

**Using Flash Card as a Learning Media to Teach English in an
Islamic Junior High School**

**Presented to the Department of English Language Education as
Partial Fulfillment of the Requirements to Obtain the Sarjana
Pendidikan Degree in English Language Education**



Conveyed by:

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UNIVERSITY OF INDONESIA**

2019/2020

APPROVAL SHEET

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High School**

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RATIFICATION SHEET

**USING FLASH CARD AS A LEARNING MEDIA TO TEACH ENGLISH IN AN ISLAMIC
JUNIOR HIGH SCHOOL**

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Defended before the Board of Examiners on 11th January 2021 and Declared Acceptable

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Yogyakarta, 11th January 2021
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this best practice, which I have written, does not contain the work or parts of the work of other people, except those cited in the references, as a specific paper should.

Yogyakarta, 16 Oktober 2020

The Writer



Desmita Sri Rejeki

15322015

MOTTO

“Have the courage to follow your heart and intuition. They somehow already know what you truly want to become”

(Steve Jobs)

“When there is a will, there is always a way, you have to believe that”

(Britney Spears)

DEDICATION

Appreciatively, I decided this best practice for me and another part of myself that always triggered for the next level of life. Also especially for:

1. My beloved parents: Alm. Sumarta Soeito and Jumiati Lahaya patiently understand all of my shortcomings with their endless attention, support, love, and prayers.
2. My only one sister Ayu Putri Utami who always giving me another point of view, and convinced me that one day I could stand at my own feet.
3. My best practice supervisor, Mrs. Ista Maharsi S.S., M.Hum, and also academic supervisor, Mrs. Intan Pradita S.S. thank you for your endless support and positive impact during this last semester.
4. My college buddy, Andi Adhen Afryan Prasojo and Cahyani Dwi Rahdiansyah, thank you for always be kind, remind me, and taking care of me.
5. My long distance best friend, Dinda Meidina and Namira Indiani, and Indah Dina Islamiah.
6. The whole lecturers and the staffs at English Language Department of Islamic University of Indonesia.

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In this opportunity, the author aims to express her gratitude and appreciation to all of the people who motivate, advice, and support the author to be able to finish this best practice as partial fulfillment of requirements to obtain the *Sarjana Pendidikan*

degree in this English Language Education Department of the Islamic University of Indonesia.

The Author realizes that there are still many shortcomings and it is far from perfection. However, the author hopes that this thesis could help and provide many benefits for readers and other prospective researchers. Therefore, any criticism, suggestions, and advice to the improvement of this research are much needed and will be gladly accepted by the Author.

Yogyakarta, 16 October 2020

Desmita Sri Rejeki

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USING FLASH CARD AS A LEARNING MEDIA TO TEACH ENGLISH IN AN ISLAMIC JUNIOR HIGH SCHOOL

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ABSTRACT

This paper aims to describe the implementation of Flashcard games as a media to learn English and to enhance students' vocabulary knowledge. This report is written based on my best practice in a class of beginner level, it consists of 30 students. The data were collected from the assignment that was given to students regarding basic competence designed by

Indonesia's government and full direction by the supervisor. In this study, putting games as fun learning really helps to improve students' courage and engagement. Also, the role of games in learning is important to attract interest and increase students' motivation. The reward system is believed to be able to present a competitive spirit and will affect students' activity. The findings from data showed that students' capable of memorizing vocabulary and practicing greetings words every day.

Keywords: Enhance Vocabulary, Flashcard Game, Interest, and Motivation.

CHAPTER I

BACKGROUND OF THE TEACHING PRACTICE

Becoming a teacher is quite challenging that a person should have specific professional skills and master subject knowledge to be able to teach the students. Before undergoing the profession as a teacher, a person must have targeted pre-service teaching, to have the experiences Field Study Program (PPL) must be taken as an obligation subject for all of the students in English Education Department at the Islamic University of Indonesia (UII) with no exception.

The purpose and specific objectives of PPL are that students become capable of applying their concepts, methods, techniques, and procedures in real classroom activities. The specific objectives of the field study program are the PPL students are expected to be capable in applied the concept, methods, techniques, and procedures in real classroom activities. Moreover, the PPL students are also supposed to examining and observing their teaching activities. In this case, the writer carries out a Field Study Program (PPL) to gain experience about the process of learning activities and the other school activities that will be used for provision to become educators. The writer expected to have values, attitudes, knowledge, and skills required as future educators.

Before start to the implementation of teaching and learning activities, the PPL students did the observation about the physical description of the school, facilities school activities, teachers and students, social instructions, etc. Moreover, the PPL students got the chance to have an observation in teaching and learning activities in a real classroom. In this case, the writer observing at the class of VIII-A and VII-B.

The Implementation of Field Study Program (PPL) activities started from the observation stage until the implementation stages of PPL which is divided into several processes, namely teaching preparation, teaching implementation, and the evaluation of teaching result. Teaching activities carried out after consultation

Learning Implementation Plan (RPP) to Teachers Field Advisor (GPL) in advance.

Before start to the implementation of teaching practice, the writer conducted the observation. The observation includes teaching media, students' characteristics, the method, the materials, the teaching practice, the class situation, and interaction between teachers and students.

The observation was conducted 2 times, 2 of them was conducted in VIII A and VII B. The first observation was conducted on 7 May 2018, the lesson about fill in the blank and complete sentences. This activity is intended to facilitate students' vocabulary and pronunciation while the teacher explains the material by reading the government's textbook and the whole students in class pay attention. The teacher only explains the example of doing the exercise, and then ask the students to continue the whole part of that. Some of the students finishing their exercise and go forward (in front of the class), some of them are also appointed to be able to advance. The students enjoy their learning activity by having a small discussion with their chair-mate. The result of this observation indicates that students look motivated to learning with something pictured.

The second observation was conducted on 9 May 2018, during the lesson about the warning sign. The teacher instructing by showing the students a warning sign picture in front of the class. The teacher using the drilling method during the class activity to introduce new vocabulary. Students pay attention when the teacher explaining, but some of them are too shy to repeat the vocabulary because they are afraid of miss- pronouncing. After the drilling method, the teacher asking students to memories warning signs, and will throw some questions. Students were embarrassed to answer, so he chose to appoint one of the students to answer the question. The result of this observation indicates that some students are not really fast at memorizing, some of them also shy pronouncing the new vocab.

Based on the result of observation, the researchers decided to use a game to gain students' interest in teaching and learning practice. Applying games as media to learn English often occurs. There are many types of games that can be applied in the teaching-learning process, one of them is a

flash-card. There are several advantages of using flash-card as media to teach and learn. According to Haycraft and Cross, as cited by Dina Alpiana (2020). 1) Flashcards can be used for consolidating vocabulary; 2) Flashcards are motivating and eye-catching; 3) Flashcards are effective that can be used for any level students; 4) Flashcards can be taken almost everywhere and studied when has free moment; 5) Flashcards can be arranged to create a logical grouping of the target words; 6) Flashcards are cost-effective/inexpensive; 7) Flashcards provide a visual link between L1 and the target language; and 8) Flashcards also can be used for practicing structure and word order or for a variety of games.

This paper is aimed to describe the use of Flash Card as a learning media to teach junior high school students. The writer using Flashcards to solve certain problems such as attract students' attention and interest in learning English makes it easier for students to understand because of the help of clear and easy-to-remember pictures. It describes how the lesson plan was designed, the teaching media were created, the implementation of the Flash Card in the classroom, and how students responded to the use of the Flash Card. Hopefully, the writer becomes an input to improve the quality or method of PPL students during teaching English. Moreover, the PPL students hopefully get a better understanding not only of teaching and learning activities but also of the whole aspects related to the school such as school administration and other school activities.

CHAPTER II

CONSTRUCT OF THE TEACHING PRACTICE

Flashcard is a fun activity game that students will easily guess when they see the picture. Flashcard becomes one of the popular media to teach vocabulary. According to Cross, cited by Atmaja and Sonia (2020), a flashcard is a simple picture on a piece of card or paper, and usually, this media is always used as an education tool.

Choosing flashcards as a media to facilitate vocabulary is the right step for 7th-grade students, especially since most of the students are beginners who have never learned English in elementary school. According to Hatch and Brown, as cited by Farida, Isrina, and Apsari (2019), they say that "Vocabulary is the foundation to develop languages, which has a role as a basis in communication". Improving vocabulary for beginners is very important, vocabulary is basic in terms of mastering speaking, listening, writing, and reading skills. Pronunciation, spelling, grammar, vocabulary, and meaning are also supported by four basic language skills as mentioned before.

There have been several research-related using Flashcards as a media to teach English and facilitate vocabulary learning. The first research was held by Novitasari (2020). The researcher found a problem that students have difficulty and feel bored to understand vocabulary learning. Students do not pay attention to the teacher's explanation during the learning process with the reason that media learning is not interesting.

The second research was conducted by Setiyawan (2015). Students start mastering new vocabulary by memorizing, but sometimes students get bored with the method and the teacher should find out about using which one is media that fit, interest, and motivating students.

And another research was conducted by Farida, Isrina, Apsari (2019). The researchers found out that students in a difficult situation to understanding the meaning of words, pronouncing words correctly, unable to use and understand the references properly. Students also have these problems during the learning process, some of them are busy talking to each other, and some of them are passive and ignoring the teacher's instruction. In this case, the teacher using Lembar Kerja Siswa (LKS) as an exercise and giving assignments to students, apparently the teacher does not realize that some of the students' did not come up with the same sufficient knowledge.

From previous studies, it was shown that learning English would be boring without the media. Teachers are required to be at least more creative and innovative in choosing media that is appropriate to their level and interests.

Based on the background of this study, the statement of the research problem of this research can be formulated as follow:

1. How is a flashcard used to teach English to Junior high school students?
2. How do the students respond to the use of the flashcard as a learning media?

CHAPTER III

THE IMPLEMENTATION OF THE TEACHING PRACTICE

3.1. Pre-teaching Activity

1. Making lesson plan

For arranging learning preparation in the classroom, lesson plans are important to be made. The lesson plan is designed following the format from Islamic Junior High School and the syllabus of grade VII based on the 2013 curriculum.

Before start to teaching, the researcher has consulted with the lesson plan the teacher to get feedback and suggestion. Flashcard are used as a presentation to introducing new vocabulary. The sample of the lesson plan is shown below and the completion is in the appendix.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama satuan pendidikan : MTs. Ummul Quro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Ganjil
Materi pokok : Good morning. How are you?
Alokasi waktu : 8 jam pelajaran (4x pertemuan)

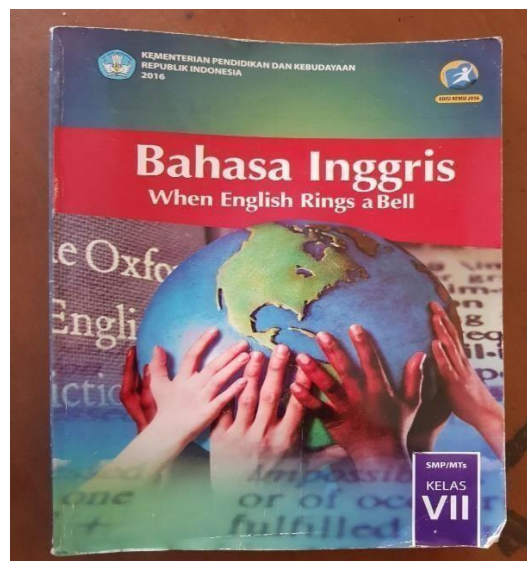
A. Kompetensi Inti (KI)
KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan kebenarannya.
KI 3: Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi dasar dan indikator pencapaian kompetensi:
Kompetensi Dasar (KD):
KD.1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
KD.2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
KD.3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terima kasih dan permintaan maaf, serta responnya sesuai dengan konteks penggunaannya.
KD.4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan, terimakasih, dan permintaan maaf dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

(Picture 1)

2. Designing Teaching Material

Before the researcher implements the lesson plan in the teaching and learning process, the writer designing the teaching material related to the topic and consider with students needed. In this lesson, the writer uses the material from the textbook that has been prepared by the school. The textbook is “When English Ring a Bell” as the main source of materials. The sample of the textbook shown below and the complete are in the appendix.



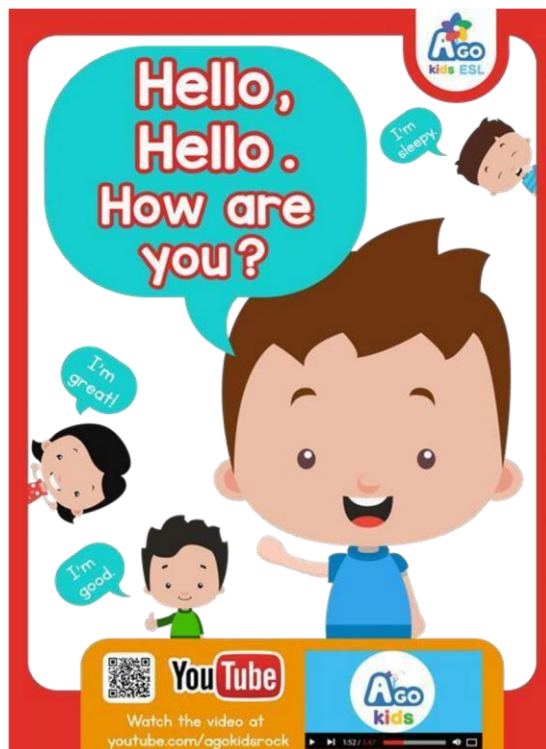
(Picture 2)

3. Preparing teaching and tools media

After making lesson plans and designing teaching material, the writer preparing the teaching tools and media that are related to the topic. For example, preparing Flashcards and textbooks from the government. To attract students' attention to the lesson, the researcher decided to use flashcards as media in teaching material. The purpose of using a game during the teaching and learning process is

the result of the researcher's observation when they see students' needed and characteristics. From the observation back then, the researcher found that some of the students during the learning activities are lack attention, and less motivated. This is because the class is pretty boring. The writer should be more creative in finding and implementing teaching tools with a good and interesting method, while the students are expected to be active and more participating in learning and practicing their skills. To trying to solving the problem, the researcher decided to use a flashcard game as a media to gain students' understanding and interest in the learning process, especially for a beginner.

The writer uses a flashcard that relates to the topic. The reason and purpose of using flashcards are so that beginner students can easily enlighten and be interested in learning English. In that way, students can apply the vocabulary they learn and compose in the form of sentences every time they see a picture related to the topic of learning. The sample of the flashcard is shown below, the complete is in the appendix.



(Picture 3)

3.2. Whilst-teaching Activity

In this activity students and teachers, practicing played Flashcards in front of the class. All students need was to repeat the sentences and remember the sentences to complete or reply to the greetings dialogue. In the learning process, students give a positive response. The students look interested and motivated by the materials taught by the teacher. The students were able to play and learn around by having a small discussion and practicing conversation with their partners. The students looked enjoy, enthusiast, and confident improving their knowledge about vocabulary in English in a very fun way.

How to implement this Flashcard game:

The teacher will show off the flashcard with greetings topic, and ask the students what did they think about the picture? The students who managed to guess and complete the greeting sentences were asked to come forward and write down the sentences they guessed. The teacher read the sentences louder and ask the students to repeat them after. The teacher introduces other greetings sentences and asks the students to memorize and practice with their partners. After stimulating and introducing a flashcard that contains any kind of greetings, the teacher asks the students to take a look at the government's book and explain more about greetings. The students who guessed correctly earlier will receive a snack when the English lesson time is over.

3.2 Post-teaching Activity

In implementing the flashcard game, the writer has shown and playing the role as an example. The writer only provides all the related materials and the students are asked to practicing and enjoy the activities. After that, to end the learning process of that day, the writer chooses randomly students' participating in front of the class, and selected students will practice with their partners.

The writer and the teacher field advisor uses the same media, namely flashcards, but what distinguishes is that the writer uses flashcard media with cartoon characters, and a large enough size, while the teacher uses illustration images with medium size.

However, the teaching and learning process was run effectively. Students are showing their very positive response. Choosing a flashcard game as a media to teach beginner students is a good choice because it is easy to be made or found and it will be very helpful and applicable to use in any skills improvement. The writer using flashcard twice. First, when the writer introduce new vocabulary, ask the students to memorizing and practicing to pronouncing. And second, the writer ask the students to take a look at the flashcard, drilling, and giving an exercises.

CHAPTER IV

CONCLUSION

The implementation of using Flashcards as a media to learn English for beginners has a positive impact and beneficial to their vocabulary skills. Through this game and tools, students can understand basic vocabulary and begin to interest in getting to know English further. This is proven that the students have been able to memorize and practice 3-5 sentences of greetings in daily life.

In this research, it is found that the use of flashcard as a media to facilitate vocabulary learning for beginner students are very interesting, especially for passive students, they can become more active and easier to cooperate with other students.

References

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama satuan pendidikan : MTs. Ummul Quro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Ganjil
Materi pokok : Good morning. How are you?
Alokasi waktu : 8 jam pelajaran (4x pertemuan)

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan kebenarannya.

KI 3: Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi dasar dan indikator pencapaian kompetensi:

Kompetensi Dasar (KD):

KD.1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

KD.2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

KD.3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terima kasih dan permintaan maaf, serta responnya sesuai dengan konteks penggunaannya.

KD.4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan, terimakasih, dan permintaan maaf dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Tujuan pembelajaran

Pertemuan Pertama:

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal
- Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru.

Pertemuan Kedua:

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal
- Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan teman dan guru.

Fokus nilai-nilai sikap :

1. Religius
2. Kesantunan
3. Tanggung jawab
4. Kedisiplinan

D. Materi pembelajaran (rincian dan materi pokok)

1. Materi Pembelajaran Reguler

1. Fakta

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

2. Konsep

- Fungsi sosial
- Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.

3. Prinsip

- Unsur kebahasaan
- Ungkapan-ungkapan yang lazim digunakan
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

4. Prosedur

- Menulis deskripsi pendek dan sederhana

2. Materi Pembelajaran Remedial

- Teks deskriptif lisan dan tulis untuk memberi dan meminta informasi terkait dengan teks interaksi interpersonal hubungan dengan sesama teman dan guru.

3. Materi Pembelajaran Pengayaan

- Fungsi sosial, struktur teks dan unsur kebahasaan, teks deskriptif lisan dan tulis

Expressions	Responses
<ul style="list-style-type: none"> • How beautiful you are today? • Good morning • See you later. • Good bye, mom. • See you tomorrow. • I'm sorry I'm late. • I'm sorry I forgot to bring your sport shirt. • Are you coming with us? 	<ul style="list-style-type: none"> • I'm fine, thanks. • Good morning too. • See you, take care. • Good bye. • See you. • Why are you late? • No worry. You can bring it tomorrow. • No, I'm sorry I can't.

E. Metode Pembelajaran:

- Pendekatan: Scientific Approach
- Model Pembelajaran : Discovery Learning (Pembelajaran Penemuan)

F. Media, Alat, dan Sumber Pembelajaran:

- Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat dan dengan sikap yang sesuai
- Contoh interaksi tertulis
- Contoh teks tertulis
- Teks atau latihan dari buku teks Bahasa Inggris
- Teks dari buku non-teks
- Sumber dari internet, seperti: - www.dailyenglish.com,
http://americanenglish.state.gov/files/ae/resource_files,
<http://learnenglishish.britishcouncil.org/en/>

G. Langkah-langkah pembelajaran

1. Pertemuan Ke-1 (2 x 40 menit)		Waktu
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. 		10 menit
Kegiatan Inti		
Sintak Model Pembelajaran	Kegiatan Pembelajaran	60 menit
Pemberian rangsangan.	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik	

	<ul style="list-style-type: none"> - Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Siswa mengikuti interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf (fungsi sosial, struktur teks, dan unsur kebahasaan). 	
Pertanyaan/identifikasi masalah.	<ul style="list-style-type: none"> - Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. 	
Pengumpulan Data	<ul style="list-style-type: none"> - Mengeksplorasi <ul style="list-style-type: none"> • Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur. - Mengasosiasi <ul style="list-style-type: none"> • Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa. - Mengkomunikasikan <ul style="list-style-type: none"> • Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan 	

	meminta maaf dalam jurnal belajar (learning journal)	
Menarik Kesimpulan	<p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi secara klasikal ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. 	
<p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>		
<p style="text-align: center;">Kegiatan Penutup</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> • Mengagendakan proyek yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi nilai serta diberi nomor urut peringkat, untuk penilaian proyek. • Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik 		10 Menit

1. Pertemuan Ke-2&3 (4 x 40 menit)		Waktu
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. 		10 menit
Kegiatan Inti		60 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Pemberian rangsangan.	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik <ul style="list-style-type: none"> - Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Siswa mengikuti interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf (fungsi sosial, struktur teks, dan unsur kebahasaan). 	
Pertanyaan/identifikasi masalah.	<ul style="list-style-type: none"> - Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan sapaan, pamitan,ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. 	
Pengumpulan Data	<ul style="list-style-type: none"> - Mengeksplorasi <ul style="list-style-type: none"> • Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur. - Mengasosiasi 	

	<ul style="list-style-type: none"> • Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa. <p>- Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dalam jurnal belajar (learning journal) 	
Menarik Kesimpulan	<p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi secara klasikal ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. 	
<p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)</p>		
<p style="text-align: center;">Kegiatan Penutup</p> <p>Peserta didik :</p> <ul style="list-style-type: none"> • Mengagendakan proyek yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi nilai serta diberi nomor urut peringkat, untuk penilaian proyek. • Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik 		<p>10 Menit</p>

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian:

- Sikap (Spiritual dan Sosial)
 - ↓ Observasi (jurnal)
 - ↓ Penilaian diri
 - ↓ Penilaian antarteman

- Pengetahuan
 - ↓ Ter tertulis

- Keterampilan
 - ↓ Kinerja

• Instrumen Penilaian:

INSTRUMEN TERTULIS

1. Bentuk Instrumen dan Instrumen

RUBRIK PENILAIAN

A. Aspek Penilaian Rasa Syukur

No.	Aspek Rasa Syukur	Skor	Keterangan/Rubrik/Kriteria
1.	Aspek rasa syukur	4	Peserta didik mengungkapkan rasa syukur dengan jelas, tulus dan ikhlas
		2	Peserta didik kurang mengungkapkan rasa syukur atas arahan guru.
		1	Peserta didik tidak mengungkapkan rasa syukur.

$$\text{Score} = \frac{\text{Jawaban benar}}{\text{Skor maksimal}} \times 100\%$$

B. Aspek Penilaian Sikap Kejujuran dan Tanggung Jawab

No.	Aspek Sikap Kejujuran dan Tanggung Jawab	Skor	Keterangan/Rubrik/Kriteria
1.	Aspek Sikap Kejujuran	3	Peserta didik mengerjakan secara mandiri dan benar.
		2	Peserta didik mengerjakan tugas/latihan dengan membandingkan pekerjaan orang lain.
		1	Peserta didik mengerjakan tugas/latihan dengan

			menyalin pekerjaan orang lain.
2.	Aspek Tanggung Jawab	3	Peserta didik menyelesaikan tugas/pekerjaan benar dan tepat waktu.
		2	Peserta didik menyelesaikan tugas dan benar tidak tepat waktu.
		1	Peserta didik tidak menyelesaikan tugas dengan kurang benar dan tidak tepat waktu.

$$\text{Score} = \frac{\text{Jawaban benar} \times 100\%}{\text{Skor maksimal}}$$

C. Rubrik Writing

No.	Aspek Penilaian	Skor	Keterangan/Rubrik/Kriteria
1.	Structure	4	Tidak ada kesalahan struktur teks percakapan.
		3	Ada kesalahan struktur namun bisa dipahami.
		2	Banyak kesalahan struktur dan sulit dipahami.
		1	Banyak kesalahan struktur dan sulit dipahami.
2.	Vocabulary	3	Penggunaan kosa kata dengan tepat.
		2	Penggunaan kosa kata yang kurang tepat namun masih bisa dipahami.
		1	Penggunaan kosakata yang salah dan sulit dipahami percakapannya
3.	Punctuation	3	Tidak ada kesalahan penggunaan punctuation.
		2	Ada sedikit kesalahan dalam penggunaan punctuation.
		1	Banyak kesalahan dalam penggunaan punctuation.

$$\text{Score} = \frac{\text{Jawaban benar} \times 100\%}{\text{Skor maksimal}}$$

D. Rubrik Speaking

No.	Aspek Penilaian	Skor	Keterangan/Rubrik/Kriteria
-----	-----------------	------	----------------------------

•	Structure	4	Tidak ada kesalahan struktur saat percakapan.
		3	Ada kesalahan struktur namun bisa dipahami.
		2	Banyak kesalahan struktur dan sulit dipahami.
		1	Banyak kesalahan struktur dan sulit dipahami.
2.	Pronunciation	4	Peserta dapat melafalkan ungkapan mendekati native speaker.
		3	Peserta didik dapat melafalkan ungkapan dipengaruhi dengan logat.
		2	Peserta didik dapat melafalkan ungkapan dengan menggunakan logat bahasa lokal dan masih dapat dipahami.
		1	Peserta didik melafalkan ungkapan dengan menggunakan logat bahasa lokal dan sulit dipahami.
3.	Fluency	3	Peserta didik mengungkapkan dengan lancar.
		2	Peserta didik mengungkapkan diselingi dengan jeda.
		1	Peserta didik menggunakan dengan banyak jeda.

$$\text{Score} = \frac{\text{Jawaban benar}}{\text{Skor maksimal}} \times 100\%$$

3. Pembelajaran Remedial:

Kegiatan pembelajaran remedial dilaksanakan dalam bentuk:

→ Penjelasan kembali materi oleh guru tentang "Good morning. How are you?"

4. Pembelajaran Pengayaan:

Kegiatan pembelajaran pengayaan dilaksanakan dalam bentuk:

→ Pemberian tugas menjawab pertanyaan-pertanyaan tentang "Good morning. How are you?"

Yogyakarta, 18 Agustus 2017

Mengetahui :

Kepala Sekolah MTs Umul Quro

Guru Mata Pelajaran

Dra. Titik Sumarnah
NIP. 19611110 199103 2 002

Yuli Kusumawardani, S.Pd
NIP. 19790709 200604 2 016

Teacher: Desmita Sri R. 15322015	Class Level: intermediate Grade : VII A	Day: 1
Topic: How Are You?		
Learning Objective At the end of the class all students can/ will be able to: <ul style="list-style-type: none">• Mengidentifikasi fungsi social, struktur teks, dan unsure kebahasaan pada ungkapan menanyakan kabar (extended) serta responnya.• Menyusun teks lisan dan tulis untuk mengucapkan dan merespon mengenai menanyakan kabar, menunjukkan kesungguhan belajar.		Language Skills: Speaking Writing
PRESENTATION/ INTRODUCTION/ WARM-UP		
Types of Activities (Procedures)	Duration	Material/ Media (s)
1. Guru membuka kelas dan memberi salam sapa kepada siswa. 2. Guru meminta siswa untuk berdoa sebelum pelajaran dimulai. 3. Guru menanyakan mengenai kehadiran siswa. 4. Guru me-review dan membahas	25"	Learn about <ul style="list-style-type: none">• Greetings• Thank• Take leave• apologize

<p>kembali materi dan tugas yang telah diperiksa.</p> <p>5. Siswa mendengarkan dan menyaksikan banyak contoh interaksi tentang ungkapan menanyakan kabar serta responnya dalam bahasa Inggris</p>		
PRACTICE		
Types of Activities (Procedures)	Duration	Material/ Media (s)
<p>1. Guru memberikan tugas kepada siswa, yang mana guru meminta siswa untuk mengerjakan soal yang dibagikan</p> <p>2. Guru memberikan instruksi kepada siswa untuk mengerjakan soal, dan menanyakan bila ada yang tidak dimengerti.</p>	30"	Buku paket dan Kamus.

3. Siswa mengerjakan tugas yang diberikan oleh guru menggunakan kamus.		
PRODUCTION		
Types of Activities (Procedures)	Duration	Material/ Media (s)
<p>1. Guru melakukan sesi tanya jawab kepada siswa mengenai materi asking condition.</p> <p>2. Guru meminta siswa menjawab hasil kerja mereka dan membenarkan serta menerangkan jika ada jawaban yang salah.</p> <p>3. Kelas ditutup.</p>	25'	Buku paket.

Teacher: Desmita Sri R. 15322015	Class Level: intermediate Grade : VII A & VII C	Day: 2 & 3
Topic: How Are You?		
Learning Objective At the end of the class all students can/ will be able to: <ul style="list-style-type: none"> • Mengidentifikasi fungsi social, struktur teks, dan unsure kebahasaan pada ungkapan menanyakan kabar (extended) serta responnya. • Menyusun teks lisan dan tulis untuk mengucapkan dan merespon mengenai menanyakan kabar, menunjukkan kesungguhan belajar. 		Language Skills: Speaking Writing
PRESENTATION/ INTRODUCTION/ WARM-UP		
Types of Activities (Procedures)	Duration	Material/ Media (s)
1. Guru membuka kelas dan memberi salam sapa kepada siswa. 2. Guru meminta siswa untuk berdoa sebelum quiz dimulai. 3. Guru menanyakan mengenai kehadiran siswa. 4. Guru me-review dan membahas	25"	Learn about <ul style="list-style-type: none"> • Greetings • Thank • Take leave • apologize

<p>kembali materi dan tugas yang telah diperiksa.</p> <p>5. Siswa mendengarkan dan menyaksikan banyak contoh interaksi tentang ungkapan menanyakan kabar serta responnya dalam bahasa Inggris</p>		
PRACTICE		
Types of Activities (Procedures)	Duration	Material/ Media (s)
<p>4. Guru memberikan quiz kepada siswa, yang mana guru meminta siswa untuk mengerjakan lembaran yang dibagikan</p> <p>5. Guru memberikan instruksi kepada siswa untuk mengerjakan soal, dan menanyakan bila ada yang tidak dimengerti.</p>	30"	Worksheet.

6. Siswa mengerjakan quiz yang diberikan oleh guru tanpa melihat buku catatan dan hanya menggunakan kamus.		
PRODUCTION		
Types of Activities (Procedures)	Duration	Material/ Media (s)
<ol style="list-style-type: none"> 1. Guru melakukan sesi tanya jawab kepada siswa mengenai materi asking condition. 2. Guru meminta siswa menjawab hasil kerja mereka dan membenarkan serta menerangkan jika ada jawaban yang salah. 3. Kelas ditutup. 	25"	Worksheet.

APPENDIX

MEETING 1.

Task.

Write each of the 3 sentences from :

- 1. Greetings**
- Taking leave
- Say sorry
- Say thank you

MEETING 2 & 3

Quiz.

I. Choose either a ,b, c, or d for the correct answer !

1. Ahmad : Good morning, Toni ?

Toni : How are you?

Ahmad : I'm fine. How about you ?

Herman : I'm fine too.

- a. Yes
- b. I'm OK.
- c. Good morning
- d. Hello.

2. Reny : Hi, Lisa. How are you?

Lisa : And you?

Reny : I'm OK.

- a. How do you do?
- b. Good bye.
- c. Yes, I am
- d. Very well, thank you

3. Reza : I want to sleep, Mom. ...

Mother : Good night, Dear.

- a. Take care.
- b. Be careful.
- c. Good night.
- d. Good bye.

4. You meet your teacher in a post office at around 2 pm.

What would you say to greet him/her?

- a. Goodbye
- b. Good morning
- c. Good afternoon
- d. Good evening

5. Andi : Good morning, madam.

Mrs. Anisah : Good morning, Andi.

Why are you late?

Andi : ... I missed my bus.

- a. Nice to meet you

- b. Thanks
- c. I'm sorry
- d. Glad to hear that

6. Mrs. Rossy : Good afternoon, students.

Students : Good afternoon, Ma'am.

What kind of expression they used?

- a. Greetings
- b. Taking-leave
- c. Say sorry
- d. Say thank you

7. Beni : Udin, I'm sorry I forgot to bring your sports shirt

Udin : That's okay, Beni. You can bring it tomorrow. I have another one.

What kind of expression Beni used?

- a. Greetings
- b. Taking-leave
- c. Say sorry
- d. Say thank you

8. Indra : Hi, Dayu. We're going to the canteen for lunch. Are you coming with us?

Dayu : No, sorry. I'm waiting for Siti. I'll see you there.

What kind of expression Dayu used?

- a. Greetings
- b. Taking-leave
- c. Say sorry
- d. Say thank you

9. Teacher : Alright, everybody. I'll see again tomorrow morning. Good night.

Students : Good night, Sir. See you tomorrow.

What kind of expression they used?

- a. Greetings
- b. Taking-leave
- c. Say sorry
- d. Say thank you

10. Mrs. Yuli : Good luck with your English test today, Ela.

Ela : thank you Ma'am.

What kind of expression they used?

- a. Greetings
- b. Taking-leave
- c. Say sorry
- d. Say thank you

II. Make short conversation using :

- a. Greetings
- b. Taking-leave (say good bye)

- c. Say sorry
- d. Say thank you.

MEETING 4

ULANGAN HARIAN

Choose either a ,b, c, or d for the correct answer !

1. Mrs. Rossy : Good afternoon, students.

Students : Good afternoon, Ma'am.

What kind of expression they used?

- a. Greetings
- b. Taking-leave
- c. Say sorry
- d. Say thank you

2. Beni : Udin, I'm sorry I forgot to bring your sports shirt

Udin : That's okay, Beni. You can bring it tomorrow. I have another one.

What kind of expression Beni used?

- a. Greetings
- b. Taking-leave
- c. Say sorry
- d. Say thank you

3. Indra : Hi, Dayu. We're going to the canteen for lunch. Are you coming with us?

Dayu : No, sorry. I'm waiting for Siti. I'll see you there.

What kind of expression Dayu used?

- a. Greetings
- b. Taking-leave
- c. Say sorry
- d. Say thank you

4. Teacher : Alright, everybody. I'll see again tomorrow morning. Good night.

Students : Good night, Sir. See you tomorrow.

What kind of expression they used?

- a. Greetings
- b. Taking-leave
- c. Say sorry
- d. Say thank you

5. Mrs. Yuli : Good luck with your English test today, Ela.

Ela : thank you Ma'am.

What kind of expression they used?

- a. Greetings
- b. Taking-leave
- c. Say sorry
- d. Say thank you

6. Ahmad : Good morning, Toni ?
Toni : How are you?
Ahmad : I'm fine. How about you ?
Herman : I'm fine too.
a. Yes
b. I'm OK.
c. Good morning
d. Hello.

7. Reny : Hi, Lisa. How are you?
Lisa : And you?
Reny : I'm OK.
a. How do you do?
b. Good bye.
c. Yes, I am
d. Very well, thank you

8. Reza : I want to sleep, Mom.
Mother : Good night, Dear.
a. Take care.
b. Be careful.
c. Good night.
d. Good bye.

9. You meet your teacher in a post office at around 2 pm.
What would you say to greet him/her?
a. Goodbye
b. Good morning
c. Good afternoon
d. Good evening

10. Andi : Good morning, madam.
Mrs. Anisah : Good morning, Andi.
Why are you late?
Andi : ... I missed my bus.
a. Nice to meet you
b. Thanks
c. I'm sorry
d. Glad to hear that

II. Write down 2 examples of sentences from :

- Greetings.
- Taking leave.
- Say sorry.
- Say thank you.

Hello, Hello. How are you?

I'm sleepy

I'm great!

I'm good.

Agokids ESL

YouTube

Watch the video at [youtube.com/agokidsrock](https://www.youtube.com/agokidsrock)

1:27:14

Hello

Agokids ESL

Hello.

"Hello, Hello, How Are You?"
More free resources at www.agokids-esl.com
Watch the video at [youtube.com/agokidsrock](https://www.youtube.com/agokidsrock)

Good morning.

Agokids ESL


"Hello, Hello, How Are You?"
More free resources at www.agokids-esl.com
Watch the video at [youtube.com/agokidsrock](https://www.youtube.com/agokidsrock)

Good afternoon.


Agokids ESL

"Hello, Hello, How Are You?"
More free resources at www.agokids-esl.com
Watch the video at [youtube.com/agokidsrock](https://www.youtube.com/agokidsrock)


4



Good evening.



"Hello, Hello, How Are You?"
More free resources at www.ago-kids-esl.com
Watch the video at youtu.be/30m0qg4b6r0



5




Good night.




"Hello, Hello, How Are You?"
More free resources at www.ago-kids-esl.com
Watch the video at youtu.be/30m0qg4b6r0




6



How are you?



"Hello, Hello, How Are You?"
More free resources at www.ago-kids-esl.com
Watch the video at youtu.be/30m0qg4b6r0



7




I'm good.



"Hello, Hello, How Are You?"
More free resources at www.ago-kids-esl.com
Watch the video at youtu.be/30m0qg4b6r0




8



I'm hungry.

Ago
kids ESL

"Hello, Hello, How Are You?"
More free resources at www.go-kids-esl.com
Watch the video at youtu.be/3omjgq8dewk



9




I'm great!

Ago
kids ESL

"Hello, Hello, How Are You?"
More free resources at www.go-kids-esl.com
Watch the video at youtu.be/3omjgq8dewk




10



I'm busy.

Ago
kids ESL

"Hello, Hello, How Are You?"
More free resources at www.go-kids-esl.com
Watch the video at youtu.be/3omjgq8dewk



11



I'm sleepy.

Ago
kids ESL

"Hello, Hello, How Are You?"
More free resources at www.go-kids-esl.com
Watch the video at youtu.be/3omjgq8dewk

