and reads it aloud.	Yes	The teacher chooses appropriate story to give to the students as the example and read aloud together
		The students take turns reading sections of a passage, play or a dialogue aloud	Yes	To know the story, the teacher asks the students to take turns read aloud the chosen story
		When a student makes a mistake, the teacher offers him/her a second chance by giving a choice.	Yes	Students mispronounce a word, the teacher gives them a chance to correct it by modeling the correct pronunciation.
		The students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.	Yes	Students do not understand one of the words or terms in the story, they ask the teacher directly
		The students are asked to write a passage in their own words	No	-

3.	Audio lingual method	The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue.	Yes	After doing the read aloud activity, the teacher asks students to identify difficult words so that they can understand the story as a whole.
		The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.	Yes	The teacher gives examples of pronunciation and gestures and expressions during storytelling
		Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated of half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary.	No	-
		Repetition is continued with groups decreasing in size, that is first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers roles. Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time they should have memorized the text.	No	-
4.	Silent way	The teachers provides teaching aids in the form of; a) display board with material (field chart) on it. This board contains the spelling of all syllables in the foreign language learned. B) wooden sticks/blocks (cuisenaire rods). Sticks that usually number ten with different colors which will be used as props in forming complete sentences.	No	-
		The teacher presents one item of language that is understood, the presentation is only on time. Thus the teacher forced the students to listen well. At the beginning, the teacher did not say anything, but only showed the symbols listed on the display board. Students pronounce the symbol designated by the teacher by reciting loudly, first simultaneously. Then, on the instructions of the teacher, the students recite it one by one. This step is the initial stage.	No	-
		After the students is able to sounds in the foreign language being studied, the teacher presents a second display board containing selected vocabulary, this vocabulary is taken from the sentences most often used in daily communication. This vocabulary is very useful for students in composing a sentence independently, this step is also still the beginning stage.	No	-
		The teacher uses the colorful sticks that have been provided to lure students to speak the foreign language being studied.	No	-
		In closing, the teacher can test the causes of students in mastering the vocabulary that has been taught by using the commands as far as possible not verbally as in point number 4 above. In testing it certainly must pay attention to the time available, it is not possible with the limited time testing can be given to all students.	No	-
		The teacher uses silence for multiple purposes in the silent way. It is used to focus students' attention, to elicit student responses, and to encourage them to correct their own errors.	No	-

5.	Desuggestedoped ia	The students are helped to get positive mind that learning is easy and fun, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students.	Yes	The teacher starts the class with brainstorming, usually using games so that the students do not feel awkward.
		The teacher reads a text and is repeated by the students	No	-
		The teacher plays some baroque music in the background and the teacher reads the text again and the students listen carefully	No	-
		The teacher tells the students that they will do something like making film, gaming, etc. after the concert session	No	-
		The teacher uses games, puzzles, etc. to review the students understanding.	No	-
6.	Community language learning	Students typically have a conversation using their native language.	Yes	The language used by students to interact during learning activities is Indonesian.
		The teacher helps them express what they want to say by giving them the target language translation.	No	-
		These words are recorded, and when they are replayed, it sounds like a fairly fluid conversation.	No	-
		A transcript is made of the conversation, and native language equivalents are written beneath the target language words.	No	-
		Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated.	No	-
		During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.	No	At the end of the lesson, there is always feedback from the students and the teacher.
7.	Total physical response	The teacher creates a situation where the child is given 10 new words about the intended item for example about fruit	No	-
		With the introduction of new words, children must choose of the three items that they failed. If they are right, the prize is the words of praise from the teacher	No	-
		The teacher introduces new material with carry out orders on the cassette. Record the instructor in order to become his own voice and then follow the order	No	-
		The teacher introduces new items with a series of activities, both through gestures and others	No	-
8.	Communicative language teaching	Role plays: students take on specific roles to engage in conversations related to a given scenario, simulating real-life situations and developing their speaking and listening skills.	No	-
		Debates and discussions: students engage in dialogues and debates, expressing and defending their opinions on various topics and situations. These activities help develop argumentation, persuasion, and critical thinking skills.	No	-
		Problem-solving tasks: these activities involve students working collaboratively on puzzles, riddles or decision-making tasks. This process requires exchanging information, negotiating meaning, and using language functionally to reach a solution.	No	-
		Project-based tasks: working in groups or individually, students research, plan, and create products, such as presentations, posters, or videos. These activities	No	-

		demand effective use of language skills to convey information and meaning		
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The observation result (Online class)

Class : X-2 (2nd meeting)
Topic : Storytelling

Date : October 16th, 2023
Time : 15.30 pm – 17.00 pm

No	Teaching method	Procedure	Yes/No	Activities
1.	Grammar translation method	Reading comprehension questions about the text	No	-
		Identifying antonyms and synonyms from words in the text	No	-
		Memorizing vocabulary selected from the reading texts	No	-
		Forming sentences with the new words	No	-
		Recognizing and memorizing cognates and false cognates	No	-
		Practicing fill in the blank exercise, writing compositions from a given topic	No	-
2.	Direct method	The teacher use English (target language) to deliver the material	Yes	The teacher give the instruction using English
		The teacher asks questions of any type and the student answers	Yes	The teacher asks students experience about anything to engaged students
		The teacher chooses a grade-appropriate passage and reads it aloud.	Yes	The teacher distributes the story text to each student and asks them to practice by reading aloud.
		The students take turns reading sections of a passage, play or a dialogue aloud	Yes	To practice intonation, expression and gesture, students are asked to do storytelling in order.
		When a student makes a mistake, the teacher offers him/her a second chance by giving a choice.	Yes	When students mispronounce a word or intonation when reading the story text, the teacher immediately corrects it.
		The students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.	Yes	When students are confused about pronouncing a certain word, they can directly ask the teacher
		The students are asked to write a passage in their own words	No	-
		The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue	No	-
The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.	No	Students read the story in turns to practice their intonation, expression and gesture.		
3.	Audio lingual method	Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated of half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary	No	-

		Repetition is continued with groups decreasing in size, that is first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers roles. Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time they should have memorized the text.	No	-
		The teachers provides teaching aids in the form of; a) display board with material (field chart) on it. This board contains the spelling of all syllables in the foreign language learned. B) wooden sticks/blocks (cuisenaire rods). Sticks that usually number ten with different colors which will be used as props in forming complete sentences.	No	-
		The teacher presents one item of language that is understood, the presentation is only on time. Thus the teacher forced the students to listen well. At the beginning, the teacher did not say anything, but only showed the symbols listed on the display board. Students pronounce the symbol designated by the teacher by reciting loudly, first simultaneously. Then, on the instructions of the teacher, the students recite it one by one. This step is the initial stage.	No	-
4.	Silent way	After the students is able to sounds in the foreign language being studied, the teacher presents a second display board containing selected vocabulary, this vocabulary is taken from the sentences most often used in daily communication. This vocabulary is very useful for students in composing a sentence independently, this step is also still the beginning stage.	No	-
		The teacher uses the colorful sticks that have been provided to lure students to speak the foreign language being studied.	No	-
		In closing, the teacher can test the causes of students in mastering the vocabulary that has been taught by using the commands as far as possible not verbally as in point number 4 above. In testing it certainly must pay attention to the time available, it is not possible with the limited time testing can be given to all students.	No	-
		The teacher uses silence for multiple purposes in the silent way. It is used to focus students' attention, to elicit student responses, and to encourage them to correct their own errors.	No	-
5.	Desuggestoped ia	The students are helped to get positive mind that learning is easy and fun, the teacher sets the environment of the class as comfortable and cheerful as it could be for the students.	Yes	The teacher starts the class with brainstorming, usually using games and singing so that the students enjoy the class
		The teacher reads a text and is repeated by the students	No	-
		The teacher plays some baroque music in the background, and she/he reads the text again and the students listen carefully	No	-
		The teacher tells the students that they will do something like making film, gaming, etc. after the concert session	No	-
		The teacher uses games, puzzles, etc. to review the students understanding	No	-
6.	Community language learning	Students typically have a conversation using their native language.	Yes	The language used by students to interact during learning activities is predominantly Indonesian.
		The teacher helps them express what they want to say by giving them the target language translation.	No	-

		These words are recorded, and when they are replayed, it sounds like a fairly fluid conversation.	No	-
		A transcript is made of the conversation, and native language equivalents are written beneath the target language words.	No	-
		Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated.	No	-
		During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.	No	-
7.	Total physical response	The teacher creates a situation where the child is given 10 new words about the intended item for example about fruit	No	-
		With the introduction of new words, children must choose of the three items that they failed. If they are right, the prize is the words of praise from the teacher	No	-
		The teacher introduces new material with carry out orders on the cassette. Record the instructor in order to become his own voice and then follow the order	No	-
		The teacher introduces new items with a series of activities, both through gestures and others	No	-
8.	Communicative language teaching	Role plays: students take on specific roles to engage in conversations related to a given scenario, simulating real-life situations and developing their speaking and listening skills.	No	-
		Information gap tasks: these activities require students to work in pairs or groups, where each person possesses certain information that others do not have. Students must communicate effectively to share the information and complete the task	No	-
		Debates and discussions: students engage in dialogues and debates, expressing and defending their opinions on various topics and situations. These activities help develop argumentation, persuasion, and critical thinking skills.	No	-
		Problem-solving tasks: these activities involve students working collaboratively on puzzles, riddles or decision-making tasks. This process requires exchanging information, negotiating meaning, and using language functionally to reach a solution.	No	-
		Project-based tasks: working in groups or individually, students research, plan, and create products, such as presentations, posters, or videos. These activities demand effective use of language skills to convey information and meaning	No	-

1. INTERVIEW TRANSCRIBE Mrs . ELIS (ENGLISH TEACHER)

2. Melan : Selamat pagi ibu
3. Ibu Elis : Selamat pagi
4. Melan : Kalau boleh tahu saya berbicara dengan ibu siapa?
5. Ibu Elis : Saya Ibu Elisabet Gobhe, S.Pd
6. Melan : Oke, ibu di sekolah ini mengajar kelas berapa saja?
7. Ibu Elis : Saya mengajar kelas X dan kelas XI, kelas X ada 7 kelas itu dari kelas X1-X7 dan kelas XI ada 3 kelas dari kelas XI9 – X11
- 8.
9. Melan : Oke baik, sudah berapa lama ibu mengajar bahasa Inggris di sekolah ini?
10. Ibu Elis : Iya, saya sudah 22 tahun mengajar bahasa Inggris disini, mulai sejak tahun 2001
11. Melan : Oke baik, kalau boleh tahu ibu sendiri itu lulusan dari pendidikan Bahasa Inggris atau Non pendidikan bahasa Inggris?
- 12.
13. Ibu Elis : Oke, saya lulusan dari Fakultas kejuruan dan ilmu pendidikan, prodi pendidikan Bahasa Inggris dari universitas Widya Mandira Kupang.
- 14.
15. Melan : Oke baik, terimakasih untuk perkenalannya ibu. Sebelum masuk ke pertanyaan-pertanyaan terkait teaching method, saya ingin mengonfirmasi bahwa di sekolah ini masih ada online dan offline teaching ya Bu?
- 16.
- 17.
18. Ibu Elis : Iya betul, jadi offline itu terjadinya di pagi hari, ya kegiatan belajar mengajar pada umumnya,.. eee... sedangkan online classnya itu pada sore hari khusus untuk ekstrakurikuler Bahasa Inggris yang biasa kami bilang English Club.
- 19.
- 20.
21. Melan : Oh, begitu ya Bu. Kira-kira kenapa ya masih ada online class Bu?
22. Ibu Elis : eee.. Jadi itu kebijakan sekolah, mengingat ada siswa yang tempat tinggalnya itu jauh dari sekolah, bisa 14-17 km dari sekolah... kan kasihan kalau pagi sudah kesekolah terus sore kesekolah lagi untuk ekstrakurikulernya, jadi program ini sangat membantu siswa yang berkeinginan mengembangkan Bahasa Inggrisnya, selain kelas umum yang pagi hari itu, sekolah juga memberikan fasilitas untuk diadakan kelas online itu tadi... eee ini juga belum lama, baru semenjak covid itu..
- 23.
- 24.
- 25.
- 26.
- 27.
28. Melan : Oke baik Bu, apakah ibu mengalami kesulitan menghandle kelas offline dan online?
29. Ibu Elis : Eee.. kalau kelas offline itu kesulitannya karena anak-anak dengan kemampuan memahami yang berbeda-beda serta mental anak zaman sekarang itu beda jadi ya harus tahu dulu mereka maunya seperti apa, makanya tiap selesai pembelajaran selalu ada refleksi. Kalau kelas online itu kesulitannya saat harus ee... apa Namanya... belajar pakai zoom, terus google meet, nah itu kami sebagai guru tua ini ya agak kesulitan... butuh waktu untuk terbiasa... apalagi sekarang itu serba online, aduh pusing.. hehehe
- 30.
- 31.
- 32.
- 33.
- 34.
35. Melan : Hehehe, baik Bu, Sekarang saya langsung saja menanyakan beberapa hal terkait dengan English teaching method yang di terapkan di sekolah ini. Oke kita langsung saja ke pertanyaan pertama, Untuk memahami teks bacaan, apakah siswa diminta untuk melakukan reading comprehension? Jika ya, apakah siswa di berikan pertanyaan terkait teks tersebut?
- 36.
- 37.
- 38.
39. Ibu Elis : OK, baik, eeee... untuk reading comprehensionnya itu biasanya sesuai materi sih, misal sekarang materinya tentang storytelling itu biasanya di pertemuan ke sekian itu saya minta mereka untuk melakukan reading comprehension.... Dan ya, untuk memahami teks biasanya ada pertanyaan-pertanyaan terkait teks tersebut misalnya istilah yang kurang mereka pahami atau ekspresi atau ungkapan yang belum di mengerti... nah disitu akhirnya kita diskusi..
- 40.
- 41.
- 42.
- 43.
44. Melan : Baik, bisa saya simpulkan bahwa reading comprehension itu tidak selalu ya Bu, ya?
45. Ibu Elis : Iya betul, tergantung materi saja
46. Melan : Oke baik Bu, setelah melakukan reading comprehension apakah siswa diminta untuk mengidentifikasi sinonim dan antonim di dalam teks?
- 47.
48. Ibu Elis : Eee... biasanya setelah reading itu saya tanya ke mereka, eeee... ada kata-kata sulit yang di

49. temukan atau tidak.. biasanya ada dan langsung kami diskusikan mencaritahu artinya sama-sama
- 50.
51. Melan : Untuk identifikasi sinonim antonim itu tidak ada, tetapi mencaritahu arti dari kata-kata sulit yang di temukan siswa, begitu Bu?
- 52.
53. Ibu Elis : Iya benar sekali
54. Melan : Baik Bu, pertanyaan berikut masih tentang reading comprehension. Setelah melakukan reading comprehension apakah siswa diminta untuk membentuk kalimat dengan kata-kata baru atau kata-kata mereka sendiri?
- 55.
- 56.
57. Ibu Elis : Emmm.. teksnya sudah saya sediakan dan saya bagikan ke mereka, jadi mereka tidak perlu membuat teks sendiri
- 58.
59. Melan : Oke, pertanyaan berikut, Apakah siswa diminta untuk menghafal dan mengenal cognates dan false cognates?
- 60.
61. Ibu Elis : Emmm, itu situational.. tapi jujur saja jarang sekali sih...
62. Melan : Oke baik Bu, yang berikut apakah siswa di beri latihan melengkapi kalimat, yang pastinya terkait dengan teks yang mereka baca sebelumnya?
- 63.
64. Ibu Elis : Emmm, untuk saat ini sih tidak... apalagi English club ya, jadi untuk kegiatan-kegiatan seperti itu biasanya tergantung materi dan buku panduan sih biasanya....
- 65.
66. Melan : Berarti di English club tidak belajar seperti itu ya?
67. Ibu Elis : Iya tidak, di English club ini fokusnya ke storytelling, eee debat news anchor, speech yah seperti itu-itu sih
- 68.
69. Melan : Baik Bu, kita ke pertanyaan berikut. Bahasa apakah yang ibu gunakan pada saat kegiatan belajar mengajar?
- 70.
71. Ibu Elis : Dua-duanya, agar mereka lebih memahami tentang materi, saya menggunakan bahasa Indonesia dan juga bahasa Inggris. Kebanyakan saya menggunakan bahasa Inggris, contohnya saya berbicara bahasa Inggris dan setelah itu saya mentranslatenya ke bahasa Indonesia tetapi kadang kadang juga saya menggunakan bahasa Indonesia dan saya meminta siswa untuk mentranslate apa yang saya sampaikan
- 72.
- 73.
- 74.
- 75.
76. Melan : Oke, baik, karena mengingat bahasa Inggris itu bahasa asing ya bu, jadi kita tidak tiap hari berkomunikasi menggunakan bahasa Inggris sehingga memang membutuhkan 2 bahasa untuk membantu siswa memahami pelajaran bahasa Inggris. Yang berikut, untuk mengetahui kemampuan siswa terkait reading, apakah ibu memberikan kesempatan kepada siswa untuk melakukan read aloud?
- 77.
- 78.
- 79.
- 80.
81. Ibu Elis : Iya kontekstual. Saya menyuruh mereka untuk membaca dialog kemudian membaca teks dalam hubungan dengan materi yang diberikan itu untuk melatih pronunciation mereka dan saya ambil nilai dari pengucapan mereka, intonasi juga, dalam hubungan dengan reading...
- 82.
- 83.
84. Untuk English clubnya karena sekarang ini materinya itu ya.. eee.. storytelling, jadi pada pertemuan pertama saya memberikan mereka satu cerita untuk di baca Bersama-sama, ini tujuannya agar mereka mengenal teksnya.. tau ceritanya, intonasinya, ekspresinya, seperti itu
- 85.
- 86.
87. Melan : Berarti ada kesempatan untuk siswa melatih pronunciation mereka dengan read aloud, ya bu?
88. Ibu Elis : Ya, ada.
89. Melan : Berikut, apakah semua siswa mendapat giliran untuk membaca cerita?
90. Ibu Elis : Ya tentu bergiliran... dengan begitu mereka bisa mengenal itu tadi, ee intonasinya, ekspresinya, mengetahui jalan cerita atau alurnya, biar nanti saat prakteknya yang sendiri-sendiri itu sudah bisa...
- 91.
- 92.
93. Melan : Yang berikut, ketika siswa melakukan kesalahan apakah mereka di beri kesempatan untuk memperbaikinya?
- 94.
95. Ibu Elis : Ya tentu, semisal mereka, eee.. keliru menyebutkan satu kata, pasti langsung saya koreksi dengan melafalkan kata dengan benar dan minta mereka ikuti, juga pastinya di hafal biar lain
- 96.

97. kali tidak salah lagi.
98. Melan : Baik Bu, pertanyaan berikut. Apakah siswa di beri kesempatan untuk memberikan pertanyaan terkait materi yang di pelajari?
99. : Ya pastinya, ketika saya selesai menerangkan sesuat ee... apapun pembahasannya pasti saya bertanya untuk memastikan mereka paham, dan kalau masih ada yang bingung saya selalu kasih kesempatan untuk bertanya.
100. Ibu Elis : Baik Bu, pertanyaan selanjutnya. Untuk membantu siswa memahami pembelajaran apakah guru menggunakan dialog atau percakapan saat menyampaikan materi? Jika ya, apakah bahasa yang di gunakan dalam percakapan tersebut?
101. : Emmm... dialog atau conversation itu ada pastinya. Seperti yang saya bilang sebelumnya, bahwa itu bisa melatih pronounciation anak-anak jadi pasti ada. Untuk bahasanya, karena itu dari buku paket mereka ya pastinya bahasa Inggris.
102. : Baik Bu, yang berikut. Pada saat memberikan siswa teks percakapan/cerita dengan menggunakan bahasa target, apakah guru mentranslatenya terlebih dahulu agar di pahami siswa atau tidak?
103. Melan : Emmm.... Tidak semua kalimat dalam dialog saya translatekan, bisa-bisa waktunya habis, hehehehe... mengingat waktunya juga tidak banyak. Biasanya saya tanya ke mereka, apa ada kata-kata sulit atau kata-kata baru untuk mereka yang mereka tidak tahu artinya, setelah itu langsung diskusikan bersama untuk mencari tahu artinya... saya biasanya begitu..
104. Ibu Elis : Tidak semua di terjemahkan ya Bu ya?
105. : Tentu tidak.
106. Melan : Baik Bu, selanjutnya. Apakah guru memberikan contoh intonasi, ekspresi serta gesture terlebih dahulu sebelum meminta siswa melakukan percakapan?
107. Ibu Elis : Biasanya saya biarkan mereka berkreasi, hehe... dari situ kan saya bisa tahu mereka paham atau tidak teksnya, misalnya dalam teks atau story tersebut.. eee... minta mereka untuk mengekspresikan marah atau senang, kalau mereka paham kan intonasi sama gesturennya bisa langsung kelihatan begitu... tapi di awal pasti sudah saya kasih contoh...
108. Melan : Baik Bu, berikut. Apakah siswa di berikan kesempatan untuk mempraktekan dialog/cerita tersebut di depan kelas?
109. Ibu Elis : Ya pasti, biar bisa melatih kepercayaan diri mereka dan tentunya itu saya ambil nilai. Bukan dialog saja tapi seperti storytelling, terus debat, speech dan lainnya... ee yang begini baisanya pas waktu English club ... ee biasanya
110. Melan : Baik Bu, pertanyaan berikut. Apakah siswa diberikan kesempatan untuk memperbaiki kesalahan terkait intonasi, ekspresi atau gesture saat melakukan percakapan?
111. Ibu Elis : Ya kalau pada saat latihan pasti saya koreksi kalau-kalau mereka membuat kesalahan, tapi kalau saya ambil nilai itu saya tidak akan koreksi.
112. Melan : Karena koreksi sudah di berikan pada saat latihan gitu ya Bu?
113. Ibu Elis : Iya betul, biasanya pada saat ujian praktek itu.
114. Melan : Oke baik Bu, pertanyaan berikut. Untuk membantu pemahaman pembelajaran bahasa Inggris, apakah ibu menggunakan alat bantu seperti balok kayu atau papan berisi ejaan suku kata dalam bahasa Inggris?
115. Ibu Elis : Emmm.... Kalau seperti itu sih tidak, tapi dalam kelas saya saya juga menggunakan alat bantu atau media, yang sekarang sih HP.. Jadi kalau media balok kayu atau papan itu tidak ada, eeemm... biasanya itu adanya di kelas pemula ya, seperti PAUD atau TK, saat gurunya mengenalkan huruf atau kata dalam bahasa Inggris kepada anak.
116. Melan : Oke baik Bu, berarti tidak ada ya?
117. Ibu Elis : Iya tidak ada
118. Melan : Pertanyaan berikut, apakah ibu menerapkan sistem student center di kelas ibu?

145. Ibu Elis : Kebanyakan yang sesuai dengan kurikulum sekarang itu lebih focus pada student center, yaitu guru hanya memberikan arahan atau pertanyaan-pertanyaan pemantik kemudian mereka
146. mencaritahu dengan berdiskusi dalam kelompok dan mencaritahu sendiri dengan
147. menggunakan HP, internet, google, kemudian melakukan presentasi dan pada saat melakukan
148. presentasi ada feedback dari saya tentang materi yang mereka kerjakan
149. : Oke baik. Pertanyaan selanjutnya. Bagaimana cara guru membuat suasana selama
150. Melan pembelajaran menjadi menyenangkan untuk siswa?
151. : Emmm... biasanya saya siasati dengan icebreaking. Jadi, tiap mengawali pembelajaran saya
152. Ibu Elis pasti beri mereka icebreaking dulu, biasanya berupa game, bernyanyi atau memberi mereka
153. pertanyaan-pertanyaan yang ada hubungannya dengan materi yang akan di pelajari saat itu.
154. Nah, dengan begitu anak-anak sudah lebih santai, lebih enjoy.. eee... sudah tidak tegang lagi
155. suasananya..
156. : Baik Bu, pertanyaan berikut. Apakah ibu menggunakan games atau puzzle untuk mereview
157. Melan pemahaman siswa?
158. : Kalau mereview sih tidak, tapi seperti yang sudah saya bilang tadi games itu biasanya saya
159. Ibu Elis pakai saat icebreaking saja.
160. : Baik Bu. Yang berikut, apakah siswa berinteraksi dengan sesama menggunakan bahasa
161. Melan Indonesia?
162. : Emmm... iya.. yah keduanya. Ada yang pakai bahasa Indonesia, ada yang bahasa Inggris,
163. Ibu Elis dominannya sih bahasa Indonesia
164. : Baik, Bu. Pertanyaan berikut, apakah ibu membantu siswa untuk mengekspresikan keinginan
165. Melan mereka dengan memberikan contoh ungkapan bahasa Inggris /target language?
166. : Ya, tentu. Seperti kemarin, pada saat salah satu kelompok dari kelas X2 mau presentasi,
167. Ibu Elis mereka bingung openingnya seperti apa, jadi ya saya bantu beritahu terjemahan Bahasa
168. Inggrisnya, begitupun dengan closingnya. Itu salah satu contohnya saja
169. : Baik Bu. Apakah siswa di perbolehkan mengemukakan pendapat atau ide mereka terkait
170. Melan pembelajaran?
171. : Ya pastinya, biasanya di akhir pembelajaran. 5 atau eee... 10 menit terakhir itu ada refleksi. Jadi
172. Ibu Elis siswa diminta perwakilannya saja untuk mengemukakan pendapatnya terkait pembelajaran di
173. hari itu. Mulai dari suasana kelas, terus, eee... mereka enjoy atau tidak, paham atau tidak juga
174. minta saran mereka untuk kelas berikutnya.
175. : Pertanyaan berikut, Bu. Apakah ibu meminta siswa untuk menghafalkan minimal 10 kosakata
176. Melan per hari?
177. : Biasanya kata-kata sulit yang mereka temukan saat reading teks itu pasti saya minta mereka
178. Ibu Elis hafalkan atau ingat, tapi tidak setiap pertemuan juga.
179. : Baik Bu. Pertanyaan berikut, apakah guru selalu memberikan apresiasi kepada siswa ketika
180. Melan berhasil menghafal serta melafalkan kosa kata tersebut?
181. : Ya apresiasinya paling hanya berupa kata-kata sih, misalnya good job, atau well done, yah
182. Ibu Elis begitu-begitu saja
183. : Baik Bu, kita lanjut ke pertanyaan berikut. Apakah ada strategi atau cara guru agar
184. Melan memudahkan siswa untuk menghafal kosakata?
185. : Kalau strategi khusus sih tidak ada, tapi biasanya kalau ada kata-kata baru yang mereka dapat
186. Ibu Elis pasti saya minta mereka kadang buat kalimat menggunakan kata-kata itu, terus juga pasti di
187. ulang-ulang biar cepat diingat
188. : Oke Bu, next, apakah guru mengajarkan vocabulary dengan menggunakan gesture atau hal
189. Melan lainnya?
190. : Untuk sekarang ini tidak terlalu focus mengajarkan vocabulary, jadi vocabularynya itu sesuai
191. Ibu Elis dengan konteks atau materi yang mau di ajarkan saat itu, misalnya pada saat belajar mereka
- 192.

193. menemukan kata-kata sulit atau kata-kata penting kemudian sama-sama mencari tahu artinya.
194. Untuk menyampaikan clue yang seperti itu saya tidak menggunakan gesture atau gambar
195. tetapi lebih dengan menggunakan kata lain yang mendekati artinya.
- 196.Melan : Oke baik Bu, berikut, apakah siswa melakukan permainan peran seperti drama atau dialog
197. sesuai dengan scenario yang sudah disiapkan guru?
- 198.Ibu Elis : Emmm... untuk sekarang sih tidak ada.... Adanya di English clubnya kalau drama... terus
199. ee.. dialog... seperti itu
- 200.Melan : Baik Bu, kita lanjut ke pertanyaan berikut, apakah ada kegiatan debat dan diskusi, dalam hal
201. ini dapat membantu siswa mengembangkan argumentasi serta critical thinking siswa?
- 202.Ibu Elis : Oh iya tentu ada, di English club ada kegiatan semacam itu, jadi disamping ee... storytelling,
203. drama .. itu juga ada debat kok... nah disitu siswa di berikan topik tertentu dan kedua kelompok
204. yang ee.. pro atau contranya itu harus berdiskusi mempersiapkan statement-statement yang
205. bisa memperkuat argument mereka masing-masing...eee, biasanya kalau ada perlombaan
206. debat pasti siswa-siswa tersebut diikutsertakan... nah akhir bulan ini ada perlombaan Bahasa
207. Inggris, salah satunya debat itu tadi
- 208.Melan : Ohh, ada acara apa Bu?
- 209.Ibu Elis : Jadi, eee... dalam rangka memeriahkan bulan Bahasa, sekolah mengadakan beberapa
210. kegiatan perlombaan, salah satunya itu debat terus juga ada storytelling
- 211.Melan : Baik Bu, selanjutnya, bagaimana cara siswa menyelesaikan tugas yang di berikan guru?
212. Apakah secara berkelompok atau individual?
- 213.Ibu Elis : Untuk saat ini mereka saya minta berkelompok, jadi di pertemuan pertama kemarin itu saya
214. bagi mereka kedalam kelompok yang isinya 5-6 orang dan saya memberikan beberapa
215. pertanyaan terkait materi yang akan dipelajari, setelah itu ee... berdiskusi, nah disitu mereka
216. di haruskan mengemukakan pendapat masing-masing dan menentukan jawaban mana yang
217. paling tepat. Setelah menentukan jawaban yang benar, saya minta mereka mengerjakannya
218. menggunakan canva, eee... waktu pengumpulannya saya Batasi, dan minta mereka
219. mengumpulkannya melalui whatsapp group. Saat, eee.. mungkin mereka merasa kesulitan
220. atau apapun bisa langsung chat di whatsapp group... jadi ee... meskipun waktu pembelajaran
221. di sekolah berakhir, ee.. anak-anak masih boleh konsultasi apapun kendala mereka lewat
222. whatsapp.
- 223.Melan : Oke baik, Bu. Kita sudah di pertanyaan terakhir. Bagaimana cara guru mengetahui kemampuan
224. siswa terkait penggunaan Bahasa Inggris?
- 225.Ibu Elis : Untuk sekarang, eee... setelah berdiskusi itu tadi, mereka saya wajibkan untuk
226. mempertanggungjawabkan hasil diskusi kelompok mereka dengan presentasi di depan kelas,
227. menggunakan HP mereka masing-masing.
228. selain mengetes kemampuan berbahasanya mereka, juga bisa melatih kepercayaan diri
229. mereka... dan teman yang belum mendapat giliran presentasi, eee... mereka di wajibkan
230. memberikan pertanyaan atau saran kepada teman kelompok yang mendapat giliran presentasi
231. pada saat itu.... ya itu yang saya lakukan
- 232.Melan : Baik Bu, Terimakasih banyak untuk waktu dan kesempatannya. Semoga kita bisa berjumpa
233. kembali.
- 234.Ibu Elis : Sama-sama nak, sukses e.

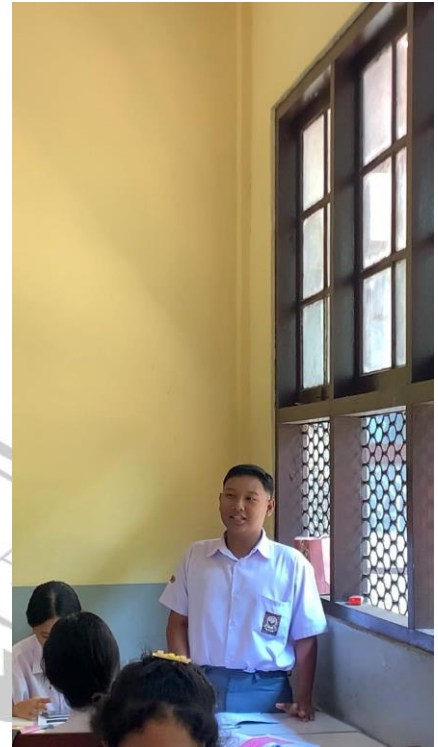
DOCUMENTATION



The teacher divides students into groups and gives them instructions about what they have to do (left picture). Students discuss in groups (right picture). (*First meeting*)



The chosen groups present their discussion results in front of the class (left picture). The teacher observes and provides input regarding to their presentation (right picture). (*Second meeting*)



(The last session of learning activities was students and teacher provided feedback to each other regarding to the lessons that day)



(Photo session with students, the teacher and the researcher)