

USING GAMES IN TEACHING VOCABULARY

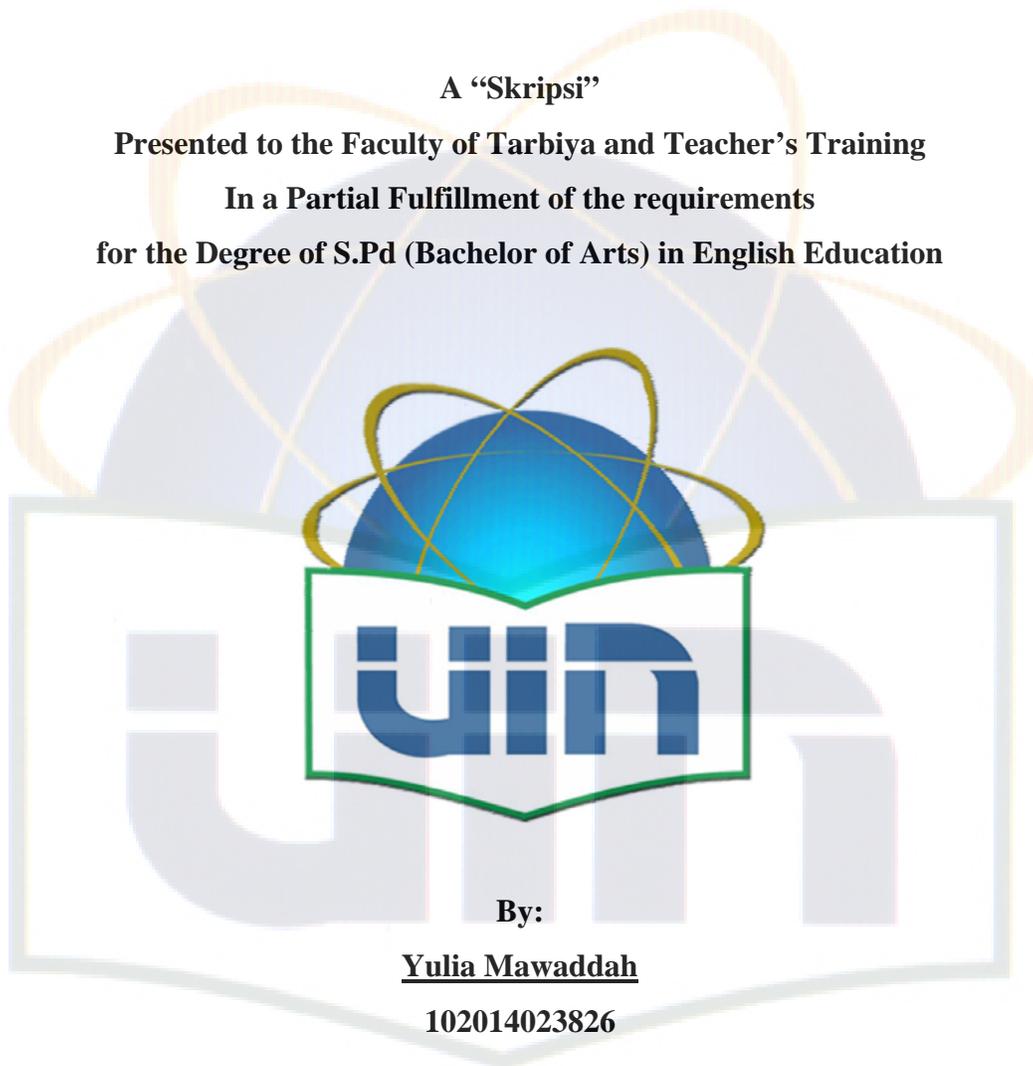
(An Experimental Study at Seventh Grade of MTs. Darussalam, Ulujami Jakarta Selatan)

A “Skripsi”

Presented to the Faculty of Tarbiya and Teacher’s Training

In a Partial Fulfillment of the requirements

for the Degree of S.Pd (Bachelor of Arts) in English Education



By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER’S TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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In the name of Allah, the beneficent, the merciful

All praise be to Allah Lord of the worlds, The Almighty God for His blessing, guidance, help and love until the writer can accomplish this "skripsi". Peace and Salutation be upon to the Prophet Muhammad SAW, his descendants, his companions and his followers.

This "skripsi" is presented to English Education Department, Faculty of Tarbiya and Teachers Training Syarif Hidayatullah State Islamic University Jakarta as a partial fulfillment of the requirements for the degree of Strata I (S1).

In this occasion, the writer would like to express her gratitude, appreciation and honor to all people who have helped her in finishing this "skripsi". The writer is absolutely conscious that she could not carry out this work without others' helping either material or spiritual.

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Finally, the writer realizes that this "skripsi" is still far from being perfect, constructive criticism and suggestion would be accepted to make this "skripsi" better.

Jakarta, January , 2010

The writer



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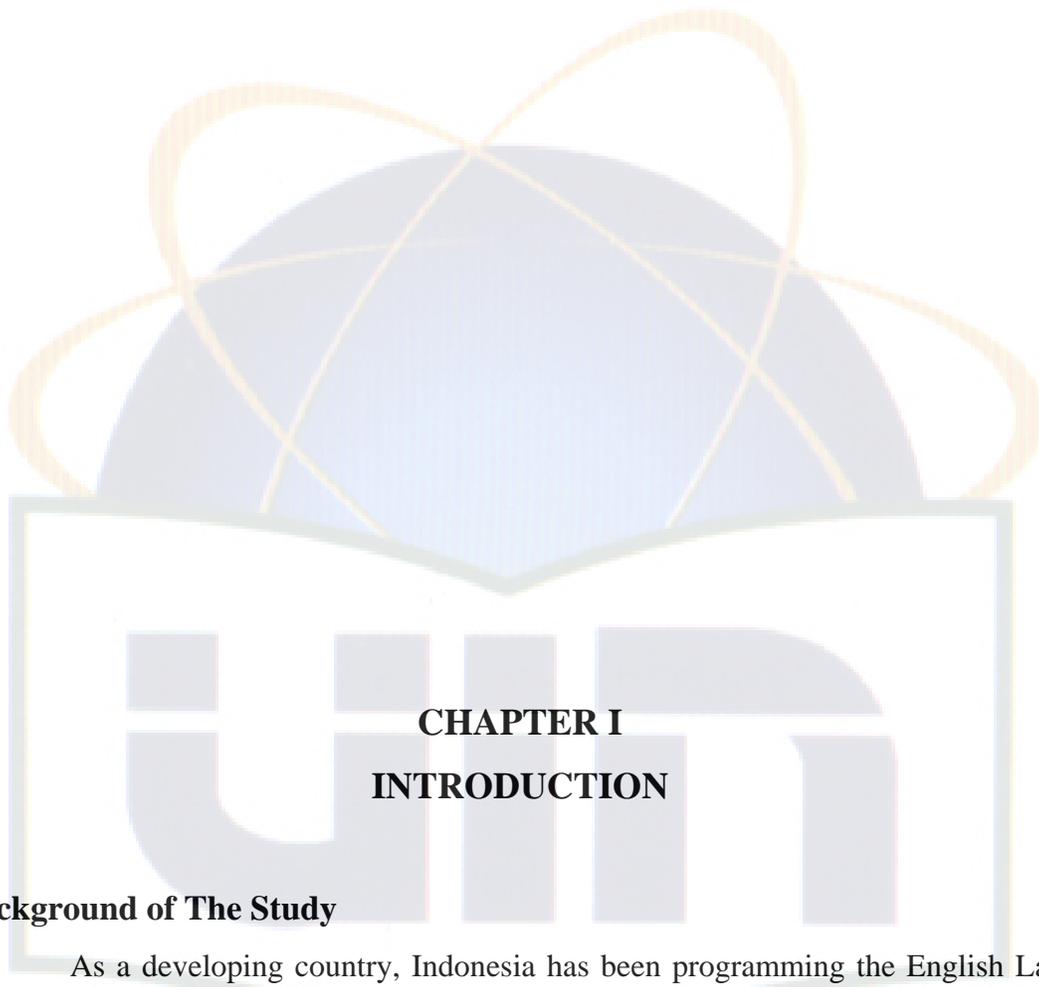
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CHAPTER I INTRODUCTION

A. Background of The Study

As a developing country, Indonesia has been programming the English Language Education at formal institutions because English seems to be a key to get into international technology and other developments; it is undeniable that the role of English is very important nowadays. But in fact, the students are still unable to use English. However, English learners understand structures and grammar very much but they are not able to use it in their life. Most of them know structure and grammar by heart. This means, the result of Teaching English is far below the standard prescribed by the curriculum.

The teaching failure is caused by many factors, such as the lack of communication between students and teachers, or the teachers themselves who do not master the material,

and the students' lack the spirit and motivation to learn English, the unfavorable situation of school, classroom, English laboratory and time tables.

It is the time for the teacher to change or verify the methods on English teaching. All abilities of a teacher should be focused on many problems, not only how to explain and write the material, but also how to present it well. It will be in failure if teachers have not a little bit preparation for it. All people realize that every person has many methods, but, of course, there is a priority, what should be practiced it first.

A main principle in teaching is "take a long the students' mind to the teachers' mind and bring the teachers' mind to the students' mind"¹. This principle means the teachers should remember how important to come into the students' mind as the first step to recognize the atmosphere of study. The good one, in learning and teaching process, are full contact. In the other words, learning involves all of the aspects of human personality, thinking, feeling and convictions before going on the activities. Therefore, the rights of easiness of learning should be given by students and can be found by teachers, because learning gets in touch with other people.

There are many components in English learning, such as Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc. Vocabulary is one of the important aspects in language teaching and learning, besides grammar and pronunciation. A good vocabulary and the ability to use the words correctly and affectively can be the passport to worlds of interesting and exciting information. People can travel in the past, present, and in the future through the words they need and hear.

Vocabulary is not easy to be increased without a proper way of how to build it up. In this case, English teacher has important role to stimulate students to enrich their vocabulary.

The conventional technique used in teaching vocabulary, such as memorization technique, did not stimulate the students to build up their vocabulary because this technique only emphasizes on memorizing words which in many cases made the students feel bored. As Michael J. Wallace said "...if he is conscientious he will then attempt to

¹ Tim, Quantum Teaching, Kaifa, Jakarta, 2002

memorize the target word and its translation, usually simply repeating it over and over again. This obviously a somewhat and inefficient method of learning vocabulary.”²

In this case, the writer tries to overcome the problems in teaching and learning vocabulary that is by using games. Hopefully this way will be able to enrich students’ motivation in learning new vocabulary. Games can be used to make the lesson more interesting because students are active in learning process.

Mariah Toth said in her book that Games help to create a context in which children’s attention is focused on the completion of a task without necessarily realizing that language items are being practiced. As a result, language learning takes place in a context that children can directly relate to.³

Games like any other activities or tools can be over exploited when used too much so that the motivating element disappears rapidly. If, however, the teacher chooses the game carefully, keeping in mind the interests and needs of the learners, games can provide a valuable learning experience in which the children practice and revise language in meaningful way.

B. The Identification of The Problem

Linguist and language specialist always improve the quality of language teaching. They often did so by referring to general principles and theories concerning with how language is learned. The knowledge of language is represented and organized in memory and the language itself is arranged in the elaborated principles and theoretically accountable approaches to the design of language teaching program. In this skripsi, the writer identifies the problem as follows:

1. How to make students enjoy and interest in learning Vocabulary?
2. How to teach English Vocabulary by using games?
3. How effective is using game in teaching vocabulary?

C. The Limitation of the Problem

² Michael J. Wallace, *Teaching Vocabulary*, English Language book Society (London: Heinemann Education Book, 1987), p. 61

³ Maria Toth., *Children’s Games*, a Teacher’s Resource Book of Games for Young Learners of English, (MacMillan: Heinemann English Language Teaching, 1995), p. 1

There are many components in English learning, such as Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc.

It is impossible for the writer to talk all about English component in this skripsi, because of the limitation of space and time. So, the writer limits herself to discuss about using games in teaching vocabulary, in this case matching game, focusing on vocabulary of Professions at the seventh grade of MTs Darussalam, Ulujami Jakarta Selatan.

D. The Formulation of the Problem

The writer formulates the research question, as follow:

“Is using games in teaching vocabulary more effective than other techniques?”

To answer this question, the writer tried to apply games as a teaching aid in teaching English Vocabulary at seventh grade students of MTs. Darussalam, Ulujami.

E. The Use of Study

Hopefully through this research, the writer will prove the students' enjoyment and interests in English learning especially in getting new vocabulary by using games.

F. The Organization of Study

This skripsi contains of four chapters which are related each other. Chapter one is Introduction, which consists of background of study, the identification, the limitation, and formulation of problem, the use of study, and the organization of study.

Chapter two is Theoretical Framework. This chapter explains what games is, the form of language games, the principles in choosing and using language games, and the advantages and the disadvantages of using games in teaching vocabulary. What vocabulary are, kinds of vocabulary, and techniques in teaching English vocabulary. And teaching vocabulary by using games

Chapter three is Research Methodology and findings. Research Methodology includes the purpose of research, place and time of study, method of study, technique of sample taking, instruments of study, operational definition, and technique of data analysis.

Research Findings discuss about the description of data, the test of hypothesis, and the analysis of the experiment.

Chapter four is the last chapter which consists of conclusion and suggestion. The writer tries to conclude the research findings and give the best suggestion she could consider to the research findings that she got.



CHAPTER II

THEORETICAL FRAMEWORK

A. Games

1. The Meaning of Games

In teaching English, in this case vocabulary, the teachers usually prepare some materials for their students to enrich their vocabulary by using drills or exercises, but if the teachers keep using this monotony methods of learning vocabulary of course will occur and it will make students get bored.

The teachers have to plan some activities that make the students enjoy, convenient, comfortable and interesting in learning vocabulary. This enjoyable situation will be found by the students when the teacher using fun activities such as games. As Andrew Wright said "...it is generally accepted that young learners and adults are very willing to play game".⁴

The meaning of game was interpreted in many different ways by the experts. According to Oxford advance dictionary, games are "A form of competitive play or sport with rules".⁵ Gibbs has stated that games are "activities carried out by cooperating or competing decision makers, seeking to achieve within a set of rules, their own objectives".⁶ Jill Hadfield is also stated that "A game is an activity with rules, a goal and element of fun."⁷

Based on Michael J. Wallace: "The basic aims of vocabulary games and vocabulary exercise are usually very similar: to develop the students' vocabulary, perhaps by extending students' vocabulary or perhaps by giving students practice in using what students already know receive and so on. In vocabulary game there will be the additional aim of adding an element of fun, relaxation and enjoyment to the lesson".⁸

⁴ Andrew Wright, et al., "Games for Language Learning" (New York: Cambridge University Press. 1984) p. 2

⁵ A S Hornby, "Oxford Advanced Learner's Dictionary" fifth edition (Oxford: Oxford University Press, 1955) p. 486

⁶ Sandra J. Savignon and Margie S. Berns, *Initiatives In Communicative Language Teaching II* (Addison Wesley publishing company, 1978) p. 209

⁷ Jill Hadfield, *Elementary Vocabulary Games*, (Nelson, 1985). P.4

⁸ Michael J Wallace., *Teaching Vocabulary*, English Language Book Society (London: Heinemann Education Book, 1987), p.104

Meanwhile, Rita Susana Larcabal stated that “Games provide an enjoyable atmosphere, a situation in which communication is essential and a distraction from the language itself”.⁹

Games help to create a context in which children’s attention is focused on the completion of a task without necessarily realizing that language items are being practice. As a result language learning takes place in a context that children can directly relate to.¹⁰

From the definitions above, the writer can say that game is an activity to get fun and relax, which is carried out by cooperating or competing with a set of rules, in this case, to develop students’ vocabulary.

2. The Form of Language Games

There are many possible techniques in teaching learning process to transfer the teaching points to students such as discussion, the use of pictures, songs, games, and so on.

When teachers used games as a part of teaching techniques, there are also many different versions of each general type of games and each version may give rise to different language skills and be appropriate for different levels of language achievement. It is essential to choose games which are appropriate to the class in terms of language and type of participation. Having chosen an appropriate game, its character and the aim and rules must be made clear to the learners.

William Francies Mackey divided games into four based on the communicative activities which emphasize the four basic skills:

- a. Listening game. Consist of perception games and comprehension game

⁹ Rita Susana Larcabal “*The Role of Game in Language Acquisition*” (Washington D.C: English Teaching forum. April 1992)p.28

¹⁰ Maria Toth, “*Children’s Game*” Teacher resource book, (USA: Mc Millan Heinemann, 1995)p.6

- b. Speaking game. Consist of observation games
- c. Reading game. Consist of recognition games
- d. Writing game consist of spelling games¹¹

3. The Principles of Choosing and Using Language Games

In determining the games in developing students' vocabulary, the teachers should have the clearly purpose in their mind. If the purpose is to make learning English vocabulary effectively and successfully, the teachers need to prepare and think the games selection carefully ahead of time before working out the lesson plan, and on the other hand the teachers have to consider the principles of using games.

According to Wright (1982), there are five essential criteria of language games.

They are:

1. Easy of preparation: the time and energy required to make the game is realistic
2. Easy of organization: using the game is easy and worth the effort
3. Intrinsic language: language must be used to play the games successfully and that same language must be useful in other situation
4. Density of language
5. Likelihood of interest for the learner.¹²

Based on John De Boer, other criteria of good drill for a game used primarily as a learning activity are:

1. The boys and girls should be cognizant of the purpose served by the drill
2. The game should be on the interest level of the participant
3. The game should not interfere with the development of good citizenship
4. if competition is an element of the drill, it should be primarily competition with self, rather than with other
5. The game should be a mean to an end, not an end itself.¹³

Emilio G. Cortez suggests some principles of games selection, as follows:

¹¹ William Francies Mackey, *"Language Teaching Analysis"* (London: Longmans, Green and Co.Ltd 1965) p. 439

¹² Sandra J. Savignon and Margie S. Berns, *"Initiatives in Communicative Language Teaching II"* (Addison Wesley Publishing Company, 1987) p. 211

¹³ John J De Boer and Martha Dallmann, *"The Teaching of Reading, Revised Edition"* (University of Illinois, Ohio Wesleyan University, 1960) p. 123

1. The game should reinforce a particular point of language that the students lack
2. The game should offer practice for items previously taught
3. The game should involve many members of the class and not just a few
4. The context should appropriate for the language items to be incorporated in the game
5. The game should contain element of surprise or competition
6. The game should provide sufficient motion to heighten and sustain interest
7. The game should suitable to the maturity and age levels of the students
8. The game should conduct in an enough space of the classroom.¹⁴

From those theories, the writer concludes that principles of choosing and using games should be easy to prepare and not take too long which can make students feel bored and tired, and also games should be easy to play and have some element of language teaching besides entertained the students.

And teachers also should look out the principle of selecting games before use it, so the games can be accepted by all students in the classroom.

4. The Advantages and the Disadvantages of Using Games

a). The Advantages

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time.

There are many advantages of using games in English learning, such as help the students to reduce students' boredom and improving students' interest in learning new vocabulary, make the students feel enjoy and comfortable.

Andrew Wright stated that the advantages of games are¹⁵:

¹⁴ Emilio G. Cortez, "Some Pointers on Using Games", (English Teaching Forum, vol. XIII" 1975) p. 308

¹⁵ Andrew Wright, David Betterdige and Michael Bucbey, "Games for Language Learning" new edition, (Cambridge: Cambridge University Press 1984) p.1-2

1. Games help and encourage many learners to sustain their interest and work.
2. Games also help the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what other saying or have written, and they must speak or write in order to express their own point of view or give information.
3. Many games cause as much density of practice as more conventional drill exercise.
4. Games can be found to give practice in all the skills (reading, writing, listening and speaking)
5. By making the language convey information and opinion, games provide the key feature of 'drill' with the opportunity to sense the working of language as living communication.

Besides, Rebecca L. Oxford and David Crookal stated that games can encourage good strategies in learning foreign language, they are:

1. Games embody the communicative approach, the goal of which is to develop communicative competence. Games provide active involvement of the whole person (intellectual, physical, social, and emotional) and games also use all four language skills (Listening, Speaking, Reading, and Writing).
2. Games change the roles and relations of learners and teachers in a positive way, encouraging learners to take a more active role in their learning process
3. Games provide large quantities of input, which can be understood because of the meaningful and engaging context of the activity.
4. Games allow attention to be given to language form as well as to content.
5. Games have additional affective advantages, such as reduction of anxiety, increase in positive feelings and improved self confidence.
6. Games can make the participants encouraged to communicate even when their knowledge and competence in the language is less than they would wish.
7. Games help the learners to identify more closely with the target culture.
8. Games encourage adolescents and adults to once again play with symbols.¹⁶

Based on the statements above, the writer concludes that there are many advantages of using games in teaching vocabulary. They are:

1. Most games make learners motivated in using vocabulary instead of thinking about learning the correct form.
2. Games make the learners encouraged to communicate

¹⁶ Rebecca L. Oxford and David Crookal, "*Simulation, Gaming and Language Learning*" (New York: Newbury House Publisher, 1990) p. 111-113

3. In the ease, relaxed atmosphere created by using games, children remember, think faster and better, games to be a good way of practicing language for they provide a model of what children will use the language for in real life in the future
4. Playing games involves more interactions among the children and their friends.

b). the Disadvantages

Games as the alternative teaching technique also have the disadvantages or limitations. The writer assumes that it is difficult to use the games, because in using games, the teachers have to know the principles of games and choosing the suitable of language games. The classes should be planned so that there is a minimum of formal drilling and a maximum of activities. According to Drs. Soeparno, the disadvantages of using games are:

1. Generally, if the students' numbers is too much, it will surface to involve all of the students in that game, a student whom did not involved will disturb the process.
2. Not all materials of study can communicated by game.
3. Game usually makes a noise.
4. Most teachers used game only for a part time¹⁷.

Stephen Mark Silver said that "Many teachers still feel that games should be used only for a short time, to give the class a break from the monotony of drilling, and some teachers consider games a merely frivolous activity".¹⁸

From the statements above, the writer concludes that:

1. Generally, games are difficult to apply in a big class
2. There are some materials of study couldn't be communicated by games
3. Games usually make a noise
4. Many teachers still feel that games should be used only for a short time,

¹⁷ Soeparno, "*Language Teaching Media*" (Yogyakarta: PT. Intan Pariwara, 1982) p.64

¹⁸ Stephen Mark Silver, "*Games for the Classroom and English-Speaking group*", *English Teaching forum*, Vol XX (April, 1982) p. 29

- to give a class a break from monotony of drilling
5. Some teachers consider games a merely frivolous activity

B. Vocabulary

1. The Meaning of Vocabulary

Language is as an oral or written communication tool. To communicate by using foreign language, especially English language, someone is not only demanded to have grammar ability, but also need to master a vocabulary. Without grammar, vocabulary combination thinks, and ideas cannot be delivered correctly, without vocabulary, there is no something to deliver in the communication.

Come from the importance of vocabulary in language, need to understand the meanings of vocabulary. Huebener stated that the subject matter of language consists essentially of a stock of words and expressions and of the rules that govern the syntax of its speech pattern, that is, vocabulary and grammar.¹⁹

If we look up the meaning of vocabulary in the dictionary, it can be defined as the total number of words that with rules for combining them to make up a language.²⁰

Kridalaksana stated that vocabulary is a component of language that contains all about meaning and using words in a language.²¹

Hermer said that: “Vocabulary is more than merely a list of words. It is words, which is express meaning, but meaning is a slippery concept. Some words may appear to be simple to refer to one thing and therefore, easy to teach, but some words may also be difficult to teach because their meaning may change depends on the words they are attached with”.²²

And according to Webster’s ninth collegiate dictionary,
Vocabulary is:

- a.** a list or collection of word and often phrases, abbreviation inflectional

¹⁹ Theodore Huebener, “*How to Teach Foreign Languages Effectively, Revised Edition*”, (New York: New York University Press, 1959). P. 86

²⁰ A.S Hornby in A.M Zaenuri., “*Vocabulary I*”, (Jakarta: UIN Jakarta Press, 2000) p. 1

²¹ Harimukti Kridalaksana, “*Kamus Linguistik, Edisi Kedua*”, (Jakarta: PT Gramedia Pustaka Utama, 1984). P. 110 & 114

²² Jeremy Harmer., “*Teaching Vocabulary, English Teaching Professional, Issue Thirteen*”. October, 1999, p. 3

form, etc. usually arranged as in alphabetical order and defined or otherwise identified as in a dictionary or glossary.

- b.** an interrelated group of non-verbal symbols, signs, gestures, etc. used for communication or expression in a particular art, skill, etc.²³

From the statements above, the writer concludes that vocabulary as one of the most important aspects of communication especially in foreign using words in a language with rules for combining them to make up a language.

2. Kinds of Vocabulary

There are several kinds of vocabulary usually used in general to communicate in the societies. Almost everyone has at least four basic vocabularies, they are²⁴:

1. Speaking Vocabulary: composed notably of words that come readily to the speaker's tongue.
2. Writing Vocabulary: This includes the words in the speaking vocabulary plus other words that someone can call up.
3. Reading Vocabulary: including words that would know when someone sees them written.
4. Acquaintance Vocabulary: includes the tree above. And it includes also a considerable number of words, which the owner has seen or heard before.

Based on Ferdinand de Saussure, vocabulary consist of two kinds, they are: Langue and Parole. Langue is a vocabulary recorded passively; a whole of words that someone understood but never or seldom to use it. And Parole is individually action come from the desire and intelligence of someone to express personal idea or a wealth of words that usually used by some other.²⁵

²³ Meriem Webster's ninth new collegiate dictionary., (America: Meriem Webster, inc. 1984) p. 1494

²⁴ Gorrel and Laird., "*Modern English Hand Book, Sixth Edition*", (New Jersey: Prentice Hall 1967) p. 283-284

²⁵ Ferdinand de Saussure., "*Pengantar Linguistik Umum*, Terj. Rahayu S. Hidayat, *Course de Linguistic General* (Yogyakarta: Gajah Mada University Press, 1998), p. 80

Aeborsold and Field in their book divided Vocabulary into Receptive and Productive vocabulary, they said that:

1. Receptive Vocabulary is vocabulary that readers recognize when they see it but do not use when they speak or write.
2. Productive Vocabulary is the vocabulary that people actually use to speak and write.²⁶

Based on Jhon Haycraft, Vocabulary is divided into Active and Passive vocabulary; Active Vocabulary is the words that students understand, can pronounce correctly and uses constructively in speaking and writing. Passive Vocabulary is the words that students recognize and understand when they occur in a context, but which cannot produce correctly.²⁷

Besides that, Fries classifies vocabulary into two, namely:

1. Function words: are a closed class, cannot add to the prepositions or auxiliaries or modals or any structure words of language.
2. Content Words on the other hand, can be added at any times as new scientific advances to make new words and communication about new inventions necessary.²⁸

In harmony with Fries' statement about kinds of vocabulary, Ronald Carter also stated that kinds of vocabulary as follows:

1. Function Words
2. Substitute Words
3. Consists of those that are distributed in use according to such grammatical matters as the presence of a negative.
4. Content Words.

Those are kinds of vocabulary. From the kinds of vocabulary mentioned above, the writer concludes that there are many kinds of vocabulary such as: Productive and

²⁶ Jo Ann Aeborsold and Mary Lee Fields., *“From Reading Teacher: Issues and Strategies for Second Language Classroom”*, (Cambridge: Cambridge University Press, 1997) p. 139

²⁷ John Haycraft., *“Introduction to English Language Teaching”*, (Harlow: Longman Group Limited, 1978) p. 44

²⁸ Charles C. Fries, as quoted by Mary Finnochiaro and Michael Bonomo., *“The Foreign Language Learner: A Guide for Teacher”*, (New York: Regent Publishing Company, inc, 1973) p. 86

Receptive vocabulary, Active and Passive vocabulary, Function words, Content Words, Substitute Words and words of negative or affirmative distribution.

3. The Techniques in Teaching English Vocabulary

Some techniques on teaching vocabulary can be used to explain the meaning of words and the way in teaching vocabulary will depend much on individual characteristics. But the teachers have to determine the best techniques to teach or explain the meaning of words to the learners. However, several ways have been recommended as follows:

According to Ruth Gairns and Stuart Redman, several techniques in teaching vocabulary, they are²⁹:

1. Visual techniques, includes:
 - a. Flash cards, photographs, blackboard drawing, wall charts and real (i. e. object themselves)
 - b. Mime and Gesture
2. Verbal techniques, includes:
 - a. Use of illustrative situation
 - b. Use of synonym and definition
 - c. Contrast and opposites
 - d. Scales
 - e. Example of the types.
2. Translation the word

Based on Adrian Doff, the techniques in teaching vocabulary, they are:³⁰

- a. Say the word clearly and write it on the board
- b. Get the class to repeat the word in chorus

²⁹ Ruth Gairns and Stuart Redman, *Working with words: A guide to Teaching and Learning Vocabulary* (Cambridge: Cambridge University Press, 1986) p. 73-76

³⁰ Adrian Doff, *Teach English a training Course for Teachers on Teacher's Work Book* (New York: Cambridge University Press, 1988), p. 1

- c. Translate the word into the students' own language
- d. Ask students to translate the word
- e. Draw a picture to show what the word means
- f. Give an English example to show how the word is used
- g. Ask questions using the new word.

And also there are some other possible techniques to ease the comprehension of a word by the students³¹. They are:

1. Demonstration technique

- 1. Using an object
- 2. Using a cut-out figure
- 3. Using gesture
- 4. Using Performing an action

2. By Verbal explanation

- 1. Analytical definition
- 2. Putting new word in a defining context
- 3. Translating into another language

There are many kinds of techniques in teaching vocabulary to the English learners such as mentioned above. But, from the statements mentioned above, the writer concludes that the way in teaching vocabulary in English classroom is depend on the teacher to choose the best way in order to make students feel enjoy and does not make them feel bored.

C. Teaching Vocabulary by Using Games

Vocabulary is something to deliver in the oral or written communication. And vocabulary is not easy to be increased without a proper way of how to build it up.

Games are activities with element of fun, relaxation and enjoyment. Games can motivate students to memorize vocabulary easily and also happily.

Teaching vocabulary using games is not only as an effective tool

³¹ I. S. P. Nasution, "Teaching and Learning Vocabulary" (USA: Newbury House publishers, 1990) p. 51

for bringing out students from the monotony or boring situations in learning process, but also for developing students' vocabulary.

In my hypothesis, Games in teaching vocabulary at seventh grade students of MTs. Darussalam is an alternative teaching aid because almost the students like to play games. By games students are practiced to use vocabulary they have learnt and communicate with their friends.

In teaching vocabulary using games, the first step is introducing the lesson to the students, and then the teacher introduces the new words will be played by the students. Let the students to memorize those words and then the teacher begins playing the game.

1. Games Used in the research

The games used in this research are "Giving Messages" and "Collect Your Cards" and below are steps of the games.

a. Giving Messages

This game is intended to measure the capacity of the students to memorize names of the Profession, Place of jobs and the responsibility. Where it can be found and practice their reading, listening, writing and also demonstrate their ability in pronouncing the words already learned.

1. Divides students for two groups with each groups has ten students
2. Teacher asks the students to make a line based on their group
3. Teacher ask the chief of each groups to come forward the class, and the teacher gives them a word of jumbled words in a sentence to remember
4. Then, teacher asks them to give a message they have memorized before to the first student in their group by whisperings the sentence into their ear.
5. The first student must deliver the message to the second student also by whispering. And next until the last student in the line
6. The last student in line must write the word in the whiteboard

7. Next step, teacher asks the second student in line to come forward the class to memorize the second word, and give a message to the third student until the last student, and this step continuo until the last word of jumbled word in a sentence are written in the whiteboard
8. After the words are written on the whiteboard, each club must rearrange the words into a good sentence, and they must retell the arrangement to the teacher loudly.
9. Teacher gives points to the group can retell the message correctly.

In this game, the students are required to memorize someone's message and retell it correctly.

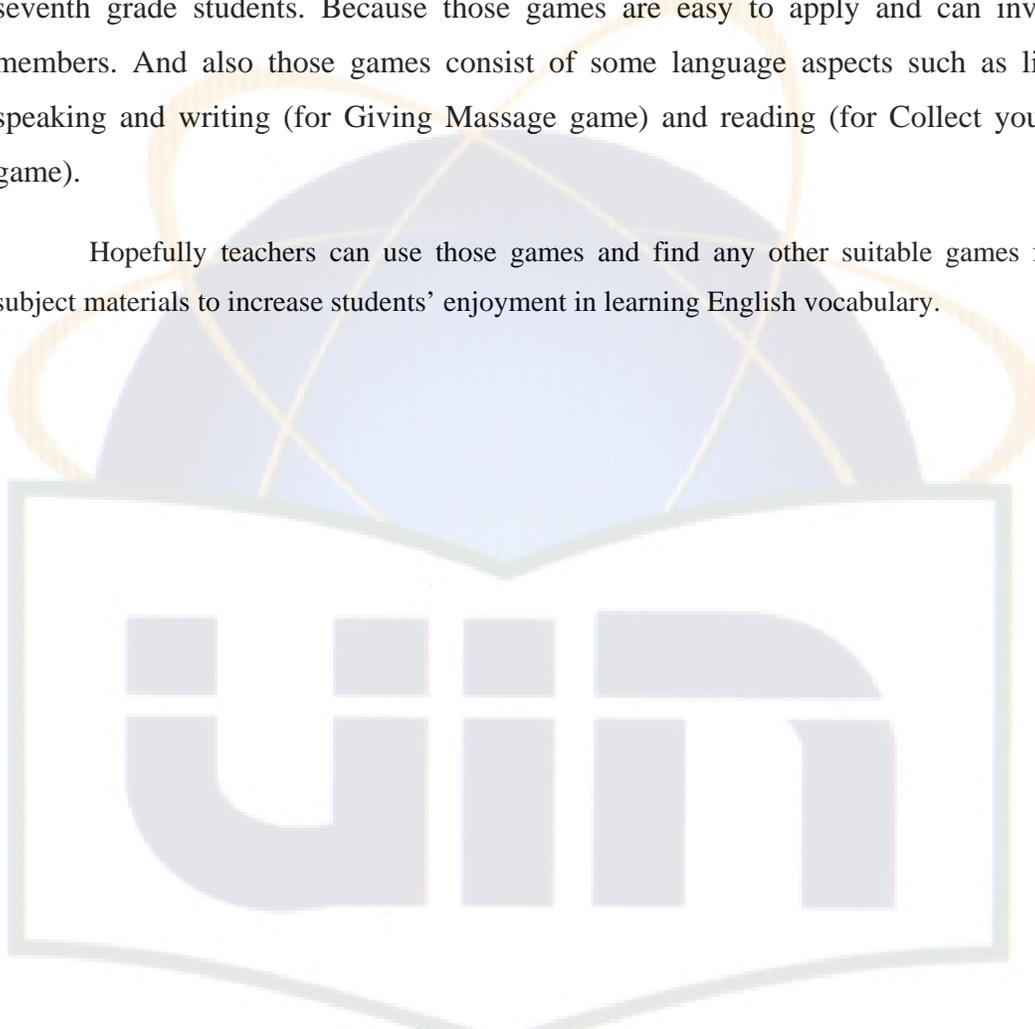
b. Collect your Cards

- 1). Teacher divides students into 4 groups which consist of 5 students
- 2). Teacher gives each group a set of profession cards with the names of jobs on the back
- 3). Students should spread the card out on the table with the pictures uppermost
- 4). Students should take it in turns to pick up a picture card and try to remember the name of profession. They can check if they are right by turning the card over.
- 5). If they are right, they can keep the card. If not, they should replace it.
- 6). Student who can collect more cards than other students is the
Winner
- 7). The object of the game is to collect as many cards as possible.**

In this game, students are required to memorize names of jobs as many as possible.

These two games are suitable to be used in the subject material of profession at seventh grade students. Because those games are easy to apply and can involve all members. And also those games consist of some language aspects such as listening, speaking and writing (for Giving Massage game) and reading (for Collect your Cards game).

Hopefully teachers can use those games and find any other suitable games for other subject materials to increase students' enjoyment in learning English vocabulary.



CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

According to research findings in the previous chapter, the writer concludes that using games in teaching vocabulary to the seventh grade students of MTs. Darussalam is

more effective than without using games. It can be seen from the results of statistic calculation in previous chapter.

This means that using games in teaching vocabulary is effective in improving teaching learning process.

B. Suggestion

Dealing with the conclusion, the writer would like to suggest as follow, teachers should:

1. Improve their way in teaching vocabulary; they should motivate and stimulate students by using games especially in teaching vocabulary
2. Find the best methods in teaching vocabulary
3. Have the ability in improving the students' language skills.
4. Use giving message and Collect your cards in teaching vocabulary of professions to the seventh grade students of Mts. Darussalam.

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LESSON PLANNING

EXPERIMENT CLASS

IDENTITAS

Nama Sekolah : MTs. Darussalam, Ulujami
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Ia)
Pertemuan : I

STANDAR KOMPETENSI (SK):

- 2.1 Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar
- 2.2 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
- 2.4. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

KOMPETENSI DASAR:

- 3.1. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
- 3.2. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
- 3.4. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

INDIKATOR

- Siswa dapat mengidentifikasi jenis jenis pekerjaan
- Siswa mampu menuliskan jenis jenis pekerjaan
- Siswa mampu melafalkan jenis jenis pekerjaan
- Siswa antusias dalam belajar bahasa Inggris

Tema : **PROFESSIONS**
Sub Tema : **My Dream Job**
Aspek : **Listening / Speaking / Writing**
Alokasi Waktu : **2 x 45 menit**

Tujuan Pembelajaran

Pada akhir pembelajaran

- Siswa mampu menjawab pertanyaan lisan
- Siswa mampu menyebutkan jenis jenis pekerjaan
- Siswa mampu menuliskan jenis jenis pekerjaan

.MATEREI POKOK DAN URAIAN MATERI

Vocabulary for language master:

1. a waitress
2. a sailor
3. a carpenter
4. a farmer
5. a teacher
6. a postman
7. a secretary
8. a vendor
9. a singer
10. a civil servant
11. a policeman
12. a chef

13. a mechanic
14. a doctor
15. an architect
16. restaurant
17. school
18. garage
19. police station
20. Stage
21. hospital
22. street
23. company
24. government office
25. post office
26. ship
27. fields
28. furniture factory
29. serve food
30. make furniture
31. fix cars
32. type letter
33. grow rice
34. serve people
35. solve crimes
36. work in ship
37. teach students
38. sell small things
39. cook food
40. deliver letters
41. entertain people
42. private company
43. cure patients

44. designs building

45. hotel or restaurant

Script untuk Listening

Listen to your teacher and complete the dialogs below!

1. A : What is he?

B : He is

A : where does he work?

B : He works

A : what does he do?

B : He

2. Ani : What is your mother?

Boni :

Ani : Where does she work?

Boni :

Ani : What does she do?

Boni :

Script untuk Speaking

Practice the dialogs above with your partner in front of the class!

Script untuk writing

Match the words in the columns below based on job, work place and responsibility. Number 1 is done as an example!

No	Job	Work Place	Responsibility
1	a waitress	restaurant	serve food
2	a sailor	school	make furniture
3	a carpenter	garage	fix cars
4	a farmer	police station	type letter
5	a teacher	Stage	grow rice

6	a postman	hospital	serve people
7	a secretary	street	solve crimes
8	a vendor	company	work in ship
9	a singer	government office	teach students
10	a civil servant	post office	sell small things
11	a police officer	ship	cook food
12	a chef	fields	deliver letters
13	a mechanic	furniture factory	entertain people
14	a doctor	private company	cure patients
15	an architect	hotel or restaurant	designs building

MEDIA PEMBELAJARAN

- Text Book
- Students worksheet
- Professions pictures

STRATEGI, MODEL, PENDEKATAN DAN METODE PEMBELAJARAN

Strategi : Teacher – student equal active (two ways communication)

Pendekatan : Individual

SKENARIO PEMBELAJARAN

No	KEGIATAN PEMBELAJARAN	Time
1	PENDAHULUAN	5
	a. Membaca Basmallah dan Berdoa bersama	5
	b. Guru mengucapkan salam Good morning How are you today?, etc	
2	KEGIATAN POKOK	80
	a. Guru memberikan pertanyaan kepada murid mengenai pekerjaan orangtua mereka	5
	b. Guru memberikan teka teki dengan menyebutkan beberapa petunjuk mengenai jenis pekerjaan dan siswa menebak.	10
	c. Siswa yang dapat menjawab teka teki yang	

	<p>diberikan oleh guru, segera menuliskan nama pekerjaan tersebut di papan tulis.</p> <p>d. Guru menyebutkan jenis jenis pekerjaan dan siswa mengikuti</p> <p>e. Guru membagi siswa dalam dua kelompok</p> <p>f. setiap kelompok mengutus satu anggotanya untuk maju ke depan kelas dan mendeskripsikan suatu pekerjaan dan anggota kelompok lainnya menebak jenis pekerjaan</p> <p>g. masing masing kelompok bergantian menjawab pertanyaan</p> <p>h. kelompok yang paling banyak menjawab pertanyaan dengan betul, menjadi pemenangnya</p>	<p>25</p> <p>5</p> <p>35</p>
3	<p>PENUTUP</p> <p>a. Guru memotivasi siswa</p> <p>b. Berdoa dan membaca Hamdallah bersama sama</p> <p>c. Salam See you later Nice to meet you, etc</p>	<p>5</p> <p>5</p>

SUMBER PEMBELAJARAN

1. Sumber bahan:

- Buku paket Bhs. Inggris
 - a. English on Sky 1 for Junior High School Students (Penerbit Erlangga)
 - b. Competence-based English, Developing competencies in English for grade VII (Grafindo Media Pratama)
 - c. Students' worksheet

2. Media:

- White board
- Board marker
- Gambar jenis jenis profesi

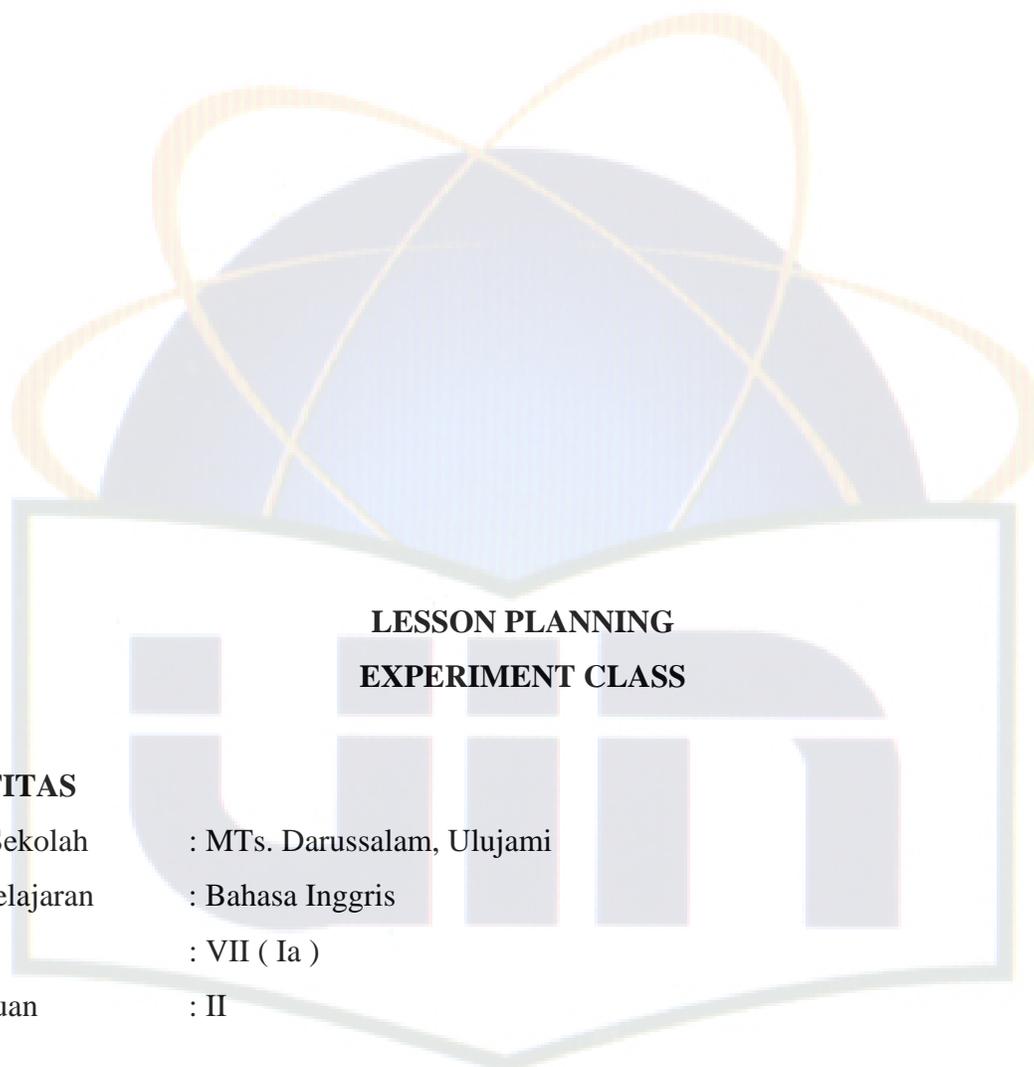
ASPEK PENILAIAN

a. Aspek Proses

Penilaian proses dilakukan selama proses belajar mengajar berlangsung

b. Aspek Hasil

Penilaian hasil diambil dari hasil jawaban siswa atas pertanyaan yang diberikan guru.

**IDENTITAS**

Nama Sekolah : MTs. Darussalam, Ulujami
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Ia)
Pertemuan : II

STANDAR KOMPETENSI (SK):

- 2.1 Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar
- 2.2 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

KOMPETENSI DASAR:

- 3.1. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat,

lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

- 3.2. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

INDIKATOR

- Siswa dapat mengidentifikasi jenis jenis pekerjaan
- Siswa mampu menuliskan jenis jenis pekerjaan
- Siswa mampu melafalkan jenis jenis pekerjaan
- Siswa antusias dalam belajar bahasa Inggris

Tema : PROFESSIONS

Sub Tema : My Dream Job

Aspek : Listening and Speaking

Alokasi Waktu : 2 x 45 menit

Tujuan Pembelajaran

Pada akhir pembelajaran

- Siswa mampu menjawab pertanyaan lisan
- Siswa mampu mendeskripsikan seseorang dan pekerjaannya
- Siswa mampu menuliskan jenis jenis pekerjaan

MATEREI POKOK DAN URAIAN MATERI

Vocabulary for language master:

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9. a singer
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11. a police officer
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13. a mechanic
14. a doctor
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27. fields
28. furniture factory
29. serve food
30. make furniture
31. fix cars
32. type letter
33. grow rice
34. serve people
35. solve crimes
36. work in ship

37. teach students
38. sell small things
39. cook food
40. deliver letters
41. entertain people
42. private company
43. cure patients
44. designs building
45. hotel or restaurant

Script untuk Listening dan Speaking

Read and practice the following dialogues!

Jerry : What do you do, Rony?

Rony : I am a waiter

Jerry : oh really?

Rony : Yes, I am. I work in Bahtera Restaurant

Jerry : How long have you been working there?

Rony : about two years. How about you? What do you do, Jerry?

Jerry : I am a postman. I send and deliver letters.

Rony : wow, what a nice job.

MEDIA PEMBELAJARAN

- Text Book
- Profession cards

STRATEGI, MODEL, PENDEKATAN DAN METODE PEMBELAJARAN

Strategi : Teacher – student equal active (two ways communication)

Pendekatan: Individual- whole class

SKENARIO PEMBELAJARAN

No	KEGIATAN PEMBELAJARAN	Time
----	-----------------------	------

1	PENDAHULUAN a. Membaca Basmallah dan Berdoa bersama b. Guru mengucapkan salam Good morning How are you today?, etc c. guru mengabsen siswa	5 5
2	KEGIATAN POKOK a. Guru mengulang materi profession b. Guru menjelaskan permainan "Collect your cards" c. Guru membagi siswa kedalam 5 kelompok kecil dengan masing masing terdiri dari 4 siswa d. Guru memberikan satu set gambar pekerjaan dengan nama pekerjaan tersebut dibelakang kartunya e. Siswa mengacak kartu dan menyusunnya di atas meja dengan posisi gambar menghadap keatas f. Siswa memulai permainan "Collect your Cards"	80 15 5 5 5 60
3	PENUTUP a. Guru memotivasi siswa b. Berdoa dan membaca Hamdallah bersama sama c. Salam See you later Nice to meet you, etc	5 5

SUMBER PEMBELAJARAN

1. Sumber bahan:

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 - a. English on Sky 1 for Junior High School Students (Penerbit Erlangga)
 - b. Competence-based English, Developing competencies in English for grade VII (Grafindo Media Pratama)
- Students' worksheet

2. Media:

- White board
- Board marker
- Gambar jenis jenis profesi

LESSON PLANNING EXPERIMENT CLASS

IDENTITAS

Nama Sekolah : MTs. Darussalam, Ulujami
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Ia)
Pertemuan : III

STANDAR KOMPETENSI (SK):

- 2.3 Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar
- 2.4 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
- 2.5 Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan sekitar
- 2.6 Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

KOMPETENSI DASAR:

- 3.1. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
- 3.2. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
- 3.3. Membaca nyaring teks fungsional dan esei pendek sederhana dengan ucapan,

tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

3.4. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

INDIKATOR

- Siswa dapat mengidentifikasi jenis jenis pekerjaan
- Siswa mampu menuliskan jenis jenis pekerjaan
- Siswa mampu melafalkan jenis jenis pekerjaan
- Siswa antusias dalam belajar bahasa Inggris

Tema : **PROFESSIONS**
Sub Tema : **My Dream Job**
Aspek : **Listening / Speaking / Reading / Writing**
Alokasi Waktu : **2 x 45 menit**

Tujuan Pembelajaran

Pada akhir pembelajaran

- Siswa mampu menjawab pertanyaan lisan
- Siswa mampu mendeskripsikan seseorang dan pekerjaannya
- Siswa mampu menuliskan jenis jenis pekerjaan

.MATEREI POKOK DAN URAIAN MATERI

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36. work in ship
37. teach students
38. sell small things

39. cook food
40. deliver letters
41. entertain people
42. private company
43. cure patients
44. designs building
45. hotel or restaurant

a. Script untuk Listening

Listen to your teacher and answer the questions!

1. A person who regulates traffic is called
2. A person who drives car is called
3. A person who helps doctor is called
4. A person who sends and delivers letter is called
5. a person who flies a plane is called
6. A person who teaches at school is called
7. A person who repairs motorcycle is called
8. A person who sells meat is called
9. A person who cures someone teeth is called
10. A person who keeps the garden clean and beautiful is called

b. Script untuk Reading

a. Read the following letter

Anton's letter to his pen pal, Ani

Dear Ani,

My name is Anton. I am 12 years old. I am from Magelang. I am a student and now I go to SMP Merah Putih. I want to be an architect.

My mother is a nurse. She works in a small hospital. My father works in Garuda airlines. He is a pilot.

I have two sisters: Ratna and Rini. Ratna is 25 years old and Rini is 10. Ratna is a secretary. She helps her manager in a private company. And Rini is a student in SD Budi Mulia.

Please write and tell me about your family.

Anton Hermanu

b. Check your Comprehension

Fill in the blank based on Anton's letter!



c. Script untuk Writing and Speaking

Ask ten of your friends about their father's job, work place, and responsibility. And tell in report your survey result in front of the class!

Name	Father's job	Place of work	Responsibility
1. Roby	Teacher	school	Teach students
2.
3.
4.
5.

6.
7.
8.
9.
10.

Example :

1. Robi's father is a teacher. He works at school. He teaches English.

MEDIA PEMBELAJARAN

- Text Book
- Students' work sheet

STRATEGI, MODEL, PENDEKATAN DAN METODE PEMBELAJARAN

Strategi : Teacher – student equal active (two ways communication)

Pendekatan : Individual- whole class

SKENARIO PEMBELAJARAN

No	KEGIATAN PEMBELAJARAN	Time
1	PENDAHULUAN	25
	a. Membaca Basmallah dan Berdoa bersama	5
	b. Tanya jawab mengenai keluarga siswa dan apa pekerjaan ayah mereka.	5
	c. Guru mengulang kosakata yang sudah di ajarkan dengan permainan "hangman"	15
2	KEGIATAN POKOK	65
	a. Guru mendeskripsikan beberapa jenis pekerjaan dan siswa menebak apa pekerjaan yang dimaksud	15
	b. Guru memberikan hand out dan membacakan teks deskripsi dengan lengkap, siswa mengikuti.	5
	c. Siswa membaca nyaring teks	5
	d. Siswa memahami teks dan menjawab pertanyaan berdasarkan teks	
	e. Guru meminta siswa untuk melakukan survey pada teman sekelas mereka mengenai pekerjaan orang tua mereka	15

	f. Siswa membuat kalimat mengenai laporan survey mereka dan membacakannya di depan kelas	15
3	PENUTUP a. Guru memotivasi siswa b. Berdoa dan membaca Hamdallah bersama sama c. Salam See you later Nice to meet you, etc	5 5

SUMBER PEMBELAJARAN

1. Sumber bahan:

- Buku paket Bhs. Inggris
 - a. English on Sky 1 for Junior High School Students (Penerbit Erlangga)
 - b. Competence-based English, Developing competencies in English for grade VII (Grafindo Media Pratama)

- Students' worksheet

2. Media:

- White board
- Board marker
- Teacher's hand out

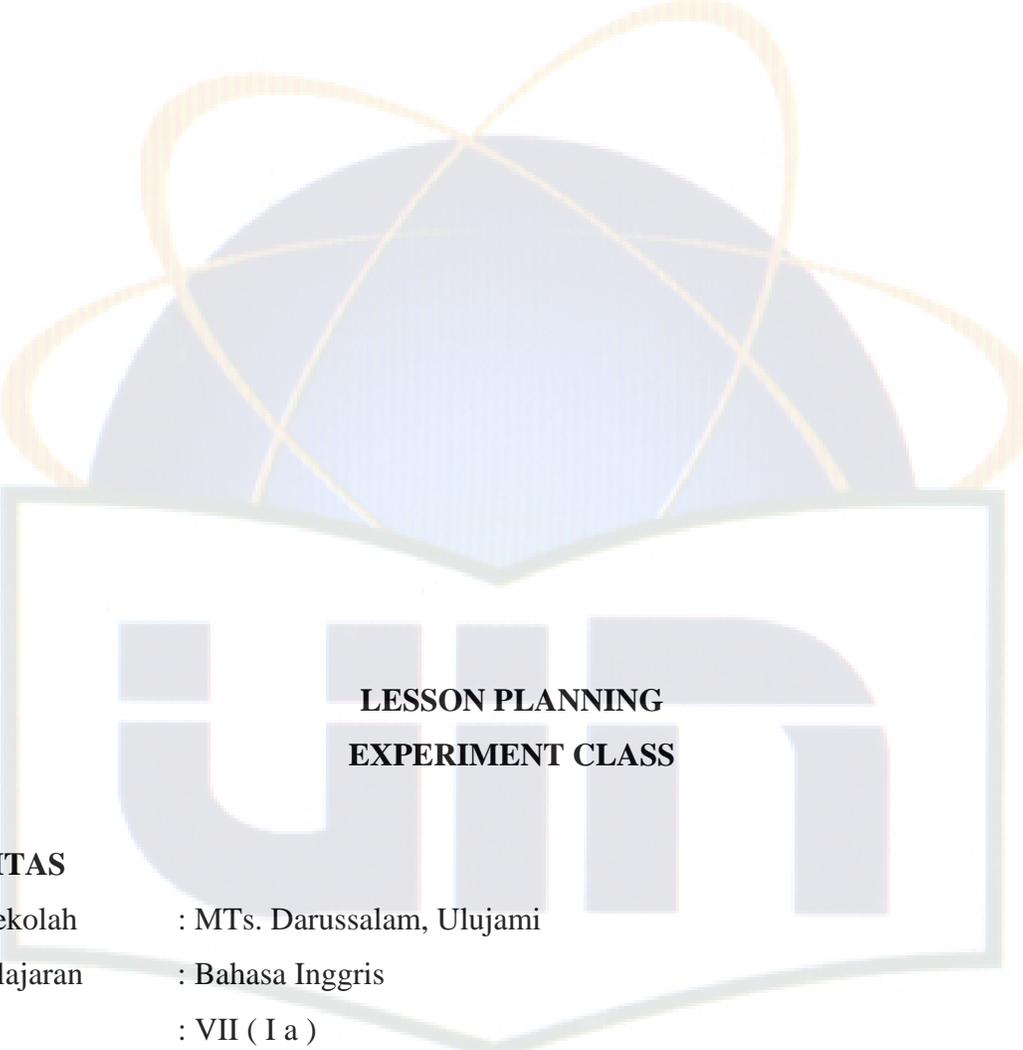
ASPEK PENILAIAN

c. Aspek Proses

Penilaian proses dilakukan selama proses belajar mengajar berlangsung

d. Aspek Hasil

Penilaian hasil diambil dari hasil jawaban siswa atas pertanyaan yang diberikan guru.



**LESSON PLANNING
EXPERIMENT CLASS**

IDENTITAS

Nama Sekolah : MTs. Darussalam, Ulujami
Mata Pelajaran : Bahasa Inggris
Kelas : VII (I a)
Pertemuan : IV

STANDAR KOMPETENSI (SK):

- 2.2 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
- 2.4. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

KOMPETENSI DASAR:

- 3.2. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
- 3.4. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

INDIKATOR

- Siswa dapat mengidentifikasi jenis jenis pekerjaan
- Siswa mampu menuliskan jenis jenis pekerjaan
- Siswa mampu melafalkan jenis jenis pekerjaan
- Siswa antusias dalam belajar bahasa Inggris

Tema	: PROFESSIONS
Sub Tema	: My Dream Job
Aspek	: Speaking and Writing
Alokasi Waktu	: 2 x 45 menit

Tujuan Pembelajaran

Pada akhir pembelajaran

- Siswa mampu menjawab pertanyaan lisan
- Siswa mampu mendeskripsikan seseorang dan pekerjaannya
- Siswa mampu menuliskan jenis jenis pekerjaan

.MATEREI POKOK DAN URAIAN MATERI

Script untuk Speaking and Writing

MY DREAM

a. What do you want to be?

Practice the following dialogue with your partner

Wayan : Hi Rudi, what do you want to be?

Rudi : I want to be a dentist. What about you?

Wayan : I want to be a doctor

b. Class Survey

Now, go to your friends and ask them about their dreams. Fill in the following table

Name	Dream

c. Survey Report

Make a report from your survey

Example: My friends have different dreams. Ani wants to be a doctor. Rina wants to be a dentist. Etc.

MEDIA PEMBELAJARAN

- Text Book
- Flash Cards

STRATEGI, MODEL, PENDEKATAN DAN METODE PEMBELAJARAN

Strategi : Teacher – student equal active (two ways communication)

Pendekatan: Pair / Group

SKENARIO PEMBELAJARAN

No	KEGIATAN PEMBELAJARAN	Time
1	PENDAHULUAN	15
	a. Membaca Basmallah dan Berdoa bersama	5
	b. Guru mengucapkan salam Good morning How are you today?, etc	10
2	KEGIATAN POKOK	60
	a. Guru membacakan teks dialog tentang my dream, siswa mengikuti	5
	b. beberapa siswa mempraktekkan dialog didepan kelas	10
	c. Siswa melakukan survey tentang impian dan cita cita teman sekelas mereka	5
	d. Siswa membuat laporan dari survei yang sudah mereka kerjakan dan membacakannya didepan kelas	10
	e. Guru menjelaskan permainan “Giving Massage”	5
f. Siswa memulai permainan “giving Massage” secara bergantian.	25	
3	PENUTUP	5
	a. Guru memotivasi siswa	5
	b. Berdoa dan membaca Hamdallah bersama sama c. Salam See you later Nice to meet you, etc	

SUMBER PEMBELAJARAN

1. Sumber bahan:

- Buku paket Bhs. Inggris
 - a. English on Sky 1 for Junior High School Students (Penerbit Erlangga)
 - b. Competence-based English, Developing competencies in English for grade VII (Grafindo Media Pratama)

2. Media:

- White board

- Board marker

ASPEK PENILAIAN

e. Aspek Proses

Penilaian proses dilakukan selama proses belajar mengajar berlangsung

f. Aspek Hasil

Penilaian hasil diambil dari hasil jawaban siswa atas pertanyaan yang diberikan guru.

LESSON PLANNING CONTROLLED CLASS

IDENTITAS

Nama Sekolah : MTs. Darussalam, Ulujami
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Ib)
Pertemuan : I

STANDAR KOMPETENSI (SK):

- 2.7 Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar
- 2.8 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
- 2.4. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

KOMPETENSI DASAR:

- 3.1. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
- 3.2. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan

recount

3.4. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

INDIKATOR

- Siswa dapat mengidentifikasi jenis jenis pekerjaan
- Siswa mampu menuliskan jenis jenis pekerjaan
- Siswa mampu melafalkan jenis jenis pekerjaan
- Siswa antusias dalam belajar bahasa Inggris

Tema : **PROFESSIONS**

Sub Tema : **My Dream Job**

Aspek : **Listening / Speaking / Writing**

Alokasi Waktu : **2 x 45 menit**

Tujuan Pembelajaran

Pada akhir pembelajaran

- Siswa mampu menjawab pertanyaan lisan
- Siswa mampu menyebutkan jenis jenis pekerjaan
- Siswa mampu menuliskan jenis jenis pekerjaan

MATEREI POKOK DAN URAIAN MATERI

Vocabulary for language master:

46. a waitress
47. a sailor
48. a carpenter
49. a farmer
50. a teacher
51. a postman

52. a secretary
53. a vendor
54. a singer
55. a civil servant
56. a policeman
57. a chef
58. a mechanic
59. a doctor
60. an architect
61. restaurant
62. school
63. garage
64. police station
65. Stage
66. hospital
67. street
68. company
69. government office
70. post office
71. ship
72. fields
73. furniture factory
74. serve food
75. make furniture
76. fix cars
77. type letter
78. grow rice
79. serve people
80. solve crimes
81. work in ship
82. teach students

- 83. sell small things
- 84. cook food
- 85. deliver letters
- 86. entertain people
- 87. private company
- 88. cure patients
- 89. designs building
- 90. hotel or restaurant

Script untuk Listening

Listen to your teacher and complete the dialogs below!

2. A : What is he?
 B : He is
- A : where does he work?
 B : He works
- A : what does he do?
 B : He
2. Ani : What is your mother?
 Boni :
- Ani : Where does she work?
 Boni :
- Ani : What does she do?
 Boni :

Script untuk Speaking

Practice the dialogs above with your partner in front of the class!

Script untuk writing

Match the words in the columns below based on job, work place and responsibility. Number 1 is done as an example!

No	Job	Work Place	Responsibility
1	a waitress	restaurant	serve food
2	a sailor	school	make furniture
3	a carpenter	garage	fix cars
4	a farmer	police station	type letter
5	a teacher	Stage	grow rice
6	a postman	hospital	serve people
7	a secretary	street	solve crimes
8	a vendor	company	work in ship
9	a singer	government office	teach students
10	a civil servant	post office	sell small things
11	a police officer	ship	cook food
12	a chef	fields	deliver letters
13	a mechanic	furniture factory	entertain people
14	a doctor	private company	cure patients
15	an architect	hotel or restaurant	designs building

MEDIA PEMBELAJARAN

- Text Book
- Students worksheet
- Professions pictures

STRATEGI, MODEL, PENDEKATAN DAN METODE PEMBELAJARAN

Strategi : Teacher – student equal active (two ways communication)

Pendekatan : Individual

SKENARIO PEMBELAJARAN

No	KEGIATAN PEMBELAJARAN	Time
1	PENDAHULUAN a. Membaca Basmallah dan Berdoa bersama b. Guru mengucapkan salam Good morning How are you today?, etc	5 5
2	KEGIATAN POKOK a. Guru memberikan pertanyaan kepada murid mengenai pekerjaan orangtua mereka b. Guru memberikan teka teki dengan menyebutkan beberapa petunjuk mengenai jenis pekerjaan dan siswa menebak. c. Siswa yang dapat menjawab teka teki yang diberikan oleh guru, segera menuliskan nama pekerjaan tersebut di papan tulis. d. Guru menyebutkan jenis jenis pekerjaan dan siswa mengikuti e. Guru membagi siswa dalam dua kelompok f. setiap kelompok mengutus satu anggotanya untuk maju ke depan kelas dan mendeskripsikan suatu pekerjaan dan anggota kelompok lainnya menebak jenis pekerjaan g. masing masing kelompok bergantian menjawab pertanyaan h. kelompok yang paling banyak menjawab pertanyaan dengan betul, menjadi pemenangnya	80 5 10 25 5 35
3	PENUTUP a. Guru memotivasi siswa d. Berdoa dan membaca Hamdallah bersama sama e. Salam See you later Nice to meet you, etc	5 5

SUMBER PEMBELAJARAN

1. Sumber bahan:

- Buku paket Bhs. Inggris
- d. English on Sky 1 for Junior High School Students (Penerbit Erlangga)

- e. Competence-based English, Developing competencies in English for grade VII (Grafindo Media Pratama)
- f. Students' worksheet

2. Media:

- White board
- Board marker
- Gambar jenis jenis profesi

ASPEK PENILAIAN

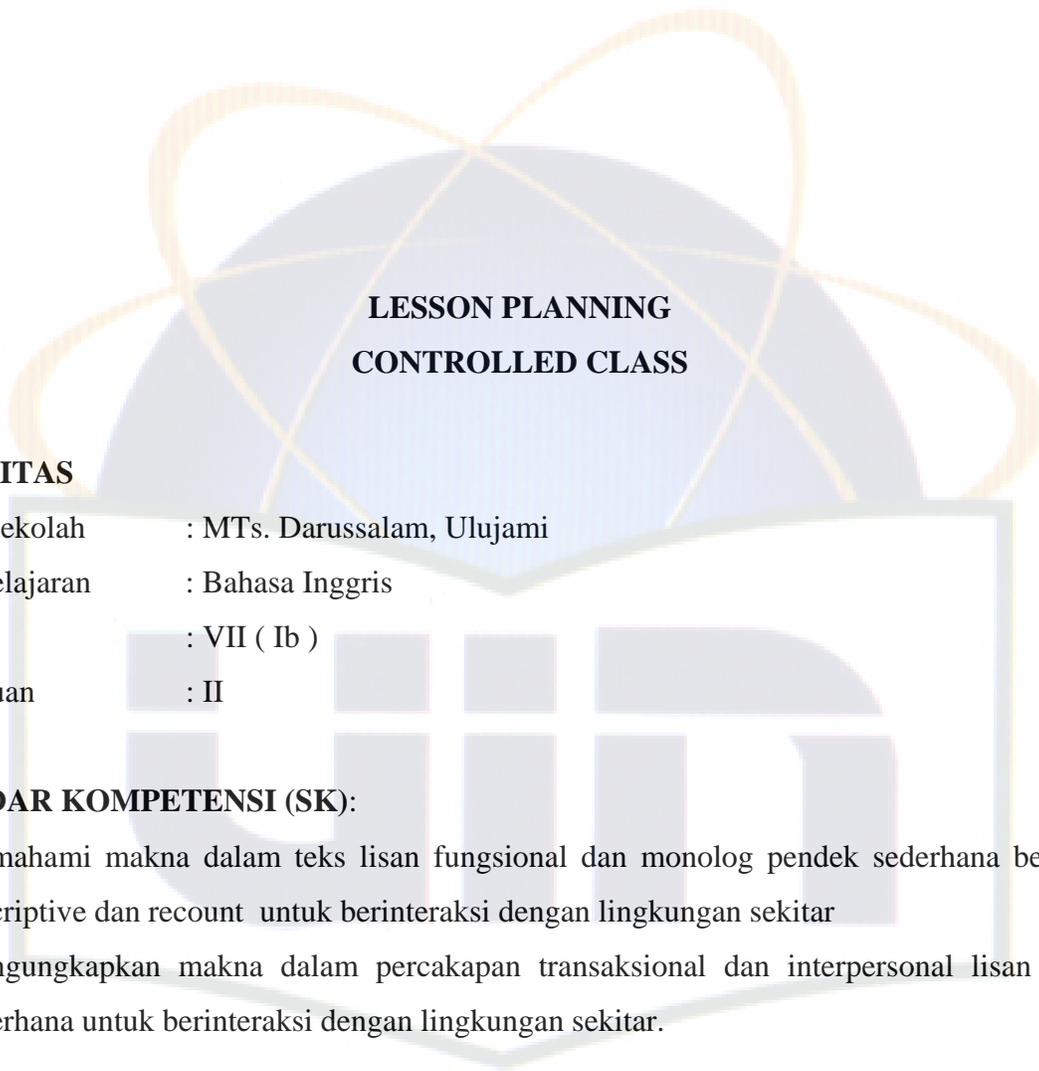
g. Aspek Proses

Penilaian proses dilakukan selama proses belajar mengajar berlangsung

h. Aspek Hasil

Penilaian hasil diambil dari hasil jawaban siswa atas pertanyaan yang diberikan guru.





LESSON PLANNING CONTROLLED CLASS

IDENTITAS

Nama Sekolah : MTs. Darussalam, Ulujami
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Ib)
Pertemuan : II

STANDAR KOMPETENSI (SK):

- 2.3 Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar
- 2.4 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

KOMPETENSI DASAR:

- 3.1. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
- 3.2. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan

recount

INDIKATOR

- Siswa dapat mengidentifikasi jenis jenis pekerjaan
- Siswa mampu menuliskan jenis jenis pekerjaan
- Siswa mampu melafalkan jenis jenis pekerjaan
- Siswa antusias dalam belajar bahasa Inggris

Tema : PROFESSIONS
Sub Tema : My Dream Job
Aspek : Listening and Speaking
Alokasi Waktu : 2 x 45 menit

Tujuan Pembelajaran

Pada akhir pembelajaran

- Siswa mampu menjawab pertanyaan lisan
- Siswa mampu mendeskripsikan seseorang dan pekerjaannya
- Siswa mampu menuliskan jenis jenis pekerjaan

.MATEREI POKOK DAN URAIAN MATERI

Vocabulary for language master:

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81. work in ship
82. teach students
83. sell small things
84. cook food
85. deliver letters
86. entertain people

- 87. private company
- 88. cure patients
- 89. designs building
- 90. hotel or restaurant

Script untuk Listening dan Speaking

Read and practice the following dialogues!

Jerry : What do you do, Rony?

Rony : I am a waiter

Jerry : oh really?

Rony : Yes, I am. I work in Bahtera Restaurant

Jerry : How long have you been working there?

Rony : about two years. How about you? What do you do, Jerry?

Jerry : I am a postman. I send and deliver letters.

Rony : wow, what a nice job.

MEDIA PEMBELAJARAN

- Text Book
- Profession cards

STRATEGI, MODEL, PENDEKATAN DAN METODE PEMBELAJARAN

Strategi : Teacher – student equal active (two ways communication)

Pendekatan : Individual- whole class

SKENARIO PEMBELAJARAN

No	KEGIATAN PEMBELAJARAN	Time
1	PENDAHULUAN	5
	a. Membaca Basmallah dan Berdoa bersama	5
	b. Guru mengucapkan salam Good morning How are you today?, etc	
	c. guru mengabsen siswa	
2	KEGIATAN POKOK	80
	a. Guru mengulang materi profession	15

	b. Guru mengeluarkan gambar sebuah profesi dan mendeskripsikan tentang pekerjaan tersebut. c. Guru menuliskan nama pekerjaan tersebut dan siswa	5 5 5 60
3	PENUTUP a. Guru memotivasi siswa b. Berdoa dan membaca Hamdallah bersama sama c. Salam See you later Nice to meet you, etc	5 5

SUMBER PEMBELAJARAN

1. Sumber bahan:

- Buku paket Bhs. Inggris

a. English on Sky 1 for Junior High School Students (Penerbit Erlangga)

b. Competence-based English, Developing competencies in English for grade VII (Grafindo Media Pratama)

- Students' worksheet

2. Media:

- White board
- Board marker
- Gambar jenis jenis profesi

IDENTITAS

Nama Sekolah : MTs. Darussalam, Ulujami
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Ib)
Pertemuan : III

STANDAR KOMPETENSI (SK):

- 2.9 Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar
- 2.10 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
- 2.11 Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan sekitar
- 2.12 Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

KOMPETENSI DASAR:

- 3.1. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
- 3.2. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
- 3.3. Membaca nyaring teks fungsional dan esei pendek sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
- 3.4. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

INDIKATOR

- Siswa dapat mengidentifikasi jenis jenis pekerjaan
- Siswa mampu menuliskan jenis jenis pekerjaan
- Siswa mampu melafalkan jenis jenis pekerjaan
- Siswa antusias dalam belajar bahasa Inggris

Tema : **PROFESSIONS**
Sub Tema : **My Dream Job**
Aspek : **Listening / Speaking / Reading / Writing**
Alokasi Waktu : **2 x 45 menit**

Tujuan Pembelajaran

Pada akhir pembelajaran

- Siswa mampu menjawab pertanyaan lisan
- Siswa mampu mendeskripsikan seseorang dan pekerjaannya
- Siswa mampu menuliskan jenis jenis pekerjaan

.MATEREI POKOK DAN URAIAN MATERI

Vocabulary for language master:

46. a waitress
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 84. cook food
 85. deliver letters
 86. entertain people
 87. private company
 88. cure patients
 89. designs building
- 

90. hotel or restaurant

a. Script untuk Listening

Listen to your teacher and answer the questions!

1. A person who regulates traffic is called
2. A person who drives car is called
3. A person who helps doctor is called
4. A person who sends and delivers letter is called
5. a person who flies a plane is called
6. A person who teaches at school is called
7. A person who repairs motorcycle is called
8. A person who sells meat is called
9. A person who cures someone teeth is called
10. A person who keeps the garden clean and beautiful is called

b. Script untuk Reading

a. Read the following letter

Anton's letter to his pen pal, Ani

Dear Ani,

My name is Anton. I am 12 years old. I am from Magelang. I am a student and now I go to SMP Merah Putih. I want to be an architect.

My mother is a nurse. She works in a small hospital. My father works in Garuda airlines. He is a pilot.

I have two sisters: Ratna and Rini. Ratna is 25 years old and Rini is 10. Ratna is a secretary. She helps her manager in a private company. And Rini is a student in SD budi Mulia.

Please write and tell me about your family.

Anton Hermanu

b. Check your Comprehension

Fill in the blank based on Anton's letter!

c. Script untuk Writing and Speaking

Ask ten of your friends about their father's job, work place, and responsibility. And tell in report your survey result in front of the class!

Name	Father's job	Place of work	Responsibility
1. Roby	Teacher	school	Teach students
2.
3.
4.
5.
6.
7.
8.
9.
10.

Example :

1. Robi's father is a teacher. He works at school. He teaches English.

MEDIA PEMBELAJARAN

- Text Book
- Students' work sheet

STRATEGI, MODEL, PENDEKATAN DAN METODE PEMBELAJARAN

Strategi : Teacher – student equal active (two ways communication)

Pendekatan: Individual- whole class

SKENARIO PEMBELAJARAN

No	KEGIATAN PEMBELAJARAN	Time
1	PENDAHULUAN	25
	a. Membaca Basmallah dan Berdoa bersama	5
	b. Tanya jawab mengenai keluarga siswa dan apa pekerjaan ayah mereka.	5
	c. Guru mengulang kosakata yang sudah di ajarkan dengan permainan "hangman"	15
2	KEGIATAN POKOK	65
	a. Guru mendeskripsikan beberapa jenis pekerjaan dan siswa menebak apa pekerjaan yang dimaksud	15
	b. Guru memberikan hand out dan membacakan teks deskripsi dengan lengkap, siswa mengikuti.	5
	c. Siswa membaca nyaring teks	5
	d. Siswa memahami teks dan menjawab pertanyaan berdasarkan teks	
	e. Guru meminta siswa untuk melakukan survey pada teman sekelas mereka mengenai pekerjaan orang tua mereka	15
f. Siswa membuat kalimat mengenai laporan survey mereka dan membacakannya di depan kelas	15	
3	PENUTUP	5
	a. Guru memotivasi siswa	5
	b. Berdoa dan membaca Hamdallah bersama sama	
	c. Salam See you later Nice to meet you, etc	

SUMBER PEMBELAJARAN

1. Sumber bahan:

- Buku paket Bhs. Inggris
 - a. English on Sky 1 for Junior High School Students (Penerbit Erlangga)
 - b. Competence-based English, Developing competencies in English for grade VII (Grafindo Media Pratama)
- Students' worksheet

2. Media:

- White board
- Board marker
- Teacher's hand out

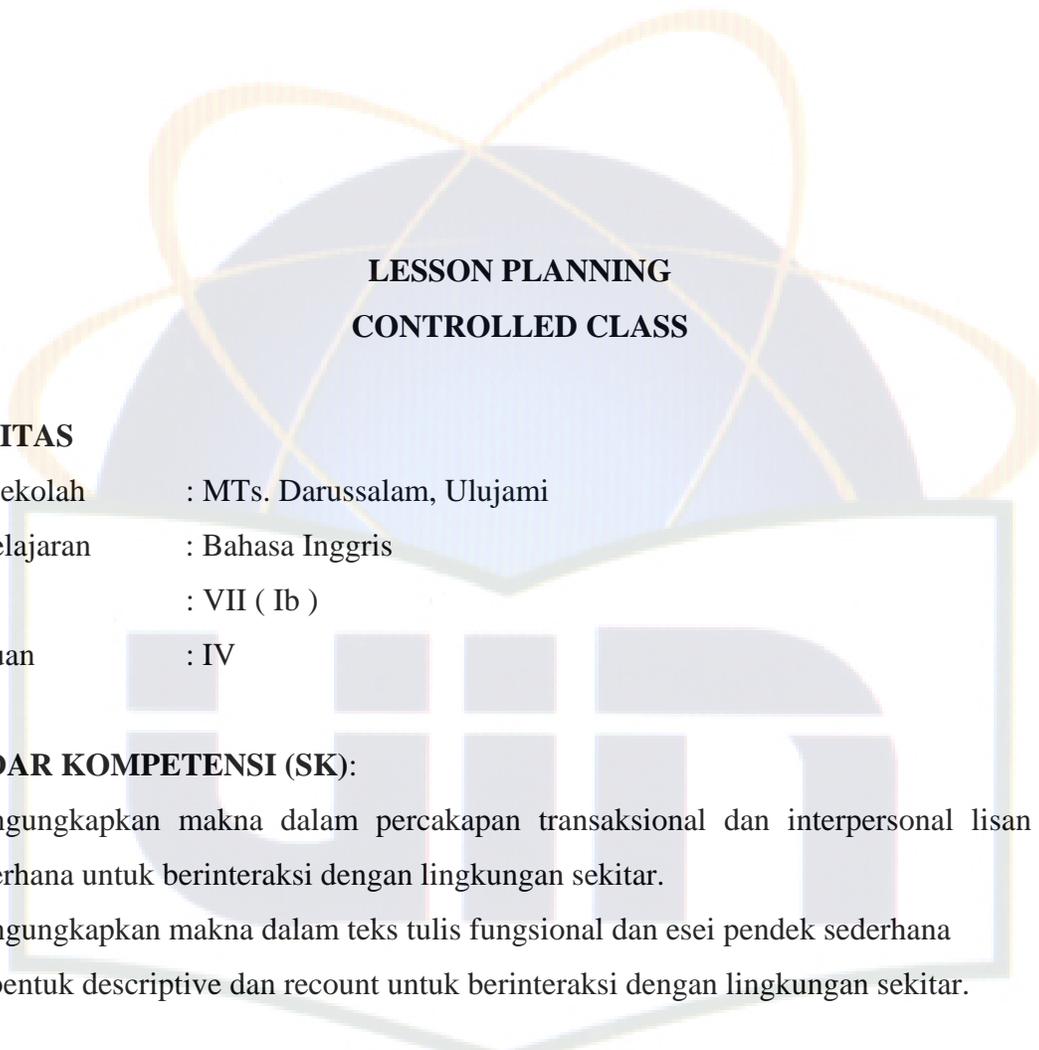
ASPEK PENILAIAN

i. Aspek Proses

Penilaian proses dilakukan selama proses belajar mengajar berlangsung

j. Aspek Hasil

Penilaian hasil diambil dari hasil jawaban siswa atas pertanyaan yang diberikan guru.



LESSON PLANNING CONTROLLED CLASS

IDENTITAS

Nama Sekolah : MTs. Darussalam, Ulujami
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Ib)
Pertemuan : IV

STANDAR KOMPETENSI (SK):

- 2.3 Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
- 2.4. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

KOMPETENSI DASAR:

- 3.2. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
- 3.4. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

INDIKATOR

- Siswa dapat mengidentifikasi jenis jenis pekerjaan
- Siswa mampu menuliskan jenis jenis pekarjaan
- Siswa mampu melafalkan jenis jenis pekarjaan
- Siswa antusias dalam belajar bahasa Inggris

Tema : **PROFESSIONS**
Sub Tema : **My Dream Job**
Aspek : **Speaking and Writing**
Alokasi Waktu : **2 x 45 menit**

Tujuan Pembelajaran

Pada akhir pembelajaran

- Siswa mampu menjawab pertanyaan lisan
- Siswa mampu mendeskripsikan seseorang dan pekerjaannya
- Siswa mampu menuliskan jenis jenis pekerjaan

.MATEREI POKOK DAN URAIAN MATERI**Script untuk Speaking and Writing****MY DREAM****a.What do you want to be?**

Practice the following dialogue with your partner

Wayan : Hi Rudi, what do you want to be?

Rudi : I want to be a dentist. What about you?

Wayan : I want to be a doctor

b.Class Survey

Now, go to your friends and ask them about their dreams. Fill in the following table

Name	Dream
------	-------

c. Survey Report

Make a report from your survey

Example: My friends have different dreams. Ani wants to be a doctor. Rina wants to be a dentist. Etc.

MEDIA PEMBELAJARAN

- Text Book
- Flash Cards

STRATEGI, MODEL, PENDEKATAN DAN METODE PEMBELAJARAN

Strategi : Teacher – student equal active (two ways communication)

Pendekatan: Pair / Group

SKENARIO PEMBELAJARAN

No	KEGIATAN PEMBELAJARAN	Time
1	PENDAHULUAN	15
	a. Membaca Basmallah dan Berdoa bersama	5
	b. Guru mengucapkan salam Good morning How are you today?, etc	
	c. Guru mengulang kosakata yang sudah di ajarkan	10
2	KEGIATAN POKOK	60
	a. Guru membacakan teks dialog tentang my	5

	<p>dream, siswa mengikuti</p> <p>b. beberapa siswa mempraktekkan dialog didepan kelas</p> <p>c. Siswa melakukan survey tentang impian dan cita cita teman sekelas mereka</p> <p>d. Siswa membuat laporan dari survei yang sudah mereka kerjakan dan membacakannya didepan kelas</p> <p>e. Guru menjelaskan permainan “Giving Massage”</p> <p>f. Siswa memulai permainan “giving Massage” secara bergantian.</p>	<p>10</p> <p>5</p> <p>10</p> <p>5</p> <p>25</p>
3	<p>PENUTUP</p> <p>d. Guru memotivasi siswa</p> <p>e. Berdoa dan membaca Hamdallah bersama sama</p> <p>f. Salam See you later Nice to meet you, etc</p>	<p>5</p> <p>5</p>

SUMBER PEMBELAJARAN

1. Sumber bahan:

- Buku paket Bhs. Inggris
 - a. English on Sky 1 for Junior High School Students (Penerbit Erlangga)
 - b. Competence-based English, Developing competencies in English for grade VII (Grafindo Media Pratama)

2. Media:

- White board
- Board marker

ASPEK PENILAIAN

k. Aspek Proses

Penilaian proses dilakukan selama proses belajar mengajar berlangsung

l. Aspek Hasil

Penilaian hasil diambil dari hasil jawaban siswa atas pertanyaan yang diberikan guru.

QUESTION SHEET FOR TEST

Name :

Class :

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

Questions number 1 – 15

Based on the following pictures, what are their jobs?

1.
 - a. He is a Chef
 - b. He is a Soldier
 - c. He is a Policeman
 - d. He is a Mechanic

2.
 - a. She is a teacher
 - b. She is a stewardess
 - c. She is a waitress
 - d. She is a cashier

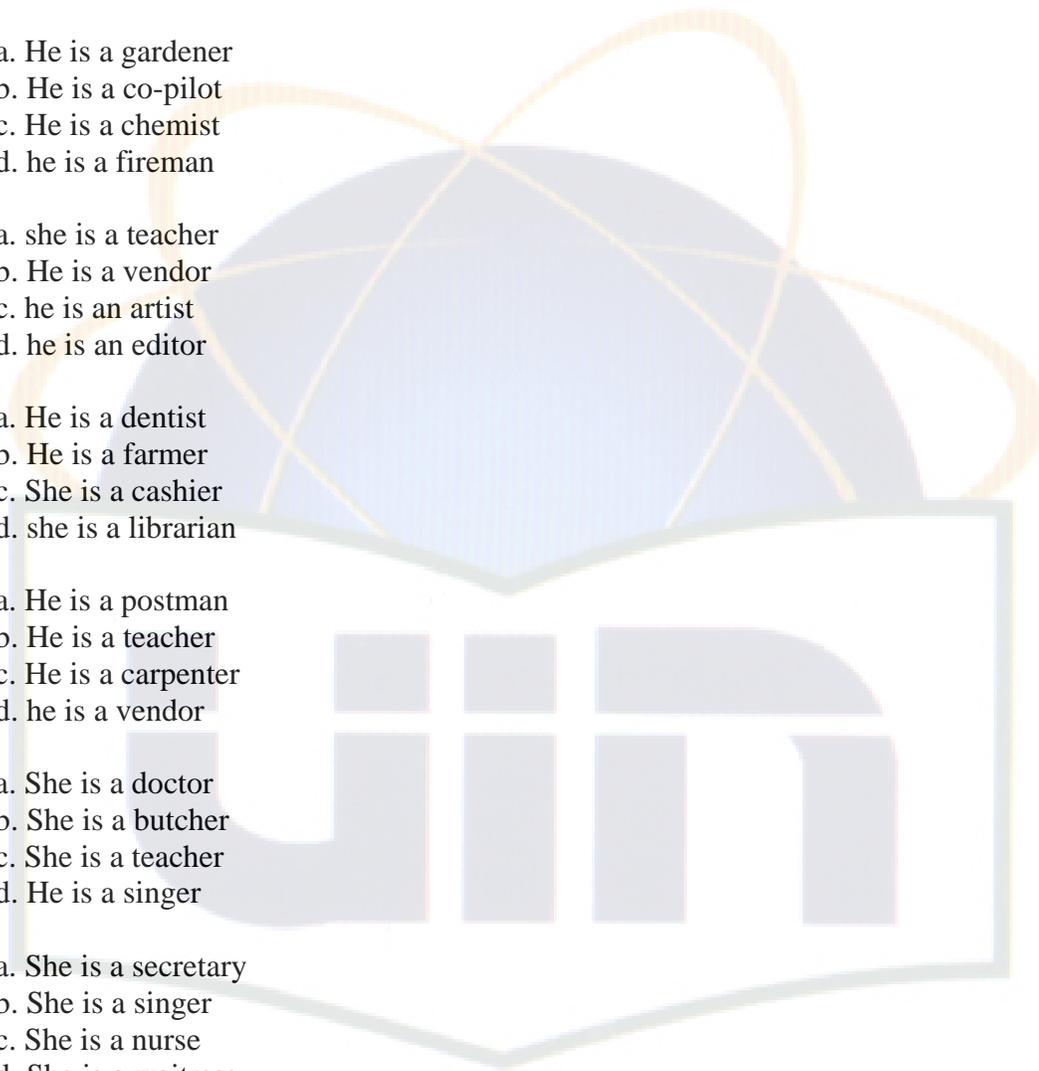
3.
 - a. He is a Chef
 - b. He is a Soldier
 - c. He is a Policeman
 - d. He is a Mechanic

4.
 - a. He is a fireman
 - b. he is a photographer
 - c. he is a musician
 - d. he is a dancer

5.
 - a. She is a nurse
 - b. she is a singer
 - c. she is a chef
 - d. He is a doctor

6.
 - a. He is a civil servant
 - b. She is a typist
 - c. he is a farmer
 - d. She is a cashier

7.
 - a. She is a secretary
 - b. he is a fireman
 - c. She is a nurse
 - d. She is a tour guide

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8. a. He is a fisherman
b. He is a farmer
c. he is a mechanic
d. He is a policeman
9. a. He is a gardener
b. He is a co-pilot
c. He is a chemist
d. he is a fireman
10. a. she is a teacher
b. He is a vendor
c. he is an artist
d. he is an editor
11. a. He is a dentist
b. He is a farmer
c. She is a cashier
d. she is a librarian
12. a. He is a postman
b. He is a teacher
c. He is a carpenter
d. he is a vendor
13. a. She is a doctor
b. She is a butcher
c. She is a teacher
d. He is a singer
14. a. She is a secretary
b. She is a singer
c. She is a nurse
d. She is a waitress
15. a. he is a chef
b. He is a dentist
c. He is a mechanic
d. He is a director

Questions number 16-20

My family's jobs

My name is Linda. I live with my family on Jl. Kenari No. 35. My father's name is Irwan. He is a doctor. He works at Sumber Sehat Hospital. His job is to help patients become healthy. My mother is Hasanah. She is a teacher. She teaches English at Junior High School.

My older sister is Ira. She studied architecture when she was at university. Now she works in a private company as an architect. She designs buildings and supervises the construction.

Indra, my brother, and I do not work yet. We are still students. My brother goes to a senior high school. He is in second year and I go to junior high school. I'm in first year now.

16. What is Linda's father?
 - a. He is a teacher
 - b. He is a nurse
 - c. He is an architect
 - d. He is a doctor
17. Where does Linda's father go to work?
 - a. he works in a post office
 - b. He works in a company
 - c. he works at Hospital
 - d. He works at school
18. Linda's mother teaches English at Junior high school. She is a...
 - a. teacher
 - b. gardener
 - c. architect
 - d. singer
19. Ira designs buildings and supervises the construction. She is an...
 - a. dancer
 - b. architect
 - c. cashier
 - d. sailor
20. Linda and Indra are ...
 - a. a farmer
 - b. a sailor
 - c. a policewoman
 - d. students
21. a person who flies the plane is ...
 - a. police officer
 - b. steward
 - c. pilot
 - d. carpenter
22. Someone who drives a bus called ...
 - a. a driver
 - b. a mechanic
 - c. a civil servant
 - d. a clerk
23. Linda works in a restaurant, she serves food, she is a ...
 - a. servant
 - b. singer
 - c. waitress
 - d. butcher
24. Her mother sells meats in the market, she is a ...
 - a. carpenter
 - b. artist
 - c. postman
 - d. butcher
25. my father cures someone's teeth, he is ...
 - a. a farmer
 - c. a vendor

- b. a dentist
d. a librarian
26. A person who sends and delivers letters everyday is a ...
a. postman
b. reporter
c. singer
d. musician
27. A nurse works at ...
a. company
b. garden
c. hospital
d. field
28. A farmer works in
a. school
b. field
c. TV station
d. Bus station
29. a civil servant works in
a. government office
b. private company
c. restaurant
d. hotel
30. a sailor works on the ...
a. bus
b. train
c. ship
d. airplane
31. a policeman works in ...
a. police station
b. post office
c. bus station
d. grocery
32. a postman works at the...
a. field
b. post office
c. market
d. school
33. a teacher works at ...
a. garden
b. company
c. school
d. hotel
34. a chef works in ...
a. garden
b. company
c. school
d. hotel / restaurant
35. a waitress works in ...
a. school
b. restaurant
c. market
d. hospital
36. a carpenter works in
a. school
c. furniture factory

b. restaurant

d. TV station

37. a secretary works in ...

a. office

c. garage

b. hospital

d. street

38. a mechanic works in ...

a. hospital

c. restaurant

b. garage

d. ship

39. a doctor works at

a. hospital

c. fields

b. office

d. furniture factory

40. The man works in garage. He repairs and fixes motorcycle. He is

a. a tailor

c. a sailor

c. a soldier

d. a mechanic

41. The woman works in the garden. She keeps garden clean and beautiful. She is ...

a. an architect

c. a civil servant

b. a gardener

d. a dentist

42. My sister works in hotel. She cooks food. She is a ...

a. chef

c. waiter

b. waitress

d. gardener

Questions number 43 – 45

A : (43)

B : She is a teacher

A : Where does she work?

B : (44)

A : (45)

B : She teaches mathematics

43. a. Where does she?

c. What is she?

b. What does she do?

d. What is she doing?

44. a. She works at office

c. She works at company

b. She works at post office

d. She works at school

45. a. where does she?

c. what is she?

b. What does she do?

d. what is she doing?

Rearrange the words into a good sentences

46. the rice fields – farmer - in-works - a
 a. a farmer works in the rice fields c. in the rice fields farmer a works
 b. a farmer in the rice fields works d. farmer works in a the rice fields
47. works- in- the man- garden- the
 a. garden in the man the works c. the man works in the garden
 b. the man in the garden works d. works in the garden the man
48. a-restaurant-a chef-cooks-in-food
 a. cooks chef in a restaurant c. in a restaurant a chef cooks food
 b. a chef cooks food in a restaurant d. a chef food cooks in restaurant a
49. Letters – delivers – postman – a
 a. a postman delivers letters c. letter delivers a postman
 b. delivers letters a postman d. a postman letters delivers
50. Dentist – teeth – someone's – a – cures
 a. someone's teeth cures a dentist c. a dentist someone's teeth cures
 b. dentist cures a someone's teeth d. a dentist cures someone's teeth

Answer Key

no	answer	no	answer
1	b	26	a
2	d	27	c
3	a	28	b
4	d	29	a
5	d	30	c
6	a	31	a
7	c	32	b
8	d	33	c
9	a	34	d
10	b	35	b
11	b	36	c
12	a	37	a
13	c	38	b
14	d	39	a
15	c	40	d
16	d	41	b
17	c	42	b

18	a	43	c
19	b	44	d
20	d	45	b
21	c	46	a
22	a	47	c
23	c	48	b
24	d	49	a
25	b	50	d

