A STUDY ON FLASH CARDS IN TEACHING VOCABULARY FOR SEVENTH GRADE STUDENTS AT MTS NEGERI II SURAKARTA IN THE ACADEMIC YEAR OF 2015/2016

THESIS

Submitted as a Partial Requirement

For the degree of *Sarjana*In State Islamic Institute of Surakarta

Arranged by:

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Thank you for attention.

*Wassalamu'alaikum Wr. Wb.*

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I hereby sincerely state that the thesis titled **"A study on Flash Cards in Teaching Vocabulary For Seven Grade Students at Mts Negeri II Surakarta In The Academic Year Of 2015/2016"** is my real masterpiece. The things out of my masterpiece in this thesis signed by citation and refered in the bibliography.

If later proven that my discrepancies, i am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, December 2017

The Reseacher

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DEDICATION

In the name of Allah the Beneficent and the Merciful, the thesis is dedicated to:

1. My beloved parents Sutarji and Sunarsih

2. My beloved sister Indri Dwi Astuti

3. My Special friends Indah Muliana and Ida Wulandari

4. All of my friends in UKM LPM Dinamika IAIN Surakarta

5. The Readers

MOTTO

"If you failed, try again! Don't stop till you get what you want"

The writer

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The researcher realizes that this thesis is far for being perfect. Hence, the researcher hopes for some corrections, suggestions, or criticism to correct and improve it. Finally, the researcher hopes that this thesis is useful for the researcher especially and the readers generally.

Surakarta,
December 2016

The Reseacher

Ika Apriliani

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ABSTARCT

Ika Apriliani. 2016. *A study on Flash Cards in Teaching Vocabulary For Seven Grade Students at MTsNegeri II Surakarta In The Academic Year Of 2015/2016*. Thesis. English Education Departement, Islamic Education and Teaching Faculty.

The key word : Vocabulary Mastery, Flash Cards, Descriptive Qualitative and MTs N II Surakarta

      The aims of this research are to know the implementation of flash cards on the teaching English media in vocabulary, the problem solve of flash cards on teaching vocabulary and the teacher try to solve the problem of teaching vocabulary by the teacher in teach vocabulary. The subject is the seventh grade students of MTs Negeri II Surakarta. The researcher will teach in VII B class. It is caused the teacher chosse this class to the researcher. This class consist of 40 students.

      The research design is descriptive qualitative research. There are many instruments of the research, they are the researcher herself, hand phone, laptop, camera, syllabus, lesson plan, material, text book, and students score. The reseacher can collect the data from the observation, interview and document analysis. To analyze the data, the researcher did three steps, they are the data reduction, the data representation/display, and the drawing conclusion. To prove the trustworthiness the data, the researcher used triangulation technique. The triangualation technique that used is data triangulation.These data were compared and analyzed to get the conclusion as the result of the research.

      The findings,researcher found that implementation of Flash card in teaching vocabulary for the seventh grade of MTs Negeri II Surakarta runs well. Flash cards is one of media that appropiate to the students. Flash cards is simple media to teach vocabulary, with flash cards the students can master in vocabulary mastery, the students can easily to understand about the material. So, flash cards is simple media to teach Vocabulary Mastery.

CHAPTER I

INTRODUCTION

This chapter the reseacher discusses about introduction. This chapter consist eight sub chapters nemely bacground of study, problem identification, problem limitation, problem statement, the objective of the study, the benefit of the study, previous of study and definitions of keys term.

A. Background of study

Language is the tool to communicate with others. Language is used to express the ideas, felling and opinion. Language helps us to understand ourselves and the world around us.Zaenuri (2001) said that "Language helps you to understand yourself and the world around you.People can't communicate with each other without language. Therefore, language is the most important thing for human live.

According Hatch and Brown (1995: 1), "Vocabulary is the foundation to build languages, which plays a fundamental role in communication".Based on the theory,vocabulary is one of the language aspects that are very important for communications English. If we have less vocabulary, we will not understand what people say. Harmer (2001) said "An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used." Based on theory, vocabulary is one of important skills in language and needed to support the

four language skills that consist of listening, speaking, reading and writing.

For Indonesian students, they have to study some foreign language besidesIndonesian language one of them is English. English is the main subject in curriculum which should be learns from secondary level up to university. In MTs Negeri II Surakarta especially in class seven uses curriculum 2013. Although in general, English is still considered as a difficult subject for the students because it is completely different from Indonesian language in the system of structure, pronunciation and vocabulary.

Therefore, the English teachers are supposed to be able to organizeteaching learning activities. They may develop their students' ability by using English as a target language in the classroom. They may give practice in pattern which contains the vocabulary items for everyday situations such as listening, speaking, reading and writing. Schmitt (2000) said that, "The best practice in any situation will depend on the type of student, the words that are targeted, the school system and curriculum, and many others factor." Based on the fact above, it is necessary and important for anyone whoconcerns in teaching English to find out the effective media to make learning vocabulary easier and more pleasant for the students. Then, they will enjoy following English class.

According Nunan (2003: 135) mention that there are four basic principles for teaching vocabulary are focus of the most vocabulary useful

vocabulary first, focus on the vocabulary in the most appropriate way, using media effectively and encourage learners to reflect on and take responsibility to learning. According Thornbury (2003:3-12), there are six kinds of vocabulary are words classes, word families, word formation, multi-word units, collocations and homonyms. Then, teaching vocabulary is one of the fondations in mastering English. As teachers, they must use one of four principles for teaching vocabulary. For examples, teacher uses varieties media to make students feel happy with the leason. Based on pre-research, in Madrasah Tsanawiyah, English is taught generallyconsist of listening, speaking, reading and writing. Madrasah Tsanawiyah is MTs Negeri II Surakarta, it is one of Islamic Junior High School in Centra Java, especially in Surakarta. Mrs. Sunarni is one of the English teacher especially for seven grade. She teaches the student patiently. She teaches the students use media flash cards that make students love learning English.

According to Cross (1991: 119), flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. Komachali & Khodareza (2012), flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it. Haycraf (1978) said that flash cards are cards on which words / pictures are printed or drawn. It means that flashcard is one of media which can help the teacher to teaching English easily. Flash cards in teaching vocabulary are very simple visual aids and the teacher can make the

students more active during the teaching learning process. Flashcards are some kinds of media that can be used by the teacher in the classroom.

According journal international Maryam Eslahcar Komachali, The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students, 2012. The conclusion of the journal is effective using vocabulary flash card on Irinian Pre-University Students. Then, in thesis Siti Inayah, Using Flash Cards to Improve students understanding on present continuous tense (An classroom Action Research at The 7th Grade of MTs Yamida Grobogan in The Academic Year of 2009/2010), 2014. The conclusion of the thesis is using flash cards can improve students' understanding on present continuous Tense. Based on one of journal and thesis the researcher can conclude that flash cards can effective to teach in vocabulary and present continuos tense.

Based on the interview with English teacher, Mrs. Sunarni said that, she uses flash cards to teach because she thinks that flash card is one of simple media that can make students understand about vocabulary. She uses technique drilling to support media flash cards. She makes flash cards by herself to teach the students. She usually uses flash cards in the opening lesson because she wishes that the students can memorize the vocabulary with the meaning from that media. The kind of vocabulary that teacher uses is words classes especially noun. Then, in Junior High School flash cards is one of media that make students understand about vocabulary.

This study the researcher focuses on flashcard as media in teaching Vocabulary mastery.

In this research, the researcher will research how to teach vocabulary by using flash cards. Flash cards is suitable to be used in teaching vocabulary in Junior High School. If the teacher uses it, the class will be more interesting. That is the reason why teachers must use the media flash cards in teaching learning process. In addition, they will be easier to understand and master vocabulary.

Based on the explanation above, the researcher interested in doing a research entitled **"Astudy on Flash Cards in Teaching Vocabulary For Seven Grade Students at MtsN II Surakarta In The Academic Year Of 2015/2016".**

B. **Problem Identification**

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

1. How is the implementation of Flash Cards on the teaching English in vocabulary by the teacher?

2. What are problems faced in teaching vocabulary using flash card by the teacher?

3. How does the teacher try to solve the problems in teaching vocabulary using flash cards by the teacher?

C. **Problem Limitation**

In this research, the researcher focuses on the class B semester II. Then, the researcher is focused to know the implementation of media flash cards to teach vocabulary by the teacher, the problems faced in teaching vocabulary using media flash cards and the try to solve the problem in teaching ocabulary using media flash cards. The sample of the research is seven grades of students of MTs N Surakarta II in the academic year 2015/2016.

D. Problem Statement

Based on the background of study and the problem identification explained before, the researcher formulates the problems as follow:

1. How is the implementation of flash cards on the teaching English in vocabulary by the teacher for the seventh grade students of MTs N II Surakarta in academic year 2015/2016?

2. What are problems faced of the flash cards on the teaching English in vocabulary by the teacher for the seventh grade students of MTs N II Surakarta in academic year 2015/2016?

3. How does the teacher try to solve the problems of flash cards on the teaching English in vocabulary by the teacher for the seventh grade students of MTs N II Surakarta in academic year 2015/2016?

E. Objective of the Study

The objective of the study is as the following:

1. To know the implementation of flash card on the teaching English in vocabulary by teacher for the seventh grade students of MTs N II Surakarta in academic year 2015/2016.

2. To know the strengths and the weaknesses on the teaching English in vocabulary by teacher for seventh grade students of MTs N II Surakarta in academic year 2015/2016.

3. To know how the teacher tries to solve the problems faced of flash cards on the teaching English in vocabulary by the teacher for the seventh grade students of MTs N II Surakarta in academic year 2015/2016?

F. **The Benefit of the Study**

The benefits of the study are as follow:

1. Theoretical benefit

   a. The result of this study will enrich the discussion focusing in teaching vocabulary uses flash cards. Moreover, this study helps ones conduct research on the same language skill with different analysis.

   b. The result can also give the understanding about the importance of teaching vocabulary uses media flash cards.

2. Practical Benefits

   a. For the teacher

   1) To help the teacher to used flash cards to improve student's vocabulary.

2) To help the teacher define the best strategy in teaching English.

b. For the students

1) To help the students in understanding about flash cards.

2) To help the students to increase their vocabulary mastery in learning English with used flash cards.

c. For the other researcher

1) To help the other researcher in developing a theory that useful the learning process.

2) To help the other researcher to know deeply about factors that influences the student vocabulary mastery in English.

G. Definition of the key terms

1. Flash Cards

Flashcard is a piece of cardboard about 18 X 6 inches on which appears a word, a sentence or a simple outline drawing. The lettering should be large, net and clear so that it can be seen from the rear of the room. Capital letters are preferred. Print should be used since it is easy to read at adistance (Nasr, 1972:119).

2. Learning

According to Woolfolk & Nicolich (1984) in Baharudin (2007:13), states that learning as knowledge change, and change is forming a new knowledge and new knowledge means facing the new things the students never face before.

3. Vocabulary

Vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention to (Richard, 2001:4).

4. Madrasah Tsanawiyah Negeri II Surakarta

Madrasah Tsanawiyah Negeri II Surakarta is the islamic Junior High School that is located at Jl. Transito, Suronalan, Pajang, Laweyan. It has three grades, that are VII,VIII,and IX. In the school has 40 teachers, and 8 staff. And in the Madrasah Tsanawiyah Negeri Surakarta II has two class that different there are program regular and program special. In this school, the research is conducted.

CHAPTER II

REVIEW ON RELATED LIERATURE

This chapter focusses on disscusion of some theories which is related to the problem of the research in the first chapter. It is uses to get the certain description about a study flash cards in the Class Eglish for the first year students of MTs N II Surakarta in Academic year 2015/2016. The review of the related literature as follows:

A. The G eneral Concept of Flash Cards

1. The Definition of Flash Cards

Flash card is one of media material to teach English especially in vocabulary. There is no single definition about flash card. There some relevant explanation by some experts about meaning of flash card. According John Haycraft (1978: 102) states that flashcards are cards on which words and/or pictures are printed or drawn. According to Oxford Advanced learner"s Dictionary (1995: 94), flashcard is a card with the word or words and sometimes a picture down it. Based on discussed above, it can be taken a general view that flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words. Flashcards are a powerful memory tool write questions on one side of the cards and the answer on the other side (Edwards, 2006: 98).

Flashcards are the cards on which words and or picture and painted or drawn (Insaniyah, 2003:19). Flashcards show picture or words. Usually

flashcards include of group with kind or classes. Flashcard is a piece of cardboard about 18 X 6 inches on which appears a word, a sentence or a simple outline drawing. The lettering should be large, net and clear so that it can be seen from the rear of the room. Capital letters are preferred. Print should be used since it is easy to read at a distance (Nasr, 1972:119)

In addition, Haycraft (1978: 102-106) states two types of flashcards. They are word flashcards and picture flashcards. Word flashcards are cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentence. The cards can be fixed to the board, or given to a student, and arranged correctly either by the class a whole or individual students. The word flashcards also can be used to practice structure. Then, picture flashcards are useful for presenting, practicing and revising vocabulary or as prompts for other activities – for example, to illustrate the characters in a dialogue, to help students improvise. Picture flashcards can be used as prompts for simple substance drills. Picture flashcards are also useful for identifying verbs on actions.

According to Haycraft (1978: 102) and Cross (1991: 120) there are some advantages of using flashcards in language teaching. They are namely: a) Flashcards can be used for consolidating vocabulary; b) Flashcards are motivating and eye-catching; c) Flashcards are effective that can be used for any level students; d) Flashcards can be taken almost everywhere and studied when are has free moment; e) Flashcards can be

arranged to create logical grouping of the target words; f) Flashcards are cost effective/inexpensive; g) Flashcards provide visual link between L1 and the target language; and h) Flashcards also can be used for practicing structure and word order or for a variety of games.

2. Type of Flash Cards

According Haycraft (1978: 102-106) states two types of flashcards, there are:

a. World Flash Card

Word flashcards are cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentence. According *Suzanne* (1997: 12), flash card sentences: Divide the class into groups of three of four. Give each group the same pictures, or put it on overhead. Instruct the groups to describe the flashcard in as many sentences as possible the time allowed using Present Continuous Tense. The sentences must be grammatically correct and accurately depict what is happening in the picture. Each group read sentences or writer them on the board. The group with the most correct sentences wins.

b.   Picture Flash Card

Picture cards are useful for the teaching of vocabulary and reading (Nasr, 1972: 67). These picture cards can be drawings or cut outs from magazines or perhaps photos. It is easiest to sort these picture cards according to size really big ones for class work, and

smaller ones for individual or group work. They are kind of picture card:

1) Picture card match up

2) Picture card treasure hunt

3) Picture and word match up

4) Picture card snap games

5) Picture cards can be used as part of a communication aid

6) Picture flashcards designed to:

    a) Encourage a child to say that word

    b) Identify pictures with certain starting sounds

    c) Encourage a child to discuss what is shown in the picture

3. The Function of Flash Card.

The use of flashcard in the English teaching learning process used to help the teacher: (Kasihani and Suyanto, 2008:109)

a. To be familiar and stable with singular and plural concept

b. To be familiar and stable with numbers

c. To be familiar and stable with a few and a lot of concept

d. To get the students attention using extract pictures with appropriate (Vocabulary and Color)

e. To give variation in the teaching learning process. Flashcards is so useful to help the teacher in the English learning.

Flashcards is so useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example

clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher.

4. The procedure uses flash cards

According Kasihani Suyanto (2008), there are procedure uses flash cards:

a. Sit comfortably facing the students.

b. Arrange the flash cards in the order she would like to present them.

c. Starting with the first flash card, hold it up so students can clearly see the front.

d. Shows the flash card front to students that consist of words cards and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation.

e. Give question to them by showing flashcards one by one randomly.

f. If students give an incorrect response or no response, tell him the correct answer, and place these flash cards in a pile on your right side.

g. After you have finished showing your students all of the flash cards, you may continue your flash card teaching session by using the stack of incorrectly answered cards.

5. The Advantages and Disadvantages of flashcards.

a. The advantages of flashcards.

Flashcards are one of visual aid which can be used in teaching and learning process. It helps the students to understand the material is given by their teacher. According to Haycraft (1978: 102) and Cross

(1991: 120) there are some advantages of using flashcards in language teaching. They are namely:

1) Flashcards can be used for consolidating vocabulary

2) Flashcards are motivating and eye-catching

3) Flashcards are effective that can be used for any level students

4) Flashcards can be taken almost everywhere and studied when area has free moment

5) Flashcards can be arranged to create logical grouping of the target words

6) Flashcards are cost effective/inexpensive

7) Flashcards provide visual link between L1 and the target language

8) Flashcards also can be used for practicing structure and word order or for a variety of games.

B. Review on Media

1. The Definition of Media

There are many approaches used in teaching learning process, but media assist teacher in their jobs. Media bring the outside world into the classroom and make the task of language learning more meaningful and exciting one. There are several definition about media as Sadiman (1986: 19) states that media is a software includes messages or education information which showed by using a tool. In addition Murcia (2001: 460) states that media is technological innovations in language teaching.

From the definition above, media is a tool or software to deliver the messages or information to the receiver. In the teaching learning process, media means a tool from the teacher give the material to the students by using media. It done to make teaching learning is enjoyable and interest for the students.

2. **Kinds of Media**

Arsyad (2005) states that Media can be classified into three categories: visual, audio, and audio visual. The visual is the ability to interpret, negotiation, and make meaning from information presented in the form of an image, extending the meaning of literacy, which commonly signifies interpretation of a written or printed text. Visual is based on the idea that pictures can be read and the meaning can be communicated through a process or reading. The audio is an electrical or other representation of sound. The audiovisual is may refer to works with both a sound and a visual component. The production or use of each works, or the equipment used to create and present such works:

a. Visual media

Visual Media means all the props used in the process of learning that can be enjoyed through the eye senses (Daryanto, 1993:27). For example; Blackboard, pictures, sticks figures, and flashcard.

b. Audio media

There are two kinds of audio media that are commonly used. The first is radio; it means electronic tool that can be used to listen the new important events, life problems, etc. The second is audio cassette; the tool is cheaper than the other.

c. Audio Visual Media

In audio visual, there are many kinds such as 1) Video is one kind of media audio visual, besides film. In learning process, the tool is usually presented in the form of VCD. 2) Computer has all the benefit of the other media. Computer is able to show text, picture, sound and picture, and can also be used interactively.

3. The Importance of Media in Teaching

The importance of media can be seen from its roles and functions in education. It is supported Prawiradilaga and Siregar (2004: 6), media have two main roles, those are: media as AVA (audio visual aid) so it can give the students concrete experiences and media as communication so it can connect the students as receivers with the material in order that it can be received well. They explain the detail functions of media are Give the knowledge about learning goals, motivate the students, present the information, Stimulate the discussion, Lead the students activities, Do the exercise and quizzes, Strengthen the learning process and give the simulation experiences.

From the theory above, we know the function and important of using media in teaching learning. It is supported of Moore and filling

(2012:11) state video is an innovative way for writing instructors to utilize technology to provide personalized feedback to students. Video can bring the thing become interesting in the classroom. It can attract students' attention and motivate the students in learning process. Hence, short video clip is a tool or media in teaching writing in the classroom in order to facilitate the students and also to gain students' interest in learning process. The duration of short video clip is about 3-6 minutes which can be a documentary, trailer, music video, etc.

C. Teaching Vocabulary

1. The Definition of Teaching Vocabulary

According to Cross (1991: 11-13) the procedure of teaching vocabulary can be divided into three stages, they are namely: a) Presentation. In this stage, the teachers can use various techniques which are recommended in the previous discussion. However, the teachers have to be careful in selecting the techniques that they used in teaching activity; b) Practice. In the second stage, the teacher give exercises to the students in order to practice the subject items being learnt, making completion, matching, words classification, etc. those are several types of exercise that can be used by the teacher in this stage; c) Production. In this stage the students are expected to apply the newly learn vocabulary through the speaking activities or writing activities.

According to Nation and Newton (1997), there are two ways that vocabulary can be taught: (1) through fluency activities, and (2) through richness activities. Fluency activities have certain characteristics: (1) they may involve processing quite a lot of languages; (2) they make limited demands on the language users; that is, they involve material that does not contain much unfamiliar language or many unfamiliar ideas; (3) they involve rehearsal of the task through preparation, planning or repetition; and (4) they involve some encouragement for the learner to reach a high rate of performance which requires that the activities reach a high level of automaticity. According Thornbury (2003:3-12), there are six kinds of vocabulary are words classes, word families, word formation, multi-word units, collocations and homonyms.

According to Browne (2007: 7) in Anggraini (2014) taching is showing or helping someone learn how to do something, giving instruction, guiding in the study of something, providing with the knowledge, causing to know or understand. In line with the opinion, Day (1999) in Hobban, the interpretation of teaching as an art of proffession means that teaching develops a repertoire of strategies as well as understanding that the teacher's application of the teaching depens on making judgments about unique context and predicable classroom moments. The teachers have to drawn a set of personal resources that are uniquely defined and expresses by the personality of

the teacher and his or hsr individual and collective interactions with the students.

For the statement above, it can conclude that teaching provides assistance and facilities to the students to transfer knowledge from the teacher to the students.

2. The Elements of Teaching

There are 3 elements of teaching, they are learners, teachers, and materials. According to Edge (2001: 9) in teaching any kinds of elements, such as:

a. Learners

All learners are same. They have everything whose is process somebody else, such as integences, emotional, a place to live and everything else that goes with the being including the ability to speak at least one language. Among learners to the other, they are different. It can be caused by their background, educational, social, and also cultural, the last is were they live. So, it is most important aspect in their learning process.

b. Teachers

Teacher is a main actor in success or not to tranfer of knowledge in teaching learning to the students. They must have wide knowledge, good idea, smart, have more experiences, etc. So, they do not errors when give explanation about materials to their students, once

mistake can make the stdents are misunderstanding. The teacher is the most powerful in the classroom.

c. Materials

According to Edge (2002: 43) says that "material are used to support learning and teaching. Material exist in order to support learning and teaching, so they sould be designed to suit the people and the process involved. The materials must be variety, it should be manage will based on students needs, so the teacher must be creative to choose which the material is good for their students".

Based on the statements above, it can be conclude that elements of teaching (learners, teacher and materials) are important to support teaching and learning process.

D. The General Concept of Vocabulary

1. Definition

According of Richard, vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention to (2001:4).According to Hornby, vocabulary is total number of words which (with rules for combining them) make up a language (1974: 959).Webster (1993: 327) said that vocabulary is "A list of group of words and phrases, usually in alphabetical order."

From the definitions above, the writer concludes that vocabulary is one of components language that importing in the

English and vocablary is a stock list of words that is used individually or in a group arranged in alphabetical order and has meanings.

2. Type of Vocabulary

Vocabulary is a part of the computerized analysis of language data. Vocabulary includes a various type that must be known (Harmer, 2001: 16-22). They are as follows:

a. Language Corpora

One of the reasons we are able to make statements about vocabulary with considerably more confidence than before it because of the work of lexicographers and other researchers who are able to analyze large banks of language data stored in computers. From a corpus of millions of words the computer can now give quick accurate information about how often words are used and in what linguistics context.

b. Word Meaning

The least of problematic issue of vocabulary is that it deals with its meaning. The meaning of a word is often related to other words. For example, we explain the meaning of "full" by saying that it is the opposite of "empty"; we understand that "cheap" is the opposite of expensive.

c. Extending Word Use

Words do not just have different meanings. They can also be stretched and twisted to fit different contexts and different uses.

We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such contexts black and yellow mean something else.

d. Word Combinations

Although words can appear as single items which are combined in a sentence, they can also occur in two-or-more item groups. They often combine with each other in ways which competent speakers of the language recognize instantly, but which others often find strange. The kinds of words that go together in one language are often completely different from the kinds of word which live together in another. Word combinations have become the subject of intense interest in the recent past, in part spurred on by discoveries from language corpora.

e. The Grammar of Words

A key middle ground where words and phrases on the one hand and grammar on the other meet up is through the operation of word classes or parts of speech such as noun or adjective. When we say a word is a noun, we then know how it can operate in a sentence. The same is true for such word classes as verbs or determiners or prepositions. When we know a word's part of speech, we know what other words it can occur within a phrase or sentence and where it can be put synthetically. Within word classes

there are a number of restrictions. Knowledge of these allows competence speakers to produce well formed sentences.

3. The Sources of Vocabulary

According Thornbury, we have looked at five possible sources of vocabulary input for learners (2002:32-51):

a. List

Lists are economical way of organizing vocabulary for learning, and that it doesn't matter a great deal if they are put together in a rather random.

b. Course book

Course books select vocabulary for active study on the group of usefulness, frequency, learner ability, and teacher ability.

c. Vocabulary books

Supplementary vocabulary books are usually thematically organized, but cover a range of vocabulary skills.

d. The teacher

The teacher is potentially fruitful source of vocabulary input, not only in term of incidental learning, but also as an introduction vocabulary through teacher talk.

e. Other student

Other students in the class are particularly fertile source of vocabulary input.

E. Drilling

1. Defination of drilling

    Harmer states that drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner. Drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. Drilling means listening to a model, provided by the teacher, or a tape or another student and repeating what is heard. Drilling is a technique that is still used by many teachers when introducing new language items to their students.

2. Kind of drilling

    According to Haycraft (36: 1978), after presentation and explanation of the new structure, students may used controlled practice in saying useful and correct sentence patterns in combination with appropriate vocabulary. These patterns are known as oral drills. They can be inflexible: students often seem to master a structure in drilling, but are then incapable of using it in other contexts. Furthermore, drills have several types in form:

    a. **The Repetition Drill**

       The teacher says models (the word or phrases) and the students repeat   it.

Example:

Teacher : It didn't rain, so I needn't have taken my umbrella

Students : It didn't rain, so I needn't have taken my umbrella

b. **The Substitution Drill**

Substitution drill can used to practice different structures or vocabulary items (i. e one word or more word change during the drill)

Example:

Teacher : I go to school. He?

Students : He goes to school.

Teacher : They?

Students : They go to school.

c. **The Question and Answer Drill**

The teacher gives students practice with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to let the students practice to ask question as well. This gives students practice with the question pattern.

Example:

Teacher : Does he go to school? Yes?

Students : Yes, he does.

Teacher : No?

Students : No, he does not.

d. **The Transformation Drill**

The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into a reported speech.

Example: (positive into negative)

Teacher : I clean the house.

Students : I don't clean the house.

Teacher : She sings a song.

Students : She doesn't sing a song.

e. **The Chain Drill**

The teacher begins the chain by greeting a particular student, or asking him a question. That student respond, then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Teacher : What is the color of sky?

The color of sky is blue

What the color of banana?

Student A : The color of banana is yellow

What is the color of leaf?

Student B : The color of leaf is green

What is the color of our eyes?

Student C : The color of our eyes is black and white.

f. **The Expansion Drill**

This drill is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Example:

Teacher : My mother is a doctor.

Students : My mother is a doctor

Teacher : She works in the hospital.

Students : She works in the hospital

Teacher : My mother is a doctor. She works in the hospital.

Students : My mother is a doctor. She works in the hospital

Teacher : She take cares the patient.

Students : She take cares the patient

Teacher : My mother is a doctor. She works in the hospital. She take cares the patient

Students : My mother is a doctor. She works in the hospital. She take cares the patient.

g. **Communicative drills**

This kind of drills is quite different from the so-called meaningless and mechanical drills used in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language being used rather than its communicative content. Children do not blindly mimic adults' speech in a parrot fashion, without really needing to understand or communicate anything, but make selective use of simulation to construct the grammar and make sense of the expressions according to the grammar. This kind of drills has meanings and connotes information accordingly in a certain situation and at a certain time. It has an information gap and does involve communicative process. The child has access to language data and opportunities to interact with the inputs (meaningful inputs). When processing the language they hear, children construct the grammar and make sense of the expression according to the grammar. When producing utterance, they follow the internalized grammatical rules. This kind of drilling can be formed by using the other drilling types. But the emphasis is that the student involving something real as well as communicative

value and the practice creates an information gap.

Example :

Guessing game:

Teacher has something in mind (things, job, event, etc) and the students must guess that thing by using yes no question:

Students : Is it in the class?

Teacher : Yes, it is.

Students : Is it blue?

Teacher : No, it is not.

Students : Is it black?

Teacher : Yes, it is.

Students : Is it in the front of the class?

Teacher : Yes, it is.

Students : Is it black board?

Teacher : Yes, it is.

With the basis of the communicative drills, teachers may design more advanced communicative activities so that learners can have more opportunities to produce sustained speech with more variations in possible responses.

3. **The Procedure**

The procedure of drilling are:

a. Students first hear a model dialogue (either read by the teacher or on tape) containing the key structure that are the focus of the

lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line by line. A line may be broken down into several phrases if necessary. The dialogue is read aloud in chorus, one half saying one speaker's part and one other half responding. The students do not consult their book throughout this phase.

b. The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.

c.   Certain key structure from the dialogue are selected and use as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this kept to an absolute minimum.

d. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.

e. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

F. Review on Descriptive Text

1. Descriptive Text

Description is a type of written text which has specific function to gives description about an object (human or non human) Pardiyono (2007: 122-123). It has social function which is to describe a particular person, place, or thing. Descriptive gives sense impression like the feel, sound, taste, and look of things through words. Its aim is also to inform the readers about how something or someone looks like. The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point is that descriptive text gives a description of something in particular in order to help the people perceive it through words.

Therefore the researcher can conclude that descriptive text is a text which describes the features of someone, something, and a certain place. The purpose is to describe a particular person, place, or thing. The structure of the text consists of (1) identification that identifies the phenomenon described and (2) the description which is describes parts, qualities, and characteristics. The grammatical patterns which are used in descriptive text are (1) the use of simple present tense, (2) the use of adjective, (3)the use of verb.

a. Generic Structure of Descriptive Text

In writing descriptive text, it should consist of generic structure, such as: identification, description, and conclusion.

Anderson in Nadia (2013:9) state that features of a factual description have regarded as following generic structure of descriptive text.

1) Identification

   Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduce the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

2) Description

   Description is a series of paragraphs about the subject which each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

3) Conclusion

   The last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification

or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

G. Curriculum of 2013

Mulyasa (2013:10) states that the keys to be success of implementing 2013 curriculum are leadership of headmaster, the creativity of teacher, activities of students, socialization, facility and source of study, environment and participant of school citizen. From the theory, one of the success implementation 2013 curriculum is the creativity of the researcher. Here, the researcher should be have the creativity method or technique used in teaching learning process. As using a media, game or something new which make class be enjoyable, interest and powerful to the students.

Scientific approach emphasized of implementing 2013 curriculum in learning process. They are observing, questioning, trying, associating, and communicating. McCollum (2009) states that the important components in teaching using scientific approach includes the teacher must present learning to improve foster a sense of wonder, improve encourage observation, push for analysis and require communication.

It can be conclude that curriculum of 2013 is the previous and development of KTSP 2006 curriculum. The basic of the curriculum are competency and character based curriculum. Teaching-learning of this

curriculum are observing, questioning, trying, associating and communicating. The teacher should be creative in teaching to reach a students are productive, creative, innovative, affective by reinforcement attitude, skill and integrated of knowledge. The process of learning includes five point, they are;

1. Observing

    Observing is the activities to identify the main object detail, using the relevant of the fact and complete of the result perceives, using a tools or media as the media to perceiving in submitted data or information.

2. Questioning

    The students ask about the material or the object seen which is not clear. It could be done by discussion or works together. It could develop the knowledge of students procedural, conceptual and systematically.

3. Trying

    Trying or submit the information to develop the creativity of students'. It could be done by reading, perceiving activities, or the main object. Get information, processing the data, and show the result in written, oral and pictures.

4. Associating

    It could be done by activities of analyze the data, submit, categories, conclude and prediction.

5. Communicating

Communicating is a media to states the result of conceptualization in oral, written, pictures, graphic. It could be done by presentation, make a report, and the task.

H. The Previous Study

To prove the original of this research, the researcher defines another previous research that is relevant with this research. This research adapted from previous research, they are:

1. Aschurotun Nadziroh. 2010. The use of flashcards to Improve Vocabulary Mastery (A Classroom Action Research For The Fourth Year Students Of Mi Duren Bandungan In The Academic Year Of 2009 / 2010). The objective of this previous research is conducted to know the 1) How is the implementation of flash cards? 2) How is students' understanding on vocabulary before the use of flash cards? 3) How does students' understand on vocabulary after the use of flash cards? Different as the research, this previous study is a quantative research with pre-test and post test. And then, the researcher uses descriptive research with observing teaching-learning process, conducting the interview, and documenting some important data that support this research. The results of this previous research show that the media of flash cards can be improve the students' vocabulary. The material that prevoius study uses is procedure text the materials from

the textbooks Smart and internet. Problems faced by the teacher are the teacher inability to manage the class, limited media, and the method used by teacher.

2. Siti Inayah. 2014. Using Flashcard to Improve Students 'understanding On Present Continuous Tense (An Classroom Action Research At The 7th Grade Of Mts Yamida Grobogan In The Academic Year Of 2009/2010). The objective of this previous research is conducted to know the 1) what is method applied by the English teacher in Present Continuous Tense with the flash cards? 2) What is the objective of teaching Present Continuous Tense uses flash cards? 3) What is the procedure to teachPresent Continuous Tense uses flash cards? 5) How does students' understand on present continuous tense before - after the use of flash cards? Different as the research, this previous research is a descriptive quantitative research and the researcher use descriptive qualitative. The researcher collects the data by observing teaching-learning process, conducting the interview, and documenting some important data that support this research. The previous study focus on present continuous tense then the researcher focuses on the vocabulary but same uses media flash cards. The problem of the previous study is to make the students understand about flash cards because new media that uses in the school in teaching English.

3. Maryam Eslahcar Khomacali, The effect of using vocabulary Flash Cards on Irianian Pre-University Students' Vocabulary knowledge, on

2012 has same similarity with this research that is the researcher also looking for the suitable media for vocabulary. The article describes media flash cards can improve vocabulary students' better than traditional method. The difference of this research this research uses the descriptive quantitative research but the researcher use descriptive qualitative and the object of the study the research in Pre-University and the researcher in Junior High School.

4. Nima and Karman, The Impact of Using Flash Cards on Promoting University Student's Knowledge of Vocabulary, on 2012 has same similarity with this research that is the researcher also looking for the suitable media for vocabulary. The aim of the article is to find out whether the use flash cards promote student's knowledge vocabulary or not. The difference of this research this research uses the descriptive quantitative research but the researcher use descriptive qualitative and the object of the study the research in Pre-University and the researcher in Junior High School.

CHAPTER III

RESEARCH METHODOLOGY

In the chapter III, the researcher discusses the research methodology that that was used in the research. This chapter contains is sub chapters namely the research design, the setting of place and time of the research, the research instrument, the source of data, the technique of collecting data, the technique analyzing the data, and the trustworthiness of data.

A. Research Design

In doing the research, the researcher should provide certain science that is called "methodology". Moreover, Nawawi stated that the research methodology is the science of method used in doing research to explore and to explain the natural phenomena in social human life using the systematic procedure, regular, and can be explain scientifically. It means that the research methodology is a method study for doing research in order to explain natural and social phenomena using systematic and regular procedure.

In this study, the type of this research is descriptive qualitative. According to Bogdan and Taylor (1976) in Meleong (1989:3) qualitative research is a research which yields the descriptive data in form of written or oral words from observing people or behavior. Shortly, qualitative research is a study that relies primarily on the collection of qualitative data with the purpose to describe, to decode and to draw meaning from naturally occurring phenomena happened. Related to this research, in this study the researcher take a descriptive qualitative to describe used flash cards to teach vocabulary.

B. Setting of Research

In the setting of research the researcher using classroom based research, the are:

1. Place of Research

The research conducted at MTs Negerei Surakarta II wwhich at Jl. Transito, Suronalan, Pajang, Laweyan. The researcher choose to do the research in MTs Negeri Surakarta II because it is a favorite school in the area and consist of the highest students compared to the other junior high school around the area. And in the MTs negeri Surakarta II there are two class specification are regular and special.

2. Time of Research

Time of research in june2016 until the end.In MTs Negeri II Surakarta has five class special and eight class regular. In this study, the researcher take in class VII B because Miss. Sunarni as the teacher just teaching in class B. And one of class that active is class B. So, the teacher give class B to the reseacher.

C. Instrument of Research

The main instrument of this research is the researcher herself. The researcher placed herself to be the main instrument because the design of the research is descriptive qualitative. For the descriptive qualitative design, the researcher itself is the main instrument. So, the researcher can be more active to fine the information for this research.

In this research, the researcher is not the one and the only the instrument. The researcher used additional instrument for doing the research, for example hand phone for recording the interview, camera digital for capturing the learning process in the classroom and many others supporter instruments which use by the researcher.

In other hand, the researcher also uses the other additional instruments for collecting the data. They are syllabus, lesson plan for knowing about the method, media, and learning process, material, text book, and the students score.

D. Source of Data

Christenses and Johnson (2002) argue that qualitative research is a research relying primarily on the collection on qualitative data (i.e. non numerical data such as word and pictures). Then, the data material is in the form of word because the data taken can be description of information about the phenomena study. The information itself can be taken from four sources, namely, events, informants, setting and documents or artifacts (Spradley, 1980: 39-41; Sutopo, 1996:49-51).

In obtaining the data, the researcher derives the sources of data they are the field notes of the classroom observation through teaching-learning process, the transcript of English teacher's interview, some transcript of student's interview and some document dealing with the use flash cards to teach vocabulary for the seven grade of MTs Negeri II Surakarta.

1. Event.

In this research, the event is the processes of English teaching learning activities in the opening, content, and closing in the seven grade of MTs Negeri II Surakarta from the class that Miss. Sunarni teach.

2. Informant

The researcher took the English teacher for the seven grade, the name is Mrs. Sunarni and the students of VII B of MTs Negeri II Surakarta.

3. Document

Dealing with the study, the researcher uses the official's documents of the school. The source of the data taken in document is syllabus, the lesson plan of English subject matter, the textbook, value of students and material of flash cards.

E. Technique of Collecting Data

To get the data, the researcher uses three technique of collecting data. According to Sutopo (2002), the required data and information are taken from observation, interview and document.

1. Observation

Observation is a technique that involves systematically selecting, watching and recording behavior and characteristic of living beings, objects or phenomena. The objects of observation were the situation while teaching learning process happens and how teacher teaches. Observation is the best technique to use when an activity, event, or situation can be observed firsthand, when a fresh perspective is desire, or when

participants are not able or willing to discuss the topic under study (Merriam, 1998: 96).

In this study, the researcher observes the situation of teaching learning process in 7th grade of MTs N IISurakarta while the teacher uses media to teach vocabulary. The researcher observed the students' behavior, the class situation and the media uses by teacher by using:

a. Field notes

Field notes are descriptions and accounts of events in the research context which are written in a relatively factual and objective.

b. Photograph

Photographs are a way of greatly enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others.

2. Interview

Interview is asking the respondents orally to gain the detail information. H.B. Sutopo (2002:59) say that interview descriptive qualitative is generally done by giving the open-ended questions which purposed to gain the deep information and it is done by using the unstructured formally things in order to get the views of the subject observed about many things thing bring advantages for gaining the detailed information. Lexy J. Meleong quoted that interview is a conversation with their certain purpose, which is done by the side as the interviewer and interviewer (2002:p.135).

The iterview will be done by:

a. The English teacher of seventh grade of MTs N II Surakarta related the use media to teach vocabulary.

b. The students of seventh grade of MTs N II Surakarta about their opinion about media that the teacher uses in teachig vocab.

3. Document Analysis

Written documents are one of the sources of research, which are often having important rule in qualitative research (Sutopo, 2002:p.69). in the case, reseacher will use documents as:

a. Lesson plan, to support the data analysis and to correct the data observation.

b. Syllabus, to support the data analysis and to correct the data observation.

c. Material, to support the data analysis and to cerrect with the lesson plan and syllabus.

d. Score students, to support the data analysis.

F. Technique of Analysis Data

The data analysis in qualitative research involves three things the data reduction, the data presentation / display and the conclusion drawing / verification (Sutopo, 2006:113). In this study, the process of analyzing the data is aim to describe the qualy of the implementation of the teaching English technique in vocabulary for the seven grade.

1. The Data Reduction

It includes the process of taking and selecting the right data based on need criteria. In this phrase, the researcher should do the process of selecting, focusing, simplifying and abstracting. In short the data reduction is part of data analysis, which emphasize make the data shorter, make the themes focus and arranges the data in appropriate order. The researchers choose elimination and summarize the data. Then, the researcher only focuses on the data about the teaching English technique in vocabulary for the seven grade students of MTs Negeri II Surakarta.

2. The Data Representation / Display.

The second step of data analysis is the data representation. In this stage, the researcher wishes to present the correlation of organization information. In the qualitative researcher, the data taken are in the form of words. The data are present in the narration of word. The researcher all the data obtained from observation, interview, and documentation. It is the way how to collect the research data and its helps the researcher to do the research. In observation, the researcher will know about the teaching vocabulary technique using by English teacher, the strengths and the weaknesses of the technique. From interview, the researcher will know about the teaching vocabulary technique from the English teacher and the student's opinion. The documentation can take syllabus, lesson plan, books sources, student's worksheet, etc.

3. The Drawing Conclusion / Verification.

After describing and interpreting the data, the data were drawn continuouslyand throughout in the study as the result of representation. The researcher takes conclusion after interpreting the data taken. The result of the

researcher becomes the description of technique implementation teaching English at the seven grade of MTs Negeri II Surkarta.

G. Trustworthiness of The Data

In analyzing the data, the reseacheralso needs to analyze the validity of the data source to get the valid data. To prove the trustworthiness of the data, the reseacher use the triangulation technique. According to Merriam (1998: 204) as well as the literature on qualitative research, an investigator can use six basic strategies to enhance internal validity, they are: triangulation, member checking, long-term observation, peer examination, participatory and researcher's bias.

Triangulation is a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation to reduce the possibility of misinterpretation. Patton (1984) in Sutopo (2002: 78) classifies four types of triangulation technique, those are: 1) Methodology Triangulation, 2) Data Triangulation/ Source Triangulation. 3) Investigator Triangulation, 4) Theoretical Triangulation.

In this case, researcher uses source triangulation and method triangulation. Source triangulation means to compare and to recheck the validation of information which is the time and the tool collection is different. In other word, source triangulation is purposes to compare the data come from the subject and informant research.

Method Triangulation means that in checking the data validation of the data of a problem, researcher has to compare some method of collecting data (observation, interview, and document) in order that the data collection is in the same place or portion. If the data is different, researcher has to find and look for the caution why the data is different, and then the research has to reconfirm the data from the subject and informant of the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCISSION

This chapter is divided into two sub chapters, namely research finding and discussion. The research finding presents the result of the data analysis of the use flash cards in teaching vocabulary for seven grade students at MTS Negeri II Surakarta in academic year 2015/2016. Meanwhile, the discussion section provides the deep and detailed description of the data findings.

A. Research Findings

These data finding are related to the implementation of flash cards on the teaching English in vocabulary by the teacher for the seventh grade students of MTs N II Surakarta. Haycraft (1978: 102-106) states two types of flashcards, there are world flash card and picture flash card. Based on observation, on June 2016 at MTs Negeri II Surakarta, the researcher found that the teacher used world flash card in the teaching vocabulary. The observation had been done three times. The researcher gave explanation of the implementation of flash card in teaching vocabulary as below:

1. First observation

The first observation conducted June 13th, 2016. The material is descriptive text with the theme person. The teacher used **flash card** to show the vocabulary that is used in descriptive text.

In opening activity, the English teacher greeted the students by saying *AssalamualaikumWr.Wb.*and asking the students condition by saying "How are you?" The students answered "I am fine, and you?" Then, the teacher said "I am fine too, thanks.

After greetingand checking the students' attendance, the teacher began the class activity. The teacher showed**flashcards** to the students. The flash cards is written English vocabulary.The students read the flash card by using *Bahasa Indonesia*(the meaning of vocabulary in the flash cards). The teacher told the students that they will learn about descriptive text especially about person and the students must look at the flashcards and repeat those words that the teacher have said before. Then the teacher showedthe flashcards one by one and said it in English then the students repeated it. For example:

```
Teacher   : Uncle
Students  : Uncle
Teacher   : Aunt
Students  : Aunt
```

The students repeat the word twice or more.The teacher asked the students whether the students had remembered the words of person. The students just kept silence. They do not understand what the teacher said in English then teacher asked to the students by using *Bahasa*Indonesia.*"Apakahkalian   sudahhafalkosa   kata tentangseseorang?"*The students answered*"Sudahbu!"*After the students have memorized the word, the teacher continued the teaching learning, the teacher showed the flash card then the students have to said the meaning

together. Most of students can remember the words easier and clearly.After that, the teacher explains all of material about descriptive text. Kind of descriptive text, function of descriptive text, and the purpose of descriptive text. In this meeting the teacher explain about describe a person such as friend, family and idol. The teacher gave example about describe friend and idol. The teacher showedan example with LCD. The teacher read the example then students repeat it.Then, the teacher gave opportunity to the students to read the example of the text. One of students read the example of the text and the teacher correctedthe pronunciation.

After that, the teacher asked the students to describe person.The students answered together in *Bahasa*Indonesia. The teacher showedthe material using LCD and asked the students to write down in their book. After the students finished, the teacher asked the students to close their book and gave question to the students one by one. The teacher showed the flashcards. Then the students have to express the meaning of the word in the flash card. The time was up, the teacher gave homework, and the task is the students have to describe all their family started from grand-pa and grand-ma until the students with the some vocabularies that they have written before.The teacher asked the students to learn at home and the teaching learning process will be continued the next meeting.

2. Second Observation

The second observation conducted June 15th, 2016. The material is descriptive text with the theme thing. The teacher used **flash card** to show the vocabulary that is used in descriptive text.

The teacher opened the class by greeting and checking students' attendance. She asked the students to collect their homework. Thenshe reviewed the material about describing person. After that, she continued the material. The teacher said to the students that they will study vocabulary with theme describe home and sub theme part of home and equipment's. Then she showed**flashcard** that consistsof part of home. She read the **flash card** then asked the students to repeat it. For example:

```
Teacher   : Living room
Students  : Living room
Teacher   : Dining room
Students  : Dining room
```

She was careful with students' pronunciation, she often repeated the vocabulary twice or three timeseach flashcard when the students' pronunciation was wrong. The teacher asked the students to mention of the equipment in the living room, dining room, kitchen, bath room and bed room.The students answered together in *Bahasa*Indonesia. Then the teacher wrote the English vocabulary the write board. For living room: sofa, table, television and etc. For dining room: refrigerator, spoon, fork and etc. For kitchen: stove, pan, wok and etc. For bedroom: mattress, pillow, blanket and etc. For bathroom: towel, toothpaste, soap and etc.

Then the teacher showed**flashcards** that consists of thing in the home based on above and said it in English and students repeated it. After more time she said it and students repeated it, she asked the students one by one. Every student gets opportunity to say it. After all of students got opportunity to say it, the teacher show the words in the LCD in English and asked the students to write in their book. The student must complete their note by copying from the whiteboard. She also checked the student's note one by one while walking around the classroom. After they finished writing on the note book, the teacher give instruction to the students to describe their home with the some words that students wrote, the teacher give 25 minute to work the task. Afer all, the teacher giveoppurtinity to the atudents to presentation from their work until the time of metting was up. Then, she said sorry to the students because time was up, we will continue at next meeting, good bye!

The next meeting, based on observation on May 16th 2016, in MtsNegeri II pages 82 Surakarta the teacher entered in class VII B, review all of the material about descriptive text. And then, the teacher said "do you remember all af the material about descriptve text?".Students just silent. The tecaher said, *"tentangapasaja yang kitapelajarikemarin ?".* Students asked about person, animal, thing. Teacher said, "pleace, metion the purpose of descriptive text?".Student just silent. Then the teacher said, *"apatujuandari text descriptive, di bukacatatannya?".* The students opened their

book and answere of the questions from the teacher. The techer also asked about all of the material and the students answered all of question from the teacher. And then, she said "every metting you wrote some words and I give instruction to tu learn by heart". She said, *"kemarinkamusudahmencatatbanyak kata-kata danmenyuruh kalian untukmenghafalkannya"*. And then, she said "Now I will test your vocabulary with some flash cards, are you ready?". The students said, "Yes, bu!".

After those dialogue above she took of flashcards and asked the students to said it together to remember. The teacher shown flashcards randomly and the student said it together. Most of students are still remember of words. And then, the teacher call name students one by one in front of class. And then, the teacher give 10 flash cards to the students. One flash cards one point. After that, the students gave 10 sekon to see ten flash cards. And then, time was up to see the ten flash cards the teacher require the flash cards. And the last the techer show flash cards one by one then the students said the meaning of the words in flash cards with ten sekon the students must be fasted to said the meaning of flash cards, when the student said the meaning of the flash card slow the the flash cards will disqualification or the point be lost. The situation like this to 40 students in class VII B.

Closing in the last activities in the teaching learning process. The English teacher took the students' score after correcting the presentation. Then, English teacher show the flash cards to remember some vocabulary from the materidescribtive text. And then, the teacher closed the the lesson by reviewing the material, gave conclusion, and gave the change to the students if they had questions about the material. The English teacher also expalined about the material next metting and asked the students to prepare it. The last, the English teacher closed the class by saying *Wassalamu'alikumWr. Wb*and the students gave respond *Wa'alaikumsalamWr. Wb.*

3.

appendix page80the English teacher opened the class by saying *AssalamualaikumWr.Wb.* Then, the English teacher said, "How are you?" to the students, and the students anwered "I am fine, and you?". And then, teacher said "I am fine too, thanks. Then, the teacher asked about who was absence in that day and the students answered "No body absence today".

Teacher entered his class VII B. After the opening, then the teacher shown flashcards to the students and the students said in Indonesian. The teacher told the students," we will learn about descriptive text expecially about person and you must look at the flashcards and repeat those words that I have said. Do you understand?". "Yes" the students answered together. Then the teacher shown flashcards one by one and said it in English and the students repeated it. Once again she said it and the students repeated it again. Uncle she said and the students repeated it, aunt she said and the students repeated it, etc. After the students repeat it twice or more times, she asked the students, "have you remember the words of person ?" The students just keep silence. "apakah kalian sudahhafalkosa kata tentangseseorang?". "sudahbu!" the students answered together. "Well, now I will show the flashcards and you said together, are you ready? Sudahsiap?" then she shown flashcards and the students said it together. Most of students can remember the words are easier and said clearly.

After that, the teacher explain all of material about descriptive text. Kind of descriptive text, function of descriptive text, and the purpose of descriptive text. In this metting the teacher explain about describe a person are friend, family and idol. "Do you understand about the material?". "yes,bu!". And then, the teacher give example about describe friend and idol. The teacher

shown the example with LCD. The teacher read the text of example then students repeat after the teacher said. And then, the teacher give opportunity to the students to read the example of the text. One of students read the example of the text and the teacher correct in pronouncation when the students mistake in pronouncation.

After that, the teacher asked the students to said about person and the students answered together in Indonesian. The teacher show all of words in the LCD in English and asked the students to wrote down in their book. After that, the teacher asked the students to close their book and gave question to the students one by one by show the flashcards. The students tried to remember the words that learn. And time was up, the teacher give task at home, the task is the students describe all of family started from grand-pa and grand-ma until the students with the some vocabulary that students wrote in the books. Sample some vocabulary are hair, eye, hand, stomach, finger, etc to describe the people. And then, the teacher asked the students to learn at home and the learning will continue the next meeting.

Based on observation on june 15th 2016, in MtsNegeri II Surakarta, appendix pages 81 the teacher to be continue the materiabot descriptive text about things. After opening the teacher ask students about PR *(PekerjaanRumah)* the teacher give

istructionsto students to collect the task. After all, the teacher review the material about describe a person like family, friend and idol. The teacher said, "Students, today we will study vocabulary with theme describe home and sub theme part of home and equipments", She told. Then the teacher shown flashcards that consists of part of home and the teacher said it in English and asked the students to repeat it. The teacher said living room, they said living room once again they said living room, dinning room, bath room, bed room, kitchen and the students repeated it. He was also careful with students' pronunciation, he often repeated it twice or three time for one flashcard when their pronunciation is wrong. The teacher asked the students "Mention of the equipment in the living room, dinning room, kitchen, bath room and bed room." The students answered together in Indonesian. The teacher list of based on the place. She wrote in the write board. For living room: sofa, table, television and etc. For dinning room: refrigerator, spoon, fork and etc. For kitchen: stove, pan, wok and etc. For bedroom: mattress, pillow, blanket and etc. For bathroom: towel, tootpaste, soap and etc.

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say it. After all of students got opportunity to say it, the teacher show the words in the LCD in English and asked the students to write in their book. The student must complete their note by copying from the whiteboard. She also checked the student's note one by one while walking around the classroom. After they finished writing on the note book, the teacher give instruction to the students to describe their home with the some words that students wrote, the teacher give 25 minute to work the task. Afer all, the teacher giveoppurtinity to the atudents to presentation from their work until the time of metting was up. Then, she said sorry to the students because time was up, we will continue at next meeting, good bye!

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Futhermore, the are the result of the obsevation the students, they are as follows:

1). Greating

The students answered greeting from the teacher sprirtly when the teacher started the lesson by greeting.

2). Give apperception

The students give attention and good respond.

3). Give explanation about the descriptive text material.

The students give attention and respond the material well. But, there is other students spoke with her/his friend and come back to the material.

4). Give an instruction to red tetx on the power point and follow after the teacher say.

The students dis the teacher's intruction well, they red and follow after the teacher say.

5). Give a worksheet and asked the students work in group

The students answere the question in group well.

6). Collect the worksheet

The students give attention and did the teacher's instruction to collect the worksheet.

7). Closure

The students give attentions and answered the closure spritly.

a. Evaluation

Every term of semester the English teacher of MTs N II Surakarta always makes scoring tabulation for : (a) every material unit in the text book, (b) mid-term score,(c) end of the term score in the scale 1-4, based on the categories of spritual, social, knowledge, and each of skill. Then, based on the observation, the researcher find that the teacher makes the scoring of students from every material unit in the text book in the scale 1-4. The English teacher takes the score after the students doing the question from every material unit. The scores take by the teacher are usually from the essay and multiple choise.

b. Result of Documentation

A documentation method is used by the researcher to collect the data from paper. In this research, the researcher used a

view documents. The data that found fromthe documentation method as follow:

1) Lesson Plan

Lesson plan that used by the teacher in teaching learning processin teaching vocabulary is uses media flash cards. The lesson plan consistend of the stateges that applied at the meeting. From the lesson plan, the teacher can instruction and conduct teaching learning process in the classroom. Lesson plan is arrenged by the teacher to conducted the teaching learning process. It is consisted of based of competence, standard of competence, the goal of teaching, the material of teaching, the method of teaching, source of teaching learning, steps in the activity and the last is assessment. From this lesson plan, the English teacher could run the teaching and learning activity through a systemsticslly way. Besides that, the teacher could uses lesson plan as a foundation for the teaching and learning activity.

2) Students score

After doing the research, the researcher got the students score of the students worksheet based on the vocabulary assessment from the teacher. It is used to know the

achievement of the students in englishespecally in vocabulary mastery. The standart score 70. The teacher give score vocabulary with test vocabularly students, ussually in every unit the teacher show the flash cards to the students. In flash cards there are many word about the material. When the teacher show the flash cards the students answered about the meaning of the word in flash cards. Based on the research, the students score is very good because the students can pass the KKM *(KriteriaKetuntasan Minimal)*.

3) Textbook

In this research, textbook is an important document. It is used by the English teacher to teach the students. the textbook used by the English teacher is BahasaInggris "*When English Rings a Bell SMP/MTs Kelas VII Jakarta: KementerianPendidikandanKebudayaan*" based on Curriculum 2013.

2. What are problems faced in teaching vocabulary using flash card by the teacher for the seventh grade students of MTs N II Surakarta in academic year 2015/2016?

a. Teacher

Based on interview, june 13th 2016, in MTs Negeri II Surakarta appendix page 85 the english teacher said that in the

teaching learning process using Flash Cards, the English teacher found the problem of the media. The English teacher said:

> *"kalaumasalahmungkintidakteralalubanyakmbak, karenasatukelasituberjumlah 40 orang dansayasendiri yang membuat flash cardnyadenganukuran yang tidakterlalubesarjaditerkadangsiswaramaisendiri, tapisecarakeseluruhansiswa enjoy danmenikmatiketikasayamengajarmenggunakan flash cards mbakdansayamemilih flash cards karenamenurutsayaini media yang sangatmudahsayabuatdangunakanmbakdalampembelajara nbahasainggriskususnyauntuk vocabulary"*

It means the are the problem of flash cards. The English teacher said the problem of media. The first problem because the totaling of students are 40 students. And then the flash cards makes by the teacher that small, make the class busy when the teacher show the flash cards in fron of class. Then, flaschcards hasstrengness to teach vocabulary English teacher said the flash cards is most suitable media. Flash cards is simple media to teach vocabulary. It helps the English teacher to teach the material. By this media, the English teacher just need laptop and LCD to support the teaching learning. And then, the teacher said:

> *"kemudiankelemahansiswadalampronouncationdanbebera pasiswajugaada yang memilikidayaingatrendahmbak, itujuga yang membuatsayaharussabardalammengajar, tetapibeberapasiswa yang tidakmengertitadijadiantusiasdengan flash cards yang sayagunakandansemakininginbelajardantidakmauketinggal andenganteman yang lainnya".*

It means that problem teach vocabulary with the flash cards. The teacher must be pation because some students less in pronouncation and less in memory. The teacher must be pation to teach the students. From flash cards the students can undenstand about new vocabulary from the material. Some students that not understand about new vocabulary they very enthusistic when the teacher show the flash cards one by one.

b. The Students

Basically, all media teaching is good. Because it has a big role in the teaching learning process. The teching media has many problem in the teaching learning process. In teaching learning process, the students not only need the good teaching but also the good media that make students enjoy and understand in material. It means that in the teaching laerning process the English teacher must use the appropiate media to get the best result. The students also feels the problem of the media flash cards:

> Researcher : Dik, gimanapembelajaranmenggunakan flash cards?
> Students : Enakmbaktapikadangkalau Bu Narningajarpakai flash cards, ndakkelihatansampaibelakangtrsterlalukecil mbak, tapisayasukambaksama flash cards soalnyacepetinget kata-kata dalambahasainggris.
> Reseacher : Owww, jaditertalukecilya flash cardsnya, terusapalagidik?
> Students : Kalaugakkelihatangitukadangkelasnyajadira membak, teruskadangada yang

ngomongsendirisamatemannyakarnagakkali hatan.

It means that problem by flash cards in teaching learning process by the students. Flash cards that Bu Narni uses very small makes students cann't see all of flash cards that sehe uses. And then, when the flash cards cann't see all of students the students busy with herselft and her/his friend makes, but the students enjoy with the media that the teacher uses.

3. How does the teacher try to solve the problems of flash cards on the teaching English in vocabulary by the teacher for the seventh grade students of MTs N II Surakarta in academic year 2015/2016?

Based on interview on 13th 2016, the said the try to solve the problem of flash cards in teaching learning process. The teacher said:

> *"kalausiswasudahramaikarenabosenmbak, biasanyasayajalankepojok-pojokuntukmenunjukkan flash cardsnyamabkdansayapanggilsatupersatuumtukmajukedepanm bakterusmenerusmenunjukkan flash cards sampaianakbisamembacadenganbenardanmengertiatridari kata tersebut".*

It means that the teacher try to solve the problem of flash cards in teaching learning process. According the English teacher, the are not difficult to control the students. Sometime, the students are bored when the students bored the English teacher walk in class and show the flashcards or call students one by one in front class to show the flash cards again until the students rembember and understand about the new vocabulary. Then the teacher said:

"tidakhanyasiswa yang bosandankelasmenjadiramaimbak, pronouncationsiswadandayaingatsiswatentangmateriatau kata-kata baruitumasihkurangjadisayaharusabardalammengajarbahkansayaharusmembenarkanpronouncationsiswa yang salahberkali-kali danmengulangi kata-kata dengan flash cards berkali-kali juga agar siswapahamdanmengingattentang vocab baruberdasarkanmateri yang sajaajarkan".

According the teacher, when the students mistkes in pronouncation and remembered she correct the pronouncation students be pation and make until the students correct said the vocabulary with the correct pronouncation. And then, to remember the students about the new vocabulary the teacher show the flash cards not only one but again and again until the students remember and understand about new vocabulary from the material.

B. Discussion

In this section, the researcher tries to discuss the research findings with other relevant references. In order to justify the research findings, the researcher tries to discuss them with references to the theories related to the media flash cards to teach vocabulary.

1. The media used by the teacher

   a. Flash Cards

   In addition, Haycraft (1978: 102-106) states two types of flashcards. They are word flashcards and picture flashcards. Word flashcards are cards on which words have been printed. The word flashcards also can be used to practice structure. Then, picture

flashcards are useful for presenting, practicing and revising vocabulary or as prompts for other activities – for example, to illustrate the characters in a dialogue, to help students improvise. Picture flashcards can be used as prompts for simple substance drills. Picture flashcards are also useful for identifying verbs on actions.

Based on the observation, in the MTs N Surakarta II, the English teacher uses words cards. The teacher give some new words from the material. Then, the teacher show the some words with the flash cards. Flash cards that teacher uses correct with the theory. The teacher give meterialdescribtive text the first meeting teacher give material about describe person some vocabulary in flash cards are hair, eye, hand, stomach, finger and etc. Then, next meeting the material about describe thing in living room, dinning room, kitchen, bath room and bed room some vocabulary in flash cards are sofa, table, television, refrigerator, spoon, fork, stove, pan, wok, mattress, pillow, blanket, towel, tootpaste and soap. In this implementation the teacher uses words cards and uses method drilling to the students. Method that teacher uses to increace the new vocabulary students based on material and to makes students understand about the meaning of new words with flash cards.

According Thornbury (2003:3-12), there are six kinds of vocabulary are words classes, word families, word formation,

multi-word units, collocations and homonyms. There are three metting the teacher uses flash cards about describtive text. The first metting the teacher give material about describ person some vocabulary that teacher uses are eye, hand, stomach, finger. Next metting, the teacher give material abou describe thing some vocabulary that teacher uses are sofa, table, television, refrigerator, spoon, fork, stove, pan, wok, mattress, pillow, blanket, towel, tootpaste and soap. Vocabulary that teacher uses in flash cards included kind of vocabulary as word classes especially in noun.

Based on the theory the are procedure uses Flash cards According KasihaniSuyanto (2008). The procedure of uses flash card are:

h. Sit comfortably facing the students.

i. Arrange the flash cards in the order she would like to present them.

j. Starting with the first flash card, hold it up so students can clearly see the front.

k. Shows the flash card front tostudents that consist of words cards and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation.

l. Give question to them by showing flashcards one by one randomly.

m. If students give an incorrect response or no response, tell him the correct answer, and place these flash cards in a pile on your right side.

n. After you have finished showing your students all of the flash cards, you may continue your flash card teaching session by using the stack of incorrectly answered cards.

The implementation English teacher of MTs N II Surakarta of flash cards. The observation on 13-16th June 2016in the class VII B. Class VII B is best class in regular class. This class consists of 40 students. In the teaching learning process, the English teacher expalined about the descriptive text. Based on observation, the procedures of the use flashcard are uses by the English teacher:

1) Teacher open the meeting

2) Techer show the flash cards in the openning lesson consist of word cards.

3) Teacher say new vocabulary in flash cards. And give intruction students to repeat it and correct the pronouncation.

4) Teacher give questions to studetnts with flash cards by randomly.

5) If the students an correct the aswered the teacher give correct the answered. Until the end.

Based on theory KasiahiSuyanto (2008) there are seven procedure uses flash cards. Based on observation on 13-16th June

2016 the implementation of flash cards by the teacher there are five procedure. According theory and observation the meaning ofimplentation flash cards is same.

2. The problems faced in teaching vocabulary using flash card

According to Haycraft (1978: 102) and Cross (1991: 120) there are some advantages of using flashcards in language teaching. They are namely:

9) Flashcards can be used for consolidating vocabulary

10) Flashcards are motivating and eye-catching

11) Flashcards are effective that can be used for any level students

12) Flashcards can be taken almost everywhere and studied when area has free moment

13) Flashcards can be arranged to create logical grouping of the target words

14) Flashcards are cost effective/inexpensive

15) Flashcards provide visual link between L1 and the target language

16) Flashcards also can be used for practicing structure and word order or for a variety of games.

There are some advantages of using flah cards in language teaching. Based on interview ith the teacher, in MtsNegeri II Surakarta, appendix page………….. The problem in the class VII B consist of 40 students, then flash cards that English teacher is very small, then teacher can't show all flash cards to students. It means when the

English teacher show the flash cards all of students cann't see the flash card (words cards). Then, makes student bored and ussually students busy, but all of students enjoy and entusiastic with the flash cards. The students can easier to understands about new vocabulary when the teacher uses flash cards. And then according the teacher she uses flash cards because flash cards is media to teach voacbulary, simple media, and effective to teach vocabulary. Based on explanation about what are the problem of using flash cards to teach vocabulary the researcher can conclude the some problem of flash cards, but the problem can handle with the teacher. All of students like flash cards as media to teach vocabulary.

3. The teacher try to solve the problems in teaching vocabulary using flash cards.

Based on interview with the teacher in MTs Negeri II Surakarta, appendix pages 85 the teacher try to solve the problem in teaching vocabulary using flash cards are make the students enjoy with the teaching learning proces. When the students bored or busy, ussually the teacher run in the class to show the flash cards with the students or call students one by one to answered the question from flash cards. And then, the teacher show the flash card more than one makes students understand about the new vocabulary, remebember what the meaning of new vocabulary and correct the pronouncation of the vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After describing the data, the researcher finds that the teaching media flash cards at the first year students of MTs N Surakarta Iican be conclude as follow:

1. The teaching English media in vocabulary mastery for the seventh grade of MTs N Surakarta II is flash cards.

   Flash cards is one of media in teaching vocabulary. The teacher always explains the material from the beginning until the last. In the learning process, the teacher uses mother tongue to explain the material. When explained the material, the teacher always asks the students about new vocabulary. The teacher aaks to the students to remember the vocabulary. In teaching vocabulary, the teacher always teach about new vocabulary. After the teacher explain the all the material, the teacher call students one by one to asnwered the meaning of new vocabulary from flash cards.

   It means that the English teacher implemented the media flash cards in teaching vocabulary, especially in the class VII B MTs N Surakarta II.

2. The problems faced of the implementing flash card by the teacher.

There are many problems in media flash cards. In MTs N Surakarta II especially in clas VII B, the problem is class VII B consist of 40 students, then flash cards that English teacher is very small. It means when the English teacher flash cards all of students cann't see the flash card (words cards). Then, makes student bored and ussually students busy.

3. The teacher try to solve the problems of the implementing flash card by the teacher.

The teacher try to solve the problem in teaching vocabulary using flash cards in MTs N Surakarta II are make the students enjoy with the teaching learning proces. When the students bored or busy, ussually the teacher play the video related to the material or call the students one by one to answered the question from flash cards.

B. Suggestion

Based on the result of the research and conclusion above, the researcher also give the suggestion that will be useful for all people related to english teaching. The suggestions are as follows:

1. For the Teacher

They should enhance their ability in teaching English especially when he taught using flashcards to increase vocabulary mastery, so the students will remember the words easily. The teacher should teach vocabulary effectively. So, teachers' role in teaching learning process can influence students in increase their vocabulary

mastery. Beside, the teacher asked the students to study English continually.

2. For the Student

   a. The students be more active and confident during the teaching learning process.

   b. The student should pay attention to the lesson when the teacher explain about the materials based on vocabularies.

   c. The student shouls relize that learning English is enjoyable and fun.

3. For the School

   School is one of education instituation. Another the teacher, the school also has a big role in the teaching learning process, especially in English. The school should give the complete facilities to the students so that will be created the better English learning.

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DOCUMENTATIONS

APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 11)

Sekolah   : MTsN Surakarta II
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester : VII/Satu
Materi Pokok   **:** Deskripsi Orang, Binatang, dan Benda
Alokasi Waktu   **:** 3 Pertemuan (6 JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati 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.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 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.

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.1.	Mensyukuri kesempatan dapatmempelajari bahasa Inggris sebagai bahasa pengantar komunikasiinternasional yang diwujudkandalam semangat belajar.	1.1.1 Menunjukkan kesungguhan belajar Bahasa Inggrisdalam menyatakan dan menanyakan tentangdeskripsi orang, binatang, dan benda, sangatpendek dan sederhana. 1.1.2 Serius dalam melaksanakan setiap kegiatanpada pembelajaran Bahasa Inggris.
2.3.	Menunjukkan perilaku **tanggung jawab**, **peduli**, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.1.1 Menyatakan dan menanyakan pada guru dan teman menggunakanBahasa Inggris yang berterima tentang deskripsi orang, binatang, dan benda. 2.1.2 Menjawab atau menjelaskan pertanyaanteman yang kurang paham dengan konteks/materi tentang menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda. 2.1.3 Menjawab pertanyaanguru dan temantentang deskripsi orang, binatang, dan bendamenggunakan Bahasa Inggris yangberterima.

	3.10. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks **deskriptif** dengan **menyatakan** dan **menanyakan** tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1.1 Mengidentifikasi fungsi sosial teks deskriptif tentang **menyatakan**dan **menanyakan**deskripsi orang, binatang, dan benda. 3.1.3 Mengidentifikasistrukturteksdeskriptiftentang **menyatakan**dan **menanyakan**deskripsi orang, binatang, dan benda. 3.1.3 Mengidentifikasi unsur kebahasaanteks deskriptif tentang **menanyakan** dan **menyatakan**deskripsi orang, binatang, dan benda..
	4.12. Menangkap makna dalam teks deskriptif **lisan** dan **tulis**, sangat pendek dansederhana.	4.1.1 mengidentifikasi informasi tersurat dan tersiratdalam teks deskriptif **lisan** sangat pendek dansederhana tentang orang, binatang, dan benda dengan tepat. 4.1.2 mengidentifikasi informasi tersurat dan tersiratdalam teks deskriptif **tulis** sangat pendek dansederhana tentang orang, binatang, dan benda dengan tepat.
	4.13. Menyusun teks deskriptif **lisan** dan **tulis**, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.2.1 mendeskripsikan orang, binatang, dan bendasecara **lisan** berdasarkan konteks dengan ucapandan intonasi yang tepat 4.2.2 mendeskripsikan orang, binatang, dan bendasecara **tertulis** berdasarkan konteks dengan ejaandan tanda baca yang tepat.

C. Tujuan Pembelajaran

Peserta didik:
1.1.1.1 bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris;
1.1.2.1 serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris;

2.1.1.1 menyatakan dan menanyakan pada guru dan teman menggunakan Bahasa Inggris yang berterima tentang deskripsi orang, binatang, dan benda;
2.1.2.1 menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi tentang deskripsi orang, binatang, dan benda.;
2.1.3.1 menjawab pertanyaan guru dan teman tentang tentang deskripsi tentang orang, binatang, dan benda menggunakan Bahasa Inggris yang berterima;

3.1.1.1 mengidentifikasi fungsi sosial teks deskriptif tentang menyatakan deskripsi seseorang, binatang, dan benda;

3.1.1.2 mengidentifikasi fungsi sosial teks deskriptif tentang menanyakan deskripsi seseorang, binatang, dan benda;

3.1.2.1 mengidentifikasi struktur teks deskriptif tentang menyatakan deskripsi seseorang, binatang, dan benda;

3.1.2.2 mengidentifikasi struktur teks deskriptif tentang menanyakan deskripsi seseorang, binatang, dan benda;

3.1.3.1 mengidentifikasi unsur kebahasaanteks deskriptif tentang menanyakan deskripsi seseorang, binatang, dan benda;

3.1.3.2 mengidentifikasi unsur kebahasaan teks deskriptif tentang menanyakan deskripsi seseorang, binatang, dan benda;

4.1.1.1 mengidentifikasiinformasi yang **tersirat** dalam teks deskripsi **lisan**tentang seseorang, binatang, dan benda dengan tepat;

4.1.1.2 mengidentifikasiinformasi yang **tersurat** dalam teks deskripsi **lisan**tentang seseorang, binatang, dan benda dengan tepat;

4.1.2.1 mengidentifikasiinformasi yang **tersirat** dalam teks deskripsi **tulis**tentang seseorang, binatang, dan benda dengan tepat;

4.1.2.2 mengidentifikasiinformasi yang **tersurat** dalam teks deskripsi **tulis**tentang seseorang, binatang, dan benda dengan tepat;

4.2.1.1 melengkapi teks deskriptif rumpang yang terkait denganorang, binatang, dan benda dengan kata/frasa/kalimat berdasarkan teks yang diperdengarkan dengan tepat;

4.2.1.2 melengkapi teks deskriptifrumpang yang terkait denganorang, binatang, dan benda dengan kata/frasa/kalimat berdasarkan teks yang disediakan dengan tepat;

4.1.3.1 menyusun teks deskriptiftentang seseorang dengan struktur teks yang benar berdasarkan gambaryang disediakan;

4.1.3.2 menyusun teks deskriptif tentang binatang dengan struktur teks yang benar berdasarkan gambaryang disediakan;

4.1.3.3 menyusun teks deskriptif tentang benda-benda dengan struktur teks yang benar berdasarkan gambaryang disediakan;

4.1.4.1 mendeskripsikan secara lisan guru idolanyadengan struktur teks yang benar berdasarkan pertanyaan panduan;

4.1.4.2 mendeskripsikan secara lisan binatang peliharaannyadengan struktur teks yang benar berdasarkan pertanyaan panduan;

4.1.4.2 mendeskripsikan secara lisan rumahnya masing-masingdengan struktur teks yang benar berdasarkan pertanyaan panduan;

D. Materi Pembelajaran

1. Fungsi Sosial Teks Deskriptif:

Menggambarkan atau mendeskripsikan orang, binatang, benda tertentu yang bertujuan untuk membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

2. Struktur Teks Deskriptif, yaitu:

a. Identifikasi

b. Deskripsi:

1) Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan;

2) Menyebutkan sifat orang, binatang, benda dan bagiannya, dan;

3) Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

3. Unsur Kebahasaan dari jenis pekerjaan dan tempat bekerjanya, yaitu:

(1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

(2) Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.

(3) Kata sifat yang sangat lazim, *young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful*, dll.

(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.

(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(6) Ucapan, tekanan kata, intonasi

(7) Ejaan dan tanda baca

(8) Tulisan tangan

E. Metode Pembelajaran

1. Pendekatan Saintifik
2. Pendekatan Komunikatif

F. Media, Alat, dan Sumber Pembelajaran

1. Media

a. Gambar orang, binatang, benda.(Tersedia di Buku "When English Rings a Bell" halaman 190 - 202)

b. Video monologdan dialog pendek sederhana yang terkait dengandeskripsi orang, binatang, dan benda.(Tersedia di www.dreamenglish.com,http://americanenglish.state.gov/files/ae/re source_files, dan/atauhttp://learnenglish.britishcouncil.org/en/)

c. *Flashcard* terbuat dari kertas BC berwarna, berukuran 15 cm x10 cm, berisi pertanyaan terkait dengan orang, binatang, dan benda tertentu.

d. Kartu situasi terbuat dari BC berwarna, berukuran 15 cm x10, berisi deskripsi orang, benda, dan binatang yang harusdiidentifikasi oleh peserta didik.

2. Alat/Bahan
   • Komputer & LCD

3. SumberBelajar
   • KementerianPendidikandanKebudayaan.2014. BahasaInggris*When English Rings a Bell*SMP/MTsKelas VII.Jakarta: KementerianPendidikandanKebudayaan

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama

a. Pendahuluan (10 menit)
1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti prosespembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas danpenampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, danmemeriksa kehadiran peserta didik.
2) Guru mengajak peserta didik menyanyikan lagu "*Good Morning*" untuk membangkitkanmotivasi belajar Bahasa Inggris.
3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajariatau telahdikenal sebelumnya.
4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akandicapai.
5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Inti (60 menit)
1) Mengamati
a) Peserta didik mengamati gambar seorang tokoh yang ditunjukkan oleh guru sambil menyimak beberapa pertanyaan yang diajukan terkait gambar tersebut.
b) Peserta didik menjawab pertanyaan yang diberikan, guru menuliskan jawaban peserta didik di papan tulis.
c) Dengan mengulangi ucapan guru peserta didik membaca kalimat-kalimat tersebut dengan pelafalan dan intonasi yang tepat.
d) Peserta didik dimintamengamati gambar danmendengarkan gurumembaca percakapan.
e) Peserta didik secaraberpasangan dimintamembaca percakapandengan pelafalan danintonasi yang tepat.

2) Menanya
a) Dengan bimbingan guru peserta didik menanyakan hal-hal yangmereka belum pahami daripercakapan yang merekabaca.

b) Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimanamenayakan danmenyatakantentang deskripsi seseorang.

c) Peserta didik diminta membaca lagi percakapan

d) Secara berpasangan, pesertadidik diminta menceritakankembali percakapan yangdibaca pada Activity 2 danmenuliskannya seperticontoh.

3) Mencoba/Mengumpulkan Data atau Informasi

a) Peserta didik dimintamemperhatikan gambar yangdipegang guru (gb. Daniel Radcliffe, atau yang lain),mendengarkan pertanyaanguru dan menjawabnya.

b) Guru menuliskan semuajawaban peserta didik
contoh:

Teacher:	What is his name?
Student:	His name is Daniel Jacob Radcliffe
Teacher:	What is he?
Student:	He is a English movie actor.
Teacher:	What does he do?
Student:	He entertains people.
Teacher:	What is he like?
Student:	He has white skin, dark brown hair, blue eyes, and pointed nose. His height is about 168cm. He is intelligent.

c) Guru membacakan pertanyaan berulang–ulang,peserta didik menjawabbersama untuk melatihpelafalan dan intonasi.

d) Peserta didik dimintamengamati gambar padaactivity 3, dan melakukantanya jawab dengan temansebangkunya.

4) Mengasosiasi/Menganalisis Data atau Informasi

a) Peserta didikdiminta mempersiapkan foto: ibu,kakak/adik, teman dekat,penyanyi favorit, polisi, artisfavorit, pemain badmintonterbaik dan pesepakbolaidola (sesuai yang telah diinstruksikan pada pertemuan sebelumnya).

b) Peserta didik dimintamenempel foto pada tempatyang disediakan.

c) Peserta didik diminta mendeskripsikan foto yang ditempel menggunakan ungkapan yang telah dipelajari.

d) Guru berkeliling mengamatiaktivitas peserta didik danmemberi bantuan jikadiperlukan.

e) Dengan bimbingan guru peserta didikmenyimpulkan materi yang telah dipelajari tentangbagaimana mendeskripsikanorang.

5) Mengomunikasikan

a) Peserta didik diminta dudukdalam kelompok berempat,mendiskusikan guru idolamereka.

b) Peserta didik menulis sebuahparagraf tentang guru idolamereka, menggunakanpertanyaan bantuan.

c) Guru berkeliling memantau kegiatan diskusi siswa, dan memberikan bantuan jika diperlukan.

d) Peserta didik memajang hasilpekerjaan mereka di tempatyang disediakan.

e) Peserta didik dari kelompoklain, melihat pajangantemannya dan memberikomentar.

c. Penutup (10 Menit)

1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudahdipelajari pada pertemuan ini.

2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukanrefleksi terhadap kegiatan belajar yang telah mereka lakukan.

3) Guru memberikan tugas kepada peserta didik untuk mendeskripsikan seseorang danmencatat siapa saja yang di deskripsikan oleh peserta didik.

4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

2. Pertemuan Kedua

a. Pendahuluan (10 menit)

1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajarandengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka,mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiranpeserta didik.

2) Guru menayangkan gambar-gambar binatang peliharaan dan bertanya tentang binatang peliharaan yang mereka milikiuntuk menarik minat belajar belajar peserta didik.

3) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.

4) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan inti (60 menit)

1) Mengamati

a) Peserta didik mendengarkanGuru membaca text tentang"My cute cat, Spot" sambilmengamati gambar kucingyang ada.

b) Peserta didik dimintamendengarkan lagi danmenirukan ucapan gurumembaca teks tersebut.

c) Peserta didik dimintamembaca text secara bergilir.

d) Guru dapat memperbaikipelafalan dan intonasiyang kurang tepat sesuaikebutuhan.

2) Menanya

a) Peserta didik dimintamembaca kembali text yangterdapat pada Activity 6.
b) Peserta didik bekerjaberpasangan dan dimintamelengkapi kalimatberdasarkan text padaActivity 6.
c) Guru bersama peserta didikmengecek pekerjaan pesertadidik.

3) Mencoba/Mengumpulkan Data atau Informasi

a) Peserta didik diminta untuk menuliskan kembali kalimat-kalimat pada Activity 7 dalam bentuk paragraf.
b) Peserta didik secara bergilir membacakan paragrafnya.

4) Mengasosiasi/Menganalisis Data atau Informasi

a) Peserta didik mengamatigambar, ayam jago sampaidengan burung merak, danmembuat kalimat sepertidalam contoh.
b) Guru memberi kesempatankepada para peserta didikuntuk secara bergilir membacakalimat yang dibuatnya.
c) Peserta didik dimintamendeskripsikan gambartentang sapi, kelinci, kucing,burung dara , anjing herder,dan kupu kupu secara lebihspesifik.
d) Guru dapat memberi contoh
e) Guru melanjutkan bertanyatentang gambar yang adadengan pertanyaan yang sama.
f) Peserta didik secara bergilirmenjawab.

5) Mengomunikasikan

a) Peserta didik dimintamendiskusikan pertanyaanpada Activity 9 dengan temannya.
b) Peserta didik diberikesempatan menanyakanpertanyaan yang sulit bagimereka.
c) Peserta didik dapatmengerjakan tugas tersebutdi rumah dan menempelkangambar binatangkesayangannya di lembar kerjamereka.

c. Penutup (10 Menit)

1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajaripada pertemuan ini.
2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukanrefleksi terhadap kegiatan belajar yang telah mereka lakukan.
3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

3. Pertemuan Ketiga

a. Pendahuluan (10 menit)

1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti prosespembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas danpenampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, danmemeriksa kehadiran peserta didik.

2) Guru memperlihatkan berberapa gambar bangunan untuk membangkitkanmotivasi belajar Bahasa Inggris.
3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajariatau telahdikenal sebelumnya.
4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akandicapai.
5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Inti (60 menit)

1) Mengamati
a) Peserta didik dimintamengamati teks pada Activity10, sambil mendengarkanguru membaca teks tersebut.
b) Guru hendaknya membacadengan kecepatan normal,suara jelas, dan pelafalanserta intonasi yang tepat.
c) Guru membaca teks satukali lagi untuk memberi kesempatan kepada pesertadidik memahami teks.
d) Untuk mengecekpemahaman guru dapatmenanyakan beberapa haltentang makna yang terdapatdalam teks tersebut.

2) Menanya
a) Peserta didik berdiskusidalam kelompok untukmenggambar rumah Gabyberdasarkan teks yangdibaca.
b) Peserta didik membacakembali teks tentang rumahGaby.
c) Pesertadidik diminta untuk menulis draft deskripsi rumag Gaby.
d) Peserta didik secarabergiliran menceritakankembali rumah Gaby.

3) Mencoba/Mengumpulkan Data atau Informasi
a) Peserta didik memperhatikan guru mengulang bagaimanacara mendeskripsikan bendasecara sederhana denganmenunjukan beberapa bendaatau gambar beberapa benda, misalnya: pinsil, HP, Jamtangan, dsb.

Contoh:

- Class, look at thesethings/ pictures.
  What is it?
  What colour is it?
  What is it made of?
  What do people use
  it for?
- Now let's describe the following things.
  See the examples.
  - This is a house.
  - It is big.
  - It has a garden.
  - It looks veryexpensive.

b) Peserta didik membuat draftuntuk mendeskripsikanbenda-benda pada Activity13.

c) Secara bergilir peserta didikmendeskripsikan benda-bendadalam gambar secaralisan.

4) Mengasosiasi/Menganalisis Data atau Informasi
a) Peserta didik mendiskusikanpertanyaan pada Activity 14 dan menjawabdalam hati.
b) Peserta didik diberikesempatan menanyakanmakna pertanyaan yangtidak dipahami.
c) Peserta didik menjawab tiappertanyaan secara tertulis.
d) Peserta didik menulisparagraf tentang rumahnyaberdasarkan jawaban ataspertanyaan.
e) Guru berkeliling memberbantuan.

5) Mengomunikasikan
a) Peserta didik secara bergilirmembacakan tulisannya.

c. Penutup (10 Menit)
1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudahdipelajari pada pertemuan ini.
2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukanrefleksi terhadap kegiatan belajar yang telah mereka lakukan.
3) Guru memberikan tugas mandiri terstruktur kepada peserta didik untuk membuat poster gambar rancangan rumah masa depan mereka beserta deskripsinya.
4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. Penilaian
1. Kompetensi Sikap Spiritual
a. TeknikPenilaian   : Observasi dan Penilaian Diri
b. Bentuk Instrumen : Lembar Observasi dan Lembar Penilaian Diri
c. Kisi-kisi :

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		JUMLAH	2

d. Instrumen: lihat *Lampiran 1A* dan *Lampiran 1B*.
e. Petunjuk Penentuan Skor: lihat *Lampiran 3*.

2. Kompetensi Sikap Sosial
   a. TeknikPenilaian   : Observasi dan Penilaian Diri
   b. Bentuk Instrumen   : LembarObservasi dan Lembar Penilaian Diri
   c. Kisi-kisi :

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1.	Tanggung Jawab	Menyatakan dan menanyakan pada guru dan teman menggunakan Bahasa Inggris yang berterima tentang deskripsi orang, binatang, dan benda.	1
2.	Peduli	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi tentang menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda.	1
		Menjawab pertanyaan guru dan teman tentang deskripsi orang, binatang, dan benda menggunakan Bahasa Inggris yang berterima.	1
		Jumlah	3

   d. Instrumen: lihat *Lampiran2A* dan *Lampiran2B.*
   e. Petunjuk Penentuan Skor: lihat *Lampiran 3.*

3. Kompetensi Pengetahuan
   a. Teknik Penilaian   :TesTertulis
   b. Bentuk Instrumen : Melengkapi.
   c. Kisi-kisi :

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disajikan sebuah teks dialog, peserta didik dapat melengkapi teks deskripsi rumpang dengan benar.	5	1 - 5
2	Disajikan beberapa kata kunci, peserta didik dapat membuat kalimat-kalimat yang menyatakan deskripsi seseorang dengan benar.	5	6 - 10
3	Disajikan beberapa pertanyaan, peserta didik dapat mendeskripsikan seseorang dengan benar.	5	11 - 15
	JUMLAH	15	

   d. Instrumen: lihat *Lampiran 4A.*
   e. Petunjuk Penentuan Skor: lihat *Lampiran 4B.*

4. Keterampilan
   a. TeknikPenilaian   :   Tes Tertulis dan Praktik
   b. Bentuk Instrumen :   Essai (Tes Keterampilan Menulis), Tes Praktik
                          Keterampilan Berbicara), dan Rubrik Penilaian Tes
                          Praktik

d. Kisi-kisi:
   1) Tes Tertulis

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disajikan sebuah teks dialog, peserta didik dapat melengkapi teks deskripsi rumpang dengan benar.	5	1 - 5
2	Disajikan beberapa kata kunci, peserta didik dapat membuat kalimat-kalimat yang menyatakan deskripsi seseorang dengan benar.	5	6 - 10
3	Disajikan sebuah teks deskriptif, peserta didik dapat menjawab informasi yang tersurat dalam teks tersebut dengan benar.	5	11 - 15
	JUMLAH	15	

   2) Tes Praktik

No.	Indikator	Jumlah Butir Soal
	Disajikan pertanyaan-pertanyaan panduan, peserta didik dapat mendeskripsikan orang, binatang, atau benda secara singkat dan sederhana sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi dengan runtut, dan benar.	1

e. Instrumen: lihat *Lampiran 5A* dan *Lampiran 5B*.
f. Petunjuk Penentuan Skor: lihat *Lampiran 5C*.

Surakarta,   Juli 2015

Mengetahui Kepala MTs N Surakarta II	Guru Mata Pelajaran
Drs. Sunarto, M.Pd NIP. 19640101 199503 1 002	Sunarni, S.Pd NIP. 19770117 200501 2 001