IMPROVING VOCABULARY MASTERY BY USING ANAGRAM GAME AT THE FIRST GRADE STUDENTS OF MTSN KARANGANYAR IN ACADEMIC YEAR 2015/2016

THESIS

Submitted as A Partial Requirements
For the Undergraduate Degree in English Education

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assalamu'alaikum Wr.Wb

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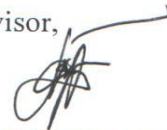
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Thank you for the attention.

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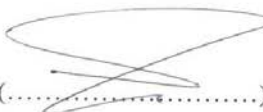Surakarta, July 15th, 2016

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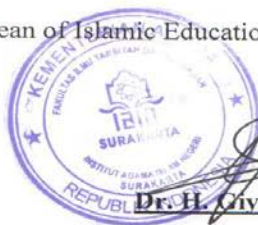
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DEDICATION

This thesis is dedicated to:

1. My beloved father (Mr. Sabta Pujiyanta) and mother (Mrs. Watini) who always support me since the beginning of this study.

2. My beloved sister and brother Adinda Titis Amorita Azzah and Rafa Maulana Zainur Riski.

3. My Best friends in Delirium Class.

MOTTO

Knowledge is not enough, we must practice it. Intention is not enough, we should

do it.

(Johann Wolfgang von Goethe)

Ketika allah memberi izin kita untuk berjalan ditanah yang sangat tandus, maka

allah akan memberi kepada kita sepatu yang sangat kuat.

(Anonymous)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled *"Improving Vocabulary Mastery by Using Anagram Game at the First Grade Students of MTsN Karanganyar in Academic Year 2015/2016"* is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography.

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

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Stated by,

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, the most merciful and the most gracious one, for all blessings and mercies so the researcher was able to finish this thesis entitled *Improving Vocabulary Mastery by Using Anagram Game at the First Grade Students of MTsN Karanganyar in Academic Year 2015/2016*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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2. Dr. H. Giyoto, M.Hum as the Dean of Islamic Education and Teacher Training Faculty.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, July 15th, 2016

The researcher

Insan Bara Rosada

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ABSTRACT

Insan Bara Rosada. 2016. *Improving Vocabulary Mastery by Using Anagram Game at the First Grade Students of MTsN Karanganyar in Academic Year 2015/2016.*Thesis English Education Department, Islamic Education and Teacher Training Faculty, IAIN Surakarta.

Advisor   : Dr. Imroatus Solikhah, S.Pd., M.Pd.

Keyword   : Vocabulary Mastery, Anagram game, CAR

The objectives of this research are: (1) to describe the implementation of student's vocabulary mastery using anagram game, (2) to know the improvementof student's vocabulary mastery by the implementation ofanagram game. This research was conducted at MTsN Karanganyar academic year 2015/2016. The subject was the students of class VII B consist of 40 students.

The method used in this study was Class Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research means that the researcher worked collaboratively with the English teacher in the class. The *CAR* (Classroom Action Research) was done based on Kemmis and Mc Taggarts' design, it content of two cycles in each cycle consist of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test and post-test. These data were compared and analyzed to get a conclusion as the result of this research.

Based on the result of this research showed that there was an improvement on the students' vocabulary mastery, it can be seen from the mean score of pre-test were 55.45, the mean score of post-test 1 was 81.21, and the mean score of post-test cycle 2 was 87.09. The finding of this research showed that the applying anagram game significantly improved students' ability in mastery of vocabulary. The qualitative data show that the students were more interested and motivated on vocabulary mastery through anagram game. It is suggested that teachers should apply anagram game to improve students' ability in vocabulary mastery.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about: background of the study, identification of the problem, limitation of study, problem statement, objective of the study, benefit of study, and definition of key term.

A. Background of the Study

English is one of tools of communication in the world. In English learning there are four skills such as reading, writing, speaking and reading which the students are expected to master all of it. The main element to master the English skill is vocabulary. The students will learn English easily if they know English vocabulary first. Mastery of vocabulary is very important because it can improve many subjects in English learning. Harris (1969:9) states that vocabulary and grammar are two very important elements shared by all four skills. From the statement above, it can be said if the students learn of four skills, they have to master the vocabulary because vocabulary is the basic component to learn the four skills.

In vocabulary class, the students should have good ability in English vocabulary because it can support all subjects in English. The first, the students must have many vocabularies in English that can help them to know the meaning of what they learn in English. Learn vocabulary in class is success when the students understood what the teacher teaches

and they can give feedback about the material. The mastery of vocabulary is very important in language teaching.

Coady and Huckin (1997:5) Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written forms. It means that students in junior high school must master English vocabulary and its grammatical rules to make communicate to other people. Krashen (in Fauziati, 2010:61) states that it is undeniable that most learners' vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking, and writing exercise. Anyhow, this does not mean that explicit vocabulary instruction is less important for foreign language learners.

According to Thornbury (2002:13) here are some statements made by learners, in answer to the question *how would you like to improve your English*?

> Oral is my weakness and I can't speak a fluent sentence in English. Sometimes, I am lack useful vocabulary express my opinions, my problem is that I forget the words soon after I have looked in the dictionary. For example when I read an English book, I would like to improve my vocabulary. I have the feeling that I always use the same idiomatic expressions to express different sort of things, I'd like to enlarge my vocabulary (this word I also had to find in dictionary). Too often my speaking is hard caused by missing words.

however, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary.

Based on the researcher's observation on February 10th, 2016 through conducting preliminary study during teaching learning English activity at the first grade at MTsN Karanganyar, the researcher found that many students of first grade at MTsN Karanganyar had difficulties in learning English especially in the vocabulary. It was proved by the result of the students' Pre-test in preliminary study. The mean of the students' English score was 55.45. This score is computed from the average score of each indicator and the descriptor of vocabulary mastery such as grasping and interpreting meaning, spelling, and context. Meanwhile, the Minimum Mastery Criterion-Kriteria Ketuntasan Miniman (KKM) was 75.0. The result indicates that the students' English achievement was very low. Besides, it was supported by the result of interview of the English teacher in preliminary study that the students' difficulties come from the weaknesses of students' vocabulary especially in VII B students of MTsN Karanganyar.

From VII A until VII I, the English teacher suggested to me for research VII B because the students scoresare lower than other class. The problems are categorized into cognitive and affective problem. From the point of view of cognitive problem are: (a) the students get difficulty in grasping the meaning. When they read sentences or texts, the students can not understand the information in the passage, it dues to the fact that they do not understand the meanings of the words in the text. Many students had difficulties in grasping the meaning. For example the word "TAME" the students do not understand the meaning of that word, (b) the students

have difficulty in spelling. Similar with the students' way in pronouncing words, when they are asked to spell the words, they write them incorrectly. The students do not know the correct spelling of the words they used in the writing, (c) when they write simple sentences, they have difficulty to arrange the words in appropriate context of situation. It was shown when the students arrange some sentences. They were difficult to arrange the sentences in the pre-test well. For example " the biggest – animals – the – world – in – one – is – Elephant" the students word "Elephant is the biggest of one animals in the world".

The description above is also supported by the result of interview. The interview is conducted to know the students' opinion about vocabulary mastery. When they are asked about vocabulary, most of them say that vocabulary is difficult. They also explain why vocabulary is difficult for themselves. It can be seen from the following students' answer as follows:

> "Gak tau artinya sir."
> "Cara membacanya susah sir, gak sama tulisannya."
> "gak tau bahasa inggrisnya sir, jadi sulit kalau membuat
> kalimat menggunakan bahasa inggris."

The affective problem is seen from students' attention during teaching and learning process. They are bored with the English learning activities, so the students' attention is not optimal. Some of them do not have interest and motivation to join the English class. The students are noisy when the teacher gives an explanation and they are passively involved in teaching and learning process. Based on the problem above,

the researcher finds the possible causes coming from the students and the teacher.

1. The students' background knowledge which of English influences the students' mastering of words. The students who have problem in memorizing words also have problem in grasping meaning, so the process of guessing meaning takes a long time. They get difficulty to understand the information in a sentence when they read a text.

2. The students have low confidence. They feel shy to speak English in front of the class and this influences the students' pronunciation.

3. The problem of the students' habit. They are also reluctant to bring the dictionary. They just wait until the teacher explains the material. It gives students no chance to develop their vocabulary mastery such as grasping the meaning. Moreover, some of them say that the task is too difficult, so that they easily give up and do not the task given by the teacher.

4. The way the teacher teaches is not interesting and makes the students get bored and the teaching and learning process is running monotonous. The teacher does not promote vocabulary learning by using an interesting media. As the result, in the class, some students sometimes are seemed to lean over their head on the table and talk to each other. They just paid attention to the teacher when they do exercises and if the time given to do it is too long and they begin to be noisy again.

5. The way of teacher teaches also does not improve the students' pronunciation. For example, the teacher rarely speaks English and prefers to speak Indonesia or Javanese. She does not give good model to pronounce English words correctly. Therefore, the students never speak English too.

6. The material is not interesting. The researcher observes that teacher only uses Lembar Kerja Siswa (LKS) as the source of material. The limited of source of material influences the teachers'creativity to develop teaching material and the teacher can not measure whether the materials in the textbook are enough to develop vocabulary or not.

The poor achievement of students in vocabulary and their low motivation in learning English, especially vocabulary, became serious problems for the teachers. Seeing the teachers initiate to use the appropriate technique and approach which could increase the students' interest in the learning process in the classroom. Therefore, the teacher needed to apply learning strategies, which are aimed to create an interesting atmosphere so that the students will be enthusiastic in the learning process.

Based on the above problem, it is important to use a new technique or media to help students in solving their vocabulary problems. The teacher should find the best or the effective technique to teach English vocabulary. It is also used to stimulate the students' motivation and students' interest to the lesson. The researcher chosen anagram can motivate students and make them interested in learning vocabulary

English for junior high school. Anagram is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once; for example orchestra can be rearranged into carthorse. Someone who creates anagram is called an anagrammatist. The original word or phrase is known as the subject of an anagram. An anagram is the rearrangement of the letters of a word, name, phrase, sentence, title, or the like into another word or phrase. All the letters of the name or phrase must be used once and only once. This is the basic rule of anagramming.

Based on the problem and the reasons above the researcher is interested in conducting Classroom Action Research entitled "Improving Vocabulary Mastery by Using Anagram Game at the First Grade Students of MtsN Karanganyar in Academic Year 2015/2016".

B. Identification of the Problem

Based on the background of research above, the problems that can be identified are:

1. The difficulties in understanding English language because lack of vocabulary

2. The less motivation when student study vocabulary.

3. Many student get difficulty when they study vocabulary because they feel bored with the way of teaching vocabulary.

4. The less technique or media to teaching vocabulary.

C. Limitation of Study

The research focuses on the improvement of student vocabulary mastery by using anagram games. The problems are limited as the following:

1. Vocabulary Mastery focuses on VII B students of MTsN Karanganyar

2. The object of the study is limited on the implementation of Anagram game for improving the student's vocabulary mastery

D. Problem Statement

Based on the background study above, the problems of the research are follows:

1. How is the implementation of *Anagram Game* to improve student's vocabulary mastery at the First Grade Students of MTsN Karanganyar in Academic Year 2015/2016?

2. Does the implementation of *Anagram Game* can improve the student's vocabulary mastery at the First Grade Students of MTsN Karanganyar in Academic Year 2015/2016?

E. Objective of Study

In line with the problem statements above, the objective of the study are as follows:

1. To describe the implementation of student's vocabulary mastery using *Anagram Game* to the First Grade Students of MTsN Karanganyar in Academic Year 2015/2016.

2. To know the improvement of student's vocabulary mastery by the implementation of *Anagram Game* to the First Grade Students of MTsN Karanganyar in Academic Year 2015/2016.

F. Benefit of Study

1. Theoretical Benefit

   a. The result of the research paper can enrich vocabulary research as an input in English teaching learning process.

   b. It can be used as the contribution for academic media in Indonesian education future.

2. Practical Benefit

   a. Teacher

   The researcher hopes that the result of research can help the teacher in improving the students' vocabulary mastery.

   b. Student

   The use of Anagram will be easier for students to improve their vocabulary Mastery in English learning. It will be easier for them to memorize their vocabulary.

   c. School

   This research can enhance credibility, the performance of English language usage, and imaging in the community and to support the establishment of a national education goal.

G. Definition of Key Terms

1. Vocabulary mastery

   Swannel (1995:265) states that mastery is comprehensive knowledge. Vocabulary mastery is ability of the fourth grade students of First Grade Students of MTsN Karanganyar in mastering unfamiliar words

and they are expected to find the meaning of unfamiliar words or the new vocabulary.

2. Anagram game

   Ayu and Rini (2009:68) states that Anagram is a word or phrase created by re-arranging the letters of another word or phrase, in which every letter in the original is used in the creation of the new phrase.

3. CAR (Classroom Action Research)

   kemmis in Hopkins (2008: 48), that action research is a form of self-reflective inquiry conducted by participants in social interaction situation (including education) in order to improve practice by group or participants and by means of own reflection upon effects of these action.

CHAPTER II

THEORETICAL REVIEW

In this chapter, the researcher explains about: definition vocabulary; the importance vocabulary; vocabulary mastery; kind of vocabulary; teaching vocabulary; assessing vocabulary; definition of game; *Anagram Game*; teaching vocabulary using *Anagram Game*; action hypothesis and previous study.

A. Vocabulary

1. Definition Vocabulary

Vocabulary is one of basic knowledge in English learning. It is important aspect to learn when someone learns a language. Hiebert & Kamil (2005:3) state that generally vocabulary is the knowledge of meaning of words. Vocabulary used to express ideas, feeling or think or information to people clearly. In other words vocabulary is important in doing communication both of spoken and written. It represents complex and, often, multiple meaning. Furthermore, these complexes, multiple meaning of words need to be understood in the context of other words. Hatch and Brown (1995:1) state that the term vocabulary refers to a list or set of words that individual speakers of language might use.

Fauziati (2010:61) states that vocabulary is a central to language and critical important to typical language learner. Without a sufficient vocabulary, one cannot communicate or express his idea both in oral and written form. Heinle (2008:1105) state that vocabulary is the total number of words you know in a particular language.

From the definitions above, it can be concluded that vocabulary is set of words that use by human to share stories, ideas, and content in oral and written form. So it is very important to learn firstly before other basic knowledge and skills of English.

2. The Importance Vocabulary

Vocabulary is word that construct a content of discussion both orally or written. It used in verbal interaction. According to Tarigan (1989:2) quality of someone's language skill can be seen from quantity and quality their vocabulary. If someone master in vocabulary, they can be easy to make communication with other. They do not get confused when they want share their idea or understanding.

The linguist David Wilkins (in Thornburry, 2002:13) summed up without grammar very little can be conveyed, without vocabulary nothing can be conveyed. His view is echoed in this advice to students from a recent course book (Dellar H and Hocking D, Innovations, LPT):

> "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words!"

It shows that learning vocabulary is very important, because if you just learn grammar, your English will not improve very much. You can say very little with grammar, but you can say almost anything with words.

3. Vocabulary Mastery

   a. The Definition of Vocabulary and Mastery

        Mastering vocabulary is crucial in language acquisition. It will be difficult to master a language without mastering vocabulary. Swannel (1995:265) states that mastery is comprehensive knowledge. Furthermore, Wallace (1998:27) states that the learners are able to recognize the vocabulary in its spoken and written form. The learners also can spell and pronounce it correctly. They are able to relate it to appropriate objects or concepts. They can use the vocabulary in the grammatical form. They are able to recall it correctly. They know in what ways it can combine with others words, the learners also aware of its connotations and associations. They can use it in appropriate level of formality and appropriate situation.

        Hatch (1995:1) states that the term vocabulary refers to a list or a set word for particular language or list or set words that individual speakers of language might use. The vocabulary can be divided into two groups - passive vocabulary and active vocabulary. Passive vocabulary contains all the words that it understands when read or listens, but which do not use (or cannot remember) in writing and speaking. Active vocabulary is all the words you understand, plus all the words that you can use yourself. Your active vocabulary, in English and your own language, is probably much smaller than your passive vocabulary. The more you work on learning a word, as suggested above, the more likely it is that it will become part of your

active vocabulary. Krasen (1998:155) states vocabulary is the basic communication. If it is required, it does not recognize the meaning of the key word used by those who addressed them, they will be unable to participate in communication, vocabulary is also important in acquisition process. So vocabulary is a set of words that should be mastered by language learners and language users. Without vocabulary, people cannot express their idea and they cannot communicate with other. Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

Based on the definitions above, the researcher concluded that vocabulary mastery is sufficient aspect in language learning without vocabulary mastery learner will be hard to master a language itself.

b. Knowledge of vocabulary mastery

vocabulary mastery is defined as students' complete knowledge of meaning and form of words in context appropriately. Knowledge in vocabulary mastery concerns with words and meaning, generally word class and word meaning (Hatch and Brown, 1995:218).

a. Word Class

Word class is the classification of words to a language depending on its function in communication. Word class membership is an important lexical feature, in this case there are nouns, verbs, adjectives, and adverbs.

1. Nouns can be divided into subclasses. There are proper nouns and common nouns.

2. Verbs are words that denote action. Verbs that denote states rather than action seem less verb like.

3. Adjectives are used to highlight qualities or attributes.

4. Adverbs are similar to adjective in many ways although they typically assign attributes to verbal, to clauses or to entire sentences rather than nouns.

b. Word Meaning

The two important issues in word meaning students' usually get difficulties to infer are synonymous and antonymous;

1. Synonyms

Hatch and Brown, (1995:19) explain that synonyms are words that share meaning.

2. Antonyms

Hatch and Brown, (1995:20) define that antonyms as words that mean the opposite. They present interesting problem for anyone seriously interested in semantic feature analysis.

c. Indicator of vocabulary mastery

Based on Hatch and Brown (1995:218) theory, the researcher constructs and summarizes the knowledge of vocabulary as the indicator of the research into:

a. Adjective (words are used to highlight qualities or attributes)

b. Noun (words are used to refer to "things" such as people, objects, creatures, phenomena, and abstract)

c. Verb (words are used to refer various kinds of actions involving the "things" in events)

d. Adverb (words are used to provide information about the actions and events)

e. Synonym (words that mean the same, or nearly the same)

f. Antonym (words that mean opposite)

d. Types of Vocabulary

Thordike and Lorge in (Nation, 1990: 19) define types of vocabulary as follow:

Table 2.1: Types of Vocabulary, their features, and the

Implication for Teaching and Learning

Types of Vocabulary	Number of words	Frequency	Coverage of text	Origins	Implications for teaching and learning
High frequency word	2,000	Occur frequently	About 87% of the of the running words in a text	About half are from Latin, French, or Greek	Spend a lot of time on these words. Make sure they are learned.
Academic vocabulary	800	Occur frequently in most kinds of academic texts	About 8% of the running words in academic texts		If learners are in upper secondary school or in tertiary education.
Technical vocabulary	About 1,000 to	Occur, Sometimes	About 3 %		If learners are in

Low frequency words	2,000 for each subject. About 123,000	frequently, in specialized texts Do not occur very frequently	of the running words in a specialized text. About 2 % or more of the words in any text		secondary school If learners are in elementary school

Based on the table above, it can be concluded that junior high school Technical vocabulary (About 1,000 to 2,000 for each subject.). It causes the level and ability of the students are different. Besides, the student's need will influence in using vocabulary.

4. Teaching vocabulary for junior high school

According to Permendiknas No. 22 and 23 year 2006, the aim of English teaching and learning is to make students able to communicate both in oral and written in order to face the development of science and technology in the global era. As one of the linguists mentioned in the School Based Curriculum (KTSP) that vocabulary is an essential element of English so it should be placed as one of the aspects which have to be concerned well in the teaching learning process. Besides that, vocabulary also has an important role to support the ability of four language skills, such as listening, speaking, reading, and writing.

It is important to teach vocabulary in the English teaching learning process, especially in the communicative language teaching method. In this method, vocabulary is the main part to support the communicative

goals because if the students do not master vocabulary well the goals cannot be reached. While according to Nation (2008: 7), learners need to take responsibility for their own learning, that is, they have to become autonomous learners. This will be difficult for the learners. The learners need to be serious because they have to think about what words they should learn, for what they learn those words, and how they learn it, when they need to use the words and keep motivated to learn and using the language. Become autonomous learners also include searching for information on their own to develop their knowledge. Therefore, the teacher's role is very important to help the learners.

5. Kind of Vocabulary

There are several kinds of vocabulary. Haycraft (in Hatch and Brown, 1995:370) classifies vocabulary into two kinds. There are:

a. Receptive Vocabulary

Receptive Vocabulary is words that the learners recognize and understand when the words are used in the context, but which they cannot produce. The learners found the word in reading text but they do not use it in their speaking or writing.

b. Productive Vocabulary

Productive vocabulary is words that the student recognizes and understand, can pronounce correctly and use in speaking and writing. In involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive

vocabulary can be addressed as an active process. The learners produce the words to express their thoughts to others.

Based on the explanation above, the researcher concluded that learners can only find receptive vocabulary but they can produce it however they can find and produce productive vocabulary.

6. Teaching Vocabulary

Burns and Broman (1975:295) say that the teacher must give attention to developing the vocabularies of each child through carefully planned instruction and to do so, must be aware of what words are (verbal representation of concept) and how are formed. One of the problems in teaching vocabulary is how to select what words to teach. Vocabulary is introduced by the teachers that are conditioned by the books that they use, but the teachers may choose to bring in other areas of vocabulary that they feel relevant to their pupils. There are certain guidelines on which the choice of vocabulary can be based:

a) Commonest words. It is important to choose words that are commonly used or words that students need.

b) Student's needs. Hatch and Brown (1995:417) state that in authentic language approach, the vocabulary materials ideally reflect the needs and interests of the students and their teacher.

c) Student's language. If teachers are teaching a class from one language group, knowledge of student's language will tell them which words are similar in student's language and English. Therefore, they will be easily learnt.

d) Word building. It is often worth choosing a word because a general rule can be formed, e.g. teach – teacher, work – worker.

e) Topic areas. In many ways, it is easier to teach vocabulary which belongs to one area of sequence, as the students will be able to form a pattern interrelated words in their mind.

f) Cross reference. The teacher thus makes the application wider and more useful and they can revise the vocabulary later in different situation.

According to Shidiq (2013:19-22) there are many occasions when some forms of presentation are the best way to bring new words into the classroom. Techniques in presenting new vocabulary:

a) In context. If words occur in a text or passage, the meaning can often be deduced when the other in the sentence are already known. This deductive process applies particularly to use of reading passage or stories whether taped, read, or told.

b) Create a context. The only way to teach the meaning of many abstract words is by creating a context or situation from which students can understand then deduce the meaning.

c) Description of definition. Teacher can also describe and define object, although drawing is often more effective.

d) Realia or object. There are hundreds of simple objects in the classroom, which can probably be seen through the windows and others can be brought in when needed. Words like postcard, ruler, pen, ball, etc can be presented in this way. The teacher holds up the objects (or print to it), says the word and gets the students to repeat it.

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

f) Mime, action, and gesture. It is often impossible to explain the meaning of words and grammar either through the use of realia or pictures. Actions, in particular are probably better explained by mime, and times (a hand jerked back over the shoulder to represent the past, for example).

g) Explanation. Explaining the meaning of vocabulary items can be very difficult, especially at the beginner and elementary levels. It is worth remembering that explaining the meaning of a word must include explaining any fact used, which are relevant. For example, if the teacher explains the meaning of 'mate' (=friend) the teacher has to point out that it is colloquial word used in informal contexts and that it is more often used for males than for females.

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

i) Outside the classroom. The teacher can take the out class and introduce words for things in shop window, or in the street. Close control and plenty revision is needed here is a vivid way of teaching, and new vocabulary is taught in living context.

j) Word games. There are a large variety of word games and they are useful for practicing and revising vocabulary after it has been introduced.

In this study the writer tries to use word game as teaching aids in teaching English vocabulary.

7. Assessing Vocabulary

The researcher will use criterion to measure the standard vocabulary of student. Assessing is important to measure the students' understanding and knowledge. According to Brown (2004:3) test is a method of measuring a person's ability knowledge of performance in a given domain. Assessing motivates the students to review their vocabulary in doing test.

Brown (2004:4) states that test are a subset of assessment, they are certainly not the only form of assessment that a teacher can make. Assessment can be for feedback to aid learning and for comparable competence. It can be done by carrying out a series of test during teaching learning process, as a good teacher never ceases to assess students.

According to Thornbury (2002:132), there are two types of test such as: (a) multiple choice tests are popular way of testing in that they are easy to score. Moreover, the multiple choice format can be used with

isolated words, words in a sentence context, or words in the whole text; and (b) gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus they test the ability to produce a word rather than simply recognize.

In the present study, the researcher will use criterion to measure the standard vocabulary of student. The researcher uses two types of test, jumbled letters and matching item test with anagram in order to know about the ability of students in mastering the words that they have learnt. In jumbled letters item test the students have to arrange the letters in order to be the correct words and for matching item test the students have to match the words with the correct answer.

B. Games

1. Definition of Game

According to Sudono (2000: 1) "The game is an activity that is carried out with or without using a tool that generates the sense or provide information, give pleasure as well as give the imagination of the child". The game itself by Lewis and Leroad in Sudono (2000: 4) defined as "a fun activity that has rules and attended by students, individuals and groups that compete and interact to achieve a certain goal". That goal if it means learning to do with the aim of achieving the learning objectives.

Meanwhile, according to Mayke S. Tedjasaputra (2001: 1) Playing is Fun activities and a requirement that is inherent in the child. Through the game, can to the development of culture and art. Through the game can be utilized for the development of the physical, motor, intelligence, and

emotional. When these three aspects do not get a chance to grow there will be inequality. Playing is a child into the world of work and the rights of every child without age limit.

Based on the explanation above, it can be concluded that the game is a fun activity that involves themselves or others in certain situations to interact with others and to train students to take the initiative and imagination to achieve certain goals. The existence of strong interactions between students in the game will generate strong emotional bonds so that they can exchange knowledge and experience.

2. Advantage of Game

The game has a benefit in the learning process, that game can be used in the process of teaching and learning activities. Mayke S. Tedjasaputra (2001: 46) argues that teacher can use some game as his tools to do observation and evaluation for the students. The game can cause students' motivation and help reduce or eliminate the boredom of students in learning, so students are encouraged contribute as much as possible to get the best results. Meanwhile, according to Mayke S. Tedjasaputra (2001: 38) the benefits of the game are as follows:

1. For the development of the physical aspects in the play children have the opportunity to engage in activities that involve movement of the body, this will make the body healthy children and the muscles of the body become stronger.

2. For the development of fine and gross motor aspect Children aged 3 months of starting to learn to get a toy was near, it is children learn to

coordinate eye movements with his hands, indirectly, children learn to perform fine motor movements. Aspects of gross motor skills can be developed through the motions of playing. One example, at the beginning he was not skilled to run, but with a game of chase, then the child's interest to do so and ended up running.

3. For the development of the social aspects of play can be helpful in learning the communication with fellow friends, in this case the child learn to express the content of his thoughts and feelings and learn to understand what was said by a friend, so that social relationships can exist and children can exchange information.

4. For the development of aspects of emotion and personality Children will have a vote against him on surplus or a shortage so as to assist the formation of self-concept and is expected to have a sense of confidence and self-esteem. Through play, children learn how to behave and conduct to working with her, to be honest, brave, generous, and so forth.

5. For the Development of Cognition Many basic concepts that children learn through play, without realizing it children begin to learn, for example to introduce color and size can be used to play fishing activity which consists of an assortment of colors and sizes. This aspect of cognition is defined as the knowledge, creativity, language skills and memory.

6. To Sharpen Sharpness sensing Aspects relating to sight, hearing, smell, taste, and tactile need to be sharpened so that children become

more responsive to things that are taking place in the environment. It is through play, children are expected to be active and critical of the events that appear in the vicinity.

7. For skill Sports and dancing Physical development as a basis to develop skills in the field of sports and dancing, when the dancing children skillfully perform these activities, he will be more confident, the most important thing is the children loved and happy at the event which will is developed in accordance with interests, talents, and will eventually become a hobby and even a source of livelihood in the future.

Meanwhile, according to Kartini Kartono (1992: 117) says that "By the way frolic, children perform certain experiments and exploration, while testing its capabilities. Through the game will get a pleasant experience, while intensifying efforts to study and carry out the tasks of development ".

Another benefit of the game is the game can be applied in all fields of study, such as mathematics, social studies, science, language, and so forth. According to John D. Latuheru (1998: 109) stats that the language game in the language learning process is to develop vocabulary. Games in Language Learning aim to improve language skills. Skilled language skills include listening, speaking skilled, literate and skilled writing. Fourth-speaking skills are interrelated and mutually supportive. Good command of the language is the main asset that skilled language so the game of

learning Indonesian language in them to develop vocabulary and language development.

3. Kind of Game

Based on the place and function, Mayke S. Tedjasaputra (2001: 74) stated that there are two play's tools in our environment. They are children's play tools and educative play tools.

a. Children's play tools

It is games that are usually found around the children such as seeds, rocks, banana's stem and flower, kinds of leaves, coconut's shell and fibers, straw, rice, ribs of palm, stars, and small numbers.

b. Educational games

Educational game is specifically designed for educational purposes, and has characteristics:

1. Can be used in various ways such as in a wide variety of purposes, benefits and various forms types.

2. It was intended for pre-school children and its function to develop various aspects of the intelligence and motor development of children.

3. Make the child to be more active.

4. Constructive nature. Each tool educational games have multi-function, although these tools have some specificity. It is usually known as manipulative games that can develop skills and imagination.

Based on those tools above, tools in anagram game include as an educative game because it consists of letters and words game. Those tools are designed for educational purposes to learn about vocabulary.

John D Latuheru (1998: 112) says that one of the functions of game by using the card is "In general, card games can increase learning motivation of the students, the game can also encourage students to help each other". Therefore, letter cards as a means of educational games in the game anagram is useful for educational purposes.

C. Definition of Anagram Game

Anagram is the first type of word game popular in Europe during the middle ages. Anagram art created by the Greek poet Lycophron. Before the era of computerization, anagram built using pen and paper from a combination of letters and experiment with variations. According from The World Book Dictionary (2006) anagram is a word or phrase formed from another by transposing or rearranging the letter. Webster's School Dictionary Meanwhile (1980) anagram is a word or phrase made out of another by changing the other of the letters, according to John M. Echols and Hassan Shadily (2003: 28) anagram means "exchange of letters in words so that the word has another meaning of the word before". From the explanation above, anagram is changing the sequence of letters a word into another word that has meaning.

According to maimunah from barus (2010:13) Anagram is a good technique in teaching vocabulary. There are many ways in applying anagram to the students, such as:

1. The students form other word from the key word given. For example:

   a. Grandmother = mother, other, her, ear, etc

   b. Learning = earn, lean, liar, etc

   c. Reader = dear, read, ear, red, etc

   d. Handsome = dome, hand, some, name, etc

   e. Weather = her, tea, hat, eat, etc

2. The students rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence. For example:

Thecare	Bfiaueilu	Idouyl
Pnhuis		Shlcoo

   a. Please speak loudly, so I can hear your voice

   b. You are very beautiful wearing that gown

   c. My English teacher is very friendly

   d. The teachers will punish us if we don't do our homework

   e. My school is in front of my house

3. The students omit one or some letters of the key word and transpose rest. For example:

   a. Key word : perceive

      Defenition : got or accept something

      New word : receive

   b. Key word : *apple*

      Defenition : whiter than usual because of illness; not bright

      New word : pale

   c. Key word : *adore*

Defenition : look at and understand something written

New word : read

d. Key word : *blame*

Defenition : food that is eaten

New word : meal

e. Key word : *label*

Defenition : having the power to do something

New word : able

4. *The students transpose the letters of theword and form another word*

by

using thoseletters exactly once based on the defenition. For example:

f. *Note*

Defenition : quality of a sound or voice

Word : tone

g. *Name*

Defenition : the explanation or defenition of something

Word : mean

h. *Rail*

Defenition : people who tells lies

Word : liar

i. *Earn*

Defenition : a short distance

Word : near

j. *There*

Defenition : the number after two

Word : three

5. *The students match the scramble word on the left to its arrangement on the right*

A. Acdr	Flower
B. Eflowrs	Gift
C. Fg i t	Card
D. Aehrt	Chocolate
E. Accehloot	Heart

Anagram is very exciting to be applied as one language learning techniques, because the anagram is one of the games. Anagram games can awaken the creativity of children. Son seeks creative work on the letters to locate and define new words. Boy error when playing a game of anagrams is a valuable lesson for children.

Search and discovery of a new word by itself will be classified by children with a way to differentiate meaningful word and did not. In addition, children will be enriched with words that have not been controlled previously.

From the explanation above, that the anagram game is a game change the order of the letters of a word into another word or group of words change into another group of words or sentences are meaningful, as for the game

anagram indicated by: a. changing the letters of the word; b. inspire creativity; c. between the words.

D. Teaching Vocabulary Using Anagram Game

Harmer (2002:38) states that young children learn differently from older children, adolescents, and adult. In learning, young children more difficult in study, it is caused by they learn tend to change their mood every other minutes but, on the other hand young learner more have motivation in learn than adult to do things that appeal to them. In this case, the teacher should more creative in selecting activities in learning process; furthermore, they should provide a great variety of interesting activity and exercise. Using a games, songs, and humor in teaching vocabulary more effective in helping the students in learning, they would be easier in recognizing new words and make the lesson more interesting. Sher (2004:1) states that playing games to learn cognitive and kinesthetic skills works for the same reasons. When we are in a positive frame of mind, we are present to that moment. It is in that state of acceptance that we are most open to new experiences and new knowledge.

This game is one game popular in English-speaking countries. Anagram is an interesting way of learning to increase one's vocabulary, anagram can motivate and encourage the students' interest learning vocabulary. There are three types of transpositions (letter re-arrangement) in Anagram. One of them is Random Anagram where the letters of an English word being scrambled into a random pattern and the players must rearrange the original word. The rules of Anagram Game as follows:

1. Students are divided into 4 groups where each group consists of ten students.

2. Student gets some words consists of 4-6 letters.

3. Student must arrange the letters that were randomized into a new word.

4. Student uses all the letters to form a 1 or 2, even 3 new words.

   Example:

   a. Malp   : lamp, palm

   b. Tapel   : petal, plate, pleat

   c. Elam   : male, meal, lame

   d. Erosh   : horse, shore

   e. Balett   : battle, tablet

5. Group with a most new word is the winner.

   There are three criteria, or rules, that must be met in order to classify something as an Anagram:

   1. The letters of a word or phrase must be re-arranged.

   2. A new expression must be created.

   3. Every letter of the original must be used in the new expression.

   In learning English we need a media or technique. Media is used by the teacher to approach the subject to the students. Using a media can help the students to learn something. According to Sher (2004:2) sometimes it is difficult to say at what age a child will do best with which game. There are some children who are delayed in their physical coordination but have exceptional control in their ability to use their minds. In playing this game, the

players are expected to think strategically about their moves so that building words can be easier.

E. Theoretical Framework

Vocabulary mastery is an important component in understanding the language. In order to make a good communication the students must master vocabulary. There are several factors that influence the vocabulary mastery. The factors can be external factors and internal factors. The external factors are intelligence, motivation, and strategy. The internal factors are Environment, availability of concrete references and teaching technique.

Anagram Technique is one of technique to improve the students' vocabulary mastery in First Grade Students of MTsN Karanganyar. It is very motivated by students'. It can be seen from the activities of the students in the teaching learning process using Anagram technique. The students can become active when they suggest coming front of the class. They are become brave to spell the word and getting the meaning. Anagram is considered as an effective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying language and encourage them to look carefully at words, students can practice to form other words from the given clues, match words with definition, provide spelling practice, show the students how the letters of many words can be manipulated to form other words, emphasize the importance of letter position in relation to word meaning. So, Anagram technique is technique that was very motivated to students to learn vocabulary mastery.

The goal of this research is to improve vocabulary mastery at First Grade Students of MTsN Karanganyar.

According to shidiq (2013:30) process of theoretical framework can be seen on the diagram above

Figure 2.2. Process of Theoretical Framework
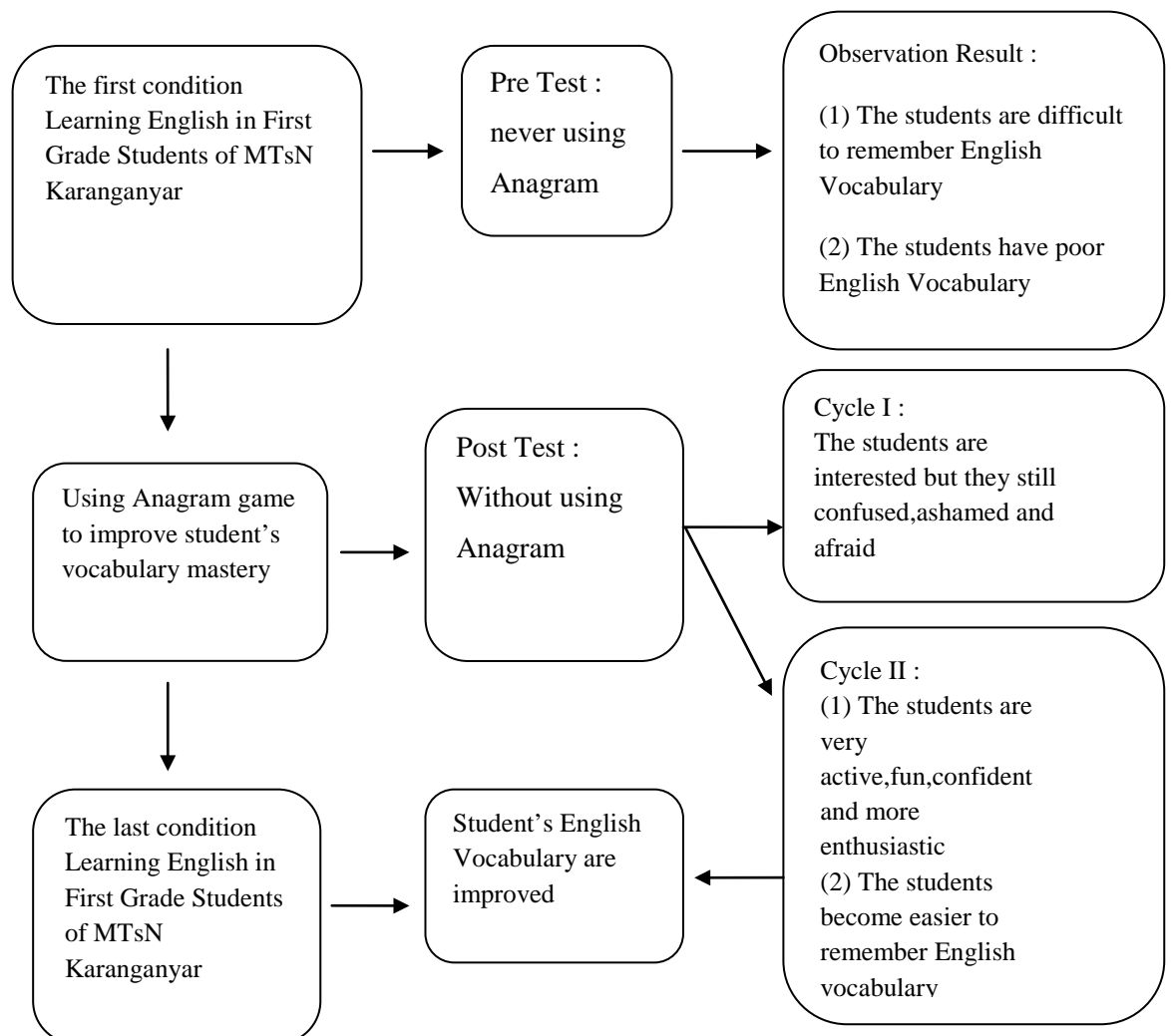
If the researcher didn't get the improvement of student's vocabulary after conducted the cycle one and cycle two, researcher will give the students cycle three by revising the student's problem before and the researcher will

continue and give the next cycle until the student's vocabulary mastery increase.

F. Action Hypothesis

From the description of related theories, the researcher proposes the hypothesis that using anagram game the students can improve their vocabulary mastery of the First Grade Students of MTsN Karanganyar in Academic Year 2015/2016.

G. Previous Study

In this sub chapter the researcher provides four previous studies related to this present study. There are two thesis and two international journals.

The first researcher is Luk Endang Fetriyah from IAIN Surakarta. Her thesis entitled *"Improving Student's Vocabulary Mastery by Using Hidden Item Game through Hidden Item Maker"*. Her research set at the first grade students of SMP Negeri 1 Wonosari Klaten in academy year of 2012/2013. The purpose of her study is to examine whether or not the use of Hidden Item Game can improve the student ability in vocabulary mastery. The implemented her game consists of two cycles. Moreover, her research was also designed to study how the Hidden Item Game can be implemented. The procedure of her research consist of identifying the problem, planning the action, implementation the action, observing the action, implementation the action, observing the action, and reflecting the result of the research. The data were obtained from several technique including test, observation, interview, and document analysis test. The finding reveal that the implementation of Hidden Item Game is successful viewed from some dimensions. (1) The

student could learn vocabulary easily after they received the actions. They could understand the English word directly. Their concentration was better than before getting the action. The student could memorize the words and know the written from of the words. (2) Student achievement increased. The mean score of pre-test was 60, 60. The mean score of post-test 1 in cycle 1 was 80, 70. It is better than the score in the pre-test. The mean score of post-test 2 in cycle 2 was 87, 75. It is much better than pre-test and post-test 1 in cycle 1. (3) The students gave more attention to the lesson and also more participation in learn vocabulary.

From the explanation above, the researcher found similarity and difference with this present study. The similarity is on the implementation of game to increase students' vocabulary mastery. The other similarity is on the subject f the study. Both the previous study and present study are focused on Junior High School as the subject of the study. Beside the similarity, Endang's thesis has difference with this present study. The difference is on the game that used for teaching vocabulary. That previous study used Hiden Item Maker game to increase students' vocabulary mastery. However, this present study uses Anagram game to improve students' vocabulary mastery.

The second previous study is performed by Sartika Manurung entitled *Improving Students'Vocabulary Achievement by Applying Anagram plus Flashcardsat At the SMP Negeri 7 Pematangsiantar.* This study focused to improve Students' Vocabulary Achievement by Applying Anagram Plus Flashcards. This study was conducted by using classroom action research. The subject of this study was students in class VII-7 of SMP Negeri

7 Pematangsiantar. There were 32 students taken as the subject. The instrument for collecting data were the test for vocabulary and diary notes, questionnaire sheets, observation sheet, and interview for process of teaching and learning vocabulary. The data were analyzed by descriptive analysis. The result of the research showed that the mean of students' score in pre-test was 56.41, the mean of students' score in post-test I was 69.22. The mean of students' score in post-test II was 76.72. There were improvement of students' achievement from 56.41-76.72 about 20.31 point and that score (76.72) was excelled the indicator (75). Based on diary notes, questionnaire sheets, observation sheet, and interview, it found that teaching and learning process ran well. Students were active, cooperative, enthusiastic and interested in learning vocabulary. There were 16 students (50%) agreed that the students active in learning process, 20 students (62.5%) were interested, 20 students (62.5%) were enthusiastic and 19 students (59.37%) were agreed that strategy of learning was effective. It can be concluded that the application of anagram plus flashcards had successfully improved the students' vocabulary achievement at the SMP Negeri 7 Pematangsiantar.

From the explanation above, the researcher found similarity and difference with this present study. The similarity is on the implementation of game to increase students' vocabulary mastery. The other similarity is on the subject of the study. Both the previous study and present study are focused on Junior High School as the subject of the study. The previous study and present study focus on seventh grade students of junior high school. Beside the similarity, Sartika's thesis has difference with this present study. The

difference is on the game that used for teaching vocabulary. That previous study not only used Anagram game but also flash card to increase students' vocabulary mastery. However, this present study only uses Anagram game to improve students' vocabulary mastery.

The third previous study is from international journal. The journal entitled *"Playing with Word: Effects of an Anagram Solving Game-Like Application for Primary Education Students* by Chris T.Panagiotakopoulus and Menelaos E. Sarris. This journal was published on January 6, 2013. The study reported the basic characteristics of a game-like application entitled "Playing with Words (PwW). PwW is a single-user application where a word must be guessed given an anagram of that word. Anagrams are presented from a predefined word list and users can repeatedly try to guess the word, from which the anagram is derived, by placing (drag & drop) successively the given letters into the correct orthostatic order. The purpose of this game is both to entertain the user and to provide teachers with a simple computerized assessment tool. Summative evaluation results, based on 76 primary schoolchildren sample, indicate that the performance of anagram solving tasks explain a significant proportion of variance in reading fluency.

From the explanation about that international journal above, the researcher found similarity and difference with this present study. The similarity is on the implementation of anagram game during teaching learning process. However, there are two differences between this journal and this present study. Firstly, that journal focused on implementation of anagram game to increase students' reading fluency. On the other hand, the present

study focuses on implementation of anagram game to increase students' vocabulary mastery. The second difference is on the subject of the research. The subjects of the research in that international journal were primary school students. However, this present study focuses on Junior High School students of MTsN Karanganyar as the subject of the research.

The second international journal was performed by Erfan Efendi. His journal entitled *The Use of Games To Improve Vocabulary Mastery*. This journal was aims at describing the way of "got it game" and "back to the board game" in improving vocabulary mastery of the seventh grade students of SMPN 5 Malang. The research design in this study is classroom action research (CAR) design in which the researcher acts as the teacher who leads teaching activity. The data were required from two major sources: the qualitative and the quantitative one. The qualitative is taken from observation checklist and field note while the qualitative is taken from the outcome of preliminary study and the test given in the end of the cycle. The subject of this study is 29 students of seventh grade students of SMPN 5 Malang of 2012-2013 academic years. The cycle of this study consists of four major steps: planning, implementing, observing, and reflecting. The findings of the study present that the use of "Got It Game" and "Back to the Board Game" with the topics vocabulary of daily English communication, people's occupation, and personal care and appearance can improve students' vocabulary mastery achievement.

The similarity of that journal with this present study is on improving vocabulary mastery using game. The other similarity is on the subject of the

study. Both of those studies are focused on Junior High School students. Erfan's study focused on the students of SMP 5 Malang and this present study focuses on MTsN Karanganyar. The problem of both study are similar, where the students had difficulties in English subject because of lack of vocabulary. The students were difficult to answer the question because they did not have enough vocabulary to express their ideas. Beside those similarities, there is difference of those studies. The difference is on the game which is implemented in teaching process to improve students' vocabulary mastery. That international journal used *Got It Game* and *Back to the Board Game.* However, this present study uses Anagram game to improve students' vocabulary mastery. Those games are different but those can enrich the students' vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

This study will use research method and approach which are discussed further in this chapter. It covers the setting of the research, the subject of the research, Researcher's Role on the Research, the method of the research, the technique of collecting data, and the technique of analyzing data.

A. The setting of the research

1. The place of the research

This research will be conducted at MTsN Karanganyar which is located in Jl. RW Mongonsidi, Karanganyar, Central Java. 57714. Generally, the physical condition of the school is good. The school has many functional rooms from the classroom until the scholl yard. The school is well facilitated. It has complete teaching and learning medias and equipments that can be used to support the teaching and learning process.

The subject of the research will be the first grade students of MTsN Karanganyar. The specific subject that will be chosen is class VII B because the students difficulties in understanding English language because lack of vocabulary. This class consisits of 40 students, nineteen students are boys, and twenty one are girls.

Generally, the physical condition of the classroom is similar to the other classrooms. It has well learning and teaching facilities such as whiteboard, table, chairs, loud speaker, etc. It is chosen based upon the

unstructured interview result with the English teacher at that class proving that they have the lowest achievement of English test especially in vocabulary among the other first grade classes.

2. The Time of The Research

This research will be conducted as long as three months. It is implied this following table.

Table 3.1 Research Schedule

No	Activities	Feb				March				Apr				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Pre-research:																				
	a. Observation	■																			
	b. Interview	■																			
	c. Pre-test					■															
2.	Research:																				
	1. Cycle 1																				
	a. Planning													■							
	b. Action														■						
	Meeting I														■						
	Meeting II														■						
	Post-test 1															■					
	c. Observation															■					
	d. Reflection															■					
	2. Cycle 2																				
	a. Planning																■				
	Meeting I																■				
	Meeting II																	■			
	Post-test 2																	■			
	b. Observation																		■		

	c. Reflection																■			
	3. Analyzing the result																	■		
	4. Final report																		■	

B. Researcher's Role on the Research

In this research, the researcher acts in classroom action research is not only as the researcher but also as teacher, a planner, and does in making pre-test, a lesson plan, post-test in each final cycles, collecting data, analyzing and reports the result of the research. Besides, the researcher is helped by the teacher who teaches that subjects and he act as observer. On the other side, the teacher carries out the action based upon the lesson plan has been made. Therefore, the researcher works collaboratively with the English teacher.

The researcher does teaching learning activity immediately and attempt to collect the data based on research focus. As a main implementer in this research, the researcher is hoped can obtain accurate data till research goal for improving students' vocabulary of English.

C. Research Method

The research method that will be applied in this research is a classroom action research. In this case, the researsher wants to improve students' vocabulary using Anagram game as a teaching model. This will start from the students' problem which are encountered by the students in learning English in the classroom generally. As defined by Wallace (1998: 1), action research is the systematic collection and analysis of data relating to the improvement of some aspect of professional practice. According to Hopkins (2008: 1),

"action research is an act undertaken by teachers, to enhance their own or a collegue's teaching, to test the assumptions of educational theory in practice, or as a means of eveluating and implementing whole school priorities". Furthermore, Ebbut in Hopkins (2008: 48) states that action research is the systemic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions. Kemmis in Hopkins (2008: 48), that action research is a form of self-reflective inquiry conducted by participants in social interaction situation (including education) in order to improve practice by group or participants and by means of own reflection upon effects of these action.

Action research, in this case, will be an effective way to solve professional problems, to improve and to develop the qualifications through further studies. It will require time and ability to look at the evidence of practices in more detached and objective way than normally people do. It also should be advantageous to other people who encounter the similar requirement.

Kemmis and Mc Taggard argues that action reserach is refer to teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning and to bring about changing in classroom practices. From some explanations above, it can be said that action research is contextualized, small scale and localized. A resarcher should identify and and investigate the appearing problems specifically. It requires participations from others such as collegues,

practitioners, and researchers to investigate. The evaluationa and the reflection are needed to bring change and improvement, and these changings and improvements can be seen and determined from the collection of informations or data.

Besides, there are some important things that will attract the researcher's attention namely the characteristic of classroom action research as stated by Lusi and Ricky (2014:66) as follow:

1. Problems which are gotten by using classroom action research must be related to the teaching learning process in the classroom. If the teachers have known about the students' problem in teaching learning, classroom action research can be used to fix that problem.

2. The teacher should do some action after using classroom action research to fix the problem in teaching learning process.

3. Classroom action research requires the researchers to do reflection and evaluation by their selves.

4. In classroom action research, the researcher can elaborate some teaching methods as the way to fix problem which is found on teaching learning process.

From all the defintions and explanations above, it can be drawn an inference that reaserch in this study means the systemic study of attempts which tends to be cyclical, participative, and reflective to improve educational practices in order to gain the students' satisfying achievement.

D. The model of action research

Kemmis in hopkins (2008: 48) state that Action Research is trying out an idea in practice with a view to improving or changing something, trying to have a real effect on the situation, occurs through a dynamic and complementary process which consists of four fundamental stpes in a spiraling process. They are the followings:

a. *Planning*, develop a plan of critically informed action to improve what is already happening.

   The researcher conducts the lesson plan by doing consultation with the English teacher of VII B class. Then, researcher prepares the instrument of the anagram game as word card and handout.

b. *Action*, act to implement the plan

   To teach the students in class, researcher will do three steps include opening activity, main activity, and closing activity. In opening activity, researcher will give the students greeting, checking the students' attendance, giving motivation, and explaining the purpose of the learning. Then, in main activity, researcher explaining the material, implementing the anagram game, giving the students task, and guiding the students in learning process. The last is closing activity. In this activity researcher will give the students evaluation, feedback and closing statement.

c. *Observation,* observe the effects of critically informed action in the context in which it occurs.

The researcher observes the students' activity during the teaching learning process by checking the observation checklist from the collaborator of the research.

d. *Reflection*, reflecting process on these effects as the basis for further planning, subsequent critically informed and so on, through succession stages.

After doing observation, the researcher reports the result of the research after analyzing it. If it has the weakness researcher will revise the plan to solve the problem.

The models of action research can be illustrated through the following chart:

Figure 3.2 Action Research Spiral (Kemmis & McTaggart in Hopkins 2008:51)
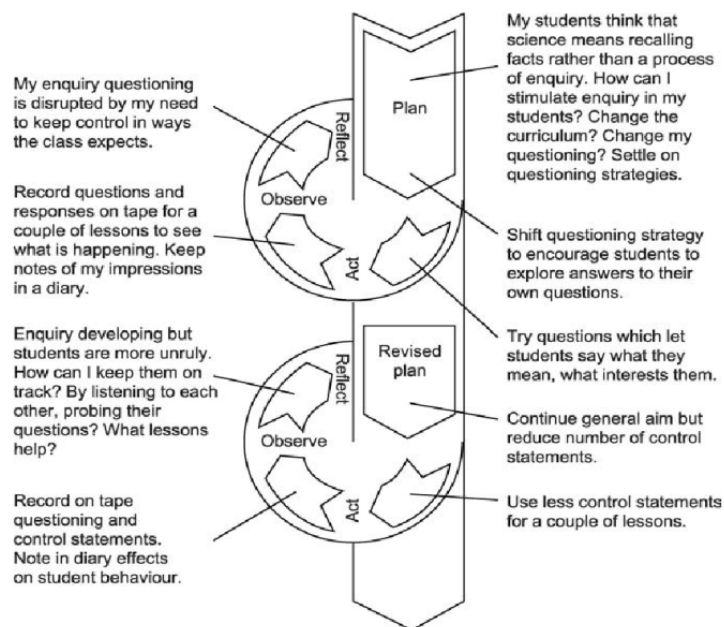
E. The Procedure of Action Research

The process at model of action research can be expanded into six steps which are included in the procedure of action research. The procedures of this reserach are 1) identifying the problem, 2) planning the action, 3) implementing the action, 4) observing the action, 5) reflecting the action, and 6) revising the plan. The more detail process which will be run by the researcher is the following:

a. Identifying the Problem

The researcher identifies the problem first before planning the action. The problem refers to the students' dificulties in learning English focusing on vocabulary mastery.

b. Planning the Action

A planning will be done after identifying and diagnosing students' vocabulary problem occurred in the class proven by observing and interviewing; furthermore in this step the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action Research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented in VII B grade at MTsN Karanganyar. It has been mentioned some instructions regarding procedures of teaching, media, resources, and evaluation. The procedure of teaching based on lesson plan. The media that used by the researcher are

word card and handout. The resources of teaching material are taken from the syllabus of curriculum 2013. To evaluate and to measure the students' task, researcher consults with the English teacher to get the validation of the score.

c. Implementing the action

The researcher implements Anagram game in teaching vocabulary mastery to the students in the classroom. Besides, the researcher also does the following activities;

1. Providing pretest

2. Teaching the class

3. Providing students opportunities to ask whether there is problem or difficulties they face

4. Astking students some questions

5. Giving the post test

d. Observing and Monitoring the Action

The researcher observes all activities in teaching and learning activity process.

e. Reflecting the Result of the Observation

The researcher evaluates all the actions done in each cycle, to find the problems of the activities that will appear.

f. Revising the plan

If there are some remaining problems of the activities that have been carried out by implementing Anagram game in teaching vocabulary mastery, the researcher revises the plan for the next cycle.

F. The Technique of Collecting Data

There are seven instruments used by the researcher to collect the data, among other things are; interview, observation, test, students' document, researcher's note and documantation.

a. Interview

The interview will be tended to both the English teacher and the students to get information about the students' vocabulary and to know the students' or the teacher's view of the teaching and learning process. The researcher asks the teacher about students' difficulties in English vocabulary, students' condition involving in English class activity.

b. Observation

Observation is done to know the situation of the teaching learning process and the condition of the calssroom generally. The researcher recorded the important occurrences during the teaching learning process. His collaborator helped his to observe student's activities during the teaching learning process. Therefore, she gave some inputs or suggestions.

c. Test

The researcher conducts several tests; pre-test, post-test 1 and post-test 2. Pre-test is given before the resarch action, post-test 1 is given after the first cycle, and post-test 2 is given after the second cycle.

In finding qualitative data, the researcher did direct observation in the classroom, interviewed the teachers, interviewed the students regarding to their activities in studying English by implementing Anagram game, and held meeting with colleagues to find out the students' improvement. The writer

used handycam, photograph, interview, portfolios, and field notes. There were three ratters in collecting the data; they were the researcher, collaborator, and the classroom teacher. After conducting test, they would discuss the result then the result was the combination opinion from the researcher, collaborator, and the classroom teacher's discussions and considerations.

G. **The Technique of Analyzing Data**

The researcher will use both qualitative and quantitative as the way to analyze the data.

1. Qualitative

It is analayzing data which is gained from observation, interview, students' document. The researcher observed the condition of the students, their previous ability, their ability improvement, and the teaching and learning activities during the implementation of the action. The researcher also interviewed and students in order to support the data. The results of the researcher's observation were document in the form of field notes.

2. Quantitative

It is analyzing data which is obtained from the tests that are given by the researcher by comparing the result of the tests in order to know whether there is improve of the students' vocabulary. In quantitative data, the researcher analyzed data from the result of pre-test and post-test. Creswell (2012:297) says that pre-test provides a measure on some attribute or characteristic that is assessed for participants in an experiment. Before the treatment is given, the researcher gave the students a pre-test about

vocabulary to know the students' ability. Creswell (2012:297) says that post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. After conducting pre-test and treatment, the researcher gives a post-test to the students to know whether their vocabulary mastery is increasing.

In pre-test and post-test researcher gave the students some question about the meaning of word, sentence arrangement, and matching the test. Scoring the student's correct answer of pre-test and post-test:

$$score = \frac{student's\ correct\ answer}{total\ number\ of\ items}$$

To know the result, the pre-test and post-test scores must be compared, and the mean of pre-test and post-test can be calcualated by the following formula:

$$\overline{X} = \frac{\sum X}{N} \qquad \overline{Y} = \frac{\sum Y}{N}$$

In which:

$\overline{X}$: Mean of pre-test scores

$\overline{Y}$: Mean of post-test scores

N   : Number of subject

$\sum X$: The sum of pre-test score

$\sum Y$: The sum of post-test score

Based on the formula above, the researcher could conclude that if the result of post-test is better than pre-test, anagram game could improve the student's vocabulary.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses about the result of the action research. In this chapter describes some findings and discussions on the Implementation of Anagram Game to improve student's vocabulary mastery at the First Grade Students of MTsN Karanganyar by the classroom action research. Research findings and discussions are the answer of the problems statement in chapter I. This chapter covers all of the research implementation and discussion. There are two cycles in this research, each cycle consist of series of steps, namely: planning, action, observation, and reflection.

A. Research Finding

The researcher got the findings from his classroom action research at MTsN Karanganyar. He did the research about a month. The subject was class VII B MTsN Karanganyar. This research was conducted the research in two cycles. Each cycle consisted of three meeting; two meetings for teaching research and one meeting for post-test. The description of each cycle can be explained as followed:

1. Identifying The Problems

Before doing action research, the researcher made an observation in the school. He and his friends come to the school on Monday. There, the researcher was received well by Mrs. Widya as teacher of English at MTsN Karanganyar. He did an interview with Mrs. Widya to know about

hers students in the class. Mrs. Widya said that her students were low in vocabulary mastery, they felt difficult in memorizing.

After interview with Mrs. Widya, the researcher also locked for the information of the class directly from the teaching learning process. At the moment condition of class was calm, but some students made noisy. When the teacher was teaching them descriptive text, they just keep silent and were so passive because the students lack vocabulary.

In the next day, the researcher made pre-test to know students ability in vocabulary mastery. The researcher gave pre-test to class VII B of MTsN Karanganyar. The results of pre-test showed so many mistakes in student's worksheet in answering the question on translating vocabulary. The results from interview and pre-test showed that the problems faced by students of class VII B were vocabulary mastery. The problem of students was not only in vocabulary mastery, but also less motivation to study English. They feel difficult in teaching learning process. Their classroom always locked noisy and their attention toward teaching learning process was low, they really love to play in the classroom.

Based on the interview and pre-test, it could be problems of the students of class VII B are in vocabulary mastery, remembering the word and their meaning. To face this problem the researcher gave treatment to students of class VII B to improve their vocabulary mastery. The researcher used anagram game to improve their vocabulary mastery, his material was descriptive text.

2. Research Implementation

1. Before cycle

Before implementing anagram game, the researcher gave a pre-test to the students to know their vocabulary mastery. It was aimed to measure student's knowledge of the topic before the treatment, make a comparison with the post-test and pre-test, how whether or not the students' vocabulary improved. The pre-test consisted of 10 words of English to translate into Indonesian language, 10 words of Indonesian to translate into English language, and arrange the sentence. The researcher conducted the pre-test on March, 3rd 2016. The procedures of the pre-test are as follow:

a) Opening

The class was begun at 08.20.First of all, the researcher as English Teacher in MTsN Karanganyar especially VII B, entered the class. In the opening class, the researcher started the lesson by saying "Assalamu'alaikum warahmatullahi wabarakatuh" and asked the students' condition. The researcher greeted the students and asked their attendance. For Example:

Teacher : Assalamu'alaikum warahmatullahi wabarakatuh

Students : Waalaikumsalam warahmatullahi wabarakatuh

Teacher : Good Morning students?

Students : Good morning sir.

Teacher : How are you today?

Students : I am fine thank you, and you?

Teacher : I am fine too. Who is absent today?

Students : Masuk Semua ,sir..

In this step, the researcher gave information about the kinds of test and activities that would be done for the next meeting to the students. The researcher gave information about the pre-test procedures. The researcher described the rules of pre-test, the time duration, and the information about the topic in the pre-test.

b) Main activity

The researcher conducted the pre-test at 08.45 to the students. The pre-test consisted of 10 words of English to translate into Indonesian language, 10 words of Indonesian to translate into English language, and arrange the sentence to be a good sentence. The researcher gave time for above 40 minutes to the students to answer the questions. The researcher observed the students when they did the pre-test. Some students seemed to do the test quietly, but some of them were confused to answer the questions. 40 minutes later, the researcher asked the students to submit their works.

c) Closing

After 40 minutes later, the researcher asked the students whether they have finished or not. Almost all of the students answered yes. Having finished conducting the lesson, the researcher asked the students whether they had difficulty or not, and then explained to the students what they would study for the next meeting. The researcher

asked them to study hard at home and not to be lazy because they have been in grade VII. Before leaving the class, the researcher asks the students to submit their worksheet.The class was closed by saying wassalamualaikum warohmatullohi wabarokatuh and thanks for all.

The result of the pre-test showed the students had low ability in mastering vocabulary. Most of the students did not understand the meaning of their works. They also had difficulty in memorizing the meaning of words. When they did a test, they were worried and always cheating. They looked difficulty in doing the pre-test.

In the pre –test, the highest score was 73 and the lowest score was 26. The mean score of the students' pre-test was 55.45. It means that the students' vocabulary mastery in pre-test was low. From the result of the students' vocabulary mastery and the mean score of the students' pre-test, it could be concluded that the result of pre-test was low and unsatisfying.

Based on the pre observation, interview with the teacher and students, and the pre-test score, the researcher identified that the students' vocabulary mastery should be improved by implementing a teaching approach which can overcome the problems. Therefore the researcher used anagram game to improve the students' vocabulary and overcome those problems.

2. The first cycle

The researcher conducted first cycle in two meeting for each meeting he spent 80 minutes. It was conducted on May 11th 2016; May 12th 2016; May 18th 2016. In this cycle, the researcher used descriptive text about animal. Each cycle in this action research consists of two meetings and every meeting has opening, main activity, and closing. It also consisted of planning, acting, observing, and reflecting. The teacher taught about animal. There were kinds of animals, habitat, and characteristics. The teacher brought the picture of the topic and the pictures on the table to show to the students.

a. Planning

Before doing the action in the classroom, the researcher did many activities. The materials that would be taught were the kinds of animals, habitat, and characteristics of animals. In this step, the researcher prepares the materials such as the kind of animal, kind of habitat, and characteristics from that animal. The researcher also designs the lesson plan and the action procedure list of the students' name, sheet for classroom observation and test to the students. The researcher expected that using anagram game could make the students easier to understand and master their vocabulary mastery. The procedure above would be decided into the step that could be described as follows; opening the teaching-learning process.

b. Implementation

The implementation of the action research was based on the teaching and learning activity on the lesson plan which has been made by the researcher. The implementation of each meeting is as follows:

1) Meeting I

The first meeting was held on May, 11th 2016

a) Opening

The bell was ringing at 10.35 a.m. The researcher as the teacher entered the class and began the lesson. The researcher came into the class, then greeted and asked the students' condition. In the first time the researcher greeted the students by saying assalammu'alaikum warahmatullahi wabarakatuh and good morning students. The researcher introduced his identity and his purpose for coming to the class. Then, she checked students' attendance list. When, the researcher checked students' attendance list. The researcher ordered to them in order to raise hand and say "present". Before did main activity the researcher motivated the students that English are easy and fun.

In this step, the researcher acted as the teacher. The teacher tried to focus on the students' attention to the goal of teaching-learning process. The teacher came into the class, then greeted and asked the students' condition. The

teacher took about 5-10 minutes for opening the class

greeting, and motivating also the teacher asked the students

about the topic to get warming up. For example:

Teacher :Assalammu'alaikum warahmatullahi
wabarakatuh
Students :Waalaikumsalam warahmatullahi
wabarakatuh
Teacher : Good Morning students?
Students : Good morning sir.
Teacher : How are you today?
Students : I am fine thank you, and you?
Teacher : I am fine too. Who is absent today?
Students : Masuk semua sir…
Teacher : Let's start our meeting by saying
basmallah together.
All :BISMILLAHIRROHMANNIRROKHIM.

b) Main activity

The researcher tells the topic of the lesson directly.

He told the students the name of the animals' one by one

word clearly. The researcher invites the students to come in

front of the class. This activity was aimed to improve their

imagination. For example:

Teacher : There are many kinds of animals. Do you have
favorite animals?

Students : Yes sir. Kucing, kelinci, burung.
Teacher : In English please...
Students : Cat, Rabbit, Bird
Teacher : Good answer. Do you like it?
Students : Yes sir.

In this activity the students must be clear in

understanding the material and the teacher's instruction.

They show their understanding by building their

communication and expressing their emotions. Then, the researcher gave the material. The material is descriptive text and these were some words of animals. The researcher gave a descriptive text about tiger. In this case, the students got new vocabulary that they did not understand the meaning of the words. In this step, the teacher helped the students to be active, interested, and motivated in the class. It could be showed from the student's response when the teacher asked them to look for the meaning of the word under the picture. The students learnt about the social function and generic structure of descriptive text

Then the researcher gave some question. The question such as: " what is descriptive text?", "mana yang termasuk identification?", "mana yang termasuk description?". They only shook their head and said "tidak tahu pak". After getting the students' answer, the researcher explained the generic structure of descriptive text to the students. Then, the researcher asked the students tried to find generic structure in the descriptive text. The students also tried to find some vocabularies include noun, pronoun and adjective in the descriptive text which had been given by the teacher before.

Then, the researcher asked the students to come in front of the class. The researcher supplies 5 words related

with animal in the white board. After that, the researcher asked the students one by one to the front of the class to form some new vocabularies from those words. The teacher asked the students "please form some new vocabularies from those words: elephant, dangerous, colorful, animals, and biggest !". The teacher drilled the students to form and translate those new words into English correctly. With those activities, the students became active in the class.

c) Closing

Having finished conducting the lesson, the researcher asked the students whether they had difficulty or not, and then explained to the students what they would study for the next meeting. The researcher asked them to study hard at home and not to be lazy. At the last the researcher gave a chance to the students to recall the materials that had been learned. For example:

Teacher : OK students, before we close our meeting today, what we learned?
Student : About animals sir.
Teacher : Yes, mention some animals that we have learn today.
Students : Rabbit, cat, crocodile, mouse deer.
Teacher : Good answer. Ok student, always remember that we had learn today, and see you next week. Thank you for your attention, see you next meeting. Keep your study and let's closed our meeting by saying hamdallah together.
Students : Alhamdulillah hirobbil'alamin.

The class was closed by saying wassalamualaikum warohmatullohi wabarokatuh and thanks for all.

2) Meeting II

The second meeting was held on May, 12th 2016

a) Opening

The researcher opened the class by saying assalammu'alaikum warahmatullahi wabarakatuh and good morning students! And they replied him waalaikum salam warohmatullohi wabarokatuh and good morning sir. Then the researcher checked the students' attendance.

Teacher : Assalamu'alaikum warahmatullahi wabarakatuh

Students : Waalaikumsalam warahmatullahi wabarakatuh

Teacher : Good Morning students?

Students : Good morning sir.

Teacher : How are you today?

Students : I am fine thank you, and you?

Teacher : I am fine too. Who is absent today?

Students : Masuk Semua ,sir..

The researcher tried to make a good condition in the class by telling to the students that the day's activities would be studying together to improve their vocabulary by using anagram game. The researcher told that it would be interesting lesson.

b) Main activity

Firstly, the researcher started the lesson by warming up to the students. The teacher invited to guess some characteristic of animals that were showed by the researcher body movements. The researcher tried to build the students' knowledge. For example:

Teacher : What I am doing? Coba tebak apa yang sedang bapak lakukan?
Students : Berenang ya sir.
Teacher : Next, What I am doing?
Students : terbang sir
Teacher : Okay. Any one you can answer in English?
Students : Berenang itu in English Swimming ya sir…
Teacher : hewan apa yang bisa berenang?
Students : ikan sir,,fish
Teacher : Good answer. Today we will learn descriptive text about animal. (Kita hari ini akan belajar tentang mendeskripsikan hewan)
Students : Ok sirr…

In this activity the students must be clear in understanding the material and the teacher's instruction. They show their understanding by building their communication and expressing their emotions. The researcher gave the students the copies of the materials one student got one copy of material. The material was the descriptive text. The researcher explained the definition of descriptive text, after they know about it. The researcher asked some students to give example of descriptive text. The teacher divided the students into 4 groups that was consist of 10 students each students. The students asked to

make a circle. The teacher gave descriptive text about animal; 1st group was about rabbit, 2nd group was about lion, 3rd group was about butterfly, and 4th group was about kangaroo. After giving descriptive text, the teacher gave instruction to all of the groups to find some vocabularies in random anagram related about descriptive text which they had gotten before. The teacher leaded the students to pronounce those vocabularies which they had found randomly from the anagram game correctly with drilling technique. After that, the researcher asked the every student to read it. Then the students must write about animal from those words. After that he asked the students wrote the difficult words on their own paper and we discussed it together in the class. The researcher explained the difficult words used picture and anagram game. The words like "grass", "tusk", "trunk", and "fur". While for the words like "tame", "fast", and "hunt" he was using association of ideas. The researcher asked students to translate the text and wrote their answers on the white board.

c) Closing

Before the researcher closed the lesson, he tried to review the material at that day. The researcher asked the students to practice it in their home. The researcher also said that in the next meeting, they would give the post test I

and practice it again in front of the class and test to know their vocabulary increase or not. They should prepare everything and study hard at home in order to get good scores. The researcher hoped that the next meeting practice will be better than at that day, because the students' vocabulary were still less.

Teacher : Ok student, always remember that we had learn today, and see you next week. Thank you for your attention, see you next meeting. Keep your study and let's closed our meeting by saying hamdallah together.

Students : Alhamdulillah hirobbil'alamin.

The class was closed by saying wassalamualaikum warohmatullohi wabarokatuh and thanks for all.

3) Meeting III

The third meeting was held on May, 18th 2016.

a) Opening

As usual, the researcher started the lesson by greeting the students and checked the students' attendance. Before the researcher distributing the post test, he reminded and checked the students' understanding about the previous topic. In the third meeting, the teacher conducted the post-test. The post-test 1 was conducted to know the students' learning achievement after the treatment. It also was done by the teacher to know the improvement of the students' vocabulary mastery before and after conducting the

research. The students did the test around 40 minutes. Post-test 1 consisted of 20 items of arrange the letters to form words and write the meaning, 5 items synonym test, and translate the descriptive text. The condition of the class was so crowded, but the researcher tried to make good condition.

b) Main activity

The students seemed calm, and then the researcher conducted the first post test to evaluate their progress in vocabulary mastery. He distributed worksheet to them. It was to measure the students' progress after getting treatments in cycle 1. The post test 1 contained topic which had been studied in the previous week. The researcher also observed how the students' attitude while doing the test. The students seemed calm during the post test 1, but some were noisy in the class.

c) Closing

Before the researcher closed the class, the researcher gave motivations to the students in order to be more active in the teaching learning process and the researcher remind them to study hard at home, because they would face an examination for the next month. Then, the researcher was closed the meeting by saying

wassalamu'alaikum warahmatullahi wabarakatuh and see you next meeting.

3. Observation

Besides doing the teaching learning process, the researcher carried out the observation. The researcher observed the teaching-learning process by monitoring the student's activity in the classroom. The researcher used anagram game for teaching-learning process. The researcher found some weaknesses in conducting cycle 1. Some students did not repeat the teacher's pronunciation. Some student's spelling was still poor although their vocabulary mastery in general increases. They also looked so bored when the one of students come to front of the class. The situation of the class was very noisy when the one of students who stands in front of the class make mistakes. Some students still looked ashamed and reluctant when the researcher asked them.

4. Reflection

After did the observation, the researcher got some important result dealing with the implementation of anagram game in improving vocabulary mastery for students class VII B MTsN Karanganyar in the cycle 1. Based on the reflection of the observation and the result of pretest and post-test, there were still several remaining problems which needed to be solved in second cycle. Some mastery in general is increased. Some students did not answer the teacher's question

because they look very nervous. The situation of the class was very noisy when one of the students cannot answer. Some students were still poor, looked ashamed and reluctant when the teacher asked them. They answered in low voice to the teacher's question. Therefore, it is necessary for the researcher to conduct the second cycle. In cycle 2, the researcher planned the variation in applying anagram game for improving students' vocabulary mastery to overcome the students' boredom. The variation would be used to get better improvement in this next cycle. The researcher planned to make a group so the students could be working in group. To overcome students' spelling that was poor, the researcher planned to make more active in spelling words. To avoid the noisy class, the researcher divided the group of row the students' seats. She also planned to give motivation and reward in each meeting and suggest being more active and creative in answering the teacher's question. However, the research also found out the strengths of the anagram game applied in the acting phase of cycle 1. There was a better improvement in mastering vocabulary. The students seem more enthusiastic in following the teaching learning process. Anagram game made the student more active, interest and motivated in learning English. Based on the result of the observation, the researcher concludes that there was improvement score from the pre-test in the cycle I. After analyzing the result of the tests, the mean score of the pre test is 55.45 and the mean score of the post test is 81.2. It could be

seen that the achievement of the students' score in post-test was better than in pre-test.

3. The second cycle

Based on the result of the cycle I, it should is necessary for the researcher to continue the next cycle. The second cycle was conducted on May 19th 2016; May 25th 2016; May 26th 2016. One of the problems was that some students cannot do the task because they stand alone to answer the researcher's question because they looked very nervous. The situation of the class was very noisy when one of the students cannot answer. Some students still looked ashamed and reluctant when the researcher asked them. They answered in low voice to the teacher's question. The explanation of cycle II could be described as follows:

1. **Planning**

The implementation of improving vocabulary mastery using anagram game would be held in three meetings. The topics of the cycle II were descriptive text about people. The researcher used anagram game to explain those materials. Before doing the teaching-learning process in the classroom, the researcher did many activities. In this step, the researcher prepared the materials which were related to the topic. The researcher also designed lesson plan and the procedures in doing the action, prepared list of the students' name, sheet for the classroom observation and test to the students and also reward for the students. The researcher made

some changes to overcome the weakness of previous meeting in cycle I. The change are a) the researcher planned to make a group of activity, b) the researcher divided the group by the row of their sits to avoid the noisiness, c)the researcher planned to make more activities of spelling. In this part the researcher still used anagram game to improve their vocabulary mastery. The researcher used anagram game and ideas to improve their vocabulary mastery.

2. Implementation

The implementation of cycle 2 was revised based on the reflection of cycle 1. To minimize the problem in handling the class, the researcher gave motivation to the students and suggested them that English were fun and easy.

1) Meeting I

The first meeting was held on May, 19th 2016.

a) Opening

The researcher started the meeting by saying assalammu'alaikum warahmatullahi wabarakatuh and good morning students! The researcher checked the student's attendance while asked the student's condition.

Teacher	: Assalammu'alaikum warahmatullahi wabarakatuh
Students	: Waalaikumsalam warahmatullahi wabarakatuh
Teacher	: Good Morning students?
Students	: Good morning sir.
Teacher	: How are you today?

Students	: I am fine thank you, and you?
Teacher	: I am fine too. Who is absent today?
Students	: Masuk semua sir…
Teacher	: Let's start our meeting by saying basmallah together.
All	:BISMILLAHIRROHMANNIRROKHIM.

After that the researcher told about the material that would be studied.

b) Main activity

Before started the lesson, the researcher gave motivation and doing warming up about the materials. The researcher ordered the students to translate/arrange some of words from English to Indonesia and Indonesia to English in white board. It is used for adding their vocabulary mastery. Student gets 5 words related with descriptive of people such as handsome, beautiful, grandmother, grandson, and weight. Students should form some new words from those vocabularies. Every students wanted come forward and wrote the answer on the white board. For example "Grandmother = mother, other, her, ear", "Handsome = dome, hand, some, name". They would get good point from him. In fact, they were really enthusiastic in that activity. The researcher gave the students copies of the materials. Every student gets one copy of the material. The material was still descriptive text, the title describe about people. Secondly, the researcher asked the students

some questions. The questions were such as: "Do yo know Sule?", "who is Sule?" And there were many answers from them. Then, he ordered some of students to read the descriptive text in front of the class. After that, the researcher asked the students to write words which they did not know the meaning in their own paper. The material was "comedian Sule". From this text, there were many difficult words which found by them. Such us; "famous", "ridiculous", "joke", "fluently" and still many others. The researcher tried to explain the meaning that they didn't know.

c) Closing

Having finished conducting the meeting, the researcher asked the students whether they had difficulties or not and then summed up the topic of today's lesson together with the student to review the students' understanding of the text. At the last the researcher gave a chance to the students to recall the materials that had been learned. For example:

Teacher : OK students, before we close our meeting today, what we learned?
Student : Descriptive text about people sir.
Teacher : Yes, mention something that we have learn today.
Students : Sule, comedian, famous, unique
Teacher : Good answer. Ok student, always remember that we had learn today, and see you next week. Thank you for your attention, see you next

meeting. Keep your study and let's closed our meeting by saying hamdallah together.

Students : Alhamdulillah hirobbil'alamin.

The researcher closed the class by saying wassalamu'alaikum warahmatullahi wabarakatuh and thank you.

2) Meeting II

The second meeting was held on May, 25th 2016.

a) Opening

Like usually, the researcher opened the class by saying assalammu'alaikum warahmatullahi wabarakatuh and good morning students! And they replied by saying waalaikum salam warohmatullohi wabarokatuh and good morning sir. Then, the researcher checked the students' attendance. The researcher tried to remind and check students' understanding by giving them some questions to translate words into Indonesian language which were related with the previous text.

b) Main activity

As usual, in the main activity the researcher intended to distribution the copies of material. The material was descriptive text. At the time, he asked the students to make a group. One group consisted of ten students. Each

group has one copy. Each group had a different title. Before doing the group task, the researcher wrote several letters on the board. The researcher wrote the letter as much as nine to twelve letters on the board. After that, the students are divided into 4 groups where each group consists of ten students. The teacher gave the material about descriptive of people. Each group had different text of descriptive. The first group was about Ronaldo, second group was about Aril, the third group was about My Older Brother and the forth group was about Doraemon.

Student must arrange the letters that were randomized into a new word. Then each group writes any words that can be written using the letters that have been written on the blackboard only. Each members of the group who came forward got good point from the researcher. From the various letters that are randomized, students are able to write ten to fifteen words with the collaboration of their groups. Then the researcher asked them to fill a variety of anagram which is present on the sheet about each group. From the words of the group can make appropriate descriptive sentences each title.

c) Closing

Having finished conducting the second meeting, the researcher asked the students whether they had difficulties or not and then summed up the topic of today's lesson together with the students' understanding of the text. When the researcher found that the students had understood the lesson, he closed the class by saying wassalamu'alaikum warahmatullahi wabarakatuh and thank you.

3) Meeting III

The third meeting was held on May, 26th 2016

a) Opening

The researcher opening the class by saying assalammu'alaikum warahmatullahi wabarakatuh and good morning students! And they replied by saying waalaikum salam warohmatullohi wabarokatuh and good morning sir. Then, he checked the students' attendance. The researcher tried to make a good condition in class. In the third meeting, the researcher conducted the post-test II. The post-test II was conducted to know the students' learning achievement after the action of cycle I was received. It also was done by the researcher to know could anagram game improve the students' vocabulary mastery. The students did the test around 60 minutes. The topics post-test were descriptive text about people. Post-test consisted of 15

items of arrange the letters to form words and write the meaning, 5 items test of completing the paragraph using the adjective correctly, and translate descriptive text about people.

b) Main activity

In this meeting, the researcher conducted the post-test 2. The post-test was aimed to know the improvement of students' vocabulary mastery achievement. The students seemed calm, and then the researcher conducted the post test 2 to evaluate their progress in vocabulary mastery. He distributed worksheet to them. It was to measure the students' progress after getting treatments in cycle 2. The post test 2 contained topic which had been studied in the previous week. The researcher also observed how the students' attitude while doing the test. The result showed that the students scored increased. They had good progress in the ability on vocabulary mastery.

c) Closing

Before the researcher closed the class, the researcher gave motivations to the students. Then the researcher asked to the students "Thank you for your attention, see you next meeting. Keep your study and let's closed our meeting by saying hamdallah together". The students said "Alhamdulillah hirobbil'alamin". Having

finished this meeting, the researcher closed the class by saying wassalamu'alaikum warahmatullahi wabarakatuh and thank you.

3. **Observation**

On the cycle II, The teaching - learning process ran well. For the first time the students did the role play. It was not difficult for the teacher to make the students' understand what they would do in the role play activity. They also did the test in pair. They practiced in accepting or refusing the offer. The class was damaged well. The students paid their attention in a process of improving their vocabulary. They followed the teaching – learning process enthusiastically. It could be seen from the response to the researcher's question and their active role in teaching activities. A lot of students' raised their hands. Everyone wanted to take part in that activity. They became more familiar with the group activity than before. When one group did not know the English vocabulary, the one of member of the group help him. There was no group that could not finish the task than given by the researcher. Every group consisted of smart students and had a good ability in mastering vocabulary. The students also looked so happy in guessing the teacher's body language and find new words. There was no serious problem for each group in to spell the words. The students also worked in group. The researcher also conducted the post-test II to know the improvement of students' vocabulary mastery before and

after conducting the research. After the students doing post-test II, the researcher found the score of the post-test II. Although the students still made noises in the class, their attentions in English lesson were in progress. They had progress in learn of the lesson, the same as the progression in scores. Their score in the post-test was 87.09. There was an improvement from pre-test and post-test from the cycle 1. The score of pre-test 55.45 and the post-test at the cycle 1 was 81.2. So, the researcher concluded that the students' vocabulary mastery on post-test II was good and satisfying.

4. Reflection

The action in cycle II made great improvement result. The teaching-learning processes were better than cycle I. The students enjoyed every single activity and became more enthusiastic than before. They paid more attention to the lesson, answered teacher's questions, and took part in learning activities (both in group, individually and in pair). The class became more attractive and fun.

B. The Discussion

The process of improving vocabulary using anagram game was conducted by using classroom action research (CAR). It involved four steeps such as planning, acting/implementing, observing, and reflecting. This research was implemented into two cycles consisted of three meetings. Each meeting took 80 minutes. The procedures are opening, main activity, and closing. Opening is asking some questions related to the

topic, then main activity is giving material to the students, giving material to the students, asking the students to spell the vocabulary together, asking the students to spell, and write the vocabulary in front of the class independently, and the last is closing.

Firstly, it is about how to implement anagram game in teaching vocabulary to improve students' ability at MTsN Karanganyar. Then the actions in cycle I were generally well organized although the researcher found some weaknesses. Some students did not repeat the teacher's pronunciation. Some student's spelling was still poor although their vocabulary mastery in general increased. The situation of the class was very noisy when one of the students who stand in front of the class made mistakes. Some students looked ashamed and reluctant when the teacher asked him. But in general, the student paid attention to the lesson. The students unfamiliar to come in front of the class alone and there was student did not know what must do.

The action in cycle II made a great improvement. The teaching learning process was better than cycle I. The students enjoyed every activity and became more enthusiastic than cycle I. They paid more attention to the lesson, answered teacher's question, and took part in learning activities (both in group, individually and in pair). The class becomes more active and fun. The poorest components of vocabulary in the result of post test I was about spelling because sometimes the students still made incorrectness for spelling some words. The researcher gave

more spelling activities. As the result, students could practice to write the English word and had courage up in English.

Secondly, it is about the discussion of the improvement of students' vocabulary mastery by using anagram game. After the researcher did classroom action research at class VII B MTsN Karanganyar, he used anagram game to improve vocabulary mastery of the students. By using anagram game the students' vocabulary mastery could improve. It could be seen from the result of students' scores. There were pre-test, post-test 1, and post-test 2.

Table 4.1: the improvement of the students' scores

Sub cycle	Observation	Cycle 1	Cycle 2
Kind of test	Pre-test	Post-test 1	Post-test 2
Mean of the students' score	55.45	81.21	87.09

Based on the table above, it can be said, that the classroom action research by using anagram game to improve students vocabulary mastery was successful. Anagram is one type of game words, where letters in a randomized word to form another word or phrase that is meaningful. The aim of Anagram game is changing the letters of the word, inspire creativity, and distinguish words. Anagrams can increase students' creativity, because students are trying to work on the letters to define new words creatively. In the game of anagrams, students change the font of a

word to form a new word using the letters card/ words. The use of anagram game made the lesson became more interesting and made it easier for students to find new words, and can increase student motivation in learning vocabulary. Thus, to improve vocabulary mastery childhood language learning disabilities can use a variety of creative and fun ways, one of the ways is an anagram game. Because when the students are happy, the more he earned. Learning games can create an atmosphere full of exciting and liberating intelligence in students.

CHAPTER V

CONCLUSIONAND SUGGESTION

A. Conclusion

Anagram is a word or phrase made out of another by changing the other of the letters Mechanical anagram game is a game in a language learning aimed at improving language skills, including in terms of the vocabulary. Anagram game is a fun activity and can eliminate boredom, and can add a child's creativity in finding new vocabulary.

In the Application anagram game, students can form an anagram of discourse or word cards provided by the teacher. Students are given the opportunity to play anagram to arrange the letters in a creative, make a sentence based on the vocabulary of the establishment, and interpret the meaning of words in context sentences formed. If students have difficulty understanding the meaning of the word can use the help of a dictionary. Dictionary needed to facilitate the teaching and learning activities at the same time teaches students how to use it. In this activity, students are involved directly in the process of word formation, this engagement will help his memory against active and passive vocabulary ever learned. Thus anagram game fit for use as a learning technique of the many techniques that have been there to help children learn vocabulary.

By applying *Anagram* game, the students' vocabulary mastery improved from the pre-test to the cycle II test. It means that there was an improvement toward students' vocabulary achievement by applying

anagram game. It was shown from the improvement of the mean of the students score namely the mean of pre-test was 55.45, the mean of the cycle I test was 81.2, and the mean of the cycle II test was 87.09. It can be stated that the score continuously improved from pre-test to cycle II test. Therefore, it could be concluded that anagram game can improve students' vocabulary achievement.

B. Suggestion

After concluding this research, the researcher would like to put some suggestion:

1. For the teacher

   a. Teachers should apply anagram game as one model of learning in learning vocabulary, because it can increase the procurement learning vocabulary disabilities in children.

   b. Teachers should always provide a dictionary when applying anagram game in order to facilitate the learning process, and thus indirectly the teacher has taught the students how to use a dictionary.

2. For the students

Students should apply anagram game while in the house, as taught in schools to increase vocabulary and improve creativity in forming a word.

3. For other researcher

This research focuses to improve student's ability in vocabulary mastery using anagram game. The researcher hopes that his finding in this research will be useful for the other researcher in the future research. This research still has weaknesses, for the future researcher, he/she are expected to give the best research finding.

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APPENDICES

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah	:	MTsN Karanganyar
Tema	:	Discriptive Text (Animal)
Kelas	:	VII B
Pertemuan ke	:	1
Waktu	:	2×40 menit

I.   Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI.2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

KI.4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II.   Kompetensi Dasar

1.1   Mensyukuri kesempartan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3   Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

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.

4.12 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.

III. Indikator

1.1.1 Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.

2.3.1 Siswa mampu melaksanakan kegiatan kerjasama kelompok dan game dengan baik sehingga dapat membahas dan membuat teks diskriptif dengan benar.

3.10.1 Siswa mampu membedakan dan mengidentifikasikan isi dan makna pada masing-masing part yang ada di dalam struktur diskriptif teks.

4.12.1 Siswa mampu menbuat teks diskriptif dengan memperhatikan fungsi sosial, struktur teks,dan unsur kebahasaan, secara benar dan sesuai konteks.

IV. Materi Pembelajaran

1. Model Teks monolog berbentuk deskriptif.
2. Unsur bahasa terkait teks: vocabularies, pronouns.
3. Langkah retorika terkait teks; Generic Structure of Descriptive Text: identification, descriptions.
4. Terlampir

V. Metode Pembelajaran

1. Pendekatan : student center
2. Teknik : Anagram game

VI. Sumber : English Map Concept Book

VII.   Langkah Pembelajaran

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. b. Guru menggunakan kalimat "Good morning, students". c. Pastikan peserta didik merespon dengan menjawab kembali "Good morning, Teacher/ Sir/Mam". d. Kemudian guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.	10 menit
Kegiatan Inti	**Mengamati** TEKNIK ANAGRAM GAME • Guru memberikan teks *descriptive of animal* kepada siswa yang berjudul *Lion*. • Guru menjelaskan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan dalam descriptive text. • Guru memberikan 5 vocabulary yang berkaitan dengan animal yaitu elephant, dangerous, colorful, animals, and biggest dipapan tulis. **Mempertanyakan** • Guru mempertanyakan fungsi sosial, struktur teks, unsur kebahasaan dalam descriptive text yang diberikan oleh guru. **Mengeksplorasi** • Guru menyuruh siswa untuk menemukan general structure dalam descriptive text of animal. • Guru mengarahkan siswa berlatih menemukan vocabulary	15 menit 5 menit

	berupa noun, pronoun and adjective dalam teks diskriptif yang diberikan.	
	Mengasosiasi	
	• Guru menyuruh siswa membuat kosa kata baru dari kata-kata tersebut (anagram game). Contoh: colorful menjadi color, fool, foul, our, dan seterusnya	10 menit
	• Guru menyuruh siswa mengklasifikasikan vocabulary yang mereka temukan sesuai dengan jenis vocabulary of noun, pronoun and adjective.	20 menit
	• Guru memberikan umpan balik (*feedback*) tentang hasil analisis yang siswa sampaikan.	10 menit
	Mengkomunikasikan	
	• Siswa menyampaikan vocabulary yang ditemukan dalam kegiatan anagram game mengenai descriptive text of animal.	
Penutup	a. Peserta didik melakukan review bersama guru mengenai materi descriptive text yang dibahas.	10 menit
	b. Guru bertanya kepada siswa mengenai vocabulary yang telah dipelajari mengenai descriptive text of animal dengan cara drilling.	
	c. Guru dan siswa bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama.	

VIII.   Media Pembelajaran

1.   Dictionary

2.   Hand out (Teks Diskriptif)

3.   White Board

4.   Anagram Game

IX.   Penilaian

1. Penilaian Sikap

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Rasahormat (respect)	Pengamatan	Proses	Lembar Pengamatan	
2	Jujur				
3	Peduli				
4	Berani				
5	Percaya diri				
6	Komunikatif				
7	Peduli sesama				
8	Ingin tahu				

2. Penilaian Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tulis untuk descriptive text	Unjuk kerja	Tertulis	Mendengarkan penjelasan dari guru tentang descriptive text

3. Penilaian praktek

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menyusun teks lisan dan tulis untuk ungkapan apology dalam kehidupan peserta didik sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks	Unjuk kerja	Tertulis	a. temukan macam-macam anagram yang tertera b. menulis descriptive text sesuai tema

A. Rubrik Penilaian dari Segi Sikap (attitude)

a. **Rasa hormat** (respect)

5= Tidak pernah menunjukkan sikap tidak hormat

4= Pernah menunjukkan sikap tidak hormat

3= Beberapa kali menunjukkan sikap tidak hormat

2= Sering menunjukkan sikap tidak hormat

1 = Sangat sering menunjukkan tidak hormat

b. **Jujur** (honest)

5 = Tidak pernah menunjukkan sikap tidak jujur

4= Pernah menunjukkan sikap tidak jujur

3 = Beberapa kali menunjukkan sikap tidak jujur

2 = Sering menunjukkan sikap tidak jujur

1 = Sangat sering menunjukkan sikap tidak jujur

c. **Peduli** (care)

5 = Tidak pernah menunjukkan sikap tidak peduli

4 = Pernah menunjukkan sikap tidak peduli

3 = Beberapa kali menunjukkan sikap tidak peduli

2 = Sering menunjukkan sikap tidak peduli

1 = Sangat sering menunjukkan sikap tidak peduli

d. **Berani** (brave)

5 = Tidak pernah menunjukkan sikap tidak berani

4 = Pernah menunjukkan sikap tidak berani

3 = Beberapa kali menunjukkan sikap tidak berani

2 = Sering menunjukkan sikap tidak berani

1 = Sangat sering menunjukkan sikap tiodak berani

e. **Percaya diri** (confidence)

5 = Tidak pernah menunjukkan sikap tidak percaya diri

4 = Pernah menunjukkan sikap tidak percaya diri

3 = Beberapa kali menunjukkan sikap tidak percaya diri

2 = Sering menunjukkan sikap tidak percaya diri

1 = Sangat sering menunjukkan sikap tidak percaya diri

f. **Berkomunikasi baik** (communicative)

5 = Tidak pernah menunjukkan sikap tidak komunikatif

4 = Pernah menunjukkan sikap tidak komunikatif

3 = Beberapa kali menunjukkan sikap tidak komunikatif

2 = Sering menunjukkan sikap tidak komunikatif

1 = Sangat sering menunjukkan sikap tidak komunikatif

g. **Peduli sosial** (social awareness)

5 = Tidak pernah menunjukkan sikap tidak peduli sosial

4 = Pernah menunjukkan sikap tidak peduli sosial

3 = Beberapa kali menunjukkan sikap tidak peduli sosial

2 = Sering menunjukkan sikap tidak peduli sosial

1 = Sangat sering menunjukkan sikap tidak peduli sosial

h. **Ingin tahu** (curiosity)

5 = Tidak pernah menunjukkan sikap tidak ingin tahu

4 = Pernah menunjukkan sikap tidak ingin tahu

3 = Beberapa kali menunjukkan sikap tidak ingin tahu

2 = Sering menunjukkan sikap tidak ingin tahui

1= Sangat sering menunjukkan sikap tidak ingin tahu

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

a. **Kosa kata** (vocabulary)

5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan menganggu makna

1 = Terlalu banyak kesalahan sehinngga sulit dipahami.

b. **Ketelitian** (accuracy)

5 = Sangat teliti

4 = Teliti

3 = Cukup teliti

2 = Kurang teliti

1 = Tidak teliti

c. **Susunan bahasa** (language and grammar)

5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada beberapa kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami

d. Organization

5 = Hampir sempurna

4 = Ada beberapa kesalahan tapi tidak mengganggu makna

3 = Ada beberapa kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

e. Pemahaman (understanding)

5 = Sangat memahami

4 = Memahami

3 = Cukup memahami

2 = Kurang memahami

1 = Tidak memahami

f. Pilihan kata (diction)

5 = Sangat variatif dan tepat

4 = Variatif dan tepat

3 = Cukup variatif dan tepat

2 = Kurang variatif dan tepat

1 = Tidak variatif dan tepat

C. Rubrik Penilaian Praktek

Kriteria	Jika kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, organization sangat bagus dan benar	Jika kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan organization hampir bagus dan benar	Jika . kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan organization bagus dan benar	Jika . kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan organization kurang bagus	Jika kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan organization sangat kurang bagus
Nilai	Excelent 5	Very Good 4	Good 3	Fair 2	Poor 1

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

<div align="center">

Sekolah	: MTsN Karanganyar
Tema	: Discriptive Text (Animal)
Kelas	: VII B
Pertemuan ke	: 2
Waktu	: 2 × 40 menit

</div>

I. Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI.2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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1.1   Mensyukuri kesempartan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

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.

4.12 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.

III. Indikator

1.1.1 Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.

2.3.1 Siswa mampu melaksanakan kegiatan kerjasama kelompok dan game dengan baik sehingga dapat membahas dan membuat teks diskriptif dengan benar.

3.10.1 Siswa mampu membedakan dan mengidentifikasikan isi dan makna pada masing-masing part yang ada di dalam struktur diskriptif teks.

4.12.1 Siswa mampu menbuat teks diskriptif dengan memperhatikan fungsi sosial, struktur teks,dan unsur kebahasaan, secara benar dan sesuai konteks.

IV. Materi Pembelajaran

1. Model Teks monolog berbentuk deskriptif.
2. Unsur bahasa terkait teks: vocabularies, pronouns.
3. Langkah retorika terkait teks; Generic Structure of Descriptive Text: identification, descriptions.
4. Terlampir

V. Metode Pembelajaran

1. Pendekatan : student center
2. Teknik : Anagram game

VI. Sumber : English Map Concept Book

VII. Langkah Pembelajaran

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Memulai pelajaran dengan berdoa kepada Allah SWT b. Cek kehadiran siswa. c. Menjelaskan tujuan pembelajaran d. Memberikan motifasi belajar e. Peserta didik menerima informasi kompetensi, materi descriptive text of animal, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan	10 menit
Kegiatan Inti	Mengamati TEKNIK ANAGRAM GAME • Guru membagi siswa menjadi 4 kelompok masing masing kelompok terdiri dari 10 siswa dan membentuk lingkaran per kelompok. Guru memberikan tema mengenai descriptive text of animal; kelompok 1 dengan tema Rabbit, kelompok 2 dengan tema Lion, kelompok 3 dengan tema Butterfly, kelompok 4 dengan tema Kangaroo. • Guru memberikan satu tema kepada masing-masing kelompok dan memberi intruksi pada tiap kelompok untuk menemukan kosa kata yang telah dibuat random anagram yang sesuai dengan tema. • Guru membimbing peserta didik untuk mengucapkan kosakata yang telah ditemukan dari random anagram game dengan teknik drilling • Guru merangsang peserta didik untuk aktif mengemukakan pendapatnya mengenai materi yang akan diajarkan. Mempertanyakan (questioning)	15 menit 5 menit

	• Guru mengarahkan peserta didik untuk bertanya mengenai materi descriptive text atau bahan ajar tentang fungsi sosial, ungkapan, dan unsur kebahasaan yang berkaitan dengan materi descriptive text.	10 menit
	Mengeksplorasi	20 menit
	• Guru memberikan sebuah tema kepada tiap-tiap kelompok mengenai descriptive text of animal.	
	Mengasosiasi/ menganalisis	
	• Guru menyuruh siswa melengkapi kata rumpang yang terdapat dalam teks deskriptif berdasarkan vocabulary yang terdapat dibawah teks	10 menit
	Komunikasi	
	• Setelah melengkapi teks deskriptif, perwakilan kelompok menyebutkan vocabulary sesuai urutan jawaban teks deskriptif	
Penutup	a. Peserta didik melakukan review bersama guru mengenai materi descriptive text yang dibahas.	10 menit
	b. Guru bertanya kepada siswa mengenai vocabulary yang telah dipelajari mengenai descriptive text of animal.	
	c. Siswa mengumpulkan tugas	
	d. Guru dan siswa bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama.	
		10 menit

VIII. Media Pembelajaran

1. Dictionary
2. Hand out (Teks Diskriptif)
3. White Board
4. Anagram game

IX.　　Penilaian

1. Penilaian Sikap

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Rasahormat (respect)	Pengamatan	Proses	Lembar Pengamatan	
2	Jujur				
3	Peduli				
4	Berani				
5	Percaya diri				
6	Komunikatif				
7	Peduli sesama				
8	Ingin tahu				

2. Penilaian Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tulis untuk descriptive text	Unjuk kerja	Tertulis	Mendengarkan penjelasan dari guru tentang descriptive text

3. Penilaian praktek

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menyusun teks lisan dan tulis untuk ungkapan apology dalam kehidupan peserta didik sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks	Unjuk kerja	Tertulis	a. temukan macam-macam anagram yang tertera b. menulis descriptive text

			sesuai tema

A. **Rubrik Penilaian dari Segi Sikap (attitude)**

    a. **Rasa hormat** (respect)

        5= Tidak pernah menunjukkan sikap tidak hormat

        4= Pernah menunjukkan sikap tidak hormat

        3= Beberapa kali menunjukkan sikap tidak hormat

        2= Sering menunjukkan sikap tidak hormat

        1 = Sangat sering menunjukkan tidak hormat

    b. **Jujur** (honest)

        5 = Tidak pernah menunjukkan sikap tidak jujur

        4= Pernah menunjukkan sikap tidak jujur

        3 = Beberapa kali menunjukkan sikap tidak jujur

        2 = Sering menunjukkan sikap tidak jujur

        1 = Sangat sering menunjukkan sikap tidak jujur

    c. **Peduli** (care)

        5 = Tidak pernah menunjukkan sikap tidak peduli

        4 = Pernah menunjukkan sikap tidak peduli

        3 = Beberapa kali menunjukkan sikap tidak peduli

        2 = Sering menunjukkan sikap tidak peduli

        1 = Sangat sering menunjukkan sikap tidak peduli

    d. **Berani** (brave)

        5 = Tidak pernah menunjukkan sikap tidak berani

        4 = Pernah menunjukkan sikap tidak berani

        3 = Beberapa kali menunjukkan sikap tidak berani

        2 = Sering menunjukkan sikap tidak berani

        1 = Sangat sering menunjukkan sikap tiodak berani

    e. **Percaya diri** (confidence)

        5 = Tidak pernah menunjukkan sikap tidak percaya diri

        4 = Pernah menunjukkan sikap tidak percaya diri

        3 = Beberapa kali menunjukkan sikap tidak percaya diri

2 = Sering menunjukkan sikap tidak percaya diri

1 = Sangat sering menunjukkan sikap tidak percaya diri

f. **Berkomunikasi baik** (communicative)

5 = Tidak pernah menunjukkan sikap tidak komunikatif

4 = Pernah menunjukkan sikap tidak komunikatif

3 = Beberapa kali menunjukkan sikap tidak komunikatif

2 = Sering menunjukkan sikap tidak komunikatif

1 = Sangat sering menunjukkan sikap tidak komunikatif

g. **Peduli sosial** (social awareness)

5 = Tidak pernah menunjukkan sikap tidak peduli sosial

4 = Pernah menunjukkan sikap tidak peduli sosial

3 = Beberapa kali menunjukkan sikap tidak peduli sosial

2 = Sering menunjukkan sikap tidak peduli sosial

1 = Sangat sering menunjukkan sikap tidak peduli sosial

h. **Ingin tahu** (curiosity)

5 = Tidak pernah menunjukkan sikap tidak ingin tahu

4 = Pernah menunjukkan sikap tidak ingin tahu

3 = Beberapa kali menunjukkan sikap tidak ingin tahu

2 = Sering menunjukkan sikap tidak ingin tahui

1= Sangat sering menunjukkan sikap tidak ingin tahu

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

a. **Kosa kata** (vocabulary)

5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan menganggu makna

1 = Terlalu banyak kesalahan sehinngga sulit dipahami.

b. **Ketelitian** (accuracy)

5 = Sangat teliti

4 = Teliti

3 = Cukup teliti

2 = Kurang teliti

1 = Tidak teliti

c. **Susunan bahasa** (language and grammar)

5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada beberapa kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami

d. **Organization**

5 = Hampir sempurna

4 = Ada beberapa kesalahan tapi tidak mengganggu makna

3 = Ada beberapa kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

e. **Pemahaman** (understanding)

5 = Sangat memahami

4 = Memahami

3 = Cukup memahami

2 = Kurang memahami

1 = Tidak memahami

f. **Pilihan kata** (diction)

5 = Sangat variatif dan tepat

4 = Variatif dan tepat

3 = Cukup variatif dan tepat

2 = Kurang variatif dan tepat

1 = Tidak variatif dan tepat

C. Rubrik Penilaian Praktek

Kriteria	Jika kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, organization sangat bagus dan benar	Jika kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan organization hampir bagus dan benar	Jika . kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan organization bagus dan benar	Jika . kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan organization kurang bagus	Jika kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan organization sangat kurang bagus
Nilai	Excelent 5	Very Good 4	Good 3	Fair 2	Poor 1

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah   : MTsN Karanganyar

Tema   : Discriptive Text (People)

Kelas   : VII B

Pertemuan ke : 3

Waktu   : 2×40 menit

I. Kompetensi Inti

  KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya

  KI.2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

  KI.4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar

 1.1 Mensyukuri kesempartan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

 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.

4.12   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.

III.   Indikator

1.1.1   Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.

2.3.1   Siswa mampu melaksanakan kegiatan kerjasama kelompok dan game dengan baik sehingga dapat membahas dan membuat teks diskriptif dengan benar.

3.10.1 Siswa mampu membedakan dan mengidentifikasikan isi dan makna pada masing-masing part yang ada di dalam struktur diskriptif teks.

4.12.1 Siswa mampu menbuat teks diskriptif dengan memperhatikan fungsi sosial, struktur teks,dan unsur kebahasaan, secara benar dan sesuai konteks.

IV.   Materi Pembelajaran

1. Model Teks monolog berbentuk deskriptif.

2. Unsur bahasa terkait teks: vocabularies, pronouns.

3. Langkah retorika terkait teks; Generic Structure of Descriptive Text: identification, descriptions.

4. Terlampir

V.   Metode Pembelajaran

1. Pendekatan   : student center

2. Teknik   : Anagram game

VI.   Sumber : English Map Concept Book

VII.   Langkah Pembelajaran

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. b. Guru menggunakan kalimat "Good morning, students". c. Pastikan peserta didik merespon dengan menjawab kembali "Good morning, Teacher/ Sir/Mam". d. Kemudian guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.	10 menit
Kegiatan Inti	**Mengamati** TEKNIK ANAGRAM GAME • Guru memberikan teks *descriptive of people* kepada siswa yang berjudul *Sule*. • Guru menjelaskan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan dalam descriptive text. • Guru memberikan 5 vocabulary yang berkaitan dengan people yaitu handsome, beautiful, grandmother, grandson, dan weight. dipapan tulis. **Mempertanyakan** • Guru mempertanyakan fungsi sosial, struktur teks, unsur kebahasaan dalam descriptive text yang diberikan oleh guru.	15 menit

	Mengeksplorasi	
	• Guru menyuruh siswa untuk menemukan general structure dalam descriptive text of people.	5 menit
	• Guru mengarahkan siswa berlatih menemukan vocabulary berupa noun, pronoun and adjective dalam teks diskriptif yang diberikan.	
	Mengasosiasi	10 menit
	• Guru menyuruh siswa membuat kosa kata baru dari kata-kata tersebut (anagram game). Contoh: beautiful menjadi beat, fail, tie, life, dan seterusnya.	20 menit
	• Guru menyuruh siswa mengklasifikasikan vocabulary yang mereka temukan sesuai dengan jenis vocabulary of noun, pronoun and adjective.	10 menit
	• Guru memberikan umpan balik (*feedback*) tentang hasil analisis yang siswa sampaikan.	
	Mengkomunikasikan	
	• Siswa menyampaikan vocabulary yang ditemukan dalam kegiatan anagram game mengenai descriptive text of people.	
Penutup	a. Peserta didik melakukan review bersama guru mengenai materi descriptive text yang dibahas. b. Guru bertanya kepada siswa mengenai vocabulary yang telah dipelajari mengenai descriptive text of people dengan cara drilling. c. Guru dan siswa bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama.	10 menit

VIII.   Media   Pembelajaran

    1.   Dictionary

    2.   Hand out (Teks Diskriptif)

    3.   White Board

    4.   Anagram game

IX.   Penilaian

1. Penilaian Sikap

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Rasahormat (respect)	Pengamatan	Proses	Lembar Pengamatan	
2	Jujur				
3	Peduli				
4	Berani				
5	Percaya diri				
6	Komunikatif				
7	Peduli sesama				
8	Ingin tahu				

2. Penilaian Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tulis untuk descriptive text	Unjuk kerja	Tertulis	Mendengarkan penjelasan dari guru tentang descriptive text

3. Penilaian praktek

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menyusun teks lisan dan tulis untuk ungkapan apology dalam kehidupan peserta didik sehari-hari, dengan unsur kebahasaan	Unjuk kerja	Tertulis	a. temukan macam-macam anagram yang tertera b. menulis

yang benar dan sesuai konteks			descriptive text sesuai tema

A. **Rubrik Penilaian dari Segi Sikap (attitude)**

a. **Rasa hormat** (respect)

5= Tidak pernah menunjukkan sikap tidak hormat

4= Pernah menunjukkan sikap tidak hormat

3= Beberapa kali menunjukkan sikap tidak hormat

2= Sering menunjukkan sikap tidak hormat

1 = Sangat sering menunjukkan tidak hormat

b. **Jujur** (honest)

5 = Tidak pernah menunjukkan sikap tidak jujur

4= Pernah menunjukkan sikap tidak jujur

3 = Beberapa kali menunjukkan sikap tidak jujur

2 = Sering menunjukkan sikap tidak jujur

1 = Sangat sering menunjukkan sikap tidak jujur

c. **Peduli** (care)

5 = Tidak pernah menunjukkan sikap tidak peduli

4 = Pernah menunjukkan sikap tidak peduli

3 = Beberapa kali menunjukkan sikap tidak peduli

2 = Sering menunjukkan sikap tidak peduli

1 = Sangat sering menunjukkan sikap tidak peduli

d. **Berani** (brave)

5 = Tidak pernah menunjukkan sikap tidak berani

4 = Pernah menunjukkan sikap tidak berani

3 = Beberapa kali menunjukkan sikap tidak berani

2 = Sering menunjukkan sikap tidak berani

1 = Sangat sering menunjukkan sikap tiodak berani

e. **Percaya diri** (confidence)

5 = Tidak pernah menunjukkan sikap tidak percaya diri

4 = Pernah menunjukkan sikap tidak percaya diri

3 = Beberapa kali menunjukkan sikap tidak percaya diri

2 = Sering menunjukkan sikap tidak percaya diri

1 = Sangat sering menunjukkan sikap tidak percaya diri

   f. **Berkomunikasi baik** (communicative)

5 = Tidak pernah menunjukkan sikap tidak komunikatif

4 = Pernah menunjukkan sikap tidak komunikatif

3 = Beberapa kali menunjukkan sikap tidak komunikatif

2 = Sering menunjukkan sikap tidak komunikatif

1 = Sangat sering menunjukkan sikap tidak komunikatif

   g. **Peduli sosial** (social awareness)

5 = Tidak pernah menunjukkan sikap tidak peduli sosial

4 = Pernah menunjukkan sikap tidak peduli sosial

3 = Beberapa kali menunjukkan sikap tidak peduli sosial

2 = Sering menunjukkan sikap tidak peduli sosial

1 = Sangat sering menunjukkan sikap tidak peduli sosial

   h. **Ingin tahu** (curiosity)

5 = Tidak pernah menunjukkan sikap tidak ingin tahu

4 = Pernah menunjukkan sikap tidak ingin tahu

3 = Beberapa kali menunjukkan sikap tidak ingin tahu

2 = Sering menunjukkan sikap tidak ingin tahui

1= Sangat sering menunjukkan sikap tidak ingin tahu

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

   a. **Kosa kata** (vocabulary)

5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan menganggu makna

1 = Terlalu banyak kesalahan sehinngga sulit dipahami.

   b. **Ketelitian** (accuracy)

5 = Sangat teliti

4 = Teliti

3 = Cukup teliti

2 = Kurang teliti

1 = Tidak teliti

c. **Susunan bahasa** (language and grammar)
5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada beberapa kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami

d. **Organization**
5 = Hampir sempurna

4 = Ada beberapa kesalahan tapi tidak mengganggu makna

3 = Ada beberapa kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

e. **Pemahaman** (understanding)
5 = Sangat memahami

4 = Memahami

3 = Cukup memahami

2 = Kurang memahami

1 = Tidak memahami

f. **Pilihan kata** (diction)
5 = Sangat variatif dan tepat

4 = Variatif dan tepat

3 = Cukup variatif dan tepat

2 = Kurang variatif dan tepat

1 = Tidak variatif dan tepat

C. **Rubrik Penilaian Praktek**

Kriteria	Jika kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, organization sangat bagus dan benar	Jika kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan organization hampir bagus dan benar	Jika . kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan organization bagus dan benar	Jika . kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan organization kurang bagus	Jika kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan organization sangat kurang bagus
Nilai	Excelent 5	Very Good 4	Good 3	Fair 2	Poor 1

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah   : MTsN Karanganyar

Tema   : Discriptive Text (people)

Kelas   : VII B

Pertemuan ke   : 4

Waktu   : 2×40 menit

I.   Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI.2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

KI.4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II.   Kompetensi Dasar

1.1   Mensyukuri kesempartan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3   Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

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.

4.12 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.

III. Indikator

1.1.1 Siswa dapat termotivasi dalam mempelajari bahasa Inggris sebagai wujud mensyukuri anugerah Allah SWT.

2.3.1 Siswa mampu melaksanakan kegiatan kerjasama kelompok dan game dengan baik sehingga dapat membahas dan membuat teks diskriptif dengan benar.

3.10.1 Siswa mampu membedakan dan mengidentifikasikan isi dan makna pada masing-masing part yang ada di dalam struktur diskriptif teks.

4.12.1 Siswa mampu menbuat teks diskriptif dengan memperhatikan fungsi sosial, struktur teks,dan unsur kebahasaan, secara benar dan sesuai konteks.

IV. Materi Pembelajaran

1. Model Teks monolog berbentuk deskriptif.

2. Unsur bahasa terkait teks: vocabularies, pronouns.

3. Langkah retorika terkait teks; Generic Structure of Descriptive Text: identification, descriptions.

4. Terlampir

V. Metode Pembelajaran

1. Pendekatan : student center

2. Teknik : Anagram game

VI. Sumber : English Map Concept Book

VII.   Langkah Pembelajaran

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Memulai pelajaran dengan berdoa kepada Allah SWT b. Cek kehadiran siswa. c. Menjelaskan tujuan pembelajaran d. Memberikan motifasi belajar e. Peserta didik menerima informasi kompetensi, materi descriptive text of people, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan	10 menit
Kegiatan Inti	Mengamati TEKNIK ANAGRAM GAME • Guru membagi siswa menjadi 4 kelompok masing masing kelompok terdiri dari 10 siswa dan membentuk lingkaran per kelompok. Guru memberikan tema mengenai descriptive text of people; kelompok 1 dengan tema Ronaldo, kelompok 2 dengan tema Aril, kelompok 3 dengan tema My Older Brother, kelompok 4 dengan tema Doraemon. • Guru memberikan satu tema kepada masing-masing kelompok dan memberi intruksi pada tiap kelompok untuk menemukan kosa kata yang telah dibuat random anagram yang sesuai dengan tema. • Guru membimbing peserta didik untuk mengucapkan kosakata yang telah ditemukan dari random anagram game dengan teknik drilling • Guru merangsang peserta didik untuk aktif mengemukakan pendapatnya mengenai materi yang akan diajarkan.	15 menit 5 menit

	Mempertanyakan (questioning)	
	• Guru mengarahkan peserta didik untuk bertanya mengenai materi descriptive text atau bahan ajar tentang fungsi sosial, ungkapan, dan unsur kebahasaan yang berkaitan dengan materi descriptive text.	10 menit
	Mengeksplorasi	20 menit
	• Guru memberikan sebuah tema kepada tiap-tiap kelompok mengenai descriptive text of people.	
	Mengasosiasi/ menganalisis	10 menit
	• Guru menyuruh siswa melengkapi kata rumpang yang terdapat dalam teks deskriptif berdasarkan vocabulary yang terdapat dibawah teks	
	Komunikasi	
	• Setelah melengkapi teks deskriptif, perwakilan kelompok menyebutkan vocabulary sesuai urutan jawaaban teks deskriptif	
Penutup	a. Peserta didik melakukan review bersama guru mengenai materi descriptive text yang dibahas.	10 menit
	b. Guru bertanya kepada siswa mengenai vocabulary yang telah dipelajari mengenai descriptive text of people.	
	c. Siswa mengumpulkan tugas	
	d. Guru dan siswa bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama.	

VIII. Media Pembelajaran
1. Dictionary
2. Hand out (Teks Diskriptif)
3. White Board
4. Anagram game

IX.   Penilaian

1. Penilaian Sikap

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Rasahormat (respect)	Pengamatan	Proses	Lembar Pengamatan	
2	Jujur				
3	Peduli				
4	Berani				
5	Percaya diri				
6	Komunikatif				
7	Peduli sesama				
8	Ingin tahu				

2. Penilaian Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tulis untuk descriptive text	Unjuk kerja	Tertulis	Mendengarkan penjelasan dari guru tentang descriptive text

3. Penilaian praktek

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menyusun teks lisan dan tulis untuk ungkapan apology dalam kehidupan peserta didik sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks	Unjuk kerja	Tertulis	a. temukan macam-macam anagram yang tertera b. menulis descriptive text sesuai tema

A. Rubrik Penilaian dari Segi Sikap (attitude)

a. **Rasa hormat** (respect)

5= Tidak pernah menunjukkan sikap tidak hormat

4= Pernah menunjukkan sikap tidak hormat

3= Beberapa kali menunjukkan sikap tidak hormat

2= Sering menunjukkan sikap tidak hormat

1   = Sangat sering menunjukkan tidak hormat

b. **Jujur** (honest)

5 = Tidak pernah menunjukkan sikap tidak jujur

4= Pernah menunjukkan sikap tidak jujur

3 = Beberapa kali menunjukkan sikap tidak jujur

2 = Sering menunjukkan sikap tidak jujur

1   = Sangat sering menunjukkan sikap tidak jujur

c. **Peduli** (care)

5 = Tidak pernah menunjukkan sikap tidak peduli

4 = Pernah menunjukkan sikap tidak peduli

3 = Beberapa kali menunjukkan sikap tidak peduli

2 = Sering menunjukkan sikap tidak peduli

1   = Sangat sering menunjukkan sikap tidak peduli

d. **Berani** (brave)

5 = Tidak pernah menunjukkan sikap tidak berani

4 = Pernah menunjukkan sikap tidak berani

3 = Beberapa kali menunjukkan sikap tidak berani

2 = Sering menunjukkan sikap tidak berani

1   = Sangat sering menunjukkan sikap tiodak berani

e. **Percaya diri** (confidence)

5 = Tidak pernah menunjukkan sikap tidak percaya diri

4 = Pernah menunjukkan sikap tidak percaya diri

3 = Beberapa kali menunjukkan sikap tidak percaya diri

2 = Sering menunjukkan sikap tidak percaya diri

1   = Sangat sering menunjukkan sikap tidak percaya diri

f. **Berkomunikasi baik** (communicative)

5 = Tidak pernah menunjukkan sikap tidak komunikatif

4 = Pernah menunjukkan sikap tidak komunikatif

3 = Beberapa kali menunjukkan sikap tidak komunikatif

2 = Sering menunjukkan sikap tidak komunikatif

1   = Sangat sering menunjukkan sikap tidak komunikatif

g. **Peduli sosial** (social awareness)

5 = Tidak pernah menunjukkan sikap tidak peduli sosial

4 = Pernah menunjukkan sikap tidak peduli sosial

3 = Beberapa kali menunjukkan sikap tidak peduli sosial

2 = Sering menunjukkan sikap tidak peduli sosial

1   = Sangat sering menunjukkan sikap tidak peduli sosial

h. **Ingin tahu** (curiosity)

5 = Tidak pernah menunjukkan sikap tidak ingin tahu

4 = Pernah menunjukkan sikap tidak ingin tahu

3 = Beberapa kali menunjukkan sikap tidak ingin tahu

2   = Sering menunjukkan sikap tidak ingin tahui

1= Sangat sering menunjukkan sikap tidak ingin tahu

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

a. **Kosa kata** (vocabulary)

5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahan dan menganggu makna

1 = Terlalu banyak kesalahan sehinngga sulit dipahami.

b. **Ketelitian** (accuracy)

5 = Sangat teliti

4 = Teliti

3 = Cukup teliti

2 = Kurang teliti

1 = Tidak teliti

c. **Susunan bahasa** (language and grammar)

5 = Hampir sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada beberapa kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami

d. **Organization**

5 = Hampir sempurna

4 = Ada beberapa kesalahan tapi tidak mengganggu makna

3 = Ada beberapa kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

e. **Pemahaman** (understanding)

5 = Sangat memahami

4 = Memahami

3 = Cukup memahami

2 = Kurang memahami

1 = Tidak memahami

f. **Pilihan kata** (diction)

5 = Sangat variatif dan tepat

4 = Variatif dan tepat

3 = Cukup variatif dan tepat

2 = Kurang variatif dan tepat

1 = Tidak variatif dan tepat

C. Rubrik Penilaian Praktek

Kriteria	Jika kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman,	Jika kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman,	Jika . kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman, dan	Jika . kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman,	Jika kosa kata, ketelitian, susunan bahasa, pilihan kata, pemahaman,

	organization sangat bagus dan benar	dan organization hampir bagus dan benar	organization bagus dan benar	dan organization kurang bagus	dan organization sangat kurang bagus
Nilai	Excelent 5	Very Good 4	Good 3	Fair 2	Poor 1

Appendix 2

FIELD NOTE OF THE OBSERVATION RESULT

Pre-research

TIME   : Wednesday, 10th February 2016

           10.35 a.m – 11.55 a.m

PLACE   : Class VII B MTsN Karanganyar

OBJECT : Teaching and learning process lead by the teacher English

Class VII B is located between VII A and VII C. There are some windows in the north. The class has 40 students. The class is clean. The school equipments are whiteboard, board marker, eraser, students' attendance list, teacher journal, students' picket schedule, students' structure organization, presidents' photos, picture, set of rules, lesson schedule, watch, and handicraft from paper colored.

The researcher followed the English teacher to the class for doing the observation when the teaching learning process. The teacher gave materials about descriptive text. When the teacher asked the students to read about the descriptive text, some of students shy. When the teacher asked them to read the text and answer the questions, the students were confused and uninterested to read the text. The class is crowded, because some students make a conversation with their friends. So it makes the class noisy.

Pre-test

TIME : **Thursday, 3rd march 2016**

          08.20 a.m – 09.40 a.m

PLACE : **Class VII B MTsN Karanganyar**

OBJECT : **Teaching and learning process lead by the researcher**

The class was begun at 08.20. First of all, the researcher as English Teacher in MTsN Karanganyar especially VII B, entered the class. In the opening class, the researcher started the lesson by saying "Assalamu'alaikum warahmatullahi wabarakatuh" and asked the students' condition. The researcher greeted the students and asked their attendance.

The researcher conducted the pre-test at 08.45 to the students. The pre-test consisted of 10 words of English to translate into Indonesian language, 10 words of Indonesian to translate into English language, and arrange the sentence to be a good sentence. The researcher gave time for above 40 minutes to the students to answer the questions.

After 40 minutes later, the researcher asked the students whether they have finished or not. Almost all of the students answered yes. Having finished conducting the lesson, the researcher asked the students whether they had difficulty or not, and then explained to the students what they would study for the next meeting. Before leaving the class, the researcher asks the students to submit their worksheet.

The class was closed by saying wassalamualaikum warohmatullohi wabarokatuh and thanks for all.

CYCLE 1

<u>**The first meeting**</u>

TIME : **Wednesday, 11th May 2016**

     10.35 a.m – 11.55 a.m

PLACE : **Class VII B MTsN Karanganyar**

OBJECT : **Teaching and learning process lead by the researcher**

   The bell was ringing at 10.35 a.m. The researcher as the teacher entered the class and began the lesson. The researcher came into the class, then greeted and asked the students' condition. In the first time the researcher greeted the students by saying assalammu'alaikum warahmatullahi wabarakatuh and good morning students. The researcher introduced his identity and his purpose for coming to the class. Then, she checked students' attendance list. The researcher tells the topic of the lesson directly. He told the students the name of the animals' one by one word clearly.

   They show their understanding by building their communication and expressing their emotions. Then, the researcher gave the material. The material is about descriptive text and these were some words of animals. The researcher gave a descriptive text about tiger. The students learnt about the social function and generic structure of descriptive text. Then the researcher gave some question. The question such as: " what is descriptive text?", "mana yang termasuk identification?", "mana yang termasuk description?". They only shook their head and said "tidak tahu pak". After getting the

students' answer, the researcher explained the generic structure of descriptive text to the students. Then, the researcher asked the students tried to find generic structure in the descriptive text. The students also tried to find some vocabularies include noun, pronoun and adjective in the descriptive text who had been given by the teacher before.

Then, the researcher asked the students to come in front of the class. The researcher supplies 5 words related with animal in the white board. After that, the researcher asked the students one by one to the front of the class to form some new vocabularies from those words. The teacher asked the students "please form some new vocabularies from those words: elephant, dangerous, colorful, animals, and biggest !". The teacher drilled the students to form and translate those new words into English correctly. The students also have to classify those words that they had found into noun, pronoun or adjective. After they finished arranging some vocabularies, they were given a chance to read it in front of the class.

Having finished conducting the lesson, the teacher asked the students whether they had difficulty or not. The teacher also did review about the lesson that day with the students. After that, the teacher explained to the students what they would study for the next meeting. The class was closed by saying wassalamualaikum warohmatullohi wabarokatuh and thanks for all.

The second meeting

TIME   : **Thursday, 12th May 2016**

            08.20 a.m – 09.40 a.m

PLACE   : **Class VII B MTsN Karanganyar**

OBJECT : **Teaching and learning process lead by the researcher**

The researcher opened the class by saying assalammu'alaikum warahmatullahi wabarakatuh and good morning students! And they replied him waalaikum salam warohmatullohi wabarokatuh and good morning sir. Then the researcher checked the students' attendance. The researcher tried to make a good condition in the class by telling to the students that the day's activities would be studying together.

Firstly, the researcher started the lesson by warming up to the students. The teacher invited to guess some characteristic of animals that were showed by the researcher body movements. The researcher tried to build the students' knowledge. They show their understanding by building their communication and expressing their emotions. The researcher gave the students the copies of the materials one student got one copy of material. The material was the descriptive text. The researcher explained the definition of descriptive text, after they know about it. The researcher asked some students to give example of descriptive text. The teacher divided the students into 4 groups that was consist of 10 students each students. The students asked to make a circle. The teacher gave descriptive text about animal; 1st group was

about rabbit, 2nd group was about lion, 3rd group was about butterfly, and 4th group was about kangaroo.

After giving descriptive text, the teacher gave instruction to all of the groups to find some vocabularies in random anagram related about descriptive text which they had gotten before. The teacher lead the students to pronounce those vocabularies which they had found randomly from the anagram game correctly with drilling technique. After that he asked the students wrote the difficult words on their own paper and we discussed it together in the class. The researcher asked students to translate the text and wrote their answers on the white board.

Before the researcher closed the lesson, he tried to review the material at that day. The researcher asked the students to practice it in their home. The researcher hoped that the next meeting practice will be better than at that day, because the students' vocabulary were still less. The class was closed by saying wassalamualaikum warohmatullohi wabarokatuh and thanks for all.

The third meeting

TIME   : **Wednesday, 18th May 2016**

            10.35 a.m – 11.55 a.m

PLACE   : **Class VII B MTsN Karanganyar**

OBJECT : **Teaching and learning process lead by the researcher**

The researcher started the lesson by greeting the students and checked the students' attendance. He reminded and checked the students' understanding about the previous topic. In the third meeting, the teacher conducted the post-test. The students did the test around 40 minutes. Post-test 1 consisted of 20 items of arrange the letters to form words and write the meaning, 5 items synonym test, and translate the descriptive text.

He distributed worksheet to them. It was to measure the students' progress after getting treatments in cycle 1. The post test 1 contained topic which had been studied in the previous week. The researcher also observed how the students' attitude while doing the test.

The researcher gave motivations to the students in order to be more active in the teaching learning process and the researcher remind them to study hard at home. Then, the researcher was closed the meeting by saying wassalamu'alaikum warahmatullahi wabarakatuh.

CYCLE 2

<u>**The first meeting**</u>

TIME   : **Thursday, 19th May 2016**

           08.20 a.m – 09.40 a.m

PLACE   : **Class VII B MTsN Karanganyar**

OBJECT : **Teaching and learning process lead by the researcher**

The researcher started the meeting by saying assalammu'alaikum warahmatullahi wabarakatuh and good morning students! The researcher checked the student's attendance while asked the student's condition. After that the researcher told about the material that would be studied.

Before started the lesson, the researcher gave motivation and doing warming up about the materials. The researcher gave the students copies of the materials. Every student gets one copy of the material. The material was still descriptive text, the title describe about people. Student gets 5 words related with descriptive of people such as handsome, beautiful, grandmother, grandson, and weight. Students should form some new words from those vocabularies. Every students wanted come forward and wrote the answer on the white board. For example "Grandmother = mother, other, her, ear", "Handsome = dome, hand, some, name".

Secondly, the researcher asked the students some questions. Then, he ordered some of students to read the descriptive text in front of the class. After that, the researcher asked the students to write words which they did not know the meaning in their own paper. The students also tried to find some vocabularies include noun, pronoun and adjective in the descriptive text which had been given by the teacher before. After that, the students had to fill in the blank in the descriptive text of people. The students tried to read their work with correct pronunciation.

Having finished conducting the meeting, the researcher asked the students whether they had difficulties or not and then summed up the topic of today's lesson together with the student to review the students' understanding of the text.

The researcher closed the class by saying wassalamu'alaikum warahmatullahi wabarakatuh and thank you.

The second meeting

TIME   : Wednesday, 25th May 2016

               10.35 a.m – 11.55 a.m

PLACE   : Class VII B MTsN Karanganyar

OBJECT : Teaching and learning process lead by the researcher

        Like usually, the researcher opened the class by saying assalammu'alaikum warahmatullahi wabarakatuh and good morning students! And they replied by saying waalaikum salam warohmatullohi wabarokatuh and good morning sir. Then, the researcher checked the students' attendance.

        The researcher intended to distribution the copies of material. The material was descriptive text. At the time, he asked the students to make a group. Before doing the group task, the researcher wrote several letters on the board. The researcher wrote the letter as much as nine to twelve letters on the board. After that, the students are divided into 4 groups where each group consists of ten students. The teacher gave the material about descriptive of people. Each group had different text of descriptive. The first group was about Ronaldo, second group was about Aril, the third group was about My Older Brother and the forth group was about Doraemon.

Student must arrange the letters that were randomized into a new word. Then each group writes any words that can be written using the letters that have been written on the blackboard only. Each members of the group who came forward got good point from the researcher. From the various letters that are randomized, students are able to write ten to fifteen words with the collaboration of their groups. Then the researcher asked them to fill a variety of anagram which is present on the sheet about each group. From the words of the group can make appropriate descriptive sentences each title.

The researcher asked the students whether they had difficulties or not and then summed up the topic of today's lesson together with the students' understanding of the text. He closed the class by saying hamdalah and wassalamu'alaikum warahmatullahi wabarakatuh.

The third meeting

TIME   : Thursday, 26th May 2016

         08.20 a.m – 09.40 a.m

PLACE   : Class VII B MTsN Karanganyar

OBJECT : Teaching and learning process lead by the researcher

        The researcher opening the class by saying assalammu'alaikum warahmatullahi wabarakatuh and good morning students! He checked the students' attendance. The researcher conducted the post-test II. The post-test II was conducted to know the students' learning achievement after the action of cycle I was received. The students did the test around 60 minutes. The topics post-test were descriptive text about people. Post-test consisted of 15 items of arrange the letters to form words and write the meaning, 5 items test of completing the paragraph using the adjective correctly, and translate descriptive text about people.

        In this meeting, he distributed worksheet to them. It was to measure the students' progress after getting treatments in cycle 2. The post test 2 contained topic which had been studied in the previous week. The researcher also observed how the students' attitude while doing the test. The result showed that the students scored increased. They had good progress in the ability on vocabulary mastery.

Before the researcher closed the class, the researcher gave motivations to the students. Then the researcher asked to the students "Thank you for your attention, see you next meeting. Keep your study and let's closed our meeting by saying hamdallah together". The students said "Alhamdulillah hirobbil'alamin". Having finished this meeting, the researcher closed the class by saying wassalamu'alaikum warahmatullahi wabarakatuh and thank you.

Appendix 3

THE PHOTOGRAPHS

| The researcher explained the material | Student's activity using anagram game |

| The student's activities in the class | Student's group assignment |

| Doing post-test 1 | Doing post-test 2 |

Appendix 4

Result of Interview with the English Teacher at MTsN Karanganyar

Researcher   : assalamualaikum bu widya?

Teacher   : waalikumsalam mas

Researcher   : sebelumnya saya minta maaf menggangu waktu ibu sebentar

Teacher   : ya mas tidak apa-apa

Researcher   : saya mau tanya tentang bagaimana kemampuan bahasa inggris siswa terutama penguasaan vocabulary siswa. Apakah siswa masih kesulitan dalam pelajaran bahasa inggris?

Teacher   : iya mas, mereka masih sering kesulitan dalam menjawab pertanyaan-pertanyaan yang saya berikan secara langsung maupun dari lembar kerja siswa

Researcher   : apa yang menyebabkan mereka mengalami kesulitan dalam menjawab pertanyaan-pertanyaan tersebut bu?

Teacher   : hal yang mendasari kesulitan mereka dalam menjawab pertanyaan yaitu tentang pemahaman vocabulary. mereka masih kesulitan dalam menghafal vocabulary yang telah dipelajari. Sebenarnya saya sudah mencoba menyampaikan materi dan vocabulary yang berkaitan, tetapi mereka hanya memberikan sedikit respon. Padahal dalam pembelajaran bahasa inggris itu yang paling pokok adalah

vocabulary mas, kalau misalnya muridnya kurang pemahaman tentang vocabulary maka mereka tentu akan mengalami kesulitan ketika mengerjakan soal bahasa inggris. Bahkan beberapa siswa mengatakan kalau bahasa inggris itu sebagai salah satu momok dalam pelajaran disekolah.

Researcher : ohh iya bu terimakasih atas informasi dan waktunya bu.

Teacher : iya mas sama-sama.

Appendix 5

The Result of Students' Pre-test

No	Students' Initial Name	Pre-test Score
1	Student 1	40
2	Student 2	73
3	Student 3	53
4	Student 4	65
5	Student 5	70
6	Student 6	63
7	Student 7	60,6
8	Student 8	73
9	Student 9	70
10	Student 10	53
11	Student 11	56
12	Student 12	70
13	Student 13	56
14	Student 14	70
15	Student 15	70
16	Student 16	46
17	Student 17	40
18	Student 18	70

19	Student 19	26
20	Student 20	70
21	Student 21	40,3
22	Student 22	60
23	Student 23	70
24	Student 24	70
25	Student25	46
26	Student 26	56
27	Student 27	60
28	Student 28	43
29	Student 29	66
30	Student 30	60,3
31	Student 31	50,3
32	Student 32	66
33	Student 33	43
34	Student 34	50
35	Student 35	50
36	Student 36	40,6
37	Student 37	60
38	Student 38	46
39	Student 39	46
40	Student 40	70
mean		55.45

Appendix 6

The Result of Students' Post-test 1

No	Students' Initial Name	Post-test 1 Score
1	Student 1	80
2	Student 2	95
3	Student 3	85
4	Student 4	75
5	Student 5	80,25
6	Student 6	90
7	Student 7	90
8	Student 8	85
9	Student 9	90
10	Student 10	95
11	Student 11	90
12	Student 12	80,25
13	Student 13	90,25
14	Student 14	75
15	Student 15	80,25
16	Student 16	90
17	Student 17	70,25
18	Student 18	85

19	Student 19	50,5
20	Student 20	80,75
21	Student 21	80,25
22	Student 22	80,75
23	Student 23	90
24	Student 24	80,75
25	Student 25	70,75
26	Student 26	85
27	Student 27	80,75
28	Student 28	85
29	Student 29	85
30	Student 30	80
31	Student 31	80,5
32	Student 32	80,75
33	Student 33	80
34	Student 34	80,25
35	Student 35	70
36	Student 36	70,25
37	Student 37	80,25
38	Student 38	80,25
39	Student 39	70,75
40	Student 40	80
Mean		81.21

Appendix 7

The Result of Students' Post-test 2

No	Students' Initial Name	Post-test 2 Score
1	Student 1	86
2	Student 2	90
3	Student 3	90
4	Student 4	86
5	Student 5	93
6	Student 6	93
7	Student 7	93
8	Student 8	90
9	Student 9	90
10	Student 10	93
11	Student 11	90
12	Student 12	90
13	Student 13	90
14	Student 14	83
15	Student 15	86
16	Student 16	93
17	Student 17	80
18	Student 18	100

19	Student 19	76
20	Student 20	90
21	Student 21	90
22	Student 22	90
23	Student 23	96
24	Student 24	80
25	Student 25	80
26	Student 26	83
27	Student 27	93
28	Student 28	76
29	Student 29	83
30	Student 30	80,75
31	Student 31	83
32	Student 32	90
33	Student 33	80
34	Student 34	76
35	Student 35	76
36	Student 36	90
37	Student 37	90
38	Student 38	86
39	Student 39	86
40	Student 40	93
mean		87.09

Appendix 8

SOAL PRE-TEST

Write meaning of this words bellow:

A. From English to Indonesian

1. Big   :

2. Ear   :

3. Defense   :

4. Usually   :

5. Long   :

6. Short   :

7. Strong   :

8. Grass   :

9. Tame   :

10. Weapon   :

B. From Indonesian to English

1. Gading   :

2. Berbahaya :

3. Belalai   :

4. Makan   :

5. Hutan   :

6. Ekor   :

7. Karnivora :

8. Gemuk   :

9. Berdiri   :

10. Menggigit :

C. Arrange these sentences to be a good sentences:

Elephant

a. Elephant is one of the biggest animals in the world

b. Next time go to the zoo. I want to ride an elephant

c. The African elephant is found on the continent of Africa

d. Elephant has a big body. He has four legs and its legs are very big and very strong

e. Elephant is an herbivore. He likes to eat some plants such as grass, small trees, etc.

f. and the Indian elephant is found in Asia

g. Elephant has two long/pointed teeth and the name is tusk. Tusk, trunk and leg can be a weapon of elephant use to defense

h. Elephant has two wide ears. Elephant has two eyes that the eyes are black and small enough

i. from the other animal and elephant has a short tail

SOAL - SOAL POST – TEST

A. Arrange the letters to form words and write the meaning of these words.

1. nufticon   :

2. urf   :

3. wols   :

4. nhit   :

5. jelung   :

6. pescesi   :

7. bydo   :

8. dilw   :

9. tegrat   :

10. roteh   :

11. levi   :

12. uhnt   :

13. reffentid   :

14. tafs   :

15. nur   :

16. coumaflega :

17. rengfig   :

18. lema   :

19. felema   :

20. seu   :

B. what are synonym from words below:

A. thin :

B. wild :

C. trust :

D. camouflage :

E. character :

C. Read the descriptive text and translate text below!

<u>TIGER</u>

Tigers are a wild animal. They are the biggest cat of their species. Male tiger can have weight at least 180-320 kilos and the female is 120-180, so the female is more thin than the male.

They live in jungle.They can run faster from a lion, but they still slower than a cheetah. Tigers are carnivor. They usually hunt in daylight. Their targets are deers, hogs, antelope and also mouse deers. The different between tiger is with other cats is their signature fur. They have stripes in their body. This stripes in natural use as camouflage to hunt in the jungle. They also have same function as fingger print in human body.

SOAL - SOAL POST – TEST

A. Arrange the letters to form words and write the meaning of these words.

1. Enam   :

2. Mousaf   :

3. Cetner   :

4. Narel   :

5. Eson   :

6. Cudirilous :

7. Quneui   :

8. Jeko   :

9. Lulayus   :

10. Varesel   :

11. Dentust   :

12. Somednah :

13. Fulently :

14. Joni   :

15. Nudays   :

B. Complete this paragraph using the adjective correctly in the bellow!

I have an (1)… brother. His name is Virdion. He is a (2)…. student in UGM majoring Pharmacy .He is a (3)…. Boy. He is like my mother. His skin is (4)…. . Every Sunday, he usually goes to the sport center,

sometimes by himself or with some of his friends. Once a while, he will ask me to join him to have some work out. He is very (5)….. brother.

a. *Clever*

b. *Energetic*

c. *Handsome*

d. *Black*

e. *Older*

f. *Short*

C. Read the descriptive text and translate text below!

(a) Comedian Sule "Prikitiw" His full name is Entis Sutisna. (b) People call him Sule. (c) He is a famous comedian in Indonesia. (d) Sule was born on 15 November 1976 in Bandung, West Java. (e) He speaks Sundanese fluently. He also learn Javanese.

(f) Sule is very unique. His hair is long with brown and yellow colour. (g) He has oval face, flat nose and slanting eyes. (h) People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. (i) Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. (j) He has very famous song entitled Susis (Suami Sieun Istri)

MATERI PEMBELAJARAN

A. Pengertian Descriptive text

Descriptive Text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari dalam menggambarkan benda, tempat, manusia, hewan dan lain sebagainya. Descriptive Text adalah sebuah teks bahasa Inggris untuk mengggmbarkan seperti apa benda atau mahluk hidup yang kita deskripsikan, baik secara kenampakan, bau, suara, atau tekstur dari benda atau makhluk hidup tersebut.

B. Tujuan komunikatif descriptive text

Tujan Komunikatif dari Descriptive Text adalah untuk menggambarkan dan mengungkapkan ciri-ciri dari benda, tempat, atau mahluk tertentu secara umum, tenpa adanya riset atau peneilitan secara mendalam dan menyuluruh.

C. Generic Structure Descriptive Text

Di setiap Descriptive Text terdapat dua bagian yang menjadi ciri dari Descriptive Text itu sendiri. Kedua bagian tersebut adalah:

1. Identification

Idnetification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

2. Description

Description adalah bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai kenampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya.

D. Ciri Kebahasan Descriptive Text

1. Descriptive Text menggunakan Present Tense, misalnya: go, eat, fly,etc.

2. Descriptive Text menggunakan berbagaimacam Adjectives (kata sifat) yang bersifat Describing (mengambarkan), Numbering (Menomerkan), dan Classifying (mengklasifikasikan), misalnya: two strong legs, sharp white fangs, etc.

3. Descriptive Text menggunakan Relating Verbs untuk memberikan informasi tentang subjek, misalnya: my mum is realy cool, it has very thick fur, etc.

4. Descriptive Text menggunakan Thinking Verbs (kata kerja berfikir, seperti belive, think, etc.) dan Feeling Verbs (kata kerja perasa, seperti feel)untuk mengungkapkan pandangan pribadi penulis tentang subjek, misalnya: police believe the suspect is armed, I think it is a clever animal, etc.

5. Descriptive Text juga menggunakan Adverbs (kata keterangan) untuk memberikan informasi tambahan mengenai perilaku atau sifat (Adjective) yang dijelaskan, misalnya: it is extremely high, it runs definitely past, etc.

Contoh Descriptive Text "Animal"

TIGER

Tigers are a wild animal. They are the biggest cat of their species. Male tiger can have weight at least 180-320 kilos and the female is 120-180, so the female is more thin than the male.

They live in jungle. They can run faster from a lion but still slower than a cheetah. Tigers are carnivore. They usually hunt in daylight. Their targets are deers, hogs, antelope and also mouse deers. The different between tiger is with other cats is their signature fur. They have stripes in their body. This stripes in natural use as camouflage to hunt in the jungle. They also have same function as fingger print in human body.

If you want to see a tiger, you have to go to the zoo because they are very dangerous in wild live.

Contoh Descriptive Text "People"

SULE

Comedian Sule "Prikitiw" His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese.

Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

GROUP DISCUSSION EXERCISE ABOUT DESCRIPTIVE TEXT OF ANIMALS

RABBIT

Rabbits are _____ animals and have a thick hair. They have two _____, four legs, two ears, and a tail. Rabbit eye is very _____ and most of them are back. Some types even have a red color of eye. One of the types of rabbits that have red eyes are Australian rabbits.

They have two ____ ears and even theirs can grow up to 10 cm. Rabbit

_____ look so funny and sometimes moving up. Four feet they have are very____, especially the hind feet because those are used as a point for_____. Front feet have 5 _____ while the hind feet have 4 fingers. Using four legs, they can run very _____ and it makes them easier to run away from chasing predators.

They has a short _____. Their tails looks like a cotton ball because it is so short. A female rabbit is pregnant for 30 days. Every birth, rabbits can deliver between 4 to 12 babies. This is why the rabbit population continues to grow rapidly and they do not become an endangered species.

tuce	Resa	Pujm	Seye	ngrost
goln	Staf	Liat	Fynnu	fingres

BUTTERFLY

Butterflies are _____, flying insects with large scaly _____. Like all insects, they have six legs, three body parts, a pair of _____, and compound _____. The three body parts are the head, thorax (the chest), and abdomen (the tail end). The four wings and the six

_____ of the butterfly are connected to the thorax. The thorax contains the

_____ that make the legs and wings move.

Butterflies are very good fliers. They have two pairs, of _____ wings covered with

_____ scales. Butterflies and moths are the only insects that have scaly wings. The wings are connected to the butterfly's thorax (mid-section). Butterflies can only fly if _____ body temperature is above 27 degrees Centigrade. Butterflies sun themselves to warm up in cool weather. As butterflies get older, the color of the wings fades and the wings become ragged.

The speed varies among _____ species (the poisonous varieties are slower than noun – poisonous varieties). The fastest butterflies can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies fly about 8 kph.

Teubifalu	Gles	Seye	Flucloro	glare
Sumcles	Naenetan	Swing	Fletbutry	hiret

THE LION

The lion is called the king of beast. Animals which commonly live in a group and dense forests or savannas which have lots of food are _____. A group of lion consists of one _____ and many females. The male is the _____ of the group who keeps the male lions and hunting areas, while the female lions have a task to look for food by hunting together. Lions are found living _____ in the grassland of Africa.

They hunt smaller animals and feed on them. Lion has four legs and _____ eyes which are protected by very _____ lashes. The male lion is _____ a animal. All lions have manes. Round _____ head has a ring of long hair called a mane. When the lion is young, the hair of his mine is yellow. When he is old, the hair is sometimes black. The female lion, or lioness, doesn't have a _____. Lions are _____ animals. They can kill a man.

Name	Shi	Tkich	teaubufil	bworn
drangouse	Nilo	Lame	dealer	dliw

I LIKE KANGAROO

Kangaroo is my _____ animal. The Red Kangaroo is the largest of all the

Kangaroos. They live throughout much of the country of Australia and are the

_____ mammal that lives in Australia. Its scientific name is Macropus rufus.

   Kangaroos are _____. They have two _____ and two _____. They

also have pouch in their _____. It uses for take care of their _____.

They get their name from the color of the male's _____ which is a reddish

brown. They mostly graze on _____. A male Red _____ can jump up to

30 feet in one jump! They can also use their jumping ability to travel quickly at

speeds of up to 30 miles per hour. Someday I want to go to Australia to meet a

kangaroo.

Ofervita	Gles	Dhans	Sragsess	koangaro
Garlest	Birvehores	Dhilcren	Ruf	omatchs

GROUP DISCUSSION EXERCISE ABOUT DESCRIPTIVE TEXT OF PEOPLE

Ronaldo

He is Cristiano Ronaldo dos Santos Aveiro. He usually called Cristiano Ronaldo. His _____ ,Maria Dolores dos Santos Aveiro, is their main source of emotional support. He has two sisters and a brother elma, katia and hugo.

Cristiano ronaldo is _____ and thin. He has _____ eyes. He has short _____ hair. He has _____ nose. He has a _____ smile. He has small tabs. He has big mouth. He is muscular. He is a good footballer. He has olive-skinned. He has small ears. He has no_____ . He has full lips. He is _____ . He very _____ after receiving ridicule from classmates for his Madeiran accent focused on the world of football, beginning his career in the CD National and joining shortly Sporting Lisbon, in which debuted in the top flight with only 16 years old. His obsession with perfection and as a psychological escape began to train hard in the gym and on the football field for a superb physical. After playing for Manchester United, was pierced by 94 million euros to Real Madrid becoming the most _____ player in football history.

Brown	expensive	Nice	Mustache	tall
Small	mother	Famous	Handsome	black

Aril

_____full name is Nazril Ilham. He has a very _____name, Ariel. He was born in Langkat, North Sumatra on September 16, 1981.

Ariel is the third child in his family. He has ever got married to a _____named Sarah Amalia. They have a daughter named Alleia Anat. Ariel has _____hair, a _____ nose, black _____, and _____skin. He is not really tall. His height is only 165 cm. His ____ is average. He looks smart and_____. Ariel is a pop singer and song writer. He writes many _____and sings with his old group band, Peterpan and the new one is Noah. With his band, Ariel releases some popular songs like Mimpi yang Sempurna, Bintang di Surga, dan Topeng.

| Shi | hitew | thors | bydo | clam |
| Seye | monaw | pupalor | pintode | crylis |

My older brother

I have a_____. He is very good at me. His name is Riski Kurniawan. He is 23 years old. He has _____, short _____, and its color is_____. His nose is pointed. His __are blue. He also has white_____. My brother is about 50 cm higher than me. His height is approximately 170 cm.

My brother is very _____to me. He always teaches me new things like swimming, riding motorcycles and much more. As the oldest_____, he wants me to be a successful person. He always supports me every day. My Brother is a child. He always gets good mark in school. It is inversely proportional to me who less _____in the academic field. But after all, my brother is the greatest brother in the world.

Robhret	seye	dhilc	gentlitenil	marts
Kins	dink	cyrul	bolnd	raih

Doraemon

Doraemon is one of _____ character from japan. Doraemon film usually shows on Sunday morning. Doraemon is a _____ likes cat which come from 22nd century of the future.

Doraemons colour is_____. He doesn't have ear because a _____ was eat his ears. Doraemon has round _____ and red nose likes cherry fruit. He has . His eyes are oval and he has short_____. His tail's colour is red. He wears a which has a bell. Doraemon has a fourth-dimensional _____ on his abdomen frown which is can take out many amazing tools. Doraemon favorite food is dorayaki and he usually eats dorayaki everyday. Although doraemon eat very much, his _____ stills 128.3 kg and his tall still in 128.3 cm since his born until the end.

broto	tar	lait	thiweg	Haed
mhustace	notocar	elub	tepock	neccekla

Appendix 9

WORKSHEETS

Nama : Mitry Prameshti

Nomer : 1 (satu)

Kelas : VII (Bhe)

40

Soal pre-test

Write meaning of this words bellow:

A. From English to Indonesian

1. Big : Besar
2. Ear : telinga
3. Defense : Pengertian
4. Usually : biasanya
5. Long : panjang
6. Short : Kaos
7. Strong : Kucit
8. Grass : Rumput
9. Tame : ~~wakta~~ perjinakkan
10. Weapon : senjata

Elephant

Elephant is one of the biggest animals in the world. Next time go to the zoo. I want to ride an elephant. Elephant a big body. He has four legs and its legs are very big and very strong.

B. From Indonesian to English

1. Gading :
2. Berbahaya : Danger
3. Belalai :
4. Makan : eat
5. Hutan : jungle
6. Ekor :
7. Karnivora : carnivora
8. Gemuk : Fat
9. Berdiri : set up
10. Menggigit :

C. Arrange these sentences to be a good sentences:

Elephant

a. Elephant is one of the biggest animals in the world
b. Next time go to the zoo. I want to ride an elephant
c. The African elephant is found on the continent of Africa
d. Elephant has a big body. He has four legs and its legs are very big and very strong
e. Elephant is an herbivore. He likes to eat some plants such as grass, small trees, etc.
f. and the Indian elephant is found in Asia
g. Elephant has two long/pointed teeth and the name is tusk. Tusk, trunk and leg can be a weapon of elephant use to defense
h. Elephant has two wide ears. Elephant has two eyes that the eyes are black and small enough
i. from the other animal and elephant has a short tail

Soal – soal post – test

Nama : Misty Pramesthi
Nomer : 1 (satu)
Kelas : VII Bte.

A. Arrange the letters to form words and write the meaning of these words.

1. nufticon : Function (kegunaan) / Fungsi
2. urf : Fur (bulu)
3. wols : Slow (lambat)
4. nhit : thin (kurus)
5. jelung : Jungle (hutan)
6. pescesi : Species (jenis)
7. bydo : body (badan / tubuh)
8. dilw : Wild (liar)
9. tegrat : target (mangsa)
10. roteh : other (lainnya)
11. levi : live (tinggal)
12. uhnt : hunt (memburu)
13. reffentid : different (berbeda)
14. tafs : Fast (cepat)
15. nur : run (berlari)
16. coumaflega : Camouflage (samaran)
17. rengfig : Fingger (jari)
18. lema : male (jantan)
19. felema : Female (Betina)
20. seu : use (memakai)

B. what are synonym from words below:

A. thin : (tipis) = meagre (kurus)
B. wild : (liar) = savage (ganas)
C. trust : (kepercayaan) = Belief (percaya)
D. camouflage : (samaran) = Tisquire (menyamar)
E. character : (karakter) = Nature (watak)

C. Read the descriptive text and translate text below!

TIGER

Tigers are a wild animal. They are the biggest cat of their species. Male tiger can have weight at least 180-320 kilos and the female is 120- 180, so the female is more thin than the male.

They live in jungle.They can run faster from a lion, but they still slower than a

antelope and also mouse deers. The different between tiger is with other cats is their signature fur. They have stripes in their body. This stripes in natural use as camouflage to hunt in the jungle. They also have same function as fingger print in human body.

HARIMAU

Harimau adalah hewan liar. mereka adalah jenis kucing terbesar dari spesiesnya. harimau jantan bisa mencapai berat 180 - 320 kilogram dan yang betina 120 - 180 kilogram. jadi harimau betila lebih kecil dari yang jantan.

Harimau hidup dihutan. mereka bisa lari lebih cepat dari seekor singa tapi masih lebih lambat dari cetah.

Harimau adalah hewan karnivora. mereka biasanya berburu di siang hari. mangsa mereka adalah rusa, babi hutan, kijang, dan kancil. Perbedaan harimau dg kucing lainnya adalah warna bulu mereka mereka memiliki loreng ditubuhnya. loreng ini dialam bebas digunakan sebagai kamuflase untuk berburu di hutan. loreng mereka juga memiliki fungsi yang sama dg sidik jari manusia.

Jika kamu mau melihat harimau, maka kamu harus pergi ke hutan karena harimau sangat berbahaya didalam kan

Soal - soal post – test   (86)

Nama : Misty Pramesthi

Nomes : 1 (satu)

Kesas : VII (Bhe)

A. Arrange the letters to form words and write the meaning of these words.

1. Enam   : name (nama)
2. Mousaf   : Famous (terkenal)
3. Cetner   : center (pusat)
4. Narel   : learn (belajar)
5. Eson   : nose (hidung)
6. Cudirilous : ridiculous (lucu)
7. Quneui   : unique (unik)
8. Jeko   : Joke (senda gurau)
9. Lulayus : usually (biasanya)
10. Varesel : several (beberapa)
11. Dentust : student (murid)
12. Somednah : handsome (Tampan)
13. Fulently : fulenty (dengan lancar)
14. Joni   : Join (ikut serta dengan)
15. Nudays   : Sunday (minggu)

B. Complete this paragraph using the adjective correctly in the bellow!

I have an (1). E *(lebih tua)* brother. His name is Virdion. He is a (2). A *(pandai/pintar)* student in UGM majoring Pharmacy. He is a (3). C *(Tampan)* Boy. He is like my mother. His skin is (4). B *(Tenaga)* Every Sunday, he usually goes to the sport center, sometimes by himself or with some of his friends. Once a while, he will ask me to join him to have some work out. He is very (5). D. (hitam) brother.

A. Clever : pandai/pintar
B. Energetic : tenaga
C. Handsome : Tampan
D. Black : Hitam
E. Older : lebih tua
F. Short : pendek.

C. Read the descriptive text and translate text below!

(a) Comedian Sule "Prikitiw" His full name is Entis Sutisna. (b) People call him Sule. (c) He is a famous comedian in Indonesia. (d) Sule was born on 15 November 1976 in Bandung, West Java. (e) He speaks Sundanese fluently. He also learn Javanese.

(f) Sule is very unique. His hair is long with brown and yellow colour. (g) He has oval face, flat nose and slanting eyes. (h) People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. (i) Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. (j) He has very famous song entitled Susis (Suami Sieun Istri)

A. Komedian Sule "Prinitiw" nama lengkapnya adalah entis suriena

B. Biasanya orang memanggil sule

C. Dia komedian terkrenf di Indonesia

d. Sure lahir pada 15 November 1976 dibandung, jawa baran

e. Dia berbicana dg sangat lancan. ~degan

f. Sulle sangat unic. Rambutnya panjing ber warna coklat dan warna kuning

G. Dia berwajah oral hidungn ya pesek, matanya sipit

H. orang mengenal sule adalah pelawar laki 2 yg penuh dg kelucuan Dia sangat menyenangkan, kelucuanya membuat orang 2 terrawa rampai perutnya sakit.

i. sure pemain didlm bebera.na seperti ovj, awas ada sure, pas mantaf dan, saung sule. Dia juga bisa bernyanyi senyat baik.

j. Dia mempunyai lagu yg sangat terkenal yg berjudul susis (suami takut istri)

Nama : Rextin Pramudya putri.
No : 17
Kelas : VII B

(40)

Soal pre-test

Write meaning of this words bellow:

A. From English to Indonesian
1. Big   : Besar
2. Ear   : Telinga
3. Defense : pengertian
4. Usually : Biosanya
5. Long   : panjang
6. Short   : Kaos dalam
7. Strong   : kuat
8. Grass   : Rumput
9. Tame   : waktu
10. Weapon : Senjata

elephant

· Elephant is one of the biggest animals in the world.
· elephant is an herbivore. He likes to eat some plants such as grass, small trees, etc.

B. From Indonesian to English
1. Gading   : Small enough
2. Berbahaya : Danger
3. Belalai   :
4. Makan   : eat
5. Hutan   : continent
6. Ekor   :
7. Karnivora : Carnivora
8. Gemuk   : Fat
9. Berdiri   : situp
10. Menggigit :

C. Arrange these sentences to be a good sentences:

   Elephant
a. Elephant is one of the biggest animals in the world
b. Next time go to the zoo. I want to ride an elephant
c. The African elephant is found on the continent of Africa
d. Elephant has a big body. He has four legs and its legs are very big and very strong
e. Elephant is an herbivore. He likes to eat some plants such as grass, small trees, etc.
f. and the Indian elephant is found in Asia
g. Elephant has two long/pointed teeth and the name is tusk. Tusk, trunk and leg can be a weapon of elephant use to defense
h. Elephant has two wide ears. Elephant has two eyes that the eyes are black and small enough
i. from the other animal and elephant has a short tail

Nama : Reztin Pramudya P.
NO : 17
kelas : VII B

7,25

Soal - soal post - test

A. Arrange the letters to form words and write the meaning of these words.

1. nufticon : Function (Fungsi)
2. urf : Fur (bulu)
3. wols : Slow (lambat)
4. nhit : thin (kecil)
5. jelung : Jungle (hutan)
6. pescesi : species (spesies / jenis)
7. bydo : body (badan / tubuh)
8. dilw : wild (liar)
9. tegrat : target (sasaran)
10. roteh : other (lainya)
11. levi : live (tinggal)
12. uhnt : hunt (memburu)
13. reffentid : different (berbeda)
14. tafs : fast (cepat)
15. nur : run (berlari)
16. coumaflega : Comouflage (samaran)
17. rengfig : Fingger (Jari)
18. lema : male (Jantan)
19. felema : Female (Betina)
20. seu : Use (memakan)

B. what are synonym from words below:

A. thin : Thin (tipis)
B. wild : wild (buas) savagas (ganas)
C. trust : belief (percaya)
D. camouflage : tisquire (menyamar)
E. character : Nature (warna)

C. Read the descriptive text and translate text below!

TIGER

Tigers are a wild animal. They are the biggest cat of their species. Male tiger can have weight at least 180-320 kilos and the female is 120- 180, so the female is more thin than the male.

They live in jungle.They can run faster from a lion, but they still slower than a

antelope and also mouse deers. The different between tiger is with other cats is their signature fur. They have stripes in their body. This stripes in natural use as camouflage to hunt in the jungle. They also have same function as fingger print in human body.

Harimau

Harimau adalah hewan liar. mereka adalah jenis kucing terbesar dari spesisienya. Male tiger can have weight at least 180-320 kilos.

Harimau

Harimau adalah hewan liar. mereka adalah jenis kucing terbesar dari spesisienya. harimau jantan bisa mencapai berat 180-320 kilogram dan betinanya 120-180 kilogram. jadi harimau betina lebih kecil dari yang jantan.

Harimau hidup di hutan. mereka bisa lari lebih cepat dari seekor singa tapi masih lebih lambat dari citah.

Harimau adalah hewan karnivora. mereka biasanya berburu disiang hari. mangsa mereka adalah rusa/babi hutan, kijang dan juga kancil. perbedaan harimau dan kucing lainya adalah warna bulu mereka. mereka memiliki loreng ditubuhnya. loreng ini di alam bebas di gunakan sebagai kamuflace untuk berburu di hutan. loreng mereka juga memiliki fungsi yang sama dengan sidik jari manusia.

jika kamau ma

Nam : Reztin
NO : 17
VII B)

Soal - soal post – test

A. Arrange the letters to form words and write the meaning of these words.

1. Enam : Name : Nama
2. Mousaf : Famous : Masyhur
3. Cetner : Center :
4. Narel : Iearn : belajar
5. Eson : nose : hidung
6. Cudirilous : ridiculous :
7. Quneui : unique : satu unik
8. Jeko : joke : lelucon
9. Lulayus : usualy : Biasanya
10. Varesel : several :
11. Dentust : student : Murid
12. Somednah :
13. Fulently : Fluently :
14. Joni : join
15. Nudays : Sunday : Minggu

B. Complete this paragraph using the adjective correctly in the bellow!

I have an (1).C brother. His name is Virdion. He is a (2).A. student in UGM majoring Pharmacy .He is a (3).B. Boy. He is like my mother. His skin is (4).N. . Every Sunday, he usually goes to the sport center, sometimes by himself or with some of his friends. Once a while, he will ask me to join him to have some work out. He is very (5).....brother.

A. Clever
B. Energetic
C. Handsome
D. Black
E. Older
F. Short

C. Read the descriptive text and translate text below!

(a) Comedian Sule "Prikitiw" His full name is Entis Sutisna. (b) People call him Sule. (c) He is a famous comedian in Indonesia. (d) Sule was born on 15 November 1976 in Bandung, West Java. (e) He speaks Sundanese fluently. He also learn Javanese

(f) Sule is very unique. His hair is long with brown and yellow colour. (g) He has oval face, flat nose and slanting eyes. (h) People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. (i) Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. (j) He has very famous song entitled Susis (Suami Sieun Istri)

a.) komedian sule "Prikitiw" Nama panjanya adalah entis sutisna.

b.) dtemanggi dipanggil dengan sebutan sule

c.) dia adalah artis pelawak di indonesia.

d.) sule dilahirkan pada 15 November 1976 di Bandung, Jawa barat

e.) dia berbicara sunda lancar. dia juga belajar bahasa jawa

f.) sule sangat unik. dia mempunyai rambut panjang berwarna cokat muda dan kuning.

g.) dia mempunyai muka oval, hidung datar dan mata sipit.

h.) orang mengenal sule dengan pelawak laki² yg penuh dengan kelucuan Dia sangat menyenangkan kelucuanya membuOt orang²× tertawa sampai perutnya sakit.

i.) sule pemain di dlm beeberapa tv, seperti OVJ, awas ada sule, pas mantab dan saung sule

j.) Dia mempunyai lagu yg sangat terkenal yg berjudul susis (suami takut istri)

Nama = Nuaim Hammad Faladzy
No = 22
kelas = VII B

Soal pre-test

Write meaning of this words bellow:

A. From English to Indonesian

1. Big : Besar
2. Ear : Telinga
3. Defense : Pengertian
4. Usually :
5. Long : Panjang
6. Short : Pendek..
7. Strong : kuat
8. Grass : rumput
9. Tame : ~~~~
10. Weapon : senjata

B. From Indonesian to English

1. Gading : Husp
2. Berbahaya : Danger
3. Belalai : Muzzle
4. Makan : eat
5. Hutan : Jungle
6. Ekor :
7. Karnivora : Carnivora
8. Gemuk : Fat
9. Berdiri : Stand up
10. Menggigit :

C.   Elephant

Elephant is on of biggest animals in the world, from the other animal and elephant has a short tail.
Elephants is an herbivore. He likes to eat some plants, such as grass, small trees, etc. Elepent has a big body. He has four legs and its legs are very big and very strong. Elephant has two long/pointed teeth and the name is tusk, Tusk, trunk and leg can be a weapon of elephant use to defense. Elephant has two wide ears, elephant has two eyes that the eyes are black and small enough. The African

C. Arrange these sentences to be a good sentences:

Elephant

a. Elephant is one of the biggest animals in the world
b. Next time go to the zoo. I want to ride an elephant
c. The African elephant is found on the continent of Africa
d. Elephant has a big body. He has four legs and its legs are very big and very strong
e. Elephant is an herbivore. He likes to eat some plants such as grass, small trees, etc.
f. and the Indian elephant is found in Asia
g. Elephant has two long/pointed teeth and the name is tusk. Tusk, trunk and leg can be a weapon of elephant use to defense
h. Elephant has two wide ears. Elephant has two eyes that the eyes are black and small enough
i. from the other animal and elephant has a short tail

nama = Nuaim Hammad F.
no = 22
kls = VIIB

Soal - soal post – test

(8,75)

A. **Arrange the letters to form words and write the meaning of these words.**

1. nufticon : (function) Fungsi
2. urf : (fur) Berbulu
3. wols : (slow) Santai
4. nhit : (thin) kurus
5. jelung : (Jungle) hutan
6. pescesi : (Species) Jenis
7. bydo : (body) tubuh
8. dilw : (wild) liar
9. tegrat : (target) Sasaran
10. roteh : (other) lainnya
11. levi : (Live) Alam
12. uhnt : (hunt) berburu
13. reffentid : (different) Berbeda
14. tafs : (fast) cepat
15. nur : (run) lari
16. coumaflega : (camouflage) kamuflase
17. rengfig : (fingger) Jari
18. lema : (male) Jantan
19. felema : (female) Betina
20. seu : (use) memakai

B. **what are synonym from words below:**

A. thin : Skinny (kurus)
B. wild : Savage (liar)
C. trust : belief (kepercayaan)
D. camouflage : disguise (menyamar)
E. character : nature (watak)

C. **Read the descriptive text and translate text below!**

TIGER

Tigers are a wild animal. They are the biggest cat of their species. Male tiger can have weight at least 180-320 kilos and the female is 120- 180, so the female is more thin than the male.

They live in jungle.They can run faster from a lion, but they still slower than a cheetah. Tigers are carnivore.

antelope and also mouse deers. The different between tiger is with other cats is their signature fur. They have stripes in their body. This stripes in natural use as camouflage to hunt in the jungle. They also have same function as fingger print in human body.

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Harimau adalah hewan liar. Mereka adalah jenis kucing terbesar dari spesiesnya. harima Jantan bisa mencapai berat 180~320 kilogram dan betinanya 120~180 kilogram. Jadi harimau betina lebih kecil dari yg jantan.

Harimau hidup di hutan. Mereka bisa lari lebih cepat dari seekor singa tapi masih lebih lambat dari cetah.

Harimau adalah hewan karnifora. mereka biasanya berburu di siang hari. mangsa mereka adalah rusa, babi hutan, kijang dan juga kancil. perbedaan harimau dg kucing lainnya adl warna bulu mereka. mereka memiliki loreng di tubuhnya. loreng ini di alam bebas di gunakan sbg kamuflase utk berburu di hutan. loreng mereka juga memiliki fungsi yg sama dg sidik jari manusia.

Nama = Nuaim Hammad F.
no = 22
Kls = VII B

Soal - soal post – test

A. Arrange the letters to form words and write the meaning of these words.

1. Enam : (Name) Nama
2. Mousaf : (famous) masyur
3. Cetner : (center) Pusat
4. Narel : (learn) belajar
5. Eson : (Nose) Hidung
6. Cudirilous : (ridiculous) tertawa
7. Quneui : (unique) unik
8. Jeko : (joke) lelucon
9. Lulayus : (Usually) biasanya
10. Varesel : (several) beberapa
11. Dentust : (student) siswa / murid
12. Somednah : (handsome) tampan
13. Fulently : (fluently) dg lancar
14. Joni : (Join) menggabungkan
15. Nudays : (Sunday) Hari Minggu

B. Complete this paragraph using the adjective correctly in the bellow!

I have an (1). C brother. His name is Virdion. He is a (2). A. student in UGM majoring Pharmacy. He is a (3). B Boy. He is like my mother. His skin is (4). D . Every Sunday, he usually goes to the sport center, sometimes by himself or with some of his friends. Once a while, he will ask me to join him to have some work out. He is very (5). E brother.

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C. Read the descriptive text and translate text below!

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C. a. Pelawak Sule "Prinitiw" nama panjangnya adalah Entis Sutisna.

b. Orang memanggilnya Sule.

c. Dia masyur Pelawak di Indonesia

D. Sule lahir di tanggal 15 November 1976 di Bandung Jawa Barat

e. Dia ber bicara dg sangat lancar, Dia Juga mempelajari bahasa Jawa

f. Sule sangat Unik. Rambutnya Panjang dg warna coklat dan kuning

g. Dia bermuka oval, hidungnya pesek dan matanya sipit

h. Orang mengenal Sule Sebagai Pria yg lucu dan lelucon. Dia Sangat lucu. Kelucuannya membuat Orang tertawa hingga Sakit perut.

i. Dia bermain di beberapa TV Seperti OVJ, awas ada Sule, Pas manteb, dan Saung Sule dia juga bisa menyanyi dg Sangat baik

j. dia mempunyai lagu yg sangat terkenal yg berjudul Susis

Appendix 10

SILABUS MTs

Sekolah　　　　　　: **MTs Negeri Karanganyar**

Mata Pelajaran　　: **Bahasa Inggris**

Kelas　　　　　　: **7**

Kompetensi Inti　　:

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif

　　　dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan	**Teks lisan dan tulis untuk sapaan, pamitan, ucapan terimakasih, dan permintaan maaf** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru dan teman *Struktur teks* (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. *Good morning. How are you?, Fine, thank you. And you?* dan semacamnya b. *Goodbye. Bye. See you later. See you. Take care.*, dan semacamnya c. *Thank you. You are welcome.*, dan semacamnya d. *I'm sorry. That's fine, okay. Allright.*, dan semacamnya *Unsur kebahasaan* Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi. *Topik* Berbagai hal terkait	**Mengamati** • Siswa mendengarkan/ menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf • Siswa mengikuti interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyapa, berpamitan,	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial sapaan, pamitan, ucapan terimakasih, dan permintaan maaf • Tingkat kelengkapan dan keruntutan struktur teks sapaan, pamitan, ucapan terimakasih, dan permintaan maaf • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (role play) dalam bentuk interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Ketepatan dan	3 x 4 JP	• Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Teks atau latihan dari buku teks Bahasa Inggris • Teks dari buku non-teks • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.go

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	mengucapkan terimakasih, dan merminta maaf dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dalam jurnal belajar (*learning journal*).	kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan sapaan, pamitan, ucapan terima kasih, dan permintaan maaf serta responnya **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi		v/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.. 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya. 4.2 Menyusun teks lisan	**Teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri** *Fungsi sosial* Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman *Struktur teks* *My name is ..., I'm ..., I live in ... dan* semacamnya. *Unsur kebahasaan* • Kosa kata, • Tata bahasa *(be, have,* kata ganti I, he, she, they; kata ganti kepunyaan, my, your, his, their) • ucapan, • tekanan kata, • dan intonasi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	**Mengamati** • Siswa mendengarkan/ menonton interaksi perkenalan diri • Siswa mengikuti interaksi perkenalan diri • Siswa menirukan model interaksi perkenalan diri. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi perkenalan diri (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa memperkenalkan diri dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan perkenalan diri yang telah dipelajari dengan yang ada di	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial perkenalan diri • Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (role play) dalam bentuk interaksi perkenalan diri. • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam interaksi perkenalan diri serta responnya **Pengamatan (observations):** Bukan penilaian	1 x 4 JP	Sesuaikan dengan kemampuan siswa, guru, sekolah, serta tujuan pembelajaran. • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Teks atau latihan dari buku teks Bahasa Inggris • Teks dari buku non-teks • Sumber dari internet, seperti:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		berbagai sumber lain. • Siswa membandingkan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa memperkenalkan diri dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memperkenalkan diri dalam jurnal belajar (*learning journal*	formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk memperkenalkan diri ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Perilaku santun dan peduli dalam melaksanakan komunikasi • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi		- www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1. 1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk	**Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun** *Fungsi sosial* Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia *Struktur teks* a. *What day is it today? It's Monday today. It is Tuesday tomorrow. When do we have English?*, dan semacamnya. b. *What month is it? What month is before July? After March is April. I was born in January*, dan semacamnya c. *in the morning, at noon, in the afternoon, in the evening, at night,*	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. • Siswa mengikuti interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. • Siswa menirukan contoh-contoh kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial penyebutan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun	3 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
angka, tanggal, dan tahun. 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.	*at midnight* d. *What time is it?* *What time do we have English on Tuesday?* *one, two thirty, half past eight, a quarter to five,* dan seterusnya e. *What date is it?* *What date is the Kartini Day?* *When were you born?* *the first, the second, the third, the fourth, the fifth, the twenty first* dan seterusnya f. *What year is it?* *When were you born?* *Nineteen ninety eight. Two thousand and three.* dan semacamnya. *Unsur kebahasaan:* (1) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (2) Kata kerja dalam simple present tense: *be*, *have*. (3) Kata tanya *What, When*	dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris, dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** a. Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam konteks *simulasi*, *role-play*, dan kegiatanlain yang terstruktur. b. Siswa berusaha menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris dalam proses pembelajaran. **Mengasosiasi** • Siswa membandingkan antara menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa ibu atau bahasa Indonesia. **Mengkomunikasikan** • Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu	• Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun ketika muncul		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	(4) Kata ganti *it dan* artikel *the*. (5) *Cardinal number* dan *ordinal number* (6) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi *Topik* Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.	dalam bentuk angka, tanggal, dan tahun dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam jurnal belajarnya.	kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Perilaku santun dan peduli dalam melaksanakan komunikasi • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi		
1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan	**Teks lisan dan tulis untuk memaparkan jati diri** *Fungsi sosial* Mengenalkan, menyebutkan identitas, untuk menjalin hubungan antar pribadi dengan guru dan teman *Struktur teks* (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. *My name is Arif, a-r-i-f.*	**MENGAMATI** • Siswa mendengarkan/ menonton interaksi memaparkan jati diri dan • Siswa mengikuti interaksi memaparkan jati diri. • Siswa menirukan model interaksi memaparkan jati diri. • Siswa membaca beberapa kartu identitas • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memaparkan jati diri (fungsi sosial, struktur	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial memaparkan jati diri • Tingkat kelengkapan dan keruntutan struktur teks memaparkan jati diri • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa	2 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana. 4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*My father is Mr. Zainal. How do you spell your name? Who is she? I have two brothers, Siska and Muti.*, *Is she your friend?* dan seterusnya b.*My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms.*, dan semacamnya. *Unsur kebahasaan* (1) Nama status hubungan keluarga dan kekerabatan (2) Nama profesi pekerjaan. (3) Kata tanya *Who? Which? How?* (4) Kata ganti *I, you, we, she, it*, *they, we*. dan seterusnya. (5) Kata ganti *my, your, our, her, their, his,* dan seterusnya. (6) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: *be, have, work, live*, dan	teks, dan unsur kebahasaan) **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara memaparkan jati diri dalam bahasa Inggris, dengan perbedaan ungkapan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa memaparkan jati diri dengan bahasa Inggris dalam konteks *simulasi* dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan memaparkan jati diri yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan memaparkan jati diri dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa memaparkan jati diri dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa	kata, ucapan, tekanan kata, intonasi **CARA PENILAIAN:** **Unjuk kerja** • Bermain simulasi untuk berinteraksi memaparkan jati diri • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam memaparkan jati diri **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	sebagainya. (7) Penyebutan kata benda singular dan plural (-*s*), dan *children* (8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. *Topik kalimat* Diri sendiri, orang tua, kaka, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.	Inggris untuk memaparkan jati diri dalam jurnal belajar (*learning journal*).	untuk memaparkan jati diri ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Perilaku santun dan peduli dalam melaksanakan komunikasi • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi		
1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.1 Menunjukkan perilaku santun dan	**Teks lisan dan tulis untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari** *Fungsi sosial* Mengenalkan,	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam berbagai konteks. • Siswa mengikuti interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik	6 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkanperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.. 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan	mengidentifikasi. *Struktur teks* (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) *It's my cricket.* *They are my cats. There are many fireflies in the farm.*, *What is it?* *Are they your toys?* *Which one is your book?* *How many cows do you have?* *The hospital is near the post office.* *The police station is in the corner.* dan semacamnya. *Unsur kebahasaan* (1) Nama benda dan binatang di sekitar rumah dan sekolah siswa: *hen*, *chicks*, *house lizard*, *dragon fly*, *cockroaches*, *mosquitoes*. (2) Nama bangunan umum: the post office, the bank, the hospital. (3) Kata tanya *What?Which one? How many?*	selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar penyebutan dan pertanyaan nama dan jumlah binatang, benda, dan bangunan publik yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** a. Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris	• Tingkat kelengkapan dan keruntutan struktur menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam memaparkan jati diri		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
siswa sehari-hari. 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	(4) Penyebutan kata benda singular dengan *a* dan *the*, dan plural *(-s)*. (5) Kata ganti it, *they*, *this*, *that*, *those*, *these*. (6) Ungkapan *There is/are..., Are there ...?* (7) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: *be, have, go, play, get, take,* dan sebagainya. (8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. *Topik* Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku ramah lingkungan, percaya diri, dan tanggung jawab.	dalam konteks *simulasi*, *role-play*, dan kegiatanlain yang terstruktur. **b.** Siswa berusaha menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam proses pembelajaran **Mengasosiasi** • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. **Mengkomunikasikan** • Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa	**Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Perilaku santun dan peduli dalam melaksanakan komunikasi • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Inggris menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu. 4.14 Menangkap makna lagu.	**Lagu** *Fungsi sosial* Menghibur, mengungkapkan perasaan, menghayati pesan moral *Unsur kebahasaan* (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan *Topik* Hal-hal yang memberikan keteladanan tentang perilaku yang menginspirasi.	**Mengamati** • Siswa mendengarkan berbagai lagu berbahasa Inggris dan menyalinnya • Siswa menirukan penguncapan dengan menyanyikan sesuai dengan lagu yang didengar **Mempertanyakan** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pada lagu yang didengar atau dibaca. • Siswa mempertanyakan cara menemukan informasi rinci dalam lirik. **Mengeksplorasi** • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial menghibur, mengungkapkan perasaan, menghayati pesan moral • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi **CARA PENILAIAN:** **Unjuk kerja** Pertunjukkan menyanyikan lagu dengan ucapan yang tepat. **Pengamatan**	2 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa berdiskusi tentang pesan lagu yang dibaca **Mengasosiasi** • Secara berkelompok siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin **Mengkomunikasikan** • Siswa melaporkan kumpulan lagu yang sudah dianalis pesan di dalam lugu-lagu tersebut • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.	**(observations):** • Upaya menggunakan bahasa Inggris untuk menampilkan lagu dan memahami makna lagu tersebut dalam berbagai kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.		
1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam	**Teks tulis label nama (*label*) dan daftar barang (*list*)** *Fungsi sosial* Mengenalkan, mengidentifikasi, menginventarisasi. *Struktur text* Nama benda, dengan atau tanpa jumlah. *Unsur kebahasaan* (1) Artikel *a*, kata benda plural (2) angka kardinal, 1 s.d.	**Mengamati** • Siswa membaca /mendengar contoh nama-nama benda / daftar barang sesuai dengan pengelompokannya dengan memperhatikan fungsi sosial, struktural teks dan unsur kebahasaan • Siswa meniru/menyalin contoh-contoh secara terbimbing. **Mempertanyakan** • Dengan bimbingan dan arahan	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial penggunaan teks • Tingkat kelengkapan dan keruntutan struktur teks • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa	2 x 4 JP	Sesuaikan dengan kemampuan siswa, guru, sekolah, serta tujuan pembelajaran. • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
melaksanakan komunikasi fungsional. 3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (*label*) dan daftar barang (*list*), sesuai dengan konteks penggunaannya. 4.7 Menyusun teks tulis label nama (*label*) dan daftar barang (*list*), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	100, *one, two, three, … one hundred* (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan *Topik* Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, peduli, pola hidup sehat, dan ramah lingkungan. *Multimedia:* Layout dan dekorasi yang membuat tampilan teks lebih menarik.	guru, siswa mempertanyakan antara lain perbedaan antar ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan/penyampaian dari berbagai sumber. **Mengeksplorasi** • Siswa Membaca/ mendengar/ menulis contoh-contoh teks tulis label nama (*label*) dan daftar barang (*list*), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis teks dengan memperhatikan fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan dari jenis teks yang sedang dipelajari. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.	kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Tingkat kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, • Ketepatan dan kesesuaian dalam menulis teks tulis label nama (*label*) dan daftar barang (*list*) **Portofolio** • Kumpulan pekerjaan siswa yang mendukung proses teks tulis label nama (*label*) dan daftar barang (*list*) berupa:draft,		sikap yang sesuai. • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Teks atau latihan dari buku teks Bahasa Inggris • Teks dari buku non-teks Sumber dari internet, seperti: • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Mengkomunikasikan • Siswa memperoleh balikan dari guru dan teman tentang karya yang dihasilkan/ pesan yang ditangkap dan disampaikan, dll. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dalam jurnal belajar (*learning journal*).	revisi, dan editing • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks tulis label nama (*label*) dan daftar barang (*list*) • Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, checklist, penilaian. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.		
1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.2.Menunjukkan	**Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda** *Fungsi sosial* Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi *Struktur teks* (ungkapan hafalan, tidak	**Mengamati** • Siswa mendengarkan/ membaca berbagai teks untuk menyatakan dan menanyakan sifat orang, binatang, benda • Siswa mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, benda	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial penggunaan teks • Tingkat kelengkapan dan keruntutan struktur teks	4 x 2 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. 4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	perlu dijelaskan tata bahasanya) *young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful*, dan semacamnya. *It's…, They're…, I'm…,* dan semacamnya. *Is it small? What is he like? What are they like?Are you tired? What do you think?* dan semacamnya. *Unsur kebahasaan* (1) Kata tanya W*hat? Which? How?* (2) Nama benda-benda yang sangat lazim di sekitar ruman dan sekolah dan terkait. (3) Kata ganti *it, they, this, that, those, these*. (4) Kata kerja dalam simple present tense: *be, have*. (5) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. *Topik* Orang, binatang, benda di	• Siswa menirukan model teks untuk menyatakan dan menanyakan sifat orang, binatang, benda • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, benda (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyusun teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dengan bahasa Inggris dalam	• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Tingkat kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, • Ketepatan dan kesesuaian dalam menulis teks untuk menyatakan dan menanyakan sifat orang, binatang, benda **Portofolio** • Kumpulan pekerjaan siswa yang mendukung		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam jurnal belajar (*learning journal*).	proses penulisan teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) berupa:draft, revisi, dan editing • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks untuk menyatakan dan menanyakan sifat orang, binatang, benda • Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, checklist, penilaian. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah	**Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda** *Fungsi sosial* Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi *Struktur teks* (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) *We exercise in the morning. The cat jumps to the tree.*, *We don't say bad words. He doesn't like noodles.*, dan semacamnya. *What do you do every morning? Do you help your dad? Where do you put your shoes? When does she clean up her house? Where does the dog poo?* dan semacamnya. *Unsur kebahasaan* (1) Kata tanya dan pernyataan negatif *What?Do you*	**Mengamati** • Siswa mendengarkan/ membaca ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. • Siswa mengikuti interaksi ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. • Siswa menirukan model ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar ungkapan untuk menyatakan dan menanyakan tingkah laku/	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial penggunaan teks • Tingkat kelengkapan dan keruntutan struktur teks • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Tingkat kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, Ketepatan dan	3 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
laku/ tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. 4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.	*...?Does he ...? He doesn't ... They don't ...* (2) Penyebutan kata kerja yang sangat lazim dan terkait dalam simple present tense untuk menyatakan kebiasaan, tanpa dan dengan *–s*. (3) Preposisi: *in*, *at*, *on* untuk menunjukan tempat (4) Preposisi *in*, *at*, *on* untuk menunjukkan waktu (5) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. *Topik* Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	tindakan/fungsi orang, binatang, benda dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan tingkah laku/	kesesuaian dalam menulis ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda **Portofolio** • Kumpulan pekerjaan siswa yang mendukung proses ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda berupa:draft, revisi, dan editing • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda • Catatan atau rekaman penilaian diri dan penilaian		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		tindakan/fungsi orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam jurnal belajar (*learning journal*).	sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi	**Teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*), lisan dan tulis** *Fungsi sosial* Mencapai tujuan, menjaga ketertiban dan keselamatan pribadi dan publik. *Struktur teks* Ungkapan baku dari sumber-sumber otentik: a. Instruksi: *Read the report carefully. No students should be late. Always come on time. Shake well before use.* b. Rambu (*short notice*):	**Mengamati** • Siswa membaca beberapa teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) dari berbagai sumber • Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) dari berbagai sumber. • Siswa belajar membaca memindai untuk mendapatkan informasi tertentu dari teks (*scanning*) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna **Mempertanyakan** • Dengan bimbingan dan arahan	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial penggunaan teks • Tingkat kelengkapan dan keruntutan struktur teks instruksi, tanda atau rambu, tanda peringatan • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Tingkat kesesuaian	4 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
(*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*), sesuai dengan konteks penggunaannya. 4.10 Menangkap makna teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*), lisan dan tulis sangat pendek dan sederhana 4.11 Menyusun teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai	*Keep the room clean and tidy. Keep door closed at all times. Do not enter. An email has been received. No mobile phones in the library.* *c.* Peringatan (*warning/caution*): *Caution - Very hot water. Danger, 240 volts. Slippery when wet. Warning – Dangerous chemicals.* *Unsur kebahasaan* (1) Kata dan tata bahasa yang lazim digunakan (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan *Topik* Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*), dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. • Siswa mempertanyakan cara menemukan informasi tertentu dalam teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) **Mengeksplorasi** • Siswa membacakan teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*)kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat. • Siswa berlatih menemukan informasi tertentu dan rinci dalam teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) • Siswa menulis/menyalin teks	format penulisan/ penyampaian **CARA PENILAIAN: Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, • Ketepatan dan kesesuaian dalam menulis teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) **Portofolio** • Kumpulan pekerjaan siswa yang mendukung proses penulisan teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks.	*Multimedia:* Layout dan dekorasi yang membuat tampilan teks lebih menarik	instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*)dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) yang ditulis. • Siswa melakukan perbaikan terhadap teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) yang ditulis berdasarkan masukan dari teman dan guru **Mengasosiasi** • Siswa menganalisis berbagai teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) dan membandingkannya dengan contoh yang diberikan. • Siswa menganalisis bentuk kalimat yang digunakan dalam	(*warning/caution*) berupa:draft, revisi, dan editing • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) • Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, checklist, penilaian. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) • Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menggunakan kalimat perintah dalam menulis teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*) • Siswa mempresentasikan teks instruksi (*instruction*), tanda atau rambu (*short notice*), tanda peringatan (*warning/caution*)yang			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		sudah diperbaiki berdasarkan masukan dari guru dan teman • Siswa menyampaikan kesimpulan hasil belajar secara lisan			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 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	**Teks deskriptif lisan dan tulis, tentang orang, binatang, dan benda,** *Fungsi sosial* Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb. *Struktur text* (1) Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan (2) Penyebutan sifat orang, binatang, benda dan bagiannya, dan (3)Penyebutan tindakan dari atau terkait dengan orang, binatang, bendayang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang	**Mengamati** • Siswa membaca /mendengarkan/ menonton berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana. • Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif • Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (*skimming*) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial penggunaan teks • Tingkat kelengkapan dan keruntutan struktur teks deskriptif • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Tingkat kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Melakukan monolog tentang deskripsi orang, binatang dan benda di depan kelas /	6 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sederhana, sesuai dengan konteks penggunaannya. 4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana. 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.	lebih 3 (tiga) kalimat. *Unsur kebahasaan* (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*, dan semacamnya (4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dan sebagainya. (5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. *Topik* Orang, binatang, benda di	menggunakan ungkapan lain, dsb. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptif. **Mengeksplorasi** • Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber. • Siswa membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks deskriptif. • Siswa secara berkelompok menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan **Mengasosiasi** • Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.	berpasangan • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menuliskan deskripsi teman teman sebangkunya dan mempresentasikan di depan kelas. • Siswa membuat jurnal belajar (*learning journal*)	menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. • Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Mengetahui,   Karanganyar, 13 Juli 2015
Kepala MTsN Karanganyar   Guru Mata Pelajaran Bahasa Inggris

H Sukidi, S.Ag.,S.Pd.,M.Pd.I   **Elvira Carolina Yosi, S.Pd**
NIP. 19691010 199403 1 004   NIP.

PROGRAM TAHUNAN

Mata Pelajaran   : Bahasa Inggris
Satuan Pendidikan   : MTs N Karanganyar
Kelas   : VII (Tujuh)
Tahun Pelajaran   : 2015 / 2016

NO	SMT	NO. KD	KOMPETENSI DASAR	ALOKASI WAKTU
			Sosialisasi KKM	1 x 40'
		1.1	**Mendengarkan** 1.1. Merespon makna dalam percakapan transaksional (to get things done) dan inter-personal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang meli- batkan tindak tutur; menyapa orang yang sudah / belum dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang	3 x 40'
		1.2	1.2. Merespon makna dalam percakapan transaksional (to get things done) dan inter-personal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur; meminta dan memberi informasi, mengucapkan terima terima kasih, meminta maaf dan mengungkapkan kesantunan	4 x 40'
		2.1	2.1. Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional sangat pendek (misal instruksi, daftar barang, ucapan selamat, pengumuman dll.) secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.	4 x 40'
	GANJIL / GASAL	2.2	2.2. Merespon makna gagasan yang terdapat dalam teks lisan fungsional sangat pendek (misal instruksi, daftar barang, ucapan selamat, pengumuman, dll) secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	4 x 40'
		3.1	**Berbicara** 3.1. Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur ; menyapa orang yang belum dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang.	4 x 40'
		3.2	3.2. Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur; meminta dan meberi informasi, mengucapkan terima kasih, meminta maaf dan mengungkapkan kesantunan	4 x 40'
		4.1	4.1. Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	8 x 40'
		4.2	4.2. Mengungkapkan makna gagasan dalam teks lisan fungsional sangat pendek, sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	4 x 40'
		5.1	**Membaca** 5.1. Membaca nyaring bermakna, kata, frasa dan kalimat dengan ucapan, tekanan, dan intonasi yang berterima yg berkaitan dng lingkungan terdekat	4 x 40'
		5.2	5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yg berkaitan dng lingkungan terdekat	6 x 40'
		5.3	5.3. Merespon makna & langkah retorika dalam esei pendek secara akurat, lancar & ber-terima yang berkaitan dng lingkungan sekitar dlm teks berbentuk descrptive & procedure	6 x 40'
		6.1	**Menulis** 6.1. Mengungkapkan makna gagasan dalam bentuk teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	6 x 40
			6.2. Mengungkapkan langkah retorika dalam teks fungsional pendek sangat sederha-na dng menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dng lingkungan	6 x 40'
			Ulangan Harian	4 x 40'
			JUMLAH	68 x 40'

		1 x 40'
	Sosialisasi KKM	3 x 40'
7.1	**Mendengarkan**	
	7.1. Merespon makna dalam percakapan transaksional (*to get things done*) dan inter-personal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yg melibatkan tindak tutur; meminta dan memberi jasa, meminta & memberi barang ser-	
7.2	ta meminta dan memberi fakta	4 x 40'
	7.2. Merespon makna dalam percakapan transaksional (*to get things done*) dan inter-personal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yg melibatkan tindak tutur; meminta dan memberi pendapat, menyatakan suka & tidak	
8.1	suka, meminta klarifikasi dan merespon secara interpersonal	4 x 40'
	8.1. Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional sangat pendek (misal instruksi, daftar barang, ucapan selamat, pengumuman dll.) secara	
8.2	akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.	4 x 40'
	8.2. Merespon makna gagasan yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	
9.1	dalam teks berbentuk descriptive dan procedure	4 x 40'
	Berbicara	
	9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dng menggunakan ragam baha-sa lisan secara akurat, lancar dan berterima untuk berinteraksi dng lingkungan terde-kat yang melibatkan tindak tutur ; meminta dan memberi jasa, meminta dan memberi	
9.2	barang serta meminta dan memberi fakta	4 x 40'
	9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dng menggunakan ragam baha-sa lisan secara akurat, lancar dan berterima untuk berinteraksi dng lingkungan terde-kat yang melibatkan tindak tutur ; meminta dan memberi pendapat, menyatakan suka	
10.1	dan tidak suka, meminta klarifikasi, merespon secara interpersonal	4 x40'
	10.1.Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar	
10.2	dan berterima untuk berinteraksi dengan lingkungan terdekat	4 x40'
	10.2.Mengungkapkan makna dalam monolog pendek sederhana dengan mengguna-kan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dng lingkungan sekitar dalam teks berbentuk descriptive dan procedure	
11.1	**Membaca**	4 x 40'
	11.1.Merespon makna dalam teks tulisfungsional pendek sederhana secara akurat,	
11.2	lancar dan berterima yang berkaitan dng lingkungan sekitar	4 x 40'
	11.2.Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yg berkaitan dng lingkungan sekitar dalam teks berben-	
11.3	tuk *descriptive* dan *procedure*	4 x 40'
	11.3.Merespon makna & langkah retorika dlm esei pendek sederhana secara akurat, lan-	
	car & berterima yg berkaitan dng lingkungan sekitar dalam teks berbentuk descripive & procedure	
12.1	**Menulis**	6 x 40'
	12.1.Mengungkapkan makna yg terdapat dalam teks tulis fungsional pendek sederha-na dng menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk	
12.2	berinteraksi dng lingkungan terdekat	6 x 40'
	12.2.Mengungkapkan makna dan langkah retorika dlm esei pendek sederhana dng menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinter-aksi dng lingkungan terdekat dlm teks berbentuk *descriptive* dan *procedure*	
	Ulangan Harian	4 x 40'
	Cadangan	2 x 40'
	JUMLAH	64 x40'

Karanganyar, 13 Juli 2015
Guru Mata Pelajaran

Mengetahui,

ANALISIS WAKTU PEMBELAJARAN

ATA PELAJARAN   : BAHASA INGGRIS
ATUAN PENDIDIKAN   : MTs
ELAS / SEMESTER   : VII / II
AHUN PELAJARAN   : 2015 / 2016

JUMLAH MINGGU DALAM BULAN

1)	JANUARI 2016	:	4	MINGGU
2)	PEBRUARI 2016	:	4	MINGGU
3)	MARET 2016	:	5	MINGGU
4)	APRIL 2016	:	4	MINGGU
5)	MEI 2016	:	5	MINGGU
6)	JUNI 2016	:	4	MINGGU
	JUMLAH	:	**26**	**MINGGU**

I. JUMLAH MINGGU TIDAK EFEKTIF

1)	UTS KELAS VII dan VIII, UAS KELAS IX	:	1	MINGGU
2)	UM dan UAMBN	:	2	MINGGU
3)	UJIAN NASIONAL	:	1	MINGGU
4)	UAS KELAS VII dan VIII	:	1	MINGGU
5)	LIBUR RAMADHAN	:	1	MINGGU
6)	REMIDI/CLASSMETING	:	1	MINGGU
7)	PESANTREN RAMADHAN	:	1	MINGGU
8)	LIBUR SEMESTER GENAP	:	2	MINGGU
	JUMLAH	:	**10**	**MINGGU**
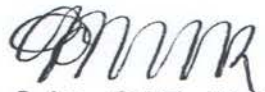
III. JUMLAH PELAJARAN EFEKTIF

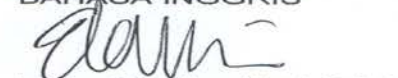|			
- JUMLAH MINGGU EFEKTIF	:	16	MINGGU
- JUMLAH JAM PELAJARAN TIAP MINGGU	:	4	JAM PELAJARAN
JUMLAH JAM EFEKTIF	:	64	JAM PELAJARAN

Karanganyar, 13 Juli 2015

Mengetahui :
Kepala MTsN Karanganyar

H. Sukidi, S.Ag., S.Pd., M.Pd.I
NIP. 196910101994031004

Guru Mata Pelajaran
BAHASA INGGRIS

Elvira Carolina Yosi, S.Pd
NIP

PENGHITUNGAN KRITERIA KETUNTASAN MINIMUM (KKM)

Satuan Pendidikan : MTs Negeri Karanganyar
Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII / Genap
Tahun Pelajaran : 2014 / 2015

Standar Kompetensi : 7. Mendengarkan
Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

No	Kompetensi Dasar	Indikator	Penentuan KKM dari Fakto				Hasil KKM dalam Aspek			
			Komplek/ sitas	Daya Dukung	Intake Siswa	KKM dari KD	Listen ing	Speak ing	Read ing	Writing
7.1 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta, memberi, menolak jasa, meminta, memberi dan mengingkari informasi, meminta, memberi dan menolak pendapat dan menawarkan / menerima / menolak sesuatu	*Merespon ungkapan meminta, memberi, menolak jasa/barang	72	77	78	75.7				
		*Merespon ungkapan meminta, memberi, mengingkari informasi	72	77	78	75.7				
		*Merespon ungkapan meminta, menerima atau menolak tawaran / pendapat	72	77	78	75.7				
	KKM dari KD no 7.1		72	77	78	75.7				
7.2 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta, memberi, meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang dan menutup percakapan, dan mengawali, memperpanjang dan menutup percakapan telepon	* Merespon ungkapan memberi persetujuan	72	77	78	75.67				
		* Merespon ungkapan memberi perhatian terhadap pembicara	72	77	78	75.67				
	KKM dari KD no 7.2		72	77	78	75.67				

Standar Kompetensi : 8. Mendengarkan.
Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

No	Kompetensi Dasar	Indikator	Penentuan KKM dari Faktor			Hasil KKM dalam Aspek			
			Komplek sitas	Daya Dukung	Intake Siswa	Listen ing	Speak ing	Read ing	Writing
	8.1 Merespon makna yang terdapat dalam teks lisan fung-sional pendek sederhana secara akurat, lancar, dan ber-terima untuk berinteraksi dengan lingkungan sekitar	* Mengidentifikasi makna dalam teks lisan fungsional pendek: iklan dan peringatan	72	78	78	76			
		* Mengidentifikasi tujuan komunika-tif teks iklan dan peringatan	72	78	78	76			
	KKM dari KD no 8.1		72	78	78	**76.00**			
	8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks ber-bentuk narrative dan recount	* Mengidentifikasi berbagai informasi teks monolog narrative/recount.	72	78	78	76.0			
		* Mengidentifikasi tujuan komunika-tif dan langkah retorika teks monolog narrative/recount.	72	77	78	75.67			
		* Mengidentifikasi ciri-ciri kebahasa-an teks narrative/recount	72	77	78	75.67			
	KKM dari KD no 8.2		72.0	77.3	78	75.8			

Standar Kompetensi: 9. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

No	Kompetensi Dasar	Indikator	Penentuan KKM dari Faktor			Hasil KKM dalam Aspek			
			Komplek sitas	Daya Dukung	Intake Siswa	Listen ing	Speak ing	Readi ng	Writing
9.1	Mengungkapkan makna dalam percakapan transaksion-al (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinter-aksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta, memberi, menolak jasa,meminta, mem-beri, menolak barang, meminta,memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat dan menawarkan / menerima / menolak sesuatu	*Bertanya dan menjawab tentang me-minta, memberi, menolak jasa/barang	74	76	78		76		
		*Bertanya dan menjawab tentang me-minta, memberi, mengingkari informasi	74	76	78		76		
		*Bertanya dan menjawab tentang me-minta, memberi, menolak pendapat	72	77	78		75.6667		
	KKM dari KD no.9.1		73.3333	76.3333	78		75.8889		
9.2	Mengungkapkan makna dalam percakapan transaksion-al (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinter-aksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyata-an, memberi perhatian terhadap pembicara, mengawali, memperpanjang dan menutup percakapan, serta meng-awali, memperpanjang dan menutup percakapan telepon	*Bertanya dan menjawab tentang me-minta, memberi persetujuan	74	76	78		76.0		
		*Bertanya dan menjawab tentang me-respon pernyataan	72	77	78		75.67		
		*Bertanya dan menjawab tentang me-member i perhatian thd lawan bicara	74	77	78		76.33		
		*Bertanya dan menjawab tentang cara mengawali & menutup percakapan telepon	72	76	78		75.33		
	KKM dari KD no 9.2		73	76.5	78		75.8		

Standar Kompetensi: 10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk bermteraksi dengan lingkungan sekitar.

No	Kompetensi Dasar	Indikator	Penentuan KKM dari Faktor			Hasil KKM dalam Aspek			
			Komplek sitas	Daya Dukung	Intake Siswa	Listen ing	Speak ing	Read ing	Writing
10.1	Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.	* Mengungkapkan pengumuman, undangan & pesan singkat	70	77	80		75.7		
		* Bertanya & menjawab informasi tentang pengumuman, undangan dan pesan singkat	70	77	80		75.7		
	KKM dari KD no 10.1		70.0	77.0	80		75.7		
10.2	Mengungkapkan makna dalam teks monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount	**Melakukan monolog singkat dalam bentuk narrative / recount.	72	78	78		76.0		
	KKM dari KD no 10.2		72	78	78		76.0		

Standar Kompetensi : 11. Membaca

Memahami makna dalam esei pendek sederhana berbentuk narrative untuk berinteraksi dalam dan recount untuk berinteraksi dengan lingkungan sekitar.

No	Kompetensi Dasar	Indikator	Penentuan KKM dari Faktor			Hasil KKM dalam Aspek			
			Kompleksitas	Daya Dukung	Intake Siswa	Listening	Speaking	Reading	Writing
11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk narrative dan recount dengan ucapan, tekanan dan intonasi yang berterima yg berkaitan dengan lingkungan sekitar		* Membaca nyaring dan bermakna teks esei berbentuk narrative & recount	74	77	78			76.3333	
		* Mengidentifikasi berbagai makna informasi teks narrative & recount	72	77	78			75.6667	
KKM dari KD no 11.1			72.0	77.0	78			75.7	
11.2 Merespon makna dalam teks fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar Merespon makna dalam teks fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk narrative dan recount		* Mengidentifikasi tujuan komunikatif teks berbentuk narrative / recount.	72	78	78			76.0	
		* Mengidentifikasi langkah retorika & ciri kebahasaan teks berbentuk narrative dan recount	72	77	78			75.7	
KKM dari KD no 11.2			72.0	77.5	78.0			75.8	

Standar Kompetensi: 12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

No	Kompetensi Dasar	Indikator	Penentuan KKM dari Faktor			Hasil KKM dalam Aspek			
			Komplek sitas	Daya Dukung	Intake Siswa	Listen ing	Speak ing	Read ing	Writing
12.1	Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	* Menulis kalimat pendek sederhana.	75	76	76				75.6667
		* Menulis teks fungsional pendek dan sederhana berupa iklan iklan peringatan (notice)	72	77	78				75.6667
	KKM dari KD no 12.1		73.5	76.5	77				75.6667
12.2	Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk teks narrative dan recount	* Menulis teks/kalimat pendek dan se-derhana dlm teks narrative & recount	72	77	78				75.7
		* Menyusun kalimat acak menjadi teks narrative/recount.	72	77	78				75.7
		* Menulis esei berbentuk narrative & recount	74	77	76				75.7
	KKM dari KD no 12.2		72.6667	77.0	77.3333				75.7

Karanganyar, 13 Juli 2015

Mengetahui
Kepala Madrasah

H. Sukidi, S.Ag., S.Pd., M.Pd.I.
NIP. 19691010.199403.1.004

Guru Mata Pelajaran

Elvira Carolina Yosi, S.Pd

Appendix 11

LIST OF STUDENTS NAME

Class   : VIIB   Semester   : 2

No	Name	Gender	
1	Misty Pramesthi	P	
2	Azzima Indah Muliana	P	
3	Aisyah Widyawati	P	
4	Putri Fadeliadewi	P	
5	Sabrina Fatkhuromadho	P	
6	Rizka Ani Rahmawati	P	
7	Kurnia Rahma Mahmuda	P	
8	Yos Aradea Putri	P	
9	Anggun Sintya Dewi	P	
10	Adila Asmaranti	P	
11	Dita Khauliya Pertiwi	P	
12	Dina Oktaviyanti	P	
13	Irkamna Rahma Fajriyani	P	
14	Nanda Puspita Sari	P	
15	Fitri Ambar Rahmadani	P	
16	Neni Tri Puji Astuti	P	
17	Reztin Pramudya Putri	P	
18	Indri Kurniawati	P	
19	Oktafianti Rinda Eka H	P	

20	Assyifa Rindu Ramadhani	P	
21	Anggi Wisnu Mukti	L	
22	Nuaim Hammad Faradzy	L	
23	Habi Setiawan	L	
24	Hafiidz Salam Arrosyiid	L	
25	Rivaldi Farid Bani A	L	
26	Galih Indra Kusuma	L	
27	Bima Aditya Nugraha	L	
28	Wahyu Bayu Aji	L	
29	Fahrizal Indra Arifandi	L	
30	Bagas Prasetyo Saputro	L	
31	Akmal Firmansyah	L	
32	Andika Wahyu Dwi Pornom	L	
33	Rahmat Tri Novianto	L	
34	Bagus Dwi Aryanto	L	
35	Ficky Nugroho	L	
36	Aditya Wisnu Putra A	L	
37	Muklis Ipung Nugroho	L	
38	Alvino Jery Yanuar	L	
39	Muhammad Ilyas Abdur R	L	
40	Arya Yudha Ginting	L	

Appendix 12

Letter of Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KARANGANYAR
MADRASAH TSANAWIYAH NEGERI KARANGANYAR
Jalan RW. Monginsidi Sidomulyo, Tegalgede, Karanganyar ✉ 57714 ☎ (0271) 495540;
Faksimili. (0271) 6498990
Email:mtsnkaranganyar@kemenag.go.id
Website :www.mtskra.sch.id

SURAT KETERANGAN
Nomor : 1270 /Mts.11.13.64/PP.00.5/11/2016

Yang bertanda tangan dibawah ini

Nama	:	H. Sukidi, S.Ag.,S.Pd.,M.PdI
NIP	:	196910101994031004
Jabatan	:	Kepala Madrasah

dengan ini menerangkan bahwa

Nama	:	Insan Bara Rosada
NIM	:	123221145
Jurusan/Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	VII
Keterangan	:	Mahasiswa tersebut telah melaksanakan penelitian dengan Judul " Improving Vocabulary Mastery by Using Anagram Game at the First Grade Student of MTsN Karanganyar in Academic Year 2015/2016 Mulai Tanggal 10 Pebruari s/d 26 Mei 2016.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Karanganyar, 11 Nopember 2016

Kepala,

Sukidi