

## KRITERIA KETUNTASAN TUJUAN PEMBELAJARAN

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**Nama Sekolah** : MI Islamiyah Pulak Segeran  
**Mata Pelajaran** : BAHASA INGGRIS  
**Kelas** : III  
**Fase** : B  
**Semester** : 1-2  
**Tahun pelajaran** : 2025-2026

### Fase B, Umumnya untuk Kelas III dan IV (SD/MI/Program Paket A)

Pada akhir Fase B, peserta didik memahami dan merespon teks lisan dan visual sederhana dalam bahasa Inggris. Dalam mengembangkan keterampilan menyimak dan berbicara, peserta didik mengikuti/merespon instruksi atau pertanyaan sederhana dalam bahasa Inggris dan membagikan informasi dengan kosakata sederhana. Peserta didik merespon berbagai teks/gambar secara lisan dan tulisan sederhana dengan alat bantu visual dan komunikasi non-verbal. Pada Fase B, peserta didik dapat berinteraksi dengan menggunakan bahasa Inggris sederhana.

ELEMEN	DESKRIPSI
<b>Elemen Menyimak – Berbicara</b>	<p>Pada akhir Fase B, peserta didik menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi (rutin) menggunakan kalimat dengan pola yang sesuai dengan konteks yang dibicarakan. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan. Mereka memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosakata sederhana. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.</p> <p><i>By the end of Phase B, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some sentence elements to participate in classroom routines and learning activities, such as expressing feelings, expressing needs and requesting help. They identify key points of information in visually supported oral presentations containing familiar vocabulary. Using visual cues, they follow a series of simple instructions related to classroom procedures and learning activities.</i></p>
<b>Elemen Membaca</b>	<p>Pada akhir fase B, peserta didik memahami kata-kata yang sering digunakan sehari-hari dengan bantuan</p>

<p><b>– Memirsa</b></p>	<p>gambar/ilustrasi. Mereka membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.</p> <p><i>By the end of Phase B, students understand everyday vocabulary with support from pictures/illustration. They read and respond to a range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts.</i></p>
<p><b>Elemen Menulis – Mempresentasikan</b></p>	<p>Pada akhir fase B, peserta didik mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan. Dengan bantuan guru, mereka menghasilkan teks deskripsi dan prosedur sederhana menggunakan kata/frasa sederhana dan gambar. Mereka menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak.</p> <p><i>By the end of Phase B, students communicate their ideas and experience through drawings and copied writing. With teachers' support, they produce simple descriptions and procedures using simple words/phrases and pictures. They use invented spelling in writing simple vocabulary related to their class and home environments.</i></p>

Unit	Objectives	Language Focus	Karakteristik Muatan Pelajaran (Kompleksitas)	Karakteristik Peserta Didik (Intake)	Nilai
			0-100	0-100	
<p>1 I like Mi Aceh</p>	<ul style="list-style-type: none"> <li>Students are able to mention food and drink.</li> <li>Students are able to talk about food and drink using like and dislike.</li> </ul>	<ul style="list-style-type: none"> <li>Fried chicken, noodle, rice, meatball, etc.</li> <li>I like .... You like .... I don't like ....</li> <li>Do you like ...? Yes, I like it.</li> <li>No, I don't ilke it.</li> </ul>			
<p>2 I don't like rice</p>	<ul style="list-style-type: none"> <li>Students are able to say food and drink using like and dislike.</li> <li>Students are able to respond written text using likes and doesn't like.</li> </ul>	<ul style="list-style-type: none"> <li>Made likes .... He likes ....</li> <li>He doesn't like ....</li> <li>Cici likes .... She likes .... She doesn't like ....</li> </ul>			
	<ul style="list-style-type: none"> <li>Students are able to mention</li> </ul>	<ul style="list-style-type: none"> <li>Joshua has breakfast. They</li> </ul>			

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3 I have fried chicken for breakfast	<p>breakfast, lunch and dinner.</p> <ul style="list-style-type: none"> <li>• Students are able to menti food and drink for each meal ti</li> <li>• Students are able to respond orally and in written teacher's question on their meals.</li> </ul>	<p>have lunch.</p> <ul style="list-style-type: none"> <li>• Joshua and his family have dinner.</li> <li>• Cici's family have ... for breakfast.</li> </ul>			
4 Do you like swimming?	<ul style="list-style-type: none"> <li>• Students are able to say what they like doing (reading, studying, swimming, watching, singing, playing, riding bike).</li> <li>• Students are able to talk about their hobby and their friend's hobby</li> <li>• Students are able to respond with yes/no question.</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming, reading, .... Cici likes singing.</li> <li>• Do you like swimming? Does Made like ...?</li> </ul>			
5 I like riding a bike on Sunday	<ul style="list-style-type: none"> <li>• Students are able to menti names of day.</li> <li>• Students are able to talk about they like doing on certain day.</li> </ul>	<ul style="list-style-type: none"> <li>• Monday, Tuesday, .... I like ... on ....</li> <li>• What do you like doing on ...?</li> </ul>			
6 Is it the canteen?	<ul style="list-style-type: none"> <li>• Students are able to name rooms at school.</li> <li>• Students are able to identify rooms at school.</li> <li>• Students are able to use it is and that is.</li> </ul>	<ul style="list-style-type: none"> <li>• Is it the canteen? Canteen, classroom, library, prayer room, restroom, schoolyard, computer laboratory, office.</li> </ul>			
7	<ul style="list-style-type: none"> <li>• Students are able identify the preposition.</li> </ul>	<ul style="list-style-type: none"> <li>• Where is the library? In, on ,</li> </ul>			

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My class is behind the office	<ul style="list-style-type: none"> <li>Students are able to mention the position of rooms at school.</li> <li>Students are able to respond questions about position of rooms at school.</li> </ul>	<ul style="list-style-type: none"> <li>under, beside, between, behind, in front of.</li> </ul>			
8 I drink orange juice in the canteen	<ul style="list-style-type: none"> <li>Students are able to identify the activities at school.</li> <li>Students are able to list the activities at school.</li> <li>Students are able to tell activities at school.</li> </ul>	<ul style="list-style-type: none"> <li>Simple present.</li> <li>Study, teach, drink, eat, pray, play, read and write.</li> </ul>			
9 My classroom is clean	<ul style="list-style-type: none"> <li>Students are able to identify the condition of rooms at school.</li> <li>Students are able to describe the rooms condition.</li> </ul>	<ul style="list-style-type: none"> <li>Adjective.</li> <li>Large, clean, narrow, small, big, dirty, wide.</li> </ul>			
10 There are twenty books on the shelf	<ul style="list-style-type: none"> <li>Students are able to mention number 21-50.</li> <li>Students are able to count things at the classroom.</li> <li>Students are able to list the things in the classroom there is and there are.</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 21–50. Twenty-one, Twenty- two.</li> <li>There are ... books on the self.</li> </ul>			

<p>Mengetahui Kepala Madrasah</p>  <p><b>JAENI, M.Pd.I</b> NIP : 196510092005011001</p>	<p>.....,..... Guru mata pelajaran</p>  <p><b>DEVI ARDIANSAH, S.Pd.I</b></p>
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