

**EXPLORING PEDAGOGICAL CONTENT KNOWLEDGE
(PCK) OF THE ENGLISH TEACHERS IN SENIOR
HIGH SCHOOL OF AL-MANAR ISLAMIC
BOARDING SCHOOL**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2021 M / 1442**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

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Wednesday, 28 July 2021
18 Zulhijjah, 1442 H


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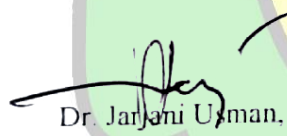
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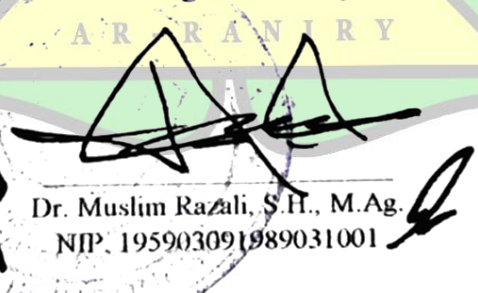

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**Exploring Pedagogical Content Knowledge (PCK) of The English Teachers
in Senior High School of Al-Manar Islamic Boarding School**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah, surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 8 Juli 2021

Saya yang membuat surat pernyataan,



Nadhiratul Husna

ACKNOWLEDGMENT

Alhamdulillahirabbil'alamin, all praises to Allah the most beneficent and merciful, the one who determines and has power over all, the one who has given me the strength, chance, and health to complete this thesis. Peace and salutation be upon the most beloved Prophet Muhammad saw. who has been the best model of life for every single human in the word to keep struggle in every problems come.

I would like to send my deepest and big thanks for both supervisor of mine, Prof. Dr. T. Zulfikar, M.Ed and Dr. Jarjani Usman, M.Sc., MA for their time, supports, advice, valuable guidance, and zillion great knowledge they have shared to me around this time, I do grateful for having both of them as my supervisor. Furthermore, I would like to say thank for my academic supervisor, Fithriyah, S.Ag., M.Pd. for guiding me around the time in this university. Big appreciation and thankful for all of lecturers of English Language Education Department in Teaching and Education Faculty of Ar-Raniry University for the knowledge, experiences, and supports they have given and shared to me.

Then, the unforgettable thanks and grateful for my irreplaceable, beloved, and incredible father, Muhammad and mother, Maida Meutia who have support, encourage, and give their best effort and endless love for being the best parents of mine, I do grateful for having you as my parents and always be like that. I also would like to say thank to the moon and back for my lovely siblings, brothers, Shahibul Auzar, Zawil Kiram, Zahrul Husni, and sisters of mine, Rafidhah

Hanum, Siti Nur Abidah, Ayu Khairina, and Wildanun Mukhalladun for supporting, caring, and giving me spirit all the time to achieve my goals especially in finishing this thesis, you are my strength and precious people I have.

Also, for my best and favourite friends, Putri Humairah, Roudhatul Jannah, Anis Thahirah and Aramina, I send you million thanks for endless support, spirit, careness, pray that you have given to me all the time, without you my life is empty. Specially thank to Amalia Suni and Ruang PSB Al-Manar who had lend me the laptop and computer to finish this thesis since proposal writing, so grateful and deeply thanks for your precious kindness. In addition, I dedicate my big thanks for the people around me, Al-Manar Islamic Boarding School teachers, my big family member, and my PBI mates who have given their support, pray and understanding for me to complete this thesis.

In finishing the thesis, I admit, there are many weaknesses and limitations, but hopefully, the people can take some advantages of it and especially the teachers. I also expect that the next researcher can expand the research broader and detail.

Banda Aceh, July 11th 2021

The writer,

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ABSTRACT

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Thesis working : Exploring Pedagogical Content Knowledge (PCK) of The English Teachers in Senior High School of Al-Manar Islamic Boarding School
Main Supervisor : Prof. Dr. T. Zulfikar, M.Ed.
Co- Supervisor : Dr. Jarjani Usman, M.Sc., MA
Keywords : Pedagogical Content Knowledge, English teachers, song material

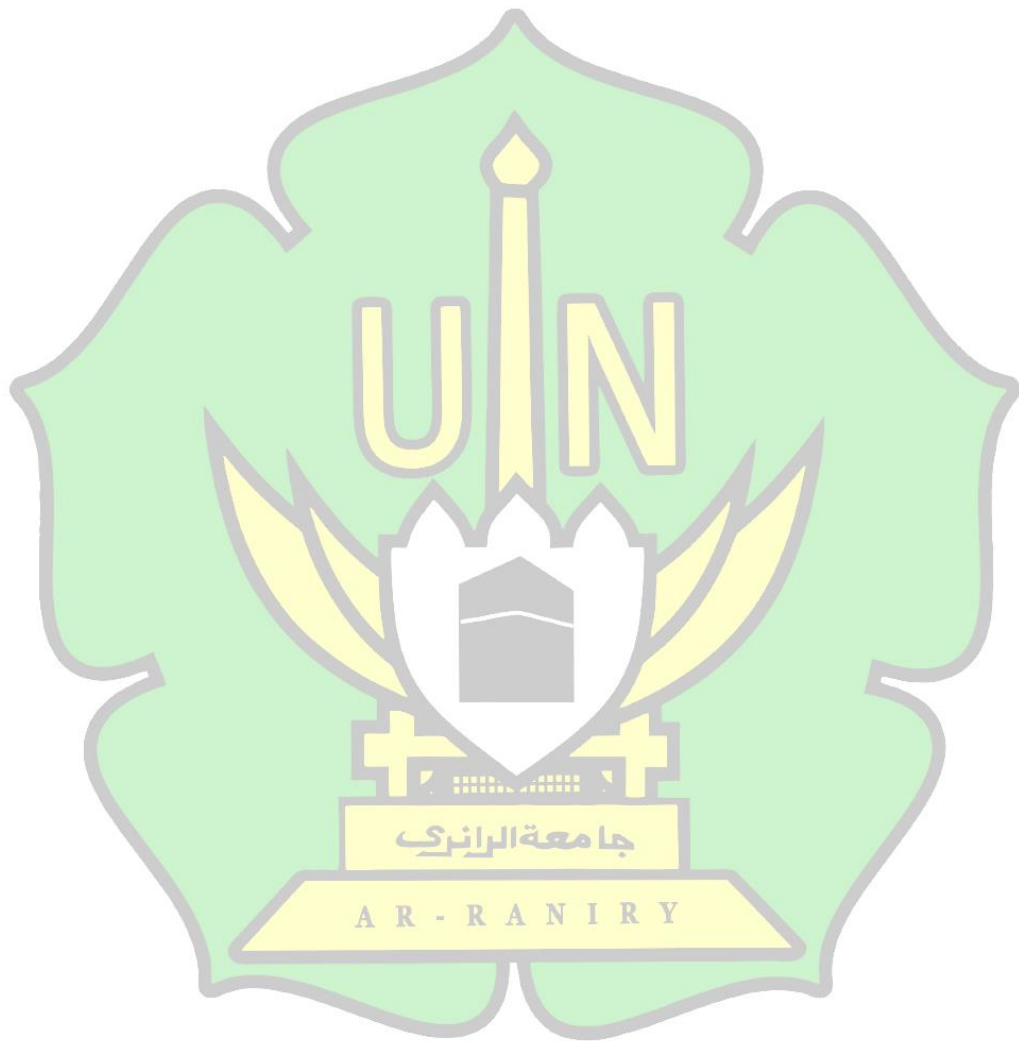
This research concerns on how the EFL teachers perceive Pedagogical Content Knowledge (PCK) and how they practice it in teaching and learning process. To collect the data, this qualitative research used the instruments including documentation analysis, observation, and interview. Four experienced English teachers participated in this research study. The result found that MS and NL implemented lecturing and discussion, FA used holistic approach, lecturing, and discussion method, while FR focused on lecturing method. MS, Furqan, and NL had a good perception and tried to implement the suitable PCK in the classroom, but FR has quite disagreed with the K13 demand on PCK. In the content knowledge, MS and NL had less explanation on language features of the song, FA had less explanation on social function, while FR had a good explanation in both. Overall, the teacher had a good effort to transfer the subject by their PCK but they did not do it perfectly because it is impacted by several contextual factors such as the facilities they have in the school, different teaching experiences, different language backgrounds of the students, and different way of the teachers' perception on PCK.

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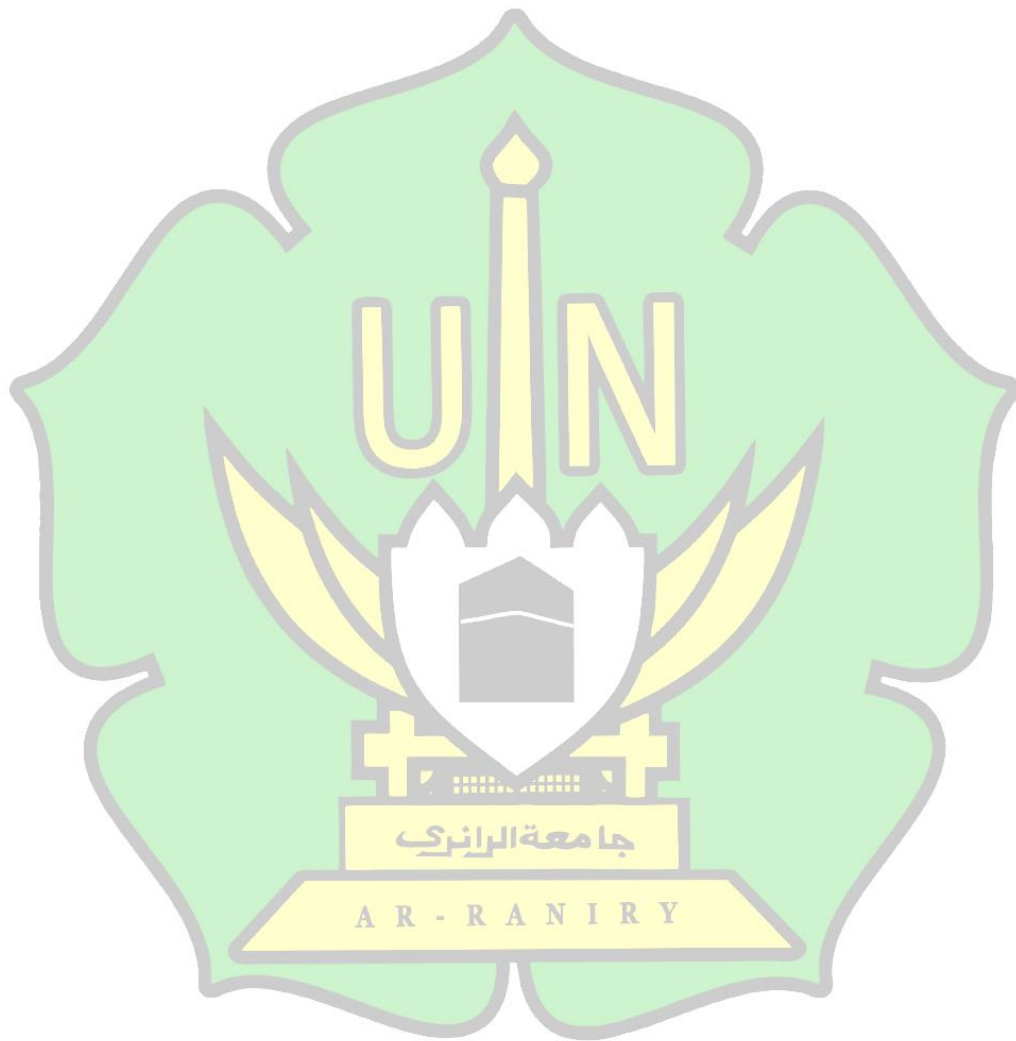
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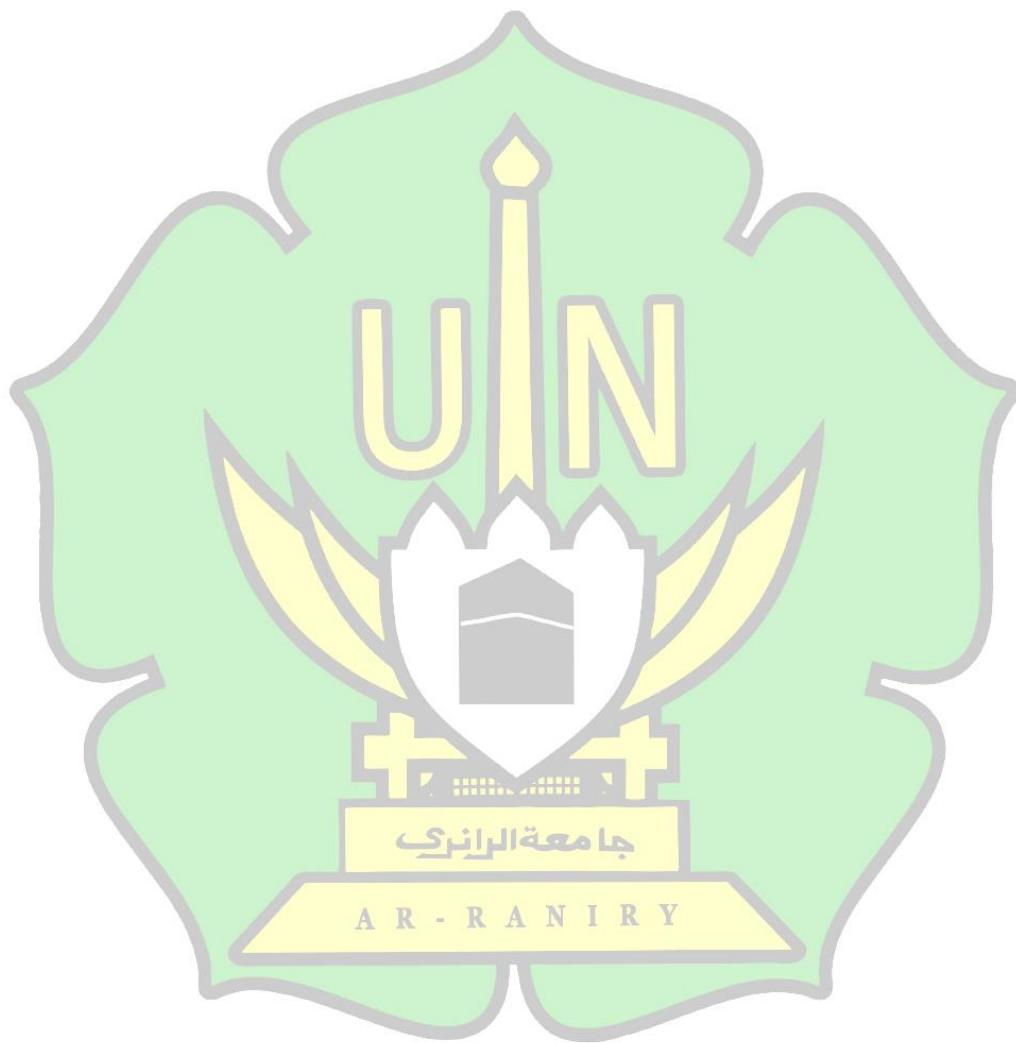
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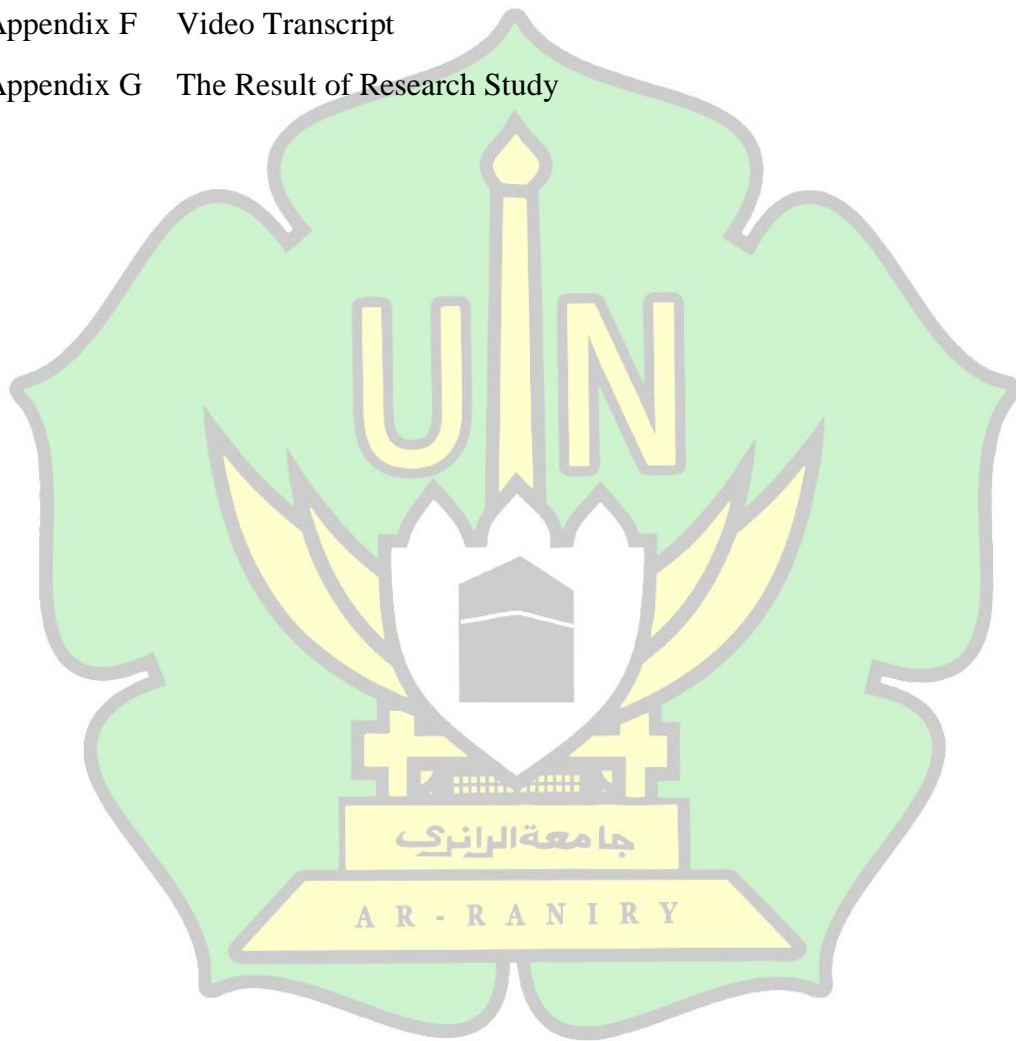
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CHAPTER I

INTRODUCTION

A. Background of Study

Teaching requires teachers to have both knowledge on the content and knowledge on the pedagogy. For instance, teachers teach about English grammar especially in tenses. Before transferring the knowledge to the learners, they themselves must master the material comprehensively and prepare the way of transferring it. Nowadays everyone could be a teacher, but not all of them be a real teacher. According to previous studies (e.g., Agustina, Rahayu & Rahmaniah, 2019; Kandasamy, Yunus, & Embi, 2018), the teachers have numerous problems both in content and pedagogical knowledge implementation because of the lack of teachers' knowledge on it.

Taking this into consideration, teachers need the way to improve their professionalism, such as ability in teaching both in mastering the contents and the strategies in transferring it. In other words, it also called mastering subject matter knowledge and pedagogic knowledge which combine in a term of Pedagogical Content Knowledge (PCK). It is in line with the definition found that Pedagogical Content Knowledge or known as PCK is the combination of knowledge about content and pedagogic (Solihat, Suminawati, & Afriza, 2019). Indah Susilowati (2018) stated that Pedagogical Content Knowledge is the important knowledge to have by teacher for creating a good atmosphere in classroom learning. Therefore,

PCK is chosen as the way to manage teachers' teaching process and the step to up the quality of teachers.

English lesson is being a compulsory lesson around the world due to it is as a global language. It has been spoken by zillion people around the world from different mother tongue (Rao, 2019). It is also found in many fields around the world such as in education, economic, politics, healthy, technology, tourism, etc. However, for teaching and learning English in Indonesia, it is not as easy as learners learn their own languages and teachers teach in their own, because it is a teaching of learners who are first language is not English. The research on the relationship between English teachers' teaching style and students motivation found teachers' teaching style is influence on students learning motivation with the result 30% of teacher has a good teaching while 70% others are not good, it is in line with the result of 30% of students are high interest of learning while the other 70% is low interest of learning English (Rahmat & Jannatin, 2018). It shows that teachers play important role in teaching learning process. They are the keys to determine whether the class success or not. Hence, in this case teachers are required to be able in English content and pedagogic in order to make students capable in English skill and at least to understand the knowledge as same as required by the written document from government (e.g. KI, KD).

It is undeniable that there are numerous gaps found in it with various aspects such as the students' mastery of language itself (Megawati, 2016) and also the different culture aspect in structure and interpretation. This obviously find in an Islamic Boarding School where students come from many different regions. To

minimize this gap in learning English especially in the classroom, teachers' ability in Pedagogical Content Knowledge is expected to solve this problem.

Addressing to these problems, I consider that it is important to understand teachers' ability in Pedagogical Content Knowledge (PCK) in Islamic Boarding School especially in Senior High School due to its different system in learning and environment with others common school through exploring it. This study aims to know the teachers' perception toward the written document from government (e.g. KI, KD), how they translate it to their lesson plan and how they implement or actualize it in the real classroom. After all, I would to know their Pedagogical Content Knowledge based on their lesson plan and action.

B. Research Question

In this study, the following research questions guide the study:

1. How do the English teachers perceive the Pedagogical Content Knowledge (PCK) on English for Senior High School students?
2. How do the English Teachers operate this PCK of English in the classroom?

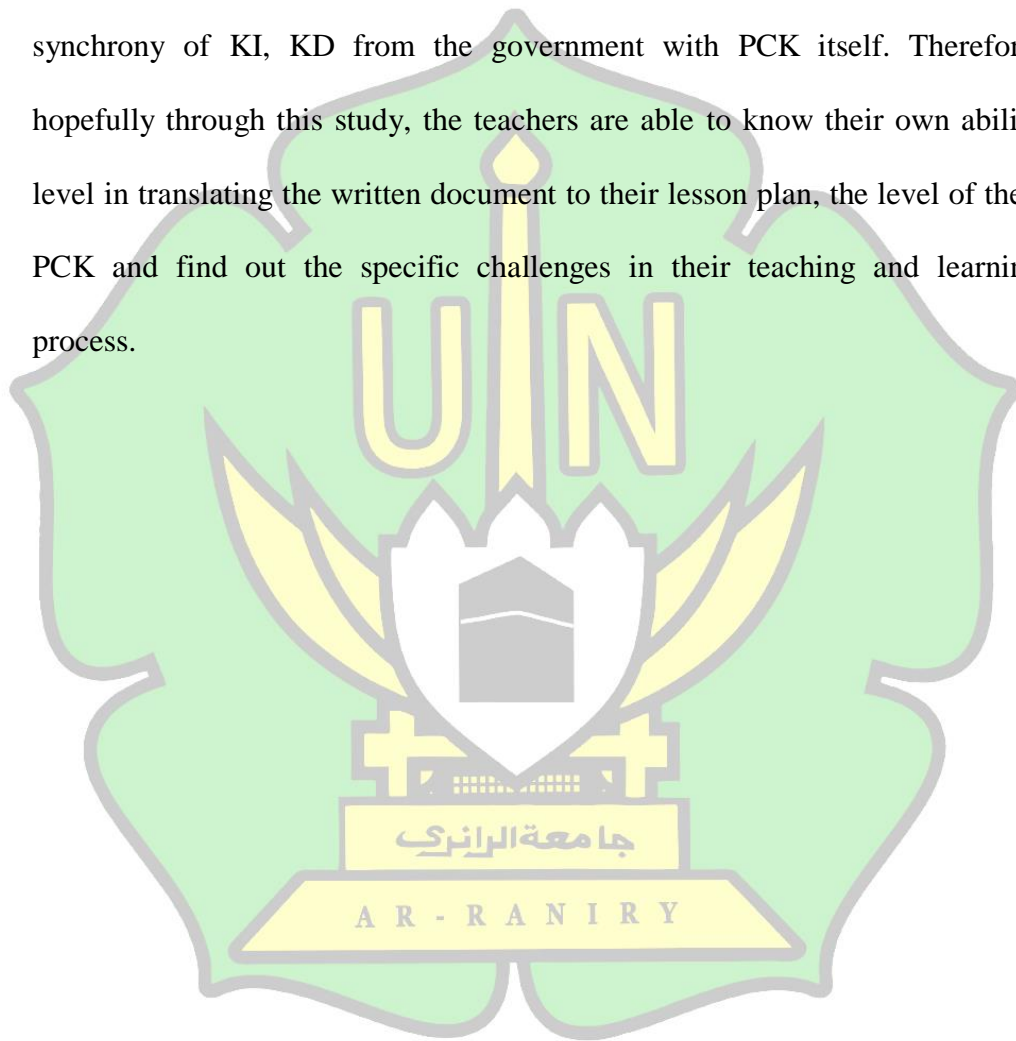
C. Research Aims

Based on the research question above this study aims:

1. To know the understanding of English teachers about Pedagogical Content Knowledge (PCK) in theory.
2. To evaluate their ability in implementation of Pedagogical Content Knowledge in teaching and learning process.

D. Significance of the Study

This study would focus on exploring the English teachers' ability in Pedagogical Content Knowledge both in theory and practice. I prefer to focus on it because it is one of the important basic in teaching in all lessons, not only in English lesson. Pedagogical Content Knowledge will take a role to see the synchrony of KI, KD from the government with PCK itself. Therefore, hopefully through this study, the teachers are able to know their own ability level in translating the written document to their lesson plan, the level of their PCK and find out the specific challenges in their teaching and learning process.



CHAPTER II

LITERATURE REVIEW

A. Pedagogical Content Knowledge (PCK)

1. Pedagogical Content Knowledge (PCK)

In terminology based on Longman, pedagogical is something that relating to teaching methods or the practice of teaching. Pedagogic is come from *paedos* means “child” and *agogos* means “to guide” then it changes from *paedagogos* to *pedagog* means “educator”. As the result, it becomes pedagogic means education knowledge (Candra, Soepriyanto, & Praherdhiono, 2020)

Arends (2007) in Putri Agustina (2015) describes there are seven categories of knowledge that important to have by teachers: (a) Content Knowledge, (b) Pedagogical Content Knowledge, (c) Knowledge of Learners, (d) General Pedagogical Knowledge, (e) Knowledge of Educational Context, (f) Curriculum Knowledge, (g) Knowledge of Educational ends, purposes, and values. Refer to these seven, Pedagogical Content Knowledge (PCK) is considered as the most important one in teaching and learning process.

Pedagogical is a basic knowledge must be understood comprehensively by a teacher. Moreover, Pedagogical Knowledge is one of seven knowledges required for teachers. It is a knowledge of teachers to create an effective teaching, creative activities, and a warm learning environment. To achieve this goal, teachers are demanded to master the content and the way it transferred to the learners. This combination known as Pedagogical Content Knowledge (PCK).

Addressed to Shulman stated in Sing, Saat, dan Loke (2015), Pedagogical Content Knowledge is not a new thing in teaching and learning field. It has been discussed since 1950's as the inseparable basics in teaching. This term is appeared and frequently researched because teachers are considered as non-professional occupation than lawyer, doctor, etc. Pedagogical Content Knowledge was known in 1986 introduced by Shulman collaborate with Knowledge Growth in Teaching (KGT) project (Gaguk, 2019) and considers as the combination of teachers' content knowledge and their pedagogical knowledge (Kultsum, 2017). These are the main basics in teaching. Content knowledge is the material of subject that need to master by the teachers and pedagogical knowledge is more about how the teachers deliver the materials based on the students learning and how to assess it. Here is the representation of PCK in diagram:

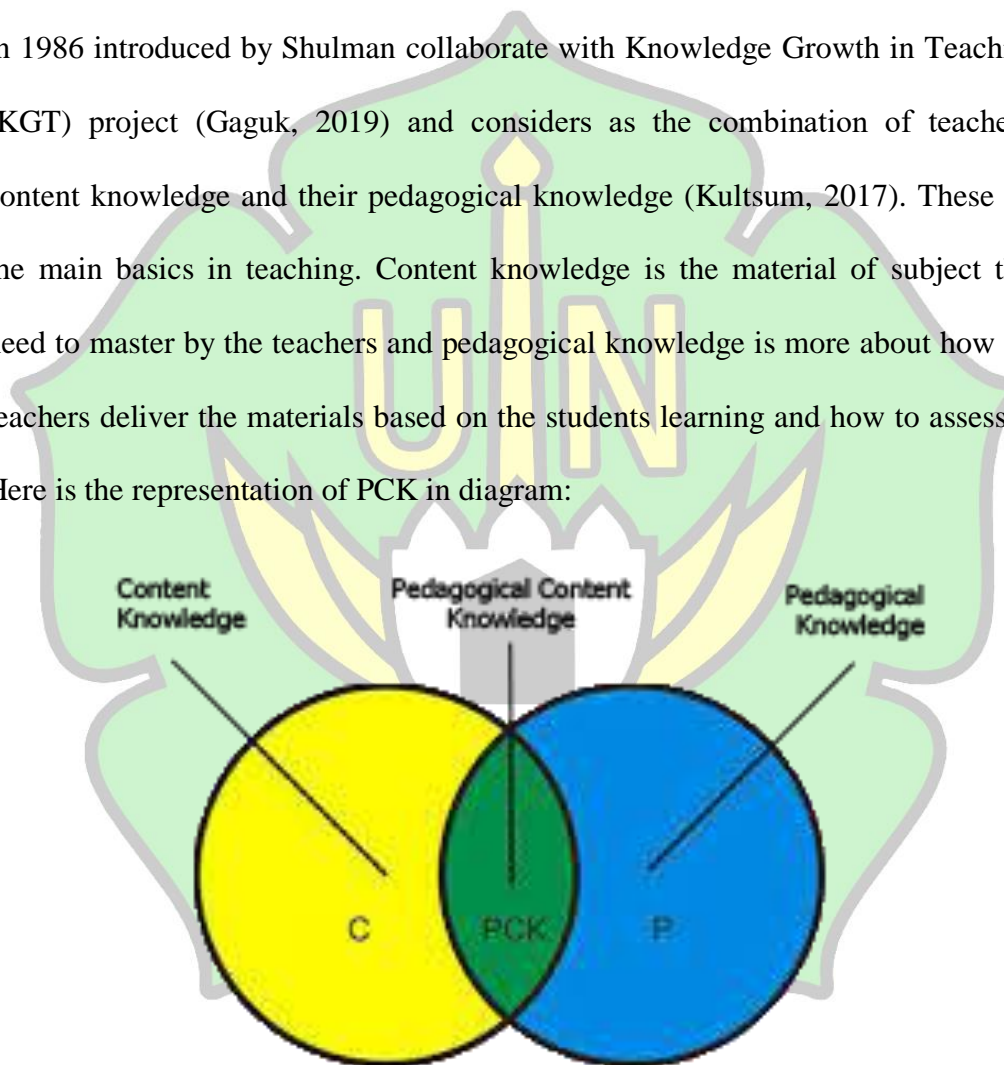


Figure 2.1 The correlation between pedagogic and content knowledge. Adapted from <https://www.lakonfisika.net/2019/07/pedagogical-content-knowledge-pck.html>

In addition, Loughran, Berry, and Mulhall (2012) described PCK as the knowledge that must be updated by teacher all the time through experience in teaching. Teaching itself is more than delivering subject, because teachers need to have many particular ways to teach a particular material.

2. The Components of Pedagogical Content Knowledge (PCK)

Shulman (1986b, p. 9-10) cited in Chien Lee Sing et al (p. 43, 2015) that:

The category of Pedagogical Content Knowledge includes the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations and demonstration – in a word, ways of representing and formulating the subject that make it comprehensible to others Pedagogical content knowledge also includes an understanding of what makes the learning of specific topic easy or difficult; the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons.

Several studies has been done on the component of PCK as Ibrahim (2016) focus on the explanations and demonstration, ways of representing and formulating the subject that make it comprehensible to others with the result, 4 of English teachers are still need to update their method of conveying the material because they still use lecturing method and Grammar Translation Method (GTM).

In addition, the study of Kindergarten Teachers on Pedagogical Content Knowledge (Dewi, Setyosari, Kuswandi, & Ulfa, 2020) focus on the component

of illustrations, the conceptions and preconceptions that students of different ages. They collected the data by observation, interviews, and learning plan document. The result shows that the orientation of teaching and instruction of strategies are the strongest relationship in kindergarten learning while knowledge assessment of early childhood still weak. In conclusion, the orientation of teaching, the knowledge of early childhood education, and the knowledge of instructional strategies are being the pedagogical content knowledge that frequently combined in kindergarten teaching and learning process.

Another one is the study by Chien (2020) on the Influence of Problem-Based Learning (PBL) on Taiwanese Elementary School Pre-Service English Teachers' Pedagogical Content Knowledge. It is focus on the component of the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations and demonstration – in a word. The result found that the participants of 21 elementary school pre-service English teachers start with making the lesson plan and visual aid. It is found that the facilitations from the school are being the encouragement to enhance pre-service teachers' PCK.

Solis (2009) shared that in 1990, the conception of PCK has developed to the content of teachers both in preparation (pre-service) and the professional development (inservice). Therefore, in this research, I will focus on the component of the most useful forms of representation of those ideas and ways of representing and formulating the subject that make it comprehensible to others. It takes a step on the written document of learning; KI and KD, then the teachers'

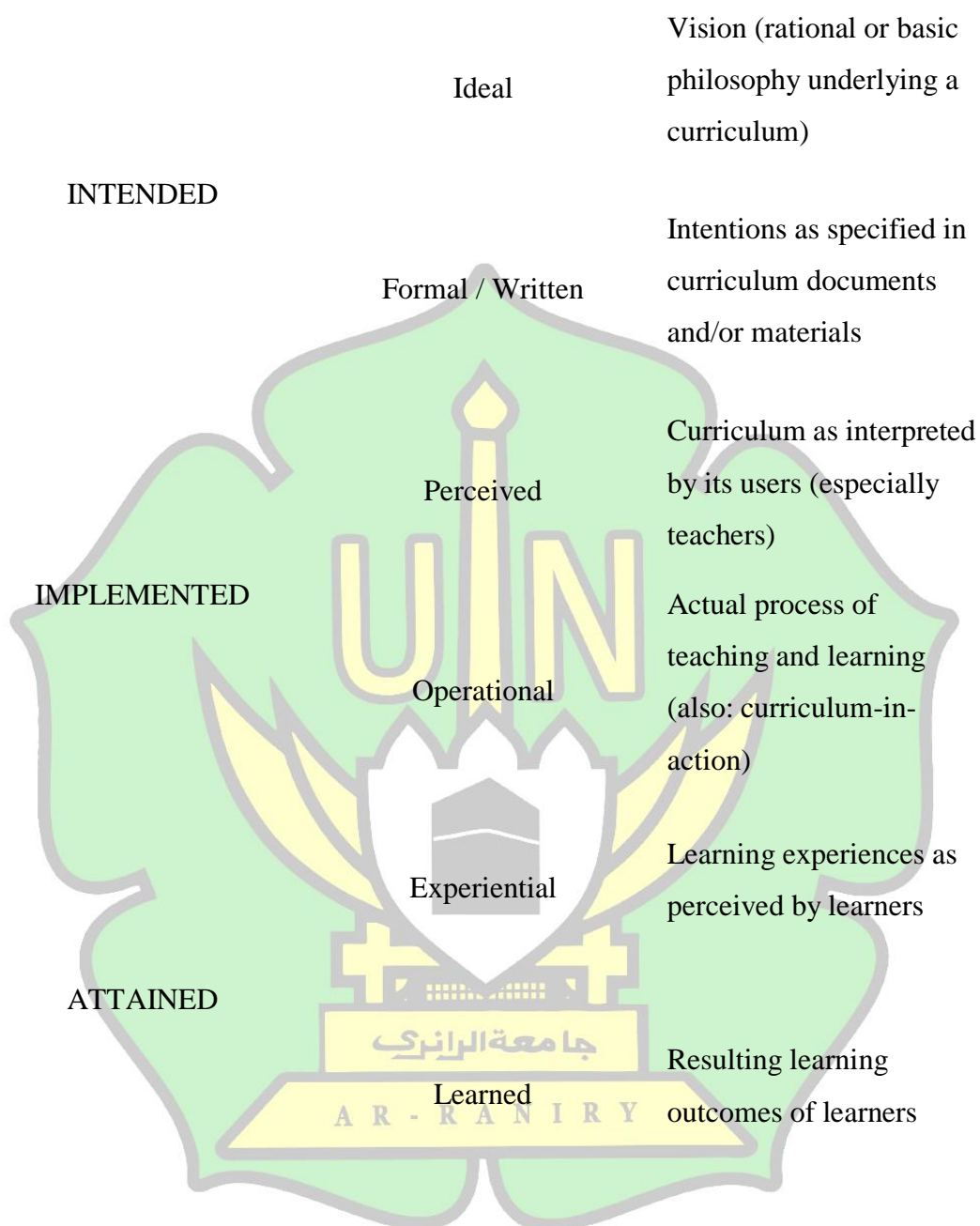
lesson plan as the first step to know the perception of teachers on PCK and the way they translate the document. Afterwards, I focus on the implementation of the document itself in the classroom to know the real PCK ability of teachers.

According to the conception above, a teacher with a good PCK is mostly prepared for every problem happen in the classroom and able to create a comfortable and fun class. Undeniable, everything could be happened unpredictably even though the teachers have been prepared well due to the students' attitude and interaction in the classroom. Therefore, teachers are not only preparing the plan of teaching but also zillion strategies in facing the students that have different characters and ideas.

3. The Level of Curriculum Representation

Regarding to the focus of this research study on teachers' PCK, I need to pay attention on teachers' content and pedagogic. The content will be represented by teachers' lesson plan that as the interpretation of KI, KD from the government and the pedagogic represented in the way teachers teach in the classroom. It is in the same page with the component of PCK itself that the forms of the learning preparation and the actualizing of the form itself. Therefore, I choose John Goodlad's representation of the curriculum level. He divided the level into three are intended, implemented, and attained. He represented the level of curriculum to analyze the process in learning and to know the outcomes of it. (Sven, 2017)

Table 2.1 The level of curriculum



According to the table above, ‘intended’ is the level that hold by government. While ‘implemented’ is the level of teaching process hold by teachers and ‘attained’ is the learners' attitude toward the teaching and learning process.

This research study is concerned in ‘implemented’ that focus on teachers’ perception on the curriculum and operational in the classroom and exactly, it relates to the term of ‘formal/written’. Perceived is teachers’ attitude toward the curriculum, and also the way they accept, absorb, and interpret it. Therefore, it cannot be separated from ‘formal/written’ as the curriculum itself. Then, after having a point of view on curriculum, the teachers start to implement it to the classroom with numerous methods and strategies. This process is called by operational. To run the classroom well, teachers had to prepare their own self both in content and pedagogic that is known as Pedagogical Content Knowledge (PCK).

Consider to the study that is done in senior high school, the curriculum for English lesson of Senior High School of Second grade could be seen in Appendices A.

Refer to KD 3.9 and 4.9 which sound “*menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK*” and “*menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.*” To transferring this material and achieving the aims of KD, the teachers need to create a lesson plan that concern on song selection, the language features of song, and social function of it with analogies, illustrations, examples, and the way of explanation them, not only that, teachers also must providing the unfamiliar vocabulary from the song. In lesson plan, teachers will present their methods and strategies that they plan for running the class. Even, the visual aids are used in it also mentioned to prepare the

teachers' teaching well. Afterwards, the result of theory explanation will be seen from the result of KD 4.9 where the learners will retell about the social function and language feature from the song.

The explanation above is one of example of the things must be paid attention in making lesson plan. The lesson plan that teachers had must consist of such the examples above for each KD as it required.

Actually, all of terms in the levels of curriculum representation are related one each other, but this study only concerned on the teachers. Hence, the key term of this study is perceived, operational, and Pedagogical Content Knowledge (PCK).

4. Previous Studies

A lately research by Fakhruddinova, Ziganshina, Mendelson, and Chumarova (2020) on Pedagogical Competence of the High School Teacher in Russia that is focused on the analysis of the study of the theoretical aspects of higher education teachers' pedagogical competence and identifying the main types of professional competence. They (2020) shared the aspects of competences in the research focus which are divided into professional competences are:

- a. Special competence in the field of the taught academic discipline
- b. Methodological competence in the sphere of the students' knowledge and skills formation ways
- c. Socio-psychological competence in the field of pedagogical communication
- d. Differential-psychological competence in the field of student's abilities to assimilate knowledge

- e. Autopsychological competence in the field of advantages and disadvantages of the teacher's activity personality

And the higher educational competences are value-semantic competences, general cultural competences, educational and cognitive competences, informational competence, communicative competences, socio-labor competence, and personal self-improvement competences. Based on the result of research showed that most of teachers evade from challenges in the classroom because the lack of Pedagogical Content level of the teachers.

Furthermore, several other researches also have been done to know the teachers' knowledge and implementation of PCK in teaching. As Ibrahim (2016), a lecturer in Syiah Kuala University, had a research on Junior High School English Teachers' Pedagogical Content Knowledge (PCK) in Banda Aceh with the focus of Pedagogical Content Knowledge component are knowledge of subject matter, knowledge of instructional strategies, and knowledge of learners' conceptions. The result showed that the teachers are still lack of PCK, 3 of 4 is still using lecturing strategy while the other one is using Grammar Translation Method (GTM). It is happened because some factors are none of them continued to take master's degree, none of them attended to teaching training or workshop, and also the factors of students' language background. Hence, even though they had many experiences in teaching but they still need to improve their PCK.

Another research has done by Kultsum (2017), she considered four components are necessarily needed for English teachers in Indonesia are

competency of pedagogy, professional, personal, and social. The result of research is in line with Ibrahim (2016) that the PCK of English teachers in Indonesia had to be improved especially in teaching strategies and students' knowledge. She stated that teachers need to develop and elaborate their skill of teaching and have the huge responsibility to reach the aim of the teaching goals.

Regarding to the result research mentioned in chapter I by Kandasamy, Yunus, and Embi (2018) on a case study of ESL teachers that focused on Pedagogical Content Knowledge of novice and experienced teacher. The component of PCK taken to research are the sufficient of PCK and curriculum, knowledge of learners, knowledge of pedagogy, interference of L1, mastering vocabulary and challenges by ESL teachers. The result showed that both novice and experienced teachers need to improve their teaching knowledge. The novice teachers have medium pedagogical knowledge but were unsuccessful in delivering the content to the learners while experienced teachers were confident in delivering the material but they need to be updated with the latest pedagogy and active in networking to have some more ideas and sharing with others.

In conclusion, Lahtinen (2019) as a Co-founder of Learning Scoop shared some of Brazilian philosopher Paulo Freire that explain teaching is more than transferring knowledge, it builds a relationship between teachers and learners to actualize the teaching activity and hope. The hope refers to an intention to learn, get curious, produce something, and solve the problem together. According to these aspects to have, a content knowledge is not enough to expect by teacher but also teachers must be capable in the ways of conveying the knowledge itself.

B. English Language in Modern Islamic Boarding School

In this globalization era with the development of technology, most people are preparing themselves to have study to overseas such as Australia, the United State of America, England, Canada even to middle east such Egypt, Sudan, Qatar, etc. To gain a good relationship with new people in new area especially between teachers and students, it is needed to have the most understandable language or called global language.

Nowadays, English becomes a world language due to it is spoken by zillion people around the world from different mother tongue. Furthermore, it is found that English used in education and also as a communication tool in international meeting, tourism, economic, technology, even politics. Regarding to these facts, English is one of a decent and receivable to be a global language.

The decision to put English as one of the subject in education is also refered to *Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2014 Tentang Pengembangan, Pembinaan, dan Perlindungan Bahasa dan Sastra, serta Peningkatan Fungsi Bahasa Indonesia, Pasal 7* sounds:

“Bahasa Asing berfungsi sebagai:

- a. Sarana pendukung komunikasi antar bangsa;
- b. Sarana pendukung penguasaan ilmu pengetahuan, teknologi, dan seni; dan
- c. Sumber Pengembangan Bahasa Indonesia.” (Badan Pengembangan dan Pembinaan Bahasa, 2014)

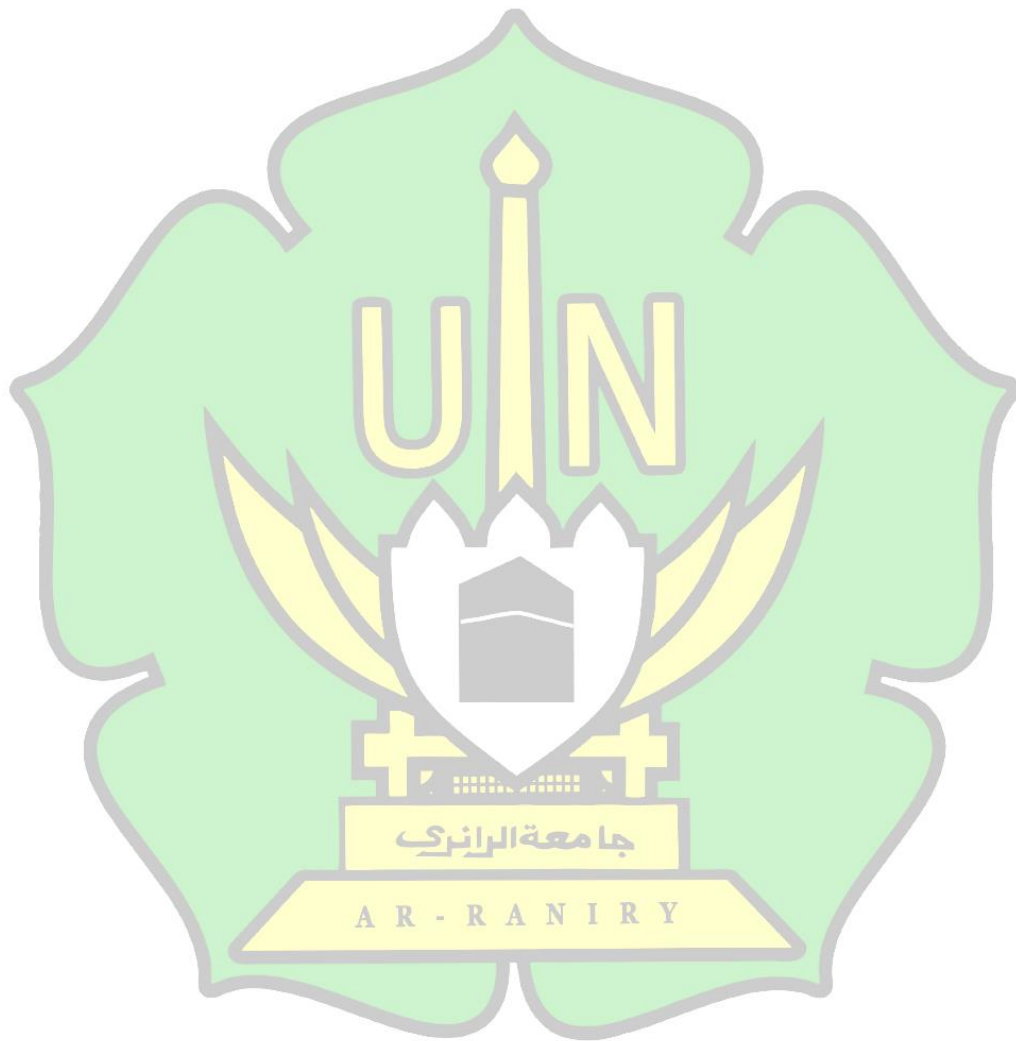
It is also mentioned in *Pasal 22* about facilitating the improvement of competencies in foreign language. It showed that the government of Indonesia put

a deep attention to the development of learning foreign language Badan Pengembangan dan Pembinaan Bahasa, 2014). For evidence, most of schools take English as a compulsory lesson even several of them using bilingual language such as Modern Islamic Boarding School.

Actually, a Modern Islamic Boarding School is not only focusing to Arabic and Islamic education. It pays attention a lot in creating intellectual generations who have a deep knowledge in technology, science, and communication. Amin, Kurdi, Azzahra and Octariyadi (2020) cited in *Sejarah Perjuangan dan Nilai-Nilai Kepesantrenan* that one of the purposes of Al-Manar Islamic Boarding School (one of the Islamic Boarding School in Aceh) is “*Membentuk kader muslim yang memiliki kecerdasan intelektual dan kecerdasan spiritual,....*”(p. 36). In addition, he and friends (2020) cited that one of its missions is creating students to “*Mampu menguasai Bahasa Arab sebagai Bahasa agama dan Bahasa Inggris sebagai Bahasa ilmu pengetahuan dan teknologi*” (p. 38). To achieve that goal, most of Modern Islamic Boarding School obligates the students to speak English and Arabic in daily life and activities, facilitate many programmes which related to English like public speaking contest, drama contest, listening, watching, etc. Several Islamic Boarding Schools in Indonesia that implement it are Gontor (spreading in many regions in Indonesia), Tazakka in Yogyakarta, Al-Manar in Aceh Besar, Oemar Diyan in Aceh Besar, Al Mujaddid in Sabang, Babun Najah in Banda Aceh, Darul Qur'an Aceh in Aceh Besar, etc.

Addressed to the explanation above, I interest to explore the Pedagogical Content Knowledge (PCK) of the teachers in Modern Islamic Boarding School

with their different system from other schools to know the teachers' ability in PCK, its implementation in the classroom, and the hindrances in it. This research is in Al-Manar Islamic Boarding School that consists of Junior and Senior High School, which obligates the student to speak English in daily activities and any agenda held. But, in this research, the study will focus on Senior High School.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, I use qualitative descriptive. According to Muhammad R. Nirasma (2020), human has noumena and phenomenon in themselves. Noumena is something invisible that cannot be seen or intangible while phenomenon is caused by nature and visible or tangible. In this research, I concerned to the teachers as the object of research. Due to this reason, I prefer to implement qualitative approach in the research. This approach is in line with my focus which is an approach that focuses to the social phenomena and human's problem (Syahril, 2016). Research itself is divided into several ways, one of it is non-experimental research that is done by descriptive. Descriptive is a method that describes everything that is happened and pave the way to find the new thing (Baha, 2016). In conclusion, Nassaji (2015) describes that descriptive qualitative is the method that involves numerous and detail data to attain comprehension.

B. Research Sites and Participants

The research will take place at Al-Manar Islamic Boarding School located in Lampermai, Aceh Besar. It is a school that obligates its students to speak English and Arabic in its environment for any activities. The sample of this research is chosen through purposive sampling. Purposive sampling is the technique to choose the sample depending on the researcher criteria (Heri, 2017). As the result, after having a consultation and agreement from the stakeholder of

school, 4 English teachers of the Senior High School participated in this research study.

C. Methods of Data Collection

In this study, I use documentation, observation and interview to collect the data. Documentation is an instrument like book, magazine, letter, art, picture, video, etc. which used for obtaining the data through analyzing it (Jabbar, 2014). Observation is the method used to pay attention on human behavior in social interaction (Ciesielska, Bostrom, & Ohlander, 2018). It is used to analyze teaching proses that exists around the learning and teaching done by teachers.

In this observation process, I focus on several point related to the component of PCK and KD of the material. Here is the table of observation point adapted from Veronika Kania Anindita (2018) on her *Profil PCK (Pedagogical Content Knowledge) Guru Matematika SMA BOPKRI 1 Yogyakarta pada Topik Turunan* Thesis and had been revised to suit it with the English material:

Table 3.1 The observation point of research study

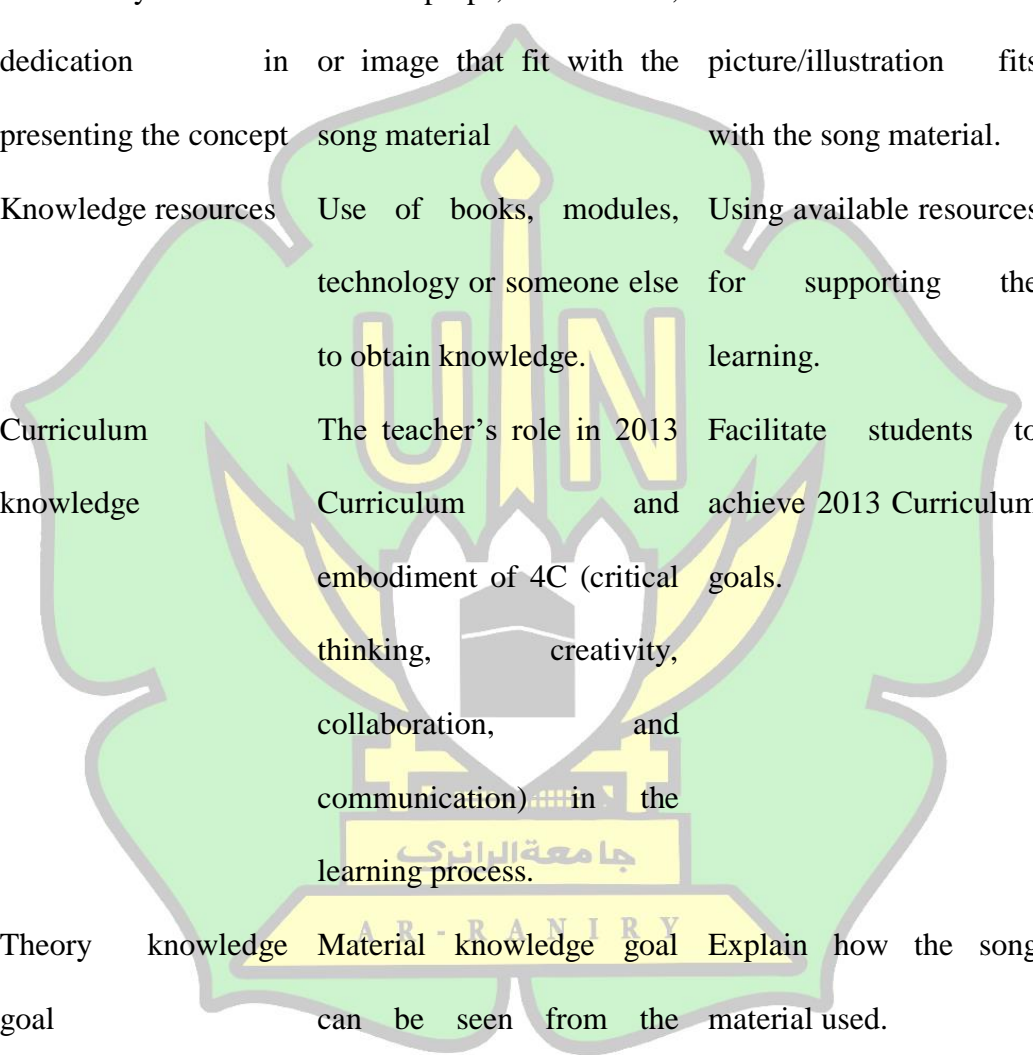
The Component of		
PCK	Explanation	Indicator
	The Origin of PCK	
Learning Strategy	Learning strategies: the	Using learning strategy
	planning contains series of	or general approach to
	activities designed for	teach song material
	achieving goals certain	

education.

Student thinking	Student's way of thinking	Responding to the
	can be seen from feeding	possible way of students'
	back, student unstructured	thinking about the song
	experienced, student	material or knowing the
	understanding level, and	possible understanding
	student difficulties.	level
		Identify a particular
		students' level
		understanding or ways of
		thinking about song
		material
		Discuss or show the
		possible unstructured
		experienced by students
		about the song material.
		Identify the certain
		students that have
		misconceptions about
		song material.

The cognitive	The cognitive demands of	Identify aspects of the
demands of the task	the task can be seen from	task affected the task
	the complexity of tasks or	complexity

problems given so that
cognitive students can
develop optimally from the
Bloom taxonomy.



Conformity and the	Use of props, illustrations,	Demonstrate	the
dedication	in or image that fit with the	picture/illustration	fits
presenting the concept	song material	with the song material.	
Knowledge resources	Use of books, modules,	Using available resources	
	technology or someone else	for supporting the	
	to obtain knowledge.	learning.	
Curriculum	The teacher's role in 2013	Facilitate	students to
knowledge	Curriculum and achieve 2013 Curriculum		
	embodiment of 4C (critical	goals.	
	thinking, creativity,		
	collaboration, and		
	communication) in the		
	learning process.		
Theory	knowledge	Material knowledge goal	Explain how the song
goal		can be seen from the	material used.
		application in daily life.	

Material Knowledge in Pedagogic Context

Mastering the The teachers are able to Classify the language

language features explain the language feature according to
 contained in the song features contained in the English grammar and
 material song material structure

The depth The teachers master the Show the depth
 understanding about social function of the song understanding of social
 social function of the material in depth. function of the song
 song material material.

Social function of the The teachers relate the Show the correlation
 song material and its social function of the song between the social
 relation with daily life material with the real fact function of song with
 daily life.

Pedagogic Knowledge in Material Context

Learning objectives Learning objectives can be Show teacher effort in
 seen from the lesson plan achieving learning goals
 which has been compiled
 by teacher

Pick up and maintain How teachers engage the Show strategy for
 student focus students in learning involving the students in
 progress in order to learning process
 students are active with a

good atmosphere

Class technique Class technique can be seen Show how to implement
 from the teachers' way in the method

creating a conducive
learning environment and
the way in implementing a
method

While interview defined as a flexible and deep analysis on the views of participants (Young, Rose, Mumby, Benitez-Capistros, Derrick, Finch, ...& Mukherjee, 2018). In this study the interview will be done by semi-structured interview. But, before doing an interview, I will use a pilot test to know the reliability and validity of the interview questions whether it is understandable and acceptable by the interviewee or not (Dikko, 2016). The pilot test will be addressed to a teacher except the real interviewee. The comment and suggestion of the interviewee of pilot test will be considered to have a better question for interview.

Here are the points of interview adapted from Veronika Kania Anindita (2018) on her *Profil PCK (Pedagogical Content Knowledge) Guru Matematika SMA BOPKRI 1 Yogyakarta pada Topik Turunan* Thesis combined the result of pilot test that is suitable to the research need:

Table 3.2 The interview guideline

Indicator
1. Reasons for mismatch learning model/method required by K13 with the method implemented by teachers.

-
2. Reasons for using this particular song (A million dreams, ...) than the song in the textbook.
 3. Student misconceptions that occur during the process of the song material learning.
 4. Student' difficulties experienced.
 5. Realization of 4C (critical thinking, collaboration, creativity, communication).
 6. Resources used by teachers.
 7. The way the teacher picks up and maintains students' focus.
 8. The complexity of the task given.

D. Methods of Analysis

The analysis of data will be done using Miles and Huberman model are data reduction, data display, and conclusion drawing/verification (Herowati & Fatmawati, 2013).

1. Data Reduction

Data reduction is a process that is inseparable from the qualitative process. It is the process to sharpen, classify, and select the data, in order to have a conclusion of the research. It is done continuously during the research process.

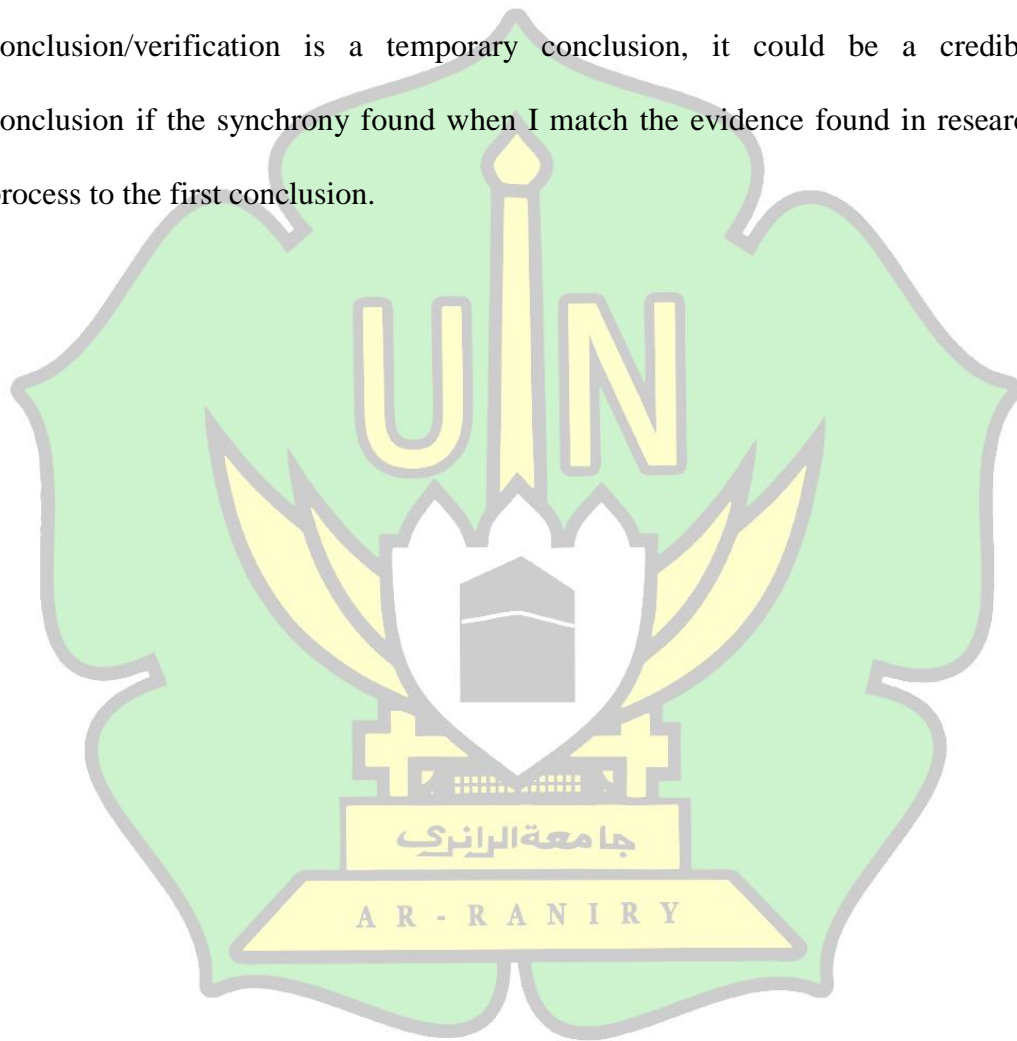
2. Data Display

Data display is an important step during qualitative research writing (Verdinelli & Scagnoli, 2013). It is a collection of information that will be conclude through diagram, graphics, matrix, notes, or line to represent the result

of data (Rijali, 2018). I used video transcript and interview transcript using English, Indonesia, Arabic, and Aceh language, but the citation of it will be presented in English translating in the findings chapter.

3. Drawing Conclusion/Verification

According Mile and Huberman in D QA (2015), first conclusion/verification is a temporary conclusion, it could be a credible conclusion if the synchrony found when I match the evidence found in research process to the first conclusion.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, I will present the findings of 4 English teachers in Senior High School of Al-Manar Islamic Boarding School based on the documentation, observation, and interview result on their teaching process. The result of this research will be found out after the discussion in this section.

A. Findings from the Analysis Data

1. Teachers Profile

In this research study, 4 teachers are participated. They are MS, Furqan, NL, and FR. They are the contracted teachers at Al-Manar Islamic Boarding School. They had many experiences in teaching as showed in their profile are:

Regarding to the educational background, MS is the alumna of Al-Manar Islamic Boarding School. She has stayed in it since 2009 till now. She is continuing her master degree in Yogyakarta this year. She is a communicative teacher and knowledgeable. In teaching experience, she had taught since 2015 and joined some workshop of teaching held by Al-Manar Islamic Boarding School.

FA is an alumna of Gontor 1 East Java. He is one of the pioneers of Al-Manar in 2001, then he worked in MAN Montasik for several years, but this year he moved to Al-Manar again. He had finished his master degree in Australia. He also had join some workshops both in Indonesia and abroad even he also be the trainer of the workshop.

While NL had finished her undergraduate on English Department in 2007 and she started to teach since graduated till now in some schools. She had joined some teaching workshop and certified training both online and offline.

Then FR is also graduated from Al-Manar Islamic Boarding School. He is on the process of his undergraduate study on English Department. Even though he still in studying, he had many experiences in teaching, he has taught since 2011. He also had attended for some teaching workshop and be a trainer in English Class.

2. Teachers' Classroom Practice

a. Teaching Strategies

In teaching strategies, MS and NL used lecturing and discussion to deliver the material. They did not stimulate the students much but directly explained about what will they do in the class. As represented in part of the video transcript:

This is our last material about song, so, today we gonna hear about one of song..A million dreams. Have you ever heard about that before? (MS)¹
So, what is our topic today? Song.(NL)²

They explained the instruction, the language features of song, and the social function of it by lecturing. In other hand, they implemented the discussion well, where MS attracted and asked each student to share their idea to the class and NL asked students to work together in answering the question and do all activities together. They also able to identify students' level of thinking, they were accepting any answer given by the students and tell them to do not worry of mistakes.

¹ Video transcript of MS, May 30, 2021

² Video transcript of NL, June 3, 2021

Based on the observation, they did not implement K13 demand on PCK perfectly yet. While regarding to the interview, MS told that it is because the students who were staying in boarding school have no smartphone access, actually, they had a language laboratory but it is inadequate yet. It is represented on the interview transcript below:

... because they are in boarding school which is prohibited to use smartphone, another reasons also because the laboratory is limited. ... Therefore, most of teachers used teacher based, but, we try to engage students in the learning in order to avoid them from being passive students. (MS)³

While NL told that because the level of students' little bit low than other. As she said below:

The teacher need to do bigger effort for them, because they will not work if we do not provide something for them. They need the teachers who guide them. (NL)⁴

Overall, these two teachers had a good effort to suit the strategies learning with the students' level.

FA used holistic approach in teaching where the teacher involve the emotional, social, ethical and academic need in learning process. He also engaged the students to the learning process through applying critical thinking skills to solve and answer the question. He stimulated the students in every information he will share to the class. He had a good teaching strategies implementation. Based on the interview, he agreed with the PCK on K13 demand as he told that:

³ MS, personal communication, July 3, 2021

⁴ NL, personal communication, July 3, 2021

We still try to use students center, but the students still need a little bit guidance in the beginning. (FA)⁵

In contrast, FR used lecturing strategies in teaching. He directly told the students about what will they have in the class on that day. He did not involve the students much in learning process such as in the social function explanation or even language features, even though, he asked the students some questions but it is too little. Regarding to the interview, he did it because he still perceive teacher center learning is better than student center learning because the K13 demand on PCK is not suitable to the Indonesian students' level. As he answered:

... the government forced us to implemented the international curriculum, actually, we should to use English basic which international elementary school curriculum for teaching junior high school... (FR)⁶

In addition, he also said that he did it because not all of students like English lesson, thus, he only introduced the basic of English.

... not all of students like English, but at least we have put a basic of it for them as familiarizing. Therefore, we used teachers based not students based. (FR)⁷

b. Classroom Management

Based on the observation, MS, Furqan, and NL has a good classroom management where they perceive that students should involve in the class for any activities they had. MS picked up and maintained the students focus through warning the students who did not follow the instruction and keep the students to

⁵FA, personal communication, July 3, 2021

⁶ FR, personal communication, July 3, 2021

⁷ FR, personal communication, July 3, 2021

share their idea even only little bit of it. In the same case, FA and NL never separate the students from the class activities. They asked the students to share their idea and answer to the class and work together to finish the task.

While FR's classroom management still look like traditional method where he explained the material then the students listened and sometimes the students answer for some questions. He only involved the students in singing together and reviewing the explanation at the end of the class. Fortunately, the students listened and paid attention foccusly to him and follow the class activities well.

c. Material Development

The four teachers used Google and Youtube to develop their material in order to get the update material which is suitable to the students' era.

In preparing the material, MS developed it through chosing the update song as she chose A Million Dreams as the song material. In explanation, she related it to the real life which is acceptable and imaginable by the students. MS's PCK on the cognitive demands of the task are represented in the task given by teacher:

- 1) To find the words or sentences from the song (cognitive)
- 2) To relate the song with the real life (cognitive)
- 3) To dictate the song lyric (cognitive)

Regarding to K13 demands to implement HOTS (High Order Thinking Skills), MS has implemented it through her task which has in level of analyze

(C4), evaluate (C5), and create (C6). Hence, the PCK of teacher in this aspect is good.

In line with MS, FA also chose A Million Dreams as the song material to have an update song and an easy listening for the students' level. He developed the material in language features much such as he explained the contextual word broadly and related it to the real life in order to the students are able to catch it easily. By his material preparing, the students could perceive that song is not only for listening but also for learning the culture, structure, and critical thinking. Furqan's PCK in the cognitive demands of the task could be seen from the form of the task and discussion demands are:

- 1) To guess some vocabularies related to the song material (cognitive)
- 2) To complete the missing words of the song lyric (cognitive)
- 3) To predict the possible answer could be filled in the blank of song lyric (cognitive)
- 4) To identify the language features from the song lyric (cognitive)
- 5) To correct the peer answer of song lyric (cognitive)

Based on Taxonomy Bloom, in learning process, teacher set some activities to reach the demands of the task with these cognitive level of taxonomy bloom are understand (C2), apply (C3), evaluation (C5), create (C6). The cognitive required by the teacher are fulfilled the criterion of HOTS in K13.

Meanwhile, NL developed her material by using Song for Gaza to call students previous knowledge about the updated information they had known

around this time. Based on the interview, she preferred to search another song than from the text book because the songs are provided in the text book are out of date with the students era. As she said:

The songs provided in the textbook are the 80's song, not 80's but 70's. I have searched in Google, neither I like it nor the students. (NL)⁸

The cognitive demands of the task that provided by NL are:

- 1) To accostumize student with the listening (cognitive)
- 2) To predict the words are suitable to the blank sentences (cognitive)
- 3) To interpret the song lyric (cognitive)

Regarding to the Taxonomy Bloom, teacher had used C3, C4, and C5 in the task. It means she had created a HOTS task as demanded by K13.

As same as the other teachers, FR also preferred to choose another song with grunge genre of Nirvana song on the title Something in The Way which is the meaning should be interpreted by the listener. Therefore, the teacher developed it to two version of interpretation are the origin of the song and the Batman movie.

The task given by FR is not to complex represented on the demands of the task are:

- 1) To write the song given by teacher on the white board (C1)
- 2) To conclude the explanation they got from the teacher (C2)
- 3) To practice the singing of the song (P3)

⁸ NL, personal communication, July 3, 2021

According to the classification of Taxonomy Bloom, for creating HOTS task suitable to senior high school students' level, it must be in C4, C5, and C6. Unfortunately, the teacher still gave the task in the level of C1 and C2 means LOTS (Low Order Thinking Skills). Therefore, the task given by teacher should be improved and the PCK of the teacher too.

But, based on the interview, the teacher did it because he considered Al-Manar as the Islamic Boarding School where the students' life is always in the educational environment, so he thought that they will be able to implement what they have studied in their daily life, moreover English, because the students are obligated to speak English in their daily activities. As he told that:

As boarding school, we have different system with the common school. Perhaps, in the class they did not get much, but outside the class, they will practice it through the rule which obligated them to speak English and Arabic. (FR)⁹

d. Material Delivery

Based on the observation, MS was not only playing the song to deliver the material but she also asked the student to catch some words or sentences in the song even at the end of the class she gave them a dictation of song lyric. In listening section, she set three section of listening, first is to familiarize the student with the song, second is the time for student to note the words or sentences they got, and last to fix the word they had noted. To explain the social

⁹ FR, personal communication, July 3, 2021

function of the song, she did not directly explain it but she listened to the students idea first then she add and strength it by her explanation.

In the same case, trying to create a good atmosphere in the classroom, FA began the class by stimulating the students with the simple things such as asking students willingness like “let’s talk about what is the most fun thing to do right now?” with the aims to build a bridge between the student and the material they will have on the day. So, he did not directly tell them the material but he intended to make student created their own understanding to something they will have or material delivered by warming up given. He also explained the material by providing many simple, funny and authentic examples to ease student in understanding. As represented in video transcript of FA in Appendix F.

In listening section, first he played the song to familiarize the student with the song, then the second one for catching the words or sentences, and the last one for discuss the sentences per sentences.

NL started the class by playing the song, then she wrote the lyric of the song with some blanks in it then she instructed the students to fill the blanks together and next she played the music again. After the students filled them, she started to explain the students about the social function of the song and to have a fun time she asked the students to sing the song together.

While FR, he opened the class by asking one of the students to write the lyric from the song then he ordered the students to copy it down onto their book. During the writing, he played the song to sound off it to the students. Afterwards,

he started to explain two version of the social function of the song, he also wrote the point of explanation on the white board. Next, he asked students to sing together and he sang it too to the class. At the end of the class, he explained about the language features of the song and asked two of students to sing a song and to review the explanation.

In this part, MS, FA, and NL has a good PCK, while FR has a good too but still need to be improved.

e. Assessment Strategies

These three teachers; MS, Furqan, and NL used peer assessment to assess students' task and answer. MS asked students to answer and correct the answer orally, while FA used both oral and written, and NL preferred to written in answering and assessment.

In another hand, FR did not give the students any formal or direct task but he only asked them sometimes about the meaning of the vocabulary during explanation and he correct it by himself.

B. Discussions

Based on the data display of the research related to the previous study by Fakhrutdinova, Ziganshina, Mendelson, and Chumarova (2020) that focus on high school teachers' perception on the demand of the development of PCK; pedagogy competences and the qualifications of students required as suit as to the teachers profession. The result of this recently research showed that the teachers avoided the need of development in curriculum without putting any attention on the reason

for the changes. The teachers also less of qualification such as not attending to teaching training for sharing the exists of PCK demand for having the suitable method in transferring the material. Therefore, the teachers had to change their perception on it and increasing the participation in teaching training. It is in line, with one of the research questions I have set on this research is how senior high school of Islamic Boarding school teachers perceive the PCK. The result found also required the teachers to improve their perception on PCK, but for the reasons of it are quite different than the previous study result because this reasearch is done in an Islamic Boarding school. In this research found that 3 teachers of the research have a good perception towards the PCK based on K13 but the other one has different perception about it. These three teachers accept the changes happened due to the development of technology and the differents era which could changes people' thinking. While the other one shared that the K13 demand are not suitable to the Indonesian students' level.

In the case of operating it, the previous study had done by Ibrahim (2016) that focus on knowledge of subject matter, knowledge of teaching strategies, and knowledge about conceptions of learners found the result that the teachers need to improve their knowledge on it. The result showed that three of teachers still used lecturing method and the other one used Grammar Translation Method (GTM). Based on the result showed that the method teachers used are still out of date and too traditional. It is in line with the second research question of my research is how the teachers operate PCK in the class. The result found that the teachers also used the lecturing method but it is quite different because three of teachers had

tried to implement K13 in the class such as MS is not only lecturing but she had implemented a good discussion with the student, so it mixed both students center and teacher center learning. FA had a good effort in implementing K13 through holistic approach which combining four skills and attracting students' critical thinking in learning process. NL used lecturing but she also had a good class technique which asked students to participate in the learning process, thus, she did not only focus to the lecturing method. While FR, he quiet focused on the lecturing method because he has different perception on PCK demand in K13.

Some reasons of the teacher could not implement the PCK of K13 demand because the facilities of technology in boarding school quite limited even they have a language laboratorium as mentioned in previous research by Chien (2020) that the facilitation is one of the aspect to encourage learning process. Another reason is the students' levels are not capable yet to receive the students center learning, and the lack of students motivation learning. This explanation also based on the aspects of observation result are:

First, in the aspect of the origin of PCK, it found that the cognitive demands of the task should be improved because one of four teachers did not create a suitable task with the level of students. In addition, the curriculum knowledge of teachers also had to develop because they did not implement the K13 perfectly, nevertheless they had the reason for doing it all such as the facilities they had around them and the level of students' thinking. But, three of them had a good effort to implement the K13 well.

Second, in the aspect of material knowledge in PCK which is in this part focus on the language features and social function of the song, I found that NL did not explain the language features well for some reason are she focus on engaging the students first to involve in learning because of the students' level of that particular class little bit different than other class. FA also did not explain the social function broadly, but he had tried to explain it little bit in stimulating students with their daily life. Overall, the teachers intended to reach all of the goals of learning.

The last, in the aspect of pedagogical knowledge in material context especially in class technique, FR should improve his class technique considered to students' level if it is compared to K13 demand. He did not attract or stimulate students to create their own idea for relating their previous knowledge with the material they will learn.

Furthermore, regarding to the previous study about operating PCK in the class, the next explanation can be the reasons of why the English teachers in my research are still good enough in teaching even though they did not implement the K13 demand perfectly. I took the other previous study on the PCK of the novice and experienced teachers by Kandasamy, Yunus, and Embi (2018) had shared that experience of teaching is not enough for enhancing and improving teachers' PCK but they need to attend some workshops and teaching training. The result of their research shared that the novice had a medium PCK but, still lack in strategies of transferring it to the students while the experienced teachers had a good strategies in the class but the method used is out of date. Therefore, they need to attend to

some workshops or teaching training to share and know about the exist PCK demand, but, I found these four teachers actually has a good background of degree and workshop attendance. Based on their background, MS is on the master's degree program and had attended for some teaching training held by school. Furqan had finished his master's degree in overseas, he is also really had a good enough experience of teaching and had attended to some workshop even international workshops and also had been a trainer of English teaching class. Then, NL is the experienced teacher where she has been teaching for 14 years and had attended for some workshops. While FR is a teacher with a big interest to English language and expert in speaking, thus, make him to be a trainer of English class and he also had attend for some teaching training held by school. In short, these four teachers had a quiet good qualification as teacher and teaching because they had an update knowledge of PCK and they involve in students' era but for some reasons FR has different perception on K13 and he preferred to used his method.

To sum up, in this research found that three of four teachers had a good perceive on PCK but the other one did not completely agree to the recent PCK. In operating PCK, they did not implement the PCK perfectly, but they had tried to implement the method and attract the students in learning process through the updated material well. Overall, they had a good PCK but still need to improve it.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the result of findings and discussions on the learning process of English teachers on song material in Senior High School of Al-Manar Islamic Boarding School, it can be concluded that three of four participants have good perception on K13 demand on PCK while the other one quite disagree with it because in his opinion it forced students in studying English hard.

In implementing PCK, these four participants tried their best to achieve the goal of learning by transferring the material as best as they can. MS and NL used lecturing and discussion in learning process, while FA mostly implemented a perfect PCK by using holistic approach, lecturing, and discussion strategies, and FR focus on lecturing strategies. Undeniable, they still need to improve their PCK because they did not implement it perfectly yet for a number of contextual factors are the inadequate facilities in the school, different teaching experiences, different background language of students, and different perception of English teachers toward the PCK demanded by K13.

B. Recommendations

In this research, I admitted there are many weaknesses and limitations I had such as research subject change. Actually, the subject will be chosen from four different Islamic Boarding Schools, but because of some Islamic Boarding Schools have held the examination and Al-Manar is the one who still had the

teaching learning period. Therefore, the subject is only taken from Al-Manar Islamic Boardng School.

Based on the result of research and discussions, I admit that a school policy had set a good rule for the students' activities but I think it needs more controlling because of some senior high students still continue their activities out of the school policy which can affect the students focus in the classroom. Another one is about the facilities they had, actually the school had provided the facilities well, but it is not equal yet compares to the students' amount.

I also suggest that teacher is not only transferring the knowledge but also they know how to transfer it suitable to the level of students because the combination between Pedagogic Knowledge and Content Knowledge is the key to achieve the goal of learning. The teachers also need to upgrade their subject matter and strategies knowledge that required and suitable to the era of students life and subject development. The teachers also expected to not only teach but also guide, care, and know the students well, because what students' thinking is really determined what they get.

Regarding to the weaknesses and limitations mentioned above, the next researcher is expected to research broadly such is in the amount of school research, the subject research, the material taught, etc. The next researcher also may to combine in observing between teachers and students in the learning process of operating PCK.

In other words, the next researcher is hoped to research deeper than what has been researched with more objects that come from different background and experienced because it will appear new problems and weaknesses to fix. Wish with the research we did, it can help the teachers to pay a lot of attention to the PCK in teaching learning process and know their own weaknesses in the teaching learning process and it could be a massive contribution in teaching especially in English teaching.



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APPENDICES

APPENDIX A

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7557/UN.08/FTK/KP.07.6/04/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Maret 2021
- MEMUTUSKAN**
- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Prof. Dr. T. Zulfikar, M.Ed
2. Dr. Jarjani, S.Ag., S.Si., M.Sc., MA
- Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Nadhiratul Husna**
NIM : **170203063**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Exploring Pedagogical Content Knowledge (PCK) of English Teachers in Islamic Boarding Schools**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA : Surat keputusan ini berlaku sejak semester Genap Tahun Akademik 2021/2022
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 16 April 2021
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan ditaksiran;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-9671/Un.08/FTK-I/TL.00/06/2021
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Pimpinan Pesantren Modern Al-Manar

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **NADHIRATUL HUSNA / 170203063**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. T. Iskandar Mns. Baet Lam Ujong Kec. Krueng Barona Jaya Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Exploring Pedagogical Content Knowledge (PCK) on English Teachers at Al-Manar Islamic Boarding School***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 11 Juni 2021
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 20 Agustus
2021

Dr. M. Chalis, M.Ag.

AR - RANIRY

Confirmation Letter from Al-Manar Islamic Boarding School



SURAT KETERANGAN MELAKUKAN PENELITIAN

Nomor : 215/Pimpes-d/VII/2021

Pimpinan Pesantren Modern Al-Manar Lampermai Cot Irie, Krueng Barona Jaya Aceh Besar dengan ini menerangkan bahwa nama yang tersebut di bawah ini

Nama : Nadhiratul Husna
NIM : 170203063
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Universitas : UIN Ar-Raniry

Benar ianya telah melakukan penelitian ilmiah di MA Pesantren Modern Al-Manar Gampong Lampermai Cot Irie Kecamatan Krueng Barona Jaya Kabupaten Aceh Besar dengan judul skripsi " **Exploring Pedagogical Content Knowledge (PCK) on English Teachers at Al-Manar Islamic Boarding School**"

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya

Lampermai, 26 Juli 2021
Pimpinan Pesantren,

AR - RANIRY

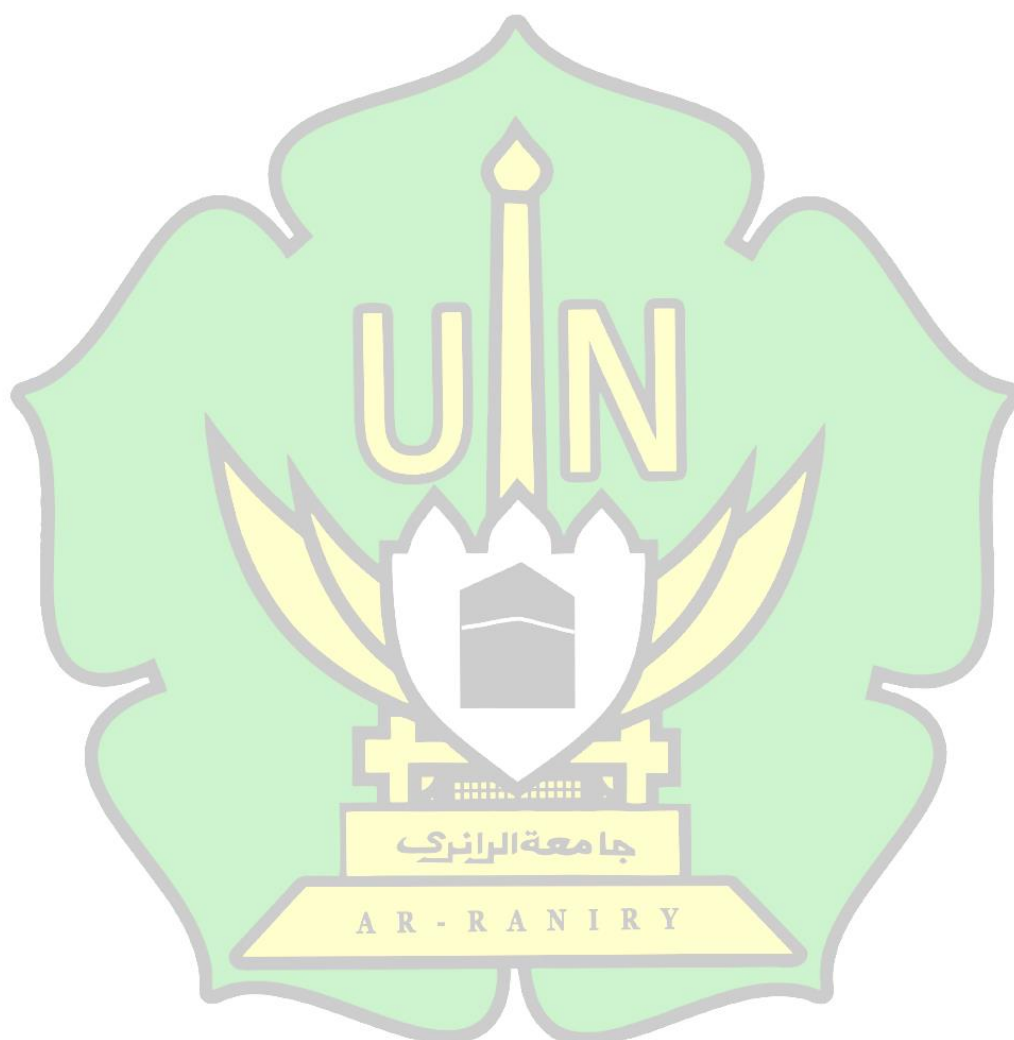
TGA. IKHRAM M. AMIN, M.Pd

APPENDIX D

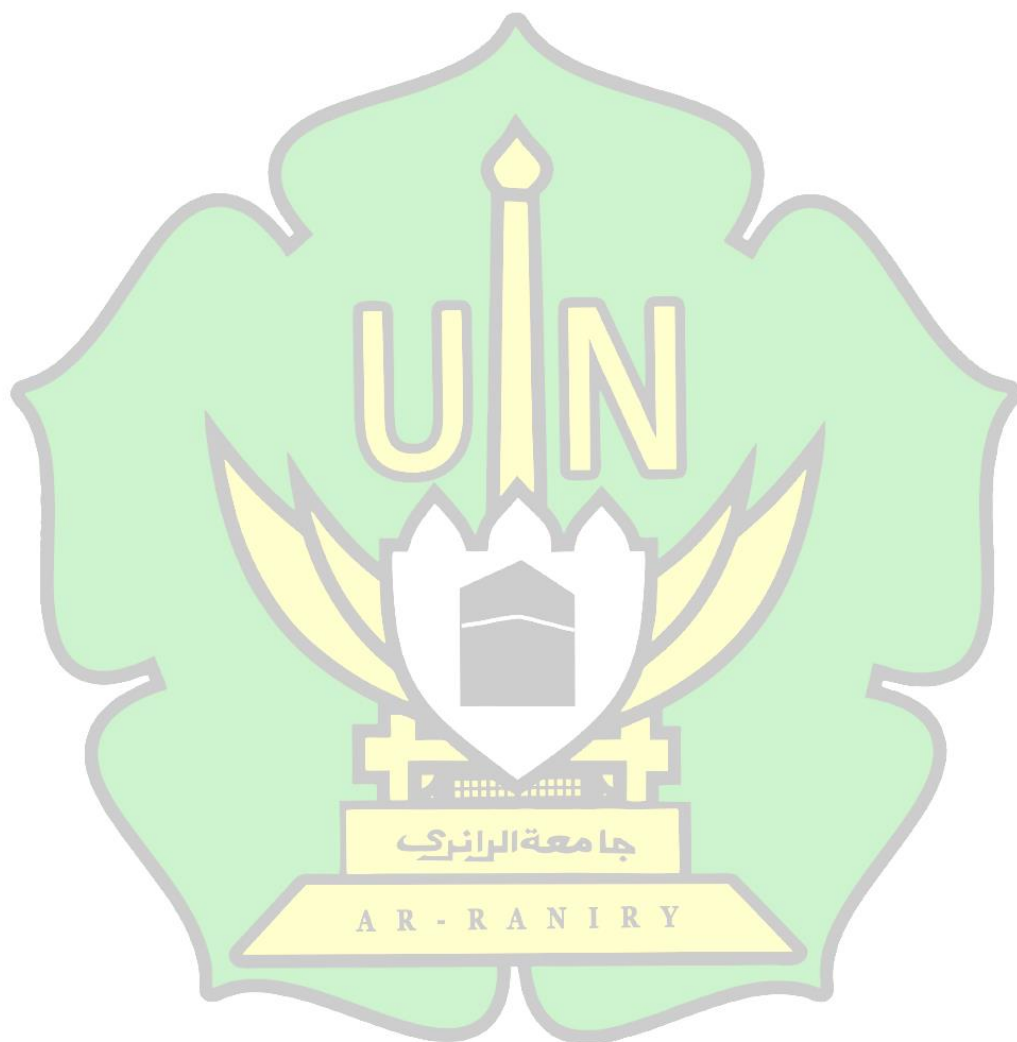
KELAS: XII

Tujuan kurikulum mencakup empat kompetensi, yaitu (1) kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan, dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler, dan/atau ekstrakurikuler.

KI KD of Third Grade of Senior High School



KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.2 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya</p>	<p>4.2 surat lamaran kerja</p> <p>4.2.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja</p> <p>4.2.2 menyusun teks khusus surat</p>



KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.6 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (<i>tips</i>), pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>4.6 teks prosedur</p> <p>4.6.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (<i>tips</i>)</p> <p>4.6.2 menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait</p>

Source: <http://sman1meukek.sch.id/home/readmore/19/download-ki-dan-kd-pelajaran-kurikulum-2013-sma-ma-smk-dan-mak-tahun-pelajaran-20162017-berdasarkan-permendikbud-no-24-tahun-2016>



APPENDIX E

Teachers' Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah	: Madrasah Aliyah Swasta Al-Manar
Nama Guru	: Mursyida Ulfah, S.Pd
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/ 2
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Skill Pembelajaran	: <i>Listening (A Million Dreams)</i>

1. Standar Kompetensi

- **Mendengarkan:** 7. Memahami makna dalam lirik lagu (sustained) dalam konteks kehidupan sehari-hari.
- **Berbicara:** 9. Mengungkapkan makna dalam teks lirik lagu (sustained) dalam konteks kehidupan sehari-hari.

2. Kompetensi Dasar

- 7.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih.
- 9.1. Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih dan menyatakan mimpi.

3. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi

- Menemukan kata-kata yang hilang dengan mendengarkan lagu yang diputar (*Listening; A Million Dream*)
- Merealisasikan pernyataan makna dalam lirik lagu kepada kehidupan sehari-hari.
- Dapat menulis kata-kata dalam Bahasa Inggris dengan dikte.

Nilai Budaya Dan Karakter Bangsa

- Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

4. Tujuan Pembelajaran

Pada akhir pembelajaran :

- Siswa dapat menemukan kata-kata yang hilang dengan mendengarkan lagu yang diputar.
- Siswa dapat Merealisasikan pernyataan makna dalam lirik lagu kepada kehidupan sehari-hari.
- Siswa dapat menulis kata-kata dalam Bahasa Inggris dengan dikte.

5. Materi Pokok

A Million Dreams

I close my eyes and I can see

The world that's waiting up for me

That I call my own

Through the dark, through the door

Through where no one's been before

But it feels like home

They can say, they can say it all sounds crazy

*They can say, they can say I've lost my mind
I don't care, I don't care, so call me crazy
We can live in a world that we design
'Cause every night I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna make
There's a house we can build
Every room inside is filled
With things from far away
The special things I compile
Each one there to make you smile
On a rainy day
They can say, they can say it all sounds crazy
They can say, they can say we've lost our minds
I don't care, I don't care if they call us crazy
Runaway to a world that we design
Every night I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna make*

*However big, however small
Let me be part of it all*

Share your dreams with me
You may be right, you may be wrong
But say that you'll bring me along
To the world you see
To the world I close my eyes to see
I close my eyes to see
Every night I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
A million dreams, a million dreams
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna make
For the world we're gonna make

6. Metode Pembelajaran/Teknik:

Total Physical Response

7. Strategi Pembelajaran

TATAP MUKA	TERSTRUKTUR	MANDIRI
Bertanya jawab tentang cita-cita dan mimpi di masa depan.	Siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi.	Siswa melakukan berbagai kegiatan terkait diluar tugas tatap muka dan terstruktur yang diberikan guru.
Mendengarkan lagu ayng berjudul “ <i>A Million Dreams</i> ” dengan 3 sesi.		
Menemukan kata dan kalimat yang terdapat dalam lagu.	Bertanya jawab tentang cara melafalkan kalimat-	Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan
Membahas nilai-nilai yang		

TATAP MUKA	TERSTRUKTUR	MANDIRI
terkandung dalam lirik lagu.	kalimat Bahasa Inggris yang terdapat dalam lagu.	melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.
Membahas unsur dan langkah retorika dalam cara menyatakan mimpi.	Membahas nilai-nilai yang terkandung dalam lirik lagu <i>A Million Dreams</i> .	
Membahas ciri-ciri leksikogramatika. Mendengarkan lagu.	Membahas unsur dan langkah retorika dalam teks. Membahas ciri-ciri leksikogramatika.	
Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri.	Mendengarkan penjelasan guru tentang lirik lagu yang hilang dengan kalimat yang sesuai. Membacakan teks lirik lagu yang sudah benar. Menceritakan kembali alur lagu dan bagaimana mengaplikasikannya dalam kehidupan sehari-hari.	

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pertanyaan mengenai cita-cita dan mimpi para siswa di masa depan.
- Mendiskusikan materi bersama siswa.
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai cita-cita mereka.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa memikirkan cita-cita yang tep[at untuk mereka.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

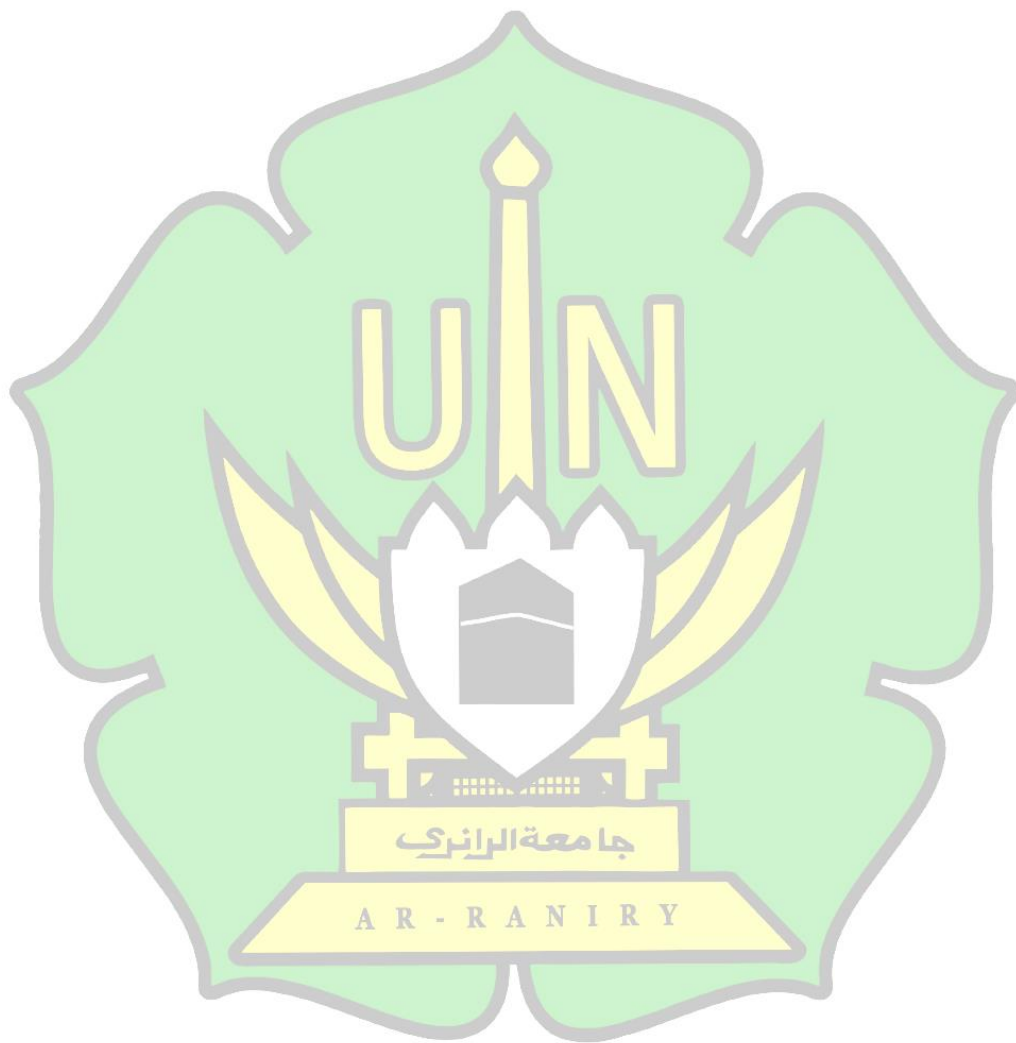
8. Sumber/Bahan/Alat

- Buku Look Ahead 2
- Laptop
- Load Speaker
- Video dari YouTube
- Script lirik lagu *A Million Dreams*

9. Penilaian

a. Indikator, Teknik, Bentuk, dan Contoh.

b. Instrumen Penilaian



APPENDIX F

Video Transcript of MS (Sunday, May 30th, 2021)

The teacher enter to the class while the students are standing to respect her, the she greeted the students, saying *salam* and asking their condition, then the teacher started to prepare the device of listening. She told them the activity they will run in the class at that day. Then she introduced the song of “A Million Dreams” to them and asking the students whether they are familiar with the song or not. It is represented in the transcript of video below:

Teacher (T): This is our last material about song, so, eu..today we gonna hear about one of song.. A million dreams. Have you ever heard about that before?

Students (SS): Yaa.

The teacher stimulated the students with some questions about the A Million Dreams song such as “what is the song about?”, then they responses to her questions. It is represented in the transcript of video below:

T: What is the song about?

SS: About dream. (some students giggled)

T: What is the song about? What do you know from the song? If you have heard about this.

SS: Kalau misalnya bermimpi jangan menyerah.

T: Okey, and then? Don't stop here.

SS: Jangan terpengaruh sama orang yang bilang.

The teacher explained the style of the song and the rundown activities they will have with the song, such as “we have three sections of this listening”, she instructed and guided them before the song is played. She also gave some examples of the way to take notes briefly. She also checked students' pens and note books. Then she started to play the song. It is represented in the transcript of video below:

T: Okey, so now we will listened what the song says about the dream. So, it's more slower, slower, slower than the song that I've just played Ya. Itu Cuma maen-maen, soalnya unstoppable doang.Unstoppable aaaaaa. So now we will listen about “A Million Dreams”, then, we have, eeuu, three parts of this section. We have three sections on this listening, okey. The first section, you will just hear, just listen, don't take a note, don't take, just focus on the lyric. Ya, just focus on the lyric. Coba dengar-dengar aja, kira-kira apa yang dibilang. Dengar aja dulu. The second section is, eeeu, you're gonna write down what you hear, whatever you hear. Apapun yang kalian dengar tu, tules. Ntah itu kata, nth itu kalimat, ya. And the third section is as same as the second section. Jadi ada dua kali kesempatan untuk tules.Ya, kesempatan pertama itu for?

SS: Hearing.

T: Haa, hearing, just hear, just listen. And the second section is?

SS: Writing.

T: Ya, write what we?

SS: Hear.

T: Hear. And the third section is?

SS: Same as second section.

T: Ya, third section tukek finishing. Oh mungkin tadi di section kedua ada yang tinggal, apa ya mau tules? Lupa.Jadi, third section itu dia kesempatan terakhir. And then after that, setelah kalian, eeuu, kalo misalnya mau tules per bares boleh. Misalnya apa dengar

tadi, unstoppable, unstoppable (while writing). Yang kedua tu dengar misalnya I am a Porsche, ada Porsche-nya misalnya, aa tules I'm a Porsche. Ataupun dengarnya kalimat misalnya "with no brave", tules, with no brave. Eeeuu, kalo misalnya mau tules kek gini lebih rapi boleh. Tapi kalau misalnya kalian gamau one, two, three (point to the white board) per point, you can, eeeu, write down dengan cara langsung ke samping, but, kayak imla'.

SS: Garis miring.

T: Aaa, yaa, please put..

SS: Garing.

T: Ya, apa garing? What you say garing in English?

SS: Greng, slicy

T: Slash, slash. Tarok garing, misalnya apa? Ngedengernya misalnya pertama, Porsche, abistu yang selanjutnya misalnya invincible, abis tu selanjutnya missal lebih panjang lagi dengar. I will never leave a single game, misalnya (writing on the white board). So, boleh ke samping tapi dengan syarat slash. Okey. Jangan berantakan. So, kita putar. Are you ready?

SS: Yes..

T: Where is your pen? Up your pen please! Your notebook! Okey, now take a... Put your pen! Put your pen and just focus! Just enjoy the music ya! Jarang-jarang dengar music, kan? Ya udah dengarin ni. So, we will begin in one two three. (The song is playing)

The teacher told the students about the singer

T: Okay, ngantokya?

SS: Ngga..

T: Okay, so, ni bukan penyanyi aslinya. Tadi apa? Christina Perri ya penyanyi aslinya? So, this is cover by Alexandra Porat.

SS: Oowwh..

T: Who??

SS: Alexandra..

T: Alexandra Porat. Jadi dicovernya sama Alexandra Porat, but, the real, eeeu, singer is not Alexandra Porat. She just covered the song. So, because her, eeeu, accent is more clear. So I chosed, eeeu, her video. Heueh, her cover. So, for the second section, please,, take a note what you hear ya, whatever. Ustadzah mau liat seberapa banyak yang kalian dapat. Okey. How much, how many,, eeu.. words or sentences you get from the song. After you hear once. Mungkin yang udah pernah dengar, akan lebih tau harusnya. Jangan million dreams aja taunya di reff. Okey, are you ready?

SS: Yess..

T: Are you ready?

SS: Yes.. Yaa..

T: Zalva tulis apa tadi? Kan ustadzah bilang jangan tules dulu. Buat PR ya? So what, what what you take a note? Tules apa tadi? Haah?? (walking to the student's seat) Haa kan bilang jangan tules dulu. Makanya, so I, why I, why I say don't take a note first, karna dengar aja dulu. Kalo tules, itu listening selanjutnya akan hilang. Ni kan yang kedua telinga kalian uda terbiasa sama yang pertama. So, it's possible to take, eeeu, more words or sentences from the song. Ya, Zalva. Please focus! So follow the direction I give. Okay. Are you ready?

SS: Yea..

T: We start in one two three. (The song is playing) Write down for every single thing you hear. It's okay, tulesaja yang sesempit-sempatnya. (walking around the class)

The song is finished. The teacher asked about what students found out from the song then explained the meaning of the song related to social and daily life.

T: Do you got it?
SS: Little.
T: Little. Tapi dapat ngga yang dibilang?
SS: Dapaaat. Dapat. Dapat.
T: Do you understand what this song about?
SS: Yaa,,
T: About what?
SS: About,, hehe
T: One person rise your hand if you want to..
S: (raising hand)
T: Okay, Sarah please.
S: Eee, your vision for, aa, for, aa, manage your dream. Don't afraid even it small or big.
T: Ya, so, whatever your dream. Fight for your dream. Karna sesuatu yang kecil, bagi, bagi kita, itu belum tentu kecil bagi orang. Sama juga, misalnya sesuatu yang kecil bagi orang, kita, eeung, sesuatu yang kecil, apa tadi ustadzah bilang? Misalnya sesuatu yang kecil bagi kita, bagi orang lain mungkin besar. Contohnya apa? Pergi sekolah, going to school is just, yaa, something, hm..biasa-biasa aja bagi kita pigi sekolah. Tapi bagi orang yang..
SS: Ga bisa sekolah..
T: Aa,, ga bisa sekolah, mereka ga punya biaya, itu sesuatu yang besar bagi mereka. Sama juga kebalikan. Sesuatu yang kecil bagi orang lain, mungkin besar bagi kita. Jadi jangan menganggap remeh se?
SS: Sesuatu.
T: Sesuatu. Everything. Everything has its own meaning. So, makanya bilang, a million dreams. Mau kecilkah dream kita, mau besarkah dream kita. We all have to fight for our dreams.
SS: Dreams.
T: So, now I will give you, one more, eeuu, chance, to listen again. Okay. Mungkin tadi ada yang dengar, tapi ga sempat tules, karna cepat mungkin. Ini the... the slowest song I've got. Ada yang lebih cepat lagi ya ustadzah Nadhira. Mau ustadzah kasih laguuu.. apa kemaren tu? Friend. Apa sih judulnya?Heuh?
SS: Anne Marie, Anne Marie.
T: How is the song?
SS: Heheh..
T: Yang ada rap-nya. Mau?
SS: Gamau..Heheh.
T: Haa, makanya. So,,
SS: Haha,, hehe...
T: Ketawa..
SS: Hahah,, hehehe.. Atta Aurel zah.
T: Atta Aurel mau dengar apa?
SS: Hari bahagia ustadzah, I'm gonna marry you.
T: Ya, I'm gonna marry you doang. Okay. Shuuut. Ah, I hope there is no one talk or make a noise when we?
SS: Listening.
T: Ya, when we are listening. Kenapa? Karna kalo, karna kan listening itu lanjut terus dia, kalo misalnya kalian terdistract sedikit, ya uda yang,, masa untuk kalian distract tu ga ada lagi. Satu, kayak tadi. Satu orang batok, yang lihat sekampong. Semua lihat Wardah.Ya.Jadi, kalau Wardah batok ga usah diliat. Kenapa emang kalau Wardah batok?Viral?

SS: Heheh..

T: Ngga kan? So listen to this. Listen to the song first ya. Try to find the words or the sentences as much as you can. Okay. Are you ready?

SS: Yes, yes.

T: Yaa, one, two, three.

The song played. Teacher asked about students' findings from the song one by one and sometimes explain for each answer given.

T: Okay. Do you got it? Yes.

SS: Yes, yes.

T: How many, how many words? How many,, apa namanya? Sentences you got? Apa aja yang kalian dapat?

SS: (talking)

T: Hah?

SS: Don't care.

T: Dari ujung dulu. Dari Preity, what do you got? Mention one. Yang udah di-mention, ga boleh lagi ya.

SS: Eh, loh..aaa...aaa..

T: Ga pa-pa.

SS: I think..

S: Each one day..

T: Each one day?

S: Make you smile.

T: Make you smile. Good. You?

S: Cause every night.

T: Cause every night? I see, ada I see-nya.

S: Cause every night aja.

T: Cause every night aja?

S: I close my eyes.

T: I close my eyes. And then, Sarah?

S: A million dream for the world we gonna make.

T: We?

S: Gonna make.

T: No, no. From the first.

S: A million dream,,

T: A million dreams,

S: For the world we're gonna make.

T: Okay, good.

S: We can live in the world we design.

T: Yaa. We can live in the world?

S: We design.

T: We design, good.

S: You may be right, you may be wrong.

T: You may be right, you may be wrong.

SS: Alaaah, haheheh..

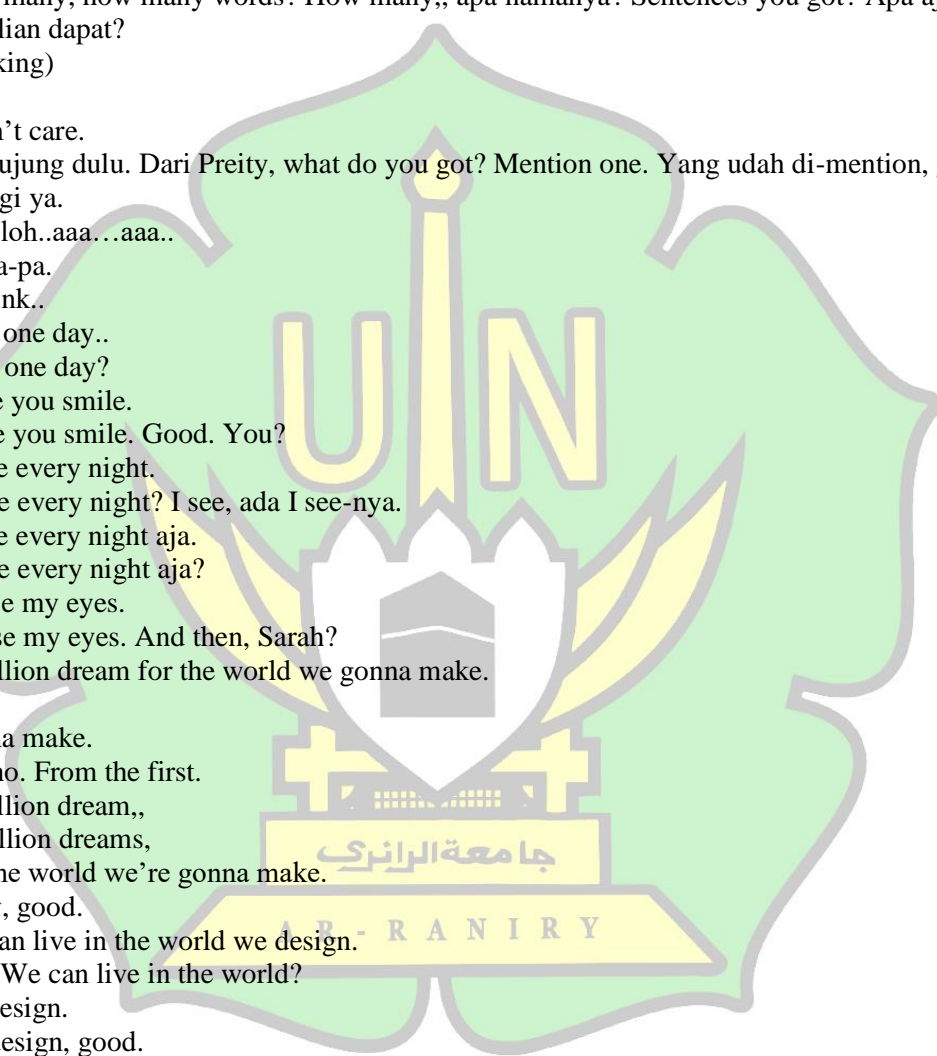
T: Ada dengartu?

SS: Ya, ya, hehe..ya, yaada..

T: Entah itu besar kecil mimpi kita, entah kadang kita salah kadang kita benar. Okay, next. Aaa, Mila.

S: Eeeuu..

SS: You may be right, you may be wrong.



T: Yang udadisebutgabooleh lagi.

S: The special thing.

T: The special thing? The special thing aja?

S: Make you smile.

T: The special thing makes you smile. Okay, good.

S: They can say, I've lost my mind.

T: Let?

S: They can say, I've lost my mind.

T: Ya, they can say I've lose my mind. They can say, they can.. I've lost my mind.

SS: Saya kehilangan pikiran.

T: Terserah orang maubilangapa, yang penting saya mencapai mimpi saya. Ada ngga contohnya apa? Orang ngomong bahasa Inggris, "Iii lebai kali", sok-sok Inggris. Aaa, terserah orang tu maubilang... aa, berarti mereka yang idiot. Ya kita belajar bahasa Inggris. Ya harus prakteklah. Yakan? Orang yang ngga mendukung orang belajar, itu. Okay next, Nurul. Kenapa?

SS: Sempit li tempat duduk.

T: Geser.

S: To the world I close my eyes.

T: To the world I close my eyes. Ke dunia yang

SS: Yang mana zah?

T: Ke yang mana?

SS: Heheh..

T: To the world, I close my eyes. Yang terakhir nanti aja ustadzah bilang. Coba.

S: I don't care, so call me crazy.

T: I don't care, so call me crazy. Maknanya tadi hamper sama tadi kayak punya "I've lost my mind" ya. Next.

S: A million dream keeping me awake.

T: A million dream, keeping me awake?

S: (nodding)

T: Aaa, what does it mean? A million dreams keeping me awake.

S: Banyak sekali mimpi yang membuat saya terjaga.

T: Ya,, banyak sekali mimpi yang membuat saya? Terjaga. Saya mikir. Aisyah?

S: Hehe,, I close my eyes.

T: Udah I close my eyes.

SS: Finish hai..

T: Hah??

SS: Hahaha..

S: Run away.

T: Run away?

S: Iya, run away..hehe

T: Iya, ada run awaynya tadi. Apa yang run away?

S: To the world we..

T: To the world we? Nyan kan terbang. To the world we? Design. What does it mean? To the world we design?

SS: Ke dunia yang kita desain.

T: Ya, ke dunia yang kita desain, dunia yang kita ciptakan. Bukan dunia yang orang lain mau. Contohnya apa? Kita tu melakukan sesuatu karna?

SS: Kemauan orang.

T: Kemauan orang lain. Oh nanti ga enak sama ini, oh nanti ga enak sama itu. Sedangkan kita ga pernah think about our? Self. What really ourselves want. Next.

S: They can say it's all sound crazy.

T: They can say it's all sound?

SS: Crazy.

T: Crazy. Ga ad mimpi yang terlalu be? Sar.

SS: Heheh..

T: Hanya niat yang terlalu kecil. So, they can say, misalnya kita bermimpi apa? Ni nanti siap ini mau sambung kuliah ke UI misalnya, ataupun mau lanjut kuliah ke Turki.

SS: Aamiin...

T: It's possible. Walaupun kita misalnya dari keluarga, oh, ini ga mungkin ni, orang tua ga mungkin biayain, misalnya, karna untuk makan harian aja kita agak susah. There are a lot of way to catch our dreams.

SS: Dreams.

T: Ya, jadi, ngga cuman,, Allah kan kasi rezeki kita dari jalan yang tidak?

SS: Diduga-duga.

T: Diduga-duga, dari jalan yang tidak disangka-sangka. Banyak rezeki yang Allah kasih. Jadi kalau misalnya, ngga, ngga menutup kemungkinan kita pergi ke Turki dibiayain, sama orang tua. Ada jalur beasiswa. Kita ga tau rezeki Allah datang dari mana aja. So, there is no, hmm, ga ada mimpi yang terlalu besar, cuman kita aja yang kurang berusaha. Fingkan, next.

S: Cause every night.

T: Cause every night apa?

S: Ga tau, di sini ditulisnya cause every night.

T: Cause every night, cause every night I lie in bed. Lie, what does mean lie?

SS: Berbaring.

T: Euu, ada lie berbohong, ada lie berba?

SS: Berbaring.

T: Ga mungkin? Cause every night I lie in bed. Saya berbohong tiap, tiap malam berarti.

SS: Heheh..

T: Hehe, eeu..So, meaningnya itu ngikutin?

SS: Lirikanya.

T: Ngikutin keadaan, ha a, maksudnya. Zalva.

S: We can do.

T: We can do? We can do what?

SS: Ustadzah kami perkatausth.

T: Ngga pa pa.

SS: Everything.

T: Okay good, we can do every. Bolehlah..

S: Hehe,, ustadzah, ana ga tau dengarapa. However big however small.

T: However big? However small. Haa, itu yang tadi, however big, however small. Is it a big dream or is it a small dream. It's a great. Terserah, misalnya dream kita apa? Dream kita misalnya, oh nanti pengen, eeeu,

SS: Jadi dokter.

T: Jadi dokter udah besar, ni yang kecil contohnya apa?

SS: Guru SD? Guru PAUD. Hahah..dalam bayangan.

T: Apa ya contohnya?

SS: Beli hp.

T: Misalnya, contoh kecilnya aja. Ini nanti ujian bahasa Inggris mau pokoknya nilainya tu minimal 85. Itu mimpi kecil. Dari mimpi kecil, bisa jadi mimpi yang be?

SS: Besar.

T: Dari mimpi kecil. Oh mau nilai 85, nanti jadi mimpi yang besar. Kayak Fingkan, mau jadi dokter.

SS: Aamiin.

T: Itukan mimipi-mimpi besar terkumpul dari hal-hal yang ke?

SS: Kecil...

T: Kecil, okay Zalva.

S: Share your dream with me.

SS: Eaa,,

SS: Sharing.

T: Sharing?

S: Say your dream with me kan?

T: Share.

S: Ga tau ustadzah.

T: Ga pa pa. Apa? Yang terdenger apa? Say your dream with me?

S: Ya. Heheh..

T: Euu, boleh. Tapi yang benar adalah share. Share your dream with me. What does it mean share?

SS: Membagi, membagikan.

T: Eeu, iyaa. However big, however small, share your dream with me. Semua dream itu pantas diperjuang?

SS: Kan.

T: (point to another student)

S: A million?

T: Dream?

SS: Heheheh.. That is the title, heh

T: What is the title of the song?

S: Don't care, don't care lah sister.

SS: Don't care, don't care. Haha.. I don't care.

T: I don't care, I don't care. Ya.Jadi?

S: I don't care, I don't care you call me crazy.

T: Kenapa ee? Kenapa disitu ada I don't care, I don't care if they said me crazy? Terserah orang. Kadang kita ga perlu dengar juga apa yang semua orang katakan. Ga semua yang orang katakana menurut kita gitu. Makanya kita dikasi pikiran, dikasi hati untuk menya?

SS: Menyaring? Menyatu?

T: Menyaring. Semua yang dikatakan orang.

SS: Hehehe..

T: Menya apa?

SS: Menyaring. Heheh..

T: Semua yang dikatakan orang nak, dengar. Ini soal kepribadian sebenarnya. Semua dikatakan orang itu, ga semua cocok ma kita. Misalnya, Dilapake jilbab, eeuu, misalnya belok kanan. Belum tentu, sama Zalva, Zalva juga cocok pake belok kanan. Mungkin Zalva cocoknya apa? Tarek ke atas. Atau mungkin zalva cocoknya belok kiri. Aaa, itu masalah style aja udah beda. Apalagi masalah mimpi kita, yang cuma kepala kita tau. Bahkan orang tua kita aja pun belum tentu tau semuanya. What is inside our mind? Ya, jadi dia disareng. Yang kalian suka apa. Yang menurut kalian bagus apa. Ni kan udah gede semua ni, uda kelas 2 SMA tu, uda teritong dewasa. Okay. Jadi, hal-hal yang menurut kalian benar, perjuangkan. Hal-hal yang menurut kita salah, jangan diperjuangkan. Jangan meninggalkan e?

SS: Ego.

T: Ego. Apalagi di umur-umur segini ni. Umur-umur SMP, SMA itu lagi masa apa?

SS: Pubertas.

T: Aaa, masa puber, dariiii remaja ke dewasa. Makanya kadang egonya tinggi walaupun udah salah, ngga, pokoknya, benar. Ma kawan juga kek gitu. Ngga, pokoknya, dia yang salah. Bukan ana yang salah, pokoknya dia. Terserah mau ana yang salah, pokoknya dia yang salah.

SS: Hahah,,ehhe.. Fasya ustadzah.

T: Haa, itu anak-anak SMP masih berarti.

SS: Haa..jangan kek gitu, ehehe..

T: Eeeua, jadi egonya itu di?

SS: Hilangkan, turunkan,

T: Dari sekarang,,, ga bisa dihilangkan.

SS: Diturunkan.

T: Bahkan orang tua kita pun, nenek-nenek masih ada ego juga. Tapi di ma.. manage. What does it mean?

SS: Di...diurus. Hahha,, dikembangkan..

T: Haha,, kek mana tu ego dikembangkan?

SS: Hahaha..

T: Kita mau menghilangkan aja ngga bisa, ini dikembangkan. Ya, Aisyah. Diatur. Oh ini, mikirnya pake..

SS: Logika.

T: Bukan pake otak, pakee..pikiran yang bersih. Oh ini memang ana salah, tapi ga mau ngaku, yaudahlah, ga usah ngaku, yang penting kita sadar dulu. Eeu, dia dari hal-hal kecil, ga bisa langsung besar juga.Next.

SS: Apa judul lagunya?

S: Make you smile.

T: Make you?

S: Make you smile.

T: Make you smile, apa tadi kata-katanya disitu?

SS: A special things.

T: A special thing that make you smile, ya?

S: On the rainy day.

T: Haa, on the rainy day. Di hari-hari

SS: Hujan, mendung, haha

T: Next.

S: That what I see.

T: That what I?

S: Oo, what I see.

T: What I see. Satu lagi.Next.

S: Bring me to the world...

T: Hah?

SS: Hah, ustadzah..

T: What? Ngga belom.

SS: Hahaha,,

S: Kan udamalu,,

SS: Hahah..

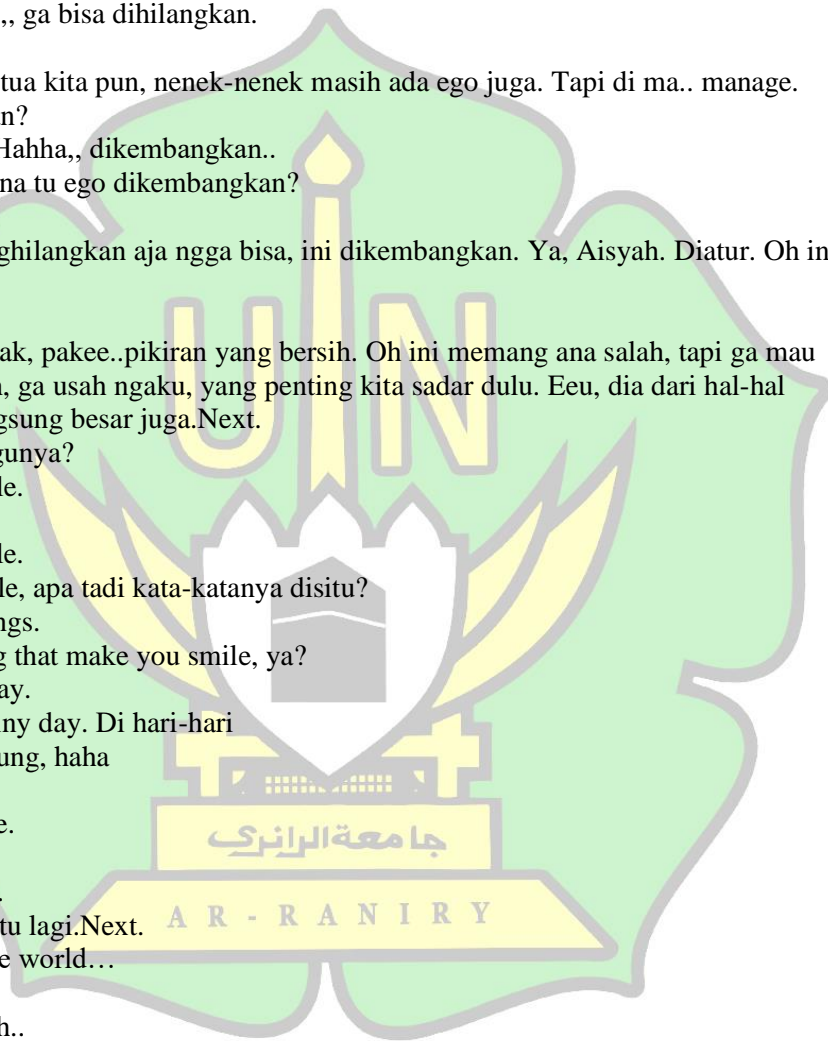
T: Lupa tadi, harusnya kesini dulutadi.

SS: Fajri nutupin diri ustadzah. Hehe..

S: Tadi mau tanya...Dia ngomong-ngomong sama ana teroos.

T: Bring me to the world you see.

S: Dari tadi ngomong-ngomong teroos.



T: Okay, listen. Bring me to the world you see. What does it mean?
SS: Bawalah saya, bawalah saya ke dunia yang kamu lihat.
T: Ya,, Ga semuanya kita melihat, misalnya ada orang melihat sungai tu sebagai, wuah cantek kali sungainya. Ada orang yang lihat sungai tu, biasa aja.
SS: Biasa, heheh
T: Kenapa? Karna kita emang sering lihat.
SS: Heheh..
T: Okay, the last one.
S: With thing so far away.
T: Haa? With thing?
S: So far away.
T: With thing so far away. What does it mean?
SS: Jauh, jauh..
T: With thing so far away. Kita berpikir
S: Jalan yang jauh.
T: Yaudah, iya, kemana-mana. Kemanaa..
SS: Berpikir bebas.
T: Pikiran bebas, iyes. Salah satu motto kita apa?
SS: Berpikiran bebas.
T: Berpikiran bebas. Kita bebas mau berkarir di bidang mana aja, yang penting tetap dalam?
SS: Dalam lingkup.
T: Lingkup yang kita pelajari bahwasanya itu benar. Kek tu. Ya. Tadi ada yang ini ustadzah dengar. Apa namanya? I close my eyes to see. I close my eyes to see. I close my eyes to see. Coba tengok, itu kan bahasanya bahasaaaa....
SS: Biasa-biasa aja?
T: Bukan. Tapi dia maknanya dalam. I close my eyes to see. Orang tutup mata bisa liat ngga?
SS: Ngga.
T: Tapi ini, I close my eyes to see. Bahwasanya mimpi itu ga semuanya bisa diliat. Ada mimpi-mimpi yang untuk masa depan. Makanya, I close my eyes to see. Saya menutup mataku untuk melihat. Apa tu?
SS: Menghayal, menghayal.
T: Eum,, bukan menghayal.
SS: Menghayal, heheh..
T: menghayal konotasinya udah,,
SS: Hahhaa..
T: Nanti dikumpulin ustadzah mau tengok, ya. Jadi sekarang, let's see what is the origin.
SS: Lyric.
T: Lyric. Mau tau?
SS: Mauuuu..
T: Tapi ini cumin ustadzah dikte aja. Biar kalian tau aja, ya.
SS: Catat.
T: Mau catat?
SS: Mauuu..catat aja ustadzah.
T: Berarti, eeeu, dikte.
SS: Iyaa, yaah..
T: Bahasanya sehari-hari.
SS: Nanti ga tau tulisan.
T: Bahasa sehari-hari, ga mungkin ga tau tulisan.

Teacher played the song again with the way pause sentence per sentence and do a lyric dictation for students. Sometimes she also explained the social function the lyric.

T: What?

SS: I close my eyes and I can see.

T: I close my eyes and I can see.

SS: Oh I close..

T: Memang orang tu ngga jelas, bukan ga jelas, kita kalau ngomong bahasa Indonesia juga cepat.

SS: Sambong-sambong.

T: I close my eyes, and I can see. "enai", ga ada baca "en ai".

SS: Kirain apalah.

T: I close my eyes and I can see. Finish?

SS: Finish.

The song played again.

SS: A world.

T: A world that waiting up. Waiting up, pernah dengar waiting up? A world that, a world that's waiting up for me, and I call my own.

SS: Waiting up?

T: Waiting up for me and I call my own. My own.

SS: Own.

T: Own, punya saya, my own.

SS: And I call my own, waiting up.

T: O-W-N, O-W-N. Ok next.

The song played again.

T: Through, tau nggaartinya through?

SS: Through.

T: Heueh, pernahdengar?

SS: Through, through.

T: Through (writing on the white board). Through, what does it mean through? Through itu melalui. Through the dark, through the night, eh I'm sorry. Through the dark, through the door.

SS: Melalui kegelapan? Gelap gulita? Rintangan?

T: Through the dark, kegelapan. Through the door.

SS: Melalui pintu?

T: Iya, udah berapa pintu yang kita lewatin. Contohnya apa? Kalian udah lalu pintu SD, udah lewatin pintu SMP. Haa, itukan bahasa kiasan. Through the dark, through the door.

The song played again.

T: Through no one's been before. Melewati gelapnya malam. Kita melewati beberapa pintu,

SS: Ustadzah, abis door tadi apa?

T: Through where, no one's been before. Artinya tu, no one has been before. Cuman kan kalo lagu dia disingkat-singkat. No one has been before. What does it mean?

SS: Ga ada orang lalu.

T: Haa, belum ada yang ke situ, tapi kita udah ke situ. But, it feels like home.

SS: Dan rasanya seperti,,,

T: Feels like home itudia,,, slogan. Bukan slogan juga sih. Dia untuk menunjukkan bahwasanya benar-benar nyaman. Kalo udah feels like home, itu artinya udah benar-benar nyaman. Aaa. Karna di rumah itu, harusnya kita memang benar-benar nyaman. Ngga ada tempat ternyaman yang lain selain rumah. Harusnya. Cuman, kalo suka keluyuran? Okay, next. Finish?

SS: Finish.

The song played.

T: What?

SS: They can say, they can say.

T: They can say, they can say, it's?

SS: All sounds crazy.

T: All sounds crazy. They can say, it's alls, I'm sorry, it's all sounds crazy. Finish?

SS: Finish.

The song played.

T: Siapabilangtadiditulessama ...

SS: Ana piker tadisama.

T: They can say, I've lost my mind. Aaa, ga baca lagi, they can say, I've lost "mai main", gaada, tetap "mamain".

SS: Mamain, mamain.

T: Sama kek kita ngomong bahasa Indonesia, ada kita ngomong? Sama kayak kita ngomong bahasa, ada? Ngga ada.. sama kek kita, karna, apa? Karna terbiasa ngomong jadinya cepat. Okay, next.

The song played.

SS: I don't care, I don't care, you call me crazy.

T: So, so, so call me crazy. I don't care, I don't care, so call me crazy. Saya ngga peduli, yaudah, terserah.

SS: I don't care, I don't care so call me crazy.

T: Call me crazy. Finish?

SS: Finish.

The song played.

T: We can live?

SS: In the world that we design. In the world.

T: We can live in the world that we design.

SS: That we? That we design.

The song played.

T: Cause everynight?

SS: I lie in bed.

T: Lie tidorankek mana tulisannya?

SS: L-A-Y

T: L, L-A-Y.

SS: L-I-E.

T: L-I-E bohong.

SS: L-A-Y ustadzah, L-A-Y. A R - R A N I R Y

T: Iya. Tulesteros.

SS: L-A-Y, lay. Cause every night?

T: Cause every night I lie in bed.

SS: I lie..

T: I lie in bed. Bed. Itu mufradat kelas 1 bed.

SS: Bed.

T: Ga tau bed, Wardah, turun lagi ke kelas 1. Cause every night I lie in bed. Apalagi tadi?

SS: The brightest colors fill my head.

T: The brightest colors fill my head. Brightest, ituu superlative.

SS: Sangatterang.

T: Uda belajar superlative?

SS: Uda.

T: The brightest color, what does it mean?
SS: Bagiantercerah, paling cerah.
T: Heuee, The most bright color fill my head. Fill, fill.
SS: Mengisi. Mengisi.
T: Fill in the blank please. What does it mean fill in the blank please?
SS: Isi yang kosong.
T: Heum..fill my head. The brightest color fill my head. Kek mana tulisan fill?
SS: F-I-L-L,
T: F-I-L-L, kalo F-E-E-L?
SS: Perasaan.

The song played.

T: A million dreams?
SS: That keeping me awake.
T: That keeping me awake. What does it mean keeping? Keeping me awake.
SS: Membuatterjaga.
T: Keeping me awake tu yang membuatku terjaga teros.
SS: That keeping me..
T: Awake, awake, kanterbangun.
SS: Oh, bukan away ya?
T: Bukan away.
SS: Awake, 'awake'.
T: 'Awake', 'awake awai'.
SS: Hehehhe.. Wekaweka..
T: Wekaweka, awake, wekaweka.
SS: Heheh..
T: Awake Aceh Jaya, wekaweka..
SS: Hahahhehe
T: Next.

The song played.

SS: I think.
T: I think of? What the world could be. Saya berpikirkek mana dunia inibisaterjadi.
SS: The world could be.
T: Pernahmikir? I think of the world could be.
SS: I think,, could..

The song played.

T: I think of what the world could be.

The song played.

T: A vision. Pernahdengar a vision?

SS: Visi..

T: Haa, a vision of the one I see.

SS: Vision? Yes.

T: Vision tulisannya. V.

SS: One, one. Wan satuatau wan mau?

T: One, one satu.

SS: Of the one?

T: A vision of the one I see. Enak kosakatanya kan?

SS: Iyaa, enak.

T: Cuman, kadang kita kek gini, kita uda tau sebenarnya what does it mean. But, karna kita jarang, mmm, mendengar, jadi kek tadi, missnya itu kek, misalnya, You and I. Bacanya ngga You and I kok udah di listening.

SS: Yuendai.

T: Yuendai, yuendai itu, kita dengar apa yuendai, nama orang.

SS: Yuendai, yuendai..

T: Tapi, padahal kita udah tau kata-katanya mudah aja. You and I. Dari SD itu uda belajar keknya. Cuman karna jarang mendengar. Okey next.

The song played.

T: A million dreams?

SS: A million dreams, that's all I gonna take.

T: Sorry. A million dreams, it's all, it's gonna take.

SS: It's all?

T: A million dreams, it's all, it's gonna take. Gonna, what does, gonna tu asal katanya dari?

SS: Go to.

T: Going?

SS: Going to. I'm gonna marry you.

T: Hm,,

SS: Hahha..

The song played.

T: O, a million dreams for the world?

SS: We gonna make.

T: We're gonna make. Ya. We are gonna make. We are going to make.

SS: A million dreams?

T: A million dreams for the world, the world, we are, we're gonna make. Finish?

SS: Finish.

T: Okay, karna udah jaros, nanti kita sambung lagi.

SS: Yaaah.. I'm gonna marry you.

T: Teros, minggu depan kita akan listening ini. Coba dengar ya.

SS: I'm gonna marry you. Unstoppable. Hehe.. I put my arm and I show how strong I am. Put your umbrella. Put your umbrella.

Teacher tried playing the next meeting listening.

T: Ntarya, kek mana nicaranya? Pernah maen tiktok? Siapa yang maen tiktok?

SS: Fingkan, Wardah, FIngkan, Wardah.

S: Wardah jujur,

SS: Hahha..

T: Haa, coba dengar, listen please. (The tape conversation played) Listen listen. Ya, minggu depan ini, jangan lagu teros. Kalo lagu teros nanti.

SS: Alaaah..

T: Nanti ustadzah kasih ininya. Lembarannya.

SS: Teks.

T: Bukan teks. Okay, let's close by hamdalah.

SS: Alhamdulillahirabbil'alamin.

T: Bi du'akafaratil majlis.

SS: (reciting du'a)

T: Thanks for your attention, the last I say you, Assalamu'alaikum warahmatullahi wabarakatuh.

SS: Wa'alaikumussalam warahmatullahi wabarakatuh.

**Video Transcript of FA
(Thursday, 3rd June 2021)**

Teacher come to the class then say salam, students were standing to respect the teacher. Teacher checked attendance list and asked of absent students. Then to begin the class, teacher did not immediately tell what would they have on that day instead teacher stimulated them by asking them the most expected things they want to do now and think 3 of words that related to it. Teacher also guide them to have some ideas about it with relax atmosphere.

T: Okay, I have something to say ...

SS: Eee, Fando, piket eui, Fando piket. (looking at dirty whiteboard) Fando.. Fando.. Haa Fando..

T: Oo, Fando piket. Eum..let's talk about yang paling enak sekarang itu apa? Ngapain?

SS: Tidorust..

T: Haaa, cocok. So what do you have to do to sleep? What do you have to do to sleep?

SS: Dream. Dreaming.

T: Yes, dream, right. Now, I want every one of you think two or three words that we are going to have in our sleeping, in our dream. Start from going to bed, then, when you come to bed, you die, and then you know nothing, or it takes time maybe in five or three minutes. Before you going to your bed, so what do you do? Na meuphom Fando?

S: (nodding)

SS: Haha..

T: Hm, yakin? Okay, I said, pas kali kok jawabannya mengena. Tadi apa? Sleeping, and then we have, yang paling enakdalam sleeping itu dream, ya. Okay, kebetulan, we are going to discuss about our dream. So, before we dream, I want you to imagine some words, some activities that we have to dream ya, Okay, kebetulan ada song yang judulnya million dream. So, million dream. What are we going to have before we have our dream, and then what are you going to in your dream, and then when do you usually dream? At night? At day?

SS: Night, night.

T: Night, what do you have in night?

SS: Sky.

T: Right, Eeu, brightest sky, with full of stars and moon and moonlight and sunlight or Mama Lemon?

SS: Not sunlight.

T: Or Mama Lemon?

SS: Bukandua-dua.

T: So?

SS: Moonlight.

T: Moonlight. Taji, do you understand what I say Taji?

S: Eeu,, Sonlight.

SS: Hahah..

T: Not sonlight, but sunlight. Okey, so, we have the,, eeuu.. I think, first, first think in your idea some words. I give you one minute. 1 menit coba pikirkan malam itu what are you going to have? Jangkrik for example. What do you say in English Jangkrik? What do you think? (point to a student) Grasshopper, salah bukan jangkrik. So? Do you have grasshopper at night? Ada belalang malam?

SS: Yes.

T: Heuh? Masa?

SS: Yes, have.

T: Itu belalang kesasar. At night are you going to have? Silent, sunyi, and then, what else?

SS: Moonlight, frog frog.

T: Okay, moonlight. Yes? (point to another student)

SS: Frog frog frog. Frog. Hahah..

T: It could be frog. Okay, what else?

SS: Twist, twist.

T: Hahah, it could be twist, but I can say, eeu.. (I miss a word) but it's not a torpedo but in between. Anything else?

SS: Pul

T: Chin (so haaarrrd to listen) Syafiq, are you okay? Have you taken a bath? What else will we have? Nanda?

SS: Darkness.

T: Yes, darkness.

SS: Bat.

T: Bat? Alright, fine. Okay. Eeuu, coba putar. Now, when it played. What are you going to do? When it played, you listen to some idea, some song. Okay. When you have this, what we need to do? Please write them, take your pen, take your book, write, eeuu, any words that you can record. Coba dengarkan, catat kata-kata apa saja, yang kira-kira bisa kalian dengarkan. Apa saja. Anything that you can listen and kira-kira bisa kalian tangkap. Siap?

The song is played. Students were listening and trying to take notes. After listening, teacher explain the language features in the song with brief and clear explanation and he also gave many examples to enhance students' understanding. Teacher use discussion strategies and involve the students well into the learning process. He corrected the students' pronunciation and some wrong answer from the students, besides, he also appreciate for the right answer from the students.

T: (after writing on the white board) Okay, kira-kira, I close my blablabla to see. What are you going to close if you wanna to see?

SS: Eye, eye, eye..

T: Heuh? Eye (by correct pronunciation), eye.. (by wrong pronunciation).

SS: Eye, eye. (by correct pronunciation)

T: Yes,

SS: Eye, eye.

T: So, it must be. Why, why do you think it must be eyes here?

SS: Because dream, to see. To see dreams.

T: Yes, because seeing by using eyes. Okay, my eye or my eyes? (while writing on the white board). What do you think?

SS: Eyes, eyes, eyes.

T: This one or the second one?

SS: The second one.

T: Why?

SS: Because eyes to see. Because, because eyes two.

T: Because, satu, satu mata. If one eye, you see by one eye. Okay. You are not seeing by one eye. You still see, by one eye. By why we have "my eyes to see"?

SS: If one, blind.

T: Yes.

SS: Blind.

T: So, please make your example. Ini salah satunya juga, when you are going to write, for example, to see. It must be, you must see by seeing both eyes. So, be very careful.

Kamutules eye atau eyes? (pointing to a student)

S: Eyes.

T: Sure? Really? (checking his book) Okay. Yes. Anybody who get eyes? You eye or eyes? (pointing to another student)

S: Eyes.

T: Double "s", by, by adding "s"?

S: (nodding)

T: Okay, yang lain? Anybody of you get eyes to see? No? Okay, it is for example. Okay. When you play, when you have this to listen. How do you listen? By using your? I close my blablabla to listen. (writing in the white board). So, probably, it close here my ear?

SS: Ear.

T: Or my ears?

SS: Ears, ears, ears.

T: So, what verb this one?

SS: Verb one.

T: Ngga ada yang listening satu telinga, but we listening two ears.

SS: Aaa..

Then teacher would play the song again, but he stimulated and asked students to think and imagine again which make students find the some vocabularies in the song. Besides, teacher also enhance students' critical thinking and responded well even including new and interesting information.

T: Okay, so, I will play one more time. Coba dengarkan baik-baik, okay. One more time, what are you going. For example, eeuum, (looking at lyric paper) You get the dark, yes, so that I ask what do you have at night? Dark, and then moonlight for example. Starlight. And then also, eeum, what else do we have? At night? Silent, quiet, and so on and so far. Dark, and yaa, eeumm. What do you do at night? Do you go to the bed? Do you go to the bathroom? Do you go to the toilet? And then sleep on toilet. Or you go to your bed?

SS: Bed.

T: What are you doing to your bed?

SS: Sleeping.

T: Besides sleeping. Before sleeping.

SS: Pray, pray, pray, pray.

T: Hah? Are you sure?

SS: Praying.

T: No, I mean, this is your bed (explain with gesture) okay, before you sleep safe and sound, go to another world. What do you do in your bed?

SS: I close my eyes.

T: Okay and then, before you sleep what do you do?

SS: Try to sleep.

T: Try to sleep, that, what do you call that?

SS: Reading, reading a book.

T: No, try to sleep. What do we call that? Berbaring, what do you say in English?

SS: Golek-golek.

T: Golek-golek, yes, what do you say in English?

SS: Sleeping.

T: Sleeping is mati, but before sleeping, golek-golek, what do we say?

SS: Sleepy.

T: Sleepy itu mengantuk.

SS: Sleep up..

T: Hah? Sleep up? Stand up, yes. But not sleep up. Sleep down.

SS: Haha,, sleep up, sit up.

T: Sleep up, that what we call lie, we lie in bed. Lie tapikalaupun lay

SS: Lie? Lie, bohong. (critical thinking)

T: Lie atau lay? Mana?

SS: Lie, lie,, oh lay, lay, lay, lay..

T: You are not chicken.

SS: Lay, lay, lie, lie..

T: It is for chicken (pointing "lay" word)

SS: Lie, lie, lie..

T: Lie is bohong.

SS: Lie is bohong.

T: So?

SS: We lie but lay.

T: Hah?

SS: Lay, lay..belumtidur, belumtidur.

T: Yes, I told you, what do we call that before sleeping? When you sleep means you are going to sleep safe and sound. Tau safe and sound? Safe, aman, sound, yang ngorok-ngorok, yang ngga ngorok, ngga ngorok. That's safe and sound. Ta peh sampeng han jaga. Hai. Still sleep. That's it. Yes. You sleep safe and sound. Look like a baby. Safe and sound (writing on the whiteboard) yes. One more. Coba dengarkan.

After playing the song, teacher asked the students what they get from listening.

T: What do you get?

SS: Million dreams.

T: What do you pick up?

SS: (trying to say some words)

T: What? Saidil? What they are Saidil? What do you have Saidil?

S: Nothing.

T: Haha, Taji? (while dividing lyric paper) What do you have? Any words that you can catch like example be? Do you get anything? Okay, now, let's have a look at one, two, three, four. Look. What, two three, four, at the fourth paragraph, "There is a blablabla we can build, every room inside is filled. With blablabla from far away. Do you think, euum, it is, it is going to be narrow or it is going to be wide? Do you get my point? Di paragraph keempat, look, there is a blablabla we can build, every room inside is filled, with blablabla from far away. Eeeum, in this sentence, if you listen carefully, we will play it, and then you fill it. Kita dengar sekali lagi, ini Anda isi di sinilangsung. Yang kosong, yang adatitik, diisiterus. Okay. You fill in with all word you hear or you can predict. What do you do to predict? If you miss something, so, what do you need to do? Just predict. Predict from what are you going to say or what,, aa, can you insert from here. I close my eyes and I can see. The world that blablabla up for me. Imagine. It close your eyes, and I can see. Can you see the world when you close your eyes? I close my eyes. I close my eyes (closing eyes), I can see the world. How can you see if you close? Imagine. That, the world that blablabla up for me. What is the suitable word? You close your eyes, and see the world blablablaup for you, for example. Kira-kira yang dimaksud di sini apa?

S: Sleep.

T: Hm, the world that sleep for you? Dunia yang tidur untuk anda? Or the world that created or the world that produced or the world that you made or the world that is.. I had do for it down. Through the dark, through the? Hm? Close and then you see the world. How do you see that? Through the dark. Yang kalaututupmata, what we will you see

through the dark? You will see darkness. What else will you see when you close your eyes? Bili? What else will you see when you close your eyes? Buka-buka mata ada pocong di depannya. Okay, now..Apa?

SS: (saying something unclear)

T: Mungkin ada jin ifrit. Okay, we will play another one. Dengarkan. You already listened to, aa, to the tape twice. You get some words, you get, you get some vocabulary, and now fill in the blank one. Kalian liat kosong isi teros semua. Kalau tidak ketemu, please think, or imagine, what are you going to fill in? Yang kira-kira terkaitkan. When you go, for example, if you go to the class, did you drive there? Or when you go to butcher, for example, what does butcher mean? And then someone say, I need a chicken tie. I need chicken tie. Do you know tie? What does it mean of tie?

SS: Dasi.

T: Yes, what is the meaning of butcher?

SS: Aaa,, tukang daging.

T: Yes, someone that sold for animal that we called butcher, tukang daging. And then someone said to you, you are the butcher, for example, "excuse me, give me a chicken thigh please." (writing "tie" on the whiteboard) What are you going this person? He says, the person says give me chicken "tie". The Chinese come to you and then they said, give me a chicken tie. What do you think? I could give the person chicken neck? Neck or I'm going to give this thigh? Apa arti thigh?

SS: Mengikat.

T: Yes, tie mengikat atau what about this word? (writing "thigh" on the whiteboard) What is the meaning of that?

SS: Paha.

T: Siapa bilang? Look up you dictionary. Find up. Do you have any dictionaries? That says, what is the meaning of thigh? Gimana? Haa, coba buka kamus 1 milyar. Coba buku dulu.

SS: Ga lengkap ustadz.

T: Yap, no problem, coba buka dulu. Hhhehhe..Sakit kok ga sembuh-sembuh juga. Let's check whether it is paha ayam or what is the meaning of the thigh. Chicken thigh. Thigh meaning. Ya, I think so. Thigh meaning, eh kok ga dapat? Lambat, lambat ni. Haa, what do you say in English? That's right? If Chinese, they cannot say thigh, chicken thigh, but they call our chicken tie. Tie. Anda kasih leher ayam atau kasih paha ayam?

SS: Paha.

T: Hm? Kenapa ga kasi leher? Kan dia bilang tie. Tie itu mana ada di paha, pasti di? Leher.

SS: Dasi.

T: Yaitulah, dasi. Dasi itu di leher dia, ga ada dasi di paha. So what do you give if that Chinese say tie not thigh as the request?

SS: (discussing and talking)

T: No, because tie is never ever be sold menu. Ayam itu ga pake dasi. So the way of saying is different. But we say tie or chicken thigh. So, the context. Context-nya di mana? Contextnya di tukang daging. Tukang daging mana ada dia jualan spidol. Pasti kalau ngga dada, paha, atau paha ayam, sayap, or whatever, that's for example. Depend in, on, aa..look at first from the context, dia ada konteksnya sendiri. If you see, aaa, if you see these words, (writing the words) electrical shock, kira-kira temukannya di mana? Electrical shock. Di mana ketemu electrical shock? Ataupun ada tanda, ada tanda seperti ini, (drawing on the whiteboard) what does it mean? Ini (pointing to the sign)

S:

T: Yes, what does it mean? Artinya apa?

SS: Listrik, listrik, listrik.

T: Iyaa, artinyaapa? Ini makan malam di sini atau makan malam di kuburan.

SS: Danger, danger, danger.

T: Danger. Yes, without any words, ini menurut konteks, ada konteks sendiri. If you see this sign, be very careful. Electrical shock. Tanpa pemberitahuan, ya. The same if you look at the lion at lunch free. Singa bebas, Anda juga bebas. Kira-kira, kamu takut singa atau singa takut kamu? Hm? Tanpa perlu diberitahu, awas singa takut orang, atau orang takut singa?

SS: Singa.

T: Yes, this is what we gonna talk about language. Dia ada konteks sendiri. Alright, so listen carefully, yang dekat dengan menggunakan bahasa di sini, please fill in bahasa. Kalau Anda tidak tahu, but kalau anda tahu word, fine isi terus yang belum. Okay.

(playing the song)

After playing the song for thrice, teacher asked what did students get from the song and discuss it together in the class. T: All sounds, because semua, apa semua itu?

SS: Because "it", it, it. All, all, all.

T: Okay, because it would waiting, it's okay, it sounds. (pointing to the whiteboard.

SS: Sounds, sounds, like same mr. What?

Teacher order some students to write their answer on the whiteboard and correct the mistakes found together with the students.

S: (writing on the whiteboard)

SS: Design, desiny.

S: Haa?

SS: Desihny.

T: Desi-n- ?

SS: Desi, desi..

T: Design, how will you write design?

SS: Desine, desine..

T: (writing "design" on the white board) itu desine, ini design. Okay. (writing "darkness") How do we read it? How do you say it?

SS: Darkness.

T: Darkness, okay. So, "K" came to drop. Don't too strong, darkness. Darkness to the lightness.

SS: From darkness to the lightness.

T: Okay, from darkness to the lightness, without read "t". It how to drop way. Coret aja. From the darkness to the lightness. From brightness, darkness. So, you don't need, hanapeubaca full. Dark, light-ness. No. Lightness to darkness to brightness.

Teacher played the song.

T: Next, with things from far away, ga ad with things are from far away, ga ad. Kalau ada, biasanya dia akan disebutkan, ya. Misalnya "are" maka dia aka nmenjadi jamak. Ini tidak disebutkan, dengarkan baik-baik telinganya jangan sampe salah. With things from far away.

Teacher played the song.

T: Kemudian apa yang bisa kita isi dalam room? From things, aaa, from far, with things, with things from far away. Jadi dari hal-hal yang? Jauh.. Okay.

Teacher played the song again. Then teacher conclude what skills they have learned on that day.

T: Tadi, do you do some writing in your book? In your note book? Ada tulis ngga? Di buku kalian ada tulis?

SS: Ngga.

T: Masa ngga, ini kok ada hamper sepuluh kata? Okay, you sudah menulis, writing sudah masuk.

SS: Ma sya Allah.

T: Did you say some English words when we are communicating? Do you have? Do you speak English? Did you say some words? Some speaking?Activities?

SS: Yap.

T: Yes, writing sudah, speaking sudah. Do you read what do you have wrote on your book?

SS: Yes.

T: Kamubacangga?

SS: Baca.

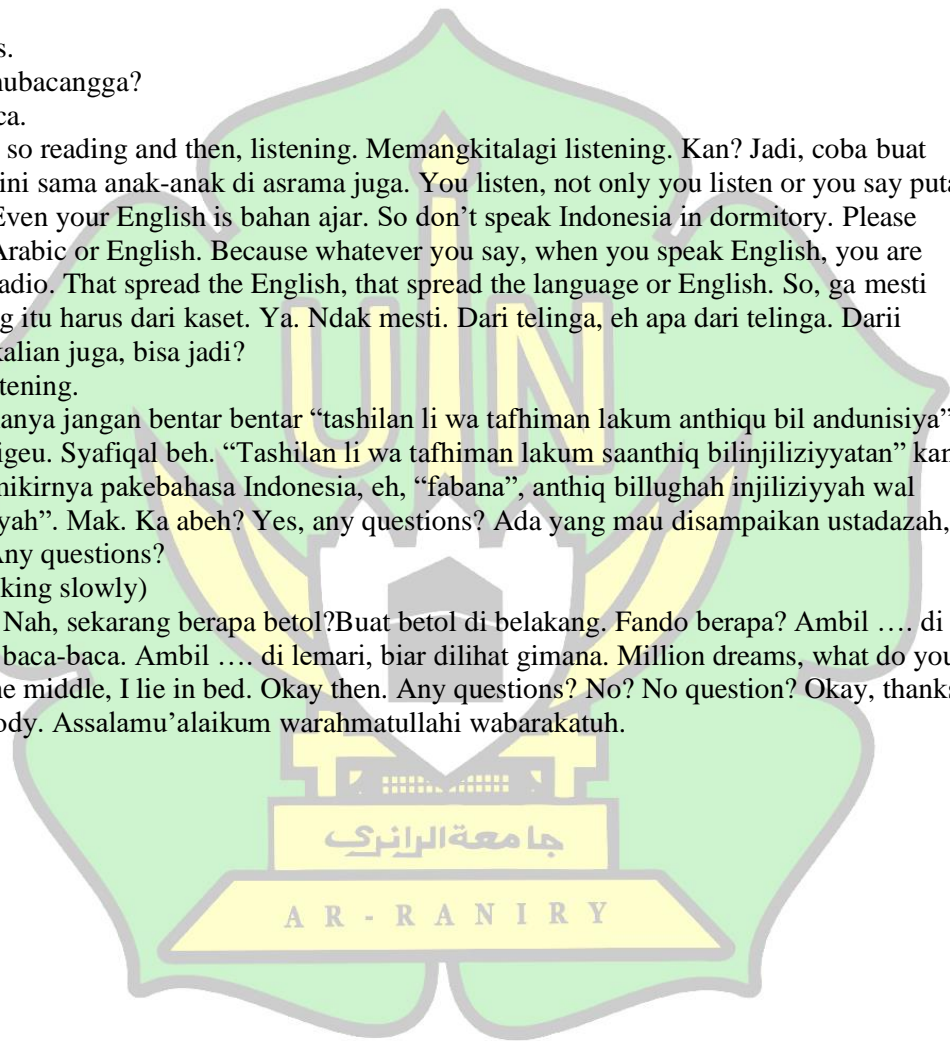
T: Yes, so reading and then, listening. Memangkitalagi listening. Kan? Jadi, coba buat seperti ini sama anak-anak di asrama juga. You listen, not only you listen or you say putar kaset. Even your English is bahan ajar. So don't speak Indonesia in dormitory. Please speak Arabic or English. Because whatever you say, when you speak English, you are also a radio. That spread the English, that spread the language or English. So, ga mesti listening itu harus dari kaset. Ya. Ndak mesti. Dari telinga, eh apa dari telinga. Dariii mulut kalian juga, bisa jadi?

SS: Listening.

T: Makanya jangan bentar bentar “tashilan li wa tafhiman lakum anthiqu bil andunisiya”, paam sigeu. Syafiqal beh. “Tashilan li wa tafhiman lakum saanthiq bilinjiliziyyatan” kan orang mikirnya pakebahasa Indonesia, eh, “fabana”, anthiq billughah injiliziyyah wal ‘arabiyyah”. Mak. Ka abeh? Yes, any questions? Ada yang mau disampaikan ustadzah, ngga?Any questions?

SS: (talking slowly)

T: No? Nah, sekarang berapa betol?Buat betol di belakang. Fando berapa? Ambil di lemari, baca-baca. Ambil di lemari, biar dilihat gimana. Million dreams, what do you do in the middle, I lie in bed. Okay then. Any questions? No? No question? Okay, thanks everybody. Assalamu'alaikum warahmatullahi wabarakatuh.



**Video Transcript of NL
(Thursday, 3rd June 2021)**

The teacher began the class by reading the attendance sheet. Then she introduced the material they will have on that day.

T: Good afternoon.

SS: Good afternoon miss.

T: How are you?

SS: We are fine, and you?

T: Very well, thank you. Do you like listening song?

SS: Yes..

T: What kind of song do you like it?

SS: Frozen, frozen..

T: What day is today?

SS: Today is..

T: Okay, today we will study about listening. What day is today?

SS: Today is,, day day..Tuesday ya?? Wednesday..

T: So, What is our topic today? Song.

SS: Song. Song.

T: Have you studied? The last chapter.

SS: Yes miss. The last chapter, the last chapter.

T: Have you bring the book?

SS: Have, have. I have bring book. Chapter twelve miss ya?

T: Yes, the last chapter.

She scrolled to the students seat and checking their book and preparing for playing the song.

T: So, before we continue our lesson today, let's listen the song. Maybe you are familiar with this song. (preparing the listening device)

The song played. Some students sing the song while teacher checking their book again.

T: Do you know the song about?

After the song played, the teacher reviewed the students' previous knowledge about the song.

T: Who can sing this song?

SS: Can't miss. Just, we will not go down.

T: Other?

SS: Other song lah miss.

S: Miss, miss, what song in the book? Ini, let's sing thia song, Rayuan Kelapa.

SS: Indonesian song.

T: Do you know the lyric of this song?

SS: Just we will not go..

T: Okay, now let's try about this song.

T: What is the title of this song? (Preparing to write on the white board)

SS: We will not go down.

T: Who is the singer?

SS: Eeuu,, Muhammad.. Alvin, Micheal Heart. Micheal Heart.

T: Micheal Heart (writing on the white board)

The teacher started to write the lyric on the white board with some blanks in it. After writing, the teacher played the song again. Then the teacher instructed the students to fill the blanks together on the white board.

T: A blinding?

SS: Flash, flash. (coming forward to fill the blank) Burn, burn.

T: What suit this? They came with their tanks.. (playing the song to the next blank)

SS: Hah,, I know I know.

SS: Haaa.. words, words..

T: And the?

SS: Bound, bound..

T: And tears and?

SS: Blood, blood.

The teacher checking the answer of blanks lyrics together with the students.

T: Raising, how to write it? Double s or not?

SS: Not, not.

T: What does it mean raising?

S: Menggapai.

T: Burn up?

SS: Burn, burn up. Membakaaar..

T: This, first? First trip.

T: Muscered?

SS: Dibunuh..

T: Dibantai.

After checking, the teacher ask students to sing, but she ask students to pronounce the answer together.

T: Okay, bfore we sing how to pronounce this?

SS: Flash.

T: Flash, let's say together, flash.

SS: Flash, flash.

T: Dead.

SS: Dead.

T: Tanks.

SS: Tanks.

T: Their.

SS: Their.

T: Refranging.

SS: Refranging. What does it mean miss?

T: Refranging means mendarat ya. Smoky haze.

SS: Smoky haze.

T: Blood.

SS: Blood.

T: Tears.

SS: Tears.

T: Now let's sing together.

The song played again. The students sing together twice.

T: Okay, give a plause.

SS: Ustadzah, lagi.. lagi..

Then, the teacher asked some students to come forward and sing to the class.

Four students came forward and sing together.

T: Okay, yang serius.

S: Testing voice.

S: Ini kami nyanyi kalian jangan ketawa ya.

SS: Iyaa.. hehe

Then, the teacher discuss about Gaza based on the song message.

T: Gaza?

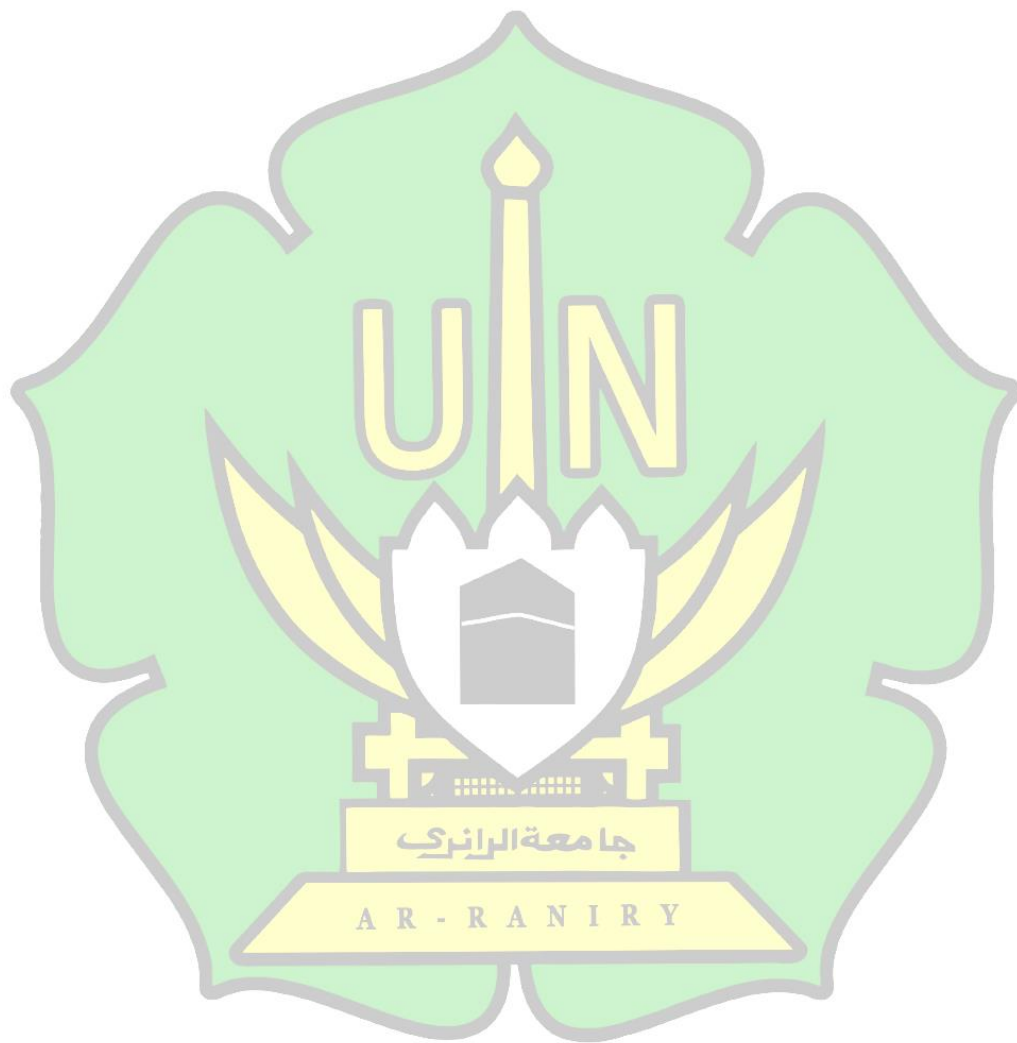
SS: Gaza is on war.

T: Gaza, what message, what the message of this song? Pesan, pesan dari lagu ini apa?

SS: Sedih, we will not go down, kita tidak akan menyerah, kita tidak akan mati.

T: Okay, we will continue our lesson next week. It's enough for today. Thank you,
Assalamu'alaikum warahmatullahi wabarakatuh.

SS: Wa'laikumussalam warahmatullahi wabarakatuh.



**Video Transcript of FR
(Saturday, 5th June 2021)**

Teacher come to the class then say salam, students were standing to respect the teacher. Teacher checked attendance list and asked of absent students. The teacher introduced the material will they learn on that day. Then he asked a student to write the song lyric on the white board while he explain the background of the song.

T: There is rock actually, the genre in the song. So, there is rock, there is pop, there is jaz, jaz blues, and so on. But today, we are going to listen the drunch one. Okay, the drunch.

SS: Okay, okay.

He asked the white board position to the students whether they could see it or not. Then, a student started to write the song on white board and the other students are ordered to copied it down to the written book while the teacher sometimes explained the background of the song and shared some another information about it.

T: Can you see? Do you get it?

SS: Get, get. Yes, we get it.

T: Okay, so well, please pay attention to the white board first, and then write it on your note book. Okay. Everyone to listen to the song. Eee, I will show on the song. Please. (Preparing playing the song)

T: The song is so magic, so mysterious, from Nirvana. Do you ever listen Nirvana?

SS: Yes, yes.

T: Nirvana, same as like a spirit. Such a famous song of Nirvana. I'll tell you the best story of this song later.

SS: One paragraph?

T: Ya, just like that. Just one paragraph only, consists of the lyric, and the second one consists of, how to say that? Just a voice rhyme. Do you know voice rhyme?

Heummmmm (practicing voice of rhyme) Can you notice the written? Can you notice what write on the whiteboard? Can you? Do you got it?

The song finished then he played it again.

T: If you want to write, Just write it on. Write it on. Okay. Hah? Don't you bring a pen? Come on, you make me shy. Okay, who has, who have an extra pen? Please share your pen.

The teacher controlling the students and he kept the song playing.

T: What? Just write it on. Okay guys, I love the way you translate this song by your own version. That's very good. But, what you have to know, there is a big secret in the lyrics of the song and what is the purpose of this song made of. Okay, there is the purpose why this song made of. So, we are going to learn about these things. But that's good if you have your own idea to translate the song. It doesn't matter. Okay.

The song has been written on the whiteboard, then the teachers asked the students about their writing., but the students not finished the written yet. Therefore, the teacher let them to continue writing and start to play the song again.

T: Okay, you got the text already? You got the text already? Have you wrote it? Have you wrote it? Have you done the text, not yet? Okay, please. Got your text. You listen this more and more. You listen to the song. Again and again. So you can get the lyric. If you have to sing it in your heart please sing it. If you have done, tell me okay.

After a few minutes, the teachers asked the students more whether they had finished it or not.

T: Ready? Are you ready? Ready? Okay? Have you done? Have you written it? Okay, pay attention here. Euum, so today class, we are going to learn about the song. This actually 90s song that performed by Nirvana. So, they do the song for remind the the lack c..... So, actually, do you know what? This song is also the soundtrack of the Batman

in 2021. Okay. This is the soundtrack of Batman movie, okay. Directed by So, that wa., that's why, this song looks so mysterious, so dark, and also en, anxious. Eeeum, this song is talking about all the enemy or all the violanty of Batman. You know? Okay, pay attention here. (walking to the white board) Look the word, underneath the bridge. Underneath the bridge mean under bridge, you know? You know the bridge? Under the brige there are many-many disease. There are many diseases under the bridge, actually such as the virus, bacteria, and also something dirty. Every dirt, every dirty things are in? Under the bridge. Right? Something talking, talking about dirty, talking about something other, right? So that's like all the criminal, al the bad side, all the evils come from under the bridge. Okey, came from under the bridge. That's why, the song, is open with under the bridge. Right? The criminals, the evil sides, bad sides. And then trap has sprung a leak. You know trap? Trap mean, eeuu..how to say it, em, some ...

SS: Jebakan?

T: No, no, tent. You know tent? Tent? You know tent? The tent. Are you scout boy? You know the tent? You build the tent.

SS: Tenda, tenda, tenda.

T: Right. You build a tent. Okay. You build a tent to make some house, to make some place where you can, eeuu, cover yourself from the rain or maybe the sunshine, or something like that. Okay. You can, you can cover yourself. So trap mean the piece of tent. You know? (making gestures and symbol) You have a stick to build a tent and then it has a trap. (gestures) Trap. You know trap? Trap. You know trap?

SS: Yes, yes.

T: You notice it. Right? Trap has sprung leak. Leak mean, open. It was cracked, it was opened. It was cracked. You know? For example, eeu, do you have, eeuu,, paper? Do you have paper? Okay, please. Nah, this is the stick. (practicing) Stick to build the tent, right? And this is the trap. Aaa, something like this. Aaa, aaa.

SS: Penutup.

T: Right. Trap. You know trap? So, tarp has sprung leak mean the trap is (tear the paper) Aaa. The tarp I broken or crushes. Okay. It was zipped. Aaa, this the tarp. The tarp's going bad, turning, turning open. Okay, turning open. And then (point out the white board) the animals I've trapped. Animals. What does animals mean? Animals. Animals is every creature without? Without mind. Every creature, every living creature without mind. It's called by animal. Okay. The animals I've trapped. Trapped what does the trap mean?

SS: Jebakan?

T: Trap, catch, trap.

SS: Jebakan.

T: Yes, yes. Okay. Every animals that I trapped, I caught, okay. So, have all become my? My pets. Have all become my pets. So, the animals which I trapped. The criminals or the bad man, or the evil man, that I've trapped all become my? Pets. Pets mean here is the prisoners. You know prisoners? Prisoners. You know prisoners? Prison. What does prison mean?

S: Penjara.

T: Prison. (pointing to the student who answer the questions) Yes. Prisoners?

S: Orang dalam penjara.

T: Yes. Yes, yes, that is. Okay, the prisoners. So, all those criminal, all those animals, become the/pets, become the? Prisoners that had been caught by the violant. Okay. And then, and I'm living off of grass. What does it mean? I'm living off of grass. What does it mean? Hah?

SS: Hidup.

T: Living, yes, living, off of grass. I live from eating grass, I live with the nature. I become the friend of nature. I never consider any situation, any season comes. But I living from the nature. I become the friends nature. The friends of nature. So, I got everything from the nature. I got everything from the nature. Okay, understand?

SS: Yes.

T: And then, and the drippings from my ceiling means drip. What does drip mean? Down. Drip means down. Okay. Dripping, dripping from my ceiling. Okay. Ceiling. What does it mean ceiling? (pointing above) Ceiling is above. You know? Ceiling means, eeuu, the sky. Do you know sky? Ya, sky. Ceiling means sky. Above. Ceiling mean. So, I got eating, eeuu, I got to eat from the grass, I'm eating the grass. I got everything from the nature. And I'm drinking from the sky. I'm drinking from the sprinkle water, of the rain. Okay. And, I'm drinking of the water of the rain. So I got to eat, eeuu, I got, I got to feed myself from the grass and I'm drinking from the sky. Something like this. Actually this is the, eeuu, how to say that? But actually this is the analogy. Do you know the analogy? Analogy. You got everything from the nature, you got to eat, you got to drink from the nature. Okay. Become a friend of nature. You live free, you live away. Okay. That it is. (continuing to the next paragraph) It's okay to eat fish. Aaa. This is, this words has the deep meaning. Okay. It's okay to eat fish. You may eat fish, it doesn't matter. You can eat fish, but do not eat the? Chicken, do not eat the duck, do not eat lamb, do not eat the goat, do not eat buffalo. But, it's okay to eat fish. Why? Why? Because fish living in the water. The salt water. Right. The water of salt. The fish living in the water and it's always fresh. It's always delicious. So, it's okay to eat fish. Excepting chicken, excepting duck, excepting lamb, and so on. Right. Cause they have any feeling. (pointing to the white board) Because this fish do not have any feeling means do not have any poison. So, that's why it's okay to eat fish. Because it's out of the poison, it's good, it's fresh, right. So, what does it mean? It's based on Nirvana's song. But it's not the version of the Batman movie. I will tell you the other meanings of this song. It's about Batman. But I'll tell you first in the original version what does it mean. Okay. (continuing to the next paragraph) So, something in the way mean, there I something in the way. Something in the way, something is walking. Something is walking through the road. Something is walking through the? Through the path. Do you understand? Something is walking through the way. Through the road. Through the path. Through the street. So, that. Okay. Nah, so, you've listened about the song before, right. You've listen about this song. This is the drunch, the drunch. So, the meaning is not as usual song. The meaning is different. Pick the one word, one sentence to the other sentence, it is look like no connection. There's no connection. Okay. In the usual song, in the song that you always listen, eeuu, the song has a connection or relation between one word to the other word. But, in the drunch genre, you didn't get this. Okay. You have to put the meaning by yourself. Okay. You have to search, you have to make the meaning of the song. Okay. It's look like no connection, but actually, it has meaning, okay. Do you understand?

SS: Yes.

T: So, that is. Eeeuu, let's take a look, I'll explain you about the second meaning of this song based on Batman movie, ya. Underneath the bridge means the criminal of Gotham city, you know? The criminal of Gotham city, ya. Tarp has sprung leak means Arkham Asylum. Do you ever listened about Arkham Asylum before? No. The first word, the first sentence is (writing on the white board)

SS: Criminal..

T: Okay, criminal's long. The place of longs. Under the bridge is similar to something evil or something bad, right. And then tarp has sprung leak, the second, eeuu, word, the second sentences, tarp has sprung leak means Arkham Asylum. You know Arkham

Asylum? If you ever watch Batman movie, you know this words. Arkham Asylum. Arkham Aylum mean the jail of Arkham. You know jail? Prison. You know prison?

S: Penjara.

T: Yes, prison of Arkham who have the criminal with the mental disorder. And then animals I've trapped. Animals mean the enemy of Batman. Okay. Enemy of Batman such as Joker, such as the Penguin, such as the Cat woman, such as Dr. Freast, such as , who else? eeeuu, Victory, such as.. eeuu.. and something like that. So, animals mean the enemy. (writing on the white board) And then, have all become my pets mean is prison. All become is prisoned. Batman's prison. Please, put it but yourself, mark it by yourself. Okay. The first means the first sentence, second sentence, third sentence, fourth sentence, and so on. Okay.

SS: Okay.

T: The enemy of Batman, and then I'm living off of gras means Batman's, Batman's self sufficiency. Okay. Don't you ever listened this word before? Self sufficiency. Simplicity, sincerity, self sufficiency, Islamic brotherhood. What is it?

SS: Ooo,,

T: Do you ever listened to this five spirit of Pondok Pesantren? Do you ever listened this? What the first? What is the first? What is the first? Sim? Let's say simplicity, right? Simplicity or sincerity?

S: Sincerity.

T: Sincerity. Sincerity, simplicity, self sufficiency, and then Islamic brotherhood, then free?

SS: Freedom.

T: Freedom. It's the five spirits of Pondok Pesantren, right. You have listened. Batman self sufficiency. And dripping of my ceiling is the same. Okay. And then, it's okay to eat fish, what does it mean? It's okay to eat fih, it's okay to eat fish mean penguin, penguin who ruin the city. Penguin who ruin or mastery the city of Gotham. Every criminals can rob this man, the penguin. Cablepuf, Mr. Cablepuf. So, fish mean penguin. Penguin loves to eat fish, isn't? Right. And then the even one is Joker. Why the Joker? Because they don't have any feelings. Joker is psycopat. He has no any feeling to hurt the other, ha no any feeling to do something cruel, to do the cruety, okay. So the Joker is psycopat, he has no any heart, he ha no any feeling, he has no any side of the truth or kindness or humbleness, or something like that. Okay. Batman's, okay, Batman's movie version. Okay. And the original one is talking about the lack of the Cookomake people who's famous. Okay, so that it is. Now we are going to listen to this song one more time or may be you want to listen I am singing?

SS: Yes.

T: You want to listen my way to sing this song. Okay, I will test. Listen carefully okay, listen carefully, and (pointing to the student who wrote the lyric on the white board) you didn't mention the title of this song.

SS: Batman.

T: What? What is the title of this song? The title is (writing on the white board)

SS: Something, something in the way.

T: This is the tite of the song. Listen carefully. (starting singing) Just this, just this, okay. This song has a simple lyric, but actually has a deep meaning. Okay. So, you have to listen carefully to this song. Okay. So, we are going to listen to the Batman verion of this song. Okay. (playing the song) If you want to sing, please sing. (walking to the sleep student) Hey, bro. It's so hard right? Hah? It's so hard right?

SS: Yes.

T: What about a hard day man.

SS: Ououo.

T: Are you watchman of this night? Are you in illness? You gonna fresh, you're not usual. I mean great. Oh, it doesn't matter, may be the weather.

SS: (singing) Something in the way..hm.. something in the way, yeah.

T: Not 'something', but 'samthing'.

SS: Something.

T: Let's say together, something.

SS: Something.

T: Something.

SS: Something.

T: Something.

SS: Something.

T: Okay, do not say something.

(The song is paying)

T: Okay, great. Now, I tell you one more time how to sing this song. Actually there is part you leave, there is part you left, ya. (singing and giving the example of the way to sing)

So, we are to sing this song one more time together. Okay.

SS: Yes.

T: Yes. Listen carefully.

SS: (singing)

T: Okay, one more time, one more time.

After singing, the teacher try to play it again.

T: Can you listen the voice? No? Okay, one more time, you gonna to say together. One, two, three. (singing together) Okay, just like that. Now, who dare to sing alone? Who dare to sing alone? No, do not point your friend. Raise, raise up your hand. I am Sir. Who? Who dare to sing alone? Who? Come one! Who love the English song? The west song. Who love the west song? No? No one? Nobody? Oh, come on, nobody? Oh, come on, this is Al-Manar. Nobody of this boarding students who dare to sing alone. Welcome. Okay please. Come forward. This I the student of Al-Manar.

SS: Yoo,yoo. (clapping hand)

T: What is this? What do you mean with clap, what do you mean with clapping your hands? Come one. Why you don't just come here and then you clap your hand to you.

SS: (clapping hand) yooo, yoo.

T: Come on, keep calm. Calm down. No voice. One, two, three.

S: (starting to sing)

T: Okay, that's so great, okay. He dares to come alone. So, who else want to sing alone? Is somebody ese who dares to sing alone, to come here, and sing this song. No, no?

SS: Rafi Kama.

T: Please do not notice your mate, please notice yourself, okay. Well, I'll expain about the contain of Grammar. Underneath, what is it? Prepo?Preposition.Right?

SS: Right.

T: Tarp has, has is verb? Verb?

SS: Verb 3.

T: Verb 3. Has sprung. Sprung came from spring. Right. Spring, sprang, sprung. So that is it. And the animals I've trapped. Trapped, verb?Verb 3. Verb 1 of trapped?

SS: Trap, Trap.

T: Trap, trapped, trapped. It's kind of regular verb. Okay. It's kind of regular verb. Trap, trapped, trapped. Okay. All become my pets. I'm living, I'm living, what is this? I'm living, what kind of verb is this?

SS: Verb 1.

T: Verb? Verb 1, yes. Verb 1 plus ing. Right. I'm living. And then dripping, what about dripping?

SS: Noun.

T: It's kind of verb ing. Okay. And then it's okay to eat fish. Verb 1. They don't have any feelings.

SS: Verb ing. Verb ing.

T: Verb ing. Something in the way. Somethin, what is it something?

SS: Sesuatu, sesuatu.

T: What? What kind of word is this? Complement? Isn't? Complement, so what is it?

SS: Adverb.

T: Adverb, something is adverb. Why? Why is something is adverb? Why you notice this something is adverb? Why do you notice this? What is it? Is it adverb or complement?

It's actually complement, right. So that is it. The part of a verb or a part of Grammar inside this song. It has not any a part of Grammar, but actually, many parts of meaning. Okay. Very well, eeu. I want who somebody else to explain back about this song. Who want to be a volunteer? Is there who want to be a volunteer to explain back of this song? Who? No? Nobody? Just can say your mate, hey come on. Come in, come in, come forward. That's it. You can't say, I'll come forward. No? Nobody? Nobody? Nobody, nobody, but you? Is that? Who want explain about this song back? Ardi, please explain about this song back. Come on, come forward, come forward. This is Al-Manar, this is Al-Manar. Come on, this is Al-Manar, no problem.

SS: Yoo, Ardi, Yoo, Ardi.

T: Hey, please. (warning the noise students) Or may be you want to explain?

S: No, no, I ... (clapping hands)

T: Why? No no no, don't claps your hands, you don't dare to come forward. What is that.

S: I mean to Ardi.

T: No. Save it to yourself. Come on Ardi. Come on, explain by yourself. Come on, explain by your way.

SS: No problem Ardi.

T: Come on. You are the brave one than the other. Please explain back about this song. Okay, tell to your friends.

S: Explain based Batman movie version.

T: Okay.

S: This mean all of the criminal of the Gotham city. What the city that sir?

T: Gotham.

S: Gotham city.

SS: Okay.. (clapping hands)

S: Tarp has sprung leak that mean, Arkham Asylum. If you have watched the movie, you will now Arkham Asylum.

SS: Yes, yes.

S: The third is and the animals I have trapped. So this is all of the enemy of the Batman enemy. Like the Joker maybe, the Cat woman, eeu.. The fourth, have all become my pets. Batman is the self sufficiency, and the ..

T: What does it mean self sufficiency?

S: Like, eeu, our mottoes in, our mottoes in Al-Manar Islamic Boarding School sir.

T: What is it?

S: Forget sir.

SS: Hahah eheh..

T: Come on, what I self sufficiency? Just explain by your own.

S: The important, like the our mottoes.

SS: Yeeaa,, haha

S: The sixth is Penguin around the city.

SS: Okey.

S: Cause they don't have any feelings. Like Joker He don't have the any feelings.

SS: Psycopat.

S: So, that's all, I apologize if I have a mistake.

SS: Okay, yeeaa.. (clapping hands)

T: I hope that you understood this already. About this text, about the meaning of this song. In sya Allah we will to meet another time. Now, I'm going to read the attendance. Okay. So, who's not here? Who's not here? Okay (starting to read the attendance) Where are you coming from? (asking to late students)

SS: Watchman of night.

T: You're too late. Why are you too late? No reasons for that. You are hiding yourself. I'll make you absence. Please sit down. No attitude. Okay, this is Al-Manar.

SS: Nothing attitude, adab you know.

T: Please learn about attitude. Please, okay. Cause you know why, may be the phone, the cellphone, as the big impact for us. Okay. I don't know why, so different. Okay thanks for today, In sya Allah we will to learn another time. I'm sorry for all mistakes I apologize for that. Thank you, and have a nice break time. The last I say you. *Assalamu 'alaikum warahmatullahi wabarakatuh.*

SS: *Wa'alaikumusalam warahmatullahi wabarakatuh.*



APPENDIX G

The Result of Research Study

NO	The Component of PCK	Result
1	Learning strategy	<p>Teacher 1:</p> <ul style="list-style-type: none"> a. Teacher used general strategies with implementing lecturing and discussion. Lecturing is implemented when teacher introduced the song, explained the instructions and what the song tells about. Teacher also used discussion to create enthusiasm of students in engaging in the class learning process. b. Teachers used three section of listening as the particular strategy to familiarize students with the song material
		<p>Teacher 2:</p> <ul style="list-style-type: none"> a. Teacher used general strategies with holistic learning and discussion. The holistic learning id done well and the discussion is appeared along the learning process. It seems that students asked to think and share ideas during the learning process. b. The teacher used illustration with students' daily activities and asked them to complete the illustration by sharing their idea to connect them with the material.
		<p>Teacher 3:</p> <ul style="list-style-type: none"> a. Teacher used communicative and discussion startegies as general strategy. Communicative is represented when the teacher asked students to sing together and a group practiced singing in front of the class. While discussion is represented when the students are asked to share their idea about the social function of the song. b. The teacher used to tell the students an authentic example such as mention Gaza condition which represented in the song and familiar with the students.
		<p>Teacher 4:</p> <ul style="list-style-type: none"> a. The teacher used lecturing as his general strategy. He explained the teacher all the information and the detailed of the song and found out the language features in the song. b. The teacher used modern and lovely

		version of explanation as the particular strategy. He used Batman version to explain the social function of the song.
2	Students' thinking	<p>Teacher 1:</p> <ol style="list-style-type: none"> Teacher is able to identify the level of students' understanding, then she do not force too hard for low level students but she still keep them answering and sharing their ideas and findings without blaming them on their mistakes. She also responded the students' answer with broad knowledge. Teacher is able to identify unstructured words found by students and corrected it. <p>Teacher 2:</p> <ol style="list-style-type: none"> Teacher is able to identify students' level of understanding. He kept asking low level students but did more to high level students. The teacher is able to identify unstructured words, wrong written, and wrong answer given by students with the level language that understood by students' level. <p>Teacher 3:</p> <ol style="list-style-type: none"> Teacher is able to identify the level of students' understanding. She did not forced students hard, but she attracted student with the song they have known before. The teacher is able to identify the unstructured sentences after student answer the blank lyric and corrected it to the class. <p>Teacher 4:</p> <ol style="list-style-type: none"> Teacher is able to identify the level of students' understanding level. Therefore, he explained the material with the familiar vocabulary for the students. The teacher is able to identify some of wrong pronunciation by the students.
3	The cognitive demands of the task	<p>Teacher 1:</p> <p>Teacher is able to identify the complexity of the task but it was not completely fulfil the K13 demand.</p> <p>Teacher 2:</p> <p>Teacher is able to identify the complexity of the task given with good cognitive demand of K13.</p> <p>Teacher 3:</p> <p>Teacher is able to identify the complexity of the task given with good cognitive demand of K13.</p> <p>Teacher 4:</p> <p>Teacher is not able yet to identify the complexity</p>

		of the task given, because the cognitive task set by teacher is not suitable yet to the level of students and K13.
4	Conformity and the dedication in presenting the concept	<p>Teacher 1: To have a good presenting of material, teacher used smartphone to play music audio and loudspeaker to make it clear for listening.</p> <p>Teacher 2: Teacher used smartphone to play music and loudspeaker to make students listen the song clear. He also prepared the song lyrics as the task to present the material well.</p> <p>Teacher 3: Through the laptop, loudspeaker, white board, board marker and the paper of song lyric, teacher had represented the material well.</p> <p>Teacher 4: The teacher had used appropriate media such as smartphone, loudspeaker, white board, and board marker to present the song material to the class.</p>
5	Knowledge resources	<p>Teacher 1: Teacher had used some sources are available for listening material. She used English book, Youtube, and Google as resources.</p> <p>Teacher 2: Teacher had used Youtube and Google to prepare the song material.</p> <p>Teacher 3: The teacher chose Google, Youtube, and little of English book lesson to prepared the material of teaching.</p> <p>Teacher 4: Google and Youtube are preferred to use by teacher in providing the material learning.</p>
6	Curriculum knowledge	<p>Teacher 1: Regarding to K13, teacher did not facilitate the students with K13 demand well. It is because of less creativity of teacher and the collaboration activity run in the class.</p> <p>Teacher 2: Based on teacher's teaching, he showed that he had effort to be a facilitator for students and make students as the main part of learning. He stimulate students well to enhance their critical thinking with creatively. He also ask students to build communication through telling their ideas and collaboration to fix some students' mistake together.</p> <p>Teacher 3: The curriculum knowledge of teacher still need to</p>

		<p>be improved because she did not facilitate the students with K13 demand yet.</p> <p>Teacher 4: The curriculum knowledge of teacher still need to be improved because di not implemented the K13 demand that teacher is a facilitator while students are the main role in the learning.</p>
7	Theory knowledge goal	<p>Teacher 1: Teacher did not mention the goal of learning song material immediately to the students, but that appeared during the learning process from the teacher's explanation.</p> <p>Teacher 2: Teacher had mentioned the goal of learning they get after learning.</p> <p>Teacher 3: The theory knowledge goal of the teacher still need to be improved because the teacher did not reach the goal of language features yet.</p> <p>Teacher 4: The teacher has a good theory of knowledge goal. He explained the lesson well to reach the goal.</p>
8	Mastering the language features contained in the song material	<p>Teacher 1: Teacher was able to explain the language features in the song but she did not explain it in detail.</p> <p>Teacher 2: Teacher was able to explain the language features in the song broadly with many examples that catch students' understanding well.</p> <p>Teacher 3: The teacher still need to be more expert in language features because it still less of explanation.</p> <p>Tacher 4: Tecaheh had explained the language features well to the students with its classification.</p>
9	The depth understanding about social function of song material and its relation with daily life	<p>Teacher 1: Teacher was able to explain the social function of the song well. She related them with many examples of real life story.</p> <p>Teacher 2: Teacher did not explain the social function in depth, he is more focus in explaining the language feature than it.</p> <p>Teacher 3: The teacher has a good understanding of the social functionabout the song and she could related it to the real lif and transferred it to the students.</p> <p>Tecaheh 4: The teacher has a dept understanding about the</p>

		social function about the song even he explained the interpretation in two version and related it to the real life.
10	Learning objectives	<p>Teacher 1: Through the strategy implemented teacher has shown the effort to reach the learning objectives even though it was not completed the K13 demand.</p> <p>Teacher 2: Through the strategy implemented teacher has a good effort to reach learning objectives, he almost completed the K13 demand.</p> <p>Teacher 3: The teacher had not reached some of learning objectives, but he had done the effort to implement them all.</p> <p>Teacher 4: The teacher reached all the learning objectives through the method he implemented.</p>
11	Pick up and maintain students' focus	<p>Teacher 1: Teacher engaged the students in learning process with asking them to share their ideas, finding words from the song, and keep controlling while students' in doing task. She also warned students who did not follow the instruction.</p> <p>Teacher 2: Teacher engaged students all the time along the learning process. He asked students to find the answer together and correct it together. Sometimes, he also pointed to a particular students in asking.</p> <p>Teacher 3: The teacher has a good effort to pick up and maintain students focus through the fun and active learning.</p> <p>Teacher 4: The teacher warn the students if they do somemistakes and he also paid attention to the entire class aspect.</p>
12	Class technique	<p>Teacher 1: Teacher was able to show the implementation of learning strategies in the class to run the learning process well.</p> <p>Teacher 2: Teacher was able to show the implementation of his strategies well.</p> <p>Teacher 3: The teacher has a good class technique in engaging students to the learning process with the strategy implemented.</p> <p>Teacher 4: The class technique implemented by the teacher</p>

		should be improved because the activities is not suitable with the level of the senior high school students.
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