THE EFFECTIVENESS OF PERSONAL VOCABULARY NOTES (PVN) TECHNIQUE ON STUDENTS’ VOCABULARY UNDERSTANDING

(A Quasi-Experimental Research in the Seventh Grade Students in MTs. Salafiyah Bedahan)

By
Priska Aprillianty N. F.
NIM. 109014000119

THE DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2014
THE EFFECTIVENESS OF PERSONAL VOCABULARY NOTES (PVN) 
TECHNIQUE ON STUDENTS’ VOCABULARY UNDERSTANDING 

( A Quasi-Experimental Research in the Seventh Grade Students 
in MTs. Salafiyah Bedahan) 

A Skripsi 

Presented to the Faculty of Tarbiyah and Teachers’ Training in Partial 
Fulfillment of the Requirements for the Degree of Strata I (S-1) 

By 

Priska Aprillianty N. F. 

NIM. 109014000119 

THE DEPARTMENT OF ENGLISH EDUCATION 
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING 
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY 
JAKARTA 
2014
The Effectiveness of Personal Vocabulary Notes (PVN) Technique on Students' Vocabulary Understanding

(A Quasi-Experimental Research in the Seventh Grade Students in MTs. Salafiyah Bedahan)

"A Skripsi"

Presented to the Faculty of Tarbiya and Teachers' Training in Partial Fulfillment of the Requirements for Degree of S.Pd. in English Language Education

By
Priska Aprillianty N. F

Approved by the Advisors

Ismalianing Eviyuliwati, M.Hum.
NIP. 19740723 200003 2 001

Zaharil Anasy, M.Hum.
NIP. 19761007 200710 1 002

THE DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2014
SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan di bawah ini,

Nama : Priska Aprillianty Nur Fitria
Tempat / Tgl. Lahir : Jakarta, 20 April 1991
NIM : 109014000119
Jurusan / Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF PERSONAL VOCABULARY NOTES (PVN) TECHNIQUE ON STUDENTS' VOCABULARY UNDERSTANDING (A Quasi-Experimental Research in the Seventh Grade Students in MTs. Salafiyyah Bedahan)

Dosen Pembimbing : 1. Ismatianing Nwiulivati M.Hum.
2. Zahari Anasy M.Hum.

dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.
Pernyataan ini dibuat sebagai salah satu syarat Ujian Munaqasah.

Jakarta, 5 Mei 2014
Mahasiswa Ysb.

Priska Aprillianty N.F.
NIM. 109014000119
ABSTRACT

Priska Aprillianty N. F. (NIM. 109014000119). The Effectiveness of Personal Vocabulary Notes (PVN) Technique on Students’ Vocabulary Understanding; An Experimental Research in the Seventh Grade Students in MTs. Salafiyah Bedahan in Academic Year 2013/2014. Skripsi of The Department of English Education at Faculty of Tarbiyah and Teachers’ Training of State Islamic University Syarif Hidayatullah Jakarta, 2014.

The objective of this study was to know the empirical evidence about the effectiveness of Personal Vocabulary Notes (PVN) technique on students’ vocabulary understanding in the seventh grade of MTs. Salafiyah Bedahan. This study was held in February 2014 at MTs. Salafiyah Bedahan.

The method used in this study was quantitative method and research design was quasi-experimental study. The sampling technique used in this study was Cluster Sampling. The researcher took two classes as the subject of this study that were experimental class and controlled class. The researcher had compared the pre-test score before treatment was given and after the treatment was given.

The result of gained score of pre-test and post-test in the experimental class was 34.00 and for the controlled class was 16.40. For the testing hypotheses was analyzed using t-test formula. The researcher used SPSS v.16 for windows program which is Paired Sample Test. The calculation of vocabulary test result between the experimental class and the controlled class can be seen from result of t-test of this research, and the result is 24.696. The result of t-table is 2.639, it can be seen from significant degree or α (alpha) = 0.01 and df 79. Ho is rejected, and the Ha is accepted because 24.636 > 2.639 or the t-test > t-table. It can be concluded that Personal Vocabulary Notes (PVN) technique is effective on students’ vocabulary understanding in the seventh grade of MTs. Salafiyah Bedahan.
ABSTRAK


Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dan desain eksperimental semu. Teknik sampling yang digunakan dalam penelitian ini adalah cluster sampling. Peneliti mengambil dua kelas sebagai subyek penelitian yaitu kelas eksperimental dan kelas kontrol. Peneliti telah membandingkan nilai pretest sebelum perlakuan diberikan dan setelah perlakuan diberikan.

Hasil pre-test dan post-test pada kelas eksperimental adalah 34.00 dan untuk kelas kontrol adalah 16.40. Untuk pengujian hipotesis dianalisis dengan menggunakan rumus t-test. Peneliti menggunakan SPSS v.16 untuk program windows yaitu dengan menggunakan Paired Sample Test. Perhitungan hasil tes kosakata antara kelas eksperimental dan kelas kontrol dapat dilihat dari t-test dalam penelitian ini dan hasilnya adalah 24.696. Hasil dari t-tabel adalah 2.639, ini dapat dilihat dari taraf signifikasi atau \( \alpha \) (alpha) = 0.01 dan df 79. Ho ditolak dan Ha diterima karena 24.636 > 2.639 atau t-test > t-table. Dapat disimpulkan bahwa penggunaan teknik Personal Vocabulary Notes (PVN) efektif dalam pemahaman kosakata untuk siswa kelas tujuh MTs. Salafiyah Bedahan.
ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful.

Praised be to Allah, Lord of the world who has blessed the researcher in completing this ‘skripsi’ entitled The Effectiveness of Personal Vocabulary Notes (PVN) Technique on Students’ Vocabulary Understanding (An Experimental Research in the Seventh Grade Students in MTs. Salafiyyah Bedahan). Peace and Blessing be upon the Prophet Muhammad SAW, his family, his companion, and his followers.

This “skripsi” is presented to The Department of English Education, Faculty of Tarbiya and Teacher’s Training Syarif Hidayatullah State Islamic University, Jakarta as a partial fulfillment of the requirements for the degree of S.Pd. in English Language Education. The researcher realized that without support and motivation from people around her, she could not finish this “skripsi”. Therefore, she would like to give her deepest appreciation for:

1. Ismalianing Eviyuliwati, M.Hum., as an advisor, for her time, valuable guidance, helps, correction, suggestion, and kindness during completing this “skripsi”.
2. Zaharil Anasy, M. Hum., as the secretary of the Department of English Education and as an advisor, for his time, valuable guidance, helps, correction, suggestion, and kindness during completing this “skripsi”.
3. Drs. Syauki, M.Pd., the Head of the Department of English Education.
4. All lecturers of The Department of English Education who always give their motivation and valuable knowledge and also unforgettable experience during her study at Faculty of Tarbiya and Teachers Training of Syarif Hidayatullah State Islamic University Jakarta.
5. Drs. H. Musa Thoyib, the Headmaster of MTs. Salafiyyah Bedahan for giving permission to the researcher to do observation and research.
6. Yayah Fauziyah S.Pd., as the English Teacher at MTs. Salafiyah Bedahan. And also all teachers and students at MTs. Salafiyah Bedahan who gave the researcher a chance to conduct this study.

7. The researcher’s parents, Drs. H. Asrunnas Imran. and Hastuty, and also her sister and brother, Citra Chandrika Gita Putri and M. Iqbal Tyas Riefnaldy, who have given the greatest love, prayer and everything to support her.

8. Elma, Rusda, Yayah, Zahra, Ana, Findri, Drestanta, and also her beloved friends of the Department of English Education Class C for academic year 2009 who have always been on the researcher side in the facing all the laughter and tears during this study.

9. To any other persons who cannot be mentioned one for their contribution to the researcher during finishing this “skripsi”.

The researcher realized that this “skripsi” is far from being perfect. It is a pleasure for her to receive some suggestion and criticizes from the reader for valuable improvement.

Jakarta, April 2014

Priska Aprillianty Nur Fitria
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>ENDORSEMENT SHEET</td>
<td>iii</td>
</tr>
<tr>
<td>SURAT PERNYATAAN KARYA SENDIRI</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF DIAGRAMS</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiv</td>
</tr>
<tr>
<td>CHAPTER I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Identification of Problem</td>
<td>3</td>
</tr>
<tr>
<td>C. Limitation of Problem</td>
<td>4</td>
</tr>
<tr>
<td>D. Formulation of Problem</td>
<td>4</td>
</tr>
<tr>
<td>E. Objective of the Study</td>
<td>4</td>
</tr>
<tr>
<td>F. Significance of the Study</td>
<td>4</td>
</tr>
<tr>
<td>CHAPTER II. THEORETICAL FRAMEWORK</td>
<td>5</td>
</tr>
<tr>
<td>A. Definition of Vocabulary</td>
<td>5</td>
</tr>
<tr>
<td>B. Kinds of Vocabulary</td>
<td>7</td>
</tr>
<tr>
<td>C. Problems in Learning Vocabulary</td>
<td>8</td>
</tr>
<tr>
<td>D. Strategies in Vocabulary Enrichment</td>
<td>9</td>
</tr>
<tr>
<td>E. Teaching Learning Vocabulary using</td>
<td></td>
</tr>
</tbody>
</table>
B. Interpretation of the Data ........................................ 37
C. Discussion of Findings ........................................ 37

CHAPTER V. CONCLUSION AND SUGGESTION ............ 39
A. Conclusion ................................................... 39
B. Suggestion .................................................. 39

REFERENCES .................................................................. 41

APPENDICES .................................................................. 43
LIST OF TABLES

Table 3.1 The Timeline of Research .......................................................... 19
Table 3.2 Research Design ................................................................. 21
Table 4.1 Data Description of Pre-test Result of Experiment Class ....... 27
Table 4.2 Frequency Distribution of Pre-test Result of Experimental Class ................................................................. 28
Table 4.3 Data Description of Pre-test Result of Controlled Class..... 29
Table 4.4 Frequency Distribution of Pre-test Result of Controlled Class ................................................................. 30
Table 4.5 Post test Result of Experimental Class ............................... 31
Table 4.6 Frequency Distribution of Post-test Result of Experimental Class ................................................................. 32
Table 4.7 Post-test Result of Controlled Class .................................... 33
Table 4.8 Frequency Distribution of Post test Result of Controlled Class ................................................................. 34
Table 4.9 Normality Pre-test Result between Experimental Class and Controlled Class ................................................................. 35
Table 4.10 Normality Post-test Results between Experimental Class and Controlled Class ................................................................. 36
Table 4.11 Homogeneity Pre-test Results between Experimental Class and Controlled Class ................................................................. 37
Table 4.12 Homogeneity Post-test Results between Experimental Class and Controlled Class ................................................................. 37
Table 4.13 T-test Result ........................................................................ 38
LIST OF DIAGRAMS

Diagram 4.1: Diagram of Pre-test Result of Experimental Class ........ 29
Diagram 4.2: Diagram of Pre-test Result of Controlled Class ........... 31
Diagram 4.3: Diagram of Post-test Result of Experimental Class ....... 33
Diagram 4.4: Diagram of Post-test Result of Controlled Class .......... 35
LIST OF APPENDICES

Appendix 1: Syllabus of Seventh Grade Junior High School .................. 45
Appendix 2: Research Instrument (Pre-Test Instrument, Pre-Test and Post-Test) ................................................................. 54
Appendix 3: The Validity, Reliability and Difficulty Index of Pre-test Instrument ................................................................. 58
Appendix 4: Lesson Plan of Experimental Class ........................................ 61
Appendix 5: Lesson Plan of Controlled Class ........................................... 90
Appendix 6: School’s Profile ............................................................... 118
CHAPTER I
INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, the objective of the study and the significance of the study.

A. Background of the Study

As a human being who lives in a society, communication cannot be avoided. Everyone communicates with others by using a language. Language is used to express their ideas, feelings and emotions. According to Oxford Advanced Learner’s Dictionary, “Language is the system of communication in speech and writing that used by people of a particular country”.

English as one of an international language has a significant position in Indonesia. It has been taught at various levels of education from the lowest level up to the highest. For schools in Indonesia, there are four language skills that have to be mastered by the students to learn the English subject. The four language skills are listening, speaking, reading and writing, with all its aspects such as grammar, vocabulary, and sounds as the elements of language, which support the development of those skills. Therefore, one of the points to learn by students is vocabulary.

Vocabulary is the first stage in any language learning. Vocabulary can be defined, roughly, as the words we teach in the foreign language. Vocabulary is important to be improved in the language learning process in order to get other competencies like reading, writing, listening, and speaking. Without vocabulary, people cannot communicate effectively. Commonly, students cannot compose a sentence or phrase in speaking, even writing and reading because they are poor in vocabulary.

In Indonesia, English has become a foreign language that should be taught from Elementary School up to college or university level. In Curriculum 2006 or KTSP (Kurikulum Tingkat Satuan Pendidikan), the objective of English learning is stated on standard competence and based competence of KTSP. Then, English learning in Indonesia has different objectives for different levels of education. Based on the curriculum KTSP 2006, the purpose of the English Language as a subject in SMP/MTs is that the students have ability as follows:

1. To be able to develop a communicative competence, whether in written or oral form to achieve a functional literacy
2. To have an awareness of English nature and importance to increase national competitiveness in a globalized society
3. To develop learners understanding about the language and nature relation.  

Based on my observation in MTs Salafiyah Depok, there are some problems in the learning process of vocabulary. The first problem was from the teacher. In learning process of vocabulary, teachers should be more creative in creating a vocabulary learning technique in order to make the teaching learning process fun, interesting and also easier. In fact, the teacher of MTs Salafiyah Depok uses an inappropriate method or technique in teaching learning process. So, it makes students hard to comprehend the materials, even the vocabulary.

The second problem was the students itself. There are several reasons why students have difficulties in learning vocabulary. First, students were difficult to understand the meaning of vocabulary. Second, students were difficult to remember all of the vocabulary materials. The last, students were often confuse about how to organize the vocabulary.

To overcome the problems above, the role of the teacher is important to provide motivation for students to understand the meaning of vocabulary that have been learned in the classroom, not only to be understood at that moment, but will

3 Depdiknas, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah (Standar Kompetensi dan Kompetensi Dasar SMP/MTs, BSNP)*, (Badan Standar Nasional Pendidikan, 2006).
be remembered onwards and used in a sentence. The role of the teacher then becomes a provider of authentic, challenging situations in which the students interact and can choose strategies for extracting meaning when confronting a new word or phrase in the course of that interaction. So, in teaching and improving students’ need of vocabulary, teachers have to motivate the students with some method or technique and make the students learn more. An appropriate method of technique of teaching English to students is very important because it determines the result of teaching vocabulary, that is, improving student's vocabulary understanding.

In conclusion, the teacher should use the suitable and also interesting technique to help students improve their vocabulary understanding. Although there are so many interesting techniques to improve students’ vocabulary understanding, one of technique that the researcher used is Personal Vocabulary Notes (PVN) technique. Personal Vocabulary Notes is a planning for making students work in group in improving their vocabulary. Personal Vocabulary Notes (PVN) is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. Even its name is a Personal Vocabulary Notes, but in applying it, students will ask their friends and solve the problem each other.

B. Identification of Problem

Based on the background of the study above, the problems which are identified as follows:

1. The teachers have not yet applied an appropriate technique, method, approach, and model to teach vocabulary.
2. Students still have some difficulties in understanding the meaning of the vocabulary.
3. The students were difficult to remember the vocabulary.
4. Students still have difficulties in using the vocabulary itself.

---

C. Limitation of Problem

Based on the identification of problems above, the problems will be limited on the effectiveness of Personal Vocabulary Notes (PVN) technique on students’ vocabulary understanding in the seventh grade of MTs. Salafiyah Bedahan.

D. Formulation of Problem

The formulation of problem, which is going to be investigated in this paper, is as follows: “was Personal Vocabulary Notes (PVN) technique effective on students’ vocabulary understanding in the seventh grade of MTs. Salafiyah Bedahan?”. 

E. Objective of the Study

The objective of this study was to know the empirical evidence about the effectiveness of Personal Vocabulary Notes (PVN) technique on students’ vocabulary understanding in the seventh grade of MTs. Salafiyah Bedahan.

F. Significance of the study

The writer expects that the results of this study will be significant to teachers, students and other researchers. The result of this research is expected to enrich the teacher’s knowledge of the appropriate model of Personal Vocabulary Notes (PVN) in vocabulary understanding, it gives spirit and knowledge for students that learning English can be fun and interesting. For students, this study is expected to help the students increase their vocabulary understanding. The students will not feel to be forced into learning English, but they will feel happy to learn since they are put in an enjoyable situation. And also it enables other researcher to get the reference about the effectiveness of Personal Vocabulary Notes (PVN) technique on students’ vocabulary understanding.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter presents the description of the theoretical framework used in the study. It includes definition of vocabulary, kinds of vocabulary, problems in learning vocabulary, strategies in vocabulary enrichment, teaching learning vocabulary using (PVN) technique, previous study, conceptual of framework and theoretical hypotheses.

A. Definition of Vocabulary

Nowadays, people are more and more aware of the fact that the acquisition of vocabulary is just as important as the acquisition of grammar, although the two are obviously interdependent. “Without grammar very little can be covered, without vocabulary nothing can be covered”. This is how the Linguist David Wilkins summed up the importance of vocabulary learning.\(^1\) Vocabulary is the first and foremost important step in language acquisition.\(^2\) If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.\(^3\) No matter what your age, it is the cornerstone to success in any situation. Vocabulary words will carry the ability to effectively communicate. Vocabulary is defined as “all the words in a particular language”.\(^4\) As Zimmerman states that “Vocabulary is central to language and of critical importance to the typical language learner”.\(^5\) If the learners do not know the meaning of words, they will have difficulty in understanding what they see, read, and learn. Based on

---
some explanations above, the researcher concluded that vocabulary is a central of language which including all of the words in a language.

Vocabulary knowledge is not something that can ever be fully mastered, it is something that expands and deepens over the course of a lifetime. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word learning strategies. As Steven Stahl puts it, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world”. Whereas vocabulary teaching, as Furneaux stated, deals with “the selection and presentation of words (lexis) for learners”. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Based on the experts, the researcher concluded that vocabulary is words that has a several meaning and the meaning is based on the sentences.

Vocabulary teaching aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes. Thus, good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading) and productive (speaking and writing).

According to Krashen, the reasons for devoting attention to vocabulary are: “First, a large vocabulary is of course essential for mastery of a language. Second, language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”. In other words, the more vocabulary a language learner has, the better they are considered to master the language. However, Sokmen notes that it is impossible for students to learn all the vocabulary they need in the classroom since there are so many words on which teachers can not spend time within the

---

8 Cahyono & Utami Widiati, loc. cit.
9 Ibid.
class time limit; thus, vocabulary expanding process requires the higher level of autonomy as well as more responsibility from learners themselves.  

B. Kinds of Vocabulary

Vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together in language learning. There are many kinds of vocabulary made by the experts. Harmer distinguishes two kinds of vocabulary, there are active vocabulary and passive vocabulary.  

1. Active vocabulary refers to all words the students have learned and which can be used in communication.
2. Passive vocabulary refers to all words which students will recognize them when they see them in communication.

According to Elfrieda H. Hiebert and Michael L. Kamil, vocabulary is divided into:

1. Oral vocabulary, which is the set of words for which we know the meanings when we speak or read orally.
2. Print vocabulary, it consists of those words for which the meaning is known when we write or read silently.
3. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

So, no matter how many experts classifying kinds of vocabulary, words are a part of language elements or language tools of communication which are used by person for showing and telling their opinion and ideas. And the writer concludes that the most important thing in learning vocabulary is the learners have

---


11 Harmer, op. cit., p. 159.

12 Elfrieda H. Hiebert and Michael L. Kamil, **Teaching and Learning Vocabulary; Bringing Research to Practice**. (Lawrence Erlbaum Associates, Inc- New Jersey, 2005), p. 3.
to know vocabulary as many as possible in order to increase their ability in using the target language.

C. Problems in Learning Vocabulary

Learning vocabulary is not easy for a student, especially foreign learner. Building up a vocabulary is a complicated process, and one that takes a long time. There are a lot of problems that a student face while they are learning vocabulary. One of the problems is well known. English seems to have rich and very large vocabulary, and there are a lot of words that students should remember. Dictionaries for upper intermediate students frequently contain up to 55,000 words or even more, also one word is has a lot of meaning.

Students might get some difficulties in learning vocabulary. Some factors that often cause these problems are:

1. Pronunciation

Research shows that words are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

2. Spelling

Words that contain silent letters are particularly problematic, such as foreign, listen, honest, etc.

3. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their ‘learn ability’.

4. Grammar

Also problematic is the grammar associated with the words, especially if this differs from that of its first language equivalent.

---

5. Meaning

When two words overlap in meaning, learners are likely to confuse them.\textsuperscript{14}

D. Strategies in Vocabulary Enrichment

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies.\textsuperscript{15} There are a lot of strategies that we can use to help our vocabulary enrichment.

1. Using mnemonic

Techniques for remembering things are called mnemonics. The best-known mnemonic technique is called the keyword technique. This involves devising an image that typically connects the pronunciation of the second language word with the meaning of a first language word.

2. Word cards

Apart from the keyword technique, there is probably no vocabulary learning technique more rewarding than the use of word cards. In fact, it is arguably more effective than the keyword technique, since there are some learners who find “imaging” difficult, but all learners can be trained to prepare and use sets of word cards.

3. Guessing from context

In fact, no matter how many words learners acquire, they will always be coming across unfamiliar words in their reading and listening. This is why they will always need to be able to make intelligent guesses as to the meaning of unknown words. Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. What’s more, it seems to be one that can be taught and implemented relatively easily.

4. Using dictionaries

Dictionaries can be used as a last resort when guessing from context’s strategies fail. But they can also be used productively, both for generating text and

\textsuperscript{14} Thornbury, \textit{op. cit.}, pp. 27—28.

resources for vocabulary acquisition. Their usefulness depends on learners being able to access the information they contain both speedily and accurately.\(^{16}\)

5. Personal Vocabulary Notes (PVN)

The point has been made that the learning of a new word is not instantaneous, but that it requires repeated visits and conscious study. Much of this revisiting and studying of words will have to take place out of class time. Another way to have students work on their vocabulary development is to have them create their own dictionaries.\(^{17}\) Vocabulary notebooks are frequently suggested as effective tools for students to use to take charge of, organize and manage their vocabulary learning.\(^{18}\) In specific, to make students keep their notes and make a vocabulary notebook, using Personal Vocabulary Notes (PVN) technique can be a problem solving. By using Personal Vocabulary Notes (PVN) technique, it will make student to be an autonomous learner to create their own vocabulary and also to remember the vocabulary that they keep in their Personal Vocabulary Notes (PVN).

E. Teaching Learning Vocabulary using PVN (Personal Vocabulary Notes) Technique

1. Definition of Personal Vocabulary Notes

Personal Vocabulary Notes (PVN) is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. This application was introduced by Joshua Kurzweil in Kanzai University Osaka, Japan. The basic activity is very straightforward. In and out of

---

\(^{16}\) Thornbury, op. cit., pp. 144—151


class encourage students to write words in their native language when they do not know how to say the English word.  

2. The Applying of PVN in the Classroom  
   a. Creating the Need  
   To effectively set up PVN in a class, the students must first feel the need to learn vocabulary. A basic way to focus students and introduce PVN is to give them a fluency task which will require vocabulary that they do not have. This activity needs to be adjusted to the student level. For example, for a lower level class teacher might just have students describe their neighborhoods or what they did over the weekend. For upper level classes, teacher might have them explain a movie or a current event. Many students have often developed the laudable habit of using only “easy English” to express their ideas, so it is important to encourage them to write PVN while they speak, assuring students that they both can use “easy English” and improve their vocabulary. Also, teacher can tell students that each lesson they must get at least five PVN per class.  
   b. Establishing a Routine  
   It is important to make PVN a habit in class which is easy and natural for students to do. Using a daily journal with a section for PVN (along with class notes, homework, etc.) helps in applying the method. In this way, students are not searching for scraps of paper to write notes, but will have an organized system for recording their PVN.  

   It is also important to discourage dictionary use in class or at least during the communication activity as it disrupts the communicative task. Students will often pull out their dictionaries or ask the teacher how to say something in English. In such situations, the teacher just reminds them that they can check later and that teacher does not want them to stop their conversations. It can also be worth mentioning how many people look up a word, say it, and then promptly forget it.  

---

c. Teacher Response/Feedback

The most important point to keep in mind when correcting PVN is to focus on what the students are trying to say. Often there is a temptation to "teach" them additional information related to the words students has written. Teacher should keep it simple, just check that the sentences students has written are grammatically correct and naturally express the students ideas. For example a student might write the following sentence:

"I went to an alumni association last weekend."

Although it is correct, teacher would have a strong suspicion that what the student wanted to say was that:

"I went to a class reunion last weekend." or
"I got together with some friends from high school last weekend."

There is also a great deal of oddities caused by direct translation. For example:

"My hourly wage is 800 an hour." or "I lacerated my finger."

The goal is to teach students the most natural English for their particular conversational situation (i.e. in class, chatting with friends). It is important in situations like the above to give students feedback on formality and register when offering the following suggestions:

"I make 800 yen an hour." and "I cut my finger."

In this way the teacher can bring in more complex aspects of knowing a word in a personal and contextualized way.

d. Follow up activities in class

1) Peer lesson

One of the first activities that the teacher has to do and do again and again is simply having students tell each other about the new words they learned. For examples:

What new words did you learn?
How do you spell that?
What does that mean?
How do you pronounce that?
What part of speech is that?

In this way, the classroom questions are re-enforced and students review their own PVN as they teach them to others. Students will feel they need to "learn more vocabulary" greatly satisfied by this simple activity.

2) Peer Quizzing

Another simple activity is to have students exchange PVN and quiz each other. For example,
"I _______ _______ with some friends from high school last weekend."

e. Circumlocution Lessons

Students will be given the circumlocution phrases like "This is a kind of..." and explain their PVN to each other. The students who are guessing can guess in English or in students’ first language in a monolingual class (Do you mean...?). In the latter case, students be insistent about the guesser getting the exact word. For example, students would need to guess "outgoing" and not "friendly" (That is close, but...). This forces students to work on conveying the nuances of different words.

f. Other Vocabulary Games/Training

Once students have a set of words to work with, there are many games and exercises that teacher can do with them. To offer a couple of examples, the teacher can have students organize their words in word stress patterns. The teacher also can finish speaking activities in which students must make short stories using two or more PVN.

g. Overview

The procedure of Personal Vocabulary Notes (PVN) is following this step:

Step 1. Give students a daily journal or PVN note paper to record vocabulary items. And write the following instructions in the top of the notes:
PVN: Personal Vocabulary Notes

If you don’t know an English word, write in Bahasa, show your partner, communicate, and then check the English later.

Step 2. Tell students that the class will be "English only"
Step 3. Engage students in some kind of fluency activity and encourage them to write words in L1 that they do not know how to say in English.
Step 4. As homework have the students look up their PVN and find the English translations. They then should write sentences using their PVN. (To make a manageable workload teacher can ask students to choose just two or three PVN to make into sentences.)
Step 5. The teacher collects the PVN, checks it, and hands it back to the following class.
Step 6. Students keep a section in their notebook for PVN and do follow up activities with it such as peer teaching and review activities.20

The use of this strategy will make students usually much more motivate to remember their Personal Vocabulary Notes (PVN) than a set of vocabulary items they have received from a textbook or teacher. Personal Vocabulary Notes (PVN) provide that safety valve which helps establish an "English only" atmosphere. Personal Vocabulary Notes (PVN) addresses individual student needs by encouraging students to find the vocabulary they need to communicate and talk about their experiences. And also, the teacher is able to address a great deal of complexity and richness without having to invent a context as the context is already created by the students. Especially, in large multilevel classes Personal Vocabulary Notes (PVN) provides the teacher with a time-efficient way of giving attention and feedback on language to individual students.

Personal Vocabulary Notes (PVN) gives students a much deeper sense of what it is to learn vocabulary and know a word as they get contextualized feedback on words they are using. Personal Vocabulary Notes (PVN) provides a

20 Ibid.
motivating context for teaching dictionary skills again because students are researching their own words. Once students have a set of Personal Vocabulary Notes (PVN) the teacher can use their vocabulary to teach many other points such as circumlocution skills, pronunciation (ex. word stress), grammar (ex. parts of speech).

Furthermore, Personal Vocabulary Notes (PVN) engages students in the cycle of noticing their own needs, researching language, trying it out, and learning from their mistakes.

F. Previous Studies

The researcher has found two relevant studies which related to this research. First is “Teaching Vocabulary Through Contextual Teaching Learning (an Experimental Study of the First Year at SMA PGRI 56 Ciputat) by Istikomah. This research was carried out at Senior High School of PGRI 56 Ciputat. There were 30 students in total which were all included in the research and split up equally at random sampling into the experimental and controlled group, there are 15 students in each group. The collected data shows that in the experimental group that being taught by Contextual Learning Method has gained 73 (+73) score in pre-test and post-test. And for the controlled group under Grammar Translation Method has descended 71 (-71) in pre-test and postest. It means that there is significant difference between the result of teaching vocabulary through Contextual Teaching and Learning and the teaching of vocabulary through Grammar Translation (without Contextual Teaching and Learning). 21

Second, the researcher read “Enriching Vocabulary For the First Grade Students of MI Darul Ihya Using Total Physical Response Method” by Nia Irfiana. The researcher took 40 students, 20 students in 1-A which is an experimental class and 20 students in 1-B or in controlled class. The finding showed that the experimental class got the higher average score than the

---

21 Istikomah, “Teaching Vocabulary through Contextual Teaching and Learning: an Experimental Study at the First Year at SMA PGRI 56 Ciputat”, a Skripsi Presented to the Faculty of Tarbiya and Teachers Training in UIN Syarif Hidayatullah Jakarta, Jakarta, 2012. p. 35, not published.
controlled class which the average score in experimental class was 83 and in controlled class was 67. And another thing that can prove the success of this method is by looking at the gained score of both the experimental and the controlled class. The gained score indicates how far the students mastering the material or the lessons. It means that the using of Total Physical Response as a method in learning the vocabulary gets more success than the students that learning vocabulary without Total Physical Response method.22

H. Conceptual of Framework

Vocabulary is an important aspect of language, without knowing the vocabulary, we will have difficulty in understanding what we see, read, and learn. Vocabulary is all the words in a particular language. Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. What is meant by the meaning of a word is determined by the context where it is formed and also determined by its relation to other words.

Vocabulary knowledge is not something that can ever be fully mastered, it is something that expands and deepens over the course of a lifetime. The vocabulary understanding is not a spontaneous process which is easy to be done. The process of vocabulary understanding begins when someone is still an infant. Without vocabulary understanding, English as Foreign Language (EFL learners) cannot attain the four macro skills in English, such as listening, reading, writing and speaking. If they cannot achieve the macro skills, it means that they cannot achieve the language proficiency.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remembering and knowing the meaning of new words is hard because words are slippery things. Also, students confused

---

22 Nia Irfiana, “Enriching Vocabulary For the First Grade Students of MI Darul Ihyia Using Total Physical Response Method”, a Skripsi Presented to the Faculty of Tarbiya and Teachers Training in UIN Syarif Hidayatullah Jakarta, Jakarta, 2009, pp. 31—33, not published.
about the placement of the words that appropriate with the rules. That is why interactive teaching is of great help. The teacher should be creative in teaching vocabulary in order to make students easy to understand and remember their new vocabulary.

I. Theoretical Hypothesis

A hypothesis is a temporary answer or a conclusion of the research. The theoretical hypothesis of this research is: Personal Vocabulary Notes (PVN) technique is effective on students’ vocabulary understanding in the seventh grade students of MTs. Salafiyah Bedahan.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter will discuss about the place and time of the research, method and research design, population and sample, the instrument of the research, the technique of data collection, control of internal validity, the technique of data analysis and statistical hypotheses.

A. Place and Time of the Research

This research was conducted at MTs Salafiyah Jalan H. Sulaiman No.09 Bedahan, Kec. Sawangan, Depok of school academic year 2013/2014 on October 2013 until February 2014. The timeline of this study was:

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>October, 1st, 2013</td>
<td>Approval of the Proposal</td>
</tr>
<tr>
<td>2.</td>
<td>February 3rd, 2014</td>
<td>The observation at the first grade of MTs Salafiyah Bedahan</td>
</tr>
<tr>
<td>3.</td>
<td>February 5th, 2014</td>
<td>Asking permission to the headmaster of MTs Salafiyah Bedahan</td>
</tr>
<tr>
<td>4.</td>
<td>February 8th, 2014</td>
<td>Conducting pre-test of VII-1, VII-2, VII-3, VII-4</td>
</tr>
<tr>
<td>5.</td>
<td>February 13rd, 2014</td>
<td>1st meeting at VII-4</td>
</tr>
<tr>
<td>6.</td>
<td>February 14th, 2014</td>
<td>1st meeting at VII-1 and 2nd meeting at VII-4</td>
</tr>
<tr>
<td>7.</td>
<td>February 15th, 2014</td>
<td>2nd meeting at VII-1</td>
</tr>
<tr>
<td>8.</td>
<td>February 20th, 2014</td>
<td>3rd meeting at VII-4</td>
</tr>
<tr>
<td>9.</td>
<td>February 21st, 2014</td>
<td>3rd meeting at VII-1 and 4th meeting at VII-4</td>
</tr>
<tr>
<td>10.</td>
<td>February 22nd, 2014</td>
<td>4th meeting at VII-1</td>
</tr>
<tr>
<td>11.</td>
<td>February 27th, 2014</td>
<td>Post-test at VII-4</td>
</tr>
<tr>
<td>12.</td>
<td>February 28th, 2014</td>
<td>Post-test at VII-1</td>
</tr>
</tbody>
</table>
B. Method and Research Design

This study used an Experimental method. According to Sugiyono, the experiment is a method of research that use a treatment (or practice or procedure) to determine whether it influences an outcome or dependent variable.\(^1\) Wiersma defined that experimental method as a research situation that at least one independent variable, which is called the experimental variable, intentionally manipulated by the researcher.\(^2\) So, this study focus on the result of comparing an experimental class using Personal Vocabulary Notes (PVN) technique as a treatment with the class that does not get a treatment.

In this study, the researcher used a quasi-experimental method with one experimental and control class. Nunan had been characterized that “quasi-experiment has both pre-test and post-test experimental and control groups, but no random assignment of subjects.”\(^3\) A group that has a treatment is called experimental group, whereas the other group that have no treatment is called a control group.\(^4\)

In this study, the researcher use a quasi-experimental method with one experimental class and one controlled class. The research design is:

\[ \text{Table 3.2} \]

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>(O_1)</td>
<td>X</td>
<td>(O_2)</td>
</tr>
<tr>
<td>Control</td>
<td>(O_3)</td>
<td>-</td>
<td>(O_4)</td>
</tr>
</tbody>
</table>

---


O₁: Pre-test of experiment class
O₂: Post-test of experiment class
O₃: Pre-test of control class
O₄: Post test of control class
X : Treatment

C. Population and Sample

The population of this research is the seventh grade students of MTs Salafiyah Sawangan, Depok. There are 160 students in total and it divided into four classes, which are VII-1, VII-2, VII-3 and VII-4.

The researcher used cluster sampling to took a sample because this technique is used to determined a sample from a large population. The researcher did the pre-test to all of the classes in seventh grade students of MTs. Salafiyah Bedahan to find out which classes that has an equivalent result. From the pre-test, the result of the two classes that have an equivalent result and also has a similar characteristic can be determined as a homogenous class and those classes will be used as a controlled and experimental class. The sample of this study is VII-1 as a controlled class and VII-4 as an experimental class which each class consist of 40 students.

D. Research Instrumen

The research instrument is a test. The test was guessing a picture, fill in the blank and also essay. It consisted of 40 items which is designed not only validity but also reliability. Before the test is applied, the 40 items of the tests were tested first toward students of seventh grade to know its validity and reliability. The validity and reliability test was analyzed by using software ANATES. The content validity of the test item will be compared with the curriculum. It answered “Does the 40 test items represent all the course objectives as stated in the curriculum?”

---

⁵Prof. Dr. Sugiyono. op. cit., p. 79.
E. Technique of Data Collection

To obtain the data, the researcher used tests, which is pre-test and post-test. The test was used to see the result of students’ vocabulary mastery. The test was applied in experimental and controlled class to find out the score of students’ achievement. The score of the tests used to measure the effectiveness of Personal Vocabulary Notes (PVN) in an experimental class. The researcher conducted the test twice for both classes. The first was pre-test and the second was post-test.

1. Pre-test

Pre-test was conducted in experiment class and controlled class and it conducted before the Personal Vocabulary Notes (PVN) is used. The purpose of this test is to know whether the students as the sample have the same background knowledge in research variable. The test used for pre-test was about vocabulary.

2. Post-test

Post-test was conducted also for both classes and it conducted after the treatment. The purpose of this test is to find out the growth of the score to measure the effectiveness of using Personal Vocabulary Notes (PVN) Technique on Students’ Vocabulary Understanding.

F. Internal Validity Control

The instrument used in this research is a test. Before the researcher applied these instruments to the students as the sample of this research, these instruments were tested to another students in the same grade. This step is needed to see the validity of this instrument before it would be applied to the sample of the research. Those test items should represent all the first grade’s course objectives which are stated in the curriculum.

The researcher made the instrument for pre-test consisted of 40 essay questions. Before the test is applied, the 40 items of the tests were tested first toward students of seventh grades in different school, which is SMP Ki Hajar Dewantoro Tangerang to know its validity, reliability and difficulty index. The validity, reliability and difficulty index of the pilot project test analyzed by using ANATES software.
G. Technique of Data Analysis

The researcher compared the score of pre-test and post-test in the treatment and controlled class. Afterward, the researcher analyzed the gained score between the pre-test and post-test. Before analyzing the hypotheses, the researcher had to analyze the normality of the data. This analysis is used to see whether the data got in the research normally distributed or not. The researcher used the SPSS v. 16 for windows to test the normality and homogeneity tests.

Next, the researcher used T-test formula in SPSS to calculate the data. It is because the researcher wanted to find out the degree of significant different between the growth score of pre-test and post-test from both classes also between the achievement in experiment class and control class. The purpose of this calculation is to find out whether the Personal Vocabulary Notes (PVN) is effective or not on students’ vocabulary understanding. These are the following formula:

\[ S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \]

\[ t = \frac{X_1 - X_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

- \( X_1 \) = mean score of experimental class 1
- \( X_2 \) = mean score of experimental class 2
- \( S_1 \) = standard deviation of experimental class 1
- \( S_2 \) = standard deviation of experimental class 2
- \( n_1 \) = number of students of experimental class 1
- \( n_2 \) = number of students of experimental class 2

In this case to get all of the results of the data, it analyzed by SPPS v.16 for windows.

**H. Statistical Hypotheses**

The statistical hypotheses of this research can be seen as:

1. $H_0 = \mu_1 = \mu_2$; Personal Vocabulary Notes (PVN) technique is not effective on students’ vocabulary understanding in the seventh grade of MTs Salafiyah Bedahan.

2. $H_a = \mu_1 \neq \mu_2$; Personal Vocabulary Notes (PVN) technique is effective on students’ vocabulary understanding in the seventh grade of MTs Salafiyah Bedahan.

And then, the criteria used as follows:

1. If $t$-test ($t_o$) $> t$-table ($t_t$) in significant degree or $\alpha$ (alpha) of 0.01, Ho (null hypothesis) is rejected. It means that the rates of mean score of the experimental group are higher than the controlled group. The using of Personal Vocabulary Notes (PVN) technique is effective on students’ vocabulary understanding.

2. If $t$-test ($t_o$) $< t$-table ($t_t$) in significant degree or $\alpha$ (alpha) of 0.01, Ho (the null hypothesis) is accepted. It means that the rates of the means score of the experimental group are same as or lower than the controlled group. The using of Personal Vocabulary Notes (PVN) technique is not effective on students’ vocabulary understanding.
CHAPTER IV
RESEARCH FINDING AND INTERPRETATION
OF THE DATA

This chapter presents about the research finding, interpretation of the data and the discussion of the findings.

A. Research Finding
1. The Description of the Data

To know the result, the researcher made a table. There are two tables that framed the data, which are data from experimental and controlled class (See on Appendix 3). The first table is Pre-test and Post-test score of Experimental Class that implemented by Personal Vocabulary Notes (PVN) Technique. The second table is Pre-test and Post-test scores of Controlled Class which is not implemented by Personal Vocabulary Notes (PVN) technique.

The validity and reliability instrument test was conducted before the researcher administered the test to both classes. There were 40 numbers of questions given to the 40 students of seventh grade of SMP Ki. Hajar Dewantoro. From the validity and reliability test, there were 25 valid questions from 40 questions which was gained. Further information about validity and reliability result can be seen in the Appendix 3.

Based on the result of pre-test and post-test on the experimental class, the lowest and the highest score could be seen from 40 students in the experimental class. The lower score in pre-test was 8 and the highest score was 56. After the researcher gave the treatment using Personal Vocabulary Notes (PVN) technique, the researcher gave them a post-test. As the data showed that the lower score of post-test was 36 and the highest score was 92.

On the result table of pre-test and post-test on the controlled class, the lowest and the highest score could be seen from 40 students. The lower score in
pre-test was 12 and the highest score was 56. In post-test of controlled class the data showed that the lower score of post-test was 12 and the highest score was 80.

2. The Analysis of Testing Requirement and Hypotheses

Before analyzing the hypothesis, the researcher had to analyze the result of the data. This analysis is used SPSS v.16 for windows program.

a. Result of Pre-test of Experimental Class and Controlled Class.

The result of pre-test of experimental class and controlled class based on SPSS v.16 for windows program was gained from the step as follows: Analyze - description statistic - frequencies statistic. The results are presented in a Table below:

<table>
<thead>
<tr>
<th>Table 4.1</th>
<th>Data Description of Pre-test Result of Experiment Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Missing</td>
</tr>
<tr>
<td>Mean</td>
<td>31.6000</td>
</tr>
<tr>
<td>Median</td>
<td>28.0000</td>
</tr>
<tr>
<td>Mode</td>
<td>20.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.4259</td>
</tr>
<tr>
<td>Variance</td>
<td>203.323</td>
</tr>
<tr>
<td>Range</td>
<td>48.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>8.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>56.00</td>
</tr>
<tr>
<td>Sum</td>
<td>1264.00</td>
</tr>
</tbody>
</table>

The Table 4.1 shows that the mean of 40 students is 31.6. The median is the numerical value separating the higher half of data simple, a population, or a probably distribution from the lower half. The median score from the table is 28.00. The mode is defined as the element that appears most frequently in a given
set of elements. The mode score from the table is 20.00. The set of scores constitute a population determined as variance score is 203.323. Standard deviation is a quantity calculated to indicate the extent of deviation for a group as a whole and the standard deviation is 1.425. The highest score of the experimental class is 56 and the lowest score is 8. The sum gained from the total score is 1264.

According to the table above, it can be made a table of frequency distribution which is presented as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>20</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>24</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>28</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>32</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>36</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>40</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>48</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>52</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>56</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The Table 4.2 is a tool of presentation consisting of columns and rows and there are numbers which describe the division and the percentage of frequency distribution.

Beside the table of frequency distribution, it also can be describe by a diagram which is presented as follows:
Results gained from a pre-test in class VII-1 as a controlled class of this research are presented in a Table below:

**Table 4.3**

### Data Description of Pre-test Result of Controlled Class

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>40</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>30.2000</td>
</tr>
<tr>
<td>Median</td>
<td>28.0000</td>
</tr>
<tr>
<td>Mode</td>
<td>20.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.14202</td>
</tr>
<tr>
<td>Variance</td>
<td>130.421</td>
</tr>
<tr>
<td>Range</td>
<td>44.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>12.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>56.00</td>
</tr>
<tr>
<td>Sum</td>
<td>1208.00</td>
</tr>
</tbody>
</table>

The Table 4.3 shows that the mean of 40 students is 30.2. The median is the numerical value separating the higher half of data simple, a population, or a probably distribution from the lower half. The median score from the table is 28.00. The mode is defined as the element that appears most frequently in a given
set of elements. The mode score from the table is 20.00. The set of scores constitute a population determined as variance score is 130.421. Standard deviation is a quantity calculated to indicate the extent of deviation for a group as a whole and the standard deviation is 1.14202. The highest score of the experimental class is 56 and the lowest score is 12. The sum gained from the total score is 1208.

According to the table above, it can be made a table of frequency distribution which is presented as follows:

Table 4.4
Frequency Distribution of Pre-test Result of Controlled Class

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>20</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>24</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>28</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>32</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>36</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>40</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>44</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>48</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>52</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>56</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The diagram from the data above is presented as follows:
2. Results of Post-test of Experimental Class and Controlled Class

The result of post-test of experimental class and controlled class based on SPSS v.16 for windows program was gained from the steps as follows: Analyze – description statistic – frequencies statistic. Result gained from a post-test in class VII-4 as an experimental class of this research is presented in a table below:

**Table 4.5**

<table>
<thead>
<tr>
<th>Valid</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>65.6000</td>
</tr>
<tr>
<td>Median</td>
<td>68.0000</td>
</tr>
<tr>
<td>Mode</td>
<td>64.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.56317</td>
</tr>
<tr>
<td>Variance</td>
<td>244.349</td>
</tr>
<tr>
<td>Range</td>
<td>60.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>32.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>92.00</td>
</tr>
<tr>
<td>Sum</td>
<td>2624.00</td>
</tr>
</tbody>
</table>
The Table 4.5 shows that the data of the controlled class is 45 with sum 2624. Mean score of post-test from the experimental class is 65.60, the median is 68.00 and the mode is 64.00. The variance score is 244.349 and deviation standard is 1.56317. The highest score is 92 and the lowest score is 32.

According to the table above, it can be made a table of frequency distribution which is presented as follow:

Table 4.6

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>36</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>40</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>44</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>52</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>56</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>60</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>64</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>68</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>72</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>76</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>80</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>84</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>92</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Beside the table of frequency distribution, it also can be describe by a diagram which is presented as follows:
Results from a post-test in class VII-1 as a controlled class of this research are presented in a table below:

**Table 4.7**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post-test Result of Controlled Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>46.6000</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>48.0000</td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>48.00</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.8509</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>342.605</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>68.00</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>12.00</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>80.00</td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>1864.00</td>
<td></td>
</tr>
</tbody>
</table>

The Table 4.7 shows that the data of 40 students in controlled class with mean is 46.60. The highest score in controlled class is 80 and the lowest score is 12. The median score is 48.00, the mode is 48.00, the variance is 342.605, the deviation standard is 1.8509 and the sum of the data is 1864.00.
According to the table above, it can be made table of frequency distribution which is presented as follows:

Table 4.8

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>24</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>28</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>32</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>36</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>40</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>44</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>48</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>56</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>60</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>64</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>68</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>72</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>76</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>80</td>
<td>1</td>
<td>2.5</td>
</tr>
</tbody>
</table>

| Total | 40        | 100.0       |

Beside the Table 4.8, it also can be describe by a diagram which is presented as follows:
3. Normality Test
a. Pre-test Normality Test

The normality test in this research use *Kolmogorov-Smirnov*\(^1\) method is SPSS v.16 for windows with criteria \(\rho > 0.05\). The results of normality test of the data are presented as follows:

**Table 4.9**

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Kolmogorov-Smirnov</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
</tr>
<tr>
<td>Pre-test</td>
<td>1 Experimental</td>
</tr>
<tr>
<td></td>
<td>2 Controlled</td>
</tr>
</tbody>
</table>

From the Table 4.9, it can be seen that the significance of normality pre-test score in experimental class is 0.095. It can be concluded that the data are normally distributed because 0.095 > 0.05. Meanwhile, the significance of pre-test score in controlled class is 0.052. Therefore, the data are normally distributed

because 0.052 > 0.050. In other words, the pre-test result in both experimental class and controlled class are normally distributed.

b. Post-test Normality Test

The normality test in this research use Kolmogorov-Smirnov methods in SPSS v.16 for windows with criteria ρ > 0.05. The results of normality test of the data are presented as follows:

| Normality Post-test Results between Experimental Class and Controlled | Kolmogorov-Smirnov |
|---|---|---|---|
| Post-test | Statistic | df | Sig. |
| Post-test | 1 Experimental | .134 | 40 | .067 |
| | 2 Controlled | .094 | 40 | .200 |

From the Table 4.10 it can be seen that the significance of post-test score in experimental class is 0.067. It can be concluded that the data are normally distributed because 0.067 > 0.05. Meanwhile, the significance of post-test score in controlled class is 0.200. Therefore, the data are also normally distributed because 0.200 > 0.05. In other words, the post-test result in both experimental class and controlled class are normally distributed.

4. Homogeneity Test

a. Pre-test Homogeneity Test

Based on the calculation of normality, the researcher got the result that all data in pre-test and post-test both experimental class and controlled class have been distributed normally. The next step of the calculation was finding the pre-test and post-test homogeneity of the data by using SPSS v.16 for windows, specifically by using Kolmogorov-Smirnov method.

The result of pre-test homogeneity test of the data is presented as follows:
Table 4.11
Homogeneity Pre-test Results between Experimental Class and Controlled Class

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.282</td>
<td>1</td>
<td>78</td>
<td>.135</td>
</tr>
</tbody>
</table>

The Table 4.11 shows that the significance of pre-test homogeneity result between experimental class and controlled class is 0.135. Therefore, it can be concluded that there is no significant difference between experimental class and controlled class because 0.135 > 0.05.

b. Post-test Homogeneity Test

The post-test homogeneity of the data is also done by using SPSS v. 16 for windows, specifically by using Kolmogorov-Smirnov method. The results of post-test homogeneity test of the data are presented as follows:

Table 4.12
Homogeneity Post-test Results between Experimental Class and Controlled Class

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.044</td>
<td>1</td>
<td>78</td>
<td>.157</td>
</tr>
</tbody>
</table>

The Table 4.12 shows that the significance of post-test result between experimental class and controlled class is 0.157. Therefore, it can be concluded that there is no significant difference between experimental class and controlled class because 0.157 > 0.05.

5. Hypotheses Test

The last calculation was testing the hypotheses. This was the crucial calculation to answer the problem formulation of this research that whether there is significant difference between students’ vocabulary understanding using
Personal Vocabulary Notes (PVN) technique and students’ vocabulary understanding in controlled class which were not. The researcher used SPSS v.16 for windows program which is *Paired Sample Test*.

The criteria for hypothesis test are:
If the significance of T-test > T-table the H₀ is accepted
If the significance of T-test < T-table the H₀ is rejected or H₁ is accepted

The table below shows the result between the experimental class which were given Personal Vocabulary Notes (PVN) technique and the controlled class which were not.

<table>
<thead>
<tr>
<th>T-test Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Differences</td>
</tr>
<tr>
<td>Post-test</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Experimental-Controlled</td>
</tr>
</tbody>
</table>

Based on the hypothesis that has been explained in chapter 3, which is:

\( H₀ \) = By using Personal Vocabulary Notes (PVN) technique is not effective on students’ vocabulary understanding in the seventh grade students of MTs. Salafiyah Bedahan.

\( H₁ \) = By using Personal Vocabulary Notes (PVN) technique is effective on students’ vocabulary understanding in the seventh grade students of MTs. Salafiyah Bedahan.

From the Table 4.13, the calculation of vocabulary test result between the experimental class and the controlled class can be seen from result of t-test of this
research, and the result is 24.696. The result of t-table is 2.639, it can be seen from significant degree or $\alpha$ (alpha)$= 0.01$ and df 79. $H_0$ is rejected, and the $H_a$ is accepted because 24.636 $>$ 2.639 or the t-test $>$ t-table. It can be concluded that there is a significant difference of students’ score between the experimental class and the controlled class.

**B. Interpretation of the Data**

Based on the research finding, it can be seen that the mean of students’ vocabulary understanding in experimental class after being given the treatment of using PVN technique were higher than the mean of students’ vocabulary understanding in control class who did not get the treatment using PVN technique. From the calculation of SPSS v.16 for windows, it can be seen that the mean of pre-test in the experimental class is 31.60, that of post-test is 65.60, and that of gain score is 34.00. In the controlled class, the mean of pre-test is 30.20, that of post-test is 46.60 and that of gain score is only 16.40. It can be concluded that the gain score of the experimental class is higher than that of the controlled class.

**C. Discussion of Findings**

The pre-test was conducted to all students in the seventh grade to know which classes that eligible and have the same average in English collocation knowledge. From the pre-test, the researcher chose class of 7-1 (30.2) and 7-4 (31.6) because they have similar average than other classes. The researcher chose 7-4 as the experimental class which got treatment using Personal Vocabulary Notes (PVN) technique and 7-1 as the controlled class which did not get Personal Vocabulary Notes (PVN) technique. The treatment was given four times in each class. After the treatment was given, the researcher gave the post-test and the result was the score of experimental class is higher than the controlled class. It can be seen from the mean of pre-test in the experimental class is 31.60, that of post-test is 65.60, and the gain score is 34.00. In the controlled class, the mean of pre-test is 30.20, that of post-test is 46.60 and that of gain score is only 16.40.
The results of the present study highlight and support the idea that used PVN technique has a positive impact on the students’ reading ability. The theory above is supported by the researcher’s experiment during the treatment in the classroom. The researcher discovered that the students were enthusiastic, fun and also enjoy while learning vocabulary. They followed the lesson respectfully and also discussed their PVN with their chair mates or friends and helped each other to make their PVN.

Therefore, it can be concluded that teaching vocabulary through Personal Vocabulary Notes (PVN) technique had a significance influence on students’ vocabulary understanding. It showed students’ score after given the treatment of using Personal Vocabulary Notes (PVN) technique was higher than the students’ score before they were given the treatment.

In other words, Personal Vocabulary Notes (PVN) technique is found to be helpful and effective on students’ vocabulary understanding, especially the students of MTs Salafiyah Bedahan.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In teaching learning activities in vocabulary subject it is very important to choose the suitable technique to improve the students’ skill. Based on the data, it can be concluded that effective to use Personal Vocabulary Notes (PVN) on students’ vocabulary understanding and it had proved toward the seventh grade students’ of MTs Salafiyah. From the fourth meeting that has been conducted in the both of experimental and controlled class in which experimental class was given using Personal Vocabulary Notes (PVN) as a treatment and controlled class was only given treatment such as using a textbook. The result showed that the gain score of experimental class which given Personal Vocabulary Notes (PVN) as a treatment was 34.00. Meanwhile the gain score of the controlled class without using Personal Vocabulary Notes (PVN) as a treatment was 16.40. It means that the gain score in experimental class was higher than in controlled class.

In short, it may be safely inferred from the above findings that Personal Vocabulary Notes (PVN) technique was effective on students’ vocabulary understanding. Hence, the finding of this research answers the research question, “was Personal Vocabulary Notes (PVN) technique effective on students’ vocabulary understanding in the seventh grade of MTs. Salafiyah Bedahan?”

B. Suggestion

Based on the research, there are some suggestions for the English teacher for consideration.

1. Personal Vocabulary Notes is one of the methods that can be considered in teaching in order to help the students’ vocabulary mastery in the classroom. So, the teacher should find the kinds of materials which are appropriate for the Personal Vocabulary Notes (PVN) technique.
2. Special for English teachers, student could not enjoy learning when they are in pressure and stress. By using Personal Vocabulary Notes (PVN) technique, students will enjoy their time to learn a new vocabulary.

3. For further researcher, this method is very effective for students in Junior High School because there are a lot of materials that force students to remember the new vocabulary.
REFERENCES


Cristina, Abrudan. Vocabulary and Language Teaching. *Universitatea din Oradea Facultatea de Stiinte Economice. Jel Code: Y8*


APPENDIX 1
SILABUS

Sekolah : Mts. Salafiyah Bedahan
Kelas / Semester : VII / 1
Mata Pelajaran : Bahasa Inggris
Standar Kompetensi : 1.Mendengarkan

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

<table>
<thead>
<tr>
<th>Kompetensi Dasar /Pembelajaran</th>
<th>Materi/Pokok /Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Memperhatikan kosakata dan tatabahasa yang kemungkinan besar muncul dalam mendengarkan topik materi</td>
<td>Untuk memberikan informasi, khusus kreatif dan cermat.</td>
<td>Merespon tingkat komunikasi. A: And / Tari. B: introduction. B: A: How many persons are in the conversation? B:.............</td>
<td>Pilihan Ganda</td>
<td><em>Cermat</em></td>
<td><em>Berdasarkan konteks</em></td>
<td><em>Berdasarkan konteks</em></td>
<td><em>Cermat</em></td>
</tr>
</tbody>
</table>

Contoh:
A: Good morning
B: Fine. Thanks.
A : Hello, I'm Nina.
B : Hi, I'm Reny.
Nice to meet you.
A : Don't do that.
B : No, I won't.
A : Stop it.
B : Ok.

Contoh:
A : Where's the book?
B : It's there.
A : Thank you.
B : You're.

Contoh:
A : Good morning.
B : Fine. Thanks.
A : Hello, I'm Nina.
B : Hi, I'm Reny.
Nice to meet you.
A : Don't do that.
B : No, I won't.
A : Stop it.
B : Ok.

Contoh:
A : Where's the book?
B : It's there.
A : Thank you.
B : You're.

Contoh:
A : Good morning.
B : Fine. Thanks.
A : Hello, I'm Nina.
B : Hi, I'm Reny.
Nice to meet you.
A : Don't do that.
B : No, I won't.
A : Stop it.
B : Ok.

Contoh:
A : Where's the book?
B : It's there.
A : Thank you.
B : You're.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>MateriPokok /Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
</table>
| things done) dan interpersonal (bersosialisasi) yang meng-unakan ragam bahasa lisan sangat se-derhana, akurat, lancar dan berterima untuk ber-interaksi dengan lingkungan terdekat yang melibatkan tingak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan. | welcome.  
A: I’m sorry.  
B: it’s okay.  
A: Please!  
B: All right thanks | 3. mendengarkan percakapan tentang meminta dan memberi informasi, mengungkapkan terima kasih, mengucapkan maaf dan kesantunan dengan berpikir kritis dan cermat. | Kesantunan  
• Melengkapi  
B: ........... | 2x40 menit | 1. Kreatif  
2. Cermat  
3. Berpikir kritis |
Standar Kompetensi : 2. Mendengarkan

Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok / Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
</table>
| 2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat | Contoh:  
- Keep clean !  
- Things to buy  
  - Meat  
  - Flour  
  - Salt  
  - Oil coconut  
- Congratulations !  
- Well done !  
- Bravo !  
- Announcement !  
  "All the members of English Club gather on Saturday at 1 p.m" | 1. Tanya jawab yang terkait dengan materi dengan cermat  
2. Membahas kosakata & tata bahasa: verb phrase yang berkaitan dengan instruksi, ucapan selamat; noun phrase yang berkaitan dengan daftar benda/barang dengan kreatif dan inovatif  
3. Mendengarkan percakapan yang sesuai dengan materi secara cermat.  
4. Menjawab/merespon pertanyaan tentang struktur percakapan secara kreatif dan inovatif. | • merespon makna dalam teks lisan fungsional pendek berupa:  
  - Instruksi  
  - Daftar benda/barang  
  - (Shopping list)  
  - Ucapan selamat  
  - Pengumuman Secara kreatif dan inovatif | • Tes lisan  
• Pertanyaan  
• Tes tertulis  
• Unjuk kerja | • A: What does Mrs Artini need ?  
B: ..................  
• Close the door, please !  
• Copy these sentences !  
• Listen to the statement and decide if the statement is True (T) or False (F)  
• Linda buys a bottle of coconut oil ...... (T / F) etc | 4x40 menit | • Script percakapan  
• Gambar benda-benda kebutuhan-hari-hari  
• Bahan rekaman | • Cermat  
• Kreatif dan inovatif |
2.2. Memeriksa makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana, lancar dan berinteraksi dengan lingkungan terdekat

<table>
<thead>
<tr>
<th>Contoh:</th>
<th>1. Mendengarkan dan merespon introduction tentang makna yang tersurat dalam ungkapan-ungkapan fungsional pendek berupa instruksi, shopping list, greeting card, announcement.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Memerhatikan kosakata dan tatabahasa yang mungkin muncul dalam makna yang tersurat dalam ungkapan-ungkapan fungsional pendek lisan berupa instruksi, shopping list, greeting card, announcement.</td>
</tr>
<tr>
<td></td>
<td>3. Mendengarkan teks-teks lisan fungsional pendek yang terkait dengan topik materi terkait secara cermat.</td>
</tr>
<tr>
<td></td>
<td>4. Mengidentifikasi makna gagasan teks lisan fungsional pendek yang terkait dengan topik materi secara ulet dan teliti.</td>
</tr>
<tr>
<td></td>
<td>5. Menjawab pertanyaan-pertanyaan tentang makna gagasan yang terdapat dalam materi teks fungsional pendek lisan yang disampaikan secara kreatif dan inovatif.</td>
</tr>
<tr>
<td></td>
<td>Tes lisan</td>
</tr>
<tr>
<td></td>
<td>Tes tulis</td>
</tr>
<tr>
<td></td>
<td>4x40 menit</td>
</tr>
<tr>
<td></td>
<td>Jurnal kerja</td>
</tr>
<tr>
<td></td>
<td>Tes lisan</td>
</tr>
<tr>
<td></td>
<td>Tes tulis</td>
</tr>
<tr>
<td></td>
<td>Tes lisan</td>
</tr>
<tr>
<td></td>
<td>Tes lisan</td>
</tr>
</tbody>
</table>

Contoh:
- Congratulations!
- Well done!
- Bravo!
- Announcement!
- All the members of English Club gather on Saturday at 1 p.m.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok / Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
</table>
Kerja keras  
Percaya diri  
Kreatif dan inovatif  
Bersahabat komunikatif |
|  |  | A : Hi, I'm Rani  
B : Hello, I'm Nina.  | 1. Bertanya dan menjawab tentang berbagai hal :  
Mintain dan memberi informasi secara bebas tapi sopan dan kreatif. 2. Mengucapkan terima kasih secara sopan dan kreatif. 3. Meminta maaf secara bebas tapi sopan dan kreatif. | Unjuk kerja |  |  |  |
|  |  | A : Don't be Noisy  
B : I won't.  | 1. Mendengarkan dan memberi respon tentang introduction tindak tutur topik materi yang akan disampaikan. 2. Memperhatikan penjelasan tentang kosakata dan tata bahasa yang muncul dalam tindak tutur dengan topik materi yang akan disampaikan dengan berpikir logis dan kritis. 3. Mendengarkan model per-cekapan yang menggunakan tindak tutur tentang topik materi yang disampaikan dengan ulet dan kreatif. 4. Menggunakan tindak tutur dengan topik materi yang disampaikan dengan teman. 5. Menggunakan tindak tutur dengan topik materi yang disampaikan dengan teman. | Tanya jawab lisan  
Ask and answer questions to your friends based on the situation given or picture  
Perform a role play with your friend about asking and giving information | 4x40 menit | Script percakapan  
Buku teks berisi percakapan | Logis  
Kritis  
Ulet  
Kreatif  
Sopan |
Standar Kompetensi : 4. Berbicara
Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pemelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
</table>

<p>| 4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat | Teksi fungsional berbentuk : • instruction • shopping list • greetings • announcement | 1. Mendengarkan dan memberi respon introduction tentang makna gagasan teks lisan fungsional pendek sesuai topik materi yang akan disampaikan. 2. Mendengarkan dan memberi respon penjelasan tentang. | 1. Memberi instruksi secara lisan dengan sopan. 2. Menyebutkan daftar barang yang dibutuhkan dengan cermat dan kreatif. 3. Memberi ucapan selamat dengan sopan. 7. Mengumumkan sesuatu dengan cermat dan kreatif. | Tes lisan • Membahas gambar • Tulis instrumen • Give instruction to your friend based on the picture. • Mention the things that you find in your bedroom. • Congratulate | 2x40 menit | 1. Script of short functional text Buku teks Rekaman kaset, CD, VCD, DVD, Fm 2. Alat peraga | Cermat • Kreatif • Percaya diri • sopan |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>kosakata, tatabahasa: noun, noun phrase, adj, verb, adverbs, short answer, istilah-istilah dalam teks fungsional pendek dengan cermat dan kreatif.</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Mendengarkan model teks-teks lisan fungsional pendek.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Menggunakan teks-teks fungsional pendek dalam simulasi dengan cermat dan percaya diri.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Mengidentifikasi makna gagasan teks-teks lisan fungsional pendek dengan cermat dan kreatif.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Your friend on his / her success in doing something. Tell your friend about the coming school holiday.
Standar Kompetensi : 5. Membaca

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
</table>
| 5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berkaitan dengan lingkungan terdekat | Pronunciation kata dan intonation, frasa, kalimat yang telah dipelajari | 1. Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: pronunciation, intonation secara cermat.  
2. Mendengarkan model membaca nyaring secara cermat.  
3. Menirukan membaca nyaring dengan intonasi dan nada sesuai model secara percaya diri.  
2. Membaca kata frasa dan kalimat dengan intonasi yang benar secara cermat.  
3. Membaca kata frasa dan kalimat dengan intonasi yang benar secara percaya diri.  
4. Membaca nyaring dengan baik dan benar secara percaya diri. | Tes unjuk kerja  
Uji petik membaca nyaring | 2x40 menit | Buku teks teks otentik | • Cermat  
• Percaya diri |

5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat | Tekstual fungsional pendek berbentuk:  
- Instruksi  
- Daftar barang  
- Kartu ucapan  
- Pengumuman | 1. Tanya jawab yang terkait dengan materi secara komunikatif.  
2. Menirukan membaca nyaring secara cermat.  
3. Mengidentifikasi informasi yang terdapat dalam bacaan secara cermat dan kreatif  
4. Membahas kosakata struktur kalimat, struktur bacaan secara komunikatif. | 1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk:  
- Instruksi  
- Daftar barang  
- Kartu ucapan  
- Pengumuman  
- Secara cermat dan kreatif  
2. Mengidentifikasi ciri kebahasaan teks yang dibaca Secara cermat dan kreatif. | Unjuk kerja  
Pilihan ganda  
Menjawab pertanyaan | - Read the announcements loudly and communicatively!  
- Complete the noun phrases stated in the sentences below!  
- Answer the questions based on the text! | - Buku teks  
- Sumber bacaan lain yang relevan | • Cermat  
• Kreatif  
• komunikatif |
Standar Kompetensi : 6. Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td></td>
<td></td>
<td></td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tes tulis</td>
<td>Menyusun kalimat</td>
<td>Esai</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td></td>
<td></td>
<td></td>
<td>Tes tulis</td>
<td>Menyusun kalimat</td>
<td>Esai</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.1. Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

- Tekst fungsional pendek berbentuk:
  - Instruksi
  - Daftar barang
  - Kartu ucapan
  - Pengumuman

- Kalimat sederhana terkait materi dan jenis teks.

1. Membahas ciri-ciri jenis teks fungsional pendek dengan cermat.
2. Membuat frasa, kalimat sesuai materi dengan mandiri, ulet dan kreatif.
3. Membuat teks fungsional pendek dengan mandiri, ulet dan kreatif.

1. Mencari teks fungsional pendek dengan mandiri, ulet dan kreatif.
2. Menyusun kata/urutan kata menjadi kalimat yang padu.
3. Menulis teks fungsional pendek dengan mandiri, ulet dan kreatif.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
</table>
| 6.2. Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

1. Tekst fungsional pendek berbentuk:
   - Instruksi
   - Daftar barang
   - Kartu ucapan
   - Pengumuman

2. Langkah retorika teks fungsional pendek

1. Mendengarkan dan merespon pernyataan tentang ciri-ciri teks fungsional pendek dengan rasa ingin tahu.
2. Menyusun kata dalam bentuk frasa benda
3. Menyusun kata, frasa dalam kalimat padu secara cermat, kreatif dengan cermat dan kreatif.
4. Mengidentifikasi ciri-ciri teks fungsional pendek yang di-berikan dengan bantuan guru dengan cermat dan kreatif
5. Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan secara mandiri
6. Melengkapi teks fungsional pendek dengan struktur teks yang benar dengan cermat dan kreatif.

1. Menyusun teks fungsional pendek dengan cermat dan kreatif.
2. Menggunakan langkah retorika dalam menulis teks fungsional pendek dengan cermat dan kreatif.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
</table>
| 6.2.2. Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

1. Tekst fungsional pendek berbentuk:
   - Instruksi
   - Daftar barang
   - Kartu ucapan
   - Pengumuman

2. Langkah retorika teks fungsional pendek

1. Mendengarkan dan merespon pernyataan tentang ciri-ciri teks fungsional pendek dengan rasa ingin tahu.
2. Menyusun kata dalam bentuk frasa benda
3. Menyusun kata, frasa dalam kalimat padu secara cermat, kreatif dengan cermat dan kreatif.
4. Mengidentifikasi ciri-ciri teks fungsional pendek yang di-berikan dengan bantuan guru dengan cermat dan kreatif
5. Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan secara mandiri
6. Melengkapi teks fungsional pendek dengan struktur teks yang benar dengan cermat dan kreatif.

1. Menyusun teks fungsional pendek dengan cermat dan kreatif.
2. Menggunakan langkah retorika dalam menulis teks fungsional pendek dengan cermat dan kreatif.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
</table>
| 6.2.2. Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

1. Tekst fungsional pendek berbentuk:
   - Instruksi
   - Daftar barang
   - Kartu ucapan
   - Pengumuman

2. Langkah retorika teks fungsional pendek

1. Mendengarkan dan merespon pernyataan tentang ciri-ciri teks fungsional pendek dengan rasa ingin tahu.
2. Menyusun kata dalam bentuk frasa benda
3. Menyusun kata, frasa dalam kalimat padu secara cermat, kreatif dengan cermat dan kreatif.
4. Mengidentifikasi ciri-ciri teks fungsional pendek yang di-berikan dengan bantuan guru dengan cermat dan kreatif
5. Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan secara mandiri
6. Melengkapi teks fungsional pendek dengan struktur teks yang benar dengan cermat dan kreatif.

1. Menyusun teks fungsional pendek dengan cermat dan kreatif.
2. Menggunakan langkah retorika dalam menulis teks fungsional pendek dengan cermat dan kreatif.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Sumber Belajar</th>
<th>Karakter</th>
</tr>
</thead>
</table>
| 6.2.2. Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

1. Tekst fungsional pendek berbentuk:
   - Instruksi
   - Daftar barang
   - Kartu ucapan
   - Pengumuman

2. Langkah retorika teks fungsional pendek

1. Mendengarkan dan merespon pernyataan tentang ciri-ciri teks fungsional pendek dengan rasa ingin tahu.
2. Menyusun kata dalam bentuk frasa benda
3. Menyusun kata, frasa dalam kalimat padu secara cermat, kreatif dengan cermat dan kreatif.
4. Mengidentifikasi ciri-ciri teks fungsional pendek yang di-berikan dengan bantuan guru dengan cermat dan kreatif
5. Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan secara mandiri
6. Melengkapi teks fungsional pendek dengan struktur teks yang benar dengan cermat dan kreatif.

1. Menyusun teks fungsional pendek dengan cermat dan kreatif.
2. Menggunakan langkah retorika dalam menulis teks fungsional pendek dengan cermat dan kreatif.
APPENDIX 2
RESEARCH INSTRUMENT

PRE-TEST

Name: 
Class: 
School: 

Write the name of the things in the pictures!

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Please fill the blank spaces to make correct sentences!

11. My brother is very t___. He is 1,95 m.
12. I feel h_____. I think I’ll make a sandwich.
13. When you have a headache you go to see d_____.
14. A t____ makes a shirt for you.
15. Your t_______ gives you homework everyday.
17. N_______ helps a doctor to examine a patient.
18. You go to a d_______ to check your teeth.
19. A c_______ makes wooden tables and chairs.
20. Mr. John cuts men’s hair. He is a b_______.
21. Somebody has stolen my car. I have to go to p_______.
22. Pass me the b_______. I want to sweep the floor.
23. A m_______ is a big shopping center with lots of stores, restaurants, etc.
24. If you want to borrow a book, you go to a l_______.
25. Your mother is cooking a breakfast in the k_______.
26. Please open the w_______, this room is so hot!
27. A parrot is a kind of b_______.
28. A b_______ is someone who buys.
29. The day before today is y_______.
30. A person who receives and pays out money in a shop is c_______.

Write the opposite of each verb in the right to the left.

31. Stop : S________
32. Laugh : C________
33. Open : C________
34. Sell : B________
35. Lend : B________
36. Young : O________
37. Rich : P________
38. Win : L________
39. Remember : F________
40. Tall : S________
PRE-TEST

VOCABULARY TEST

Name : 
Class : 

Write the name of the things in the pictures!

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

Please fill the blank spaces to make correct sentences!

6. I feel h________. I think I will make a sandwich.
7. Your t________ gives you homework everyday.
9. You go to a d_________ to check your teeth.
10. Mr. John cuts men’s hair. He is a b_________.
11. Somebody has stolen my car. I have to go to a p_________.
12. Pass me the b________. I want to sweep the floor.
13. A m________ is a big shopping center with lots of stores, restaurants, etc.
14. If you want to borrow a book, you go to a l________.
15. Your mother is cooking a breakfast in the k________.
16. Please open the w_________, this room is so hot!
17. When you have a headache you go to see d________.
18. The day before today is y_________.

Write the opposite of each verb in the right to the left.

19. Laugh : C_________
20. Open : C_________
21. Sell : B_________
22. Lend : B_________
23. Young : O_________
24. Rich : P_________
25. Remember : F_________
Name: 
Class: 

Write the name of the things in the pictures!

1. 
2. 
3. 

Please fill the blank spaces to make correct sentences!

6. I need a glass of water. I feel so t _ _ _ _ _.
7. Nida goes to school everyday. Nida is a s _ _ _ _ _.
8. Mr. Riyan has a job to secure a bank. He wears a uniform. He is a s _ _ _ _ _ _ _.
9. Citra works in a hospital. She helps doctors to treat patients. She is a n _ _ _ _.
10. Rizky work on the farm. He is a f _ _ _ _ _.
11. Ms. Julia is a doctor. She works in a h _ _ _ _ _ _ _.
12. Paul wants to buy a book. He go to a b _ _ _ _ _ _ _.
13. If you want to borrow a book, you go to a l _ _ _ _ _ _ _.
14. Sinta want to take a shower. She go to a b _ _ _ _ _ _ _.
15. The teacher want to write something in a whiteboard, she needs a m _ _ _ _ _.
16. Mr. John’s job is flies an airplane. He is a p _ _ _ _ _.
17. The day after today is t _ _ _ _ _ _ _.

Write the opposite of each verb in the right to the left.

18. Forget : R _ _ _ _ _ _ _ 
19. Old : Y _ _ _ _ _ _ _
20. Before : A _ _ _ _ _ _ _
21. Black : W _ _ _ _ _ _ _
22. Down : U _ _ _ _ _ _ _
23. Near : F _ _ _ _ _ _ _
24. In : O _ _ _ _ _ _ _
25. Left : R _ _ _ _ _ _ _
APPENDIX 3
VALIDITY, RELIABILITY AND DIFFICUTY INDEX OF PRE-TEST INSTRUMENT

1. Validity

The validity of pre-test instrumental tested using ANATES, and the result is:

The Table Validity of Pre-test Instrument

<table>
<thead>
<tr>
<th>No</th>
<th>Correlation</th>
<th>Signification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-0.027</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>0.690</td>
<td>Very Significant</td>
</tr>
<tr>
<td>3</td>
<td>0.696</td>
<td>Very Significant</td>
</tr>
<tr>
<td>4</td>
<td>0.650</td>
<td>Very Significant</td>
</tr>
<tr>
<td>5</td>
<td>0.355</td>
<td>Significant</td>
</tr>
<tr>
<td>6</td>
<td>0.604</td>
<td>Very Significant</td>
</tr>
<tr>
<td>7</td>
<td>0.627</td>
<td>Very Significant</td>
</tr>
<tr>
<td>8</td>
<td>NAN</td>
<td>NAN</td>
</tr>
<tr>
<td>9</td>
<td>NAN</td>
<td>NAN</td>
</tr>
<tr>
<td>10</td>
<td>NAN</td>
<td>NAN</td>
</tr>
<tr>
<td>11</td>
<td>0.147</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>0.812</td>
<td>Very Significant</td>
</tr>
<tr>
<td>13</td>
<td>0.520</td>
<td>Very Significant</td>
</tr>
<tr>
<td>14</td>
<td>0.209</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>0.439</td>
<td>Very Significant</td>
</tr>
<tr>
<td>16</td>
<td>0.744</td>
<td>Very Significant</td>
</tr>
<tr>
<td>17</td>
<td>0.316</td>
<td>Significant</td>
</tr>
<tr>
<td>18</td>
<td>0.532</td>
<td>Very Significant</td>
</tr>
<tr>
<td>19</td>
<td>NAN</td>
<td>NAN</td>
</tr>
<tr>
<td>20</td>
<td>0.669</td>
<td>Very Significant</td>
</tr>
<tr>
<td>21</td>
<td>0.602</td>
<td>Very Significant</td>
</tr>
<tr>
<td>22</td>
<td>0.468</td>
<td>Very Significant</td>
</tr>
<tr>
<td>23</td>
<td>0.525</td>
<td>Very Significant</td>
</tr>
<tr>
<td>24</td>
<td>0.785</td>
<td>Very Significant</td>
</tr>
<tr>
<td>25</td>
<td>0.616</td>
<td>Very Significant</td>
</tr>
<tr>
<td>26</td>
<td>0.579</td>
<td>Very Significant</td>
</tr>
<tr>
<td>27</td>
<td>0.485</td>
<td>Very Significant</td>
</tr>
<tr>
<td>28</td>
<td>NAN</td>
<td>NAN</td>
</tr>
<tr>
<td>29</td>
<td>0.518</td>
<td>Very Significant</td>
</tr>
<tr>
<td>30</td>
<td>0.522</td>
<td>Very Significant</td>
</tr>
<tr>
<td>31</td>
<td>0.215</td>
<td>-</td>
</tr>
<tr>
<td>32</td>
<td>0.616</td>
<td>Very Significant</td>
</tr>
<tr>
<td>33</td>
<td>0.427</td>
<td>Very Significant</td>
</tr>
<tr>
<td>34</td>
<td>0.624</td>
<td>Very Significant</td>
</tr>
<tr>
<td>35</td>
<td>0.532</td>
<td>Very Significant</td>
</tr>
<tr>
<td>36</td>
<td>0.479</td>
<td>Very Significant</td>
</tr>
</tbody>
</table>
2. Reliability

Reliability of test is measured using ANATES, the result is:

Summary = 19.03
Standard deviation = 7.76
Correlation = 0.87
Reliability of tests = 0.93

The test which has reliability coefficient among 0.400 – 1.000 has been reliable.

3. Difficulty index

Difficulty Index test tends to know whether the question in the test is easy, medium, and difficult. The formula of difficulty level as follows:

\[
D = \frac{1}{n} \sum \left( \frac{P_i}{Q_i} \right)
\]

where:
- \(D\) is the difficulty index
- \(n\) is the number of questions
- \(P_i\) is the percentage of students who answer the question correctly
- \(Q_i\) is the percentage of students who should answer the question correctly

The difficulty index ranges from 0 to 1, where 0 indicates an easy question and 1 indicates a very difficult question.

### Table 3.2
The Difficulty Index of the Pre-test Essay Questions

<table>
<thead>
<tr>
<th>No</th>
<th>Difficulty (%)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70.00</td>
<td>Medium</td>
</tr>
<tr>
<td>2</td>
<td>65.00</td>
<td>Medium</td>
</tr>
<tr>
<td>3</td>
<td>40.00</td>
<td>Medium</td>
</tr>
<tr>
<td>4</td>
<td>60.00</td>
<td>Medium</td>
</tr>
<tr>
<td>5</td>
<td>90.00</td>
<td>Very Easy</td>
</tr>
<tr>
<td>6</td>
<td>20.00</td>
<td>Difficult</td>
</tr>
<tr>
<td>7</td>
<td>65.00</td>
<td>Medium</td>
</tr>
<tr>
<td>8</td>
<td>0.00</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>9</td>
<td>100.00</td>
<td>Very Easy</td>
</tr>
<tr>
<td>10</td>
<td>100.00</td>
<td>Very Easy</td>
</tr>
<tr>
<td>No</td>
<td>Difficulty (%)</td>
<td>Interpretation</td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>11</td>
<td>60.00</td>
<td>Medium</td>
</tr>
<tr>
<td>12</td>
<td>50.00</td>
<td>Medium</td>
</tr>
<tr>
<td>13</td>
<td>75.00</td>
<td>Easy</td>
</tr>
<tr>
<td>14</td>
<td>25.00</td>
<td>Difficult</td>
</tr>
<tr>
<td>15</td>
<td>75.00</td>
<td>Easy</td>
</tr>
<tr>
<td>16</td>
<td>45.00</td>
<td>Medium</td>
</tr>
<tr>
<td>17</td>
<td>35.00</td>
<td>Medium</td>
</tr>
<tr>
<td>18</td>
<td>25.00</td>
<td>Difficult</td>
</tr>
<tr>
<td>19</td>
<td>0.00</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>20</td>
<td>30.00</td>
<td>Difficult</td>
</tr>
<tr>
<td>21</td>
<td>25.00</td>
<td>Difficult</td>
</tr>
<tr>
<td>22</td>
<td>25.00</td>
<td>Difficult</td>
</tr>
<tr>
<td>23</td>
<td>20.00</td>
<td>Difficult</td>
</tr>
<tr>
<td>24</td>
<td>50.00</td>
<td>Medium</td>
</tr>
<tr>
<td>25</td>
<td>45.00</td>
<td>Medium</td>
</tr>
<tr>
<td>26</td>
<td>60.00</td>
<td>Medium</td>
</tr>
<tr>
<td>27</td>
<td>50.00</td>
<td>Medium</td>
</tr>
<tr>
<td>28</td>
<td>0.00</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>29</td>
<td>40.00</td>
<td>Medium</td>
</tr>
<tr>
<td>30</td>
<td>20.00</td>
<td>Difficult</td>
</tr>
<tr>
<td>31</td>
<td>95.00</td>
<td>Very Easy</td>
</tr>
<tr>
<td>32</td>
<td>50.00</td>
<td>Medium</td>
</tr>
<tr>
<td>33</td>
<td>80.00</td>
<td>Easy</td>
</tr>
<tr>
<td>34</td>
<td>60.00</td>
<td>Medium</td>
</tr>
<tr>
<td>35</td>
<td>30.00</td>
<td>Difficult</td>
</tr>
<tr>
<td>36</td>
<td>30.00</td>
<td>Difficult</td>
</tr>
<tr>
<td>37</td>
<td>30.00</td>
<td>Difficult</td>
</tr>
<tr>
<td>38</td>
<td>75.00</td>
<td>Easy</td>
</tr>
<tr>
<td>39</td>
<td>65.00</td>
<td>Medium</td>
</tr>
<tr>
<td>40</td>
<td>25.00</td>
<td>Difficult</td>
</tr>
</tbody>
</table>
APPENDIX 4

Tabel of Pre-test and Post-test Score in Experimental Class

<table>
<thead>
<tr>
<th>Students (x)</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>56</td>
<td>84</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>72</td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>76</td>
</tr>
<tr>
<td>7</td>
<td>16</td>
<td>56</td>
</tr>
<tr>
<td>8</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>36</td>
<td>56</td>
</tr>
<tr>
<td>10</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
<td>52</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
<td>92</td>
</tr>
<tr>
<td>13</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>14</td>
<td>20</td>
<td>84</td>
</tr>
<tr>
<td>15</td>
<td>28</td>
<td>72</td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>72</td>
</tr>
<tr>
<td>17</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>18</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>19</td>
<td>56</td>
<td>84</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>20</td>
<td>68</td>
</tr>
<tr>
<td>22</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>23</td>
<td>20</td>
<td>64</td>
</tr>
<tr>
<td>24</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>25</td>
<td>36</td>
<td>60</td>
</tr>
<tr>
<td>26</td>
<td>56</td>
<td>72</td>
</tr>
<tr>
<td>27</td>
<td>20</td>
<td>44</td>
</tr>
<tr>
<td>28</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>29</td>
<td>28</td>
<td>64</td>
</tr>
<tr>
<td>30</td>
<td>24</td>
<td>68</td>
</tr>
<tr>
<td>Students (x)</td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>31</td>
<td>52</td>
<td>80</td>
</tr>
<tr>
<td>32</td>
<td>28</td>
<td>76</td>
</tr>
<tr>
<td>33</td>
<td>52</td>
<td>84</td>
</tr>
<tr>
<td>34</td>
<td>36</td>
<td>68</td>
</tr>
<tr>
<td>35</td>
<td>48</td>
<td>84</td>
</tr>
<tr>
<td>36</td>
<td>52</td>
<td>84</td>
</tr>
<tr>
<td>37</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>38</td>
<td>56</td>
<td>76</td>
</tr>
<tr>
<td>39</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>40</td>
<td>28</td>
<td>64</td>
</tr>
<tr>
<td>Students (y)</td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>36</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>82</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>44</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>8</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>12</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>13</td>
<td>52</td>
<td>460</td>
</tr>
<tr>
<td>14</td>
<td>24</td>
<td>76</td>
</tr>
<tr>
<td>15</td>
<td>32</td>
<td>68</td>
</tr>
<tr>
<td>16</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>17</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>18</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>28</td>
<td>60</td>
</tr>
<tr>
<td>20</td>
<td>16</td>
<td>56</td>
</tr>
<tr>
<td>21</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>22</td>
<td>36</td>
<td>68</td>
</tr>
<tr>
<td>23</td>
<td>36</td>
<td>68</td>
</tr>
<tr>
<td>24</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>25</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>26</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>27</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>28</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>29</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td>30</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>31</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td>Students (y)</td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>32</td>
<td>36</td>
<td>68</td>
</tr>
<tr>
<td>33</td>
<td>20</td>
<td>44</td>
</tr>
<tr>
<td>34</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>35</td>
<td>48</td>
<td>72</td>
</tr>
<tr>
<td>36</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>37</td>
<td>40</td>
<td>48</td>
</tr>
<tr>
<td>38</td>
<td>40</td>
<td>32</td>
</tr>
<tr>
<td>39</td>
<td>48</td>
<td>64</td>
</tr>
<tr>
<td>40</td>
<td>48</td>
<td>72</td>
</tr>
</tbody>
</table>
APPENDIX 5
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Experimental Class (1st meeting)

Nama Sekolah : MTs. Salafiyah Bedahan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / 2
Standar Kompetensi : 4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar : 4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat
Tema : Things around us
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 30 menit

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
   a. Memberikan penjelasan berdasarkan gambar.
   b. Menjawab pertanyaan sesuai dengan deskripsi suatu gambar.

❖ Karakter siswa yang diharapkan :
   Dapat dipercaya (Trustworthines)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)
   Tanggung jawab (responsibility)
Materi Pembelajaran

- Gambar ruang kelas dan nama-nama benda sekolah
- Gambar ruangan dirumah dan benda benda disekitar rumah
- Gambar ruang kelas (Terlampir)
- Soal-soal mengenai benda-benda sekitar (Terlampir)

Metode Pembelajaran: Active Learning & PVN

Langkah-Langkah Kegiatan

Pertemuan Pertama

A. Kegiatan Pendahuluan (10’)

Apersepsi:

- Memperkenalkan Personal Vocabulary Notes (PVN)
- Warming up activity: Menanyakan tentang benda-benda yang ada didalam tas siswa.
- Tanya jawab tentang apa saja yang ada didalam tas siswa.
- Tanya jawab tentang benda-benda yang ada disekitar ruang kelas.

Motivasi:

- Menjelaskan pentingnya materi benda-benda disekitar yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti (40’)

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Memberikan kesempatan kepada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai benda-benda yang ada disekitar ruang kelas;
Guru melakukan tanya jawab tentang ruang-ruang yang ada dirumah
Guru melakukan tanya jawab tentang benda-benda yang ada disekitar rumah
Guru meminta siswa menyebutkan benda-benda yang ada digambar
Guru meminta siswa mengerjakan soal bergambar tentang benda yang ada disekitar.

Elaborasi
Dalam kegiatan elaborasi, guru:
- Membiasakan siswa untuk menyebutkan benda-benda yang ada disekitar.

Konfirmasi
Dalam kegiatan konfirmasi, guru:
- Guru memonitor kegiatan siswa dalam kelas.
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai benda-benda yang ada disekitar.

C. Kegiatan Penutup (10’)
Dalam kegiatan penutup, guru:
- Mengisi 5 kata bahasa inggris yang ingin diketahui didalam Personal Vocabulary Notes (PVN) yang telah disediakan.
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran.
### Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
</table>
| 1. Memberi instruksi secara lisan. | Tes lisan       | Membahasakan benda | 1. *Mention the things around the class!*  
2. Menyebutkan daftar barang yang ada digambar | Tes lisan       | Daftar pertanyaan | 2. *Mention the room around your house!*  
4. *Mention the name in each picture!* |               |                 | 4. *Mention the name in each picture!*  
5. Write down words that you don’t know in English and make sentences from that words. |               |                 |

*Instrumen:*
- *Mention the things around the class!*
- *Mention the room around your house!*
- *Mention the things around your house!*
- *Mention the name in each picture!*
- Write down words that you don’t know in English and make sentences from that words.

- Rubrik Penilaian

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence dan pronunce benar</td>
<td>9</td>
</tr>
<tr>
<td>Sentence benar dan pronunce kurang tepat (atau sebaliknya)</td>
<td>8</td>
</tr>
<tr>
<td>Sentence salah dan pronunce kurang tepat (ataupun sebaliknya)</td>
<td>7</td>
</tr>
<tr>
<td>Sentence salah dan pronunce buruk</td>
<td>6</td>
</tr>
</tbody>
</table>

Mengetahui;
Guru Pamong Mapel B.Inggris
(NIP /NIK :)

Ciputat, 5 Februari 2014
Guru Mapel Bahasa Inggris,

(Yayah Fauziyah )
(Nim: 109014000119)

( Priska Aprillianty N.F )
Study the picture of Ari's classroom.

This is Ari's classroom. There are many things in Ari's classroom. Do you know what they are? Can you mention the name of each picture?
Enrich Your Knowledge

Write the parts of the house.

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

Taken from: Kurus Visual, 2007
RENCA PELAKSANAAN PEMBELAJARAN
(RPP)
Experimental Class (2nd meeting)

Nama Sekolah : MTs. Salafiyah Bedahan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / 2
Standar Kompetensi : 2. Mendengarkan

Memahami makna dalam teks fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 2.1. Merespon makna tindak tutur yang terdapat dalam teks fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

Tema : Let’s go to school
Aspek/Skill : Mendengarkan
Alokasi Waktu : 2 x 30 menit

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:

c. Merespon ekspresi perintah
d. Merespon ekspresi larangan

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

- Command is an expression to ask or to get something done by other people.
- Prohibition is an expression to warn other people not to do something.

Examples of command and prohibition expressions.

**Giving a command**
- Put the report on my desk!
- Bring the books!
- Open the door!
- Could you please give me the report?
- Come here, please!
- Be careful!
- Be silent!
- Be quiet!
- Be a good student!
- Be at home soon!
- Be on time!
- Help me!
- Stay with me!
- Get out!
- Go to school!
- Go to sleep!

**Expressing prohibition**
- Don’t come late
- Don’t be lazy
- Don’t use those shoes
- Sir? Ma’am please don’t bring any animals.
- Sir? Ma’am, could you please don’t enter that room?
I’m really sorry, but don’t step on the grass.
Don’t do it!
Don’t lie to me!
Don’t enter the room!
Do not follow me!
Don’t steal!
Don’t go away from me!
Don’t leave me alone!
Don’t forget!

Metode Pembelajaran: Active Learning & PVN

Langkah-Langkah Kegiatan
Pertemuan Pertama
A.Kegiatan Pendahuluan (10’)
Apersepsi :
• Warming up activity: Memerintahkan siswa untuk menutup pintu.
• Melarang siswa untuk berisik.
• Menjelaskan teks lisan fungsional pendek kalimat ekspresi perintah dan larangan.
• Tanya jawab tentang kegunaan dari teks lisan fungsional pendek kalimat ekspresi perintah dan larangan

Motivasi :
• Menjelaskan pentingnya materi teks lisan fungsional pendek ekspresi perintah dan larangan yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.
B. Kegiatan Inti (40’)

Eksplorasi
Dalam kegiatan eksplorasi, guru:

- Memberikan kesempatan kepada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai teks lisan fungsional pendek kalimat ekspesi perintah dan larangan;
- Guru melakukan tanya jawab tentang teks lisan fungsional pendek kalimat ekspesi perintah dan larangan yang sering digunakan
- Guru meminta siswa melakukan tindakan dari kalimat teks lisan fungsional pendek ekspesi perintah dan larangan;

Elaborasi
Dalam kegiatan elaborasi, guru:

- Membiasakan siswa untuk menyebutkan kalimat teks lisan fungsional pendek ekspesi perintah dan larangan.

Konfirmasi
Dalam kegiatan konfirmasi, guru:

- Guru memonitor kegiatan siswa dalam kelas.
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi kalimat teks lisan fungsional pendek ekspesi perintah dan larangan.

C. Kegiatan Penutup (10’)

Dalam kegiatan penutup, guru:

- Mengisi 5 kata bahasa inggris yang ingin diketahui didalam Personal Vocabulary Notes (PVN) yang telah disediakan.
melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

memberikan umpan balik terhadap proses dan hasil pembelajaran.

**Sumber Belajar**

- *Material: terlampir*
- *Latihan:*

  *Listen and repeat!*
  
  *Open the door please!*
  
  *Open the window!*
  
  *Don’t run!*
  
  *Don’t come late!*
  
  *Don’t be lazy!*

  *Listen to your teacher. Do as she/he asks you to do!*

  1. *Raise your hand please!*
  2. *Go do the blackboard!*
  3. *Put the pencil in the pencil case!*
  4. *Get me a broom, please!*
  5. *Show me the picture!*
  6. *Sit down!*
  7. *Go to the door, please!*
  8. *Touch the desk!*
  9. *Wave your hand!*
  10. *Look at your friend!*
  11. *Stand up!*
  12. *Come in!*
13. Talk to me!
14. Tell me!
15. Don’t move!

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menentukan makna dalam teks lisan fungsional pendek berupa:</td>
<td>Tes lisan</td>
<td>Kalimat teks lisan fungsional pendek ekspesi perintah dan larangan;</td>
<td>1. <em>Listen and repeat!</em></td>
</tr>
<tr>
<td>2. Dengarkan perintah dari guru.</td>
<td>Tes Lisan</td>
<td>Melakukan apa yang guru katakan dalam kalimat ekspesi perintah dan larangan;</td>
<td>2. <em>Listen to your teacher. Do as she/he asks you to do!</em></td>
</tr>
<tr>
<td>3. Menuliskan kata-kata yang siswa inginkan kedalam Personal Vocabulary Notes.</td>
<td>Tertulis</td>
<td>Kosa kata dan kalimat pendek</td>
<td>3. <em>Write down words that you don’t know in English and make sentences from that words.</em></td>
</tr>
</tbody>
</table>
Instruments:
- *Listen and repeat!*
- *Listen to your teacher. Do as she/he asks you to do! Mention the name in each picture!*
- *Write down words that you don’t know in English and make sentences from that words.*

Rubrik Penilaian

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence dan pronouncen benar</td>
<td>9</td>
</tr>
<tr>
<td>Sentence benar dan pronouncen kurang tepat (atau sebaliknya)</td>
<td>8</td>
</tr>
<tr>
<td>Sentence salah dan pronouncen kurang tepat (atau sebaliknya)</td>
<td>7</td>
</tr>
<tr>
<td>Sentence salah dan pronouncen buruk</td>
<td>6</td>
</tr>
</tbody>
</table>

Mengetahui; Ciputat, 5 Febuari 2014

Guru Pamong Mapel B.Inggris

Guru Mapel Bahasa Inggris,

(Yayah Fauziyah S.Pd) (Priska Aprillianty N.F)

NIP /NIK : Nim: 109014000119
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Experimental Class (3rd meeting)

Nama Sekolah: MTs. Salafiyah Bedahan
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: VII (Tujuh) / 2

Standar Kompetensi: 4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar: 4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

Tema: What do you do?
Aspek/Skill: Berbicara
Alokasi Waktu: 2 x 30 menit

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
   e. Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk tanya jawab seputar profesi atau pekerjaan.

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

Materi Pembelajaran
- Terlampir
Metode Pembelajaran: Active Learning & PVN

Langkah-Langkah Kegiatan
Pertemuan Pertama
A. Kegiatan Pendahuluan (10’)

Apersepsi:
- Warming up activity: Guru menanyakan cita-cita beberapa siswa.
- Guru meminta siswa menyebutkan beberapa contoh profesi atau pekerjaan.
- Tanya jawab tentang teks fungsional tentang profesi atau pekerjaan.

Motivasi:
- Menjelaskan pentingnya materi teks fungsional pendek tentang profesi atau pekerjaan yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti (40’)

Eksplorasi
Dalam kegiatan eksplorasi, guru:
- Memberikan kesempatan kepada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai teks fungsional pendek kalimat tentang profesi atau pekerjaan;
- Guru melakukan tanya jawab tentang teks lisan fungsional pendek kalimat tentang profesi atau pekerjaan yang sering digunakan
- Guru meminta siswa untuk mengerjakan beberapa soal tentang profesi atau pekerjaan;

Elaborasi
Dalam kegiatan elaborasi, guru:
Membiasakan siswa untuk menyebutkan kalimat teks fungsional pendek tentang profesi atau pekerjaan.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:
- Guru memonitor kegiatan siswa dalam kelas.
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi kalimat teks fungsional pendek tentang profesi atau pekerjaan ekspresi perintah dan larangan.

**C. Kegiatan Penutup (10’)**

Dalam kegiatan penutup, guru:
- Mengisi 5 kata bahasa inggris yang ingin diketahui didalam Personal Vocabulary Notes (PVN) yang telah disediakan.
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran.

**Sumber Belajar**
- *Material:*
Discuss with your partner to decide whether the statements are true or false.

1. Farmers work on the farm.
2. A pilot flies a plane.
3. Doctors find jobs at school.
4. Teachers teach at school.
5. Engine drivers drive buses.
6. Pearl-divers cannot swim
7. Sailors work on land.
8. Chefs work in an office.

- Soal terlampir.

**Penilaian**

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practise following dialogues!</td>
<td>Tes lisan</td>
<td>Kalimat teks lisan fungsional pendek profesi atau pekerjaan;</td>
<td><em>1. Practise following dialogue!</em></td>
</tr>
<tr>
<td>2. Discuss with your partner to decide whether the statements are true or false.</td>
<td>Tes Lisan</td>
<td>Mendiskusikan kalimat sederhana tentang profesi atau pekerjaan;</td>
<td><em>2. Discuss with your partner to decide whether the statements are true or false!</em></td>
</tr>
</tbody>
</table>
3. Answer the questions based on pictures!

3. Menuliskan kata-kata yang siswa inginkan kedalam Personal Vocabulary Notes.

- **Instrumen:**
  - Practise following dialogue!
  - Discuss with your partner to decide whether the statements are true or false!
  - Answer the questions based on pictures!
  - Write down words that you don’t know in English and make sentences from that words.

- **Rubrik Penilaian**

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence dan pronounce benar</td>
<td>9</td>
</tr>
<tr>
<td>Sentence benar dan pronounce kurang tepat (atau sebaliknya)</td>
<td>8</td>
</tr>
<tr>
<td>Sentence salah dan pronounce kurang tepat (atau sebaliknya)</td>
<td>7</td>
</tr>
<tr>
<td>Sentence salah dan pronounce buruk</td>
<td>6</td>
</tr>
</tbody>
</table>
Mengetahui; Ciputat, 14 Februari 2014
Guru Pamong Mapel B.Inggris Guru Mapel Bahasa Inggris,

(Yayah Fauziyah S.Pd) (Priska Aprillianty N.F)
NIP /NIK : Nim: 109014000119
Lampiran

1. She's a ________
2. He's a ________
3. She's a ________
4. She's a ________
5. She's a ________
6. He's a ________
7. He's a ________
8. He's a ________
9. He's a ________
10. He's a ________
RENCA PELAKSANAAN PEMBELAJARAN
(RPP)
Experimental Class (4th meeting)

Nama Sekolah : MTs. Salafiyah Bedahan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / 2
Standar Kompetensi : 5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat
Kompetensi Dasar : 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat

Tema : Congratulation!
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 30 menit

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:

f. Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk kartu ucapan.

❖ Karakter siswa yang diharapkan :

- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung jawab (responsibility)
Materi Pembelajaran

Greeting Card adalah text yang berupa kartu ucapan yang diberikan kepada seseorang pada saat tertentu/mengalami peristiwa tertentu, baik peristiwa yang menggembirakan maupun peristiwa yang menyedihkan.

Menurut tujuan/ fungsi, greeting card dibedakan menjadi 2 jenis:

a. To congratulate/to wish: untuk menyelamat

Greeting card tersebut diberikan untuk moment/peristiwa yang menyenangkan, seperti:

- New baby born : Kelahiran bayi
- Birthday/ return of the day : Ulang tahun
- Graduation/finishing study/getting new degree : Lulus/mendapat gelar
- Inauguration : Wisuda/pelantikan
- Getting New Job : Mendapat pekerjaan baru
- Winning the contest : Menang lomba
- Engagement : Tunangan
- Getting marriage/wedding : Pernikahan
- Anniversary : Hari jadi
- New Years Eve : Malam tahun baru
- Valentine day : Hari kasih saying
- Christmas Day : Hari Natal
- Lebaran Day : Hari Lebaran
b. To show sympathy: untuk menunjukkan simpatik/ belasungkawa.

Greeting Card tersebut diberikan untuk moment/ peristiwa yang menyedihkan,

Seperti;

- Sick /ill/ hospitalized people : Orang sakit
- Disaster/accident/bad news : Bencana/kecelakaan/berita buruk.
- Passing/dead/departed people : Orang meninggal dunia

**Metode Pembelajaran:** Active Learning & PVN

**Langkah-Langkah Kegiatan**

**Pertemuan Pertama**

**A.Kegiatan Pendahuluan (10’)**

Apersepsi :

- Warming up activity: Guru bercerita tentang kartu ucapan selamat ulang tahun yang didapatnya.
- Guru meminta siswa menceritakan kartu ucapan yang pernah didapatkan.

Motivasi :

- Menjelaskan pentingnya materi teks fungsional pendek tentang kartu ucapan yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.

**B. Kegiatan Inti (40’)**

**Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- Memberikan kesempatan kepada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai teks fungsional pendek kalimat tentang kartu ucapan;
Melakukan tanya jawab tentang teks lisan fungsional pendek kalimat tentang kartu ucapan yang sering digunakan
Menjelaskan tentang kartu ucapan dan jenis-jenis kartu ucapan.
Meminta siswa untuk memperhatikan contoh kartu ucapan dan menentukan jenisnya.

Elaborasi
Dalam kegiatan elaborasi, guru:
Membiasakan siswa untuk menentukan jenis kalimat teks fungsional pendek tentang kartu ucapan.

Konfirmasi
Dalam kegiatan konfirmasi, guru:
Guru memonitor kegiatan siswa dalam kelas.
Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi kalimat teks fungsional pendek tentang kartu ucapan.

C. Kegiatan Penutup (10’)
Dalam kegiatan penutup, guru:
Mengisi 5 kata bahasa inggris yang ingin diketahui didalam Personal Vocabulary Notes (PVN) yang telah disediakan.
melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

memberikan umpan balik terhadap proses dan hasil pembelajaran.

**Sumber Belajar**

- *Material: terlampir*
- *Kartu ucapan (terlampir)*

**Penilaian**

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Decide what kind of greeting cards from the pictures!</td>
<td>Tes lisan</td>
<td>Gambar kalimat teks lisan fungsional pendek kartu ucapan;</td>
<td>1. Decide what kind of greeting cards from the pictures!</td>
</tr>
<tr>
<td>3. Menuliskan kata-kata yang siswa inginkan kedalam Personal Vocabulary Notes.</td>
<td>Tertulis</td>
<td>Kosa kata dan kalimat pendek</td>
<td>4. Write down words that you don’t know in English and make sentences from that words.</td>
</tr>
</tbody>
</table>
- Decide what kind of greeting cards from the pictures!
- Write down words that you don’t know in English and make sentences from those words.

**Rubrik Penilaian**

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence dan pronounce benar</td>
<td>9</td>
</tr>
<tr>
<td>Sentence benar dan pronounce kurang tepat (atau sebaliknya)</td>
<td>8</td>
</tr>
<tr>
<td>Sentence salah dan pronounce kurang tepat (ataupun sebaliknya)</td>
<td>7</td>
</tr>
<tr>
<td>Sentence salah dan pronounce buruk</td>
<td>6</td>
</tr>
</tbody>
</table>

Mengetahui; Ciputat, 14 Februari 2014

Guru Pamong Mapel B.Inggris

Guru Mapel Bahasa Inggris,

(Yayah Fauziyah S.Pd )

Nim: 109014000119

( Priska Aprillianty N.F )
Lampiran

dear Daffa,
I am sorry,
for what I did...
Please forgive me!
Rini

Congratulations
Mb’ Ani & Husband

A Baby touches your heart and fills your life with love.
Wishing you all the joys of discovery a baby brings to your world.

In this welcome note are wishes for you all, including the special ones for baby sweet.

-- Nuhj & Husband--
Lampiran

Examples of greeting cards

A blessing upon your new home,
a blessing on your new hearth,
a blessing upon your new dwelling,
upon your newly kindled fire.

Happy Birthday
May God richly bless you
on this special day

Happy New Year!

Happy birthday Dillah
Long live and healthy always
Hopefully good luck

sender
Husnul

Congratulations
A new baby

A little one has joined you both
How happy you must be
It was great when there were two of you
But even better now there's three

God Bless
APPENDIX 6
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Control Class (1st meeting)

Nama Sekolah : MTs. Salafiyah Bedahan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / 2
Standar Kompetensi : 4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar : 4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat
Tema : Things around us
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 30 menit

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
   a. Memberikan penjelasan berdasarkan gambar.
   b. Menjawab pertanyaan sesuai dengan deskripsi suatu gambar.

❖ Karakter siswa yang diharapkan :
   Dapat dipercaya (Trustworthiness)
   Rasa hormat dan perhatian (respect)
   Tekun (diligence)
   Tanggung jawab (responsibility)
Materi Pembelajaran
- Gambar ruang kelas dan nama-nama benda sekolah
- Gambar ruangan dirumah dan benda benda disekitar rumah
- Gambar ruang kelas (Terlampir)
- Soal-soal mengenai benda-benda sekitar (Terlampir)

Metode Pembelajaran: Active Learning

Langkah-Langkah Kegiatan
Pertemuan Pertama
A. Kegiatan Pendahuluan (10’)
   Apersepsi:
   - Warming up activity: Menanyakan tentang benda benda yang ada didalam tas siswa.
   - Tany jawab tentang apa saja yang ada didalam tas siswa.
   - Tany jawab tentang benda benda yang ada disekitar ruang kelas.
   Motivasi:
   - Menjelaskan pentingnya materi benda benda disekitar yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.

B. Kegiatan Inti (40’)
   Eksplorasi
   Dalam kegiatan eksplorasi, guru:
   - Memberikan kesempatan kepada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai benda-benda yang ada disekitar ruang kelas;
   - Guru melakukan tanya jawab tentang ruang-ruang yang ada dirumah
Guru melakukan tanya jawab tentang benda-benda yang ada disekitar rumah
Guru meminta siswa menyebutkan benda-benda yang ada digambar
Guru meminta siswa mengerjakan soal bergambar tentang benda yang ada disekitar.

Elaborasi
Dalam kegiatan elaborasi, guru:

- Membiasakan siswa untuk menyebutkan benda-benda yang ada disekitar.

Konfirmasi
Dalam kegiatan konfirmasi, guru:

- Guru memonitor kegiatan siswa dalam kelas.
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai benda-benda yang ada disekitar.

C. Kegiatan Penutup (5’)

Dalam kegiatan penutup, guru:

- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran.

Sumber Belajar
- *English in Focus* page 29-37
### Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Memberi instruksi secara lisan.</td>
<td>Tes lisan</td>
<td>Membahaskan benda</td>
<td>1. <em>Mention the things around the class!</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. <em>Mention the room around your house!</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. <em>Mention the things around your house!</em></td>
</tr>
<tr>
<td>2. Menyebutkan daftar barang yang ada digambar</td>
<td>Tes lisan</td>
<td>Daftar pertanyaan</td>
<td>4. <em>Mention the name in each picture!</em></td>
</tr>
<tr>
<td></td>
<td>Tertulis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Menuliskan kata-kata yang siswa inginkan kedalam Personal Vocabulary Notes.</td>
<td></td>
<td>Kosa kata dan kalimat pendek</td>
<td>5. <em>Write down words that you don’t know in English and make sentences from that words.</em></td>
</tr>
</tbody>
</table>

- *Instrumen:*
  - *Mention the things around the class!*
  - *Mention the room around your house!*
  - *Mention the things around your house!*
  - *Mention the name in each picture!*
  - *Write down words that you don’t know in English and make sentences from that words.*
### Rubrik Penilaian

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence dan pronounce benar</td>
<td>9</td>
</tr>
<tr>
<td>Sentence benar dan pronounce kurang tepat (atau sebaliknya)</td>
<td>8</td>
</tr>
<tr>
<td>Sentence salah dan pronounce kurang tepat (ataupun sebaliknya)</td>
<td>7</td>
</tr>
<tr>
<td>Sentence salah dan pronounce buruk</td>
<td>6</td>
</tr>
</tbody>
</table>

Mengetahui; 
Guru Pamong Mapel B. Inggris 

Ciputat, 5 Februari 2014
Guru Mapel Bahasa Inggris, 

(Yayah Fauziyah ) ( Priska Aprillianty N.F )
NIP /NIK : Nim: 109014000119
Study the picture of Ari's classroom.

This is Ari's classroom. There are many things in Ari's classroom. Do you know what they are? Can you mention the name of each picture?

- calendar
- clock
- broom
- door
- chair
- window
- bookshelf
- backpack
- cupboard
- book
- desk
- map
- blackboard
- ruler
- timetable
Enrich Your Knowledge

Write the parts of the house.

1. Kitchen

2. 

3. 

4. 

5. 

6. 

Taken from Kurutz Visual, 2007
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Control Class (2nd meeting)

Nama Sekolah: MTs. Salafiyah Bedahan
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: VII (Tujuh) / 2
Standar Kompetensi: 2. Mendengarkan

Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar: 2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

Tema: Let’s go to school
Aspek/Skill: Mendengarkan
Alokasi Waktu: 2 x 30 menit

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:

c. Merespon ekspresi perintah
d. Merespon ekspresi larangan

❖ Karakter siswa yang diharapkan: Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (respect) Tekun (diligence) Tanggung jawab (responsibility)
Materi Pembelajaran

- Command is an expression to ask or to get something done by other people.
- Prohibition is an expression to warn other people not to do something.

Examples of command and prohibition expressions.

**Giving a command**

- Put the report on my desk!
- Bring the books!
- Open the door!
- Could you please give me the report?
- Come here, please!
- Be careful!
- Be silent!
- Be quiet!
- Be a good student!
- Be at home soon!
- Be on time!
- Help me!
- Stay with me!
- Get out!
- Go to school!
- Go to sleep!

**Expressing prohibition**

- Don’t come late
- Don’t be lazy
- Don’t use those shoes
- Sir? Ma’am please don’t bring any animals.
- Sir? Ma’am, could you please don’t enter that room?
I’m really sorry, but don’t step on the grass.
Don’t do it!
Don’t lie to me!
Don’t enter the room!
Do not follow me!
Don’t steal!
Don’t go away from me!
Don’t leave me alone!
Don’t forget!

Metode Pembelajaran: Active Learning

Langkah-Langkah Kegiatan

Pertemuan Pertama

A.Kegiatan Pendahuluan (10’)

Apersepsi :

- Warming up activity: Memerintahkan siswa untuk menutup pintu.
- Melarang siswa untuk berisik.
- Menjelaskan teks lisan fungsional pendek kalimat ekspresi perintah dan larangan.
- Tanya jawab tentang kegunaan dari teks lisan fungsional pendek kalimat ekspresi perintah dan larangan

Motivasi :

- Menjelaskan pentingnya materi teks lisan fungsional pendek ekspresi perintah dan larangan yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.
B. Kegiatan Inti (45’)

Eksplorasi
Dalam kegiatan eksplorasi, guru:
 Memberikan kesempatan kepada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai teks lisan fungsional pendek kalimat ekspesi perintah dan larangan;
 Guru melakukan tanya jawab tentang teks lisan fungsional pendek kalimat ekspesi perintah dan larangan yang sering digunakan
 Guru meminta siswa menyebutkan kalimat teks lisan fungsional pendek ekspesi perintah dan larangan;

Elaborasi
Dalam kegiatan elaborasi, guru:
 Membiasakan siswa untuk menyebutkan kalimat teks lisan fungsional pendek ekspesi perintah dan larangan;

Konfirmasi
Dalam kegiatan konfirmasi, guru:
 Guru memonitor kegiatan siswa dalam kelas.
 Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
 Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
 Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi kalimat teks lisan fungsional pendek ekspesi perintah dan larangan;

C. Kegiatan Penutup (5’)
Dalam kegiatan penutup, guru:
 melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
memberikan umpan balik terhadap proses dan hasil pembelajaran.

**Sumber Belajar**

- **Material:** terlampir
- **Latihan:**

  *Listen and repeat!*
  
  *Open the door please!*
  
  *Open the window!*
  
  *Don’t run!*
  
  *Don’t come late!*
  
  *Don’t be lazy!*

  *Listen to your teacher. Do as she/he asks you to do!*

  1. Raise your hand please!
  2. Go do the blackboard!
  3. Put the pencil in the pencil case!
  4. Get me a broom, please!
  5. Show me the picture!
  6. Sit down!
  7. Go to the door, please!
  8. Touch the desk!
  9. Wave your hand!
  10. Look at your friend!
  11. Stand up!
  12. Come in!
  13. Talk to me!
  14. Tell me!
  15. Don’t move!
### Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menentukan makna dalam teks lisan fungsional pendek berupa:</td>
<td>Tes lisan</td>
<td>Kalimat teks lisan fungsional pendek ekspesi perintah dan larangan;</td>
<td>1. <em>Listen and repeat!</em></td>
</tr>
<tr>
<td>2. Listen to your teacher.</td>
<td>Tes Lisan</td>
<td>Melakukan apa yang guru katakan dalam kalimat ekspesi perintah dan larangan;</td>
<td>2. <em>Listen to your teacher. Do as she/he asks you to do!</em></td>
</tr>
</tbody>
</table>

- **Instrumen:**
  - *Listen and repeat!*
  - *Listen to your teacher. Do as she/he asks you to do! Mention the name in each picture!*
### Rubrik Penilaian

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence dan pronounce benar</td>
<td>9</td>
</tr>
<tr>
<td>Sentence benar dan pronounce kurang tepat (atau sebaliknya)</td>
<td>8</td>
</tr>
<tr>
<td>Sentence salah dan pronounce kurang tepat (ataupun sebaliknya)</td>
<td>7</td>
</tr>
<tr>
<td>Sentence salah dan pronounce buruk</td>
<td>6</td>
</tr>
</tbody>
</table>

Mengetahui;                                                                                       Ciputat, 5 Februari 2014  
Guru Pamong Mapel B.Inggris                                                                   Guru Mapel Bahasa Inggris,  
(Yayah Fauziyah S.Pd )                                                                      ( Priska Aprillianty N.F )  
NIP /NIK :                                                                                      Nim: 109014000119
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Control Class (3rd meeting)

Nama Sekolah : MTs. Salafiyah Bedahan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / 2
Standar Kompetensi : 4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar : 4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat
Tema : What do you do?
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 30 menit

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
e. Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk tanya jawab seputar profesi atau pekerjaan.

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

Materi Pembelajaran
• Terlampir

Metode Pembelajaran: Active Learning
Langkah-Langkah Kegiatan
Pertemuan Pertama

A. Kegiatan Pendahuluan (10’)

Apersepsi :
- Warming up activity: Guru menanyakan cita-cita beberapa siswa.
- Guru meminta siswa menyebutkan beberapa contoh profesi atau pekerjaan.
- Tanya jawab tentang teks fungsional tentang profesi atau pekerjaan.

Motivasi :
- Menjelaskan pentingnya materi teks fungsional pendek tentang profesi atau pekerjaan yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti (45’)

Eksplorasi

Dalam kegiatan eksplorasi, guru:
- Memberikan kesempatan kepada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai teks fungsional pendek kalimat tentang profesi atau pekerjaan;
- Guru melakukan tanya jawab tentang teks lisan fungsional pendek kalimat tentang profesi atau pekerjaan yang sering digunakan
- Guru meminta siswa untuk mengerjakan beberapa soal tentang profesi atau pekerjaan;

Elaborasi

Dalam kegiatan elaborasi, guru:
- Membiasakan siswa untuk menyebutkan kalimat teks fungsional pendek tentang profesi atau pekerjaan.
Konfirmasi
Dalam kegiatan konfirmasi, guru:

 Guru memonitor kegiatan siswa dalam kelas.
 Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
 Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
 Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi kalimat teks fungsional pendek tentang profesi atau pekerjaan ekspresi perintah dan larangan.

C. Kegiatan Penutup (5’)
Dalam kegiatan penutup, guru:
 melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
 memberikan umpan balik terhadap proses dan hasil pembelajaran.

Sumber Belajar
• Material:
Discuss with your partner to decide whether the statements are true or false.

1. Farmers work on the farm.
2. A pilot flies a plane.
3. Doctors find jobs at school.
4. Teachers teach at school.
5. Engine drivers drive buses.
6. Pearl-divers cannot swim
7. Sailors work on land.
8. Chefs work in an office.

Soal terlampir.

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practise following dialogues!</td>
<td>Tes lisan</td>
<td>Kalimat teks lisan fungsional pendek profesi atau pekerjaan;</td>
<td>1. Practise following dialogue!</td>
</tr>
<tr>
<td>2. Discuss with your partner to decide whether the statements are true or false.</td>
<td>Tes Lisan</td>
<td>Mendiskusikan kalimat sederhana tentang profesi atau pekerjaan;</td>
<td>2. Discuss with your partner to decide whether the statements are true or false!</td>
</tr>
</tbody>
</table>
3. Answer the questions based on pictures!

Menjawab pertanyaan sesuai dengan gambar tentang pekerjaan atau profesi

3. Answer the questions based on pictures!

Instrumen:
- Practise following dialogue!
- Discuss with your partner to decide whether the statements are true or false!
- Answer the questions based on pictures!

Rubrik Penilaian

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence dan pronounce benar</td>
<td>9</td>
</tr>
<tr>
<td>Sentence benar dan pronounce kurang tepat (atau sebaliknya)</td>
<td>8</td>
</tr>
<tr>
<td>Sentence salah dan pronounce kurang tepat (ataupun sebaliknya)</td>
<td>7</td>
</tr>
<tr>
<td>Sentence salah dan pronounce buruk</td>
<td>6</td>
</tr>
</tbody>
</table>

Mengetahui;

Ciputat, 14 Febuari 2014

Guru Pamong Mapel B. Inggris

Guru Mapel Bahasa Inggris,

(Yayah Fauziyah S.Pd )

( Priska Aprillianty N.F )

NIP /NIK :

Nim: 109014000119
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Control Class (4th meeting)

Nama Sekolah : MTs. Salafiyah Bedahan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / 2

Standar Kompetensi : 5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat
Kompetensi Dasar : 5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat

Tema : Congratulation!
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 30 menit

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

f. Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk kartu ucapan.

Karacter siswa yang diharapkan :

Rasa hormat dan perhatian ( respect )
Tekun ( diligence )
Tanggung jawab ( responsibility )
Materi Pembelajaran

Greeting Card adalah text yang berupa kartu ucapan yang diberikan kepada seseorang pada saat tertentu/mengalami peristiwa tertentu, baik peristiwa yang menggembirakan maupun peristiwa yang menyedihkan.

Menurut tujuan/fungsinya, greeting card dibedakan menjadi 2 jenis:

a. To congratulate/to wish: untuk menyelamat

Greeting card tersebut diberikan untuk moment/peristiwa yang menyenangkan, seperti:

- New baby born : Kelahiran bayi
- Birthday/ return of the day : Ulang tahun
- Graduation/finishing study/getting new degree : Lulus/mendapat gelar
- Inauguration : Wisuda/pelantikan.
- Getting New Job : Mendapat pekerjaan baru
- Winning the contest : Menang lomba
- Engagement : Tunangan
- Getting marriage/wedding : Pernikahan
- Anniversary : Hari jadi
- New Years Eve : Malam tahun baru
- Valentine day : Hari kasih saying
- Christmas Day : Hari Natal
- Lebaran Day : Hari Lebaran

b. To show sympathy: untuk menunjukkan simpatik/ belasungkawa.

Greeting Card tersebut diberikan untuk moment/ peristiwa yang menyedihkan,
Seperti;
- Sick /ill/ hospitalized people : Orang sakit
- Disaster/accident/bad news : Bencana/kecelakaan/berita buruk.
- Passing/dead/departed people : Orang meninggal dunia

Metode Pembelajaran: Active Learning

Langkah-Langkah Kegiatan

Pertemuan Pertama

A. Kegiatan Pendahuluan (10’)

Apersepsi :
- Warming up activity: Guru bercerita tentang kartu ucapan selamat ulang tahun yang didapatnya.
- Guru meminta siswa menceritakan kartu ucapan yang pernah didapatkan.

Motivasi :
- Menjelaskan pentingnya materi teks fungsional pendek tentang kartu ucapan yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.

B. Kegiatan Inti (45’)

Eksplorasi

Dalam kegiatan eksplorasi, guru:

 Memberikan kesempatan kepada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai teks fungsional pendek kalimat tentang kartu ucapan;
Melakukan tanya jawab tentang teks lisan fungsional pendek kalimat tentang kartu ucapan yang sering digunakan

Menjelaskan tentang kartu ucapan dan jenis-jenis kartu ucapan.

Meminta siswa untuk memperhatikan contoh kartu ucapan dan menentukan jenisnya.

**Elaborasi**

Dalam kegiatan elaborasi, guru:

- Membiasakan siswa untuk menentukan jenis kalimat teks fungsional pendek tentang kartu ucapan.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Guru memonitor kegiatan siswa dalam kelas.
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi kalimat teks fungsional pendek tentang kartu ucapan.

**C. Kegiatan Penutup (5’)**

Dalam kegiatan penutup, guru:

- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
memberikan umpan balik terhadap proses dan hasil pembelajaran.

Sumber Belajar

- *Material: terlampir*
- *Contoh kartu ucapan (terlampir)*

Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Decide what kind of greeting cards from the pictures!</td>
<td>Tes lisan</td>
<td>Gambar kalimat teks lisan fungsional pendek kartu ucapan;</td>
<td><em>1. Decide what kind of greeting cards from the pictures!</em></td>
</tr>
</tbody>
</table>

- **Instrumen:**
  - *Decide what kind of greeting cards from the pictures!*

- **Rubrik Penilaian**

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence dan pronounce benar</td>
<td>9</td>
</tr>
<tr>
<td>Sentence benar dan pronounce kurang tepat (atau sebaliknya)</td>
<td>8</td>
</tr>
<tr>
<td>Sentence salah dan pronounce kurang tepat (atauupun sebaliknya)</td>
<td>7</td>
</tr>
<tr>
<td>Sentence salah dan pronounce buruk</td>
<td>6</td>
</tr>
</tbody>
</table>
Mengetahui:  
Guru Pamong Mapel B.Inggris (Yayah Fauziyah S.Pd)

NIP /NIK :  
Nim: 109014000119
Lampiran

dear Daffa
I am sorry, for what I did...
Please forgive me!

-Riri-

---

Congratulations Mb’ Ani & Husband

A Baby touches your heart and fills your life with love.
Wishing you all the joys of discovery a baby brings to your world.

In this welcome note are wishes for you all, including the special ones for baby sweet.

--Nuhuy & Husband--
Lampiran
Examples of greeting cards

A blessing upon your new home,
a blessing on your new hearth,
a blessing upon your new dwelling,
upon your newly kindled fire.

Happy Birthday
May God richly bless you on this special day.

Happy New Year!

Greeting cards
Happy birthday Dillah
Long live and healthy always
Hopefully good luck

Sender
Husnul

Congratulations
A new baby

A little one has joined you both
How happy you must be
It was great when there were two of you
But even better now there's three
God Bless
A. Profil Sekolah

Nama Madrasah: MTs. Salafiyah Bedahan
Nomor Statistik Madrasah: 121232760029 NPSN: 20279728
Akreditasi Madrasah: Terakreditasi B
Penyelenggaraan: Pagi Pukul: 07.10 s/d 13.00

Alamat Lengkap Madrasah: Jl. H. Sulaiman No. 9 Rt 04/02
Desa/Kelurahan: Bedahan
Kecamatan: Sawangan
Kota: Depok
Provinsi: Jawa Barat

NPWP: 02.021.665.1-412.002
Nama Yayasan: Raudlatul Ulum Depok
Alamat Yayasan: Jl. H. Sulaiman No. 9 R 04/02 Kel. Bedahan
Kec. Sawangan Kota Depok 16519
Telp. Yayasan: 021-29434990

Kepemilikan Tanah: Yayasan
   a. Status Tanah: Wakaf
   b. Luas Tanah: 1770 m²

Status Bangunan: Yayasan
Luas Bangunan: 384 m²
Nomor Rekening Sekolah: 0002570531100
Nama: MTs. SALAFIYAH
Nama Bank: Bank Jabar Banten
Cabang/Unit: Depok
### B. Kondisi Guru

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Guru</th>
<th>Asal Perguruan Tinggi</th>
<th>Jabata/ Mata Pelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. H. Musa Thoyib</td>
<td>Universitas Ibnu Khaldun Bogor</td>
<td>Kepala Sekolah</td>
</tr>
<tr>
<td>2</td>
<td>Drs. Koharudin</td>
<td>IAIN Syarif Hidayatullah</td>
<td>Waka Bid Kur</td>
</tr>
<tr>
<td>3</td>
<td>Salim, S.Pd.I</td>
<td>STAIS Lantaboer</td>
<td>Wali Kelas VIII.3</td>
</tr>
<tr>
<td>4</td>
<td>Adnan Khosogi, S.Pd</td>
<td>Universitas Indra Prasta PGRI</td>
<td>Wali Kemas VIII.2</td>
</tr>
<tr>
<td>5</td>
<td>Zainal, S. Ag</td>
<td>IAIC Singaparna Tasikmalaya</td>
<td>Wali Kelas VII.3</td>
</tr>
<tr>
<td>6</td>
<td>Sofyan Sari, S.Pd.I</td>
<td>STAIS Lantaboer</td>
<td>Waka Bid Sis</td>
</tr>
<tr>
<td>7</td>
<td>Mansyur, S.Pd.I</td>
<td>STAIS Lantaboer</td>
<td>Wali Kemas VII.2</td>
</tr>
<tr>
<td>8</td>
<td>Lilihi, S.Ag</td>
<td>STAI Al-Hikmah</td>
<td>Guru BiD. Study</td>
</tr>
<tr>
<td>9</td>
<td>Abdul Aziz, S.Hum</td>
<td>Universitas Islam Syarif Hidayatullah</td>
<td>Wali Kemas VII.2</td>
</tr>
<tr>
<td>10</td>
<td>Rohmat, S.Pd.I</td>
<td>STAI Acpriesma Indonesia</td>
<td>Wali Keals VII.4</td>
</tr>
<tr>
<td>11</td>
<td>Tutut Feriana Sulistyowati, S.Pd</td>
<td>IKIP Surabaya</td>
<td>Wali Kelas IX.1</td>
</tr>
<tr>
<td>12</td>
<td>Farida, S.Pd.I</td>
<td>STAI Ia roiba</td>
<td>Wali Kemas IX.3</td>
</tr>
<tr>
<td>13</td>
<td>Nurhayati, S.Hi</td>
<td>IAIN Sunan Gunung Djati</td>
<td>Guru Bid Study</td>
</tr>
<tr>
<td>14</td>
<td>Sofyan Tsauy, S.Pd.I</td>
<td>STAIS Lantaboer</td>
<td>Wali Kelas VII.1</td>
</tr>
<tr>
<td>15</td>
<td>Salman Fauzi, S.Pd.I</td>
<td>UIN Sayrif Hidayatullah</td>
<td>Guru Bid. Study</td>
</tr>
<tr>
<td>16</td>
<td>Abdurohim, S.Pd.I</td>
<td>S T I T</td>
<td>Guru Bid. Study</td>
</tr>
<tr>
<td>17</td>
<td>Kiki Mariam, S.Ag</td>
<td>I A I N Jakarta</td>
<td>Guru Bid. Study</td>
</tr>
<tr>
<td>18</td>
<td>Ipah Pauziah</td>
<td>SMK Taman Ilmu</td>
<td>Kepala TU</td>
</tr>
<tr>
<td>19</td>
<td>Anita Rahman, SS</td>
<td>UIN Sayrif Hidayatullah</td>
<td>Guru Bid. Study</td>
</tr>
<tr>
<td>20</td>
<td>Ganda Wijaya, S.Pd.I</td>
<td>STAI Al-Karimiah</td>
<td>Guru Bid. Study</td>
</tr>
<tr>
<td>21</td>
<td>Ahmad Syarif, S.Pd.I</td>
<td>UIN Sayrif Hidayatullah</td>
<td>Staff TU</td>
</tr>
<tr>
<td>22</td>
<td>Agung Wahyudi</td>
<td>PP.Qotrun Nada</td>
<td>Guru Bid. Study</td>
</tr>
<tr>
<td>23</td>
<td>Abdurrahman, S.Pd</td>
<td>STAI Acpriesma Indonesia</td>
<td>Guru Bid. Study</td>
</tr>
<tr>
<td>24</td>
<td>Radhiyah Mardiyah, S.Pd</td>
<td>Universitas Indra Prasta PGRI</td>
<td>Guru Bid. Study</td>
</tr>
<tr>
<td>25</td>
<td>Yayah Fauziyah S.Pd</td>
<td>UIN Sayrif Hidayatullah</td>
<td>Guru Bid. Study</td>
</tr>
<tr>
<td>26</td>
<td>Delly Arsiyanto, Sos</td>
<td>Lenteng Agung</td>
<td>Guru Bid. Study</td>
</tr>
</tbody>
</table>
C. Kondisi Staf Sekolah

<table>
<thead>
<tr>
<th>NO</th>
<th>Nama</th>
<th>Pendidikan Terakhir</th>
<th>Jabatan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Farida, S.Pd.I</td>
<td>SI</td>
<td>Bendahara</td>
</tr>
<tr>
<td>2</td>
<td>Ipah Pauziah</td>
<td>SMK</td>
<td>Kepala TU</td>
</tr>
<tr>
<td>3</td>
<td>Ahmad Syarif</td>
<td>MA</td>
<td>Staff TU</td>
</tr>
<tr>
<td>4</td>
<td>Helmi</td>
<td>MI</td>
<td>Petugas Kebersihan</td>
</tr>
</tbody>
</table>

D. Jumlah Murid

Data Siswa Tahun Pelajaran 2012/2013

<table>
<thead>
<tr>
<th>Rombel</th>
<th>Kelas</th>
<th>L</th>
<th>P</th>
<th>Siswa</th>
<th>Rombel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VII</td>
<td>92</td>
<td>92</td>
<td>184</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>VIII</td>
<td>78</td>
<td>63</td>
<td>141</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IX</td>
<td>56</td>
<td>77</td>
<td>133</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td>226</td>
<td>232</td>
<td>458</td>
<td>10</td>
</tr>
</tbody>
</table>

Data Siswa dalam 3 Tahun Terakhir

<table>
<thead>
<tr>
<th>Tahun Ajaran</th>
<th>Kelas VII</th>
<th>Kelas VIII</th>
<th>Kelas IX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jumlah</td>
<td>Jumlah</td>
<td>Jumlah</td>
</tr>
<tr>
<td></td>
<td>Siswa</td>
<td>Rombel</td>
<td>Siswa</td>
</tr>
<tr>
<td>2010/2011</td>
<td>151</td>
<td>3</td>
<td>148</td>
</tr>
<tr>
<td>2011/2012</td>
<td>185</td>
<td>4</td>
<td>147</td>
</tr>
<tr>
<td>2012/2013</td>
<td>184</td>
<td>4</td>
<td>141</td>
</tr>
</tbody>
</table>