

**EMPOWERING STUDENTS' READING COMPREHENSION
TROUGH MULTIMEDIA: A SUCCESS STORY IN
JUNIOR HIGH SCHOOL SETTING**

A Thesis

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



By

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YOGYAKARTA
2024**

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Approved on June 9th,

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A handwritten signature in black ink, appearing to read 'Rizki Farani'.

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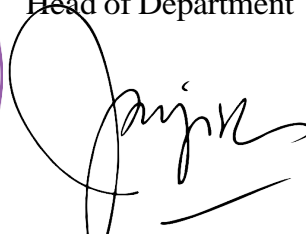


Yogyakarta, June 9th 2024

Department of English Language Education
Faculty of Psychology and Social Sciences
Islamic University of Indonesia



Head of Department



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STATEMENT OF WORKS ORIGINALITY

I honestly declare this thesis which I have written, does not contain the work or parts of other people works, except those cited in the references, as a scientific paper should, and hopefully this thesis fulfilling the requirements to complete the study of the writer.

Yogyakarta, 09 Juni 2024

The Writer,



Grizelda Avya Aratusa
17322089

MOTTO

"A negative mind will never give you a positive life" "Take the risk or lose the chance"

DEDICATION

On behalf of Allah SWT, I dedicate this thesis to myself, my family, my lecturers, my friends, and all those who have helped me complete this thesis, thank you very much to all of you for supporting myself and I am sure someday your kindness will be rewarded by Allah SWT.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah SWT, God of the universe, who is most merciful and most merciful. Sholawat and greetings to the Prophet Muhammad SAW so that the author can complete this thesis as a condition for completing his studies and obtaining a bachelor's degree in the English Language Education study program, Faculty of Psychology and Social and Cultural Sciences at the Islamic University of Indonesia. The author highly appreciates and expresses his deepest thanks to Mrs. Rizki Farani, S.Pd., M.Pd as supervisor lecturer who has been patient and helped the author in every process of writing this thesis and do not forget to thank the lecturers of the English Language Education Department of the Islamic University of Indonesia who have provided a lot of knowledge and inspiration.

My appreciation and gratitude to my mother, father and my extended family and friends, may Allah SWT always give mercy and blessings. Thank you also to friends from the Department of English Education at the Islamic University of Indonesia.

Finally, the author realizes that nothing is perfect in this world, especially with what the author creates, but the author hopes that this article can be useful not only for researchers and lecturers but also for readers. Therefore, we sincerely ask for suggestions and constructive criticism for the sake of perfection and benefit for all of us.

Yogyakarta, 09 Juni 2024



Grizelda Avva Aratusa
17322089

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ABSTRACT

EMPOWERING STUDENTS' READING COMPREHENSION TROUGH MULTIMEDIA: A SUCCESS STORY IN JUNIOR HIGH SCHOOL SETTING

Grizelda Avya Aratusa
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The best practice aims to describe the use of multimedia in improving students' reading comprehension in grade 7 of junior high school. How can multimedia be used to improve reading comprehension in increasing students' vocabulary in grade 7 of junior high school? From my reflection after doing best practice, I know that using interesting media will be easier for students to understand and will prevent students from getting bored easily. Here I learned that as a teacher you have to pay attention to the facilities that students can access to participate in learning during the pandemic, and by using Power Point Videos it makes it easier for students to understand the material and improve vocabulary so that students' reading comprehension is fulfilled.

Keywords: *Junior High School, Multimedia, Reading Comprehension*

CHAPTER I

INTRODUCTION

This best practice (BP) aims to describe the utilization of multimedia to empower reading comprehension in EFL (English as a Foreign Language). The setting of this BP was in English subject at one of private junior high schools in Yogyakarta, Indonesia. Particularly, this BP focuses on reading comprehension for junior high school students at grade VII. The teaching process took place in 2020. I had opportunity to conduct teaching practicum at one of Islamic private junior high schools in Yogyakarta. Based on my observation, most of the students already had sufficient motivation to learn English.

However, they still need to empower their reading comprehension. Therefore, I decided to maximize the application of multimedia in my class. I used multimedia in the form of power point presentation and instructional video to facilitate their learning. By using media that is easily accessible to students and adapting it to student needs during learning activities, so that the material can be delivered appropriately. Due to the limited teaching that teachers can do during the pandemic and signal limitations when using online multimedia at this school, apart from using PPT and video multimedia that I made, I also use radio as a means of teacher teaching during the pandemic. Using school radio channels is also more effective because it saves student quota and is more facile because it uses the school's private channel. A study

from Nadirah et.al, (2020), multimedia enhances students' ability in reading comprehension. Author focuses on reading comprehension assisted by multimedia used in the form of power points and learning videos which involve listening sections to make it easier for students, to understand the meaning of the material being presented, thus adding new vocabulary for students (Wagner et al., 2007).

CHAPTER II

LITERATURE REVIEW

This best practice employs a theory of multimedia from Mayer (2009). Mayer (2009) introduced three terms: multimedia learning, multimedia presentation and multimedia instruction. Multimedia learning refers to the learning process using words and images, while multimedia presentations are presentations that involve words and images. The last term, multimedia instruction means presentations involving words and pictures that are intended to foster learning. “Based on three terms above, multimedia in my reading class refers to multimedia presentation”

In terms of reading comprehension, I refer to a theory from Johnson (2008) which states that reading is the practice of using text to create meaning. There are two key points in this definition: creating and meaning (Johnson, 2008). It means students are not able to create meaning without reading. Thus, it is important to make sure that students develop their ability in reading comprehension.

CHAPTER III

IMPLEMENTATION

A. Preparation

When I want to teach material, I prepare several things:

1. Create lesson plan.
2. Write a a summary of the material in PPT form so that it is easier for students to understand the material.
3. Make a video/screen record explaining the details of the material so that students know how to pronounce the contents of the material correctly.

B. Implementation

Here are the steps I use when teaching:

1. First, I coordinate students on WhatsApp group regarding the material that I will present at tomorrow's meeting.
2. I explain to students the material that I present via radio with a duration of 30 minutes.
3. I sent a PPT of learning summary results in the student WhatsApp group.
4. I send examples of using the material in video format so that it is easy for students to understand.
5. I give assignments and students must submit them according to the time I have given.

Activities

The first meeting I taught self introduction material, the basic competency are 3.2 and 4.2 reference to class 7A students who had not received English lessons at elementary school level. I present this material in one meeting, so I don't use a lot of media but can still make the material interesting for students to learn. The media I use include: textbook, PPT summary of the material, screen record of examples of pronunciation of the material, radio broadcasts to explain the details of the material.



Figure 1. Meaning of simple vocabulary

The second and third meeting I taught about time, introduced time based on clocks and calendars, the basic competention are 3.3 and 4.3. For this material I taught 2 meetings, the first meeting I introduced time based on hours, then the following week I introduced time based on the calendar. The media I use is similar as the initial material meeting, namely using books as a reference for students' reading, using PPTs so that students understand a summary of the material and using videos to provide examples so that they are easy to understand.



Figure 2. Example and Activity of Dates

The fourth meeting I taught about things around, the basic competition are 3.4 and 4.4. for this material I taught 1 meeting. The media I used in all meetings was almost the same due to limited direct interaction due to Covid-19. I used WhatsApp for the question and answer session and for submitting assignments online via WhatsApp. Using several multimedia so students can better understand the material being presented, using radio to practice students' listening, using PPT to practice students' reading and using voice notes to practice students' speaking. Students can submit assignments according to the instructions given by the teacher precisely and according to the deadline. Most students understand the assignment instructions given and get grades above the KKM.

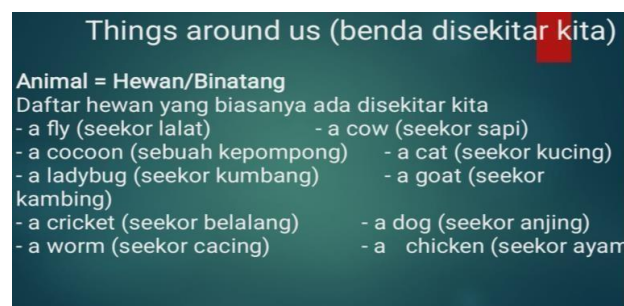


Figure 3. Example of things around us

CHAPTER IV

CONCLUSION

Due to the pandemic situation, schools limit direct interaction and learning is carried out online, in several meetings held by researchers using radio as a means of delivering material. Because it is felt to be less effective for grade 7 junior high school students if they only use one medium to deliver the material. Thus, researchers use other media to convey the meaning of the material being taught. Multimedia is one of the solutions to enhance the learning process because it offers many forms of presentations. By using multimedia, teachers have wider opportunities to deliver content. For students, multimedia can empower their language proficiency in an interesting way. Based on my experience, I realize that teachers should develop more multimedia presentations to promote students' learning. The results of this best practice aim to be a reference for teachers to create and develop media for online learning, one of which is that teachers can upload development results via YouTube, TikTok and other platforms to make use of other multimedia even more varied.

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APPENDIX

Lesson Plan

First meeting : Introduction

RANCANGAN PELAKSANAAN PEMBELAJARAN	
Sekolah : MTS Ummul Quro Kelas : VII/1	Mata Pelajaran : Bahasa Inggris Materi : Introduce Myself / Introducing self
Alokasi waktu : 30 Menit	
<p>Tujuan Pembelajaran :</p> <ul style="list-style-type: none"> - Mengenalkan kepada siswa tentang tata cara memperkenalkan diri dengan bahasa inggris - Mengidentifikasi ungkapan- ungkapan yang penting dalam materi pemaparan jati diri sebenarnya - Menyimak video pemaparan jati diri lalu menirukan contoh pengucapan dengan intonasi yang benar 	
<p>Media Pembelajaran, Alat/Bahan & Sumber Materi</p> <p>Media Pembelajaran : Aplikasi Whatsapp, Video pembelajaran dan Radio</p> <p>Alat dan Bahan : Hp/Gedget</p> <p>Sumber Belajar : Buku paket bahasa inggris kelas 7 (chapter II This is me!) https://youtu.be/Ottv3UFZd4k https://youtu.be/wOcMRDA5c4M</p>	

<p>KD</p> <p>3.2 Mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan teks interaksi lisan dan tulis melibatkan tindakan memberi serta meminta informasi terkait jati diri, kosa kata pendek sederhana sesuai konteks dan penggunaannya.</p> <p>4.2 Menyusun teks intraksi lisan dan tulis pendek dan sederhana terkait jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>Kegiatan Pembelajaran</p> <p><u>Pendahuluan :</u></p> <ul style="list-style-type: none"> ▪ Guru menyapa dan mempersilahkan peserta didik untuk brdoa bersama, abseni dan menyiapkan buku pelajaran. ▪ Guru memberikan motivasi dan apresiasi untuk siswa ▪ Guru menjelaskan tujuan pembelajaran atau KD yang akan dicapai; menjelaskan materi serta menguraikan kegiatan yang akan dilakukan. <p><u>Pembelajaran Inti :</u></p>	<p>19</p>
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<ul style="list-style-type: none"> ▪ Guru menyampaikan materi pelajaran melalui siaran radio dan rekaman video materi pembelajaran tentang memperkenalkan jati diri. ▪ Setelah peserta didik selesai sesi penjelasan on air di radio, kemudian guru membuka sesi pertanyaan. ▪ Guru membagikan video dan tugas melalui aplikasi whatsapp group. <p><u>Penutup :</u></p> <ul style="list-style-type: none"> ▪ Guru dan siswa membuat kesimpulan singkat tentang materi memperkenalkan jati diri. ▪ Guru mengingatkan siswa untuk senantiasa menjaga kesehatan di masa pandemi. ▪ Guru mengakhiri pembelajaran dengan mengucapkan salam dan membaca doa penutup majelis.
<p>Lampiran</p> <p>Penilaian</p> <p><u>Sikap</u> : Observasi</p> <ul style="list-style-type: none"> ▪ Spiritual (Mengucapkan salam dan doa) ▪ Sosial (Hadir online tepat waktu dan aktif dalam kegiatan pembelajaran) <p><u>Pengetahuan</u> : Penugasan</p> <ul style="list-style-type: none"> ▪ Peserta didik menulis beberapa kalimat tentang pengenalan jati diri lewat whatsapp pribadi dan dikirim ke guru.

TUGAS CHAPTER 2 (It's Me!)

Introduce Myself Pertemuan 2

A. Write a sentence like what example do! (nilai pengetahuan)

We will learn to share and inquire about each other, including

- *Our identities,*
- *Our hobbies and what we like,*
- *The members of our family*

Vocabulary :

Hi / Hello/ Assalamualaikum (*greetings*)

let me introduce myself (*biarkan saya memperkenalkan diri*)

my name is.... (*perkenalkan nama saya.....*)

you can call me.... (*kamu dapat memanggilku.....*)

I am years old (*saya berumur.....tahun*)

I am a..... (*saya seorang*)

I am the (first, second, third, fourth etc, or last) of Children (*saya anak ke..... dari*
.....)

I have Siblings (*saya mempunyaiSaudara kandung*)

I was born in..... (*saya lahir di..... Tanggal,Bulan,Tahun*)

my hobby is/are (*hobi saya adalah.....*)

I want to be a..... (*saya ingin mrnjadi*)

nice to meet you! (*senang bertemu denganmu*)

Example :

Assalamualaikum, let me introduce myself my name is Grizelda Avya Aratusa, you can call me Avya, I am twenty years old, I am a Students of one Islamic university in Yogyakarta, I am the first of children and I have 2 siblings, I was born in Klaten 31 July 1999, my hobby are singing and dancing, I want to be a teacher, Nice to meet you!

Mengetahui, Kepala Sekolah

Muhammad Farih, S.S NIP.-

Mengetahui,
Guru Pembimbing Lapangan

Yuli Kusuma Wardani, S.Pd
NIP.19790709 200604

Yogyakarta, 28 Juli 2020

Guru PPL

Grizelda Avya Aratusa

Second meeting : What Time Is It Part.1

RANCANGAN PELAKSANAAN PEMBELAJARAN	
Sekolah : MTS Ummul Quro Kelas : VII/1	Mata Pelajaran : Bahasa Inggris Materi : What Time is it? (Clock)
Alokasi waktu : 30 Menit	
Tujuan Pembelajaran : <ul style="list-style-type: none">- Mengenalkan kepada siswa tentang apa saja yang ada dalam konteks 'waktu', khususnya jam- Mengidentifikasi ungkapan- ungkapan yang ada saat menyebutkan waktu dalam bahasa inggris- Menggambar dan menuliskan dibawah gambar sesuai waktu yang disediakan guru di video.	
Media Pembelajaran, Alat/Bahan dan Sumber Belajar: Media Pembelajaran : Aplikasi Whatsapp, Video pembelajran dan Radio Alat dan Bahan : Hp/Gedget Sumber Belajar : Buku paket bahasa inggris kelas 7 (chapter III What Time Is It) https://youtu.be/ElxaxnageTo https://youtu.be/NRmAR17Gm4k https://youtu.be/8w1MgXz_uZg https://youtu.be/SvSGe1GUzR0	

KD

3.3 Mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan teks interaksi lisan serta tulis yang berkaitan dengan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal serta tahun dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)

4.3 Menyusun teks interaksi lisan dan tulis sederhana terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.

Kegiatan Pembelajaran**Pendahuluan :**

- Guru mengucapkan salam dan berdoa bersama
- Guru memeriksa kehadiran siswa
- Guru memberikan motivasi dan apresiasi kepada siswa
- Guru menanyakan tugas minggu yang lalu
- Guru memberitahu tujuan dan materi

pembelajaran hari ini. Pembelajaran Inti :

- Guru menyampaikan materi pembelajaran melalui siaran radio dan rekaman video materi pembelajaran tentang What time is it?(clock).
- Setelah peserta didik selesai sesi penjelasan on air di radio, kemudian guru membuka sesi pertanyaan.
- Guru membagikan video dan tugas melalui aplikasi whatsapp group. **Penutup :**
- Guru membuat kesimpulan singkat tentang materi yang sudah dijelaskan what time is it?(clock).
- Guru mengingatkan siswa untuk senantiasa menjaga kesehatan di masa pandemi.

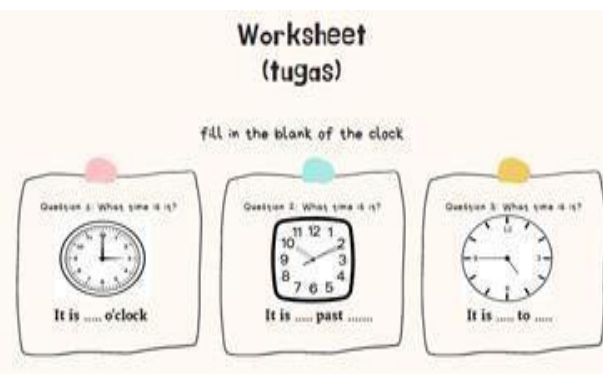
- Guru mengakhiri siaran pembelajaran dengan mengucapkan salam dan membaca doa penutup majelis.

Lampiran

TUGAS CHAPTER 2 (What Time is it?) Pertemuan 3

A. Fill in the blank 3 question with the right answer! (nilai pengetahuan)

We will learn :
- to tell the time



B. Please draw 10 clock with the time from teacher at video (nilai writing)



Penilaian

Sikap : Observasi

- Spiritual (Mengucapkan salam dan doa)
- Sosial (Hadir

online tepat waktu

serta aktif saat

pembelajaran

berlangsung)

Pengetahuan : Pemberian tugas

- Siswa melengkapi blank question tentang waktu

Keterampilan : Tes Praktik

- Peserta didik menggambar 10 waktu yang sudah ditentukan guru didalam video pembelajaran, beri keterangan pada gambar tersebut menunjukkan pukul berapa.

Mengetahui, Kepala Sekolah

Muhammad Farih, S.S NIP.-

Mengetahui,
Guru Pembimbing Lapangan

Yuli Kusuma Wardani,
S.Pd NIP.19790709 200604

Yogyakarta, 04 Agustus 2020

Guru PPL

Grizelda Avya Aratusa

Third meeting : What Time Is It Part.2

RANCANGAN PELAKSANAAN PEMBELAJARAN	
Sekolah : MTS Ummul Quro	Mata Pelajaran : Bahasa Inggris
Kelas : VII/1	Materi : What Time Is It? (Calendar)
Alokasi waktu : 30 Menit	
Tujuan Pembelajaran : <ul style="list-style-type: none">- Mengidentifikasi hari, bulan dan tahun dalam bahasa inggris- Menyimak penjelasan guru tentang cara penyebutan hari, bulan dan tahun- Mencatat contoh cara menyusun jadwal sesuai jam, hari, bulan dan tahun- Membuat kalimat sederhana tentang kegiatan selama quarantine time(Study From Home) beserta jam, hari, bulan dan tahun.	
Media Pembelajaran, Alat/Bahan dan Sumber Belajar: <p>Media Pembelajaran : Aplikasi Whatsapp, video pembelajaran dan Radio Alat dan Bahan : Hp/Gedget</p> <p>Sumber Belajar : Buku paket bahasa inggris kelas 7 (chapter III What Time Is It?) https://youtu.be/mXMofxtDPUQ https://youtu.be/Fe9bnYRzFvk</p>	
KD <p>3.3 Mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan teks interaksi lisan serta tulis yang berkaitan dengan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal serta tahun dengan konteks penggunaannya. (Pemilihan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks interaksi lisan dan tulis sederhana terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.</p>	
Kegiatan Pembelajaran <p><u>Pendahuluan :</u></p>	

- Guru menyapa dan mempersilahkan peserta didik untuk berdoa bersama, abseni dan menyiapkan buku pelajaran.
- Guru memotivasi dan mengapresiasi peserta didik
- Guru menjelaskan tujuan pembelajaran atau KD yang akan dicapai; menyampaikan cakupan materi dan penjelasan uraian kegiatan.

Pembelajaran Inti :

- Guru membagikan video dan tugas melalui aplikasi whatsapp group.
- Guru menyampaikan materi pembelajaran melalui siaran radio materi pembelajaran tentang hari, bulan dan tahun.
- Setelah peserta didik selesai sesi penjelasan on air di radio, kemudian guru membuka sesi pertanyaan.

Penutup :

- Guru dan siswa membuat kesimpulan singkat tentang materi what time is it (kalender).
- Guru mengingatkan peserta didik untuk senantiasa menjaga kesehatan di masa pandemi.
- Guru mengakhiri pembelajaran dengan mengucapkan salam dan membaca doa penutup majelis.

Lampiran

Penilaian

Sikap : Observasi

- Spiritual (Mengucapkan salam dan doa)
- Sosial (Hadir online tepat waktu dan aktif dalam kegiatan pembelajaran)

Pengetahuan : Penugasan

- Peserta didik menuliskan kalimat pendek lengkap dengan jam, hari, bulan dan tahun.
- Peserta didik menuliskan kalimat pendek kegiatan setelah study from home dengan menyebutkan jam, hari, bulan dan tahun.

TUGAS CHAPTER 3 (What Time Is It?)

Calendar Pertemuan 4

C. Write some simply sentences like what example do! (nilai pengetahuan)

We will learn :

- *to tell the date*
- *to tell te day, and*
- *to tell the month*

Days of The Year

Sunday, Moday, Tuesday, Wednesday, Thursday, Friday, Saturday

Months of The Year

January, February, March, April, May, June, July, August, September, November, December

Example of Assignment



Example of Dates

August 4th, 2020 at 12:30 I have English class with miss Grizelda, we learn about What time is it? spesifically we discuss about Clock. The class are interesting but I missed the radio broadcast session, miss Grizzy share the recording of broadcast session it helped me to understanding the material before.

4 agustus 2020 jam 12:30 saya ada kelas bahasa inggris bersama miss Grizelda, kami belajar tentang What Time is it? khususnya kami membahas tentang Jam. kelasna sangat menarik akan tetapi saya tertinggal sesi siaran radio, miss Grizzy mengirimkan rekaman suara sesi siaran radio tadi membantu saya memahami materi sebelumnya.



Mengetahui, Kepala Sekolah Muhammad Farih, S.S NIP.-	Mengetahui, Guru Pembimbing Lapangan Yuli Kusuma Wardani, S.Pd NIP.19790709 200604
Yogyakarta, 11 Agustus 2020 Guru PPL Grizelda Auya Aratusa	

Fourth meeting : Things Around Us

RANCANGAN PELAKSANAAN PEMBELAJARAN	
Sekolah : MTS Ummul Quro Kelas : VII/1	Mata Pelajaran : Bahasa Inggris Materi : This Is My World
Alokasi waktu : 30 Menit	
Tujuan Pembelajaran : <ol style="list-style-type: none">1. Menyebutkan nama-nama benda di sekitar kita (things around us)2. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan meminta dan memberi informasi terkait nama dan jumlah benda di sekitar kita3. Menyusun teks interaksi interpersonal yang melibatkan tindakan meminta dan memberi informasi terkait nama dan jumlah benda di sekitar kita	
Media Pembelajaran, Alat/Bahan dan Sumber Belajar: <p>Media Pembelajaran : Aplikasi Whatsapp, Video pembelajaran dan Radio Alat dan Bahan : Hp/Gedget</p> <p>Sumber Belajar : Buku paket bahasa inggris kelas 7 (chapter IV This is My World) https://youtu.be/Xh7rxY4vNiI https://youtu.be/r0Ij0cs8260</p>	
KD <p>3.4 Mengidentifikasikan fungsi sosial, struktur dan unsur kebahasaan teks interaksi lisan dan tulis melibatkan tindakan memberi serta meminta informasi terkait nama dan jumlah binatang, benda serta bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)</p> <p>4.4 menyusun teks interaksi transaksional lisan dan tulis sederhana terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur serta unsur kebahasaan yang benar dan sesuai konteks.</p>	
Kegiatan Pembelajaran <p><u>Pendahuluan :</u></p> <ul style="list-style-type: none">▪ Guru menyapa dan mempersilahkan peserta didik untuk berdoa bersama, absen dan menyiapkan buku pelajaran.	

- Guru memotivasi dan memberi apresiasi kepada peserta didik.
- Guru menjelaskan tujuan pembelajaran atau KD yang akan dicapai; menyampaikan cakupan materi dan penjelasan uraian kegiatan.

Pembelajaran Inti :

- Guru membagikan video dan tugas melalui aplikasi whatsapp group.
- Guru menyampaikan materi pembelajaran melalui siaran radio dan rekaman video materi pembelajaran tentang this is my world.
- Setelah peserta didik selesai sesi penjelasan on air di radio, kemudian guru membuka sesi pertanyaan.

Penutup :

- Guru dan siswa membuat kesimpulan singkat tentang materi things around us.
- Guru mengingatkan peserta didik untuk senantiasa menjaga kesehatan di masa pandemi.
- Guru mengakhiri pembelajaran dengan mengucapkan salam dan membaca doa penutup majelis.

Lampiran

Penilaian

Sikap : Observasi

- Spiritual (Mengucapkan salam dan doa)
- Sosial (Hadir online tepat waktu dan aktif dalam kegiatan pembelajaran)

Pengetahuan : **Penugasan**

- Peserta didik *merangkum materi* yang sudah dijelaskan guru, mencatat poin penting dalam materi.

TUGAS CHAPTER 4 (This is My World)

- to state things, animals, and public places around us

Pertemuan 5

A. MATERI PEMBELAJARAN

1. Materi Pembelajaran Reguler

- Things around us
- Animals
- Name of Public Places
- Article a/ an,
- There is/ there are
- Singular & plurals
- How many

2. Materi Pembelajaran Pengayaan

- Things at home (in the living room, in the bath room, in the bed room, in the garage, in the kitchen)

Mengetahui Kepala Sekolah Muhammad Farih, S.S NIP.	Mengetahui Guru Pembimbing Lapangan Yuli Kusuma Wardani, S.Pd NIP.19790709 200604 2 016
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Yogyakarta, 18 Agustus 2020

Guru PPL

Grizelda Avya Aratusa