THE EFFECTIVENESS OF TEACHING VOCABULARY BY USING PICTURES
(A Quasi-Experimental Study in the First Grade of MTS Al-Hanif Bukit Sarua)

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JAKARTA
2015
THE EFFECTIVENESS OF TEACHING VOCABULARY BY USING PICTURES

(A Quasi-Experiment Study in First Grade of MTs Al-Hanif Bukit Sarwa)

A Skripsi
Presented to the Faculty of Tarbiyah and Teachers’ Training in a Partial Fulfillment of the Requirements for the Degree of S.Pd. (Bachelor of Art) in English Language Education

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JAKARTA
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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 menempuh Ujian Munaqasah

Jakarta, June 2015
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ENDORSEMENT SHEET

The “Skripsi” (Scientific Paper) entitle “The Effectiveness of Teaching Vocabulary by Using Pictures” (A Quasi-Experiment Study in the First Grade of MTS Al-Hanif Bukit Sarua), written by Riana Lita Sari, student’s registration number 208014000033, was examined in the examination session of the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on July 06, 2015. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Bachelor of Arts) in English Language Education at the English Education Department.

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ABSTRACT

Riana Lita Sari. 2015. The Effectiveness of Teaching Vocabulary by Using Pictures (A Quasi-Experimental Study in the First Grade of MTS Al-Hanif Bukit Sarua), Skripsi, English Education Department, The Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islam University Jakarta.

Key words: vocabulary using pictures

The purpose of this study is to know the effectiveness of teaching vocabulary by using pictures in the First Grade of MTS Al-Hanif Bukit Sarua. The writer used an experimental study which involved two classes. The first class is an experimental class and the second is control class. First, it was begun by conducting pretest in both of classes, after gathering the data from pretest, the writer treated experimental class by using pictures. Last, to know the differences between those classes, the writer conducted posttest. The population of this study is the first grade which the sample are VII-A as an experimental class and VII-B as a control class, containing of twenty students in each class. The data was analyzed by using t-test. According to the result of statistical calculation, by comparing the values of $t_o = 3.56$ and $t_{table} = 2.02$ and 2.71, the writer made the conclusions of hypothesis that $t_o$ is bigger than $t_{table}$. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that using pictures in teaching vocabulary is more effective than teaching without pictures.
ABSTRAK

Riana Lita Sari, 2015, The Effectiveness of Teaching Vocabulary by Using Pictures (A Quasi-Experimental Study in the First Grade of MTS Al-Hanif Bukit Sarua), Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Kata Kunci : Kosakata dengan Menggunakan Gambar

ACKNOWLEDGEMENT

In the Name of Allah, the Most Gracious, the Most Merciful

Praised be to Allah, Lord of the world, who has given the writer her love and compassion to finish the last assignment in her study. Peace and salutation be upon to the prophet Muhammad, her family, her companion, and her adherence.

In this occasion, the writer would like to say her great honor and deepest gratitude to her beloved parents: Mr. Niin Miun and Ms. Arnih, her lovely brother Agus Niin, S.Pd., Sri Haryati, Sri Hartini, M. Amri Noer Fajri, Nanda Ariyansah S.S, whole family who always give their love, support, motivation, and advice in accomplishing her study.

The writer also would like to express her sincere gratitude to her advisors, Drs. Nasrun Mahmud, M.Pd., and Ismalianing Eviyuliwati, M.Hum., who have patiently given their valuable help, guidance, and corrections to finish this skripsi.

The writer also realizes that she would never finish writing this skripsi without the help of some people around her. Therefore, she would like to say a lot of thanks to:

1. Prof. Dr. Ahmad Thib Raya, MA., the Decan of the Faculty of Tarbiyah and Teachers’ Training SyarifHidayatullah State Islamic University Jakarta.
2. Drs. Alek, M.Pd., the head of Department of English Education.
3. ZahariiAnasy, M.Hum.,the secretary of Department of English Education.
4. All lecturers and staffs of Department of English Education.
5. M. Anshori, S.Ag, the head master of MTs. Al-Hanif Bukit Sarua.
6. To her husband “M. Rasudin Nur”, for his support and great attention and patience during accomplishing this skripsi.
7. All friends in Department of English Education 2007/2008, for the advices, kindness, support, and everything.

The words are not enough to say any appreciations for their help and contributions on this skripsi. May Allah SWT protect and give them happiness throughout their life. Finally, the writer realizes that the skripsi is far from being perfect. It is a pleasure for her to receive constructive critics and suggestions from the readers.

Jakarta, May 2015

The Writer
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CHAPTER 1
INTRODUCTION

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

A. Background of the Study

Language is very important for human beings in the world because it is a means of international communication. People use the language to express their idea, feeling, and emotion. There are four language skills that have to be mastered by the students. The four language skills are listening, speaking, reading, and writing which prominent in teaching and learning English. Besides the four language skills, there are four language components that also need to be thought to and recognized by the students. They are structure, vocabulary, spelling, and pronunciation. Both aspects are very important that need to be mastered by the students to accomplish the basic language communication and the students have to practice all those skills which cannot be separated from each other.

The students may be able to use English in communication better if they master all those language components. Scott Thornburg quoting the linguist David Wilkins who summed up the importance of vocabulary learning points out, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” 1. From this statement, it could be understood that vocabulary is one of the items that has to be mastered by the students in learning English, because no one can speak English if they have limited vocabulary and without a proportional amount of vocabulary anyone will get trouble in her reading, listening, speaking, and writing.

1 Scott Thornbury, How To Teach Vocabulary, (Harlow: Pearson Educational Limited, 2002), p.13
In the teaching learning English process the students are influenced by the ways teachers present their instructional material. The students need something fun and enjoyable. By using a suitable method, the lesson materials will be more interesting, effective and efficient. Using pictures is one of the techniques in teaching vocabulary. Through pictures students could be easier to understand what the teacher presents.

For the students in Junior High school using pictures are very useful in the teaching learning process because it makes the classroom more active and lively, so the students can be highly motivated and have a lot of fun during the lesson. Pictures not only worth a thousand words. It can be used in a wide variety of teaching activities. It shows that pictures have an important role in learning process. They can interest the student’s motivation to learning English. The teacher must always motivate the students to study hard and has to create a good classroom atmosphere. Dr. Michael D. Williams states that “visual that are designed can also help motivate students to learn by attracting and maintaining their attention”. The interest is very important in the English teaching learning process because it is one of the main factors to reach the instructional objective. If the students are not interested in studying, they will be very difficult to understand the lesson.

An English teacher has to consider a suitable way to teach English and how to apply it in the classroom. Heinich et al in Dr. Michael D. Williams state that teachers need to keep in mind the following four basic goals of visual design when designing visuals for their classroom use:

1. Ensure legibility of words and pictures in your visual.

   Ensure that these can be easily seen by all your students from where they are seated.

2. Reduce the effort needed in interpreting message.

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How the pictures and the words in your visual are arranged could either aid or impede understanding of the message that your visual is trying to convey.

3. Increase active engagement of viewer with message.

Make your visuals appealing so that the student’s attention is captured, enticing them to think about your message.

4. Focus attention on the most important parts of message.

Direct the attention of your students to the most important parts of your visual so that they understand the “flow” of the message.

As the writer’s experience in MTS Al-Hanif Bukit Sarua as the English teacher, most students of Junior High School assumed that English is a difficult material. Furthermore, they are unmotivated to learn English because the class situation is very boring, especially teaching vocabulary inappropriate method. The teacher thought that the main objective in learning English is to make the students feel fun when learning it, the teacher would help the students when they felt difficult in acquiring the material in target language by translating it into student’s first language (Bahasa Indonesia). This happened when the students did not know or forgot the meaning of many vocabularies.

The ideal condition of vocabulary teaching is the teacher should teach the meaning of the words and the kind of the words, not only translate the words and asked the students to read it in chorus. While the fact happening in the class is the students only force to remember a long list of vocabulary without a chance to use the vocabulary they knew. The English teacher did not accommodate her students with an activity to productively use their receptive vocabulary.

Another problem is the students did not take attention in teaching learning process. Some of the students are busy talked with their friends or even doing other lesson homework when the teacher asked one of the students to presented the vocabulary they already memorized. They are not interested in learning vocabulary, because all they have to do is remembering the vocabulary and its translation in their first language without any chance to use their receptive

3 Ibid., p. 39
vocabulary. The writer analyzed, this problem happens because they did not have the opportunity to participate and practice the vocabulary they have learned.

Based on the statement above, the writer is interested in investigating the teaching of vocabulary in MTS Al-Hanif Bukit Sarua that is why the writer chooses *The Effectiveness of Teaching Vocabulary Using Picture* as the title of this writing.

B. Identification of the Problem

Based on the background of the study above, there are some problems that can be identified in this research such as: (1) The students’ difficulties in memorizing the vocabulary, (2) media is limited in learning vocabulary, (3) boring class activities and (4) monotonous teaching techniques.

C. Scope and Limitation of the Problem

To avoid misunderstanding and to clarify the problem, it is necessary to make limitation of the problem, because there are too many kinds of visual media in teaching English like flash cards, real objects, charts, picture and etc. In this paper, the writer only focuses on teaching vocabulary using pictures dealing with “Object Nouns”. This is one of the themes of the syllabus. The writer limits the investigation only in seventh grade of MTS Al-Hanif Bukit Sarua.

D. Formulation of the Problem

The formulation of the problem: is using pictures effective in teaching vocabulary?

E. Objective of the Study

The objective of study is to find out whether or not, using pictures is effective in teaching vocabulary.
F. Significance of the Study

This study may help the English teacher in choosing alternative way to teaching vocabulary using pictures and give the information for English teacher at MTS Al-Hanif Bukit Sarua about the effectiveness of picture in English teaching and learning process. Because using picture is expected to support and attract students’ interest in learning English and make them easier to memorize English vocabulary. Furthermore, this study is expected to be useful to support the previous research and references for other researchers who are interested in conducting the same research.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter explains about theoretical framework, which consists of vocabulary, pictures, the application of teaching vocabulary by using pictures. Vocabulary consists of the definition of vocabulary, the kinds of vocabulary, and the techniques in presenting vocabulary. Pictures consist of the definition of picture, the types of pictures, the criteria of good picture, thinking framework, previous study, and research hypothesis.

A. Vocabulary
1. The Definition of Vocabulary

In everyday situation, we say something, express our feelings and tell what we want to say. All the things need the words, and these words are called vocabulary. Vocabulary plays an important role in improving our skills in English. It becomes one of aspects for improving communication skill. Without having enough vocabularies, communication will end up in unpleasant situation and make the students difficult to continue their sentences or ideas. Therefore it is highly essential for English teacher to help their students in mastering vocabulary. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get information from it since they can understand every word in the text.

Experienced teachers of English as foreign language know very well the importance of vocabulary. They know that the students need to learn thousand of words that speakers use. Fortunately, the need for vocabulary is one point on which teachers and students agree. Without vocabulary students could not be able to understand how the language is. The role of words is important to know how the language is used, practiced and communicated.

If we want to communicate with others in certain language we need to master the language they belong to especially to know enough vocabulary of those...
languages. Words are the basic units of language from that supports the language itself.

Rivers quoted by Nunan has also argued that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication\(^1\). As we know, English is a 'world language', now days the most communication tools for global communication. So, we must have a lot of 'bank of English words'. Other wise grammar and exercising pronunciation English need to be learned too. Mastery of vocabulary is an essential component of all uses of language; it helps student too to communicate effectively or expressing their ideas in English.

Without an extensive vocabulary and strategies for acquiring new vocabulary, learner often achieve less than their potential and may discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speaker, using the language in different contexts, reading, or watching television.

According to Jack C. Richards and Willy A. Renandya, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write"\(^2\). Its means that the first thing we have to learn English is we have to mastery the vocabulary, because with vocabulary we can learn Language skill easier and will be useful for the process of achieving language teaching objectives. In the other word, vocabulary is the important subject in language learning, if we lack vocabulary will face a lot of problems.

Furthermore, according to Barbara Ann Kipfer "Webster's Collegiate Dictionary", vocabulary is:

1. The stock of words used by or known to a particular person or group.
2. A list or collection of words and often phrases, usually arranged in alphabetical order and defined.

3. The word of a language\(^3\). Its means that vocabulary is a list or collection of words and phrases usually arranged and explained or defined in some subject, activities, various registers, and particular sphere (group).

As what mentioned above the definitions of vocabulary is more than one, but the definition from one reference to other is related. From those, the writer summarizes that vocabulary is a total of words or phrases that maintains all of information used by person, class or profession in communication and it is important thing when learners study the language itself and study the using of the language.

2. The Kinds of Vocabulary

There are many kinds of vocabulary in English. They are:

a. Based on the characteristics of the words

According to Ruth Gairns and Stuart Redman, vocabulary divided into two kinds:

1. Active Vocabulary: refers to put items which the learners can use appropriately in speaking and writing. Active vocabulary is also called as a productive vocabulary.

2. Passive Vocabulary: refers to language items that can be recognized and understood in the context of reading and listening. It is also called as receptive vocabulary\(^4\).

Active vocabularies are vocabularies or the words that we use in speaking and writing, two of language skill. These vocabularies are often called as productive vocabularies because they are in case of speaking, have to be said by good pronounced in order that our rival can understand what we mean. In case of writing we have to write by good letter in order to avoid misunderstanding from readers. To use the active vocabulary or productive vocabulary we have to know


\[^4\text{Ruth Grains and Stuart Redman, working with words a Guide to Teaching and Learning.} \] \textit{(New York: Cambridge University Press, 1986), p. 64-65}
and be able to use grammar of the target language, we are hoped to familiar with collacation and understand the connotation meaning of the words too. This vocabulary is more prominent in the first level of a course.

Passive vocabulary is vocabulary used in two kinds of language skill that is reading and listening. Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening, and also called as receptive vocabulary. Passive vocabulary is more useful when the student in higher level of study such as intermediate level or advanced level.

b. Based on its form and function

John Read in his book, Assessing Vocabulary, mentioned two kinds of vocabulary based on its form and function, they are:

1. Function Words
   These are the words, which only have a full meaning when they are integrated with other word. It includes articles, preposition, pronoun, conjunction, auxiliaries, etc.

2. Content Words
   These are the words, which have a full meaning and provide links within sentences. It includes noun, full verb, adjectives, and adverb.

c. Used for Communication

S.H. Burton and J. A. Humphries in A.M Zainuri, there are two kinds of vocabulary used by the people for communication, namely:

1. General Vocabulary: It is of the words used in general. There is no limited of fields or users, terms general that the writer means is general in meaning and using.

2. Special Vocabulary: It is used in certain field, job, profession or special science. For example; politicians, journalist, and lawyers. So, no matter how many experts classify vocabulary, words are a part of language elements or language tools of communication which are used by a people.

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3. The Techniques in Presenting Vocabulary

Some techniques in presenting vocabulary can be used to explain the meaning of words and the way in teaching vocabulary will depend much on individual characteristics. But the teachers have to determine the best techniques to teach or explain the meaning of words to the learners.

Teaching vocabulary to student seems to be the simplest thing to do. In fact, it requires more than translating some words from one language to another. Students need something fun and easy to access the vocabulary quickly when it is required for use. In this section, some techniques to teaching and learning vocabulary are offered to facilitate students' need in accessing vocabulary. According to Jeremy Harmer, there are seven techniques in presenting vocabulary:

a. Realia

One way of presenting words is to bring the things they represent into the classroom by bringing "Realia" into the room. Words like "postcard", "pen", "ball", etc. Can obviously be presented in this way. The teacher holds up the object (or points to it), says the words and then gets the students to repeat it.

b. Picture

Pictures can be board drawing, wall pictures and charts, flashcards, magazine pictures and any other non-technical visual presentation. Picture can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures.

c. Mime, Action, and Gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or picture. Actions, in particular are probably better explained by mime. Concepts like running or smoking are easy to present in this way.

d. Contrast

We saw how words exist because of their sense relations and this can be used to teach meaning. We can present the meaning of "empty" by
contrasting it with “full”. We may present these concepts with pictures or mime, and by drawing attention to the contrast in meaning we ensure our students’ understanding.

e. Enumeration

We can use this to present meaning. We can say ‘clothes’ and explain this by enumerating or listing various items. The same is true of ‘vegetable’ or ‘furniture’, for example.

f. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such as technique can be used. It is worth remembering that explaining the meaning of a word must include explaining and facts of words use which are relevant.

g. Translation

Translation is quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.

Based on Adrian Doff, the techniques in teaching vocabulary, they are:

a. Say the word clearly and write it on the board
b. Get the class to repeat the word in chorus
c. Translate the word into the student’s own language
d. Ask students to translate the word
e. Draw a picture to show what the word means
f. Give an English example to show how the word is used
g. Ask question using the new word.

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From statement above the writer gives a little clarification that some basic techniques for showing the meaning of words are:

1. Writing noun words on the board: “pen”, “book”, etc. Now the question is how the students can easily understand the meaning of the words? In this case many ways to explain about that, for example:
   a. By showing the real object of pen, book, etc.
   b. By showing pictures. This way can be done by drawing picture of pen, book, and pencil on the board and by showing pictures pen, book, pencil, which have been already prepared before (photograph or drawing).

2. Writing verb words on the board, like as “sit”, “open”, “close” etc. The question is how the students can easily understand about these words. For this case the teacher can not show to the students the things because this is not a noun, so the teacher shows the students by practicing the words or the teacher can show he pictures about activity that related to the words of “sit”, “open”, “close”.

3. Writing adjective words on the board, like as: “happy”, “sad”, etc. So, how do the students can understand these words easily? In these case the teacher use the mime or the teacher can give to them example (some one is crying, it means sad), Or the teacher show the pictures about activities that related to the words of “happy”, “sad”.

From explanation above the general points about presenting vocabulary visual is using real objects, mime or pictures, but from all of the explanation above using pictures is more affective, because the teacher can explain something, as noun, verb or adjective.

There are many kinds of techniques in presenting vocabulary to the English learners such as mentioned above. The writer summarizes that the way in teaching vocabulary in English classroom is depend on the teacher to choose the best way in order to make students feel enjoy and does not make them feel bored,
because teacher as a facilitator has to be able to choose a good techniques to teach vocabulary.

B. Pictures

1. The Definition of Pictures

   Visual aids is one of the teaching aids that can be used for presentation, practice, and testing. We can show things that can not be explained in simple word. Picture plays an important role as an alternative teaching aid in teaching English. The teacher gives a picture, and then she asks the students about it. Picture is easy to be found by all people. Through picture the students can practice to develop their ideas.

   The use of picture is an excellent technique to help students understand various aspect of foreign language. The picture has motivated the students, made the subject clearer to understand, and illustrated the general idea of an object reaction which is particular to a culture. It can help to develop various other needed skills such as visual discrimination, attention to detail, and extension of concepts.

   Pictures are versatile and useful resources for teaching aspects of grammar that require a structure meaning match. Interesting or entertaining pictures motivate students to responds in ways that more routine teaching aids, such as textbook or a sentence on the board, can not. Pictures can also be used in various configurations to enhance learning and practice.

   Students understand and retain the meaning of a word better when they have seen some object associated with it. For this reason, the teacher should expose the student to real-life situation, when this is not possible, the visual aid can serve as useful substitute. As pictures and their images are more vivid than words, they are easier to recall than words.

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Teachers have always used picture or graphics, whether drawn taken from books, newspaper and magazines or photograph, to facilitate learning. Picture can be in the form of flash card (smallish cards which we can hold up for our students to see), large wall picture (big enough for everyone to see detail), cue cards (small cards which students use in a pair or group work), photograph or illustration.

Picture most frequently serve to help reader’s approximately words in normal reading situations, during the beginning stages of reading, particularly as an approach to introduce words, picture clues are useful in actual words identification. Pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English teaching or reinforce language skill. Some experts gave the explanation of pictures, as follow:

According to Andrew Wright, “picture are the most suitable for the revision of known language and more recombination or manipulation word, the picture are not just an aspect of method but through their representation of places, object and people they are an essential part of the overall experiences”. It means that using pictures can help students to have experiences of understanding a new object and they use their eyes to bring it to their imagination more efficiently and effectively.

The writer summarizes that picture has a lot of meanings. Picture is defined as a drawing, a painting, or photograph, an image of someone or something. The meaning of picture can motivate presenting a sequent of even, story and thing like the real life, which might be used more effectively to develop and sustain motivation in producing positive attitude toward English and to reach or reinforce language skill.

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2. The Kinds of Pictures

According to Szyke, there are two kinds of picture that she found, especially useful as teaching aids:

a. Pictures of individual persons and object

Pictures of individual persons or things may be used, mainly at the elementary level, to introduce or test vocabulary items. For example a man, a car, etc. Portraits, pictures that show a person in a close detail, are useful for intermediate and advance learners. The students can be asked questions about the age and profession of the person, whether he/she is married, his/her interest and traits.

b. Situational Picture

Situational pictures that show or suggest relationships between objects and/or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures, from the simplest to the most complex. Situational pictures with striking details or strong points of interest are particularly useful. Such pictures can be found in various magazines and daily newspaper. When the students have finished discussing the details of picture, they can try to arrange them in a sequence so that they tell the story.10

Based on explanations above, the writer sees that many kinds of picture can be divided based on the form, usage, and function. There are many kinds of pictures that could be used as media and could be taken from anywhere, such as magazines, newspaper, etc. Where each kinds of pictures have their own uses that could be applied to the students, so it is important for the teacher that using picture is to understand well which picture can be used for their students.

3. The Criteria of Good Pictures

The teacher should have the ability to convey the good material to the students, when he/she teaches in class, teacher needs some media to make

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students easier in understanding material, picture is one of visual media that teacher used in teaching process. In order to have a good result and of course to know the effectiveness of picture in terms of vocabulary teaching and learning, the writer also need to know a good criteria of a good pictures that been used in the research.

According to MAC M, Ramirez, the pictures should be directly relevant to a specific teaching objective and should be identified by the lesson with it is to be used. Beside that, the pictures should be simple graphic and easy to use or manipulate\textsuperscript{11}. The MAC M, Ramirez's statement can be applied as colorful drawing simple technique and if we make a picture it has to be relevant with the theme and easy to understand by the students.

According to Andrew Wright, there are some criteria for selecting good pictures for the students, such as:

\begin{itemize}
\item[a.] The aid must be easy to prepare and organize by the teacher
\item[b.] The aid must be interesting for students
\item[c.] The aid must be excellent point of view and sufficient amount of language
\item[d.] The aid must fit in the best principles of education\textsuperscript{12}.
\end{itemize}

Based on the explanation above, the criteria for good picture should be clear and big enough to see, and to choose or select a picture is needed to be appropriated with the knowledge of the students and related to the topic that is being discussed.

4. The Advantages and Disadvantages of Pictures

According to Gerlach, pictures have several advantages and disadvantages.

a) The advantages of pictures


1) Pictures are inexpensive and widely available.
2) Pictures provide common experiences for entire group.
3) The visual detail makes it possible to study subjects which would otherwise be impossible.
4) Pictures can help to prevent and correct misconceptions.
5) Pictures offer a stimulus to further study, reading, and research.
6) Pictures help to focus attention and to develop critical judgement.
7) Pictures are easily manipulated.

b) The disadvantages of pictures
   1) Sizes and distances are often distorted.
   2) Lack of some color in some pictures limits proper interpretations.
   3) Students do not always know how to read pictures.

C. The Application of Teaching Vocabulary by Using Pictures

Teaching vocabulary using pictures has some purposes that can be understood by the students easily. Picture introduced to the student is hoped to be simple, clear, and unambiguous, so the students can recognize to identify what words in English can be introduced through pictures such as abstract nouns. By using pictures, the students are hoped to be more interested in learning vocabulary.

Pictures for vocabulary teaching come from many sources. In addition to those drawn by the students (or by the teacher) there are attractive sets, which are intended for schools. Picture which have been cut out of magazines and newspapers are also useful, many inexpensive books for children have attractive picture, which show meaning of basic words.

Often a picture will show a situation or a scene in which there are several different thing and persons. It is good for students to see the total scene or picture to see how its parts are related to the whole. It is also helpful (especially for

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beginner in English) to see a picture of a single object or person as the only focus of attention.

Suppose, for example. We have a picture of each of the following: a teacher, a doctor, an artist etc, suppose each of the pictures is large enough to be seen by all in the class. The students have seen and heard the English word for each one, and have copied the word into their notebooks. Our aim now is to help the students master the vocabulary, so we want to encourage the use of each word for communication. We consider possible techniques for making students feel it is important to know the English word. Here is one way:

Before the class begins, the teacher prepares some techniques and tools to help in teaching and learning process. The student leaves his book closed all times during the class, and depends upon the teacher to give him the model and the stimulus which will evoke the pattern desired. However, before the teacher begins a practice requiring the chart, the students unfolds the chart indicated at the beginning of the practice.

The teacher presents the stimulus and at the first three responses as examples for the class until the students understands the exercises and sure of the pattern to be practiced. A minimum of three examples should be given to average class, but sometimes more than three are required to show the variety of types for substitutions that are possible in the pattern. When the students understand the pattern, they should continue the practice with only the stimulus of the picture in the chart, or the substitution items pronounced by the teacher, but do not explain the pattern. He does not explain the exercises, but demonstrates by giving models. The teacher shows chart to the students and then teacher give explanation about the chart by naming them. And students repeated the statements after the teacher. Associate the statements with the picture on the chart.

Examples:

Object : About picture of a Teacher.
Teacher says : “Teacher”

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Student repeat: “Teacher”

Teacher says: “I am a teacher”

Student repeat: “I am a teacher”

Activities: The teacher shows picture of “Teacher” while talking “Teacher” and students repeated “Teacher” in chorus, and then teacher make sentences about “Teacher” like as “This is my teacher” and students repeated the sentences “This is my teacher” so on.

For this, the teacher is hoped to give at least three examples for each practice, and teacher indicates with words or gestures for the students. If the teacher wants to develop these words, teacher can make questions, statement and yes/no questions, and other sentences according to the level.

D. Thinking Framework

Vocabulary is one of the items that have to be mastered by the students in learning English, because no one can speak English if they have limited vocabulary and without a proportional amount of vocabulary anyone will get trouble in her reading, listening, speaking, and writing.

To help the students easily understand what the teacher present and easily memorize the new vocabulary. Teachers should provide interesting materials, teaching aids and create positive classroom environment. Using pictures is one of the visual aids that are useful in teaching vocabulary. Using pictures is more effective than translation method because using pictures make the students easier to memorizing the vocabulary, make the class more active and lively, so the students have a lot of fun doing the lesson and not make the students boring. And one of the principles in translation method is make the students feel boring and passive.

They can improve the motivation and teaching learning process will not be successful without motivation. It suggest using pictures be more effective to
motivate the students in learning process. In order hand, it can give good influence in their achievement especially in their vocabulary.

Based on the statements above, the writer assumes that using pictures is effective than using translation method in teaching vocabulary at the seven grade students of MTS Al-Hanif Bukit Sarua.

E. Previous Studies

There are some studies dealing with the implementation of teaching in using picture used in many kind of learning subject, as a skripsi from Siti Wulan Handayani, Allen Subekti, and Lu’lu Nadia, the explanation of those are described in the following section.

Siti Wulan Handayani, conducted a research on the effectiveness of using pictures media towards students’ listening comprehension of narrative text. The population of the study was tenth grade of SMA plus Khadijah Islamic School. There are some significant differences between pre-test and post-test. It can be seen to the result of the calculation using t-test. It shows the value of \( t_{\text{observed}} = 9.85 \) and \( t_{\text{table}} = 2.06 \) at significance level 5% and \( t_{\text{table}} = 2.80 \) at significance level 1% and \( df = 24 \). It means that \( t_{\text{observed}} \) was higher than \( t_{\text{table}} \) \( 2.06 < 9.85 > 2.80 \). Thus \( H_a \) is accepted while \( H_0 \) is rejected. From the explanation above, it can be concluded that the use of pictures is effective toward students’ listening comprehension of narrative texts at the tenth grade of SMA plus Khadijah Islamic School Jakarta.

Allen Subekti, conducted a research on the effectiveness of using pictures in teaching reading of procedure text. The population of the study was the third grade of SMK Yapimda south Jakarta. To know the effectiveness of using pictures in teaching reading of procedure text, the writer used an experimental study as the method of the research and the pretest and posttest used as the

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15 Siti Wulan Handayani, "The effectiveness of using pictures media towards students’ listening comprehension of narrative text", 2014.
instruments. It was concluded that the alternative hypothesis (Ha) is accepted while the null hypothesis (H0) is rejected. It means, teaching reading of procedure text by using pictures is more effective than teaching reading of procedure text without using pictures.

Lu'lu Nadia, conducted a research on the effectiveness of using pictures in teaching degrees of comparison. The population of the study was the second grade of SMP Islam Al-Mukhlisin Ciseeng Parung. To know the effectiveness of using pictures in teaching degrees of comparison, the results obtained from statistic calculation that Mpre-test of experiment class is 33.39; Mpost-test is 80.35; Mgained is 46.96. Meanwhile, the Mpre-test of control class is 38.61; Mpost-test is 65.39; Mgained is 26.28. Besides, t-observation (to) is 4.51 and t-table (tt) at significance level 5% is 2.02. So that t-observation (to = 4.51) is higher than t-table (tt = 2.02) or 4.51 > 2.02. It showed that there is significant difference between students' achievement in learning degrees of comparison by using pictures and without using pictures. Using picture for teaching degrees of comparison is effective and applicable.

F. Theoretical Hypotheses

Research hypotheses are expressed as follow:

Ho : The use of pictures is not effective in teaching vocabulary in the seventh grade of MTs. Al-Hanif Bukit Sarua Tangerang Selatan.

Ha : The use of pictures is effective in teaching vocabulary in the seventh grade of MTs. Al-Hanif Bukit Sarua Tangerang Selatan.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

The writer conducted this research started from 09th September to 22nd October 2013 at MTS Yayasan Pondok Pesantren Al-Hanif located on Jl. Bukit Serua, Tangerang Selatan.

B. Method of the Research

The writer used the quasi experiment method in this research in teaching vocabulary in two different classes using two techniques. In collecting data covers observation, teaching practice and test. The object of research was first grade students of MTS Yayasan Al-Hanif. After observing teaching learning activity in the classroom, the writer gave same material but using different teaching techniques. The first class was taught by pictures named as experimental class and the second class without pictures named controlled class. After giving different teaching techniques in both of class for couple weeks, the writer gave test to measure the students' competence in using vocabulary.

C. Population and Sample of the Research

The population of this research is the first grade students of MTS Yayasan Al-Hanif. The first grade students are divided into three classes A, B, and C. The writer took two classes as a sample of the research. In this research the writer use purposive sample, because it had specific purpose. This technique is commonly used because of some reasons; limitation of time, energy, and cost. Firstly, the writer decided the sample based on the information of the English teacher about the class, and knowing the average scores of learning English of two classes. For that purpose, the writer took the sample based on the situation of the class and students that have same characteristics and ability in learning English. Therefore, the writer chose VII-A contained 20 students as experiment class and VII-B

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contained 20 students as controlled class because the conversation's teacher asked the writer to use those classes. The VII-A students was taught vocabulary object nouns by using pictures and the VII-B without pictures as the controlled class.

D. Instrument of the Research

The test used in this research is pre-test and post-test in the form of multiple choices. At the first time, the test contained of 25 items. After the writer gave the test of validity to know the category of the instrument, the writer only took 20 items. The writer gave test papers contained 20 number questions of vocabulary object nouns. She gave the test papers to the students twice. The first test papers were pre-test and the second test papers were post-test.

E. Technique of the Data Collecting

The writer uses technique of data collecting in this research are:

Pre-test and Post-test:

The writer gives a pre-test to the students before beginning the lesson and post-test at the end of the lesson. The test was given in two kinds: pre-test and post-test in the form of written test.

The pre-test was given before the writer taught the students using pictures. The post-test given after the writer taught the students by using pictures.

The writer used pre-test and post-test to collect the data:

1. Pre-test

The pre-test is given in the beginning before the experiment to see the level of both (the pre-test is given the writer doing the experiment) to know the students level. It explains with the following direction: Multiple choices item vocabulary object nouns. It consists of 20 questions.

2. Treatments

The writer taught vocabulary object nouns to experiment and control class. He delivered material in the experiment class using pictures techniques and taught the control class without pictures.
3. Post-test

The last step is giving post-test papers. It was given after she had taught vocabulary object nouns in both experimental class and control class. Its aim is to know the progress of students’ competence in the effectiveness of teaching vocabulary by using pictures. It explains with the following directions: Multiple choices item vocabulary object nouns. It consists of 20 questions.

F. Technique of the Data Analyzing

After collecting the data the writer analyzed the data by using statistical calculation. The writer compared the score between experimental class and control class. To find out the differences of students’ score, the writer used statistical calculation of the “t” test. Before using the t-test formula, the writer has to find out the standard deviation of the variable and standard error mean of variable by using formula as follow:

a. Determining Mean of variable X, with formula:

\[ M_X = \frac{\Sigma X}{N} \]

\( M_X \) = the average of gained score (mean of variable X)

\( \Sigma X \) = sum of gained score (variable X)

\( N \) = number of the students

b. Determining Mean of variable Y, with formula:

\[ M_Y = \frac{\Sigma Y}{N} \]

\( M_Y \) = the average of gained score (mean of variable Y)

\( \Sigma Y \) = sum of gained score (variable Y)

\( N \) = number of the students

c. Determining of Standard of Deviation score of Variable X, with formula:

\[ SD_x = \frac{\Sigma X^2}{N} \]

SD<sub>x</sub> = Standard Deviation score of Variable X
\( \Sigma X^2 \) = Sum of squared gained score (Variable X)
N = Number of the students

d. Determining Standard Deviation Score of Variable Y, with formula:

\[ SD_Y = \sqrt{\frac{\Sigma Y^2}{N}} \]

SD<sub>y</sub> = Standard Deviation score of Variable Y
\( \Sigma Y^2 \) = Sum of squared gained score (Variable Y)
N = Number of the students

e. Determining Standard Error Mean of Variable X, with formula:

\[ SE_{MX} = \frac{SD_X}{\sqrt{N-1}} \]

SE<sub>MX</sub> = Standard Error Mean of Variable X
SD<sub>x</sub> = Standard Deviation of Variable X
N = Number of the students

f. Determining Standard Error Mean of Variable Y, with formula:

\[ SE_{MY} = \frac{SD_Y}{\sqrt{N-1}} \]

SE<sub>MY</sub> = Standard Error Mean of Variable Y
SD<sub>y</sub> = Standard Deviation of Variable Y
N = Number of the students

g. Determining Standard Error Mean of Difference Mean of variable X and Mean of Variable Y, with formula:

\[ SE_{MX-MY} = \sqrt{SE_{MX}^2 + SE_{MY}^2} \]

SE<sub>MX-MY</sub> = Standard error of difference mean of variable X and mean of variable Y
SE<sub>MX</sub><sup>2</sup> = Sum of squared standard error mean of variable X
\[ SE_{My}^2 = \text{Sum of squared standard error mean of variable Y} \]

h. Determining \( t_o \) with formula:

\[ t_o = \frac{Mx - My}{SE_{mx-my}} \]

i. Determining Degrees of Freedom \( df \).

\[ df = (Nx + Ny) - 2 \]

\( df \) = Degree of freedom

\( Nx \) = Number of students (experiment class)

\( Ny \) = Number of students (controlled class)

G. Statistical Hypotheses

The statistical hypotheses of this research can be seen as:

\( H_a \) : There is an effectiveness of using pictures in teaching vocabulary.

\( H_0 \) : There is no effectiveness of using pictures in teaching vocabulary.

\[ H_a: \mu_1 > \mu_2 \]

\[ H_0: \mu_1 \leq \mu_2 \]

And then, the criteria used as follows:

1. If \( t\text{-test} (t_o) > t\text{-table} (t_t) \) in significant degree of 0.05, \( H_0 \) (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 pictures is not effective in teaching vocabulary object noun.

2. If \( t\text{-test} (t_o) \leq t\text{-table} (t_t) \) in significant degree of 0.05, \( H_0 \) (null hypothesis) is rejected. It means that the rates of means score of the experimental group are higher than the controlled group. The using of pictures is effective in teaching vocabulary object noun.
CHAPTER IV
RESEARCH FINDINGS

In this chapter the writer presents research finding consists of the description of data and interpretation and discussion.

A. Description of the Data

The data were collected from students’ pre-test and post-test from two classes, experiment class and controlled class. The data is described into two tables. The achievements of students in the first class were presented in Table 4.1 and the achievements of students in the second class were presented in Table 4.2.

Table 4.1 consists of four columns, the first column shows the number of students in the experiment class (X), the second column shows the pre-test scores, the third column shows the post-test scores and the last column shows the gained scores which are resulted from the post-test score is subtracted the pre-test score.

Table 4.1
The Score of the Individual Students of the Experiment Class
(Using Picture)

<table>
<thead>
<tr>
<th>Students (X)</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained (d) Score (Post Test – Pre Test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>45</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>55</td>
<td>90</td>
<td>35</td>
</tr>
<tr>
<td>7</td>
<td>45</td>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>50</td>
<td>80</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>9</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>50</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>45</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>40</td>
<td>75</td>
<td>35</td>
</tr>
<tr>
<td>13</td>
<td>65</td>
<td>85</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>65</td>
<td>85</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>45</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>65</td>
<td>90</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>40</td>
<td>55</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>50</td>
<td>85</td>
<td>35</td>
</tr>
<tr>
<td>19</td>
<td>45</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Σ</td>
<td>995</td>
<td>1445</td>
<td>450</td>
</tr>
<tr>
<td>Mean</td>
<td>49.75</td>
<td>72.25</td>
<td>22.5</td>
</tr>
</tbody>
</table>

The Table 4.1 above describes that the lowest score in the pre-test is 40 and the highest score is 65. Meanwhile, the lowest score in the post-test is 50 and the highest score is 90. Therefore, it can be summarized that the lowest and the highest scores in post-test is higher than in pre-test.

Table 4.2
The Interval class of gained score of the Experiment Class
(Using Picture)

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-35</td>
<td>6</td>
</tr>
<tr>
<td>25-29</td>
<td>5</td>
</tr>
<tr>
<td>20-24</td>
<td>3</td>
</tr>
<tr>
<td>15-19</td>
<td>3</td>
</tr>
<tr>
<td>10-14</td>
<td>2</td>
</tr>
<tr>
<td>5-9</td>
<td>1</td>
</tr>
</tbody>
</table>
The Table 4.2 above describes that the most rate interval is 5 on class interval 21-25 gained score. Then the less rate interval is 1 on class interval 1-5 gained score.

Table 4.3 consists of four columns, the first column shows the number of students in the controlled class (Y), the second column shows the pre-test scores, the third column shows the post-test scores and the last column shows the gained scores which are resulted from the post-test score is subtracted the pre-test score.

<table>
<thead>
<tr>
<th>Students (Y)</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained (d) Score (Post Test – Pre Test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>55</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>45</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>35</td>
<td>55</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>50</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>45</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>30</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>35</td>
<td>55</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>40</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>16</td>
<td>45</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>17</td>
<td>45</td>
<td>55</td>
<td>10</td>
</tr>
</tbody>
</table>
The Table 4.3 above describes that the lowest score in the pre-test is 30 and the highest score is 60. Meanwhile, the lowest score in the post-test is 45 and the highest score is 75. Therefore, it can be summarized that the lowest and the highest scores in post-test is higher than in pre-test.

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30</td>
<td>3</td>
</tr>
<tr>
<td>20-24</td>
<td>3</td>
</tr>
<tr>
<td>15-19</td>
<td>3</td>
</tr>
<tr>
<td>10-14</td>
<td>5</td>
</tr>
<tr>
<td>5-9</td>
<td>4</td>
</tr>
<tr>
<td>0-4</td>
<td>2</td>
</tr>
</tbody>
</table>

The Table 4.4 above describes that the most rate interval is 5 on class interval 21-25 gained score. Then the less rate interval is 1 on class interval 1-5 gained score.

**B. Analysis of the Data**

Before the writer analyzed the data, she had calculated the data into the statistic calculation. The writer used \( t_{\text{est}} \) formula to find the empirical evidence statistically and to make the testing of hypothesis will be easier.
Before it, the writer made the calculation table from two variables. The table consists of eight columns; the first column shows the number of students in the experiment class, the second column shows the number of students in the controlled class, the third column shows the students’ gained scores in the experiment class \((X)\), the fourth column shows the students’ gained scores in the controlled class \((Y)\), the fifth column shows the students’ deviation scores in the experiment class \((x)\) which are resulted from the student’s gained score is subtracted the sum of the gained scores in the first class, the sixth column shows the students’ deviation scores in the controlled class \((y)\) which are resulted from the student’s gained score is subtracted the sum of the gained scores in the controlled class, the seventh column shows the students’ squared deviation scores in the experiment class \((x^2)\) which are resulted from the multiplying the student’s deviation score in the experiment class, and the eighth column shows the students’ squared deviation scores in the controlled class \((y^2)\) which are resulted from the multiplying the student’s deviation score in the controlled class.

**Table 4.5**

The Comparison of Scores of Each Student of the Experiment Class and the Controlled Class

<table>
<thead>
<tr>
<th>Students ((X))</th>
<th>Students ((Y))</th>
<th>(X)</th>
<th>(Y)</th>
<th>(x)</th>
<th>(y)</th>
<th>(x^2)</th>
<th>(y^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>25</td>
<td>15</td>
<td>2.5</td>
<td>2.25</td>
<td>6.25</td>
<td>5.06</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>15</td>
<td>10</td>
<td>-7.5</td>
<td>-2.75</td>
<td>56.26</td>
<td>7.56</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>25</td>
<td>15</td>
<td>2.5</td>
<td>2.25</td>
<td>6.25</td>
<td>5.06</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>30</td>
<td>25</td>
<td>7.5</td>
<td>12.25</td>
<td>56.25</td>
<td>150.06</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>-12.5</td>
<td>-7.75</td>
<td>156.25</td>
<td>60.06</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>35</td>
<td>10</td>
<td>12.5</td>
<td>-2.75</td>
<td>156.25</td>
<td>7.56</td>
</tr>
<tr>
<td>7</td>
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<td>56.25</td>
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<td>8</td>
<td>8</td>
<td>30</td>
<td>5</td>
<td>7.5</td>
<td>-7.75</td>
<td>56.25</td>
<td>60.06</td>
</tr>
<tr>
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<td>9</td>
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<td>0</td>
<td>-2.5</td>
<td>-12.75</td>
<td>6.25</td>
<td>162.56</td>
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<td>-12.5</td>
<td>7.25</td>
<td>156.25</td>
<td>52.56</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>5</td>
<td>15</td>
<td>-17.5</td>
<td>2.25</td>
<td>306.25</td>
<td>5.06</td>
</tr>
<tr>
<td>12</td>
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<td>35</td>
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<td>5</td>
<td>-2.5</td>
<td>-7.75</td>
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<td>30</td>
<td>-7.5</td>
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<td>56.25</td>
<td>297.56</td>
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<tr>
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<td>16</td>
<td>25</td>
<td>10</td>
<td>2.5</td>
<td>-2.75</td>
<td>6.25</td>
<td>7.56</td>
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<tr>
<td>17</td>
<td>17</td>
<td>15</td>
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<td>-7.5</td>
<td>-2.75</td>
<td>56.25</td>
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<td>18</td>
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<td>35</td>
<td>5</td>
<td>12.5</td>
<td>-7.75</td>
<td>156.25</td>
<td>60.06</td>
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<tr>
<td>19</td>
<td>19</td>
<td>25</td>
<td>25</td>
<td>2.5</td>
<td>12.25</td>
<td>6.25</td>
<td>150.06</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>25</td>
<td>0</td>
<td>2.5</td>
<td>-12.75</td>
<td>6.25</td>
<td>162.56</td>
</tr>
</tbody>
</table>

**Mean** | **22.5** | **12.75** | **73.75** | **68.69**

**N₁ = 20** | **N₂ = 20** | **450** | **255** | **1475** | **1373.7**

The writer calculated the data based on the steps of the test. The steps are:

a. Determining Mean of Variable X

\[ M_X = \frac{\sum X}{N_1} \]

\[ = \frac{450}{20} \]

\[ = 22.5 \]

b. Determining Mean of Variable Y

\[ M_Y = \frac{\sum Y}{N_2} \]

\[ = \frac{255}{20} \]

\[ = 12.75 \]

c. Determining Standard of Deviation Score of Variable X

\[ SD_X = \sqrt{\frac{\sum X^2}{N_1}} \]
\[
SD_y = \sqrt{\frac{\sum X^2}{N_2}}
\]
\[
= \sqrt{\frac{1373.7}{20}}
\]
\[
= \sqrt{68.69}
\]
\[
= 8.29
\]

d. Determining Standard of Deviation Score of Variable Y

\[
SEM_x = \frac{SD_x}{\sqrt{N_1-1}}
\]
\[
= \frac{8.59}{\sqrt{20-1}}
\]
\[
= \frac{8.59}{4.36}
\]
\[
= 1.97
\]

e. Determining Standard Error Mean of Variable X

\[
SEM_y = \frac{SD_y}{\sqrt{N_2-1}}
\]
\[
= \frac{8.29}{\sqrt{20-1}}
\]
\[
= \frac{8.29}{4.36}
\]
\[
= 1.90
\]

g. Determining Standard Error of Different Mean of Variable X and Mean of Variable Y
\[
\text{SEM}_x - \text{SEM}_y = \sqrt{\text{SEM}_x^2 + \text{SEM}_y^2}
\]

\[
= \sqrt{1.97^2 + 1.90^2}
\]

\[
= \sqrt{3.88 + 3.61}
\]

\[
= \sqrt{7.49}
\]

\[
= 2.74
\]

h. Determining \( t_0 \)

\[
t_0 = \frac{M_x - M_y}{\text{SEM}_x - \text{SEM}_y}
\]

\[
= \frac{22.5 - 12.75}{2.74}
\]

\[
= \frac{9.75}{2.74}
\]

\[
= 3.56
\]

i. Determining Degrees of Freedom

\[
df = N_1 + N_2 - 2
\]

\[
= 20 + 20 - 2
\]

\[
= 38
\]

Because the Value of 38 is not mentioned in the table, the writer uses the closest value to 38 which is 40 as degrees of freedom. He gained the \( t_{\text{table}} \) as follow:

Degree of significant 5% from 40 is 2.02, and degree of significant 1% from 40 is 2.71.

\( t_{\text{table}} \) at significant 5% is 2.02

\( t_{\text{table}} \) at significant 1% is 2.71
The Comparison between \( t_0 \) and \( t_{table} \)

From the calculation above, the score of experimental class is higher than the controlled class. The writer also got the result of comparison between \( t_0 \) and \( t_{table} \):

\[
2.71 < 3.56 > 2.02 = t_{table} < t_0 < t_{table}
\]

C. Test of Hypotheses

1. If \( t_0 > t_{table} \): the alternative hypotheses (Ha) is accepted and the null hypotheses is rejected. It means there is significance differences between the result of using pictures technique in teaching vocabulary and without using pictures technique in teaching vocabulary.

2. If \( t_0 < t_{table} \): the alternative hypotheses (Ha) is rejected and the null hypotheses is accepted. It means there is no significance differences between the result of using pictures technique in teaching vocabulary and without using pictures technique in teaching vocabulary.

To prove the hypotheses above, the writer used the result of statistic calculation from the experimental class and the controlled class. It was obtained that the value of \( t_0 \) was 3.56 while the degree of significance 5% is 2.02 and degree of significance 1% was 2.71.

By comparing of statistic calculation that \( t_0 > t_{table} \) (3.56 > 2.02 at 5% and 2.71 at 1%) is significant. There different between the average score from experimental class and controlled class. The score result from the experimental class is higher than controlled class. So, Ha (alternative hypotheses) is accepted and Ho(null hypotheses)is rejected. It means, There is significance different between the result of using pictures technique in teaching vocabulary and without it.

D. Interpretation of the Data

Based on the formula above, the result of the statistic calculation indicated that the value of \( t_0 \) =3.56 and the value of degree of freedom (df) was 38 on
degree of significance of 5% is 2.02. Comparing the $t_o$ with each values of the degree of significance, the writer finds that $t_o > 2.02$. So, $t_o$ is higher than $t_{table}$.

Since $t_o$ score in the table is higher than $t_{table}$ score obtained from the result of calculating, so the alternative hypotheses ($H_a$) is accepted and the null hypotheses ($H_o$) is rejected.

According the explanation about the analysis of the result on the tables above, it can be interpreted that teaching vocabulary by using pictures techniques is effective. From the data students’ score of experiment class given above, it can be proved that teaching vocabulary by using pictures is effective and applicable to students in the first Year of MTS Yayasan Pondok Pesantren Al-Hanif Bukit Serua Tangerang Selatan.
CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter to present the conclusions and some suggestions.

A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. There are some significant differences between pre-test and post-test. It can be seen to the result of the calculation using t-test. It shows the value of $t_{\text{observed}}$: 3.56 and $t_{\text{table}}$: 2.02 at significance level 5% and $t_{\text{table}}$: 2.71 at significance level 1% and $df=38$. It means that $t_{\text{observed}}$ was higher than $t_{\text{table}}$ ($2.02 \leq 3.56 \geq 2.71$). Thus Null Hypothesis ($H_0$) is rejected while Alternative Hypothesis ($H_a$) is accepted. From the explanation above, it can be concluded that the use of pictures is effective in teaching vocabulary at the seventh grade of MTS Al-Hanif Serua.

B. Suggestion

Based on the results or the research, the writer would give some suggestions that might be useful for students, English teachers and other writers, as follows:

1. Every student should realize that learning English is their need. They cannot only depend on the teacher to learn it. They have a responsibility to learn it by themselves, especially in learning vocabulary. It is impossible to learn all of the new vocabulary from the teacher. The students should learn it from the other sources like magazine, internet, etc. It is hoped that the students can use the pictures in their learning process. The students also have a responsibility to apply the new vocabulary in their daily life in order to retain their memory of the new vocabulary.
2. All teachers especially English teachers should always motivate the students to study hard and should always make better atmosphere in the classroom. In English learning process in order to be more interested, effective, and efficient. The teacher should use visual media like pictures especially in teaching vocabulary so that the students understand what they explain easily.

3. For the next researcher, he or she can make a research on pictures. As teaching media but to teach other language components other than vocabulary or a research on teaching vocabulary by using media other than pictures.
BIBLIOGRAPHY


Nadia, Lu’lu, “*The Effectiveness of Using Pictures in Teaching Degrees of Comparison*”, 2012.


Wulan Handayani, Siti, “The effectiveness of using pictures media towards students' listening comprehension of narrative text”, 2014.
APPENDICES
THE OUTCOME OF INTERVIEW 1

A. Kategori Kondisi Umum Kelas

Writer : Bagaimana tanggapan para siswa di MTs ini dalam proses pembelajaran Bahasa Inggris selama ini?

Teacher : “Tanggapan siswa dalam mengikuti kegiatan pembelajaran Bahasa Inggris cukup antusias, karena para siswa merasa ingin memahami dan ingin bisa mempraktekan berbicara dengan Bahasa Inggris. Walaupun terkadang juga kesulitan karena penguasaan kosa kata yang belum maksimal, tetapi cukup terbantu juga dengan penyediaan kamus”.

Writer : Bagaimana hasil perolehan nilai Bahasa Inggris siswa bapak di MTs ini?

Teacher : “Untuk memperoleh nilai Bahasa Inggris selama ini cukup beragam. Ketika pengambilan nilai setelah penjelasan materi, hasilnya lumayan bagus. Akan tetapi ketika pengambilan nilai setelah beberapa kali pertemuan, nilai anak-anak malah 50%. Mungkin juga karena terlalu banyak materi, sehingga anak-anak sedikit lupa”.

Writer : Berapa nilai KKM untuk pelajaran Bahasa Inggris?

Teacher : “Nilai KKM untuk Bahasa Inggris 60, karena mayoritas siswanya kategori biasa”.

Writer : Dari 4 skill dalam Bahasa Inggris, apa yang paling dianggap sulit oleh siswa?

Teacher : “Listening, karena anak-anak belum terbiasa mendengarkan native speaker. Dan reading, karena kurangnya rasa percaya diri dan pembelajaran untuk mencari kosa kata yang kurang”.

Writer : Dari beberapa kelas yang bapak ajar, kelas manakah yang sangat rendah dalam memahami dan meningkatkan kosa kata baru?

Teacher : “Kelas B”.

41
Writer : Dalam meningkatkan kosa kata baru, jenis materi apa saja yang telah bapak ajarkan kepada mereka? Dan jenis materi apa saja yang belum diajarkan?


B. Kategori kesulitan yang dialami siswa dalam meningkatkan kosa kata baru (Vocabulary)

Writer : Untuk memahami dan meningkatkan kosa kata baru, kesulitan apa saja yang dialami oleh siswa?

Teacher : “Kesulitan yang dialami oleh para siswa adalah menghafal dan melafalkan kosa kata”.

Writer : Menurut bapak apa saja penyebab kesulitan yang dialami oleh siswa?

Teacher : “Penyebabnya adalah para siswa malas untuk menghafal kosa kata baru. Dan cara membaca atau pronunciation para siswa itu dalam setiap kosa kata”.

C. Kategori strategi peningkatan kosa kata baru.

Writer : Teknik atau metode mengajar seperti apa yang sudah bapak gunakan untuk meningkatkan kosa kata baru siswa?

Teacher : “Metode yang sudah digunakan untuk meningkatkan kosa kata baru pada siswa itu puzzle dan study group”.

Writer : Untuk semester II ini rencana apa saja yang bapak lakukan untuk meningkatkan kosa kata baru?

Teacher : “Rencananya penggunaan media audio untuk lebih memudahkan anak dalam listening, speaking, dan understanding”.
THE OUTCOME OF INTERVIEW II

A. Kategori Kondisi Umum Kelas

Writer : Bagaimana kondisi siswa bapak dalam meningkatkan kosa kata baru setelah menggunakan media gambar?

Teacher : “Lebih efektif dan cepat menangkap atau menerima pemahaman materi yang lebih baik”.

Writer : Bagaimana kemampuan pemahaman siswa bapak dalam kosa kata baru setelah menggunakan media gambar?

Teacher : “Lebih mudah memahami dan cepat menerima materi yang diajarkan”.

Writer : Apakah bapak merasa termotivasi setelah menggunakan media gambar meningkatkan kosa kata baru di dalam kelas ini?

Teacher : “Sangat membantu dan memudahkan daya tangkap anak dalam menerima materi”.

Writer : Setelah menggunakan media gambar, apakah bapak melihat siswa bapak merasa lebih senang untuk mempelajari dan memahami kosa kata baru?

Teacher : “Iya, sangat semangat dan antusias sekali”.

B. Kategori kesulitan yang dialami siswa

Writer : Apakah bapak merasa kesulitan dalam menerapkan media gambar?

Teacher : “Tidak terlalu sulit”.

Writer : Apa penyebab kesulitan dalam penerapan media gambar?

Teacher : “Media pembelajaran yang sangat minim terutama pada penggunaan program ITC”.

C. Kategori strategi peningkatan kosa kata baru.

Writer : Setelah mengetahui kesulitan yang bapak hadapi dalam penggunaan media gambar yaitu dengan melakukan ide-ide yang
kreatif seperti memanfaatkan gambar yang ada pada majalah, koran ataupun poster-poster yang sekiranya dapat membantu proses belajar mengajar yang lebih baik"
Nama Sekolah : MTS Al-Hanif Bukit Serua
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Alokasi Waktu : 1x pertemuan (2x45 menit)
Jenis Teks : Descriptive text
Tema : Occupations
Aspek/Skill : Mendengarkan
Pertemuan : ke-1

Standar Kompetensi
Memahami makna dalam teks lisan fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar
Merespon makna gagasan yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/procedure.

Indikator
- Mengidentifikasi fungsi komunikatif teks deskriptif yang di dengar.
- Menjelaskan ciri kebahasaan deskriptif teks.
- Menggunakan occupations untuk mendeskripsikan seseorang.
- Menjawab pertanyaan terkait profesi.
- Menghubungkan antara profesi, tempat bekerja dan alat yang digunakan untuk bekerja.
Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat memahami jenis-jenis pekerjaan serta dapat mengaplikasikannya dalam kalimat sederhana secara lisan maupun tertulis.

Karakter yang diharapkan
- Kreatif
- Inovatif, dan
- Percaya diri

Materi Pembelajaran

Descriptive

Purpose: To describe a particular person, animal, place and thing.

Text organization:
- Identification (mention the name, occupation, place)
- Description (mention the physical appearance, personality, place, habitat)

Language features:
- The use of adjectives
  e.g.: a) Amy is brown-skinned.
  b) Amy looks attractive and beautiful.
- The use of preposition of place and time
  e.g.: a) There is a white board in front of our class.
  b) I go to school at 6 a.m.

Pokok bahasan: Occupations

List of vocabulary presented:
1. A cashier
2. Supermarket
3. Till
4. A dentist
5. Dental surgery
6. Drill
7. A farmer
16. A police officer
17. Police station
18. Walkie-talkie
19. A receptionist
20. Hotel
21. Computer
22. A teacher
31. A tailor
32. Clothes factory
33. Measuring tape
34. Make furniture
35. A postman
36. Post office
37. Hats and postman bags
8. Rice field  
9. Tractor  
10. A hairdresser  
11. Hair salon  
12. Scissors  
13. A nurse  
14. Hospital  
15. Thermometer  
23. School  
24. Board  
25. A shop assistant  
26. Shop  
27. Clothes hanger  
28. A waiter  
29. Restaurant  
30. Plates  
38. A veterinarian  
39. Syringe  
40. Animals hospital  
41. A carpenter  
42. Furniture factory  
43. A mechanic  
44. Garage  

Script for listening:
Listen to your teacher and complete the dialogs below!

1. Ady: Who is he?  
   Ana: He is a .....  
   Ady: Where does he work?  
   Ana: he works at .....  

2. Dedi: What does your mother do?  
   Icha: She is .....  
   Dedi: What does she do?  
   Icha: .....  

Script for reading:
Read aloud the following text!

My Family

My name is Rendy. I am an SMP student. I live on Jalan Sarua. My father’s name is Mr. Rahmat. He works in a hospital. He is a doctor. My mother is a teacher. My parents have three children. Ela, the eldest, works as a programmer in a private company. Wiwi is the second child, she goes to SMA 9.

Script for speaking:
Practice dialogue above with your partner in front of the class!

Script for writing:
Match the jobs written in the column below with their work place, and what they use in their jobs!
<table>
<thead>
<tr>
<th>No</th>
<th>Job</th>
<th>Work place</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A tailor</td>
<td>Restaurant</td>
<td>Measure tape</td>
</tr>
<tr>
<td>2</td>
<td>A cashier</td>
<td>Clothes factory</td>
<td>Board</td>
</tr>
<tr>
<td>3</td>
<td>A carpenter</td>
<td>Rice fields</td>
<td>Walkie-talkie</td>
</tr>
<tr>
<td>4</td>
<td>A farmer</td>
<td>Furniture factory</td>
<td>Postman bag</td>
</tr>
<tr>
<td>5</td>
<td>A teacher</td>
<td>Post office</td>
<td>Plates</td>
</tr>
<tr>
<td>6</td>
<td>A postman</td>
<td>Police station</td>
<td>Till</td>
</tr>
<tr>
<td>7</td>
<td>A dentist</td>
<td>Supermarket</td>
<td>Scissors</td>
</tr>
<tr>
<td>8</td>
<td>A hairdresser</td>
<td>Hospital</td>
<td>Tractor</td>
</tr>
<tr>
<td>9</td>
<td>A receptionist</td>
<td>School</td>
<td>Computer</td>
</tr>
<tr>
<td>10</td>
<td>A policeman</td>
<td>Hair salon</td>
<td>Drill</td>
</tr>
</tbody>
</table>

Model Pembelajaran : Communicative approach
Metode Pembelajaran : Three phase technique
Langkah-langkah Kegiatan

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Strategi Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kegiatan Pendahuluan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Greetings, and checking the attendance list.</td>
<td>10 menit</td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>- Mengkondisikan kelas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kegiatan Inti</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Menanyakan pekerjaan orang tua siswa secara acak.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru menampilkan beberapa gambar jenis pekerjaan, siswa diminta mengisi jenis pekerjaan sesuai gambar yang ditampilkan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru menyebutkan jenis-jenis pekerjaan, siswa lalu mengikutinya.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru membagi siswa menjadi berpasangan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Setiap pasangan harus mengisi kolom-kolom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Kosong sesuai dengan gambar mengenai jenis pekerjaan yang terdapat dalam amplop, kelompok pertama yang mampu menyelesaikan tugas dan mengingat detail dari setiap pekerjaan akan menjadi pemenang tantangan pertama.
- Setiap pasangan mengutus perwakilan untuk mendeskripsikan suatu pekerjaan berdasarkan gambar yang dipilihnya dan kelompok lainnya menebak jenis pekerjaan yang telah di deskripsikan.
- Masing-masing kelompok bergantian menjawab pertanyaan.
- Kelompok dengan akumulasi point tertinggi memenangkan permainan.
- Guru memberikan tugas tertulis kepada siswa.

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>15 menit</th>
<th>Questions and answers session</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru memotivasi siswa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Menutup kegiatan pembelajaran dengan membaca hamdallah.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jumlah 90 menit

Sumber dan Alat belajar
- Gambar-gambar yang relevan.
- Laptop
- Proyektor
- White board
### Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Siswa dapat menjawab mengenai jenis-jenis pekerjaan.</td>
<td>Tes tulis</td>
<td>Menjodohkan</td>
<td>Match the jobs written in the column below with their work place, and thing they use for works!</td>
</tr>
</tbody>
</table>

#### Pedoman Penilaian

a). Tes Tertulis

1. Untuk setiap nomor, jawaban yang benar diberi skor 10.
2. Jumlah skor maksimal x 10 = 100
3. Nilai maksimal = 100
4. Nilai siswa = \( \frac{\text{skor perolehan}}{\text{skor maksimal}} \) x 10

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban benar</td>
<td>10</td>
</tr>
<tr>
<td>Jawaban kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

b). Tes Lisan

1. Siswa menjawab pertanyaan dari teks yang sebelumnya telah mereka baca. Penilaian difokuskan pada content yang disampaikan.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACCURACY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mudah dipahami dan memiliki aksen seperti penutur asli (pronunciation)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Mudah dipahami meskipun dengan aksen tertentu (intonation)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3. Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan ada kesalahan (diction, pronunciation,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>stress)</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>---</td>
</tr>
<tr>
<td>4.</td>
<td>Banyak kesalahan pada pengucapan setiap kata (grammar, diction)</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>FLUENCY</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lancar seperti penutur asli</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Kelancaran tampak sedikit terganggu oleh masalah bahasa (diction, grammar)</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Sering ragu-ragu dan terhenti karena keterbatasan kosakata</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Bicara terputus-putus dan terhenti sehingga percakapan terhenti/tidak tercipta komunikasi</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>CONTENT</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Isi percakapan / cerita dan struktur generiknya sesuai dengan topik dan jenis teks yang sedang dibicarakan</td>
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<td>2.</td>
<td>Isi percakapan / cerita sesuai dengan topik tetapi struktur generiknya kurang sesuai dengan jenis teks yang sedang dibicarakan</td>
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<td>Isi percakapan / cerita dan struktur generiknya kurang sesuai dengan topik dan jenis teks yang sedang dibicarakan</td>
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</tr>
<tr>
<td>4.</td>
<td>Isi percakapan / cerita dan struktur generiknya tidak sesuai sama sekali dengan topik</td>
<td>2</td>
</tr>
</tbody>
</table>
Rencana Pelaksanaan pembelajaran

(RPP)
(Control Class)

Nama Sekolah : MTS Al-Hanif Bukit Serua
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Alokasi Waktu : 1x pertemuan (2x45 menit)
Jenis Teks : Descriptive text
Tema : Occupations
Aspek/Skill : Mendengarkan
Pertemuan : ke-1

Standar Kompetensi
Memahami makna dalam teks lisan fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar
Merespon makna gagasan yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/procedure.

Indikator
- Mengidentifikasi fungsi komunikatif teks deskrptif yang di dengar.
- Menjelaskan ciri kebahasaan deskriptif teks.
- Menggunakan occupations untuk mendeskripsikan seseorang.
- Menjawab pertanyaan terkait profesiannya.
- Menghubungkan antara profesi, tempat bekerja dan alat yang digunakan untuk bekerja.
Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat memahami jenis-jenis pekerjaan serta dapat mengaplikasikannya dalam kalimat sederhana secara lisan maupun tertulis.

Karakter yang diharapkan
- Kreatif
- Inovatif, dan
- Percaya diri

Materi Pembelajaran

Descriptive

Purpose : To describe a particular person, animal, place and thing.

Text organization :
- Identification (mention the name, occupation, place)
- Description (mention the physical appearance, personality, place, habitat)

Language features :
- The use of adjectives
e.g.: a) Amy is brown-skinned.
    b) Amy looks attractive and beautiful.
- The use of preposition of place and time
e.g.: a) There is a white board in front of our class.
    b) I go to school at 6 a.m.

Pokok bahasan : Occupations

List of vocabulary presented:
2. Supermarket 17. Police station 32. Clothes factory
4. A dentist 19. A receptionist 34. Make furniture
10. A hairdresser  25. A shop assistant  40. Animals hospital
12. Scissors  27. Clothes hanger  42. Furniture factory
14. Hospital  29. Restaurant  44. Garage
15. Thermometer  30. Plates

Script for listening:
Listen to your teacher and complete the dialogs below!

1. Ady: Who is he?  
   Ana: He is a ....
   Ady: Where does he work?
   Ana: He works at ....

2. Dedi: What does your mother do?  
   Icha: She is ....
   Dedi: What does she do?
   Icha: ....

Script for reading:
Read aloud the following text!

My Family

My name is Rendy. I am an SMP student. I live on Jalan Sarua. My father’s name is Mr. Rahmat. He works in a hospital. He is a doctor. My mother is a teacher. My parents have three children. Ela, the eldest, works as a programmer in a private company. Wiwi is the second child, she goes to SMA 9.

Script for speaking:
Practice dialogue above with your partner in front of the class!

Script for writing:
Match the jobs written in the column below with their work place, and what they use in their jobs!
<table>
<thead>
<tr>
<th>No</th>
<th>Job</th>
<th>Work place</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A tailor</td>
<td>Restaurant</td>
<td>Measure tape</td>
</tr>
<tr>
<td>2</td>
<td>A cashier</td>
<td>Clothes factory</td>
<td>Board</td>
</tr>
<tr>
<td>3</td>
<td>A carpenter</td>
<td>Rice fields</td>
<td>Walkie-talkie</td>
</tr>
<tr>
<td>4</td>
<td>A farmer</td>
<td>Furniture factory</td>
<td>Postman bag</td>
</tr>
<tr>
<td>5</td>
<td>A teacher</td>
<td>Post office</td>
<td>Plates</td>
</tr>
<tr>
<td>6</td>
<td>A postman</td>
<td>Police station</td>
<td>Till</td>
</tr>
<tr>
<td>7</td>
<td>A dentist</td>
<td>Supermarket</td>
<td>Scissors</td>
</tr>
<tr>
<td>8</td>
<td>A hairdresser</td>
<td>Hospital</td>
<td>Tractor</td>
</tr>
<tr>
<td>9</td>
<td>A receptionist</td>
<td>School</td>
<td>Computer</td>
</tr>
<tr>
<td>10</td>
<td>A policeman</td>
<td>Hair salon</td>
<td>Drill</td>
</tr>
</tbody>
</table>

Model Pembelajaran : Communicative approach
Metode Pembelajaran : Three phase technique
Langkah-langkah Kegiatan

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Strategi Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kegiatan Pendahuluan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Greetings, and checking the attendance list.</td>
<td>10 menit</td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>- Mengkondisikan kelas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kegiatan Inti</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Menanyakan pekerjaan orang tua siswa secara acak.</td>
<td>65 menit</td>
<td>Explanation</td>
</tr>
<tr>
<td></td>
<td>- Guru menampilkan beberapa kosakata jenis pekerjaan, siswa diminta mengisi jenis pekerjaan sesuai kosakata yang ditampilkan.</td>
<td>65 menit</td>
<td>Explanation</td>
</tr>
<tr>
<td></td>
<td>- Guru menyebutkan jenis-jenis pekerjaan, siswa lalu mengikutinya.</td>
<td>65 menit</td>
<td>Explanation</td>
</tr>
<tr>
<td></td>
<td>- Guru meminta siswa mendeskripsikan jenis pekerjaan yang ditampilkan dilayar.</td>
<td>65 menit</td>
<td>Explanation</td>
</tr>
</tbody>
</table>
- Guru meminta siswa mengisi kolom jenis pekerjaan, tempat bekerja, apa yang dilakukan serta alat yang digunakan dalam bekerja sesuai dengan kosakata yang ditanpilkan.
- Guru memberikan tugas tertulis untuk siswa.

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>Questions and answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru memotivasi siswa.</td>
<td>15 menit</td>
</tr>
<tr>
<td>- Menutup kegiatan pembelajaran dengan membaca hamdallah.</td>
<td>90 menit</td>
</tr>
</tbody>
</table>

Jumlah

Sumber dan Alat belajar

- Laptop
- Proyektor
- White board

Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Siswa dapat menjawab mengenai jenis-jenis pekerjaan.</td>
<td>Tes tulis</td>
<td>Menjodohkan</td>
<td>Match the jobs written in the column below with their work place, and responsibility!</td>
</tr>
</tbody>
</table>

Pedoman Penilaian

a). Tes Tertulis

1. Untuk setiap nomor, jawaban yang benar diberi skor 10.
2. Jumlah skor maksimal x 10 = 100
3. Nilai maksimal = 100

4. Nilai siswa = \( \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10 \)

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban benar</td>
<td>10</td>
</tr>
<tr>
<td>Jawaban kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

b). Tes Lisan
1. Siswa menjawab pertanyaan dari teks yang sebelumnya telah mereka baca.
   Penilaian difokuskan pada content yang disampaikan.

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<th>No</th>
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<td></td>
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<tr>
<td></td>
<td>1. Mudah dipahami dan memiliki aksen seperti penutur asli</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(pronunciation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Mudah dipahami meskipun dengan aksen tertentu (intonation)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3. Ada masalah pengucapan yang membuat pendengar harus</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>konsentrasi penuh dan ada kesalahan (diction, pronunciation,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stress)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Banyak kesalahan pada pengucapan setiap kata (grammar,</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>diction)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FLUENCY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Lancar seperti penutur asli</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Kelancaran tampak sedikit terganggu oleh masalah bahasa</td>
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<td>3. Sering ragu-ragu dan terhenti karena keterbatasan kosakata</td>
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<tr>
<td></td>
<td>4. Bicara ter putus-putus dan terhenti sehingga percakapan</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>terhenti/tidak tercipta komunikasi</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CONTENT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Isi percakapan / cerita dan struktur generiknya sesuai dengan</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>topik dan jenis teks yang sedang dibicarakan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Isi percakapan / cerita sesuai dengan topik tetapi struktur generiknya kurang sesuai dengan jenis teks yang sedang dibicarakan</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>4. Isi percakapan / cerita dan struktur generiknya tidak sesuai sama sekali dengan topik</td>
<td></td>
</tr>
</tbody>
</table>
Rencana Pelaksanaan pembelajaran
(RPP)
(Experiment Class)

Nama Sekolah : MTS Al-Hanif Bukit Serua
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Alokasi Waktu : 1x pertemuan (2 x 40 menit)
Jenis Teks : Descriptive text
Tema : Occupations
Aspek/Skill : Membaca
Pertemuan : ke-2

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

Kompetensi Dasar
Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive/procedure.

Indikator
- Mengidentifikasi jenis-jenis pekerjaan yang ada didalam teks.
- Menguraikan jenis-jenis pekerjaan yang terdapat didalam teks.
- Menuliskan jenis-jenis pekerjaan dalam teks.
- Menggunakan occupations untuk mendeskripsikan seseorang.
- Menjawab pertanyaan terkait profesi.
- Menghubungkan antara profesi, tempat bekerja dan tanggung jawab yang harus dilaksanakan.
Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat memahami jenis-jenis pekerjaan serta dapat mengaplikasikannya dalam kalimat sederhana secara lisan maupun tertulis.

Karakter yang diharapkan
- Kreatif
- Inovatif, dan
- Percaya diri

Materi Pembelajaran

Descriptive

Purpose : To describe a particular person, animal, place and thing.

Text organization :
- Identification (mention the name, occupation, place etc.)
- Description (mention the physical appearance, personality, place, habitat, etc.)

Language features :
- The use of adjectives
e.g.: a) Amy is brown-skinned.
       b) Amy looks attractive and beautiful.
- The use of preposition of place and time
e.g.: a) There is a white board in front of our class.
       b) I go to school at 6 a.m.

Pokok bahasan : Occupations

List of vocabulary presented:

2. A hospital  17. A restaurant or hotel  32. A TV or radio
4. A secretary  19. A singer  34. A nurse
5. An office  20. A TV station  35. A hospital
8. An airport 23. A market 38. An office or public buildings
10. A stewardess 25. A baker 40. A housekeeper
12. Take care of passengers 27. Make cakes and breads 42. Clean the house
15. Design buildings 30. Sell small things 45. Take care of the garden

Script for listening and speaking:
Read and practice the following dialogue!
Herry : What do you do Azam?
Azam : I am a waiter, I work at Laza Restaurant
Herry : How long have you been working there?
Azam : About three months. How about you? What do you do Ferry?
Herry : I am a doctor. I cure patients
Azam : Wow, what a nice job

Script for reading:
Read aloud the following text!
My Dream Job!
My dream job is to be a fashion designer, because I think its fun and it is also a way to express the creative side of you. As well as all of that I want to be a fashion designer because it has a good pay.

The skills I would need to be a successful fashion designer are: communication skills, be good at drawing, be able to work under pressure and be imaginative. I think those are the main skills I would need to become a good fashion designer.

Model Pembelajaran : Communicative approach
Metode Pembelajaran : Three phase technique

Langkah-langkah Kegiatan

<table>
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<tr>
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<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>- Mengkondisikan kelas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mengulang sekilas mengenai jenis-jenis pekerjaan, tempat bekerja serta deskripsi pekerjaannya.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kegiatan Inti</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa mengidentifikasi jenis pekerjaan yang terdapat di teks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa secara bersama membaca teks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru memberikan games what, where and responsibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru mengelompokkan siswa, sesuai dengan kelompok pada pertemuan sebelumnya. Siswa menunjuk salah satu temannya sebagai sukarelawan untuk memulai permainan.</td>
<td>70 menit</td>
<td>Explanation</td>
</tr>
<tr>
<td></td>
<td>- Siswa yang bertindak sebagai sukarelawan diharuskan menebak gambar pekerjaan yang tertempel di punggungnya. Siswa tersebut dapat menanyakan yes/no question kepada teman-teman lainnya untuk menjawab jenis gambar pekerjaan yang dimiliki.</td>
<td></td>
<td>Exercising</td>
</tr>
<tr>
<td></td>
<td>- Permainan berlanjut hingga siswa dapat menebak gambar pekerjaannya, dan akan mendapat 3 point.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Kelompok dengan point tertinggi memenangkan permainan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Kegiatan Akhir

- Menyimpulkan materi pelajaran, mengenai penggunaan occupations.
- Memberikan feedback atas pembelajaran

<table>
<thead>
<tr>
<th>Questions and answers session</th>
</tr>
</thead>
</table>

| Jumlah | 90 menit |

Sumber dan Alat belajar

- Gambar-gambar yang relevan.
- Laptop
- Proyektor
- White board

Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Siswa dapat menyebutkan jenis-jenis pekerjaan yang terdapat dalam teks.</td>
<td>Tes Lisan</td>
<td>Menyebutkan jenis pekerjaan yang terdapat di dalam teks.</td>
<td>Mention 5 kinds of occupations!</td>
</tr>
</tbody>
</table>

Pedoman Penilaian

a). Tes Tertulis

1. Untuk setiap nomor, jawaban yang benar diberi skor 10.
2. Jumlah skor maksimal x 10 = 100
3. Nilai maksimal = 100
b). Tes Lisan

1. Siswa menjawab pertanyaan yang diajukan oleh guru. Penilaian difokuskan pada content yang disampaikan.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACCURACY</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1. Mudah dipahami dan memiliki aksen seperti penutur asli (pronounciation)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Mudah dipahami meskipun dengan aksen tertentu (intonation)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3. Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan ada kesalahan (diction, pronounciation, stress)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4. Banyak kesalahan pada pengucapan setiap kata (grammar, diction)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FLUENCY</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1. Lancar seperti penutur asli</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Kelancaran tampak sedikit terganggu oleh masalah bahasa (diction, grammar)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3. Sering ragu-ragu dan terhenti karena keterbatasan kosakata</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4. Bicara terputus-putus dan terhenti sehingga percakapan terhenti/tidak tercipta komunikasi</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CONTENT</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1. Isi percakapan / cerita dan struktur generiknya sesuai dengan topik dan jenis teks yang sedang dibicarakan</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Isi percakapan / cerita sesuai dengan topik tetapi struktur generiknya kurang sesuai dengan jenis teks yang sedang</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Isi percakapan / cerita dan struktur generiknya kurang sesuai dengan topik dan jenis teks yang sedang dibicarakan</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Isi percakapan / cerita dan struktur generiknya tidak sesuai sama sekali dengan topik</td>
<td>2</td>
</tr>
</tbody>
</table>
Rencana Pelaksanaan pembelajaran
(RPP)
(Control Class)

Nama Sekolah : MTS Al-Hanif Bukit Serua
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Alokasi Waktu : 1x pertemuan (2 x 45 menit)
Jenis Teks : Descriptive text
Tema : Occupations
Aspek/Skill : Membaca
Pertemuan : ke-2

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

Kompetensi Dasar
Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk descriptive/procedure.

Indikator
- Mengidentifikasi jenis-jenis pekerjaan yang ada didalam teks.
- Menguraikan jenis-jenis pekerjaan yang terdapat didalam teks.
- Menuliskan jenis-jenis pekerjaan dalam teks.
- Menggunakan occupations untuk mendeskripsikan seseorang.
- Menjawab pertanyaan terkait profesi.
- Menghubungkan antara profesi, tempat bekerja dan tanggung jawab yang harus dilaksanakan.
Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat memahami jenis-jenis pekerjaan serta dapat mengaplikasikannya dalam kalimat sederhana secara lisan maupun tertulis.

Karakter yang diharapkan
- Kreatif
- Inovatif, dan
- Percaya diri

Materi Pembelajaran
Descriptive
Purpose : To describe a particular person, animal, place and thing.
Text organization :
- Identification (mention the name, occupation, place etc.)
- Description (mention the physical appearance, personality, place, habitat, etc.)
Language features :
- The use of adjectives
e.g.: a) Amy is brown-skinned.
    b) Amy looks attractive and beautiful.
- The use of preposition of place and time
e.g.: a) There is a white board in front of our class.
    b) I go to school at 6 a.m.

Pokok bahasan :
List of vocabulary presented:
2. A hospital 17. A restaurant or hotel 32. A TV or radio
4. A secretary 19. A singer 34. A nurse
5. An office 20. A TV station 35. A hospital
8. An airport 23. A market 38. An office or public buildings
10. A stewardess 25. A baker 40. A housekeeper
12. Take care of passengers 27. Make cakes and breads 42. Clean the house
15. Design buildings 30. Sell small things 45. Take care of the garden

Script for listening and speaking:
Read and practice the following dialogue!

Herry : What do you do Azam?
Azam : I am a waiter, I work at Laza Restaurant
Herry : How long have you been working there?
Azam : About three months. How about you? What do you do Ferry?
Herry : I am a doctor. I cure patients
Azam : Wow, what a nice job

Script for reading:
Read aloud the following text!

My Dream Job!

My dream job is to be a fashion designer, because I think its fun and it is also a way to express the creative side of you. As well as all of that I want to be a fashion designer because it has a good pay.

The skills I would need to be a successful fashion designer are: communication skills, be good at drawing, be able to work under pressure and be imaginative. I think those are the main skills I would need to become a good fashion designer.

Model Pembelajaran : Communicative approach
Metode Pembelajaran : Three phase technique

Langkah-langkah Kegiatan

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Strategi Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kegiatan Pendahuluan</td>
<td>10 menit</td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>- Greetings, and checking the attendance list.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mengkondisikan kelas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mengulang sekilas mengenai jenis-jenis pekerjaan, tempat bekerja serta deskripsi pekerjaannya.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kegiatan Inti</td>
<td>70 menit</td>
<td>Explanation</td>
</tr>
<tr>
<td></td>
<td>- Siswa mengidentifikasi jenis pekerjaan yang terdapat di teks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa secara bersama membaca teks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru memberikan tugas membuat 20 daftar pekerjaan dari orang tua teman-teman sekelas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa mengerjakan tugas tersebut dengan menanyakan pekerjaan orang tua, tempat bekerja serta tanggung jawab dari pekerjaan tersebut kepada teman-teman sekelasnya.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Kegiatan Akhir</td>
<td>10 menit</td>
<td>Questions and answers session</td>
</tr>
<tr>
<td></td>
<td>- Menyimpulkan materi pelajaran, mengenai penggunaan occupations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Memberikan feedback atas pembelajaran.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jumlah 90 menit

Sumber dan Alat belajar
- Laptop
Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Siswa dapat menyebutkan jenis-jenis pekerjaan yang terdapat dalam teks.</td>
<td>Tes Lisan</td>
<td>Menyebutkan jenis pekerjaan yang terdapat di dalam teks.</td>
<td>Mention 5 kinds of occupations!</td>
</tr>
</tbody>
</table>

Pedoman Penilaian

a). Tes Tertulis

1. Untuk setiap nomor, jawaban yang benar diberi skor 10.
2. Jumlah skor maksimal x 10 = 100
3. Nilai maksimal = 100

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban benar</td>
<td>10</td>
</tr>
<tr>
<td>Jawaban kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

b). Tes Lisan

1. Siswa menjawab pertanyaan yang diajukan oleh guru. Penilaian difokuskan pada content yang disampaikan.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACCURACY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mudah dipahami dan memiliki aksen seperti penutur asli</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(pronunciation)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mudah dipahami meskipun dengan aksen tertentu (intonation)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan ada kesalahan (diction, pronunciation, stress)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Banyak kesalahan pada pengucapan setiap kata (grammar, diction)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FLUENCY</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lancar seperti penutur asli</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kelancaran tampak sedikit terganggu oleh masalah bahasa (diction, grammar)</td>
<td></td>
</tr>
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<td>3</td>
<td>Sering ragu-ragu dan terhenti karena keterbatasan kosakata</td>
<td></td>
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<td>Bicara terputus-putus dan terhenti sehingga percakapan terhenti/tidak tercipta komunikasi</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CONTENT</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Isi percakapan / cerita dan struktur generiknya sesuai dengan topik dan jenis teks yang sedang dibicarakan</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Isi percakapan / cerita sesuai dengan topik tetapi struktur generiknya kurang sesuai dengan jenis teks yang sedang dibicarakan</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Isi percakapan / cerita dan struktur generiknya kurang sesuai dengan topik dan jenis teks yang sedang dibicarakan</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Isi percakapan / cerita dan struktur generiknya tidak sesuai sama sekali dengan topik</td>
<td></td>
</tr>
</tbody>
</table>
Rencana Pelaksanaan pembelajaran

(RPP)

(Experiment Class)

Nama Sekolah : MTS Al-Hanif Bukit Serua
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Alokasi Waktu : 1x pertemuan (2x40 menit)
Jenis Teks : Descriptive text
Tema : My dream job
Aspek/Skill : Berbicara
Pertemuan : ke-3

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

Kompetensi Dasar
Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/procedure.

Indikator
- Mengidentifikasi jenis-jenis pekerjaan yang ada di dalam teks.
- Menguraikan jenis-jenis pekerjaan yang terdapat di dalam teks.
- Menggunakan occupations untuk mendeskripsikan seseorang.
- Menjelaskan profesi seseorang di depan kelas.
- Menjawab pertanyaan terkait profesinya.
- Menghubungkan antara profesi, tempat bekerja dan tanggung jawab yang harus dilaksanakan.

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat memahami jenis-jenis pekerjaan serta dapat mengaplikasikannya dalam kalimat sederhana secara lisan maupun tertulis.

Karakter yang diharapkan
- Kreatif
- Inovatif, dan
- Percaya diri

Materi Pembelajaran
Descriptive
Purpose : To describe a particular person, animal, place and thing.

Text organization :
- Identification (mention the name, occupation, place etc.)
- Description (mention the physical appearance, personality, place, habitat, etc.)

Language features :
- The use of adjectives
e.g.: a) Amy is brown-skinned.
    b) Amy looks attractive and beautiful.
- The use of preposition of place and time
e.g.: a) There is a white board in front of our class.
    b) I go to school at 6 a.m.

Pokok bahasan : Occupations

List of vocabulary presented:

1. A waitress
2. A sailor
16. A baker
17. A butcher
31. A song writer
32. An athlete
4. A farmer 19. A stewardess 34. An engineer
10. A civil servant 25. A model 40. A programmer
12. A chef 27. A movie director 42. An artist
15. An architect 30. A gardener

Script for listening:
Listen to your teacher and answer the following questions!
1. A person who designed a building called ..... 
2. A person who drives a car called ..... 
3. A person who teaches in school called ..... 
4. A person who sends and delivers message is ..... 
5. A person who flies an airplane called ..... 
6. A person who grows rice called ..... 
7. A person who repairs motorcycle called ..... 
8. A person who makes furniture called ..... 
9. A person who cures patients is ..... 
10. A person who works in a ship is ..... 

Script for reading:
The following letter is Andi’s letter to his new friend pal Febi.

Dear Febi,
My name is Andi. I am 12 years old. I am from Tangerang. I am a junior high school student. My school is SMP Al-Hanif Bukit. I want to be a pilot like my father is a pilot. He works in Jakarta Airlines. My mother is a teacher. She teach English subject in my school. I have two sisters, they are Linda and Dinda. My older sister Linda is a photographer, she works in a fashion magazines. Dinda my little sister is a student in SD Merpati. Please tell me about your family to.

Andi

Script for writing and speaking:
Write 5 jobs that you would most like to do and you would like least to do with the good and bad points. Perform your opinion in front of your class.

<table>
<thead>
<tr>
<th>Jobs</th>
<th>Good points</th>
<th>Bad points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>Earn a lot of money</td>
<td>Stressful</td>
</tr>
</tbody>
</table>

Model Pembelajaran : Communicative approach
Metode Pembelajaran : Three phase technique
Langkah-langkah Kegiatan

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Strategi Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kegiatan Pendahuluan</td>
<td>10 menit</td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>- Greetings, and checking the attendance list.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mengkondisikan kelas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mengulang sekilas mengenai jenis-jenis pekerjaan, tempat bekerja serta deskripsi pekerjaannya.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Explanation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru mendeskripsikan suatu pekerjaan dan para siswa menebak profesi yang dimaksud.</td>
<td>65 menit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan handout berisi script reading yang kemudian dibacakan oleh guru dan diikuti oleh siswanya.</td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Siswa mengidentifikasi jenis pekerjaan, tempat bekerja dan tanggung jawab dari profesi dalam teks bacaan.</td>
<td>Exercising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru mengelompokkan siswa secara berpasangan untuk memainkan game guess my job.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Dalam games ini, salah satu siswa mengambil gambar jenis pekerjaan dari dalam amplop yang tersedia.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Siswa lainnya berusaha menebak jenis pekerjaan yang tertulis pada gambar dengan menanyakan beberapa pertanyaan mengenai tempat bekerja, apakah pekerjaan tersebut butuh keahlian khusus, dan lain-lain. Siswa dengan gambar pekerjaan dapat menentukan jumlah pertanyaan yang dapat di tanyakan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Kelompok yang mampu menjawab, dan meraih point tertinggi memenangkan permainan.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>Questions and answers session</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru memotivasi siswa.</td>
<td></td>
</tr>
<tr>
<td>- Menyimpulkan materi mengenai occupations.</td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan tugas untuk menuliskan paragraph mengenai cita-cita mereka.</td>
<td></td>
</tr>
<tr>
<td>- Menutup kegiatan pembelajaran dengan membaca hamdallah.</td>
<td></td>
</tr>
<tr>
<td>Jumlah</td>
<td>90 menit</td>
</tr>
</tbody>
</table>

Sumber dan Alat belajar

- Gambar-gambar yang relevan.
- Laptop
- Proyektor
- White board

Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Siswa dapat menuliskan 5 jenis pekerjaan yang paling mereka sukai dan yang tidak ingin mereka lakukan beserta keuntungan dan kekurangan dari pekerjaan tersebut.</td>
<td>Tes tulis</td>
<td>Membuat daftar jenis pekerjaan yang paling ingin dilakukan dan yang tidak ingin dilakukan beserta kelebihan dan kekurangannya.</td>
<td>Write 5 jobs that you would most like to do and you would like least to do with the good and bad points.</td>
</tr>
<tr>
<td>2. Siswa dapat mempresentasikan temuannya di depan kelas.</td>
<td>Tes Lisan</td>
<td>Mempresentasikan temuannya di depan kelas</td>
<td>Perform your opinion in front of your class!</td>
</tr>
</tbody>
</table>

Pedoman Penilaian

a). Tes Tertulis

1. Untuk setiap kalimat, jawaban yang benar diberi skor 10.
2. Jumlah skor maksimal x 10 = 100
3. Nilai maksimal = 100

4. Nilai siswa = \( \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10 \)

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban benar</td>
<td>10</td>
</tr>
<tr>
<td>Jawaban kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

b). Tes Lisan

1. Siswa menjawab pertanyaan yang diajukan oleh guru. Penilaian difokuskan pada content yang disampaikan.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACCURACY</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Mudah dipahami dan memiliki aksen seperti penutur asli (pronunciation)</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Mudah dipahami meskipun dengan aksen tertentu (intonation)</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan ada kesalahan (diction, pronunciation, stress)</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Banyak kesalahan pada pengucapan setiap kata (grammar, diction)</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>FLUENCY</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Lancar seperti penutur asli</td>
<td>5</td>
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<tr>
<td>2.</td>
<td>Kelancaran tampak sedikit terganggu oleh masalah bahasa (diction, grammar)</td>
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<td>Sering ragu-ragu dan terhenti karena keterbatasan kosakata</td>
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<td>4.</td>
<td>Bicara terputus-putus dan terhenti sehingga percakapan terhenti/tidak tercipta komunikasi</td>
<td>2</td>
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<tr>
<td>3</td>
<td>CONTENT</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Isi percakapan / cerita dan struktur generiknya sesuai dengan topik dan jenis teks yang sedang dibicarakan</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Isi percakapan / cerita sesuai dengan topik tetapi struktur generiknya kurang sesuai dengan jenis teks yang sedang dibicarakan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Isi percakapan / cerita dan struktur generiknya kurang sesuai dengan topik dan jenis teks yang sedang dibicarakan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Isi percakapan / cerita dan struktur generiknya tidak sesuai sama sekali dengan topik</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Rencana Pelaksanaan pembelajaran

(RPP)

(Control Class)

Nama Sekolah : MTS Al-Hanif Bukit Serua
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Alokasi Waktu : 1x pertemuan (2x40 menit)
Jenis Teks : Descriptive text
Tema : My dream job
Aspek/Skill : Berbicara
Pertemuan : ke-3

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

Kompetensi Dasar
Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/procedure.

Indikator
- Mengidentifikasi jenis-jenis pekerjaan yang ada di dalam teks.
- Menguraikan jenis-jenis pekerjaan yang terdapat di dalam teks.
- Menggunakan occupations untuk mendeskripsikan seseorang.
- Menjelaskan profesi seseorang di depan kelas.
- Menjawab pertanyaan terkait profesiya.
Menghubungkan antara profesi, tempat bekerja dan tanggung jawab yang harus dilaksanakan.

Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat memahami jenis-jenis pekerjaan serta dapat mengaplikasikannya dalam kalimat sederhana secara lisan maupun tertulis.

Karakter yang diharapkan
- Kreatif
- Inovatif, dan
- Percaya diri

Materi Pembelajaran
Descriptive
Purpose : To describe a particular person, animal, place and thing.

Text organization :
- Identification (mention the name, occupation, place etc.)
- Description (mention the physical appearance, personality, place, habitat, etc.)

Language features :
- The use of adjectives
  e.g.: a) Amy is brown-skinned.
  b) Amy looks attractive and beautiful.
- The use of preposition of place and time
  e.g.: a) There is a white board in front of our class.
  b) I go to school at 6 a.m.

Pokok bahasan : Occupations
List of vocabulary presented:
1. A waitress
2. A sailor
16. A baker
17. A butcher
31. A song writer
32. An athlete
4. A farmer 19. A stewardess 34. An engineer
10. A civil servant 25. A model 40. A programmer
12. A chef 27. A movie director 42. An artist
15. An architect 30. A gardener

Script for listening:
Listen to your teacher and answer the following questions!

1. A person who designed a building called ..... 
2. A person who drives a car called ..... 
3. A person who teaches in school called ..... 
4. A person who sends and delivers message is ..... 
5. A person who flies an airplane called ..... 
6. A person who grows rice called ..... 
7. A person who repairs motorcycle called ..... 
8. A person who makes furniture called ..... 
9. A person who cures patients is ..... 
10. A person who works in a ship is ..... 

Script for reading:
The following letter is Andi’s letter to his new friend pal Febi.

Dear Febi,
My name is Andi. I am 12 years old. I am from Tangerang. I am a junior high school student. My school is SMP Al-Hanif Bukit. I want to be a pilot like my father is a pilot. He works in Jakarta Airlines. My mother is a teacher. She teach English subject in my school. I have two sisters, they are Linda and Dinda. My older sister Linda is a photographer, she works in a fashion magazines. Dinda my little sister is a student in SD Merpati. Please tell me about your family to.

Andi

Script for writing and speaking:
Write 5 jobs that you would most like to do and you would like least to do with the good and bad points. Perform your opinion in front of your class.

<table>
<thead>
<tr>
<th>Jobs</th>
<th>Good points</th>
<th>Bad points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>Earn a lot of money</td>
<td>Stressful</td>
</tr>
</tbody>
</table>

Model Pembelajaran : Communicative approach
Metode Pembelajaran : Three phase technique
Langkah-langkah Kegiatan

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Strategi Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kegiatan Pendahuluan</td>
<td>15 menit</td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>- Greetings, and checking the attendance list.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mengkondisikan kelas.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Mengulang sekilas mengenai jenis-jenis pekerjaan, tempat bekerja serta deskripsi pekerjaannya.</td>
<td></td>
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</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Explanation</td>
<td>60 menit</td>
<td>Discussion</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>- Guru mendeskripsikan suatu pekerjaan dan para siswa menebak profesi yang dimaksud.</td>
<td></td>
<td></td>
<td>- Siswa mengidentifikasi jenis pekerjaan, tempat bekerja dan tanggung jawab dari profesi dalam teks bacaan.</td>
</tr>
<tr>
<td>- Guru memberikan handout berisi script reading yang kemudian dibacakan oleh guru dan diikuti oleh siswanya.</td>
<td></td>
<td></td>
<td>- Guru meminta siswa melengkapi kolom tugas sesuai perintah yang di berikan.</td>
</tr>
<tr>
<td>- Siswa mengidentifikasi jenis pekerjaan, tempat bekerja dan tanggung jawab dari profesi dalam teks bacaan.</td>
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<tr>
<td>- Guru meminta siswa melengkapi kolom tugas sesuai perintah yang di berikan.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>Questions and answers</th>
<th>15 menit</th>
<th>session</th>
<th>15 menit</th>
<th></th>
<th>15 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru memotivasi siswa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Menyimpulkan materi mengenai occupations.</td>
<td></td>
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<tr>
<td>- Guru memberikan tugas untuk menuliskan paragraph mengenai cita-cita mereka.</td>
<td></td>
<td></td>
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<tr>
<td>- Menutup kegiatan pembelajaran dengan membaca hamdallah.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Jumlah</th>
<th></th>
<th></th>
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<tbody>
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</tr>
</tbody>
</table>

Sumber dan Alat belajar
- Laptop
- Proyektor
- White board
Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Siswa dapat menuliskan 5 jenis pekerjaan yang paling mereka sukai dan yang tidak ingin mereka lakukan beserta keuntungan dan kekurangan dari pekerjaan tersebut.</td>
<td>Tes tulis</td>
<td>Membuat daftar jenis pekerjaan yang paling ingin dilakukan dan yang tidak ingin dilakukan beserta kelebihan dan kekurangannya.</td>
<td>Write 5 jobs that you would most like to do and you would like least to do with the good and bad points.</td>
</tr>
<tr>
<td>2. Siswa dapat mempresentasikan temuannya di depan kelas.</td>
<td>Tes Lisan</td>
<td>Mempresentasikan temuannya di depan kelas</td>
<td>Perform your opinion in front of your class!</td>
</tr>
</tbody>
</table>

Pedoman Penilaian

a). Tes Tertulis

1. Untuk setiap kalimat, jawaban yang benar diberi skor 10.
2. Jumlah skor maksimal $x 10 = 100$
3. Nilai maksimal = 100
4. Nilai siswa = \( \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10 \)

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban benar</td>
<td>10</td>
</tr>
<tr>
<td>Jawaban kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

b). Tes Lisan

1. Siswa menjawab pertanyaan yang diajukan oleh guru. Penilaian difokuskan pada content yang disampaikan.
<table>
<thead>
<tr>
<th>No</th>
<th>Aspek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACCURACY</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Mudah dipahami dan memiliki aksen seperti penutur asli (pronounciation)</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Mudah dipahami meskipun dengan aksen tertentu (intonation)</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan ada kesalahan (diction, pronounciation, stress)</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Banyak kesalahan pada pengucapan setiap kata (grammar, diction)</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>FLUENCY</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lancar seperti penutur asli</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Kelancaran tampak sedikit terganggu oleh masalah bahasa (diction, grammar)</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Sering ragu-ragu dan terhenti karena keterbatasan kosakata</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Bicara terputus-putus dan terhenti sehingga percakapan terhenti/tidak tercipta komunikasi</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>CONTENT</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Isi percakapan / cerita dan struktur generiknya sesuai dengan topik dan jenis teks yang sedang dibicarakan</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Isi percakapan / cerita sesuai dengan topik tetapi struktur generiknya kurang sesuai dengan jenis teks yang sedang dibicarakan</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Isi percakapan / cerita dan struktur generiknya kurang sesuai dengan topik dan jenis teks yang sedang dibicarakan</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Isi percakapan / cerita dan struktur generiknya tidak sesuai sama sekali dengan topik</td>
<td>2</td>
</tr>
</tbody>
</table>
Rencana Pelaksanaan pembelajaran

(RPP)

(Experiment Class)

Nama Sekolah : MTS Al-Hanif Bukit Serua
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Alokasi Waktu : 1x pertemuan (2x40 menit)
Jenis Teks : Descriptive text
Tema : My dream job
Aspek/Skill : Berbicara
Pertemuan : ke-4

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

Kompetensi Dasar
Merespon makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/procedure.

Indikator
- Mengidentifikasi jenis-jenis pekerjaan yang ada di dalam teks.
- Menguraikan jenis-jenis pekerjaan yang terdapat di dalam teks.
- Menggunakan occupations untuk mendeskripsikan seseorang.
- Menjelaskan profesi seseorang di depan kelas.
- Menuliskan teks deskriptif singkat mengenai “My Dream Job”.
- Menjawab pertanyaan terkait profesi.
- Menghubungkan antara profesi, tempat bekerja dan tanggung jawab yang harus dilaksanakan.

**Tujuan Pembelajaran**
Pada akhir pembelajaran, siswa dapat memahami jenis-jenis pekerjaan serta dapat mengaplikasikannya dalam kalimat sederhana secara lisan maupun tertulis.

**Karakter yang diharapkan**
- Kreatif
- Inovatif, dan
- Percaya diri

**Materi Pembelajaran**

**Descriptive**

**Purpose**: To describe a particular person, animal, place and thing.

**Text organization**:
- Identification (mention the name, occupation, place etc.)
- Description (mention the physical appearance, personality, place, habitat, etc.)

**Language features**:
- The use of adjectives
e.g.: a) Amy is brown-skinned.
    b) Amy looks attractive and beautiful.
- The use of preposition of place and time
e.g.: a) There is a white board in front of our class.
    b) I go to school at 6 a.m.

**Pokok bahasan**: Occupations

List of vocabulary presented:

1. A waitress
16. A baker
31. A song writer
<table>
<thead>
<tr>
<th>Number</th>
<th>Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A sailor</td>
</tr>
<tr>
<td>3</td>
<td>A carpenter</td>
</tr>
<tr>
<td>4</td>
<td>A farmer</td>
</tr>
<tr>
<td>5</td>
<td>A teacher</td>
</tr>
<tr>
<td>6</td>
<td>A postman</td>
</tr>
<tr>
<td>7</td>
<td>A secretary</td>
</tr>
<tr>
<td>8</td>
<td>A pilot</td>
</tr>
<tr>
<td>9</td>
<td>A singer</td>
</tr>
<tr>
<td>10</td>
<td>A civil servant</td>
</tr>
<tr>
<td>11</td>
<td>A policeman</td>
</tr>
<tr>
<td>12</td>
<td>A chef</td>
</tr>
<tr>
<td>13</td>
<td>A mechanic</td>
</tr>
<tr>
<td>14</td>
<td>A doctor</td>
</tr>
<tr>
<td>15</td>
<td>An architect</td>
</tr>
<tr>
<td>16</td>
<td>A butcher</td>
</tr>
<tr>
<td>17</td>
<td>A surgeon</td>
</tr>
<tr>
<td>18</td>
<td>A soldier</td>
</tr>
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<td>19</td>
<td>A stewardess</td>
</tr>
<tr>
<td>20</td>
<td>An actor</td>
</tr>
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<td>21</td>
<td>An actress</td>
</tr>
<tr>
<td>22</td>
<td>A dentist</td>
</tr>
<tr>
<td>23</td>
<td>A veterinarian</td>
</tr>
<tr>
<td>24</td>
<td>A lawyer</td>
</tr>
<tr>
<td>25</td>
<td>A model</td>
</tr>
<tr>
<td>26</td>
<td>A fashion designer</td>
</tr>
<tr>
<td>27</td>
<td>A movie director</td>
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<tr>
<td>28</td>
<td>A magician</td>
</tr>
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<td>29</td>
<td>An astronaut</td>
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<td>30</td>
<td>A gardener</td>
</tr>
<tr>
<td>31</td>
<td>An athlete</td>
</tr>
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<td>32</td>
<td>A reporter</td>
</tr>
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<td>33</td>
<td>A news anchor</td>
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<td>An engineer</td>
</tr>
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<td>35</td>
<td>A nurse</td>
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<td>A firefighter</td>
</tr>
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<td>37</td>
<td>A technician</td>
</tr>
<tr>
<td>38</td>
<td>An architect</td>
</tr>
<tr>
<td>39</td>
<td>An artist</td>
</tr>
<tr>
<td>40</td>
<td>A writer</td>
</tr>
<tr>
<td>41</td>
<td>A housekeeper</td>
</tr>
<tr>
<td>42</td>
<td>A programmer</td>
</tr>
<tr>
<td>43</td>
<td>A fashion designer</td>
</tr>
<tr>
<td>44</td>
<td>A photographer</td>
</tr>
</tbody>
</table>

Script for listening:

Listen to your teacher and answer the following questions!

1. A person who designed a building called ......
2. A person who drives a car called ......
3. A person who teaches in school called ......
4. A person who sends and deliver message is ......
5. A person who flies an airplane called ......
6. A person who grows rice called ......
7. A person who repairs motorcycle called ......
8. A person who makes furniture called ......
9. A person who cures patients is ......
10. A person who works in a ship is ......
Script for reading:

I am Dian. I’m twelve years old. I’m a student. I have a lot of hobbies. One of them is gardening. I like it very much. I want to be a gardener. In my spare time, I always do some activities in my garden. Cleaning, watering, and planting are my activities in the garden.

I have some gardening equipments, such as spade, broom, and compost bin. They have different functions. For example, spade is use to dig the soil, broom is used to sweep the leaves, and compost bin is used to collect the leaves.

Script for speaking and writing:

**What do you want to be?**

Rizy : Hi Ade, what do you want to be?
Ade : I want to be a soldier, what about you?
Rizy : I want to be architect.

Model Pembelajaran : Communicative approach
Metode Pembelajaran : Three phase technique

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan Pendahuluan</th>
<th>Waktu</th>
<th>Strategi Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greetings, and checking the attendance list.</td>
<td>10 menit</td>
<td>Presentation</td>
</tr>
<tr>
<td>2</td>
<td>Mengkondisikan kelas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mengulang sekilas mengenai jenis-jenis pekerjaan, tempat bekerja serta deskripsi pekerjaannya.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan Inti</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Guru membacakan teks dialog mengenai my dream job yang kemudian diikuti oleh siswanya.</td>
<td></td>
</tr>
</tbody>
</table>
- Siswa mengidentifikasi jenis pekerjaan, tempat bekerja dan tanggung jawab dari profesi dalam teks bacaan.
- Guru meminta siswa mempresentasikan tulisan mengenai cita-cita mereka di depan kelas.
- Guru membagi siswa secara berpasangan untuk bermain games guess my job.
- Siswa yang bertindak sebagai sukarelawan diharuskan menempelkan sebuah gambar pekerjaan di punggung anggota kelompok lain. Siswa dengan gambar pekerjaan yang terdapat dipunggungnya dapat menanyakan yes/no question kepada teman-teman lainnya untuk menjawab jenis gambar pekerjaan yang di miliki.
- Permainan berlanjut hingga siswa dapat menebak gambar pekerjaannya, dan akan mendapat 3 point.
- Kelompok dengan point tertinggi memenangkan permainan.

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>Questions and answers session</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru memotivasi siswa.</td>
<td>5 menit</td>
</tr>
<tr>
<td>- Menyimpulkan materi mengenai occupations.</td>
<td></td>
</tr>
<tr>
<td>- Menutup kegiatan pembelajaran dengan membaca hamdallah.</td>
<td></td>
</tr>
</tbody>
</table>

| Jumlah | 90 menit |

Sumber dan Alat belajar
- Gambar-gambar yang relevan.
- Laptop
- Proyektor
- White board

Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Siswa dapat menebak jenis pekerjaan yang dimaksud</td>
<td>Tes Lisan</td>
<td>Mempresentasikan temuannya didepan kelas</td>
<td>Guess what kind job is written on your back.</td>
</tr>
</tbody>
</table>

Pedoman Penilaian

a). Tes Lisan

1. Siswa menjawab pertanyaan yang diajukan oleh guru. Penilaian difokuskan pada content yang disampaikan.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACCURACY</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1. Mudah dipahami dan memiliki aksen seperti penutur asli (pronounciation)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Mudah dipahami meskipun dengan aksen tertentu (intonation)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3. Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan ada kesalahan (diction, pronounciation, stress)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4. Banyak kesalahan pada pengucapan setiap kata (grammar, diction)</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>FLUENCY</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1. Lancar seperti penutur asli</td>
<td>5</td>
</tr>
</tbody>
</table>
2. Kelancaran tampak sedikit terganggu oleh masalah bahasa (diction, grammar)  
3. Sering ragu-ragu dan terhenti karena keterbatasan kosakata  
4. Bicara terputus-putus dan terhenti sehingga percakapan terhenti/tidak tercipta komunikasi

<table>
<thead>
<tr>
<th>3</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Isi percakapan / cerita dan struktur generiknya sesuai dengan topik dan jenis teks yang sedang dibicarakan</td>
<td></td>
</tr>
<tr>
<td>2. Isi percakapan / cerita sesuai dengan topik tetapi struktur generiknya kurang sesuai dengan jenis teks yang sedang dibicarakan</td>
<td></td>
</tr>
<tr>
<td>3. Isi percakapan / cerita dan struktur generiknya kurang sesuai dengan topik dan jenis teks yang sedang dibicarakan</td>
<td></td>
</tr>
<tr>
<td>4. Isi percakapan / cerita dan struktur generiknya tidak sesuai sama sekali dengan topik</td>
<td></td>
</tr>
</tbody>
</table>
Rencana Pelaksanaan pembelajaran

(RPP)

(Control Class)

Nama Sekolah : MTS Al-Hanif Bukit Serua
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/II
Alokasi Waktu : 1x pertemuan (2x40 menit)
Jenis Teks : Descriptive text
Tema : My dream job
Aspek/Skill : Berbicara
Pertemuan : ke-4

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

Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/procedure.

Indikator
- Mengidentifikasi jenis-jenis pekerjaan yang ada di dalam teks.
- Menguraikan jenis-jenis pekerjaan yang terdapat di dalam teks.
- Menggunakan occupations untuk mendeskripsikan seseorang.
- Menjelaskan profesi seseorang di depan kelas.
- Menuliskan teks deskrptif singkat mengenai “My Dream Job”.

.,
Menjawab pertanyaan terkait profesi.
Menghubungkan antara profesi, tempat bekerja dan tanggung jawab yang harus dilaksanakan.

**Tujuan Pembelajaran**
Pada akhir pembelajaran, siswa dapat memahami jenis-jenis pekerjaan serta dapat mengaplikasikannya dalam kalimat sederhana secara lisan maupun tertulis.

**Karakter yang diharapkan**
- Kreatif
- Inovatif, dan
- Percaya diri

**Materi Pembelajaran**

Descriptive

*Purpose:* To describe a particular person, animal, place and thing.

*Text organization*:
- Identification (mention the name, occupation, place etc.)
- Description (mention the physical appearance, personality, place, habitat, etc.)

*Language features*:
- The use of adjectives
  e.g.: a) Amy is brown-skinned.
        b) Amy looks attractive and beautiful.
- The use of preposition of place and time
  e.g.: a) There is a white board in front of our class.
        b) I go to school at 6 a.m.

**Pokok bahasan**

*Occupations*

List of vocabulary presented:
1. A waitress
16. A baker
31. A song writer
4. A farmer 19. A stewardess 34. An engineer
10. A civil servant 25. A model 40. A programmer
12. A chef 27. A movie director 42. An artist
15. An architect 30. A gardener

Script for listening:

Listen to your teacher and answer the following questions!

1. A person who designed a building called ....
2. A person who drives a car called ....
3. A person who teaches in school called ....
4. A person who sends and deliver message is ..... 
5. A person who flies an airplane called ....
6. A person who grows rice called ..... 
7. A person who repairs motorcycle called ..... 
8. A person who makes furniture called ..... 
9. A person who cures patients is ..... 
10. A person who works in a ship is ..... 

Script for reading:

I am Dian. I’m twelve years old. I’m a student. I have a lot of hobbies. One of them is gardening. I like it very much. I want to be a gardener. In my spare
time, I always do some activities in my garden. Cleaning, watering, and planting are my activities in the garden.

I have some gardening equipments, such as spade, broom, and compost bin. They have different functions. For example, spade is use to dig the soil, broom is used to sweep the leaves, and compost bin is used to collect the leaves.

Script for speaking and writing:

**What do you want to be?**

Rizy : Hi Ade, what do you want to be?

Ade : I want to be a soldier, what about you?

Rizy : I want to be architect.

Class survey

Ask five of your friend about their dream job! Fill the answer in the following table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Dream Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dewi</td>
<td>Fashion designer</td>
</tr>
</tbody>
</table>

Model Pembelajaran : Communicative approach

Metode Pembelajaran : Three phase technique

Langkah-langkah Kegiatan

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Strategi Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kegiatan Pendahuluan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Greetings, and checking the attendance list.</td>
<td>10</td>
<td>Presentation</td>
</tr>
</tbody>
</table>
### Kegiatan Inti

- Guru membacakan teks dialog mengenai my dream job yang kemudian diikuti oleh siswanya.
- Siswa mengidentifikasi jenis pekerjaan, tempat bekerja dan tanggung jawab dari profesi dalam teks bacaan.
- Guru meminta siswa berkeliling menanyakan profesi impian dari 5 teman sekelasnya.
- Siswa mempresentasikan temuannya di depan kelas serta menceritakan cita-cita masing-masing.

### Kegiatan Akhir

- Guru memotivasi siswa.
- Menyimpulkan materi mengenai occupations.
- Menutup kegiatan pembelajaran dengan membaca hamdallah.

<table>
<thead>
<tr>
<th>Jumlah</th>
<th>90 menit</th>
</tr>
</thead>
</table>

### Sumber dan Alat belajar

- Gambar-gambar yang relevan.
- Laptop
- Proyektor
- White board

### Penilaian
<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrument</th>
<th>Instrument/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Siswa dapat mempresentasikan temuannya didepan kelas</td>
<td>Tes lisan</td>
<td>Mempresentasikan temuannya didepan kelas</td>
<td>Perform your finding in front of your class</td>
</tr>
</tbody>
</table>

Pedoman Penilaian

a). Tes Tertulis

1. Untuk setiap kalimat, jawaban yang benar diberi skor 20.
2. Jumlah skor maksimal x 5 = 100
3. Nilai maksimal = 100
4. Nilai siswa = \( \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10 \)

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban benar</td>
<td>20</td>
</tr>
<tr>
<td>Jawaban kurang tepat</td>
<td>10</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

b). Tes Lisan

1. Siswa menjawab pertanyaan yang diajukan oleh guru. Penilaian difokuskan pada content yang disampaikan.

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<tbody>
<tr>
<td>1</td>
<td>ACCURACY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mudah dipahami dan memiliki aksen seperti penutur asli (pronunciation)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Mudah dipahami meskipun dengan aksen tertentu (intonation)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3. Ada masalah pengucapan yang membuat pendengar harus</td>
<td></td>
</tr>
</tbody>
</table>
1. Konsentrasi penuh dan ada kesalahan (diction, pronunciation, stress) 3
2. Banyak kesalahan pada pengucapan setiap kata (grammar, diction) 2

<table>
<thead>
<tr>
<th>FLUENCY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lancar seperti penutur asli 5</td>
<td></td>
</tr>
<tr>
<td>2. Kelancaran tampak sedikit terganggu oleh masalah bahasa (diction, grammar) 4</td>
<td></td>
</tr>
<tr>
<td>3. Sering ragu-ragu dan terhenti karena keterbatasan kosakata 3</td>
<td></td>
</tr>
<tr>
<td>4. Bicara terputus-putus dan terhenti sehingga percakapan terhenti/tidak tercipta komunikasi 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Isi percakapan / cerita dan struktur generiknya sesuai dengan topik dan jenis teks yang sedang dibicarakan 5</td>
<td></td>
</tr>
<tr>
<td>2. Isi percakapan / cerita sesuai dengan topik tetapi struktur generiknya kurang sesuai dengan jenis teks yang sedang dibicarakan 4</td>
<td></td>
</tr>
<tr>
<td>3. Isi percakapan / cerita dan struktur generiknya kurang sesuai dengan topik dan jenis teks yang sedang dibicarakan 3</td>
<td></td>
</tr>
<tr>
<td>4. Isi percakapan / cerita dan struktur generiknya tidak sesuai sama sekali dengan topik 2</td>
<td></td>
</tr>
</tbody>
</table>
### KISI - KISI SOAL

**Standar Kompetensi**
Memahami makna dalam teks lisan fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

**Kompetensi Dasar**
Merespon makna gagasan yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/procedure.

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill</th>
<th>Text</th>
<th>Theme</th>
<th>Indicator</th>
<th>Number &amp; Form of Question</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Vocabulary</td>
<td>Descriptive</td>
<td>Profesi</td>
<td>1. Menjawab pertanyaan terkait profesinya.</td>
<td>1, 2, 3, 4, 6, 8, 9, 11, 12, 13, 14, 17, 19, 20</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Menghubungkan antara profesi, tempat bekerja dan alat yang digunakan untuk bekerja.</td>
<td>5, 7, 15, 18</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Place</td>
<td>1. Menghubungkan antara profesi, tempat bekerja dan alat yang digunakan untuk bekerja.</td>
<td>10, 16</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL SOAL** 20
Pre-Test

Name:

Class:

Answer the questions below by giving a cross (x) on a, b, c or d!

1. This person works as a driver plane, He is a ....
   a. Judge
   b. Postman
   c. Pilot
   d. Astronaut

2. This person works as a hair shaver, He is a ....
   a. Barber
   b. Artist
   c. Singer
   d. Driver

3. This person works as a catcher or angler fish, He is a ....
   a. Fisherman
   b. Judge
   c. Soldier
   d. Baker

4. This person worked as an arranger of the street, He is a ....
   a. Policeman
   b. Firefighter
   c. Driver
   d. Butcher

5. This woman works at the hospital, She is a ....
   a. Teacher
   b. Nurse
   c. Waitress
   d. Secretary

6. This person can make a house or building, He is a ....
   a. Builder
   b. Astronaut
   c. Teacher
d. Policeman

7. Who work in the schools ....
   a. Teacher
   b. Nurse
   c. Actress
   d. Secretary

8. This person entertains people with songs. He is a ....
   a. Sailor
   b. Singer
   c. Doctor
   d. Gardener

9. Anas designs buildings and supervises the construction. He is an ....
   a. Fire brigade
   b. Athlete
   c. Architect
   d. Doctor

10. A doctor works in a ....
    a. Hospital
    b. House
    c. Market
    d. Office

11. This person works in the field, grows plants and vegetables. He is a ....
    a. Dentist
    b. Farmer
    c. Artist
    d. Firefighter

12. This person repairs cars or motorcycles. He is a ....
    a. Mechanic
    b. Athlete
    c. Engineer
    d. Reporter

13. Andi worked as a sender of the letter. He is a ....
    a. Judge
b. Doctor
c. Postman
d. Police

14. Ari works as a wood cutter, He is a ....
a. Lawyer
b. Carpenter
c. Farmer
d. Doctor

15. Rendy worked at the restaurant as ....
a. Chef
b. Farmer
c. Singer
d. Model

16. A teacher works in a ....
a. A warehouse
b. A yard
c. A hospital
d. A school

17. Asep every day go to school, He is a ....
a. Student
b. Pilot
c. Doctor
d. Baker

18. My sister had a toothache, and then the mother took her to ....
a. Postman
b. Dentist
c. Astronaut
d. Magician

19. Mira showing new clothing in front of the audience and the judges
    fashion, She is a ....
a. Artist
b. Teacher
c. Model
d. Singer
20. This person cures the sick people.
   He is a ....
   a. Reporter
   b. Carpenter
   c. Teacher
   d. Doctor
Post-Test

Name: Class:

Answer the questions below by giving a cross (x) on a, b, c or d!

Based on the following pictures, what are their jobs?

1. (Image of a person with a bicycle)
   - a. He is a judge
   - b. He is a postman
   - c. He is a pilot
   - d. He is an astronaut

2. (Image of a person writing)
   - a. He is a barber
   - b. He is an artist
   - c. He is a singer
   - d. He is a driver

3. (Image of a person fishing)
   - a. He is a fisherman
   - b. He is a judge
   - c. He is a soldier
   - d. He is a baker

4. (Image of a person with a telescope)
   - a. He is a policeman
   - b. He is a firefighter
   - c. He is a driver
   - d. He is a butcher

5. (Image of a person reading)
   - a. She is a teacher
   - b. She is a nurse
   - c. She is a waitress
   - d. She is a secretary

6. (Image of a person with a tool)
   - a. He is a builder
   - b. He is an astronaut
   - c. He is a teacher
   - d. He is a policeman
7. a. She is a teacher
   b. She is a nurse
   c. She is an actress
   d. She is a secretary

8. a. He is a sailor
    b. He is a singer
    c. He is a doctor
    d. He is a gardener

9. a. He is a fire brigade
    b. He is an athlete
    c. He is an architect
    d. He is a doctor

10. a. A hospital
    b. A house
    c. A market
    d. An office

11. a. He is a dentist
    b. He is a farmer
    c. He is an artist
    d. He is a firefighter

12. a. He is a mechanic
    b. He is an athlete
    c. He is a engineer
    d. He is a reporter

13. a. He is a judge
    b. He is a doctor
    c. He is a postman
    d. He is a police

14. a. He is a lawyer
    b. He is a carpenter
    c. He is a farmer
    d. He is a doctor
15. a. He is a chef
   b. He is a farmer
   c. He is a singer
   d. He is a model

16. a. A warehouse
   b. A yard
   c. A hospital
   d. A school

17. a. He is a student
   b. He is a pilot
   c. He is a doctor
   d. He is a baker

18. a. He is a postman
   b. He is a dentist
   c. He is an astronaut
   d. He is a magician

19. a. She is an artist
   b. She is a teacher
   c. She is a model
   d. She is a singer

20. a. He is a reporter
   b. He is a carpenter
   c. He is a teacher
   d. He is a doctor
Appendix 5

Answer Keys

Pre-test

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

Post-test

1. C
2. A
3. A
4. A
5. B
6. A
7. A
8. B
9. C
10. A
11. B
12. A
13. C
14. B
15. A
16. C
17. A
18. B
19. C
20. D
<table>
<thead>
<tr>
<th>No</th>
<th>Nomor Soal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>J</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>K</td>
<td>9</td>
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<td>10</td>
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<td>13</td>
</tr>
<tr>
<td>16</td>
<td>P</td>
<td>14</td>
</tr>
<tr>
<td>17</td>
<td>Q</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>R</td>
<td>16</td>
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Surat Bimbingan Skripsi

Jakarta, 21 Januari 2013

Kepada Yth.

Drs. Nasrun Mahmud. M.pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu 'alaikum wr.wb.

Dengan ini diharapkan kesediaan Bapak/Ibu untuk menjadi pembimbing (materi/teknis) penulisan skripsi mahasiswa:

Nama : Riana Lita Sari
NIM : 208014000033
Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Judul Skripsi : The Effectiveness of Teaching Object Noun by Using Picture


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu 'alaikum wr.wb.

Kepala Pembimbing Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Kepada Yth. Ismailaning Eviyuliwati M.Hum
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

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Wassalamu 'alaikum wr. wb.

[Signature]

Kata Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT KETERANGAN
NO : MTs.021/YPI.ALH/SP/III/2013

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Al-Hanif menerangkan bahwa :

Nama : Riana Lita Sari
NIM : 208014000033
Jurusan/Prodi : Pendidikan Bahasa Inggris
Semester : XI (Sebelas)
Fakultas : Tarbiyah

Bahwa nama tersebut diatas telah melaksanakan riset/penelitian pada tanggal 09 September – 22 Oktober 2013 di Sekolah Mts Al-Hanif sehubungan dengan tugas penyelesaian skripsi yang berjudul:

"The Effectiveness of Teaching Vocabulary by Using Pictures"

Demikianlah surat keterangan ini dibuat dengan sebenarnya, agar pihak yang berkepentingan maklum.

Tanggal : 14 Oktober 2013

Muhammad Anshori, S.Ag.