

**THE USAGE OF PPP TEACHING AND TO EXAMINE THE USE OF LOW-TECH  
ENGLISH TEACHING MEDIA FOR ELEMENTARY STUDENTS IN A RURAL AREA**

**A Thesis Proposal**

**As a fulfillment to obtain Bachelor of Education Degree in English Language Education  
Department**



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UNIVERSITAS ISLAM INDONESIA**

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**APPROVAL SHEET**

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## RATIFICATION SHEET

### THE USAGE OF PPP TEACHING AND TO EXAMINE THE USE OF LOW-TECH ENGLISH TEACHING MEDIA FOR ELEMENTARY STUDENTS IN A RURAL AREA

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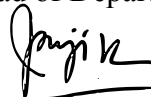


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## STATEMENT OF WORK'S ORIGINALITY

### STATEMENT OF WORK'S ORIGINALITY

I declare that this final thesis does not contain the part of the work from the other thesis, except the citation, quotations, and references that have been used in this thesis.

iv

Yogyakarta, 18 August 2024

Author,



Novyandi Rahmat Ramadhan  
20322013

## **MOTTO**

"Embrace each day as a new beginning, and trust that even the smallest steps forward can lead to extraordinary destinations."

## **DEDICATION**

Praise and gratitude to Allah SWT, who has given grace, guidance, and also blessings, and also health to me, so that I can go through various lecture activities, and also this thesis that I am working on. Thanks to my family, especially my parents, started by my mother, my father, and my older brother whose unwavering support and encouragement have been the foundation of my journey. Your belief in me has been my greatest source of strength. To my friends that did not mention enough to mention one by one, for their understanding, patience, and constant motivation, even during the toughest times. To my mentors and lecturers, especially my thesis supervisor, Miss Puji Rahayu, whose guidance and wisdom have shaped my academic path and inspired me to reach new heights. And finally, to all those who dared to dream and worked tirelessly to make those dreams a reality. This thesis is a testament to the power of perseverance and the pursuit of knowledge.

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## ABSTRACT

This best practice emphasizes the Presentation-Practice-Production (PPP) teaching style and examines the use of low-tech instruments as an English teaching medium for primary students in a rural context. The study explores the value of using low-tech tools to improve English language instruction in disadvantaged communities. The idea is to make learning more effective and entertaining for young students by combining classic teaching tools with contemporary approaches. Examined are the advantages and difficulties of applying this strategy in a rural setting.

This study describes the usage of incorporating PPP and low-tech methods into primary English language training for students living in rural areas, with an emphasis on encouraging engaging and easily accessible learning environments. This study also shows what I do and prepare for teaching students in rural areas, where facilities are still very simple, and how I overcome these shortcomings by using learning methods that are not too dependent on modern technology.

The steps I have take when teaching are introducing myself and the material, then I explain the following material to the students as well as providing games in between explanations, finally I give them assessment and practice after I explain the material to test their understanding.

*Keywords: PPP, rural areas, young learners, vocabulary,*

## CHAPTER 1

### BACKGROUND OF THE TEACHING PRACTICE

The PLP (*Praktek Lapangan Persekolahan*) implemented by the English Language Education Study Program of Universitas Islam Indonesia (PBI UII) is based on two principles. The first principle is the mastery of learning and linguistic competencies that all PLP students must possess by completing the Reflective Peer Microteaching course before implementing PLP. The second principle is the relationship between the PBI UII curriculum and the needs and uniqueness of each school.

PLP is a means for students to practice and implement the teaching sciences they learn during college under conditions in the field. Participants must be able to understand students' needs and characteristics before carrying out the teaching and learning process. PLP also aims to improve the vocabulary and English language skills of students at MI Al-Qodir, which is often an obstacle in learning English.

#### 1.1 Teaching Context

Madrasah Ibtidayah Al-Qodir which is located in Kedung village, Wukirsari, Cangkringan sub-district, Sleman regency, Special Region of Yogyakarta, has distinctive features and characteristics that tend to be different from those of other elementary schools in general. For example: the existence of *Calistung (Baca, Tulis, Hitung)* activities held every Saturday, and the characteristics of MI Al-Qodir as an elementary school based on pesantren which are focusing students to understand and learn more deeply about Islam. The ratio of students in MI Al-Qodir with English teachers is arguably very significant in the teacher who is in charge. There is only one English teacher in MI Al-Qodir, students in MI Al-Qodir are dominantly female, but the difference is not so much with male students.

The setting for teaching practice was MI AL-QODIR Cangkringan, Sleman, Yogyakarta. The school featured here is located in a rustic area with few proper technology-related facilities, such as Projectors, computers, WiFi, or loud speaker.

English learning in MI Al-Qodir begins when students enter grade 3, and there is no English learning for grades 1 and 2. English learning for grades 1 and 2, the English program at MI Al-Qodir is also classified as very limited because there is no English program other than the teaching and learning activities themselves. However, students in MI Al-Qodir are quite enthusiastic when given English learning, which makes learning effective.



\*Photo of the classroom in MI AL-QODIR

Students in this school are categorized as young learners, and most of them are having difficulties learning English due to a lack of technology-supported facilities. This leads to limited

learning resources, and they only rely on textbooks that have no proper material, and the material seems repetitive and monotonous.

Students also only understand what the teacher says which only comes from the textbooks brought by the teacher and studying something monotonously will definitely make them think that learning is just enough from reading a textbook with no other source. However, students at this school have a learning motivation that is moderate, they are very enthusiastic when they are given learning using a different method than what they are used to at school, Their learning motivation can be said to change drastically when they receive exciting learning, for example: using games, puzzles, quizzes, or just showing pictures.

Students' characteristics in rural areas tend to be unstable, and teachers need some extra effort to teach them properly. Student engagement is also important for their learning processes. Therefore, it is important to examine the impact of technology on the student's English proficiency, attitudes, and motivation, as well as the teachers' perceptions, practices, and challenges in using technology for English teaching.

## CHAPTER 2

### CONSTRUCTS OF THE TEACHING PRACTICE

#### 2.1 Low-tech, High-tech in Language Learning

The difficulties of teaching English to students in rural areas are covered in this article. According to the author, English language instruction is always evolving and has been successful in recreating itself as the language of international communication. The author also emphasizes the necessity for the creation of more practical, effective teaching and learning approaches for communicative English in general. Additionally, it was suggested that if the teachers are competent and confident in their use of the technology, employing instructional technology can be more successful and enhance student English.

Rural students often lack effective communication skills due to a lack of confidence. Shashikant (2022) argues that this is because rural students do not have as many opportunities to develop their communicative skills as students in cities do. This article mentions that using instructional technology can be more effective and improve student English if the instructors have confidence and skills in using the technology. This suggests that providing training and support for teachers to develop their skills and confidence in using instructional technology could be a potential solution to the issue of unskilled teachers in ICT. By improving the learning process, technology may assist in language teaching and learning. In order to enhance students' language skills, for example, instructional technology can give students an access to a variety of multimedia materials and interactive tasks. Technology may also help teachers design and deliver engaging lessons that are customized to the specific requirements of their students. It is important to recall, however, that how well technology is used to teach English relies on how comfortable and adept the teachers are with it. For technology to be effectively implemented into teaching practices, teachers must get training and assistance.

The usage example of low-tech is using whiteboard, Teachers write notes, draw diagrams, and solve problems in real-time, using flashcards, students use flashcards for memorizing vocabulary, mathematical formulas, or historical dates, using printed worksheets, Teachers hand out worksheets for practice, homework, or tests.

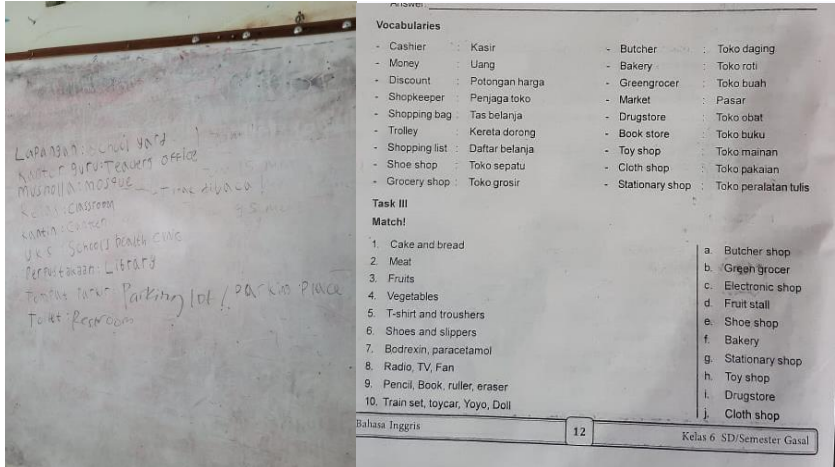
The usage example of high-tech is using smartboards, Interactive whiteboards that connect to a computer and projector. Teachers can display digital content, write and draw electronically, and save notes, educational apps and software, tools like Khan Academy, Duolingo, or coding platforms like Scratch provide interactive learning experiences and practice.

## **2.2 Presentation-Practice-Production**

According to Jeremy Harmer (2009: 64), the Presentation, Practice, Production (PPP) method is widely used in teaching simple language at lower levels. Harmer explains that many modern course books contain examples of PPP lessons that retain elements of structural-situation methodology and audio-linguicism. He notes that while there is a general consensus that PPP is just one method among many and may not consider other learning approaches, the effectiveness of PPP is evident when students are able to produce language meaningfully after a lesson.

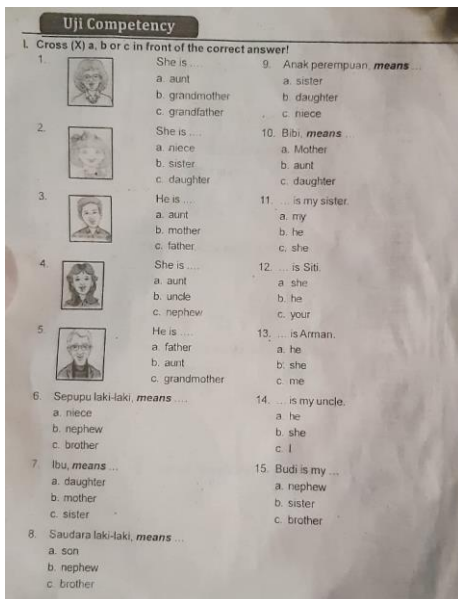
### **- Presentation Phase**

The teacher controls the presentation phase. To demonstrate a situation, the teacher might use text, audio tape, or visual aids. For example, teachers show the students the vocab or sentence to the students from the whiteboard or picture card.



**- Practice Phase**

Practice activities include drills, multiple choice exercises, gap and cue exercises, transformations, etc. In this phase, the teacher's role is to direct the activities, provide positive feedback to students, correct mistakes, and model the correct forms.



**- Production Phase**

When the students have completely mastered the form and have learned how to produce it without

mistakes in controlled exercises, they can move on to the production phase. In this phase, they use the newly learned language structure to produce oral or written texts. activities typically include production dialogues, oral presentations, and the production of sentences, paragraphs, or longer texts.

Harmer emphasizes that the success of the PPP method lies in students' ability to produce language meaningfully after the lesson, indicating effective learning and application of language skills.

## **CHAPTER 3**

### **IMPLEMENTATION & REFLECTION**

#### **3.1 Implementation**

The learning activities take place in grade 5, which involves 19 students in MI Al-Qodir, the data was collected from a 60 minutes classroom meeting. The syntax used in implementation is PPP (Presentation, Practice, Production), because the first step of the process is teacher giving an example vocabulary and the translation, and the students' is asked to memorize the vocabulary, Next, students are asked to practice by filling in the exercise in their textbook. Finally, the students are asked to make a sentence consisting of the vocabulary they have learned and memorize. The usage of PPP in this learning process started with presentation which will be implemented in the explanation activity, then practice which is on drilling activity, and last the production that implemented in creation activity.

The implementation also involve low-tech media as a learning media for the students due to limitation of the school's facilities, it is include using blackboard, printed worksheets, and paper printed with a picture of a related material for demonstration media to students.

#### **3.2 Activity**

##### **3.2.1 Activity 1: Introduction**

First of all, before the class started I invite the students that are still out of classroom to come inside, after the students have gathered together I make sure that everyone is already in the classroom, then I greet them and ask them how they were before reciting prayer together, next I introduce myself to the student as a teachers in training, then I get to know them by calling them one by one and ask them to say their name, next I asked what their hobby, favorite object, etc. and they say in English, so I can explain the learning objectives and learning expectations to students.

And to motivate students, I need to engage them to learn with the new method by starting with easy tasks and making them harder as students learn more, and give them positive feedback and encouragement when they try and learn, that is because elementary students need to learn the basics step by step and they like to explore new learning method so they do not get bored easily.

The benefits of giving learning introduction to students' is to motivate them to learn, especially games and activities that motivate students, promoting interaction and boosting language acquisition. Giving learning introduction is also able to integrate approaches to curriculum content effectively, improving English teaching and learning.

Last,introduction also improves students' engagement, a well-introduced activity engages students and sets a positive learning environment.



*Figure 1 I introduced myself to the students*



*Figure 2 Students are listening to the teacher's explanation*

Before I started the lesson, I entered the class for the first time, greeted them, then I told them to sit down, explained to them what I would be doing here, and introduced myself.

First, I define learning objectives, I tell what I want to my students to learn or achieve by the end of the activity.

Then, choose an activity, selecting an activity that aligns with their learning objectives, which is age-appropriate, and matches the interests and abilities of my students.

Preparing materials, I gather all necessary materials and resources ahead of time, ensure I have enough for all students and any required media can be used properly.

I also gave them an understanding of how important it is to learn English nowadays, while putting myself as a part of a student so that they would not be awkward and reluctant to ask questions or correct mistakes I made while studying with them.

### 3.2.2 Activity 2: Explanation

I first give the material to students by discussing vocabulary related to the material, asking them to pronounce the words, then translate them into Indonesian or vice versa. The activity that I give to students is doing some exercises in their textbook, so that I can also study to understand the material they are studying.

To get ideas for implementing learning methods to look at the students' materials first from their textbook, it is about objects in the classroom and color.

The school provides the learning using textbook media, the materials that 5th graders students I teach are learning about noun and verb vocabulary.

A provided textbook is considered as a low-tech learning media because of the simplicity and ease accessibility, and also a textbook is considered as low-tech media because it did not need a digital technology to use, as explaining the content to the students or to learn by using the textbook.

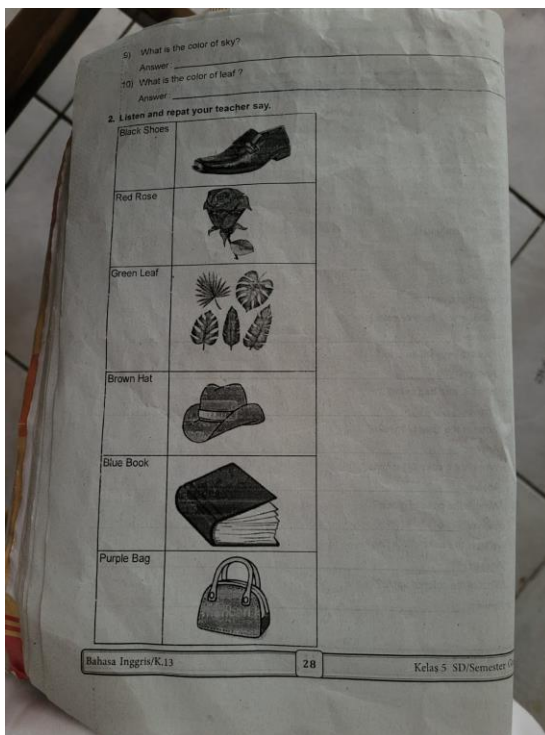


Figure 3 Material about the color of objects

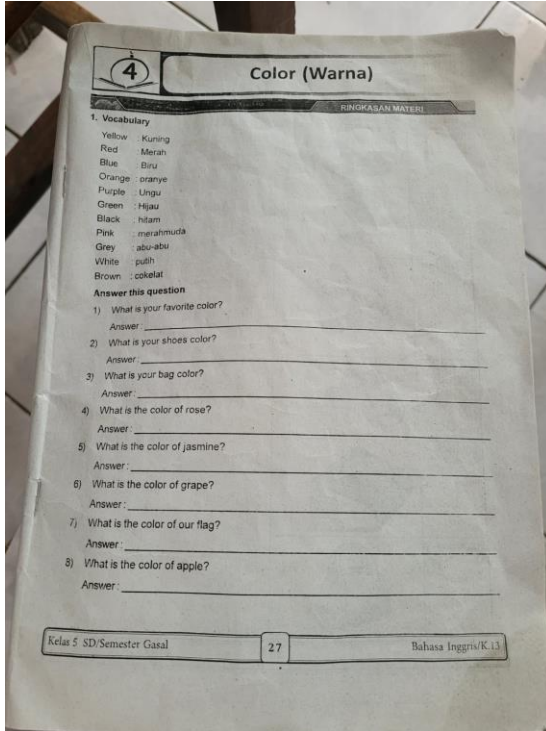


Figure 4 Practice about translating the following material

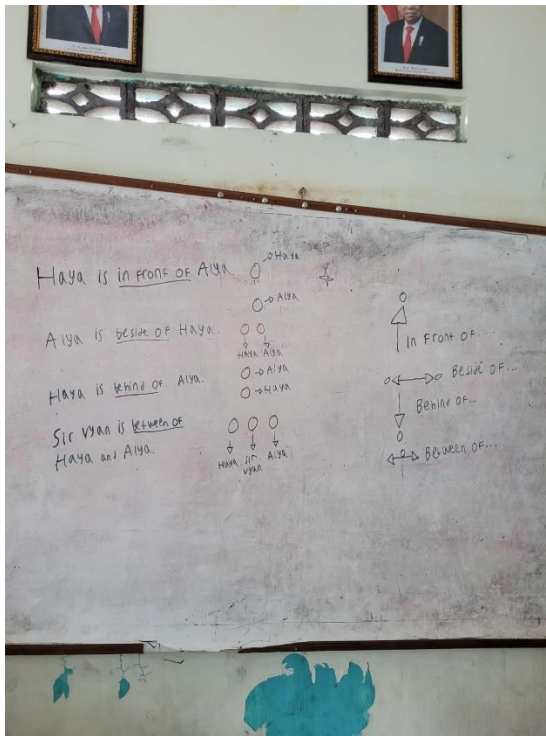


Figure 5 Presenting material about direction

Circle the correct preposition

|           |           |           |           |        |
|-----------|-----------|-----------|-----------|--------|
| classroom | classroom | classroom | classroom | toilet |
|-----------|-----------|-----------|-----------|--------|

|         |             |               |
|---------|-------------|---------------|
| Library | School yard | Parking Place |
| office  |             |               |
| Canteen |             |               |

a. School yard is **beside/in front** of classroom.

b. Office is **in front of/between** canteen and library.

c. Parking place is **beside/between** toilet.

d. Classroom is **behind/between** school yard.

e. School yard is **between/in front** of office and parking place.

*Figure 6 Practice of using the correct preposition of a place*

The material that students are learning, and how I deliver the material to make it easier for them to understand, the method that I use to deliver materials is using a handout and blackboard media in order to make them more understand about the material that they learned.

In the presentation stage, I used their textbook as a reference for me to present the material on the blackboard, the material presentation spend 30 minutes, and at first I explain about the content in the textbook by writing it on the blackboard, then I started to give them activity by using simple illustrations, and ask 3 students to come to the front of the class and demonstrate the material on the direction and layout of things.

Students are very happy and enthusiastic when they are involved in a learning practice, which also gives them a learning experience that is not monotonous and only given material by the teacher.

This makes students more able to explore and understand the material being studied, learning processes also be more effective with extra enthusiasm from students.

### **3.2.3 Activity 3: Drilling**

To test the students' understanding, I spend 15 minutes.

In this practicing part, the first step is to ask students' to do the exercise in their textbook related to their learning topic that they learned from recent material in the class, I give them 10 minutes to work on their textbook, then I assess what they have done in their textbook after all my students have already finished.

Next step is to print out a picture for examples of the objects to make them a learning medium and show the picture in front of the class. There are at least 10 pictures that I have printed, the paper contains a picture of several objects they can find in their daily life, and students are asked to guess what the picture is and translate it into English.

For example, I showed them a picture of a table, which in Indonesian means "meja", then I asked them to guess what "meja" means in English.

At the end, I also print out a worksheet which contains puzzle games, to enhance the students' understanding, and also to assess whether they understand or not. The puzzle contains several objects and its name written in a random order, and students' need to match the number with the correct name of the object,

A worksheet is considered low-tech teaching media because it requires minimal digital technology to create, and to use or work on the worksheet is does not need any digital technology, so because of the traditionality and ease of customization everyone can use it and work on the printed worksheet without any hassle or difficulties, and more focused on the content in the worksheet.

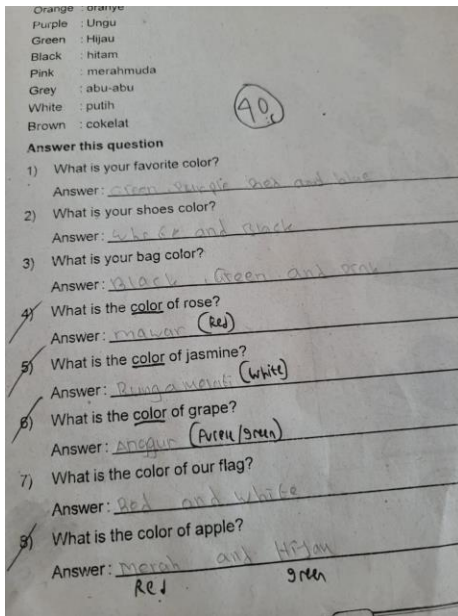


Figure 7 The pictures show the students' exercise about colors and objects inside of their textbook, the exercise contains 8 sentences that they have to translate into Indonesian along with the assessment of what they have already done with the exercise.

Figure 8 I show pictures of objects in front of the class, and ask students to guess the objects they see, then translate them to English

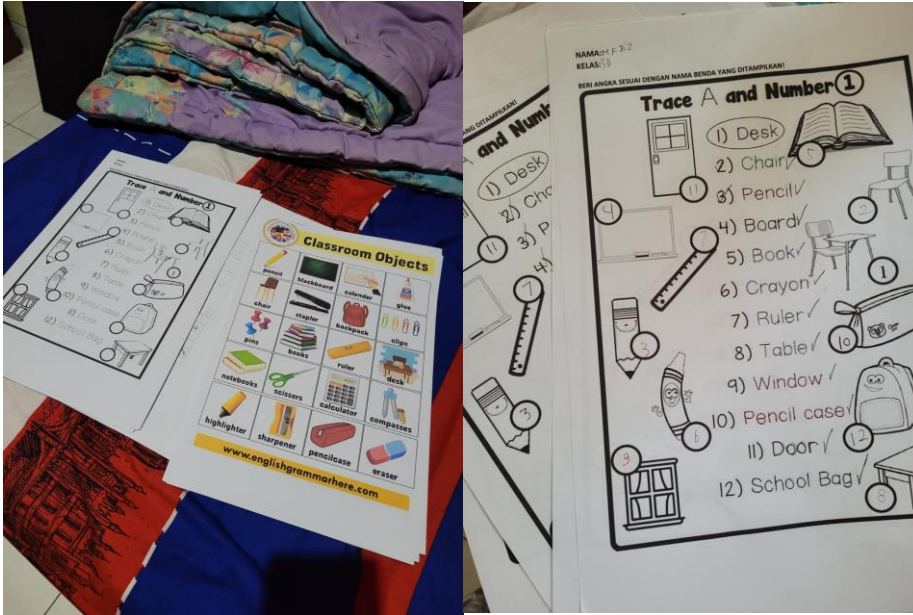


Figure 9 examples of the objects in class printed on paper which I stick on the wall, that will be used by students and teachers,

Figure 10 Students are asked to match pictures and numbers with the correct name of the objects

### 3.2.4 Activity 4: Creation

Last step of the learning activity is the creation.

In this step, students are asked to make a sentence based on the vocabulary they have learned and understood before, this activity is a production phase in PPP method.

The sentences they make will cover topics that are in accordance with the chapter they are studying, for example: they are studying vocabulary about everyday objects, so they are asked to make sentences containing vocabulary on the topic of everyday objects.

However, to sharpen and test their understanding of what they have learned, I ask students to make sentences using Indonesian first, which will later be translated into English.

Examples of one of the sentences they make include: “Di atas meja tersebut, terdapat sebuah pensil dan penghapus.” Then, after they have made sentences related to the material they have learned about

everyday objects in Indonesian, students are asked to translate them into English, where the example sentences will become: "on the table there is a pencil and an eraser".

In this activity, students are not allowed to open their textbook, and I give them a blank paper to work on the exercise, the students need to write a complete sentence related to the material in Indonesian, then translate them into English under the Indonesian sentence they have made.

Using a blank paper as a media for them to work on exercise is an effective method, especially in an educational settings with limited technology resources, the low-tech media used in this activity is a plain paper which very easy to customize and very simple to distribute, so that I can ensure that students can continue their learning process even in a low-tech environment or in an educational setting which have limited access to a technology resources.

## REFLECTION

While teaching at MI AL-Qodir, I gained some valuable knowledge and experience. When I teach in class, I try to position myself as a fellow student, so that students are not reluctant and more open to asking questions and interacting. This method is quite effective because it can increase student confidence which has an impact on their understanding of the material that has been delivered.

I also occasionally divert students' attention to something outside the material to refresh their minds, so that they are not full and bored with the learning material. In addition, occasionally diverting their attention away from the learning material can increase students' focus on the speaker in front of the class. Then, I can easily give the material to the students when they are already paying attention to me.

Despite the challenges, the progress these students make is remarkable. Seeing a students' who initially struggled with basic vocabulary begin to form sentences and engage in conversations is incredibly fulfilling. It is not just about learning a new language, it is about gaining confidence and the ability to connect with the broader world.

Last but not least, young learners are still easy to learn quickly, so teaching them is still easy and we also do not need to take the atmosphere too seriously which will cause them to get bored and lose motivation to learn, to teach them we only need creativity to make them enthusiastic, such as infiltrating games in the middle of learning, or giving short stories so that their focus is not distracted to other things, The impact is that teaching them is easy but it takes a lot of ideas to create and vary fun learning methods so that they can learn something new with motivation, which will make them understand more.

## **CHAPTER 4**

### **CONCLUSION**

After participating in the PLP activities carried out at MI Al-Qodir, we gained experience as well as being a teacher in the school, we also tried to develop professional attitudes as well as permanent teachers in the school. The PLP activities also enhance my knowledge about teaching environment and learning students' behavior, which is also related to learning outcomes and students' understanding, because the students' attitudes that I have learned are able to allow me to use more effective learning methods according to their preferences.

During teaching and observing participants and students at MI Al-Qodir, we also get ideas and develop learning innovations in accordance with the characteristics of students who considered into the category of young learners which requires special skills and methods so that learning plans and materials are achieved, I put myself as a student too, so that we can learn together and close the gap between teacher and student.

The most memorable experience of PLP carried out at MI Al-Qodir is teaching students who are very enthusiastic about learning English even though the English program at MI Al-Qodir is very limited, With only simple media such as pictures of objects or games printed on a piece of paper, I was able to increase students' enthusiasm, which resulted in higher motivation and desire to learn compared to using their usual textbooks.

Although sometimes when I explain and deliver the material there are students who do not pay attention, for me it is a natural thing because young learners need something that attracts their attention, I overcome this by playing games in between when I explain the material, which effectively provokes their focus to pay attention to what I say.

Lastly, the challenges that I faced, starting from the smallest, were students who were difficult to manage at the beginning of the lesson, students who could not wait to take a break, to students who did not want to learn and just wanted to play like icebreaking. I consider it all as a challenge for teachers who teach young students, where they still want to play and be creative without any restrictions. I am also challenged by the lack of technological facilities at MI Al-Qodir such as the absence of a projector to display material digitally, it is unfortunate because such technology can also increase student curiosity which has an impact on increased learning motivation, and also students are not easily bored because displaying material digitally is not as monotonous as writing material on the blackboard.

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## APPENDIX

### Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah: MI Al-Qodir Cangkringan  
Mata Pelajaran: Bahasa Inggris  
Kelas / Semester: 5 / 1  
Pertemuan ke: 1  
Alokasi Waktu : 2 x 60 menit  
Tema: Thing In The Classroom  
Aspek/Skill: Speaking (Berbicara)

#### Standar Kompetensi

Memahami nama benda-benda di kelas / sekolah.

#### Kompetensi Dasar

Menangkap makna teks lisan sederhana tentang nama-nama benda di kelas / sekolah secara tepat.

#### Indikator

Siswa dapat menyebutkan dan memberi contoh benda-benda di kelas / sekolah, dan berinteraksi mengenai topik benda-benda di kelas / sekolah.

#### Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

Menyampaikan dan mencontohkan nama benda-benda di kelas / sekolah.  
Menyampaikan petunjuk tentang keberadaan benda di kelas / sekolah.

#### Metode

Percakapan searah dan percakapan dua arah, serta demonstrasi.

#### Langkah-langkah Kegiatan

Kegiatan Pendahuluan (2 x 15 menit)  
Percakapan pembuka  
Memeriksa kehadiran siswa  
Prolog dan membahas tujuan pembelajaran

Kegiatan Inti (2 x 35 menit)  
Menunjukkan gambar benda  
Mentionkan benda yang ditampilkan menggunakan Bahasa Inggris  
Latihan mengucapkan ungkapan-ungkapan terkait  
Memberi aktivitas untuk menguji pemahaman siswa

Kegiatan Penutup (2 x 10 menit)  
Menyimpulkan materi  
Penugasan

#### Sumber Belajar

Buku LKS yang relevan  
Media belajar berupa kertas bergambar  
Kertas worksheet