APPENDIX 1

Instrument of Focus Group Interview

Indicators	Questions
Learning Activity	1. How does your teacher usually start the class? 2. How can your teacher direct you into the text type that will be learned?
	3. What kind of activity does your teacher do in modelling the text? 4. What does your teacher do after modelling the text?
	5. What kind of assignment does your teacher give you when you are asked to work in a group? 6. What kind of activity do your teacher give you when you are working in a group?
	7. What kind of assignment does your teacher give you when you are asked to work individually? 8. What kind of activity do your teacher give you when you are working individually?
Students' Comprehension	9. When teacher tries to direct you into the text type learned, how can it build your prior knowledge about the text?
	10. How do you think about the way teacher tries to comprehend you in modelling the text?
	11. When you work in a group, how do you perceive your understanding related to the genre text learned?
	12. When you are working individually, how do you perceive your understanding related to the genre text learned?
	13. What do you think about this approach? Is it very helpful or not for you as students in understanding the genre of text learned?

Writing Skill	14. How can you and your groupmates write a text in the correct form considering you are asked to work in a group? 15. What do your friends and you usually do when writing in a group?
	16. How can you know your own skill in writing a genre of text when you work individually? 17. What do you usually do when writing individually?
Score	18. How does your teacher score your writing? 19. How do you think your score fulfill the teachers' goals in scoring rubric? 20. How do you think your teacher strategy in scoring your writing? 21. After teacher implemented this approach, how far does this approach help you to get a better score in writing assignment?
Motivation	22. What do you feel after this approach was implemented? 23. Why do you think this approach should be continued?

APPENDIX 2

Instrument of Teacher Interview

Indicators	Questions
Teaching Activity	1. What do you usually do in BKoF stage? 2. What kind of activity do you usually do in the MoT? 3. In JCoT, how do you direct your students to work in a group? 4. How do you divide the students in a group? 5. How do you direct your students to work individually?
Students' Comprehension	6. How do you know that your students can catch the overview given in BKoF? 7. When you modelling the text together, how do you perceive about your students' comprehesion? 8. What do you think about your students' comprehension related to the text learned based on the results of students' group writing? 9. What do you think about your students' comprehension related to the text learned based on the results of students' individual writing? 10. To check about your students' comprehension, how do you draw the conclusion in the end of the class?
Students' Writing Skill	11. How do you think your students' writing skill after doing the writing in a group? 12. How do group works affect students' writing skill? 13. How do you think your students' writing skill after doing the writing individually?
Students' Score	14. How do you score your students' writing? 15. How does students' score really fulfill the scoring rubric? 16. What do you think about the effect of this approach on

	students' score in writing?
Students' Motivation	17. How do your students feel after this approach was implemented? 18. How do you think this approach should be continued to use?

APPENDIX 3

Instrument of Questionnaire

Indicators	Questions
Learning Activity	1. How does your teacher usually start the class? 2. How can your teacher direct you into the text type that will be learned?
	3. What kind of activity does your teacher do in modelling the text? 4. What does your teacher do after modelling the text?
	5. What kind of assignment do you get when working in a group? 6. What kind of activity do get when you are working in a group?
	7. What kind of assignment do you get when working individually? 8. What kind of activity do you get when you are working individually?
Students' Comprehension	9. How can you build your own prior knowledge when teacher direct you into the text type learned?
	10. How do you think about teacher's way in modelling the text?
	11. How do you perceive your understanding when you are working in a group?
	12. How do you perceive your understanding when you are working individually?
	13. What do you think of this approach to help you in understanding the text learned?
Writing Skill	14. How can you and your groupmates write a text in the correct form? 15. What do your friends and you usually do when writing in

	a group?
	16. How can you know your own writing skill when you work individually?
	17. What do you usually do when writing individually?
Score	18. How does your teacher score your writing?
	19. How do you think your score fulfill the teachers' goals in scoring rubric?
	20. How do you think your teacher strategy in scoring your writing?
	21. How far does this approach help you to get a better score in writing assignment?
Motivation	22. What do you feel after this approach was implemented?
	23. Why do you think this approach should be continued?

APPENDIX 4

Students' Questionnaire

Pendapat Siswa Mengenai Pendekatan Berbasis Genre

1. Nama Lengkap

2. Pilih Kelas

Aktivitas Pembelajaran

Pilihlah jawaban yang sesuai dengan aktivitas pembelajaran pada materi procedure text! (Jawaban boleh lebih dari 1)

3. Bagaimana guru Anda biasanya memulai kelas?

Centang semua yang sesuai

- [ ] Memberikan pertanyaan berkaitan dengan materi pada kehidupan sehari-hari
- [ ] Ice breaking berkaitan dengan materi
- [ ] Games berkaitan dengan materi
- [ ] Cerita berkaitan dengan materi
- [ ] Yang lain:

4. Bagaimana guru Anda mengarahkan Anda ke jenis teks yang akan dipelajari?

Centang semua yang sesuai

- [ ] Menjelaskan tentang teks yang akan dipelajari secara lisan
- [ ] Menjelaskan tentang teks yang akan dipelajari secara tertulis
- [ ] Menampilkan video berisi tentang penjelasan singkat dari teks yang akan dipelajari
- [ ] Mengajak siswa untuk berdiskusi tentang teks yang akan dipelajari
- [ ] Yang lain:

5. Kegiatan seperti apa yang dilakukan guru Anda dalam memodelkan (mencontohkan) teks?

Centang semua yang sesuai

- [ ] Memutar video cerita/percakapan yang berkaitan dengan teks
- [ ] Mencontohkan dengan menuliskan teks
- [ ] Mengajak siswa untuk menganalisis tentang teks yang dipelajari secara bersama-sama
- [ ] Mengajak siswa untuk membuat teks secara bersama-sama
- [ ] Yang lain:

6. Apa yang dilakukan guru Anda setelah memodelkan teks?

Centang semua yang sesuai

- [ ] Guru mengajak siswa untuk menganalisis teks tertulis yang dipelajari secara bersama-sama
- [ ] Guru mengajak siswa untuk membuat teks secara bersama-sama
- [ ] Guru meminta siswa untuk membuat kelompok
- [ ] Yang lain:

7. Penugasan seperti apa yang Anda dapatkan ketika bekerja dalam kelompok?

Centang semua yang sesuai

- [ ] Menganalisis teks
- [ ] Menulis teks
- [ ] Yang lain:

8. Aktivitas seperti apa yang Anda lakukan saat bekerja dalam kelompok?

Centang semua yang sesuai

- [ ] Menulis percakapan tentang teks yang dipelajari
- [ ] Menulis dalam sesuai dengan struktur pembentuknya
- [ ] Yang lain:

9. Penugasan seperti apa yang Anda dapatkan ketika bekerja secara individu?

Centang semua yang sesuai

- [ ] Menulis teks
- [ ] Yang lain:

10. Aktivitas seperti apa yang Anda dapatkan ketika Anda bekerja secara individu?

Centang semua yang sesuai

- [ ] Menulis percakapan tentang teks yang dipelajari
- [ ] Menulis teks sesuai dengan struktur pembentuknya
- [ ] Yang lain:

Pemahaman Siswa

Pilihlah jawaban sesuai dengan pemahaman kalian selama belajar menggunakan pendekatan berbasis genre (Jawaban boleh lebih dari 1)

11. Bagaimana Anda membangun pengetahuan awal Anda sendiri ketika guru mengarahkan Anda ke dalam jenis teks yang dipelajari?

Centang semua yang sesuai

- [ ] Saya menjawab pertanyaan yang diberikan guru dan mendengarkan feedback dari pertanyaan tersebut
- [ ] Menyimpulkan semua jawaban dari pertanyaan yang diberikan
- [ ] Memperhatikan dan mendengarkan penjelasan yang diberikan guru
- [ ] Yang lain:

12. Bagaimana pendapat Anda tentang cara guru dalam memodelkan (mencontohkan) teks?

Centang semua yang sesuai

- [ ] Mudah dipahami karena guru memodelkan teks secara bersama-sama dengan siswa
- [ ] Mudah dipahami karena dilakukan guru menggunakan media seperti proyektor, video, dll
- [ ] Mudah dipahami karena guru juga mengajak siswa untuk menganalisis teks bersama-sama
- [ ] Yang lain:

13. Bagaimana Anda mengetahui pemahaman Anda ketika Anda bekerja dalam kelompok?

Centang semua yang sesuai

- [ ] Saya mengetahui tingkat pemahaman saya ketika saya mampu memperbaiki hasil pekerjaan teman kelompok saya
- [ ] Saya mengetahui tingkat pemahaman saya ketika teman saya memperbaiki kesalahan saya ketika bekerja secara kelompok
- [ ] Saya mengetahui tingkat pemahaman saya ketika saya mampu memberi penjelasan terkait pekerjaan yang kita buat
- [ ] Yang lain:

14. Bagaimana Anda mengetahui pemahaman Anda ketika Anda bekerja secara individu?

Centang semua yang sesuai

- [ ] Saya mengetahui tingkat pemahaman saya ketika saya menemukan kesulitan saat mengerjakan tugas yang diberikan
- [ ] Saya mengetahui tingkat pemahaman saya setelah saya bisa mengerjakan tugas yang diberikan tanpa menemukan kendala
- [ ] Saya mengetahui tingkat pemahaman saya ketika saya kesulitan untuk menganalisis hasil akhir tugas saya
- [ ] Saya mengetahui tingkat pemahaman saya ketika saya dapat memberikan penjelasan untuk hasil pekerjaan saya
- [ ] Yang lain:

15. Bagaimana pendapat Anda mengenai pendekatan ini guna membantu Anda dalam memahami teks yang dipelajari?

Centang semua yang sesuai

- [ ] Pendekatan ini membantu saya dalam memahami teks karena pendekatan ini terstruktur/urut
- [ ] Pendekatan ini membantu saya dalam memahami teks karena menyenangkan
- [ ] Pendekatan ini membantu saya dalam memahami teks karena pendekatan ini memiliki tahap memodelkan teks
- [ ] Yang lain:

Kemampuan Menulis

Pilihlah jawaban yang sesuai dengan kemampuan menulis Anda. (Jawaban boleh lebih dari 1)

16. Bagaimana Anda dan teman kelompok Anda dapat menulis teks dalam bentuk yang benar?

Centang semua yang sesuai

- [ ] Kami menulis secara bersama-sama
- [ ] Beberapa dari kami menulis dan beberapa mengoreksi ulang hasil menulis kami
- [ ] Yang lain:

17. Apa yang biasanya Anda dan teman Anda lakukan saat menulis dalam kelompok?

Centang semua yang sesuai

- [ ] Saya dan teman-teman saya menulis secara bersama-sama
- [ ] Saya dan teman-teman saya mengerjakan sesuai dengan bagian yang telah ditentukan oleh kelompok
- [ ] Sebagian dari kami menulis dan sebagian mengarahkan
- [ ] Yang lain:

18. Bagaimana Anda dapat mengetahui kemampuan menulis Anda sendiri ketika Anda bekerja secara individu?

Centang semua yang sesuai

- [ ] Saya mengetahui kemampuan menulis saya ketika saya tiba-tiba menemui kesulitan dalam menulis
- [ ] Saya mengetahui kemampuan menulis saya ketika saya memiliki keraguan
- [ ] Saya mengetahui kemampuan menulis saya ketika saya menulis dengan percaya diri
- [ ] Saya mengetahui kemampuan menulis saya setelah saya mengecek ulang kesesuaian tulisan yang saya buat dengan ketentuan menulis teks
- [ ] Yang lain

19. Apa yang biasanya Anda lakukan ketika menulis secara individu?

Centang semua yang sesuai

- [ ] Saya menulis teks dengan cara parafrase (menulis ulang dalam susunan kata/kalimat yang berbeda)
- [ ] Saya menulis teks dengan cara modelled/shadowing (menulis mirip dengan aslinya, namun hanya mengganti beberapa bagian seperti benda/objek)
- [ ] Saya menulis teks dengan berdasarkan kemampuan saya
- [ ] Yang lain

Penilaian Menulis

Pilihlah jawaban yang sesuai dengan pendapat Anda. (Jawaban bisa boleh lebih dari 1)

20. Bagaimana guru Anda menilai tulisan Anda?

Centang semua yang sesuai

- [ ] Guru menilai tulisan siswa berdasarkan rubrik penilaian yang tertera pada modul ajar
- [ ] Guru menilai tulisan siswa berdasarkan panjang/pendeknya kalimat yang ditulis
- [ ] Guru menilai tulisan siswa berdasarkan banyak/sedikitnya kalimat yang ditulis
- [ ] Yang lain

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21. **Menurut Anda, apakah nilai Anda memenuhi harapan guru dalam rubrik penilaian?**

Centang semua yang sesuai

- [ ] Sesuai dengan harapan guru dalam rubrik penilaian
- [ ] Cukup memenuhi harapan guru dalam rubrik penilaian
- [ ] Tidak memenuhi sepenuhnya harapan guru dalam rubrik penilaian, namun setidaknya saya memenuhi beberapa aspek dari mereka
- [ ] Yang lain:

22. **Menurut Anda, bagaimana strategi guru Anda dalam menilai tulisan Anda?**

Centang semua yang sesuai

- [ ] Guru menilai hasil menulis siswa berdasarkan urutan struktur/urutan penulisan yang benar
- [ ] Guru menilai hasil menulis siswa berdasarkan kaidah kebahasaan yang benar
- [ ] Guru menilai hasil menulis siswa berdasarkan penulisan kosakata yang benar
- [ ] Guru menilai hasil menulis siswa berdasarkan penulisan kalimat yang benar
- [ ] Yang lain:

23. **Seberapa jauh pendekatan ini membantu Anda mendapatkan nilai yang lebih baik dalam tugas menulis?**

Centang semua yang sesuai

- [ ] Pendekatan ini membantu saya dalam menulis sesuai dengan tujuan dari teks yang diajarkan
- [ ] Pendekatan ini membantu saya dalam menulis sesuai dengan struktur/urutan yang benar
- [ ] Pendekatan ini membantu saya dalam menulis sesuai dengan kaidah kebahasaan yang benar
- [ ] Yang lain:

Motivasi

Pilihlah jawaban yang sesuai dengan apa yang Anda rasakan setelah metode ini diterapkan. (Jawaban boleh lebih dari 1)

24. **Apa yang Anda rasakan setelah pendekatan ini diterapkan?**

Centang semua yang sesuai

- [ ] Saya merasa mudah memahami teks yang diajarkan
- [ ] Saya merasa keterampilan saya dalam belajar teks bertambah
- [ ] Saya merasa pendekatan ini membuat belajar teks menjadi menyenangkan
- [ ] Saya merasa semangat untuk belajar tentang jenis teks lainnya
- [ ] Yang lain:

25. **Menurut Anda, mengapa pendekatan ini harus dilanjutkan?**

Centang semua yang sesuai

- [ ] Pendekatan ini mempermudah dalam memahami tentang jenis teks yang diajarkan
- [ ] Pendekatan ini membantu dalam keterampilan berbahasa ketika belajar teks
- [ ] Pendekatan ini membantu dalam mengetahui berbagai jenis teks dan komponennya
- [ ] Pendekatan ini membuat suasana belajar menjadi lebih menyenangkan
- [ ] Yang lain:

Google Formulir

APPENDIX 5

Students' Questionnaire Results

Pendapat Siswa Mengenai Pendekatan Berbasis Genre

1. Nama Lengkap

   Rifdah Andita

2. Pilih Kelas

   MIA 1 / Xi E

Aktivitas Pembelajaran

Pilihlah jawaban yang sesuai dengan aktivitas pembelajaran pada materi procedure text!
(Jawaban boleh lebih dari 1)

3. Bagaimana guru Anda biasanya memulai kelas?

   Centang semua yang sesuai

   - ✓ Memberikan pertanyaan berkaitan dengan materi pada kehidupan sehari-hari
   - ☐ Ice breaking berkaitan dengan materi
   - ☐ Games berkaitan dengan materi
   - ✓ Cerita berkaitan dengan materi
   - ☐ Yang lain

4. Bagaimana guru Anda mengarahkan Anda ke jenis teks yang akan dipelajari?

   Centang semua yang sesuai

   - ✓ Menjelaskan tentang teks yang akan dipelajari secara lisan
   - ✓ Menjelaskan tentang teks yang akan dipelajari secara tertulis
   - ☐ Menampilkan video berisi tentang penjelasan singkat dari teks yang akan dipelajari
   - ✓ Mengajak siswa untuk berdiskusi siswa tentang teks yang akan dipelajari
   - ☐ Yang lain

5. Kegiatan seperti apa yang dilakukan guru Anda dalam memodelkan (mencontohkan) teks?

   Centang semua yang sesuai

   - ✓ Memutar video cerita/percakapan yang berkaitan dengan teks
   - ✓ Mencontohkan dengan menuliskan teks
   - ✓ Mengajak siswa untuk menganalisis tentang teks yang dipelajari secara bersama sama
   - ✓ Mengajak siswa untuk membuat teks secara bersama-sama
   - ☐ Yang lain

6. Apa yang dilakukan guru Anda setelah memodelkan teks?

   Centang semua yang sesuai

   - ✓ Guru mengajak siswa untuk menganalisis teks tertulis yang dipelajari secara bersama-sama
   - ✓ Guru mengajak siswa untuk membuat teks secara bersama sama
   - ✓ Guru meminta siswa untuk membuat kelompok
   - ☐ Yang lain

7. Penugasan seperti apa yang Anda dapatkan ketika bekerja dalam kelompok?

   Centang semua yang sesuai

   - ✓ Menganalisis teks
   - ✓ Menulis teks
   - ☐ Yang lain

8. Aktivitas seperti apa yang Anda lakukan saat bekerja dalam kelompok?

   Centang semua yang sesuai

   - ☐ Menulis percakapan tentang teks yang dipelajari
   - ✓ Menulis dalam sesuai dengan struktur pembentuknya
   - ☐ Yang lain

5/16/24 4.33 PM

9. **Penugasan seperti apa yang Anda dapatkan ketika bekerja secara individu?**

Centang semua yang sesuai

☑ Menulis teks

☐ Yang lain:

10. **Aktivitas seperti apa yang Anda dapatkan ketika Anda bekerja secara individu?**

Centang semua yang sesuai

☑ Menulis percakapan tentang teks yang dipelajari

☐ Menulis teks sesuai dengan struktur pembentuknya

☐ Yang lain:

Pemahaman Siswa

Pilihlah jawaban sesuai dengan pemahaman kalian selama belajar menggunakan pendekatan berbasis genre. (Jawaban boleh lebih dari 1)

11. **Bagaimana Anda membangun pengetahuan awal Anda sendiri ketika guru mengarahkan Anda ke dalam jenis teks yang dipelajari?**

Centang semua yang sesuai

☐ Saya menjawab pertanyaan yang diberikan guru dan mendengarkan feedback dari pertanyaan tersebut

☐ Menyimpulkan semua jawaban dari pertanyaan yang diberikan

☑ Memperhatikan dan mendengarkan penjelasan yang diberikan guru

☐ Yang lain:

5/16/24 4.33 PM

12. **Bagaimana pendapat Anda tentang cara guru dalam memodelkan (mencontohkan) teks?**

Centang semua yang sesuai

☑ Mudah dipahami karena guru memodelkan teks secara bersama-sama dengan siswa

☐ Mudah dipahami karena dilakukan guru menggunakan media seperti proyektor, video, dll

☑ Mudah dipahami karena guru juga mengajak siswa untuk menganalisis teks bersama-sama

☐ Yang lain

13. **Bagaimana Anda mengetahui pemahaman Anda ketika Anda bekerja dalam kelompok?**

Centang semua yang sesuai

☐ Saya mengetahui tingkat pemahaman saya ketika saya mampu memperbaiki hasil pekerjaan teman kelompok saya

☑ Saya mengetahui tingkat pemahaman saya ketika teman saya memperbaiki kesalahan saya ketika bekerja secara kelompok

☑ Saya mengetahui tingkat pemahaman saya ketika saya mampu memberi penjelasan terkait pekerjaan yang kita buat

☐ Yang lain

14. **Bagaimana Anda mengetahui pemahaman Anda ketika Anda bekerja secara individu?**

Centang semua yang sesuai

☑ Saya mengetahui tingkat pemahaman saya ketika saya menemukan kesulitan saat mengerjakan tugas yang diberikan

☐ Saya mengetahui tingkat pemahaman saya setelah saya bisa mengerjakan tugas yang diberikan tanpa menemukan kendala

☐ Saya mengetahui tingkat pemahaman saya ketika saya kesulitan untuk menganalisis hasil akhir tugas saya

☑ Saya mengetahui tingkat pemahaman saya ketika saya dapat memberikan penjelasan untuk hasil pekerjaan saya

☐ Yang lain

15. Bagaimana pendapat Anda mengenai pendekatan ini guna membantu Anda dalam memahami teks yang dipelajari?

Centang semua yang sesuai

- ✓ Pendekatan ini membantu saya dalam memahami teks karena pendekatan ini terstruktur/urut
- Pendekatan ini membantu saya dalam memahami teks karena menyenangkan
- Pendekatan ini membantu saya dalam memahami teks karena pendekatan ini memiliki tahap memodelkan teks
- Yang lain

Kemampuan Menulis

Pilihlah jawaban yang sesuai dengan kemampuan menulis Anda (Jawaban boleh lebih dari 1)

16. Bagaimana Anda dan teman kelompok Anda dapat menulis teks dalam bentuk yang benar?

Centang semua yang sesuai

- Kami menulis secara bersama-sama
- ✓ Beberapa dari kami menulis dan beberapa mengoreksi ulang hasil menulis kami
- Yang lain.

17. Apa yang biasanya Anda dan teman Anda lakukan saat menulis dalam kelompok?

Centang semua yang sesuai

- Saya dan teman-teman saya menulis secara bersama-sama
- ✓ Saya dan teman-teman saya mengerjakan sesuai dengan bagian yang telah ditentukan oleh kelompok
- ✓ Sebagian dari kami menulis dan sebagian mengarahkan
- Yang lain

18. Bagaimana Anda dapat mengetahui kemampuan menulis Anda sendiri ketika Anda bekerja secara individu?

Centang semua yang sesuai

- ✓ Saya mengetahui kemampuan menulis saya ketika saya tiba-tiba menemui kesulitan dalam menulis
- ✓ Saya mengetahui kemampuan menulis saya ketika saya memiliki keraguan
- Saya mengetahui kemampuan menulis saya ketika saya menulis dengan percaya diri
- ✓ Saya mengetahui kemampuan menulis saya setelah saya mengecek ulang kesesuaian tulisan yang saya buat dengan ketentuan menulis teks
- Yang lain

19. Apa yang biasanya Anda lakukan ketika menulis secara individu?

Centang semua yang sesuai

- Saya menulis teks dengan cara parafrase (menulis ulang dalam susunan kata/kalimat yang berbeda)
- Saya menulis teks dengan cara modelled/shadowing (menulis mirip dengan aslinya, namun hanya mengganti beberapa bagian seperti benda/objek)
- ✓ Saya menulis teks dengan berdasarkan kemampuan saya
- Yang lain

Penilaian Menulis

Pilihlah jawaban yang sesuai dengan pendapat Anda. (Jawaban bisa boleh lebih dari 1)

20. Bagaimana guru Anda menilai tulisan Anda?

Centang semua yang sesuai

- ✓ Guru menilai tulisan siswa berdasarkan rubrik penilaian yang tertera pada modul ajar
- Guru menilai tulisan siswa berdasarkan panjang/pendeknya kalimat yang ditulis
- Guru menilai tulisan siswa berdasarkan banyak/sedikitnya kalimat yang ditulis
- Yang lain

21. Menurut Anda apakah nilai Anda memenuhi harapan guru dalam rubrik penilaian?

Centang semua yang sesuai:

- Sesuai dengan harapan guru dalam rubrik penilaian
- ✓ Cukup memenuhi harapan guru dalam rubrik penilaian
- Tidak memenuhi sepenuhnya harapan guru dalam rubrik penilaian, namun setidaknya saya memenuhi beberapa aspek dari mereka
- Yang lain

22. Menurut Anda bagaimana strategi guru Anda dalam menilai tulisan Anda?

Centang semua yang sesuai:

- ✓ Guru menilai hasil menulis siswa berdasarkan urutan struktur/urutan penulisan yang benar
- Guru menilai hasil menulis siswa berdasarkan kaidah kebahasaan yang benar
- Guru menilai hasil menulis siswa berdasarkan penulisan kosakata yang benar
- ✓ Guru menilai hasil menulis siswa berdasarkan penulisan kalimat yang benar
- Yang lain

23. Seberapa jauh pendekatan ini membantu Anda mendapatkan nilai yang lebih baik dalam tugas menulis?

Centang semua yang sesuai:

- Pendekatan ini membantu saya dalam menulis sesuai dengan tujuan dari teks yang diajarkan
- ✓ Pendekatan ini membantu saya dalam menulis sesuai dengan struktur/urutan yang benar
- Pendekatan ini membantu saya dalam menulis teks sesuai dengan kaidah kebahasaan yang benar
- Yang lain

Motivasi

Pilihlah jawaban yang sesuai dengan apa yang Anda rasakan setelah metode ini diterapkan. (Jawaban boleh lebih dari 1)

24. Apa yang Anda rasakan setelah pendekatan ini diterapkan?

Centang semua yang sesuai:

- Saya merasa mudah memahami teks yang diajarkan
- Saya merasa keterampilan saya dalam belajar teks bertambah
- ✓ Saya merasa pendekatan ini membuat belajar teks menjadi menyenangkan
- Saya merasa semangat untuk belajar tentang jenis teks lainnya
- Yang lain

25. Menurut Anda mengapa pendekatan ini harus dilanjutkan?

Centang semua yang sesuai:

- Pendekatan ini mempermudah dalam memahami tentang jenis teks yang diajarkan
- Pendekatan ini membantu dalam keterampilan berbahasa ketika belajar teks
- Pendekatan ini membantu dalam mengetahui berbagai jenis teks dan komponennya
- ✓ Pendekatan ini membuat suasana belajar menjadi lebih menyenangkan
- Yang lain

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Pendapat Siswa Mengenai Pendekatan Berbasis Genre

1. Nama Lengkap
Izzaty Naya Amira Binis

2. Pilih Kelas
XI-E (XI MIA-1)

Aktivitas Pembelajaran

Pilihlah jawaban yang sesuai dengan aktivitas pembelajaran pada materi procedure text! (Jawaban boleh lebih dari 1)

3. Bagaimana guru Anda biasanya memulai kelas?
Centang semua yang sesuai
✓ Memberikan pertanyaan berkaitan dengan materi pada kehidupan sehari-hari
Ice breaking berkaitan dengan materi
Games berkaitan dengan materi
✓ Cerita berkaitan dengan materi
Yang lain

4. Bagaimana guru Anda mengarahkan Anda ke jenis teks yang akan dipelajari?
Centang semua yang sesuai
✓ Menjelaskan tentang teks yang akan dipelajari secara lisan
✓ Menjelaskan tentang teks yang akan dipelajari secara tertulis
Menampilkan video berisi tentang penjelasan singkat dari teks yang akan dipelajari
✓ Mengajak siswa untuk berdiskusi siswa tentang teks yang akan dipelajari
Yang lain

5. Kegiatan seperti apa yang dilakukan guru Anda dalam memodelkan (mencontohkan) teks?
Centang semua yang sesuai
Memutar video cerita/percakapan yang berkaitan dengan teks
Mencontohkan dengan menuliskan teks
✓ Mengajak siswa untuk menganalisis tentang teks yang dipelajari secara bersama-sama
✓ Mengajak siswa untuk membuat teks secara bersama-sama
Yang lain

6. Apa yang dilakukan guru Anda setelah memodelkan teks?
Centang semua yang sesuai
✓ Guru mengajak siswa untuk menganalisis teks tertulis yang dipelajari secara bersama-sama
✓ Guru mengajak siswa untuk membuat teks secara bersama-sama
Guru meminta siswa untuk membuat kelompok
Yang lain

7. Penugasan seperti apa yang Anda dapatkan ketika bekerja dalam kelompok?
Centang semua yang sesuai
✓ Menganalisis teks
✓ Menulis teks
Yang lain

8. Aktivitas seperti apa yang Anda lakukan saat bekerja dalam kelompok?
Centang semua yang sesuai
✓ Menulis percakapan tentang teks yang dipelajari
✓ Menulis dalam sesuai dengan struktur pembentuknya
Yang lain

9. Penugasan seperti apa yang Anda dapatkan ketika bekerja secara individu?

Centang semua yang sesuai

✓ Menulis teks

Yang lain

10. Aktivitas seperti apa yang Anda dapatkan ketika Anda bekerja secara individu?

Centang semua yang sesuai

Menulis percakapan tentang teks yang dipelajari

✓ Menulis teks sesuai dengan struktur pembentuknya

Yang lain

Pemahaman Siswa

Pilihlah jawaban sesuai dengan pemahaman kalian selama belajar menggunakan pendekatan berbasis genre. (Jawaban boleh lebih dari 1)

11. Bagaimana Anda membangun pengetahuan awal Anda sendiri ketika guru mengarahkan Anda ke dalam jenis teks yang dipelajari?

Centang semua yang sesuai

✓ Saya menjawab pertanyaan yang diberikan guru dan mendengarkan feedback dari pertanyaan tersebut.

Menyimpulkan semua jawaban dari pertanyaan yang diberikan

✓ Memperhatikan dan mendengaran penjelasan yang diberikan guru

Yang lain

12. Bagaimana pendapat Anda tentang cara guru dalam memodelkan (mencontohkan) teks?

Centang semua yang sesuai

✓ Mudah dipahami karena guru memodelkan teks secara bersama-sama dengan siswa

Mudah dipahami karena dilakukan guru menggunakan media seperti proyektor, video, dll

✓ Mudah dipahami karena guru juga mengajak siswa untuk menganalisis teks bersama-sama

Yang lain

13. Bagaimana Anda mengetahui pemahaman Anda ketika Anda bekerja dalam kelompok?

Centang semua yang sesuai

Saya mengetahui tingkat pemahaman saya ketika saya mampu memperbaiki hasil pekerjaan teman kelompok saya

✓ Saya mengetahui tingkat pemahaman saya ketika saya teman saya memperbaiki kesalahan saya ketika bekerja secara kelompok

Saya mengetahui tingkat pemahaman saya ketika saya mampu memberi penjelasan terkait pekerjaan yang kita buat

Yang lain

14. Bagaimana Anda mengetahui pemahaman Anda ketika Anda bekerja secara individu?

Centang semua yang sesuai

✓ Saya mengetahui tingkat pemahaman saya ketika saya menemukan kesulitan saat mengerjakan tugas yang diberikan

Saya mengetahui tingkat pemahaman saya setelah saya bisa mengerjakan tugas yang diberikan tanpa menemukan kendala

Saya mengetahui tingkat pemahaman saya ketika saya kesulitan untuk menganalisis hasil akhir tugas saya

✓ Saya mengetahui tingkat pemahaman saya ketika saya dapat memberikan penjelasan untuk hasil pekerjaan saya

Yang lain

15. Bagaimana pendapat Anda mengenai pendekatan ini guna membantu Anda dalam memahami teks yang dipelajari?

Centang semua yang sesuai.

- Pendekatan ini membantu saya dalam memahami teks karena pendekatan ini terstruktur/urut
- ✓ Pendekatan ini membantu saya dalam memahami teks karena pendekatan ini menyenangkan
- ✓ Pendekatan ini membantu saya dalam memahami teks karena pendekatan ini memiliki tahap memodelkan teks
- Yang lain:

Kemampuan Menulis

16. Pilihlah jawaban yang sesuai dengan kemampuan menulis Anda. (Jawaban boleh lebih dari 1)

17. Bagaimana Anda dan teman kelompok Anda dapat menulis teks dalam bentuk yang benar?

Centang semua yang sesuai.

- Kami menulis secara bersama-sama
- ✓ Beberapa dari kami menulis dan beberapa mengoreksi ulang hasil menulis kami.
- Yang lain:

18. Apa yang biasanya Anda dan teman Anda lakukan saat menulis dalam kelompok?

Centang semua yang sesuai.

- Saya dan teman-teman saya menulis secara bersama-sama
- ✓ Saya dan teman-teman saya mengerjakan sesuai dengan bagian yang telah ditentukan oleh kelompok
- Sebagian dari kami menulis dan sebagian mengarahkan
- Yang lain:

18. Bagaimana Anda dapat mengetahui kemampuan menulis Anda sendiri ketika Anda bekerja secara individu?

Centang semua yang sesuai.

- Saya mengetahui kemampuan menulis saya ketika saya tiba-tiba menemui kesulitan dalam menulis
- Saya mengetahui kemampuan menulis saya ketika saya memiliki keraguan
- Saya mengetahui kemampuan menulis saya ketika saya menulis dengan percaya diri
- ✓ Saya mengetahui kemampuan menulis saya setelah saya mengecek ulang kesesuaian tulisan yang saya buat dengan ketentuan menulis teks
- Yang lain

19. Apa yang biasanya Anda lakukan ketika menulis secara individu?

Centang semua yang sesuai.

- Saya menulis teks dengan cara parafrase (menulis ulang dalam susunan kata/kalimat yang berbeda)
- ✓ Saya menulis teks dengan cara modelled/shadowing (menulis mirip dengan aslinya, namun hanya mengganti beberapa bagian seperti benda/objek)
- Saya menulis teks dengan berdasarkan kemampuan saya
- Yang lain

Penilaian Menulis

20. Pilihlah jawaban yang sesuai dengan pendapat Anda. (Jawaban bisa boleh lebih dari 1)

Bagaimana guru Anda menilai tulisan Anda?

Centang semua yang sesuai.

- ✓ Guru menilai tulisan siswa berdasarkan rubrik penilaian yang tertera pada modul ajar
- Guru menilai tulisan siswa berdasarkan panjang/pendeknya kalimat yang ditulis
- Guru menilai tulisan siswa berdasarkan banyak/sedikitnya kalimat yang ditulis
- Yang lain

21. Menurut Anda apakah nilai Anda memenuhi harapan guru dalam dalam rubrik penilaian?

Centang semua yang sesuai

✓ Sesuai dengan harapan guru dalam rubrik penilaian

✓ Cukup memenuhi harapan guru dalam dalam rubrik penilaian

☐ Tidak memenuhi sepenuhnya harapan guru dalam rubrik penilaian, namun setidaknya saya memenuhi beberapa aspek dari mereka

☐ Yang lain:

22. Menurut Anda bagaimana strategi guru Anda dalam menilai tulisan Anda?

Centang semua yang sesuai

✓ Guru menilai hasil menulis siswa berdasarkan urutan struktur/urutan penulisan yang benar

✓ Guru menilai hasil menulis siswa berdasarkan kaidah kebahasaan yang benar

☐ Guru menilai hasil menulis siswa berdasarkan penulisan kosakata yang benar

☐ Guru menilai hasil menulis siswa berdasarkan penulisan kalimat yang benar

☐ Yang lain:

23. Seberapa jauh pendekatan ini membantu Anda mendapatkan nilai yang lebih baik dalam tugas menulis?

Centang semua yang sesuai

✓ Pendekatan ini membantu saya dalam menulis sesuai dengan tujuan dari teks yang diajarkan

✓ Pendekatan ini membantu saya dalam menulis sesuai dengan struktur/urutan yang benar

✓ Pendekatan ini membantu saya dalam menulis teks sesuai dengan kaidah kebahasaan yang benar

☐ Yang lain:

Motivasi

Pilihlah jawaban yang sesuai dengan apa yang Anda rasakan setelah metode ini diterapkan (Jawaban boleh lebih dari 1)

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24. Apa yang Anda rasakan setelah pendekatan ini diterapkan?

Centang semua yang sesuai

✓ Saya merasa mudah memahami teks yang diajarkan

☐ Saya merasa keterampilan saya dalam belajar teks bertambah

✓ Saya merasa pendekatan ini membuat belajar teks menjadi menyenangkan

☐ Saya merasa semangat untuk belajar tentang jenis teks lainnya

☐ Yang lain:

25. Menurut Anda, mengapa pendekatan ini harus dilanjutkan?

Centang semua yang sesuai

✓ Pendekatan ini mempermudah dalam memahami tentang jenis teks yang diajarkan

☐ Pendekatan ini membantu dalam keterampilan berbahasa ketika belajar teks

✓ Pendekatan ini membantu dalam mengetahui berbagai jenis teks dan komponennya

☐ Pendekatan ini membuat suasana belajar menjadi lebih menyenangkan

☐ Yang lain:

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Pendapat Siswa Mengenai Pendekatan Berbasis Genre

1. Nama Lengkap Lulu hidayah

2. Pilih Kelas 1X A

Aktivitas Pembelajaran

Pilihlah jawaban yang sesuai dengan aktivitas pembelajaran pada materi procedure text! (Jawaban boleh lebih dari 1)

3. Bagaimana guru Anda biasanya memulai kelas?

Centang semua yang sesuai

✓ Memberikan pertanyaan berkaitan dengan materi pada kehidupan sehari-hari

☐ Ice breaking berkaitan dengan materi

☐ Games berkaitan dengan materi

✓ Cerita berkaitan dengan materi

☐ Yang lain:

4. Bagaimana guru Anda mengarahkan Anda ke jenis teks yang akan dipelajari?

Centang semua yang sesuai

✓ Menjelaskan tentang teks yang akan dipelajari secara lisan

✓ Menjelaskan tentang teks yang akan dipelajari secara tertulis

✓ Menampilkan video berisi tentang penjelasan singkat dari teks yang akan dipelajari

✓ Mengajak siswa untuk berdiskusi tentang teks yang akan dipelajari

☐ Yang lain:

5. Kegiatan seperti apa yang dilakukan guru Anda dalam memodelkan (mencontohkan) teks?

Centang semua yang sesuai

☐ Memutar video cerita/percakapan yang berkaitan dengan teks

✓ Mencontohkan dengan menuliskan teks

✓ Mengajak siswa untuk menganalisis tentang teks yang dipelajari secara bersama-sama

☐ Mengajak siswa untuk membuat teks secara bersama-sama

☐ Yang lain

6. Apa yang dilakukan guru Anda setelah memodelkan teks?

Centang semua yang sesuai

✓ Guru mengajak siswa untuk menganalisis teks tertulis yang dipelajari secara bersama-sama

✓ Guru mengajak siswa untuk membuat teks secara bersama-sama

✓ Guru meminta siswa untuk membuat kelompok

☐ Yang lain:

7. Penugasan seperti apa yang Anda dapatkan ketika bekerja dalam kelompok?

Centang semua yang sesuai

✓ Menganalisis teks

✓ Menulis teks

☐ Yang lain:

8. Aktivitas seperti apa yang Anda lakukan saat bekerja dalam kelompok?

Centang semua yang sesuai

✓ Menulis percakapan tentang teks yang dipelajari

✓ Menulis dalam sesuai dengan struktur pembentuknya

☐ Yang lain:

9. Penugasan seperti apa yang Anda dapatkan ketika bekerja secara individu?

Centang semua yang sesuai.

- ✓ **Menulis teks**
- ☐ Yang lain.

10. Aktivitas seperti apa yang Anda dapatkan ketika Anda bekerja secara individu?

Centang semua yang sesuai

- ✓ Menulis percakapan tentang teks yang dipelajari
- ☐ Menulis teks sesuai dengan struktur pembentuknya
- ☐ Yang lain.

Pemahaman Siswa

Pilihlah jawaban sesuai dengan pemahaman kalian selama belajar menggunakan pendekatan berbasis genre. (Jawaban boleh lebih dari 1)

11. Bagaimana Anda membangun pengetahuan awal Anda sendiri ketika guru mengarahkan Anda ke dalam jenis teks yang dipelajari?

Centang semua yang sesuai

- ☐ Saya menjawab pertanyaan yang diberikan guru dan mendengarkan feedback dari pertanyaan tersebut
- ☐ Menyimpulkan semua jawaban dari pertanyaan yang diberikan
- ✓ Memperhatikan dan mendengaran penjelasan yang diberikan guru
- ☐ Yang lain.

12. Bagaimana pendapat Anda tentang cara guru dalam memodelkan (mencontohkan) teks?

Centang semua yang sesuai

- ✓ Mudah dipahami karena guru memodelkan teks secara bersama-sama dengan siswa
- ✓ Mudah dipahami karena dilakukan guru menggunakan media seperti proyektor, video, dll
- ✓ Mudah dipahami karena guru juga mengajak siswa untuk menganalisis teks bersama-sama
- ☐ Yang lain.

13. Bagaimana Anda mengetahui pemahaman Anda ketika Anda bekerja dalam kelompok?

Centang semua yang sesuai

- ☐ Saya mengetahui tingkat pemahaman saya ketika saya mampu memperbaiki hasil pekerjaan teman kelompok saya
- ☐ Saya mengetahui tingkat pemahaman saya ketika teman saya memperbaiki kesalahan saya ketika bekerja secara kelompok
- ✓ Saya mengetahui tingkat pemahaman saya ketika saya mampu memberi penjelasan terkait pekerjaan yang kita buat
- ☐ Yang lain.

14. Bagaimana Anda mengetahui pemahaman Anda ketika Anda bekerja secara individu?

Centang semua yang sesuai

- ☐ Saya mengetahui tingkat pemahaman saya ketika saya menemukan kesulitan saat mengerjakan tugas yang diberikan
- ☐ Saya mengetahui tingkat pemahaman saya setelah saya bisa mengerjakan tugas yang diberikan tanpa menemukan kendala
- ☐ Saya mengetahui tingkat pemahaman saya ketika saya kesulitan untuk menganalisis hasil akhir tugas saya
- ✓ Saya mengetahui tingkat pemahaman saya ketika saya dapat memberikan penjelasan untuk hasil pekerjaan saya
- ☐ Yang lain.

15. Bagaimana pendapat Anda mengenai pendekatan ini guna membantu Anda dalam memahami teks yang dipelajari?

Centang semua yang sesuai

☐ Pendekatan ini membantu saya dalam memahami teks karena pendekatan ini terstruktur/urut

☐ Pendekatan ini membantu saya dalam memahami teks karena menyenangkan

☑ Pendekatan ini membantu saya dalam memahami teks karena pendekatan ini memiliki tahap memodelkan teks

☐ Yang lain:

Kemampuan Menulis

Pilihlah jawaban yang sesuai dengan kemampuan menulis Anda. (Jawaban boleh lebih dari 1)

16. Bagaimana Anda dan teman kelompok Anda dapat menulis teks dalam bentuk yang benar?

Centang semua yang sesuai

☑ Kami menulis secara bersama-sama

☑ Beberapa dari kami menulis dan beberapa mengoreksi ulang hasil menulis kami

☐ Yang lain:

17. Apa yang biasanya Anda dan teman Anda lakukan saat menulis dalam kelompok?

Centang semua yang sesuai

☑ Saya dan teman-teman saya menulis secara bersama-sama

☑ Saya dan teman-teman saya mengerjakan sesuai dengan bagian yang telah ditentukan oleh kelompok

☑ Sebagian dari kami menulis dan sebagian mengarahkan

☐ Yang lain:

18. Bagaimana Anda dapat mengetahui kemampuan menulis Anda sendiri ketika Anda bekerja secara individu?

Centang semua yang sesuai

☐ Saya mengetahui kemampuan menulis saya ketika saya tiba-tiba menemui kesulitan dalam menulis

☐ Saya mengetahui kemampuan menulis saya ketika saya memiliki keraguan

☐ Saya mengetahui kemampuan menulis saya ketika saya menulis dengan percaya diri

☑ Saya mengetahui kemampuan menulis saya setelah saya mengecek ulang kesesuaian tulisan yang saya buat dengan ketentuan menulis teks

☐ Yang lain:

19. Apa yang biasanya Anda lakukan ketika menulis secara individu?

Centang semua yang sesuai

☐ Saya menulis teks dengan cara parafrase (menulis ulang dalam susunan kata/kalimat yang berbeda)

☐ Saya menulis teks dengan cara modelled/shadowing (menulis mirip dengan aslinya, namun hanya mengganti beberapa bagian seperti benda/objek)

☑ Saya menulis teks dengan berdasarkan kemampuan saya

☐ Yang lain:

Penilaian Menulis

Pilihlah jawaban yang sesuai dengan pendapat Anda. (Jawaban bisa boleh lebih dari 1)

20. Bagaimana guru Anda menilai tulisan Anda?

Centang semua yang sesuai

☑ Guru menilai tulisan siswa berdasarkan rubrik penilaian yang tertera pada modul ajar

☐ Guru menilai tulisan siswa berdasarkan panjang/pendeknya kalimat yang ditulis

☐ Guru menilai tulisan siswa berdasarkan banyak/sedikitnya kalimat yang ditulis

☐ Yang lain:

21. **Menurut Anda, apakah nilai Anda memenuhi harapan guru dalam rubrik penilaian?**

Centang semua yang sesuai

- ✓ Sesuai dengan harapan guru dalam rubrik penilaian
- Cukup memenuhi harapan guru dalam rubrik penilaian
- Tidak memenuhi sepenuhnya harapan guru dalam rubrik penilaian, namun setidaknya saya memenuhi beberapa aspek dari mereka
- Yang lain:

22. **Menurut Anda, bagaimana strategi guru Anda dalam menilai tulisan Anda?**

Centang semua yang sesuai

- ✓ Guru menilai hasil menulis siswa berdasarkan urutan struktur/urutan penulisan yang benar
- ✓ Guru menilai hasil menulis siswa berdasarkan kaidah kebahasaan yang benar
- ✓ Guru menilai hasil menulis siswa berdasarkan penulisan kosakata yang benar
- ✓ Guru menilai hasil menulis siswa berdasarkan penulisan kalimat yang benar
- Yang lain:

23. **Seberapa jauh pendekatan ini membantu Anda mendapatkan nilai yang lebih baik dalam tugas menulis?**

Centang semua yang sesuai

- Pendekatan ini membantu saya dalam menulis sesuai dengan tujuan dari teks yang diajarkan
- Pendekatan ini membantu saya dalam menulis sesuai dengan struktur/urutan yang benar
- ✓ Pendekatan ini membantu saya dalam menulis teks sesuai dengan kaidah kebahasaan yang benar
- Yang lain:

Motivasi

Pilihlah jawaban yang sesuai dengan apa yang Anda rasakan setelah metode ini diterapkan. (Jawaban boleh lebih dari 1)

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24. **Apa yang Anda rasakan setelah pendekatan ini diterapkan?**

Centang semua yang sesuai

- Saya merasa mudah memahami teks yang diajarkan
- Saya merasa keterampilan saya dalam belajar teks bertambah
- ✓ Saya merasa pendekatan ini membuat belajar teks menjadi menyenangkan
- ✓ Saya merasa semangat untuk belajar tentang jenis teks lainnya
- Yang lain:

25. **Menurut Anda, mengapa pendekatan ini harus dilanjutkan?**

Centang semua yang sesuai

- ✓ Pendekatan ini mempermudah dalam memahami tentang jenis teks yang diajarkan
- ✓ Pendekatan ini membantu dalam keterampilan berbahasa ketika belajar teks
- Pendekatan ini membantu dalam mengetahui berbagai jenis teks dan komponennya
- ✓ Pendekatan ini membuat suasana belajar menjadi lebih menyenangkan
- Yang lain:

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APPENDIX 6

Students' Interview Transcript

FGD 1

- ➤ **Question** : How does your teacher usually start the class?

  Student 1 : The teacher asks the question "*do you know what this text is?*" so the teacher gives us the opportunity to probe deeper.

  Student 2 : Same, before going into the material teacher usually asks students.

  Student 3 : Yes, it's the same, so from the questions given by the teacher, students answer how the way teacher will direct us.

  Student 4 : Same, but I want to add that teacher maybe shares a little story about the movie.

  Student 5 : Introducing the material.

  Question : For the questions given, are they related to our daily life?

  Students : Teacher looks for examples that are close to everyday life such as how to make a food.

- ➤ **Question** : How can your teacher direct you into the text type that will be learned?

  Student 1 : The teacher first discusses with the students then the teacher models how to make the text, and then the teacher will form groups and be told to make the text taught.

  Student 2 : Having discussion first and then we are asked to present.

  Student 3 : The first is discussion then giving material and will be continued by grouping the discussion and then presenting the results.

  Student 4 : It is explained orally and sometimes written in the whiteboard about the description of the text is more or less what it looks like.

  Student 5 : Approximately the same.

- ➤ **Question** : What kind of activity does your teacher do in modelling the

text?

Student 1 : Teachers usually go straight to hands-on practice.

Student 2 : Besides direct practice, sometimes the teacher usually watches us a movie.

Student 3 : Sometimes teacher directs us to analyze first together and then practice and make examples together.

Student 4 : Same as her.

Student 5 : Actually, we as students prefer if the teacher exemplifies it through videos, because students feel more fun and not bored because of the many activities in the boarding school, and if the activity (explaining) is boring we will fall asleep.

Question : what kind of video?

Students : Just short video then it continues to analyze the structure of the film and more often invites to analyze together.

➢ **Question** : What does your teacher do after modelling the text?

Student 1 : As I said earlier, after the teacher explains the text, he immediately asks students to make groups.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : What kind of assignment does your teacher give you when you are asked to work in a group?

Student 1 : Write a text and the teacher emphasizes the creativity of each group.

Student 2 : Same as her.

Student 3 : Sometimes we have been given a text and we analyze the parts, sometimes we are also told to make a text and sometimes do questions about the text.

Student 4 : Sometimes we are also given exercises related to the material.

Student 5 : Analyzing the text.

➢ **Question**   : What kind of activity does your teacher give you when you are working in a group?

Student 1 : Writing according to the structure.

Student 2 : Same.

Student 3 : Same.

Student 4 : Same as her, students write with the same structure but with our own version, but for the criteria we match the same as explained by the teacher.

Student 5 : Same.

➢ **Question**   : What kind of assignment does your teacher give you when you are asked to work individually?

Student 1 : Write conversations.

Student 2 : Writing conversations and measuring similarities.

Student 3 : Writing conversations and complete conversations.

Student 4 : Practice questions as well.

Student 5 : Frequently we do question practice.

➢ **Question**   : What kind of activity does your teacher give you when you are working individually?

Student 1 : Write a conversation about the text learned.

Student 2 : Write a conversation.

Student 3 : Write according to the structure.

Student 4 : Write according to the structure.

Student 5 : Write according to the structure.

➢ **Question**   : When teacher tries to direct you into the text type learned, how can it build your prior knowledge about the text?

Student 1 : We answer questions from the teacher and listen to the explanation given.

Student 2 : Same.

Student 3 : Same.

Student 4 : Pay attention to what the teacher explains.

Student 5 : Pay attention when the teacher explains.

➢ **Question**   : How do you think about the way teacher tries to comprehend

you in modelling the text?

Student 1 : Easy to understand because the teacher also invites students to analyze the text together.

Student 2 : It was easy to understand because the teacher used media such as projectors, videos, etc.

Student 3 : Easy to understand because the teacher also invites students to analyze the text together.

Student 4 : Like my friends when we use the projector because it's more fun and if we don't understand, we will analyze together.

Student 5 : Easy to understand because the teacher also invites students to analyze the text together.

Question : From the way the teacher invites student, does it make it easier for you?

Students : Yes, because from there we think about the questions given by the teacher so that students are more stimulated to think, so that it makes it easier to understand what is explained.

➢ **Question** : When you work in a group, how do you perceive your understanding related to the genre text learned?

Student 1 : I know my level of understanding when my friends correct my mistakes when working in groups.

Student 2 : I know my level of understanding when I am able to give an explanation of the work we have done.

Student 3 : I know my level of understanding when my friends correct my mistakes when working in groups.

Student 4 : I feel that I am capable when I master and can provide further explanation regarding what is done together.

Student 5 : I know my level of understanding when my friends correct my mistakes when working in groups.

➢ **Question** : When you are working individually, how do you perceive your understanding related to the genre text learned?

Student 1 : I know my level of understanding when I struggle to analyze the final result of my assignment.

Student 2 : Same as her.

Student 3 : If I know my level of understanding when I encounter difficulties while working on an assigned task and I know my level of understanding when I have difficulty analyzing the final results of my assignment.

Student 4 : I feel that if I am not yet capable, it means that I still find difficulties with my abilities.

Student 5 : I know my level of understanding when I struggle to analyze the final result of my assignment.

Question : Then, how do you solve kind of this problem?

Students : We ask our friend who understands better.

➢ **Question** : What do you think about this approach? Is it very helpful or not for you as students in understanding the genre of text learned?

Student 1 : I think it's very helpful because the teacher also models this text so we as students understand.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Because it is coherent so it is easy to understand because it is structured.

Student 5 : Same as her.

➢ **Question** : How can you and your groupmates write a text in the correct form considering you are asked to work in a group?

Student 1 : There is a division of tasks, so not everyone writes. So someone writes and corrects the structure.

Student 2 : Same, there is a division of tasks.

Student 3 : Same.

Student 4 : Sometimes we write together, sometimes one student directs one another, one writes and the other corrects or corrects.

Student 5 : Same.

Question : Is this kind of way effective?

Students : It's effective for saving time and helping each other.

➢ **Question** : What do your friends and you usually do when writing in a

group?

Student 1 : We do the writing according to the direction of the group leader.

Student 2 : Same.

Student 3 : Same, but depending on the writing turnover.

Student 4 : Yes usually like that, sometimes divided and sometimes using the way we said earlier.

Student 5 : Same.

➢ **Question** : How can you know your own skill in writing a genre of text when you work individually?

Student 1 : When we do double-checking.

Student 2 : When we encountering difficulties.

Student 3 : When we finished and corrected the text.

Student 4 : I guess if I still have doubts, it means I'm still lacking.

Student 5 : Same.

➢ **Question** : What do you usually do when writing individually?

Student 1 : I write texts by modeling or shadowing the text.

Student 2 : I write according to my ability.

Student 3 : For me, it's more searching and then paraphrasing.

Student 4 : Do paraphrase.

Student 5 : Do paraphrase.

Question : Do you find any difficulties when you do this all?

Student 1 : The difficulty is too similar.

Student 2 : Same.

Student 3 : The difficulty is on spelling.

Student 4 : The difficulty is on idea.

Student 5 : The difficulty is on layout.

➢ **Question** : How does your teacher score your writing?

Student 1 : Teacher assesses students' writing based on the scoring rubric in the *modul ajar*.

Student 2 : Teacher assesses students' writing assignment based on tidiness.

Student 3 : According to scoring rubric stated in *modul ajar.*

Student 4 : According to the *modul ajar.*

Student 5 : According to the *modul ajar.*

Question : What aspects are being assessed?

Student 1 : Capitalization.

Student 4 : Language features.

➢ **Question** : How do you think your score fulfill the teachers' goals in scoring rubric?

Student 1 : Fulfill the teachers' goals.

Student 2 : Enough.

Student 3 : Not yet, just fulfilled some aspects.

Student 4 : Up and down.

Student 5 : Enough.

➢ **Question** : How do you think your teacher strategy in scoring your writing?

Student 1 : The teacher assesses the students' writing based on the correct sequence of writing structures.

Student 2 : I am with her, based on the writing structure.

Student 3 : The teacher assesses students' writing based on the structure of writing, language features used, and correct sentence writing.

Student 4 : Review all aspects.

Student 5 : The teacher assesses the students' writing based on the correct sentence writing.

➢ **Question** : After teacher implemented this approach, how far does this approach help you to get a better score in writing assignment?

Student 1 : This approach helps me to write according to the purpose of the text being taught and this approach helps me to write texts according to the correct language features.

Student 2 : This approach helps me to write according to the correct structure/sequence and this approach helps me to write texts according to the correct language features.

Student 3 : This approach helps me to write according to the correct structure/sequence.

Student 4 : This approach helps me to write texts according to the correct language features.

Student 5 : This approach helps me to write texts according to the correct language features.

➢ **Question** : What do you feel after this approach was implemented?

Student 1 : It is fun because there is interaction between teachers and students.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : It's easier to understand.

Student 5 : Same as her.

➢ **Question** : Why do you think this approach should be continued?

Student 1 : This approach helps in understanding text types and their components.

Student 2 : Because it is easy to understand.

Student 3 : Because we find it easy to understand because at the beginning teacher has been given explanatory interludes.

Student 4 : Besides being easy to understand, it will also develop our writing skills.

Student 5 : Because it is easy to understand.

FGD 2

➢ **Question** : How does your teacher usually start the class?

Student 1 : Asking questions related to the material in everyday life.

Student 2 : Telling a story related to the material.

Student 3 : Same as her.

Student 4 : Asking questions related to the material in everyday life and telling a story related to the material.

Student 5 : Asking questions related to the material in everyday life.

Question : What do you think of the question given?

Students : Yes, a bit stimulated us in understanding the learning material to be taught.

➢ **Question** : How can your teacher direct you into the text type that will be learned?

Student 1 : Teacher explains the text to be learned orally.

Student 2 : Same as her, teacher explains the text to be learned orally.

Student 3 : Teacher explains the text to be studied in written form.

Student 4 : Teacher invites students to discuss the text that will be studied.

Student 5 : Teacher explains the text to be studied in written form.

Question : Does the teacher also interact with the students when directing you to the text to be learned?

Students : Yes, teacher does interaction such as asking questions with students.

➢ **Question** : What kind of activity does your teacher do in modelling the text?

Student 1 : Teacher invites students to analyze the text together.

Student 2 : Same as her.

Student 3 : Teacher models the text by writing the text

Student 4 : Teacher invites students to analyze the text together.

Student 5 : Teacher invites students to create the text together.

➢ **Question** : What does your teacher do after modelling the text?

Student 1 : The teacher invites students to create the text together.

Student 2 : The teacher invites students to create the text together.

Student 3 : The teacher invites students to analyze the written text studied together.

Student 4 : The teacher invites students to create the text together.

Student 5 : The teacher asks students to make groups.

Question : How is the group created?

Students : It is created and selected by students themselves in order to avoiding incompatibility between group members.

Question : Does teacher divide it in small group or large group?

Students : Sometimes in small and sometimes in large groups, depends on the teacher.

➢ **Question** : What kind of assignment does your teacher give you when you are asked to work in a group?

Student 1 : Analyzing a text.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Writing a text.

Student 5 : Same as her.

Question : What kind of text do you write?

Students : We write a text that matches what the teacher has modeled.

➢ **Question** : What kind of activity does your teacher give you when you are working in a group?

Student 1 : Writing a text in accordance with the structure.

Student 2 : Write a conversation about the text learned.

Student 3 : Writing a text in accordance with the structure.

Student 4 : Writing a text in accordance with the structure and also doing presentation.

Student 5 : Writing a text in accordance with the structure.

➢ **Question** : What kind of assignment does your teacher give you when you are asked to work individually?

Student 1 : Do exercise.

Student 2 : Same as her, we do exercise.

Student 3 : Depending on the tasks given by the teacher.

Student 4 : Doing writing assignments.

Student 5 : Analyzing the text.

➢ **Question** : What kind of activity does your teacher give you when you are working individually?

Student 1 : Write a text according to its structure.

Student 2 : Same as her.

Student 3 : Write a conversation about the text learned and write a text according to its structure

Student 4 : Write a text according to its structure.

Student 5 : Same as her.

➢ **Question** : When teacher tries to direct you into the text type learned, how can it build your prior knowledge about the text?

Student 1 : Pay attention and listen to the explanation given by the teacher.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : I answer the questions given by the teacher and listen to the feedback from the questions.

Student 5 : Same as her.

Question : Did you take notes on the material explained by the teacher?

Student : Yes.

➢ **Question** : How do you think about the way teacher tries to comprehend you in modelling the text?

Student 1 : Easy to understand as the teacher models the text together with the students and easy to understand because the teacher also invites students to analyze the text together.

Student 2 : Easy to understand as the teacher models the text together with the students

Student 3 : Easy to understand as the teacher models the text together with the students and easy to understand because the teacher also invites students to analyze the text together.

Student 4 : Same as her.

Student 5 : Easy to understand because the teacher uses media such as projectors, videos, etc. and easy to understand because the teacher also invites students to analyze the text together.

➤ **Question** : When you work in a group, how do you perceive your understanding related to the genre text learned?

Student 1 : I know my level of comprehension when I am able to give an explanation of the work we have done.

Student 2 : I know my level of comprehension when I am able to correct the work of my group mates.

Student 3 : I know my level of comprehension when I am able to give an explanation of the work we have done.

Student 4 : I know my level of comprehension when I am able to correct the work of my group mates.

Student 5 : I know my level of comprehension when I am able to give an explanation of the work we have done.

➤ **Question** : When you are working individually, how do you perceive your understanding related to the genre text learned?

Student 1 : I know my level of comprehension when I can provide an explanation for my work.

Student 2 : Same as her.

Student 3 : I know my level of comprehension when I struggle to analyze the final result of my assignment.

Student 4 : I know my level of comprehension when I can provide an explanation for my work.

Student 5 : Same as her.

➤ **Question** : What do you think about this approach? Is it very helpful or not for you as students in understanding the genre of text learned?

Student 1 : This approach helps me to understand the text because it has a stage of modeling the text.

Student 2 : This approach helps me understand the text because it is structured or sequential.

Student 3 : This approach helps me to understand the text because it has a stage of modeling the text.

Student 4 : This approach helps me understand the text because it is structured or sequential.

Student 5 : Same as her.

➢ **Question** : How can you and your groupmates write a text in the correct form considering you are asked to work in a group?

Student 1 : Some of us wrote and some proofread our writing.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : What do your friends and you usually do when writing in a group?

Student 1 : There is a division of tasks.

Student 2 : Some of us write and some direct.

Student 3 : My friends and I write together, but sometimes my friends and I worked according to the division that had been determined by the group. However, sometimes some of us write and some direct.

Student 4 : My friends and I worked according to the division that had been determined by the group and sometimes some of us write and some direct.

Student 5 : My friends and I worked according to the division that had been determined by the group.

Question : Is it effective?

Students : Yep, it is effective.

➢ **Question** : How can you know your own skill in writing a genre of text when you work individually?

Student 1 : I know my writing skills when I write confidently and I also know my writing skills after I double-check that my writing is in line with the requirements of the text.

Student 2 : I know my writing ability when I suddenly face difficulties in writing.

Student 3 : I know my writing skills after I double-check that my writing is in line with the requirements of the text.

Student 4 : Same as her.

Student 5 : Same.

➢ **Question** : What do you usually do when writing individually?

Student 1 : I write texts by paraphrasing and based on my own Ability.

Student 2 : I write texts by modeling/shadowing and based on my own Ability.

Student 3 : I write texts based on my own ability.

Student 4 : I write texts by paraphrasing and based on my own Ability.

Student 5 : I write texts by modeling/shadowing.

Question : Do you face any difficulty?

Students : Yes, in selecting vocabulary.

➢ **Question** : How does your teacher score your writing?

Student 1 : Teacher assesses students' writing based on the scoring rubric in the *modul ajar*.

Student 2 : Same as her.

Student 3 : The teacher scores based on the arrangement of vocabulary.

Student 4 : The teacher scores based on the language features.

Student 5 : Teacher assesses students' writing based on the scoring rubric in the *modul ajar*.

Question : What aspects are being assessed?

Students : Capitalization.

➢ **Question** : How do you think your score fulfill the teachers' goals in scoring rubric?

Student 1 : Adequately fulfill teacher expectations in the scoring rubric.

Student 2 : Enough.

Student 3 : Enough.

Student 4 : Just fulfills several aspects.

Student 5 : Just fulfills several aspects.

> ➤ **Question** : How do you think your teacher strategy in scoring your writing?

  Student 1 : The teacher assesses the students' writing based on the correct structure or sequence of writing.

  Student 2 : The teacher assesses the students' writing based on the correct structure or sequence of writing and based on the correct linguistic rules.

  Student 3 : The teacher assesses students' writing based on correct vocabulary writing.

  Student 4 : The teacher assesses the students' writing based on the correct linguistic rules.

  Student 5 : The teacher assesses the students' writing based on the correct linguistic rules.

> ➤ **Question** : After teacher implemented this approach, how far does this approach help you to get a better score in writing assignment?

  Student 1 : This approach helps me to write according to the purpose of the text being taught and helps me to write texts according to the correct linguistic rules.

  Student 2 : This approach helps me to write according to the purpose of the text being taught.

  Student 3 : This approach helps me to write according to the purpose of the text being taught and helps me to write texts according to the correct linguistic rules.

  Student 4 : This approach helps me to write according to the purpose of the text being taught.

  Student 5 : This approach helps me to write according to the correct structure or sequence.

> ➤ **Question** : What do you feel after this approach was implemented?

  Student 1 : I find it easy to understand the text taught.

  Student 2 : I feel that my skills in learning text have improved.

  Student 3 : I find it easy to understand the text taught.

  Student 4 : I feel excited to learn about other text types.

Student 5 : I feel this approach makes learning texts become fun.

Question : Do you think it is fun because?

Students : Telling a story.

➢ **Question** : Why do you think this approach should be continued?

Student 1 : This approach helps with language skills when learning texts.

Student 2 : This approach makes it easier to understand the type of text being taught and also this approach helps in knowing the different types of texts and their components.

Student 3 : This approach helps with language skills when learning texts.

Student 4 : This approach helps in knowing the different types of texts and their components.

Student 5 : This approach helps in knowing the different types of texts and their components.

FGD 3

➤ **Question** : How does your teacher usually start the class?

Student 1 : Teacher starts the class by telling stories related to the material, so after that teacher asks students to tell stories about the material to be learned.

Student 2 : Teacher usually open the class by giving related material based on everyday life, so the English teacher here when opening the material they will ask questions such as "*have you ever been there?"* after that teacher opens the material.

Student 3 : My answer is same as student 1 where teacher usually starts the class by telling a story related to the material.

Student 4 : My answer is same as student 1 where teacher will ask questions related to the material about the material in everyday life.

Student 5 : Sometimes teacher starts the class by asking questions and sometimes giving games related to the material, but sometimes also telling stories related to the material.

➤ **Question** : How can your teacher direct you into the text type that will be learned?

Student 1 : The teacher explains about the text to be learned orally, but not always orally. Sometimes teacher explains the text type in writing and sometimes by showing videos.

Student 2 : The teacher explains the text to be studied orally and sometimes in written. Not only that, the teacher usually also invite students to discuss the text being studied. So, later students are invited together to create the text and memorize the structure.

Student 3 : The teacher explains the text to be studied orally and sometimes in written, sometimes teacher also shows a video which contain of brief explanation of the text to be studied.

Student 4 : Teacher direct students into the text type that will be learned by explaining the text to be studied orally and invite students to discuss the text that will be studied.

Student 5 : Teacher direct students into the text type that will be learned by explaining the text to be studied orally and invite students to discuss the text that will be studied.

➢ **Question** : What kind of activity does your teacher do in modelling the text?

Student 1 : Modeling by writing the text, sometimes the teacher invites together to make the correct writing of the text what it looks like and what examples are like.

Student 2 : My answer is the same, maybe I can add that the teacher also asks us to talk about what is written on the whiteboard so that students know how to make the text that is being studied. The teacher asks questions one by one.

Student 3 : Invite students to make the text together.

Student 4 : Invite students to analyze the text together.

Student 5 : Usually the teacher first gives an example by writing the text, after that showing the text in the course book and then the students are invited to analyze the text and then the students are invited to create the text together.

➢ **Question** : What does your teacher do after modelling the text?

Student 1 : The teacher invites students to analyze the written texts studied together and the teacher invites students to create texts together, sometimes students are told to create texts in groups and sometimes independently.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : Same.

Question : For group formation, is the group divided by teacher or by the students themselves randomly?

Student 4 : By students themselves and it depends, sometimes also randomly in order of number. Because comfortable is number one.

Question : Is the group made in large group or small group?

Students : Small group.

➢ **Question** : What kind of assignment does your teacher give you when you are asked to work in a group?

Student 1 : Writing and analyzing text.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : Same, but sometimes students are asked to do presentation.

Question : What kind of text do you write?

Students : Conversational text and sometimes story text.

➢ **Question** : What kind of activity does your teacher give you when you are working in a group?

Student 1 : Write the text according to its structure.

Student 2 : I usually get the part of presenting the results of the analysis together.

Student 3 : Write the text according to its structure.

Student 4 : Same as her.

Student 5 : Same.

➢ **Question** : What kind of assignment does your teacher give you when you are asked to work individually?

Student 1 : Writing a text.

Student 2 : Elaborate an explanation or meaning of a text.

Student 3 : Writing a text.

Student 4 : Writing a text.

Student 5 : Writing and analyzing text.

➢ **Question** : What kind of activity does your teacher give you when you are working individually?

Student 1 : Write a conversation about the text learned.

Student 2 : Write a conversation about the text learned and practice it with what the teacher has learned.

Student 3 : Write a text according to the structure.

Student 4 : Write a text according to the structure.

Student 5 : Write a text according to the structure.

➢ **Question** : When teacher tries to direct you into the text type learned, how can it build your prior knowledge about the text?

Student 1 : Summarizing all the answers to the questions given, I continued to pay attention and listen to the explanation given by the teacher.

Student 2 : Summarizing all the answers to the questions given, I continued to pay attention and listen to the explanation given by the teacher then I did not forget to take notes on important things that I thought were new to learn.

Student 3 : Pay attention and listen to the explanation given by the teacher.

Student 4 : Pay attention and listen to the explanation given by the teacher.

Student 5 : Pay attention and listen to the explanation given by the teacher.

➢ **Question** : How do you think about the way teacher tries to comprehend you in modelling the text?

Student 1 : Easy to understand as the teacher models the text together with the students, so if we study together, it becomes more enjoyable and if there is material that is not understood, there are friends who might be able to answer so I can understand more.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : When you work in a group, how do you perceive your

understanding related to the genre text learned?

Student 1 : I know my level of understanding when I am able to give an explanation of the work we have done.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : I know my level of understanding when my friends correct my mistakes when working in groups. In addition, I know my level of understanding when I am able to give an explanation of the work we have done.

➢ **Question** : When you are working individually, how do you perceive your understanding related to the genre text learned?

Student 1 : I know my level of understanding when I find difficulties while doing the assignment given, analyzing the final result of my assignment, and when I can provide an explanation for my work.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : I know my level of understanding when I find difficulties while doing the assignment given and analyzing the final result of my assignment. In addition, I know my level of understanding after I can do the given task without facing any difficulties and when I can provide an explanation for my work.

➢ **Question** : What do you think about this approach? Is it very helpful or not for you as students in understanding the genre of text learned?

Student 1 : This approach helps me understand the text because it is structured or sequential.

Student 2 : This approach helps me understand the text because it is fun and this approach has a stage of modeling the text.

Student 3 : This approach helps me understand the text because it is structured or sequential and also because it has a stage of modeling the text.

Student 4 : This approach helps me to understand the text because it has a stage of modeling the text.

Student 5 : This approach helps me understand the text because it is structured or sequential and because it is fun.

➢ **Question** : How can you and your groupmates write a text in the correct form considering you are asked to work in a group?

Student 1 : There is group task division, so some of us wrote and some proofread our writing.

Student 2 : One student writes, one student directs other student, and one student does analysis.

Student 3 : There is group task division, so some of us wrote and some proofread our writing.

Student 4 : Same as her.

Student 5 : Same.

➢ **Question** : What do your friends and you usually do when writing in a group?

Student 1 : Some of us write and some direct.

Student 2 : My friends and I worked according to the parts determined by the group.

Student 3 : Same as her.

Student 4 : Some of us write and some direct.

Student 5 : Same as her.

➢ **Question** : How can you know your own skill in writing a genre of text when you work individually?

Student 1 : I know my writing skills after I double-check that my writing is in line with the requirements of the text. So, later I write first until it's finished and then I double-check if there are mistakes I correct them.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : What do you usually do when writing individually?

Student 1 : I write the text by modeling/shadowing.

Student 2 : I write texts based on my ability and what I think is appropriate for my skills.

Student 3 : I write the text by modeling/shadowing.

Student 4 : I write texts based on my ability.

Student 5 : I write the text by modeling/shadowing and sometimes I write texts based on my ability.

Question : Do you face any difficulties? And how do you solve it?

Students : Sometimes find difficulties and it is going to this, we ask for help to our friends.

➢ **Question** : How does your teacher score your writing?

Student 1 : The teacher assesses students' writing based on the scoring rubric provided in the *modul ajar*.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : Same.

Question : Did your teacher tell you what aspect is being assessed?

Students : Maybe like capitalization and punctuation.

➢ **Question** : How do you think your score fulfill the teachers' goals in scoring rubric?

Student 1 : In accordance with teacher expectations in the assessment rubric.

Student 2 : In accordance with teacher expectations in the assessment rubric and adequately fulfill teacher expectations in the assessment rubric.

Student 3 : Same as her.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : How do you think your teacher strategy in scoring your writing?

Student 1 : The teacher assesses the students' writing based on the correct language features.

Student 2 : The teacher assesses the students' writing based on the correct structure/sequence of writing and correct vocabulary writing.

Student 3 : Same as her.

Student 4 : Same.

Student 5 : The teacher assesses the students' writing based on the correct structure/sequence of writing, language features, and vocabulary writing.

➢ **Question** : How far does this approach help you to get a better score in writing assignment?

Student 1 : This approach helps me to write according to the correct structure/sequence.

Student 2 : This approach helps me to write according to the correct structure/sequence.

Student 3 : Same as her.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : What do you feel after this approach was implemented?

Student 1 : I find it easy to understand the texts taught and I feel excited to learn about other types of texts.

Student 2 : I find it easy to understand the texts taught and I feel that my skills in learning texts have increased. In addition, I feel that this approach makes learning texts fun so I feel excited to learn about other types of texts.

Student 3 : Same as her.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : Why do you think this approach should be continued?

Student 1 : This approach makes it easier to understand the types of texts being taught and it helps in knowing the different types of texts and their components.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : This approach makes learning more fun because the teacher tells more stories.

Student 5 : Same as her, but I want to add if this approach helps with language skills when learning texts.

FGD 4

➢ **Question** : How does your teacher usually start the class?

Student 1 : The teacher explains and then students are asked to get into groups.

Student 2 : Grouping

Student 3 : Students are invited to play games after that we will move into the material, then teacher usually uses projector and it is continued with doing assignments.

Student 4 : Teacher usually directly explains orally and formed groups, then practiced.

Student 5 : It is more about modeling the text and giving us daily life questions like "*have you ever...*"

➢ **Question** : How can your teacher direct you into the text type that will be learned?

Student 1 : Teacher explains about the text to be learned orally and in written form.

Student 2 : Teacher explains verbally and coherently until understand, sometimes also plays videos.

Student 3 : Teacher explained about the text to be learned orally and also often shown us videos.

Student 4 : The text is read first in Indonesian and then explained.

Student 5 : Teacher explains about the text to be learned orally and then teacher invites students to discuss.

Question : What kind of video?

Students : Short story

➢ **Question** : What kind of activity does your teacher do in modelling the text?

Student 1 : Teacher models the text by writing and when it is finished, it will be told how to write the text. Then it is followed by rewriting or practicing.

Student 2 : Play a video story/conversation related to the text and invite students to analyze the text together.

Student 3 : After the text is being modeled on the whiteboard usually students are invites to analyze the text together.

Student 4 : Invites students to analyze the text together.

Student 5 : Teacher invites students to analyze the text together.

➢ **Question** : What does your teacher do after modelling the text?

Student 1 : The teacher asks students to work on exercises.

Student 2 : Teacher asks us to make a group.

Student 3 : We are asked to make groups and then told to rewrite

Student 4 : Same as her.

Student 5 : Sometimes we do rewriting and sometimes writing in Indonesian and then translating.

Question : How you think about the members of the group? Is it selected by teacher or by students themselves?

Students : It is selected by students.

Question : Is it small group or large group?

Students : Small group.

➢ **Question** : What kind of assignment does your teacher give you when you are asked to work in a group?

Student 1 : We write first and then analyze it together.

Student 2 : Same as her.

Student 3 : I want to add with translate.

Student 4 : Same as her.

Student 5 : Same.

➢ **Question** : What kind of activity does your teacher give you when you are working in a group?

Student 1 : We write conversational texts learned by writing according to the structure.

Student 2 : There is a division of task in each group and all members are assigned tasks.

Student 3 : Same as her.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : What kind of assignment does your teacher give you when you are asked to work individually?

Student 1 : Working on multiple choice questions.

Student 2 : If individual assignments are more like doing LKS.

Student 3 : Same as her.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : What kind of activity does your teacher give you when you are working individually?

Student 1 : We write a conversation about the text learned.

Student 2 : We write a text according to its structure and write a conversation about the text learned.

Student 3 : We write a text according to its structure.

Student 4 : We write a conversation about the text learned.

Student 5 : Working on multiple choice questions.

➢ **Question** : When teacher tries to direct you into the text type learned, how can it build your prior knowledge about the text?

Student 1 : I pay attention and listen to the explanation given by the teacher.

Student 2 : Answer questions given by the teacher.

Student 3 : Same as her.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : How do you think about the way teacher tries to comprehend you in modelling the text?

Student 1 : Easy to understand because the teacher also invites students to analyze the text together.

Student 2 : Easy to understand because the teacher makes the learning atmosphere good.

Student 3 : Same as her.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : When you work in a group, how do you perceive your understanding related to the genre text learned?

Student 1 : I know my level of understanding when my friends correct my mistakes when working in groups.

Student 2 : I know my level of understanding when I am able to improve the work of my groupmates and when I am able to give an explanation of the work we have done.

Student 3 : When I exchange opinions and give advice to friends.

Student 4 : I know my level of understanding when my friends correct my mistakes when working in groups.

Student 5 : I know my level of understanding when my friends correct my mistakes when working in groups.

➢ **Question** : When you are working individually, how do you perceive your understanding related to the genre text learned?

Student 1 : I know my level of understanding when I encounter difficulties while working on the given task.

Student 2 : I know my level of understanding after I can do the given task without finding any obstacles and when I can provide an explanation for my work.

Student 3 : I know my level of understanding when I encounter difficulties while working on the given task, after I can do the given task without finding any obstacles, when I struggle to analyze the final result of my assignment, and when I can provide an explanation for my work.

Student 4 : I know my level of understanding after I can do the given task without finding any obstacles and when I struggle to analyze the final result of my assignment.

Student 5 : I know my level of understanding when I encounter difficulties while working on the given task, after I can do the given task without finding any obstacles, and when I struggle to analyze the final result of my assignment.

Question : Aside of these question, do you find any difficulties?

Students : In understanding the material maybe we can still, but we have difficulty in vocabulary so it is difficult to interpret from English to Indonesian so we should bring a dictionary.

➢ **Question** : What do you think about this approach? Is it very helpful or not for you as students in understanding the genre of text learned?

Student 1 : This approach helps me to understand the text because it has a stage of modeling the text.

Student 2 : This approach helps me understand the text because it is structured or sequential.

Student 3 : In my opinion, it helps because there are coherent stages so that if students are directed directly to the material, students will definitely feel bored and sleep later.

Student 4 : Same as her.

Student 5 : Same.

➢ **Question** : How can you and your groupmates write a text in the correct form considering you are asked to work in a group?

Student 1 : Some of us wrote and some proofread our writing.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : What do your friends and you usually do when writing in a group?

Student 1 : We work according to the section.

Student 2 : Same as her.

Student 3 : I got the part as the one who directed.

Student 4 : Same as her.

Student 5 : Same.

➢ **Question** : How can you know your own skill in writing a genre of text when you work individually?

Student 1 : I know my writing skills after I double-check that my writing is in line with the requirements of the text.

Student 2 : I know my writing skills when I ask about what I write.

Student 3 : I know my writing ability after I proofread it

Student 4 : Same as her.

Student 5 : Same.

➢ **Question** : What do you usually do when writing individually?

Student 1 : I write texts based on my ability.

Student 2 : I write texts by paraphrasing.

Student 3 : I write texts by paraphrasing

Student 4 : It depends on the due. If the time is long I write according to my ability, if the time is short, I use shadowing.

Student 5 : Sometimes I write texts by shadowing and sometimes I write texts based on my ability.

➢ **Question** : How does your teacher score your writing?

Student 1 : The teacher assesses students' writing based on the assessment rubric provided in the teaching module.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : Same.

Question : Do you know which aspects are being assessed?

Students : Vocabulary.

➢ **Question** : How do you think your score fulfill the teachers' goals in scoring rubric?

Student 1 : InshaAllah already.

Student 2 : Not yet, still need to learn more.

Student 3 : Same as her.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : How do you think your teacher strategy in scoring your writing?

Student 1 : The teacher assesses the students' writing based on the correct linguistic rules and based on correct vocabulary writing.

Student 2 : The teacher assesses the students' writing based on the correct structure/sequence of writing.

Student 3 : The teacher assesses the students' writing based on the correct linguistic rules.

Student 4 : The teacher assesses the students' writing based on the correct sentence writing.

Student 5 : The teacher assesses the students' writing based on the correct linguistic rules.

➢ **Question** : After teacher implemented this approach, how far does this approach help you to get a better score in writing assignment?

Student 1 : This approach helps me to write texts according to the correct linguistic rules and it helps me to write according to the correct structure/sequence.

Student 2 : This approach helps me to write according to the purpose of the text being taught and it helps me to write texts according to the correct linguistic rules.

Student 3 : Same as her.

Student 4 : This approach helps me to write texts according to the correct linguistic rules.

Student 5 : This approach helps me to write according to the correct structure/sequence.

➢ **Question** : What do you feel after this approach was implemented?

Student 1 : I feel excited to learn about other text types.

Student 2 : I find this approach makes learning texts become fun and I feel excited to learn about other text types.

Student 3 : I find it easy to understand the texts taught. This approach also makes learning texts become fun and I feel excited to learn about other text types.

Student 4 : I find it easy to understand the texts taught and I find this approach makes learning texts become fun.

Student 5 : This approach makes it easier for students because students are invited to write and analyze together.

➢ **Question** : Why do you think this approach should be continued?

Student 1 : This approach makes it easier to understand the type of text being taught.

Student 2 : This approach makes it easier to understand the type of text being taught.

Student 3 : This approach makes it easier to understand the type of text being taught and this approach makes learning more fun.

Student 4 : Same as her.

Student 5 : This approach makes it easier to understand the type of text being taught.

FGD 5

➢ **Question** : How does your teacher usually start the class?

Student 1 : Usually the teacher asks questions related to the material.

Student 2 : Usually the teacher asks questions related to the material while telling stories.

Student 3 : Usually the teacher asks questions related to the material in everyday life while telling stories.

Student 4 : Usually the teacher asks questions related to the material in everyday life while telling stories.

Student 5 : Usually the teacher asks questions related to the material in everyday life.

➢ **Question** : How can your teacher direct you into the text type that will be learned?

Student 1 : The teacher explains the text to be studied in writing.

Student 2 : Sometimes the teacher explains the text orally, sometimes in writing and sometimes it (the explanation) is presented through a projector.

Student 3 : The teacher explains the text to be learned orally.

Student 4 : The teacher Explain the text to be studied orally, in writing, and also show the video through the projector.

Student 5 : The teacher explains the text to be learned orally.

➢ **Question** : What kind of activity does your teacher do in modelling the text?

Student 1 : The teacher usually gives examples by writing down the text but sometimes asks students to analyze the text.

Student 2 : Sometimes the teacher gives examples by writing down the text and also invites students to analyze what will be learned.

Student 3 : The teacher modeled by writing the text while telling the teacher's experience such as "*I once experienced something like this...*"

Student 4 : The teacher usually gives examples by writing down the text but sometimes asks students to analyze the text.

Student 5 : The teacher usually gives examples by writing down the text

➢ **Question** : What does your teacher do after modelling the text?

Student 1 : The teacher invites students to analyze the written text studied together.

Student 2 : The teacher invites students to analyze the written text studied together then the teacher asks the students to make groups, so it is like we are being told to make a group and then work on something.

Student 3 : The teacher invites students to analyze the written text studied together then the teacher asks the students to make groups.

Student 4 : The teacher invites students to analyze the written text studied together.

Student 5 : The teacher invites students to analyze the written text studied together.

Question : How do you select the members of your group?

Students : Sometimes we choose ourselves in order to make us feel comfortable with our group mates and sometimes we randomize them to make it fair.

Question : Do you work in small group or large group?

Students : Small group.

➢ **Question** : What kind of assignment does your teacher give you when you are asked to work in a group?

Student 1 : Analyzing a text and writing a text.

Student 2 : Writing a text.

Student 3 : Writing a text.

Student 4 : Analyzing a text and writing a text.

Student 5 : Analyzing a text and writing a text.

Question : What kind of text do you write?

Students : Text that is in accordance with the example modeled by the teacher, so for example, the teacher models a text and we are told to create a text that is similar in form.

- **Question** : What kind of activity does your teacher give you when you are working in a group?

  Student 1 : Writing in accordance with the structure.

  Student 2 : Writing in accordance with the structure.

  Student 3 : Writing a conversation about the text learned.

  Student 4 : Writing a conversation about the text learned and writing in accordance with the structure.

  Student 5 : Writing a conversation about the text learned and writing in accordance with the structure.

- **Question** : What kind of assignment does your teacher give you when you are asked to work individually?

  Student 1 : Writing text.

  Student 2 : Writing text and doing exercise.

  Student 3 : Writing text.

  Student 4 : Writing text.

  Student 5 : Writing text.

- **Question** : What kind of activity does your teacher give you when you are working individually?

  Student 1 : Writing a text according to its structure.

  Student 2 : Doing exercise.

  Student 3 : Writing a conversation about the text learned.

  Student 4 : Writing a conversation about the text learned.

  Student 5 : Writing a text according to its structure.

- **Question** : When teacher tries to direct you into the text type learned, how can it build your prior knowledge about the text?

  Student 1 : I answer the questions given by the teacher and listen to the feedback from the questions and pay attention and listen to the explanation given by the teacher.

  Student 2 : Listening to the explanation given by the teacher.

  Student 3 : Summarize all the answers to the questions given and listen to the explanation given by the teacher.

  Student 4 : Listening to the explanation given by the teacher.

Student 5 : Listening to the explanation given by the teacher.

Question : Do you write a note?

Students : Sometimes write what the teacher explains.

➢ **Question** : How do you think about the way teacher tries to comprehend you in modelling the text?

Student 1 : Easy to understand because the teacher models the text together with the students.

Student 2 : Easy to understand because the teacher also invites students to analyze the text together.

Student 3 : Easy to understand because the teacher models the text together with the students.

Student 4 : Easy to understand because the teacher models the text together with the students and because the teacher also invites students to analyze the text together.

Student 5 : Easy to understand because the teacher models the text together with students.

➢ **Question** : When you work in a group, how do you perceive your understanding related to the genre text learned?

Student 1 : I know my level of understanding when my friends correct my mistakes when working in groups.

Student 2 : I know my level of understanding when my friends correct my mistakes when working in groups and when I am able to give an explanation of the work we have done.

Student 3 : I know my level of understanding when I am able to give an explanation of the work we have done.

Student 4 : I know my level of understanding when my friends correct my mistakes when working in groups.

Student 5 : I know my level of understanding when my friends correct my mistakes when working in groups.

➢ **Question** : When you are working individually, how do you perceive your understanding related to the genre text learned?

Student 1 : I know my level of understanding when I encounter difficulties while working on the given task and after I can do the given task without finding any obstacles.

Student 2 : I know my level of understanding when I encounter difficulties while working on the given task and when I can provide an explanation for my work.

Student 3 : I know my level of understanding when I encounter difficulties while working on the given task and when I can provide an explanation for my work.

Student 4 : I know my level of understanding when I encounter difficulties while working on the given task and after I can do the given task without finding any obstacles.

Student 5 : I know my level of understanding when I encounter difficulties while working on the given task and when I can provide an explanation for my work.

Question : Do you face any difficulties?

Students : Difficulty in vocabulary.

Question : Then how do you solve this problem?

Students : We bring a dictionary and ask teachers and friends.

➢ **Question** : What do you think about this approach? Is it very helpful or not for you as students in understanding the genre of text learned?

Student 1 : This approach helps me understand the text because it is structured or sequential and it helps me to understand the text because it has a stage of modeling the text.

Student 2 : This approach helps me understand the text because it is structured or sequential and it helps me understand the text because it's fun.

Student 3 : This approach helps me to understand the text because it has a stage of modeling the text.

Student 4 : This approach helps me understand the text because it is structured or sequential and it helps me understand the text because it's fun.

Student 5 : This approach helps me understand the text because it is structured or sequential.

Question : Why do you think it is fun?

Students : Because the vibe of working together is different and it's fun.

➢ **Question** : How can you and your groupmates write a text in the correct form considering you are asked to work in a group?

Student 1 : Some of us wrote and some proofread our writing.

Student 2 : We write together.

Student 3 : We write together and some of us wrote and some proofread our writing sometimes.

Student 4 : We write together after that proofreading.

Student 5 : Some of us wrote and some proofread our writing.

Question : Do you think it is helpful?

Students : It is helpful but there must be guidance, because we sometimes still have difficulty in vocabulary.

➢ **Question** : What do your friends and you usually do when writing in a group?

Student 1 : My friends and I worked according to the parts determined by the group.

Student 2 : My friends and I worked according to the parts determined by the group.

Student 3 : My friends and I worked according to the parts determined by the group.

Student 4 : Some of us write and some of us direct.

Student 5 : Some of us write and some of us direct.

➢ **Question** : How can you know your own skill in writing a genre of text when you work individually?

Student 1 : I know my writing skills when I have doubts and when I write confidently.

Student 2 : I know my writing skills when I write confidently and after I double-check that my writing is in line with the requirements of the text.

Student 3 : I know my writing skills after I double-check that my writing is in line with the requirements of the text.

Student 4 : I know my writing ability when I suddenly encounter difficulties in writing and after I double-check that my writing is in line with the requirements of the text.

Student 5 : I know my writing ability when I suddenly encounter difficulties in writing.

➢ **Question** : What do you usually do when writing individually?

Student 1 : I write texts by modeling/shadowing and sometimes I write texts based on my ability.

Student 2 : I write texts by paraphrasing and sometimes I write texts based on my ability.

Student 3 : I write texts based on my ability.

Student 4 : I write texts by modeling/shadowing and I write texts based on my ability.

Student 5 : I write texts based on my ability.

➢ **Question** : How does your teacher score your writing?

Student 1 : The teacher assesses students' writing based on the assessment rubric provided in the *modul ajar* and teacher assesses students' writing based on the number of sentences written.

Student 2 : Depends on the teacher.

Student 3 : The teacher assesses students' writing based on the assessment rubric provided in the *modul ajar*.

Student 4 : Depends on the teacher.

Student 5 : Depends on the teacher.

Question : Have you ever known what aspects are being assessed?

Students : Never.

➢ **Question** : How do you think your score fulfill the teachers' goals in scoring rubric?

Student 1 : Adequately fulfill teacher goals in the assessment rubric.

Student 2 : Adequately fulfill teacher goals in the assessment rubric.

Student 3 : Has not fully fulfilled.

Student 4 : Has not fully fulfilled.

Student 5 : Fulfill several aspects.

Question : Which aspect do you reach?

Students : Language features aspect.

➢ **Question** : How do you think your teacher strategy in scoring your writing?

Student 1 : The teacher assesses the students' writing based on the correct structure or sequence of writing and based on the correct sentence writing.

Student 2 : The teacher assesses students' writing based on correct vocabulary writing and based on the correct sentence writing.

Student 3 : The teacher assesses the students' writing based on the correct sentence writing.

Student 4 : The teacher assesses students' writing based on correct vocabulary writing.

Student 5 : The teacher assesses the students' writing based on the correct structure or sequence of writing.

➢ **Question** : After teacher implemented this approach, how far does this approach help you to get a better score in writing assignment?

Student 1 : This approach helps me to write according to the correct structure/sequence and to write texts according to the correct linguistic rules.

Student 2 : This approach helps me to write according to the purpose of the text being taught.

Student 3 : This approach helps me to write texts according to the correct linguistic rules.

Student 4 : This approach helps me to write according to the purpose of the text being taught, to write according to the correct structure/sequence, and to write texts according to the correct linguistic rules.

Student 5 : This approach helps me to write according to the purpose of the text being taught.

➢ **Question** : What do you feel after this approach was implemented?

Student 1 : I feel that my skills in learning text have improved and I feel excited to learn about other text types.

Student 2 : I feel this approach makes learning texts fun and I feel excited to learn about other text types.

Student 3 : I feel this approach makes learning texts fun and I feel excited to learn about other text types.

Student 4 : I find it easy to understand the text taught and I feel excited to learn about other text types.

Student 5 : I feel excited to learn about other text types.

Question : How do you think this approach makes learning become fun?

Students : Because of how to teach it.

Question : How do you think about the improvement?

Students : Skills in creating text with the correct structure.

➢ **Question** : Why do you think this approach should be continued?

Student 1 : This approach makes it easier to understand the type of text being taught and makes learning more fun.

Student 2 : This approach makes it easier to understand the type of text being taught and makes learning more fun.

Student 3 : This approach makes it easier to understand the type of text taught, helps in language skills when learning texts and makes learning more fun.

Student 4 : This approach makes it easier to understand the type of text being taught, helps in language skills when learning texts, helps in knowing the different types of texts and their components, and makes learning more fun.

Student 5 : This approach makes learning more fun.

FGD 6

➢ **Question** : How does your teacher usually start the class?

  Student 1 : Asking questions related to the material in everyday life.

  Student 2 : Telling stories related to the material.

  Student 3 : Telling stories related to the material.

  Student 4 : Telling stories related to the material.

  Student 5 : Telling stories related to the material.

  Question : Does the story related to experiences in our daily life?

  Students : Yep, the stories are adapted to everyday experiences.

➢ **Question** : How can your teacher direct you into the text type that will be learned?

  Student 1 : Explains the text to be studied in writing.

  Student 2 : Same as her.

  Student 3 : Explains the text to be learned orally.

  Student 4 : Invites students to discuss the text that will be studied.

  Student 5 : Explains the text to be learned orally.

➢ **Question** : What kind of activity does your teacher do in modelling the text?

  Student 1 : Modeling by writing the text.

  Student 2 : Playing a video story/conversation related to the text, modeling by writing the text, and invite students to analyze the text together.

  Student 3 : Invite students to analyze the text together and invite students to create the text together.

  Student 4 : Invite students to analyze the text together and playing a video story/conversation related to the text.

  Student 5 : Playing a video story/conversation related to the text, modeling by writing the text, and invite students to analyze the text together.

➢ **Question** : What does your teacher do after modelling the text?

  Student 1 : The teacher invites students to analyze the written text studied together.

Student 2 : Same as her.

Student 3 : The teacher invites students to create the text together and invites students to analyze the written text studied together.

Student 4 : The teacher invites students to analyze the written text studied together.

Student 5 : The teacher asks the students to make groups.

Question : How do you select the members of your group?

Students : Usually we choose by ourselves.

Question : Do you work in small group or large group?

Students : Depends on the topic materials.

➢ **Question** : What kind of assignment does your teacher give you when you are asked to work in a group?

Student 1 : Analyzing the text.

Student 2 : Writing text.

Student 3 : Analyzing the text.

Student 4 : Writing text.

Student 5 : Writing text

➢ **Question** : What kind of activity does your teacher give you when you are working in a group?

Student 1 : Write in accordance with the structure.

Student 2 : Write a conversation about the text learned.

Student 3 : Write in accordance with the structure.

Student 4 : Write in accordance with the structure.

Student 5 : Write in accordance with the structure.

➢ **Question** : What kind of assignment does your teacher give you when you are asked to work individually?

Student 1 : Writing text.

Student 2 : Writing text.

Student 3 : Writing text.

Student 4 : Writing text.

Student 5 : Writing text.

Question : What kind of text do you write?

Students : appropriate text as exemplified

➢ **Question** : What kind of activity does your teacher give you when you are working individually?

Student 1 : Write a text according to its structure.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : Write a conversation about the text learned.

➢ **Question** : When teacher tries to direct you into the text type learned, how can it build your prior knowledge about the text?

Student 1 : Pay attention and listen to the explanation given by the teacher.

Student 2 : Pay attention and listen to the explanation given by the teacher.

Student 3 : Pay attention and listen to the explanation given by the teacher.

Student 4 : Pay attention and listen to the explanation given by the teacher.

Student 5 : Same as them.

Question : Aside of pay attention and listen to the explanation given, do you also write a note?

Students : Take notes and ask questions when we don't know.

➢ **Question** : How do you think about the way teacher tries to comprehend you in modelling the text?

Student 1 : Easy to understand because the teacher uses media such as projectors, videos, etc.

Student 2 : Easy to understand as the teacher models the text together with the students.

Student 3 : Easy to understand as the teacher models the text together with the students and because the teacher also invites students to analyze the text together.

Student 4 : Easy to understand because the teacher uses media such as projectors, videos, etc.

Student 5 : Easy to understand as the teacher models the text together with the students, because the teacher uses media such as projectors, videos, etc., and because the teacher also invites students to analyze the text together.

➤ **Question** : When you work in a group, how do you perceive your understanding related to the genre text learned?

Student 1 : I know my level of understanding when I am able to give an explanation of the work we have done.

Student 2 : I know my level of understanding when my friends correct my mistakes when working in groups.

Student 3 : I know my level of understanding when my friends correct my mistakes when working in groups.

Student 4 : I know my level of understanding when my friends correct my mistakes when working in groups.

Student 5 : I know my level of understanding when my friends correct my mistakes when working in groups.

➤ **Question** : When you are working individually, how do you perceive your understanding related to the genre text learned?

Student 1 : I know my level of understanding when I struggle to analyze the final result of my assignment.

Student 2 : I know my level of understanding when I encounter difficulties while working on the given task.

Student 3 : I know my level of understanding when I encounter difficulties while working on the given task.

Student 4 : I know my level of understanding when I encounter difficulties while working on the given task.

Student 5 : I know my level of understanding when I encounter difficulties while working on the given task.

➤ **Question** : What do you think about this approach? Is it very helpful or not for you as students in understanding the genre of text learned?

Student 1 : This approach helps me understand the text because it is structured or sequential.

Student 2 : This approach helps me in understanding the text as it has a stage of modeling the text.

Student 3 : This approach helps me in understanding the text as it has a stage of modeling the text.

Student 4 : This approach helps me in understanding the text as it has a stage of modeling the text.

Student 5 : This approach helps me in understanding the text as it has a stage of modeling the text.

➢ **Question** : How can you and your groupmates write a text in the correct form considering you are asked to work in a group?

Student 1 : We write together.

Student 2 : We write together.

Student 3 : Some of us wrote and some proofread our writing.

Student 4 : Some of us wrote and some proofread our writing.

Student 5 : We write together.

Question : Do you think this kind of way is effective?

Students : A bit effective.

➢ **Question** : What do your friends and you usually do when writing in a group?

Student 1 : My friends and I worked according to the group's assigned parts.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : How can you know your own skill in writing a genre of text when you work individually?

Student 1 : I know my writing skills when I write confidently.

Student 2 : I know my writing ability when I suddenly encounter difficulties in writing and when I have doubts.

Student 3 : I know my writing ability when I suddenly encounter difficulties in writing and after I double-check that my writing is in line with the requirements of the text.

Student 4 : I know my writing ability when I suddenly encounter difficulties in writing and when I have doubts.

Student 5 : I know my writing ability when I suddenly encounter difficulties in writing and when I have doubts.

➢ **Question** : What do you usually do when writing individually?

Student 1 : I write the text based on my ability.

Student 2 : I write texts by modeling/shadowing.

Student 3 : I write texts by modeling/shadowing.

Student 4 : I write texts by modeling/shadowing.

Student 5 : I write the text based on my ability.

➢ **Question** : How does your teacher score your writing?

Student 1 : The teacher assesses students' writing based on the length/shortness of the sentences written.

Student 2 : The teacher assesses students' writing based on the assessment rubric provided in the *modul ajar* and based on the number of sentences written.

Student 3 : The teacher assesses students' writing based on the assessment rubric provided in the *modul ajar*.

Student 4 : The teacher assesses students' writing based on the number of sentences written.

Student 5 : The teacher assesses students' writing based on the assessment rubric provided in the *modul ajar*.

Question : Have your teacher told you what aspects are being assessed?

Students : Never.

➢ **Question** : How do you think your score fulfill the teachers' goals in scoring rubric?

Student 1 : Moderately fulfill teacher's goals in the assessment rubric.

Student 2 : Moderately fulfill teacher's goals in the assessment rubric.

Student 3 : InshaAllah fulfilled.

Student 4 : Didn't fully fulfill the teacher's goals in the assessment rubric, but at least I fulfilled some aspects of them.

Student 5 : Didn't fully fulfill the teacher's goals in the assessment rubric, but at least I fulfilled some aspects of them.

➢ **Question** : How do you think your teacher strategy in scoring your writing?

Student 1 : The teacher assesses the students' writing based on the correct structure/sequence of writing.

Student 2 : Same as her.

Student 3 : Same.

Student 4 : Same.

Student 5 : Same.

➢ **Question** : After teacher implemented this approach, how far does this approach help you to get a better score in writing assignment?

Student 1 : This approach helps me to write according to the correct structure/sequence.

Student 2 : This approach helps me to write according to the purpose of the text being taught.

Student 3 : This approach helps me to write texts according to the correct linguistic rules.

Student 4 : This approach helps me to write according to the correct structure/sequence.

Student 5 : This approach helps me to write texts according to the correct linguistic rules.

➢ **Question** : What do you feel after this approach was implemented?

Student 1 : I feel that my text learning skills have improved.

Student 2 : I find it easy to understand the text taught.

Student 3 : I feel excited to learn about other text types.

Student 4 : I find it easy to understand the text taught.

Student 5 : I feel this approach makes learning texts become fun.

Question : How do you think this approach make learning become fun?

Students : Because teacher often tells stories and the teacher is cool in his delivery.

Question : Which aspects do you improve?

Students : Vocabulary

➢ **Question** : Why do you think this approach should be continued?

Student 1 : This approach helps with language skills when learning texts

Student 2 : This approach makes it easier to understand the type of text being taught.

Student 3 : This approach makes it easier to understand the type of text being taught and helps in knowing the different types of texts and their components.

Student 4 : This approach helps in knowing the different types of texts and their components.

Student 5 : This approach makes learning more fun.

APPENDIX 7

Teachers' Interview Transcript

Teacher 1

➢ **Question** : What do you usually do in BKoF stage?

Answer : I usually build on students' memories and knowledge, for example in learning procedure text, I ask them "*What activities do you do every day and there are steps like to use something?*". So, it depends on the material. If it's descriptive text, I ask them like "*Have you ever visited a tourist spot and what did you observe?*". So it is adjusted to their experience and knowledge, after that it only goes into the material presented.

Question : Then, how do you think about students' responses?

Answer : If it is about experience and knowledge, the students will answer in unison because the teacher gives example questions as a trigger, if the question related to life experience and knowledge, they respond as they can.

➢ **Question** : What kind of activity do you usually do in the MoT?

Answer : I model the text by reading the text. For example in learning procedure text, I ask them "*How to make fried rice? What are the ingredients I need? What are the next steps?*" So, when modeling the text, I ask them to communicate. Then, they answer it according to what they know. When modeling the text, the students' responses are still in the lure and I allow them to explain. Then, I give examples in written form in the book and sometimes through power points.

➢ **Question** : In JCoT, how do you direct your students to work in a group?

Answer : After modeling the text, I usually ask them questions related to the theme like "*Later, who wants to make something and do something?*" and for group selection, I usually ask them if the

members of the group will be chosen by teacher or by themself. So, it is different for each class. So, I offer it first.

Question : How about teacher's role in JCoT? Is teacher just doing monitoring them? Or directed them when they do a mistake?

Answer : Teacher's role in JCoT is only monitoring when students find difficulties. I also direct them to borrow a dictionary or make a draft first then they will translate it. I also correct their final work such as grammatical errors before it is going to be presented.

➢ **Question** : How do you divide the students in a group?

Answer : As I said before, I offer them first "*for the members of the group will be selected by me or by yourself?*" sometimes they select it by themselves and sometimes when it is selected by teacher, they just obey it.

Question : For the group members in each group, how many students in a group?

Answer : For the formation of groups, it depends on the material. For example, in learning narrative text, I make one group of 5 students. If it is going to procedure text, I make for each group contains of 2-3 students because the material is easy to understand. So, it depends on the degree of complexity of the material.

➢ **Question** : How do you direct your students to work individually?

Answer : I usually ask them about their work during the presentation to make sure that they have already understood. Then, I ask them to work individually and put it into the individual writing assessment. I ask them to work individually and it can't be the same for each student. The individual work will be scored as the writing assessment as for the speaking assessment.

➢ **Question** : How do you know that your students can catch the overview given in BKoF?

Answer : Usually, there are students who typically are active and silent. I ask them question and if they answer it by just smile, the teacher thinks that they don't understand then teacher explains it again and sometimes their classmates also help to explain. So, it depends on the student's activeness and to comprehend it again, sometimes her friend also helps her to explain.

➢ **Question** : When you modelling the text together, how do you perceive about your students' comprehesion?

Answer : When I speak in English (give an example of the text in English), most of them actually understand, but they have difficulty to respond me because they do not understand the meaning. So, the teacher translates the explanation given.

➢ **Question** : What do you think about your students' comprehension related to the text learned based on the results of students' group writing?

Answer : To check the students' comprehension, the teacher tests the students by asking them about the content of the text. If they are able to answer all of them, it means that they are working together. If it is just one of them, it means they are working according to the division of tasks. So, it can be seen during the presentation.

➢ **Question** : What do you think about your students' comprehension related to the text learned based on the results of students' individual writing?

Answer : For individual comprehension, I usually ask them to write in Indonesian and English in the aim if I don't understand what they want, I can read the Indonesian draft. Then, it can also be seen the way student writes the purpose, content, components/structure, and genre of text. The point is it can be seen from the results.

➢ **Question** : To check about your students' comprehension, how do you draw the conclusion in the end of the class?

Answer : In the end of the class, I ask them to conclude together by asking questions such as "*What did we learn today? What is a procedure text?*" When they are drawing conclusion, teacher's job is just to complete the shortcomings of the conclusions made. Then, the teacher also conveys the material that will be learned for the next meeting.

➢ **Question** : How do you think your students' writing skill after doing the writing in a group?

Answer : Actually they are constrained by the lack of vocabulary. So, they may give up easily. Then, for the group assignment there is a division of tasks. So, for students who still lack of comprehension, it still needs more guidance even though it takes time.

➢ **Question** : How do group works affect students' writing skill?

Answer : Actually, it depends on the individual's itself, if this student has a desire to make an effort or not.

Question : Sometimes when students are working in groups, there are students who may direct other students when they make mistakes or things that are not quite right. Can something like this affect student's ability who is directed?

Answer : It depends on the group members, because the division of groups is arranged by the students themselves and each student has different abilities. As I said before, it also depends on the individual's itself, if there this students has a desire to make an effort or not.

➢ **Question** : How do you think your students' writing skill after doing the writing individually?

Answer : Writing ability can be seen from the number of components written such as the way they write generic structure. Sometimes when I ask them to write a text with a correct structure, they bid to write incompletely.

➢ **Question** : How do you score your students' writing?

Answer   : The teacher assesses using original score and when the score is submitted to the homeroom teacher, there is an additional score from the assignment reach the KKM score. There is additional guidance if there is no change in the score. When grouping assignments, the assessment for each member is equated and it (students' comprehension) can be known when tested on other skills.

Question : Does the teacher assess students' writing based on the rubric score stated in the lesson plan (*modul ajar*)? If yes, what aspects are assessed?

Answer   : Yes, such as grammatical aspects, components, punctuation, capitalization, and genre text. It is because there are conditions where students write a text not suitable with the desired genre.

➢ **Question** : How does students' score really fulfill the scoring rubric?

Answer   : Actually for the scores that meet the kkm there are only 50%. So, it can be concluded that half students of the class have reached the goals of rubric score.

➢ **Question** : What do you think about the effect of this approach on students' score in writing?

Answer   : This genre-based approach is good because there are stages, approaches and steps. So, their knowledge is explored first (BKoF), then given a model (MoT), then told them to joint construction (JCoT), and individual construction (ICoT). They will understand better than the teacher using other methods. As a teacher, I see this method as more directive than other methods that are only explained and given examples. Although in Merdeka curriculum students are required to be independent, the role of the teacher is also more important because otherwise there will be confusion in students.

➢ **Question** : How do your students feel after this approach was implemented?

Answer : Using this method, students feel better in understanding the explanation given by the teacher.

➢ **Question** : How do you think this approach should be continued to use?

Answer : In the Merdeka Curriculum, students are required to be independent. In other schools, students are allowed to use gadgets while in boarding schools they are not allowed to bring gadgets. So, the role of the teacher is very important in conditions like this. I prefer this method because it helps students to understand the explanation given.

Teacher 2

➢ **Question** : What do you usually do in BKoF stage?

Answer : I usually trigger students' critical thinking by asking them questions, for example in descriptive text, I asked them "*Have you ever had descriptive text in junior high school?*" so when I trigger their critical thinking, at least they know about the text they will learn.

➢ **Question** : What kind of activity do you usually do in the MoT?

Answer : The activity that I usually do is I ask them to find texts. For example in learning narrative text, I give them a text. Students firstly analyze the text and then move to analyze the meaning.

Question : In modelling the text, is there any collaboration between students and teacher?

Answer : Yes, there is. So, for example if students are confused about the meaning (often) I help them to translate it. So, when I ask them to find the meaning, they face a little difficulty. In addition, when I ask them to analyze the structure, they can do it.

➢ **Question** : In JCoT, how do you direct your students to work in a group?

Answer : I usually divide them according to the ability level of the students. So, I divide them equally then they will choose their own members but in the group there must be capable student in order they may direct other students.

Question : How about teacher's role in JCoT? Is teacher just doing monitoring them? Or directed them when they do a mistake?

Answer : Yes, in the beginning teacher's role just directs them and if the students have understood the material the teacher only monitors it.

➢ **Question** : How do you divide the students in a group?

Answer : It depends on the topic. If the topic is too much or difficult, I divide them into groups which consist of 3-4 students inside. If the topic is easy, I divide them into small groups.

➢ **Question** : How do you direct your students to work individually?

   Answer   : The instruction is I direct them such as "please do..." and when students find difficulties the teacher gets students to ask questions.

➢ **Question** : How do you know that your students can catch the overview given in BKoF?

   Answer   : The teacher conducts question and answer such as asking "have you got the point what I explained?" if they do not understand teacher will repeat it again.

➢ **Question** : When you modelling the text together, how do you perceive about your students' comprehesion?

   Answer   : There are various texts, when the text is easy to understand, students do not ask many questions. So, the teacher assumes that the students have already understood. But if the material is difficult, I have to approach and guide for each group.

➢ **Question** : What do you think about your students' comprehension related to the text learned based on the results of students' group writing?

   Answer   : For groups writing, there is usually a division of tasks for each group. For example, in a group there is only one or two people write the text. So, to solve this problem, the teacher asks students to take turns writing (at least children can write independently). This can be seen from the form of student writing which will be different.

➢ **Question** : What do you think about your students' comprehension related to the text learned based on the results of students' individual writing?

   Answer   : There is a big gap, for students who understand although not perfect but good (can write) and for those who cannot, it is just like that.

➢ **Question** : To check about your students' comprehension, how do you draw the conclusion in the end of the class?

   Answer   : The teacher reviews from the beginning by asking questions such as "*What is the purpose of this text?*" And if only 1-2

students are able to answer, I point out to students who are noisy in the class to check their understanding again, if they do not understand I will explain again.

➢ **Question** : How do you think your students' writing skill after doing the writing in a group?

Answer : It was a bit difficult to analyze it when they are writing in a group, so to find out I asked them to write in a turn.

➢ **Question** : How do group works affect students' writing skill?

Answer : In a way, it does have an effect, so it depends on the willingness of the students to be serious about learning or not. So, their groupmates will direct them and they listen to them.

➢ **Question** : How do you think your students' writing skill after doing the writing individually?

Answer : For individuals, aside of asking them to come forward to write, I give them individual assignment in the form of worksheets. So, I can see the level of students' writing ability. However, it will be difficult when they are cheating, because the writing is the same but it can be known from typos.

➢ **Question** : How do you score your students' writing?

Answer : The teacher assesses how to write the structure, so at least it must fulfill the required structure even though sometimes it is still not structured.

Question : Does the teacher assess students' writing based on the rubric score stated in the lesson plan (*modul ajar*)? If yes, what aspects are assessed?

Answer : For the scoring rubric, the teacher refers to it but not too much, because the standards here are still minimum so the score started from the writing of the vocab first, then the structure, and so on.

➢ **Question** : How does students' score really fulfill the scoring rubric?

    Answer : Sometimes when they get the assignment to analyze grammar and they can analyze it, the teacher considers the students to have fulfilled it.

➤ **Question** : What do you think about the effect of this approach on students' score in writing?

    Answer : I think this method is enough to have an effect on students, especially for students who are still basic in understanding, so when there are those who do not understand the teacher will review again and when before the exam the teacher will review the material that will be taught.

    Question : In terms of the scores, is there a significant effect on the students' scores?

    Answer : Yes there is, but it is not too significant so if the smart ones are like that. For students who have lack scores, their scores will go up and down. So if they have a desire to learn, it will increase.

➤ **Question** : How do your students feel after this approach was implemented?

    Answer : Students become active to ask questions even though just several students, so there is curiosity about the material being studied and classroom's conditions will become more active.

➤ **Question** : How do you think this approach should be continued to use?

    Answer : Because this method helps students who have a lack of understanding of the text because there are modelling of text stage and grouping students (JCoT), so students better understand the material being studied.

APPENDIX 8

Modul Ajar

Modul Ajar Bahasa Inggris XI

Tahun Ajaran 2023–2024

Penyusun : Siti Umaroh, S.Pd

MODULAJAR

BAHASA INGGRIS KELAS XI

INFORMASI UMUM	
A.IDENTITAS MADRASAH	
Nama Penyusun	SITI UMAROH, S.Pd
Institusi	MA AL-MAHRUSIYAH LIRBOYO KEDIRI
Tahun Pelajaran	2023-2024
Jenjang Sekolah	MA (MADRASAHALIYAH)
Kompetensi Keahlian	Procedure Text
Kelas	XI
Fase	F
Elemen	Menulis–Mempresentasikan (WP)
Capaian Pembelajaran	Pada akhir Fase F,peserta didik menulis teks prosedur secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas teks prosedur dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
Alokasi Waktu	4x45 (2x Pertemuan)
B.KOMPETENSI AWAL	

1. Definition of Using Procedure Text

2. Social function of Procedure Text.

3. General structure of Procedure Text.

4. Language features of Procedure Text.

C.PROFIL PELAJAR PANCASILA

• Gotong royong	Bekerjasama mencari informasi lebih tentang materi yang diberikan Dalam grup.
• Mandiri	Melakukan proses brain storming pada kegiatan awal pembelajaran.
• Kreatif	Membuat teks prosedur dengan menggunakan kalimat sendiri.
• BerfikirKritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.

D.PROFIL PELAJAR RAHMATAN LIL ALAMIN

Profil Pelajar *Rahmatanlil'Alamin* dicapai adalah Berkeadaban (*ta'addub*, Keteladanan(*Qudwah*), Kewarganegaraan & kebangsaan (*Muwatanah*), Mengambil jalan tengah (*Tawassut*), dan Dinamis & inovatif (*Tathawwur Wa Ibtikar*).

E.SARANA DAN PRASARANA

Media	Lembar kerja peserta didik,laptop,handphone,LCD proyektor.
SumberBelajar	Lembar kerja peserta didik, LKS,Buku Bacaan.

F.TARGETPESERTADIDIK

1. Peserta didik regular
2. Peserta didik dengan hambatan belajar
3. Peserta didik cerdas istimewa berbakat

G.MODEL PEMBALAJARAN

Genre Based Approach	

KOMPONEN INTI

A.TUJUAN PEMBELAJARAN

1.Peserta didik mampu membuat perencanaan dalam menulis procedure text.

2.Peserta didik mampu menulis kalimat utama dalam paragraf – paragraf dengankonjungsi yang tepat.

3.Peserta didik mampu menyajikan informasi dengan mode presentasi.

B.PEMAHAMAN BERMAKNA

Teks Prosedur adalah teks tentang bagaimana melakukan/membuat sesuatu hal.

Tujuannya yakni untuk mendeskripsikan sesuatu yang telah dibuat melalui

beberapa steps.

C.PERTANYAAN PEMANTIK

- Apa makanan favoritmu?
- Apakah kamu pernah memasak makanan favoritmu?

D.PERSIAPAN PEMBELAJARAN

- Guru menyusun LKPD
- Guru menyusun instrument assesmen yang digunakan
- Guru melakukan tes diagnostik

E.KEGIATAN PEMBELAJARAN

PERTEMUANKE-1

Pendahuluan	1. Guru memberi salam sebelum pembelajaran dimulai.
	2. Guru memeriksa kerapihan kelas dan peserta didik sebelum dimulai pembelajaran.
	3. Guru mengecek kehadiran peserta didik.
	4. Guru memberikan pertanyaan pemantik untuk memulai pembelajaran.
	5. Guru menyampaikan tujuan pembelajaran dan memberikan kesimpulan bahwa yang akan dipelajari procedure text.

Inti

1. BKOF (Bilding Knowledge of the Field)

a. Guru memberikan pertanyaan pemantik mengenai materi Procedure Text

b. Guru menggali pengetahuan peserta didik tentang definisi Procedure Text lalu menjelaskan definisinya secara sempurna.

c. Guru menggali pengetahuan peserta didik tentang generic stucture of Procedure text lalu menjelaskannya secara sempurna.

2. MOT (Modelling of Text)

a. Guru memberikan contoh bacaan procedure text

b. Guru mengajak peserta didik mengidentifikasi generic structure of procedure text

c. Guru menjelaskan language features of Procedure Text.

3. JCOT (Joint Construction of theText)

a. Guru mengarahkan peserta didik untuk memahami bersama-sama mengenai structure and langauge features agar dapat menyusun teks prosedur dengan benar.

b. Peserta didik diminta membentuk kelompok yang terdiri dari 4 anggota setiap kelompoknya.

c. Setiap kelompok diarahkan untuk membuat teks prosedur sesuai dengan model teks yang disampaikan guru, Tiap kelompok harus membuat teks dengan topik yang berbeda.

d. Guru memonitor kegiatan peserta didik dan mengoreksi grammatical teks yang dibuat peserta didik.

4. **ICOT(Independent Construction of the Text)**

a. Guru memberikan tugas kepada peserta didik untuk membuat teks prosedur sesuai dengan kemampuannya.

b. Guru meminta peserta didik menuliskan alat dan bahan-bahan yang dibutuhkan sesuai dengan tema yang akan ditulis.

c. Guru meminta menuliskan teks prosedur dengan judul sesuai dengan keinginan mereka masing-masing.

Penutup

1. Gurubersama peserta didik menyimpulkan kegiatan pembelajaran.

2. Guru mengevaluasi pelaksanaan pembelajaran pada pertemuan tersebut

3. Guru memberikan motivasi dan gambaran pelaksanaan pertemuan selanjutnya

4. Guru menutup pembelajaran.

F.ASSESMENT

Assesment Diagnostic	1. Non Kognitif:
	• Bagaimana pembelajaran yang kita terapkan dipertemuan ini?
	• Apakah ketika kalian mencari sumber belajar sendiri,kalianmerasa kesulitan?
	• Apa yang kamu inginkan dalam pembelajaran ini,untukperbaikan selanjutnya?
	2. Kognitif:
	• Please read the procedure text below!
	• What does the text tell us?
	• What should we do to write the procedure text?
Assesment Formative	1. Quiz
	2. Penilaian harian:
	• Multiple choice questions
	• Matching
	• True false
	• Analyze
	• Essay questions
Assesment Sumative	Penilaian Akhir Semester

G.PENGAYAAN DAN REMIDIAL

- Pengayaan diberikan kepada peserta didik yang menguasai materi dengan sangatbaik, yaitu dengan memberikan soal yang tingkatanya lebih tinggi.

- Remidial diberikan kepada peserta didik yang belum menguasaimateri dan nilai

  Diperoleh kurang dari rata rata.

H.REFLEKSI PESERTA DIDIK DAN GURU

- **Apakah model pembelajaranyang saya gunakan sesuai dengan materi dan karakteristik peserta didik?**

• **Apakah semua peserta didik nyaman dan memahami materi saat proses pembelajaran?**
• **Pada bagian mana dari materi yang mudah dipahami oleh peserta didik?**
• **Apakah durasi waktu sesuai dengan tujuan belajar yang ingin dicapai?**
LAMPIRAN
A.LEMBAR KERJA PESERTA DIDIK
Terlampir
B.BAHAN BACAAN GURU DAN PESERTA DIDIK
• **Lembar Kerja Peserta Didik** • **Buku Bahasa Inggris SMA/MA Kelas XI**

Mengetahui,   Penyusun,

Kepala Madrasah,   Guru Mata Pelajaran
Taufiq Hidayat, S.Ag   Siti Umaroh, S.Pd

LAMPIRAN

Instrumen Penilaian Teks Prosedur

No	Hal yang dinilai	Skor			
		4	3	2	1
1	Judul menyatakan proses membuat/melakukan sesuatu Judul ditulis dengan huruf awal huruf kaptal Judul tanpa menggunakan titik Judul sesuai isi				
2	Bagian awal teks sudah sudah berisi tujuan apa yang akan dibuat/dilakukan Tidak terdapat kesalahan kata/frasa/kalimat Tidak terdapat kesalahan tanda baca				
3	Bagian inti berisi langkah penjelasan proses dari awal sampai akhir terciptanya suatu produk/cara melakukan Tiap langkah dipaparkan secara rinci Tiap langkah jelas dan tidak menimbulkan penafsiran yang berbeda Langkah menggunakan kalimat yang komunikatif sehingga mudah dipahami urutannya				
4	Tidak terdapat kesalahan penggunaan tanda baca				
5	Membuat kalimat ucapan motivasi atau selamat mencoba Tidak terdapat kesalahan struktur kalimat Tidak terdapat kesalahan penggunaan tanda baca				

Penskoran

4 = Jika terdapat semua unsur

3 = Jika terdapat 3 unsur

2 = Jika terdapat 2 unsur

1 = Jika terdapat 1 unsur

Lampiran 1

Materi Pembelajaran

1. Definition of procedure text

> Procedure text is texts that explain how something works or how to use istruction/operation manuals. Ex: how to use the video
> Procedure text is texts that instruct how to do a particular activity. Ex: recipes,rules games
> Procedure text is texts that deal with human behavior. Ex: how to live happily

2. Generic structure of procedure text
   - Goal : (ex :how to make salad)
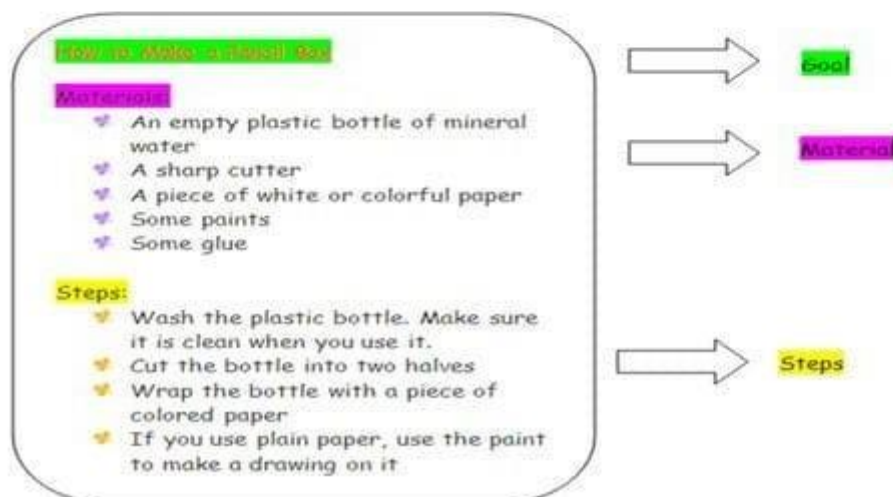   - Material or ingredient
   - Step

3. The purpose of procedure text
   - To explain/tell (the reader) how to make/operate/do something through a sequence of actions or steps

4. Language features of procedure text
   - Use adverbial of sequence / using temporal conjunction (ex: firs,second,third,the last)
   - Use command / imperative sentence (x : put the noodles...,cut the onion..,wash the tomatoes...)
   - Using adverbials (adverbs) to express detail the time,place,manner for example,for five minutes,2 hours
   - Using action verbs
   - Using simple present tense

Materi Pembelajaran

How to Make a Pencil Box

Materials
- An empty plastic bottle of mineral water
- A sharp cutter
- A piece of white or colorful paper
- Some paints
- Some glue

Steps:
- Wash the plastic bottle. Make sure it is clean when you use it.
- Cut the bottle into two halves
- Wrap the bottle with a piece of colored paper
- If you use plain paper, use the paint to make a drawing on it

Goal

Material

Steps

Lampiran 2.

LK

1. Make a group consist of 3 or 4 students !
2. Find the generic structure,purpose,and the language features related to the the text

Contoh Teks:

How to make Lemonade

• Ingredients:
For each glass use:
- 2 tablespoons of lemon juice.
- 2 tablespoons of sugar.
- 1 glass of water.
• Methods:
1. Slice a lemon in half and squeeze the juice into a cup.
2. Take out the seeds.
3. Pour two tablespoons of juice into glass.
4. Add sugar.
5. Add water and stir well.
6. Taste the lemonade. You may want to add more sugar or more lemon to make it taste just right.
7. Put it in ice cubes. A drop of red food coloring will make pink lemonade.

How to Make Sandwich

□ **INGREDIENTS :**

- Two slice of bread
- Cheddar cheese
- Tomato sauce
- Mayonnaise
- Tomatoes
- Lettuce leave

□ **STEPS :**

First, place a slice of bread on the plate. **Second,** put the tomato sauce. **Third,** add salad, slice tomatoes, cheddar cheese, mayonnaise, tomato sauce. **After that,** add lettuce leaves. **Then,** put a slice of bread on the top **and Finally,** serve it!

Click to Print / Enlarge

Chicken Curry Pinoy Style

Ingredients
1/2 kilo chicken breast
4 small or 2 medium potatoes
3 cloves garlic
1 small onion
2" ginger
1 cup water
1 tablespoon curry
1 medium carrot
3/4 cup coconut/evaporated milk
1 bell pepper, preferably red
1/2 tablespoon salt
1/2 tablespoon sugar
1/4 teaspoon ground pepper

Procedures
1. Fry potatoes. Set aside.
2. Fry chicken till light brown. Set aside.
3. Saute minced garlic till brown then add sliced onion and ginger.
4. Add the chicken, stir. Then add water and curry powder. Bring to boil.
5. Simmer till the chicken becomes tender about 15 to 20 minutes.
6. Put in potatoes and carrots. Simmer for 5 minutes.
7. Add the coconut milk, salt, sugar, bell and ground pepper. Simmer for 5 minutes using low heat. Serve hot. Enjoy!

Makes 4 servings.

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CROC KARE-KARE

INGREDIENTS:

2 ½ lbs	Croc ribs cut into 2" lengths
	Croc hocks
6 tbsp	peanut buter
1 bundle	sitaw
2 cloves	garlic crushed
1 medium	onion sliced
1 medium	eggplant cut into 6 pieces
1 tbsp	fish sauce
	achuete
	bagoong or shrimp paste
	langka leaves
	(optional to lessen boiling time)

PROCEDURE:

Boil the Croc ribs with Langka leaves for 1 ½ to 2 hours. Set aside. Reserve the broth. Saute garlic and onion. Add croc hocks and fish sauce. Cook for few minutes. Add 2 1/2 cups of the croc broth, salt, achuete and peanut butter. Simmer for 5 mins. Add the vegetables and cook until tender. Stir occasionally. Season with salt to taste. Serve with bagoong or shrimp paste.

LK

1. Make the procedure text from this menu below :
   a. Fried rice
   b. Ommelete
   c. Fruits salad

Lampiran 3

APPENDIX 9

Students' Writing Score

    a. **Students Writing Score of XI – MA 1 (XI – A)**

No	Nama Peserta Didik	L/P	Nilai
1	AZA	P	86
2	ACISA	P	84
3	ANR	P	85
4	AAB	P	86
5	BN	P	86
6	DFRZ	P	83
7	EF	P	82
8	INA	P	83
9	IQA	P	85
10	I	P	90
11	JKM	P	82
12	LH	P	82
13	MAA	P	86
14	MAM	P	85
15	NPKN	P	86
16	NAZ	P	87
17	NLA	P	79
18	NFK	P	84
19	NMN	P	86
20	NAA	P	80
21	NMN	P	85
22	PAP	P	82
23	SNF	P	82
24	SH	P	84
25	SRC	P	86
26	SSK	P	78
27	SLUM	P	85
28	SK	P	81
29	SAAW	P	85
30	SMJ	P	86
31	TAP	P	82
32	TB	P	85
33	UNJ	P	83

| 34 | WM | P | 85 |
| 35 | YAPH | P | 86 |

b. **Students Writing Score of XI – MIA 1 (XI – E)**

No	Nama Peserta Didik	L/P	Nilai
1	ARNH	P	92
2	AF	P	84
3	BAS	P	87
4	BAS	P	87
5	DES	P	88
6	DA	P	88
7	DN	P	85
8	EMW	P	84
9	FNH	P	88
10	GJJ	P	86
11	IFRA	P	84
12	IRR	P	85
13	INAB	P	86
14	KNS	P	85
15	MAR	P	85
16	NAP	P	85
17	NFAZ	P	84
18	NLRA	P	
19	NTA	P	85
20	NI	P	86
21	NH	P	85
22	NZM	P	86
23	PDZ	P	88
24	PA	P	85
25	RAN	P	85
26	RVA	P	88
27	RA	P	88
28	FA	P	86
29	SPDA	P	85
30	SK	P	88
31	SRT	P	84
32	TWW	P	85
33	WA	P	84
34	ZS	P	88

APPENDIX 10

Picture of Research Activity

APPENDIX 11

CURRICULUM VITAE

A. Personal Details

1. Name   : Setian Aringga
2. Place &Date of Birth : Kediri, September 15th, 2001
3. Address   : Jl. Kh. Hasyim Asyari, Gg. I/52, Kelurahan Banjarmlati, Kota Kediri, Jawa Timur
4. Phone Number   : 089501666332
5. E-mail   : setianringga@gmail.com

B. Formal Education

1. SDN Banjarmlati 2   (2014)
2. MTsN 1 Kota Kediri (2017)
3. SMK PGRI 1 Kediri (2020)
4. Bachelor Degree of English Department at State Islamic Institute of (IAIN) Kediri (2024)

Kediri, 4 June 2024

Setian Aringga

20202070

APPENDIX 12

Surat Izin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KEDIRI
FAKULTAS TARBIYAH
Jalan Sunan Ampel No. 7, Kec. Ngronggo, Kota Kediri, Jawa Timur. Kode Pos 64127
Telepon (0354) 689282 | Website: www.iainkediri.ac.id

Nomor : B-2769/In.36/D2/PP.07.01.05/05/2024   Kediri, 14 Mei 2024
Lamp. : -
Perihal : **Permohonan Izin Riset / Penelitian**

Kepada
Kepala MA Al-Mahrusiyah
di Tempat

Assalamualaikum Wr. Wb.

Dengan hormat kami beritahukan bahwa mahasiswa tersebut di bawah ini :

Nama   : SETIAN ARINGGA
NIM   : 20202070
Semester   : 8
Prodi   : TADRIS BAHASA INGGRIS

Dalam rangka menyelesaikan studi dan menyusun skripsinya yang perlu melakukan penelitian lapangan. Untuk itu kami memohon agar mahasiswa yang bersangkutan diberi izin dan kesempatan untuk melakukan penelitian di wilayah / lembaga yang menjadi wewenang Bapak / Ibu, dalam bidang-bidang yang terkait dengan judul skripsinya, yaitu :

"Students' and Teachers' Perceptions Toward the Implementation of Genre Based Approach on Students' Writing Skill in Learning Procedure Text"

Mahasiswa yang melaksanakan riset/penelitian akan berkewajiban mentaati semua peraturan yang berlaku di lembaga/instansi tempat penelitiannya.
Demikian atas perkenan dan kerjasama Bapak/Ibu. kami sampaikan terimakasih.

Wassalamualaikum Wr. Wb.

a.n. Dekan Fakultas Tarbiyah,
Kepala Bagian Tata Usaha

MARHASAN, MM.
NIP. 196706012000031001

Sent To : Setianringga@gmail.com

APPENDIX 13

Surat Keterangan Penelitian

YAYASAN AL-MAHRUSIYAH
MADRASAH ALIYAH AL-MAHRUSIYAH
NSM: 131235710004 - NPSN: 69881495
Alamat : Jl. KH. Abdul Karim Lirboyo Mojoroto Kota Kediri 64117
Telepon (0354) 7411141 E-mail: maalmahrusiyah@gmail.com
http://maalmahrusiyah.sch.id/

SURAT KETERANGAN
Nomor : Ma.03/0505/Alma/05/2024

Yang bertandatangan dibwah ini,

Nama	:	TAUFIQ HIDAYAT, S. Ag
Jabatan	:	Kepala Madrasah
Alamat	:	Jl. KH. Abdul Karim Lirboyo Kota Kediri

Menerangkan dengan sesungguhnya bahwa,

Nama	:	**SETIAN ARINGGA**
NIM	:	20202070
Fakultas/Prodi.	:	Tarbiyah/Tadris Bahasa Inggris
Perguruan Tinggi	:	Institut Agama Islam Negeri (IAIN) Kediri

telah melakukan Observasi dalam rangka penyusunan skripsi dengan judul **"Students' and Teachers' Perceptions Toward the Implementation of Genre Based Approach on Students' Writing Skill in Learning Procedure Text".**

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.

Kediri, 28 Mei 2024
Kepala Madrasah,

Taufiq Hidayat, S. Ag
NIP : -