THE EFFECTIVENESS OF VOCABULARY JOURNALS
TECHNIQUE ON SEVENTH GRADE STUDENTS’
VOCABULARY MASTERY
AT MTS AL-JAMI’AH TEGALEGACIDOLOG

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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THE EFFECTIVENESS OF VOCABULARY JOURNALS TECHNIQUE
ON SEVENTH GRADE STUDENTS’ VOCABULARY MASTERY AT
MTS. AL-JAMI’AH TEGALEG-CIDOLOG

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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 Munaqsyah.

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The examination committee of Faculty of Educational Sciences certifies that the “Skripsi” scientific paper entitled, “The Effectiveness of Vocabulary Journals Technique on Seventh Grade Students’ Vocabulary Mastery at MTs. Al-Jami’ah Tegalega-Cidolog” written by Zaeni Abdullah, student’s registration number: 111001400119, was examined in the examination session of Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta on May 17th, 2017 and was declared to have passed and have fulfilled one of the requirements for the degree of “S.Pd.” in the Department of English Education.

Jakarta, May 17th, 2017

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ABSTRACT

Zaeni Abdillah (1110014000119), The Effectiveness of Vocabulary Journals Technique on Seventh Grade Students’ Vocabulary Mastery at MTs. Al-Jami’ah Tegalega-Cidolog. Skripsi of Bachelor Program (S1) at English Education Department, Faculty of Tarbiya and Teachers Training, State Islamic University (UIN) Syarif Hidayatullah Jakarta, 2017.

This research is purposed to know the empirical evidence about the effectiveness of vocabulary journals technique after being implemented on seventh grade students’ vocabulary mastery at MTs. Al-Jami’ah Tegalega-Cidolog.

The method used to conduct the research is quasi-experiment with purposive sampling. The participants were 56 students which are also counted as the population of the research. Those participants were divided into two classes: 28 students for experimental class (they were taken from class A) and 28 students for control class (they were taken from class B). In the beginning, the researcher gave the pre-test. Then, the experimental class was treated by vocabulary journals technique during four days treatment period while the control class was treated by the technique which was regularly used by the English teacher in that school without vocabulary journals technique. After all treatments had been implemented, the researcher gave the post-test that consisted of twenty five multiple-choice questions which was same amount with the pre-test where both pre-test and post-test had been tested by ANATES application to measure their validity and reliability.

The research findings showed the value of $t_{count}$ was 4.58 and the value of $t_{table}$ was 2.39 in the degree significance 1% after all statistical calculation gained from collected data. It means that $t_{count}$ is bigger than $t_{table}$ ($4.58 > 2.39$) so that according to statistical formula, Ha (Alternative Hypothesis) was accepted and Ho (Null Hypothesis) was rejected. And also, the average scores resulted from vocabulary tests showed more significant increase after the technique was being implemented in the experimental class (pretest: 65.89 and post-test: 78.57) than the control class (pre-test: 65.36 and post-test: 66.07). Hence, it can be concluded that vocabulary journals technique has significant effectiveness on seventh grade students’ vocabulary mastery at MTs. Al-Jami’ah Tegalega-Cidolog.

Keywords: vocabulary journals technique, vocabulary mastery
ABSTRAK


Penelitian ini bertujuan untuk mengetahui bukti empiris tentang efektifitas teknik vocabulary journals terhadap penguasaan kosa kata siswa kelas tujuh di MTs. Al-Jami’ah Tegalega-Cidolog.

Metode yang digunakan dalam melaksanakan penelitian ini adalah quasi-eksperimen (eksperimen semu) dengan metode sampling purposive. Penelitian ini diikuti oleh 56 siswa sebagai partisipan yang juga terhitung sebagai populasi dari penelitian ini. Partisipan tersebut dibagi menjadi dua kelas yang terdiri dari 28 siswa untuk kelas eksperimen (diambil dari kelas A) dan 28 siswa untuk kelas control (diambil dari kelas B). Pada awal penelitian, peneliti memberikan pre-test. Kemudian, kelas eksperimen diajar dengan teknik vocabulary journals selama empat hari masa pengajaran, dan di lain sisi pengajaran di kelas kontrol menggunakan teknik yang biasa digunakan oleh guru bahasa inggris di sekolah tersebut tanpa teknik vocabulary journals. Setelah semua pengajaran (treatment) telah terlaksana, peneliti memberikan post-test (tes purna) yang terdiri dari 25 soal pilihan ganda sebagaimana jumlah soal dalam pre-test yang baik keduanya telah diuji dengan aplikasi ANATES untuk mengukur tingkat validitas dan realibilitasnya.

Hasil temuan penelitian menunjukkan nilai t_{hitung} lebih besar dari pada t_{table} pada signifikansi 1% sehingga sesuai dengan rumus statistik, Ha telah diterima dan Ho ditolak. Dan juga, nilai rata-rata yang dihasilkan dari tes kosa-kata menunjukkan peningkatan yang lebih signifikan setelah teknik tersebut diimplementasikan di kelas eksperimen (pretest: 65.89 and post-test: 78.57) daripada nilai yang dihasilkan di kelas kontrol (pre-test: 65.36 and post-test: 66.07). Sehingga dapat disimpulkan bahwa teknik ‘vocabulary journals’ memiliki efektifitas yang signifikan terhadap penguasaan kosa-kata siswa kelas tujuh di MTs. Al-Jami’ah Tegalega-Cidolog.

Kata Kunci: Teknik Vocabulary Journals, Penguasaan Kosa kata
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Jakarta, 18 April 2017

The Researcher
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CHAPTER I
INTRODUCTION

A. Background of the Study

Vocabulary is one of the language components to be taught to the learners. Vocabulary is salient in the process of English language teaching because without sufficient vocabulary, students cannot express their own ideas in English or understand English language materials. Jeremy Harmer said that students need to learn what words mean and how they are used.¹ By those functions, they can configure the names for things and showing them how words are stretched and twisted. So that, vocabulary mastery is very essential in early period of EFL students which will learn English language especially in the first year they get the English lesson.

In academic area, vocabulary mastery plays a significant role to help students to be success in learning English skills such as reading, writing, listening and speaking as well as those are purposed to be acquired as a goal of language teaching. Additionally, Schmitt said that to master those four skills, vocabulary mastery is necessary to support it.² Without it, we can just find a condition that is like shooting a target by gun without bullets. It is just reaching futilities. For example, the students mean to be pass the National Examination which contains English test within the reading text exists. How can they learn the way to answer the questions when they comprehend nothing? This example is only one of many cases that can be revealed in the regardless condition to the importance of vocabulary.

In several studies have stated that vocabulary size in young children is a strong predictor for success in later grades: The larger the children’s vocabularies in the primary grades, the greater their academic achievement in the upper grades.

It related to what The National Reading Panel said that they had concluded from their studies that vocabulary strongly support the students in comprehending the text they got.\textsuperscript{3} By the same token with the thought of Jack C. Richards and Willy Renandya in their book, \textit{Methodology in Language Teaching}, those explanations above brought us to the statement that vocabulary mastery becomes a prominent component to learn the language proficiency.\textsuperscript{4}

According to newest Indonesian educational curriculum—Curriculum 2013, English lesson is firstly taught as a compulsory subject at seventh grade of primary school. It must be difficult for Indonesian students to learn a foreign language because of the influence of their first and second language which were used in their daily life to socialize with the society and getting local information. Therefore, they need special treatment to support them in mastering English vocabulary to make it simpler to learn the lesson. So on the teacher must be more creative in the way he or she delivers the knowledge about vocabularies to the students to attract them more passionate to dig the mining of English words till they acquire a large amount of English vocabularies. It is according to what Hammer’s opinion which described the position of teaching vocabulary as an essential part in the way the teachers’ capabilities as an artist in their specific domain.\textsuperscript{5}

Teaching vocabulary often caused boredom during the lesson. It happened because the teacher could not conduct the teaching-learning process with fun and joyful atmosphere in the class. The teacher has to make vocabulary instruction as much fun as possible to avoid the reduction of students’ enthusiasm which can affect their learning performance. Comfortable atmosphere has a positive influence to build a condition within a lot of motivation, active involvement, repetition, and relevance lead to independent word learning that approximately

\textsuperscript{3} National Institute of Child Health and Human Development, Teaching Children to Read: And Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, Report of the National Reading Panel (NIH Publication No. 00-4769), (New York: Government Printing Office, 2000), chapter 4, pp. 14-28.


getting so close to the goal of the vocabulary instruction. In the other hand, the teacher must still regard to the quality of the teaching-learning contents within classifying the words to be taught in accordance with their needs in their language level and language materials. Clearly then, teachers need to not only focus on the amount of contents to be taught but also must be aware to the others areas on the teaching-learning process and then creatively facilitate the students to begin being autonomous in enriching their vocabularies.

In reality, the researcher had found the situation on the contrary with the ideality as well as the explanation above. Actually, most of English teacher for primary school in Indonesia have been forced to accept the fact of students’ condition within being lack in vocabulary mastery. It definitely could shock new teachers who face a contradictive situation between theory they got from their university and the reality of education occurred in the school. As the researcher observed in MTs Al-Jami’ah in the end of 2016 when the researcher conducted the preliminary observation, He found that most of seventh grade students have lack of vocabulary. It was occurred on the reason of fewer stimuli they got from their surrounding environment to be autonomous in enriching their vocabularies beside vocabulary they got from their teacher. Hence, it needs an improvisation to conduct the situation to make it balance between the ideality and the reality. Those situations denote the fact that there are lost puzzles in English teaching concept mostly happened in this country.

In the same case, the researcher had experienced doing teaching-learning process at SMP Yayasan Miftahul Jannah (YMJ) Ciputat about six months as an intern English teacher in 2014 during period between January and June. The researcher found many obstacles in guiding the students to understand the materials to be taught according to syllabus and teaching-learning plan which had provided formerly. The greater problem the researcher faced at the time was the students cannot understand the meaning of words written in the materials to be taught; even they could not get the early explanation usually given to guide to the new theme. At the same time, the researcher in a hurry situation to fulfill the duty to be on time in finishing the lessons as ordered in the syllabus before the deadline
of the final test at that semester. It surely rather affect the quality of teaching-learning process such as sacrificing the duration of vocabulary enrichment. When the researcher asked the current English teacher how ordinarily He conducted the teaching-learning process, He said that He did the same way as the researcher did—without various methods. The English teacher also said that He taught their students by using textbook-centered method and He seldom provide space for vocabulary enrichment when class was started. It showed that the respect to the importance of vocabulary mastery as the way to lead students easy to learn English language is still low and also the teacher didn’t creative enough in delivering English material.

In another chance, the researcher tried to explore the existence of language teaching in the remote area such as Sukabumi Regency. As mentioned above, the researcher observed firstly on June 11-15 2016 at Islamic Junior High School, MTs Al-Jami’ah Tegalega, Cidolog-Sukabumi as the preliminary observation before doing the treatment. After the observation, the researcher had found some critical points. The first, the circumstance of the area didn’t support the language teaching-learning process. It could be shown from the area that is far away from center of the town and also stationary, low signal for mobile and internet network, and there are no suitable places for practicing English language such as tourism area. The second, the insufficiency of the facilities to support teaching-learning process such as multimedia utilities, books supporting English literacy to become supplements for students and teachers, extra-curricular activities of language skills development, English learning group, and the third as the most serious crisis in this school was the quality of the English teacher who delivered the English lesson material by using textbook-centered method and sometimes She just gave the lesson task to the students and left the class. Such education environment like this automatically influenced the degradation of the passion and the seriousness of both the teacher and students.

Despite of all happenings, all students have the same inner-potency to learn everything. Yet they need supporting factors and great stimulation from the surroundings. One of the most important factors is the teacher. The researcher
discovered the English teacher in MTs Al-Jami’ah mostly just reading what she found in the English lesson book and directly explained the grammar by using Indonesian language.

In line, the teacher didn’t give a sufficient vocabulary to help the students understand with their English comprehension ability. When student didn’t know the meaning of the words they read, the teacher gave them the instruction to open English-Indonesian dictionary without another reinforcement activity. It was barely shown from the face of the students that they weren’t interested to what the teacher explained. This is an indication where the education environment reality at the school was totally contradictive with the slogan “learning must be fun”. The way of students to master vocabularies can be seen from how interesting the teacher who taught them and knowing about which methods he or she will use to help students in adopting more beneficial strategies of enriching their number of vocabulary. In the light of preceding explanation, Nation stated that teachers are better to focus on making an effective vocabulary learning strategy than giving directly the meaning of strange words for helping their students. So that, the teacher have to seek the simplest and easiest strategy and technique which are suitable with all resources provided in that school with regarding the condition of their students and also be able to raise the motivation to build the fun atmosphere within full of spirit and interest to learn English language.

Regarding to the problems above, the researcher has a suggestion to solve them. It is a technique which is easy to use with no need to expensive media or difficult resources and also suitable to be used in all areas. The technique is Vocabulary Journals. Popp said that these journals are a specific type of learning log where students record their ideas and information from content areas in a notebook and responses. This technique will help the students to respond and adapt the words, concepts, and ideas through the use of their own language. They

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can use their journals to explore the words’ meanings, make connection between the new words and their own experiences and ideas they already know, and produce rich definition.\(^9\)

Based on the explanation above, the research was conducted on the title: ‘The Effectiveness of Vocabulary Journals Technique on Seventh Grade Students’ Vocabulary Mastery at MTs. Al-Jami’ah Tegalega-Cidolog.

B. Identification of the Problem

Based on the background above, the problems can be identified as follows:

1. Students are lack of vocabularies where it was mostly caused by fewer stimuli they got from their surrounding environment to learn English.
2. The school is located in the remote area so that they are away from the access to get other supporting English reference.
3. The school has limited language facilities where it was also surrounded by the people who did not so care about their children education.
4. The students are confusing in enriching their vocabularies because they did not know how the easier and more pleasurable way to master needed vocabularies in their level.
5. The teacher is mostly regardless in giving the space for vocabularies enrichment.
6. The teacher did not use the various techniques in teaching English, especially toward vocabularies enrichment as the way to make students easy in understanding the lesson.

C. Limitation of the Problem

This study concerns on the effectiveness of Vocabulary Journals Technique on seventh grade students’ vocabulary mastery at MTs Al-Jami’ah Tegalega, Cidolog-Sukabumi.

\(^9\) Ibid, p. 110
D. Formulation of the Problem

The research problem was formulated as follows: “Is the use of Vocabulary Journals Technique effective on seventh grade students’ vocabulary mastery”

E. Objective of Study

The purpose of this study was to get the empirical evidence of the effectiveness of vocabulary journals on seventh grade students’ vocabulary mastery at MTs. Al-Jami’ah Tegalega, Cidolog-Sukabumi.

F. Significance of Study

The results of this study were expected to provide useful information and empirical benefits about the usage of vocabulary journals technique in English teaching-learning process for students, teachers, especially for everyone who is in the similar situation with this case, and certainly for other future researchers too.

Firstly, the study is hopefully able to propose the illumination for the students in which they can enrich their number of vocabulary without feeling bored and losing the spirit until they will be able to understand their English lesson comprehensively during the teaching-learning process. Secondly, the writer sure that the study will also give a grand contribution to help the English teachers to be more creative to conduct an effective class with modern paradigm of language education although they are in situation within insufficiency of facilities and areas far away from modernism and smart technology. It is in compliance with a wise word, “The process of education must continuingly work in every situation and condition.” Finally, it is expected to be a consideration for the other researchers to step more carefully in conducting future research in order to afford more valuable research.
CHAPTER II
THEORETICAL FRAMEWORK

A. Vocabulary

1. The Definitions

Before the researcher continue their explanation about the deepen theory or another supporting theoretical evidence, it is better to be preceded by the definitions of vocabulary mastery. It can make the readers deeply understand what the research told about.

Vocabulary has broad definition. We can get it from language experts and also dictionaries. Based on semantics, Visnja Pavicic cited from Carter who stated that a word can be defined as the smallest meaningful unit of language.\footnote{Visnja Pavicic Takac, \textit{Vocabulary Learning Strategies and Foreign Language Acquisition}, (Clevedon: Multilingual Matters, Ltd., 2008), p. 5.} He said also that no one is able to define meaning of a word clearly with satisfactory definition. For instance, word ‘make’ in sentence ‘Anisa makes a delicious cake for her brother to celebrate his birthday’ and in the sentence ‘You have to make money to pay the debt’. Word ‘make’ in both sentences have different meanings. The word ‘make’ in first sentence means cook and the second one is afford. Therefore, to define vocabulary itself, many experts did it with different definition due to different background knowledge and different context.

John J. Pikulski in his journal defined vocabulary as written in the American Heritage Dictionary as “the sum of words used by, understood by, or at the command of a particular person or group.”\footnote{John J. Pikulski and Shane Templeton, Teaching and Developing Vocabulary: Key to long-term Reading Success, \textit{Current Research in Reading/Language Art}, (Boston: Houghton MifflinReading, 2004), p. 1} It means that every word that we use in all situations is part of vocabulary. That definition denotes to the big significance of vocabulary on
the process of human’s communication in delivering or receiving meaning, intention, thinking, sense, etc. from someone to another. Penny Ur also gave his opinion about the definition of vocabulary in her book ‘A Course in Language Teaching Practice’ that is a bit different from Pikulski. She said that vocabulary can be defined roughly as the words we teach in foreign language. She specified her definition on the term of education, especially about foreign language teaching. In addition, Burton and Humphries stated someone’s vocabulary is the total number of words in a language that he or she knows. From the previous definitions, the researcher could elaborate them that vocabulary is all words in a language which are used to build communications among people orally or written.

The next word to define is mastery. It is intellectual command over (a subject of study). In this case, language is a subject of study even in formal, non-formal and informal education. Moreover, language becomes a compulsory subject to be taught and learnt from the lowest level until the higher level of education in almost all countries in the world.

Therefore, language mastery with its components will always be a notable subject to be researched and developed, such as vocabulary mastery that becomes one of core aspect of languages.

2. The Importance of Vocabulary

Previously, the researcher had explained about definitions vocabulary mastery. Specifically, the researcher highlighted the vocabulary definition as all words in a language which are used to build communications among people. Hence, it has a significant role in language education.

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Human is a social creature. The term of social here automatically needs to the
term of communication. For instance, when someone socializes with another one,
exactly he or she has to do communication. Then, the communication itself needs
media such as languages to deliver meanings from one to another one. For the reason
of using languages as a media of communication, vocabulary has big significances in
building communication among people in the world because the language is never be
formed without the existence of vocabulary as one of its core aspects.

Everyone in the world must be in touch with vocabulary, especially when he
or she is in condition of learning languages, even first, second or foreign language. In
the context of language learning, Ghazal analogize the words as building blocks
which construct a building of knowledge of the second language. Consequently, the
learners have to build frequently their language mastery by learning, practicing and
applying their words or vocabulary as often as they can. As they do those activities as
they will gain their language mastery. The activities need a condition—students have
enough vocabularies. How can they practice the language they learnt even speak with
it if they doesn’t have sufficient words or vocabularies? This rhetorical question
emphasized the precedent statements about the importance of vocabulary. Hence, the
stake holders of the process of language teaching-learning even in a school as an
executor of language education program or Government—Minister of Education as a
responsible and education policy maker ought to care more to the students’
vocabulary building in all school grades, especially the lowest one from now on.

Learning a language must be purposed to master one or more of its
proficiencies. To get them, learners have to try gaining basic skills of the language—
speaking, writing, listening, and reading. As a tread to reach those basic skills,
Richards and Renandya said that vocabulary becomes a core component of language
proficiency that could provide learners how to acquire those basic skills. Learners

\footnote{Lotfi Ghazal, Learning Vocabulary in EFL Context through Vocabulary Learning Strategies, \textit{Novitas Royal}. Vol. 1, no. 2 p. 84. Lotfi Ghazal, Learning Vocabulary in EFL Context through Vocabulary Learning Strategies, \textit{Novitas Royal}. Vol. 1, no. 2 p. 84.}
cannot achieve effectively their potential without having an extensive vocabulary and strategies to obtain new vocabulary.  

Vocabulary instruction directly improves comprehension. He points out that, as the difficulty of words in a text increases, understanding of the text decreases; therefore it is critical for students to have a deep understanding of academic vocabulary in order to understand new concepts.

Vocabulary can also influence individual’s social status. People usually tend to respect and interest to the individual who has a capability in communication skill, such as politicians, teachers, etc. Someone who is able to express him or her precisely with appropriate language seems to be more possible to make a positive impression in front of people around him or her. Moreover, vocabulary has also a relevancy with people’s profession, even the high-rate one. It enables employees to communicate their needs, boosts their opportunities in the profession fitted with their vocabulary capabilities and make them easy to comprehend their partners’ or their superiors’ needs.

An equally significant aspect of vocabulary certainly occurred in people’s academic life. Students who want to advance to the higher phase of education grade are demanded to renew and develop the store of their vocabulary due to the increasing difficulties in the text they will encounter in higher education level. Mofareh El-Qahtani said in his journal that students cannot use the structures and functions without having an extensive vocabulary, whereas both of structures and functions are the main components in building comprehensible communication. Consequently, vocabulary acquisition plays the significant role in the formation of

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8 Mukoroli, “Academic Vocabulary Teaching Strategies for The English for Academic Purposes ESL Classroom,” *Thesis* on SIT Graduate Institute Brattleboro, Vermont, 2011, p. 11, DigitalCollection@SIT
complete spoken and written text and become passing key to be success in encountering language formations in all academic levels.

To conclude the explanation above, the researcher points out that having enough vocabulary is very essential in all life aspect. We cannot live properly without socializing the others. We are unable to socialize without doing communication. We cannot do communication without media such the language, and no language without vocabulary. In addition, the vocabulary has a prominent influence on passing the obstacles people found in their academic, social, and professional life.

3. Kinds of Vocabulary

There are many vocabulary dividing concepts according to some experts. Hatch and Brown divide the vocabulary into two kinds based on its use. Those are receptive and productive vocabulary.10

a. Receptive vocabulary

It is words that learners know and understand their meaning but cannot produce them in active skill such as speaking and writing. The words can be found when someone read a text but cannot use words in the text for speaking or writing.

b. Productive vocabulary

It is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

According to Nation, vocabulary is divided to four kinds based on frequency and range vocabulary often found in the language; those are high frequency words, academic words, technical words, and low frequency words.11

a. High frequency words

High frequency words are words that contained approximately 3000 word families that most frequently occurred in conversational language. The 3000 word families are a more pedagogical criterion and based on Schmitt’s research, it coverage 87% of words in formal text and 95% in informal spoken text. Schmitt said that more vocabulary than 3000 words can make learners able to communicate in more situations than usual.

b. Low frequency words

All the rest of the word families which of these words are known or are worth learning depend on learner’s personal interest, education background or current studies, area of employment; social, cultural natural environment and so on. The words just occur rarely.

c. Academic word

Words families occur much more frequently in academic texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

d. Technical words

Low frequency word families which are used in particular discipline, profession, sport, culture or other special field. They are normally known only by people with an interest or expertise in relevant area.\(^\text{12}\)

Besides the ideas above, Hiebert and Kamil proposed the different views about kinds of vocabulary. They said that an error to categorize different kinds of vocabulary may bring to confusion and disagreement about both research findings and instructional implications. So, they stated that the simplest categorization based on about kinds of vocabulary come in at least two forms; oral and print vocabulary.

and supported by the knowledge of vocabulary kinds which divided also to two forms; the productive vocabulary and receptive or recognition vocabulary.\textsuperscript{13}

a. Oral Vocabulary

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.

b. Print Vocabulary

Print vocabulary consists of those words for which the meaning is known when we write or read silently.

In conclusion from the explanation about kinds of vocabulary above, it is so important to teachers and learners to know and understand the kinds of vocabulary before doing the process of teaching-learning vocabulary. Moreover, the vocabulary itself has different dividing concepts of vocabulary kinds which can also affect teaching-learning instructions and objectives.

4. Contents to be Taught in Teaching Vocabulary: Criteria Selection

Before the teacher does the teaching, He or She is required to be well prepared, especially about the contents to be taught in teaching vocabulary. It is so essential in conducting teaching-learning process. So, it must be on the teacher’s mind the question such as “what vocabulary to be given to students which were suitable with their needs and also the syllabus?” in order to make him or her focus on vocabulary materials within the appropriate examples and ways to practice them in authentic contexts. The teacher is demanded to formulate teaching contents or materials based on the precise criteria beside what have already been determined in the syllabus from the National Curriculum for English lesson, the course book, etc.

To decide the vocabulary materials to be taught, Harmer mentioned the criteria needed to be considered as follows:\textsuperscript{14}

a. Frequency

It seems self-evidence that is sensible to teach the most frequent words in any language before the more unusual ones are taught as they are likely to be the most useful ones for learners of that language.

b. Coverage

A word may be quite frequent, but a majority or even all of its occurrences might be in just one or two texts. In this case, although its frequency might look significant, its range might be quite small. The most useful words for learner then are those which are frequent and occur across a wide variety of texts.

Teachers who take their own texts into classroom will often have to decide from experience, intuition or even the use of a dictionary, which words are likely to have the most useful range, a job which has already been done to a great extent in good course book.

c. Choice

It is possible for students to feel they need or to be interested in different words to those suggested by the teacher or course book, something to be taken into account for the sake of motivation. In fact, their needs or interests perhaps do not even coincide with those of the group or class. Our challenge here as teachers is to combine the collective and the individual.

As was previously stated, teachers have to consider the appropriate criteria to select the vocabulary to be taught in the preparation to teach process. The current criteria were frequency, coverage and choice. Teachers obliged to control the frequency of the vocabulary will be used in teaching the materials. Then, teachers have to make sure that that the vocabulary used will have covered the objectives of

the teaching-learning process. And the last, teachers have to be aware on students’ needs and interests in choosing the vocabulary materials to be taught and make it balance with the objective decided in the syllabus or the course book used.

5. Materials Needed to be Taught in Teaching Vocabulary

To build an expedient vocabulary is notable to learn foreign language for beginners. So, to prepare the materials to be taught in learning vocabulary, the teacher must consider the aspects of materials in teaching vocabularies. Penny Ur described in her book that the items to be taught have to be referred to their form, grammar, collocation, aspects of meaning, and word formation.

a. Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspect are accurately presented and learned.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentence; it is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, for example, we might give also its past form, if this is irregular (think, thought), and we might not if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (mouse, mice), or draw learners’ attention to the fact that it has no plural at all (advice.

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information). We may present verbs such as *want* and *enjoy* together with the verb form that follows them (*want to, enjoy-ing*), or adjectives or verbs together with their following prepositions (*responsible for, remind someone of*).

c. **Collocation**

The collocations typical of particular items are another factor that makes a particular combination sound ‘right’ or ‘wrong’ in a given context. So, this is another piece of information about a new item which it may be worth teaching. When introducing word like *decision* and *conclusion* for example, we may note that you *take* or *make* the one, but usually *come* to the other; similarly, you *throw a ball* but *toss a coin*; you may talk about someone being *dead tired* but it sounds odd to say *dead fatigued*.

Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

d. **Aspect of meaning (1): denotation, connotation, appropriateness**

The meaning of word is primarily what is refers to in the real world, it is denotation; this is often the sort of definition that is given in a dictionary. For example, *dog* denotes a kind of animal; more specifically, a common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word *dog* for example as understood by most British people has positive connotations of friendship and loyalty; whereas the equivalent in Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority. Within the English language, *moist* has favorable connotation while *dank* has unfavorable; so that you could describe something as ‘pleasantly moist’ where ‘pleasantly dunk’ would sound absurd.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare
or ‘taboo’ in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect. For example, you may know that *weep* is virtually synonymous in denotation with *cry*, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

e. **Aspect of meaning (2): meaning relationships**

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.

1) **Synonyms**: items that mean the same, or nearly the same; for example, *bright, clever, smart* may serve as synonyms of *intelligent*.

2) **Antonyms**: items that mean the opposite; *rich* is an antonym of *poor*.

3) **Hyponyms**: items that serve as specific examples of a general concept; *dog, lion, mouse* are hyponym of *animal*.

4) **Co-Hyponyms or Co-ordinates**: other items that are ‘the same kind of thing’; *red, blue, green* and *brown* are co-ordinates.

5) **Superordinate**: general concept that ‘covers’ specific items; *animal* is the superordinate of *dog, lion, mouse*.

6) **Translation**: words or expressions in the learners’ mother tongue that are (more or less) equivalent in meaning to the item being taught.

Besides these, there are other, perhaps looser, ways of associating meaning that are useful in teaching. You can for instance, relate parts to a whole (the relationship between *arm* and *body*); or associate items that are part of the same real-world context (*tractor, farmer, milking* and *irrigate* are all associated with *agriculture*).

All these can be exploited in teaching to clarify the meaning of a new item, or for practice or test materials.
f. **Word Formation**

Vocabulary items, whether one-word or multi-word, can often be broken down into their component ‘bits’. Exactly how these bits are put together in another piece of useful information—perhaps mainly for more advanced learners.

You may wish to teach the common prefixes and suffixes: for example, if learners know the meaning of *sub-*-, *un-* and –*able*, this will help the guess the meanings of words like *substandard, ungrateful* and *untranslatable*. They should, however, be warned that in many common words and affixes no longer have any obvious connection with their root meaning (for example, *subject, comfortable*). New combinations using prefixes are not unusual, and the reader or hearer would be expected to gather their meaning form an understanding of their components (*ultra-modern* and *super-hero*).

Another way vocabulary items are built is by combining two words (two nouns, or a gerund and a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (bookcase, follow-up, swimming pool). Again, new coinages using this kind of combination are very common.

As has been mentioned, the teachers also have to consider the aspects of vocabulary to decide the vocabulary materials to be taught. It is so essential due to introducing the vocabulary knowledge to the learners, especially who were at basic level. It also can make the teacher easy to explain new vocabularies to students in different contexts. So that the teaching-learning process will be run effectively and the teacher will get easier to reach the objectives.

6. **Vocabulary Knowledge Aspects**

As explained above, the researcher concluded that vocabulary is all words in a language which are used to build communications among people orally or written. Words are not isolated units of the language, but agreeable with numerous
interconnected systems and levels. It caused the emergence of different aspects which support spontaneously the existence of vocabulary on learners’ cognitive domain.

Nation stated that vocabulary knowledge aspects are the aspects of what it means to know a word.\textsuperscript{17} He mentioned that there are three aspects which are existed in vocabulary knowledge: those are Form, meaning and use.

a. Form

The form aspect of vocabulary covered three sub-aspects such as spoken, written, and word parts. Firstly, the spoken aspect concerns on what the word sounds like and how the word is pronounced. For example, the word ‘bag’ (bæg) sounds like ‘sad’ (sæd) at its phonemic [æ]. Secondly, the written aspect concerns on what the word looks like and how the word is written and spelled, for example the teacher says words and the learners write them correctly. And thirdly, the word parts aspect concerns on what parts are recognizable in the word and what word parts are needed to express the meaning, for example the teacher writes words on the board and the learners cut them into parts and give the meanings of the parts.

b. Meaning

The meaning aspect of vocabulary covered three sub-aspects such as form and meaning, concept and referents, and associations. The form and meaning aspect concerns on what meaning does the word form signal and what word form can be used to express the meaning, for example the word ‘cook’ in the sentence ‘Andi is cooking the rice’ show the meaning of Andi’s situation that He is in the progress of cooking the rice. The concept and referents aspect concerns on what is included in the concept and what items can the concept refer to, for example the word parts that the students understand its uses to instead or name or modify something and to express a state, a situation and etc... And the last, the aspect of associations concerns on what other words make us think of and what other words

we could use instead of this one, for example the word ‘make’ can be used in different meaning according to context and situation.

c. Use

The use aspect of vocabulary covered three also sub-aspects such as grammatical function, collocation, and constraint on use. The grammatical function aspect concerns in what patterns does the word occur and in what patterns must we use this word, for example the complete sentence such as ‘You bring the book’ makes the words have meaning, and every pattern has the different meaning. The collocations aspect concerns on what words or types of words occur with this one and what words or types of words must we use with this one, for example word choosing to paired with another word in a phrase or sentence such as word ‘money’ can be paired with word ‘make’ to become ‘make money’ which means afford money, but it cannot be paired with word ‘produce’ to construct the same meaning. The constraints on use aspect concerns on where, when, and how often we would expect to meet the word and where, when, and how often we can use the word, for example the primary school students seldom get words like fluctuation, inflation, impeachment, but they often meet words like lesson, learning, and all things around the class and their house.

These aspects of vocabulary knowledge can be used to formulate the vocabulary materials to be taught and to measure how far the learners understand about the vocabularies were taught. Thus, it is very essential to the teacher in conducting the vocabulary teaching-learning process.

7. How Vocabulary is Remembered

Vocabulary knowledge is largely a question of accumulating individual items. The general rule seems to be a question of memory. Along the teaching-learning process, it might evoke the emergence of some questions about several problems, such as how memory works. Thornbury explained that some researchers differentiate
the working of memory into three systems, those are short-term store (STS), working memory, and the long-term memory.\textsuperscript{18}

a. Short-term store

Short term store is the brain capacity to hold a limited number of items of information for periods of time up to a few seconds. It is the kind of memory that is involved in repeating a word that you have just heard the teacher modeling. But successful vocabulary learning involves more than holding words for a few seconds. To integrate works into long-term memory, they need to be subjected to different kinds of operations

b. Working memory

Working memory means focusing on word long enough to perform operations on them. It means that the information is manipulated via the senses from external sources or downloaded from the long-term memory. Material remains in working for about twenty seconds. The existence of articulator loop enables this new material processing. It works a bit like audiotape going round a round again. It assures the short-term store to be kept refreshed. The ability to hold a word in working memory is a good predictor of language learning aptitude. The better ability to hold words in working memory the smoother the process of learning foreign language is.

c. Long-term memory

Long-term memory can be seen as king of filling system. Unlike working memory, which has a limited capacity and no permanent content, this kind of memory has an enormous capacity and its contents are durable over time. However, to ensure moving new materials into permanent long-term memory requires number principles to be followed:

1) Repetition: repetition of encounters with a word is very important, useful and effective. If the word is met several times over space interval during reading activities, students have a very good chance to remember it for long time.

2) Retrieval: another kind of repetition. Activities, which require retrieval, such as using the new items in written task, help to students to be able to recall it again in the future.

3) Spacing: it is useful to split memory work over a period time rather than to mass it together in single block.

4) Pacing: to respect different learning style and pace, students should be ideally given the opportunity to do memory work individually.

5) Use: putting words to use, preferably in an interesting way is the best way of ensuring they are added to long-term memory. This is so called “Use it or lose it” principle.

6) Cognitive depth: the more decisions students make about the word and the more cognitively demanding these decisions are, the better the word is remembered.

7) Personal organizing: personalization significantly increased the probability that students will remember new items. It is claimed mainly through conversation and role-playing activities.

8) Imaging: easily visualized words are better memorable than those that do not evoke with any pictures. Even abstract words can be associated with some mental image.

9) Mnemonics: tricks to help retrieve items or rules that are stored in memory. The best kinds of mnemonics are visuals and keyword techniques.

10) Motivation: strong motivation itself does not ensure that words will be remembered. Even unmotivated students remember words if they have to face appropriate tasks.

11) Attention: it is not possible to improve vocabulary without a certain degree of conscious attention.
As explained above, the researcher is able to know the way to guess how long the vocabulary remains in people’s brain. According to Thornbury, there are three working of memory systems. The first is short-term memory which holds a limited information or vocabulary along short period. The second is working memory which holds vocabulary a bit longer than short-term memory while the memory is working. And the third is long-term memory which has a large capacity to save words or information in long durable period.

8. Teaching and Learning Vocabulary

a. Teaching Vocabulary

To teach new words, language teachers are able to use varied ways as Penny Ur explained in the following points: ¹⁹

1) Ideas for presenting specific items

Select an item from vocabulary taught in foreign language textbook you know. Think how the meaning of this item would best be presented to learners who are encountering it for the first time and write down some ideas.

2) Studying further techniques

Put your practical suggestions aside for the moment, study list of different techniques of presenting the meaning of new vocabulary.

3) Application and comparison

Identify which one or more of the techniques were used in your own idea for presentation.

b. Learning Vocabulary

For learning vocabularies, Hatch and Brown suggested five ‘essential steps’ based on their research, those are:

1) Having sources for encountering new words; with sources of new words being regarding, watching TV, listening to radio, conversations with native speakers, textbooks, word lists, dictionaries, etc.

2) Getting a clear image, whether visual or auditory or both, for the forms of the new words; creating a mental picture (visual, auditory or both) of word form, relating a new word with L1 words or other foreign language with similar sounds, using phonetic script, relating to already acquired English words that sound similarly.

3) Learning the meaning of words; asking the native speaker for the meaning, guessing from context, creating a mental image of meaning.

4) Making a strong memory connection between the forms and meaning of the words; creating a strong linkage between word form and meaning in the memory, regardless of the memory strategy usage – as long as it is used.

5) Using the words; in example sentences, collocations, various contexts, conversations, etc.  

To learn or to teach words, people cannot make without lack preparation or underestimate it as a supplement while learning a language. It is a seriously language component which has prominent role. As Lynne stated, Learning of words is a process that continues, but that change in nature as it continues. Then language teaching is existent to make the learning process run well and not run away from its objectives. The five steps above both teaching and learning strategies is the evidence that learning words is the serious thing to apply in the process of language learning.

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21 Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 84.
B. Vocabulary Journals Technique

1. The Nature of Vocabulary Journals Technique

To teach vocabulary, it is not easy as turning around our hands. It needs strategies or techniques to transmit vocabulary to be taught to students’ memory. Here, the researcher highlighted one of techniques which can be used in many conditions. It is vocabulary journals technique.

Vocabulary journals in content areas allow adolescent students to work with vocabulary terms using an “introduce, define, discuss, and apply” sequence. The variations in making the journal can cover the needs of individual content areas. The definition of journal itself is a daily record, as of occurrences, experiences, or observation. So, it hoped to gain a further function than the journal’s function which is used for saving the memory of the important moments or the future agenda.

Interactive journals in a social studies classroom usually consists of some vocabulary section for each unit. Students record word sorts, vocabulary, student friendly definitions, synonym, antonym, and visual representations for each term. While teaching-learning proceed, students can review, refer to, and revise their vocabulary memory to build more knowledge. Word learning is built in levels, and depth of word knowledge is built as students got words form various texts and contexts. There in lays the power of vocabulary journals where students can revisit words, adding information about those words as they learn new nuances of and contexts for those words. Every page or section of a vocabulary journal then authentically grows as students’ word knowledge grows.

According to previous explanation, the researcher can review that vocabulary journals technique is one of useful techniques which allows students to work with vocabulary terms using an “introduce, define, discuss, and apply” sequence. Using

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this technique will make students more independent and bring them to learn language according to the autonomous learning concept.

2. **The Benefit of Vocabulary Journals**

   As explained above, vocabulary journals technique can facilitate students to construct their vocabulary knowledge through “introduce, define, discuss, and apply” sequence. Applying this technique in language teaching-learning process will afford some benefits.

   a. Firstly, the use of vocabulary notebooks/journals is able to enhance vocabulary study.

   b. Secondly, vocabulary journals can improve students’ ability in using dictionary and guessing word meaning from contexts. Furthermore, learners may be stimulated by using a dictionary in understanding meanings from textual context so that they can develop their ability in incidental vocabulary learning.

   c. Thirdly, vocabulary journals are able to improve students’ autonomy. Enhancing students’ autonomy in vocabulary learning is a necessity in to evoke positive big impact in learning process. The autonomy capability will allow students to have a sense of responsibility and sense of happiness in learning language so that it will make the easy and enjoy the language learning process.

   d. Fourthly, vocabulary journal also enables learners to revisit each word and make the vocabulary they meet active. Many students learn new words relatively quickly but they also forget them quickly too. Taking this into account, the vocabulary journal can facilitate the learners review the material any time.

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26 Ibid., p. A2

e. Fifthly vocabulary journal also provide multiple learning strategies. Since learners are individuals and have different learning styles, the best teaching plan may be to introduce students to a variety of learning strategies.

f. The last, vocabulary journal is also beneficial for the teacher. The vocabulary journal keep teachers informed about learners’ progress.

In conclusion, the implementation of vocabulary journals technique gives some beneficial impacts to students. It makes teachers easy to develop and monitor their students’ vocabulary storage so that the language teaching-learning process will be easier to conduct.

3. Steps to Implement Vocabulary Journals Technique

Students often have difficulty in memorizing or remembering new words or phrases they find when they learn language in the class or exposure their language target in the other place. Vocabulary Journals Technique is a key to solve that problem. After learning vocabularies with this technique where the students record and classify word which they want to understand and memorize, the students can reread again their vocabulary journals everywhere and every time they want. Implementing the Vocabulary Journal Technique must be conducted step by step. The followings are the steps to implement Vocabulary Journals Technique in teaching-learning process.

a. **Introduce Vocabulary Journals to students.** Talk about the purpose of the journal and how to identify words from their readings to explore a word’s meaning and use.

b. **Demonstrate how to select words from a reading.** Conduct a read-aloud to show the students which words might be selected for their Vocabulary Journals.

c. **Use a think-aloud to model how to construct meanings from words.** Engage in a think-aloud on how to interact with text to construct and build word meaning. Demonstrate to students how to
1) Consult other resources such as glossaries and dictionaries to show meanings of words or search illustrations, diagrams, and subtitles;
2) Use the context of the sentence or sentences around the word to explore the meaning of the word;
3) Show word relationships such as synonyms, antonyms, homonyms, etc.; and
4) Explore meaning through making connections to the word, such as what they know that is similar to the meaning of the word or other readings in which the word might have been used.

d. **Record ideas that have been used to explore the meaning of the word.**
Display different techniques that were used to represent word meanings and relationships. For example, discuss the use of word or concept maps and other graphic organizers to show word and concept relationships and the use of pictures to depict meanings.

e. **Encourage students’ systematic use and sharing of Vocabulary Journals.**
Develop students’ interest in words by encouraging their use of Vocabulary Journals and providing a range of contexts where students use their journals. They may be used most effectively in literature circles, guided reading, independent reading, shared reading, read-aloud, and reading across the curriculum. Teachers encourage the students’ use of journals during discussions where they may share their words, ideas, and questions.

f. **Encourage students to use their Vocabulary Journals as a resource.** Provide authentic ways to help students use their Vocabulary Journals as a tool for learning. Since journals are a storehouse for new and interesting words and their meanings, spellings of words, concepts, and ideas, students should be encouraged to use their Vocabulary Journals during writing.28

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In conclusion, vocabulary journals technique is an applicable technique to help students who has difficulties in memorizing new words or phrases. Vocabulary journals technique can makes students easy in encountering new words, getting a clear image, learning the meaning of words, making a strong memory connection between the forms and meaning of the words, using the words.

**C. Thinking Framework**

By the research, the researcher will find the empirical evidence about the effectiveness of vocabulary journals technique on seventh grade students’ vocabulary mastery at MTs. Al-Jami’ah Tegalega Cidolog-Sukabumi. As explained in the previous chapter that vocabulary is very essential to be acquired by students who are in the process of learning a target language. So, the existence of a technique which is able to facilitate language learners in mastering vocabulary of the target language becomes a necessity.

In line with the realities described above, the researcher chose vocabulary journals technique to be studied in this research. It is because this technique is able to allow language learners to be more autonomous in learning the target language and also allow them to construct their vocabulary knowledge through “introduce, define, discuss, and apply” sequence so that the words they got by this technique will be saved in their long-term memory.

In accordance with the theory discussed above, the researcher is sure that vocabulary journals technique has the effectiveness on seventh grade students’ vocabulary mastery at MTs. Al-Jami’ah Tegalega-Cidolog. Therefore, the teaching-learning process occurs in the class will be more effective especially in building students’ vocabulary mastery as a stepping stone to be easier in mastering language skills.
D. Relevant Studies

The first relevant study with this research is the research about the effectiveness of vocabulary notebook media on students’ vocabulary mastery which was conducted by Yomi Handayani at the eighth grade students of Junior High School of Nusantara Plus Ciputat in 2014. The research is aimed to know the empirical evidence about the effect of using vocabulary notebook media on students’ vocabulary mastery.

The participants were 70 students who were divided into two classes: 35 students for experimental class who were treated by vocabulary notebook media and 35 students for control class who were not. The participants were given the pre-test before the treatment and then they were given the posttest after all treatments had been conducted.

The result of the current study after being conducted showed that vocabulary notebook had the influence on students’ vocabulary mastery. It seemed from her research findings after being tested by hypothesis test formula.29

The second inspiring relevant study for the researcher is the research which was conducted by Vjosa Vela and Jeta Rushidi from South East European University, Ilindensa-Macedonia. This research is purposed to support the claim that keeping vocabulary notebook is an effective tool that promotes vocabulary acquisition as well as learner autonomy by analysing the effect of vocabulary notebooks on EFL students’ vocabulary acquisition and students’ responsibility of their own learning.

The participants of this study are three groups of Intermediate level students from the South East European University Language Center. Over a four week period students followed the same course material and syllabus. One group acted as the treatment group and kept vocabulary notebooks and the remaining two groups were control groups and didn’t keep vocabulary notebooks. Scores from the vocabulary

29 Yomi Handayani, the effect of using vocabulary notebook media on students’ vocabulary mastery (A Quasi-Experimental Study at the Eighth Grade of SMP Nusantara Plus), a skripsi presented to the Faculty of Tarbiya and Teachers’ Training in UIN Syarif Hidayatullah Jakarta, Jakarta, 2014. p. 44, not published.
tests reveal that the treatment group results were significantly more successful than the control groups. These findings led to a conclusion that vocabulary notebooks are an effective tool that can be implemented in an EFL classroom.  

The third relevant study which became one of inspirations for the researcher is the research which was conducted by Jo Dee Walters and Neval Bozkurt from Bilkent University and Zonguldak Karaelmas University on the title ‘The Effect of Vocabulary notebooks on Vocabulary Acquisition’. This research is purposed to investigate empirically the effect of vocabulary notebooks on EFL students’ vocabulary acquisition.

The participants of the research are sixty students in three lower intermediate EFL classes. A vocabulary notebook program was implemented in one class over a 4-week period, with the remaining two classes acting as control groups, following the same curriculum with the same materials but without keeping vocabulary notebooks. Receptive and controlled productive vocabulary tests revealed significantly greater learning of the target words in the treatment group. In addition, students in the treatment group demonstrated a greater tendency to use the target words in free writing compositions.

These findings lead the authors to conclude that vocabulary notebooks can be an effective learning tool in EFL classrooms, but positive impacts on learner autonomy may not be seen in the absence of appropriate motivation for language learning.

Vocabulary notebooks are also called by vocabulary journals. So, these researches which are focus on observing the effect of vocabulary notebooks or vocabulary journals gave many benefits to the researcher in conducting research properly.


E. Theoretical Hypothesis

Based on preceding discussion about the theories, vocabulary journals technique has a huge effect on students’ vocabulary mastery if it is conducted properly according to its designs while consider the local conditions and situations of the learners, and also considers the other theory which is related to learning and teaching concept as explained previously. It means that there is different result between before and after the implementation of vocabulary journals technique on students’ vocabulary mastery when it is applied very well according to the grand concept at the school especially at the seventh grade of MTs Al-Jami’ah.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time

The study was conducted at the seventh grade of Islamic Junior High School (MTs) Al-Jami’ah that is located at Jl. Cidolog Tegalega Village, Cidolog district of Sukabumi Regency, from January 09, 2017 until January 25, 2017.

B. Method and Research Design

1. Method

The method used in this research is quantitative method. It is one of research methods which are used in Educational research, especially to find out the effectiveness of a variable on another variable in the research. Creswell said:

Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings.¹

The researcher used this method because the goal of this research is to establish possible cause and effect between certain independent and dependent variables. Beside that, this method used also to fulfill the purpose of this research in knowing the effectiveness of one technique implemented in teaching one component of a language.

2. **Research Design**

Research design used to conduct this quantitative research is experimental design. John W. Cresswell said “Because experiments are controlled, they are the best of the quantitative designs to use to establish probable cause and effect.”\(^2\) Moreover, with the experimental design, the researcher can gain the exact and concrete result after using the data within certain statistical formula. So, it can make the study easier to conduct without decreasing the trustfulness quality of the results. Experimental design is divided to some specific designs where one of them is Quasi-Experimental design. Quasi experimental according to John Cresswell is the research procedure which its individuals are not randomly assigned.\(^3\) In this design, the researcher applies the pre- and posttest to conduct the process of collecting data within it is preceded by dividing the participants to control and experimental class at the beginning. Thus, considering on the characteristic of the subject and the population of the research, the researcher specifically used *nonequivalent comparison group design* as the most appropriate design in conducting the research.\(^4\) The design has several similarities with pretest-posttest control group design in true experiments such as both the designs use pretest-posttest as part of the instruments within the difference that the researcher do not randomly determine the samples as the experimental and control class in nonequivalent control group design, but directly set one of two selected classes as experimental class and the other as control class.\(^5\)

Doing the process of applying the design, the researcher gave pretest in the beginning and posttest in the end while in the middle of them is the treatment conducted in the experimental class. The test itself is the instruments. The researcher conducted the teaching in the experimental class with the same materials as the current teacher taught in the controlled class. Henceforth, he added the special


\(^5\) Ibid., p. 273.
treatment—asking students to make vocabulary journals in along teaching-learning process carried out. The way of deciding the classes used as experimental class and control class was done according to teacher’s decision without random method. Moreover, the students in the experimental class were asked to make a vocabulary journals each of them as a special treatment in learning the taught material. Then, the researcher gave the posttest to the students in both classes. Furthermore, the pretest and posttest results will be gained and then they can be processed.

**Table 3.1**

Nonequivalent comparison group design

<table>
<thead>
<tr>
<th></th>
<th>Pre-response measure</th>
<th>Treatment</th>
<th>Post-response measure</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental class</td>
<td>$Y_1$</td>
<td>$X$</td>
<td>$Y_2$</td>
<td>$Y_1-Y_2$</td>
</tr>
<tr>
<td>Control class</td>
<td>$Y_1$</td>
<td></td>
<td>$Y_2$</td>
<td>$Y_1-Y_2$</td>
</tr>
</tbody>
</table>

Where:

$Y_1$: Pretest of both experimental and control class.

$Y_2$: Posttest of both experimental and control class.

X: Implementation of vocabulary journals technique on students’ vocabulary mastery.⁶

---

**C. Population and Sample**

1. **Population**

The population of this study was the seventh grade students of Islamic Junior High School (MTs) Al-Jami’ah Tegalega which contains 56 students. They are divided into two classes: 28 students in class VII-A and 28 students in class VII-B.

---

2. Sample

In the beginning, the researcher planned to use *purposive sampling* as the technique. Purposive sampling is a technique where the researcher specifies the characteristics of the interest and then locates individuals who have those characteristics. Because in MTs Al-Jami’ah only have two classes with the same characteristics determined within small size of the population, the researcher used all population to get the data within the consideration of the teacher’s judgment which told to the researcher that both classes had almost same average values and scores in each English tests. It can be proven from the list of their scores in the last final test at the first semester (the test held on December 13, 2016).

In the next phase is the process of the determination of experimental class and control class. According to the purposive technique sampling, it could be determined according to teacher’s judgment which concluded that class VII-A was treated by asking the students to make vocabulary journals as experimental class and class VII-B was treated without asking the students to make vocabulary journals as control class.

D. Research Instrument

The researcher in this occasion used tests as the instruments. The test consisted of 60 multiple choice questions of vocabulary. Ivana Pavlu cited from Penny Ur that multiple choices is a question which consists of a so called *stem* and some options (usually four) from which only one is correct and then the examinee has to choose the right answer. These questions were tested out to the seventh grade students Class A in SMPN 1 Sagaranten Sukabumi which was held on Tuesday, January 10, 2017. To calculate and analyze the results, the researcher used ANATES
software to get the validity and reliability of the questions. Then, the questions in the pretest and the posttest that used as the instrument were taken from the results of this analyzing process.

After doing the process of testing validity there, the researcher found 51 items of the tests which fulfilled all criteria as the valid tests to be tested in MTs Al-Jami’ah and 9 items didn’t. All of the results were gained from the results of ANATES software.

E. Technique of Collecting Data

To collect the data, the writer used tests. The writer applied two tests namely pre-test and post-test for experimental class and control class.

1. Pre-test

The pre-test for the students is carried out to get their score. The students were given a multiple choice test about vocabulary. This test was used to know students’ ability about vocabulary.

<table>
<thead>
<tr>
<th>Vocabulary aspects</th>
<th>Indicator</th>
<th>Kind of test</th>
<th>Number of question</th>
</tr>
</thead>
</table>
| Meanings           | • Students are able to identify synonym of the words  
                   | • Students are able to identify antonym of the words | Multiple choice | 1, 8, 15, 13, 24, 25 |

9 The validity test results gained from ANATES software were attached in appendix.
Form words

Use
- Students are able to distinguish root word and word with prefix or suffix.
- Students are able to know in what context they can use the word.
- Students are able to answer questions according to context in the text or conversation.

2. Post-test

The post-test was given in multiple choices also. This test did to know improving students’ ability in vocabulary after the writer asked students made vocabulary journals.

Table 3.3

<table>
<thead>
<tr>
<th>Vocabulary aspects</th>
<th>Indicator</th>
<th>Kind of test</th>
<th>Number of question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Post-test Blueprint
### F. Technique of Data Analysis

1. Testing Requirement

   **a) Normality Test**

---

Normality test is to determine whether the data normally or not. To count the normality test, the writer used SPSS, with steps as follows:\textsuperscript{11}

1) From the menu at the top of the screen click on Analyze then Descriptives then Explore.
2) Move all of the data into the Dependent list
3) Under Display ensure that there is only a tick next to Plots.
4) Click on the Plots tab to open the plots dialogue box.
5) Under Boxplots click None, and remove any ticks under Descriptive. Place a tick in Normality plots with tests. Under Spread vs. Level tick none.
6) Click Continue, and then OK.

b) Homogeneity Test

Homogeneity test is to determine the similarity between two groups. Homogeneity test used in this study were SPSS, with steps as follows:\textsuperscript{12}

1) From the menu at the top of the screen click on Analyze then Compare Means then One-Way ANOVA.
2) Move the data from experimental class into the Dependent list and the data from control class into the Factor.
3) Under Contrast and Post-Hoc ensure that there is a tick next to Options.
4) Click on the Options tab to open the options dialogue box.
5) Place a tick in Homogeneity of variance tests.
6) Click Continue, and then OK.

2. Analysis of Data

\textsuperscript{11} Andrew Garth, *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*, (Sheffield: Sheffield Hallam University, 2008), p. 73.

\textsuperscript{12} Andrew Garth, *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*, (Sheffield: Sheffield Hallam University, 2008), pp. 71-72.
To find out how significance the effectiveness of vocabulary journals in teaching vocabulary, the writer will use statistical calculation of t-test to determine the final calculation $t_0$ (t observation) that was done to measure the last score of the research test. The t-test is a kind of statistical calculation used to examine the truth or the false of null hypothesis. It is useful to describe and to find out the effectiveness one of method or technique used in an experiment.

The writer used the formula that compares two variables that have a relationship each other$^{13}$:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Another equation should be used if the sample sizes are different for two groups:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left(\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2}\right)\left[\frac{1}{N_1} + \frac{1}{N_2}\right]}}$$

Note:

- $t_0$ = The value of t observation
- $M_1$ = Mean variable of experimental class
- $M_2$ = Mean variable of controlled class
- $S_1$ = Standard deviation of experimental class
- $S_2$ = Standard deviation of controlled class

The procedures of calculation are as follow:

1. Determining mean of variable x
   \[ M_1 = \frac{\sum x}{N_1} \]

2. Determining mean of variable y
   \[ M_2 = \frac{\sum y}{N_2} \]

3. Determining deviation standard of score of variable x
   \[ SD_1 = \sqrt{\frac{\sum x^2 - (\sum x)^2}{N}} \]

4. Determining deviation standard of score of variable y
   \[ SD_2 = \sqrt{\frac{\sum y^2 - (\sum y)^2}{N}} \]

5. Determining \( t_{\text{table}} \) in significance level (\( \alpha = 0.01 \)) with degrees of freedom (\( df \))
   \[ df = (N_1 + N_2) - 2 \]

3. Statistical Hypothesis

   \[ H_0 = \mu_1 \leq \mu_2 \]
   \[ H_p = \mu_1 > \mu_2 \]

   Where:
   \[ \mu_1 \]: The mean scores of students who got vocabulary journals
   \[ \mu_2 \]: The mean scores of students who did not get vocabulary journals.

   If t-test \( (t_o) > t_{\text{table}} (t_t) \) in significant degree of 0.01, Ho (null hypothesis) is rejected.
   If t-test \( (t_o) < t_{\text{table}} (t_t) \) in significant degree of 0.01, Ho (the null hypothesis) is accepted.
CHAPTER IV
RESEARCH FINDING AND INTERPRETATIONS

A. Research Finding

1. Data Descriptions

In this research, the experimental class and the control class were treated by different technique. Vocabulary journals technique was implemented in the experimental class, whereas the control class was not treated by that technique. The data were collected from the results of the pre-test and post-test of both two classes the experimental and the control at the beginning and the end of treatment process. The data can be described as follows:

a. Students’ scores collected after conducting the pre-test.

Students’ collected from the pre-test are described in the following table.

<table>
<thead>
<tr>
<th>No.</th>
<th>pre-test scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>experimental class</td>
</tr>
<tr>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>11</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>55</td>
</tr>
<tr>
<td>15</td>
<td>65</td>
</tr>
<tr>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td>17</td>
<td>80</td>
</tr>
<tr>
<td>18</td>
<td>65</td>
</tr>
<tr>
<td>19</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>65</td>
</tr>
<tr>
<td>22</td>
<td>65</td>
</tr>
<tr>
<td>23</td>
<td>60</td>
</tr>
<tr>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>25</td>
<td>70</td>
</tr>
<tr>
<td>26</td>
<td>75</td>
</tr>
<tr>
<td>27</td>
<td>70</td>
</tr>
<tr>
<td>28</td>
<td>70</td>
</tr>
</tbody>
</table>

$\Sigma n = 28$ \quad $\Sigma X_x = 1845$ \quad $\Sigma X_{x_1} = 1830$

| Average | 65.89285714 | 65.35714286 |
|  MAX    | 80           | 85           |

M pre-test experimental class \[ \frac{\Sigma x_0}{N} = \frac{1845}{28} = 65.89 \]

M pre-test control class \[ \frac{\Sigma x_1}{N} = \frac{1830}{28} = 65.35 \]

According to the Table 4.1 above, it was explained clearly that the lowest score of the two classes, the experimental class and the control class was 50. The
highest value in the experimental class was 80, while the control class was 85. The average value obtained by experimental class was 65.89 and the control class was 65.35. The followings are the table of the distribution of students’ experimental class and control class pre-test scores.

**Table 4.2**

<table>
<thead>
<tr>
<th>Scores</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASEXP 50</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>E 55</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>60</td>
<td>6</td>
<td>21.4%</td>
</tr>
<tr>
<td>65</td>
<td>9</td>
<td>32.1%</td>
</tr>
<tr>
<td>70</td>
<td>7</td>
<td>25.0%</td>
</tr>
<tr>
<td>75</td>
<td>3</td>
<td>10.7%</td>
</tr>
<tr>
<td>80</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>Overall</td>
<td>28</td>
<td>100.0%</td>
</tr>
<tr>
<td>Excluded</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.3**

<table>
<thead>
<tr>
<th>Scores</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>3</td>
<td>10.7%</td>
</tr>
<tr>
<td>55</td>
<td>6</td>
<td>21.4%</td>
</tr>
<tr>
<td>60</td>
<td>3</td>
<td>10.7%</td>
</tr>
<tr>
<td>65</td>
<td>4</td>
<td>14.3%</td>
</tr>
<tr>
<td>70</td>
<td>5</td>
<td>17.9%</td>
</tr>
<tr>
<td>75</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>80</td>
<td>5</td>
<td>17.9%</td>
</tr>
<tr>
<td>85</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>Overall</td>
<td>28</td>
<td>100.0%</td>
</tr>
<tr>
<td>Excluded</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>
b. Results of Post-test in Experimental Class and Control Class Analysis of the Data.

Students’ collected from the post-test are described in the following table.

**Table 4.4**

Scores of Experimental Class and Control Class Post-test

<table>
<thead>
<tr>
<th>No.</th>
<th>post-test scores</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>experimental class</td>
<td>control class</td>
</tr>
<tr>
<td>1</td>
<td>65</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>90</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>80</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
<td>85</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>80</td>
<td>55</td>
</tr>
<tr>
<td>7</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>90</td>
<td>65</td>
</tr>
<tr>
<td>9</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>90</td>
<td>55</td>
</tr>
<tr>
<td>11</td>
<td>85</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>13</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>85</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>75</td>
<td>65</td>
</tr>
</tbody>
</table>
Based on the Table 4.2 above, it shows that the lowest post-test score in the experimental class was 65 and the lowest score in the control class was 50. Then, the highest score of the experimental class was 90 and the highest score of the control class was 85. The average value obtained by the experimental class was 78.57 and the control class was 66.07. Hence, the followings are the table of scores distribution of Post-test results of the two classes.

**Table 4.5**

**Post-Test scores distribution percentage of Experimental Class**

<table>
<thead>
<tr>
<th>Score</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>1</td>
<td>3.6%</td>
</tr>
</tbody>
</table>
Table 4.6

Post-Test Scores distribution percentage of Control Class

<table>
<thead>
<tr>
<th>Score</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>55</td>
<td>4</td>
<td>14.3%</td>
</tr>
<tr>
<td>60</td>
<td>6</td>
<td>21.4%</td>
</tr>
<tr>
<td>65</td>
<td>6</td>
<td>21.4%</td>
</tr>
<tr>
<td>70</td>
<td>4</td>
<td>14.3%</td>
</tr>
<tr>
<td>75</td>
<td>4</td>
<td>14.3%</td>
</tr>
<tr>
<td>80</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>85</td>
<td>2</td>
<td>7.1%</td>
</tr>
<tr>
<td>Overall</td>
<td>28</td>
<td>100.0%</td>
</tr>
<tr>
<td>Excluded</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

c. Recapitulation

The following is a summary table of pre-test and post-test:

Table 4.7

1 Table from the result of SPSS Program
Table of Statistical Recapitulation

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Modus</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASEXPRE</td>
<td>28</td>
<td>50</td>
<td>80</td>
<td>1845</td>
<td>65.89</td>
<td>65</td>
</tr>
<tr>
<td>CLASEXPOS</td>
<td>28</td>
<td>65</td>
<td>90</td>
<td>2200</td>
<td>78.57</td>
<td>80</td>
</tr>
<tr>
<td>CLCTRLPRE</td>
<td>28</td>
<td>50</td>
<td>85</td>
<td>1830</td>
<td>65.36</td>
<td>55</td>
</tr>
<tr>
<td>CLCTRLPOS</td>
<td>28</td>
<td>50</td>
<td>85</td>
<td>1850</td>
<td>66.07</td>
<td>65</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above denotes the increasing of students’ learning outcomes. Moreover, the increasing rate of the experimental class is higher than another.

2. Data Analysis

Before calculating t-test, the writer tested normality and homogeneity of the data.

a. Data analysis of testing requirement

1) Normality Test

Testing normality test performed on two pieces of data in which the data gained from the value of the experimental group post-test and control group post-test. To test the normality of the data, the researcher used SPSS with nonparametric test of one sample. The followings are the results obtained from these calculations:²

² Table from the result of SPSS Program
### Columns decisions are made based on testing the hypothesis of normality is if significance data $> 0.05$ expressed normally distributed data. Just the opposite, if significance data $< 0.05$ expressed that the data is not normally distributed. On the Table 4.4, it shows that all of the value of the significance data is bigger than 0.05. So, the data used in this research are normally distributed.

2) Homogeneity Test

After knowing that the data was normally distributed by the normality tests, the second phase in checking the data was homogeneity test. The homogeneity test is also required as a test of statistical analysis pre-requirement for second pre-test and post-test data values. The results were described below:

<table>
<thead>
<tr>
<th>Hypothesis Test Summary</th>
<th>Null Hypothesis</th>
<th>Test</th>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The distribution of CLASEXPRE is One-Sample normal with mean 66 and standard Kolinomov deviation 6.234</td>
<td>Sminov Test</td>
<td>.059$^1$</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>2</td>
<td>The distribution of CLASEXPOS is One-Sample normal with mean 74 and standard Kolinomov deviation 7.428</td>
<td>Sminov Test</td>
<td>.003$^1$</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>3</td>
<td>The distribution of CLCTRLPRE is One-Sample normal with mean 60 and standard Kolinomov deviation 10.709</td>
<td>Sminov Test</td>
<td>.084$^1$</td>
<td>Retain the null hypothesis.</td>
</tr>
<tr>
<td>4</td>
<td>The distribution of CLCTRLPOS is One-Sample normal with mean 60 and standard Kolinomov deviation 9.105</td>
<td>Sminov Test</td>
<td>.009$^1$</td>
<td>Retain the null hypothesis.</td>
</tr>
</tbody>
</table>

Asymptotic significances are displayed. The significance level is .05.

$L$illifos Corrected

---

$^3$ Table from Result of SPSS Program
Table 4.9

Homogeneity of Variances

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>2.376</td>
<td>5</td>
<td>20</td>
<td>.076</td>
</tr>
<tr>
<td>Post-test</td>
<td>1.574</td>
<td>5</td>
<td>20</td>
<td>.213</td>
</tr>
</tbody>
</table>

Based on the Table 4.5, it shows that the value of the second significance data is bigger than 0.05. So, it was stated that both of two data were homogeneous.

b. Test Analysis

According to the pre-requisite test statistical analysis, it can be concluded that both the data were normally distributed and homogeneous. Therefore, analytical testing or hypothesis testing can be processed by “t test” formula. The followings are calculations to determine the value $t_{count}$:

Table 4.10

The Result of Comparison of the Experiment Class and Controlled Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Experimental Class (X)</th>
<th>Control Class (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Test</td>
<td>Post-Test</td>
</tr>
<tr>
<td>1</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>65</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>65</td>
<td>85</td>
</tr>
<tr>
<td>12</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>55</td>
<td>85</td>
</tr>
<tr>
<td>15</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>80</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>21</td>
<td>65</td>
<td>85</td>
</tr>
<tr>
<td>22</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>25</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>26</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>27</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>28</td>
<td>70</td>
<td>80</td>
</tr>
</tbody>
</table>

\[ \sum X_0 = 1845 \]
\[ \sum X_1 = 2200 \]
\[ \sum X_2 = 355 \]
\[ \sum X^2 = 7525 \]
\[ \sum Y_0 = 1830 \]
\[ \sum Y_1 = 1850 \]
\[ \sum Y = 20 \]
\[ \sum Y^2 = 2150 \]
Based the data on the table 4.8 above, we can apply those data into the formula of T-test to get t\text{table} value was expressed as follows:

\[ t = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{N_x} + \frac{SD_y^2}{N_y}}} \]

The calculation can be seen as follows:

1. Determining Mean of variable X:
   \[ M_x = \frac{\Sigma x}{N_x} = \frac{355}{28} = 12.68 \]

2. Determining Mean of variable Y:
   \[ M_y = \frac{\Sigma y}{N_y} = \frac{20}{28} = 0.71 \]
3. Determining Standard of Deviation Score of Variable X:

\[ SD_x = \sqrt{\frac{\sum x^2 - \left(\frac{\sum x}{N}\right)^2}{N - 1}} \]

\[ SD_x = \sqrt{\frac{7525 - \left(\frac{355}{28}\right)^2}{28 - 1}} \]

\[ SD_x = \sqrt{\frac{7525 - \frac{126025}{28}}{27}} \]

\[ SD_x = \sqrt{\frac{7525 - 4500.89}{27}} \]

\[ SD_x = \sqrt{\frac{3024.11}{27}} \]

\[ SD_x = 112.00 \]

\[ SD_x = 10.58 \]

4. Determining Standard of Deviation Score of Variable Y:

\[ SD_y = \sqrt{\frac{\sum y^2 - \left(\frac{\sum y}{N}\right)^2}{N - 1}} \]

\[ SD_y = \sqrt{\frac{2150 - \left(\frac{20}{28}\right)^2}{28 - 1}} \]

\[ SD_y = \sqrt{\frac{2150 - \frac{400}{28}}{27}} \]

\[ SD_y = \sqrt{\frac{2150 - 14.28}{27}} \]
5. Determining $t_{\text{count}}$ with formula:

$$
t = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{N_x} + \frac{SD_y^2}{N_y}}}
$$

$$
t = \frac{12.68 - 0.71}{\sqrt{\frac{10.58^2}{28} + \frac{8.89^2}{28}}}
$$

$$
t = \frac{11.97}{\sqrt{\frac{111.93 + 79.03}{28}}}
$$

$$
t = \frac{11.97}{\sqrt{3.99 + 2.82}}
$$

$$
t = \frac{11.97}{\sqrt{6.81}}
$$

$$
t = \frac{11.97}{2.61}
$$

$$
t = 4.58
$$

6. Determining Degrees of Freedom (df), with formula:

$$
df = (N_1 + N_2) - 2
$$

$$
df = (28 + 28) - 2
$$

$$
df = 54
$$
Gained t-table:\(^4\)
\[ t_t = 2.397 \]

From the result of statistical calculation above, it can be seen that the value of \( t_{\text{count}} \) is 4.58 and the degree of freedom \((df)\) was 54. The value of \( t \) in the degree of freedom of 54 and at the degree of significance 1% or \( t_{\text{table}} \) of \( df 54 \) with \( \alpha = 0.01 \) is 2.39.

7. The Testing of Hypothesis

The statistical hypothesis of this research can be seen as:

a. \( H_0 \) (Null Hypothesis): Vocabulary journals technique has no significant effectiveness on students’ vocabulary mastery.

b. \( H_a \) (Alternative Hypothesis): Vocabulary journals technique has significant effectiveness on students’ vocabulary mastery.

And then, the criteria used as follows:

a. If \( t\)-test \((t_o) \) > \( t\)-table \((t_t) \) in significant degree of 0.01, \( H_0 \) (null hypothesis) is rejected.

b. If \( t\)-test \((t_o) \) < \( t\)-table \((t_t) \) in significant degree of 0.01, \( H_0 \) (the null hypothesis) is accepted.

From the statistic process results, the calculation pointed out that the value of \( t_{\text{count}} \) was 4.58 and the value of the degree of significance \((t_{\text{table}})\) was 2.39. It can be inferred that \( t_{\text{count}} \) is bigger than \( t_{\text{table}} \). Consequently, \( H_a \) of the researcher’s hypothesis is accepted. Furthermore, there is significant influence in teaching vocabulary through vocabulary journals technique on seventh grade students’ vocabulary mastery of MTs Al-Jami’ah Tegalega-Cidolog.

\(^4\) The value was gained from table of probability distribution after degree of freedom was determined.
**B. Interpretations**

The research findings described above asserted the better performance of the experimental class students in doing the post-test than the control class students. It was confirmed by the post-test average results of the two classes gained. The control class made post-test average score 66.07, while the experimental class made 78.57. In short, the experimental class got the higher score than the control class, $78.57 > 66.07$.

In addition, both the data of experimental class and the control class were distributed normally as the normality test results proved after being calculated by SPSS program with the normality test formula. The results showed normal significance value such as pre-test of experimental class got sig. 0.059, pre-test of control class got sig. 0.084, post-test of experimental class got sig. 0.060 and post-test of control class got sig. 0.089. Those significance values of the data were bigger than significant value (0.05). As stated in normality data formula, those conditions showed that whole data used in this research were normal.

In the same way according to SPSS calculation with homogeneity test, the data of both experimental class and control class were classified as homogenous group of data. It can be seen from the homogeneity test results that showed significance value 0.07 for pre-test group data and 0.21 for post-test group data. Those significance values were also higher than significance value 0.05. Therefore, the groups of data were proved to be categorized as homogeneous data.

And the last, based on the result of analysis data, the value of $t_{table}$ in the degree of significance of 1% was 2.39, whereas the value of $t_{count}$ was 4.58. It can be defined that the Null Hypothesis ($H_0$) was rejected and the Alternative Hypothesis ($H_a$) was accepted. Thus, it can be concluded that the effectiveness of vocabulary journals technique is more significant on students’ vocabulary mastery so that it make the vocabulary teaching-learning process using this technique is more effective to
than the vocabulary teaching-learning process without using it as had been done previously by the current English teacher of MTs. Al-Jami’ah Tegalega, Cidolog.

The interpretation of the data above confirmed the effectiveness of vocabulary journals technique on students’ vocabulary mastery. Laura asserted that vocabulary represents one of the most important parts of a language. So, to help students increase their language capability, they have to enhance their vocabulary mastery formerly. Vocabulary journals technique facilitates them to revisit new vocabulary the encounter everywhere and every time. Moreover, it brings them to be more autonomous in learning the target language.

In conclusion, referring to the theories and research findings explained previously, vocabulary journals technique is able to positively affect students in all levels and conditions if it is implemented properly according to its grand concept.

Laura Loshuertos Centenario, “Vocabulary Notebook: a tool to enhance memory or a memories notebook?” Thesis for Post-Graduate Master’s Degree in Education EFL Teachers of Universidad Publica de Nevarra, Nevarra, 2013, pp. 6, not published.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research is purposed to get empirical evidence about the effectiveness of vocabulary journals technique on students’ vocabulary mastery, especially for the seventh grade students of MTs. Al-Jami’ah Tegalega-Cidolog in academic year 2016/2017 which actually is located in the remote area of The Province of West Java. Consequently, it is necessary for the researcher to interpret and describe the research results theoretically and empirically.

According to the research findings explained in the previous chapter, the vocabulary journals technique has empirically proved that it has significant effect on students’ vocabulary mastery when the researcher had implemented it properly in teaching-learning process as a technique used. That statement is supported by the gained data in the research findings chapter which showed the high increasing score made by the experimental class than the control class. Besides, the statistical calculation, especially hypothesis test also show the following proofs: the score of $t_{\text{count}}$ is bigger than $t_{\text{table}}$ where the value of $t_{\text{count}}$ which was gained from $t_{\text{test}}$ is 4.58 and $t_{\text{table}}$ of df 54 with $\alpha=0.01$ is 2.39. It can be defined from previous data explanation that $H_a$ (alternative hypothesis) is accepted and $H_0$ (Null Hypothesis) is rejected, so vocabulary journals technique is proved empirically effective to be implemented as a technique in teaching vocabulary. Furthermore, in researcher saw the spirit and passion of the students had been growing positively since vocabulary journals technique was started to be implemented in learning vocabulary. Eventually, it affected their study results which were proven by the increase of average score of the English lesson test after they had been treated by this technique in four meetings. The experimental class had the pre-test average score 65.89 while the post-test average score 78.57. Then, the control class had the pre-test average score 65.36 while the post-test average score 66.07. It can be seen from those scores from each class that the increasing score resulted in the
experimental class which used vocabulary journals technique is higher than what the control class resulted so that it can be inferred that vocabulary journals technique is proved empirically and statistically effective to be implemented as a technique in teaching vocabulary.

To sum up all explanation from whole chapter, it can be stated that vocabulary journals technique has significant effectiveness on seven grade students’ vocabulary mastery at MTs. Al-Jami’ah Tegalega-Cidolog.

**B. Suggestions**

Regarding to the conclusion stated above, the researcher suggests some important points to:

1. **Teachers**

   Conducting the teaching-learning process, it is important to the teacher to not be too dependent on the lesson textbook without considering the existence of beneficial language teaching techniques such as vocabulary journals technique, especially in the process of vocabulary mastery building. Because students need teachers to be creative to facilitate them in language learning process so that automatically they will be also be more creative and autonomous to master their target language.

2. **Students**

   To get easy in learning the target language, students have to enrich their vocabulary storage in their mind. Mastering big number of vocabularies will allow them to be fast language learner in getting whole language skills. So, having vocabulary journals everywhere and every time can give them chances to enhance their vocabulary autonomously and without being limited by learning time in the class when they encounter new vocabularies found in every new language material given.
3. For Other Researchers

Language teaching research is an important topic to be always renewed in whole period. Moreover, Language and people’s condition were in line with progress of the life which is never been stopped. Besides, human is a social creature that must socialize and build communication to keep the life going. Furthermore, the communication is never been built without language capabilities. Here are language researchers’ duties to invent new ways, strategies and discoveries to make the people easy in learning each language they need however, wherever, and whenever they are. Therefore, the researchers also have to continue their progresses and efforts in researching whole aspects of the language to help the world in building communication and pursue the dream to build interconnected world.

This study still need revise by the other researchers not only in the same topic with this study but also in different topics and aspects which are closest related to this research topic.
REFERENCES


Laura, “Vocabulary Notebook: a tool to enhance memory or a memories notebook?” *Thesis* for Post-Graduate Master’s Degree in Education EFL Teachers of Universidad Publica de Nevarra, Nevarra, 2013.


National Institute of Child Health and Human Development. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, *Report of the National Reading Panel (NIH Publication No. 00-4769)*. New York: Government Printing Office, 2000.


## Students’ Vocabulary Journals

<table>
<thead>
<tr>
<th>Word</th>
<th>Text</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table</td>
<td>&quot;Small House.&quot;</td>
<td>I use a Table when sit</td>
</tr>
</tbody>
</table>

**Antonym**: Chair  
**Synonym**: Desk

**Definition**: Meja

---

**Text**: but I like living in my small House.

**Antonym**: Synonym

**Definition**: Terasi

**Text**: word above

**Sentence**: Antonym

**Synonym**: Antonym

**Definition**: picture
draws tidesk
eenempel
STUDENTS’ VOCABULARY JOURNALS

- Word: **Word**
- Poem: **Poem**
- Text: **Text**
- Sentence: **Sentence**

- Antonym
- Synonym
- Definition

- Picture

---

- Word: **Spoon**
- Text: **Text “Small House”**
- Sentence: **I use Spoon when hungry**

- Antonym
- Synonym
- Picture

- Definition

---

- Picture
- Word: **Antonym**
- Synonym
- Definition
- Sentence

---

- Picture
- Word: **Antonym**
- Synonym
- Sentence

---
**Lampiran 2**

**Pre-test blueprint**

<table>
<thead>
<tr>
<th>Vocabulary aspects</th>
<th>Indicator</th>
<th>Kind of test</th>
<th>Number of question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meanings</td>
<td>• Students are able to identify synonym of the words</td>
<td></td>
<td>1, 8, 15, 13, 24, 25</td>
</tr>
<tr>
<td></td>
<td>• Students are able to identify antonym of the words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students are able to distinguish root word and word with prefix or suffix.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students are able to know in what context they can use the word</td>
<td></td>
<td>9, 19, 21</td>
</tr>
<tr>
<td></td>
<td>• Students are able to answer questions according to context in the text or conversation</td>
<td></td>
<td>3, 4, 5, 6, 7, 10, 11, 14, 16, 17, 18, 20, 22, 23</td>
</tr>
<tr>
<td>Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use</td>
<td></td>
<td>Multiple choice</td>
<td></td>
</tr>
</tbody>
</table>
1. Andi has a **big** bag. He can put all his stuffs in it.
   The underlined word means……
   a. Huge
   b. Tiny
   c. Wide
   d. Long

2. Anita got a sport shoes from her mother last weekend. It is too tiny for her feet. She feels ….
   a. Recomfortable
   b. in confortable
   c. Uncomfortable
   d. Encomfortable

3. You can look at the … to know the time.
   a. Vas
   b. Table
   c. Clock
   d. Shoes

4. Look at that …….! We can see the world with the same shape.
   a. Globe
   b. Netbook
   c. Sock
   d. Cupboard

5. My uncle leads our school. He is responsible of everything happen in there. He is a dedicated ….
   a. Governor
   b. Regent
   c. President
   d. Headmaster

6. Andika : It’s time to clean the class!
   Sakinah: alright, chief. I need a ……… to sweep the dust on the floor.
   a. Basket
   b. Hands
   c. Broom
   d. Fingers

8. Chandra is always **frightened** if the blackout happens in the night. Sometimes he shouts out of control.
   The underlined word means….  
   a. Thankful
   b. afraid
   c. Sad
   d. frowned

9. it’s only two ticket left to join school annual vacation to Dunia Fantasi. You have to grab it …. 
   a. Fast
   b. quickly
   c. rapidly
   d. speedy

10. Look at the picture!

11. Look at the picture below!

12. Our chief of class often forgets
7. Anisa : Rahma, where is the place to read or borrow book in our school? Rahma : it is  
   a. Counselling room  
   b. Students board room  
   c. Toilet  
   d. Library  
13. In the break time, some students use it to play football in the school’s field. They are very happy. It looks from their smiling face. The antonym of the underlined word is….  
   a. Sad  c. Worried  
   b. Frightened  d. Glad  
14. Every December 22, we celebrate Mother’s Day. This year I want to write a ...... as a price within a beautiful poem inside to express my thankfulness to my beloved mom.  
   a. Letter  c. Magazine  
   b. Newspaper  d. scientific journal  
15. My uncle is a businessman. He sells clothes, shoes, and any other products by internet. The antonym of the underlined verb is .....  
   a. Take  c. Borrow  
   b. Buy  d. Give  
16. Farah : Siti, why are you smiling to submit the attendance report to the school office. He is so ......  
   a. careless  c. uncared  
   b. careful  d. decare  
18. My father works in the post office. He always sends people’s letters to their destinations. He is a ......  
   a. Fireman  c. Teacher  
   b. Police  d. Postman  
19. Don’t ...... a noisy when the teacher explain us English lesson.  
   a. Make  c. Create  
   b. Produce  d. Build  
20. You can sit with me on the same ......  
   a. Door  
   b. Desk  
   c. Notebook  
   d. Window  
21. Anita didn’t do her English ...... last night. So, the teacher punishes her to memorize twenty verbs per-day for three days.  
   a. Home task  c. Homework  
   b. Housework  d. House task  
22. I need a ...... to clean my body when I take a bath.
after receiving the phone?

Siti: My father told me that he bought a cute pet for me. It's a
....

a. Kitten c. Lion
b. Tiger d. Crocodile

17. The boys practice to beat feather ball by the racket in the field separated by the net. They are skilful ...... player.


23. The physics teacher brings his students to the ... to make them practice the theory of electricity.

a. Field c. Laboratory
b. Library d. Hall

24. Ani is a generous girl. She always helps her friends and also allocate her money for the orphanage foundation every month. ...

The antonym of the underlined word is....... 

a. Cruel c. Stubborn
b. Stingy d. Greedy

25. My mother gives me a surprising present after I got the reward of student of the year in my school. I’m very happy for that.

The antonym of the underlined word is....

a. Takes c. Win
b. Call d. Read
## Post-test Blueprint

<table>
<thead>
<tr>
<th>Vocabulary aspects</th>
<th>Indicator</th>
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<td></td>
<td>6, 23</td>
</tr>
<tr>
<td>Form</td>
<td>• Students are able to distinguish root word and word with prefix or suffix.</td>
<td></td>
<td>10, 13</td>
</tr>
<tr>
<td>Use$^1$</td>
<td>• Students are able to know in what context they can use the word</td>
<td></td>
<td>4, 25</td>
</tr>
<tr>
<td></td>
<td>• Students are able to answer questions according to context in the text or conversation</td>
<td></td>
<td>2, 3, 5, 7, 8, 9, 11, 14, 15, 17, 18, 19, 20, 21, 24</td>
</tr>
</tbody>
</table>

---

1. I have two kittens in my home. I love them so much. They have tiny legs and cute appearance. The underlined words mean….
   a. Big  
   b. Long  
   c. Small  
   d. Thick

2. Look at this picture below!

What the place is this?
   a. Basketball field  
   b. Football field  
   c. Swimming pool  
   d. Tennis Court

3. Tohari: Mad, when will you go to the Sukabumi annual carnival?  
   Ahmad: Maybe I will go there in the afternoon when Debus performance

4. Look …… The picture! This is the blueprint of school festival for this year.
   a. To  
   b. In  
   c. At  
   d. From

5. Look at the picture! You can find this animal in the barn. What is it?
   a. Cow  
   b. Sheep  
   c. goat  
   d. chicken

6. Roni is a diligent boy. He never forget to do his homework and help her mother to clean the house every weekend. The antonym of the underlined word is…….
   a. Lazy  
   b. Greedy  
   c. annoying  
   d. Impolite

7. Zakaria never forget to do prayer and recite the Holy Qur'an. He is a very …… boy.
   a. Religious  
   b. Greedy  
   c. Pathetic  
   d. Polite
begins. It’s too … to come there at noon. I don’t want to burn my skin under the sunshine.

a. Cool  

b. Warm  

d. Hot

c. Wet

9. Khodijah: Hi, Ani…! With whom do you walk?

Ani: I walk with the son of my eldest brother. He’s so cute, doesn’t He?

He’s 5 years old.

The underlined word can be meant……

a. Cousin  

c. Niece

b. Nephew  

d. Grandson

10. Dora has two cute ……… within soft feather.

a. Kitten  

c. Kittened

b. Kittens  

d. Kittenly

11. Look at the picture!

Her name is Laudya Cintya

8. Iqbal is very happy with this vacation. He plans to write the story about his adventure to Geopark Ciletuh on his ….

a. Diary book  

c. Legendary book

b. English book  

d. Fable book

13. Doni get absent in his English course today due to his …… as a film actor.

a. Activities  

c. Reactions

b. Actions  

d. Activations

14. Look at the picture below!

What room is this?

a. Living room  

c. Dining room

b. Garage  

d. Bedroom

15. It is hot today. We are sweating now when the class begins. So, the teacher brings a portable….. for us to cool it down.
Bella. She works at film industry. She is an …………

a. Actor  c. Actress
b. Officer  d. Photographer

12. Sorry, I ask you to come early to student’ board office while the others didn’t come yet.

The synonym of the underlined word is…. 

a. Need  c. Draw
b. Borrow  d. Beg

17. Fajri : Dendi, where do you go?
Dendi: I want to go to dr. Andri, the only dentist in our residence.
Fajri : what did happen to you?
Dendi :

……………………………

a. I get toothache. I need him to cure it soon.
b. I want to buy vegetables and fruits
c. I want to pay monthly electricity bills.
d. I want to order the taxi.
18. After breakfast, my mother often provides a glass of milk for me. She said, “You have to drink the milk, Andi. It helps you ………………”
a. Grow taller and healthy
b. Grow taller and stomachache
c. Become healthy and shorter
d. Get typhus and weaker

19. My brother is an athlete. He has a dream to be a famous ……… player like Cristiano Ronaldo and Messi, and then bring Indonesia to win World Cup in the future.
a. Football  c. Basketball
b. Badminton  d. Table Tennis

22. I like morning shine. It is like a source of spirit for me. So, I never late to wake up early and go to school on time to feel the warmthness of the shine.

23. Our Headmaster gives special reward such as a full scholarship for a year to anyone can get the best score in final test.
The antonym of the underlined word is…
24. My uncle has two sons. It means I have two ..... from him.
   a. Aunts    c. Cousins
   b. Grandmothers d. Grandsons

25. Before we .......... breakfast, we usually pray to get the blessing from God and also to express our thankfulness.
   a. Take          c. Eat
   b. Grab          d. Have
**Lampiran 3**

**REKAP ANALISIS BUTIR**

====================

Rata2 = 32.49

Simpang Baku = 11.50

Korelasi XY = 0.89

Reliabilitas Tes = 0.94

Butir Soal = 60

Jumlah Subyek = 37

Nama berkas: D:\ILMU\SKRIPSIKU\HASIL ANATES\EDITAN KENEH.ANA

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Lampiran 4

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Tests of Normality

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a. Lilliefors Significance Correction
## OUTPUT OF HOMOGENEITY TEST

### Homogeneity of Variances

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### ANOVA

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#### ANOVA

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Lampiran 5

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Al-Jami’ah
Tema/Mapel : I Love Things Around Me/ Bahasa Inggris
Kelas/Semester : VII/II Experimental Class
Waktu : 2 × 40 menit
Hari : Senin

I. Kompetensi Inti

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

II. Kompetensi Dasar

3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular).

4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indikator
3.4.1. Peserta didik mampu menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.

3.4.2. Peserta didik mampu menunjukkan kata yang mengandung unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular.

4.4.1. Peserta didik mampu menggabungkan beberapa teks yang sudah disediakan yakni teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.4.2. Peserta didik mampu mengonstruksi kembali beberapa teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Tujuan
1. Pengetahuan
   Setelah mengamati dan mendiskusikan teks lisan dan tulis tentang deskripsi binatang, benda, dan tempat yang dekat dengan kehidupan peserta didik sehari-hari, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan secara tepat.

2. Ketrampilan
   Setelah memahami dan mendiskusikan teks interaksi transaksional lisan dan tulis, peserta didik dapat menyusun teks lisan dan tulis untuk menyebutkan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks secara baik.

V. Materi Pembelajaran
   Teks lisan dan tulis tentang mendeskripsikan nama dan jumlah, benda, binatang dan bangunan umum di lingkungan sekitar siswa.
1. Fungsi sosial
   a. Mengenalkan
   b. Mengidentifikasi
2. Struktur teks
   a. Memulai
   b. Menanggapi (diharapkan di luar dugaan)
3. Unsur kebahasaan
   a. Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik
   b. Penyebutan benda dengan a, the, bentuk jamak (-s)
   c. Penggunaan kata penunjuk this, that, these, those ...
   d. Preposisi untuk in, on, under untuk menyatakan tempat
   e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

VI. Sumber/Media Pembelajaran
1. Sumber:
   - Buku paket siswa ‘When English Rings The Bell’ diterbitkan oleh Kementrian Pendidikan dan Kebudayaan.
   - Internet

VII. Metode Pembelajaran
1. Pendekatan: scientific approach
2. Metode: Project-based Learning
3. Teknik: ceramah, Vocabulary Journals, diskusi, tanya jawab, pemberian tugas

VIII. Langkah Pembelajaran

<table>
<thead>
<tr>
<th>FASE</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>a. Peserta didik merespon salam dan pertanyaan dan guru dengan kondisi dan pembelajaran sebelumnya.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>b. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Peserta didik menerima pengarahan serta penjelasan tentang cara menggunakan jurnal kosa-kata (vocabulary journals) guna memudahkan serta membantu mereka dalam memahami</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Materi berbahasa Inggris yang dipelajari</td>
<td>Durasi</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>a. Mengamati</td>
<td>• Peserta didik melihat teks deskriptif tentang gedung sekolah, sesuai dengan situasi di buku siswa halaman 113 sekali gus mencari kata-kata kunci pada teks tersebut yang mereka tulisakan di ‘vocabulary journals dengan cara yang sesuai dengan arahan guru untuk mereka definisikan terlebih dahulu’&lt;br&gt;• Peserta didik mengamati gambar tentang situasi sekolah yang ada di halaman 113, sembari menguatkan hasil pengamatan yang didapat setelah melihat teks terdahulu&lt;br&gt;• Dengan bimbingan guru, peserta didik berdiskusi apakah ciri ciri gedung sekolah di dalam teks itu sesuai dengan ciri-ciri gedung sekolah tempat peserta didik belajar</td>
<td>10 menit</td>
</tr>
<tr>
<td>b. Menanya</td>
<td>Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang fungsi sosial, ungkapan yang terkait dengan materi, dan unsur kebahasaan</td>
<td>10 menit</td>
</tr>
<tr>
<td>c. Menalar</td>
<td>• Peserta didik secara berkelompok mengidentifikasi nama-nama benda, ruangan dan binatang yang ada di sekitar sekolah&lt;br&gt;• Dengan bimbingan guru, peserta didik mendiskusikan ciri-ciri benda, ruangan dan binatang di sekitar sekolah yang ada di gambar dalam slide power point dengan bantuan preposisi semacam in, on dan under sertamelakukan penyebutan nama-nama benda, binatang, dan ruangan dengan a, the dan bentuk jamak (-s)</td>
<td></td>
</tr>
<tr>
<td>d. Mencoba</td>
<td>• Peserta didik secara berkelompok membuat percakapan tentang sekolah yang berisikan nama-nama benda, binatang, dan ruangan dengan bantuan platform yang diberi oleh guru</td>
<td>10 menit</td>
</tr>
<tr>
<td>e. Mengkomunikasikan</td>
<td>• Peserta didik melakukan percakapan tentang sekolah secara berkelompok dengan persiapan yang telah mereka buat&lt;br&gt;• Peserta didik memperoleh balikan dari guru dan teman tentang performa percakapan yang telah mereka peragakan</td>
<td>10 menit</td>
</tr>
<tr>
<td>Penutup</td>
<td>a. Peserta saling membagi kosa-kata yang mereka tulis di dalam ‘vocabulary journals’ di antara teman satu kelompoknya.</td>
<td>20 menit</td>
</tr>
<tr>
<td></td>
<td>b. Peserta didik bersama guru melakukan refleksi terhadap kegiatan yang sudah dilakukan serta menyimpulkan inti pelajaran hari ini</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Peserta didik menjawab pertanyaan yang diberikan oleh guru</td>
<td></td>
</tr>
</tbody>
</table>
IX. Penilaian (Instrumen penilaian terlampir)
   1. Penilaian sikap
   2. Penilaian pengetahuan
   3. Penilaian ketrampilan

Januari 2017

Disetujui oleh
Guru Pengampu Pelajaran Bhs. Inggris
Istiyana, SPd.I

Sukabumi, 16

Guru Peneliti Kelas
Zaeni Abdillah
LAMPIRAN 1

1. BAHAN AJAR. Buku Siswa halaman 112 dan 114

Chapter VII
I Love Things around Me

In this chapter, I will learn to name:
- things in the classroom
- things in my bag
- parts of the house
- animals in my school and my home

Activity 2
There are many rooms at my school.

Please go outside the classroom, then find the rooms in the picture below. Write down the things you find there.

1.
2.
3.
4.
2. **Contoh bentuk Vocabulary Journals**

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture:</td>
<td>Synonym:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture:</td>
<td>Synonym:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Descriptive text tentang sekolah yang di dalamnya disebutkan preposisi in, on dan under serta penggunaan a, the dan jamak (-s)**

**My School**

My school, Islamic Junior High School Al-Jami’ah is at Jl. Tegalega, Cidolog-Sukabumi.

My school is big. It has 18 clean classrooms, ten clean rest rooms, three laboratories, a big library, a teachers’ room, a students’ board office and headmaster room. It has a beautiful school park in the center of the school.

My classroom is under the library and the teachers’ room is on the students’ board office. There is a large parking area besides the headmaster room. Sometimes, I can see cats and some sparrows around the parking area. There are notice boards in every classroom. There is also a beautiful mosque in front of the library.
LAMPIRAN 2

ACTIVITY 1
Let’s go outside the class and describe the position of what we see around the school.

1. Mention the things, rooms, buildings and animals around the school
2. Decide whether the following sentence is true or false

<table>
<thead>
<tr>
<th>Sentence</th>
<th>True / False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The sparrow fly around the mosque</td>
<td></td>
</tr>
<tr>
<td>b. Our classroom is on the library</td>
<td></td>
</tr>
<tr>
<td>c. The students’ board office is under the multimedia room</td>
<td></td>
</tr>
<tr>
<td>d. The yellow cat is sleeping in front of the mosque.</td>
<td></td>
</tr>
<tr>
<td>e. The Headmaster room is under the teachers’ room</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY 2
LET’S MAKE A CONVERSATION IN GROUP ABOUT OUR SCHOOL

ACTIVITY 3
LET’S TALK ABOUT OUR SCHOOL
LAMPIRAN 3  
Penilaian  
1. Penilaian Sikap

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>Teknik Penilaian</th>
<th>Waktu Penilaian</th>
<th>Instrumen Penilaian</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rasa hormat</td>
<td>Pengamatan</td>
<td>Proses</td>
<td>Lembar Pengamatan</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jujur</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Peduli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Berani</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Percaya diri</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Komunikatif</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Peduli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Peduli sesama</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ingin tahu</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Penilaian Pengetahuan

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
<th>Instrumen</th>
</tr>
</thead>
</table>
| Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya | Unjuk kerja | Lisan dan tulis | 1. Mention the things, rooms, buildings and animals around the school  
2. Decide wether the following sentence is true or false  
a. The sparrow fly around the mosque  
b. Our classroom is on the library  
c. The students’ board office is under the multimedia room  
d. The yellow cat is sleeping in front of the mosque  
e. The Headmaster room is under the teachers’ room |
3. **Penilaian praktek**

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
<th>Instrumen</th>
</tr>
</thead>
</table>
| Mampu menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | Unjuk kerja | Presentasi | • Let’s make a conversation in group about our school  
• Let’s Talk About Our School |
LAMPIRAN : Rubrik Penilaian dari Segi Sikap (attitude)

a. Rasa hormat (respect)
   5 = Tidak pernah menunjukkan sikap tidak hormat
   4 = Pernah menunjukkan sikap tidak hormat
   3 = Beberapa kali menunjukkan sikap tidak hormat
   2 = Sering menunjukkan sikap tidak hormat
   1 = Sangat sering menunjukkan sikap tidak hormat

b. Jujur (honest)
   5 = Tidak pernah menunjukkan sikap tidak jujur
   4 = Pernah menunjukkan sikap tidak jujur
   3 = Beberapa kali menunjukkan sikap tidak jujur
   2 = Sering menunjukkan sikap tidak jujur
   1 = Sangat sering menunjukkan sikap tidak jujur

c. Peduli (care)
   5 = Tidak pernah menunjukkan sikap tidak peduli
   4 = Pernah menunjukkan sikap tidak peduli
   3 = Beberapa kali menunjukkan sikap tidak peduli
   2 = Sering menunjukkan sikap tidak peduli
   1 = Sangat sering menunjukkan sikap tidak peduli

d. Berani (brave)
   5 = Tidak pernah menunjukkan sikap tidak berani
   4 = Pernah menunjukkan sikap tidak berani
   3 = Beberapa kali menunjukkan sikap tidak berani
   2 = Sering menunjukkan sikap tidak berani
   1 = Sangat sering menunjukkan sikap tidak berani

e. Percaya diri (confidence)
   5 = Tidak pernah menunjukkan sikap tidak percaya diri
   4 = Pernah menunjukkan sikap tidak percaya diri
   3 = Beberapa kali menunjukkan sikap tidak percaya diri
   2 = Sering menunjukkan sikap tidak percaya diri
   1 = Sangat sering menunjukkan sikap tidak percaya diri

f. Berkomunikasi baik (communicative)
   5 = Tidak pernah menunjukkan sikap tidak komunikatif
   4 = Pernah menunjukkan sikap tidak komunikatif
   3 = Beberapa kali menunjukkan sikap tidak komunikatif
   2 = Sering menunjukkan sikap tidak komunikatif
   1 = Sangat sering menunjukkan sikap tidak komunikatif

g. Peduli sosial (social awareness)
   5 = Tidak pernah menunjukkan sikap tidak peduli sosial
   4 = Pernah menunjukkan sikap tidak peduli sosial
   3 = Beberapa kali menunjukkan sikap tidak peduli sosial
   2 = Sering menunjukkan sikap tidak peduli sosial
   1 = Sangat sering menunjukkan sikap tidak peduli sosial
h. Ingin tahu (curiosity)
   5 = Tidak pernah menunjukkan sikap tidak ingin tahu
   4 = Pernah menunjukkan sikap tidak ingin tahu
   3 = Beberapa kali menunjukkan sikap tidak ingin tahu
   2 = Sering menunjukkan sikap tidak ingin tahu
   1 = Sangat sering menunjukkan sikap tidak ingin tahu

Rubrik Penilaian dari Aspek Pengetahuan (knowledge)

a. Kosa kata (vocabulary)
   5 = Hampir sempurna
   4 = Ada kesalahan tapi tidak mengganggu makna
   3 = Ada kesalahan dan mengganggu makna
   2 = Banyak kesalahan dan menganggu makna
   1 = Terlalu banyak kesalahan sehingga sulit dipahami.

b. Kelancaran (fluency)
   5 = Sangat lancar
   4 = Lancar
   3 = Cukup lancar
   2 = Kurang lancar
   1 = Tidak lancar

c. Ketelitian (accuracy)
   5 = Sangat teliti
   4 = Teliti
   3 = Cukup teliti
   2 = Kurang teliti
   1 = Tidak teliti

d. Pengucapan (pronunciation)
   5 = Hampir sempurna
   4 = Ada kesalahan tapi tidak mengganggu makna
   3 = Ada beberapa kesalahan dan menganggu makna
   2 = Banyak kesalahan dan menganggu makna
   1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami

e. Intonasi (intonation)
   5 = Hampir sempurna
   4 = Ada beberapa kesalahan tapi tidak menganggu makna
   3 = Ada beberapa kesalahan dan menganggu makna
   2 = Banyak kesalahan dan menganggu makna
   1 = Terlalu banyak kesalahan sehingga sulit dipahami

f. Pemahaman (understanding)
   5 = Sangat memahami
   4 = Memahami
   3 = Cukup memahami
   2 = Kurang memahami
   1 = Tidak memahami

g. Pilihan kata (diction)
   5 = Sangat variatif dan tepat
4 = Variatif dan tepat  
3 = Cukup variatif dan tepat  
2 = Kurang variatif dan tepat  
1 = Tidak variatif dan tepat

Rubrik Penilaian Praktek

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nilai</td>
<td>Excelent 5</td>
<td>Very Good 4</td>
<td>Good 3</td>
<td>Fair 2</td>
</tr>
</tbody>
</table>

Excelent

Very Good

Good

Fair

Poor
Lampiran 1 : Format Penilaian Individu

Nama Kegiatan : .....................................
Tanggal Pelaksanaan : ..................................
Nama : .............................................
NIS : .............................................

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sikap <em>(attitude)</em></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Ingin tahu</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Percaya diri</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jujur</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perilaku <em>(action)</em></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Kerja sama</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Melakukan tindak komunikasi yang tepat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pengetahuan <em>(knowledge)</em></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pengucapan</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kelancaran</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Intonasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rata-Rata</td>
<td></td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs Al-Jami’ah
Tema/Mapel : I Love Things Around Me/ Bahasa Inggris
Kelas/Semester : VII A/II Experimental Class
Waktu : 2 × 40 menit
Hari : Selasa

I. Kompetensi Inti
5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahuni tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular).
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indikator
3.4.1. Peserta didik mampu menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.

3.4.2. Peserta didik mampu menunjukkan kata yang mengandung unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular.

4.4.1. Peserta didik mampu menggabungkan beberapa teks yang sudah disediakan yakni teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.4.2. Peserta didik mampu mengonstruksi kembali beberapa teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Tujuan
3. Pengetahuan
Setelah mengamati dan mendiskusikan teks lisan dan tulis tentang deskripsi binatang, benda, dan tempat yang dekat dengan kehidupan peserta didik sehari-hari, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan secara tepat.

4. Ketrampilan
Setelah memahami dan mendiskusikan teks interaksi transaksional lisan dan tulis, peserta didik dapat menyusun teks lisan dan tulis untuk menyebutkan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks secara baik.

V. Materi Pembelajaran
Teks lisan dan tulis tentang mendeskripsikan nama dan jumlah, benda, binatang dan bangunan umum di lingkungan sekitar siswa.

4. Fungsi sosial
5. Struktur teks
   c. Memulai
   d. Menanggapi (diharapkan di luar dugaan)

6. Unsur kebahasaan
   a. Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik
   b. Penyebutan benda dengan *a, the*, bentuk jamak (*-s*)
   c. Penggunaan kata penunjuk *this, that, these, those...*
   d. Preposisi untuk *in, on, under* untuk menyatakan tempat
   e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

VI. Sumber/Media Pembelajaran
3. Sumber :
   • Buku paket siswa ‘When English Rings The Bell’ diterbitkan oleh Kementrian Pendidikan dan Kebudayaan.
   • Internet


VII. Metode Pembelajaran
4. Pendekatan : *scientific approach*
5. Metode : Project-based Learning
6. Teknik : ceramah, Vocabulary Journals, diskusi, tanya jawab, pemberian tugas

VIII. Langkah Pembelajaran

<table>
<thead>
<tr>
<th>FASE</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>e. Peserta didik merespon salam dan pertanyaan dan guru dengan kondisi dan pembelajaran sebelumnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>h. Peserta didik menerima pengarahan serta penjelasan tentang cara menggunakan jurnal kosa-kata (vocabulary journals) guna memudahkan serta membantu mereka dalam memahami materi berbahasa Inggris yang dipelajari</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 menit</td>
<td></td>
</tr>
</tbody>
</table>
Kegiatan Inti

f. Mengamati
- Peserta didik melihat teks deskriptif tentang “Rumahku”, sesuai dengan situasi di buku siswa halaman 118-125 sekaligus mencari kata-kata kunci pada teks tersebut yang mereka tulisakan di ‘vocabulary journals dengan cara yang sesuai dengan arahan guru untuk mereka definisikan terlebih dahulu’
- Peserta didik mengamati gambar tentang situasi rumah yang ada di halaman 118-15, sembari menguatkan hasil pengamatan yang didapat setelah melihat teks terdahulu
- Dengan bimbingan guru, peserta didik berdiskusi apakah ciri ciri rumah di dalam teks itu sesuai dengan ciri-ciri rumah tempat peserta didik tinggal

g. Menanya
Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang fungsi sosial, ungkapan yang terkait dengan materi, dan unsur kebahasaan

h. Menalar
- Peserta didik secara berkelompok mengidentifikasi nama-nama benda, ruangan dan binatang yang ada di sekitar sekolah
- Dengan bimbingan guru, peserta didik mendiskusikan ciri-ciri benda, ruangan dan binatang di sekitar Rumah yang ada di gambar dalam slide power point dengan bantuan preposisi semacam in, on, dan under serta melakukan penyebutan nama-nama benda, binatang, dan ruangan dengan this, these, that, those

i. Mencoba
- Peserta didik secara berkelompok membuat percakapan tentang rumah yang berisikan nama-nama benda, binatang, dan ruangan dengan bantuan platform yang diberi oleh guru

j. Mengkomunikasikan
- Peserta didik melakukan percakapan tentang rumah secara berkelompok dengan persiapan yang telah mereka buat
- Peserta didik memperoleh balikan dari guru dan teman tentang performa percakapan yang telah mereka peragakan

Penutup

d. Peserta didik saling membagi kosa-kata yang mereka tulis dalam “Vocabulary Journal” di antara teman satu kelompoknya.
e. Peserta didik bersama guru melakukan refleksi terhadap kegiatan yang sudah dilakukan serta menyimpulkan inti pelajaran hari ini
f. Peserta didik menjawab pertanyaan yang diberikan oleh guru

10 menit

10 menit

10 menit

10 menit

10 menit

20 menit
IX. Penilaian (Instrumen penilaian terlampir)
5. Penilaian sikap
6. Penilaian pengetahuan
7. Penilaian ketrampilan

Sukabumi, 17 Januari 2017

Disetujui oleh
Guru Pengampu Pelajaran Bhs. Inggris
Istiyana, SPd.I

Guru Peneliti Kelas
Zaeni Abdillah
LAMPIRAN 1

1. Bahan Ajar, Buku Siswa halaman 112 dan 114
**Activity 8**
Please mention the things that you can see in the picture. Use the words in the box to help you.

- a stove
- an oven
- a cabinet
- a sink
- a pan
- a frying pan
- a refrigerator

**Activity 9**
Please describe the things that you can see in the picture.

**Activity 10**
Listen to your teacher, and repeat after him/her.

**Activity 11**
Please mention the things that you can see in the picture. Use the words in the box to help you.

<table>
<thead>
<tr>
<th>Things in the dining room</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td></td>
</tr>
<tr>
<td>bottle</td>
<td></td>
</tr>
<tr>
<td>mug</td>
<td></td>
</tr>
<tr>
<td>table cloth</td>
<td></td>
</tr>
<tr>
<td>knife</td>
<td></td>
</tr>
<tr>
<td>spoon</td>
<td></td>
</tr>
<tr>
<td>plate</td>
<td></td>
</tr>
<tr>
<td>lunch box</td>
<td></td>
</tr>
<tr>
<td>bowl</td>
<td></td>
</tr>
<tr>
<td>fork</td>
<td></td>
</tr>
<tr>
<td>table</td>
<td></td>
</tr>
<tr>
<td>water jug</td>
<td></td>
</tr>
<tr>
<td>a bucket</td>
<td></td>
</tr>
<tr>
<td>a toilet</td>
<td></td>
</tr>
<tr>
<td>a tub</td>
<td></td>
</tr>
<tr>
<td>a shower</td>
<td></td>
</tr>
<tr>
<td>a scoop</td>
<td></td>
</tr>
<tr>
<td>a sink</td>
<td></td>
</tr>
<tr>
<td>a mirror</td>
<td></td>
</tr>
</tbody>
</table>
Activity 12
Please describe the things that you see in the picture.

This is my garage.

Activity 13
Listen to your teacher reading these words. Repeat after him/her.

This is my garden.

- a tree
- a bird cage
- a bench
- some flowers
- some pots
- a hose
- a watering can
- a wheelbarrow
- a spade
2. **Contoh bentuk Vocabulary Journals**

<table>
<thead>
<tr>
<th>Word:</th>
<th>Word:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition:</td>
<td>Definition:</td>
</tr>
<tr>
<td>Picture:</td>
<td>Picture:</td>
</tr>
<tr>
<td>Synonym:</td>
<td>Synonym:</td>
</tr>
</tbody>
</table>

3. **Descriptive text tentang sekolah yang di dalamnya disebutkan preposisi in, on dan under serta penggunaan this, these, that, and those**

**My Small House**

I live in a small house. It has five rooms: those are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. These stuffs make me enjoy to do my hobby; reading novel.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and play with my lovely cat.
Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks; the smell fills my whole house.

There is also a nice garden. That is the best place to play with my friends. Beside the garden is the garage. My father put his motorcycle in this room.

I know it is a small house; but it is the best place I have ever seen.
LAMPIRAN 2

ACTIVITY 1
1. Let’s discuss everything about our house.
   2. Mention the things, rooms, and animals in our house
   3. Let’s do the activities from the page 119-125 of “When English Rings a Bell” book

ACTIVITY 2
LET’S MAKE A CONVERSATION IN GROUP ABOUT OUR HOUSE

ACTIVITY 3
LET’S TALK ABOUT OUR HOUSE
LAMPIRAN 3

Penilaian

1. Penilaian Sikap

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>Teknik Penilaian</th>
<th>Waktu Penilaian</th>
<th>Instrumen Penilaian</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rasa hormat</td>
<td>Pengamatan</td>
<td>Proses</td>
<td>Lembar Pengamatan</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jujur</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Peduli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Berani</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Percaya diri</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Komunikatif</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Peduli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Peduli</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Peduli</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>Peduli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Peduli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Peduli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Penilaian Pengetahuan

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya</td>
<td>Unjuk kerja</td>
<td>Lisan dan tulis</td>
<td>4. Mention the things, rooms, and animals in our house</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Let’s do the activities from the page 119-125 of “When English Rings a Bell” book</td>
</tr>
</tbody>
</table>

6. Penilaian praktek

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pencapaian Kompetensi</td>
<td>Penilaian</td>
<td>Penilaian</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Mampu menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</td>
<td>Unjuk kerja</td>
<td>Presentasi</td>
<td></td>
</tr>
</tbody>
</table>

- Let’s make a conversation in group about our House
- Let’s Talk About Our House
<p>LAMPIRAN : Rubrik Penilaian dari Segi Sikap (*attitude*)</p>

- **a. Rasa hormat** (*respect*)
  - 5 = Tidak pernah menunjukkan sikap tidak hormat
  - 4 = Pernah menunjukkan sikap tidak hormat
  - 3 = Beberapa kali menunjukkan sikap tidak hormat
  - 2 = Sering menunjukkan sikap tidak hormat
  - 1 = Sangat sering menunjukkan sikap tidak hormat

- **b. Jujur** (*honest*)
  - 5 = Tidak pernah menunjukkan sikap tidak jujur
  - 4 = Pernah menunjukkan sikap tidak jujur
  - 3 = Beberapa kali menunjukkan sikap tidak jujur
  - 2 = Sering menunjukkan sikap tidak jujur
  - 1 = Sangat sering menunjukkan sikap tidak jujur

- **c. Peduli** (*care*)
  - 5 = Tidak pernah menunjukkan sikap tidak peduli
  - 4 = Pernah menunjukkan sikap tidak peduli
  - 3 = Beberapa kali menunjukkan sikap tidak peduli
  - 2 = Sering menunjukkan sikap tidak peduli
  - 1 = Sangat sering menunjukkan sikap tidak peduli

- **d. Berani** (*brave*)
  - 5 = Tidak pernah menunjukkan sikap tidak berani
  - 4 = Pernah menunjukkan sikap tidak berani
  - 3 = Beberapa kali menunjukkan sikap tidak berani
  - 2 = Sering menunjukkan sikap tidak berani
  - 1 = Sangat sering menunjukkan sikap tidak berani

- **e. Percaya diri** (*confidence*)
  - 5 = Tidak pernah menunjukkan sikap tidak percaya diri
  - 4 = Pernah menunjukkan sikap tidak percaya diri
  - 3 = Beberapa kali menunjukkan sikap tidak percaya diri
  - 2 = Sering menunjukkan sikap tidak percaya diri
  - 1 = Sangat sering menunjukkan sikap tidak percaya diri

- **f. Berkomunikasi baik** (*communicative*)
  - 5 = Tidak pernah menunjukkan sikap tidak komunikatif
  - 4 = Pernah menunjukkan sikap tidak komunikatif
  - 3 = Beberapa kali menunjukkan sikap tidak komunikatif
  - 2 = Sering menunjukkan sikap tidak komunikatif
  - 1 = Sangat sering menunjukkan sikap tidak komunikatif

- **g. Peduli sosial** (*social awareness*)
  - 5 = Tidak pernah menunjukkan sikap tidak peduli sosial
  - 4 = Pernah menunjukkan sikap tidak peduli sosial
  - 3 = Beberapa kali menunjukkan sikap tidak peduli sosial
  - 2 = Sering menunjukkan sikap tidak peduli sosial
  - 1 = Sangat sering menunjukkan sikap tidak peduli sosial

- **h. Ingin tahu** (*curiosity*)
<table>
<thead>
<tr>
<th>Skor</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Tidak pernah menunjukkan sikap tidak ingin tahu</td>
</tr>
<tr>
<td>4</td>
<td>Pernah menunjukkan sikap tidak ingin tahu</td>
</tr>
<tr>
<td>3</td>
<td>Beberapa kali menunjukkan sikap tidak ingin tahu</td>
</tr>
<tr>
<td>2</td>
<td>Sering menunjukkan sikap tidak ingin tahu</td>
</tr>
<tr>
<td>1</td>
<td>Sangat sering menunjukkan sikap tidak ingin tahu</td>
</tr>
</tbody>
</table>

**Rubrik Penilaian dari Aspek Pengetahuan (knowledge)**

**a. Kosa kata (vocabulary)**

<table>
<thead>
<tr>
<th>Skor</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Hampir sempurna</td>
</tr>
<tr>
<td>4</td>
<td>Ada kesalahan tapi tidak mengganggu makna</td>
</tr>
<tr>
<td>3</td>
<td>Ada kesalahan dan mengganggu makna</td>
</tr>
<tr>
<td>2</td>
<td>Banyak kesalahan dan mengganggu makna</td>
</tr>
<tr>
<td>1</td>
<td>Terlalu banyak kesalahan sehingga sulit dipahami</td>
</tr>
</tbody>
</table>

**b. Kelancaran (fluency)**

<table>
<thead>
<tr>
<th>Skor</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Sangat lancar</td>
</tr>
<tr>
<td>4</td>
<td>Lancar</td>
</tr>
<tr>
<td>3</td>
<td>Cukup lancar</td>
</tr>
<tr>
<td>2</td>
<td>Kurang lancar</td>
</tr>
<tr>
<td>1</td>
<td>Tidak lancar</td>
</tr>
</tbody>
</table>

**c. Ketelitian (accuracy)**

<table>
<thead>
<tr>
<th>Skor</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Sangat teliti</td>
</tr>
<tr>
<td>4</td>
<td>Teliti</td>
</tr>
<tr>
<td>3</td>
<td>Cukup teliti</td>
</tr>
<tr>
<td>2</td>
<td>Kurang teliti</td>
</tr>
<tr>
<td>1</td>
<td>Tidak teliti</td>
</tr>
</tbody>
</table>

**d. Pengucapan (pronunciation)**

<table>
<thead>
<tr>
<th>Skor</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Hampir sempurna</td>
</tr>
<tr>
<td>4</td>
<td>Ada kesalahan tapi tidak mengganggu makna</td>
</tr>
<tr>
<td>3</td>
<td>Ada beberapa kesalahan dan mengganggu makna</td>
</tr>
<tr>
<td>2</td>
<td>Banyak kesalahan dan mengganggu makna</td>
</tr>
<tr>
<td>1</td>
<td>Terlalu banyak kesalahan sehingga sulit untuk dipahami</td>
</tr>
</tbody>
</table>

**e. Intonasi (intonation)**

<table>
<thead>
<tr>
<th>Skor</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Hampir sempurna</td>
</tr>
<tr>
<td>4</td>
<td>Ada beberapa kesalahan tapi tidak mengganggu makna</td>
</tr>
<tr>
<td>3</td>
<td>Ada beberapa kesalahan dan mengganggu makna</td>
</tr>
<tr>
<td>2</td>
<td>Banyak kesalahan dan mengganggu makna</td>
</tr>
<tr>
<td>1</td>
<td>Terlalu banyak kesalahan sehingga sulit dipahami</td>
</tr>
</tbody>
</table>

**f. Pemahaman (understanding)**

<table>
<thead>
<tr>
<th>Skor</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Sangat memahami</td>
</tr>
<tr>
<td>4</td>
<td>Memahami</td>
</tr>
<tr>
<td>3</td>
<td>Cukup memahami</td>
</tr>
<tr>
<td>2</td>
<td>Kurang memahami</td>
</tr>
<tr>
<td>1</td>
<td>Tidak memahami</td>
</tr>
</tbody>
</table>

**g. Pilihan kata (diction)**

<table>
<thead>
<tr>
<th>Skor</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Sangat variatif dan tepat</td>
</tr>
<tr>
<td>4</td>
<td>Variatif dan tepat</td>
</tr>
</tbody>
</table>
3 = Cukup variatif dan tepat
2 = Kurang variatif dan tepat
1 = Tidak variatif dan tepat

Rubrik Penilaian Praktek

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nilai</td>
<td>Excellent 5</td>
<td>Very Good 4</td>
<td>Good 3</td>
<td>Fair 2</td>
</tr>
</tbody>
</table>
Lampiran 1 : Format Penilaian Individu

Nama Kegiatan : .....................................
Tanggal Pelaksanaan : .....................................
Nama : .....................................
NIS : .....................................

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sikap (attitude)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Ingin tahu</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Percaya diri</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jujur</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perilaku (action)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Kerja sama</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Melakukan tindak komunikasi yang tepat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pengetahuan (knowledge)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pengucapan</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kelancaran</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Intonasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rata-Rata</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs Al-Jami’ah
Tema/Mapel : I Love Things Around Me/ Bahasa Inggris
Kelas/Semester : VII/II Control Class
Waktu : 2 × 40 menit
Hari : Senin

I. Kompetensi Inti
1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular).
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indikator
3.4.1. Peserta didik mampu menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.

3.4.2. Peserta didik mampu menunjukkan kata yang mengandung unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular.

4.4.1. Peserta didik mampu menggabungkan beberapa teks yang sudah disediakan yakni teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.4.2. Peserta didik mampu mengonstruksi kembali beberapa teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Tujuan
1. Pengetahuan
   Setelah mengamati dan mendiskusikan teks lisan dan tulis tentang deskripsi binatang, benda, dan tempat yang dekat dengan kehidupan peserta didik sehari-hari, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan secara tepat.

2. Ketrampilan
   Setelah memahami dan mendiskusikan teks interaksi transaksional lisan dan tulis, peserta didik dapat menyusun teks lisan dan tulis untuk menyebutkan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks secara baik

V. Materi Pembelajaran
   Teks lisan dan tulis tentang mendeskripsikan nama dan jumlah, benda, binatang dan bangunan umum di lingkungan sekitar siswa.
1. Fungsi sosial
   a. Mengenalkan
   b. Mengidentifikasi
2. Struktur teks
   a. Memulai
   b. Menanggap (diharapkan di luar dugaan)
3. Unsur kebahasaan
   a. Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik
   b. Penyebutan benda dengan *a, the*, bentuk jamak (*-s*)
   c. Penggunaan kata penunjuk *this, that, these, those...*
   d. Preposisi untuk *in, on, under* untuk menyatakan tempat
   e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

VI. Sumber/Media Pembelajaran
1. Sumber :
   - Buku paket siswa ‘When English Rings The Bell’ diterbitkan oleh Kementrian Pendidikan dan Kebudayaan.
   - Internet

VII. Metode Pembelajaran
1. Pendekatan: *scientific approach*
2. Metode: Project-based Learning
3. Teknik: ceramah, diskusi, tanya jawab, pemberian tugas

VIII. Langkah Pembelajaran

<table>
<thead>
<tr>
<th>FASE</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>a. Peserta didik merespon salam dan pertanyaan dan guru dengan kondisi dan pembelajaran sebelumnya.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>b. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan</td>
<td></td>
</tr>
<tr>
<td>Kegiatan</td>
<td>d. Mengamati</td>
<td>10 menit</td>
</tr>
<tr>
<td>Inti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>• Peserta didik melihat teks deskriptif tentang gedung sekolah, sesuai dengan situasi di buku siswa halaman 113 sekaligus mencari kata-kata kunci pada teks tersebut yang mereka tuliskan di ‘vocabulary journals dengan cara yang sesuai dengan arahan guru untuk mereka definisikan terlebih dahulu’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Peserta didik mengamati gambar tentang situasi sekolah yang ada di halaman 113, sembari menguatkan hasil pengamatan yang didapat setelah melihat teks terdahulu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dengan bimbingan guru, peserta didik berdiskusi apakah ciri ciri gedung sekolah di dalam teks itu sesuai dengan ciri-ciri gedung sekolah tempat peserta didik belajar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Menanya</td>
<td>10 menit</td>
<td></td>
</tr>
<tr>
<td>Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang fungsi sosial, ungkapan yang terkait dengan materi, dan unsur kebahasaan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Menalar</td>
<td>10 menit</td>
<td></td>
</tr>
<tr>
<td>• Peserta didik secara berkelompok mengidentifikasi nama-nama benda, ruangan dan binatang yang ada di sekitar sekolah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dengan bimbingan guru, peserta didik mendiskusikan ciri-ciri benda, ruangan dan binatang di sekitar sekolah yang ada di gambar dalam slide power point dengan bantuan preposisi semacam in, on dan under serta melakukakan penyebutan nama-nama benda, binatang, dan ruangan dengan a, the dan bentuk jamak (-s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Mencoba</td>
<td>10 menit</td>
<td></td>
</tr>
<tr>
<td>• Peserta didik secara berkelompok membuat percakapan tentang sekolah yang berisikan nama-nama benda, binatang, dan ruangan dengan bantuan platform yang diberi oleh guru</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Mengkomunikasikan</td>
<td>20 menit</td>
<td></td>
</tr>
<tr>
<td>• Peserta didik melakukan percakapan tentang sekolah secara berkelompok dengan persiapan yang telah mereka buat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Peserta didik memperoleh balikan dari guru dan teman tentang performa percakapan yang telah mereka peragakan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Penutup

|  |
|---|---|
| i. Peserta didik bersama guru melakukan refleksi terhadap kegiatan yang sudah dilakukan serta menyimpulkan inti pelajaran hari ini | 10 menit |
| j. Peserta didik menjawab pertanyaan yang diberikan oleh guru |  |
IX. Penilaian (Instrumen penilaian terlampir)
   1. Penilaian sikap
   2. Penilaian pengetahuan
   3. Penilaian ketrampilan

Sukabumi, 16 Januari 2017

Disetujui oleh
Guru Pengampu Pelajaran Bhs. Inggris
Istiyana, SPd.I

Guru Peneliti Kelas
Zaeni Abdillah
LAMPIRAN 1

1. BAHAN AJAR. Buku Siswa halaman 112 dan 114

2. Descriptive text tentang sekolah yang di dalamnya disebutkan preposisi in, on dan under serta penggunaan a, the dan jamak (-s)

My School

My school, Islamic Junior High School Al-Jami’ah is at Jl. Tegalega, Cidolog-Sukabumi.

My school is big. It has 18 clean classrooms, ten clean rest rooms, three laboratories, a big library, a teachers’ room, a students’ board office and headmaster room. It has a beautiful school park in the center of the school.

My classroom is under the library and the teachers’ room is on the students’ board office. There is a large parking area besides the headmaster room. Sometimes, I can see cats and some sparrows around the parking area. There are notice boards in every classroom. There is also a beautiful mosque in front of the library.
LAMPIRAN 2

ACTIVITY 1
1. Let’s go outside the class and describe the position of what we see around the school.

2. Mention the things, rooms, buildings and animals around the school
3. Decide whether the following sentence is true or false

<table>
<thead>
<tr>
<th>Sentence</th>
<th>True / False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The sparrow fly around the mosque</td>
<td>......................</td>
</tr>
<tr>
<td>b. Our classroom is on the library</td>
<td>......................</td>
</tr>
<tr>
<td>c. The students’ board office is under the multimedia room</td>
<td>......................</td>
</tr>
<tr>
<td>d. The yellow cat is sleeping in front of the mosque.</td>
<td>......................</td>
</tr>
<tr>
<td>e. The Headmaster room is under the teachers’ room</td>
<td>......................</td>
</tr>
</tbody>
</table>

ACTIVITY 2
LET’S MAKE A CONVERSATION IN GROUP ABOUT OUR SCHOOL

ACTIVITY 3
LET’S TALK ABOUT OUR SCHOOL
LAMPIRAN 3

Penilaian

1. Penilaian Sikap

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>Teknik Penilaian</th>
<th>Waktu Penilaian</th>
<th>Instrumen Penilaian</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rasa hormat</td>
<td>Pengamatan</td>
<td>Proses</td>
<td>Lembar Pengamatan</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jujur</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Peduli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Berani</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Percaya diri</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Komunikatif</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Peduli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Peduli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Penilaian Pengetahuan

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya</td>
<td>Unjuk kerja</td>
<td>Lisan dan tulis</td>
<td>7. Mention the things, rooms, buildings and animals around the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. Decide wether the following sentence is true or false</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a. The sparrow fly around the mosque</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b. Our classroom is on the library</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>c. The students’ board office is under the multimedia room</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d. The yellow cat is sleeping in front of the mosque</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>e. The Headmaster room is under the teachers’ room</td>
</tr>
</tbody>
</table>
9. Penilaian praktek

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
<th>Instrumen</th>
</tr>
</thead>
</table>
| Mampu menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | Unjuk kerja | Presentasi | • Let’s make a conversation in group about our school  
• Let’s Talk About Our School |
LAMPIRAN : Rubrik Penilaian dari Segi Sikap (attitude)

a. Rasa hormat (respect)
5 = Tidak pernah menunjukkan sikap tidak hormat
4 = Pernah menunjukkan sikap tidak hormat
3 = Beberapa kali menunjukkan sikap tidak hormat
2 = Sering menunjukkan sikap tidak hormat
1 = Sangat sering menunjukkan tidak hormat

b. Jujur (honest)
5 = Tidak pernah menunjukkan sikap tidak jujur
4 = Pernah menunjukkan sikap tidak jujur
3 = Beberapa kali menunjukkan sikap tidak jujur
2 = Sering menunjukkan sikap tidak jujur
1 = Sangat sering menunjukkan sikap tidak jujur

c. Peduli (care)
5 = Tidak pernah menunjukkan sikap tidak peduli
4 = Pernah menunjukkan sikap tidak peduli
3 = Beberapa kali menunjukkan sikap tidak peduli
2 = Sering menunjukkan sikap tidak peduli
1 = Sangat sering menunjukkan sikap tidak peduli

d. Berani (brave)
5 = Tidak pernah menunjukkan sikap tidak berani
4 = Pernah menunjukkan sikap tidak berani
3 = Beberapa kali menunjukkan sikap tidak berani
2 = Sering menunjukkan sikap tidak berani
1 = Sangat sering menunjukkan sikap tidak berani

e. Percaya diri (confidence)
5 = Tidak pernah menunjukkan sikap tidak percaya diri
4 = Pernah menunjukkan sikap tidak percaya diri
3 = Beberapa kali menunjukkan sikap tidak percaya diri
2 = Sering menunjukkan sikap tidak percaya diri
1 = Sangat sering menunjukkan sikap tidak percaya diri

f. Berkomunikasi baik (communicative)
5 = Tidak pernah menunjukkan sikap tidak komunikatif
4 = Pernah menunjukkan sikap tidak komunikatif
3 = Beberapa kali menunjukkan sikap tidak komunikatif
2 = Sering menunjukkan sikap tidak komunikatif
1 = Sangat sering menunjukkan sikap tidak komunikatif

g. Peduli sosial (social awareness)
5 = Tidak pernah menunjukkan sikap tidak peduli sosial
4 = Pernah menunjukkan sikap tidak peduli sosial
3 = Beberapa kali menunjukkan sikap tidak peduli sosial
2 = Sering menunjukkan sikap tidak peduli sosial
1 = Sangat sering menunjukkan sikap tidak peduli sosial

h. Ingin tahu (curiosity)
Rubrik Penilaian dari Aspek Pengetahuan (knowledge)

a. Kosa kata (vocabulary)
5 = Hampir sempurna
4 = Ada kesalahan tapi tidak mengganggu makna
3 = Ada kesalahan dan mengganggu makna
2 = Banyak kesalahan dan menganggu makna
1 = Terlalu banyak kesalahan sehingga sulit dipahami.

b. Kelancaran (fluency)
5 = Sangat lancar
4 = Lancar
3 = Cukup lancar
2 = Kurang lancar
1 = Tidak lancar

c. Ketelitian (accuracy)
5 = Sangat teliti
4 = Teliti
3 = Cukup teliti
2 = Kurang teliti
1 = Tidak teliti

d. Pengucapan (pronunciation)
5 = Hampir sempurna
4 = Ada kesalahan tapi tidak mengganggu makna
3 = Ada beberapa kesalahan dan mengganggu makna
2 = Banyak kesalahan dan menganggu makna
1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami

e. Intonasi (intonation)
5 = Hampir sempurna
4 = Ada beberapa kesalahan tapi tidak mengganggu makna
3 = Ada beberapa kesalahan dan mengganggu makna
2 = Banyak kesalahan dan menganggu makna
1 = Terlalu banyak kesalahan sehingga sulit dipahami

f. Pemahaman (understanding)
5 = Sangat memahami
4 = Memahami
3 = Cukup memahami
2 = Kurang memahami
1 = Tidak memahami

g. Pilihan kata (diction)
5 = Sangat variatif dan tepat
4 = Variatif dan tepat
3 = Cukup variatif dan tepat
2 = Kurang variatif dan tepat
1 = Tidak variatif dan tepat

Rubrik Penilaian Praktek

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nilai</td>
<td>Excelent 5</td>
<td>Very Good 4</td>
<td>Good 3</td>
<td>Poor 1</td>
</tr>
</tbody>
</table>


Lampiran 1 : Format Penilaian Individu

Nama Kegiatan : ..................................
Tanggal Pelaksanaan : ..................................
Nama : ..................................
NIS : ..................................

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sikap (attitude)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Ingin tahu</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Percaya diri</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jujur</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Perilaku (action)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Kerja sama</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Melakukan tindak komunikasi yang tepat</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pengetahuan (knowledge)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pengucapan</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kelancaran</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Intonasi</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rata-Rata</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs. Al-Jami’ah
Tema/Mapel : I Love Things Around Me/ Bahasa Inggris
Kelas/Semester : VII B/II Control Class
Waktu : 2 × 40 menit
Hari : Selasa

I. Kompetensi Inti
1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyajikan dalam ranah konkret (gunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular).
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
III. Indikator

3.4.1. Peserta didik mampu menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.

3.4.2. Peserta didik mampu menunjukkan kata yang mengandung unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular.

4.4.1. Peserta didik mampu menggabungkan beberapa teks yang sudah disediakan yakni teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.4.2. Peserta didik mampu mengonstruksi kembali beberapa teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Tujuan

1. Pengetahuan
Setelah mengamati dan mendiskusikan teks lisan dan tulis tentang deskripsi binatang, benda, dan tempat yang dekat dengan kehidupan peserta didik sehari-hari, peserta didik dapat menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan secara tepat.

2. Ketrampilan
Setelah memahami dan mendiskusikan teks interaksi transaksional lisan dan tulis, peserta didik dapat menyusun teks lisan dan tulis untuk menyebutkan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks secara baik.
V. Materi Pembelajaran
Teks lisan dan tulis tentang mendeskripsikan nama dan jumlah, benda, binatang dan bangunan umum di lingkungan sekitar siswa.

1. Fungsi sosial
   a. Mengenalkan
   b. Mengidentifikasi

2. Struktur teks
   a. Memulai
   b. Menanggapi (diharapkan di luar dugaan)

3. Unsur kebahasaan
   a. Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik
   b. Penyebutan benda dengan *a, the*, bentuk jamak (-s)
   c. Penggunaan kata penunjuk *this, that, these, those ...*
   d. Preposisi untuk *in, on, under* untuk menyatakan tempat
   e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

VI. Sumber/Media Pembelajaran
1. Sumber :
   - Buku paket siswa ‘When English Rings The Bell’
     diterbitkan oleh Kementrian Pendidikan dan Kebudayaan.
   - Internet


VII. Metode Pembelajaran
1. Pendekatan : *scientific approach*
2. Metode : Project-based Learning
3. Teknik : ceramah, diskusi, tanya jawab, pemberian tugas

VIII. Langkah Pembelajaran

<table>
<thead>
<tr>
<th>FASE</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>a. Peserta didik merespon salam dan pertanyaan dan guru dengan kondisi dan pembelajaran sebelumnya.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>b. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Peserta didik menerima informasi kompetensi, materi, tujuan,</td>
<td></td>
</tr>
</tbody>
</table>
d. guna memudahkan serta membantu mereka dalam memahami materi berbahasa Inggris yang dipelajari

dengan manfaat, dan langkah pembelajaran yang akan dilaksanakan

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Mengamati</td>
<td></td>
<td>10 menit</td>
</tr>
<tr>
<td>- Peserta didik melihat teks deskriptif tentang “Rumahku”, sesuai dengan situasi di buku siswa halaman 118-125 sekaligus mencari kata-kata kunci pada teks tersebut yang mereka tulis di ‘vocabulary journals dengan cara yang sesuai dengan arahan guru untuk mereka definisikan terlebih dahulu’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Peserta didik mengamati gambar tentang situasi rumah yang ada di halaman 118-15, sembari menguatkan hasil pengamatan yang didapat setelah melihat teks terdahulu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Dengan bimbingan guru, peserta didik berdiskusi apakah ciri ciri rumah di dalam teks itu sesuai dengan ciri ciri rumah tempat peserta didik tinggal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

f. Menanya
Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang fungsi sosial, ungkapan yang terkait dengan materi, dan unsur kebahasaan

| g. Menalar |   | 10 menit |
| - Peserta didik secara berkelompok mengidentifikasi nama-nama benda, ruangan dan binatang yang ada di sekitar sekolah |
| - Dengan bimbingan guru, peserta didik mendiskusikan ciri-ciri benda, ruangan dan binatang di sekitar Rumah yang ada di gambar dalam slide power point dengan bantuan preposisi semacam in, on dan under serta melakukan penyebutan nama-nama benda, binatang, dan ruangan dengan this, these, that, those |
| h. Mencoba |   | 10 menit |
| - Peserta didik secara berkelompok membuat percakapan tentang rumah yang berisikan nama-nama benda, binatang, dan ruangan dengan bantuan platform yang diberi oleh guru |
| i. Mengkomunikasikan |   | 20 menit |
| - Peserta didik melakukan percakapan tentang rumah secara berkelompok dengan persiapan yang telah mereka buat |
| - Peserta didik memperoleh balikan dari guru dan teman tentang performa percakapan yang telah mereka peragakan |

| Penutup |   | 10 menit |
| j. Peserta didik bersama guru melakukan refleksi terhadap kegiatan yang sudah dilakukan serta menyimpulkan inti pelajaran hari ini |
| k. Peserta didik menjawab pertanyaan yang diberikan oleh guru |
IX. Penilaian (Instrumen penilaian terlampir)
   1. Penilaian sikap
   2. Penilaian pengetahuan
   3. Penilaian ketrampilan

Sukabumi, 17 Januari 2017

Disetujui oleh
Guru Pengampu Pelajaran Bhs. Inggris
Guru Peneliti Kelas

Istiyana, SPd.I
Zaeni Abdillah
LAMPIRAN 1

4. Bahan Ajar, Buku Siswa halaman 112 dan 114

Activity 6
Come to my house.

Activity 7
This is my living room.
Please write down the things that you can see in the picture.

Activity 8
This is my kitchen.
Please mention the things that you can see in the picture. Use the words in the box to help you.

Activity 9
This is my dining room.
Please describe the things that you can see in the picture.

There is __________ / There are __________

<table>
<thead>
<tr>
<th>Things in the dining room</th>
<th>Chair</th>
<th>Knife</th>
<th>Plate</th>
<th>Lunch box</th>
</tr>
</thead>
<tbody>
<tr>
<td>bowl</td>
<td>spoon</td>
<td>plate</td>
<td>lunch box</td>
<td></td>
</tr>
<tr>
<td>fork</td>
<td>knife</td>
<td>bowl</td>
<td>water jug</td>
<td></td>
</tr>
</tbody>
</table>

a stove  an oven  a cabinet  a sink
a pan  a frying pan  a refrigerator
5. Descriptive text tentang sekolah yang di dalamnya disebutkan preposisi in, on dan under serta penggunaan this, these, that, and those

My Small House

I live in a small house. It has five rooms: those are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. These stuffs make me enjoy to do my hobby; reading novel.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and play with my lovely cat.
Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks; the smell fills my whole house.

There is also a nice garden. That is the best place to play with my friends. Beside the garden is the garage. My father put his motorcycle in this room.

I know it is a small house; but it is the best place I have ever seen.
LAMPIRAN 2

ACTIVITY 1
Let’s discuss everything about our house.

4. Mention the things, rooms, and animals in our house
5. Let’s do the activities from the page 119-125 of “When English Rings a Bell” book

ACTIVITY 2
LET’S MAKE A CONVERSATION IN GROUP ABOUT OUR HOUSE

ACTIVITY 3
LET’S TALK ABOUT OUR HOUSE

LAMPIRAN 3
Penilaian
1. Penilaian Sikap

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang dinilai</th>
<th>Teknik Penilaian</th>
<th>Waktu Penilaian</th>
<th>Instrumen Penilaian</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rasa hormat</td>
<td>Pengamatan</td>
<td>Proses</td>
<td>Lembar pengamatan</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jujur</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Peduli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Berani</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Percaya diri</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Komunikatif</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Peduli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Peduli sesama</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ingin tahu</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Penilaian Pengetahuan
<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya</td>
<td>Unjuk kerja</td>
<td>Lisan dan tulis</td>
<td>10. Mention the things, rooms, and animals in our house</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11. Let’s do the activities from the page 119-125 of “When English Rings a Bell” book</td>
</tr>
</tbody>
</table>

**12. Penilaian praktek**

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Penilaian</th>
<th>Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mampu menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</td>
<td>Unjuk kerja</td>
<td>Presentasi</td>
<td>• Let’s make a conversation in group about our House</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Let’s Talk About Our House</td>
</tr>
</tbody>
</table>
kebahasaan yang benar
dan sesuai konteks
LAMPIRAN : Rubrik Penilaian dari Segi Sikap (attitude)

a. Rasa hordat (respect)
   5 = Tidak pernah menunjukkan sikap tidak hormat
   4 = Pernah menunjukkan sikap tidak hormat
   3 = Beberapa kali menunjukkan sikap tidak hormat
   2 = Sering menunjukkan sikap tidak hormat
   1 = Sangat sering menunjukkan sikap tidak hormat

b. Jujur (honest)
   5 = Tidak pernah menunjukkan sikap tidak jujur
   4 = Pernah menunjukkan sikap tidak jujur
   3 = Beberapa kali menunjukkan sikap tidak jujur
   2 = Sering menunjukkan sikap tidak jujur
   1 = Sangat sering menunjukkan sikap tidak jujur

c. Peduli (care)
   5 = Tidak pernah menunjukkan sikap tidak peduli
   4 = Pernah menunjukkan sikap tidak peduli
   3 = Beberapa kali menunjukkan sikap tidak peduli
   2 = Sering menunjukkan sikap tidak peduli
   1 = Sangat sering menunjukkan sikap tidak peduli

d. Berani (brave)
   5 = Tidak pernah menunjukkan sikap tidak berani
   4 = Pernah menunjukkan sikap tidak berani
   3 = Beberapa kali menunjukkan sikap tidak berani
   2 = Sering menunjukkan sikap tidak berani
   1 = Sangat sering menunjukkan sikap tidak berani

e. Percaya diri (confidence)
   5 = Tidak pernah menunjukkan sikap tidak percaya diri
   4 = Pernah menunjukkan sikap tidak percaya diri
   3 = Beberapa kali menunjukkan sikap tidak percaya diri
   2 = Sering menunjukkan sikap tidak percaya diri
   1 = Sangat sering menunjukkan sikap tidak percaya diri

f. Berkommunikasi baik (communicative)
   5 = Tidak pernah menunjukkan sikap tidak komunikatif
   4 = Pernah menunjukkan sikap tidak komunikatif
   3 = Beberapa kali menunjukkan sikap tidak komunikatif
   2 = Sering menunjukkan sikap tidak komunikatif
   1 = Sangat sering menunjukkan sikap tidak komunikatif

g. Peduli sosial (social awareness)
   5 = Tidak pernah menunjukkan sikap tidak peduli sosial
   4 = Pernah menunjukkan sikap tidak peduli sosial
   3 = Beberapa kali menunjukkan sikap tidak peduli sosial
   2 = Sering menunjukkan sikap tidak peduli sosial
   1 = Sangat sering menunjukkan sikap tidak peduli sosial

h. Ingin tahu (curiosity)
Rubrik Penilaian dari Aspek Pengetahuan (knowledge)

a. Kosa kata (vocabulary)
   5 = Hampir sempurna
   4 = Ada kesalahan tapi tidak mengganggu makna
   3 = Ada beberapa kesalahan dan mengganggu makna
   2 = Banyak kesalahan dan mengganggu makna
   1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami.

b. Kelancaran (fluency)
   5 = Sangat lancar
   4 = Lancar
   3 = Cukup lancar
   2 = Kurang lancar
   1 = Tidak lancar

c. Ketelitian (accuracy)
   5 = Sangat teliti
   4 = Teliti
   3 = Cukup teliti
   2 = Kurang teliti
   1 = Tidak teliti

d. Pengucapan (pronunciation)
   5 = Hampir sempurna
   4 = Ada beberapa kesalahan tapi tidak mengganggu makna
   3 = Ada beberapa kesalahan dan mengganggu makna
   2 = Banyak kesalahan dan mengganggu makna
   1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami

e. Intonasi (intonation)
   5 = Hampir sempurna
   4 = Ada beberapa kesalahan tapi tidak mengganggu makna
   3 = Ada beberapa kesalahan dan mengganggu makna
   2 = Banyak kesalahan dan mengganggu makna
   1 = Terlalu banyak kesalahan sehingga sulit dipahami

f. Pemahaman (understanding)
   5 = Sangat memahami
   4 = Memahami
   3 = Cukup memahami
   2 = Kurang memahami
   1 = Tidak memahami

g. Pilihan kata (diction)
   5 = Sangat variatif dan tepat
   4 = Variatif dan tepat
3 = Cukup variatif dan tepat  
2 = Kurang variatif dan tepat  
1 = Tidak variatif dan tepat

**Rubrik Penilaian Praktek**

<table>
<thead>
<tr>
<th>Kriteria</th>
<th>Nilai</th>
<th>Excelent 5</th>
<th>Very Good 4</th>
<th>Good 3</th>
<th>Fair 2</th>
<th>Poor 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jika respon benar, ucapan benar, intonasi benar, dan pengucapan lancar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jika respon benar, ucapan benar, intonasi benar, dan pengucapan tidak lancar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jika respon benar, ucapan benar, intonasi salah, dan pengucapan tidak lancar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jika respon kurang tepat, ucapan salah, intonasi salah, dan pengucapan tidak lancar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lampiran 1 : Format Penilaian Individu

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sikap <em>(attitude)</em></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Ingin tahu</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Percaya diri</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jujur</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perilaku <em>(action)</em></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Kerja sama</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Melakukan tindak komunikasi yang tepat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pengetahuan <em>(knowledge)</em></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pengucapan</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kelancaran</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Intonasi</td>
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<td>Total</td>
<td></td>
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<tr>
<td></td>
<td>Rata-Rata</td>
<td></td>
</tr>
</tbody>
</table>
PEMERINTAH KABUPATEN SUKABUMI
DINAS PENDIDIKAN
SMP NEGERI 1 SAGARANTEN
TERAKREDITASI A ("AMAT BAIK")
JL. Raya Cigadog- Sagaranten Telp. (0266) 341023 Sukabumi 43181
NPSN : 20202355 NSS : 20 102 0640 015 E-Mail : smpn1sr@gmail.com

SURAT KETERANGAN
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Telah melaksanakan Uji Validitas Soal Vocabulary Bahasa Inggris di SMP Negeri 1
Sagaranten sebagai bagian dari Skripsi yang berjudul "The Effectiveness of Vocabulary Journals
technique on Students' Vocabulary Mastery".
Demikian Surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Kepala

[Signature]

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NIP. 19640727 198410 1 001
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Nomer : 034/MTs/iAJ/47.016/PP.001/02017

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Tahun Akademik : 2010/2011


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Cidolog, 24 Januari 2017
Kepala Madrasah,

S. HOLID, S.Pd.I