

## ABSTRACT

Halimatus Sya'diyah. 2016. *The Implementation of Song for Students' Vocabulary Mastery at the Seventh Grade of SMP Al-Islam 1 Surakarta in Academic Year of 2019/2020*. Thesis. English Language Education Program, Cultures and Languages Faculty.

Advisor: Fitri Ana Ika Dewi, M.Hum.

Key words: Song, Vocabulary, and Difficulties

The objective of this research is to describe how is the implementation of song for the students' vocabulary mastery at the seventh grade of SMP Al-Islam 1 Surakarta in academic year 2019/2020. It is conducted to know how is the implementation of song for the students' vocabulary mastery at the seventh grade of SMP Al-Islam 1 Surakarta. The researcher also wants to know what are the students' difficulties for mastering vocabulary in English.

The researcher uses descriptive qualitative method. The researcher collects the data by observing teaching-learning, conducting the interview and documenting. The data are from interview scrip, field note, syllabus, and lesson plan. The techniques of analyzing data are reduction the data, data analysis, presenting the data, and drawing conclusion. The subject of this research is the teacher of SMP Al-Islam 1 Surakarta and the students. The object of this research is the process of the teaching vocabulary for the seventh grade of SMP Al-Islam 1 Surakarta. The researcher draws conclusions about the implementation of song for students' vocabulary mastery and the students' difficulties in mastering vocabulary.

Based on the observation and interview the researcher concluded that the implementation of song for the students' vocabulary mastery by English teacher are; The techniques that is used by the English teacher are; (1) translation and (2) memorization. The materials that are used song as the media by the English teacher are (1) Introducing oneself, (2) Expression asking the names of Day, Date and Month, (3) Simple present tense, and (4) Expression greetings and leave takings. The process of the implementation of song lyrics for the students' vocabulary mastery, the teacher prepares video or audio based on the material. The teacher plays the song for 2 or 3 times to make the students familiar with the new words in the song lyrics then the teacher and students sing the song together for 2 or 3 times. The teacher guides the students to learn the meaning of new words with open dictionary and then memorizing the new vocabulary at home. The students' difficulties in mastering vocabulary are; (1) students less motivation in English learning, (2) the students less behavior in English learning, (3) the students lack of time in review English material, (4) the students difficult in pronunciation, (5) the students confused in grammar, and (6), the students less contact with English language.

## ABSTRAK

Halimatus Sya'diyah. 2016. Penerapan Lagu terhadap Penguasaan Kosakata Bahasa Inggris Siswa di kelas 7 SMP Al-Islam 1 Surakarta Tahun Ajaran 2019/2020. Skripsi: Pendidikan Bahasa Inggris, Fakultas Adab dan Bahasa. IAIN Surakarta.

Pembimbing: Fitri Ana Ika Dewi, M.Hum,

Kata kunci: Lagu, Kosakata, dan Kesulitan

Tujuan dari penelitian ini untuk menggambarkan bagaimanakah penerapan lagu terhadap penguasaan kosakata Bahasa Inggris siswa di Kelas 7 SMP Al-Islam 1 Surakarta Tahun Ajaran 2019/2020. Penelitian ini dilaksanakan untuk mengetahui bagaimanakah penerapan lagu terhadap penguasaan kosakata Bahasa Inggris siswa kelas 7 SMP Al-Islam 1 Surakarta tahun ajaran 2019/2020. Peneliti juga ingin mengetahui apa kesulitan siswa dalam menguasai kosakata Bahasa Inggris di kelas 7 SMP Al-Islam 1 Surakarta.

Penelitian ini termasuk jenis penelitian deskriptif kualitatif. Pengumpulan data dengan observasi, interview, dan dokumen. Perolehan data berasal dari transkrip interview, catatan lapangan, silabus, dan RPP. Teknik analisis data dengan reduksi data, analisis data, penyajian data dan penarikan kesimpulan. Subjek dalam penelitian ini adalah guru dan siswa kelas 7 SMP Al-Islam 1 Surakarta. Objek dalam penelitian ini adalah proses pengajaran kosakata Bahasa Inggris untuk siswa kelas 7 SMP Al-Islam 1 Surakarta. Peneliti menarik kesimpulan dari penerapan lagu terhadap penguasaan kosakata siswa dan kesulitan siswa dalam menguasai kosakata Bahasa Inggris.

Hasil observasi dan interview dapat disimpulkan bahwa penerapan lagu terhadap penguasaan kosakata Bahasa Inggris siswa kelas 7 SMP Al-Islam 1 Surakarta adalah: Teknik yang digunakan oleh guru adalah (1) menerjemah dan (2) menghafal. Materi yang menggunakan lagu sebagai media pembelajaran adalah (1) perkenalan, (2) ungkapan menanyakan nama Hari, Tanggal, dan Bulan, (3) simple present tense, (4) ungkapan menyapa dan selamat tinggal. Proses penerapan lagu terhadap penguasaan kosakata Bahasa Inggris siswa, guru menyiapkan video atau audio berdasarkan materi pembelajaran. Guru memutar lagunya 2 sampai 3 kali untuk membuat siswa mengenali kosakata yang terdapat dalam lagu, kemudian siswa dan guru menyanyikan lagu Bersama-sama 2 sampai 3 kali. Guru membimbing siswa untuk mempelajari kosakata baru yang terdapat dalam lagu dengan membuka kamus dan menghafalkan kosakata baru tersebut di rumah. Kesulitan siswa dalam menguasai kosakata Bahasa Inggris adalah: (1) siswa kurang semangat dalam pembelajaran Bahasa Inggris, (2) siswa kurang antusias dalam belajar Bahasa Inggris, (3) siswa kurang dalam menggunakan waktu untuk mengulang pelajaran Bahasa Inggris, (4) siswa kesulitan dalam pengucapan, (5) siswa kesulitan dalam Grammer, dan (6) dan siswa jarang menggunakan Bahasa Inggris dalam keseharian.

**THE IMPLEMENTATION OF SONG FOR STUDENTS'  
VOCABULARY MASTERY AT THE SEVENTH GRADE OF  
SMP AL-ISLAM 1 SURAKARTA IN ACADEMIC YEAR  
2019/2020  
THESIS**

Submitted as A Partial Requirements for the degree of *Sarjana* in  
IAIN Surakarta



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*Assalamu'alaikum Wr. Wb.*

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

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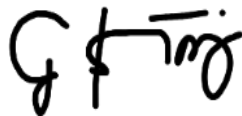
has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Bachelor Degree in English Language Education.

Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

Surakarta, 9 Desember 2020

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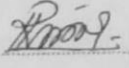


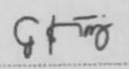
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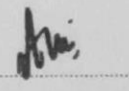
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RETIFICATION

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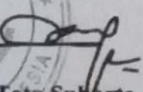
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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents (Samin and Hatimah)
2. My beloved brothers (Moh. Salim, Moh. Syahid, Moh. Sufar, and Lukmanul Hakim)
3. My beloved sisters (Kholiya, Samidah, Mufarohah, and Uswatun Hasanah)
4. My Almamater IAIN Surakarta

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ٥ إِنَّ مَعَ الْعُسْرِ يُسْرًا ٦ فَإِذَا فَرَغْتَ  
فَاتَّصَبْ ٧ وَإِلَىٰ رَبِّكَ فَارْغَب ٨ [ الانشراح ]

For indeed, with hardship (will be) easy (5), Indeed, with hardship (will be) easy  
(6), So when you have finished (your duties), then stand up (for worship). (7),  
And to your lord direct (your) longing (8). (Surah Al-Insyiroh ayat 5-8).

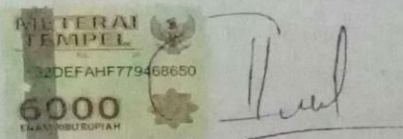
## PRONOUNCEMENT

Name : Halimatus Sya'diyah  
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I hereby sincerely state that the thesis titled "The Implementation of Song for Students' Vocabulary Mastery at the Seventh Grade of SMP Al-Islam 1 Surakarta at Academic Year 2019/2020" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta. 9 Desember 2020



Halimatus Sya'diyah

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Alhamdulillah, all praises be to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled The Implementation of Song for Students' Vocabulary Mastery at the Seventh Grade of SMP Al-Islam 1 Surakarta at Academic Year 2019/2020. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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3. Budiasih, S.Pd, M. Hum. as the head of English Language Education
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 9 Desember 2020

The researcher

Halimatus Sya'diyah

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Vocabulary is an essential part in foreign language learning. As the meanings of new words are very often emphasize, whether in book or in classroom. Vocabulary is also central to language teaching and it is very important for language learning. (Cameron, 2001) Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Thus, vocabulary has an important role for students to acquisition their English language. Vocabulary can help the students to mastery the language that they learn in the class like English language. The position of vocabulary knowledge with language is very important, a student should learn vocabulary as the first step to know the language and to fulfil the component of language.

The important of vocabulary is demonstrated daily in and out of the school. In classroom, the achieving students have the most sufficient vocabulary. The acquisition of vocabulary is essential for successful in teaching language, vocabulary uses and plays an important role in the formation of complete spoken and written texts. English as a foreign language (EFL), learning vocabulary items plays a vital role in all language skills (Nation, 2001). Therefore, learning vocabulary must be completed early to help the

students mastering the language. The limited of vocabulary in foreign language impedes successful in communication.

Vocabulary has a lot of meaning from experts, one of them is stated by Hornby (1995) defines vocabulary as “the total number of words in a language; vocabulary is a list of words with their meanings”. From the statement it can be concluded that the vocabulary is a list of words which are assemble into a sentence and have a meaning then written and spoken as a language communication directly and indirectly. Vocabulary as the words that we teach in the foreign language in the school. thus, vocabulary is the knowledge of words and word meaning. That is the reason why learning vocabulary is very important in learning language. Vocabulary have several types that proposed by some experts that is used by people to communication with others.

Some experts divide the kinds of vocabulary into two types. Active and passive. Harmer (1991) distinguishes between these two types of vocabulary. The first types of vocabulary refer to the one that the students have been taught and that they are expected to be able to use. like the students make a conversation or speaking. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce like listening the words from radio or song.

Additionally, Nation (2001) state that the relationship between vocabulary knowledge and language use as complementary, knowledge of

vocabulary enables language use and conversely, language use lead to an increase in vocabulary knowledge. The acquisition of vocabulary is essential for successful language use and plays an important role in both direct and indirect communication. In English as a foreign language learning vocabulary items plays a vital role in all component of language. Someone with a little vocabulary knowledge will have problems in communicating. Besides, vocabulary easy to gain with using media or tools. Thus, learning vocabulary is not really hard.

Vocabulary can be gained from many media they are dictionary, book, paper, song and others. Media provides an enjoyable atmosphere for the student. Hopefully the students will mastery the vocabulary well, one of the media that is sometimes used by teacher is song. Dale (1992:5) state that song is good at introducing vocabulary because song provides a meaningful context for the vocabulary. Therefore, using songs in introducing new vocabulary is very helpful for the students. Besides helping to increase the vocabulary, using song it can also increase the enthusiasm of students during learning process.

Song is an important tool in teaching English. Song have many benefits in learning English. Brewster (2002:162) state that the advantage of using song in learning is song can strengthen memory of students. Based on this statement, it can be concluded that students can memorize a lot of vocabulary using song. Therefore, many teachers that use song media to help students develop their vocabulary especially in foreign. language like

English language. Using song can give good contribution in improve the students' pronunciation. Because, almost students like to listen songs either at home or at school.

Doren in Andianto (2010) states that song is a short musical work set a poetic text, with equal importance given to the music and the words. The song consists of several stanzas which are arranged and sung with musical accompaniment. Thus, the student can memorize the new vocabulary contained in the song lyric and also students can feel comfortable when learning use songs because they do not feel bored or sleepy in the class during the leaning process.

SMP Al-Islam 1 Surakarta in one of the private Islamic school in Surakarta. The researcher wants to do research in SMP Al-Islam 1 Surakarta because of some reasons. The first is that the researcher wants to know how the teacher teaches vocabulary with song as the media at SMP Al-Islam 1 Surakarta. The second is that the school has good reputation and grade accreditation A. SMP Al-Islam 1 Surakarta has been awarded in storytelling competition as the first winner in Surakarta on November 30, 2019, 1st and 2nd place in the provincial level of DIY Erlangga Speech Contest, and 2nd place in the provincial storytelling competition.

There must be something miss or something wrong inside of English teaching process. During the research done by the researcher in SMP Al-Islam 1 Surakarta, there was found something miss or luck during the English teaching used song as the media in teaching vocabulary. They have



a lot of strategies in teaching vocabulary such as memorization and translation and others. based on the technique that used by the teachers, the students at the seventh grade of SMP Al-Islam 1 Surakarta have good vocabulary mastery. Thus, researcher did pre-observation on Monday 20 January 2020.

The first observation, the researcher does research in the seventh grade (7I) class. The teacher played a kid song with the title Old Mcdonal in the class. The teacher also instructs the students to bring dictionary when the class going on. Then, the teacher explained about the material, and after that play the song again and ask the students to pay attention for the video. Then, the teacher wrote the new vocabulary in the whiteboard and asked the students repeated what the teacher say like Cow, Chicken, and Duck. After that the teacher asked the students to write the new vocabulary on their notebook. This song aims to increase and practice the students' vocabulary about the names of animals and can describe the characteristic of the animals

The second observation on Monday 27 January 2020 in the seventh grade (7I) class, the teacher instructs the students to bring dictionary when the class is going on. she instructs them to make a sentence from new vocabulary that have been learned in the last meeting yesterday. After that the teacher asked them to read the sentences in their book and then check the students' pronunciation spelling. The teacher asked the students to sing the song that played in the last meeting and after that the teacher explain the material. After the material ended, the teacher gives the students some

homework that there is in the textbook about arrange a sentence. Before closing the meeting, the teacher evaluates the given material.

Based on the interview with the teacher when the researcher did pre-research, the teacher said that she used song in the learning process to improve the students' vocabulary mastery and check their pronunciation. Using song also can help the student memorize the vocabulary. The teacher used kid song as the media because it easy to understand for the students. Using song is more enjoyable and can gain the student interest in English learning. According to Endraswara (2009: 66) kid song is song that contain with cheerful and reflect good ethic. Kid song is song that often sing by children with short lyrics and easy to understand. Based on above mentioned description of background, the researchers interested in conducting the research about teaching vocabulary entitled: "The Implementation of Song for the Students' Vocabulary Mastery at the Seventh Grade of SMP Al- Islam 1 Surakarta.

To improve original of this research, the researcher presents the previous study of Maya Tyas Lutfiana Rosyidah (English Education Department of the State Islamic Institute of Surakarta 2017) entitled "*Teaching Vocabulary for the Second Grade of SMP Al-Islam Kartasura in Academic year 2017/2018 (A Case Study at the Second Grade of SMP Al-Islam Kartasura in Academic year 2017/2018)*". In the research, she wants to know how is the implementation of the teaching vocabulary for the student such as the technique, the material and the media are used by the

teacher and also the problems are faced in the implementation of teaching vocabulary. The similarity between previous studies and this research, the previous study analyze how is the implementation of teaching vocabulary mastery in the learning process and the learning strategy in the classroom. The differences between this previous study and this research, the previous study the researcher analysis all the techniques and media are used by the teacher in teaching vocabulary. However, in this research the researcher only focused on song media that is used by the teacher to teach vocabulary mastery.

Another research related to the study of vocabulary mastery on English learning had been conducted by Rofiqotus Saniyah with the title *Students' Problem in Learning English Vocabulary (A Case Study at the English Department, Faculty of Tarbiyah, IAIN Sunan Ampel Surabaya)* this study tries to answer what are the difficulties faced by the English Education students of State Institute for Islamic Studies Sunan Ampel Surabaya in learning English vocabulary, what are the effects of the difficulties to their English skill. The similarity between the previous study and this research is the previous study analysis about the students' difficulties in English vocabulary. The differences between the previous student and this research is the previous study only analysis the students' difficulties in English vocabulary and the effect of the difficulties in their English skill. However, this research analysis the implementation of song in English learning for the students' English vocabulary mastery.

The research also conducts this research based on the previous study from two journals. The first journals entitled *The Importance of Vocabulary in Language Learning and How to be Taught*, composed by Morefah Alqahtani (2015), King Khaled Academy, Saudia Arabia. International Journal of Teaching and Education. In this paper the aims to highlight the important of vocabulary learning as an essential part in foreign language learning. Results show that lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to learning. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz). She summarizes important research on the important of vocabulary and explaining many techniques used by English teachers when teaching English, as well as my own personal view of these issues.

The second Journal entitled *The Use of Song for Teaching Vocabulary at SMP Amal Mulya Tawangmangu in 2014/2015 Academic Year*. Composed by Putri at all. This study aims to describing the use of song lyrics for teaching vocabulary at SMP Amal Mulya Tawangmangu. The research wants to know the procedure of using song lyrics based on students' textbook the 2013 curriculum. The type of this research is descriptive research. The subject of this research is the English teacher and

the students. The techniques of collecting data are observation, interview and document analysis. The findings showed that the song lyrics are used for two purposes the first is for teaching vocabulary and the second is for icebreaking.

Based on the phenomenon above the researcher wants to know how is the implemented of song for the students' vocabulary mastery in the English learning process and what are the students' difficulties in vocabulary mastery. Thus, it is interesting to conduct a research with the title The Implementation of Song for Students' Vocabulary Mastery at the Seventh Grade of SMP Al-Islam 1 Surakarta in Academic Year 2019/2020.

#### **B. Identification of the Problems**

1. The student less motivation to learn vocabulary in English teaching.
2. The student more interest using audio visual in English learning.
3. The student less mastery vocabulary in English language.

#### **C. The Problem Statement**

1. How is the implementation of song toward vocabulary mastery at the seventh grade of SMP Al-Islam 1 Surakarta?
2. What are the students' difficulties in mastering vocabulary at the seventh grade of SMP Al-Islam 1 Surakarta?

**D. The Objective of the Study**

1. To describe how is the implementation of song for students' vocabulary mastery at the seventh grade of SMP Al-Islam 1 Surakarta.
2. To find out the students' difficulties in mastering vocabulary at the seventh grade of SMP Al-Islam 1 Surakarta

**E. The Limitation of the Research**

Since there are many of material that be learned in the class, it is necessary to be limited by the research. In this research, the researcher will analyze in the material that used song as the media in learning process. This research is limited only to describe the implementation of song for student vocabulary mastery which use song and the difficulties in mastering vocabulary.

**F. Benefit of Study**

1. The student

For the student, hopefully it can provide information about vocabulary. Therefor they will have more understanding about it and add their English vocabulary. They know the importance of vocabulary and elaborate the meaning. Through song, the students will get an enjoyable situation in English learning and get a motivation to learn more about English.

2. The teacher

For the teacher, it gives some information about the method of teaching vocabulary and be careful to select teaching techniques and method in learning process.

### 3. The school

After conducting this research, it is expected that the school will be interested to conduct this research on his department in order to improve teacher's quality. It can also be used as the reflection in order to gain an effective and innovative teaching-learning process by applying direct instruction as one of the methods to improve student's vocabulary mastery.





## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Description**

##### **1. Review on Vocabulary Mastery**

###### **a. Definition of Vocabulary**

Vocabulary learning is an essential part in foreign language as the meaning of new words that are often emphasized, whether in books or in classrooms. According to Hacth and Brown (1995:1), vocabulary refers to a list or set of words that individual speakers of a language might be used. Besides, Burn and Broman (1975:295) say that vocabulary is defined as the total number of words (with rules of combining them) used by a person, class or profession to make up language either in oral or writing communication. Hornby (1995:133) says vocabulary is a list of words with their meanings. Moon (in Schmitt and McCarthy, 1997:105) vocabulary has been seen as individual words, which could be used a great deal of freedom, only constrain by grammatical considerations. Based on the theory above vocabulary is occupy a core part in language especially in communication. Language is arranged from combination of word that be a sentence that can be used to communication orally or printed. Richards and Renandya (2002:255), said vocabulary as a core component of language proficiency and provides much of the basis for

how learners speak, listen, read, and write. Vocabulary is basic to communication and also very important for acquisition process so the student must learn it well. Based on the views above, it can be concluded that vocabulary is the key aspect of language learning which consists of a list of words in particular language that person, class or profession might use with their meaning.

**b. Definition of Vocabulary Mastery**

There are many experts who proposed the definition of mastery. Hornby (1995: 721) states that mastery is complete knowledge or great skills. Swannell, (1994: 656) defines mastery as comprehensive knowledge or use of a subject or instrument. Mastery is complete knowledge or great skills in a particular subject or activity as comprehensive knowledge. Vocabulary mastery, is then defines as students' complete knowledge of meaning and form of words in context appropriately. Vocabulary knowledge from Hacth and Brown, it can be inferred that language consist of words. Having mastered a large number of words someone will likely be able to express ideas in language.

Rivers states in Artanti (2015:5) that vocabulary mastery refers to the great skill in processing words of language. It is an individual achievement and possession. Vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master

first before mastering English. As Chen and Li (2009) acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences. The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant.

Basically, child first language comes from the mother tongue. They will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process. From the explanation above, it can be concluded that vocabulary mastery is a complete skill or ability in understanding the words of language which depend on the person, the motivation, desires also need for the words. Vocabulary mastery has crucial part in kinds of language skill. Vocabulary mastery which contains information about meaning of the word, form and using in context of communication.

To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as

idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

Concerns with words and meaning, generally word-class and word-meaning are:

#### 1) Word Class

Word class is the classification of words of a language depending on their function in communication (Hatch and Brown, 1995:218).

Word class membership is an important lexical feature, in the case are nouns, verbs, adjectives, and adverbs.

##### a) Nouns

Noun refer to persons, animals, places, things, ideas, or events, etc. Nouns encompass most of the words of a language. For example: *Max, Julie, Jhone, Dog, Cat, Cow, Fish, London, Indonesia, Madura, Solo. Bad, Ball, Door, House, Computer* and others.

##### b) Verbs

Verb is a word that donate action (Hatch and Brown 1995, p. 222). Verb is word which mainly functions as the predicate of a sentence. A verb is a word or a combination of words that indicates action or a state of being or condition. A verb is the part of a sentence that tells us what the subject performs sentences like *Walk, Eat, Go, Run* and others. For example: Jacob walks in the morning. Walk is verb that a usual action.

## c) Adjectives

An adjective is a part of speech which describes, identifies, or quantifies a noun or pronoun. So basically, the main function of an adjective is to modify a noun or a pronoun so that it will become more specific and interesting. Instead of just one word, a group of words with a subject and verb, can also function as an adjective. For example: *Bad, Beautiful, Kind, Smart, Black, Big* and others. Annisa is beautiful.

## d) Adverbs

An adverb is a word or a set of words that modifies verbs, adjectives and other adverbs. It tells when, where and how an action is performed or indicate the quality or degree of the action. For example: Robin is always hungry for success, I love her very much and others.

## 2) Word Meaning

Word meaning issues in word meaning students' usually get difficulties to infer are synonymous and antonymous.

## a) Synonyms

Hacth and Brown (1995:19) explain that synonyms are words that share meaning. Although dictionaries list synonyms as words with similar meanings. The fact X is a synonym for Y does not mean that Y is necessary a synonym for X. One of the most important ways for making text together is with the use

of synonyms of chains of related words. It might be selected words that are not synonymous but which still refer to the same object. For example: Afraid – scared – Frightened, Big – large – huge, Blank – empty – hollow and others.

b) Antonyms

Hatch and Brown (1995:20) defines antonyms as words that mean the opposite. They present interesting problem for anyone seriously interested in semantic feature analysis. The feature on which the two words contrast can be identified. Many apparent opposites, however, are really extreme points on graduated classes. This is especially true of adjectives. Hot and cold may seem like opposites, but temperature in scale, and it is a judgment as to what constitutes hot, warm, cool, and cold along that scale. The dimension is not just bisected into a plus and minus value. In the same way, pairs like big small, many-few, tall-short, happy-unhappy, and long-short are the opposite ends of scales. Vocabulary mastery in this thesis is the students' knowledge concerning with words and meaning, including word class (noun, verb, adjective and adverb) and word meaning (antonym and synonym).

According to Cameron (2001:78), vocabulary skill included: pronunciation, spelling, grammar and meaning.

## 1) Pronunciation

Pronunciation is one of the aspects that have a great influence of vocabulary. “Pronunciation is the way in which a particular person pronounces the word of a language” Wehmeler in Martha (2012:113). Children need to hear a new word in foreign language in order they can notice the sound at the beginning and at the end, the stress pattern of the word. There is different pronunciation between English and Indonesia vocabularies, as it is stated by Sailun in Martha (2012: 113) “Every language has special phonemes. English has different sound with Indonesian/ Malaysian sound. therefore, students have problems in pronunciation. the students have difficulties for some reason.

The first reason, of course, is that some sounds of English do not exist in Indonesia / Malaysia. The phoneme / o / (thin) and / θ / (this) are found of course, it does not appear both English and Indonesia. Thus, in learning pronunciation, one must learn or not only to form sound correctly, but also to use them in the correctly place.”

## 2) Grammar

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are not thereby abandoning grammar. (Cameron, 2001:72). Ur (1997:61) also

points out that: The grammar of vocabulary needs to be taught if this is not obviously covered by the grammatical rules. When teaching a new verb, for example, we might give also its past form. If this is irregular (think, thought) and we might note if transitive or intransitive is. Similarly, when teaching a noun teacher may wish to presents its plural form, if irregular (mouse, mice) or draw student attention to the fact that it has no plural at all (advice, information). Teacher may present verb such as want and enjoy together with the verb form that follows them (want to, enjoying) or adjectives or verb together with their following prepositions.

### 3) Meaning

Nation and Cameron (2001:85) argue ways to explain the meaning of new words in the young learner classroom that is by using an object, a cut-out figure, gesture, performing an action, photograph, drawing or diagram on the board, and picture from story book. Actually, finding the meaning for the new foreign language word is the amount of mental work done by the learner affects well a new word is engraved in memory, the students have to think it's about word and meaning, the more likely they are to remember it. Ur (1997:62) says that to find the meaning it can be done through translation that is word in learners' mother tongue that are equivalent in meaning to the item being taught. It can be



concluded that pronunciation, spelling, grammar and meaning are the indicators of vocabulary mastery.

#### 4) Spelling

A child also needs to know the letters and syllables that make up the word that is called spelling. “Spelling is the act of forming words correctly from individual letter or the way that a word is spelt” (Wehmeler, 2003:1293).

### c. **The Important of Vocabulary Mastery**

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000:55) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”. Vocabulary is one of element of language that should be learn and taught. It will be hard to mastery the language without mastering or understanding a certain number of vocabularies. In Indonesia English as a foreign language so here mastery the vocabulary is very important. A student should know the vocabulary so that they can communicate well with other people.

Wilkins in Faliyanti (2017) say that without grammar could be conveyed, without vocabulary could not be conveyed. So, it can be concluded that someone cannot convey anything without vocabulary. Vocabulary is the vital aspect of the language Hornby, (1953) in

Faliyanty (2017). It means that in order to be able to communicate with one language, students have to process adequate its vocabulary. Based on the explanation above, it can confirm that vocabulary is a very important part in learning language. By knowing much vocabulary, students can understand what someone says or can communicate with other people. Not only to communicate but to speak and write especially in English language, a student that have a little vocabulary they will be difficult to speak and write because vocabulary have a central part in language.

Mastering vocabulary is important in learning language especially English, because the potential knowledge that can be known about a word is rich and complex (Schemitt, 2000: 5). Due to the complexity of word, we have to find out the best way to enrich students' vocabulary. Vocabulary mastery cannot be done spontaneously but step by step.

Keraf (1989: 65-66) defines the steps in processing vocabulary mastery. First, children period, in this term children are able to define concept vocabulary to say their concrete idea. Second, adolescent period in this term the vocabulary is used more intensive because they make more communication with each other. It can be concluded that vocabulary is very important in learning language and mastering vocabulary. It will facilitate someone in using language in communication. So, mastering vocabulary should be useful because it will be:

- 1) Easy to learn language: for example, when we read an English novel, we must understand the meaning of vocabulary
- 2) Easy to understand what the people are talking about. For example, when we are listening the conversation in English necessary for us to know what the people talking about, and it only be done if we know the vocabulary in that conversation.
- 3) Easy to make discussion in different topic. For example, if we want to discuss about one topic, we must understand and know the vocabulary that are concerned with the entertainment.

**d. The Types of Vocabulary**

Haycraft (1997:44) divide vocabulary into two kind are active and passive. Active vocabulary is words which the student understands, can pronounce correctly and uses constructively in speaking and writing. Passive vocabulary is words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself. Some experts have classified types of vocabulary. Shepherd (1980:1) classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). Further, he defines the receptive vocabulary the words known when the learner listens and reads. The receptive is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic

vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes.

Harmer (1998:159) adds that active vocabulary refers to vocabulary that students have been taught or learnt and which the students will recognize when they meet then but which they will probably not be able to produce. Hatch & Brown (1995) divides two kinds of vocabulary, namely receptive and productive vocabulary.

#### 1) Receptive Vocabulary

Receptive vocabulary, is words that learners recognize and understand when they are used in context, but which they cannot produce correctly. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009). The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

Richard and Rogers in Rosyidah (2017: p 31) say that the listening vocabulary on the reading vocabulary is larger than speaking vocabulary and similarly to the teaching vocabulary that is relatively larger than writing vocabulary. You are in receptive control of the words that you understand when you hear them or

read them. For example, a child who cannot speak, write or sign can follow quite a number of instructions given in language which he or she is used to. But when the child learns to speak, sign, write then his or her vocabulary becomes active. Therefore, it can be said that productive vocabulary are those words or those vocabulary should match the envisioned connotation of the speaker. Receptive which we get to hear or which we receive from somebody else in the language we are exposed to.

## 2) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005). You are in productive control of the words that you use to express, in speech or in writing. For example: a child who wants to speak, sign, write then his or her vocabulary becomes active. Therefore, it can be said that productive vocabulary are those words or those vocabulary should match the envisioned connotation of the speaker.

Besides, Jo Ann Aebersold and Marry Lee Field (1997) also classified vocabulary into: active vocabulary and passive vocabulary

same with Haycraft in the explanation above. Here the explanation more about active and passive vocabulary.

#### 1) Active Vocabulary

Active vocabulary is all the words that are produced by students during any lesson or event in later lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the student must know and be able to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the words. This type is often in speaking and writing skills.

#### 2) Passive Vocabulary

Passive vocabulary is all of the words that hear or read by the students. It refers to as language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary. In addition, Nation (2001:11) states that we can distinguish four kinds of vocabulary in the text: high-frequency words, academic words, technical and low frequency words.

##### a) High-frequency words

There is a small group of high frequency which very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.

b) Academic words

The text from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typical these words make up about 9% of the running words in the text.

c) Technical words

The text contains some words that are very closed related to the topic and subject of the text. These words include indigenous, regeneration, pop carp, beech, rimy, and timber. These words are reasonably common in this topic area but no common in somewhere. As soon as, we see them we know that topic is being dealt with. Technical words like this typical cover about 5% of the running words in a text.

d) Low-frequency words

This group includes words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. They consist of the technical words for other subject areas, proper nouns, words that almost got the

high-frequency list and words that we rarely meet in our use in the language.

**e. Teaching Vocabulary**

Teaching vocabulary is a process or a unit of ways to make students learn or acquire vocabulary that is presented by the teacher in the classroom. There are various ways of teaching vocabulary, but there is no single best way for teaching vocabulary. It is because every way or technique used in teaching vocabulary has its own specific strong points. On the other hand, it also has a weakness. Therefore, it is teacher task to find or choose a better technique that is suitable for student condition. Nowadays, it is widely known that teaching vocabulary should be part of the syllabus and taught in a well-planned and regular basis.

Some authors, Led by Lewis (1993), argued that “vocabulary should be at the center of language teaching, because language teaching consists of grammatical lexis”. From this quotation, vocabulary holds the significant place in language learning due to its necessity in comprehending grammatical lexis. It means that that the teachers teach vocabularies as the basic foundation of the students’ learning.

**f. The Difficulties of Vocabulary**

The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2004: 27) proposes some factors that make some words more difficult as follows:

1) Pronunciation



Research shows that words that are difficult to pronounce are more difficult to learn what else the written and the pronunciation is so different so that it is difficult for the student.

## 2) Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

## 3) Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, therefore the learner is likely to meet them more often, a factor favouring their "learnability".

## 4) Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an-ing form (swimming) can add to its difficulty.

## 5) Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

6) Range, connotation and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very widening verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expressions that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch).

Not only that the factor of student difficulties, here there are two factors that influence difficulties in vocabulary learning they are internal factor and external factor.

1) Internal factor

Internal factor here means that the factor inside the students themselves play an important role in learning especially in English

learning. That is why, only there one factor included here that is the pupils. According to Leontiev & James (1981:33) students are the most important factor in learning an English vocabulary. Internal factor is the factor inside the students that influence them in learning English vocabulary. The internal factor as follow:

a) Age

Talking about age, the way of learning of teenage students will be different from adults, so the teachers must be aware of this difference. Young children tend to have limited attention span whereas the adults tend to pay attention longer to the lesson.

b) Motivation

Strongly motivated students will likely achieve better grade than non-motivated students. It is the job of the teachers to give stimulus so that the non-motivated students will have a spirit to learn.

c) Behavior

Considering the students' behavior, teachers must also know whether the students are diligent enough or not in reviewing the material, since memorizing vocabulary is essential for them to develop their ability in mastering English.

From the explanation above, can conclude that the internal factor that influence the students' difficulties in English learning are age, motivation and behavior.

## 2) External Factor

The external factor that influence the difficulties in English learning are:

### a) Time

Leontiev & James (1981: 150) stated that, "Time is the key word in determining what level students can achieve." How many hours in a day and what proper material to be learned, can determine the measurement of the students' progress. If there is limited time, it is the job of the teachers to make a summary and teach the students the most important material within the time allocated. It might happen that regarding the examination, teachers only give exercises, which is actually beyond the material being prepared. Because of "mark-oriented", students will be lacking of theoretical material. In this condition, teachers only focus on achievement and neglect the process of language learning.

### b) Frequency of the Learners' Contact with Language

Leontiev & James (1981: 175), is the frequency of the learners' contact with the language. It means that regardless the time available, the teaching and learning process will be effective

or not. If it is a short period of time, but with the right objectives, the result will be likely better than learning in a long period of time with the wrong one to be set.

c) **The Number of Students in the Classroom**

Leontiev & James 1981: 190) also added that, “The number of students in the classroom will play a significant role.” Research has proven that a class with limited number of students is better than the class with a large number of students. The teachers can recognize the students easily and the material will likely be inserted into all the students’ mind effectively, in a small number of students in class.

To analyze the students’ difficulties, researcher use the theory from Leontiev & James that consist of two factor that is internal and external factor.

## **2. Review on Teaching Media**

### **a. Definition of Media**

Gerlach and Ely (1980:21) states that media is any person, material, or event that establishes condition which enable the learners to acquire knowledge, skills, and attitude. Media are all aids which may be used by teachers and learners to attain certain educational objectives. Furthermore, Robert Heinich et.al in Artanti (2015:7) also said that

media is a channel of communication. Thus, media is a tool that carries information between a source and a receiver for example include video, television, diagrams, printed materials, computers, and instructors.

Another expert that gives the definition of media is Hamalik. He states that media are used to motivate students in learning (1993:18). And Brown (1997:2) states that, “media is tools or the physical things used by the teacher to facilitate the instruction”. Media can help the students in understanding and learning a particular lesson, media also give an easier to students in learning process. It can be concluded that media are all things, tools and forms that can be used by the teacher as facilitate to deliver the information and mass of communication from sender to receivers using a tool like a video, graphic, photographic, electronic, and mechanical for processing, presenting and explaining the materials.

Furthermore, Gerlach and Ely (1980:297) mention kind of media, that are:

1) Picture

Picture consist of photograph or any object or events, which may be larger or smaller than the object or event it represented.

2) Audio recording

Recording is made on magnetic tape, disc, picture and soundtrack.

3) Motion picture

A moving picture is a moving image in color or black or white produced from live action or from graphic representation.

4) TV

This category includes all type of video Electronic distribution system which eventually appear on TV monitor.

5) Real things, simulation and model

Include people, events, objects and demonstration real things and constructed with other media, are not substituted for the actual object or events.

Media is tool to teach material for students. Without media teaching and learning process will not work effectively. Media that usually be used for teaching and learning process such as LCD, video, song, realia or real thing, picture and others. In this research the teacher using song in the learning process especially in teaching vocabulary. Song here a one of media that effectively used in teaching vocabulary for student and easy to memorize.

**b. Learning Using Song Media**

Doren in Faliyanti (2017) states that song is a short musical work set to a poetic text, with equal importance given to the music and the words. It may be written for one or several voices and generally performed with instrumental accompaniment. Garner in Ayuningtyas (2008:21) song is a part of musical intelligences in which musical intelligences is included as one of the seven intelligences that are known by “Multiple

Intelligences”. In theory of Multiple Intelligences, song is a part of music where is defined as “One of the oldest art forms, utilizing the human voice and body as natural instruments and means of self-expression”. In another definition, song is “the manifestation of the human spirit, similar to language” (Kondal, 1996:131). song is also defined as “the most natural form of music” (1955:9).

According to Hornby in Gushendra (2017:54) song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. According to McDermott and Hauser (2005: 29), music may be found in every human culture. Namely, we can hear it almost everywhere while listening to the radio, when watching television and on different family occasions, such as birthday parties, wedding ceremonies, at a funeral, in restaurants, shops, cars, and even in the streets.

Music is often be a main source of English outside classroom. Thus, using it in the lesson seems to be a good idea. There can be distinguished affective and cognitive rationale for playing a song during lesson. Eken (1996: 46) enumerates eight reasons for the use of song in a language classroom. Firstly, a song may be used to present a topic, new vocabulary or a language point. Then, it may also be used as a practice of lexis. Beyond question, songs can be used as a material for extensive and



intensive listening. Some teachers may use them to focus on frequent learner errors in a more indirect way. Not to mention that songs are a perfect source for stimulating discussions about feelings and attitudes. Learners may talk over with another in pairs or in small groups what happened in the song and then share their opinions with the rest of students.

Additionally, songs may arrange a relaxed classroom atmosphere and contribute for fun and variety in language teaching. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons. Songs also give a chance to develop automaticity which is the main cognitive reason for using songs in the classroom (Schoepp 2001). Automaticity is defined as “a component of language fluency which involves both knowing what to say and producing language rapidly without pauses” (Gatbonton – Segalowitz 1988: 473)

According Sevik (2011: 1029) song can be used to learn English, including not only listening, speaking, reading and writing, but also can be used to learn various items such as sentence pattern, pronunciation, rhythm, adjective, and adverb. The usability songs are also highly developed that can be used to learn English. Song makes the student be more enjoy during the learning and enthusiasm in learning English. Songs in classroom have a role as stimulus to begin in the learning. Thus, the students enjoy and enthusiastic in the learning.

c. **Criteria for a Song Selection in Learning**

Griffiee (1992) categorizes the criteria into four groups: the class, the teacher, classroom opportunities and music. Firstly, the teachers should take account of students' age. Young learners may not be able to understand songs which contain deep ideas like envy, suffering or forgiveness. Besides, each age group has its own musical favorites and disfavored ones. Also, the time of the day is important. Sometimes learners are tired in the learning and here music might energize them. Next, the author writes that it is unwise to use both music that the teacher does not like and music that the learners do not like. Thus, will be good idea to let the students bring the lyrics of songs they like and then choose the appropriate one.

Thus, it is worth remembering that the use of song when the curriculum has been predetermined and there is time that remaining in the class. Then, the teachers claim that usually they use song for special day lesson like Independence Day or Easter lesson. The crucial things in the language teaching purpose, the song should have instructional value and direct the component to the lesson, thus contain for example, a practiced grammatical structure or a discussion theme that can be used in a lesson. Finally, music may disturb other class, so it should not be played loudly so that the learning process run well.

Additionally, Zogota (2011:05) states that there are some varieties of songs for classroom; the first is the uses of nursery songs, chants and

rhymes, second is folk songs, third is the role of popular songs, rap songs, hip-hop song and musical, fourth is country and western songs, the last use of classical music. The teacher can use which song that suitable for the students in the class. Almost all teacher used nursery song as icebreaking in the class to keep the students' motivation during the learning process. Nursery song also easy to memorize and remember.

#### **d. The Advantages and Disadvantages of Using Song**

Song is important tool in teaching English, and here the advantages and disadvantages of song in learning.

##### **a. The advantaged of using song**

According to Brewster (2002:162) the advantages of using song in learning as follow:

- i. Song could become a media introduction of new words or languages
- ii. Song could improve students' pronunciation
- iii. Song can give good contribution in increasing students' motivation in speaking
- iv. Song can strengthen memory of students

##### **b. The disadvantages of using song**

Murphey (1992) state the disadvantages of using song in learning are:

- i. Playing songs loudly may disturb neighboring classes
- ii. Some learners get too excited and may forget about the discipline

- iii. Some students may disagree about musical pieces and they have dissimilar musical tastes.
- iv. Many songs may be intelligible for students since they contain many colloquial expressions and the pace is too fast.

Siek-Piskozub and Wach (2006:91-97) add that there are songs which teach taboo topics like violence and sexism and thus such songs may confuse the learners or embarrass them.

## **B. Previous Study**

The previous study in this research as follow:

1. A thesis by Maya Tyas Lutfiana Rosyidah, English Education Department of the State Islamic Institute of Surakarta 2017. The title *Teaching Vocabulary for the Second Grade Students of SMP Al-Islam Kartasura in Academic Year 2017/2018*. This research about how is the teaching vocabulary implemented by the teacher such as the technique, the material and the media is used by the teacher and also the problem are faced in the implementation of teaching- learning process. The researcher uses descriptive qualitative method to analyze the data. The researcher collects the data by observing, teaching-learning process, conducting interview and documenting. The subject of the research is the teacher of SMP Al-Islam Kartasura. The object of this research is the process of teaching vocabulary for second grade of SMP Al-Islam Kartasura. The result of the study the techniques that is used by the English teacher are memorization, translation, playing games, words

guessing based on context. The material that is used by the teacher are recount text, asking and giving help, asking, giving, offering and rejecting. The media that is used by the teacher video, picture, LCD, students' English book and others. Then, the problem faced from the teachers, such as classroom management, the teachers' difficulties in motivating to the students. The problem faced from the students, such as the students lack of motivation and support, the students lack confidence when learning English.

2. A thesis by Shara Astatia, English Department of Languages and Arts Faculty of Semarang University. The title *Teachers' Difficulties in Teaching Vocabulary at SMP Negeri 2 Jatibarang Brebes (A case Study of English Teachers' at SMP Negeri 2 Jatibareng Brebes in Academic Year of 2018/2019)* the objective of this study are: to know the difficulties faced by the English teachers in teaching vocabulary, to find out the factors causing difficulties in teaching vocabulary and to discover what efforts done by the English teachers toward teaching vocabulary problems. The subject of this research is six English teachers at SMP Negeri 2 Jatibarang Brebes. This Study was designed as descriptive qualitative research. The data collecting from observation and teachers' interview. The result of the study indicates that the difficulties face by the teacher in teaching vocabulary include: in designing and determining the English materials that appropriate to the curriculum, in explaining the vocabulary materials for students, and in

evaluating assessment of process and result in English vocabulary. The cause of the difficulty concerning in designing and determining the English materials that appropriate to the curriculum was that many students who had not yet received English from Elementary school. Besides, the cause of the difficulty concerning in explaining the vocabulary materials for students was that most of students were lazy to find difficult word in the dictionary. The last, the cause of the difficulty concerning in evaluating assessment of process and result in teaching English vocabulary was that lack of the students' activeness and confidents in learning English process.

3. International journal of teaching and education by Mofareh Alqahtani entitle *The Importance of Vocabulary in Language Learning and How to be Taught*. This journal about the impotence of vocabulary and explaining many techniques used by English teachers when teaching English. Vol III, No 3/2015. This piece of work aims to highlight the importance of vocabulary learning as an essential part in foreign language learning. An attempt is made to review the trends in the area of teaching vocabulary through various techniques ESL/EFL teachers use when teaching .Before presenting the meaning or form of vocabulary items, teachers need to notice the type of the vocabulary, the students' level and characteristics, and also the value of the techniques for the learners. Results show that lexical knowledge is central to communicative competence and to the acquisition of a second/foreign

language and a lack of vocabulary knowledge is an obstacle to learning. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz). She summarizes important research on the important of vocabulary and explaining many techniques used by English teachers when teaching English, as well as my own personal view of these issues.

Article Publication by Adhe Lelyana Kisworo Putri, School of Teaching Training and Education of Muhammadiyah University of Surakarta 2015. The title *The Use of Song Lyric for Teaching Vocabulary at SMP Amal Mulya Tawangmangu in 2014/2015 Academic Year*. This study aimed to describe the use of song lyric for teaching vocabulary at SMP Amal Mulya Tawangmangu. The researcher wants to know the procedure of using song lyric based on students' textbook the 2013 curriculum and the problems faced by teacher during using song lyric for teaching vocabulary. The researcher used descriptive method. The subject of the research is the English teacher and the seventh grade of SMP Amal Mulya Tawangmangu. The techniques of collecting data were observation, interview and document analysis. The researcher used Miles and Huberman's theory in analyzing the data. the findings showed that the song lyrics are used for two purposes. The first purpose is for

teaching vocabulary. The second purpose is for icebreaking. The procedure of using song lyrics for teaching vocabulary is the teacher prepares video or audio based on the students' textbook. The teacher and the students sing a song together two or three times. The problem faced by the teacher during the use of song for teaching vocabulary is the students do not know the meaning of vocabulary in the song.



## **CHAPTER III**

### **RESEACH METHODOLOGY**

#### **A. Research Design**

In this research, researcher used descriptive qualitative research method since the main focus of this research is on describing the phenomena of teaching language. Researcher will describe the implementation of song in English learning process to students' vocabulary mastery. Descriptive research also known as statistical research, describes data and characteristics about the population and phenomenon being studied. So, this research which employs the method of collecting data, describing, classifying and analyzing the data and then drawing conclusions to conduct the research. In this thesis the researcher used descriptive qualitative research methods caused the issue raised is not clear, holistic, complex, dynamic and full of meaning that does not allow the researcher to use quantitative method.

In addition, the researcher intended to understand the social situation. This research used descriptive method which the researcher described the data as what looked like and explained the data or events with the media used by English teacher to teach English vocabulary. The researcher also described about the difficulties of teaching vocabulary. According to Bogdan and Taylor (1975) in Moleong (2016:3), states that qualitative method is research procedure that produce the descriptive data in written words oral from the people and behavior that can be observed. Here, researcher used qualitative

approach, While Kirk and Miller (1986) in Moleong (2016:3) Qualitative method is social science is fundamentally dependent on observation in humans in the region themselves and connect with the people in its language and in terms.

Descriptive qualitative approach was the most suitable approach since this research was intended to describe student vocabulary mastery through implementation song in a series of English teaching and learning process. In this research, the researcher described and interpreted the implementation of song to students' vocabulary mastery at SMP Al-Islam 1 Surakarta academic year 2019/2020.

## **B. Setting of the Study**

### 1. Setting Place

The research of The Implementation of Song to Students' vocabulary Mastery at the Seventh Grade of SMP Al-Islam 1 Surakarta Academic Year 2019/2020 took place in the process of English language teaching students at the seventh grade of SMP Al-Islam 1 Surakarta.

### 2. The Time of the Research

The research will be conducted at February-July 2020 in SMP Al-Islam 1 Surakarta academic year 2019/2020.

## **C. Subject and Object of the Research**

### 1. The Subject of the Research

The subject of this research is the seventh grade of SMP Al-Islam 1 Surakarta in I (7I) class with 28 students and D (7D) class with 29 students.

The English teacher of SMP Al-Islam 1 Surakarta is Mrs. Eni Kussrini.

## 2. The Object of the Research

The object of the research is the implementation of song in teaching vocabulary mastery at the seventh grade of SMP Al-Islam 1 Surakarta.

### **D. Data and Source of the Data**

Data are the result of the researcher notes, both the fact and value (Arikunto, 2002: 96). In this research, the data was collected from the information about the teaching-learning process from students' vocabulary mastery that was listened by student in song lyric. The source of data in this research consist of primary and secondary source of data. the primary source of data is gotten from the observation. The researcher followed and observant the English learning process. Meanwhile the secondary source of the data is taken from the books, audio, journals and some previous studies relating to the research. The researcher takes the interview and documentation to get the right clarification and ensure that the data are valid. The source of data is the basic information. In research, the source of data explains the subject from which the data are obtained (Arikunto, 1996:162).

### **E. Research Instrument**

To identify the research needs instrument that is used to collect the data, so that the researcher is easy to finish the study. The main instrument of this research is the researcher herself because the research type is descriptive

qualitative research. The research uses direct observation to collect and analyze the data. During the process of the research, the researcher takes roles as a data collector, data interpreter and the result reporter of the research.

#### **F. Technique of Collecting Data**

According to Cresswell (1994:148), “The data collection step involves (a) setting the boundaries for the study, (b) collecting the information through observations, interviews, documents, and visual materials, and (c) establishing the protocol for recording information”. It means that in data collection, the three steps used to collect the information are observation, interview, documentation and visual materials, and deciding the protocol of information record.

In this study to collect the data the researcher uses as follow:

##### **1. Observation**

Observation is one of the oldest and most fundamental research method approaches. It involves collecting impression of the word using all of one’s sense, especially looking and listening in systematic and purposeful way to learn about a phenomenon of interest (Given,2008:573). So, in observation, the status of phenomenon was not determined by asking but by observing. Observation was done to get information about human behavior as like in reality. By observation, the researcher get description about social life that was difficult to get by another method, in this case to get any information about the teaching vocabulary mastery. The ways in doing observation were:

- a. The researcher prepared the concept of observation form
- b. The researcher joint in the classroom
- c. The researcher did observation in the classroom when selected subjects were teaching English

By using observation guide, the researcher observed the students' difficulties of vocabulary mastery in English learning process in the classroom and how is the implementation of the song in learning included media, technique and material that is used by the teacher in SMP Al-Islam 1 Surakarta.

## 2. Interview

According to Kvale (1996: 174) an interview is “a conversation, whose purpose is to gather descriptions of the (life-world) of the interviewee” with respect to interpret the meanings of the ‘described phenomena’. In addition, Sugiyono (2013:231) state that interview is a meeting of two peoples to exchange information and idea through questions and responses, resulting in communication and join instructions of meaning about a particular topic. The kinds of interview that will be used in collecting the data is semi-structure interview. It was an interview that utilized a question list, but allowed for greater flexibility for the interviewer in asking for clarification and elaboration (Arikunto, 2006:156) this kind of interview is also known as indepth interview, where technically is more flexible than the structured one (Sugiyono, 2006:320).

Additionally, through this kind of interview, the interviewees will be expected to express their opinions and ideas so the issue could be explored more openly. The researcher uses mobile phone as instrument to record the data from the interviewees. Note taking technique also used as the other instrument to get addition information during the interview. For collecting the data from interview, the researcher used procedure as follows:

- a. The researcher prepared the concept of question that would be asked to the selected English teacher. The researcher also prepared recorder to record information answers.
- b. The researcher asked and talked in a friendly way according to the concept of question that had been prepared based of the interview guide.
- c. The researcher recorded interview answers.
- d. The researcher wrote interview transcript based of the result of recording.

The researcher does interview to the students, and the teacher in SMP Al-Islam 1 Surakarta. The subject is seventh grade I (7I) class and D (8D) class. The researcher interviews the English teachers of seventh grade, her name is Mrs. Eni Kussrini (Bu Eni). The researcher takes in that because that class are good vocabulary.

### 3. Document

Document refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records and memorabilia of all short

that can be used as supplemental information as part of study whose main data source is participant observation or interviewing (Bogdan & Biklen 1998:57). Therefore, documentation method is a technique of collecting data that is indirectly given to research subject. In this case, by using instrument that was document where could be seen in the teacher's lesson plan (RPP), the syllabus and the teachers' material to teach vocabulary. The documents also from the students' English textbook. The researcher collected the data about teacher's strategy in teaching vocabulary.

#### **G. Technique of Analysis Data**

“Analysis is a person of arranging the data in order to make an interpretation. The arrangement of the data is based on the teachers' and students' answer”. (Nasution, 1988: 126). After collecting the data, the data will be analyzed based on the Miles and Huberman (1994: 21-23), theory framework for qualitative data analysis by three components: data reduction, data display and drawing or verifying conclusion. These components cannot be separated. They bond each other in the data collecting process.

##### **1. Data reduction**

Data reduction is the first step in analyzing the data. According to Huberman (1994: 10) the data reduction refers to: The process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcription. It is a form of analysis that sharpens, sort, focuses, discards, and organizes data in such a way that “final”

conclusion can be drawn and verified. In this section, the research collected the data from the interview, observation and documentation.

## 2. Data display

The second flow model of the activity of data analysis is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and action. By looking at display, it helps to understand what is happening and to do something either analyze further or take action based on that understanding (Huberman, 1994: 11).

## 3. Conclusion drawing/ verification

The third stream of the analysis activity is the conclusion drawing and verification. From the start of the data collection, the qualitative analyst is beginning to decide what things mean-is nothing regularities, casual flows, and propositions. Miles and Huberman (1994: 11) also give the description that the component researcher holds conclusion lightly, maintaining openness and skepticism, but the conclusion is still there. Conclusion are also verified as the analyst precedes. Verification may be as brief as fleeting second thought crossing the analyst mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop “inter subjective consensus” or with extensive efforts to replicate a finding in another data set. In this step, the researcher take conclusion from the information and the data used.



## H. The Trustworthiness of the Data

In order to reach the trustworthiness of the data in qualitative research to get the valid data researcher uses triangulation. Triangulation is a technique that utilizes data validity checking something else. (Ghony & Almanshur, 2014: 322). Triangulation is the most common way that is used in improving data validity in qualitative research. Denzin & Lincoln (2009: 271) concluded four types to triangulation technique, as follow:

### 1. Data triangulation

Data triangulation involves of using multiple sources (the sources are usually used by people with different roles). As the example, in the language teaching at boarding school, the researcher might want to consult with teachers, students, and language section of manager.

### 2. Investigator Triangulation

The ability to confirm findings across investigators without prior discussion or collaboration between them can significantly enhance the credibility of findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and analyzing the data.

### 3. Theory Triangulation

Theory triangulation is the use of multiple theories when examining a situation or phenomenon. The idea is to look at a situation or phenomenon from different perspectives, through different lenses, with different questions in mind. The different theories do not have to be similar or compatible, in fact the

more divergent they are, more likely they are to identify different issues or concerns.

#### 4. Methodological Triangulation

Methodological triangulation is use of multiple methods to conduct a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter is divided into two sub chapters, namely research finding and discussion. The research finding presents the result of the data analysis of the implementation of song for the students' vocabulary mastery used by the English teacher in teaching vocabulary and the students' difficulties in mastering English vocabulary at the seventh grade of SMP Al-Islam 1 Surakarta in Academic Year 2019/2020.

#### **A. Research Finding**

The data findings are related to the techniques and method that is used by the English teacher in teaching vocabulary mastery at SMP Al-Islam 1 Surakarta in Academic Year 2019/2020. Based on observation and interview on February until July 2020. The researcher found several strategies that is used by the English teacher in teaching vocabulary mastery. The teacher uses so many media in English learning like playing games, flash card or picture and others. Playing games in the class can be one of method to teach in the class or as icebreaking before the learning and also flash card to help the students identify easily the material like Greetings cards.

The teacher also uses a song as the media in teaching English especially vocabulary. Using a song can pull the students' interest to study in the class. The researcher found several songs that are used as the media by the English teacher in teaching vocabulary mastery. The researcher also found the students'

difficulties in mastering the vocabulary. Thus, the researcher wants to know what is the factor that can be caused of the students' difficulties in vocabulary. In teaching-learning process, the teacher used only two techniques in used song as the learning media. The techniques include memorization and translation. Here the description will be discussed as follow.

### **1. The Implementation of Song for Students' Vocabulary Mastery at the Seventh Grade of SMP Al-Islam 1 Surakarta**

#### **a. The Process of the Implementation of song for the students' vocabulary mastery**

Based on the data observation and interview with the teacher and students, researcher found some techniques that is used by the English teacher to teach vocabulary with using song as the media. The techniques that is used by the teacher translating and memorizing. The teacher uses song lyrics in students' textbook as a media for introducing new vocabulary. There were five songs that are used by the English teacher in English learning. The teacher and the students sang the song lyrics as teaching learning activities.

Additionally, the teacher is very selective in selected the song, the teacher chooses the song that easy to understand for the students. Based on the observation the song that is used by the teacher based on the material that is learned in the class. When the material is about Introduce oneself, the teacher uses an Alphabet song to introduce the character of words in English and check pronunciation spelling. Thus,

the students can understand the material that is presented by the English teacher and follow the lesson comfortably.

Based on the observation was conducted by the researcher in February-July 2020, researcher found that the teacher has been teaching practices and strategies in the process of applying teaching procedures. Here the researcher will describe the process of the implementation of a song in English learning for the students' vocabulary mastery, the teaching procedure is divided into three steps. The first step is the opening of the lesson, the second is the teaching activity, and the third is the closing of the lesson. The teacher used scientific approach in teaching-learning. The tools that is used by the teacher are speaker, LCD projector, computer, whiteboard, and board marker. Here the description as follow.

The observation on Monday, 10 February 2020 in the seventh grade of 7I class with Mrs. Eni as the English teacher.

#### 1) The Opening

The teacher came to the class at 07.00 am, before the class starts the teacher and the students recite the holy Al-Qur'an together for about 10 minutes. After reciting Al-Qur'an the teacher opens the class with greetings and asked the students' condition. The students answered the question from the teacher bravely. Before the learning begin the teacher and the students pray together. The teacher gave a motivation for the students in learning. The teacher showed a picture then asked

the students to mention names of the picture like president's picture, police, driver and others. Then, the teacher asked the students to pronounce the picture with English. The teacher also asked names of the students one by one, because the material that day is introduce oneself. However, the teacher found that the students are difficulty in pronounce the words. Thus, the teacher tries to help the students pronounce the words well with using a song.

In the opening section, the teacher makes an apperception for the students by providing motivation in learning and asking some questions related to the names of picture. The teacher also asks the students to spell the names of them to see how far their pronunciation is progressing in English. Thus, the teacher knows how to correct the student errors in pronunciation with listening song.

## 2) The Learning Activity

The teacher asked the students to open the book. The students pay attention for the material that is delivered by the teacher. The students imitated the words that is spoke by the teacher about how to introduce. The teacher plays an alphabet song then asked the students to pay attention for the song. After hear the song, the teacher and the students sing the song for about 2 or 3 times like *A B C D E F J H I J K L M N O P Q R S T U V W X Y and Z....*. After that the teacher asked the students to spell their name with English alphabet

one by one like *A n n i s a* become *Annisa*. Besides, the teacher also plays bingo song to spell the names of the students so that they can spell well. the teacher replaces the bingo lyrics using the name of the students like *B I N G O* become *D I N D I A* with the rhythm of Bingo song.

With the teacher's direction, the students make a question about material that has not been understood in introducing oneself. The teacher divided the students into some groups consist of two students and asks the students to compose sentences to introduce themselves. After that, several students came forward and read it in front of the class. The teacher and other students pay attention for the groups that come forward introducing themselves. The teacher corrects the wrong spelling so that the students can pronounce the English language properly.

In this song the teacher tries to help students practice their pronunciation in English. The teacher applies the alphabet song in the introduce oneself material so that they can know the difference spelling between English and Indonesia. The teacher also uses the Bingo song and changes the lyrics with the name of the students so that they feel happy and easy to remember the spelling in English. In the Alphabet song, the lyrics are in the form of letters that are sung by the students like *A B C D E F G* and others.

While the Bingo song is a series of letters like *B I N G O* which becomes one word such as *BINGO was his name o* (in the lyrics of the Bingo song). As well as the students' name which is spelled following the rhythm of the Bingo song such as *D I N D A* becomes *Dinda was her name o* and the names of other students. Therefore, the students can practice their spelling in English using songs because spelling is part of mastering English vocabulary.

### 3) The Closing

Before the class ends. The teachers and students make conclusions about the material that is studied today by the students. the teacher also asks the students' feelings during the learning process. The teacher gave some question about introducing oneself for the students to know that the students understand about the material and the students answer correctly. The teacher also asks the students to sing the song together again. The teacher gives group assignments for the students to make sentences for introducing themselves completely and then will be discussed at the next meeting. Because in the next meeting is about introducing oneself. To end the learning activity the teacher said "*Hamdalah*" and closed with greetings.

In the closing section, the teacher makes a reflection on the students by reviewing the material that has been studied. The teacher also asks the students how they feel during learning process. The



teacher and the students also make a conclusion about the material together. The teacher gives several questions related to the material being studied to provide an assessment of active and non-active students. Thus, the teacher can give a score based on the students' participant in learning process.

The observation on Monday 17 February 2020 in the seventh grade 7I class with Mrs. Eni as the English teacher and the material is about the Names of day, date and Month.

#### 1) The Opening

The teacher opens the class with salam as a Muslim and greetings. Before the class begin the teacher and the students are reciting Al-Qur'an together. The teacher asked the students to begin the learning process with pray together so that the learning process run well. Then, the teacher checks the students' attendance. The teacher reviews the material that have been discussed in the last meeting. Then, the teacher explains the aimed of the material that day. The aimed is to know the names of day, date and month in English. So that the students can express their birthday using English not only that but other expressions that using date, day and month. Thus, the teacher said that the material today to know the names of the day, date and month.

The teacher makes an apperception for the students by reviewing the material in the last meeting. The teacher also explains the aimed of the material for the students in life. Thus, students know how to use the names of day, date and month in daily life. The teacher also opens the class with greetings and prayers together to give example of polite behavior towards students that greetings is commendable act in life.

## 2) The Learning Activity

The teacher asked the student to observe the calendar in the class. The students pay attention for the names of the day, date and month in calendar. This aims to make it easier for the students to understand the material that will be studied. Because the material that day is about the names of day, date, and month in English. After that, the teacher plays a song video about the names of the month then asked the students to sing together 2 or 3 times the teacher asks the students to read the names of the month that are contained in the song lyric. The teacher corrects the students' misspellings so that they can pronounce it well, then the teacher asks the students write the words in their notebook.

The teacher divides the students into some groups to make sentences related to the name of the day, date, and month. After that the teacher discussed it with the students together in the class. The

teacher advises the students use dictionary to make it easier in make sentences so that the students can find new vocabulary. For example; *I was born at July, 04 2003, March is my birthday month, before January is December* and others.

In this song, the lyrics consist of the names of the month during year from January to December in English. Although, it is not much different from Indonesian, the way to pronounce it is very different. In this song the students can sing the English version the names of the months like *January, February, March, April, May, June, July, August, September, October, November, and December*. In addition, the students can gain their new vocabulary by knowing the names of the month in a year.

In addition, the students can find out how to write the names of the date, day, and month in English. They can also make sentences using the names of day, date, and month that is studied in the class. Like when they go on vacation with their family, school activities, and others. for example; *I go to school every Monday until Friday, the third month is March, today is Monday* and others.

### 3) The Closing

Before the class end. The teacher and the students make conclusions about the days' lesson. The teacher reflects by giving a question for the students about the material that has been studied.

The students answered enthusiastically and remembered the material that had just taught in the class. This aims to know that the students understand about the material that day or not. The teacher gives homework for the students, to make sentences related to the name of the day, date and month. Thus, the students can understand the material for the names of the day, date, and month in English. The teacher also explains the material that will be discussed at the next meeting and asks the students to prepare it at home. After that the teacher closes the learning activity with prayer together and greetings and then leave the class.

The observation on Monday, 02 March 2020. in the seventh grade 7I class with Mrs. Eni as the English teacher.

#### 1) The Opening

In the opening, the teacher opened the lesson with greetings as a Muslim and the students answered with greetings as well, then prayer together. Then the teacher checks the students' attendance. Before explaining the core of the activities in the learning the teacher manages the learning condition so that be fun learning, the teacher gives a question to the student for their favorite song. The students responded enthusiastically for their favorite song such as Shawn Mande's song with the title Imagination, Justin Bieber, BTS song

and others. There are who like English song, there are also those who like Korean songs and so on.

Then, the teacher explains the material that is simple present tense generally, the teacher explains the formula of simple present tense to the students. The student gives attention for the teacher explanation so that they can accompany the learning process well. The teacher also explained the assessment techniques that will be used during the learning process for the students. The teacher will give a test in the next meeting after the material finished. Thus, the students should pay attention well during the learning process. The teacher used English and Indonesian language as communication with the student, so that the students can understand easily. Just like the opening activity at the beginning of the class, the teacher makes apperception to students. The teacher asks the students' condition and gives some questions related to the material to be studied.

## 2) The Learning Activity

The teacher asks the students to open the students' workbook that accordance with material to be learned. The material is about simple present tense. Thus, the teacher wants introducing the words that used in the simple present tense with using song lyrics. The teacher plays the song and the student listen carefully. After hearing the songs from the audio player, the teacher asks the students to translate

the text of the song lyrics into Indonesia. The teacher asks the students to bring dictionary to help them easier translate the words. The teacher asks the students to write down the translation of sentences from the song lyrics in their books, so that the students understand what this song is about, like *I have a dream a song to sing to help me cope with anything*. Sometimes the teacher helps the student that is difficult in translate the words into Indonesia.

Besides, the song is played for many times so that the student can hear and understand correctly. When singing the song, the teacher found errors in the pronunciation in the song lyrics "*tale, future, and fail*". Here, the teacher asks the students to repeat for many times the words that errors in the pronunciation, the teacher tries to speak it first then followed by the students. Then the teacher continues to sing for the next lyrics. Many new vocabularies in the song lyrics that can gain the students' vocabulary mastery, thus the teacher asks the students to pay attention for the new vocabulary.

The teacher asks the students to write a new vocabulary that they found in the song lyrics like *cope, tale, fail, through* and others. Then, the teacher asks the students to memorize it at home. Because in the next meeting the teacher will give a question about new words that they found in the song lyrics. Therefore, the students should memorize the new vocabulary that they found in the song lyrics at

home. Memorize will be easier for the students with listen the song every day at home because song can strengthen memory of students.

To gain the students' vocabulary, the teacher asks the students to make some sentence for the new vocabulary that they found so that they familiar with the new vocabulary and easy to remember it. For example: *help, cope, dream, sing*, and others. The students' make a sentence using the simple present tense pattern from the new vocabulary that they found in the song lyric like *Adinda sing a song, Annisa help the teacher* and others. The students also write some new vocabulary in their notebooks to memorize and remember the new vocabulary that is found in the song lyrics.

I have a dream song has a good social culture for the students. The social culture of the I have a dream song are you should have positive mind about everything that happens around you and never give up on your dreams. Thus, this song asks to never give up hold our dreams in life and struggle to hold the future.

### 3) The Closing

Before the teacher closes the lesson, the teacher and the students make a conclusion about the lesson that they have learned. The teacher and the student make a reflection for the material and convey the activity that will do in the next meeting and prepare the material at home. Then, the teacher provides homework to look for words

about verb from another song. The teacher gives a suggestion and motivation in learning for the students before the class end so that they can be diligent and keep spirit in learning and get much knowledge. The last, the teacher close the lesson by reading “*Hamdalah*” and praying together, then the teacher closes with greetings.

The observation on Monday, 20 July 2020. The researcher made observation in Google classroom in the seventh grade of 7D class with Mrs. Eni as the English teacher.

#### 1) The Opening

Based on the observation, the researcher found that the teacher used Good morning song in the Expression Greetings and Leave Taking material. The teacher opened the class with salam as a Muslim and asked the students condition. The students answered bravely with send a response in the google classroom. The teacher sends the song video in the google classroom than ask the student to play the song at home because the learning is online. The title of the song video is *The Greetings Song*. The teacher sends greetings in the class group to lure the students follow what is said by the teacher, because the material that day is expression greetings and leave takings. Thus, the students responded with greetings too.



In the opening section, the teacher does not do many activities like give a question for the students because the learning process is done online. The teacher waits for all students to respond, especially to find out if there are students who are not included in the class. The teacher only sends a video of the Greetings song in the Google Classroom group in hope that students understand the material that will be discussed.

## 2) The Learning Activity

The teacher asks the students to introduce their self with English language and send it in the google classroom, it aims to check the students' presence in the class. Additionally, the teacher gives students tasks to do at home and collects them through WhatsApp, the teacher also asks students to record their voice about expression greetings and introduce themselves then send it to the teacher via WhatsApp. It aims to check the students' pronunciation. Here the teacher very pay attention for the students' pronunciation and spelling through the students recording that send via WhatsApp.

In this learning process, the teacher tries to use song as the media in delivering expression greetings and leave takings material. In the song lyrics, there are various greetings like *Good morning to you ....., Good afternoon to you....., Good evening to you....., Good night to you....., and Goodbye to you.....*. Using this song lyrics, the

students can know the expression greetings from morning until night. And the students can say goodbye if they meet someone to leave.

The students can gain their new vocabulary from the song lyrics of this song with the various kinds of greetings in their daily life. The students also can understand if the greetings in a day are different and are used at different times too. Thus, this song can help the students gain their vocabulary in expression greetings. The teacher asks the students to do a task contain in the work book to train students' understanding of the greeting material. Thus, the teacher often gives assignments to help she students understand the material because of online learning, but the teacher also provides easier to students by sending songs related to greetings material.

### 3) The Closing

Before the class end, the teacher gives the students homework then sends it with online in the next meeting. The teacher gave a motivation for the students to study hard at home and stay health. The teacher closed the class with *Hamdalah* and greetings. In the closing section, the teacher does not do many activities either. The teacher only gives homework to students and closes the learning activities with prayers and greetings. The teacher finds it difficult when learning is done by online because the teacher cannot check

directly whether the students understand the material that is studied. However, the teacher still does the best for the students' understanding of the learning materials.

b. The songs are used by the teacher in teaching learning

Based on the observation and interview with the teacher and the students, the implementation of song in learning process is very fun here the song that is used by the teacher in the class as follow:

1) Alphabet song

Alphabet song is song that the lyric only a character of English words that is sung. In the Alphabet song the teacher sings with the student. The lyric of Alphabet song is

*“A B C D E F G H I J K L M N O P Q R S T  
U V W X Y and Z now I know my ABC's, next  
time won't you sing with me”.*

In this song the teacher teaches how to spell alphabet in English, the teacher also asks the student to spell their name one by one using English alphabet. This song shows that the spelling of the Indonesian alphabet and English is different. Not only that this song was used as icebreaking in the class for the beginning in learning process.

The teacher sings the song together with the students and after that the teacher comes to the students' seat then ask the student to spell their nickname using English alphabet like *Adinda* will be spelled *A-D-I-N-D-A*. In this section, students are very enthusiastic

about trying to spell their names even it is difficult, but they can finish it well and create fun learning. Then, the teacher asks all the students to spell their nickname or full name using English alphabet. Based on the interview with the student.

*“Pertama guru pake lagu membaca huruf abjad disuruh nyanyi bareng-bareng terus nanti ditanya satu-satu cara mengeja namanya sendiri”.* (Interview with the students on February 2020)

In this case, the teacher very pays attention for the students’ spelling in English words so that the students’ tongue accustomed with English spelling.

## 2) Bingo

Bingo song tells about a farmer that have a dog and the name is Bingo. The implementation of the Bingo song almost same with alphabet song, here the teacher asks the student to translate the lyric using dictionary. Bingo song has a different lyric from Alphabet song, Bingo song not only a character but a sentence that have meanings. The lyric of Bingo song is:

*“There was a farmer had a dog and Bingo was his name-o! B-I-N-G-O! B-I-N-G-O! B-I-N-G-O! and Bingo was his name-o.....”*

Bingo song also can be supported of the alphabet song because the song lyric is spelling the name of the dong like B I N G O. In

addition, the student can spell their name like rhythm in the bingo song. Thus, this song suitable with the material that be learned by the student in the class.

### 3) The Names of the Months

In this song, the song lyrics consists of the names of the months which are from January to December. This song is used on the material the names of day, date, and month. The application of this song in the class the teacher uses LCD projector and speaker as the tool to play the song. The students pay attention for the song lyrics then sing with is guided by the teacher. The lyrics of the song are:

*“The Names of the Month”*

*January, February, March, and April, May,  
and June, July and August, September,  
October, and November, December.”* (The  
rhyme in this song same is the same as the  
Sleeping song)

This song can help the students to memorize the names of the months in English and also recall the names of the months they had learned during elementary school. based on the results of the interview with the teacher, this song used to attract students' enthusiasm during learning because the students sometimes feel sleepy or bored. In this song the teacher only focuses on the students' pronunciation spelling and vocabulary.

*“cuman lagu yang masih saya pake masih lagu anak-anak jadi kembali lagi ke kosa katanya dan mengecek pronunciation spelling”*

#### 4) I Have a Dream

Based on the observation on 02 March 2020 the researcher found that the teacher using *I have a dream* that was sung by Westlife. This song tells about a dream of life to be strong and never give up. This song is very good for the student build their spirit and motivation to always try in their life. Based on the interview with the teacher, the teacher said that this song easy to understand and the student enjoy in learning process.

*“Iya karena lagunya sederhana mudah dipahami kosakatanya dan menarik sehingga anak enjoy dalam belajarnya”* (interviewed with the teacher on March 2020).

I have a dream song is different with the Alphabet and the Bingo song that have short lyric. This song consists of so many vocabularies that can be learned by the student in the class. To help the student understand about the song lyric, the teacher asks them to use the dictionary and look for the meaning of new vocabulary that they found in the song lyric.

*“kita artikan dahulu kata yang tidak tahu artinya, mendengarkan lagu tersebut dengan berulang-ulang, manirukan atau menyanyikan lagu tersebut bersama-sama”*. (interview with the teacher, the named miss Eni on March 2020)

This song is used in the simple Present tense material, based on the first lyric of the song *I have a dream, a song to sing, to help me cope, with anything” this lyric consists of infinitive word like *have, sing, help, and cope*. This song lyric can give some information to the student that simple present tense, the predicate uses infinitive word to make a sentence. For example: *I have a book, I sing a song, and I help my mother every morning*. The second lyric also consists of infinitive words *If you see the wonder, of a fairy tale, you can take the future even if you fail*. This song has a good meaning in life and can motivate the students to have a good dream for the future and never give up like in the part of the lyric “*I’ll cross the stream I have a dream”*”*

Based on the interview with the teacher about the students’ vocabulary mastery with using song as the media in learning. The teacher said that the student can gain their vocabulary with sing a song. using song can help the teacher to teaches new vocabulary to students and can attract the students’ motivation in learning. Based on the interview with the student about using song in learning the student said:

*“Ya pokoknya intinya gini saya menyukai bahasa Inggris apalagi kalau pakai lagu saat pembelajarannya akan lebih mudah bagi saya saat mempelajarinya kalau pakai lagu kak”  
(Interview with the students Iben at February 2020)*

Based on the above statement show that the student likes using song in English learning, because it makes it easier for him to learn with using song. In addition, the student can memorize the vocabulary that is found in the song lyrics. The student can gain their vocabulary with sing the song that they hear and sing together in the class during the learning process. The student said:

*Suka kak, lebih mudah di pahami pake lagu kalau aku kak. (Interview with the student Adira on February 2020)*

Therefore, songs can make easier for students to understand English lessons because they memorize it in their memory.

#### 5) Good Morning

Based on the observation on Monday, 20 July 2020 in online class. The teacher used song good morning in the material of greetings and leave taking, in the lyrics of this song consist of several greetings and leave taking they are good morning, good afternoon, good evening, and good bye. The song is very easy to sing because the tone is same as the happy birthday song. So that it is easy to memorize and remember for the students.

Therefore, by using this song the students know some expressions of greetings and leave taking. the students can use greetings when meeting friends, teachers, and other people either at school or anywhere. Thus, the students can gain new vocabulary from this



song they are the expression of greetings and leave taking. Here the lyrics of the Good morning song that is used by the teacher in English learning.

*Good morning  
 Good morning to you 2x good morning my dear  
 friends, good morning to you  
 Good afternoon to you 2x good afternoon my  
 dear friends good afternoon to you  
 Good evening to you 2x good evening my dear  
 friends good evening to you  
 Good night to you 2x good night my dear  
 friends good night to you  
 Good bye to you 2x good bye my dear friends  
 good bye to you (The rhyme in this song same  
 is the same as the Happy birthday song)*

Based on the interview with the teacher about the students' vocabulary mastery with using song. According to the teacher the students can add and develop their vocabulary with using song as the one of medium in English learning. The teacher said that song can make the students happy in learning and they not feel bored. The teacher said:

*“Alhamdulillah, jauh lebih baik.  
 Penguasaan vocab bertambah”* (interview with  
 the teacher Mrs. Eni)

Additionally, based on the interview with the students about their vocabulary added with using song as the media they said:

*“Iya kak”  
 “Sedikit-sedikit kak, terus nanti dirumah diulangi lagi”*

Based on the statement above show that the students' vocabulary mastery can gain with using song. Because the students feel happy when the learning using song and they sometimes sing the song lyric with their friends.

c. The techniques in teaching English vocabulary

Based on the observation, the techniques in learning process are very important to support the students' learning in the class. The techniques are used by the teacher include memorizing and translating. In addition, the teacher always asks the student to bring a dictionary in every English lesson. The teacher also asks the student to write new vocabulary on their textbook then memorize it in the next meeting.

1) Memorization

Based on the interview with the teacher Mrs. Eni, the researchers found that the teacher uses memorization in teaching to teach the students' vocabulary mastery.

*“Mencari kata yang tidak tahu artinya dan menulis di buku catatan untuk dihafalkan. Hari berikutnya guru mengecek dengan memberikan pertanyaan kosakata yang sudah di bahas sebelumnya”*

The teacher asks the student to memorize new vocabulary that there is in the song lyric that is written by the students on their book. Like in the lyrics of I have a dream, consists of *cope*, *wonder*, *tale*, and others. Here, the students write down the new vocabulary on their book then

translate into the Indonesian language using the dictionary. Besides, the student also memorized the song lyric although the teacher does not ask them to memorize it.

In addition, the teacher sometimes uses song only as icebreaking to gain the student motivation in learning so that the learner is not bored during the learning process. Therefore, to teach the students' vocabulary mastery the teacher asks them to memorize the new word that they found in the song lyric. Then, in the next meeting the teacher gives a question or review about the vocabulary of the word that have been discussed in the last meeting. Memorize is one of method that almost all teachers use to teach the students' vocabulary. In fact, the teacher should have so many techniques in memorizing the vocabulary so that the student fun in memorizing.

## 2) Translation

Translation is one of the techniques that is familiar and often used by the teacher to teach vocabulary. Based on the interview that has been conducted by the researcher with the teacher and the students. The teacher asks the student using a dictionary to know the meaning of word in the Indonesian language.

*“Ditranslatekan kedalam bahasa Indonesia supaya anak mencari kata yang tidak tahu”.*

The teacher always suggests the student to always bring a dictionary when the English lesson. But sometimes the teacher helps

the student who asked to her the meaning of new word that they found. In another words, the students also ask to their friend the meaning of word that they do not know yet before ask to the teacher.

The teacher and the students at the same time give each other's positive response in English learning process. Based on the interview with the students

*“awalnya nanyak ketemen, kalau temennya juga nggak tahu nanyak ke guru”*

For this statement, the students try to find the meaning of new word by themselves using the dictionary or ask to their friends before ask to the teacher. This can be concluded that the student is independent and try to solve their problem by her/ himself.

- d. The English material for the seventh grade of SMP Al-Islam 1 Surakarta that used song media

Based on the observation in the class the researcher found, that the material in the learning is one of the important elements because without material cannot create the learning process. The material taught should be in accordance with the syllabus and curriculum. The teacher should prepare the material first before teach the students in the class. The teacher used the material for balancing the students' ethics and knowledge, which is expected to hold the students' understanding in the lesson easily. Based on the observation and interview with the teacher the song that is used in

English learning depends on the material that will be delivered to the students in the class. Here, the description includes:

1) Introducing oneself

The researcher conducted observation in 7I class on Monday, February, 10, 2020 held by Mrs. Eni. Based on the observation and interview with the teacher, the teacher using the Alphabet song then ask the students to spell their name, this method based on the material introduce oneself. However, in the teacher's lesson plan she does not use song as the media. The teacher used alphabet song because she found that the students have difficulties in pronunciation spelling. Thus, the teacher used alphabet song in the material. The material present to introduce our name to others then spell the name correctly using English alphabet. Thus, the student should say *good morning, my name is Chika Andini. My nick name is Chika* the spelling is *C-h-i-k-a*. Here the teacher can check the students' spelling in English so that they are not difficult to speak English. Based on the interview with the teacher, she said:

*“Alphabet song di awal itu untuk melatih pronunciation spelling siswa di bantu juga dengan Bingo, dan setelah itu mengeja Namanya masing-masing dengan pronunciation spelling yang benar” ....*

Bingo song is used to complete the alphabet song. In Bingo song, the lyric tells about the farmer that have a dong with the named was

Bingo, in the last part of the song lyric is spelling named of the dog B-I-N-G-O. Thus, the student can spell the words like the rhythm in the Bingo song. Bingos' lyric is "*There was a farmer had a dog and Bingo was his name-o! B-I-N-G-O! B-I-N-G-O! B-I-N-G-O! B-I-N-G-O and Bingo was his name-o.....*" Thus, with this song the student can get so many knowledges in English and they can exercise their English pronunciation spelling well.

## 2) Expression asking the names of Day, Date and Month

The researcher conducted observation in 7I class on Monday February, 17, 2020 held by Mrs. Eni. Based on the observation the material expressing asking day, date and month it aims to identify the name of the day, date, month and year and also time. To make it easier for the students to memorize and understand the names of the day, date and month, the teacher plays a video that the lyrics contains with the names of the month for students to listen first. The students sing the names of the month together for several times. In this material the students also can make a sentence for their birthday using English with guidance of the teacher.

In addition, the teacher asks students to observe the calendar in the class and asks the students to make sentences from the names of the day and month that are on the calendar. The teacher also divided them into several groups to make it easier for them to arrange

sentences with the names of the day and month. For example: *I want to go to Jakarta in March, my younger brother was born on Tuesday 12 January 2002*, and others

### 3) Simple present tense

The researcher conducted observation in 7I class on Monday, March, 02, 2020 held by Mrs. Eni. Based on the observation and the interview with the teacher. The teacher using a song from *Westlife* with the title *I have a dream* to teach simple present tense to the student

*“..... I have a dream by Westlife, dan itu digunakan untuk materi simple present tense”.*

The lyrics are *“I have a dream, a song to sing, to help me cope, with anything”*. This song lyric consists of infinitive words and the pattern is like a simple present tense that is S+V1+O. *I* as the subject, *have* is the infinitive word as the verb and the object is *a dream*. In another lyric find *“If you see the wonder, of a fairy tale, you can take the future even if you fail”*. This lyric is using the pattern of simple present tense. Thus, the student can learn grammar and also sing the song in the classroom and gain their motivation in learning.

### 4) Greetings and Leave Takings

The researcher conducted observation in 7D class on Monday, 20 July 2020 in using google classroom held by Mrs. Eni. The

researcher did observations by following an online class that was held at SMP Al-Islam 1 Surakarta using google classroom. Learning is carried out of online because of covid19 pandemic. Based on the observation, the material conveyed by the teacher is an expression of greetings and leave taking. In this material the teacher using song as a learning medium with the title Good morning.

Based on the observation the teacher sends a video greetings song in the google classroom group and greets students with greeting then the students answer by giving comments with greetings also. Many answered from the students, some of them as a Muslims' greetings and introduced themselves and some of them only said Hello Mrs Eni and introduce their self. This is intended to check student attendance in classroom.

- e. The media used by the English teacher in the Seventh grade of SMP Al-Islam 1 Surakarta

Based on the observation and interview on February with the teacher and the student, the researcher found that the teacher uses speaker, LCD projector, computer, video, whiteboard, and board maker to write the song lyric as the tools in teaching vocabulary. The teacher plays the music using video and speaker sound so that the student can hear clearly the sound from the native speaker. To help the student easy in understanding the song lyric the teacher uses



whiteboard to write the song lyric in front of the class. Then, the students write the song lyric on their notebook. This can help the student gain their vocabulary mastery.

However, in online class the teacher does not use all the media that was mention before. In the class online the teacher used mobile phone, video and an application in English learning. Here, the teacher tries to teach a new vocabulary using the song video for the students then ask the students to make a recording that is sent by the students to the teacher's WhatsApp. The teacher also very pay attention for the students' pronunciation in English because pronunciation is one of important part in English learning especially in learning vocabulary.

*“Awalanya pake speaker habis itu di tulis dipapan tulis”.* (interview with adira on February 2020)

Using media in the learning is expected to further improve the students' willingness in learning. Each teacher has a different teaching media in learning depend on the material that will be delivered by the teacher for the student. The teacher also uses students' English handbook. The material that be learned by the students is also not far from the LKS (students' worksheet). Using English book is important for the student and the teacher, this book can use as the handbook to teach English in the class.

## **2. The Students' difficulties in the Mastering Vocabulary for the seventh grade of SMP Al-Islam 1 Surakarta.**

Based on the observation and interview with the students that have been conducted by researcher, researcher found there are many factors that become students' difficulties in English learning, especially in mastering vocabulary. For more details, researcher will describe as follow:

### **a. Pronunciation**

Based on the interview with the student that pronunciation is difficult. Written and the pronunciation is so different so that there are several students that difficult in pronunciation. The student said:

*“Sulit ngikutinnya, terus aku sudah ndak suka dulu sama pelajarannya jadi susah ngikutinnya”*

Based on the statement above show that the student is difficult in pronunciation and she dislike the English subject so that it be difficult for her. Besides, the teacher always checks the students' pronunciation spelling. The teacher uses song as the media, one of the reasons are to exercise the students' pronunciation spelling like Alphabet and Bingo song.

### **b. Grammar**

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are not thereby abandoning. Based on the

interview with students when researcher asked whether grammar was difficult for them, the students answered yes.

*“Iya kak, susah juga itu”*

*“Iya, bingung kalimatnya”*

Based on the interview with the students, the students confused in learning grammar. Therefore, the teacher uses song in learning simple present tense to make it easier for students to understand grammar. Even though there is only one pattern in this song, it is considered sufficient to help the students. For example; *I am miss you, she do homework, I have two book, and student sing song*. Here the students sometimes make mistakes in composing the patterns in grammar.

### c. Motivation

Motivation is an internal factor that is come within the students themselves. Motivation for the student in learning is very important, because without the motivation and encouragement the learning process will be hampered especially learning vocabulary. Motivation can come from the teacher and the students themselves. The teacher has repeatedly provided motivation for the students, but the teacher feels difficult because some students are interested and some of them are not interested in learning English. Students' motivation strongly will likely achieve better grade than non-motivation students and it is the job of the teacher to give stimulus to the students' motivation. Based on the interview with the students she said:

*“Aku udah ndak suka dulu sama pelajarannya kak jadi susah memahami tapi aku masih berusaha untuk mempelajarinya kak dan ya paham meski susah. Hehe”. (interview with Adira)*

*“.....Ya susah susah gimana gitu, soalnya gak suka banget sama bahasa Inggris. Gurunya sih bikin badmood. Ya kayak sering marah-marah. Hehehe” (Interview with Annisa)*

Here the students' mindset about English is difficult so that the student less motivation in English leaning. Thus, the teacher has a duty to change the students' mindset that English is very difficult with fun media like playing games, picture, sing song, and others.

#### d. Behavior

Considering the students' behavior, the teacher knows whether the students are diligent enough nor not in reviewing the material, memorizing vocabulary is essential for them to develop their ability in mastering vocabulary. Based on the interview with the students when the researcher asks how often they play English music at home she said:

*“Jarang, seringnya K-pop. Hehe”.*

The students more prefer listen K-pop song than English song. As we know, K-pop is the most favorite song for teenagers. However, sometimes K-pop song also consists of English lyric but it still not enough for student to gain their vocabulary. K-pop song only have several part lyrics that consist with English language. Thus, listening K-pop song is not the best way to gain the students' English language.

e. Time

Time is the key in determining what the student achieve in learning. Time as an external factor that can cause the students' difficulties in mastering vocabulary. Based on the interview with the student, the time of the student learn about English lesson is less. Because some of them not interest in English learning they think English is a difficult subject. The students also seldom to listen English song at home. Based on the interview with the student, they more prefer to listen K-pop song than English song.

f. Frequency of the learners' contact with language

Based on the interview with the students, the frequency of the learners' contact with English language is less. They use English language only in the class when the English learning process is going on. In the outside class the student using the Javanese language than English language. The student also seldom to hear English song even some of them prefer to hear Korean song at home. However, some of them try to learn English with play the song repeatedly until she understands although it is difficult for her.

*“Yang aku lakuin dengerin terus kak (english song) sambil mencoba terus”. Aku masih berusaha untuk mempelajarinya kak dan ya paham meski susah hehe.*

Additionally, memorizing sometimes be difficult for several students because sometimes they forget the vocabulary easily. Thus, the

teacher use song to help the student memorize the vocabulary with sing in the class together so that the students' vocabulary can develop with itself. In addition, although without memorize the vocabulary one by one naturally student will know about the vocabulary slowly. A language will be easy to learn if someone often contact with the language, may they speak with their friends, listen the song, or read book and another way.

## **B. Discussion**

Based on the data finding the implementation of song in English learning and the students' difficulties in English vocabulary mastery, here the researcher will discuss the data findings with the detail explanation as below:

### **1. The implementation of song for the students' vocabulary mastery at the seventh grade of SMP Al-Islam 1 Surakarta**

Based on the observation and interview that have been conducted by researcher with English teacher and the students. The implementation of song for the students' vocabulary mastery at the seventh grade of SMP Al-Islam 1 Surakarta 2019/2020. Here, there are several songs lyrics that is used by the English teacher in teaching vocabulary mastery. The songs include Alphabet, Bingo, The Names of the Month, I have a dream and Good Morning. This song can help the teacher to teaches language in a natural structure and rhythm. The statement above support by Zogota (2011:05) that nursery song can used as the learning media in the classroom.

Based on the data findings. The teacher used song to learn English especially in teaching vocabulary. Using song, the students can learn about

four components in language and also learn about vocabulary such as make a sentence pattern for the song lyrics and practice their pronunciation. This is supported by Sevik (2011: 1029) that language can be learned from song in the classroom. In addition, the teacher very pay attention for the students' pronunciation spelling. Thus, she using song to exercise the students' pronunciation spelling in English with alphabet and Bingo song.

Additionally, the teacher uses song to introduce new words for the students and want to develop the students' vocabulary mastery. Based on the interview with the teacher, she said that the students' vocabulary mastery be better when using song as the media than before. This is supported by Griffiee (1992:5) states "songs are good at introducing vocabulary because it provides a meaningful context for vocabulary". Thus, the teacher uses song as the media in English teaching for the seventh grade to introduce new vocabulary for the students.

In another words, the implementation of song for the students' vocabulary mastery the teacher used song based on the material that is delivered by the teacher in the class. This aimed to help the students understand with the material and easy to accompany the learning process. Thus, the students can gain the new words from the song lyrics and related for the material. In teaching vocabulary, the teacher also used some techniques included memorization and translation. This is supported by Harmer (1991) that translation is one of strategies that can teacher uses to help the students practice their vocabulary.

To help the students understand the meaning of new words in the song lyrics. The teacher suggests to use dictionary. The teacher asks the students to translate the text that there is in the song lyrics if they do not know the meaning yet. However, the teacher also helps the students if they ask to her about the meaning of the words directly. The application always bring dictionary within the English lesson is also very good because with dictionary the students can find the meaning of new vocabulary, this is supported by Harmer (2007). Dictionary contain of information about words that students can gain from it. The students also can know the meaning of the words and they can see how to use the words in speaking or writing.

In addition, another technique that is used by the teacher is memorization. The teacher asks the students to write the new vocabulary that there are in the song lyrics in their notebook. Then, in the next meeting the teacher gives a question about the vocabulary that have been discussed before. The teacher also helps the students to memorize the vocabulary using song. Because songs can strengthen memory of the students. This is one of the advantages of using song in the classroom this is supported by Brewster (2002:162). The students can sing the song and also memorize the vocabulary. Teaching vocabulary need a media to help the teacher teaches in the class for the students.

The media that is used by the English teacher in the class include LDC projector, computer, speaker, video, white board, board marker, and hand books. These tools are used by the English teacher in teaching learning



which is using song as the media. However, in the online learning the teacher uses mobile phone and video in the google classroom. Media is tools that used by the English teacher to facilitate the instruction in the class during the learning process this is supported by Brown (1997:2). Media can give an easier for the teacher and students in learning process. Thus, media is important in learning.

Additionally, there is a research conducted by Putri (2015) with the title The Use of Song Lyrics for Teaching Vocabulary at SMP Amal Mulya Tawangmangu. The research findings showed that the song lyrics are used for two purposes. The first is for teaching vocabulary and the second is for icebreaking. In this article the results show that using song in teaching vocabulary can help the student to gain their vocabulary and can create a fun learning like icebreaking during the learning process. In this research, the researcher wants to know the procedure of using song lyrics based on the students' textbook the 2013 curriculum. However, in the seventh grade of SMP Al-Islam 1 Surakarta the teacher used song based on the material that is delivered by the teacher in the class. This is aimed to help the students easy to understand the material and gain their vocabulary mastery.

## **2. The students' difficulties in mastering vocabulary at the seventh grade of SMP Al-Islam 1 Surakarta**

Based on the data findings, there are several difficulties was faced by the students in mastering vocabulary for the seventh grade of SMP Al-Islam 1 Surakarta. The students' difficulties divided into two factors Leontiev &

James (1981:150). Among them are internal factor and external factor. Internal factor that be caused of the students' difficulties include motivation, and behavior. The students' motivation in English learning is less, because there are several students that think if English lesson is difficult and they do not like English subject.

The students' behavior in English learning should good enough like in reviewing the material since the memorizing vocabulary is essential for them to develop their ability in mastering English. However, based on the data finding the students seldom to listen English song and review the material at home.

External factor that can be caused of the students' difficulties in English vocabulary are time and frequency of the learners' contact with language. The time include how many hours in a day for the students review the material. The frequency of the learners' contact with the language. It means how often the students use the language like speaking practice, listening the song and others. Based on the interview with student showed that they do not like English subject because they think English subject is difficult. Therefore, the students prefer other subjects than English. Some of the student seldom review the English material at home. It can be caused that the student less contact with the English language and they are difficult in develop their vocabulary in English language.

In the other hands, the students' difficulties in mastering vocabulary also include grammar and pronunciation this is supported by Thornbury

(2004: 27). Grammar and pronunciation are two things that are difficult for the students to learn. In the pronunciation, the students' tongues there is still a thick Javanese accent. Pronunciation is one of the aspects that have a great influence of vocabulary. Children need to hear a new word in foreign language in order they can notice the sound at the beginning and at the end, and the stress pattern of the word. Thus, the students feel difficult to speak the English language. The students are also difficult in grammar.

Thurnbury (2004:27) proposed that grammar is one of the others factors that make some words more difficult in learning for the students. Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. The student' feel confused when composing sentences with the grammatical arrangement. The students still find it difficult to distinguish singular and plural in simple present tense. Thus, the teacher has a duty to help the students overcome their difficulties in grammar

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The implementation of song for the students' vocabulary mastery at SMP Al-Islam 1 Surakarta is very good. The songs that are used by the teacher in the English learning for the students' vocabulary mastery include Alphabet, Bingo, The Names of the Month, I Have Dream, and Good Morning.

The techniques used by the teacher in the implementation of song for the students' vocabulary mastery at the seventh grade of SMP Al-Islam 1 Surakarta are translating and memorizing.

The material used by the teacher in the implementation of song for the student' vocabulary mastery at the seventh grade of SMP Al-Islam 1 Surakarta that used song as the media are: Introducing oneself, Expression asking the names of Day, Date and Month, Simple present tense, and Expression of Greetings and leave taking.

The Media used by the teacher in the implementation of song for the students' vocabulary mastery at the seventh grade of SMP Al-Islam 1 Surakarta are LCD projector, computer, speaker, whiteboard, and board marker. The teacher used song in English learning to introduce the new words that there is in the song lyric then to exercise the students' pronunciation and spelling and also to gain the students' vocabulary mastery.

The students have difficulties in mastering vocabulary, the students' difficulties are grammar and pronunciation. The factor that cause of the

students' difficulties include students' motivation in English learning, the students' behavior reviews the material, the students' time in learning English, and the students' frequency contact with the language.

## **B. Suggestion**

### 1. For the teacher

The researcher gives suggestion for the teacher that teach English in SMP Al-Islam 1 Surakarta. The first is the teacher should use a various English song to develop the students' vocabulary mastery. May be the teacher does not use kid song because the vocabulary is more limited than teenager song so that the student can get so many vocabularies in the song lyric to develop their vocabulary mastery. The second is the teaches should be better to gives attention for the students' motivation and behavior in English learning because the students' motivation is very important in their learning process especially in teaching foreign language like English language.

### 2. For the students

The researcher also gives suggestion to the students. The first is the student should disappear the negative think about English lesson is difficult before try it. The second, the student should enhance their motivation in learning so that the learning process can run well and they can understand the material easily. The third is the student could be able to manage their time between studying and playing at home. Additionally, often hearing English song can help the students to gain their vocabulary directly and check the

pronunciation with listen the song. Thus, listen and sing song every day can help the student to gain their vocabulary mastery and their pronunciation.



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# APPENDICES

### FIELD NOTE

The first observation

Name of the class : 7I

Name of the teacher : Mrs. Eni Kussrini

Participants : 28 students

Times : Monday, 10 February 2020

The researcher did observation in 7I class on Monday, 10 February 2020. When the researcher come in the class, the researcher asked the permission to Mrs. Eni allowed the researcher following in the classroom. The researcher sat on the back of classroom to observe the teaching learning process. Before the learning begins the teacher and the students reciting the holy Qur'an together. The material for that day is introducing oneself. The teacher asked the students to open the textbook. The teacher play song about Alphabet then the teacher asked the students to sing the song. The teacher explained about the material introduce and asked the students to introduce their self. The teacher asked the student to spell their name with English. After that the teacher plays a Bingo song and asked the students to pay attention for the spelling in Bingo.

After that the teacher asked the students to spell their name like the Bingo. The teacher comes to the students' seat then check the students' pronunciation spelling and correct it if there is something wrong. Then, Mrs. Eni read the text that is used in the introducing oneself and then the teacher divided the students into some groups and make a conversation introduce their self. After few minutes, the bell rang, then the teacher gave conclusion about material but before the class end the teacher give a homework for the students in the textbook. Then the teacher said *Hamdalah* and close with greetings. Finally, Mrs. Eni leave from the class.

#### The second observation

Name of the class	: 7I
Name of the teacher	: Mrs. Eni Kussrini
Participants	: 28 students
Times	: Friday, 14 February 2020

The researcher the researcher did observation in 7I class on Friday, 14 February 2020. When the researcher come in the class, the researcher asked the permission to Mrs. Eni allowed the researcher following in the classroom. The researcher sat on the back of classroom to observe the teaching learning process. The material that day introducing oneself. The teacher opened the learning with greetings and give a motivation for the students and conveyed the objectives of this material. The teacher continued the material that not finish yet in last meeting.

In the last meeting the teacher divided the students into some groups to make conversation introducing, the teacher asked the student to read in their seat loudly. After that the teacher asked the students to observe the expression of introducing on the students' textbook. The teacher read the expression of introducing followed by the students. Then, the teacher asks to the students the material that not understand yet. After that the teacher asked the students make sentence about introduce on the students' notebook. The teacher asked the students to used dictionary to know the meaning of the new words. Before the class end the teacher asked the students to sing the Bingo song to remind the students spelling in English. The teacher and the students make a conclusion about the material at that day. At the end the bell is rang. The teacher closed the learning with saying *Hamdalah* and greetings.



### The third observation

Name of the class : 7I  
Name of the teacher : Mrs. Eni Kussrini  
Participants : 28 students  
Times : Monday, 17 February 2020

The researcher did observation in 7I class on Monday, 17 February 2020. When the teacher come in the classroom, the researcher was going in the class. The researcher sat on the back of classroom to observe the teaching learning process. The teacher opened the class with greetings and pray together. Before the learning the teacher and the students reciting the holy Qur'an for about 10 minutes because is the first learning. After reciting the students are holy Qur'an the teacher asked the students to open the textbook. The teacher asked the students to pay attention on calendar in the class and asked the students to mention the names of the day and month. After that the teacher explain the material that day about expression asking the names of the day, date and month.

The teacher and the students mention the names of the day and month, after that the teacher play a song about the names of the month. In this song the lyrics consists of the names of day and month. Then the students sing the song in the class. After that the teacher asked the students to make a sentence on their textbook about the names of the day, date and month. The teacher asked the students to make a question about the names of the day, date, and month and help the students if there is that not understand. The teacher also asked the students to write the names of the day, date and month on the students' notebook. After that the teacher asked the students to answer the question in the textbook in groups. Before the class end. The teacher gave a homework to make a sentence about day, date, and month. After that the teacher asked the students to make a conclusion about the material that day and then closed the class with *Hamdalah* and greetings.

#### The fourth observation

Name of the class : 7I  
Name of the teacher : Mrs. Eni Kussrini  
Participants : 28 students  
Times : Monday, 2 March 2020

The researcher did observation in 7I class on Monday, 17 February 2020. When the teacher come in the classroom, the researcher was going in the class. The researcher sat on the back of classroom to observe the teaching learning process. The teacher opened the class with greetings and pray together. Before the learning the teacher and the students reciting the holy Qur'an for about 10 minutes because is the first learning. After the students are reciting holy Qur'an the teacher asked the students to open the textbook.

Before the learning process begins, the teacher managed the condition of the class, then the teacher asked to the students about their favorite song. The students' answered with various the song that be their favorite. The teacher explained the material that will be learned that day about simple present tense and also about identify the song. The teacher played the song in the class and asked the students to pay attention for the song. The teacher explained the formula of simple present tense and take example from the song lyrics. The teacher asked the students to translate the meaning of new words that there is in the song lyric. After that the teacher ask the students to make a sentence with the new words that there is in the song lyric. The teacher checked the students' sentence and correct it if there is wrong. The teacher asked the students about the material that not understand yet. And explain clearly to the students. Before the end the teacher asked the students to write the new vocabulary that there is in the song lyrics. The teacher asks the students to do tasks contained in the students' workbook then discussed it together. Because the bell is ringing the teacher closed the class with saying *Hamdalah* and greetings.

The fifeth observation

Name of the class : 7D  
Name of the teacher : Mrs. Eni Kussrini  
Participants : 29 students  
Times : Monday, 20 July 2020

The researcher did observation in 7D class on Monday, 20 July 2020. The researcher did observation with joint the Google classroom. The researcher asked the permission to Mrs. Eni allowed the researcher following in the Google classroom. The teaching-learning is carried out online so the students learn from home. In the learning process the teacher sent a song with the title Good morning. The teacher opened the class with greetings and wait for the students gave a comment to checked the students attending. After that the students begin the learning with asked the students to introduce their name and send it in the google classroom. the material that day is expression greetings and leave taking. The teacher asked the students to make a voice note about greetings and leave taking and sent in in the teacher WhatsApp. The teacher gave a homework to the student and then closed the class with saying *Hamdalah* and greetings

### STUDENTS' INTERVIEW

Nama : Adira

Kelas : 7I SMP Al-Islam 1 Surakarta

**R : Researcher**

**S : Student**

R : Assalamu'alailum wr wb.

S : Wa'alaikumsalam wr wb.

R : Boleh tidak dek kakak wawancara sebentar tetang pembelajaran bahasa Inggris dikelas mu?

S : Boleh kak.

R : Menurut mu pelajaran bahasa Inggris itu bagaimana dek, menyenangkan, mudah atau bagaimana dek?

S : Sulit kak

R : Sulitnya kenapa dek?

S : Sulit ngikutinnya, terus aku sudah ndak suka dulu sama pelajarannya jadi susah ngikutinnya

R : Bisakah kamu ceritakan dek bagaimana guru mengajar dengan menggunakan lagu?

S : Pertama guru pake lagu membaca huruf abjad disuruh nyanyi bareng-bareng terus nanti di tanya satu-satu cara mengeja namanya sendiri.

R : Apakah guru juga meminta membuat kata/kalimat lalu kemudain dieja begitu dek?

S : Pernah kak

R : Menurut mu dek menggunakan lagu dalam pembelajaran itu menyenangkan tidak?

S : Menyenangkan kak

R : Menurut mu apakah menggunakan lagu dapat memudahkan untuk memahami pelajaran bahasa inggris?

S : Iya kak

R : Apakah setelah menggunakan lagu kosakata kamu makin bertambah dek?

S : Iya kak

R : Menurut mu apakah lagu bahasa inggris mudah untuk didengarkan dan dipelajarari jika tidak apa yang kamu lakukan untuk memahaminya?

S : Yang aku lakukan dengerin terus kak sambil mencoba terus.

R : Kamu dirumah sering dengerin lagu-lagu bahasa inggris dek

S : Kadang-kadang kak. Hehe

R : Apakah guru pernah meminta siswa untuk menghafalkan lagu yang diajarkan dikelas dek?

S : Pernah kak

- R : Lagu apa dek?
- S : Lagu huruf abjad kak
- R : Apakah guru pernah meminta siswa untuk menyanyi didepan kelas dek?
- S : Ndak kak, Cuman didatengin saru-satu suruh ngeja namanya sendiri
- R : Jika kamu menemukan kosakata baru dan belum mengetahui maknanya apa yang kamu lakukan?
- S : Bertanya pada teman kak biasanya atau bertanya pada guru langsung
- R : Menurut kamu yang sulit dari bahasa inggris itu apannya dek?
- S : Mengartikannya kak
- R : Kenapa dek?
- S : Ya susah aja kak
- R : Apakah menurut mu materi grammar dan pronounciation/pengucapan bahasa Inggris itu sulit?
- S : Iya kak, susah juga itu
- R : Kenapa susah dek?
- S : Aku sudah ndak suka dulu sama pelajarannya kak jadi susah memahami tapi aku masih berusaha untuk mempelajarinya kak dan ya paham meski susah. Heheh
- R : Pernahkah kamu belajar cara pengucapan kosakata bahasa inggris dari lagu yang kamu dengar.
- S : Pernah kak
- R : Susah ndak dek?
- S : Dibilang susah ndak, gampang juga ndak. Hehe
- R : Apakah kamu menyukai pelajaran yang di selingi dengan lagu dek di kelas?
- S : Suka kak, lebih mudah di pahami pake lagu kalau aku kak.

### STUDENTS' INTERVIEW

Nama : Annisa

Kelas : 7I SMP Al-Islam 1 Surakarta

**R : Researcher**

**S : Student**

R : Assalamu'alailum wr wb.

S : Wa'alaikumsalam wr wb.

R : Boleh tidak dek kakak wawancara sebentar tetang pembelajaran bahasa Inggris dikleas mu?

S : Boleh kak.

R : Menurut mu pelajaran bahasa Inggris itu bagaimana dek, menyenangkan, mudah atau bagaimana dek?

S : Kadang-kadang sulit, kadang-kadang mudah

R : Apanya yang sulit dek dan kenapa dek?

S : Menghafalkan. Ya susah susah gimana gitu, soalnya gak suka banget sama bahasa Inggris. Gurunya sih bikin badmood. Ya kayak sering marah-marah. Hehehe

R : Bisakah kamu ceritakan dek bagaimana guru mengajar dengan menggunakan lagu?

S : Awalnya pakai speaker habis itu ditulis dipapan tulis

R : Apakah guru juga meminta membuat kata/kalimat lalu kemudain dieja begitu dek?

S : Pernah

R : Menurut mu dek menggunakan lagu dalam pembelajaran itu menyenangkan tidak?

S : Iya menyenangkan

R : Menurut mu apakah menggunakan lagu dapat memudahkan untuk memahami pelajaran bahasa inggris?

S : Lumayan kak

R : Apakah setelah menggunakan lagu kosakata kamu makin bertambah dek?

S : Sedikit-sedikit kak, terus nanti dirumah diulangi lagi

R : Menurut mu apakah lagu bahasa inggris mudah untuk didengarkan dan dipelajarari jika tidak apa yang kamu lakukan untuk memahaminya?

S : Iya

R : Kamu dirumah sering dengerin lagu-lagu bahasa inggris dek

S : Iya

R : Apakah guru pernah meminta siswa untuk menghafalkan lagu yang diajarkan dikelas dek?

- S : Tidak pernah
- R : Apakah guru pernah meminta siswa untuk menyanyi didepan kelas dek?
- S : Tidak pernah
- R : Jika kamu menemukan kosakata baru dan belum mengetahui maknanya apa yang kamu lakukan?
- S : Awalnya nanyak ketemen, kalau temennya juga tidak tahu nanyak ke guru
- R : Menurut kamu yang sulit dari bahasa inggris itu apanya dek?
- S : Menghafalakan kosakata
- R : Kenapa dek?
- S : Gurunya sih yang bikin badmood sama aku gak suka sama pelajaran bahasa Inggris kak.
- R : Apakah menurut mu materi grammar dan pronunciation/pengucapan bahasa Inggris itu sulit?
- S : Lumayan
- R : Pernahkah kamu belajar cara pengucapan kosakata bahasa inggris dari lagu yang kamu dengar.
- S : Tidak perna
- R :Apakah kamu menyukai pelajaran yang di selingi dengan lagu dek di kelas?
- S : Iya

### STUDENTS' INTERVIEW

Nama : Zahra

Kelas : 7I SMP Al-Islam 1 Surakarta

**R : Researcher**

**S : Student**

R : Assalamu'alailum wr wb.

S : Wa'alaikumsalam wr wb.

R : Boleh tidak dek kakak wawancara sebentar tetang pembelajaran bahasa Inggris dikleas mu?

S : Iya kak.

R : Menurut mu pelajaran bahasa Inggris itu bagaimana dek, menyenangkan, mudah atau bagaimana dek?

S : Kadang-kadang sulit, kadang-kadang mudah

R : Apanya yang sulit dek dan kenapa dek?

S : Menghafalkan kak ya susah aja gitu

R : Bisakah kamu ceritakan dek bagaimana guru mengajar dengan menggunakan lagu?

S : Awalnya pakai speaker habis itu ditulis dipapan tulis

R : Apakah guru juga meminta membuat kata/kalimat lalu kemudain dieja begitu dek?

S : Pernah

R : Menurut mu dek menggunakan lagu dalam pembelajaran itu menyenangkan tidak?

S : Lumayan

R : Menurut mu apakah menggunakan lagu dapat memudahkan untuk memahami pelajaran bahasa inggris?

S : Lumayan kak

R : Apakah setelah menggunakan lagu kosakata kamu makin bertambah dek?

S : Lumayan kak

R : Menurut mu apakah lagu bahasa inggris mudah untuk didengarkan dan dipelajarari jika tidak apa yang kamu lakukan untuk memahaminya?

S : Iya

R : Kamu dirumah sering dengerin lagu-lagu bahasa inggris dek

S : Jarang, seringnya K-pop kak. hehe

R : Apakah guru pernah meminta siswa untuk menghafalkan lagu yang diajarkan dikelas dek?

S : Tidak pernah

R : Apakah guru pernah meminta siswa untuk menyanyi didepan kelas dek?

S : Tidak pernah



- R : Jika kamu menemukan kosakata baru dan belum mengetahui maknanya apa yang kamu lakukan?
- S : Nanyak ke guru
- R : Menurut kamu yang sulit dari bahasa inggris itu apanya dek?
- S : Menghafalakan kosakata kak
- R : Kenapa dek?
- S : Ya susah aja kak
- R : Apakah menurut mu materi grammar dan pronunciation/pengucapan bahasa Inggris itu sulit?
- S : Iya kak
- R : Pernahkah kamu belajar cara pengucapan kosakata bahasa inggris dari lagu yang kamu dengar.
- S : Tidak perna
- R :Apakah kamu menyukai pelajaran yang di selingi dengan lagu dek di kelas?
- S : Iya

### Interview Guru

Nama : Ibu Eni

Guru : Bahasa Inggris 7I SMP AL-Islam 1 Surakarta

**R : Researcher**

**T : Teacher**

R : Apakah ibu menggunakan media lagu dalam pembelajaran bahasa Inggris?

T : Iya cuman lagu yang masih saya pake masih lagu anak-anak jadi kembali lagi ke kosa katanya dan mengecek pronunciation spelling.

R : Lagu apa saja yang digunakan oleh ibu dalam pembelajaran bahasa Inggris?

T : Banyak mba salah satunya lagu I have a dream by Westlife, dan itu digunakan untuk materi simple present tense.

R : Menurut penyampaian siswa ibu juga menggunakan lagu Alphabet song dan Bingo apakah itu benar bu?

T : Iya benar, Alphabet song itu diawal itu untuk melatih pronunciation spelling siswa dibantu juga dengan Bingo, dan setelah itu mengeja namanya masing-masing dengan pronunciation spelling yang benar. Dan itu memang ada materinya pronunciation spelling setelah mendengar lagunya nanti spelling namanya sendiri-sendiri di bantu dengan Bingo B-I-N-G-O gitu.

R : Apakah ibu menggunakan semua lagu diatas dalam pembelajaran bahasa Inggris?

T : Iya karena lagunya sederhana mudah dipahami kosakatanya dan menarik sehingga anak enjoy dalam belajarnya

R : Bagaimanakah cara ibu menerapkan media lagu dalam pembelajaran bahasa Inggris kepada siswa khususnya untuk penguasaan kosakata?

T : Ditranslatkan kedalam bahasa Indonesia supaya anak mencari kata yang tidak tahu

R : Permasalahan apa sajakah yang tampak saat guru menerapkan lagu dalam pembelajaran bahasa Inggris dan bagaimana mengatasinya?

T : Kesulitan kosakata yang mana anak masih sedikit sekali vocab yang dikuasai, listening tentang pronunciation tiap kosa kata. Mengatasinya kita artikan dahulu kata yang tidak tahu artinya mendengarkan lagu tersebut dengan berulang-ulang menirukan atau menyanyikan bersama lagu tersebut.

R : Apakah media lagu yang diterapkan dalam pembelajaran dapat meningkatkan penguasaan siswa terhadap kosa kata bahasa Inggris?

T : Iya, dengan lagu anak lebih tertarik untuk belajar dan mendengarkan sehingga akan lebih mudah anak memahami kosakata

R : Kesulitan apakah yang tampak pada penguasaan kosa kata siswa saat pembelajaran dengan menggunakan media lagu?

- T : Kendala pada kosakata yang mana anak tidak tahu artinya dan anak tidak mau membawa kamus.
- R : Bagaimana cara guru mengatasi kesulitan siswa dalam memahami kosa kata yang tertera dalam lirik lagu?
- T : Mencari kata yang tidak tahu artinya dan menulis di buku catatan untuk dihafalkan. Hari berikutnya guru mengecek kosakata dengan memberikn pertanyaan kosakata yang sudah di bahas sebelumnya.
- R : Apakah guru pernah meminta siswa untuk menghafalkan lagu yang digunakan dalam pembelajaran?
- T : Belum pernah karena mengingat waktu KBM yang tidak memungkinkan
- R : Bagaimanakah respon siswa terhadap pembelajaran pada materi terakhir yaitu identifikasi lagu?
- T : Senang tidak jenuh dalam belajar dan lebih enjoyable
- R : Bagaimanakah proses penerapan lagu terhadap penguasaan kosakata siswa di kelas 7I?
- T : Mengisi lagu yang dibuat guru, melengkapi kata yang kosong pada kalimat tersebut
- R : Sejauh ini bagaimanakah perkembangan penguasaan kosa kata siswa terkait pronunciation, grammar, spelling and meaning?
- T : Alhamdulillah, jauh lebih baik vocab penguasaan bertambah.

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP 01)**

**Sekolah** : SMP Negeri 15 Surakarta  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/ Semester** : VII/Satu  
**Materi Pokok** : Teks Lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang dan benda.  
**Alokasi Waktu** : 4 Pertemuan (8 JP)

**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) 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**

No	Kompetensi Dasar	Indikator
.	3.7. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi fungsi sosial pada teks untuk menyatakan dan menanyakan sifat orang 3.7.2 Mengidentifikasi fungsi sosial pada teks untuk menyatakan dan menanyakan sifat binatang 3.7.3 Mengidentifikasi fungsi sosial pada teks untuk menyatakan dan menanyakan sifat benda 3.7.4 Mengidentifikasi struktur teks pada teks untuk menyatakan dan menanyakan sifat orang 3.7.5 Mengidentifikasi struktur teks pada teks untuk menyatakan dan menanyakan sifat binatang 3.7.6 Mengidentifikasi struktur teks pada teks untuk menyatakan dan menanyakan sifat benda 3.7.7 Mengidentifikasi unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang

		3.7.8 Mengidentifikasi unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat binatang 3.7.9 Mengidentifikasi unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat benda
	4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1 Menanyakan dan menyatakan secara lisan sifat orang dengan tepat berdasarkan gambar 4.8.2 Menanyakan dan menyatakan secara lisan sifat binatang dengan tepat berdasarkan gambar 4.8.3 Menanyakan dan menyatakan secara lisan sifat benda dengan tepat berdasarkan gambar 4.8.4 Mendeskripsikan sifat orang secara tertulis dengan tepat berdasarkan gambar 4.8.5 Mendeskripsikan sifat binatang secara tertulis dengan tepat berdasarkan gambar 4.8.6 Mendeskripsikan sifat benda secara tertulis dengan tepat berdasarkan gambar

**C. Tujuan Pembelajaran** Peserta didik:

- 3.7.1 Mengidentifikasi fungsi sosial pada teks untuk menyatakan dan menanyakan sifat orang
- 3.7.2 Mengidentifikasi fungsi sosial pada teks untuk menyatakan dan menanyakan sifat binatang
- 3.7.3 Mengidentifikasi fungsi sosial pada teks untuk menyatakan dan menanyakan sifat benda
- 3.7.4 Mengidentifikasi struktur teks pada teks untuk menyatakan dan menanyakan sifat orang
- 3.7.5 Mengidentifikasi struktur teks pada teks untuk menyatakan dan menanyakan sifat binatang
- 3.7.6 Mengidentifikasi struktur teks pada teks untuk menyatakan dan menanyakan sifat benda
- 3.7.7 Mengidentifikasi unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang
- 3.7.8 Mengidentifikasi unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat binatang
- 3.7.9 Mengidentifikasi unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat benda
- 4.8.1 Menanyakan dan menyatakan secara lisan sifat orang dengan tepat berdasarkan gambar
- 4.8.2 Menanyakan dan menyatakan secara lisan sifat binatang dengan tepat berdasarkan gambar
- 4.8.3 Menanyakan dan menyatakan secara lisan sifat benda dengan tepat berdasarkan gambar
- 4.8.4 Mendeskripsikan sifat orang secara tertulis dengan tepat berdasarkan gambar

4.8.5 Mendeskripsikan sifat binatang secara tertulis dengan tepat berdasarkan gambar

4.8.6 Mendeskripsikan sifat benda secara tertulis dengan tepat berdasarkan gambar

#### **D. Materi Pembelajaran**

##### **1. Fungsi Sosial:**

Mengidentifikasi, mengenalkan, memuji, mencela, mengagumisifat orang, binatang dan benda

##### **2. Struktur Teks dari teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang benda, yaitu:**

- a. opening
- b. content/sustaining
- c. closing

##### **3. Unsur Kebahasaan dari teks lisan untuk menyatakan dan menanyakan sifat orang, binatang dan benda, yaitu:**

- a) Kata sifat terkait fisik, mental, psikologis
- b) Kata tanya *What ... look like? How?*
- c) Nama benda-benda dan hewan yang sangat lazim di rumah, kelas, sekolah, dan sekitarnya.
- d) Adverbia: *very*
- e) Kata ganti *it, they, this, that, those, these.*
- f) Kata kerja dalam simple present tense: *be, have.*
- g) Ucapan, tekanan kata, intonasi,
- h) Ejaan dan tanda baca
- i) Tulisan tangan.

#### **E. Metode Pembelajaran**

1. Pendekatan Saintifik
2. Pendekatan Komunikatif

#### **F. Media, Alat, dan Sumber Pembelajaran**

##### **1. Media**

- a. Notasi dan lirik lagu “Old McDonald”.(Tersedia di Buku “When English Rings Bell” halaman 135)
- b. Gambar/Poster Orang, Binatang dan Benda
- c. Foto Keluarga
- d. *Flashcard* yang terbuat dari HVS Putih, berukuran 15 cm x10, berisi gambar orang,binatang dan benda yang harus dideskripsikan oleh peserta didik.

##### **2. Alat/Bahan**

- Komputer & LCD

##### **3. Sumber Belajar**

- Kementerian Pendidikan dan Kebudayaan.2014. Bahasa Inggris *When English Ring theBell* SMP/MTs Kelas VII. Jakarta: Kementerian Pendidikan dan Kebudayaan

## **G. Langkah-langkah Kegiatan Pembelajaran**

### **1. Pertemuan Kesatu**

#### **a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajak peserta didik menyanyikan lagu “*Old McDonald*” untuk membangkitkan motivasi belajar Bahasa Inggris.
- 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

#### **b. Inti (60 menit)**

##### **1) Mengamati**

- a) Peserta didik mengamati gambar yang ditampilkan guru melalui LCD.
- b) Peserta didik mendeskripsikan sifat dari gambar yang diamati secara lisan dan tertulis.

##### **2) Menanya**

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan fungsi sosial, struktur teks, serta unsur kebahasaan dalam teks hasil pengamatan.
- b) Dengan bimbingan guru peserta didik merumuskan pernyataan tentang sifat yang ada pada gambar.
- c) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana sifat yang ada pada gambar

##### **3) Mencoba/Mengumpulkan Data atau Informasi**

- a) Secara individu peserta didik menjawab pertanyaan tentang teks hasil pengamatan.
- b) Secara individu peserta didik menjawab pertanyaan tentang fungsi sosial dari teks hasil pengamatan.
- c) Secara individu peserta didik menjawab pertanyaan tentang struktur teks dari teks hasil pengamatan.
- d) Secara individu peserta didik menemukan kata sifat (Adjectives) dari teks hasil pengamatan

##### **4) Mengasosiasi/Menganalisis Data atau Informasi**

- a) Dalam kelompok yang terdiri dari 4 peserta didik, dengan data yang dimiliki dari hasil kerja individu, peserta didik menjawab pertanyaan-pertanyaan yang telah mereka rumuskan.
- b) Peserta didik meminta bantuan guru bila memerlukannya.

##### **5) Mengomunikasikan**

- a) Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok.

- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada peserta didik untuk membuat deskripsi sederhana tentang salah satu anggota keluarganya, hewan peliharaan atau benda yang ada di sekitar lingkungan rumahnya.
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

**1. Pertemuan Kedua**

**a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajak peserta didik menyanyikan lagu “*Old McDonald*” untuk membangkitkan motivasi belajar Bahasa Inggris.
- 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

**b. Inti (60 menit)**

**1) Mengamati**

- a) Peserta didik mengamati gambar yang ditampilkan guru melalui LCD.
- b) Peserta didik mendeskripsikan sifat dari gambar yang diamati secara lisan dan tertulis.

**2) Menanya**

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan fungsi sosial, struktur teks, serta unsur kebahasaan dalam teks hasil pengamatan.
- b) Dengan bimbingan guru peserta didik merumuskan pernyataan tentang sifat yang ada pada gambar.
- c) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana sifat yang ada pada gambar

**3) Mencoba/Mengumpulkan Data atau Informasi**

- a) Secara individu peserta didik menjawab pertanyaan tentang teks hasil pengamatan.
- b) Secara individu peserta didik menjawab pertanyaan tentang fungsi sosial dari teks hasil pengamatan.



- c) Secara individu peserta didik menjawab pertanyaan tentang struktur teks dari teks hasil pengamatan.
- d) Secara individu peserta didik menemukan kata sifat (Adjectives) dari teks hasil pengamatan

**4) Mengasosiasi/Menganalisis Data atau Informasi**

- a) Dalam kelompok yang terdiri dari 4 peserta didik, dengan data yang dimiliki dari hasil kerja individu, peserta didik menjawab pertanyaan-pertanyaan yang telah mereka rumuskan.
- b) Peserta didik meminta bantuan guru bila memerlukannya.

**5) Mengomunikasikan**

- a) Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok.
- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada peserta didik untuk membuat deskripsi sederhana tentang salah satu anggota keluarganya, hewan peliharaan atau benda yang ada di sekitar lingkungan rumahnya.
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

**1. Pertemuan Ketiga**

**a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajak peserta didik menyanyikan lagu “*Old McDonald*” untuk membangkitkan motivasi belajar Bahasa Inggris.
- 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

**b. Inti (60 menit)**

**1) Mengamati**

- a) Peserta didik mengamati gambar yang ditampilkan guru melalui LCD.
- b) Peserta didik mendeskripsikan sifat dari gambar yang diamati secara lisan dan tertulis.

**2) Menanya**

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan fungsi sosial, struktur teks, serta unsur kebahasaan dalam teks hasil pengamatan.
- b) Dengan bimbingan guru peserta didik merumuskan pernyataan tentang sifat yang ada pada gambar.
- c) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana sifat yang ada pada gambar

**3) Mencoba/Mengumpulkan Data atau Informasi**

- a) Secara individu peserta didik menjawab pertanyaan tentang teks hasil pengamatan.
- b) Secara individu peserta didik menjawab pertanyaan tentang fungsi sosial dari teks hasil pengamatan.
- c) Secara individu peserta didik menjawab pertanyaan tentang struktur teks dari teks hasil pengamatan.
- d) Secara individu peserta didik menemukan kata sifat (Adjectives) dari teks

**4) Mengasosiasi/Menganalisis Data atau Informasi**

- a) Dalam kelompok yang terdiri dari 4 peserta didik, dengan data yang dimiliki dari hasil kerja individu, peserta didik menjawab pertanyaan-pertanyaan yang telah mereka rumuskan.
- b) Peserta didik meminta bantuan guru bila memerlukannya.

**5) Mengomunikasikan**

- a) Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok.
- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada peserta didik untuk membuat deskripsi sederhana tentang salah satu anggota keluarganya, hewan peliharaan atau benda yang ada di sekitar lingkungan rumahnya.
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

**2. Pertemuan Keempat****a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.

- 3) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

**b. Kegiatan inti (60 menit)**

**1) Mencipta**

- a) Peserta didik menerima Flashcard yang berisi gambar orang, binatang dan benda secara acak.
- b) Peserta didik mengamati dan mendiskusikan tentang gambar yang mereka peroleh dari guru.
- c) Peserta didik membuat deskripsi singkat tentang gambar yang diperolehnya secara berpasangan
- d) Peserta didik mempresentasikan hasil deskripsinya di depan kelas.

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama mengomentari hasil kerja kelompok
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

**H. Penilaian**

**3. Kompetensi Pengetahuan**

- a. Teknik Penilaian : Tes Tertulis
- b. j. Bentuk Instrumen : Pilihan Ganda, Menjodohkan, dan Melengkapi.

No.	Indikator	Jumlah Soal	Nomor Soal
1	Disajikan teks descriptive rumpang tentang orang	5	I. 1-5
2	Disajikan teks descriptive rumpang tentang binatang	5	II. 6-10
3	Disajikan teks descriptive rumpang tentang benda	5	III.11-15
	<b>JUMLAH</b>	15	

- c. k. Kisi-kisi :

**4. Keterampilan**

- a. Teknik Penilaian : Tes Tertulis dan Praktik
- b. Bentuk Instrumen : Unjuk Kerja, Flashcard
- c. Tes Praktik Keterampilan Berbicara, dan Rubrik Penilaian Tes Praktik
- d. Kisi-kisi:
  - 1) Tes Tertulis

No.	Indikator	Jumlah Soal
1	Membuat deskripsi berdasarkan gambar orang dalam tayangan LCD	1
2	Membuat deskripsi berdasarkan gambar binatang dalam tayangan LCD	2
3	Membuat deskripsi berdasarkan gambar benda dalam tayangan LCD	3
	<b>JUMLAH</b>	3

## 2) Tes Praktik

No.	Indikator	Jumlah Butir Soal
	Disajikan flashcard yang berisi gambar berbeda (gambar orang, binatang dan benda) untuk masing-masing peserta didik, dengan menggunakan kartu tersebut, peserta didik dapat membuat deskripsi singkat secara lisan	1

Surakarta, .... September 2019

Mengetahui  
Kepala Sekolah

Guru Mata Pelajaran

Drs. Muhamad Syafi'i

Eni Kussrini, S.Pd.

## RENCANA PELAKSANAAN PEMBELAJARAN

**Satuan Pendidikan** : SMP AL ISLAM I Surakarta  
**Kelas/Semester** : VII/1  
**Mata Pelajara** : Bahasa Inggris  
**Topik** : Introducing Oneself  
**Alokasi Waktu** : 2 Pertemuan (4 JP)

### A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
	3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	3.2.1 Mengidentifikasi fungsi sosial ungkapan untuk memperkenalkan diri sendiri dan responnya. 3.2.2 Mengidentifikasi fungsi sosial ungkapan untuk memperkenalkan orang lain dan responnya. 3.2.3 Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan perkenalan diri sendiri dan responnya. 3.2.4 Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan perkenalan orang lain dan responnya. 3.2.5 Mengidentifikasi unsur kebahasaan pada ungkapan perkenalan diri sendiri.

		3.2.6 Mengidentifikasi unsur kebahasaan pada ungkapan memperkenalkan orang lain.
	4.2 Menyusun teks lisan dan tulis sederhana untuk menyatak, menanyakan, dan me-respon perkenalan diri, dngn sangat pendek dan sderhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1 Melengkapi teks percakapan yang melibatkan ungkapan perkenalan identitas diri sendiri. 4.2.2 Melengkapi teks percakapan yang melibatkan ungkapan memperkenalkan orang lain. 4.2.3 Melakukan perkenalan diri sendiri. 4.2.4 Melakukan percakapan untuk memperkenalkan orang lain.

### C. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menggunakan ungkapan memperkenalkan diri ke dalam praktik berbicara bahasa Inggris.
2. Melalui contoh, peserta didik dapat menggunakan ungkapan memperkenalkan diri ke dalam praktik berbicara bahasa Inggris.

### D. Materi Pembelajaran

1. Fungsi sosial: mengidentifikasi dan menyebutkan identitas diri untuk menjalin hubungan antar pribadi, teman dan guru
2. Struktur teks: *Hello/Hi, My name is ...  
Good morning, I'd like to introduce myself. I am ....*
3. Unsur kebahasaan:  
Kata ganti sebagai Subject (I, you, we, she, he, they, it)  
Kata ganti sebagai Object (me, you, us, him, her, them, it)  
Kata Kerja: call, come, live, study, like  
Kosakata yang berhubungan dengan aktivitas memperkenalkan diri: *nick name, call, introduce, dll*
4. Topik : jati diri tentang perkenalan dengan lingkungan sekitar yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

### E. Model/Metode Pembelajaran

1. Pendekatan: *scientific approach*
2. Strategi: *Project Based-Learning*

### F. Sumber/ Media Pembelajaran

1. Sumber: Buku Paket Siswa
2. Media: Teks lisan dan tertulis, gambar, white board, board marker

### G. Kegiatan Pembelajaran

#### Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris ex: “<i>Good morning, students</i>”.</li> <li>2. Pastikan peserta didik merespon dengan menjawab kembali “<i>Good morning, Teacher/ Sir/Mam</i>”.</li> <li>3. Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.</li> <li>4. Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.</li> <li>5. Guru memberi motivasi siswa dengan memberi beberapa gambar tokoh yang sudah dikenal siswa</li> <li>6. Guru menanyakan beberapa pertanyaan tentang identitas tokoh tokoh tersebut</li> <li>7. Guru menanyakan nama peserta didik dan beberapa data pribadi</li> </ol>	10 menit
Inti	<p><b><u>Mengamati</u></b></p> <ol style="list-style-type: none"> <li>1. Peserta didik mendengarkan teks yang dibaca oleh guru tentang memperkenalkan diri dan memperhatikan ujaran dan intonasi guru dalam membaca</li> <li>2. Peserta didik menirukan pengucapan cara memperkenalkan diri</li> <li>3. Beberapa peserta didik membaca teks dan guru membetulkan jika ada kesalahan dalam membaca</li> </ol> <p><b><u>Menanya</u></b></p> <ol style="list-style-type: none"> <li>1. Siswa dengan arahan guru bertanya pada teman, kelompok atau guru tentang hal hal yang mereka belum paham</li> <li>2. Siswa bertanya kepada Guru tentang gambar-gambar yang ada pada teks tentang perkenalan diri.</li> </ol> <p><b>Mengumpulkan informasi</b> Siswa bertanya jawab tentang perkenalan diri secara berkelompok. Role play</p> <p><b>Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Siswa membedakan ungkapan perkenalan diri dan orang lain.</li> <li>2. Siswa membandingkan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa siswa.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik mengisi data pribadi</li> </ol>	60 menit

	<ol style="list-style-type: none"> <li>2. Peserta didik mengkomunikasikan perkenalan diri dengan data pribadi secara lisan di depan kelas dan secara tertulis</li> <li>3. Peserta didik berlatih memperkenalkan diri dengan menggunakan data pribadi yang diberikan guru</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>1. Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya (REFLEKSI)</li> <li>2. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang "Introducing Oneself"</li> <li>3. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini</li> <li>4. Siswa diberi tugas kelompok untuk pembelajaran minggu depan untuk penilaian proyek</li> </ol>	10 menit

## Pertemuan 2

Kegiatan	Deskripsi	waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam</li> <li>2. Guru memotivasi siswa</li> <li>3. Guru menyampaikan apersepsi</li> <li>4. Guru menyampaikan tujuan pembelajaran</li> </ol>	10 menit
Inti	<p>Mengamati :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Siswa mempelajari ungkapan perkenalan diri dari sumber yang lain</li> </ul> <p>Menanya :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Siswa menanyakan tentang kemungkinan menggunakan ungkapan lain dalam memperkenalkan diri sendiri maupun orang lain.</li> </ul> <p>Mengumpulkan informasi :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi perkenalan diri.</li> </ul> <p>Mengasosiasi :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guru mengkonfirmasi struktur teks, unsur kebahasaan yang ada pada ungkapan perkenalan diri seperti : I'm ..., My name is..., Tobe ( is, am, are ) kata ganti ( he, she, they, we, .. )</li> </ul> <p>Mengkomunikasikan :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Siswa secara individu mendemonstrasikan perkenalan diri dengan ucapan dan intonasi yang baik di depan kelas</li> </ul>	60 menit
Penutup	<ul style="list-style-type: none"> <li><input type="checkbox"/> Siswa membuat Jurnal Belajar ( refleksi )</li> <li><input type="checkbox"/> Guru memberi tugas kepada siswa secara individu untuk mengerjakan Proyek membuat poster tentang identitas orang yang disukai.</li> </ul>	10 menit

## H. Penilaian

1. Jenis/ teknik :



- a. Aspek pengetahuan  
Jenis/teknik penilaian : Testulis
  - b. Aspek Ketrampilan  
Jenis penilaian : Unjuk kerja
  - c. Aspek Sikap  
Jenis Penilaian : Observasi, Penilaian teman sejawat.
2. Bentuk Instrumen: butir tes tertulis, butir tes lisan dan lembar penugasan.
3. Pedoman Penskoran:
- a. Untuk tes tertulis:  
Jawaban benar = 1  
Jawaban salah = 0  
Nilai =
  - b. Untuk tes lisan  
Skala penilaian dibuat rentang dari 1 s.d 5.  
Penafsiran angka:  
1 = sangat kurang  
2 = kurang  
3 = cukup  
4 = baik  
5 = amat baik

Surakarta, ... September 2019

Mengetahui  
Kepala Sekolah

Guru Mata Pelajaran

Drs. Muhamad Syafi'i

Eni Kussrini, S.Pd.

## RENCANA PELAKSANAAN PEMBELAJARAN

**Sekolah** : SMP AL ISLAM 1 Surakarta  
**Kelas/ Semester** : VII/Satu  
**Mata Pelajaran** : Bahasa Inggris  
**Materi Pokok** : Teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, tanggal, bulan  
**Alokasi Waktu** : 3 Pertemuan (6 JP)

### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) 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

No.	Kompetensi Dasar	Indikator
	3.3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan <i>nama hari</i> , bulan, <i>nama waktu dalam hari</i> , waktu dalam bentuk angka, tanggal, dan tahun.	3.3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan <i>nama hari</i> dan <i>nama waktu dalam hari</i> .
	4.3. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan <i>nama hari</i> , bulan, <i>nama waktu dalam hari</i> , waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.	4.3.1 Menyusun teks tulis untuk menyatakan dan menanyakan <i>nama hari</i> dan <i>nama waktu dalam hari</i> . 4.3.2 Menyampaikan teks tulis untuk menyatakan <i>nama hari</i> dan <i>nama kegiatan dalam hari</i> secara lisan

### C. Tujuan Pembelajaran

Peserta didik mampu;

- 3.3.1.1 mengidentifikasi nama hari, tanggal, bulan dan tahun serta waktu dalam hari

- 3.3.2.1 mengidentifikasi fungsi penggunaan angka dalam nama hari, tanggal dan tahun serta waktu dalam hari
  - 3.3.3.1 mengidentifikasi struktur teks percakapan yang menggunakan penggunaan angka nama hari, tanggal dan tahun serta nama waktu dalam hari
  - 3.3.4.1 melafalkan ungkapan penggunaan angka dalam nama hari, tanggal dan tahun serta nama waktu dalam hari dengan lafal yang benar;
  - 4.3.1.1 melengkapi teks interpersonal rumpang yang melibatkan ungkapan penggunaan angka nama hari, tanggal, dan tahun serta nama waktu dalam hari sapaan dan dengan tepat;
  - 4.3.2.1 melengkapi teks interpersonal rumpang yang melibatkan ungkapan penggunaan angka dalam nama hari, tanggal dan tahun serta nama waktu dalam hari yang diperdengarkan dengan tepat;
  - 4.3.3.1 melakukan percakapan sederhana yang melibatkan ungkapan penggunaan angka dalam nama hari, tanggal dan tahun serta nama waktu dalam hari yang diperdengarkan dengan tepat.
4. ***Islam menganjurkan agar manusia memanfaatkan waktu dan kesempatan yang dimiliki sehingga ia tidak termasuk golongan orang yang merugi. Hal ini tercantum dalam Qur'an surat 'Ashr.***

#### **D. Materi Pembelajaran**

##### 1. Fungsi Sosial

Menyadari pentingnya (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun untuk mengelola kehidupan manusia.

##### 2. Struktur Teks dari percakapan yang menggunakan ungkapan penggunaan angka dalam nama hari, tanggal dan tahun serta nama waktu dalam hari, yaitu:

- a. opening
- b. content/sustaining
- c. closing

##### 3. Unsur Kebahasaan dari ungkapan penggunaan angka dalam nama hari, tanggal dan tahun serta nama waktu dalam hari yaitu:

- (1) Kosa kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
- (2) Kata kerja dalam simple present tense: *be, have*.
- (3) Kata tanya *What time? What date?, When?*
- (4) Kata ganti *it* dan artikel *the*.
- (5) Angka kardinal dan angka ordinal
- (6) Ucapan, tekanan kata, intonasi,
- (7) Ejaan dan tanda baca
- (8) Tulisan tangan

#### **E. Metode Pembelajaran:** Pendekatan Scientific

#### **F. Media, Alat, dan Sumber Pembelajaran**

### 1. Media

- a. Notasi dan lirik lagu “The Names of the Months”. (Tersedia di Buku “When English Rings a Bell” halaman 66)
- b. *Flashcard* terbuat dari kertas BC berwarna, berukuran 15 cm x10 cm, berisi kata kunci.
- c. Kartu situasi terbuat dari BC berwarna, berukuran 15 cm x10, berisi deskripsi situasi yang harus diperankan oleh peserta didik.

### 2. Alat/Bahan

- Komputer & LCD

### 3. Sumber Belajar

- Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VII. Jakarta: Kementerian Pendidikan dan Kebudayaan

## G. Langkah-langkah Kegiatan Pembelajaran

*Islam menganjurkan agar manusia memanfaatkan waktu dan kesempatan yang dimiliki sehingga ia tidak termasuk golongan orang yang merugi. Hal ini tercantum dalam Qur'an surat 'Ashr.*

### 1. Pertemuan Kesatu

#### a. Pendahuluan (10 menit)

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 3) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

#### b. Inti (60 menit)

##### 1) Mengamati

- a) Peserta didik mengamati kalender di ruang kelas
- b) Peserta didik mengamati nama hari dan nama waktu dalam hari

##### 2) Menanya

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan.
- b) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana menanyakan nama hari dan waktu dalam hari

##### 3) Mencoba/Mengumpulkan Data atau Informasi

- a) Secara berpasangan peserta didik menjawab pertanyaan tentang isi teks dari guiding questions
- b) Secara berpasangan peserta didik menjawab pertanyaan tentang fungsi sosial teks dari guiding questions

- c) Secara berpasangan peserta didik menjawab pertanyaan tentang struktur teks dari guiding questions
- d) Secara berpasangan peserta didik menemukan ungkapan nama hari dan waktu dalam hari

**4) Mengasosiasi/Menganalisis Data atau Informasi**

- a) Dalam kelompok yang terdiri dari tiga pasangan (6 peserta didik), dengan data yang dimiliki saat bekerja berpasangan, peserta didik menjawab pertanyaan-pertanyaan yang telah mereka rumuskan.
- b) Peserta didik meminta bantuan guru bila memerlukannya.

**5) Mengomunikasikan**

- a) Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok.
- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada peserta didik untuk mempraktikkan penggunaan nama hari dan tanggal
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

**2. Pertemuan Kedua**

**a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 3) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

**b. Kegiatan inti (60 menit)**

**1) Mencipta**

- a) Secara berpasangan peserta didik melengkapi dialog rumpang yang melibatkan ungkapan penggunaan nama tanggal, bulan dan tahun
- b) Secara berpasangan peserta didik melengkapi rumpang yang melibatkan ungkapan penggunaan nama bulan dan tahun
- e) Secara berpasangan peserta didik melakukan 2 percakapan dengan menggunakan nama tanggal bulan dan tahun
- f) Secara berpasangan peserta didik melakukan 2 percakapan tentang hari-hari besar nasional dan hari lahir pahlawan-pahlawan nasional

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

**3. Pertemuan ketiga**

**a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
  - 2) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 3) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
- 5) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

**b. Kegiatan inti (60 menit)**

**1) Mencipta**

- a) Secara berpasangan peserta didik melengkapi dialog yang melibatkan ungkapan penggunaan nama tanggal, bulan dan tahun.
- b) Secara berpasangan peserta didik membuat dialog yang melibatkan ungkapan penggunaan nama tanggal, bulan dan tahun
- e) Secara berpasangan peserta didik melakukan 2 percakapan dengan menggunakan nama tanggal, bulan dan tahun

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

**H. Penilaian**

**3. Kompetensi Pengetahuan**

- a. Teknik Penilaian : Tes Tertulis
- b. Bentuk Instrumen : Pilihan Ganda, Menjodohkan, dan Melengkapi.

c. Kisi-kisi :

No.	Indikator	Jumlah Soal	Nomor Soal
1	Disajikan pernyataan/ilustrasi situasi tertentu, peserta didik dapat menentukan ungkapan sapaan dan pamitan dengan benar.	4	I.1-4
2	Disajikan ungkapan sapaan dan pamitan beserta responnya secara acak, peserta didik dapat menjodohkan ungkapan dan respon dengan benar.	6	II.1-6
3	Disajikan gambar 2 orang atau lebih saling bertemu dengan ilustrasi waktu yang jelas, peserta didik dapat menentukan ungkapan sapaan yang tepat.	6	III.1-6
JUMLAH		16	

d. Instrumen: lihat *Lampiran 4A*.

e. Petunjuk Penentuan Skor: lihat *Lampiran 4B*.

#### 4. Keterampilan

- a. Teknik Penilaian : Tes Tertulis dan Praktik
- b. Bentuk Instrumen : Pilihan Ganda (Tes Tertulis Keterampilan Mendengarkan), Kartu situasi
- c. Tes Praktik Keterampilan Berbicara), dan Rubrik Penilaian Tes Praktik
- d. Kisi-kisi:

1) Tes Tertulis

No.	Indikator	Jumlah Soal	Nomor Soal
1	Diperdengarkan teks percakapan yang melibatkan ungkapan sapaan dan pamitan, peserta didik dapat menjawab pertanyaan tentang konteks situasi dari teks tersebut.	3	1-3
2	Diperdengarkan teks percakapan yang melibatkan ungkapan sapaan dan pamitan, peserta didik dapat menjawab pertanyaan tentang informasi tertentu (unsur kebahasaan) pada teks tersebut dengan benar.	2	4-5
3	Diperdengarkan teks percakapan yg melibatkan ungkapan sapaan dan pamitan, peserta didik dapat menjawab pertanyaan tentang ungkapan sapaan dan pamitan dengan benar.	3	6-8
Jumlah		8	

2) Tes Praktik

No.	Indikator	Jumlah Soal

	Disajikan 2 kartu situasi yang berbeda (A1 & B2 atau A2 & B1) untuk masing-masing peserta didik, dengan menggunakan kartu tersebut, peserta didik dapat melakukan percakapan yang melibatkan ungkapan sapaan, pamitan dan responsnya dengan lancar, runtut dan berterima secara berpasangan.	2
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- e. Instrumen: lihat *Lampiran 5A* dan *Lampiran 5B*.  
 f. Petunjuk Penentuan Skor: lihat *Lampiran 5C*.

Surakarta, Oktober 2019

Mengetahui  
Kepala Sekolah

Guru Mata Pelajaran

Drs. M. Syafii

Eni Kussrini, S.Pd.



## RENCANA PELAKSANAAN PEMBELAJARAN

**Sekolah** : SMP Al Islam 1 Surakarta  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VII/Satu  
**Materi Pokok** : Ungkapan Sapaan dan Pamitan  
**Alokasi Waktu** : 2 Pertemuan (4 JP)

### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) 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

No	Kompetensi Dasar	Indikator
	3.1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terima kasih, dan permintaan maaf, serta responsnya sesuai dengan konteks penggunaannya.	3.1.1 Mengidentifikasi fungsi sosial ungkapan sapaan dan responsnya. 3.1.2 Mengidentifikasi fungsi sosial ungkapan pamitan dan responsnya. 3.1.3 Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan sapaan dan responsnya. 3.1.4 Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan pamitan dan responsnya. 3.1.5 Mengidentifikasi unsur kebahasaan pada ungkapan sapaan dan responsnya. 3.1.6 Mengidentifikasi unsur kebahasaan pada ungkapan pamitan dan responsnya.
	4.1. Menyusun teks lisan sederhana utk pengucapan dan merespon sapaan, pamitan, ucapan terima kasih, dan permintaan maaf dengan memperhatikan fungsi sosial,	4.1.1 Melengkapi teks percakapan yang melibatkan ungkapan sapaan. 4.1.2 Melengkapi teks percakapan yang melibatkan ungkapan pamitan. 4.1.3 Melakukan percakapan yang melibatkan ungkapan sapaan.

	struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1.4 Melakukan percakapan yang melibatkan ungkapan pamitan
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### C. Tujuan Pembelajaran

Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan ungkapan sapaan dan responsnya.

### D. Materi Pembelajaran

#### 1. Fungsi Sosial dari ungkapan:

- a. sapaan
- b. pamitan

#### 2. Struktur Teks dari percakapan yang menggunakan ungkapan sapaan dan pamitan, yaitu:

- a. opening
- b. content/sustaining
- c. closing

#### 3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:

- a. ungkapan sapaan dan responsnya (*Hello, Hi, Good morning?, Good afternoon?,* dsb.)
- b. ungkapan pamitan dan responsnya (*Goodbye, Bye, See you,* dsb.)
- c. bentuk pendek (*I'm, You're, What's,* dsb.)
- d. makna kata berkaitan dengan tema berupa kata/frasa/kalimat yang berkaitan dengan ungkapan sapaan dan pamitan (*morning, afternoon, evening, very well, not too bad, I'm not feeling well,* dsb)
- e. ucapan/pelafalan, tekanan kata, dan intonasi dari kosa kata (berupa kata/frasa/kalimat) berkaitan dengan tema.

### E. Metode Pembelajaran: Pendekatan Saintifik

### F. Media, Alat, dan Sumber Pembelajaran

#### 1. Media

- a. Notasi dan lirik lagu "Good Morning" (Tersedia di Buku "When English Rings a Bell" halaman 3)
- b. Video percakapan pendek sederhana yang melibatkan ungkapan sapaan dan pamitan beserta responsnya. (Tersedia di [www.dreamenglish.com](http://www.dreamenglish.com) dan/atau [www.englishwithjenifer.com](http://www.englishwithjenifer.com))
- c. Kartu situasi terbuat dari BC berwarna, berukuran 15 cm x10, berisi deskripsi situasi yang harus diperankan oleh peserta didik.

#### 2. Alat/Bahan

- Komputer & LCD

#### 3. Sumber Belajar

- Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VII. Jakarta: Kementerian Pendidikan dan Kebudayaan

## **G. Langkah-langkah Kegiatan Pembelajaran**

### **1. Pertemuan Kesatu**

#### **a. Pendahuluan (10 menit)**

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajak peserta didik menyanyikan lagu “*Good Morning*” untuk membangkitkan motivasi belajar Bahasa Inggris.
- 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

#### **b. Inti (60 menit)**

##### **1) Mengamati**

- a) Peserta didik menyaksikan video percakapan singkat dan sederhana yang melibatkan ungkapan sapaan dan berpamitan.
- b) Peserta didik menuliskan hal-ikhwal yang belum diketahui berkaitan dengan berkomunikasi dalam bahasa Inggris yang disaksikannya.

##### **2) Menanya**

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan.
- b) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana menyapa dan merespon sapaan.
- c) Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana berpamitan dan merespon pamitan.

##### **3) Mencoba/Mengumpulkan Data atau Informasi**

- a) Secara berpasangan peserta didik menjawab pertanyaan tentang isi teks dari lima percakapan yang disaksikan.
- b) Secara berpasangan peserta didik menjawab pertanyaan tentang fungsi sosial teks dari lima percakapan yang disaksikan.
- c) Secara berpasangan peserta didik menjawab pertanyaan tentang struktur teks dari lima percakapan yang disaksikan.
- d) Secara berpasangan peserta didik menemukan ungkapan sapaan dan responsnya yang terdapat dalam lima percakapan yang disaksikan.
- e) Secara berpasangan peserta didik menemukan ungkapan pamitan dan responsnya yang terdapat dalam lima percakapan yang disaksikan.

#### 4) Mengasosiasi/Menganalisis Data atau Informasi

- a) Dalam kelompok yang terdiri dari tiga pasangan (6 peserta didik), dengan data yang dimiliki saat bekerja berpasangan, peserta didik menjawab pertanyaan-pertanyaan yang telah mereka rumuskan.
- b) Peserta didik meminta bantuan guru bila memerlukannya.

#### 5) Mengomunikasikan

- a) Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok.
- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

#### c. Penutup (10 Menit)

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada peserta didik untuk mempraktikkan ungkapan sapaan dan mencatat kepada siapa saja peserta didik mengucapkan ungkapan tersebut.
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

### 2. Pertemuan Kedua

#### a. Pendahuluan (10 menit)

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru menayangkan gambar-gambar ilmuwan internasional dan bertanya tentang karya mereka untuk memotivasi belajar peserta didik.
- 3) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 4) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

#### b. Kegiatan inti (60 menit)

##### 1) Mencipta

- a) Secara berpasangan peserta didik melengkapi 2 dialog rumpang yang melibatkan ungkapanungkapan memberi salam dan responsnya lalu memperagakannya.

- b) Secara berpasangan peserta didik melengkapi 2 dialog rumpang yang melibatkan ungkapanungkapanpamitan dan responnya lalu memperagakannya.
- c) Secara berpasangan peserta didik melakukan 2 percakapan dengan menggunakan kata-kata kunci yang terdapat dalam flashcard.
- d) Secara berpasangan peserta didik melakukan 2 percakapan dengan menggunakan kata-kata kunci yang terdapat dalam flashcard.
- e) Secara berpasangan peserta didik melakukan 2 percakapan berdasarkan kartu situasi yang disediakan.
- f) Secara berpasangan peserta didik melakukan 2 percakapan berdasarkan kartu situasi yang disediakan.

**c. Penutup (10 Menit)**

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

**H. Penilaian**

**3. Kompetensi Pengetahuan**

- a. Teknik Penilaian : Tes Tertulis
- b. Bentuk Instrumen : Pilihan Ganda, Menjodohkan, dan Melengkapi.
- c. Kisi-kisi :

No.	Indikator	Jumlah Soal	Nomor Soal
1	Disajikan pernyataan/ilustrasi situasi tertentu, peserta didik dapat menentukan ungkapan sapaan dan pamitan dengan benar.	4	I. 1-4
2	Disajikan ungkapan sapaan dan pamitan beserta responnya secara acak, peserta didik dapat menjodohkan ungkapan dan respon dengan benar.	6	II.1-6
3	Disajikan gambar 2 orang atau lebih saling bertemu dengan ilustrasi waktu yang jelas, peserta didik dapat menentukan ungkapan sapaan yang tepat.	6	III. 1-6
	Jumlah	16	

**4. Keterampilan**

- a. Teknik Penilaian: Tes Tertulis dan Praktik
- b. Bentuk Instrumen: Pilihan Ganda (Tes Tertulis Keterampilan Mendengarkan), Kartu situasi

c. Tes Praktik Keterampilan Berbicara), dan Rubrik Penilaian Tes Praktik

d. Kisi-kisi:

1) Tes Tertulis

No.	Indikator	Jumlah Soal	Nomor Soal
1	Diperdengarkan teks percakapan yang melibatkan ungkapan sapaan dan pamitan, peserta didik dapat menjawab pertanyaan tentang konteks situasi dari teks tersebut.	3	1-3
2	Diperdengarkan teks percakapan yang melibatkan ungkapan sapaan dan pamitan, peserta didik dapat menjawab pertanyaan tentang informasi tertentu (unsur kebahasaan) pada teks tersebut dengan benar.	2	4-5
3	Diperdengarkan teks percakapan yg melibatkan ungkapan sapaan dan pamitan, peserta didik dapat menjawab pertanyaan tentang ungkapan sapaan dan pamitan dengan benar.	3	6-8
	Jumlah	8	

2) Tes Praktik

No.	Indikator	Jumlah Soal
	Disajikan 2 kartu situasi yang berbeda (A1 & B2 atau A2 & B1) untuk masing-masing peserta didik, dengan menggunakan kartu tersebut, peserta didik dapat melakukan percakapan yang melibatkan ungkapan sapaan, pamitan dan responsnya dengan lancar, runtut dan berterima secara berpasangan.	2

e. Instrumen: lihat *Lampiran 5A* dan *Lampiran 5B*.

f. Petunjuk Penentuan Skor: lihat *Lampiran 5C*.

Surakarta, ... Agustus 2019

Mengetahui  
Kepala Sekolah  
Pelajaran

Guru Mata

Drs. Muahamad Syafi'i

Eni Kussrini, S.Pd.

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**KD : 3.11 - 3**

**Sekolah** : SMP AL ISLAM 1 Surakarta  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** :VII/1  
**Materi Pokok** : Lagu  
**Alokasi Waktu** : 2 Pertemuan (4JP)

**A. Kompetensi Inti**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) 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**

No	Kompetensi Dasar	Indikator
	3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu berbahasa Inggris sesuai dengan konteks penggunaannya.	3.1.1 Menggunakan unsur-unsur kebahasaan yang benar (intonasi, pengucapan, struktur bahasa). 3.1.2 Menemukan kata benda tunggal dan kata benda jamak dalam lagu "I have A Dream" 3.1.2. Mendengarkan lagu berbahasa Inggris
	4.14 Menangkap makna lagu.	4.1.1. Menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar. 4.1.2. Mengidentifikasi makna dari lagu "I Have A Dream" 4.1.3. Mengidentifikasi kata kata dalam sajak. 4.1.4. Menemukan informasi rinci yang tersurat dari lagu "I Have A Dream" 4.1.5. Menemukan informasi rinci yang tersirat dari lagu "I Have A Dream"

		<p>4.1.6. Menemukan makna kata yang ada dalam lagu berbahasa Inggris. Misal: I Have A Dream.</p> <p>4.1.7. Menuliskan sebuah sajak dalam bahasa Inggris.</p>
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**C. Tujuan Pembelajaran : Siswa dapat :**

- 3.1.3 Menggunakan unsur-unsur kebahasaan yang benar (intonasi, pengucapan, struktur bahasa).
- 3.1.4 Menemukan kata benda tunggal dan kata benda jamak dalam lagu “I have A Dream”
- 3.1.3. Mendengarkan lagu berbahasa Inggris
- 4.1.1. Menirukan pengucapan dengan menyanyikan sesuai denganlaguyangdidengar.
- 4.1.2. Mengidentifikasi makna dari lagu “I Have A Dream”
- 4.1.3. Mengidentifikasi kata kata dalam sajak.
- 4.1.4. Menemukan informasi rinci yang tersurat dari lagu “I Have A Dream”
- 4.1.5. Menemukan informasi rinci yang tersirat dari lagu “I Have A Dream”
- 4.1.6. Menemukan makna kata yang ada dalam lagu berbahasa Inggris Misal: I Have A Dream.
- 4.1.7. Menuliskan sebuah sajak dalam bahasa Inggris

**D. Materi Pembelajaran**

I Have A Dream

I have a dream, a song to sing  
 To help me cope with anything  
 If you see the wonder of a very tale  
 You can take the future even if you fail

Reff

I believe in angels  
 Something good in everything I see  
 I believe in angels when I know the time is right for me  
 I'll cross the stream – I have A dream

II. O yeah

I have a dream, a fantasy  
 To help me through reality  
 And my destination makes it worth the while  
 Pushing through the darkness, still another mile.  
 Reff.

**E. Metode Pembelajaran**

Pendekatan Scientific approach dengan model pembelajaran discovery dan problem based on learning.



### F. Media, Alat, dan Sumber Pembelajaran

1. Media : Lagu
2. Alat/Bahan : Audio/Video, LCD, White board
3. Sumber Belajar : internet

### G. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan/Kegiatan Awal ( 10.menit)
  - a. Menyiapkan peserta didik untuk mengikuti proses pembelajaran ;
  - b. Mengajukan pertanyaan-pertanyaan tentang lagu dalam bahasa inggris yang pernah didengar dan disukai ;
  - c. Menyampaikan secara garis besar mengenai kosa kata dalam lagu dan menjelaskan kepada peserta didik hal-hal apa saja yang akan mempengaruhi proses penilaian.
2. Kegiatan Inti ( 60 menit)

SISWA	GURU	WAKTU
Mengamati ( <i>observing</i> ) <ul style="list-style-type: none"> <li><input type="checkbox"/> Mengamati sebuah bait lagu</li> <li><input type="checkbox"/> Mendengarkan guru membaca bait lagu berbahasa Inggris .</li> <li><input type="checkbox"/> Menirukan bait lagu yang dibaca dengan pengucapan dan tekanan kata yang tepat</li> <li><input type="checkbox"/> Mencermati kata terakhir dalam setiap baris dan menuliskan kata tersebut dalam table</li> <li><input type="checkbox"/> Membaca kata kata tersebut dan menyimpulkan makna bersajak (berima) dalam kata kata tersebut.</li> </ul>	<ul style="list-style-type: none"> <li>- memberikan contoh lagu dalam bahasa inggris.</li> <li>- Membaca bait lagu (I Have A Dream) dan menyuruh siswa menirukannya.</li> <li>- menyuruh peserta didik untuk mengamati kata terakhir dalam setiap baris dan menyuruh peserta didik untuk menuliskan kata tersebut dalam table.</li> <li>Menyuruh siswa untuk membaca kata kata tersebut dan menyimpulkan makna bersajak (berfima) dalam kata kata tersebut</li> </ul>	30 menit
Mempertanyakan (Questioning) *Mendengarkan dan menyanyikan lagu secara lengkap <ul style="list-style-type: none"> <li><input type="checkbox"/> Mempertanyakan dan menemukan informasi rinci dalam lirik.</li> <li><input type="checkbox"/> Mencari kosa kata baru yang terdapat dalam lagu dan mencoba untuk mencari arti dari kosa kata baru yang ditemukan</li> </ul>	<ul style="list-style-type: none"> <li>-Memperdengarkan dan menyanyikan lagu Secara lengkap.</li> <li>- Memberi kesempatan siswa untuk mencari informasi rinci yang ada lagu. menanyakan kosa kata yang terdapat dalam lagu</li> </ul>	20 menit
Mengeksplorasi/Bereksperimen /Mengumpulkan Informasi ( <i>Exploring/Experimenting</i> )	<ul style="list-style-type: none"> <li>- Memerintahkan peserta didik untuk mengidentifikasi lirik lagu dengan menjawab pertanyaan.</li> </ul>	

Mengidentifikasi makna lagu yang sedang dipelajari dengan menjawab pertanyaan.		30 menit
<b>Mengasosiasi (<i>Associating</i>)</b> <input type="checkbox"/> Peserta didik mencermati contoh yang ada dalam table <input type="checkbox"/> Peserta secara individu mencari kata yang bersajak (berima) dengan kata kata yang ada dalam tabel	- Memintapeserta didik mengamati contoh dan memperhatikan bahwa kata see berima dengan kata me, dan be - Meminta peserta didik untuk menemukan kata yang bersajak (berima) dengan kata – kata yang ada dalam tabel	30 menit
<b>Mengkomunikasikan/ (<i>Communicating/Networking</i>)</b> Peserta didik menyanyikan lagu yang diajarkan. Peserta didik membuat puisi berdasarkan topic yang diberikan.	Menyuruh peserta didik menyanyikan lagu yang diajarkan. Menyuruh siswa membuat puisi berdasarkan topic yang diberikan	30 menit

### 3. Penutup (10 .menit)

- a) Guru memberikan refleksi kepada peserta didik.
- b) Memberikan pertanyaan tentang topik yang diajarkan.
- c) Memintapesera didik untuk memberikan kesimpulan pembelajaran.
- d) Memberi penugasan kelompok untuk minggu depan.

### 4. Penilaian

- a. Aspek pengetahuan : tes tulis
- b. Aspek keterampilan : praktik
- c. Aspek sikap : observasi

1. Bentuk Instrumen dan Instrumen : melengkapi kalimat dalam lagu, soal
2. Pedoman Penskoran

Format Penilaian :

#### a. Aspek Pengetahuan

Jika jawaban benar nilai 1

Jika jawaban salah nilai 0

Score :  $\frac{\text{jumlah benar} \times 5}{4} \times 100$

4

#### b. Aspek keterampilan

No	Aspek yang Dinilai	Nilai
	Knowledge	
1.	Kelancaran ( fluency )	
2.	Pengucapan ( pronunciation )	

3.	Intonasi ( Intonation )	
Attitude		
1.	Berani ( brave )	
2.	Percaya diri ( confidence )	
3.	Berkomunikasi baik ( communicative )	
Action		
1.	Melakukan tindak komunikasi ( communicative action )	
Total		
Rata-Rata		

### Rubrik Penilaian

#### A. Knowledge

NO	Aspek yang dinilai	Kriteria	Score
1.	Kelancaran ( fluency )	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
2.	Pengucapan (pronunciation )	Hampir sempurna	5
		Ada kesalahan tapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan sehingga sulit untuk dipahami	1
3.	Intonasi ( intonation )	Hampir sempurna	5
		Ada kesalahan tapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan sehingga sulit untuk dipahami	1

#### B. Attitude

NO	Aspek yang dinilai	Kriteria	Score
----	--------------------	----------	-------

1.	Berani ( Brave )	Tidak pernah menunjukkan sikap tidak berani	5
		Pernah menunjukkan sikap tidak berani	4
		Beberapa kali menunjukkan sikap tidak berani	3
		Sering menunjukkan sikap tidak berani	2
		Sangat sering menunjukkan sikap tidak berani	1
2.	Percaya diri (Confidence)	Tidak pernah menunjukkan sikap tidak PD	5
		Pernah menunjukkan sikap tidak PD	4
		Beberapa kali menunjukkan sikap tidak PD	3
		Sering menunjukkan sikap tidak PD	2
		Sangat sering menunjukkan sikap tidak PD	1
3.	Berkomunikasi baik (communicative)	Tidak pernah menunjukkan sikap tidak komunikatif	5
		Pernah menunjukkan sikap tidak komunikatif	4
		Beberapa kali menunjukkan sikap tidak komunikatif	3
		Sering menunjukkan sikap tidak komunikatif	2
		Sangat sering menunjukkan sikap tidak komunikatif	1

### C. Action

NO	Aspek yang dinilai	Kriteria	Score
1.	Melakukan tindak komunikasi yang tepat (communicative action )	Selalu melakukan kegiatan komunikasi yang tepat	5
		Sering melakukan kegiatan komunikasi yang tepat	4
		Beberapa kali melakukan kegiatan komunikasi yang tepat	3
		Pernah melakukan kegiatan komunikasi yang tepat	2

		Tidak pernah melakukan kegiatan komunikasi yang tepat	1
--	--	---	---

*c. Aspek sikap*  
**Lembar Observasi**

Aspek Sikap	Deskriptor	Hasil Observasi	
		Ya	Tidak
Tanggung jawab Peduli	Menunjukkan sikap tanggung jawab dalam pembelajaran		
	Menunjukkan sikap peduli		
Kerjasama Cinta damai	Menunjukkan sikap kerjasama dengan teman		
	Menunjukkan sikap cinta damai		

Surakarta, ..... September 2019

Mengetahui  
Kepala Sekolah

Guru Mata Pelajaran

Drs. Muhammad Syafi'i

Eni Kusrrini, S.pd.

## SILABUS

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VII**

**Kompetensi Inti :**

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 keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) 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.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan	<b>Teks lisan untuk sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</b> <i>Fungsi sosial</i>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/ menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</li> </ul>	16jam	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>terimakasih, dan meminta maaf, serta menanggapi sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi-nya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. <i>Good morning. How are you?, Fine, thank you. And you?</i> dan sebagainya b. <i>Goodbye. Bye. See you later. See you. Take care.,</i> dan sebagainya c. <i>Thank you. You are welcome.,</i> dan sebagainya d. <i>I'm sorry. That's fine, okay. Alright.,</i> dan sebagainya</p> <p><i>Unsur kebahasaan</i> Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i> Berbagai hal terkait dengan interaksi antara guru dan siswa</p>	<ul style="list-style-type: none"> <li>Siswa mengikuti interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf.</li> <li>Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menanya</b> Dengan bimbingan guru, siswa menanyakan 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.</p> <p><b>Mengeksplorasi</b> Siswa menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf</p>	<ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Kinerja (praktik)</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf.</li> <li>Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan</li> </ul>		<p>dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku teks Bahasa Inggris</li> <li>Teks dari buku non-teks</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	selama proses pembelajaran, di dalam maupun di luar kelas.	<p>dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris, di dalam dan di luar kelas.</li> </ul>	<p>dalam ungkapan sapaan, pamitan, ucapan terima kasih, dan permintaan maaf serta responnya</p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf ketika muncul kesempatan.</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul>		<ul style="list-style-type: none"> <li>• Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dalam jurnal belajar sederhana</li> </ul>	<p><b>Penilaian diri:</b> Bentuk: jurnal belajar</p>		
<p>3.2. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan sintaksis transaksional lisan dan tulis yang melibatkan tindakan member dan memintainformasi terkait diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosakata terkaithubungankeluarga; <i>pronoun (subjective, objective, possessive)</i></p>	<p><b>Teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri</b></p> <p><i>Fungsi sosial</i></p> <p>Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i> <i>My name is ..., I'm ..., I live in ... , What's your name?, Where do you live?, Nice to meet you, How do you do, ... dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> <li>Kosa kata,</li> </ul>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/ menonton interaksi perkenalan diri</li> <li>Siswa mengikuti interaksi perkenalan diri</li> <li>Siswa menirukan model interaksi perkenalan diri.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi perkenalan diri (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam</p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial perkenalan diri</li> <li>Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <ul style="list-style-type: none"> <li>Bermain peran (role play) dalam bentuk</li> </ul>	12jam	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.2. Menyusun teks interaksi transaksional lisan dan tulis yang pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait diri, diri sendiri, dan orang lain, dengan memperhatikan fungsi sosial, struktur teks,</p>	<ul style="list-style-type: none"> <li>• Tata bahasa (<i>be, have</i>, kata ganti I, he, she, they; kata ganti kepemilikan, my, your, his, their)</li> <li>• ucapan,</li> <li>• tekanan kata,</li> <li>• dan intonasi.</li> </ul> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p> <p><b>Teks lisan dan tulis untuk memaparkan jati diri</b></p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, menyebutkan identitas, untuk menjalin hubungan antar pribadi dgn guru dan teman</p> <p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p>	<p>bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa memperkenalkan diri dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan perkenalan diri yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• Siswa membandingkan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa siswa.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa memperkenalkan diri dengan bahasa Inggris, di dalam dan di luar kelas.</li> </ul>	<p>interaksi perkenalan diri.</p> <ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam interaksi perkenalan diri serta responnya</li> </ul> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk memperkenalkan diri ketika muncul kesempatan.</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> </ul>		<ul style="list-style-type: none"> <li>• Contoh interaksi tertulis</li> <li>• Contoh teks tertulis</li> <li>• Teks atau latihan dari buku teks Bahasa Inggris</li> <li>• Teks dari buku non-teks</li> <li>• Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/file/ae/resources/ae_files">http://americanenglish.state.gov/file/ae/resources/ae_files</a></li> <li>- <a href="http://learnenglish.britis">http://learnenglish.britis</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>a. <i>My name is Arif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two sisters, Siska and Muti. Is she your friend? dan seterusnya</i></p> <p>b. <i>My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms., dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Nama status hubungan keluarga dan kekerabatan  (2) Nama profesi pekerjaan.  (3) Kata tanya <i>Who? Which? How?</i>  (4) Kata ganti <i>I, you, we, she, it, they, we.</i> dan seterusnya.  (5) Kata ganti <i>my, your, our, her, their, his,</i> dan seterusnya.  (6) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple</p>	<ul style="list-style-type: none"> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memperkenalkan diri dalam jurnal belajar (<i>learning journal</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Perilaku santun, peduli, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul> <p><b>Penilaian diri:</b></p> <ul style="list-style-type: none"> <li>Bentuk: jurnal belajar</li> </ul>		<p><a href="http://hcouncil.org/en/">hcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>present tense: <i>be, have, work, live</i>, dan sebagainya.</p> <p>(7) Penyebutan kata benda singular dan plural (-s), dan <i>children</i></p> <p>(8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik kalimat</i></p> <p>Diri sendiri, orang tua, kakak, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.</p>				
<p>3.3. Mengidentifikasifungsisosial, strukturteks, danunsurkebahasaanteksinteraksitransaksionallisandantulis yang melibatkantindakanmemberidannemintainformasiterkaitnama hari, bulan, namawaktudalamhari, waktudalambentukangka,</p>	<p><b>Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</b></p> <p><i>Fungsi sosial</i></p> <p>Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</li> <li>• Siswa mengikuti interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari,</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial penyebutan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> </ul>	<p>16 JP</p>	<ul style="list-style-type: none"> <li>• Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar,</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kata-kata kardinal dan ordinal)</p> <p>4.3. Menyusun teks interaksi transaksional lisan dan tulis singkat dan sederhana yang melibatkan tindakan memberida</p>	<p>tanggal, dan tahun untuk mengelola kehidupan manusia</p> <p><i>Struktur teks</i></p> <p>a. <i>What day is it today? It's Monday today. It is Tuesday tomorrow. When do we have English?, etc.</i></p> <p>b. <i>What month is it? What month is before July? After March is April. I was born in January, dan semacamnya</i></p> <p>c. <i>in the morning, at noon, in the afternoon, in the evening, at night, at midnight</i></p> <p>d. <i>What time is it? What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five, dan seterusnya</i></p> <p>e. <i>What date is it? What date is the Kartini Day? When were you born? the first, the second, the third, the</i></p>	<p>waktu dalam bentuk angka, tanggal, dan tahun.</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris, dan perbedaan dengan yang ada dalam bahasa Indonesia,</p>	<ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <ul style="list-style-type: none"> <li>Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> <li>Ketepatan dan kesesuaian menggunakan struktur teks dan</li> </ul>		<p>tepat, dan dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku teks Bahasa Inggris</li> <li>Teks dari buku non-teks</li> <li>Sumber dari internet, seperti:</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memintainformasiterkaitnama hari, bulan, namawaktudalamhari, waktudalambentukangka, tanggal, dan tahun, dengan fungsisosial, strukturteks, dan unsurkebahasaan yang benardansesuaikonteks</p>	<p><i>fourth, the fifth, the twenty first</i> dan seterusnya</p> <p>f. <i>What year is it? When were you born? Nineteen ninety eight. Two thousand and three.</i> dan semacamnya.</p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have.</i></p> <p>(3) Kata tanya <i>What, When</i></p> <p>(4) Kata ganti <i>it</i> dan artikel <i>the.</i></p> <p>(5) <i>Cardinalnumber</i> dan <i>ordinalnumber</i></p> <p>(6) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p><i>Topik</i></p> <p>Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan</p>	<p>kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris selama proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa ibu atau bahasa Indonesia.</li> </ul>	<p>unsur kebahasaan dalam menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses</li> </ul>		<ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.</p>	<p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam jurnal belajarnya.</li> </ul>	<p>pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> <li>Perilaku santun, peduli, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul> <p><b>Penilaian diri:</b> Bentuk: jurnal belajar</p>		
<p>3.4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksional dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan, benda, dan bangunan publik yang</p>	<p><b>Teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>)</b></p> <p><i>Fungsi sosial</i> Mengenalkan, mengidentifikasi, menginventarisasi.</p> <p><i>Struktur text</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengar berbagai nama-nama benda/ daftar barang sesuai dengan pengelompokannya dengan memperhatikan fungsi sosial, struktural teks dan unsur kebahasaan</li> <li>Siswa meniru/menyalin beberapa nama benda/daftar barang secara terbimbing.</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks label nama dan daftar barang</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dekat dengan kehidupan sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosakata terkait <i>article</i> dan <i>the, plural</i> dan <i>singular</i>)</p> <p>4.4. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tindakan dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Nama benda, dengan atau tanpa jumlah.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Artikel <i>a</i>, kata benda plural</p> <p>(2) angka kardinal, 1 s.d. 100, <i>one, two, three, ... one hundred</i></p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, peduli, pola hidup sehat, dan ramah lingkungan.</p> <p><i>Multimedia:</i></p>	<p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar ucapan, tekanan kata, intonasi dari nama-nama benda ketika mempresentasikan secara lisan</li> <li>Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan/penyampaian dari berbagai sumber.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengar/menuliskan label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis teks dengan memperhatikan fungsi sosial, ungkapan dan struktur teks, unsur</li> </ul>	<ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menulis teks tulis label nama (<i>label</i>)</li> </ul>		<p>dengan benar, tepat, dan dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku teks Bahasa Inggris</li> <li>Teks dari buku non-teks</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Layout dan dekorasi yang membuat tampilan teks lebih menarik.	<p>kebahasaan, serta format penulisan dari jenis teks yang sedang dipelajari.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan dari guru dan teman tentang karya yang dihasilkan/pesan yang ditangkap dan disampaikan, dll.</li> </ul> <p>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dalam jurnal belajar (<i>learning journal</i>).</p>	<p>dan daftar barang (<i>list</i>)</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar yang mendukung proses pembelajaran.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>)</li> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri</b> Jurnal belajar</p>		<ul style="list-style-type: none"> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.5. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberida n memintainformasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaan-nya. (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p> <p>4.5. Menyusun teks interaksi transaksional lisan dan tulis singkat dan sederhana yang melibatkan tindakan memberida n memintainformasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Teks lisan dan tulis untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</b></p> <p><i>Fungsi sosial</i> Mengenalkan, mengidentifikasi.</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) <i>It's my cricket.</i> <i>They are my cats. There are many fireflies in the farm., What is it?</i> <i>Are they your toys? Which one is your book?</i> <i>How many cows do you have?</i> <i>The hospital is near the post office.</i> <i>The police station is in the corner.</i> dan sebagainya.</p> <p><i>Unsur kebahasaan</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik</li> <li>Tingkat kelengkapan dan keruntutan struktur teks Menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b></p>	16 jam	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(1) Nama benda dan binatang di sekitar rumah dan sekolah siswa: <i>hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes.</i></p> <p>(2) Nama bangunan umum: the post office, the bank, the hospital.</p> <p>(3) Kata tanya <i>What? Which one? How many?</i></p> <p>(4) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(5) Kata ganti <i>it, they, this, that, those, these.</i></p> <p>(6) Ungkapan <i>There is/are..., Are there ...?</i></p> <p>(7) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p>	<p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar penyebutan dan pertanyaan nama dan jumlah binatang, benda, dan bangunan publik yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris selama proses pembelajaran</li> </ul> <p><b>Mengasosiasi</b></p>	<p><b>Kinerja (praktik)</b></p> <ul style="list-style-type: none"> <li>Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</li> <li>Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</li> </ul> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p>		<ul style="list-style-type: none"> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku teks Bahasa Inggris</li> <li>Teks dari buku non-teks</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/file_s/ae/resource_files">http://americanenglish.state.gov/file_s/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i> Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku ramah lingkungan, percaya diri, dan tanggung jawab.</p>	<ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya.</li> </ul>	<ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Perilaku santun, peduli, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul> <p><b>Penilaian diri:</b></p> <ul style="list-style-type: none"> <li>Bentuk: jurnal belajar</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.6. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat <i>declarative, interroga-tive, simple present tense</i>)</p> <p>4.6. Menyusun teks interaksi transaksional lisan dan tulis yang pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda,</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</b></p> <p><i>Fungsi sosial</i></p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p><i>young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful, dan sebagainya.</i></p> <p><i>It's..., They're..., I'm..., dan sebagainya.</i></p> <p><i>Is it small? What is he like? What are they like? Are you tired? What do you think? dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca berbagai teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</li> <li>Siswa mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> <li>Siswa menirukan model teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam</p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks menyatakan dan menanyakan sifat orang, binatang, dan benda</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Observasi:</b></p>	16 jam	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</li> <li>Contoh interaksi tertulis</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>(1) Kata tanya <i>What? Which? How?</i></p> <p>(2) Nama benda-benda dan hewan yang sangat lazim di sekitar rumah dan sekolah dan terkait sifatnya.</p> <p>(3) Kata ganti <i>it, they, this, that, those, these.</i></p> <p>(4) Kata kerja dalam simple present tense: <i>be, have.</i></p> <p>(5) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<p>bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b> Siswa berlatih membuat kalimat untuk menyatakan dan menanyakan sifat orang, binatang, benda dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengomunikasikan</b></p>	<p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Menunjukkan perilaku santun, peduli, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menulis teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> </ul> <p><b>Portofolio</b></p>		<ul style="list-style-type: none"> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku teks Bahasa Inggris</li> <li>Teks dari buku non-teks</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/file/ae/resource_files">http://americanenglish.state.gov/file/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas.</li> </ul> <p>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya dalam jurnal belajar (<i>learning journal</i>).</p>	<ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar yang mendukung proses pembelajaran.</li> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar menyusun teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</li> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri</b> Jurnal belajar</p>		
3.7. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait deskripsi orang,	<p><b>Teks deskriptif lisan dan tulis, tentang orang, binatang, dan benda,</b></p> <p><i>Fungsi sosial</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca /mendengarkan/ menonton berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang,</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>Tingkat kelengkapan dan keruntutan</li> </ul>	16 jam	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7. Teks deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulisan, sangat pendek dan sederhana, terkait orang, binatang, dan benda 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat</p>	<p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.</p> <p><i>Struktur text</i></p> <ol style="list-style-type: none"> <li>Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</li> <li>Penyebutan sifat orang, binatang, benda dan bagiannya, dan</li> <li>Penyebutan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</li> </ol> <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p>	<p>binatang, dan benda, sangat pendek dan sederhana.</p> <ul style="list-style-type: none"> <li>Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif</li> <li>Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> <li>Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptif.</li> </ul> <p><b>Mengeksplorasi</b></p>	<p>struktur teks deskriptif</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog tentang deskripsi orang, binatang dan benda di depan kelas / berpasangan</li> </ul> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian</p>		<p>transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku teks Bahasa Inggris</li> </ul>



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<p>pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>(2) Kata ganti <i>it, they, she, we, dst; our, my, your, their, dst.</i>  (3) Kata sifat yang sangat lazim, <i>young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful</i>, dan semacamnya  (4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.  (5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi  (6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur,</p>	<ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber.</li> <li>Siswa membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks deskriptif.</li> <li>Siswa secara berkelompok menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman</li> </ul>	<ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar siswa atau rekaman</li> </ul>		<ul style="list-style-type: none"> <li>Teks dari buku non-teks</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/file/ae/resource_files">http://americanenglish.state.gov/file/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

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	peduli, pola hidup sehat, dan ramah lingkungan.	<p>tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menuliskan deskripsi teman teman sebangkunya dan mempresentasikan di depan kelas.</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>monolog teks deskriptif.</p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri</b></p> <ul style="list-style-type: none"> <li>Jurnal belajar</li> </ul>		
<p>3.8. Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8. Menangkap makna secara kontekstual terkait dengan fungsi sosial</p>	<p><b>Lagu</b></p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, menghayati pesan moral</p> <p><i>Unsur kebahasaan</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca berbagai lagu berbahasa Inggris sambil mengamati tulisannya</li> <li>Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar</li> </ul> <p><b>Menanya</b></p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial lagu</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan,</li> </ul>	4jam	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dgn benar, tepat, dan</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
anunsurkebahasaanliriklaguterkaitkehidupanremaja SMP/MTs	<p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Hal-hal yang memberikan keteladanan tentang perilaku yang menginspirasi.</p>	<p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, dan perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membacakan lirik lagu yang disalin kepada teman sebangku</li> <li>• Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat</li> <li>• Siswa berdiskusi tentang pesan lagu yang dibaca</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berkelompok siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</li> <li>• Siswa membuat kumpulan lagu- lagu yang memberi keteladanan dengan menyalinnya.</li> </ul>	<p>tekanan kata, intonasi</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>menyanyikan lagu dengan ucapan yang tepat.</p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk menampilkan lagu dan memahami makna lagu tersebut dalam berbagai kesempatan.</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> </ul>		<p>dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> <li>• Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</li> <li>• Contoh interaksi tertulis</li> <li>• Contoh teks tertulis</li> <li>• Teks atau latihan dari buku teks Bahasa Inggris</li> <li>•</li> <li>• Teks dari buku non-teks</li> <li>• Sumber dari internet, seperti:</li> </ul>

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		<p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa melaporkan kumpulan lagu yang disalin dan sudah dianalisis pesan di dalam lagu-lagu tersebut.</li> </ul> <p>Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.</p>	<ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> </ul> <p><b>Penilaian Sejawat</b> Bentuk: komentar</p>		<ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Surakarta, Juli 2019

Mengetahui

Kepala Sekolah

Drs. Muhamad Syafi'i

Guru Mata Pelajaran

Eni Kussrini, S.Pd



