# RENCANA PELAKSANAAN PEMBELAJARAN
## (RPP)

**SATUAN PENDIDIKAN**      **:** SMP Institut Indonesia
**MATA PELAJARAN**      **:** Bahasa Inggris
**KELAS/SEMESTER**      : VII/1

**MATERI POKOK**      : Mengungkap nama-nama hari dan bulan

**TEMA**      : It's My Birthday

**ALOKASI WAKTU**      : 4 P ( 4 x 40 Menit)

### A. Kompetensi Inti

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

### B. Kompetensi Dasar dan Indikator

| No. | Kompetensi Dasar | Indikator |
|---|---|---|
| 1 | 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | 1.1.1 Menunjukkan rasa syukur dalam mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional |

| | | |
|---|---|---|
| 2 | 2.1 Menunjukkan perilaku **jujur, disiplin, percaya diri, dan bertanggung jawab** dalam melaksanakan komunikasi transaksional dengan guru. | 2.2.1 Menyelesaikan tugas bahasa Inggris dengan disiplin, jujur, percaya diri, dan tanggung jawab. |
| 3 | 3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun | 3.3.1 Mengidentifikasi nama-nama hari dan bulan dalam kalender.<br><br>3.3.2 Menyebutkan nama-nama hari dalam satu minggu dengan menggunakan today, before, after, yesterday and tomorrow.<br><br>3.3.3 Menyebutkan nama-nama bulan dalam satu tahun dengan menggunakan before dan after. |
| 4 | 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks. | 4.3.1. Mengungkapkan nama-nama hari secara lisan dengan menggunakan today, yesterday, tomorrow, before dan after.<br><br>4.3.2. Mengungkapkan nama-nama hari secara tertulis dengan menggunakan today, yesterday, tomorrow, before dan after.<br><br>4.3.3. Mengungkapkan nama-nama bulan secara lisan dengan menggunakan before dan after.<br><br>4.3.4. Mengungkapkan nama-nama hari secara tertulis dengan menggunakan before dan after. |

**C. Tujuan Pembelajaran**

Peserta didik:

1. Siswa dapat menunjukkan rasa syukur dalam mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional

2. Siswa dapat menyelesaikan tugas bahasa Inggris dengan peduli, jujur, percaya diri, dan tanggung jawab.

3. Siswa dapat mengidentifikasi nama-nama hari dan bulan dalam kalender.

4. Siswa dapat menyebutkan nama-nama hari dalam satu minggu.

5. Siswa dapat mengungkapkan nama-nama hari secara lisan.

6. Siswa dapat menyebutkan nama-nama bulan dalam satu tahun.

7. Siswa dapat mengungkapkan nama-nama bulan secara lisan.

**D. Materi Pembelajaran:**

Fungsi Sosial
Mengenalkan nama-nama hari dan bulan.
Struktur teks
1. Ungkapan menanyakan nama hari dan bulan;
   - What day is it....
   - Today is....
   - it is
   - yesterday was
   - tomorrow is
   - After ....?
   - Before .....?
2. Unsur kebahasaan
   - Kosa kata yang berhubungan dengan hari dan bulan : today, tomorrow, yesterday, before and after etc.
   - Kata tanya; what, after, before.
   - Kata Kerja (Simple Present Tense): is, are, was and were etc.
   - Pronunciation: intonation, rising and falling

**E. Metode Pembelajaran:**
- Scientific approach dengan Model Discovery Learning

**F. Media Pembelajaran:**
Gambar, kalender atau flash card, Teacher made media. ( terlampir )

**G. Sumber Belajar**
Gunawan, Asep.,Khatimah, Yuli R., Wachidah, Siti.**BahasaInggris: When English Rings the Bell.** 2013: Politeknik Negeri Media Kreatif, Jakarta.

## H. Langkah-Langkah Pembelajaran

| PERTEMUAN PERTAMA |
|---|

| Kegiatan Pendahuluan |
|---|
| <ul><li>Salam dan Do'a</li><li>Mengecek kehadiran siswa</li><li>Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</li></ul> |

| Kegiatan Inti | |
|---|---|
| **Guru** | **Siswa/Siswi** |
| **Observing (Stimulation)** | |
| <ul><li>Guru menunjukkan gambar tentang nama-nama hari.</li><li>Guru meminta siswa untuk mengamati kemudian meminta siswa untuk menemukan segala informasi yang terdapat pada gambar.</li><li>Guru meminta para siswa menyebutkan informasi yang didapatkan dari gambar.</li><li>Guru mengobservasi intonasi dan pronunciation ungkapan-ungkapan siswa.</li><li>Guru menanyakan kepada siswa hal yang berhubungan dengan segala informasi yang didapatkan: "What is the picture about?"</li></ul> | <ul><li>Siswa memperhatikan gambar yang di tunjukkan oleh guru tentang nama-nama hari.</li><li>Siswa mengamati gambar yang di tunjukkan oleh guru tentang nama-nama hari.</li><li>Siswa mencari semua informasi yang terdapat pada gambar.</li><li>Siswa menyebutkan berbagai informasi yang didapatkan dari gambar.</li><li>Siswa menyebutkan topik/bahasan tentang gambar tersebut.</li></ul> |
| **Questioning (Problem Statement)** | |
| <ul><li>Guru meminta peserta didik untuk befikir dan bertanya kepada temannya mengenai berbagai cara mengungkapakan hari.</li></ul> | <ul><li>Peserta memikirkan dan bertanya kepada temannya mengenai berbagai cara mengungkapkan hari.</li></ul> |

| Experimenting (Data Collecting) | |
|---|---|
| • Guru meminta siswa untuk mencari dan mengumpulkan berbagai cara mengungkapkan hari dari buku siswa. | • Siswa mencari dan mengumpulkan berbagai cara mengungkap hari dari buku siswa |
| **Associating (Data Processing)** | |
| • Guru mengelompokkan siswa secara berpasangan.<br><br>• Guru meminta siswa memproses data temuan dengan mengaitkan ungkapan nama hari dalam bahasa inggris dengan bahasa indonesia dan bahasa lainnya.<br><br>• Guru memberikan penilaian proses terkait kepedulian dan percaya diri siswa dalam berkomunikasi.<br><br>• Observasi terhadap percaya diri, kepedulian, jujur dan bertanggung jawab dalam melaksanakan game. | • Siswa memproses data temuan dengan mengaitkan ungkapan nama hari dalam bahasa inggris dengan bahasa indonesia dan bahasa lainnya secara lisan.<br><br>• Siswa menggunakan bahasa inggris dan bahasa lainnya untuk memaparkan ungkapan hari dalam konteks pembelajaran game secara lisan. |
| **Communicating (Verification dan Generalization)** | |
| • Guru menyertakan siswa dalam memverifikasi beberapa ungkapan yang dapat digunakan untuk mengungkapkan nama hari.<br><br>• Guru mengajak siswa menggeneralisasi beberapa ungkapan yang dapat digunakan untuk mengungkapkan nama hari. | • Guru menyertakan siswa dalam memverifikasi beberapa ungkapan yang dapat digunakan untuk mengungkapkan nama hari.<br><br>• Guru mengajak siswa menggeneralisasi beberapa ungkapan yang dapat digunakan untuk mengungkapkan nama hari. |

## Kegiatan Penutup

- Guru mengajukan pertanyaan kepada tentang perasaan mereka setelah mengikuti pembelajaran tentang hari.

- Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

- Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang "ungkapan nama hari".

- Guru mengingatkan peserta didik untuk menggunakan ekspresi-ekspresi yang sudah dipelajari dalam kehidupan sehari-hari.

- Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

- Guru mengingatkan peserta didik untuk terus berlatih dan tidak perlu merasa malu untuk menggunakan bahasa Inggris dalam percakapan sehari-hari.

| PERTEMUAN KEDUA |
|---|

## Kegiatan Pendahuluan

- Salam dan Do'a
- Mengecek kehadiran siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

## Kegiatan Inti

| Guru | Siswa/Siswi |
|---|---|
| **Observing (Stimulation)** | |
| <ul><li>Guru menunjukkan gambar tentang nama-nama bulan.</li><li>Guru meminta siswa untuk mengamati kemudian meminta siswa untuk menemukan segala informasi yang terdapat pada gambar</li><li>Guru meminta para siswa menyebutkan informasi yang didapatkan dari gambar.</li><li>Guru mengobservasi intonasi dan pronunciation ungkapan-ungkapan siswa.</li><li>Guru menanyakan kepada siswa hal yang berhubungan dengan segala informasi yang didapatkan: "What is the picture about?"</li></ul> | <ul><li>Siswa memperhatikan gambar yang di tunjukkan oleh guru tentang nama-nama bulan.</li><li>Siswa mengamati gambar yang di tunjukkan oleh guru tentang nama-nama hari.</li><li>Siswa mencari semua informasi yang terdapat pada gambar.</li><li>Siswa menyebutkan berbagai informasi yang didapatkan dari gambar</li><li>Siswa menyebutkan topik / bahasan tentang gambar tersebut.</li></ul> |
| **Questioning (Problem Statement)** | |
| <ul><li>Guru meminta peserta didik untuk befikir dan bertanya kepada temannya mengenai berbagai cara mengungkapakan bulan.</li></ul> | <ul><li>Peserta memikirkan dan bertanya kepada temannya mengenai berbagai cara mengungkapkan bulan.</li></ul> |

| **Experimenting (Data Collecting)** | |
|---|---|
| • Guru meminta siswa untuk mencari dan mengumpulkan berbagai cara mengungkapkan bulan dari buku siswa. | • Siswa mencari dan mengumpulkan berbagai cara mengungkap bulan dari buku siswa |
| **Associating (Data Processing)** | |
| • Guru mengelompokkan siswa secara berpasangan.<br><br>• Guru meminta siswa memproses data temuan dengan mengaitkan ungkapan nama bulan dalam bahasa inggris dengan bahasa indonesia dan bahasa lainnya.<br><br>• Guru memberikan penilaian proses terkait kepedulian dan percaya diri siswa dalam berkomunikasi.<br><br>• Observasi terhadap percaya diri, kepedulian, jujur dan bertanggung jawab dalam melaksanakan game. | • Siswa memproses data temuan dengan mengaitkan ungkapan nama bulan dalam bahasa inggris dengan bahasa indonesia dan bahasa lainnya secara lisan.<br><br>• Siswa menggunakan bahasa inggris dan bahasa lainnya untuk memaparkan ungkapan hari dalam konteks pembelajaran game secara lisan. |
| **Communicating (Verification dan Generalization)** | |
| • Guru menyertakan siswa dalam memverifikasi beberapa ungkapan yang dapat digunakan untuk mengungkapkan nama bulan.<br><br>• Guru mengajak siswa menggeneralisasi beberapa ungkapan yang dapat digunakan untuk mengungkapkan nama bulan | • Guru menyertakan siswa dalam memverifikasi beberapa ungkapan yang dapat digunakan untuk mengungkapkan nama bulan<br><br>• Guru mengajak siswa menggeneralisasi beberapa ungkapan yang dapat digunakan untuk mengungkapkan nama bulan |

| **Kegiatan Penutup** |
| --- |
| <br>•     Guru mengajukan pertanyaan kepada tentang perasaan mereka setelah mengikuti pembelajaran tentang bulan.<br><br>•     Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.<br><br>•     Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang "ungkapan nama bulan".<br><br>•     Guru mengingatkan peserta didik untuk menggunakan ekspresi-ekspresi yang sudah dipelajari dalam kehidupan sehari-hari.<br><br>•     Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.<br><br>•     Guru mengingatkan peserta didik untuk terus berlatih dan tidak perlu merasa malu untuk menggunakan bahasa Inggris dalam percakapan sehari- hari. |

# APPENDIX

**The example of pictures about the day and month through powerpoint:**

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

| January | July |
|---------|------|
| February | August |
| March | September |
| April | October |
| May | November |
| June | December |

**The example of worksheets:**

Communicates the months based on the following table

| Now | January |
|---|---|
| After January is | …................. |
| Before January is | …................. |
| The Indonesian language of January is | …................. |

Communicates the months based on the following table

| Now | February |
|---|---|
| After February is | …................. |
| Before February is | …................. |
| The Indonesian language of February is | …................. |

Communicates the months based on the following table

| Now | March |
|---|---|
| After March is | …................. |
| Before March is | …................. |
| The Indonesian language of March is | …................. |

Communicates the months based on the following table

| Now | April |
|---|---|
| After April is | …................. |
| Before April is | …................. |
| The Indonesian language of April is | …................. |

Communicates the months based on the following table

| Now | May |
|---|---|
| After May is | …................. |
| Before May is | …................. |
| The Indonesian language of May is | …................. |

Communicates the months based on the following table

| Now | June |
|---|---|
| After June is | …................. |
| Before June is | …................. |
| The Indonesian language of June is | …................. |

Communicates the months based
on the following table

| Now | July |
|---|---|
| After July is | …................ |
| Before July is | …................ |
| The Indonesian language of July is | …................ |

Communicates the months based
on the following table

| Now | August |
|---|---|
| After August is | …................ |
| Before August is | …................ |
| The Indonesian language of August is | …............. |

Communicates the months based
on the following table

| Now | September |
|---|---|
| After September is | …................ |
| Before September is | …................ |
| The Indonesian language of September is | …................ |

Communicates the months based
on the following table

| Now | October |
|---|---|
| After October is | …............. |
| Before October is | …............. |
| The Indonesian language of October is | …............. |

Communicates the months based
on the following table

| Now | November |
|---|---|
| After November is | …................ |
| Before November is | …................ |
| The Indonesian language of November is | …................ |

Communicates the months based
on the following table

| Now | December |
|---|---|
| After December is | …................ |
| Before December is | …................ |
| The Indonesian language of December is | …................ |

Communicates the days based on the following table

| Today is | Monday |
|---|---|
| Yesterday was | …................. |
| Tomorrow is | …................. |
| The Indonesian language of Monday is | …................. |

Communicates the days based on the following table

| Today is | Tuesday |
|---|---|
| After  Tuesday is | …................. |
| Before Tuesday is | …................. |
| The Indonesian language of Tuesday is | …................. |

Communicates the days based on the following table

| Today is | Friday |
|---|---|
| Friday  is after | …................. |
| Friday  is before | …................. |
| The Indonesian language of Friday is | …................. |

Communicates the days based on the following table

| Today is | Saturday |
|---|---|
| Saturday  is after | …................. |
| Saturday  is before | …................. |
| The Indonesian language of Saturday is | …................. |

Communicates the days based on the following table

| Today is | Wednesday |
|---|---|
| Wednesday  is after | …................. |
| Wednesday  is before | …................. |
| The Indonesian language of Wednesday is | …................. |

Communicates the days based on the following table

| Today is | Sunday |
|---|---|
| Yesterday was | …................. |
| Tomorrow is | …................. |
| The Indonesian language of Sunday is | …................. |

Communicates the days based on the following table

| Today is | Thursday |
|---|---|
| Yesterday was | …................. |
| Tomorrow is | …................. |
| The Indonesian language of Thursday is | …................. |

# APPENDIX

## Observation Checklist I

**Day/Date**      : Monday / November 17<sup>th</sup> 2014

**Teacher**        : Mr. Winardi, Spd.

**Topic**          : The Day

**"The First Meeting"**

| NO. | INDICATORS | ANSWERS | |
|---|---|---|---|
| | | **YES** | **NO** |
| **1.** | TEACHING AND LEARNING PROCESS | | |
| | **A. Teacher Activities** | | |
| | ● *PRE-ACTIVITIES* | | |
| | 1. The teacher opens the class by greeting the students. | | |
| | 2. The teacher asks the student's condition and attention. | | |
| | 3. The teacher checks the students attendence. | | |
| | 4. The teacher gives several oral questions that suitable with the material. | | |
| | 5. The teacher explains the significance of study. | | |
| | 6. The teacher conveys the content of materials that will they thought. | | |
| | ● *MAIN-ACTIVITIES* | | |
| | 1. Observing : | | |
| | - The teacher show the picture of day names. | | |

| | - The teacher asks the students to observe and then asks the students to find out all the information on the picture.<br><br>- The teacher asks the students to mention the information which obtained from picture.<br><br>- The teacher observes the intonation and pronunciation that derived from the students<br><br>- The teacher asks the students about something that relation with the information obtained : what is the picture about.<br><br>2. Questioning :<br><br>- The teacher asks students to ask him/herself and to their friend about how to express the day.<br><br>- The teacher explains how to ask about the day by using today, yesterday, tomorrow, before, and after.<br><br>3. Experimenting :<br><br>- The teacher asks the students to see the examples of day names expression by using today, yesterday, tomorrow before and after in the student book.<br><br>- The teacher gives some examples and repetition on the day which is difficult disclosed by the students.<br><br>- The teacher explains the material that | | |

| | | | |
|---|---|---|---|
| | suitable with the expression of day names.<br><br>4. Associating :<br><br>- The teacher asks the students to make group in pairs.<br><br>- The teacher gives an assessment process which relates the student's concern and confidence in communication.<br><br>- The teacher observes toward concern, honest, and responsible in implementing the game.<br><br>5. Communicating :<br><br>- The teacher observes toward concern and responsible in the implementation of communicate inside and outside classroom.<br><br>● *POST-ACTIVITIES*<br><br>1. The teacher gives feedback toward the learning process.<br><br>2. The teacher gives the students a homework.<br><br>3. The teacher closing the class by greeting the students.<br><br>**B. Students Activities**<br><br>● *PRE-ACTIVITIES*<br><br>1. The students answer the teacher's open greeting.<br><br>2. The students raise their hands one by one | | |

| | | | |
|---|---|---|---|
| | when the teacher calls their names.<br><br>3. The students answer the teacher's question appropriate their own knowledge.<br><br>      ● *MAIN-ACTIVITIES*<br><br>1. Observing :<br><br>- The students pay attention to the picture which showed by the teacher about the day names.<br><br>- The students observe the picture which showed by the teacher about the day names.<br><br>- The students are looking for all information on the picture.<br><br>- The students mention about information which get from the picture.<br><br>- The students mention topic about the picture.<br><br>2. Questioning :<br><br>- The students ask the question to his/herself and their friends about how to express the day.<br><br>3. Experimenting :<br><br>- The students look examples of the name expression and how to ask the expression of day by using today, yesterday, tomorrow, before and after in the student book.<br><br>- The students follow and repetition from examples of the day names and how to ask the | | |

| | expression of day orally. | | |
| --- | --- | --- | --- |
| | - The students identify the characteristics (social function, the structure of the text, and linguistic elements) in the expression of the day names. | | |
| | 4. Associating : | | |
| | - The students mention some expression of the day names in English with expression of the day names in another language orally | | |
| | - The students use the English language to describe the day names and the expression of day in the context of learning about the game. | | |
| | 5. Communicating : | | |
| | - Students use the English language every time appears the opportunity to express and ask the day names. | | |
| | ● *POST-ACTIVITIES* | | |
| | 1. The students respon toward the teacher's feedback. | | |
| | 2. The students answer the greetings from teacher. | | |

**Observation Checklist II**

Day/Date      : Monday / November 24<sup>th</sup> 2014

Teacher      : Mr. Winardi, Spd.

Topic        : The Month

**"The Second Meeting"**

| NO. | INDICATORS | ANSWERS | |
|---|---|---|---|
| | | YES | NO |
| **1.** | TEACHING AND LEARNING PROCESS | | |
| | **A. Teacher Activities** | | |
| | ● *PRE-ACTIVITIES* | | |
| | 1. The teacher opens the class by greeting the students. | | |
| | 2. The teacher asks the student's condition and attention. | | |
| | 3. The teacher checks the students attendence. | | |
| | 4. The teacher gives several oral questions that suitable with the material. | | |
| | 5. The teacher explains the significance of study. | | |
| | 6. The teacher conveys the content of materials that will they thought. | | |
| | ● *MAIN-ACTIVITIES* | | |
| | 1. Observing : | | |
| | - The teacher show the picture of month. | | |
| | - The teacher asks the students to observe and | | |

| | then asks the students to find out all the information on the picture. | | |
|---|---|---|---|
| | - The teacher asks the students to mention the information which obtained from picture. | | |
| | - The teacher observes the intonation and pronunciation that derived from the students. | | |
| | - The teacher asks the students about something that relation with the information obtained : what is the picture about. | | |
| | 2. Questioning : | | |
| | - The teacher asks students to ask him/herself and to their friend about how to express the month. | | |
| | - The teacher explains how to ask about the month by using now, before, and after. | | |
| | 3. Experimenting : | | |
| | - The teacher asks the students to see the examples of month expression by using now, before and after in the student book. | | |
| | - The teacher gives some examples and repetition on  the month which is difficult disclosed by the students. | | |
| | - The teacher explains the material that suitable with  the expression of month. | | |
| | 4. Associating : | | |
| | - The teacher asks the students to make group | | |

| | | | |
|---|---|---|---|
| | in pairs.<br><br>- The teacher gives an assessment process which relates the student's concern and confidence in communication.<br><br>- The teacher observes toward concern, honest, and responsible in implementing the game.<br><br>5. Communicating :<br><br>- The teacher observes toward concern and responsible in the implementation of communicate inside and outside the classroom.<br><br>● *POST-ACTIVITIES*<br><br>1. The teacher gives feedback toward the learning process.<br><br>2. The teacher gives the students a homework.<br><br>3. The teacher closing the class by greeting the students.<br><br>**B. Students Activities**<br><br>● *PRE-ACTIVITIES*<br><br>1. The students answer the teacher's open greeting.<br><br>2. The students raise their hands one by one when the teacher calls their names.<br><br>3. The students answer the teacher's question | | |

| | | | |
|---|---|---|---|
| | appropriate their own knowledge.<br><br>● *MAIN-ACTIVITIES*<br><br>1. Observing :<br><br>- The students pay attention to the picture which showed by the teacher about the month.<br><br>- The students observe the picture which showed by the teacher about the month.<br><br>- The students are looking for all information on the picture.<br><br>- The students mention about information which get from the picture.<br><br>- The students mention topic about the picture.<br><br>2. Questioning :<br><br>- The students ask the question to his/herself and their friends about how to express the month.<br><br>3. Experimenting :<br><br>- The students look examples of the name expression and how to ask the expression of month by using now,  before and after in the student book.<br><br>- The students follow and repetition from examples of the month and how to ask the expression of month orally.<br><br>- The students identify the characteristics | | |

| | | | |
|---|---|---|---|
| | (social function, the structure of the text, and linguistic elements) in the expression of the month.<br><br>4. Associating :<br><br>- The students mention some expression of the month in English with expression of the month in another language orally.<br><br>- The students use the English language to describe the month and the expression of month in the context of learning about the game.<br><br>5. Communicating :<br><br>- Students use the English language every time appears the opportunity to express and ask the month.<br><br>● *POST-ACTIVITIES*<br><br>1. The students respon toward the teacher's feedback.<br><br>2. The students answer the greetings from teacher. | | |

## OBSERVATION I

**Teacher** : Winardi,  S.Pd

**Subject** : English ( The Days Topic )

**Time** : November, 17<sup>th</sup>, 2014.

**"The First Meeting"**

The English teacher opens the class by greeting by the students.

Teacher : " Assalamu'alaikum wr.wb. "

Students : " Wa'alaikumsalam wr.wb. "

The student who become a chairman prepares pray together.

Students : " Berdoa mulai... "  (pray together)
            Berdoa selesai... "
            (pray finished, then give greeting to the English teacher).

Then, the teacher checks the students attendence one by one. After that, he asks the students condition before the class begins.

Teacher : " How are you today ? "

Students : " I'm fine, thanks. And you ? "

Teacher : " I'm very good today.
            Is there bad mood students ? "

Students : " I am...pak..  I am... "

Teacher : " I hope you have a nice day. "

The English teacher explains about the material which teached today that is the days, and also explains the steps of Discovery Learning which implemented in teaching speaking.

Teacher : " Hari ini kita akan membahas tentang mengungkapkan nama-nama hari dengan menggunakan metode Discovery Learning.

Discovery Learning itu kamu belajar dengan tahap menemukan sendiri bahan ajar dan cara belajar dengan mengamati, melakukan dan kerja kelompok.

Tujuan pembelajaran pada hari ini apa ?

Agar siswa mampu mengungkapkan nama-nama hari dari berbagai kosakata dan tata bahasa. "

The first step, the teacher asks the students observes the days which presented on powerpoint slides during two minutes. Then, the teacher asks the students to mention the days sequencely.

Teacher : " Silahkan kalian mengamati gambar yang ada di powerpoint ini..

I give you two minutes to observe it. "

After two minutes had passed..

Teacher : " Setelah kalian selesai mengamati. Sekarang kamu sebutkan satu saja apa yang kamu perhatikan di gambar itu. Kamu... " (pointing his tumb)

Student : " /Mʌndeɪ/. "

Student : " /Wednesdeɪ/. "

Student : " /Tjusdeɪ/. "

Student : " /Sʌndeɪ/. "

Teacher : "After you observe the day..

Oke, siapa yang bisa menjawab gambar yang ada di powerpoint itu tentang apa ?"

Students : " Day.., pak."

The second step that is questionning, the teacher asks the students how to express the days in one week to your friends. Then, the student between student asks about the days each others. After that, the teacher gives instruction to open the student book, "When English Rings the Bell" in page twenty six.

Student : " Sunday apa hayo? "

Student : " Minggu. "

Student : " Ucapannya gimana ?

/sunday/, /sʌndeɪ/, /sʌnday/. "

Student : " /Sʌndeɪ/. "

Student : " Iyo betul. "

Teacher : " Finished, next, please...mention the days, you.. "

Student : " /Sandei/, /Mandei/, /Tjusdei/, /Wednesdei/, /Tjesdei/, /Fridei/, /Saterdei/. "

Teacher : " Begini tirukan saya cara mengucapkan nama-nama hari yang benar.

/Sʌndeɪ/, /Mʌndeɪ/, /Tjuːzdeɪ/, /Wenzdeɪ/, /θɜːzdeɪ/, /Fraɪdeɪ/, and /Sætədeɪ/. "

The students follow the teacher's pronunciation correctly. After that the students open their book.

Teacher : " Now, open your book in page twenty six. "

Student : " Yes, Sir. "

Teacher : "In page twenty six, there are not only the days in one weeks, but also there are some ways to express about the days using after, before, tomorrow, yesterday, and today. Jadi, selain nama-nama hari, kita juga bisa menggunakan kata sesudah, sebelum, besok, kemarin, dan hari ini untuk mengekspresikan nama-nama hari."

The third step, the teacher asks the students to do experimenting or collecting the data for searching many information based on the material which had prepared. Then, the teacher gives worksheet about the days, and the students to work it. They can look for some sources from the student's book, dictionary or their friends. If the students had finished exercises, the teacher asks the students to come forward in front of the

class for presenting their work one by one.

Teacher    :  "Are you finish, students?"

Student    :  "Yes, Sir."

Teacher    :  "Now, please come forwad in front of the class to present your exercise results one by one."

Student 1    :  "Today is /Frideɪ/. /Frideɪ/ is after /Saturdeɪ/. /Frideɪ/ is before /θɜːzdeɪ/. The Indonesian language of /Frideɪ/ is Jumat."

Student 2    :  "Today is /Wednesdeɪ/. /Wednesdeɪ/ is after /θɜːzdeɪ/. /Wednesdeɪ/ is before /Tjusdeɪ/. The Indonesian language of /Wednesdeɪ/ is Rabu."

Student 3    :  "Today is /θɜːzdeɪ/. Yesterday was /Wednesdeɪ/. Tomorrow is /Frideɪ/. The Indonesian language /θɜːzdeɪ/ of is Kamis."

Student 4    :  "Today is /Mʌndeɪ/. Yesterday was /Sʌndeɪ/. Tomorrow is /Tjusdeɪ/. The Indonesian language of /Mʌndeɪ/ is Senin."

Teacher    :  "Oke. Enough...

Good performance...."

Then, the students submit their worksheet to the teacher.

Teacher    :  "Oke, thank you for your participate.

Please, submit your exercise results."

The fourth step that is make verification, the teacher gives instruction to the students for asking the days in another languages : Javaness, Indonesia, Arabic to their friends.

Teacher    :  "Now, please asks your friends about the days in another languages."

The student between other students ask the day in another languages each others.

Teacher    :  "Oke, After you finished to ask about the day in another languages.

You...

Bahasa Inggrisnya Minggu apa?"

Student    :  "/Sundeɪ/."

Teacher    :  "Not /Sundeɪ/, but /Sʌndeɪ/...

Kalau Bahasa Arabnya Minggu apa?"

Student    :  "Ahad."

Teacher    :  "Right,........ Bahasa Inggrisnya Senin apa?"

Student    :  "/Mʌndeɪ/."

Teacher    :  "Good,.. kalau Bahasa Jawanya Senin apa?"

Student    :  "Ya, tetep Senin, pak."

Teacher    :  "Good, you..... Bahasa Inggrisnya Sabtu apa?"

Student    :  "/Saturdeɪ/."

Teacher    :  "Not /Saturdeɪ/, but /Sætədeɪ/.

Kalau Bahasa Jawanya sabtu?"

Student    :  "Sebtu, pak."

| | | |
|---|---|---|
| Teacher | : | " Oke, You.... Bahasa Inggrisnya Kamis apa ?" |
| Student | : | " /Tjesdeɪ/. " |
| Teacher | : | " Not /Tjesdeɪ/, but /θɜːzdeɪ/. |
| | | Kalau bahasa Arabnya Kamis apa ? " |
| Student | : | " Gak tau, pak. " |
| Teacher | : | " Bahasa Arabnya Kamis itu Khobis. |
| | | Bahasa Jawanya Kamis apa ? " |
| Student | : | " Kemis, pak. " |
| Teacher | : | " Sekarang siapa yang tau Bahasa Daerahnya Wednesday apa, anak-anak ? " |
| Student | : | " Rebo, pak. " |

In associating activity, the teacher also give a game about the days. It is the fast runner game. The teacher asks the students to make a group. A group at least three or four people. In the class of 7A, there are four groups. Group one and two consist of four people, whereas group three and four consist of three people.

Teacher : " Selanjutnya, saya ada permainan. Permainan ini saya sebut fun fast run games. Cara bermainnya adalah :

1. Beberapa kertas kecil telah ditempelkan di tembok luar kelas.

2. Kertas itu sudah tertulis nama kelompok dan kalimat-kalimat tentang nama-nama hari dengan menggunakan after, before, tomorrow, yesterday, and today.

3. Silahkan kamu lari menuju kertas itu dengan menunjuk 1 orang dalam kelompokmu.

4. Lalu, lihatlah dan bacalah tulisan yang ada di kertas itu.

5. Setelah itu, kembalilah ke dalam kelas secepat mungkin.

6. Datanglah pada bapak lalu tepuklah telapak tangan bapak, sampaikan tulisan apa yang telah kamu baca.

7. Lakukan seperti itu secara bergantian. "

Then, the students begin to run quickly to find small paper which were outside the class. The followings are the student one by one who succeed convey it by the clapping the teacher's hands.

| | | | |
|---|---|---|---|
| Student | : | " Today is /Sætədeɪ/. " | (group 1) |
| Student | : | " Today is /Tjuːzdeɪ/. " | (group 2) |
| Student | : | " Today is /θɜːzdeɪ/. " | (group 4) |
| Student | : | " Tomorrow is /SʌndeI/. " | (group 1) |
| Student | : | " Today is /MʌndeI/. " | (group 2) |
| Student | : | " Today is /WenzdeI/. " | (group 3) |
| Student | : | " Today is /FraIdeI/. " | (group 1) |
| Student | : | " Today is /WenzdeI/. " | (group 3) |
| Student | : | " Today is /TjuːzdeI/. " | (group 4) |
| Student | : | " Yesterday was /TjuːzdeI/. " | (group 1) |
| Teacher | : | " Sekarang kelompok siapa yang bisa dan cepat menyampaikan kalimat "The Indonesia language of Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday", kelompok itu adalah pemenangnya.. " | |
| Student | : | " The Indonesia language of /MʌndeI/ is Senin. " (group 2) | |

Student : " The Indonesia language of /Fraɪdeɪ/ is Jumat. " (group 1)

Teacher : "Cukup... Sudah selesai sekarang permainannya.

Kembali ke tempat duduknya masing-masing.

Di permainan ini saya menyimpulkan pemenangnya adalah group 2."

Then, The students applause happily.

Students : "Hore...Hore..."

Finally, before the teacher close the class, he makes conclusion about the learning process today. The conclusion is you don't forget about the expression of the days in English.

Teacher : " Before the class in the end. I will give the conclusion.

So, you should practice again and you don't feel ashamed to use English language in your daily lifes.

Kamu juga bisa mengungkapkan nama-nama hari dalam Bahasa Inggris kepada teman-temanmu.

Oke. Thank you for  your participate today. I hope you don't forget about the material and learning process today."

Then, the teacher close the class by greeting.

**Teacher** : **Winardi,  S.Pd**
**Subject** : **English ( The Months )**
**Time** : **November 30ᵗʰ, 2014**

**"The Second Meeting"**

The English teacher opens the class by greeting by the students.
Teacher : " Assalamu'alaikum wr.wb. "
Students : " Wa'alaikumsalam wr.wb. "

The student who become a chairman prepares pray together.
Students : " Berdoa mulai... "   (pray together)
Berdoa selesai... "
(pray finished, then give greeting to the English teacher).

Then, the teacher checks the students attendence one by one. After that, he asks the students condition before the class begins.
Teacher : " How are you today ? "
Students : " I'm fine, thanks. And you ? "
Teacher : " I'm fine, too today. "

The English teacher explains about the material which teached today that is the months, and also explains the steps of Discovery Learning which implemented in teaching speaking.
Teacher : " Today, we will study about the months.

Apakah kalian masih ingat kemarin kita belajar tentang apa, anak-anak ? "
Students : " Masih, pak.

Tentang nama-nama hari, pak. "
Teacher : " Iya betul, kemarin kita telah belajar tentang nama-nama hari dalam Bahasa Inggris dan dalam bahasa lain. Hari ini kita akan belajar tentang nama-nama bulan dengan menggunakan metode Discovery Learning seperti pertemuan minggu kemarin.

Saya akan menjelaskan lagi tentang Discovery Learning itu. Discovery Learning itu kamu belajar dengan tahap menemukan sendiri bahan ajar dan cara belajar dengan mengamati, melakukan dan kerja kelompok.

Tujuan pembelajaran pada hari ini apa ?

Agar siswa mampu mengungkapkan secara lisan nama-nama bulan dari berbagai kosakata dan tata bahasa. "

The first step, the teacher asks the students observes the picture about months which presented on powerpoint slides during two minutes. Then, the teacher asks the students to mention the months sequencely.
Teacher : " Silahkan kalian mengamati gambar yang ada di powerpoint ini..

I give you two minutes to observe it. ”

After two minutes had passed..

Teacher  : “ Setelah kalian selesai mengamati.

Coba ucapkan nama-nama bulan itu dengan benar.

Please,  read two months well. “   (pointing his tumb)

Student  : “ /Oˈgəs/ and /Januərɪ/. ”

Student  : “ /Dɪsɛmbə/ and /Fɛbruərɪ/. ”

Student  : “ /Januərɪ/ and /Fɛbruərɪ/. ”

Student  : “ /Januərɪ/ and /ɛprəl/. ”

Student  : “ /March/ and /Oktobə/. “

Student  : “ /Mɛɪ/ and /Jun:/. “

Student  : “ /Jun:/ and /Julɪ/. “

Teacher  : “After you observe the day..

Oke, siapa yang bisa menjawab gambar yang ada di powerpoint itu tentang apa ?”

Students : “Months .., pak.”

The second step that is questionning, the teacher asks the students how to express the months in years to your friends. Then, the student between student asks about the months each others. After that, the teacher gives instruction to open the student book, “When English Rings the Bell” in page fourty one.

Teacher  : “ To discuss about months, we only use before and after. “

Student  : “ February apa hayo? ”

Student  : “ Pebruari. ”

Student  : “ Ucapannya gimana ?

/Fɛbruəri/ opo /Fɛbruari/ ? “

Student  : “ /Fɛbruəri/. ”

Student  : “ Iyo betul. ”

Teacher  : “ Finished, next, please...mention the months, you.. ”

Student  : “ /Januərɪ/, /fɛbruəri/, /March/, /ɛprəl/, /Mɛɪ/, /Jun:/, /Julʌɪ/, /Oˈgəs/, /sɛptɛmbə/, /Oktobə/, /novɛmbə/, /dɪsɛmbə/.”

Teacher  : “ Good...

Begini tirukan saya cara mengucapkan nama-nama bulan yang benar.

“/dʒanjʊəri/, /fɛbrʊəri/, /mɑːtʃ/, /eɪprɪl/, /meɪ/, /dʒuːn/, /dʒʊlʌɪ/, /ɔːgʌst/, /sɛptɛmbə/, /ɒkˈtəʊbə/, /nəʊvɛmbə/, /dɪsɛmbə/.”

The students follow the teacher’s pronunciation correctly. After that the students open their book.

Teacher  : “ Now, open your book in page fourty one. ”

Student  : “ Yes, Sir. ”

Teacher  : “In page fourty one, there are not only the months in years, but also there are some ways to express about the months that is we only use before and after.”

The third step, the teacher asks the students to do experimenting or

collecting the data for searching many information based on the material which had prepared. Then, the teacher gives worksheet about the months, and the students to work it. They can look for some sources from the student's book, dictionary or their friends. If the students had finished exercises, the teacher asks the students to come forward in front of the class for presenting their work one by one.

Teacher : " Are you finish, students ? "

Student : " Yes, Sir. "

Teacher : " Now, please come forwad in front of the class to present your exercise results one by one. "

Student 1 : " Now is /fɛbrʊəri/. After /fɛbrʊəri/ is /mɑːtʃ/, before /fɛbrʊəri/ is /dʒanjʊəri/. The Indonesian language of /fɛbrʊəri/ is Pebruari. "

Student 2 : " Now is /meɪ/. After /meɪ/ is /dʒuːn/, before /meɪ/ is /eɪprɪl/. The Indonesian language of /meɪ/ is Mei. "

Student 3 : " Now is /mɑːtʃ/. After /mɑːtʃ/ is /eɪprɪl/, before /mɑːtʃ/ is /fɛbrʊəri/. The Indonesian language of /mɑːtʃ/ is Maret. "

Teacher : " Oke. Enough...

Good performance....

Please.. read one again.. " (pointing his tumb to the power point).

Students : " /dʒanjʊəri/, /fɛbrʊəri/, /mɑːtʃ/, /eɪprɪl/, /meɪ/, /dʒuːn/, /dʒʊlʌɪ/, /ɔːgʌst/, /sɛptɛmbə/, /ɒktəʊbə/, /nəʊvɛmbə/, /dɪsɛmbə/. "

Then, the students submit their worksheet to the teacher.

Teacher : " Oke, thank you for your participate.

Please, submit your exercise results. "

The fourth step that is make verification, the teacher gives instruction to the students for asking the months in another languages : Javaness and Indonesia to their friends.

Teacher : " Now, please asks your friends about the months in another languages."

The student between other students ask the months in another languages each others.

Teacher : " Oke, After you finished to ask about the months in another languages.

You...

What is the Indonesia Language of April ? "

Student : " April. "

Teacher : " Good...

Kalau Bahasa Indonesianya /ɒktəʊbə/ apa ? "

Student : " Oktober. "

Teacher : " Right,........ What is the Indonesia Language of Mei ? "

Student : " Mei. "

Teacher : " Good,.. kalau /dʒuːn/ in English or in Indonesia ? "

| Student | : | " English, pak. " |
|---|---|---|
| Teacher | : | "Then, what is the Indonesia Language of June ? " |
| Student | : | " Juni. " |
| Teacher | : | " Kalau "Agustus" in English apa ? " |
| Student | : | " /ɔːgʌst/. " |
| Teacher | : | " Oke... Good... " |

In associating activity, the teacher also give a game about the months. It is the fast runner game. The teacher asks the students to make a group. A group at least three or four people. In the class of 7A, there are four groups. Group one and two consist of four people, whereas group three and four consist of three people.

Teacher : " Selanjutnya, saya ada permainan. Permainan ini saya sebut fun fast run games. Cara bermainnya adalah :

1. Beberapa kertas kecil telah ditempelkan di tembok luar kelas.

2. Kertas itu sudah tertulis nama kelompok dan kalimat-kalimat tentang nama-nama bulan dengan menggunakan after dan before.

3. Silahkan kamu lari menuju kertas itu dengan menunjuk 1 orang dalam kelompokmu.

4. Lalu, lihatlah dan bacalah tulisan yang ada di kertas itu.

5. Setelah itu, kembalilah ke dalam kelas secepat mungkin.

6. Datanglah pada bapak lalu tepuklah telapak tangan bapak, sampaikan tulisan apa yang telah kamu baca.

7. Lakukan seperti itu secara bergantian. "

Then, the students begin to run quickly to find small paper which were outside the class. The followings are the student one by one who succeed convey it by the clapping the teacher's hands.

| Student | : | " Now is /fɛbrʊəri/. " | (group 3) |
|---|---|---|---|
| Student | : | " Now is /eɪprɪl/. " | (group 1) |
| Student | : | " Now is /fɛbrʊəri/. " | (group 2) |
| Student | : | " The Indonesia language of /eɪprɪl/ is April. " | (group 1) |
| Student | : | " Before /fɛbrʊəri/ is /dʒanjʊəri/. " | (group 3) |
| Student | : | "The Indonesia language of /dʒanjʊəri/ is Januari. " (group 4) | |
| Student | : | " After /fɛbrʊəri/ is /mɑːtʃ/. " | (group 3) |

Teacher : "Cukup. Sudah selesai sekarang permainannya.

Kembali ke tempat duduknya masing-masing.

Di permainan ini saya menilai kelompok yang paling banyak menepuk tangan bapak, pemenangnya adalah group 3."

Then, The students applause happily.

Students : "Hore...Hore..."

Finally, before the teacher close the class, he makes conclusion about

the learning process today. The conclusion is you don't forget about the expression of the months in English.

Teacher  :  " Before the class in the end. I will give the conclusion.

So, you should practice again and you don't feel ashamed to use English language in your daily lifes.

Kamu juga bisa mengungkapkan nama-nama bulan dalam Bahasa Inggris kepada teman-temanmu.

Oke. Thank you for  your participate today. I hope you don't forget about the material and learning process today."

Then, the teacher close the class by greeting.

# APPENDIX

## TEACHER INTERVIEW

1.  Do you explain about the purpose of learning before the class begins?

2.  Do you know about Discovery Learning?

3.  What are the material used in teaching speaking through Discovery Learning method?

4.  What is the topic when you teach speaking used Discovery Learning method?

5.  Do you always apply Discovery Learning when to teach speaking?

6.  What the steps do you do in implementing Discovery Learning to teach speaking?

7.  How  is the condition in the classroom when the Discovery Learning process takes place?

8.  What are your techniques so that the students participate when Discovery Learning takes place?

# QUESTIONNAIRE FOR THE STUDENTS

1.  Apakah menurut kamu pelajaran Bahasa Inggris itu menyenangkan?

    a. Senang

    b. Sangat senang

    c. Sangat tidak senang

    d. Tidak senang

2.  Apakah kamu senang dengan penerapan Discovery Learning ini?

    a. Senang

    b. Sangat senang

    c. Sangat tidak senang

    d. Tidak senang

3.  Apakah menurut kamu dengan penerapan Discovery Learning, pembelajaran Bahasa Inggris itu menjadi mudah atau tidak?

    a. Mudah

    b. Sangat mudah

    c. Sangat tidak mudah

    d. Tidak mudah

4.  Pada bagian apa kamu merasa tertarik pada penerapan Discovery Learning ini?

    a. menjawab dengan benar pertanyaan dari guru

    b. mengumpulkan data atau informasi dari berbagai sumber

c. mengolah data yang telah di dapat

d. generalisasi (mengambil kesimpulan)

5. Apakah menurutmu, guru sering menerapkan Discovery Learning pada saat mengajar Bahasa Inggris?

a. Sering

b. Sangat sering

c. Sangat tidak sering

d. Tidak sering

6. Kesulitan apa yang kamu hadapi pada saat Discovery Learning berlangsung?

a. menjawab pertanyaan dari guru

b. mencari resource atau sumber

c. pembuktian hypotesis

d. penarikan kesimpulan

7. Apa yang kamu lakukan jika mengalami kesulitan pada saat Discovery Learning berlangsung?

a. bertanya kepada guru

b. berdiskusi dengan teman

c. berusaha menemukan sendiri

d. diam saja

8. Apa keuntungan yang kamu dapatkan dalam penerapan Discovery Learning ini?

   a. menambah pengalaman kita

   b. bisa sharing atau bertukar pikiran dengan teman

   c. menambah sifat partisipasi dan keaktifan

   d. dapat menyelesaikan masalah dengan pengetahuan yang dimiliki

9. Apakah kamu sudah memahami materi yang diajarkan di dalam Discovery Learning?

   a. Paham

   b. Sangat paham

   c. Sangat tidak paham

   d. Tidak paham

10. Apakah tanggapan kamu tentang instruksi atau perintah guru pada saat kegiatan mengamati (observing) masalah yang telah disediakan?

    a. Suka

    b. Sangat suka

    c. Sangat tidak suka

    d. Tidak suka

11. Apakah tanggapan kamu tentang instruksi atau perintah guru pada saat kegiatan menanya (questioning) terhadap masalah tersebut?

    a. Suka

b. Sangat suka

c. Sangat tidak suka

d. Tidak suka

12. Apakah tanggapan kamu tentang instruksi atau perintah guru pada saat kegiatan mengumpulkan informasi (experimenting)?

a. Suka

b. Sangat suka

c. Sangat tidak suka

d. Tidak suka

13. Apakah tanggapan kamu tentang instruksi atau perintah guru pada saat kegiatan menalar (associating)?

a. Suka

b. Sangat suka

c. Sangat tidak suka

d. Tidak suka

14. Apakah tanggapan kamu tentang instruksi atau perintah guru pada saat kegiatan presentasi (communicating)?

a. Suka

b. Sangat suka

c. Sangat tidak suka

d. Tidak suka