

**IMPLEMENTING TASK-BASED LANGUAGE TEACHING TO TEACH WHAT  
PEOPLE DO AND USE TO CLEAN UP A HOUSE IN A JUNIOR SECONDARY  
SCHOOL**

**BEST PRACTICE**

*Presented to the Department of English Language Education  
as partial fulfillment of requirements to obtain the Sarjana Pendidikan Degree  
in English Language Education*



Covered by:

**Muh Syarif AlQadri**

**17322072**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF PSYCHOLOGY AND SOCIAL CULTURAL SCIENCES  
UNIVERSITAS ISLAM INDONESIA**

**2024**

**APPROVAL SHEET**

**IMPLEMENTING TASK-BASED LANGUAGE TEACHING TO TEACH WHAT  
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SCHOOL**

Covered by:

**Muh Syarif AlQadri**

**17322072**



**Approved on 16<sup>th</sup> May 2024**

**By**

**Supervisor**

A handwritten signature in black ink, appearing to be 'Astri Hapsari', written in a cursive style.

**Astri Hapsari., S.S., M. TESOL**

**NIP.123220402**

**RATIFICATION SHEET**

**IMPLEMENTING TASK-BASED LANGUAGE TEACHING TO TEACH WHAT  
PEOPLE DO AND USE TO CLEAN UP A HOUSE IN JUNIOR SECONDARY SCHOOL**



Covered by:

**Muh Syarif Al Qadri**

**17322072**

**Board of Examination**

**Chairperson : Astri Hapsari, S.S., M.Tesol**

**First Examiner : Irma Windy Astuti, S.S.,M.HUM**

**Second Examiner : Ista Maharsi, SS.,M.HUM**

**Yogyakarta, 16<sup>th</sup> May 2024**

**Department of English Language Education**

**Faculty of Psychology and Socio-Cultural Sciences**

**Islamic University of Indonesia**

**2024**

**Head of Department**

**Puji Rahayu S.Pd., M.LS.T.,Ph.D.**

**NIP.053310402**

## STATEMENT OF WORK'S ORIGINALITY

I honestly state that this best practice entitled " Implementing Task-based Language Teaching to Teach What People Do and Use to Clean Up A House in Junior Secondary School" was originally written by me and is a result of my own best practice research. As any scientific paper should, this best practice only includes the works of those cited in quotation marks and references.

Yogyakarta, 16<sup>th</sup> May 2024

The Writer



Handwritten signature of Muh Syarif Al Qadri.

**Muh Syarif Al Qadri**

## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

Latin: “Wahai orang-orang yang beriman! Mohonlah pertolongan kepada Allah dengan sabar dan shalat.

Sungguh Allah beserta orang-orang yang sabar.” (QS. Al-Baqarah/2:153)

## **DEDICATION**

I dedicated this thesis to both of my parents, my friends, and my lecturers who have given their unlimited supports during the writing of this thesis.

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim,*

*Alhamdulillahirobbil 'alamin,*

The journey that the writer has taken in the context of making writing in the context of making this thesis there are many obstacles faced, but thanks to His will the author can successfully complete the preparation of this thesis thanks to nothing but prayers, efforts, support, guidance, and enormous help from various parties. Therefore, on this occasion the writer would like to thank:

1. Allah SWT who always gives grace, guidance, health, fortune, and always gives patience and ease and smoothness in completing this thesis well,
2. Dr. Phil. Qurotul Uyun, S.Psi., M.si., Psikolog, as Dean of Faculty of Psychology and Sociocultural Sciences,
3. Puji Rahayu, S.Pd., MLST., Ph.D, as the Head of Department of English Language Education,
4. Astri Hapsari S.S., M.TESOL, as my thesis supervisor, for all the guidance, instructions, time, and knowledge that has been given to the writer during the preparation of this thesis,
5. Willy Pasetya S.Pd., M.A., as my PLP supervisor, for all the instruction and motivation during PLP,
6. All of the lectures and staffs of English Language Education Department who helped me during the entire semesters,
7. My dearest parents, for their support and affection, so that the author remains enthusiastic in completing this thesis,
8. My beloved wife and kids, for their unlimited love and support that made me to this point,
9. All parties who have not been mentioned one by one who participated in giving their prayers, support, mentoring, and assistance in the process of finishing this thesis.

**Yogyakarta, 16<sup>th</sup> May 2024**



**Muh Syarif Al-Qadri**

**NIM.17322072**

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**IMPLEMENTING TASK-BASED LANGUAGE TEACHING TO TEACH  
WHAT PEOPLE DO AND USE TO CLEAN UP A HOUSE IN A JUNIOR  
SECONDARY SCHOOL**

**Muh Syarif AlQadri**

**17322072**

**ABSTRACT**

This best practice aims to describe the use of a task based language teaching approach in teaching what people do and use to clean up a house in junior secondary school. From my experience as a pre-service English teacher after implementing the approach, I believe a teacher should foster a student's enthusiasm for learning English. This can be accomplished by incorporating home-based activities, particularly those related to household cleaning tasks and the tools used for such purposes. Several conditions that students tend to get bored by using textbooks in the learning material. In order to prevent this issue, as a teacher I recommend remembering and imagining the condition across the entire home, especially in the student's own room, by using multimedia-mediated activities, organized by a task-based approach that sparks their interest in the teaching material.

*Keywords: Teaching English, Task-Based Language Teaching*

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Teaching Context**

By applying text structures and linguistic elements from various texts presented in multimedia form in contexts within the scope of home, school and class, students are expected to be able to increase their interest in learning English both in class and at home. When concentrating in an education study program, you will definitely be faced with real school and institutional fields and have various challenges of their own. Introduction to the Schooling Field (PLP) is a program that must be followed by every student which is a means for students majoring in English Education to apply the knowledge they have learned in a more complex environment, such as schooling from elementary to middle school and high school/vocational school levels. This allows students to be directly involved and participate in the teaching and learning process that has never been encountered in lectures. Introduction to the School Field (PLP) also provides opportunities for students to develop skills and practice discipline in various situations that occur in the school environment. Adapting is certainly an important part of forming the professional character of a prospective teacher in the future.

The location for the Introduction to School Field (PLP) is at one of Islamic junior high schools. This school was founded in 1981 and received A accreditation in 2012. It has 186 male students and 170 female students. This number of students is equipped with 12 classrooms, 2 laboratories, 1 library and 2 student sanitation rooms. A total of 23 teachers carry out duties as educators in grades 7, 8, 9, including the principal, at each grade level there is 1 English teacher. In grades 7 and 8, the independent curriculum (Kurikulum Merdeka) has been implemented in

the 2023/2024 academic year, while in grade 9, the 2013 curriculum is still used. English in this school does not influence other subjects, considering that there are three linguistic elements studied by each student, namely Indonesian, Javanese and English. The learning that is characteristic of this school is "HIZBUL WATHAN" which is a substitute activity for scouts which is typical for students with a school background founded by the prominent Islamic organization which the school is associated with. Most of the activities at the school are carried out almost equally inside and outside the classroom, thus opening up a very good space for each teacher to interact more and observe significant developments with students.

Based on my observations at the time in the classroom. I feel the connectivity between the teacher and the students is going conducive, starting the lesson with prayer and the teacher uses several icebreakers to get into the main lesson. The use of classroom facilities such as TV and whiteboards was used to clarify the material being taught. Teacher showed a picture of a body part with blank content to make the student guess the vocabulary. I feel these learning activities can still be developed by involving students more creatively. By preparing my learning plan "Home Sweet Home" as a daily activity context where students are expected to be able maximize their ability to learn about what people do and use to clean up the house. The aim of Introduction to the School Field (PLP) is to apply classroom learning in daily activities. Of course, with good communication we can observe the state of teaching and learning practices which can provide space to develop strategies and innovations in English language learning that are more effective and well planned. By implementing aspects that make the learning atmosphere better and more conducive, such as utilizing advances in technology and the ability to manage the classroom well as well as professionalism as a teacher and school member, the school must become a space to reflect on students' abilities in carrying out their duties as teachers inside and outside the classroom. So that students, teachers and all existing school staff can work together well in dedicating themselves to the good of the school environment. By having 2 months, English

Language Education students will gain very valuable experience for continuing in the world of education.

Indicators of achievement for PLP participants are targets that need to be met during the Introduction to Schooling Field (PLP) period. Good communication is the main key in developing students' abilities and creativity. Apart from that, there are several aspects that will show the achievement of each objective of the School Field Introduction (PLP) activity, including implementing and applying what has been observed and learned in the school and campus environment. According to students' abilities, plan learning materials to suit students' needs and evaluate their success. Then students can reflect on the experiences and learning they have gained to show an ethical professionalism attitude and always respect diversity in learning, students are active in activities between teachers, students and all school staff, and show meaningful involvement. In general, students can assess the needs of the school environment, students' needs in learning English and students can show improvement in English language skills in terms of communication, writing, reading and listening.

## **1.2. Consideration for implementing Task-Based Language Teaching to Teach What People Do and Use to Clean up a House**

Task-based language teaching (TBLT) has been extensively used in Southeast Asia for English Language Teaching (ELT), and it has been studied by several academics (Hapsari, Ammar, & Ghali, 2019; Wulandari, Candria, Wulandari, & Laksono, 2017; and McDonough & Chaikitmongkol 2007). For instance, Hapsari, Ammar, and Ghali (2019) discovered in the Southeast Asia book that pre-service English teachers assigned in the SEA (Southeast Asia) Teacher Program used a range

of contextual TBLT methods. In order to educate students what individuals do and use to clean houses, this research aimed to outline the teaching-learning process of implementing task-based language teaching. The purpose of the report was to address a query on the efficacy of task-based language instruction in elucidating daily domestic tasks in a junior secondary Indonesian school.

## **CHAPTER II**

### **CONSTRUCT**

#### **2.1 Teaching EFL Speaking in Indonesian Junior High School**

Teaching EFL speaking in Indonesia Junior High School by using several methods has specific difficulties, According to Rusdin & Purwati (2023) Teaching speaking to EFL students presents several obstacles, one of which is the psychological aspect. One of the biggest barriers to students speaking English is fear of making mistakes, nervousness, and unfavorable views from peers. The development of EFL students' speaking abilities can also be seriously hampered by a lack of self-confidence and passion for learning, In the process of teaching in EFL secondary school, there are opportunities for the teacher to enhance student speaking abilities through appropriate approaches such as utilizing pair work, group discussion, role-playing, and storytelling ( Desta, 2019 ), Teacher have the opportunity to employ suitable teaching methods that focused on students learning and interactive techniques to teach speaking skills effectively. By creating a conducive learning environment, teachers can boost students' motivation in learning English, particularly in speaking skills. Furthermore, teachers can help students as well as peers. By seizing the opportunity, teachers can improve the effectiveness of teaching speaking skills in EFL secondary schools in Indonesia. From my experience, teaching EFL speaking in secondary high school by using TBLT is an approach to teaching that makes a significant contribution to students' improvement of their speaking skills in English. By providing relevant context and real-world situations in the learning tasks. in this way, By optimizing the available classroom facilities, such as Smart TV, Whiteboard, and other tools for students to use in classroom activities.

## **2.2. Task-based Language Teaching in English Language Teaching**

Task-based language instruction is a method that draws from theories of language acquisition and promotes the use of important target language in addition to providing opportunities for students to observe how significance is created through interaction in the target language ( Skehan, 1996 ). Task-based classroom activities can occur in a variety of ways, but strong pedagogical guides in the field have proposed a three-stage model that consists of pre-task activities, the task itself, and post-task activities( Willis, 2007 ).

During the pre-task phase, teachers and learners normally set up the task performance cognitively, socio-emotionally, and according to an organizational perspective. During the stage of actual task performance, students will work on the assignment alone, in pairs, or groups (or a combination of both) and will discuss task results and performance techniques, as well as deal with any obstacles they encounter in interim whole-class discussions, personalized teacher-learner interaction, or inside their pairs or groups may be used to accomplish this. During the post-task phase, the task's conclusion will be reported and examined, and the task's performance will be discussed as needed. Focus on the form may be embedded in this stage, for example, when the teacher asks the students to practice specific rules or linguistic pieces that were prominent in the activities they completed.

The task given to students includes three-stage, the first is to match the pictures with appropriate words. The second is to identify the text. The third is choosing the correct word to complete the sentence. Using pictures to identify aims help students get opinions about the materials that students don't necessarily know. I usually used videos to show how to use tools that people use to clean up the house for example, how to use the washing machine, turn on the stove, water the plant, etc. to provide a visual of how to use cleaning tools, thus in the last activity I prepared games from wordwall.net in form of puzzles to guess one by one the letters of the tools in the picture. I designed this activity to engage all students in teaching speaking using the task-based learning

method. and the result is students expressing what they have learned in the first and second activity.

## **CHAPTER III**

### **IMPLEMENTATION**

This section describes Task-based language teaching by using several methods activities to students during my internship, I used. material “Home Sweet Home” From my previous teaching practice I found that the students in learning activities were very active. So I provide this lesson on how and what people use to clean up the house, classroom, and school environment.

#### **3.1. Pre-Task Activities**

I prepared a PowerPoint for the material and also used a video that showed what people used to clean up the house. There were two meetings and three tasks on a different day. In the first meeting, I used an online video resource from YouTube [https://www.youtube.com/watch?v=5i\\_u75FgPdw](https://www.youtube.com/watch?v=5i_u75FgPdw). It showed cleaning things and tools in English name to introduced what people used to clean up the house, and in the second meeting, I used online resource from <https://wordwall.net/resource/61934918/guess-the-equipment> as a games to engage all students to expressing what they have learned in the first meeting. This way was ordered to prepare the task performance cognitively, socio-emotionally, and from an organizational point of view as suggested by Willis & Willis (2007).

#### **3.2. Actual Task Activities**

This activity uses PowerPoint slides to deliver and introduce the material. I explained the materials about what people use to clean up the house, types of equipment in the room and how to clean up the house. I used what was recognized as a situated task based approach, which was a weak version of task-based language teaching (Carless, 2007). In a situated task-based approach, the teacher explained the material at the beginning of the lesson.

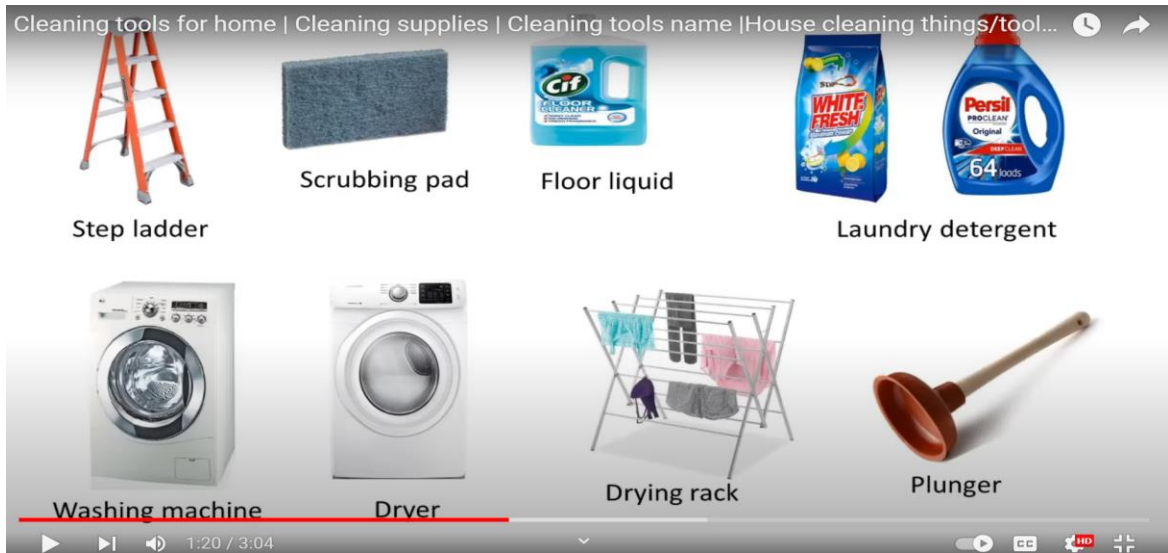


Figure 1. Video introduced things and tools name

I used these video resource from Youtube [https://www.youtube.com/watch?v=5i\\_u75FgPdw](https://www.youtube.com/watch?v=5i_u75FgPdw) because student needed an example to reach what students may have been discovered, but not known how to use it. This video also displays the lettering in addition to the voice acting out how it should be pronounced.

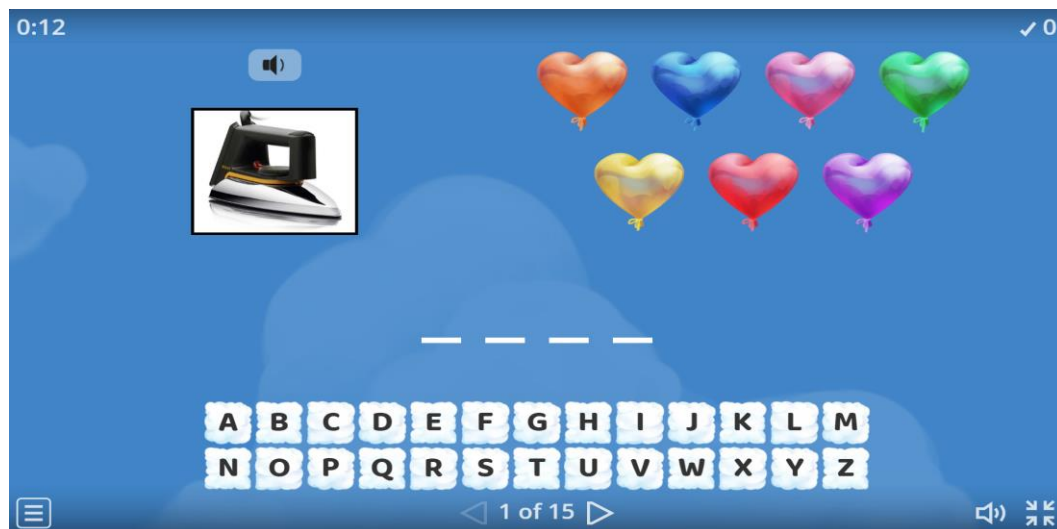


Figure 2. Games for guessing tools name from [Worldwall.net](http://Worldwall.net)

### 3.3. Post Task Activities

In the post task activities, I implemented three activities : (1) match the pictures with appropriate words, (2) sentence completion based on the text, and (3) choose the correct word to complete the sentence. Students were instructed to complete the tasks.

Match the pictures with appropriate words.

**ASSESMEN DIAGNOSTIK**

Match the pictures with appropriate words.

no	Activities	Picture number	No	Activities	Picture number	No	Activities	Picture number
	Water the plant			Wash the dishes			Iron the clothes	
	Take out the trash			Hang the clothes			Make the bed	
	Sweep the floor			Tidy up			Do the laundry	
	Dust the furniture			Mop the floor			Scrub the shoes	
	Clean the window			Wipe the dirt			Clean the floor	

Figure 3. Match the pictures with appropriate words

Complete the sentence based on the text.

**LEMBAR KERJA PESERTA DIDIK**

**I. Watch the video then write the equipment that use in house cores**

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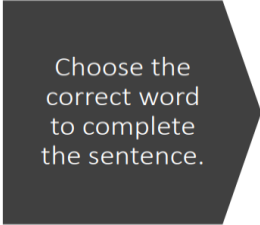
**II. Identify the text**

**Let's Clean Up!**  
 The Rahmanyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night. Ibu Fosma cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing, she puts away the toys. Pak Rahmanyah does the laundry every other day. He cleans the windows and the furniture every Saturday. The Rahmanyahs are busy every day.

**Complete the sentences based on the text**

1. Galang \_\_\_\_\_ the trash every day.
2. Sinta \_\_\_\_\_ the floor every day.
3. Sinta and Galang take turns to \_\_\_\_\_ the dishes.
4. Ara \_\_\_\_\_ away her toys every other day.
5. Pak Rahmanyah \_\_\_\_\_ the windows twice a week.

Figure 4. Complete the sentences based on the text



Choose the  
correct word  
to complete  
the sentence.

**III. choose the correct word to complete the sentence.**

1. I iron/irons the clothes every Saturday.
2. She clean/cleans the windows every weekend.
3. We wash/washes the dishes every afternoon.
4. He sweep/sweeps the floor every day.
5. My sister do/does the laundry twice a week.
6. My father make/makes the bed every morning.
7. They don't/doesn't water the plants every day.
8. My brother don't/doesn't take out the trash on Monday.
9. You don't/doesn't tidy up the room every day.
10. When do/does you clean your house?

*Figure 5. Choose the correct words to complete the sentence*

### **3.4. Reflection**

From my experience as a pre-service English teacher after implementing the approach, I believe a teacher should foster a student's enthusiasm for learning English. This can be accomplished by incorporating home-based activities, particularly those related to household cleaning tasks and the tools used for such purposes. Several conditions that students tend to get bored by using textbooks in the learning material. In order to prevent this issue, as a teacher I recommend remembering and imagining the condition across the entire home, especially in the student's own room, by using multimedia-mediated activities, organized by a task-based approach that sparks their interest in the teaching material.

## **CHAPTER IV**

### **CONCLUSION**

#### **4.1. Conclusion**

Starting from the deployment on October 26 2023, I feel this is my best opportunity to develop several aspects that I will reflect on, namely, pedagogical competence, professionalism, social relations as a school member and of course my personality as a PLP participant in the junior secondary school. Of course, I am more interested in reflecting on the most memorable experiences, such as being a substitute teacher, being a picket teacher and accompanying students in extracurricular activities. However, I want to start reflecting on myself when I was given the opportunity to teach in all 7th grades with a duration of 2 x 40 minutes each meeting. In terms of material, I feel that it is not enough to give more attention to students, therefore I always make developments and changes in the method of delivery after completing the opportunities given to practice teaching in class. I also realized that the students I was dealing with were technically beyond my expectations, because I used several LKPD for students to find out how far they understood the material I had presented. On several occasions I felt quite comfortable with the ups and downs of pressure in class and it was very testing. to professionalism as a practicing teacher.

Very different from my activities or ways of being a school member inside and outside the classroom. Helping with picket activities is my favorite activity when carrying out PLP. For me, being at the picket table does not reduce my responsibility as a teacher who will be involved in almost every activity outside the classroom. Until I found what I thought were "*wow moments*" when a parent complained to the guidance and counseling teacher at school, the atmosphere was tense and the voice of the student's parent was quite loud, making several teachers

look panicked. There I could only pay attention to how a teacher who is responsible with the student's parents trusts the school to entrust their child to education. I understand the pressure and patience that the guidance and counseling teacher was under at that time, so that I was of the view that being a teacher was not only capable of classroom management and everything that was done in the classroom, but activities outside the classroom really needed a figure and role model as a good, dedicated teacher. for students, fellow teachers, school staff and also parents or guardians of students who have high hopes for the school and its teachers.

#### **4.2 Recommendation**

Overall, the activities I carried out for approximately 50 days almost met the targets and objectives of the activities according to the indicators that had been formulated. Maybe the indicators that have not been achieved will be a big lesson for me to anticipate and improve in the future. As a student in the field of education, having an experience like this, it feels appropriate to implement what has been learned in lectures so far.

For the future, I hope every teacher would consider Task-based Language Teaching (TBLT) as an obligation in their lesson.

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## ATTACHMENT

### Appendix 1. Learning Planning

#### d) Persiapan pembelajaran

- 1) Menyiapkan gambar peralatan kebersihan
- 2) Menyiapkan LKPD

#### e) Kegiatan pembelajaran

- 1) PEMBUKAAN (20 menit)
  - a) Guru mengucapkan salam dan mengecek kehadiran
  - b) Guru dan siswa berdoa bersama
  - c) Guru menyampaikan tujuan pembelajaran dan teknik penilaian
  - d) Guru mengingatkan Kembali materi yang telah dipelajari secara sekilas.
  - e) Apersepsi dan memberi pertanyaan penantik.

#### B. KEGIATAN INTI (60 menit)

- a) Siswa menonton video tentang peralatan yang digunakan dalam membersihkan rumah.  
(<https://www.youtube.com/watch?v=TqExnPOW1YI>)
- b) Siswa berdiskusi melengkapi lembar kerja siswa
- c) Siswa berkelompok mengidentifikasi teks yang menceritakan kegiatan membersihkan rumah.
- d) Siswa melengkapi kalimat menggunakan bentuk kata kerja yang sesuai dengan bentuk *simple present tense*.
- e) Siswa diskusi secara berkelompok mendiskusikan kegiatan di rumah yang sering dilakukan menggunakan *Simple Present Tense*

#### C. PENUTUP (40 menit)

- a) Siswa membuat kesimpulan materi yang telah dipelajari
- b) Guru memberikan tugas rumah kepada siswa secara individu mendeskripsikan tentang kegiatan membersihkan rumah yang sering dilakukan siswa.
- c) Siswa mengerjakan assesmen diagnostic untuk materi berikutnya
- d) Siswa membuat refleksi dari pembelajaran hari ini
- e) Guru menutup pembelajaran dengan doa penutup
- f) Asesmen
  - 1) Diagnostic : assesmen sebelum pembelajaran
  - 2) Formatif : assesmen selama pembelajaran/ penilaian proses, observasi sikap, ketrampilan dan pengetahuan
  - 3) Sumatif : assesmen pada akhir pembelajaran (mengerjakan LKPD)
- g) Pengayaan dan remedial
  1. Pengayaan : menceritakan kegiatan membersihkan rumah yang sering dilakukan siswa di rumah
  2. Remedial : mendeskripsikan kegiatan membersihkan rumah yang sering dilakukan siswa di rumah menggunakan *simple present tense*
- h) Refleksi peserta didik dan guru
  - 1) Apakah siswa aktif dalam kegiatan pembelajaran?
  - 2) Apakah kendala dalam pembelajaran?
  - 3) Apakah siswa dapat dianggap tuntas dalam pembelajaran?
















#### D. LAMPIRAN

- a) Lembar kerja peserta didik dan rubric penilaian
- b) Bahan bacaan guru dan peserta didik
- c) Glosarium
- d) Daftar pustaka

Attach all learning planning documents (RPP or teaching modules) created during the PLP.

## Appendix 2. Learning Materials and Student Worksheets

**Match the pictures with appropriate words.**

1		2		3		4		5	
									
7		8		9		10		11	
									
13		14		15		16		17	
									
no	Activities	Picture number	No	Activities	Picture number	No	Activities	Picture number	
	Water the plant			Wash the dishes			Iron the clothes		
	Take out the trash			Hang the clothes			Make the bed		
	Sweep the floor			Tidy up			Do the laundry		
	Dust the furniture			Mop the floor			Scrub the shoes		
	Clean the window			Swipe the dirt			Clean the floor		

**I. Watch the video then write the equipment that use in house cores**

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**II. Identify the text**

**Let's Clean Up!**

The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the loor and Galang takes out the trash. Each of them take turns to wash the dishes every night. Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she inishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday. The Rahmansyahs are busy every day.

**Complete the sentences based on the text**

- Galang \_\_\_\_\_ the trash every day.
- Sinta \_\_\_\_\_ the loor every day.
- Sinta and Galang take turns to \_\_\_\_\_ the dishes.
- Ara \_\_\_\_\_ away her toys every other day.
- Pak Rahmansyah \_\_\_\_\_ the windows twice a week

**Appendix 3. Examples of Student Work**

**Task 1**

Match the pictures with appropriate words.

1	2	3	4	5
7	8	9	10	11
13	14	15	16	17

no	Activities	Picture number	No	Activities	Picture number	No	Activities	Picture number
	Water the plant	15		Wash the dishes	2		Iron the clothes	4
	Take out the trash	11		Hang the clothes	10		Make the bed	5
	Sweep the floor	9		Tidy up	13		Do the laundry	4
	Dust the furniture	7		Mop the floor	7		Scrub the shoes	17
	Clean the window	3		Swipe the dirt	16		Clean the floor	14

Name : Bilalis Syahida aaila  
 Class : 7C  
 Date : 17-10-2023  
 Teacher's Name : Ms. Yullymas LPP

Amara Kayana N.

**II. Identify the text**

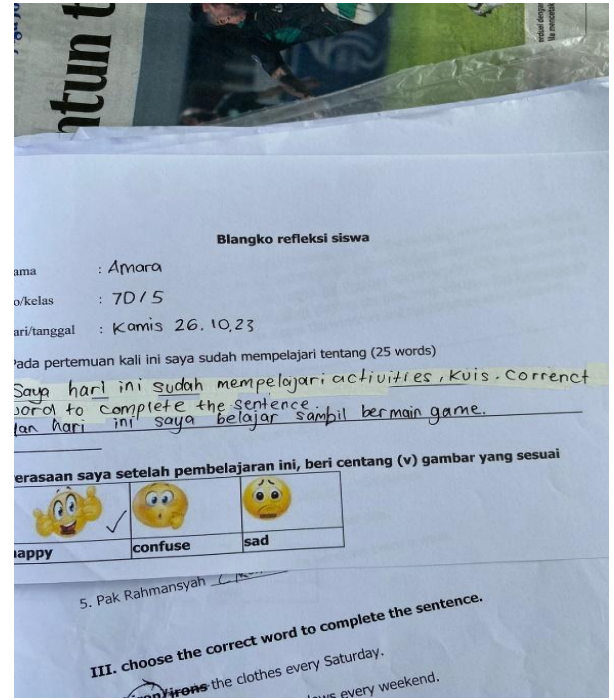
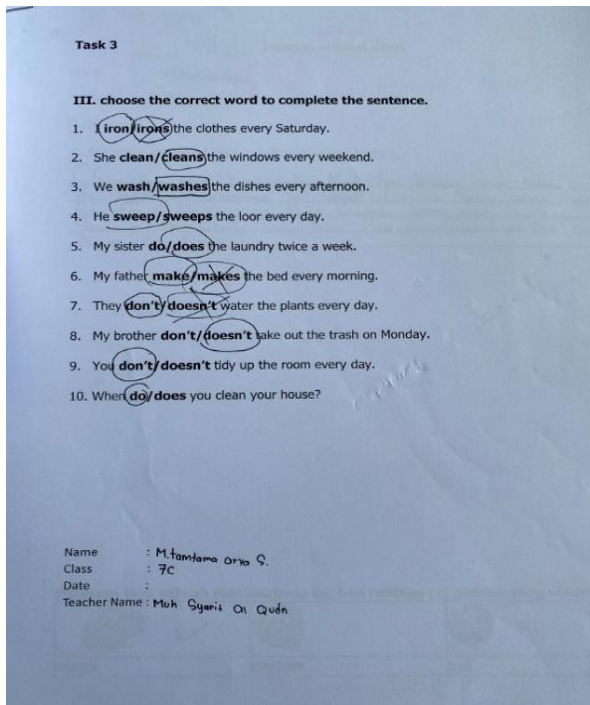
**Let's Clean Up!**  
 The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the loor and Galang takes out the trash. Each of them take turns to wash the dishes every night. Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she inishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday. The Rahmansyahs are busy every day.

**Complete the sentences based on the text**

- Galang takes out the trash every day.
- Sinta Sweeps and mops the loor every day.
- Sinta and Galang take turns to wash the dishes.
- Ara usually away her toys every other day.
- Pak Rahmansyah He clean the windows twice a week

**III. choose the correct word to complete the sentence.**

- I iron/irons the clothes every Saturday.
- She clean/cleans the windows every weekend.
- We wash/washes the dishes every afternoon.
- He sweep/sweeps the loor every day.
- My sister do/does the laundry twice a week.
- My father make/makes the bed every morning.
- They don't/doesn't water the plants every day.
- My brother don't/doesn't take out the trash on Monday.
- You don't/doesn't tidy up the room every day.



Attach examples of students' work to show the achievement of the learning objectives that have been created. Students' work can be selected to be adequate, and need enrichment.

### Student Reflection Form

Name :

No/class :

Date and time :

At this meeting I have learned about (10-30 words)




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**My feelings after this lesson, please tick (v) the appropriate image**

		
<b>happy</b>	<b>confused</b>	<b>sad</b>

## DOCUMENTATION



Figure 1.1 (Observation class with the teacher)



*First Day on PLP*



*Last Day on PLP*