

Using Realita to Teach Telling Time to Grade 8 Students

***This thesis is submitted as a partial fulfillment of Sarjana Pendidikan degree in
English Language Education***



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2020

APPROVAL SHEET

**Using Realita to Teach Telling Time
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Defended before the Board of Examiners on 27th of August 2020

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written by myself. This thesis does not contain of other people's work, except those cited in quotation and references as a scientific paper should.

Yogyakarta, 27th August 2020



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MOTTO

“stop wishing, start doing”

Aan Saputra

“do not stop praying for the best person you love”

Ali Bin Abi Thalib

DEDICATION

On behalf of Allah, I dedicate this thesis to:

Myself, my family, my lecturers, my friends, and all those who have helped me complete this thesis, may one day Allah repay all the kindness that you have given me. I believe the good will be returned with the good too.

ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, may Allah SWT always give strength to those of us who have struggled in completing theses and as a requirement to get a Bachelor of Education in English Education.

First, I say many thanks to my parents who always supported and prayed so that I could finish college and thesis because without prayer and support my parents would not be able to go so far. Secondly to my sister who also participated in providing motivation in lectures and theses. Finally, I would like to express my deepest gratitude to all lecturers and staff of the Indonesian Islamic University, faculties, and English study programs for helping me complete this final project.

Researchers believe this thesis is far from perfect. Researchers also hope that this thesis can be useful for readers. Suggestions and criticisms are needed for this thesis.

Thank you for all the support and assistance that has been given.

Yogyakarta, 27th August 2020



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ABSTRACT

Learning using media one of the strategies teachers to deliver material for students in the class. Media can help the teacher to be more creative and develop material suitable students need. Focused teachers to use media in class inspirations students as impact that what they learn can be related to daily real life. Realia as media to support teaching strategies because realia have three dimensions, students can be feel, see, and practice. The use of realia media is very positive for students, it can be seen from them that it is easy to remember the material, understand the material, and be easily available.

CHAPTER I

BACKGROUND

The role of the teacher in the classroom influences the environment how students will feel confident to learn in class. By applying several concepts and methods of learning in class it will be very interesting for students to be more active in deepening the material. The teacher must also be able to solve the character, strengths, and weaknesses of students before implementing a material. With the current era, teachers also strongly support various sources for creating and innovating in creating unique learning media.

The Field Study Program (PPL) at English Language Education requires students to go to a designated school. This program activity aims to train students to be able to directly deal with how things are and the atmosphere at school. Besides, students are also required to be able to create and innovate in teaching with the help of media tools. To be more specific, this activity also applies to microteaching, classroom management, and ICT in education courses. Before, students conduct learning activities in class, students make observations in classes that have been determined by the Field Guide Teacher (GPL). For the formal observation, I had observed one class that would be my classes in the teaching practice. The first observation was held on Friday, 12nd August 2018 at 09.35 a.m – 11.00 a.m.

The teacher started the class by asking the students to pray before the study. First, the teacher checked their attendance and continued to ask the students

about the previous meeting. Yet, some students forgot about the topic then he gave them some clues to recall their memory. The teacher checks for homework and giving scores and feedback. After that, the teacher helps students when any students giving questions. Students achieve instruction from the teacher to the next activities, for example, "Repeat after me" to read the text or paragraph. In this activity, the teacher read the text and students that follow, when students make noise in class the teacher can give punishment. Sometimes the teacher gives a reward and filling free time with a joke.

Based on my observation in this class VII (c), the method that used was teacher-center which takes the teacher as the main resource in the class. After opened the class the teacher asks about homework. After that teacher check result from students, the teacher gives a score to students. In the practice, the teacher asked the students to do tasks in their coursebook which is categorized as individual-work. During the activity, the teacher guided and checked the students' works to make sure that they were right. After observing this class I think that the teacher was right to choose those methods where the students were uncontrollable and lack of motivation to study English. Before the close, this class teacher suggests students and remember to study hard at home. The teacher and students' interaction showed positive communication whether in the class or outside. The enjoyment and emotional connection that the teacher has with students, as well as the nature of peer interaction. The teacher also gives appropriate rewards and punishment to the students which is encourage the students to be more focused on the lesson. When any student makes noisy the teachers give punishment, but when students make proud of the teacher he can give a reward. So, the use of realia

media in learning activities is important because it will reduce the saturation of students in learning material, will also increase the attractiveness of students in realia practice, increase student's memory in daily life with the real environment.

CHAPTER II

CONSTRUCT

Many media are used when teaching in class, however, visuals are more tangible and interesting intermediaries for students. According to Smaldino (2005) states that visuals can make your instructions more realistic, engaging, easy and not require any equipment. Realia is one of the teaching media that many teachers use for real things. This is one of the interesting and motivating teaching techniques so that students can easily remember the time.

There have been several research related to using realia. The first research by Inggrid and Angraini (2016). The researcher found problems that the effectiveness of teaching time using realia. Moreover, the researcher also judging from the results of pre-activity, while the activity and post-activity. Quasi-experimental results reveal that teaching in the classroom using realia media is very suitable for students to help improve achievement. realia is also one type of media or teaching material that is fun and enhances the classroom atmosphere.

The second research was conducted by Suharsih and Hamidiyah (2012). She found that the school does not have language laboratory facilities to support speaking and listening skills. besides that teachers also only rely on material from books and English teachers do not have English as their basic education. This study aims to describe how realia applied by an English teacher in their classroom. The results of this study indicate that using realia media in the classroom is very helpful for students and teachers. Realia also supports students to be more active and creative.

Based on the background of this study, the statement of the research problem of this research can be formulated as follow:

1. How is realia used to teach “Telling Time” to grade 8 Junior High School Students.?

CHAPTER III

THE IMPLEMENTATION

A. TEACHING PRACTICE IMPLEMENTATION

1. Making Lesson Plan

Before the researcher teaching practice in class, the researcher must be making a lesson plan to great and arranging the structure. Before I taught for the first time there were several things I prepared. In the first meeting, I got the ingredients to tell the time. Then I looked for material, looked for the right media and looked for ideas to play games and the complete are in the appendix.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

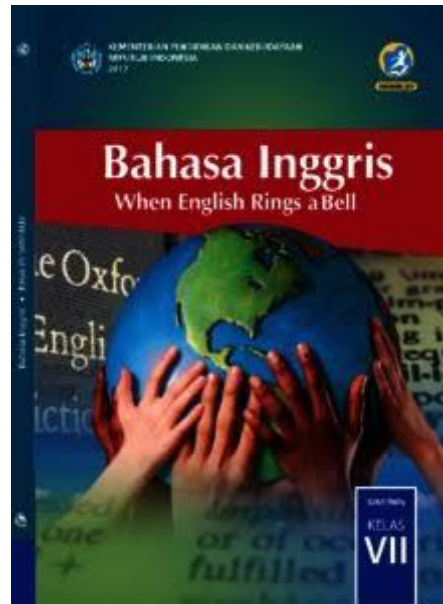
Kompetensi Dasar	Indikator
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)	<p>3.3.1. Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama hari, waktu, tanggal bulan dan tahun dalam bahasa Inggris</p> <p>3.3.2. Memahami penggunaan cardinal number dan ordinal number</p> <p>3.3.3. <u>Siswa mampu menyusun teks singkat terkait dengan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya.</u></p>
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>4.3.1. Melakukan tindak tutur menyebutkan nama-nama bulan dengan percaya diri.</p> <p>4.3.2. <u>Siswa mampu menyusun teks singkat terkait dengan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya</u></p>

C. TUJUAN PEMBELAJARAN

(Figure 1 Making Lesson Plan)

2. Designing Teaching Materials

Before implementing the lesson plan that has been made, researchers first see whether the existing lesson plan can be related to school textbooks. The textbook is “ Siti Wachidah, dkk. 2016. *Buku Siswa – Bahasa Inggris Kelas VII*, Jakarta: Kemendikbud.” as the main source of materials. Furthermore, the sample of a textbook is show bellow, and the complete is in the appendix



(Figure 2 Text Book)

3. Preparing Teaching and Media

After making lesson plans and designing the teaching material, the researcher preparing the teaching and media related to the topic. For example, preparing a realia clock to activities. There are also some preparations such as markers, pens, absences, media, worksheets, drawings and materials. The researcher take media realia from library, in class I check that realia ready to deliver for students, I introduce realia to students, after that I explain how to use realia can be related with material of today and I give some example, I invite the students front the class to applying realia. I also prepared several media tools to play ice-breaking in the form of images.



(Figure 3 What's the time)

4. The Procedure of Teaching Practice

A. Preliminary Activities

- a) The teacher greets and invites students to pray together.
- b) The teacher checks students attendance in class
- c) Teacher giving motivation to students
- d) Give a brainstorm in the form of questions by following with the material tell to the time to be conveyed such as:
 - *what time did you wake up every day.?*

- what time do you eat breakfast.?

-what time do you go to school.?

- e) The teacher informed the subject matter that will be discussed today

B. Core Activities

- a) The teacher explains materials according to the textbook
- b) The teacher and students doing a discussion about material tell to the time
- c) The teacher shows a picture of what's the time (appendix 4)
- d) Teacher reading text what's the time and students follow
- e) After that, the teacher explains how to use a.m, p.m, long hand, short hand, second hand, hour, minute, second, O'clock, past, to, a quarter, a half.
- f) Teacher use realia to practice and students can front of the class to practice material using realia
- g) For example, if the teacher says (it's two O'clock), the student's will play realia and students start turning clockwise to 2 O'clock
- h) The teacher explained to tell the time in great detail and give an example with realia
- i) After students understand the teacher allow asking
- j) After making sure all students understand the teacher give essays and multiple-choice assignments

- k) The teacher limits the time to 25 minutes
- l) When students finish working on assignments, teacher, and student to correct each other from the results of the assignments that have been given.

C. How to Applied using realia

In every learning activity in class, it cannot be separated from the media. the media is the main capital to support teaching activities that influence the development of an understanding of the material provided. At this time the researcher used realia media to make it easier for students to understand the material. using realia in the classroom also brings a more tangible atmosphere to students. students can feel, see and practice. besides that realia is also easy to obtain in the surrounding environment, so for students, it will take longer to remember what has been learned in class and outside the classroom.



(Figure 4 Realia)

D. Student's Responses On The Use Realia

The researchers using media to learn in class are very well responded to by students. students are so enthusiastic and take part in using the realia media that has been provided. when researchers use realia media in class the students find it easier to understand the material, easy to remember, and they claim to be more comfortable using realia media than they have to remember the material, formulas, and questions. The researcher also applies the approach to students and uses the role of students more in the learning process using realia.

When the teacher gives material in the classroom just rely on the textbook. the researchers saw the activities in the class only focused on the teacher center. The teacher does not use the role of students in the learning process, so students will tend to be passive, so the interaction between students and teachers is not well.

CHAPTER IV

CONCLUSION

From the research that has been done, the researcher draws the following conclusions :

1. Realia can be an alternative teaching media for teachers because it is easy to get.
2. Learning in the classroom using realia media students can see, feel, and practice. This can also reduce teacher centers and involve students in the use of realia media.
3. The use of realia media is very positive for students, it can be seen from them that it is easy to remember the material, understand the material and be easily available.
4. The use of realia media can get more attention from students and can develop student motivation and students can improve memory.

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APPENDIX 1: Table Classroom Observation Notes

NO	DAY/DATE	TOPIC	CLASS	NOTES
1	Friday 12 August 2018	How to introduce self	VIII	<ul style="list-style-type: none">- The class activities are reading and writing.- The teacher most technique teacher center- Some students very noisy when the teacher explains the materials- Students seem uninterested in the material- Most of the students less motivation

APPENDIX 2 Rencana Pelaksanaan Pembelajaran (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Muhammadiyah 2 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas : VII (tujuh)
Materi Pokok/Tema : To tell the time and date
Alokasi Waktu : 4 Jam Pelajaran (2 pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)	3.3.1. Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama hari, waktu, tanggal bulan dan tahun dalam bahasa Inggris 3.3.2. Memahami penggunaan cardinal number dan ordinal number 3.3.3. Siswa mampu menyusun teks singkat terkait dengan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks

	penggunaannya.
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>4.3.1. Melakukan tindak tutur menyebutkan nama-nama bulan dengan percaya diri.</p> <p>4.3.2. Siswa mampu menyusun teks singkat terkait dengan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya</p>

C. TUJUAN PEMBELAJARAN

1. Pertemuan Pertama

To tell the time

- a. Melalui kegiatan pengamatan dan diskusi, peserta didik dapat **bersyukur atas nikmat dan karunia Tuhan.**
- b. Melalui kegiatan pengamatan dan diskusi, peserta didik dapat **bersyukur ketika berhasil mengerjakan sesuatu.**
- c. Melalui pengamatan dan diskusi peserta didik dapat:

3.3.1. Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama hari, waktu, tanggal bulan dan tahun dalam bahasa Inggris

3.3.2. Memahami penggunaan cardinal number dan ordinal number

4.3.1. Melakukan tindak tutur menyebutkan nama-nama bulan dengan percaya diri

4.3.2. Siswa mampu menyusun teks singkat terkait dengan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya

Pertemuan Kedua

Tell to the date

Melalui pengamatan dan diskusi peserta didik dapat:

3.3.1. Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama hari, waktu, tanggal bulan dan tahun dalam bahasa Inggris

3.3.2. Memahami penggunaan cardinal number dan ordinal number

4.3.1. Melakukan tindak tutur menyebutkan nama-nama bulan dengan percaya diri

4.3.2. Siswa mampu menyusun teks singkat terkait dengan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya

Fokus penguatan karakter: bersyukur, disiplin, dan kerjasama

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

- Fungsi sosial (faktual)

Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia

- Struktur teks (konseptual)

- *What day is it today? It's Monday today.*

It is Tuesday tomorrow. When do we have English?, dan sebagainya.

- *What month is it?*

What month is before July?

After March is April.

I was born in January, dan sebagainya

- *in the morning, at noon, in the afternoon, in the evening, at night, at midnight*

- *What time is it?*

What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five, dan seterusnya

- *What date is it?*

What date is the Kartini Day?

When were you born? the first, the second, the third, the fourth, the fifth, the twenty first dan seterusnya

- Unsur kebahasaan (prosedural)

- Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
- Kata kerja dalam simple present tense: *be, have*.
- Kata tanya *What, When*
- Kata ganti *it* dan artikel *the*.
- *Cardinal number* dan *ordinal number*
- Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi
- Pengetahuan kognitif, kontekstual dan kondisional (metakognitif)
- Topik

Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.

1. Tell to the time

- *a.m : ante meridiem (dimulai dari jam 12 malam sampai jam 12 siang)*
- *p.m : post meridiem (dimulai dari jam 12 siang sampai jam 12 malam)*
- *Long hand : Jarum panjang*
- *Short hand : Jarum pendek*
- *Second hand : Jarum detik*
- *Alarm clock : Jam beker*
- *Clock : Jam dinding*
- *Watch : Jam tangan*
- *Hour : Jam*
- *Minute : Menit*
- *Second : Detik*
- *O'clock : Digunakan untuk menunjukan jam ketika jarum panjangnya tepat ke jam 12.*
- *Past : Lebih*
- *To : Kurang*
- *A quarter : Seperempat (15 menit)*
- *A half : Setengah (30 menit)*



2. Tell to the date

1st	First	21twenty- first	Twenty- first
2nd	Second	30 thirtieth	Thirtieth
3rd	Third	40 fortieth	Fortieth
4th	Fourth	50 fiftieth	Fiftieth
5th	Fifth	60 sixtieth	Sixtieth
6th	Sixth	70 seventieth	Seventieth
7th	Seventh	80 eightieth	Eightieth
8th	Eighth	90 ninetieth	Ninetieth
9th	Ninth	100 hundredth	hundredth
10th	Tenth		
11th	Eleventh		
12th	Twelfth		
13th	Thirteenth		
14th	fourteenth		
15th	Fiveteenth		
16th	Sixteenth		
17th	Seventeenth		
18th	Eighteenth		
19th	nineteen		
20th	twentieth		

E. METODE DAN MODEL PEMBELAJARAN

1. Metode Pembelajaran
 - a. Tanya jawab
 - b. Diskusi
 - c. Role Play
2. Model Pembelajaran
 - a. Scientific Learning
 - b. Communicative Language Teaching

F. MEDIA DAN ALAT PEMBELAJARAN

1. *Worksheet* atau lembar kerja (siswa)
2. Gambar/contoh tell to the time and date

G. SUMBER BELAJAR

1. Siti Wachidah, dkk. 2016. *Buku Siswa – Bahasa Inggris Kelas VII*, Jakarta: Kemendikbud.
2. Internet

H. LANGKAH – LANGKAH PEMBELAJARAN

1. Pertemuan Pertama

Tell to the time

Bentuk Kegiatan	Langkah -Langkah Kegiatan	Waktu
a. Kegiatan Pendahuluan		
1) Menyiapkan psikis dan fisik 2) Memberi motivasi belajar 3) Mengajukan pertanyaan menantang	<ul style="list-style-type: none">• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran• Memeriksa kehadiran peserta didik sebagai sikap disiplin• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.• Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, pada kelas VII	10 menit

<p>4) Tujuan pembelajaran</p> <p>5) Menjelaskan uraian kegiatan dan penilaian</p>	<ul style="list-style-type: none"> • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Apabila <i>materi/tema/ projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> • <i>Tell to the time</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. • Memberitahukan materi pelajaran yang akan dibahas pada hari ini. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. • Pada akhir kegiatan dinilai sikap bersyukur dan sikap kerjasama. 	
b. Kegiatan inti		
<p>Model Scientific</p> <p>1) mengamati</p> <p>2) menanya</p> <p>3) mengumpulkan data/informasi</p> <p>4) mengasosiasi</p>	<ul style="list-style-type: none"> • siswa mengamati beberapa gambar yang memperlihatkan penggunaan ungkapan <i>tell to the time</i> • siswa mempelajari contoh ungkapan <i>tell to the time</i> • siswa mengidentifikasi pola kalimat yang digunakan dalam ungkapan <i>tell to the time</i> <p>siswa menggali informasi dengan mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan ungkapan <i>tell to the time</i></p> <ul style="list-style-type: none"> • siswa mempelajari pola kalimat yang digunakan dalam <i>tell to the time</i> • siswa mempelajari cara pengucapan, intonasi dan tekanan dalam <i>tell to the time</i> 	60 menit

asi 5) mengkomunikasikan	<ul style="list-style-type: none"> siswa berlatih menggunakan pola kalimat yang digunakan dalam <i>tell to the time</i> siswa berlatih cara pengucapan, intonasi dan tekanan untuk menggunakan <i>tell to the time</i> guru memberikan tugas terkait dengan <i>tell to the time</i> guru memeriksa hasil tugas siswa guru memberikan feedback 	
c. Penutup		
1) Refleksi aktivitas pembelajaran	<ul style="list-style-type: none"> Guru dan siswa melakukan refleksi pembelajaran Guru memberikan test tulisan Guru memberikan feedback Guru mengumpulkan hasil kerja sebagai bahan portofolio Guru melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan Guru bersama dengan siswa menutup kelas dengan membaca hamdallah Guru memberikan salam 	10 menit
2) Umpan balik		
3) Kegiatan tindak lanjut		
4) Rencana kegiatan berikutnya		

I. PENILAIAN

- Penilaian engetahuan
- Penilaian Keterampilan

Domain pengetahuan

Instruction : Choose the best answering by crossing the letter a, b, c, or d.

No	Indicator	Soal
1.	<ul style="list-style-type: none"> Siswa mampu memahami tentang <i>tell to the time</i> Siswa mampu 	<p>1. What time ... the Film Start? (6.15), It's at ...</p> <p>A. Is dan a quarter fifteen B. Is dan six past fifteen C. Was dan a quarter fifteen D. Was dan six past fifteen</p>

	<p>menganalisis tentang tell to the time</p> <ul style="list-style-type: none"> • Siswa mampu menentukan penggunaan am dan pm • Siswa mampu menentukan O'clock, past, to, quarter, and half • Siswa mampu menentukan dan menganalisis teks yang tersirat di dalam soal 	<p>2. What time ... the movie? (8.30), It's at ...</p> <p>A. Was dan a half eight B. Was dan a quarter eight C. Is dan a half past eight D. Is dan past eight</p> <p>3. What time does Cindy have dinner? She has dinner at 07.30.</p> <p>A. A half-past seven B. A past seven C. Seven thirty o'clock D. A half seven</p> <p>4. Jam 8 pagi =</p> <p>A. 08.00 p.m. B. 08.00 a.m. C. 8 o'clock. D. 08.00 in the morning.</p> <p>5. Jam 12 malam tepat = ...</p> <p>A. 12.00 p.m. B. 12.00 a.m. C. 12 o'clock. D. Midnight.</p> <p>6. Jam menunjukkan pukul 08.00</p> <p>A. a.m B. p.m C. Day D. Noon</p> <p>7. Jam menunjukkan pukul 16.00</p> <p>A. a.m B. Noon C. p.m D. Day</p> <p>8. Dani : Excuse me, what time is the post office open? Danu : It ... open from 07:00 ... to 05:00</p>
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	<p>A. was, a.m dan noon B. is, a.m dan p.m C. is, a.m dan noon D. was, a.m dan p.m</p> <p>9. Jam menunjukkan pukul 03.00, jika dibaca menjadi ?</p> <p>A. It is a three o'clock B. It is three clock C. It was a three o'clock D. There o'clock</p> <p>10. Jam menunjukkan pukul 10.10, jika dibaca menjadi ?</p> <p>A. It is ten past B. it is ten past ten C. It was a ten D. It is a ten</p> <p>11. Jam menunjukkan pukul 5.45, jika dibaca menjadi ?</p> <p>A. it is a quarter to five o'clock B. it is five past forty-five C. It was five half forty five o'clock D. It is a quaerter five forty five o'clock</p> <p>12. My teacher arrives school at seventeen past six.</p> <p>A. 07.30 B. 07.00 C. 06.17 D. 17.06</p> <p>13. They play football at fourteen past five.</p> <p>A. 05.14 B. 05.12 C. 05.00 D. 04.15</p> <p>14. My father goes to his office at a quarter past seven. (</p>
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		<p>A. 17.05 B. 15.07 C. 07.00 D. 07.15</p> <p>15-18</p> <p>Hello friends I'm Nana, I'm in grade five now, I will tell you my time table from I get up until I finish my school.</p> <p>I get up at five o'clock in the morning, I brush my teeth at ten past five, I take a bath at quarter past five, then I go to pray Shubuh and tidy up my room. My mother ask me to eat my breakfast very early so I have breakfast at half past five in the morning, of course I don't forget to help her wash the dishes and wipe the floor.</p> <p>After I that I go to school at half past six, I go to school on foot, it takes fifteen minutes to go to school, and I arrive at school at quarter to seven. The school begins at seven o'clock in the morning and finishes at half past one in the afternoon.</p> <p>Choose the right answer!</p> <p>15. What time Nana get up? a. 05.45 c. 05.00 b. 05.55 d. 04.55</p> <p>16. What time Nana brush her teeth? a. 05.10 b. 05.20 c. 05.25 d. 05.00</p> <p>17. What time Nana has breakfast? a. 05.20 b. 06.00 c. 06.30 d. 05.30</p> <p>18. What time Nana goes to school? a. 06.35 b. 06.30 c. 06.45 d. 06.15</p> <p>19. Jam menunjukkan pukul 01.00</p> <p>A. a.m B. Noon C. p.m D. Day</p>
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		20. Jam menunjukkan pukul 19.00 A. a.m B. Noon C. p.m D. Day
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Kunci jawaban

1. B	11. B
2. C	12. D
3. A	13. A
4. B	14. D
5. C	15. C
6. A	16. A
7. C	17. D
8. B	18. B
9. A	19. A
10. B	20. C

Instrument penilaian

No	Jawaban	Skor
1-20	Benar	1
	Salah	0
		Skor maksimal 10x10=100

Domain keterampilan

Instruction : complete the sentence bellow

No	Am/pm	Time	Activities
1.			
2.			
3.			

Instrument penilaian

No	Aspek pengamatan	Skor	Keterangan
1	Unsur kebahasaan	1-5	
2	Makna	1-5	
3	Pengunaan bahasa	1-5	
4	Spelling	1-5	
			Skor maksimal 20x5=100

1. Lembar Observasi Siswa

Berikan penilaian sesuai dengan rubrik yang dilaksanakan oleh tiap-tiap siswa dengan cara memberi tanda cek (✓) pada kolom yang sesuai

Keterangan:

- Jika tidak memenuhi rubrik, kosongkan kolom (kolom tidak dicentang, berarti nilainya dihitung nol)!

- Skala penilaian : 0-4

Aspek yang dinilai :

A = Kesiapan mengikuti pelajaran. C = Aktif bertanya saat KBM.

B = Menyimak penjelasan guru. D = Merespon tugas

No	Nama	A				B				C				D				Rata rata
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	

1																		
2																		
3																		
4																		
5																		

Juli 2018
Memeriksa dan Menyetujui:

Yogyakarta, 9

Kepala Sekolah

Guru Mata Pelajaran

Supriyadi, S.Pd., M.Si
S.Pd
NBM. 821 578
1055956

Catur Kurniawan,
NBM.