

Case Study of Senior High School Students' (SMA) Learning Explanatory Text During Pandemic Era



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ABSTRACT: This case study focuses on learning to write explanatory texts for Eleventh Grade students of SMA Negeri 1 Pecangaan during the pandemic era. This research uses descriptive qualitative method, with a case study strategy. Data collection techniques used in this study are observation, document analysis, and in-depth interviews. The results showed that at the Lesson Plan stage, writing explanatory texts, the teacher carried out an assessment of the syllabus. Based on the syllabus, the teacher prepares a Lesson Plan. The Indonesian teacher at SMA Negeri 1 Pecangaan already has a complete set of learning tools. The learning tools are: (1) syllabus; (2) Writing a Lesson Plan explanatory text with components in accordance with Regulation of the Minister of Education and Culture (Permendikbud) Number 22 of 2016; and (3) Graduate Competency Standards, Core competency, and Baic Competency analysis. At the implementation stage of the learning process, explanatory text learning applies the Problem-Based Learning model with a text-based scientific approach. Meanwhile, at the learning assessment stage, it refers to Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2013 which emphasizes the assessment of the learning process and learning outcomes in writing explanatory texts.

KEYWORDS: learning, explanatory text, pandemic era, senior high school

I. INTRODUCTION

In school learning, the curriculum is the main reference in the learning process. In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 19 states that, curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. The learning process in schools is carried out based on what has been planned in the curriculum.

Utomo, Sudayanto, and Saddhono (2020) stated that education is one of the fields that has experienced the worst impact due to Covid-19. The use of learning based on an emergency curriculum to the study of Indonesian during the Covid-19 pandemic. The 2013 curriculum is utilized in conjunction with this emergency curriculum to allow for flexible learning from earlier classes. The 2013 curriculum, which emphasizes a scientific approach and places a greater emphasis on scientific processes, uses the same implementation of appropriate teaching and learning processes. The emergency curriculum, which is shorter than the 2013 curriculum at the educational unit level, is still fairly new, so it is hoped that the implementation will go smoothly and successfully.

The scope of Indonesian language lessons has four aspects, reading, listening, speaking, and writing. These four aspects are related achievements. Istiqomah (2016) states that Indonesian has a significant role in improving students' good language competence. Khair (2018) also argues that learning Indonesian is learning about skills in Indonesian which must be mastered properly and correctly according to its goals and functions.

One aspect that must be mastered by students in learning Indonesian is writing activities. At the senior high school level, especially Eleventh Grade, many subjects involve writing skills, one of which is writing explanatory texts. Explanatory text as a discourse is composed of a series of sentences that are connected to one another. Rohman, Rasna, and Darmayanti (2019) revealed that through learning to write explanatory texts, it is hoped that students can practice expressing their thoughts clearly, to explain, or explain a series of processes from an event or natural phenomenon that they know correctly based on

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cause and effect, As a result, even though they are regarded as more complex than other texts, students' writing skills will be trained critically in seeking out information and facts.

In an educational institution, the implementation of learning is required to run properly and effectively. This is as stated by Sudirman (2011: 49), that the learning process can meet the good criteria if the teaching and learning process is effective and achieves goals. Learning is considered effective if it contains elements which include students, teachers, objectives, materials, media, and assessment. From these learning elements there is one learning element that can be said to be the spearhead of success and the implementation of an optimal learning process in accordance with the curriculum, which element is the teacher. Rabiman, Nurtanto, and Khofifah (2020) added that teacher innovation and creativity in presenting and delivering learning materials can support student development and intelligence. In the era of the Covid-19 pandemic, there are even more challenges faced by teachers, where teachers are required to be professional in utilizing digital technology. In line with Vitaria's opinion (2020), the Covid-19 pandemic is not a barrier to improving the quality of education. Therefore, there are many ways that can be done by the teacher based on the commitment and responsibility of the teacher in carrying out his professional duties.

Laras and Suyanto (2016) conducted research on learning explanatory texts by examining the process of learning explanatory texts in class VII SMP Global Madani Bandar Lampung. Furthermore Nasrillah, Kosasih, and Kurniawan (2019) conducted research on explanatory texts used as teaching materials in Eleventh Grade SMA Negeri 5 Bandung. Other research was also carried out by Khairullah, Syambarsil, and Wartiningsih (2019) by examining planning, implementation, and assessment in learning explanatory texts at SMAS Mujahidin Pontianak. Purba, Daulay, and Marice (2020) researched the development of a problem-based learning process for writing explanatory texts in Eleventh Grade SMK PAB 03 Medan.

SMA Negeri 1 Pecangaan is a superior public school in the Pecangaan sub-district, Jepara Regency, Central Java Province which implements limited face-to-face learning in the era of the Covid-19 pandemic. Regarding learning in senior high schools specifically for students in Eleventh Grade, learning explanatory text is based on the 2013 curriculum in Basic Competency 3.3 identifying information (knowledge and sequence of events) in oral and written explanatory texts, Basic Competency 4.3 constructing information (knowledge and sequence of events) in oral and written explanatory texts, Basic Competency 3.4 analyzes the structure and language of explanatory texts, and Basic Competency 4.4 constructs explanatory texts by paying attention to content (problems, arguments, knowledge, and recommendations), structure and language which are then simplified in the emergency curriculum in Basic Competency 3.2 analyzing the structure and language of explanatory texts, and Basic Competency 4.2 producing explanatory texts orally or in writing by paying attention to structure and language. Learning explanatory texts during the pandemic era and then entering the post-pandemic era is expected to be implemented optimally with this research. Therefore, the researcher conducted a study entitled "Case Study of Senior High School Students' (Sma) Learning Explanatory Text during Pandemic Era".

II. METHOD

Research on learning to write explanatory texts during the pandemic era was conducted at Pecangaan 1 Public High School located on Pecangaan street, Jepara-Kudus, Pecangaan Kulon, Pecangaan District, Jepara Regency, Central Java Province for the 2021/2022 academic year.

This research uses a descriptive qualitative research method with a case study strategy. The researcher uses a case study strategy based on the formulation of Robert K. Yin. Yin (2014: 1) defines that the case study is a suitable strategy used in the subject matter of a research regarding 'how or why'. Yin also added that the typical style of the case study method is being able to relate to various forms of data in the form of interviews, observations, documents, and equipment. This research is focused on just one case, learning explanatory text for Eleventh Grade students of SMA Negeri 1 Pecangaan during the pandemic era.

Data were collected from teaching and learning activities in class, documents, and from informants from teachers and students. Data collection was carried out using direct observation techniques in class, analysis of documents, and in-depth interviews. Data source triangulation, technique triangulation, and informant review were used to validate the data. Data is analyzed by interactive model.

III. RESULTS AND DISCUSSION

Learning is an interactive combinative process of the various components involved in learning to achieve predetermined learning objectives (Dirman and Cicih Juarsih, 2014:3). For this reason, the implementation of learning must have clear goals, so that the ideals of the nation can be realized as expected. Law Number 20 of 2003 concerning National Education System says that the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for the implementation of teaching and learning activities.

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The curriculum, which is the elaboration of educational goals, forms the basis of the learning program. Efforts to realize these educational goals will be reflected through the educational process. While assessment is one of the activities carried out to measure and assess the level of achievement of the curriculum and the success or failure of the learning process carried out by the teacher. This further emphasizes that curriculum, learning processes, and assessment are three things that are interrelated. Based on the above, to find out to what extent the success rate of learning explanatory texts at SMA Negeri 1 Pecangaan needs to be observed and analyzed starting from the planning, implementation and evaluation stages.

A. Explanatory Text Lesson Plan for Eleventh Grade Students of SMA Negeri 1 Pecangaan during the pandemic era

Lesson Plan is a rational decision-making activity regarding certain learning goals and objectives, in the form of changes in behavior and a series of learning activities in order to achieve learning objectives by utilizing all the potential and existing learning resources (Sanjaya, 2011: 15).

Lesson Plan is the initial stage of the learning process. Morrison, et al (in Gafur, 2012: 3) stated "Instructional design is a strategic planning of a course. It is a blueprint that you design and follow. It helps us connect all the dots to form a clear picture of teaching and learning events".

Based on Regulation of the Minister of Education and Culture (Permendikbud) Number 22 of 2016, learning plans are designed in the form of syllabus and lesson plans that refer to content standards. Lesson Plan includes an analysis of the syllabus to develop a Lesson Plan, making Lesson Plans that are tailored to the appropriate approach, determining media and learning resources, and planning assessments.

Lesson Plan for Indonesian language teachers at SMA Negeri 1 Pecangaan begins with reviewing the syllabus that has been prepared by the curriculum development team, both at the central and regional levels, then preparing a Lesson Plan. Preparation of Lesson Plans based on Regulation of the Minister of Education and Culture (Permendikbud) Number 22 of 2016.

The Lesson Plan, which was prepared based on the 2013 curriculum and adapted to the pandemic era, was made by a Pecangaan 1 Public High School teacher with a structure; Lesson Plan titles, Basic Competency, educational units, subjects, subject teachers, class/semester, subject matter, time allocation, learning objectives, learning activities (which are divided into three activities, ; introduction, core, and closing), and assessment learning.

Lesson Plan developed by the teacher is based on the syllabus. The basic competency in learning to write explanatory texts is developing the content (problems, arguments, knowledge, and recommendations) of explanatory texts orally/in writing. In each Basic Competency indicators are developed. The results of the study show that the indicators formulated by the teacher have fulfilled the three main criteria, which are formulated in clear sentences, contain certainty of meaning, and can be measured. Learning materials are packaged in the form of annexes and contain detailed theoretical descriptions.

Learning activities consist of introduction, core activities and closing. In the learning activities the teacher has included the learning syntax in accordance with the chosen learning model. The learning activities also include character education to be achieved. The learning process also requires support in the form of media, tools, and learning resources. The three carrying capacities have also been included in the Lesson Plan.

In the Lesson Plan made by the Indonesian language teacher at SMA Negeri 1 Pecangaan it has been stated that explanatory text learning is carried out using the hybrid learning method by combining offline and online learning via WhatsApp, as well as the Problem Based Learning learning model.

B. Implementation of Explanatory Text Learning for Eleventh Grade Students of SMA Negeri 1 Pecangaan during Pandemic Era

Learning is a process of teaching and learning activities carried out in accordance with the curriculum set by the government. The implementation of the 2013 Curriculum has changed the paradigm of the concept of teaching from teaching as a process of conveying subject matter to teaching managing the environment. Like the opinion of Sanjaya (2011: 102) which states that the paradigm of the concept of teaching as a process of managing the environment has the characteristics of: (a) student-centered teaching; (b) students as learning subjects; (c) the learning process takes place anywhere; (d) learning is oriented towards achieving goals.

Based on the results of interviews with the teacher, the teacher stated that the implementation of Indonesian language learning using explanatory text material for Eleventh Grade SMA Negeri 1 Pecangaan in general contains components that support the learning process in the form of materials, media, and learning methods.

First, the material prepared by the Indonesian language teacher has been arranged in a coherent manner. According to Sabarudin (2018) learning materials in which there is a process of determining the order, the selection of which must refer to competency standards, the process of identifying aspects and types to obtain material that is relevant to Standard Competency

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and Basic Competency, requires quite a long and complicated process. Likewise, when learning material is about to be delivered, that's when the right media is needed to convey the material to achieve learning objectives.

Second, the media is a tool that can help teachers convey learning material to students easily (Anitah, 2012: 2). The media used by Indonesian teachers at Pecangaan 1 Public High School in implementing explanatory text learning in this study were pictures and Indonesian language student books published by the Ministry of Education and Culture. The Indonesian teacher at SMA Negeri 1 Pecangaan considers that media images can help students to improve their writing skills in explanatory texts.

In addition, teachers also use media in the form of modules or teaching materials, the internet, other relevant media sources to add information, as well as the WhatsApp application as a medium of communication and discussion space in online learning. According to Daheri, et al (2020) the WhatsApp application cannot stand alone as an online learning medium. It really needs the role of the teacher directly to optimize students in learning. Therefore, learning that is carried out in a hybrid manner is something that is required by schools to be carried out by teachers.

Third, in learning explanatory texts during the pandemic era, Indonesian language teachers at SMA Negeri 1 Pecangaan use the hybrid learning method with a problem-based learning model with a text-based scientific approach. Boud and Feletti (1997: 11) state that problem based learning is the most significant innovation in education. It is also explained in his book that: "Problem based learning is not the solution to all curriculum design problems in professional education. At the present time, however, it is the most fully articulated and trialled alternative to traditional practices and it can provide means of tackling some of the challenges of professional education which have appeared to date to have been quite intractable. These challenges include linking initial education with professional practice, bringing professional skills into students to develop a holistic view of practice for which they are being prepared."

This text-based approach is in line with the learning principles in the 2013 Curriculum which emphasizes a scientific approach. Text-based learning of Indonesian is used as a representation of the implementation of the 2013 Curriculum which carries a scientific (scientific) approach as the basis of the learning process. Teachers at SMA Negeri 1 Pecangaan think that this problem-based learning model is appropriate to be compared with a text-based scientific approach.

The steps for learning explanatory texts for Eleventh Grade SMA Negeri 1 Pecangaan during the pandemic era include opening activities, core activities, and closing activities. The application of the problem-based learning model with a text-based approach was carried out in five stages both at the first meeting and at the second meeting.

At the first meeting, the stages of implementing problem based learning with a text-based approach, the first step is in implementing the teacher's learning to bring up several explanatory texts with different themes in which the texts are in the form of phenomena that exist around students. Students are asked to read the text that has been provided by the teacher. From here students become motivated to continue to read and find information related to the text. This activity is the embodiment of activities in understanding and modeling text.

The second step, the teacher asks students to group with their friends. Students are faced with existing texts to be analyzed related to the structure and language rules of explanatory texts. Each group was assigned by the teacher to analyze the parts and structure of the explanatory text according to the material in the textbook. The third step, the teacher goes around the room and pays attention to the activities of each group, while asking about the difficulties that the group or individual might face. The fourth step, after all groups have finished answering student assignment sheets and solving problems, the randomly selected group must later present the results of their discussion to the front of the class which in this activity is a general discussion led by the teacher. Each group cannot take turns presenting the results of their work due to time constraints, so group selection by drawing lots is effective for adjusting learning with limited time allocation. In this discussion activity, each student must play an active role and share tasks so as to produce a good report. This activity aims to realize joint work activities to build texts.

In the fifth step, the teacher asks the two selected groups to come forward and present the results of group discussions in turn. In this case the teacher acts as a moderator for that advanced group must be able to answer questions or later these questions will be thrown at other groups. At the second meeting, explanatory text learning still uses a problem-based learning model with a text-based approach. The first step, the teacher tries to facilitate students by giving students the opportunity to ask the teacher about the explanatory text as learned the previous day. Initially, no students asked questions. However, the teacher tries to continue to motivate students to ask questions. Giving this motivation in the end makes students one by one to want to ask questions. second step, the teacher conveys material and assignments to students regarding identifying the structure of explanatory texts, the language of explanatory texts, patterns of development in writing explanatory texts, and writing explanatory texts based on linguistic structures and rules. Each student is given the task of solving the problems contained in the student textbook.

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Next, in the third step, the teacher goes around the room with the aim of paying attention to each student, while asking students what difficulties students face in carrying out assignments from the teacher. The fourth step, students formulate the results of their work regarding the structure, language, and development patterns of the explanatory texts that have been prepared by students. The fifth step, after all students have finished doing the assignment, two students are asked to read the results of their work to the front of the class. Then, students who sit in place check their own work. For students who have different opinions are welcome to ask questions and express their ideas.

The five steps of learning explanatory text using the problem-based learning model are in accordance with Andayani's statement (2015: 246) that there are steps that can be applied in the problem-based learning model, ; (1) student orientation on the problem; (2) organizing students to study; (3) guiding individual and group investigations; (4) developing and presenting works; and (5) analyze and evaluate the problem solving process.

Andayani (2015: 248) also mentions, by applying the problem-based learning model, students are encouraged to identify what they do not know or understand. So that this has a positive impact that stimulates students as if they are competing to be able to answer the challenges given by the teacher in the lesson. Students always equip themselves with reading and learning so they can compete with other students in expressing ideas to answer all existing problems, and if this happens all the time, it is certain that student achievement will be good.

C. Explanatory Text Learning Assessment for Eleventh Grade Students of SMA Negeri 1 Pecangaan during Pandemic Era

Assessment is an activity that cannot be separated from learning activities in general. Assessment activities are accompanist activities at the end of the learning process. Arikunto (2012: 15) states that with the results of the assessment obtained, the teacher can find out which students can continue their studies because they have succeeded in mastering the material, as well as students who have not succeeded in mastering the material. Without conducting an assessment, the teacher may not be able to assess and report student learning outcomes objectively.

Evaluation is in the form of process assessment and outcome assessment. The result of implementing explanatory text learning is in the form of a portfolio of a collection of explanatory texts made by students. Evaluation is a process that is arranged systematically and continuously for use in describing, collecting, presenting information about a program to be used as a basis for decisions, interpreting, and formulating policies and compiling programs (Widoyoko, 2015: 6). Portfolio assessment is a continuous assessment based on a collection of information that shows the development of students' abilities. This information is in the form of student work from the learning process of explanatory text. The focus of portfolio assessment is a collection of student work both individually and in groups during the implementation of explanatory text learning during the pandemic era.

D. Obstacles and Solutions offered by Pecangaan State High School Teachers in Learning Explanatory Text during the pandemic era

Learning to write explanatory texts during the pandemic era at SMA Negeri I Pecangaan was going well, but there were still various obstacles experienced by both students and teachers. Of course, these obstacles can affect student learning outcomes.

The obstacles experienced by Indonesian language teachers include; (1) there are still students who are unable to adapt to Indonesian Spelling in writing explanatory texts; (2) there are still students who are less able to come up with ideas; (3) teachers do not master information and communication technology; (4) the conditions that cause learning are not in accordance with the Lesson Plan; (5) the teacher feels that the time allocation is not optimal.

Barriers experienced by students include (1) students still lack motivation to learn; (2) students are less focused on learning; (3) students have difficulty determining ideas; (4) students lack mastery of standard writing; (5) students complain about the lack of internet quota.

Steps that can be taken by the teacher to overcome problems in learning explanatory text, ; (1) the teacher motivates students to keep learning; (2) the teacher provides training to students in terms of writing according to standard grammar; (3) the teacher generates ideas through the media of images; (4) teachers study information and communication technology by upgrading skill mastery; (5) the teacher continues to observe conditions that make learning inconsistent with the Lesson Plan by understanding the characteristics of each student; (6) the teacher informs about the provision of internet quota from the government; (7) the teacher opens a discussion room through the WhatsApp application.

IV. CONSLUSIONS

Based on the research results, this study conclude that the Lesson Plan stage of writing explanatory texts, the teacher first conducts an assessment of the syllabus. Based on the syllabus then develop a Lesson Plan. The Indonesian language teacher at SMA Negeri I Pecangaan already has a complete set of learning tools. The learning tools are: (1) syllabus from the government;

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(2) Writing a Lesson Plan explanatory text with components in accordance with Regulation of the Minister of Education and Culture (Permendikbud) Number 22 of 2016; and (3) Graduate Competency Standards, Core Competency and Basic Competency analysis.

Implementation of the learning process by applying the hybrid learning method and the Problem Based Learning model and utilizing media images. Learning assessment has also referred to Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2013 which emphasizes the assessment of the learning process and learning outcomes in writing explanatory texts. Assessment of the learning process emphasizes student learning motivation, while the assessment of student learning outcomes by taking explanatory writing products produced by students.

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