

Appendix 1

OBSERVATION CHECK LIST

Structured Observation Sheet Teacher Activities in Opening, Carrying Out Core Activities and Closing Lessons			
Subjects	: English		
Class	: 8		
Lookout	: SMPN 2 Surabaya		
Observation time	: When Learning in class		
Observer Name	: Zhulaycha		
Charging instructions: Observe the teacher's activities in opening lessons, core activities, closing lessons and identify their existence by ticking (✓) "yes" if the indicator of the activity is carried out by the teacher and ticking "no" if the indicator is not carried out by the teacher.			
Indicators/Points of Observation	Yes	No	Notes
Opening			
Greeting	✓		The teacher said "assalamualaikum wr. wb"
Check student attendance		✓	The teacher does not check student attendance
Checking students' readiness to take lessons		✓	The teacher does not ask students' readiness when learning and immediately explains the material
Growing motivation	✓		The teacher says "come on it's okay", "come on loud"
Liven up the class atmosphere		✓	The class atmosphere is ordinary but students pay attention and follow

			the lesson calmly
Memberikan penjelasan secara jelas tentang pelajaran yang akan dipelajari	✓		The teacher gives directions and explanations about the material to be studied
Memberikan pertanyaan apakah siswa suka dengan kompetensi yang akan diajarkan misalkan(apakah siswa suka belajar nama nama hewan?)		✓	The teacher doesn't ask questions
Core Activities			
The teacher asks students to name objects in the class.	✓		Students say book, table, pencil, chair.
Repeating the words mentioned in English.	✓		The teacher pronounces the vocabulary from the buku "book" repeatedly and students follow after the buku "book"
Saying vocabulary by holding the object repeatedly	✓		The teacher lifts a book and says "book" the teacher points to a kursi and says "chair"
Asking students to follow the pronunciation of objects mentioned by the teacher in English	✓		The teacher says "follow after mother, books"
Give an example by giving a pencil to students and asking students to mention it in English.	✓		The teacher points or gives one of the objects and asks students to guess the vocabulary of the object
Ask students to observe the given paper	✓		The teacher tells the students "everyone looks at the paper"
Ask students to write while spelling the names of objects in class on the paper provided by following the teacher's directions on the blackboard	✓		The teacher says "now write under the picture the vocabulary of the object" "buku book" how to write it?"
Closing			

Asking again if there are students who have difficulty and do not understand the material	✓		The teacher asked the students "do you understand? Or do you have a question?"
Checking students' writing and pronunciation success one by one	✓		The teacher tests the students one by one and confirms the pronunciation and writing of the vocabulary that has been learned
Ending the lesson with a prayer		✓	Don't end with praying
Say greetings	✓		Teacher says "wassalamualikum wr.wb"

Notes :

- The indicators/observations above were developed based on the activities carried out by the teacher when teaching starting from the opening, core and closing activities of the lesson plans.
- Filling in by ticking "yes" or "no" and giving reasons in the notes column to find out a description of why the activity "yes" or "no" was carried out by the teacher and can provide clear information by looking at the reasons listed in the notes column.

Appendix 2

OBSERVATION CHECK LIST

Structured Observation Sheet Student Activities When Studying in Class			
Subjects	: English		
Class	: 8		
Lookout	: SMPN 2 Surabaya		
Observation time	: When Learning in class		
Observer Name	: Zhulaycha		
Charging instructions: Observe the teacher's activities in opening lessons, core activities, closing lessons and identify their existence by ticking (✓) "yes" if the indicator of the activity is carried out by the teacher and ticking "no" if the indicator is not carried out by the teacher.			
Indicators/Points of Observation	Yes	No	Notes
Opening			
Reply to greetings	✓		Students answer the greeting from the teacher "walaikum salam wr.wb"
Answering when asked about attendance		✓	Silence students
Ready to take lessons by sitting quietly	✓		Students sit quietly in their seats
Passion for learning	✓		Students are enthusiastic but sometimes bored and lose focus
Active when asked	✓		Students answer what the teacher asks
Pay attention to the teacher when explaining	✓		Students look at the teacher's pronunciation while following him in a lyrical voice there are

			also students who play cellphones but join in saying the teacher's words
Answer whether students like the lesson to be taught. For example: English with material names of objects in class		✓	Students don't answer because the teacher doesn't ask
Core activities			
Students pronounce the names of objects in class correctly in Indonesian	✓		Students say "kursi, meja, pensil, buku, pintu"
Repeating the teacher's words about the names of objects in class in English correctly.	✓		Students say the buku "book" pensil "pencil"
Able to memorize vocabulary	✓		Students come to the front of the class and are given a guess by the teacher by pointing at the object and students answer in English from the object.
Knowing vocabulary just by showing objects.	✓		The teacher points to the chair and the students answer "chair" correctly
Pronounce vocabulary correctly		✓	not everything is properly pronounced because there are limitations in their way of speaking and the difficulty of words from the English language itself that they do not understand the vocabulary of. For example, when students say chair is cer, not chair.
Students actively ask when they don't understand	✓		Students dare to ask "what class is written,

			ma'am?" there are students who are also students who don't ask questions because they are embarrassed
Students observing the teacher's paper	✓		Students look at the paper and pay attention to the pictures and writing vocabulary.
Students spell and write according to the teacher's directions on the blackboard		✓	The teacher doesn't give spelling on the blackboard
Students write and spell vocabulary correctly	✓		Students write on the paper given by the teacher but there is something wrong because their focus is lost and they write it wrong.
Closing			
Students follow prayer		✓	Don't end with praying
Reply to greetings	✓		Students answer "waalaikumsalam wr.wb"

Notes :

- The indicators/observations above were developed based on the activities carried out by the teacher when teaching starting from the opening, core and closing activities of the lesson plans.
- Filling in by ticking "yes" or "no" and giving reasons in the notes column to find out a description of why the activity "yes" or "no" was carried out by students and can provide clear information by looking at the reasons in the notes column.

Appendix 3

FIELD NOTE

Siswa Berkebutuhan khusus SMP Muhammadiyah 2 Surabaya (4 students)

Wednesday, June 15th, 2022, 08.30- 09.30 a.m

Teacher : Mr. Fitria Yuni Purwani, S.Pd

NO	FIELD NOTE	REFLECTIVE NOTE
1.	The teacher and the researcher come into the class at 08.15 a.m.	<ul style="list-style-type: none">• The teacher tries to explain the material to be taught and makes it easier for students to understand the material to be studied
2.	The teacher opened the class by saying “assalamualikum”	
3.	The students seplied it “walaikumsalam wr.wb”	
4.	The teacher explained the material to them about names of the object in class in English	
5.	The teacher gives a paper conatining pictures of the names of objects in class to students	
6.	In the middle of teaching learning, one of students interacted with the material which was taught	
7.	The teacher asks whether the students have understood the examples of pictures on the paper.	

8.	The teacher asks the students what pictures are on the paper in Indonesian.	
9.	Students answer the teacher's questions correctly using Indonesian.	
10.	The teacher was going on the material and explained about the names of objects in class with English.	<ul style="list-style-type: none"> • Before starting the next lesson, it would be better if the teacher reviewed the previous lesson so that students also remember it.
11.	The teacher explains one by one the vocabulary of the names of objects in the class in Indonesian and continues with English.	
12.	Students pay attention to the teacher's explanation while following in a low voice.	
13.	The teacher gives examples of correct vocabulary pronunciation	
14.	The teacher repeats the vocabulary of the names of objects in class many times	
15.	The teacher asks students to write the vocabulary of the objects in class under the picture.	<ul style="list-style-type: none"> • Their teacher should give them an example on the blackboard on how to work on writing vocabulary names of objects in class in English.
16.	The teacher lends pencils to students	

	who don't bring pencils	
17.	Students follow the teacher's directions and write vocabulary under the picture that has been given	
18.	The teacher helps students who have difficulty writing by directing their writing.	
19.	The teacher asks students to observe pictures and vocabulary of objects in class and asks to memorize or remember them.	<ul style="list-style-type: none"> • Teacher hone students' thinking skills by learning to memorize and remember.
20.	Students understand the teacher's intentions	
21.	Students dare to ask to interact	
22.	The teacher repeats the pronunciation and vocabulary of the names of objects in class	<ul style="list-style-type: none"> • With the drilling or repetition method, students can understand and remember the vocabulary of objects in the class, plus they can pronounce English vocabulary well.
23.	The teacher asks students to pay attention to the teacher's pronunciation first	
24.	Students sit quietly listening and sometimes follow quietly	
25.	The teacher asks students to read and pronounce together the vocabulary of the names of objects in class from above.	

26.	The teacher pronounces the vocabulary and the students follow after	
27.	One by one, students are asked to come forward to memorize without bringing paper.	<ul style="list-style-type: none"> • The teacher trains students' courage and confidence by asking them to come forward and motivating them to speak loudly in front of the class so that other friends can also hear. Foster student interaction with other students and also active teacher interaction with students.
28.	The teacher gives vocabulary names of objects in class in Indonesian	
29.	Students answer the names of objects in class in English	
30.	The teacher asks students to be louder when speaking in front so that other friends listen, motivates students to dare to come forward and be confident.	
31.	Students answer correctly all the vocabulary of the names of objects in class	
32.	The student was shy and one of his friends rebuked him by calling his name so that his friend would not be	

	embarrassed.	
33.	The teacher is extra patient with examples of pronunciation for students who have difficulty in pronunciation.	
34.	The teacher asks the students if they understand.	
35.	The teacher continues the material by giving real examples of objects	<ul style="list-style-type: none"> The teacher does not only focus on the material on the paper, here the teacher gives examples of real objects to make it easier for students to remember. The teacher adds the vocabulary of the names of objects in class outside the pictures on the paper which makes students know a lot of vocabulary.
36.	The teacher holds the objects in class and says it in English and the students follow after	
37.	The teacher repeats the vocabulary of the names of objects in class by pointing at the original objects.	
38.	The teacher adds more vocabulary to the names of objects in class than the examples given on paper.	
39.	The teacher gives guesses to students just by pointing to objects in class	

40.	Each student answers the object vocabulary pointed to by the teacher	
41.	The teacher asks the students if there is something that can't be done or there is something that has been asked	<ul style="list-style-type: none"> • The teacher uses Indonesian and English
42.	Students answer the teacher's questions when they understand	
43.	The teacher tests one of the students whether he can and understands correctly	<ul style="list-style-type: none"> • The teacher gives a guess to each student to check their respective abilities and whether they have correctly understood the material.
44.	Students are able to correctly answer the vocabulary of objects pointed to by the teacher	<ul style="list-style-type: none"> • Students answered enthusiastically and the teacher asked students to re-learn the material at home so that they would remember it more.
45.	Before the class ends, the teacher asks students to study again at home so that they can remember and memorize better	
46.	The teacher closed the class by saying "wassalamualikum wr.wb"	
47.	The students answer "waalaikumsalam wr.wb"	

Appendix 4

TRANSCRIPT OBSERVATION

T : "Assalamualaikum Wr.Wb"

S : "Walaikumsalam Wr.Wb"

Tr : "Semangat hari ini?"

S : "Semangat!"

T : "Oke, hari ini kita akan belajar mengenai Bahasa Inggris. Benda-benda yang ada di kelas. Kalian sudah menerima semua? (Lifting a paper). Contoh- contoh yang sudah Ibu berikan ini?"

T : "Sudah menerima semua?"

S : "Sudah!"

T : "Sudah ya. nah, di situ ada gambar aja? Gambarnya coba dilihat!"

T : "Andini, yang pertama itu apa?"

S : "Buku."

T : "Terus?"

S : "Pensil."

T : "Nah, nanti kita belajar Bahasa Inggris. Bahasa Inggrisnya apa buku itu?"

T : "Coba di dengarkan Bu Siti ngomong, nanti kita lafalkan bareng-bareng ya? Bu Siti ngomong dulu, kalian perhatikan."

S : "Baik, Bu."

T : "Buku itu Bahasa Inggrisnya Book."

S : "Book."

T : "Coba sekali lagi, buku itu Book."

S : "Book."

T : "Terus yang kedua itu Pensil, itu tetap Pencil. Bahasa Inggrisnya tetap Pencil."

S : *"Pencil."*

T : *"Yang kedua kursi. Itu Chair."*

S : *"Chair."*

T : *"Terus meja, itu Table."*

S : *"Table."*

T : *"Meja, Table. Kalau Kursi, Chair."*

S : *"Terus yang terakhir itu Pintu, Bahasa Inggrisnya Door."*

T : *"Dur."*

S : *"Bukan Dur tapi Door."*

T : *"Door."*

T : *"Apa, Din? Pintu?"*

S : *"Door."*

T : *"Saya ulangin sekali lagi ya?"*

T : *"Buku itu Book."*

S : *"Bok."*

T : *"Book bukan Bok. Beda lagi!"*

T : *"Buku, Book."*

S : *"Book."*

T : *"Pensil tetap Pencil."*

S : *"Pencil."*

T : *"Chair itu adalah?"*

S : *"Kursi."*

T : *"Kursi, Chair."*

T : *"Terus, meja?"*

S: "Table."

T : "Table. Meja, Table."

S: "Meja, Table."

T : "terus kemudian pintu, pintu itu Door."

S: "Door."

T : "Pintu? Door."

T : "Itu, ya? kira-kira bisa ga? Coba, sekarang di tulis dulu di bawah gambarnya. (Pointing Image)."

T: "Sambil melihat ini atau melihat ini dulu. Silahkan di tulis Bahasa Inggrisnya di bawah gambarnya."

S: "Bu, ga bawa pensil."

T : "Oh, ga bawa pensil. Nah, ini pensilnya tak pinjami satu-satu." (sharing pencils).

T : "Sudah, silahkan di tulis terlebih dahulu. Nanti kita hafalkan bareng-bareng."

S: "Di bawah gambarnya?"

T : "Iya, dibawah gambarnya. Di tulis Bahasa Inggrisnya. Tadi apa? Book adalah?"

S: "Buku."

T: "Terus? Pensil?"

T: "di tulis di bawahnya sini, Din." (pointing to paper).

T : "Ini gambar apa? Buku Bahasa Inggrisnya?"

S: "Bok."

T : "Bukan Bok. Eh, coba dilihat mulutnya Bu Siti."

T: "Buku, Book."

S : "Bok."

T : "Book."

S : "Book."

T : "Nah, silahkan kamu tulis. Pensil? Apa?"

S : "Pencil."

T : "Pencil. Kursi?"

S : "Chair."

T : "Chair. Terus ini, Meja?"

S : "Table."

T : "Dah, silahkan di tulis dulu bawahnya. Nanti, Ibu kasih tebakan."

T : "Jangan lupa di kasih nama, di atasnya sini. (Pointing Paper)."

T : "Jangan lupa dikasih nama ya, Sat?"

S : "Oke."

T : "Oke."

S : "Kelasnya?"

T : "Kelasnya boleh ditulis."

T : "Sudah semuanya? Sudah?"

S : "Sudah."

T : "Coba saya ulangin lagi. sudah Andini?"

S : "Sudah."

T : "oke, tak ulangin sekali lagi. didengarkan, tidak usah ditirukan dulu. Nanti kalau Bu Siti bilang menirukan, baru menirukan."

T : "Jadi, Bu Siti ulangin lagi, sekarang saya ngomong dulu, kalian dengarkan. Oke?"

S : "Oke."

T : "Buku, Book."

T : "Pensil, Pencil."

T : "Kursi, Chair."

T : "kemudian ada Meja. Table."

S : "Table."

T : "Table. Kemudian yang terakhir pintu. Door."

S : "Door."

T : "Tak ulangin lagi. Buku, Book. Pensil, Pencil. Kursi, Chair."

S : "Car."

T : "Chair. Kayak ada hurufnya H."

S : "Chair."

T : "Kemudian meja, table."

S : "Table."

T : "Kemudian yang terakhir itu Pintu, pintu adalah?"

S : "Door."

T : "oke sekalian kalian bareng-bareng dari atas dibaca bahasa indonesianya kemudian bahasa inggrisnya. Dibaca bareng-bareng dan suaranya keras."

T : "Pertama? Buku?"

S : "Book."

T : "Ayo ditirukan. Yang keras suaranya."

T : "Buku?"

S : "Buku, Book."

T : "Coba yang keras suaranya gapapa, Ayo!"

T : "Buku? Book."

S : "Buku, Book."

T : "Pensil, Pencil."

S : "Pensil, Pencil."

T : "Bukan Pensil loh ya, tapi Pencil."

S : "Pencil."

T : "Jadi C nya dibaca? Dibaca S."

T : "Terus yang ketiga ada kursi. Chair."

S : "Kursi, Chair."

T : "Kemudian, Meja. Table."

S : "Meja, Table."

T : "Terakhir pintu."

S : "Door."

T : "Door. Oke?"

T : "Sekarang tanpa membawa kertas yang ada di hadapan kalian. Maju ke depan terus hafalan dulu. Nanti kalau salah, di benarkan."

S : "Ga bawa kertas?"

T : "Gausah bawa."

S : (Come forward)

T : "Coba maskernya di lepas dulu biar suaranya lebih terdengar."

S : (take off the mask)

T : "Yang pertama, Buku. buku? Book."

S : "Buku, Book."

T : "Yang keras suaranya."

S : "Buku, Book."

T : "Yang kedua pensil."

S: *"Pencil."*

T: *"Yang ketiga Kursi."*

S: *"Chair."*

T: *"Oke, Chair."*

T: *"Yang ke empat, Meja."*

S: *"Table."*

T: *"Yang terakhir, pintu?"*

S: *"Door."*

T: *"Oke duduk dulu, sekarang gantian. Diama ayo maju kedepan. Suaranya yang keras ya."*

S: *(Alternating forward)*

T: *"Dibuka dulu maskernya. Yang keras."*

T: *"Yang pertama, Buku?"*

S: *"Book."*

T: *"Pensil?"*

S: *"Pencil."*

T: *"Kursi?"*

S: *"Chair."*

T: *"Meja?"*

S: *"Table."*

T: *"Table. Pintu?"*

S: *"Door."*

T: *"Oke, silahkan duduk dulu. Gantian lagi sekarang."*

S: *(alternating forward)*

T : "sini, sini. Sekarang, Buku?"

S: "Book."

T : "Pensil?"

S : "Pencil."

T : "Kursi?"

S : "Chair."

T : "Meja?"

S: "Table."

T : "Pintu?"

S : "Door."

T : "Oke, kamu sekarang gentian." (appoint a female student)

S : (female student laughs)

T : "Gausah malu-malu. Berdiri sini, Ayo. Hadap kedepan."

S : (covering face)

T : "Jangan ditutupi gitu mukanya. Ayo."

T : "Buku?"

S: "Book."

*T : "Hadap ke depan. Yang rapi, dibenerin jilbabnya. Tangannya siap
grak."*

S: "Sudah, Bu."

T : "Sudah? Buku?"

S : "Book."

T : "Pensil?"

S : "Pencil."

T : *"Pencil, bukan Pensil."*

S : *"Pencil."*

T : *"Sana, hadap ke sana. Tangannya yang siap."*

T : *"Kursi?"*

S : *"Chair."*

T : *"Chair. Kemudian Meja?"*

S : *"Table."*

T : *"Tab? Apa?"*

S : *"Table."*

T : *"Apa? Coba di ulangi. Meja?"*

S : *"Table."*

T : *"Oke diulangi lagi yang keras. Meja?"*

S : *"Table."*

T : *"Yang keras."*

S : *"Table."*

T : *"Pintu? Door."*

S : *"Door."*

T : *"Diulangi sekali lagi."*

S : *"Pintu, door." (Shy)*

T : *"Loh gapapa biar bisa Bahasa Inggris. Ayo dari awal."*

T : *"Ini apa?" (Holding a Book)*

T : *"Bahasa Indonesia nya, ini apa?"*

S : *"Buku."*

T : *"Buku? Bahasa Inggrisnya?"*

S: "Bok."

T: "Book. Buku, Book."

S: "Book."

T: "Iya bener. Kemudian, ini apa?" (Holding a Pencil)

T: "Pen?"

S: "Bulpen."

T: "Bukan bulpen. Coba pinjam pensil." (Borrowing pencils to students)

T: "ini apa?"

S: "Pensil."

T: "Pencil. Bukan pensil tapi pencil. Ayo ulangi."

S: "Pencil."

T: "Pencil."

S: "Pencil."

T: "Kemudian, ini apa?" (holding chair)

S: "Kursi."

T: "Kursi, bahasa Inggrisnya? Kursi?"

T: "Chair."

S: "Kursi, Cer."

T: "Chair."

S: "Chair."

T: "Kemudian ini apa?" (holding table)

S: "Meja."

T: "Meja?"

S: "Tapel"

T: "Table."

S: "Table."

T: "Kemudian, pintu itu apa?"

S: "Pintu, Dor."

T: "Door."

S: "Dor."

T: "Door."

T: "Oke silahkan duduk. Gimana? Kira-kira sudah bisa hafal belum?"

S: "Sudah."

T: "Coba, tak ulangin lagi. Nanti kalian yang menirukan bahasa Inggrisnya, ya?"

T: "Kertasnya ditutup dulu, biar pinter."

S: (Closing Paper)

T: "Kursi, apa bahasa Inggrisnya?"

S: "Chair."

T: "Yang keras!"

S: "Chair."

S: (cover ears)

T: "Gausah ditutupin telinganya."

T: "Meja?"

S: "Table."

T: "Kemudian apa lagi ya? Pintu?"

S: "Door."

T: "Door."

T : "Pensil?"

S : "Pencil."

T : "Pencil."

S : "Pencil."

T : "Kemudian, Buku?"

S : "Book."

T : "Book. Selain ada yang di kertas tadi ada benda lain di kelas. Ini apa namanya?" (Holding the Whiteboard)

S : "Papan Tulis."

T : "Papan Tulis, bahasa Inggrisnya apa?"

S : (silence)

T : "Papan Tulis itu bahasa Inggrisnya.... Ini warnanya apa? Pu?"

S : "Putih."

T : "Putih. Kalau putih berarti whiteboard."

T : "whiteboard."

S : "whiteboard."

T : "Artinya Papan Tulis. Kalau warna hitam artinya blackboard."

S : "blackboard."

T : "Jadi kalau papan tulis putih itu disebut, whiteboard."

S : "whiteboard."

T : "Apalagi?" Ini (takes flowers)

T : "Bunga. Ini bunga, meskipun terbuat dari kertas tapi ini bisa disebut, bunga."

S : "Bunga."

T : "Bunga bahasa Inggrisnya adalah flower."

S : *"flower."*

T : *"Flower."*

S : *"flower."*

T : *"Bukan Flower loh ya, tapi flower."*

S : *"Flower."*

T : *"Nah, kalau vas bunga tetap vas."*

S : *"Vas."*

T : *"Nah ini bunga bahasa Inggrisnya apa tadi? Flower."*

S : *"Flower."*

T : *"Ayo diulangi lagi, bunga?"*

S : *"Flower."*

T : *"Bunga, Flower."*

S : *"Bunga, Flower."*

T : *"Oke. Kalau ini tadi apa namanya? (Holds the blackboard)"*

T : *"Hayo, papan tulis?"*

S : *"whiteboard."*

T : *"whiteboard."*

S : *"whiteboard."*

T : *"Kalau andaikan ini warnanya hitam, apa namanya?"*

T : *"Hitam apa bahasa Inggrisnya Hitam?"*

T : *"Black."*

S : *"Black."*

T : *"Jadi kalau ini warnanya hitam disebut Blackboard."*

S : *"Blackboard."*

T : *"Kalau putih disebut?"*

T : *"Apa kalau putih? whiteboard."*

S : *"Whiteboard."*

T : *"Whiteboard. Oke tak ulangi lagi dari awal."*

T : *"Ini apa namanya?" (Holds a book).*

T : *"Bahasa Indonesia nya ini apa tadi namanya?"*

S : *"Buku."*

T : *"Bahsa Inggrisnya?"*

S : *"Book."*

T : *"Ini bahasa Indonesianya?" (Holds a chair).*

T : *"Apa namanya bahasa Indonesianya?"*

S : *"Kursi."*

T : *"Kursi, bahasa Inggrisnya?"*

S : *"Chair."*

T : *"Chair. Terus ini apa namanya?" (holds the table)*

S : *"Meja."*

T : *"Meja bahasa Inggrisnya?"*

S : *"Table."*

T : *"Kalau itu?" (pointing to the door).*

S : *"Pintu."*

T : *"Pintu, bahasa Inggrisnya?"*

S : *"Door."*

T : *"Ada lagi, yang ini." (holding window).*

T : *"Ini apa bahasa Indonesianya?"*

S: "Jendela."

T: "Jendela bahasa Inggrisnya, window."

S: "Window."

T: "Jendela, window."

S: "Jendela, window."

T: "Coba, ayo. Jendela, window."

S: "Jendela, window."

T: "oke. Kalau ini tadi apa namanya?" (Holds the blackboard).

S: "whiteboard."

T: "whiteboard. Kalau warnanya hitam itu Blackboard."

S: "Blackboard."

T: "Kalau putih, whiteboard."

S: "whiteboard."

T: "Kalau ini apa namanya?" (holding flowers)

S: "Vas."

T: "Bukan vas, ini yang atas."

S: "Bunga."

T: "Bahasa Inggris nya? Flower."

S: "Flower."

T: "Bukan flower tapi flower. Ayo diulangi lagi. Bunga flower, ayo."

S: "Bunga, flower."

T: "Bukan flower tapi flower."

S: "Flower."

T: "iya. Kalau yang itu tadi jendela apa namanya?"

T : "apa jendela? Win?"

S: "Window."

T : "window."

T : "nah, sampai di sini kira-kira ada yang belum bisa? Ada yang belum bisa atau ada yang mau ditanyakan? Berkaitan dengan tadi, oke sudah bisa?"

S : "Bisa."

T : "Oke, hafalan. Coba diulangi lagi, saya sebutkan bahasa Indonesianya nanti kamu sebutkan bahasa Inggrisnya, oke?"

T: "Maskernya minta tolong dibuka dulu."

T : "ini tadi apa namanya?" (holding a book)

S: "Book."

T : "kalau itu?" (pointing window).

S : "window."

T : "window, jendela."

T : "kalau yang itu?" (Points to the door).

S : "Door."

T : "kalau yang ini?" (Holds the blackboard).

S: "blackboard."

T : "Blackboard kalau warnanya hitam. Kalau warnanya putih?"

S : "whiteboard."

T : "Kalau ini?" (holding chair)

S : "Chair."

T : "Chair. Kalau ini apa namanya?" (holding the table).

S: "Table."

T : "Kalau ini apa namanya?" (holding the pencil)

S : "Pencil."

T : "Pencil. Yang terakhir ini apa namanya?" (holding the flower)

S : "flower."

T : "Bener, flower."

T : "oke sudah bisa ya kira-kira."

S : "iya."

T : "oke kalau gitu kita akhiri. sampai disini. Besok dipelajari lagi dirumah, besok dihafalkan lagi."

T : "oke kita akhiri, assalamualaikum wr.wb."

S : "waalaikumsalam wr.wb."

Appendix 5

TEACHER INTERVIEW OPEN-ENDED QUESTION

1. What method do you use when teaching English vocabulary to students with special needs?

- The repetition method or drilling method.

2. How does the method work?

- The way this drilling method works is that we give examples and say repeatedly about the material, perhaps the object or item we are exemplifying.

3. What types of students with special needs are there in this school? Is it deaf or something else?

- The types of students with special needs in SMP Muhammadiyah 2 are those who are slow in class and their way of thinking or intelligence is below the average of normal students.

4. How to deal with students with special needs who do not want to be directed during the teaching and learning process?

- How to direct students with special needs, we as teachers must be more patient with students like this because students like this also have limitations in accommodating what we say, so if it's like being tired or the mood of students has decreased, we will not provide much material to them and give them time to rest first, if

the mood is good we continue if not then we are done so don't force it.

5. What are the students' difficulties when learning vocabulary?

- Students' difficulties in learning vocabulary are in terms of pronunciation because English vocabulary is also difficult to pronounce. Here there is one child whose speech is difficult and unclear because he has had vocal cord surgery. So the way each student catches is not the same and the concentration/focus changes.

6. What are the challenges when applying the method?

- The challenge when applying this drilling method is that we are dealing with students with special needs unlike regular students, so we have to be really extra patient in directing them, in providing material to them. We as teachers also have to understand their mood, if it's not good anymore, let's just let it go and give it a break. Directing busy students to sit quietly so as not to disturb the focus of other friends. Besides that, each student's ability to capture and focus is different, so we also have to understand one of their strengths and weaknesses.

7. How are the interactions or activities of students with special needs in class when they are taught vocabulary using this method?

- The interaction is good, thank God in class. They can socialize and follow the learning delivered by the teacher even though it is slower than other friends.

CLOSE-ENDED QUESTION

1. How long does it take for students with intellectual disabilities to develop? (Month year)
 - How long does it take for students to develop, we cannot target one student to another. And even then they have their own time, maybe there is one month that can be done, even if it is repeated many times, it can't also exist. So there is no target month or week for development.
2. Are students with special intellectual needs comfortable using the drilling method?
 - Some are comfortable, some are not
3. Is it necessary to do non-academic activities?
 - Non-academic activities are definitely necessary, we usually don't only have academics every Friday but also with skills such as drawing or making collages, it's definitely there.
4. Is the drilling method able to increase the understanding of students with special intellectual needs when learning in class?
 - Of course there must be because we give the material over and over again and also by using image media, so if they look at pictures or actual items, they will be easier to remember.
5. Does this drilling method make it easier for students with special intellectual needs when learning vocabulary?
 - Yes of course

6. Do students with special intellectual needs capture the vocabulary taught correctly?
 - Some catch some don't
7. Are students with special intellectual needs able to imitate the teacher's pronunciation correctly?
 - If it's right according to the vocabulary, it's not, but they can even though it's not right because the abilities of each student are different, some can imitate correctly, some have difficulty.
8. What is the level of difficulty and challenge of teaching vocabulary with this drilling method?
 - There are some levels of difficulty, some are difficult, some are not, some are even very difficult because you see that the abilities of each student are different.

Appendix 6

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Muhammadiyah 2 Surabaya
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII / Ganjil
 Tema : 1 (Ruang Kelas)
 Subtema : 1 (Benda yang ada dikelas)
 Pembelajaran : 1
 Metode : Drilling
 Alokasi Waktu : 1x Pertemuan (5x35 menit)

A. Kemampuan Saat Ini :

1. Mampu berbicara dengan lawan bicara baik guru maupun teman.
2. Mampu menulis
3. Mampu menyebutkan huruf alphabet dengan tepat dan membaca dua suku kata.
4. Belum memiliki kemampuan menjadi pendengar aktif saat berkumpul bersama teman dan masih menundukan kepala ketika berbicara.

B. Tujuan

1. Melalui pengamatan dan contoh guru dengan metode pengulangan/drilling siswa dapat menirukan membaca teks bergambar sederhana tentang benda-benda yang ada dikelas
2. Melalui pengamatan dan contoh guru dengan metode pengulangan/drilling siswa dapat menirukan mengucapkan nama-nama benda dikelas dalam bahasa inggris dengan benar.
3. Melalui pengamatan dan contoh dan cerita guru siswa dapat mengucapkan kalimat sentuh meja, sentuh kursi, sentuh buku dalam bahasa inggris.
4. Melalui pengamatan dan contoh cerita guru dengan metode pengulangan/drilling siswa dapat mengucapkan kata terima kasih dengan bahasa inggris saat menerima sesuatu.
5. Melalui pengamatan dan contoh guru siswa dapat menirukan menebalkan huruf.
6. Dengan mengamati gambar siswa dapat menunjukkan gambar pensil.
7. Dengan mengamati contoh guru dengan metode pengulangan/drilling siswa dapat menunjukkan benda dikelas contoh papan tulis.

Langkah Kegiatan	Penilaian	waktu			catatan
		Dimulai	Diakhiri	Perbaikan	
1. Mengamati gambar dan teks bacaan sederhana tentang benda yang ada dikelas. 2. Pembiasaan sikap saling menghargai dengan mengucapkan terimakasih dengan bahasa inggris. 3. ketikadiberikan sesuatu.	Sikap : menghargai dan menghormati orang lain serta santun. Keterampilan : menirukan mengucapkan, membaca, menulis kata/kalimat sederhana dalam bahasa inggris.				

4. Menirukan mengucapkan membaca dan menulis kata/kalimat tentang benda yang ada dikelas.	Pengetahuan : Mengenal banyak kosakata baru. Menucapkan bahasa inggris dengan tepat.				
5. Mengamati contoh gambar-gambar benda yang ada dikelas.					
6. Mengenal banyak vocabulary benda dikelas.					
7.					



Surabaya, 15 Juni 2022
Guru siswa SPAH

Fitria Yuni Purwani, S.Pd
NBM. 1252972

Appendix 7

THE MATERIALS

GAMBAR/PICTURE	BAHASA INDONESIA	BAHASA INGGRIS
	BUKU	BOOK
	PENSIL	PENCIL
	KURSI	CHAIR
	MEJA	TABLE
	PINTU	DOOR

Appendix 8
DOCUMENTATION

