

CHAPTER V

CONCLUSSION

A. Conclusion

The *Problem-Based Learning* (PBL) model has several strengths and weaknesses. The strengths of the PBL model include supporting the implementation of PBL in English language learning, increasing students' active involvement in discussions and the learning process, and developing critical thinking skills and conceptual understanding. In addition, the PBL model can improve students' English language skills, such as speaking and writing, and make students more enthusiastic and less bored during learning. However, the PBL model also has some weaknesses, such as requiring thorough teacher preparation so that the implementation of PBL in English language learning can run effectively. Limited learning materials that are relevant to PBL and limited access to technology can also be challenges in implementing the PBL model. Therefore, the PBL model can be an effective learning model if it is implemented properly and supported by adequate resources.

The implementation of the *Problem-Based Learning* (PBL) model in English language learning shows very positive results. The PBL learning process actively involves students in discussions, independent learning, and group collaboration, which makes students more enthusiastic and less bored in learning English. These findings are in line with previous studies showing that the implementation of the *Problem-Based Learning* (PBL) model is effective in improving English language

skills, critical thinking abilities, and students' conceptual understanding. Despite some challenges in its implementation, the PBL model has proven to be a strong and successful learning model in improving the quality of English language learning.

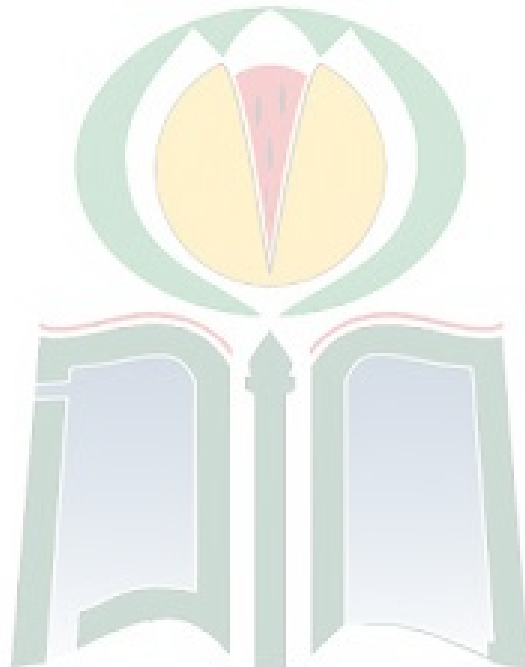
B. Suggestion

Based on the results of observations and interviews, the researcher's suggestions regarding the implementation of the Problem-Based Learning (PBL) model are as follows:

The school is expected to support the implementation of the Problem-Based Learning (PBL) model in English language learning by providing adequate facilities, learning resources, and a supportive learning environment. The school is also encouraged to facilitate teacher development through training or workshops related to innovative teaching models, especially the PBL model, so that English language learning can be implemented more effectively at SMA N 17 SBB.

English teachers are expected to implement the Problem-Based Learning (PBL) model creatively by presenting problems that are relevant to students' daily lives. Teachers should encourage students to actively participate in group discussions, collaborate with their peers, and confidently use English during the learning process. Through proper guidance and continuous motivation from teachers, English language learning is expected to become more engaging, enjoyable, and less boring for students.

Future researchers are expected to further develop this study by conducting more in-depth research on the implementation of the Problem-Based Learning (PBL) model in English language learning. Further studies may be conducted at different classes or educational levels and may also focus on the impact of the PBL model on students' English language skills, including speaking, reading, writing, and listening, in order to obtain more comprehensive research findings.



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DOCUMENTATION



Picture of Starting the Class



Picture of Students' Orientation to the Problem



Picture of Organizing Students into Groups



Picture of Guiding Students' Investigation



Picture of Developing and Presenting Students' Work



Picture of the Teacher Analyzing and Evaluating



Picture of Researcher's Observation



Picture of Teacher Interview



Picture of Student Interview



Picture of First Meeting



Picture of Second Meeting



Picture of Third Meeting

ATTACHMENTS. 1 **OBSERVATION SHEET TABLE**

A. Teacher's Behavior

NO	Aspect Being Observed	Behavioral Indicators	Score	Notes
1.	Presenting problems as triggers	The teacher presents relevant and challenging problems	1-4	Yes, the teacher presents relevant and challenging problems.
2.	Encouraging group discussion	The teacher divides students into groups for discussion	1-4	Yes, the teacher divide the students into several discussion groups.
3.	Providing guidance during exploration	The teacher acts as a facilitator rather than a direct answer provider	1-4	Yes, the teacher acts as a facilitator
4.	Giving feedback	The teacher provides feedback on students' ideas	1-4	Yes, the teacher provides feedback on student ideas.
5.	Facilitating student solution presentations	The teacher provides time and space for students to present	1-4	Yes, the teacher provides time and space for students to present

Description Score

Score

Criteria

1.

Not Visible

2.

Visible Occasionally

③

Frequently Visible✓

4.

Consistently Visible

B. Student's Behavior

NO	Aspect Being Observed	Behavioral Indicators	Score	Notes
1.	Active engagement	Students actively discuss and ask questions	1-4	Yes, They are actively and asking question
2.	Self-directed learning	Students seek solutions individually or work in groups	1-4	Yes, students are collaborating to find solutions in groups.
3.	Teamwork	Students work together positively in groups	1-4	Yes, students have are very positive attitude to word teamwork.
4.	Learning enthusiasm	Students appear enthusiastic and enjoy the learning process	1-4	Yes, students are very enthusiastic and relived in the learning process
5.	Initiative in using English	Students use English and engage in discussion	1-4	Yes, students use English in discussion

Description Score

Score

Criteria

1.

Not Visible

2.

Visible Occasionally

③.

Frequently Visible✓

4.

Consistently Visible

ATTACHMENTS: 2

INTERVIEW GUIDE
(SUBJECT TEACHER)

THE IMPLEMENTATION OF A PROBLEM BASED LEARNING (PBL)
MODEL ON THE MOTIVATION OF ENGLISH AT SMA N 17 SBB.

This research uses a qualitative approach, therefore to get complete data, an interview guideline is needed to get data according to the research focus. This interview guideline is a set of principal research problems.

A. Informant's Identity

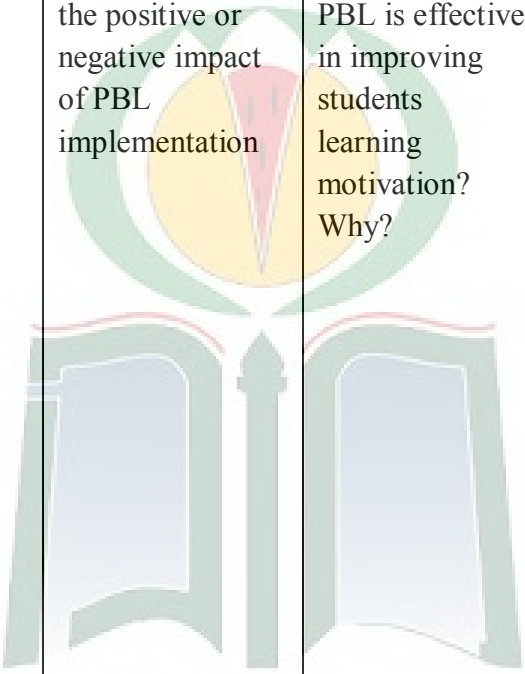
1. Name : Jainab Payapo, S.Pd
2. Age : 41 Year
3. Address : Ene Pompa North Buano

B. Question

NO	Aspect	Indicators	Questions	Answer
1.	Teachers' understanding of PBL	Teachers understand the concept and steps of implementing PB	How do you implement PBL in your English Class?	Ma'am implement PBL in my English class by providing problem that are relevant to the topic being studied students are asked to the work in groups to analyze the problem, find solutions, and present their result, Ma'am also give students the opportunity to choose topic they like and work independently.

2.	Objectives of using PBL	Teachers have pedagogical reasons for using PBL	Why do you Choose to apply the PBL in teaching English?	Ma'am choose to apply PBL, in teaching English because Ma'am want to improve students critical and creative thinking skills. PBL allows students to work independently and develop their English skills more effectively. Additionally PBL allows students to see the relevance between that they learn in class and real life solutions
3.	Changes in student motivation	Teachers observe an increase in students' learning motivation	Have you noticed Any Changes in students' motivation since using PBL? Give Examples.	Yes, Ma'am have seen significant change in student motivation since using PBL. Students have become more enthusiastic and engaged in the learning process. For example, students who previously didn't like real are Now more Exited they like and work independently additionally students have become more

				confident in speaking English because they can practice in groups
4.	Challenges in implementing PBL	Teachers mention constraints during PBL implementation	What Challenges do you face when applying PBL in your English Class?	Ma'am face several challenges when applying PBL in my English class such as: -Managing time, and sources effectively for projects. - Ensuring that all students are involved and contribute to the projects. - assessing project quality and providing effectively feedback.
5.	Strategies to overcome PBL challenges	Teachers have solutions for the challenges faced	How do you deal with those challenges?	To overcome these challenges, Ma'am do several things, such as - making effective plans and allocating sufficient time for project. - using clear and transparent assessment strategies to ensure

				that an students understand what is expected. - providing contrastive and specific feedback to help students improve the quality of their project.
6.	Perceptions of PBL effectiveness	Teachers evaluate the positive or negative impact of PBL implementation 	Do you think PBL is effective in improving students learning motivation? Why?	Yes, Ma'am believe that PBL is effective in improving students learning motivation PBL allows students to work independently and creatively, additionally PBL allows students to see the relevance between what they learn in class and real-life salutations which motivates them to learn. Ma'am also see that students been there confident and enthusiastic in the learning process, which is and indicator that PBL is effective in improving students learning motivation.

INTERVIEW GUIDE (STUDENTS)

THE IMPLEMENTATION OF A PROBLEM BASED LEARNING (PBL) MODEL ON THE MOTIVATION OF ENGLISH AT SMA N 17 SBB.

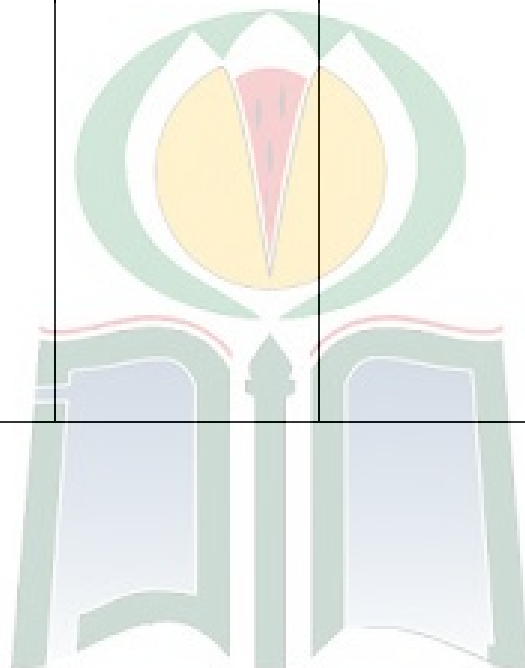
C. Interview Question

NO	Aspect	Indicator	Question	Answer
1.	Understanding of Project-Based Learning (PBL)	Students understand the PBL model and its process	Can you describe what do you during a problem-based learning activity?	According to Fendi, PBL is problem-based learning, for example when the lesson starts, the teacher gives topic and then we search for salutations or answer to the topic or problem and present then in front of the class.
2.	Active engagement	Students are actively engaged in discussions and problem-solving	Do you feel actively in evolved when learning English through PBL? Why?	According to Mona, From what I've seen when the teacher gives us topic or problem we as students are very active in searching for solutions to the problem or answer to the topic.
3.	Interest in learning	Students are more interested or motivated when using the PBL model	Do you feel more interested in learning English when	According to Sintia, they are very interested in the Problem-based learning (PBL)

			using PBL? why?	model because it encourages them to work together, think critically, and find solutions to the problem gives by teacher.
4.	Self-directed learning	Students are more independent in finding solutions	Do you try to find the answer or solutions by yourself in PBL activities? How?	According to Rinda, Yes, When the teacher gives us time to search for solutions or answer to the problem or topic we immediately divide the tasks among ourselves to search for solutions independently and then there Will be representatives from each group to present the results of their group work.
5.	Collaboration in teams	Students feel comfortable working in groups	How do you feel working in groups to solve problem in English Class?	According to Aninda, Working in groups is very comfortable and enjoyable because when we work together, we are all motivated to find answer or solutions to the topic or problem, and it's

				very easy and fast.
6.	Confidence	Students become more confident in using English	Do you feel more confident in speaking or using English during PBL?	According to Emel: Yes, even though my English is not perfect or still, a but hesitant I Will comfily present the results of our groups work because it him help me get used speaking English in front of a crowd.
7.	Increasing student motivation and learning activities.	Students show enthusiasm and interest in the subject matter	Do You feel more enthusiastic and interested in learning when the teacher uses the Problem-Based Learning (PBL) model?	According to Fresilia: Yeah, we students are more enthusiastic about learning because the learning process is not boring, it's focused on us as students, we're actively involved, we discuss and find solutions together with our friends, that's what makes us feel really happy during the learning process in class..
8.	Students who are not used to analyzing	Students lack confidence to analyze problems	Do you feel hesitant or afraid of	According to Puandi: Initially, I was hesitant

	problems are usually reluctant to do so	independently.	making mistakes when trying to analyze problems on your own?	because I was afraid my answer would be wrong, but after discussing with friends and getting guidance from the teacher, I became more confident and tried to do it on my own. However, there are also friends who are not used to analyzing problems, they are reluctant to do it, or feel burdened when given the opportunity to analyze a problem.
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ATTACHMENTS: 3

MODUL AJAR

Bahasa Inggris



Healthy Foods

A. INFORMASI UMUM MODUL

Nama Penyusun : Jainab Payapo, S.Pd

Instansi/Sekolah : SMA Negeri 17 Seram Bagian Barat

Jenjang / Kelas : SMA / X

Alokasi Waktu : 2 x 45 menit

B. KOMPONEN INTI

Fase : E	
Capaian Pembelajaran	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
Elemen	Capaian

Menyimak - Berbicara

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda.

Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Membaca - Memirsa

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

**Menulis -
Mempresentasikan**

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

Tujuan Pembelajaran

- Memproduksi teks prosedur lisan dan teks prosedur tulis multimoda tentang makanan sehat sesuai dengan konteks dan tujuan yang hendak dicapai

Konsep Utama

Healthy Foods

Pertanyaan Pemantik

1. What kind of food do you consume regularly? Why did you choose it?
2. How do you choose the food you are consuming?
3. How does the food you consume impact your health?

Profil Pancasila

- Beriman Bertakwa kepada Tuhan YME dan Berakhlak Mulia
- Berkebhinekaan Global
- Mandiri
- Bernalar
- Kritis
- Kreatif

Kata kunci

Nutrition, food and drink

Target Peserta Didik :

Peserta didik Reguler

Jumlah Siswa :

20 Peserta didik (dimodifikasi dalam pembagian jumlah anggota kelompok ketika jumlah siswa sedikit atau lebih banyak)

Assesmen :

Guru menilai ketercapaian tujuan pembelajaran

- Asesmen individu
- Asesmen kelompok

Jenis Assesmen :

- Presentasi
- Produk
- Tertulis
- Unjuk Kerja

Model Pembelajaran

- Tatap muka

Ketersediaan Materi :

- Pengayaan untuk peserta didik berprestasi tinggi:
YA/TIDAK
- Alternatif penjelasan, metode, atau aktivitas untuk peserta didik yang sulit memahami konsep:
YA/TIDAK

Kegiatan Pembelajaran Utama / Pengaturan peserta didik :

- Individu
- Berkelompok (Lebih dari dua orang)

Metode dan Model Pembelajaran :

- Problem-Based Learning(PBL)
- presentasi
- ceramah
- Kunjungan lapangan
- Pengamatan lingkungan
- discovery learning
- Jigsaw

Materi Pembelajaran

Healthy Foods

Listening:

- Listening to a procedure of healthy eating

Speaking :

- Talking about healthy and less healthy foods and drinks

Reading And Viewing :

- Reading a text and finding general and specific information in the procedure text about healthy eating

Writing And Presenting:

- Writing a procedure text on how to eat healthily

Project :

- five day challenge of healthy eating

Media, Alat dan Bahan :

1. Sumber Belajar
 - Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X kurikulum merdeka tahun 2022
 - Internet
 - Lingkungan Sekitar

- Sumber lain yang relevan
2. Media
- LCD Proyektor, komputer serta tayangan slide PowerPoint (ppt), video pembelajaran, dan media lain yang telah disiapkan.
 - White board, penghapus, spidol dan alat tulis sekolah
3. Sumber Alternatif
- Guru juga dapat menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas.

Persiapan Pembelajaran :

- Menyiapkan bahan ajar/materi
- Menyiapkan alat dan bahan
- Menyiapkan rubric penilaian
- Menyiapkan alat penilaian

Langkah-langkah pembelajaran :

Task 1

Tujuan Pembelajaran:

Peserta didik mampu memahami, menafsirkan, dan mengekspresikan teks deskriptif serta prosedur sederhana dalam konteks kehidupan sehari-hari.

Kegiatan	Kegiatan Pembelajaran
Pendahuluan	• Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik. • Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan • Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. • Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran • Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.
Inti	Task 1 Bagian A: Look and Share

Langkah-Langkah Pembelajaran (problem-based leaning(PBL)

Steps:

1. Orientasi terhadap Masalah / Problem Orientation
Guru menampilkan video atau gambar tentang remaja yang sering makan junk food dan menanyakan: 'Why do many teenagers prefer junk food to healthy food?'
2. Mengorganisasi Siswa untuk Belajar / Organizing Students
Siswa dibagi menjadi kelompok kecil dan mendiskusikan dampak kebiasaan makan tidak sehat.
3. Membimbing Penyelidikan / Guiding Investigation
Siswa membaca teks 'Healthy Breakfast' dan mencari informasi tambahan dari internet tentang makanan sehat.
4. Mengembangkan dan Menyajikan Hasil / Developing and Presenting Work.
Setiap kelompok membuat poster atau presentasi berjudul 'How to Eat Healthily Every Day.'
5. Menganalisis dan Mengevaluasi / Analyzing and Evaluating",
Guru dan siswa merefleksikan pembelajaran: 'What have you learned about healthy foods?' serta memberikan umpan balik.



Picture 4.1 Aceh Noodles
Source: Yasminda Haryono/Wikimedia commons/CC BY-SA 2.0 (2010)



Picture 4.2 Crispy Deep-fried Prawn Ulakan
Source: SpatTacksCompatriot/Wikimedia commons/CC BY-SA 3.0 (2013)



Picture 4.3 Es Pisang Ijo
Source: Andrianrama/Wikimedia commons/CC-BY-SA (2020)



Picture 4.4 Cendol
Source: Gunawan Kartapranata/Wikimedia commons/CC-BY-SA4.0 (2018)



Picture 4.5 Gado-Gado
Source: Piknikdong/Wikimedia commons/
CC BY 4.0 (2021)



Picture 4.6 Tinutuan
Source: User: (WT-shared) Jpatokal at wts
wikivoyage/Wikimedia commons/CC BY-SA
3.0 (2006)



Picture 4.7 Rujak
Source: shan5/pixabay/CC BY-SA 4.0 (2020)



Picture 4.8 Pempek
Source: andryhariana/Pixabay/CC BY-SA 4.0
(2021)

Task 1 Bagian B: Listen and Answer

Pre-Listening Activity:

1. Guru menayangkan sebuah video yang berjudul "MUKBANG BAKSO LAVA SUPER JUMBO #Shorts" dari tautan <https://youtube.com/shorts/8GAI89BaSx4?feature=share>.
2. Guru menanyakan dan merespon pendapat peserta didik tentang isi video dengan mengajukan pertanyaan-pertanyaan
4. seperti berikut ini:



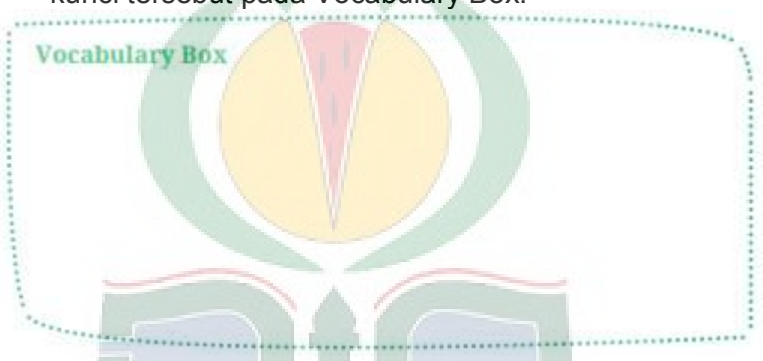
- What did you see in the video?
- What makes you choose food to eat? Why?

- a. Guru mengarahkan peserta didik untuk menyimak rekaman audio tentang makanan sehat dengan cara menjawab pertanyaan-pertanyaan berikut:

1. How many people are in the dialogue?
2. Who had a stomachache?
3. What was the suggestion given?

Berikut rekaman audio percakapan tentang cara menghindari sakit, dan cara memilih makanan sehat:

	<i>Niken : Hi, Sidar. How are you?</i> <i>Samsidar : Not really good actually. My stomach hurts.</i> <i>Niken : How did your stomach hurt? Was it because of something you ate?</i> <i>Samsidar : don't know. Probably yes.</i> <i>Niken : What did you have?</i> <i>Samsidar : That cireng with hot sambal.</i> <i>Niken : Oh, no wonder.</i> <i>Samsidar : My stomach hurts. What should I do?</i> <i>Niken : First, take medicine for your stomachache. Then after it gets better you need to mind what you eat. Always eat the right foods so you can stay healthy.</i> <i>Samsidar : Right foods? What do you know about the right foods, Niken?</i> <i>Niken : I know a lot about the right food. I read books on healthy foods.</i> <i>Samsidar : Okay, what are the best foods to eat, then?</i> <i>Niken : You should eat more fresh fruits and vegetables.</i> <i>Samsidar : Okay.</i> <i>Niken : Next, avoid highly fatty and greasy foods. Avoid too much sugar and caffeine too.</i> <i>Samsidar : Right.</i> <i>Niken : One last thing, don't eat too much spicy food like that cireng and hot chilly you ate.</i> <i>Samsidar : Oh Now my stomach hurts again. I need to go now.</i> <i>Niken : Okay, see you then.</i> b. Guru bersama peserta didik memeriksa jawaban untuk pertanyaan di poin a. c. Guru meminta peserta didik menyimak kembali rekaman
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	audio. - Guru meminta peserta didik menjawab pertanyaan tentang informasi dari rekaman dialog seperti tercantum di Buku Siswa. - Guru dan peserta didik mendiskusikan jawaban untuk pertanyaan di poin B pada Buku Siswa. - Guru memberi masukan kata/ungkapan yang digunakan, dan memberikan revisi pada kalimat peserta didik bila diperlukan. Task 1 Bagian C: Take Notes - Guru memfasilitasi peserta didik menemukan kata dan ungkapan kunci yang muncul pada saat diskusi tentang pertanyaan dari rekaman audio dialog tentang makanan sehat. - Guru meminta peserta didik menuliskan kata dan ungkapan kunci tersebut pada Vocabulary Box. 
Penutup	- Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. - Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran - Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik - Mengakhiri pembelajaran dengan doa - Penutup Pembelajaran

C. LAMPIRAN

Lembar Kerja :

Q: If you can live with only one food for the rest of your life, what would it be? Why?

A:

.....

.....

.....

Q: What comes first when you choose to consume food, should it be healthy or tasty? Why?

A:

.....

Q: Mention four examples of processed food that is usually consumed by teenagers

A:

.....

Q: From activity “this or that” in task 4, which food that your classmates choose more, local food or international food? Why? .

A:

.....

Q: Why do you think it is forbidden to eat while you watch TV?

A:

.....

Q: State four nutritious local foods that you can eat on a daily basis.

A:

.....

Q: Write two sentences that can be used as a conclusion when you write procedure text.

A:
.....
.....
.....

Bahan Bacaan Peserta Didik :

- Guru dan peserta didik dapat mencari berbagai informasi tentang Healthy Foods dari berbagai media atau website resmi di bawah naungan Kementerian pendidikan, kebudayaan, riset dan teknologi
- Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X Kurikulum merdeka tahun 2022
- Buku Panduan Siswa Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X kurikulum merdeka tahun 2022

Daftar Pustaka:

Braive. "How Stress Affects Your Body and Mind." 4 Oktober, 2016. Video edukasi, 2:32. https://www.youtube.com/watch?v=CZTc8_FwHGM

Story, Food Lover. "Mukbang Baso Lava Super Jumbo." 15 Agustus 2021. Video hiburan, 1:00. <https://youtube.com/shorts/8GAI89BaSx4?feature=share>

Glosarium:

health (n) : the state of being free from illness or injury

healthy (adj) : in good health

infographic (n) : a visual image such as a chart or diagram used to represent information or data

Interview (n): a meeting of people face to face, especially for consultation.

journal (n) : a daily record of news and events of a personal nature; a diary

juvenile (adj) : of, for, or relating to young people

logical order (adj) : the organization of ideas from general to specific, which enhances the overall quality of writings

masterpiece (n) : a work of outstanding artistry, skill, or workmanship

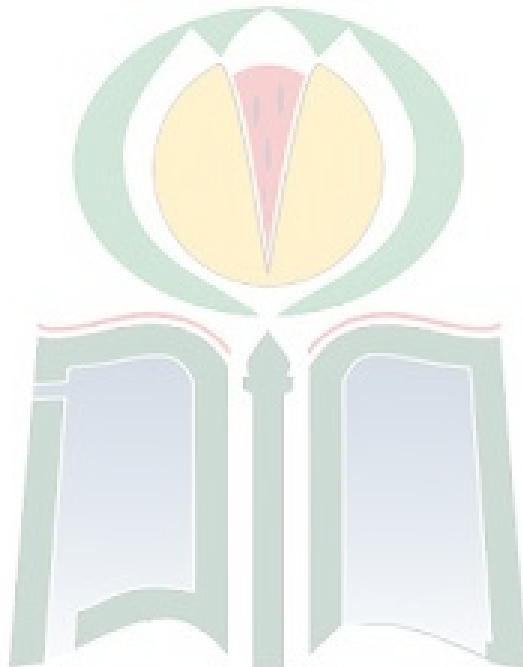
mental health (n) : the ability to think, learn, and understand one's emotions

and the reactions of others

multimodal text (n) : combination of two or more communication modes

nutrient (n) : a substance that provides nourishment essential for growth and the maintenance of life

nutritionist (n) : a person who studies or is an expert in nutrition



AOTHOR BIOGRAPHYS

Arpa Niniouw was born in Buano Utara, West Seram Regency Maluku, on August 3, 2002. She is an undergraduate student of the English Education Study Program. She has a strong interest in the field of English teaching and learning, particularly in the implementation of the Problem-Based Learning (PBL) model in the English learning process. Her research focuses on the process as well as the strengths and weaknesses of implementing the Problem-Based Learning (PBL) model in English learning for Grade X students at SMA Negeri 17 SBB. This research was conducted as one of the requirements for obtaining a Bachelor's degree (S.Pd) in the English Education (Tadris Bahasa Inggris) Study Program, Faculty of Tarbiyah and Teacher Training, Abdul Mutholib Sangadji State Islamic University (UIN) Ambon.

