TEACHERS’ STRATEGIES IN TEACHING
ENGLISH VOCABULARY TO YOUNG LEARNERS
(A Descriptive Study on Teaching Vocabulary at the Third Grade
Students of MI Kedungharjo in Academic Year 2015/2016)

THESIS
Submitted as A Partial Requirements
for the degree of Sarjana in English Education

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Assalamu’alaikum Wr. Wb

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Thank you for the attention.

Wassalamu’alaikum Wr. Wb

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DEDICATION

This thesis is dedicated to:

“My beloved Father and Mother
Mr. Suyadi and Mrs. Sumarsih”

My big family
All my cousin
All my nephew
All my best friends
My delirium friends
MOTTO

“Verily with hardship there is ease. Verily with difficulty comes ease.”

(Q.S: Al-Insyirah: 5-6)

“Learn from the past, live for today and plan for tomorrow” (wise man, 2003)
PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Teachers’ Strategies in Teaching English Vocabulary to Young Learners (A Descriptive Study on Teaching Vocabulary at the Third Grade Students of MI Kedungharjo in Academic Year 2015/2016)” is my real masterpiece. The things out of my masterpiece in this 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, January, 10th 2017

Stated by,

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ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, 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 “Teachers’ Strategies in Teaching English Vocabulary to Young Learners (A Descriptive Study on Teaching Vocabulary at the Third Grade Students of MI Kedungharjo in Academic Year 2015/2016)”. 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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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 readers in general.

Surakarta, January 10th, 2017

The researcher

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ABSTRACT


Advisor : Rochmat Budi Santosa, S.Pd. M.Pd
Key words : Descriptive study, Teacher’s strategies, Vocabulary

The research is to describe the teaching vocabulary conducted by teacher to the third grade students of MI Kedungharjo in academic year 2015/2016. It is conducted to know how the teaching vocabulary implemented by teacher such as the material that the teacher used, the media that teacher used, the technique that teacher used, the problems and solutions were faced in the implementation of teaching learning process.

The researcher used descriptive qualitative to analyze the data. the researcher collected the data by observing teaching learning process, conducting the interview, and documenting some important data that support to this research. The data were collected from interview script, field note, syllabus, text book, and lesson plan. The techniques of analyzing data were reduction the data, data analysis, presenting the data, and drawing conclusion. The subject of this research was the English teachers of MI Kedungharjo. The object of this research focuses on the process of teaching vocabulary to the third grade students of MI Kedungharjo.

Based on the collecting of the data, the researcher concluded that the material used by the English teacher were (1) Hospital, (2) Food and Drinks, (3) Times, (4) Clothes and Colors, and (5) Thing in the Bedroom. The media used by English teachers were real things, picture, video and students English book. Then, the strategies used by the teacher were: (1) Translation, (2) Memorization, (3) Playing games, (4) Sing a song. The problems of implementation teacher’s strategies derived from three aspect they were: (A) the problem from the teacher itself such as: (1) the teacher have problem to motivate the students to learn vocabulary, (2) the teachers have a problem in manage the classroom. (B) the problem from the students such as (1) classroom environment and (2) students feel hard to learn English, (C) the problem from the school such as: less of media especially LCD.
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CHAPTER I
INTRODUCTION

This chapter presents a brief description of the whole content of the research. The chapter comprises background of the study, identification of problem, limitation of the study, problem statements, objectives of the study, benefits of the study, and definition of key term.

A. Background of the Study

Teaching English has developed dramatically in the recent years because globalization impact and everyone should understand English as their International language. The development of English education can also be seen in Indonesia, in which English starts to be taught earlier to young learner. In the past, English language was given just to students in junior and senior high school, but now English subject is given from the first grade until sixth grade of elementary students. In Elementary School, English language is still taught as a local content. Teaching English in this level is to introduce and socialize English language, and build English concept.

There are four skills that should be mastered by students in learning English. They are speaking, listening, reading, and writing. Besides the four English skills, to support the mastery of the four language skills the students should have well understanding of English component such as vocabulary, pronunciation, and grammar. Vocabulary as one of English component is very important to learn. Before the students master the four skills they have to know
some vocabularies to support them in learning English. Richard (2005: 5) says that vocabulary is core component of listening, speaking, reading and writing. Vocabulary is very important to be learnt by the students who want to master a language.

English vocabulary as one of the language skill elements has an important role for young learners in learning foreign languages. It also means that teaching speaking, writing, reading, and listening cannot be separated from teaching vocabulary. Vocabulary is one of language competence, which enhances the skill in language. Cameron (2001) argues that words are important to develop children’s skill and knowledge and building up useful words to young learners is fundamental to the foreign language learning at primary level. Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

In presenting English, especially vocabulary, the teacher should be creative in choosing materials and able to stimulate the students interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Brown (2001) states that vocabulary is incorporated into communicative task, attention to lexical forms is now more central to the development of language.

Teaching English for young learner is very much different from teaching adults in a way that they are often more enthusiastic, active and easily adaptive
than adults. According to Hafield (1985) in Fauziati (2010: 92) elementary school students are children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching strategy to make the English lesson more exiting.

Madrasah Ibtidaiyah Alawiyah Kedungharjo is one of the Islamic school in Kedungharjo, Mantingan, Ngawi. Based on the researcher’s pre-observation at the third grade students of MI Kedungharjo on Wednesday, 16th March 2016, the researcher wants to do the research in MI Kedungharjo because some reasons. The first is that the researcher wants to know how are the teacher teaches vocabulary at MI Kedungharjo. The English teachers in MI Kedungharjo have a lot of experiences and also good ability in teaching English. They have a lot of strategies in teaching vocabulary such as translation, memorization, sing a song, playing games and etc. The teacher also used media such as picture, realia/realthings, video and etc. Based on the strategies that used by the teachers, the students at the third grade students of MI Kedungharjo have good vocabulary mastery. The second is that the school has good reputation and accreditation. The last is that MI Kedungharjo has good English teachers. Although, MI Kedungharjo is a good school and also has good English teachers, this school still has problem in teaching English especially in teaching vocabulary. The problems can be divided into some aspect such as: aspect of media, student and teacher.

Based on the description of background above, the researcher is interested to conduct the research about teaching vocabulary entitled: “Teachers’ Strategies in Teaching English Vocabulary to Young Learners (A Descriptive Study on
Teaching Vocabulary at the Third Grade Students of MI Kedungharjo in Academic Year 2015/2016.”

B. Identification of Problem

Based on the background of the study, here some reasons why the researcher identifies about the teaching strategies in vocabulary. First, teaching vocabulary to young learner is not easy. Second, teaching English for young learner is very much different from teaching adults. Third, young learner can easily get bored, if the condition of teaching English process is monotonous and not creative. Last, the teacher needs to prepare good strategies and a suitable material in order to gain the target of language teaching to the children.

C. Limitation of the Study

This research focuses on teacher’s strategies in teaching English vocabulary to young learners at MI Kedungharjo; to describe how is implementation teacher’s strategies in teaching English vocabulary in terms of teaching technique and method, the teaching media, teaching materials, classroom management, and assessment or evaluation. The researcher would like to make limitation in order that research problems are clear, understandable, and specific.

D. Problem Statements

Based on the background of the study, the researcher formulates some problems as follows:
1. How is the implementation of teacher’s strategies in teaching English vocabulary to young learners at MI Kedungharjo?

2. What are the problems of implementation of teacher’s strategies in teaching English vocabulary to young learners at MI Kedungharjo?

3. How is the problems solving of the implementation of teacher’s strategies in teaching English vocabulary to young learners at MI Kedungharjo?

E. The Objectives of the Study

This study has some objectives which include:

1. To describe the implementation of teacher’s strategies in teaching English vocabulary to young learners at MI Kedungharjo.

2. To describe the problems of the implementation of teacher’s strategies in teaching English vocabulary to young learners at MI Kedungharjo.

3. To describe problem solving of the implementation of teacher’s strategies in teaching English vocabulary to young learners at MI Kedungharjo.

F. The Benefits of the Study

1. Theoretical

   a. The finding of this research will give good information related to the teachers’ strategies in teaching English vocabulary to young learners.

   b. The finding of this research gives a profitable description to any further research which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.
2. Practical
   a. For the students

   By using an inappropriate method and techniques the researcher hopes that the students will get enjoyable in teaching and learning process. The students will not feel forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

   b. For the teachers

   It enables teachers to get information and to select a suitable technique in teaching vocabulary to young learner. It is an important thing for the teacher to develop the technique in their classroom in order to make the students interested in the subject.

G. Definition of Key Term

   By knowing the key terms, it makes this research is easier to be understood by other researcher and readers. There are many key terms that are related to this research such as: teaching, vocabulary and young learners.

   1. Descriptive study

      Descriptive study is one of the purpose of understanding social phenomenon and the descriptions are in the form of words. (Blaxer, 1996:60)

   2. Teaching
Teaching is nothing more than the simple application of the correct reinforces so that appropriate learner behaviors are elicited. (Donald, 1985:2).

3. Strategy

A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. (Dictionary.com).

4. Teacher’s strategies

Teacher’s strategies as a deliberate action of the teacher, intended to result in student learning. (Dictionary.com).

5. Vocabulary

Vocabulary is a total number of words completing with rules for combining which make up language. (Hornby, 1999:45)

6. Young learners

Young learners refer to the learners with age 5 to 14 years old (Pinter, 2006).
CHAPTER II
REVIEW OF THE RELATED THEORIES

This chapter presents some reviews of relevant theories and studies that are about the definition of young learners, characteristic of young learner, definition of vocabulary, kinds of young learner, English for young learner and teaching vocabulary.

A. Teaching Young Learner

1. Teaching

According to drown (2000:7) states, “Teaching is guiding and facilitating learning, enablings the learner to learn, setting the conditions for learning”. It means that teaching provide assistance and facilities to the students in order to the students can learn well. While Holkes, et al (in Richard Freeman, 1990:242), “Teaching is cognitive as well as a behavioral activity, and that teacher theories and beliefs about teaching, teachers and learners guide their practice of knowledge classroom actions. It means that teaching is transfer process knowledge from teacher to the students. Teacher must know about teaching activity and the behavior of students. Based on the statements above, it can be concluded that teaching provide assistance facilities to the students to transfer knowledge from teacher to the students.
2. **Definition of Young Learner**

There are many statements about meaning of Young Learners. “Young learners are convinced as students of English between age of 7 and 15” ([http://goliat.ecnext.com/coms2/gi/0199-5785232](http://goliat.ecnext.com/coms2/gi/0199-5785232)). The young learners are students who are studying in Elementary or Senior High School aging 7-15 and they studied English as second language.

According Pribilova (2006:10) says “the term young learner covers a wide age range. This can be anybody from the age of three to the age of eighteen. There is a big difference between what a –three-year-old child can do and what a child of fifteen can do. We should consider their development too. Some children develop faster, others need more time”. The young learners are the students of the elementary school from the age of 6-12 years old. They can be subdivided into two group: they are younger group ‘6-8 years old’ and older group ‘9-12 years old’. According to their level, they are called as students of lower classes such as first, second and third years students and upper classes namely fourth, fifth and six years students. Meanwhile, Scot and Yterbeg (2010:18) subdivided them into two group: they are level one ‘5-7 years old’ an level two ‘8-10 years old’.

3. **The Characteristic of Young Learner**

In learning a foreign language, children and adults have different perceptions because they have different characteristic. Children are more enthusiasm than adults. Moreover, they like to please their teacher but they
can lose their interest easily in the materials given (Cameron, 2001; Harmer, 2002).

Cameron (2001:1) stated that children have a number of characteristic that teachers of English need to keep in mind when they are planning to set up activities. They are high motivated, enthusiastic and lively learners. On the other hand, they do not find it easy to use language to talk about something because they do not have the same access as the older learners to reach meanings. Teachers are the one who can help them maximizing their ability to acquire the given knowledge. Meanwhile, Scott and Yteberg (2000:1-2) have identified the general characteristic of a children as young learners. The characteristics mentioned are as follows:

a. They understand situation more quickly than understand the language used.

b. Their own understanding comes through hands and eyes and ears.

c. They are very logical.

d. They have a very short attention and concentration span.

e. They sometimes have difficulty in knowing what fact is and what fiction is.

f. They cannot decide for themselves what to learn.

g. They love to play, and learn best when they are enjoying themselves.

h. They seldom admit that they don’t know something either.

i. They are enthusiastic and positive about learning.

j. They have their own world.
Considering the characteristics mentioned above, the teacher’s way in teaching young learner is also different from the way the teacher teach adults. “The differences between teaching English to young learners and adults lay on the linguistic, psychological and social development of the learners, and that, as a result, we need to adjust the way we think about the language we teach and the classroom activities we use.” (Cameron, 2001:6).

Brenda (2012) recommends fourteen characteristic of young learners that teachers and parents should know:

a. They have short attention span. So teachers should vary their techniques to break the boredom. They should give varied activities as handwriting, songs, games etc.

b. They are very active. Try to ask them to play games, role play dialogues and involve them in competitions.

c. They respond well to praising. Always encourage them and praise their work.

d. They differ in their experience of language. Treat them as a unit; don't favor those who know some English at the expense of those who do not know.

e. They are less shy than older learners. Ask them to repeat utterances, resort to mechanical drills.

f. They are imaginative. Use pictures to teach new vocabulary related to concrete meanings, but may have some difficulties distinguishing between imagination and real world.
g. They enjoy learning through playing. Young learners learn best when they learn through games. Let games be an essential part of your teaching.

h. They are less shy than older learners.

i. They enjoy imitating and skillful in listening accurately and mimicking what they have heard.

j. They respond well to rewards from the teacher.

k. They have limited writing and reading skills even in their first language.

l. Generally they are more concerned about themselves then others.

m. They have limited knowledge about the world.

n. They enjoy fantasy, imagination, and movement.

In addition, Brumfit (1997: 5) gives a list of the characteristics which young learners share:

a. Young learners are only just beginning their schooling.

b. As a group they are potentially more differentiated than secondary or adult learners.

c. They tend to be keen and enthusiastic learners.

d. Their learning can be closely linked with their development of ideas and concepts.

e. They need physical movement and activity as much as stimulation for their thinking.

Those opinions give the researcher some important notes about children’s special characteristics in learning the language. They are as the following:
a. Children respond the language well through concrete things (visual things) rather than abstract things.

b. Children need physical movements and real activities to stimulate their thinking.

c. Children will be enthusiastic if they are taught using fun activities or being involved in activities.

d. Children love to play, and learn best when they are enjoying themselves.

e. Children learn well through something that is close to their culture.

f. Children like to work together.

When you are a teacher, you should know the characteristic of children, or the characteristic of young learner that you taught. Young learners mean children from the first year of formal schooling (5 or 6 year old) to eleven or twelve year age. Young learners have own special characteristics that differentiate them from adult learners. There should be known and understood by the teacher to give contribution to improve their quality of teaching and learning process.

On the other hand, children are more enthusiasm than adults. They will be enthusiastic if they are taught using fun activities or being involved in activities. Teaching young learners differs from adults. Children have special characteristics in learning the language. They respond the language well through concrete things (visual things) rather than abstract things. Physical movements and real activities needed by them to stimulate their thinking. Consequently, teaching them requires different methods. The teacher should
know and be aware of some characteristics in order to choose the best technique and method in helping the children to learn.

B. Teaching English as a Foreign Language

Teaching English as a Foreign Language (TEFL) is described as a tried and tested way for people to see the world while earning a living. So that’s why TEFL become a tool to overseas the international network. The role of English is considered as a second language or a foreign language in each country all over the world. As a second language, English has an essential role in national and social life through communication aspect. Meanwhile, as a foreign language, English is taught in schools and courses. It does not play an essential role in national or social life. However, the role of English is great. Mostly we find it in developing country. The role of teaching English as a foreign language (TEFL) is about conveying information to students in an interesting way and communicating through sense of English language. Giving the student foreign language competence by using more several ways to read literature, to read technical work, to listen the radio, to understand the dialogue in the movie use of the language for communication. It is clear that teaching a foreign language has important role and has the same position with another teaching subject in order to reach the objective of language teaching.

C. Teaching English at Elementary School Students
The concept of teaching is not transferring the knowledge but actually teaching is for motivating, facilitating and organizing his or her class, students, and other things related to teaching and learning process.

Brumfit (1997:6) says that there are a number of reason for teaching English at elementary level:

(1) The need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic or others;
(2) the need to link communication to the understanding of new concepts;
(3) the need for maximum learning time for important languages. The earlier you start the more time you get; (4) the advantage of starting with early second language instruction so that later the language can be used as a medium of teaching.

According to Brumfit, the reason of teaching English in early age is to learn other cultures and to get maximum learning time. It means that the best time to learn language is the early age. Elementary school is the best place to start teaching and learning English.

According to Brewster, Girard, and Ellis (1992: 23-24), the reason for starting to learn foreign language two or three years earlier might be simply to increase the total number years spent learning the language. Another reason for starting to learn a foreign language early is indisputable fact that young children have a greater facility for understanding and imitating what they hear than adolescents, not to mention adults.

Meanwhile, the objectives of teaching English in Elementary School are stated in Kurikulum Muatan Lokal Bahasa Inggris untuk Sekolah Dasar (2004: 4) as follows:
Mata Pelajaran Muatan Lokal Bahasa Inggris di Sekolah Dasar memiliki tujuan sebagai berikut: siswa memiliki keterampilan menyimak, berbicara, membaca, dan menulis sederhana dalam bahasa Inggris dengan penekanan pada keterampilan komunikasi melalui topik yang dipilih yaitu kebutuhan lingkungan antara lain: industri, pariwisata, dan perindustrian.

From the theories above, one of the reasons of teaching English in elementary level is because the best time to learn language is the early age. Considering the characteristic of young learner will make sense that the students in elementary school are easy to accept what they learn and use it as the base of teaching English for the next level.

D. Teaching English Vocabulary to Young Learner

Cameron (2001:71) stated that building up a useful vocabulary is central to the learning of a foreign language at primary level. It means that in English language teaching and learning, vocabulary is very important because vocabulary is the basic lesson for young learners before they start to study about English language further. In addition, Rubin (1991:91) says, “a good vocabulary and a good reading go hand in hand, unless you know the meaning of words, you will have difficulty in understanding what is read.” In the other words, if the young learners do not know the meaning of words, they will have difficulty in understanding what they see, read and learn.

According to Sarah (1993:7), there are some points to make the process of teaching English to young learners more enjoyable and stimulating experience for the children as young learners:
a. The activity should be simple enough for the children to understand what is expected from them.

b. The task should be within their abilities. It needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.

c. The activity of should be largely orally based indeed, with their young children listening activities will take up a large proportion of class time.

Meanwhile, Wallace (1982:11-12) gives some principles in teaching vocabulary that the teacher should pay attention. They are:

a. The aims of teaching vocabulary

The teacher has to decide the goals that the learners supposed to reach. The aims to be clear for the teacher. How many of things listed does the teacher expect the learner to be able to achieve the vocabulary? What kinds of words?

b. The quantity of vocabulary

If there are too many words, the learner may become confused and discouraged.

c. The students need

Teacher must select the suitable words according to the topic and students need. The teacher should also create the appropriate environment in which the student could be capable to communicate and internalize the words they need.

d. Frequent exploration and repetition
In learning English vocabulary, young learners need a certain amount of practice and repetition to make them understand it.

e. Meaningful presentation

Teacher should have good and clear presentation, so the learners have understanding of the English vocabulary words that are taught.

f. Situation presentation

Teacher should focus on the topic when they teach English vocabulary to young learners. In teaching English vocabulary, teacher should be presented the familiar context to the children.

Teacher should be able to identify the young learner’s characteristic and the young learner’s needs. Besides, teacher should choose kinds of materials and suitable techniques to the young learners. In order to guide, facilitate and build a conducive condition to the learners, teachers should look for a good way to teach them by considering many factors influencing in teaching. So the goals of teaching and learning English vocabulary can be successful.

1. Approaches in Teaching and Learning Vocabulary

According to Pribilova (2006:16) there are many different methods and approaches how to teach a foreign language, including vocabulary. Here will be mentioned just some of them that can be used in teaching young learners.

a. To help the learners understand it is important to visualize the item and get the pupils to repeat or use the item actively. One good way of doing this is to let them see or perhaps touch the vocabulary item, for instance a
house. We need to let them repeat it in different ways and they should be given a chance to listen to the teacher talking about it.

b. A little bit of shocking method is the direct method or the direct approach. The mother tongue is never used, there are no translations. Only target language is used in the classrooms and only complete sentences are used. Culture is considered an important aspect.

c. Suggestopedia is a very successful method in helping learners to memorize words. This method stimulates the learner’s brain by music while learning but nowadays teachers seem to be leaving this method.

d. What really works especially for young learners is the Total Physical Response method - TPR. Very many children are nowadays very hyper and physically active and to concentrate for a long time can be very difficult for them. Using this method, games, changing topics and using a variety of activities is very appreciated by them. This method is used a lot by teachers.

e. Communicative Language Approach (Teaching) – CLT – stresses the meaning of a language in context. Communicative competence is highly developed here and learners are encouraged to communicate.

The important of vocabulary role in the student’s learning is needed to consider because if the vocabulary is not ensured and developed, the vocabulary mastery of the learners will be limited and they will find many difficulties in teaching learning English. We can help the children to understand and make the learning fun.
2. The Techniques in Teaching Vocabulary

There are many techniques to teach English vocabulary to young learners. In order to decide the appropriate and suitable technique and method, the teacher should concern to the young learners learning style. By knowing the learners learning style, the teachers will find the suitable technique and method so that the young learners can get the clear understanding about the vocabulary given. Lockitt (1997) suggests three categories of children learning style:

a. Visual learners

The visual learners learn everything through seeing. As children, they have their own understanding that comes through hands and eyes and ears.

b. Auditory learners

The auditory learners will learn more easily through verbal lessons and anything that allows them to speak out while learning. These kind of young learners discover information through listening and interpreting information. They also use a music or song to help them memorize words.

c. Kinaesthetic learner

The kinaesthetic learner will enjoy a hand on approach or being able to move while learning. Children with this kind of learning style have a hard time sitting for long period’s time and may become disruprive if they are not allowed to get up quite often during the teaching and learning process.

Fu (2009:16), “In all classroom, there will be students with multiple learning style and students with a variety of major, minor and negative
learning style.” Here, the teacher should vary their techniques in teaching English vocabulary so that all the young learners with various learning style will understand well about English vocabulary given. Fu (2009:16) also stated that “an effective means of accommodating these learning style is for teachers to change their own style and strategies and provide a variety of activities to meet the needs of different learning styles, then all students will have at least some activities that appeal to them based on their learning styles, and more likely to be successful in these activity.

3. The media in teaching vocabulary

Media play an important role in a teaching and learning process. the use of media is very needed to reach the purposes of teaching and learning and it should be various as stated by harmer (2001:134) that “the use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basic of a whole activity.” In addition Gerlach and Elly (1980: 241) porpose, “A medium is any person, material, or event that establishes conditions, which enable learners or students to acquire knowledge, skills and attitudes.” While, Brown (1977: 2-3) defines media as the tools or the physical things used by a teacher to facilitate the instruction. The using of media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in teaching and learning process, according to Gerlach and Elly (1980: 297) the media to teach are classified into six general categories:
a. Picture

Picture consists of photograph of any object or event, which may be larger or smaller than object or event it represents.

b. Audio recording

Recording is made on magnetic tape, discs, motion picture, and soundtrack.

These are reproductions of actual event or soundtrack.

c. Motion picture

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

d. Television

This category includes all types of Audio Video electronic distribution systems, which eventually appear on television monitor.

e. Real things, simulation, and model

This category includes people, events, objects, and demonstration real things, as constructed with other media, are not substituted for the actual object or event. They are in fact, life itself, often in its natural settings. Simulation is the replication of real situation, which has been designed to be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion pictures can used for simulation. A model is representation of reality, it is often in scale and may be miniature, exact size or a larger size.

f. Program and computer Assisted instruction
E. The Description of Vocabulary

1. The Definition of Vocabulary

Cameron (2001:73) defines vocabulary is about learning words, children are not only expected to know the word but also they have to know what the meaning of that word. Meanwhile, Hornby (1987:959) stated that vocabulary is a total number of words which (with roles for combining them) make up a language. This means that vocabulary is very important component in learning language. People will not be able to communicate without vocabulary. From the statement above, we know that vocabulary is very important in teaching English.

“Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother in law, which are made up of two or three words but express a single idea. A useful convention is to
cover all such cases by talking about vocabulary items rather than words”. (Ur, 2003:60).

In addition, Burns (1972:297) defines vocabulary as the stock of word which used by a person, class or profession. According to Zimmerman in Coady and Huckin (1998:5) vocabulary is central to language and of critical importance to the typical language learning.

From the definitions above, it can be concluded that vocabulary is central to language and very important in learning English. We need to communicate and express the speaker’s mean. That is the reason why vocabulary is important in learning English. Vocabulary can support the learner to learn the language skill. The large vocabulary helps the learner to express their idea because vocabulary really supports the learners to learn the skill of the target language.

2. **Kinds of Vocabulary**

According to Brown (2011:11), there are some types of vocabulary they are:

a. Reading vocabulary

A person’s reading vocabulary is all the words he or she can recognize when reading.

b. Listening vocabulary

A person listening vocabulary is all the words he or she can recognize when listening to speech. This is vocabulary is aided in size by context and tone of voice.
c. Writing vocabulary

A person writing vocabulary is all the words he or she can employ in writing.

Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person speaking vocabulary is all the words he or she can use in speech.

Due to the spontaneous nature of the speaking vocabulary, words are often misused though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gesture.

Haycraft, quoted by Hatch and Brown (1995:369) divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive vocabulary

Productive vocabulary is the words which the learners understand, 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 thought to others.

3. The Important of Vocabulary

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This is how the linguist David Wilkins described the importance of vocabulary as quoted by Thornbury. It means that someone can speak English although less in grammar during the key words is easy to be understood. In the other side, someone can not say something if they never know vocabulary, meant that they can not communicate well. Other opinion, Rivers (1983), as quoted by David Nunan argued that the acquisition of an adequate vocabulary is essential for successful second language use because without and extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Lewis (1993) argues that vocabulary should be at the centre of language teaching, because language consists of grammatical lexis, not lexicalised grammar.

F. Teaching Strategy

1. Definition of Teaching Strategy

Strategies are steps or actiona taken for the purpose of winning a war, other definition of strategy is an effort to achieve of succes goal. In education context, J. R David (in Hamruni, (2009: 1) stated that strategy is a plan, method, or series of activities designed to achieve a particular educational goal.
Teaching strategy has been defined by several experts, such as: Kemp (in Hamruni 2009: 2) stated that teaching strategy is a teaching activities that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently. The other definitions stated by Kozma (in Hamruni (2009: 2), Kozma stated that teaching strategy means an every selected activity, that can give a facility or assistance to the student to reach certain teaching purpose.

Based on definition by the experts above, it can be concluded that teaching strategies is plan which prepared by the teacher to achieve certainly educational goal.

2. The Component of Teaching Strategy

According to Hamruni (2009: 10-12) the components of teaching strategy are consisting of:

a. Teacher

Teacher is teaching agent, so that in this matter teacher is the important point. Teacher can manipulate other components of teaching strategy to be variations. But the other components of teaching strategy can not manipulate the teacher. The teaching manipulation purposes is to make student’s environment to be expected environment from teaching learning process, that finally make students reach an expectation standard competence. In teaching manipulation, the teacher must be based on curriculum which implemented.

b. Student
Student is component that do study program to improve ability to reach study purposes.

c. Purpose

Purpose is base to determine strategy, material, media and teaching evaluation. So that, in teaching strategy, determining purpose is the first thing that must choose by the teacher.

d. Teaching material

Teaching material is media to reach teaching purpose. According to Suharsini (1990) teaching material is core component in teaching process.

e. Method

Method is a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to variety of audiences in a variety of contexts.

f. Media

Media is the plural form of the term “medium”. Media includes many things around us, like television, computer, picture, radio, and newspaper. In education, there are the certain media used in teaching learning process to convey the knowledge to students. this called by the media education.
g. **Evaluation**

   Evaluation is component to know the result teaching learning process, so that teacher can know the result of expectation. Evaluation can be summative and formative.

h. **Situation or environment**

   Environment influence teacher in decide teaching strategy. Situation in this matter means situations and physical condition, such as: climate, school, location, facilitation and others.

3. **Strategies in Teaching Vocabulary to Young Learner**

   Harmer (1991:161) suggest some strategies that teachers can use to help their students practice vocabulary

   a. **Realia**

      One way of presenting words is to bring the things into the classroom or bringing into room. Words like postcard, ruler, pen all, etc. can obviously present in his way. The teacher hold up the object or point to it, says the word and then gets student to repeat it.

   b. **Mime, Action, and Gesture**

      It is often possible to explain the meaning of word and grammar either through the use of realia or in picture. Actions in particular are probably better explained by mime. Concept like “Running” and “smoking” are easy to present in this way (Harmer,1991:161). Gesture is usefult for explaining words
like form, to act or indicate that the past is being talked about (the teacher gesture backward over his shoulder).

c. Contrast

Teachers saw how relations exist because of their sense and thus can be used to teach meaning. Teachers can present the meaning “empty” by contrasting it will “full”, “cold” by contrasting with “hot”, “big” by contrasting it with “small”. We may present these concept with pictures or meaning we ensure our student’s understanding. This technique gives solution to make easy to get the meaning of the word. Contrast is the same with antonym word.

d. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. in the first place it is not always easy to translate words, and in the second place, it may make it a bit too easy for student by discouraging them from interacting with the words.

e. Explanation

Explanation the meaning vocabulary item can be very difficult the teacher grammatical explanation can be, especially at beginner middle level, it will be important, if giving such explanation includes information when the items can be used. An explanation is a statement which points to context and consequences of some object, process, state of affairs, etc. Together with rules or laws that link these to the object. Some of these of the explanation may be implicit.
When the teacher verbal explanation, he can employ many of the technique used to introduce interest when teaching the form of the word. For example, he can write the meaning (synonym opposite, synonym mother tongue, description) in code or with scrambled letter.

f. Presentation

Not all vocabulary can be learning through interaction and discovery techniques are possible, however, they are not always the most cost effective. There are many occasion when some from of presentation and explanation is the best way to bring new word into the classroom. In this technique, the teacher can use media such as: realia and picture.

g. Enumeration

Other sense relation is that of general and specific words. We can use this to present meaning. We can say “clothes” and explain this by enumerating or listing various items. The same is true of “vegetable” or “furniture” for example.

G. Previous Related Study

There are two previous studies conducted to observe the teaching and learning vocabulary. The researcher can make the comparison among the teaching vocabulary used and the result of each method for the students in the different schools and also the researcher can make the conclusion of which method or strategy being effective to teach students.
The first thesis by Sasa Astra Pamungkas, student’s of teacher training and education muhammadiah university of surakarta. The title is “strategies in teaching vocabulary at the first year in smp n 2 bringin, kabupaten semarang.” The research was done in February 2012. This research aimed to describing the strategies used by the teacher, problem faced by the teacher, and problem solved by the teacher in teaching vocabulary. The subject of this study is the English teacher of SMP N 2 Bringin Kabupaten Semarang. The object of this study focuses on the process of teaching vocabulary to the first grade students in SMP N 2 Bringin Kabupaten Semarang. The writer draws some conclusion about the strategy by the teacher, problem faced and problem solved by the teacher.

The strategy committed by the teacher are: (1) memorization, (2) synonym/antonym, (3) translating, and (4) fill in the blank. The problems faced by the teacher are: (1) classroom management, (2) student’s motivation, and (3) student’s laziness. The problems solved by the teacher are: she called the students who make noisy and asked them some questions about the material or she ordered the student who was noisy to go out. The strategies used by the teacher are good because the strategies can make the students more active.

According to second study entitle “A Study on The Techniques of Teaching English Vocabulary To Children at Elementary School Al-Munawarah Plus Pamekasan” written by Irma Suryani said that there are many techniques used by teacher at Elementary School Al-Munawarah Plus Pamekasan such as: listen and do, listen and repeat, question and answer, in pair or group discussion, modeling and demonstration, concept mapping, brainstorming, outdoor activity
and other techniques, singing song, game, and using pictures. The techniques of listen and do listen and repeat, question and answer, modeling and demonstration were more dominant than the other techniques.

Basically, this research has similarity with the previous research which concern on teaching vocabulary. The different between those researches and this research can be seen from what aspect that the researcher studies. In this research, the researcher want to describe the teacher’s strategies in teaching English vocabulary to young learner at MI Kedungharjo.
CHAPTER III
RESEARCH METHODOLOGY

The research methodology applied in this study is discussed in this chapter. The discussion of this chapter involves research design, research setting, subject and object of the research, research instruments, research data collection, research data analysis and the trustworthiness of the data.

A. The Research Design

The type of this research is descriptive qualitative research. This research is a descriptive qualitative research that focuses in teacher’s strategies in teaching vocabulary to young learners. It describes the technique and method used by the teacher in teaching English vocabulary to young learner in MI Kedungharjo 1 and 2. According to McMillan & Scumacher (2001:395), qualitative research explores the richness, depth, and complexity of phenomena. The purpose of qualitative research is to provide descriptions of social phenomena which happen naturally. (Dornyei, 2007). The research combines library and field research. Library research is to get secondary data and field research is for getting primary data from participants directly. Therefore, researcher will visit to the setting to do observation.
B. Research Setting

1. Place of Research

The research was carried out at MI Kedungharjo 1 and 2 which are located at Kedungharjo, Mantingan, Ngawi. Kedungharjo have 2 MI, MI Kedungharjo 1 at Kedungharjo, Rt 09/01, Mantingan, Ngawi and MI Kedungharjo 2 at Kedungpanas RT 11/01, Kedungharjo, Mantingan, Ngawi. MI Kedungharjo are elementary school that have good religious quality in the district of Kedungharjo.

2. Time of Research

The researcher conducted the research from May to June 2016. Before to the study conducted, researchers have conducted a pre-research on the 16th March 2016. During the pre research time, the researcher observed the situation of the students, the classroom, the school, and the teaching learning activity.

This research was conducted at the third grade of MI Kedungharjo 1 and 2, Mantingan, Ngawi in academic year 2015/2016. Below is the schedule of the research:

<table>
<thead>
<tr>
<th>Activities</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-research:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c. **Subject and Object of Research**

There are two subjects of the study in this research the teachers and the students, firstly is the third grade students and the teacher who taught English vocabulary.

MI Kedungharjo 1 has eight classes. They are IA, IB, IIA, IIB, III, IV, V, and VI. Whereas, MI Kedungharjo 2 has six classes. They are I, II, III, IV, V, and VI. The researcher took third grade students as the sample. Whereas, the participants of this study is teacher and students of the third grade of MI Kedungharjo 1 and 2. This study aims to describe how the teaching strategy is
used by the teacher in vocabulary class at the third grade students of MI Kedungharjo 1 and 2 in the academic year 2015/2016. The study involved the third grade students of MI Kedungharjo 1 and 2. The object of the study in this research is the teaching strategies of English vocabulary at the third grade students of MI Kedungharjo 1 and 2 in 2015/2016 academic year.

d. Research Instrument

The instrument of the research is the researcher herself, because it is descriptive qualitative research. The researcher during the entire process of the researcher takes roles as a designer, data collector, analyst, data interpreter, and result reporters of the research (Moleong, 2001:121). The instruments used for gathering the data were; observation, interview, and documentation.

e. Research Data Collection

1. Observation

In this observation, the subject of observation are teacher and student’s activities on English vocabulary class. It focuses on the teacher’s strategies in teaching English vocabulary. The observation is done by the researcher at the third grade of elementary school in MI Kedungharjo 1 and 2 in May 2016. The researcher done the observation by going in school directly. The observation was held five times, from May 4, 2016 to May 30, 2016. Here, the researcher observe the teaching learning process on the efforts to increase student’s English vocabulary.
The researcher observed the teachers while they were teaching English vocabulary watching. The observation has purpose to find out how are the implementations of strategies that are used by teachers and to get data on teaching learning process of teaching English vocabulary.

Thus, the researcher could know teacher’s strategies in the setting. The researcher collected the data on teacher’s strategies in teaching English vocabulary by using note and record. The note is used to write down the important information and the event in the classroom.

2. Interview

The researcher adds the document by conducting interview with the English teacher and Students of MI Kedungharjo recorded using audio recording. The researcher asks the teacher and students about the condition of the class and how does the learning process occurred. On the other hand, asks the teacher about the process of teaching and make a list of question which have correlation with this research to get the data. the interview of this research focus on teacher’s strategies in teaching English vocabulary such as: the material, the media and the technique used by the teacher and also the problem faced by the teacher and the students.

In this case, the researcher asked some information to Mrs. Shinta and Mr. Effendi who teaches English vocabulary at MI Kedungharjo 1 and 2 academic year 2015/2016 about strategies that used in teaching English vocabulary. The researcher asked some questions related the teaching strategies and some other questions that might help in completing the data.
3. Documentation

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. The document are syllabus, lesson plan, and pictures.

The researcher used this technique to support the data collection from observation and interview. In this case, by using instrument that was document where could be seen in the teacher’s lesson plan and teacher’s material to teach vocabulary, the researcher collected the data about teacher’s strategy in teaching vocabulary.

f. Research Data Analysis

In analyzing the data the researcher used the descriptive method. To describe the teacher’s strategies in teaching English vocabulary, according to Miles and Hubermen (in Moleong, 2007:308) principally, data analysis is based on positivism paradigm. Data analysis is conducted as follows:

1. Data Reduction

Data reduction is done by summarizing field notes by separating main things relating to research problems, and then it is arranged systematically to describe and to make easy the data searching if sometime it is needed.
anymore. Not all the obtained data of the research are important. It means that the important information must be taken and unimportant information must be ignored. In process of data reduction, the researcher selected, focuses and abstracted the data in the field note. The data reduction is done during research activities. In this case, the researcher reduced information during the research activities if data is unimportant or do not support the data researcher’s needed.

2. Data Display

Data display is used to know the entire description of the result either in the form of matrix or coding. After it has been conducted, the researcher is able to draw conclusion and verify it to be meaningful data it means describing data in the form of descriptive or narration. As the second component in analyzing data, this technique is used arranging the information, description, or narration to draw conclusion. By presenting data, the researcher considered what the researcher should do. The researcher can analyze the other action based on her understanding.

3. Conclusion and Verification

To draw reasonable conclusion, it is conducted verification along with the research using member check, triangulation and audit trail, to guarantee result significance. In this study, conclusions are drawn continuously throughout the course of study. The researcher tends to accumulate and formulate her interpretation as she goes along. The
researcher wants to write up not only she saw each day but also her interpretation of those conclusions.

g. The Trustworthiness of the Data

The qualitative research needs the trustworthiness of the data. The trustworthiness of the data is found by validating the finding. The validity of the data is important in qualitative research. The validation of the data determines the quality of the result of research. The researcher uses triangulation as a technique to examine the data validation. Denzin in Lier (1970: 472) extended the idea of triangulation beyond its conventional association with research methods and designs. He distinguished four forms of triangulations:

1. Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.

2. Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data.

3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.

4. Methodological triangulation, which refers to the use of more than one method for gathering data.

In this research, the researcher uses one of triangulation, the researcher employs data triangulation to determine the validity data. So, it can be concluded that data triangulation means the best way to insures that a theory is tested in
more than one way, increasing the likelihood that negative cases will be uncovered.

In validating the data, the researcher compares the data found during observations and the data found from interviews. After observing the teacher in teaching English vocabulary, the researcher did the cross-checking them to the data of interviews.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research finding and the discussion of this research based on the data gathered during the investigation. Before presenting the findings of the study, in this part the description of the location and data description related with teaching vocabulary at the third grade students of MI Kedungharjo 1 and 2.

A. Finding

1. First Observation at MI Kedungharjo 2 (Wednesday, 4 May 2016)

The researcher did observation in the third grade students of MI Kedungharjo 1 and 2, the researcher came to the class with Mr. Effendi as the English teacher. After entering the class the teacher allowed the researcher to sit on the back of the classroom to observe the teaching learning process. The English classroom in this meeting study about at the hospital. The teacher wrote some of vocabularies in the whiteboard and some of vocabulary’s said by students. Student and teacher translated vocabularies together. The teacher managed of class during process teaching and learning. The teacher also explained function some of part at the hospital. Teacher gave example how to pronounce the new languages in the whiteboard. When the students had understood how to pronounce, they read vocabulary together. Teacher also gave all opportunity for students in front of class to read vocabulary and
corrected by another friend and teacher. Teacher emphasized the students that pronounce must clear. All of the students had read of vocabulary they wrote the vocabulary in the whiteboard. The teacher gave example how to match the correct pairs. Before matching the correct pairs, the sentence must translate so easy to find pairs. when the students had understood they work assignment. They would be matching the correct word. They worked assignment very good and quickly. Each answer was written in the blackboard so teacher gave correct if the answer mistake and gave correct answer. At the end of the lesson, the teacher gave correction on some mistakes made by the students particularly in pronunciation, and teacher also gave conclusion about topic today.

2. Second Observation at MI Kedungharjo 2 (Wednesday, 11 May 2016)

The meeting began teacher bring some picture about food and drink and the all of the name of picture and drink write by teacher after that teacher asked the students in front of class to identify picture and chose which name of match with the picture. All of pictures had name and they were translated together. Students wrote vocabulary in the whiteboard. They read together and they repeated of the word until the pronunciation was clear and the teacher gave correct if found mistake. Teacher gave example how doing jumbled words. Each word must understand the meaning so easy to rearrange into meaningful sentence. Students rearranged the jumbled word into meaningful sentence, it was easy because they brought dictionary so they were easy to
finish. Teacher checked students’s assignment. In the classroom, there were many students that so must active to control students so teacher must manage class during process teaching and learning so the classes condition had fun. All of answers were written in the whiteboard and each students compared with their answer and wrote correct answer if incorrect. And the last meeting teacher asked students to say their favorite food and drinks and gave conclusion about the lesson today.

3. Third Observation at MI Kedungharjo 1 (Wednesday, 18 May 2016)

The English classroom meeting today, study about *times*. The teacher show some watch and asked the students. “*jam berapa ini? What time is it?*” and then the students answer “7 o’clock”. After that the teacher divides the class into two groups, boy and girl. The teacher asked the boy groups to come in front of class then answer the teacher’s question about “what time is it”.

After that, the teacher write and read the words and asked the students to repeat it. In the next activity, the teacher ask the students to read the words again then translate it into Indonesia. The teacher also give advice to the students to always memorize a lot vocabulary. In the last activity, the teacher gave the conclusion about the material for that day.

4. Fourth Observation at MI Kedungharjo 1 (Wednesday, 25 May 2016)

After review about the times, the study continue about thing in the bedroom. Before the lesson was begun, the teacher shows some video about
thing in the bedroom such as chair, table, mirror, lamp and etc. And then the students must open their book and teacher gave sing a song about the thing in the bedroom.

*The lyrics:*

Bantal pillow bantal pillow  
Guling booster guling boster  
Selimut blanket selimut blanket  
Kasur bed kasur bed  
Kipas angin fan kipas angin fan  
Lampu lamp lampu lamp  
Lemari cupboard lemari cupboard  
Sisir comb sisir comb  
Meja table meja table  
Kursi chair kursi chair  
Picture itu gambar picture itu gambar  
Jam o’clock jam o’clock

5. **Fifth Observation at MI Kedungharjo 1 (Wednesday, 1 June 2016)**

The next observation, the researcher came to the class and entering the class. The material for that day was about clothes and color. The material for that day was about clothes and color. Mrs. Shinta opened the lesson by saying salam and then gave greeting to the students in English and the students answered also in English.

Before going to the next material Mrs. Shinta review the last material and she advised the students on how to memorize a word in English. Mrs.
Shinta motivated his students to improve their vocabulary by their self. The teacher gave example by using realthings. Before the lesson was begun the teacher some picture about it. The teacher shows picture “BOY” anak jalanan. The famous character in “sinetron anak jalanan”. And then the teacher explain the picture. Teacher write in the whiteboard:

“Boy is wearing jacket.”

“Boy is wearing red jacket.”

The teacher read the sentence and the students repeat after him. After that, the teacher shows the second picture. It is about “Bang Jarwo”, the teacher asked the students “Bang Jarwo pakai apa dan warnanya apa?” the students answer “pakai kaos putih” the teacher asked “kaos bahasa inggrisnya apa?” “shirt”, “putih bahasa inggrisnya apa?” “white”. The teacher write in the whiteboard: “Bang Jarwo is wearing white shirt.” After that, the teacher gave conclusion about the material for that day.

B. Finding Description

This part presents the research findings which the researcher found in the field by doing observation and interview. It related to the teacher’s strategies in teaching vocabulary at MI Kedungharjo. After the researcher investigated the teacher’s strategies in teaching vocabulary, finally, the researcher got some data. The following researcher presents the findings of the study that are divided into three findings:
1. Teacher’s Vocabulary Teaching Strategies

a. The material used by the teacher in teaching vocabulary at the third grade students of MI Kedungharjo

Material in teaching occupies a very important position of the overall curriculum, which should be prepared for the implementation of learning to achieve the target. The teacher uses the material to develop the student’s ability and knowledge and hopefully, it should help the students to understand the lesson easily. Then the material should be appropriate with the lesson plan and syllabus. The material as follow: Hospital, Food and Drinks, Times, Clothes and Colour, and Thing in the Bedroom.

b. The media used by the teacher in teaching vocabulary at the third grade students of MI Kedungharjo

Based on the observation and interview with the English teacher, the researcher found that there are some media used by the teacher in teaching vocabulary. Media play an important role in a teaching and learning process. the use of media is very needed to teach the purposes of teaching and learning and it should be various. The using of media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are some media used by the teacher in teaching:

1. Picture
One of the media that the teacher used in teaching is picture. Using picture in teaching is very needed by the teacher especially in teaching vocabulary. Based on the observation that the researcher did on Wednesday, 25 May 2016 at the third grade, that was touch by Mrs. Shinta, researcher found that the teacher use picture in teaching vocabulary, let see for example in material about Clothes and Colour.

While based on the interview, the teacher said that “saya sendiri sering memakai gambar untuk menarik perhatian anak-anak” (interview with Mrs. Shinta on Saturday, 21 May 2016). Besides the other teacher also said that “gambar mempermudah anak-anak memahami arti dari vocab yang kita ajarkan mbak” (interview with Mr. Effendi on Saturday, 28 May 2016)

2. Realia / real thing

One of media that the teacher used in teaching is realthing. One way of presenting words is to bring the things into the classroom or bringing into room. Words like o’clock, jacket, etc. can obviously present in her way. Based on the observation at the third grade students of MI Kedungharjo 2 that was touch by Mr. Effendi on Wednesday, 18 May 2016, he teaches the students by using realthings when He explained about times. He took watch then he said “it is 7 o’clock”.

Based on the interview with the teachers and students, the teachers said that they often use realthing in teaching vocabulary. The teacher
said that “iya pakai realthing juga, ya contohnya seperti benda-benda yang ada disekitar saya manfaatkan dalam pembelajaran. Interview with Mr. Effendi on Saturday, 28 May 2016)

3. Video

Based on the observation, the researcher found that the teacher use video as one of the media in teaching. On that day the teacher shows video, that is about thing in the bedroom. It was done in order to give the students clear understanding about it.

As the researcher found based on the interview, the teacher said that “….iya mbak terkadang saya memakai laptop untuk memperlihatkan video pada anak-anak terus saya suruh anak-anak untuk melihat terus memberi komentar benda apa saja yang ada di situ.” (interview with Mr. Effendi on Saturday, 28 May 2016)

4. Student English book

Student’s English book is one of media that use by the teacher. Student’s English book is very needed by the teachers and also by the students. Student’s English book contains the material that the teacher uses in teaching. The Student’s English book can be LKS or students supplementary book from the other. The students said that “kadang - kadang buku paket mbak.” (interview with student on Wednesday, 18 May 2016)

In addition, the students also more interest with the lesson if the teacher use multimedia in the class. The use of LCD also makes the
students do not feel bored in learning English, even they looks more active during the lesson. It can be seen when the teacher teach thing in the bedroom. The teacher use LCD to show their video.

c. The technique used by the teacher in teaching vocabulary at the third grade students of MI Kedungharjo

Based on the interview with the English teacher and also from the observation the researcher found that there are some techniques that the teacher used in teaching vocabulary. The technique that the teacher used such translation, memorization, playing games and also sing a song. The teacher often asked the student to come to in front of the class and answer the question in the white board. Here are the explanations of the techniques above:

1. Translation

One of technique that usually used in teaching vocabulary is translation. In translating the meaning of the words, the teacher had applied indirectly and directly. There are various ways applied by the teacher in translating the word’s meaning. Based on the observation on Wednesday, 4 May 2016 at the third grade students of MI Kedungharjo 1, that was touch by Mrs. Shinta, the researcher found that the teacher used two languages when she explained words in teaching process. The teacher doesn’t explain the material full in English. Based on the observation, the researcher found that the teacher used Indonesian translation in explaining words meaning.
In addition, based on the observation on Wednesday, 18 May 2016, that was touched by Mr. Effendi the researcher found that the teacher also use translation in teaching. Mr. Effendi asked the students to open their book. “open your book page seven!” buka bukumu halaman tujuh!”.

2. Memorization

The teacher also often motivate the students to always study hard. They also often asked the students to memorize a lot of vocabulary. If the students have a lot of vocabulary, the teacher believe that the students will have a good score in English. The teacher use memorization in teaching. The teacher asked the students to memorize the words that she have wrote on the whiteboard but the students must close their book.

On the other hand, the teacher said that “untuk memudahkan anak-anak menghafal vocab biasanya saya buatkan lagu jadi anak-anak menghafalnya sambil bernyanyi.” (interview with Mrs. Shinta on Saturday, 21 May 2016)

3. Playing games

Other activities that support the student’s vocabulary were games activities. The students will be interest and also not feel bored with the lesson. In word games, the teacher taught by presenting pictures such as picture clothes, thing in the bedroom or time. Here, the teacher gave picture to the students, then asked them to describe the picture. So,
other students could understand or found the meaning of vocabulary based on the picture. Through that word games the students could learn vocabulary in more joyful ways. It also increased their motivation to learn vocabulary.

The teacher said that “saya bagi 2 kelompok putra putri, kelompok putri kasih pertanyaan bahasa inggrisnya benda-benda atau gambar yang mereka bawa.” Interview with Mrs. Shinta on Saturday, 21 May 2016)

4. Sing a song

The other technique that used by the teacher is sing a song. The students will be active and enjoy with the lesson. The teacher teach the students by singing and ask them to memorize new words in rhyming then students will follow the rhyme of a song and fill in the blank. Students will easy and interested in learning vocabulary besides that it is to advoid the boringnes. The teacher said that, “untuk memudahkan anak-anak menghafal vocab biasanya saya buatkan lagu jadi anak-anak menghafalnya sambil bernyanyi.” (interview with Mrs. Shinta on Saturday, 21 May 2016)

Based on the observation, the researcher found that the teacher tries not to be monotonous in teaching, so she use various techniques in teaching vocabulary. The use of appropriate technique can help the students understand the material easily and also make the students more active during the teaching and learning process. The technique that the
teacher used such as implementing the procedure of teaching, translating, memorization, playing games, and sing a song. The activity was done in order to improve the student’s confidence and also the student’s vocabularies.

2. The problem in the implementation of teaching vocabulary at the third grade students of MI Kedungharjo

Based on the observation, there are some factors that make problem in teaching and learning vocabulary. The problem derived from three aspects. They are from the teacher, the students and also from the school. The detail of the problems described as follow:

1. The teacher

The first problem can be derived from the teacher itself. The problems make the teacher can’t teach their students effectively. The teacher’s problem in motivate the students and etc. the teacher’s problem described follow:

a. The teacher have problem in motivate the students to learn vocabulary

Sometimes the teacher have problem in motivate the students. Motivation is very important to the students. Based on the observation, the researcher found that the teacher always tries to motivate the students but sometimes the teacher feel hard to motivate the students so the some of the students became lazy in learning English especially in learning vocabulary and finally they
more like to play with their friends or make something else activity. On the other hand, based on the interview the teacher said that “memberi motivasi anak untuk belajar itu sangat susah mbak, faktor lingkungan juga mempengaruhi, anak asik bermain lupa belajar apalagi masa- masa mereka adalah masa-masanya bermain, jadi guru harus memberi banyak motivasi lagi.” (interview with Mr. Effendi on Saturday, 28 May 2016)

2. Classroom management

Sometimes the teacher also have a problem in manage the classroom. The teacher got difficult to manage the class because every student has different characteristic. Based on the observation on Wednesday, 28 May 2016 that was touch by Mr. Effendi, the researcher found that some of the students make a noisy or the students more like to play with their friends during the lesson. The teacher was difficult to control the class. So, the teaching learning process didn’t run well. On the other hand, based on the interview with the teacher said that “anak- anak itu suka bermain sendiri ngga' memperhatikan pelajaran” (interview with Mrs. Shinta on Saturday, 21 May 2016)

2. The students

The second problems can be derived from the students. The problem of the students may be problematic because usually the
students have more than one problem in learning English. The problem from the students described as follow:

a. Class environment

The class environment also gives the big influence to the students, if most of the students in that class are smart the other students will grow smart also but if most of the students in that class have low score in English, usually it will be affected to the other students. Based on the observation on Wednesday, 4 May 2016 at MI Kedungharjo 2, the researcher found that some of the students more like to chat or play with their friend during the lesson. While, based on the observation on Wednesday, 18 May 2016 at MI Kedungharjo 1 that was touch by Mrs. Shinta, the researcher found that all of the students pay attention to the teacher when the teacher explained the material.

In addition, based on the interview the teacher said that, “memberi motivasi anak untuk belajar itu sangat susah mbak, faktor lingkungan juga mempengaruhi, anak asik bermain lupa belajar apalagi masa-masa mereka adalah masa-masanya bermain, jadi guru harus memberi banyak motivasi lagi.” (interview with Mr. Effendi on Saturday, 28 May 2016).

b. The students feel hard to learnt vocabulary
Based on the interview that the researcher did with the students, the researcher found that some of the students feel hard to learnt vocabulary because sometimes the students doesn’t know the meaning of a word in Indonesia or they feel hard to memorize vocabulary. As the student said on the interview “bahasa inggris susah mbak” (interview with student on Wednesday, 18 May 2016)

Based on the observation and interview above the researcher concluded that there are some problems of the students. The student’s problem such as the student’s motivation in learning English. Some of the students have low motivation in learning English; they often play with their friends during lesson. Then, some of the students also have low confidence in practice English and sometimes the students feel hard to learnt vocabulary because there may be some difficult words that faced by students in learning vocabulary.

3. The school

The last problem derived from the school. The problem from the school was about the less of the media or facilities that MI Kedungharjo has. In MI Kedungharjo not of all the class has LCD, it can make some of the students doesn’t interest in learning English.

Based on the interview the teacher said that “LCD itu hanya beberapa mbak, jadi tidak setiap kelas ada..untuk penggunaanya kita
“harus gantian dengan guru lain.” (interview with Mr. Effendi on Saturday, 28 May 2016)

3. The possible solution to solve the problem in the implementation of teaching vocabulary at the third grade students of MI Kedungharjo

As mentioned above that there were some problems faced by the teacher in teaching English vocabulary, there were some solutions to solve the problem, they are:

1. The teacher

a. The first problem was the teacher have problem in motivate the students to learn vocabulary.

To solve it, the teacher speak up in the class and say to the students don’t worry if make mistakes. The teacher created good relation between teacher and students. Thus, it makes the students feel comfort in the class and also the students enjoy when the teacher gave explanation. The teacher said that “saya mencoba membuat anak-anak senang belajar bahasa inggris, saya kasih tahu anak-anak supaya jangan takut melakukan kesalahan, mereka harus berani mencoba.” (interview with Mrs. Shinta on Saturday, 21 May 2016).

b. The second problem was the teacher classroom management

The problem was the teacher loses control of the classroom when the students speak together and make noisy in the classroom. To solve
the problem, the teacher walk arround and monitoring the students, and the teacher naturally move over to the part of the classroom where the noise is coming. The teacher said that “pas kelas rame saya berjalan keliling kelas mbak dengan begitu mereka akan diam, tapi ada beberapa yang bandel-bandel itu masih cengengesan.” (interview with Mr. Effendi on Saturday, 28 May 2016)

2. The students
   a. Class Environment

   The students more like to chat or play with their friend during the lesson. To solve the problem, the teacher walk arround and monitoring the students, and the teacher naturally move over to the part of the classroom where the noise is coming.

   The teacher also divided the students into small group in explaining the materials. The students in group have different activity in the class based on their group. For example, when the other group still takes note of the material written on the whiteboard, the teacher asks one or two group to come close with the teacher and the students explained the material. Moreover, the teacher gave reward or point in form of star stamp. This stamp would be put on their book or their hand because they had answered the teacher’s question. The teacher said that “pas kelas rame saya berjalan keliling kelas mbak dengan begitu mereka akan diam, tapi ada beberapa yang bandel-bandel itu masih cengengesan.”
"masih cengengesan." (interview with Mr. Effendi on Saturday, 28 May 2016)

b. Students feel hard to learn English

The students felt nervous and unconfident when they present in front of class. To solve the problems, the teacher gave motivation to the students and always asked them to try come forward confidently. The students solve the problems by themselves, they took a deep breath before speak in front of class and also had to smile when came forward. The teacher said “saya beritahu anak-anak untuk berani mencoba dan harus percaya diri.” (interview with Mr. Effendi on Saturday, 28 May 2016). While the students said that “kalau mau maju aku nafas dulu trus senyum mbak.” (interview with the students on Wednesday, 18 May 2016)

C. Discussion

This part presents the discussion of the research findings. There are three research question proposed in this study. The discussion focuses on the finding of the three proposed research questions. The first discussion is about the strategies that are applied by the teacher in teaching vocabulary. The second discussion focuses on the problems faced in implementation of teaching
vocabulary. Meanwhile, the third discussion focuses on problem solving of the implementation teaching vocabulary.

1. The implementation of teacher’s strategies in teaching English vocabulary

   a. Material used by the teacher in teaching vocabulary

      According to Hardjono (1998: 93) there are some function of instruction material, those are as the medium of information, to stimulate the students interest, to develop the students ability, and to illustrate the things to the students. teacher has responsibility in the choosing the material. Before choosing the right material, they are supposed to consider the factor especially for the suitability of their class.

      There are some material that the teacher used in teaching vocabulary at the third grade students of MI Kedungharjo such as time, healthy, clothes and color and thing in the bedroom. Material in teaching occupies a very important position of the overall curriculum, which should prepare for the implementation of learning to achieve the target.

   b. Media used by the teacher in teaching vocabulary

      Based on the observation, the researcher found that there are some media that teacher use in teaching vocabulary. The media that
used by the teacher at MI Kedungharjo such as picture, real things, video and student’s English book. The use of media depend on the material of the lesson.

The researcher thinks that the use of media in teaching and learning process is very important. There will be better for the teacher to always combine some media in teaching in order to make the students interest and make the students not feel bored in learning English. Brown (1977: 2-3) defines media as the tools or the physical things used by the teacher to facilitate the instruction. The using media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in teaching and learning process.

c. Techniques are used by the teacher in teaching vocabulary

From the research finding, the teaching technique employed by the teacher in teaching vocabulary were so various. There are some techniques that the teacher used in teaching vocabulary such as translation, memorization, playing games and sing a song. The use of these techniques depends on the material and the condition of the class. The researcher think that the use of some techniques above in teaching is good.

Harmer (1991: 161) suggest some strategies that teacher s can use to help their students practice vocabulary, they are: a) translation,
b) presentation, c) explanation, d) contrast, e) mime, action and gesture, f) realia, g) enumeration.

Based on the theory of kinds of vocabulary teaching strategies, the researcher got point that the teaching strategies above are relevant to support the student’s vocabulary. Teacher’s strategies in teaching English vocabulary is very important for the students. The teacher at MI Kedungharjo uses more than one teaching strategies. These strategies help the students in easier, faster, and more enjoyable ways to master vocabulary so they really support the student’s vocabulary improvement.

2. The problems faced in the implementation of teaching vocabulary

Based on the observation was done by the researcher, there were some problems that faced in the implementation of teaching vocabulary at the third grade students of MI Kedungharjo. The problem derived from three aspects. The first problem derived from the students. The researcher think that problem from the students may be problematic because the students usually have more than one problem in learning English.

The researcher found that there are some problems that faced by the students at the third grade students of MI Kedungharjo in learning English. The problem of the students can be low motivation in learning
English, the students has low confidence in practicing English and students feel hard to learnt vocabulary.

Then, the problems of the teacher were the condition of the teacher’s psychology and the teacher often has a meeting so they can’t touch their students effectively. Sometimes the teacher may have problem in choosing appropriate way to teach vocabulary. (Harmer, 1996: 154) said that teaching vocabulary may be problematic because many teachers are not “confident about best practice in vocabulary instruction and at times don’t know where to begin to form an instructional emphasis on word learning”. The last problem derived from the school like less of media such as LCD.

3. **The problem solving in the implementation of teaching vocabulary**

   The solutions found by the teacher in solving the problems are giving reward and preparing materials before the class begins. The teacher give motivation and reinforcement to the students. The teacher walk arround and monitoring the students, and the teacher naturally move over to the part of the classroom where the noise is coming. Other way is show the short movie or video consisted of new vocabularies which can be taken by the students. To increase the students motivation in learn English, the teacher give motivation to the students in order to speak up in the class and say to the students don’t worry if make mistakes. The teacher created good relation between teacher and students. Thus, it makes the
students feel comfort in the class and also the students enjoy when the
teacher gave explanation. If the students fell comfort and enjoy with the
lesson, they will be more active and receive the material from their teacher
easily.

The teacher also give motivation and reinforcement to the students.
The teacher explain the material slowly and translate some difficult words
to the students, besides that the students pay attention to the teacher. Thus,
the students can understand the vocabulary, not only memorizing, but also
understanding each vocabulary.

The teacher also divided the students into small group in
explaining the materials. The students in group have different activity in
the class based on their group. For example, when the other group still
takes note of the material written on the whiteboard, the teacher asks one
or two group to come close with the teacher and the students explained the
material. Moreover, the teacher gave reward or point in form of star
stamp. This stamp would be put on their book or their hand because they
had answered the teacher’s question. Therefore, the strategy made the
students so active and attractive in learning process.
CHAPTER V
CONCLUSIONS AND SUGGESTION

This chapter presents conclusions and suggestions related to what the researcher analyzed and discussed.

A. Conclusion

According to the findings of the research that the researcher gathered in MI Kedungharjo especially at the third grade students in academic year 2015/2016, there were the conclusions of the research findings: the first is about the material, teaching technique and the media used by the teacher. The material used by the teacher are: Hospital, Food and Drinks, Times, Clothes and Colour, and Thing in the Bedroom. The teaching technique used by the teacher: translation, memorization, playing games and sing a song. The media used by the teacher: picture, realia/ real things, video and student’s English book.

The second is the problem faced by the teacher and student in teaching learning process. The problems of implementation teacher’s strategies derived from three aspect, they are: (A) the problem from the teacher itself such as: (1) the teacher have problem to motivate the students to learn vocabulary, (2) the teachers have a problem in manage the classroom. (B) the problem from the students such as (1) classroom environment and (2) students feel hard to learn English, (C) the problem from the school such as: less of media especially LCD.
The last is the problem solving in teaching learning process. The solutions found by the teacher to solve the first problem from the teacher itself such as: (1) the teacher always tries to motivate the students, (2) the teacher walk arround and monitoring the students, and (3) the teacher naturally move over to the part of the classroom where the noise is coming. The solutions found to solve the second problem from the students such as: (1) the teacher divided the students into small group in explaining the materials, and (2) the students solve the problems by them selves they took a deep breath before speak in front of class and also had to smile when came forward.

Based on the description above the teacher choose the strategies based on the principle of teaching vocabulary. Teacher used some strategies to help students more motivated to study and could increase their new vocabulary. When teacher used more strategies in learning, students were not bored and fell happy.

In short, the strategies in teaching vocabulary give support to the student’s vocabulary. So, it is very important for the teacher to have various vocabulary teaching strategies. The various strategies will ease students in mastering vocabulary. By mastering the vocabulary, automatically the students can master English too, because vocabulary is the most important in learning English.
B. Suggestion

Based on the result of the research findings, the researcher would like to give some suggestions for the following people:

1. For the English teacher

   Every student has different ability, creativity, characteristic and interest. So, the teacher should understand what the students need based on their differences. The teacher must use suitable strategies in teaching them to help her students to support their student’s learning in order to become successful language learners.

2. For the students

   The students are hoped to be more active, and creative in learning English, especially in learning vocabulary. They can try to follow some strategies that teacher has been taught in their learning vocabulary. Don’t be afraid and shy to try something new.

3. For the other researcher

   For the other researchers who want to conduct a research about teaching strategy, the result of the study can be used as an additional reference for further research with different discussion domain of teacher’s teaching.
BIBLIOGRAPHY


FIELD NOTE

1. Class observation one

Name of teacher : Mr. Effendi

Time : Wednesday, 4th May 2016

The researcher did the observation in the third grade students of MI Kedungharjo 2 on Wednesday, 4 May 2016., when the researcher come the teaching learning process was going to in classroom. The researcher ask permission to Mr. Effendi. After Mr. Effendi allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. The material for that day was about at the hospital. The teacher wrote some of vocabularies in the whiteboard and some of vocabulary’s said by students. Student and teacher translated vocabularies together. The teacher managed of class during process teaching and learning. The teacher also explained function some of part at the hospital. Teacher gave example how to pronounce the new languages in the whiteboard. When the students had understood how to pronounce, they read vocabulary together. Teacher also gave all opportunity for students in front of class to read vocabulary and corrected by another friend and teacher.

Teacher emphasized the students that pronounce must clear. All of the students had read of vocabulary they wrote the vocabulary in the whiteboard. The teacher gave example how to match the correct pairs. Before matching the correct pairs, the sentence must translate so easy to find pairs. when the
students had understood they work assignment. They would be matching the correct word. They worked assignment very good and quickly. Each answer was written in the blackboard so teacher gave correct if the answer mistake and gave correct answer. At the end of the lesson, the teacher gave correction on some mistakes made by the students particularly in pronunciation, and teacher also gave conclusion about topic today.

After that the teacher closed the class by asking the students to say “hamdalah”. after that Mr. Effendi said assalamu’alaikum warahmatullahi wabarakaatu then the students answered wa’alaikumsalam warahmatullahi wabarakaatu. Finally Mr. Effendi and I leave the class.

2. Class observation two

Name of teacher : Mr. Effendi

Time : Wednesday, 11th May 2016

The researcher did the observation on Wednesday, 11 May 2016. When the researcher came, the lesson has started in that class. The researcher ask permission to Mr. Effendi. After Mr. Effendi allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. Them material for that day was about food and drink. The meeting began teacher bring some picture about food and drink and the all of the name of picture and drink write by teacher after that teacher asked the students in front of class to identify picture and chose which name
ofmatch with the picture. All of pictures had name and they were translated together. Students wrote vocabulary in the whiteboard. They read together and they repeated of the word until the pronunciation was clear and the teacher gave correct if found mistake. Teacher gave example how doing jumbled words. Each word must understand the meaning so easy to rearrange into meaningful sentence. Students rearranged the jumbled word into meaningful sentence, it was easy because they brought dictionary so they were easy to finish. Teacher checked students’s assignment. In the classroom, there were many students that so must active to control students so teacher must manage class during process teaching and learning so the classes condition had fun. All of answers were written in the whiteboard and each student compared with their answer and wrote correct answer if incorrect. And the last meeting teacher asked students to say their favorite food and drinks and gave conclusion about the lesson today.

After that the teacher closed the class by asking the students to say “hamdalah”. And then He said assalamu’alaikum warahmatullahi wabarakatuh then the students answered wa’alaikumsalam warahmatullahi wabarakatuh.

3. Class observation three
The researcher did the observation on Wednesday, 18th May 2016, the researcher came to the class with Mrs. Shinta as the English teacher. After entering the class the teacher allowed the researcher to sat on the back of classroom to observe the teaching learning process. The English classroom meeting today, study about times. The teacher show some watch and asked the students. “jam berapa ini? What time is it?” and then the students answer “7 o’clock”. After that the teacher divides the class into two groups, boy and girl. The teacher asked the boy groups to come in front of class then answer the teacher’s question about “what time is it”.

After that, the teacher write and read the words and asked the students to repeat it. In the next activity, the teacher ask the students to read the words again then translate it into Indonesia. The teacher also give advice to the students to always memorize a lot vocabulary. In the last activity, the teacher gave the conclusion about the material for that day. After that, the teacher closed the class by asking the students to say “hamdalah” and then She said assalamua’alaikum warahmatullahi wabarakatuh the the students answered wa’alaikumsalam warahmatullahi wabarakatuh. Finally, Mrs. Shinta and I leave the class.

4. Class observation four

Name of teacher : Mrs. Shinta
The researcher did the observation on Wednesday, 25th May 2016. The researcher came to the class with Mrs. Shinta as the English teacher. After entering the class the teacher allowed the researcher to sit on the back of classroom to observe the teaching learning process. The material for that day was about thing in the bedroom. After Mrs. Shinta and I entered the class, then she opened the lesson by saying salam and gave greeting in English and the students answered also in English.

Before going to the next material Mrs. Shinta review the last material and she asked the homework that she gave to the students about times. After that, she explained the new material. The teacher shows some video about thing in the bedroom such as chair, table, mirror, lamp and etc. And then the students must open their book and teacher gave sing a song about the thing in the bedroom.

*The lyrics:*

*Bantal pillow bantal pillow*

*Guling booster guling boster*

*Selimut blanket selimut blanket*

*Kasur bed kasur bed*

*Kipas angin fan kipas angin fan*

*Lampu lamp lampu lamp*

*Lemari cupboard lemari cupboard*
To make the students more active, she asked the students to sing a song together. After a few minutes, the bell was rung, then the teacher gave conclusion about the material for that day. After that, the teacher closed the class by asking the students to say “hamdalah” and then she said assalamu’alaikum warahmatullahi wabarakatuh. The students answered wa’alaikumsalam warahmatullahi wabarakatuh. Finally, Mrs. Shinta and I leave the class.

5. Class observation five

Name of teacher : Mrs. Shinta

Time : Wednesday, 1st July 2016

The researcher did the observation on Wednesday, 1st July 2016. The researcher came to the class with Mrs. Shinta as the English teacher. After entering the class the teacher allowed the researcher to sit on the back of the classroom to observe the teaching learning process. The material for that day was about clothes and color. Mrs. Shinta opened the lesson by saying salam and then gave greeting to the students in English and the students answered also in English.
Before going to the next material Mrs. Shinta review the last material and she advised the students on how to memorize a word in English. Mrs. Shinta motived his students to improve their vocabulary by their self. The teacher gave example by using realthings.

Before the lesson was begun the teacher some picture about it. The teacher shows picture “BOY” anak jalanan. The famous character in “sinetron anak jalanan”. And then the teacher explain the picture. Teacher write in the whiteboard:

“Boy is wearing jacket.”

“Boy is wearing red jacket.”

The teacher read the sentence and the students repeat after him. After that, the teacher shows the second picture. It is about “Bang Jarwo”, the teacher asked the students “Bang Jarwo pakai apa dan warnanya apa?” the students answer “pakai kaos putih” the teacher asked “kaos bahasa inggrisnya apa?” “shirt”, “putih bahasa inggrisnya apa?” “white”. The teacher write in the whiteboard: “Bang Jarwo is wearing white shirt.”

After a few minute, the bell was rang. The teacher gave conclusion about the material for that day. After that, the teacher clossen the class by asking the students to say “hamdalah” and she said assalamu’alaikum warahmatullahi wabarakatuh then the students answered wa’alaikumsalam warahmatullahi wabarakatuh. Finaly, Mrs. Shinta and I leave the class.
INTRODUCTION

Date : Saturday, May 21st, 2016

Place : MI Kedungharjo 1

Interviewee : Mrs. Shinta

Interviewer : Gili Nur Indah (the researcher)

The conversation was between Mrs. Shinta and the researcher below.

The conversation was about the teaching vocabulary at the third grade students of MI Kedungharjo 1. The interview focuses on the strategies used by the teacher in teaching English vocabulary.

The researcher : selamat pagi, bu shinta.

Mrs. Shinta : selamat pagi mbak, sedah lama menunggu?

The researcher : tidak bu, how are you, Miss?
Mrs. Shinta: I’m fine. You?

The researcher: I’m fine too. Miss.

Mrs. Shinta: baik, ada yang bisa saya bantu mbak?

The researcher: iya bu, begini seperti yang sudah saya jelaskan kemarin. Setelah melaksanakan observasi, untuk mengumpulkan data selanjutnya adalah interview. Kalau seumpama minta ijin untuk interview dengan bu bu Shinta bisa bu?

Mrs. Shinta: ow, baik mbak bisa.

The researcher: baik bu, kita mulai ya, jadi begini langsung saya mulai pertanyaan pertama nggih, menurut Shinta vocabulary itu penting apa tidak dalam bahasa inggris?


The researcher: terus, untuk materi yang diajarkan di kelas 3 itu apa saja bu?

Mrs. Shinta: kita masih menggunakan KTSP mbak, kalau untuk kelas 3 itu di tekankan pada penambahan vocab pada anak-anak, materinya ya barang-barang atau macam-macam yang berada di Hospital, Food and Drinks, Times, Clothes and Colour, and Thing in the Bedroom.
The researcher: terus untuk media yang digunakan bu, apa saja ya? Apakah di setiap kelas itu disediakan LCD?

Mrs. Shinta: saya sendiri sering memakai gambar untuk menarik perhatian anak-anak. Mereka akan tertarik kalau saya menggunakan gambar mbak. Terkadang juga menggunakan benda-benda di sekitar atau realthings seperti itu, video juga pernah mbak. Kalau untuk LCD, memang kekurangan mbak jadi tidak setiap kelas disediakan LCD.

The researcher: untuk realthings sendiri contohnya apa saja ya bu?

Mrs. Shinta: contohnya ya kalau pas pelajaran timesaya pakai jam dinding seperti itu mbak.

The researcher: kalau untuk penggunaan media sendiri bu, menurut ibu perlu nggak bu kita menggunakan multimedia? Seperti video, gambar atau lagu?

Mrs. Shinta: perlu banget mbak, jadi video itu itu kan audio visual jadi anak bisa mendengar ucapannya dan juga melihat gambaranya. Kemudian anak saya suruh menirukan ucapannya, mereka sangat tertarik kalau kita menggunakan video mbak.

The researcher: kemudian bu diantara media-media tersebut , menurut ibu media mana yang paling cocok untuk anak-anak?

Media yang bervariasi tentu akan membuat anak-anak tertarik dalam belajar vocabulary.

The researcher : kemudian teknik yang digunakan untuk menambah vocab anak itu bagaimana bu?

Mrs. Shinta : saya suka ngajar itu atraktif. Tapi kadang saya pakai cerita yang berkaitan dengan materi. Saya berusaha menumbuhkan motivasi anak-anak untuk mau belajar. Setiap pembelajaran selesai saya berikan nasihat pada anak-anak untuk belajar lagi dan lagi, sebenarnya bahasa inggris itu menyenangkan untuk dipelajari jangan takut salah.

The researcher : terus selain itu ada lagi teknik yang digunakan bu?

Mrs. Shinta : biasanya memorization dan playing game terus sing a song mbak. untuk memudahkan anak-anak menghafal vocab biasanya saya buatkan lagu jadi anak-anak menghafalnya sambil bernyanyi. Dengan begitu 2 teknik sekaligus bisa berjalan memorization dan sing a song. Selain itu saya bagi 2 kelompok putra putri, kelompok putri kasih pertanyaan bahasa inggrisnya benda-benda atau gambar yang mereka bawa.

The researcher : untuk respon anak-anak sendiri dengan teknik yang ibu gunakan seperti apa bu?

Mrs. Shinta : alhamdulillah kelihatanya anak-anak suka dan tertarik mbak, mereka menikmati proses belajar mengajar. Meskipun terkadang mereka asik sendiri, rame.
The researcher: kemudian apakah ibu juga mengadakan evaluasi setiap selesai materi, trus hasilnya bagaimana?

Mrs. Shinta: ya, setiap selesai materi saya mengadakan evaluasi, ya insyaalloh kalau anak-anak yang punya motivasi yang baik rata-rata meningkat, tapi ya kadang hasilnya naik turun mbak.

The researcher: kemudian kita lanjutkan ke problem ya bu, kan problemnya dari guru ada, dari siswa ada dari fasilitas sekolah ada. Untuk bu Shinta sendiri masalah apa yang sering dihadapi?

Mrs. Shinta: kalau dari guru biasanya masalah psikologi aja mbak. Psikologi guru kan sangat berpengaruh. Mungkin punya masalah atau nggak lagi sakit itu mbak.

The researcher: kalau problem pada siswa sendiri seperti apa ya bu?

Mrs. Shinta: kalau siswa itu cuma kurang motivasi mbak, mereka itu malas untuk belajar, beberapa diantaranya suka asik sendiri menggagu temannya, rame. Anak-anak itu suka bermain sendiri ngga’ memperhatikan pelajaran.

The researcher: kemudian untuk fasilitas sekolah, problemnya apa bu?

Mrs. Shinta: kalau untuk fasilitas sekolah seperti yang sudah saya bilang tadi, masalah LCD itu tidak semu kelas punya. Tapi untuk buku masing-masing siswa punya pegangan sendiri-sendiri.

The researcher: terus untuk mengatasi beberapa problem tadi bagaimana bu?

Mrs. Shinta: kita harus lebih ekstra lagi dalam memberi motivasi anak-anak untuk belajar, kita buat belajar bahasa inggris itu
menyenangkan. Saya mencoba membuat anak-anak senang belajar bahasa inggris, saya kasih tahu anak-anak supaya jangan takut melakukan kesalahan, mereka harus berani mencoba. Setiap pembelajaran selesai saya berikan nasihat pada anak-anak untuk belajar lagi dan lagi, sebenarnya bahasa inggris itu menyenangkan untuk dipelajari jangan takut salah.

The researcher : saya kira cukup bu pertanyaannya terimakasih banyak atas waktunya ya bu.

Mrs. Shinta : oh ya mbak, sama-sama.

**INTERVIEW 2**

Date : Saturday, May 28th, 2016

Place : MI Kedungharjo 2

Interviewee : Mr. Effendi

Interviewer : Gili Nur Indah (the researcher)

The conversation was between Mrs. Shinta and the researcher below.

The conversation was about the teaching vocabulary at the third grade students of MI Kedungharjo 2. The interview focus on the strategies used by the teacher in teaching English vocabulary.

The researcher : menurut bapak, seberapa penting vocabulary itu?
Mr. Effendi: very important, karena untuk bicara kita harus mengetahui dulu makna dari kata yang kita ucapkan. Dalam mempelajari bahasa kita harus tahu dulu makna dari kosa kata tersebut.

The researcher: materi untuk kelas 3 itu apa saja ya pak?

Mr. Effendi: kalau kelas 3 itu ada times, hospital, bedroom kayak gitu mbak.

The researcher: kemudian untuk proses belajar mengajar bapak ambil sumber dari mana?

Mr. Effendi: kalau untuk gambar-gambar itu biasanya saya ambil dari internet, trus ada buku LKS dan buku paket mbak.

The researcher: setiap belajar mengajar kan biasanya ada medianya pak, media apa saja yang biasa bapak gunakan untuk proses belajar mengajar?

Mr. Effendi: untuk media saya biasa menggunakan gambar mbak. Gambar mempermudah anak-anak memahami arti dari vocab yang kita ajarkan mbak.

The researcher: apakah bapak juga menggunakan realthings dalam pembelajaran?

Mr. Effendi: iya pakai realthing juga, ya contohnya seperti benda-benda yang ada disekitar saya manfaatkan dalam pembelajaran. Realthing membantu anak-anak memahami makna vocab mbak.
The researcher: kalau untuk multimedia sendiri, apakah bapak menggunakankannya dalam proses pembelajaran?

Mr. Effendi: iya mbak terkadang saya memakai laptop untuk memperlihatkan video pada anak-anak terus saya suruh anak-anak untuk melihat terus memberi komentar benda apa saja yang ada di situ. Biasanya saya ngambil video dari youtube mbak.

The researcher: berarti kalau pakai laptop ada LCD pak?

Mr. Effendi: LCD itu hanya beberapa mbak, jadi tidak setiap kelas ada,..Untuk penggunaannya kita harus gantian dengan guru lain.

The researcher: untuk teknik pembelajarannya sendiri bagaimana pak?

Mr. Effendi: tekniknya biasanya hafalan atau memorization terus playing game seperti itu mbak.

The researcher: bagaimana dengan respon anak-anak dengan teknik tersebut pak?

Mr. Effendi: ya anak-anak seneng kalau diajak main game mereka tertarik mbak. Mereka menikmati proses pembelajaran.

The researcher: setiap proses belajar mengajar kan ada masalah yang muncul ya pak terus masalah yang biasanya muncul itu apa saja ya pak?

Mr. Effendi: kalau untuk masalahnya itu memberi motivasi anak untuk belajar itu sangat susah mbak, faktor lingkungan juga mempengaruhi, anak asik bermain lupa belajar apalagi masa-
masa mereka adalah masa-masanya bermain, jadi guru harus memberi banyak motivasi lagi.

The researcher: kalau masalah pada anak-anaknya sendiri bagaimana pak?
Mr. Effendi: anak-anak itu kurang percaya diri mbak, mereka malu-malu dan ngga’ berani mencoba. Memang anak-anak itu kurang berani untuk ngomong, mereka kurang percaya diri, malu-malu mbak.

The researcher: kemudian untuk mengatasi beberapa masalah tadi bagaimana pak?
Mr. Effendi: untuk mengatasinya ya kita beri motivasi untuk belajar lebih giat lagi mbak.Saya beritahu anak-anak untuk berani mencoba dan harus percaya diri.. terus pas kelas rame saya berjalan keliling kelas mbak dengan begitu mereka akan diam, tapi ada beberapa yang bandel-bandel itu masih cengengesan.

The researcher: baik pak, saya kira cukup pertanyaanya, terimakasih banyak ya pak.
Mr. Effendi: oh iya mbak sama-sama.

INTERVIEW 3

Date: Wednesday, May 18th, 2016
The conversation was between Mrs. Shinta and the researcher below.

The conversation was about the teaching vocabulary at the third grade students of MI Kedungharjo. The interview focus on the strategies used by the teacher in teaching English vocabulary.

The researcher: pagi dek.
The student (Frances): pagi mbak

The researcher: mbak boleh tany-tanya ngga’ dek?
The student (Frances): tanya apa mbak?

The researcher: soal bahasa inggris dek
The student (Frances): ow iya mbak

The researcher: dek franes suka pelajaran bahsa inggris ngga’?
The student (Frances): ngga’ suka mbak

The researcher: loh kenapa ngga’ suka dek?
The student (Frances): bahasa inggris susah mbak

The researcher: susahnya gimana dek?
The student (Frances): ya susah pokoke mbak, susah bacanya sama ngafalinnya

The researcher: terus kalau diajar bahasa inggris sama bu Shinta gimana?
The student (Frances): seneng mbak, bu Shinta ngga galak terus kadang nyanyi-nyanyi.

The researcher: berarti bu Shinta kadang ngajak kalian nyanyi-nyanyi dek?

The student (Frances): iya mbak

The researcher: terus kalau nyanyi-nyanyi bisa paham sama pelajaran ngga’?

The student (Frances): kalau nyanyi-nyanyi cepet hafal arti bahasa inggris mbak. Tapi kalau nyanyi terus anak laki-laki rame mbak terus gojek senggol-senggolan gitu mbak. Males belajar bahasa inggris mbak susah.

The researcher: kalau di suruh hafalan terus maju pernah dek?

The student (Frances): pernah mbak terus aku takut salah mbak malu.

The researcher: terus kalau ngga’ maju ngga’ dapet nilai dek?

The student (Frances): ya tetep maju mbak. Kalau mau maju aku nafas dulu trus senyum mbak.

The researcher: oh iya dek makasih ya udah mau jawab pertanyaannya mbak

The student (Frances): iya mbak sama-sama.
# SILABUS PEMBELAJARAN

**Sekolah** : ______________________

**Kelas** : III (Tiga)

**Mata Pelajaran** : BAHASA INGGRIS

**Semester** : 1 (Satu)

**Standar Kompetensi** : Mendengarkan

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pengcapaan Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merespon dengan mengulangi kosakata baru dengan ucapan lantang</td>
<td>Contoh: <em>Guru: globe</em> Siswa: <em>globe</em></td>
<td><em>Siswa bersama-sama mengulangi dengan suara lantang kosakata-kosakata baru yang diucapkan guru atau didengar dari kaset/CD</em> <em>Masing-masing siswa mengulangi dengan suara lantang kosakata-</em></td>
<td><em>Merespon dengan mengulangi apa yang diucapkan guru atau didengar dari kaset/CD dengan suara lantang</em> <em>Merespon dengan mengulangi apa yang diucapkan guru atau didengar dari</em></td>
<td><em>Tes lisan</em> <em>Merespon dengan mengulangi secara lisan</em></td>
<td><em>Listen to the words and repeat.</em> <em>Guru: desk Murid: (mengulang dengan ucapan lantang)</em></td>
<td><em>2 x 35 menit</em></td>
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</table>

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<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencairan Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Bahan Pendidikan</th>
</tr>
</thead>
</table>
| 1.2 Merespon dengan melakukan tindakan sesuai | Contoh: **Guru: Stand in front of your friend.** | • Siswa memperagakan instruksi yang diberikan oleh guru atau didengar dari kaset/CD  
• Siswa menjawab instruksi yang memerlukan jawaban verbal  
• Merespon dengan memperagakan instruksi yang diberikan oleh guru atau didengar dari kaset/CD  
• Merespon dengan menjawab instruksi yang memerlukan jawaban verbal | • Unjuk kerja  
• **Responding** to the instructions  
• **Continue** and **Resume** the **Instructions** and **Questions** | • **Listen to** the **Instructions** and **Questions**  
• **Responding** to the **Instructions** and **Questions**  
• **Continue** and **Resume** the **Instructions** and **Questions** | 2 x 35 menit | • Rekaman kaset/CD  
• Buku teks |
- Siswa membuat gambar berdasarkan apa yang dikatakan guru atau yang didengar dari kaset/CD | follo w them. | Guru: *Borrow a pencil from a friend in front of you.* 
*Listen to the instructions* | • Unjuk kerja | • *Responding* 
- Tes tulis | • Membuat gambar |
and answer them.

Listen to the speaker and draw the pictures. (terdapat gambar yang harus)
<table>
<thead>
<tr>
<th>Karakter siswa yang diharapkan:</th>
<th>Dapat dipercaya (Trustworthiness)</th>
<th>Rasa hormat dan perhatian (respect)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tekun (diligence)</td>
<td>Tanggung jawab (responsibility)</td>
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<td></td>
<td>Berani (courage)</td>
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</tbody>
</table>
SILABUS PEMBELAJARAN

Sekolah : _______________________
Kelas : III (Tiga)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : Berbicara

2. Mengungkapkan informasi sangat sederhana dalam konteks sekolah

| Kompetensi Dasar | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | Aloka | Sumber
|------------------|---------------------------|----------------------|-------------------------------|-----------|-------|-------|
| 2.1 Bercakap-cakap untuk meminta/minta | Contoh: *A: What is your* | Tanya jawaban berkaitan dengan materi, Meniru pertanyaan-pertanyaan dan | Mengungkapkan berbagai | • Tes lisan | 4 x 35 menit | *Script percakapan*, Buku teks

• Teknik
• Bentuk instrumen
• Contoh instrumen

<p>| | | | | | | |</p>
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<td>Emberi informasi secara berterima yang melibatkan tindak tutur: memperkenalkan diri, menanyakan kepemilikan, menanyakan kegiatan yang sedang dilakukan seseorang</td>
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<td>Respon pertanyaan: Membahas kosakata dan struktur percakapan sesuai materi Latihan percakapan dalam bentuk dialog Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata</td>
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<tr>
<td>Tindak tutur: Memperkenalkan diri Menanyakan kepemilikan Menanyakan kegiatan yang sedang dilakukan seseorang</td>
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<tr>
<td>Unjuk kerja</td>
<td>Performansi</td>
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<tr>
<td>Act out the dialogue in front of the class!</td>
<td>Alat peraga</td>
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</tbody>
</table>

B: My name is (student's name)

A: Whose kite is this?

B: It is Charlie's.

A: What is Mira doing?

B: She is walking.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
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<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Buku</th>
</tr>
</thead>
</table>
| 2.2 Bercakap- cakap untuk meminta/mem- beri informasi secara berterima yang melibatkan tindak tutur: menyebutkan nama- nama- | Contoh:  
   A: *This is an apple.*  
   B: *This is a cauliflower.*  
   A: *Where is John?*  
   B: *He is in front of* | Tanya jawab yang berkaitan dengan materi  
   Meniru pertanyaan-pertanyaan dan respon pertanyaan  
   Membahas kosakata dan struktur percakapan sesuai materi  
   Latihan percakapan dalam bentuk dialog  
   Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata | Mengungkapkan n berbagai tindak tutur:  
   Menyebutkan nama-nama benda  
   Menyebutkan di mana seseorang berada  
   Menyebutkan kesukaan dan kepunyaan | Tes  
   Tanya jawab | Ask and answer  
   Ask questions based on the situation or picture | 4 x 35 menit |

- *Script percakapan*  
- *Buku teks berisi percakapan*  
- *Alat peraga*
A: Do you like pets?
B: Yes, I do.
A: What pet do you have?
B: A cat and a dog.

**Karakter siswa yang diharapkan:**

- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung jawab (responsibility)
- Berani (courage)

Mengetahui,
Kepala SD ........................

(_________________________)

NIP : ______________________

Guru Bahasa Inggris

(_________________________)

NIP : ______________________
SILABUS PEMBELAJARAN

Sekolah : ______________________

Kelas : III (Tiga)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Membaca

3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
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<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
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<td>Bentuk Instrumen</td>
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</tbody>
</table>
| 3.1. Membaca nyaring dengan ucapan dan intonasi yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana | **Pronunciation** | Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: pronunciation, intonation | Melafalkan kata, frasa, dan kalimat dengan baik dan benar | Membaca kata, frasa, dan kalimat dengan intonasi yang benar | Membaca nyaring dengan baik dan benar | **Unjuk ke** rja O bs er va si | Uji petik membaca nyaring | **Read** t h e n t e n c e | **Test** 2 x Bu
Read all these sentences.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
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<td>Kompetensi i</td>
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<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
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<tr>
<td>3.2. Memahami kalimat dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima</td>
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<tr>
<td>• Kalimat-kalimat sangat sederhana</td>
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<td>• Teks deskriptif bergambar sangat sederhana berbentuk cerita singkat</td>
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<td>• Mengidentifikas kalimat sangat sederhana</td>
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<tr>
<td>• Mengidentifikas informasi yang terdapat dalam bacaan</td>
<td></td>
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<td>ke</td>
<td>r</td>
<td>object</td>
<td></td>
</tr>
<tr>
<td>• Mengidentifikas berbagai informasi dalam teks deskriptif bergambar</td>
<td></td>
<td></td>
<td>rj</td>
<td>berdas</td>
<td>s in</td>
<td></td>
</tr>
<tr>
<td>• Tanya jawab yang terkait dengan materi</td>
<td></td>
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<td>the</td>
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<td>pictures</td>
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<td></td>
<td>kalima</td>
<td>text</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

- Buku teks
- Alat peraga
Karakter siswa yang diharapkan:

<table>
<thead>
<tr>
<th>Dapat dipercaya (Trustworthiness)</th>
<th>Rasa hormat dan perhatian (respect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tekun (diligence)</td>
<td>Tanggung jawab (responsibility)</td>
</tr>
<tr>
<td>Berani (courage)</td>
<td></td>
</tr>
</tbody>
</table>

Mengetahui,

Kepala SD ........................

Guru Bahasa Inggris
(_________________________)
NIP: __________________________

(_________________________)
NIP: __________________________
4. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi</th>
<th>Kegiatan</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Mengeja kosakata bahasa Inggris sangat sederhana secara tepat dan berterima</td>
<td>Kosakata sangat sederhana terkait</td>
<td>Mengeja kosakata materi terkait</td>
<td>Mengeja kosakata a berdasa</td>
<td>Tes Menulis Write names of fruits</td>
<td>4 x 35</td>
<td>• Buku teks • Alat peraga</td>
</tr>
<tr>
<td>dengan ejaan yang benar</td>
<td>dengan</td>
<td>berdasarkan</td>
<td>rkan</td>
<td>n</td>
<td>and</td>
<td></td>
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<td>------------------------</td>
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<td></td>
</tr>
<tr>
<td>nama dan benda kepemilikan an dan nama nama buah dan sayuran</td>
<td>nama dan benda kepemilikan an dan nama nama buah dan sayuran</td>
<td>gambar dengan ejaan yang benar</td>
<td>dengan gambar</td>
<td>ejaan yang benar</td>
<td>vegetables.</td>
<td></td>
</tr>
</tbody>
</table>

| 4.2. Menebalkan kosakata bahasa Inggris sangat sederhana secara tepat dan berterima | Kosakata sangat sederhana terkait dengan kata have/has dan kata depan di dalam kalimat | Tes tulisan | • Menebalkan kosakata bahasa Inggris sangat sederhana sesuai dengan gambar
• Menulis kata have/has dan kata depan di dalam kalimat | • Menebalkan kosakata bahasa Inggris sangat sederhana sesuai dengan gambar
• Menulis kata have/has dan kata depan di dalam kalimat | • Menebalkan kosakata bahasa Inggris sangat sederhana sesuai dengan gambar
• Menulis kata depan di dalam kalimat |

| Trace the prepositions below according to the picture s. | 4 x 35 menit | • Buku teks
• Alat peraga |
| Karakter siswa yang diharapkan | Dapat dipercaya (Trustworthiness) | Rasa hormat dan perhatian (respect)
| Tekun (diligence)
| Tanggung jawab (responsibility)
| Berani (courage) |

Mengetahui,

..........................
SILABUS PEMBELAJARAN

Sekolah : _______________________

Kelas : III (Tiga)

Mata Pelajaran : BAHASA INGGRIS

Semester : 2 (Dua)

Standar Kompetensi : Mendengarkan

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teknik Bentuk Instrumen Contoh Instrumen</td>
<td></td>
<td>2 x 35</td>
<td></td>
</tr>
<tr>
<td>5.1 Merespon</td>
<td></td>
<td></td>
<td>Tes deng an listen to the words and repeat it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dengan</td>
<td>Contoh:</td>
<td></td>
<td>Merespon dengan mengulang apa yang diucapkan guru atau didengar dari kaset/CD</td>
<td></td>
<td></td>
<td>Gambar-gambar/ benda terkait</td>
</tr>
<tr>
<td>mengulang</td>
<td>Guru: tennis</td>
<td></td>
<td>dengan mengulang dengan suara lantang kosakata-kosakata dan kalimat-kalimat baru yang diucapkan guru atau didengar dari kaset/CD</td>
<td></td>
<td></td>
<td>Rekaman kaset/CD</td>
</tr>
<tr>
<td>kosakata</td>
<td>Siswa: tennis</td>
<td></td>
<td>Masing-masing siswa mengulang dengan suara lantang kosakata-kosakata dan kalimat-kalimat baru yang diucapkan guru atau didengar dari kaset/CD</td>
<td></td>
<td></td>
<td>Buku teks</td>
</tr>
<tr>
<td>atau kalimat</td>
<td>Guru: surprised</td>
<td></td>
<td>dengan mengulang g apa yang diucapkan n guru atau didengar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>baru dalam</td>
<td>Siswa: surprised</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>berbagai</td>
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<tr>
<td>permainan</td>
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<tr>
<td>dengan</td>
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<td>lantang</td>
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</tr>
</tbody>
</table>

- Guru: `tennis`
- Siswa: `tennis`
| 5.2 Merespon dengan melakukan tindakan sesuai instruksi secara berterima | Contoh: | Siswa melakukan n atau memperagakan instruksi yang diberikan oleh guru | Unjuk ke rja | Responding
Listen to the instructions and follow them. Guru: Preternd | 2 x 35 m en it | • Gambar-gambar/ benda terkait • Rekaman kaset/CD • Buku teks |

| | Guru: *Show me you are happy.* | Siswa: (menggambarkan ekspresi) | Merespon dengan melakukan n atau memperagakan instruksi yang didengar oleh guru | ucapan n lantang g |
Guru: I am swimming.

Siswa: (memperagakan gerakan berenang)

Guru: (didengar dari kaset/CD)

you are angry.

Karakter siswa yang diharapkan:
- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung jawab (responsibility)
- Berani (courage)
**SILABUS PEMBELAJARAN**

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi</th>
<th>Sumber</th>
</tr>
</thead>
</table>
| 6.1 Menirukan ujaran dalam ungkapan | Contoh: Guru: *Which one is* | Meniru pertanya an-pertanya | Meniru pertan yaan-pertan | Unjuk ke rj a | Performance expressons with the | 2 x 35 m | • *Script* percakapan
• Buku teks
• Alat peraga |
sangat sederhana secara berterima

Siswa: Which one is thicker?
(bersama-sama)

Guru: The red one.

Siswa: The red one.
(bersama-sama)

an dan respon pertanyaan yaan dan respon pertan yaan dengan pengucapan dan intonasi yang tepat

correct pronunciation and intonation.

Guru: Which one is bigger?
The yellow one.
<table>
<thead>
<tr>
<th>Pokok/ Pembelajaran</th>
<th>Pencapaian Kompetensi</th>
<th>Teknik Instrumen</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrumen</th>
<th>Waktu Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>6.2 Bercakap-</td>
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<td>cakap untuk meminta /</td>
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</tr>
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<td></td>
<td>memberi informasi</td>
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<tr>
<td></td>
<td>secara berterima</td>
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<td>yang melibatkan</td>
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<tr>
<td></td>
<td>tindak tutur:</td>
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<tr>
<td></td>
<td>menanyakan permainan</td>
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</tr>
<tr>
<td></td>
<td>yang sedang dilakukan</td>
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<td>i</td>
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<tr>
<td>Pencapaian Kompetensi</td>
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</tr>
<tr>
<td></td>
<td>Tanya jawaban berkaitan dengan materi</td>
<td>Mengungkapkan berbagai tindak tutur:</td>
<td>• Tes lisan</td>
<td>• Pertanyaan</td>
<td>4 x 35 menit</td>
</tr>
<tr>
<td></td>
<td>• Membahas kosakata dan struktur percakapan sesuai materi</td>
<td>• menanyakan permainan yang sedang dilakukan seseorang</td>
<td>• Answer the questions orally!</td>
<td>• Performance</td>
<td>• Script percakapan</td>
</tr>
<tr>
<td></td>
<td>• Latihan percakapan dalam bentuk dialog</td>
<td>• menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata</td>
<td>• Unjuk kerja</td>
<td>• Act out the dialogue in front of the class!</td>
<td>• Buku teks</td>
</tr>
<tr>
<td></td>
<td>• Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata</td>
<td></td>
<td></td>
<td></td>
<td>• Alat peraga</td>
</tr>
</tbody>
</table>
seseorang dan menanyakan keadaan seseorang

- Karakter siswa yang diharapkan:
  - Dapat dipercaya (Trustworthiness)
  - Rasa hormat dan perhatian (respect)
  - Tekun (diligence)
  - Tanggung jawab (responsibility)
  - Berani (courage)

Mengetahui,

Kepala SD ..........................

Guru Bahasa Inggris

(________________________)  (________________________)

NIP : ________________________  NIP : ________________________
7. Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi</th>
<th>Sumber</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Membaca nyaring dengan ucapan dan Pronunciation frasa dan kalimat yang</td>
<td>Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: pronunciation.</td>
<td>Melafalkan frasa dan kalimat dengan benar</td>
<td>Membaca frasa dan kalimat dengan intonasi yang</td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
</tr>
</tbody>
</table>

|   |   |   |   | Read the sentence |   | Lembar observasi | aloud |   |   |   |   |   |
| intonasi yang tepat dan berterima yang melibatkan: frasa dan kalimat sangat sederhana | dipelajari intonation | benar
- Mendengarkan contoh membaca nyaring yang dilakukan guru
- Menirukan membaca nyaring dengan intonasi dan jeda sesuai model
- Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar | benar
- Membaca nyaring dengan baik dan benar | .

Read all the sentences loudly and carefully.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
<th>Kegiatan Pencapaian Kompetensi</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2 Menahami kalimat dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima</td>
<td>• Kalimat-kalimat sangat sederhana • Teks deskriptif bergambar sangat sederhana berbentuk cerita singkat</td>
<td>• Mengidentifikas i informasi dalam kalimat-kalimat sangat sederhana • Mengidentifikas i informasi yang terdapat dalam bacaan • Tanya jawab yang terkait dengan materi</td>
<td>• Mengidentifikas i berbagai informasi dalam kalimat-kalimat sangat sederhana • Mengidentifikas i berbagai informasi yang terdapat dalam bacaan • Mengidentifikas i berbagai informasi dalam teks deskriptif bergambar</td>
<td>Tes</td>
<td>Read the text</td>
<td>• Buku teks • Alat peraga</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td></td>
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<td></td>
<td></td>
<td>Contoh Instrumen</td>
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<td>2 x 35 min</td>
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<td>Buku teks</td>
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<td></td>
<td>Alat peraga</td>
</tr>
<tr>
<td>Karakter siswa yang diharapkan</td>
<td>Dapat dipercaya (Trustworthiness)</td>
<td>Rasa hormat dan perhatian (respect)</td>
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<td></td>
<td></td>
<td>Tekun (diligence)</td>
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<tr>
<td></td>
<td></td>
<td>Tanggung jawab (responsibility)</td>
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<tr>
<td></td>
<td></td>
<td>Berani (courage)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mengetahui,

Kepala SD ..........................  

Guru Bahasa Inggris ..........................
SILABUS PEMBELAJARAN

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 8.1 Menyalin kosakata sangat bahasa Inggris a terkait | Kosakata | Menyalin dan mencocokkan kosakata | Menyalin dan mencocokkan kata | Tes Menyalin sesuai | 4 x 35 menit | • Buku teks  
  • Alat peraga |

8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah.
sangat
sederhana
secara tepat
dan
berterima
dengan
ejaan yang
benar
dengan
perbandingan
dengan
gambar
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gambar
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gambar
yang
sesuai
dengan
gambar
yang
sesuai
dengan
gambar
yang
sesuai
dengan
gambar

<table>
<thead>
<tr>
<th>8.2 Melengkapi</th>
<th>Kalimat-</th>
<th>Kalimat-</th>
<th>Kalimat-</th>
<th>Tes</th>
<th>Melengkap</th>
<th>Complete</th>
<th>Test &amp; Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>kalimat- kalimat</td>
<td>sangat</td>
<td>dengan</td>
<td>kalimat</td>
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<td>the</td>
<td>4 x 35</td>
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<td>sangat</td>
<td>sederhana</td>
<td>dengan</td>
<td>kata-kata</td>
<td>is</td>
<td>kalima</td>
<td>words</td>
<td>• Buku teks</td>
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<td>sederhana</td>
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<td>yang</td>
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<td>by</td>
<td>• Alat peraga</td>
</tr>
<tr>
<td>secara tepat</td>
<td>kosakata</td>
<td>sesuai</td>
<td>sesuai</td>
<td>denga</td>
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<td>writin</td>
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<td>berdasarkan</td>
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<td>benar</td>
<td>g the</td>
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<td>berterima</td>
<td>berkaitan</td>
<td>gambar</td>
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<td></td>
</tr>
</tbody>
</table>
Karakter siswa yang diharapkan:

<table>
<thead>
<tr>
<th>Trustworthiness</th>
<th>Respect</th>
<th>Diligence</th>
<th>Responsibility</th>
<th>Courage</th>
</tr>
</thead>
</table>

Mengetahui,

KepalaSD

Guru Bahasa Inggris
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : MI Kedungharjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : III/1

Standar Kompetensi : 1. Memahami instruksi sangat sederhana
dengan tindakan dalam konteks sekolah
Kompetensi Dasar : 1.1 Merespon dengan mengulang kosakata
atau kalimat baru dengan ucapan lantang

Alokasi Waktu : 2 x 35 menit

Tujuan Pembelajaran** : 1. Siswa dapat mengulang apa yang
didengarnya dengan suara lantang
2. Siswa dapat mengulang apa yang
didengarnya dengan pengucapan bahasa
   Inggris yang benar

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)
   Tanggung jawab (responsibility)
   Berani (courage)
Metode Pembelajaran: 1. Siswa bersama-sama mengulang dengan suara lantang kosakata-kosakata dan kalimat-kalimat baru yang diucapkan guru atau didengar dari kaset/CD

2. Masing-masing siswa mengulang dengan suara lantang kosakata-kosakata dan kalimat-kalimat baru yang diucapkan guru atau didengar dari kaset/CD

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
   Apersepsi dan Motivasi:
   - Guru memperlihatkan gambar besar yang mengilustrasikan topik bab yang dibahas.
   - Guru bertanya pada siswa apakah mereka mengetahui nama-nama benda yang ada dalam gambar.

2. Kegiatan Inti
   Eksplorasi

   Dalam kegiatan eksplorasi, guru:
   - Siswa dapat mengulang apa yang didengarnya dengan pengucapan bahasa Inggris yang benar

   Elaborasi

   Dalam kegiatan elaborasi, guru:
   - Siswa diminta mendengar apa yang diucapkan guru atau didengar dari kaset/CD dan mengulang apa yang mereka dengar secara klasikal.
   - Siswa mengulang apa yang diucapkan guru atau didengar dari kaset/CD secara kelompok dan individu.
- Guru memperhatikan pengucapan bahasa Inggris siswa dan membetulkan jika ada pengucapan yang salah.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru menunjuk setiap siswa secara acak untuk menyebutkan apa yang diucapkan guru dengan lantang (kegiatan ini dilakukan dengan cepat).
- Guru meminta siswa untuk mengulang kembali di rumah pelajaran yang telah diberikan di kelas.

**Alat/Sumber Belajar:**

1. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar
2. Rekaman kaset/CD
3. Buku-buku lain yang relevan

**Penilaian:**

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
</table>
| ▪ Merespon dengan mengulang apa yang diucapkan guru atau didengar dari kaset/CD dengan suara lantang | Tes lisan | Merespon dengan mengulang | *Listen to the words and repeat.*
| ▪ Merespon dengan mengulang apa yang diucapkan guru atau didengar dari kaset/CD | | | *Guru: crayon*  
| | | | *Murid: (mengulang)* |
dengan pengucapan bahasa Inggris yang benar

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>secara lisan</th>
<th>dengan ucapan lantang</th>
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<tbody>
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</tbody>
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**FORMAT KRITERIA PENILAIAN**

*PRODUK (HASIL DISKUSI)*

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<th>Skor</th>
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<tr>
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*PERFORMANSI*

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<th>Skor</th>
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<td></td>
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<td></td>
<td></td>
<td>* tidak Pengetahuan</td>
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<td>2.</td>
<td>Praktek</td>
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<td>Produk</td>
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<td></td>
<td>Pengetahuan</td>
<td>Praktek</td>
</tr>
</tbody>
</table>

**LEMBAR PENILAIAN**

3. Sikap

- *Sikap* 4
- *kadang-kadang Sikap* 2
- *tidak Sikap* 1

**CATATAN:**
Nilai = ( Jumlah skor : jumlah skor maksimal ) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

Mengetahui

Kepala Sekolah
guru Mapel Bahasa

Inggris

--------------------------
NIP:

--------------------------
NIP:
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : MI Kedungharjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : III/1

Standar Kompetensi : 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Kompetensi Dasar : 1.2 Merespon dengan melakukan tindakan sesuai instruksi secara berterima

Alokasi Waktu : 2 x 35 menit

Tujuan Pembelajaran** : 1. Siswa dapat memperagakan instruksi-instruksi yang didengar dengan benar
2. Siswa dapat menjawab instruksi yang didengar
3. Siswa dapat membuat gambar

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)
Berani (courage)
Metode Pembelajaran: 1. Siswa memperagakan instruksi-instruksi yang diberikan oleh guru atau didengar dari kaset/CD bersama-sama

2. Siswa menjawab instruksi yang dikatakan guru atau yang didengar dari kaset/CD

3. Siswa membuat gambar berdasarkan apa yang dikatakan guru atau yang didengar dari kaset/CD

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
   Apersepsi dan Motivasi:
   - Guru memperlihatkan gambar besar yang mengilustrasikan topik bab yang dibahas.
   - Guru bertanya pada siswa kegiatan apa saja yang ada dalam gambar.

2. Kegiatan Inti
   Eksplorasi
   Dalam kegiatan eksplorasi, guru:
   - Siswa diminta memperagakan instruksi-instruksi yang diberikan oleh guru atau didengar dari kaset/CD secara bersama-sama (sebagai permulaan, guru dapat memberi contoh dalam memperagakan instruksi yang diberikan).

   Elaborasi
   Dalam kegiatan elaborasi, guru:
   - Siswa diminta menjawab instruksi yang diberikan oleh guru atau yang didengar dari kaset/CD (siswa dapat melakukan kegiatan ini secara individual).
- Siswa diminta mewarnai gambar berdasarkan apa yang dikatakan guru atau yang didengar dari kaset/CD (selama kegiatan ini, guru mengitari siswa dan melihat apakah siswa membuat gambar dengan benar).

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru menunjuk siswa secara acak untuk memperagakan instruksi yang diberikan.
- Guru menilai hasil kerja siswa dalam menjawab instruksi yang didengar dan membuat gambar.

**Alat/Sumber Belajar:**

1. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar
2. Rekaman kaset/CD
3. Buku-buku lain yang relevan

**Penilaian:**

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
- Merespon dengan memperagakan instruksi-instruksi yang didengar
- Merespon dengan menjawab instruksi yang didengar
- Merespon dengan membuat gambar

- Unjuk kerja
- Responding
- Listening to the instructions and follow them.
  - Guru: Borrow a pencil from a friend in front of you.
  - Murid: (melakukan instruksi yang diberikan)

- Tes tulis
- Membuat gambar

- Responding
- Listen to the sentences and answer them.
  - Guru: Introduce your friend.
  - Murid: (memperkenalkan temannya)

<table>
<thead>
<tr>
<th>Format Kriteria Penilaian</th>
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</thead>
<tbody>
<tr>
<td><strong>Produk (hasil diskusi)</strong></td>
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</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek</th>
<th>Kriteria</th>
<th>Skor</th>
</tr>
</thead>
</table>
1. Konsep  
* semua benar 4  
* sebagian besar benar 3  
* sebagian kecil benar 2  
* semua salah 1

**PERFORMANSI**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek</th>
<th>Kriteria</th>
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</table>
| 1.  | Pengetahuan | * Pengetahuan  
* kadang-kadang Pengetahuan  
* tidak Pengetahuan | 4  
2   | Praktek  
* aktif Praktek  
* kadang-kadang aktif  
* tidak aktif | 4  
3   | Sikap  
* Sikap  
* kadang-kadang Sikap  
* tidak Sikap | 4 |

**LEMBAR PENILAIAN**

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<thead>
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<th>No</th>
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</table>

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3. 
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5. 

CATATAN:

Nilai = (Jumlah skor : jumlah skor maksimal) \times 10.

❖ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

.........., .................20 ...

Mengetahui

Kepala Sekolah                                    Guru Mapel Bahasa

Inggris

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NIP:

NIP:
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

NAMA SEKOLAH : MI Kedungharjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : III/1

Standar Kompetensi : 2. Mengungkapkan informasi sangat sederhana dalam konteks sekolah

Kompetensi Dasar : 2.1 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memperkenalkan diri, menanyakan kepemilikan, menanyakan kegiatan yang sedang dilakukan seorang

Indikator Pencapaian Kompetensi :

Alokasi Waktu : 4 x 35 menit

Tujuan Pembelajaran** : 1. Siswa dapat bercakap-cakap untuk memperkenalkan diri
2. Siswa dapat bercakap-cakap untuk menanyakan kepemilikan
3. Siswa dapat bercakap-cakap untuk menanyakan kegiatan yang sedang dilakukan seseorang

Karakter siswa yang diharapkan: Dapat dipercaya (Trustworthis) Rasa hormat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)
Berani (courage)

Metode Pembelajaran: 1. Siswa melakukan tanya jawab yang berkaitan dengan materi
2. Siswa meniru pertanyaan-pertanyaan dan respon pertanyaan
3. Siswa dan guru membahas kosakata dan struktur percakapan sesuai materi
4. Siswa melakukan latihan percakapan dalam bentuk dialog
5. Siswa menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata

Langkah-langkah Kegiatan Pembelajaran:
1. Kegiatan Pendahuluan
   Apersepsi dan Motivasi:
• Guru memperlihatkan gambar besar yang mengilustrasikan bab yang dibahas.
• Guru bertanya pada siswa mengenai kegiatan yang terdapat dalam gambar dalam bahasa Inggris dan siswa menjawab.

2. Kegiatan Inti

_Eksplorasi_

Dalam kegiatan eksplorasi, guru:

• Guru memberikan contoh dialog-dialog yang berkaitan dengan materi.

_Elaborasi_

Dalam kegiatan elaborasi, guru:

• Siswa melengkapi dialog-dialog yang masih kosong dalam buku teks.
• Siswa berlatih dialog-dialog tersebut dengan teman-temannya (latihan ini dapat dilakukan secara berpasangan ataupun berkelompok).
• Selama siswa berlatih, guru mengitari siswa dan mencatat kesalahan-kesalahan yang dilakukan oleh siswa.

_Konfirmasi_

Dalam kegiatan konfirmasi, guru:

• Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
• Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

• Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
• Guru menilai hasil kerja siswa dalam melengkapi dialog.
• Guru meminta beberapa siswa maju ke depan kelas untuk mempraktikkan dialog yang baru saja dilatih.
• Guru memberikan komentar dengan mengucapkan well done, good job, atau very good pada siswa yang berani maju ke depan agar mereka termotivasi.
Alat/Sumber Belajar:

1. *Script* percakapan yang terdapat dalam buku teks dan buku guru
2. Alat peraga yang berkaitan dengan materi ajar
3. Buku-buku lain yang relevan

Penilaian:

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengungkapkan berbagai tindak tutur:</td>
<td>Tes lisan</td>
<td>Pertanyaan</td>
<td><em>Answer the questions orally!</em></td>
</tr>
<tr>
<td>▪ Memperkenalkan diri</td>
<td>Unjuk kerja</td>
<td><em>Performance</em></td>
<td><em>What is your name?</em></td>
</tr>
<tr>
<td>▪ Menanyakan kepemilikan</td>
<td></td>
<td></td>
<td><em>How old are you?</em></td>
</tr>
<tr>
<td>▪ Menanyakan kegiatan yang sedang dilakukan seseorang</td>
<td></td>
<td></td>
<td><em>What do you like?</em></td>
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<td></td>
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<td><em>Act out the dialogue in front of the class!</em></td>
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<td>(siswa secara berpasangan atau berkelompok</td>
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<td></td>
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<td>mempraktikkan dialog-dialo</td>
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<td><em>dipelajari)</em></td>
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</table>
### FORMAT KRITERIA PENILAIAN

*PRODUK (HASIL DISKUSI)*

<table>
<thead>
<tr>
<th>No.</th>
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<tr>
<td>1.</td>
<td>Konsep</td>
<td>* semua benar</td>
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<td>* sebagian besar benar</td>
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<td>* semua salah</td>
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### PERFORMANSI

<table>
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</tbody>
</table>

**CATATAN:**

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

✉ Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

.........., ......................20 ...

Mengetahui

Kepala Sekolah

Guru Mapel Bahasa

Inggris
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : MI Kedungharjo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : III/1

Standar Kompetensi : 2. Mengungkapkan informasi sangat sederhana dalam konteks sekolah

Kompetensi Dasar : 2.2 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: menyebutkan nama-nama benda, menyebutkan di mana seseorang berada, dan menyebutkan kesukaan dan kepunyaan

Alokasi Waktu : 4 x 35 menit

Tujuan Pembelajaran** : 1. Siswa dapat bercakap-cakap untuk menyebutkan nama-nama benda

2. Siswa dapat bercakap-cakap untuk menyebutkan di mana seseorang berada

3. Siswa dapat bercakap-cakap untuk menyebutkan kesukaan dan kepunyaan

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)
Berani (courage)

Metode Pembelajaran:
1. Siswa melakukan tanya jawab yang berkaitan dengan materi
2. Siswa meniru pertanyaan-pertanyaan dan respon pertanyaan
3. Siswa dan guru membahas kosakata dan struktur percakapan sesuai materi
4. Siswa melakukan latihan percakapan dalam bentuk dialog
5. Siswa menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
   Apersepsi dan Motivasi:
   • Guru memperlihatkan gambar besar yang mengilustrasikan bab yang dibahas.
   • Guru bertanya pada siswa mengenai kegiatan yang terdapat dalam gambar dalam bahasa Inggris dan siswa menjawab.

2. Kegiatan Inti
   Eksplorasi

   Dalam kegiatan eksplorasi, guru:
- Guru memberikan contoh dialog-dialog yang berkaitan dengan materi.

**Elaborasi**

Dalam kegiatan elaborasi, guru:

- Siswa melengkapi dialog-dialog yang masih kosong dalam buku teks.
- Siswa berlatih dialog-dialog tersebut dengan teman-temannya (latihan ini dapat dilakukan secara berpasangan ataupun berkelompok).
- Selama siswa berlatih, guru mengitari siswa dan mencatat kesalahan-kesalahan yang dilakukan oleh siswa.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
- Guru menilai hasil kerja siswa dalam melengkapi dialog.
- Guru meminta beberapa siswa maju ke depan kelas untuk mempraktikkan dialog yang baru saja dilatih.
- Guru memberikan komentar dengan mengucapkan well done, good job, atau very good pada siswa yang berani maju ke depan agar mereka termotivasi.

**Alat/Sumber Belajar:**

1. *Script* percakapan yang terdapat dalam buku teks dan buku guru
2. Alat peraga yang berkaitan dengan materi ajar
3. Buku-buku lain yang relevan
**Penilaian:**

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengungkapkan berbagai tindak tutur:</td>
<td>Tes lisan</td>
<td>Tanya jawab</td>
</tr>
</tbody>
</table>

- Menyebutkan nama-nama benda
- Menyebutkan di mana seseorang berada
- Menyebutkan kesukaan dan kepunyaan

**FORMAT KRITERIA PENILAIAN**

*PRODUK (HASIL DISKUSI)*

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek</th>
<th>Kriteria</th>
<th>Skor</th>
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<tbody>
<tr>
<td>1.</td>
<td>Konsep</td>
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<td>* sebagian besar benar</td>
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**Performansi**

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**Lembar Penilaian**

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Performan</th>
<th>Produk</th>
<th>Jumlah Skor</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
CATATAN:

Nilai = (Jumlah skor : jumlah skor maksimal) \times 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

............... ......................20 ...

Mengetahui

Kepala Sekolah ............................

Guru Mapel Bahasa Inggris

........................................

........................................

NIP : .................................

NIP : ..................................
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : MI Kedungharjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : III/1

Standar Kompetensi : 4. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

Kompetensi Dasar : 4.1 Mengeja kosakata bahasa Inggris sangat sederhana secara tepat dan berterima
Tujuan Pembelajaran** : Siswa dapat mengeja kosakata berdasarkan gambar dengan ejaan yang benar

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)
Berani (courage)

Metode Pembelajaran : Siswa mengeja kosakata materi terkait berdasarkan gambar yang terdapat dalam buku teks

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
   Apersepsi dan Motivasi :
   - Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan. Sebagai contoh: guru bertanya apakah siswa pernah menemani ibu pergi ke pasar ketika akan membahas kosakata mengenai buah dan sayuran.
   - Guru mengajak siswa mengingat kembali kosakata-kosakata yang berkaitan dengan topik bahasan.

2. Kegiatan Inti
   **Eksplorasi**

   Dalam kegiatan eksplorasi, guru:
- Siswa dapat mengeja kosakata berdasarkan gambar dengan ejaan yang benar

**Elaborasi**

Dalam kegiatan elaborasi, guru:
- Guru meminta siswa mengerjakan latihan memberi nama buah dan sayuran yang terdapat pada gambar.
- Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan melihat apakah setiap siswa sudah menulis nama-nama benda dengan ejaan yang benar.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:
- Guru membahas hasil pekerjaan siswa bersama-sama.
- Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis nama benda berdasarkan benda yang guru pegang di papan tulis.
- Guru mengingatkan siswa kembali mengenai ejaan yang benar yang berkaitan dengan kosakata yang dipelajari siswa.

**Alat/Sumber Belajar:**

1. Buku-buku lain yang relevan
2. Alat peraga yang berkaitan dengan materi ajar

**Penilaian:**

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penil</th>
<th>Bentuk Instru</th>
<th>Instrumen/ Soal</th>
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**FORMAT KRITERIA PENILAIAN**

**PRODUK (HASIL DISKUSI)**

**PERFORMANSI**
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<th>No</th>
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<th>Praktek</th>
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**LEMBARPENILAIAN**
**CATATAN:**

Nilai = (Jumlah skor : jumlah skor maksimal) \times 10.

*Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.*

..........., .................20 ...

Mengetahui

Kepala Sekolah                                     Guru Mapel Bahasa

Inggris

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NIP :               NIP :
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : MI Kedungharjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : III/1
Standar Kompetensi : 4. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah
Kompetensi Dasar : 4.2 Menebalkan kosakata bahasa Inggris sangat sederhana secara tepat dan berterima
Alokasi Waktu : 4 x 35 menit
Tujuan Pembelajaran** : 1. Siswa dapat menebalkan kosakata bahasa Inggris sangat sederhana sesuai dengan gambar
2. Siswa dapat menulis kata have/has dan kata depan di dalam kalimat

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)
Berani (courage)

Metode Pembelajaran:

1. Siswa menebalkan kosakata bahasa Inggris sangat sederhana sesuai dengan gambar
2. Siswa menulis kata have/has dan kata depan di dalam kalimat

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
   Apersepsi dan Motivasi:
   - Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bacaan. Sebagai contoh: guru bertanya apakah siswa memiliki hewan peliharaan ketika akan membahas bacaan mengenai seorang anak dan hewan-hewan peliharaannya.
   - Guru mengajak siswa mengingat kembali kosakata-kosakata yang berkaitan dengan topik bahasan.

2. Kegiatan Inti
   Eksplorasi
   Dalam kegiatan eksplorasi, guru:
   - Siswa dapat menulis kata have/has dan kata depan di dalam kalimat

   Elaborasi
   Dalam kegiatan elaborasi, guru:
   - Guru meminta siswa mengerjakan latihan menebalkan kosakata bahasa Inggris sangat sederhana sesuai dengan gambar dan menulis kata have/has dan kata depan di dalam kalimat.
   - Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
   - Pada saat melakukan kegiatan ini, guru mengitari siswa dan melihat apakah siswa sudah menulis dengan benar.

Konfirmasi
Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru membahas hasil pekerjaan siswa bersama-sama.
- Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis kata depan atau kosakata yang telah dipelajari siswa berdasarkan apa yang guru ucapkan.
- Guru mengingatkan siswa agar mereka mengingat kosakata yang dipelajari.

Alat/Sumber Belajar:

1. Buku-buku lain yang relevan
2. Alat peraga yang berkaitan dengan materi ajar

Penilaian:

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menebalkan kosakata bahasa Inggris sangat sederhana sesuai dengan gambar</td>
<td>Tes tulis</td>
<td>• Menebalkan kosakata bahasa Inggris sangat sederhana sesuai dengan gambar</td>
</tr>
<tr>
<td>Menulis kata <strong>have</strong>/<strong>has</strong> dan kata depan di dalam kalimat</td>
<td></td>
<td>• Menulis kosakata dengan benar dan</td>
</tr>
</tbody>
</table>

*Trace the prepositions below according to the pictures.*

The post office is next to the **school**.

The hospital is across from the...
sesuai dengan gambar

supermarket

Write have/has in the space provided.

Raras _______ a fish.
Tino _______ a dog.
Raras and Tino _______ pets.

**FORMAT KRITERIA PENILAIAN**

*PRODUK* (HASIL DISKUSI)

<table>
<thead>
<tr>
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<td>* semua salah</td>
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*PERFORMANSI*

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**LEMBARPENILAIAN**

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</tr>
</tbody>
</table>
CATATAN:

Nilai = ( Jumlah skor : jumlah skor maksimal ) X 10.

- Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

Mengetahui

Kepala Sekolah

Guru Mapel Bahasa Inggris

NIP : NIP :
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SD : MI Kedungharjo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : III/2

Standar Kompetensi : 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Kompetensi Dasar : 5.1 Merespon dengan mengulang kosakata atau kalimat baru dalam berbagai permainan dengan ucapan lantang

Alokasi Waktu : 2 x 35 menit

Tujuan Pembelajaran** : 1. Siswa dapat mengulang apa yang didengarnya dengan suara lantang

2. Siswa dapat mengulang apa yang didengarnya dengan pengucapan bahasa Inggris yang benar

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)

Rasa hormat dan perhatian (respect)

Tekun (diligence)
Tanggung jawab ( responsibility )

Berani ( courage )

Metode Pembelajaran : 1. Siswa bersama-sama mengulang dengan suara lantang kosakata-kosakata dan kalimat-kalimat baru yang diucapkan guru atau didengar dari kaset/CD

2. Masing-masing siswa mengulang dengan suara lantang kosakata-kosakata dan kalimat-kalimat baru yang diucapkan guru atau didengar dari kaset/CD

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan Apersepsi dan Motivasi :

   • Guru memperlihatkan gambar besar yang mengilustrasikan topik bab yang dibahas.
   • Guru bertanya pada siswa apakah mereka mengetahui nama-nama benda yang ada dalam gambar.

2. Kegiatan Inti Eksplorasi

Dalam kegiatan eksplorasi, guru:

   • Siswa diminta mendengar apa yang diucapkan guru atau didengar dari kaset/CD dan mengulang apa yang mereka dengar secara klasikal.

Elaborasi

Dalam kegiatan elaborasi, guru:

   • Siswa mengulang apa yang diucapkan guru atau didengar dari kaset/CD secara kelompok dan individu.
• Guru memerhatikan pengucapan bahasa Inggris siswa dan membetulkan jika ada pengucapan yang salah.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

• Guru bertanya jawa tentang hal-hal yang belum diketahui siswa
• Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

• Guru menunjuk setiap siswa secara acak untuk menyebutkan apa yang diucapkan guru dengan lantang (kegiatan ini dilakukan dengan cepat).
• Guru meminta siswa untuk mengulang kembali di rumah pelajaran yang telah diberikan di kelas.

Alat/Sumber Belajar:

1. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar
2. Rekaman kaset/CD
3. Buku-buku lain yang relevan

Penilaian:

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</table>
| • Merespon dengan mengulang apa yang diucapkan guru atau didengar dari kaset/CD dengan suara lantang  
  • Merespon dengan mengulang apa yang | Tes lisan       | Merespon        | Listen to the words and repeat. |
|                                  |                 | dengan          |               |
|                                  |                 | mengulang       | Guru: Cycling. |
diucapkan guru atau didengar dari kaset/CD dengan pengucapan bahasa Inggris yang benar

Murid: (mengulang dengan ucapan lantang)

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### LEMBAR PENILAIAN

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CATATAN:

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

Mengetahui

Kepala Sekolah

Guru Mapel Bahasa

Inggris

NIP:

NIP:
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : MI Kedungharjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : III/2

Standar Kompetensi : 5. Memahami instruksi sangat sederhana
dengan tindakan dalam konteks sekolah

Kompetensi Dasar : 5.2 Merespon dengan melakukan tindakan
sesuai instruksi secara berterima

Alokasi Waktu : 2 x 35 menit

Tujuan Pembelajaran** : Siswa dapat melakukan atau memperagakan
instruksi-instruksi yang didengar dengan
benar

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)
Berani (courage)

Metode Pembelajaran : Siswa melakukan atau memperagakan instruksi-instruksi yang diberikan oleh guru atau didengar
dari kaset/CD
Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
   Apersepsi dan Motivasi:
   - Guru memperlihatkan gambar besar yang mengilustrasikan topik bab yang dibahas.
   - Guru bertanya pada siswa aktivitas apa saja yang ada dalam gambar.

2. Kegiatan Inti
   **Eksplorasi**

   Dalam kegiatan eksplorasi, guru:
   - Siswa diminta melakukan atau memperagakan instruksi-instruksi yang diberikan oleh guru atau didengar dari kaset/CD secara bersama-sama (sebagai permutan, guru dapat memberi contoh dalam melakukan atau memperagakan instruksi yang diberikan).

   **Elaborasi**

   Dalam kegiatan elaborasi, guru:
   - Siswa diminta melakukan atau memperagakan instruksi-instruksi yang diberikan oleh guru atau didengar dari kaset/CD secara berkelompok (guru dapat memotivasi siswa agar kompak dengan kelompoknya).

   **Konfirmasi**

   Dalam kegiatan konfirmasi, guru:
   - Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
   - Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

   Dalam kegiatan penutup, guru:
   - Guru menunjuk siswa secara acak untuk memperagakan instruksi yang diberikan.
   - Guru memberi apresiasi terhadap siswa yang melakukan instruksi-instruksi dengan benar dengan mengucapkan well done, good job, atau very good.

Alat/Sumber Belajar:
1. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar  
2. Rekaman kaset/CD  
3. Buku-buku lain yang relevan

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| Merespon dengan melakukan atau memperagakan instruksi-instruksi yang didengar | Unjuk kerja | Responding | Listen to the instructions and follow them.  
Guru: Pretend you are angry. |

FORMAT KRITERIA PENILAIAN

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CATATAN:

Nilai = (Jumlah skor : jumlah skor maksimal) \times 10.

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

.........., ......................20 ...

Mengetahui

Kepala Sekolah                                Guru Mapel Bahasa

Inggris
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : MI Kedungharjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : III/2

Standar Kompetensi : 6. Mengungkapkan informasi sangat sederhana dalam konteks sekolah

Kompetensi Dasar : 6.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima

Alokasi Waktu : 2 x 35 menit

Tujuan Pembelajaran** : Siswa dapat meniru pertanyaan dan respon pertanyaan dengan pengucapan dan intonasi yang tepat

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)
Berani (courage)

Metode Pembelajaran : Siswa meniru pertanyaan-pertanyaan dan respon pertanyaan
Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
   Apersepsi dan Motivasi:
   - Guru memperlihatkan gambar besar yang mengilustrasikan bab yang dibahas.
   - Guru bertanya pada siswa mengenai kegiatan yang terdapat dalam gambar dalam bahasa Inggris dan siswa menjawab.

2. Kegiatan Inti
   Eksplorasi
   Dalam kegiatan eksplorasi, guru:
   - Guru mengucapkan pertanyaan-pertanyaan dan respon pertanyaan yang menjadi fokus bahasan bab dengan lantang.

   Elaborasi
   Dalam kegiatan elaborasi, guru:
   - Siswa diminta meniru apa yang guru ucapkan dengan lantang secara klasikal.
   - Siswa dibagi ke dalam kelompok dan secara bergantian setiap kelompok berlatih meniru ujaran-ujaran yang diucapkan guru.
   - Selama siswa berlatih, guru memperhatikan pengucapan dan intonasi siswa. Jika ada siswa yang melakukan kesalahan, guru segera membetulkan kesalahan tersebut.

   Konfirmasi
   Dalam kegiatan konfirmasi, guru:
   - Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
   - Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup
   Dalam kegiatan penutup, guru:
   - Guru meminta beberapa siswa maju ke depan kelas untuk mempraktikkan ujaran-ujaran yang baru saja dilatih.
   - Guru memberikan komentar dengan mengucapkan well done, good job, atau very good pada siswa yang berani maju ke depan agar mereka termotivasi.
Alat/Sumber Belajar:

1. *Script* percakapan yang terdapat dalam buku teks dan buku guru
2. Alat peraga yang berkaitan dengan materi ajar
3. Buku-buku lain yang relevan

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<tr>
<td>Meniru pertanyaan-pertanyaan dan respon pertanyaan dengan pengucapan dan intonasi yang tepat</td>
<td>Unjuk kerja</td>
<td><em>Performance</em></td>
<td>Repeat the expressions with the correct pronunciation and intonation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guru: Which one is bigger?</td>
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<td>Siswa: (mengulang dengan pengucapan dan intonasi yang tepat)</td>
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<td>Guru: The yellow one.</td>
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**CATATAN:**
Nilai = \( \frac{\text{Jumlah skor}}{\text{jumlah skor maksimal}} \times 10. \)

Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.

..........., ...............20 ...

Mengetahui

Kepala Sekolah

Guru Mapel Bahasa

Inggris

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(RPP)

NAMA SEKOLAH : MI Kedungharjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : III/2

Standar Kompetensi : 6. Mengungkapkan informasi sangat sederhana dalam konteks sekolah

Kompetensi Dasar : 6.2 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: menanyakan permainan yang sedang dilakukan seseorang dan menanyakan keadaan seseorang

Alokasi Waktu : 4 x 35 menit

Tujuan Pembelajaran** : 1. Siswa dapat bercakap-cakap untuk menanyakan permainan yang sedang dilakukan seseorang
                      2. Siswa dapat bercakap-cakap untuk menanyakan keadaan seseorang

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
                                  Rasa hormat dan perhatian (respect)
                                  Tekun (diligence)
Tanggung jawab ( responsibility )

Berani ( courage )

Metode Pembelajaran:

1. Siswa melakukan tanya jawab yang berkaitan dengan materi
2. Siswa dan guru membahas kosakata dan struktur percakapan sesuai materi
3. Siswa melakukan latihan percakapan dalam bentuk dialog
4. Siswa menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata

Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan
   Apersepsi dan Motivasi:
   - Guru memperlihatkan gambar besar yang mengilustrasikan bab yang dibahas.
   - Guru bertanya pada siswa mengenai kegiatan yang terdapat dalam gambar dalam bahasa Inggris dan siswa menjawab.

2. Kegiatan Inti
   Eksplorasi

   Dalam kegiatan eksplorasi, guru:
   - Guru memberikan contoh dialog-dialog yang berkaitan dengan materi.
   - Siswa melengkapi dialog-dialog yang masih kosong dalam buku teks.

   Elaborasi

   Dalam kegiatan elaborasi, guru:
• Siswa berlatih dialog-dialog tersebut dengan teman-temanya (latihan ini dapat dilakukan secara berpasangan ataupun berkelompok).
• Selama siswa berlatih, guru mengitari siswa dan mencatat kesalahan-kesalahan yang dilakukan oleh siswa.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

• Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
• Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

• Guru memperbaiki kesalahan yang dilakukan siswa (kesalahan meliputi pengucapan, penyebutan kosakata, dan tata bahasa yang pada saat itu menjadi fokus bahasan).
• Guru menilai hasil kerja siswa dalam melengkapi dialog.
• Guru meminta beberapa siswa maju ke depan kelas untuk mempraktikkan dialog yang baru saja dilatih.
• Guru memberikan komentar dengan mengucapkan well done, good job, atau very good pada siswa yang berani maju ke depan agar mereka termotivasi.

**Alat/Sumber Belajar:**

1. *Script* percakapan yang terdapat dalam buku teks dan buku guru
2. Alat peraga yang berkaitan dengan materi ajar
3. Buku-buku lain yang relevan

**Penilaian:**
Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Teknik Penilaian</th>
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<tr>
<td>Tes lisan</td>
<td><strong>Performance</strong></td>
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<tr>
<td>Unjuk kerja</td>
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</tbody>
</table>

Mengungkapkan berbagai tindak tutur:
- menanyakan permainan yang sedang dilakukan seseorang
- menanyakan keadaan seseorang

**FORMAT KRITERIA PENILAIAN**

**PRODUK (HASIL DISKUSI)**

<table>
<thead>
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<th>No.</th>
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<th>Skor</th>
</tr>
</thead>
</table>

Answer the questions orally.

Guru: What are you doing?
Siswa: I am playing tennis.
Guru: What is she doing?
Siswa: She is swimming.

Act out the dialogue in front of the class.
Siswa A: How do you feel?
Siswa B: I am sleepy.
1. Konsep
- * semua benar: 4
- * sebagian besar benar: 3
- * sebagian kecil benar: 2
- * semua salah: 1

**PERFORMANSI**

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**LEMBARPENILAIAN**

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<tr>
<th>No</th>
<th>Nama Si</th>
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**CATATAN:**

Nilai = (Jumlah skor : jumlah skor maksimal) X 10.

*Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.*

..........., ..................20 ...

Mengetahui

Kepala Sekolah  
Guru Mapel Bahasa

Inggris

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..................................

NIP :  
NIP :
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH : MI Kedungharjo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : III/2

Standar Kompetensi : 8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah

Kompetensi Dasar : 8.1 Menyalin kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar

Alokasi Waktu : 4 x 35 menit

Tujuan Pembelajaran** : Siswa dapat menyalin dan mencocokkan kata dengan gambar yang sesuai

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)
Berani (courage)

Metode Pembelajaran : Siswa menyalin dan mencocokkan kosakata dengan gambar
Langkah-langkah Kegiatan Pembelajaran:

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi:

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan. Sebagai contoh: guru meminta siswa mengumpulkan barang-barang yang mereka bawa di meja mereka masing-masing ketika akan membahas perbandingan ukuran benda.
- Guru mengajak siswa mengingat kembali kosakata-kosakata yang berkaitan dengan topik bahasan.

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Siswa dapat menyalin dan mencocokkan kata dengan gambar yang sesuai

Elaborasi

Dalam kegiatan elaborasi, guru:

- Guru meminta siswa mengerjakan latihan memberi nama-nama benda sesuai dengan perbandingan ukuran masing-masing benda yang terdapat pada gambar.
- Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan melihat apakah setiap siswa sudah menulis ukuran benda dengan ejaan yang benar.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama-sama bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru membahas hasil pekerjaan siswa bersama-sama.
- Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis perbandingan ukuran benda-benda yang telah mereka kumpulkan di meja.
- Guru mengingatkan siswa kembali mengenai ejaan yang benar yang berkaitan dengan kosakata yang dipelajari siswa.

**Alat/Sumber Belajar:**

1. Buku-buku lain yang relevan
2. Alat peraga yang berkaitan dengan materi ajar

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<tr>
<td>Menyalin dan mencocokkan kata dengan gambar yang sesuai</td>
<td>Tes tulis</td>
<td>Menyalin kosakata sesuai dengan gambar</td>
<td>Write the correct size. (gambar selang air yang berbeda ukuran panjang) (gambar balon yang berbeda ukuran besar) (gambar kotak yang berbeda ukuran besar)</td>
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Guru Mapel Bahasa Inggris

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