CHAPTER III

SERVICE AND DEVELOPMENT PERFORMANCE

3.1 Service Performance

Devotion in the field of education has been carried out since July 1, 2020 as a teacher at MI Kalisidi 02. During that 5-year period, the first year was assigned to assist the 2nd grade teacher in teaching. The following years until now was assigned to be a 3rd grade teacher who taught all lessons except PJOK. The main responsibility is to plan, implement and evaluate learning to improve students' understanding and skills in various subjects including English. In increasing students' learning motivation, especially in English lessons, the writer applies various interesting and effective learning methods. In the second semester of "Things in the Kitchen" material according to the 2013 curriculum, the writer implemented learning by applying contextual learning based on concrete media. Students are usually easily bored with understanding and remembering vocabulary just by memorizing abstract lessons using the lecture method from the teacher.

Based on these findings, the writer designed a series of learning activities that utilize concrete objects from the surrounding environment. The preparation stage includes the collection of various real kitchen objects such as spoons, plates, and glasses that can be used as learning media. For objects that are not possible to bring to class, the writer brings

a children's toy kitchen tool. The preparation of thematic RPPs with the CTL approach was carried out by adjusting the allocation of English learning time for grade 3.

The implementation of learning is divided into four interactive meetings with a time of each meeting of 1 x lesson hour which is 35 minutes. The first meeting focused on vocabulary recognition through real objects with a direct demonstration method. In the second meeting, students were invited to practice mentioning these objects in simple sentences. The third meeting developed conversational skills through role-playing situations in the kitchen. In the fourth meeting, students conduct a summative assessment. The stages that need to be prepared by the teacher:

1. Lesson Planning

    a. Determining Learning Objectives: the writer formulates clear and specific learning objectives, for example, students can mention the names of objects in the kitchen in English.
    b. Choosing Learning Materials: Choosing materials that are appropriate for the age and interests of 3rd grade elementary school students, such as the names of objects, animals, fruits, objects around or daily activities.
    c. Developing a Lesson Plan: Create a systematic lesson plan, including opening, core, and closing activities.
    d. Preparing Teaching Materials: Prepare interesting and varied teaching materials, such as images, flashcards, songs, stories, or

videos.

2. Implementation of Learning

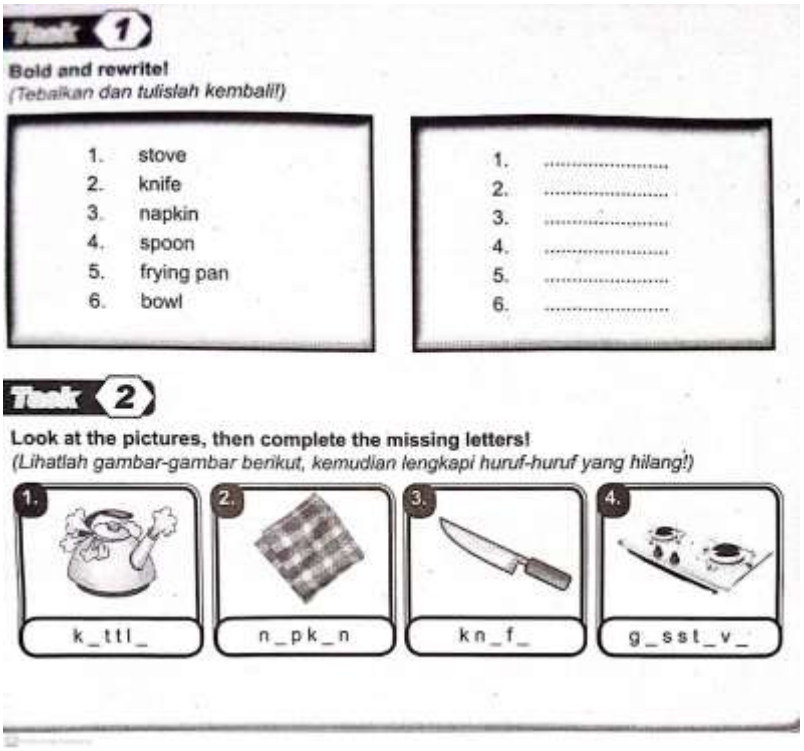
    a. Opening Activities: Teachers begin learning with fun activities, such as greeting students, conducting apperception, and conveying learning objectives.

    b. Core Activities: Teachers deliver learning materials in an engaging and interactive way, for example using games, songs, or stories.

    c. Closing Activities: The teacher summarizes the material that has been learned, provides assignments or exercises, and provides feedback to students.

3. Learning Assessment

    a. Formative Assessment: The teacher conducts an assessment during the learning process to determine students' understanding and provide feedback.



Picture 3 . 1 Formative Assesment

b. Summative Assessment: The teacher conducts a final assessment to measure the effectiveness of learning objectives.



Evaluation

Written Test

I. Choose the correct answers by crossing a, b, c, or d.
(Pilihlah jawaban yang benar dengan menyilang huruf a, b, c, atau d.)

1. That is a/an ...
a. magic jar
b. oven
c. bowl
d. plate

2. This is ... gas stove.
a. a
b. an
c. no
d. not

3. A ... is for drinking.
a. bowl
b. tea pot
c. napkin
d. glass

4. There is a ... in the kitchen.
a. stove
b. napkin
c. knife
d. pan

5. Afiza : "Is this a plate?"
Mother : "Yes, ..."
a. you are
b. this is not
c. this is
d. that is

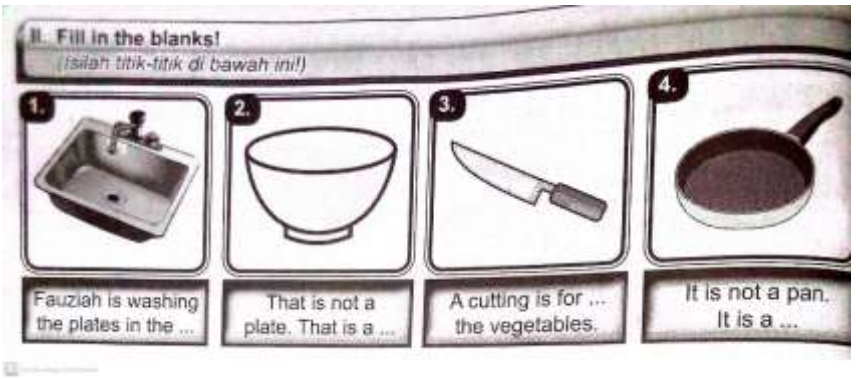
6. A ... is for eating.
a. spoon
b. kettle
c. knife
d. fork

7. Fatimah is holding a ...
a. spoon
b. knife
c. fork
d. spatula

8. Adam : "What is that?"
Father : "That is a ..."
a. kitchen sink
b. magic jar
c. refrigerator
d. gas stove

9. Syifa : "What is it?"
Aulia : "It is a ..."
a. stove
b. knife
c. mixer
d. blender

10. My sister is frying fish using a ...
a. spatula
b. spoon
c. fork
d. knife



II. Fill in the blanks!
(Isilah titik-titik di bawah ini!)

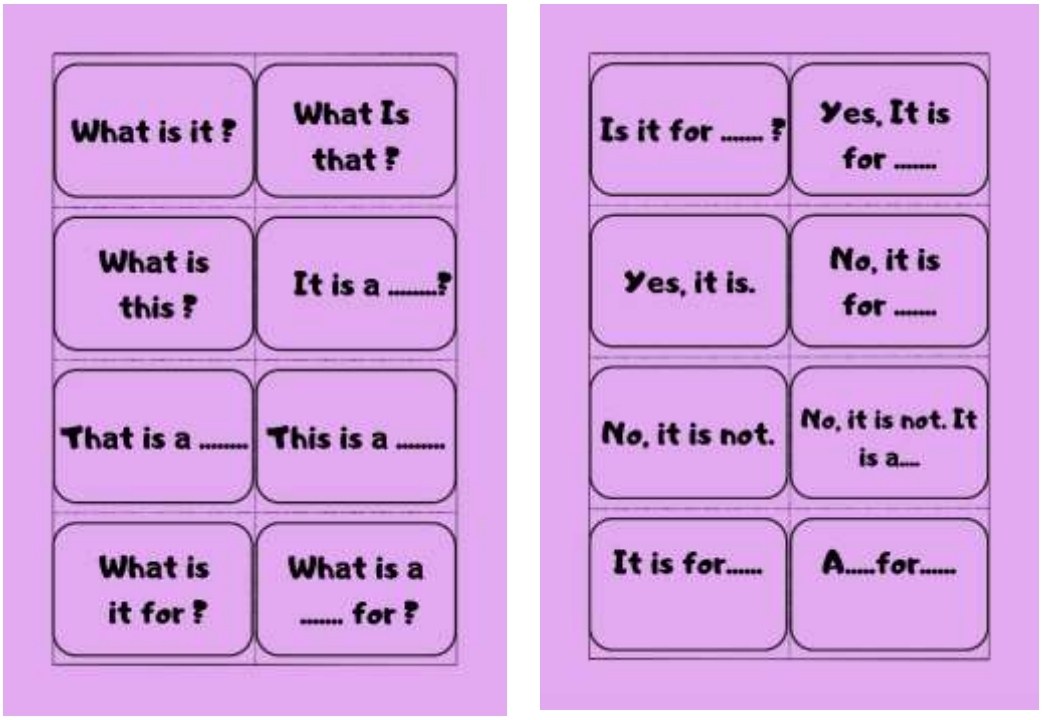
1. Fauziah is washing the plates in the ...
2. That is not a plate. That is a ...
3. A cutting is for ... the vegetables.
4. It is not a pan. It is a ...

Picture 3 . 2 Summative Assesment

In this final project, the writer applies concrete media-based contextual learning on the theme of Things in the Kitchen semester 2

according to the 2013 curriculum to improve students' mastery of English vocabulary and basic communication skills. This lesson is designed so that students not only recognize the names of kitchen objects in English, but are also able to understand and respond to oral and written instructions involving expressions such as:

- Asking and Answering; for example: “What is this?” – “This is a spoon.”
- Asking for Clarification. Example: "Is it a plate? – "Yes, it is a plate/No, it is not. "
- Asking and Giving Information. Example: “What is a stove for?” – “it is for cooking.”



Picture 3 . 3 Dialogue Card

Learning activities are designed with a Contextual Teaching and Learning (CTL) approach through the following steps:

1. Relating

   Students are invited to discuss the objects they usually see in their home kitchens. The teacher shows a real object as a stimulus.

2. Experiencing

   Students hold and observe real objects such as spoons, forks, plates, bowls, glasses, cup, etc., while listening to explanations and naming objects in English.

3. Practice Communicating (Applying)

   Through role play, students practice asking and answering questions about kitchen objects, as well as asking for explanations when they do not understand.

4. Reflection and Evaluation (Reflecting)

   At the end of the lesson, students work on worksheets and convey their favorite objects in the kitchen in English sentences.

This method helps students understand language more naturally and meaningfully. Activities are carried out individually and in pairs (pair work), and use a thematic approach that integrates with the real world of students.

3.2 Development Performance

Development of concrete media and communicative activities that emphasize functional language skills. The purpose of this development is for student to:

- Make it easier to understand simple words, phrases, and sentences.
- Be able to respond and express meaning in real contexts.
- Be actively involved in question-and-answer activities and clarification using English.

Several developments have been made for the use of learning methods to be more attractive and in accordance with the needs of students. Some of the things developed in English lessons on things in the kitchen include:

1. Greeting song to start learning

The use of songs at the beginning of learning by teachers has several benefits. By starting learning with songs, it can create a positive atmosphere, increase the spirit of learning and hone language skills. English greeting songs are chosen by paying attention to simple word choices so that they are easily captured by students. In addition to simple word selection, greeting songs are also chosen with short songs

so as not to take up learning time. The greeting song used by the following writer: Assalamu 'alaikum how are you (I’m fine) 2x Assalamu 'alaikum (wa 'alaikum salam) Assalamu 'alaikum how are you (I’m fine) Good morning everybody how are you (I'm fine) 2x Good morning everybody (Good morning teacher) Good morning everybody how are you (I'm fine)

After singing the greeting song, the writer sang a song about object in the kitchen using the rhyme of “*Di sini senang di sana senang*”, the song is like this:

Pan itu wajan
Cup itu cangkir
Cooking pot artinya panci
Plate itu piring
Fork itu garpu
Rice cooker penanak nasi
Pan itu wajan
Cup itu cangkir
Cooking pot artinya panci
Plate itu piring
Fork itu garpu
Rice cooker penanak nasi
Sink bak cuci piring
Spoon artinya sendok
Stove artinya kompor
Teapot teko
Refrigerator kulkas
Knife artinya pisau
Cupboard itu lemari
Bowl mangkuk

2. Mini Kitchen Corner in Class

The use of mini kitchen corner in addition to being used as a thematic media to introduce the names of objects in the kitchen, this media is also used as an educational play corner for role-playing students. This concrete media and playground is considered more fun and effective. The writer arranges the corner of the class with mini kitchen objects (original or toys) to create a contextual atmosphere. Students can perform simulated activities (such as cooking or explaining kitchen utensils) using simple English expressions.



Picture 3 . 4 Mini Kitchen Corner

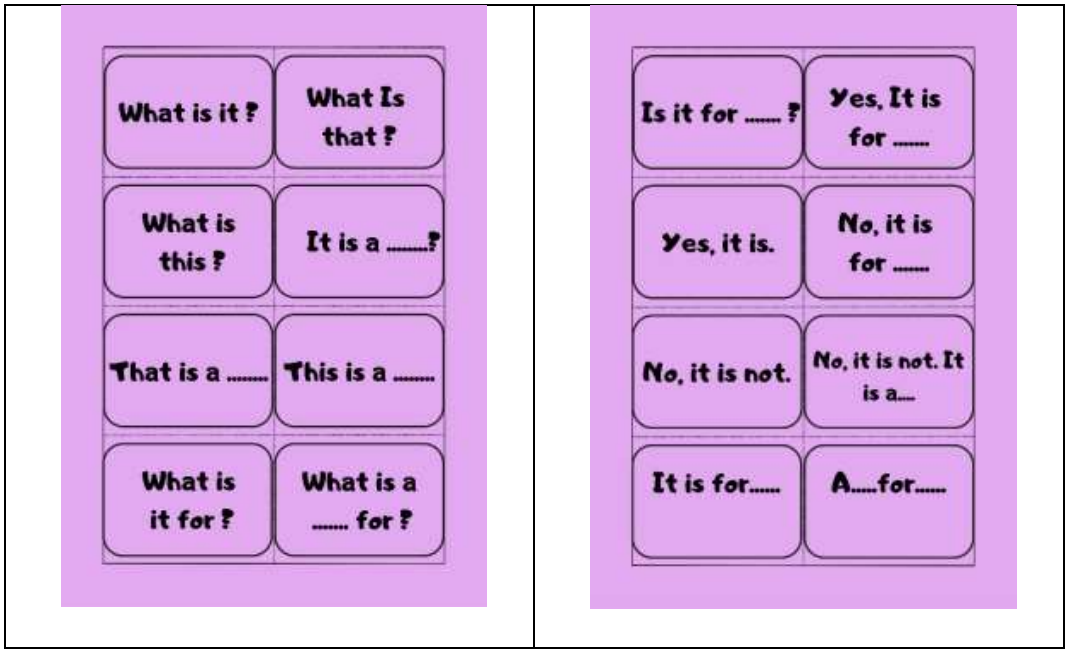
3. Simple Dialogue Card

Students can perform simulated activities (such as

cooking or explaining kitchen utensils) at mini kitchen corner using simple English expressions through the card. This card contains simple English sentences that include asking for clarification and asking and giving information. The writer makes a question-and-answer card that contains expressions such as:

- "Is that a ...?"
- "No, it is not. It is a…."
- “What is that?”
- “That is a ….”
- "What is a.....for?"
- It is for….

This card is used in pair play and role play activities.



Picture 3 . 5 Dialogue Card

4. Diverse worksheets

The worksheet provided not only contains images and vocabulary, but also writing drills, complete the missing letters, practice reading and writing simple sentences, such as:

- “This is a fork. It is for eating. ”
- "I use a glass to drink." Etc.

Task 1

Bold and rewrite!
(Tebalkan dan tulislah kembali!)

1. stove
2. knife
3. napkin
4. spoon
5. frying pan
6. bowl

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....

Task 2

Look at the pictures, then complete the missing letters!
(Lihatlah gambar-gambar berikut, kemudian lengkapi huruf-huruf yang hilang!)

1. 
k_ttl_

2. 
n_pk_n

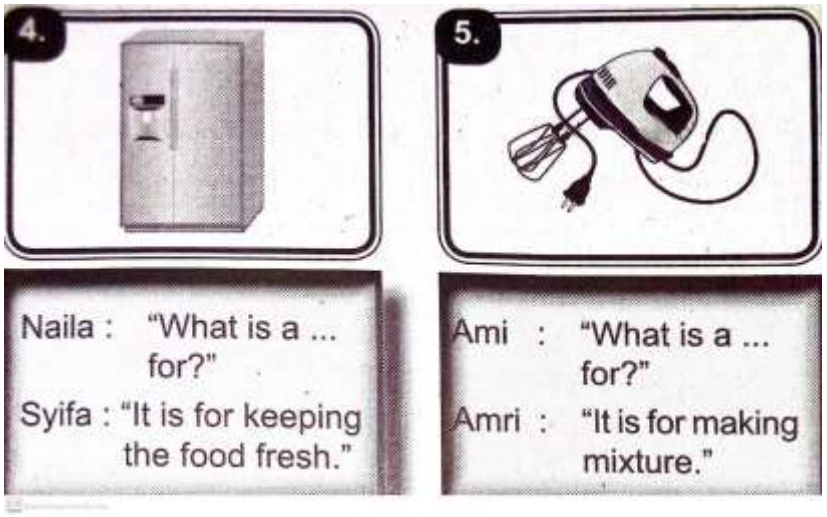
3. 
kn_f_

4. 
g_sst_v_

1. 
Alya : "What is a ... for?"
Asma: "It is for cutting vegetables."

2. 
Yumna : "What is a ... for?"
Yusra : "It is for boiling water."

3. 
Alma : "What is a ... for?"
Alim : "It is for cooking."



Picture 3 . 6 Diverse Worksheet

5. Strengthening Listening & Speaking Aspects

In this learning activity, the writer certainly adds student activities to listen to simple instructions and how to respond, such as:

- "Please take the spoon and give it to your friend."
- "Show me the pan."

This development enriches vocabulary learning so that it is not memorized, but understood in context. Thus, students can use English practically in everyday life.