

**IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY THROUGH  
"RANDOM PICTURES"**

**(A Classroom Action Research for the Eighth Grade Students of MTs N Boyolali in the  
Academic Year 2015/2016)**

**THESIS**

**Submitted as A Partial Requirements**

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Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

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## RATIFICATION

This is to certify the Undergraduate Degree's thesis entitled: **"IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY THROUGH "RANDOM PICTURE" (A Classroom action Reseach for the Eighth Grade Students of MTs N Boyolali in Academic Year 2015/2016) by Indra Pujiyanto** has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree in  
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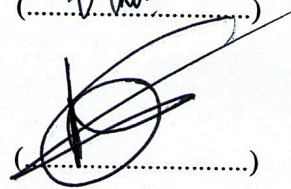
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## DEDICATION

*This thesis dedicated to:*

*My beloved father, mother, and my grandmother (Mr. Teguh Wiyono, Mrs. Sarwini, Mrs. Landep),*

*who never stop give me love, support, and prayer*

*My beloved younger brother and sister (Ibnu Muhammad Kahfi and Jenic Maulia Rachma ), who*

*always support me*

*My Alma mater, State Islamic Education of Surakarta*

## **MOTTO**

“Allah does not give something you want. More than you know, but Allah give something you need. Then you’ll realize those all of the best. That is pure life.”

(The Researcher)

“Only to you we pray and only to you we ask for help”

(Al Fatihah :5)

“My preparation make me perfection”

(The Researcher)

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The researcher realizes that this research is far from being perfect. The researcher will be delighted to accept any constructive criticism and suggestion. She greatly expects that this research will be useful and give contribution for the readers.

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The Researcher

Indra Pujiyanto

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## ABSTRACT

Indra Pujiyanto. 2017. *Improving Student's English Vocabulary Mastery Through "Random Picture" (A Classroom Action Research for Eight Grade Students of MTs N 1 Boyolali in the Academic Year of 2015/2016)*. Thesis. English Education Department, Islamic Education and Teacher Training Faculty. IAIN Surakarta.

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The problems of the research are How good is the implementation of teaching vocabulary using random pictures and What are the strengths and weaknesses of the implementation of random pictures for vocabulary mastery in the eighth grade students at MTs N Boyolali in the academic year 2015/2016. The research subject is the Eight Grade Students of MTs N 1 Boyolali. The objectives of the research are to know how good the implementation of teaching vocabulary using random pictures and to find out the strengths and weaknesses of the implementation of random pictures of vocabulary mastery at eighth grade students at MTs N Boyolali in the academic year 2015/2016.

The research was Classroom Action Research (CAR). The research was conducted in MTs N 1 Boyolali, which is located Jl. Kemuning No. 32 Boyolali. The population was The population of this research is the eighth grade students in MTs N Boyolali that consisted of 10 classes. The sample of the research is class VIII G. The researcher chose the sample by using cluster random sampling technique. The data was collected by using pre-test, treatment and post-test. The analysis qualitative data use in this research was the observation of student's activities during teaching learning process, and the interview before and after Classroom Action Research (CAR).

The result of this research showed that firstly, Random Pictures could improve the students' Vocabulary Mastery. This improvement was proven by the findings after the research was conducted. The findings were: the students could answer questions about describe the picture correctly, they could determine the thing that describe "picture", they could summarize the material of descriptive text, and then the score of vocabulary mastery get improve. Those improvements caused by the implementation of Random Pictures are strengthened by the mean score of pre-test and post-test 2. The mean score gets improved from the pre-test to post-test 2. The students get 60.89 in the pre-test and 84 in the post-test 2. There are only 20.54 % students who reach the passing grade (70) in the pre-test. Meanwhile there are 89.47 % students who reach the passing grade on the post-test 2. The improvement of the students who achieve the passing grade is 68.93 %. From those reasons above, it can be concluded that Random Pictures was able to improve the students' vocabulary mastery. Secondly, the students gave good response towards the implementation of Random Pictures in Vocabulary Mastery. It was proved by the result of questionnaire which showed that 77.14 % students like the implementation of Random Pictures for Vocabulary Mastery.

# CHAPTER I

## INTRODUCTION

This chapter discussed the background of the study, problem of the statement, objectives of the study, the benefits of the study, and the definition of key terms.

### **A. Background of the study**

Human being needs language in this world. It is Important to help people to communicate with others. English is one of language used in international communication. English is used by most people in this world because it is easy to be learnt by people even they never know about English yet. Mastering English is very important in this global era. It is caused by the needs of globalization, which make people around the world to interactive each other.

The Important device in a language is word. According to Fauziati (2010: 155), Vocabulary is central of language teaching in learning. Vocabulary is the most fundamental thing in the mastery of a language. It is an element that links the four skill of language such as listening, reading, speaking, and writing. Native speakers learn most of their useful vocabulary trough listening. Students who have a lot of vocabulary to improve their listening skill they will be able to understand what they heard. When the learners feel ready to speak they can than draw on this previous listening. So when learners have enough receptive vocabulary they can be helped to use some of them productively in speaking also, when the word appears in a context that provides a lot of clues to its meaning, this is an opportunity to practice the most important of all vocabulary learning strategies, guessing from context is such a widely applicable and effective strategy in reading comprehension. Then, vocabulary

mastery is useful writing skill (Nagy in Dewi 2015: 2120). In writing the learners need to extend their productive vocabulary to include the specialid vocabulary of their areas of stydy and interest.

Realizing how important the vocabulary, Allen (1997: 49) said that vocabulary is very important in a language, when we learn a language like English, we learn the words of language. Students must continue to learn words as they learn structure as they practice in target language. Vocabulary is needed to master the four skills (listening, speaking, reading, writing) in English. Without mastering vocabulary, people will not be able to use English effectively.

Vocabulary is one of elements of language that should be learnt and taught. David Nunan (1991: 117) argues that the acquisition of an educated vocabulary is essential or successful second language, because without an extensive vocabulary, students will be unable to use the structure and function. It means, vocabulary is the first component that must be learnt by students in learning language.

Meanwhile, Jhon Read (1991: 117) stated that vocabulary knowledge involves knowing the meaning of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – type definition or an equivalent word in their own language. It is the most important element to make someone more understand the language. Without sufficient vocabulary, people cannot communicate and express their ideas easily both oral and written form. In a formal education (school), a teacher is one of components who have an important role in learning process. From explanations above, it can be inferred that learning vocabulary is important.

Based on explanation above, it can be conclude that vocabulary is the basic component of language. Without a sufficient vocabulary, someone can not communicate effectively or express his ideas both oral and written from. Therefore vocabulary mastery must be on the first priority in English language teaching.

MTs N Boyolali is one of school that has the indicators of low in vocabulary. Based on interview with the English teacher, this school has own indicators of low in vocabulary such as: (1) the students got difficulties in memorizing the word; (2) the students were confused in translate English words; (3) the students could not pronounce the words correctly; (4) the students could not arrange the sentences by using correct word grammatically. The research has done the research in MTs N Boyolali because the reasons above. MTs N Boyolali is a favorite school but condition of students need more attention in English learning system.

Another reason about low achievement in vocabulary view from English teachers statement when the researcher did interview on February, 9<sup>th</sup> 2015. The criteria minimum requirement is 75, but there were many students can not reach the criteria minimum requirement. They just got the score about 65. From the result of interview, the researcher found several problems about students' vocabulary mastery. They problem were students' competence and classroom situation.

The first problem, the students have low competence. It is viewed from the statement of majority students who say the English is a difficult lesson. On of students in eight grade (Nisa) state that, "vocabulary is very difficult to remember because we must remember many6 words. Today, I remember vocabulary. Tomorrow, I have forgotten it and the teacher give a new vocabulary again. Besides, I get difficult to pronounce the word".

Based on the statement above, the researcher found several problems about students' vocabulary mastery such as the students got difficulties memorizing the words. The kind of difficulty is found when the students got the question from the teacher, read the text and answered the exercise. Secondly, the students were confused in translate the English words. Thirdly, the students could not pronounce the words correctly. English written form is different with pronouncing, so it makes the students got difficulty to pronounce.

The second problem is the classroom situation category, the researcher also found problem in this category. Some students made noisy in teaching learning process. They chatted with others friends or some students disturbed the other ones, so it made the friends that paid attention the lesson would be lose concentration. The students tended to be passive learners. The researcher observed that the students were silent when their teacher asked them about responses and difficulties to the material they have learned. Lastly, students' attention to learn English was no optimal. The students paid little attention during teaching learning process. Some students did not pay attention to teacher's explanation, but they drew something in their books.

The problems were not only from the students who have difficulty in accepting the lesson but also the difficulty of the teacher to delivered the material. When the researcher did pre-observation in the class., the teacher used three-phrase technique in English teaching. Three phrase technique is the technique of teaching process using three steps; before, in process, and after. The teacher applied this technique well, but she did not use a supporting media in teaching learning process. The teaching learning process would fell monotouns without a media. The students would difficulty to accept the lesson. They also would feel bored, les enthusiastic, and discouraged to learn.

Vocabulary is one of elements of language that should be learnt and taught. David Nunan (1991: 117) argues that the acquisition of an educate vocabulary is essential or successful second language, because without an extensive vocabulary, students will be unable to use the structure and function. It means, vocabulary is the first component that must be learnt by students in learning of language.

Meanwhile, Jhon Read (19991:117) stated that vocabulary knowledge involves knowing the meaning of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – type definition or an equivalent word in their own language. It is the most important element to make someone more understand the language. Without sufficient vocabulary, people cannot communicate and express their ideas easily both oral and written from. In a formal education (school), a teacher is obne of components who have an important role in learning process. From explanations above, it can be inferred that learning vocabulary is important.

From those the reasons, the researcher tries to use “Random Picture” as the technique to increase the students’ interested in teaching learning English. Through playing Random Pictures in a class, the teacher could find out the ability and creativity of the students. Therefore, the students were not bored and easy to memorize vocabulary in the learning process. The researcher chose Random Picture because Random Picture was an interesting technique to study English especially in Junior High school like playing a game. Teaching English to children needs a special technique. The best way to teach child’s vocabulary was by providing a variety of opportunities for new interesting experience. One of the techniques used Random Picture, by description random picture the students can study and play together

with their friend in the class. It was very attractive and interesting. Teaching vocabulary in Junior High school was not easy. The teacher would have many problems in teaching English.

Based on the problem, the researcher conducted an action research under title **“IMPROVING STUDENT’S ENGLISH VOCABULARY MASTERY THROUGH “RANDOM PICTURE” (A Classroom Action Research for Eight Grade Students of the of MTs N 1 Boyolali in the Academic Year of 2015/2016)”**.

## **B. Problem Statements**

Based on the background of the study, there are some problem statements which will be formulated as follow:

1. How good is the implementation of teaching vocabulary using random pictures in of the eighth grade students at MTs N Boyolali in the academic year 2015/2016?
2. What are the strengths and weaknesses of the implementation of random pictures for vocabulary mastery in the eighth grade students at MTs N Boyolali in the academic year 2015/2016?

## **C. Objectives of the Study**

Based on problems statement the researcher found the objectives of the study such as:

1. To know good the implementation of teaching vocabulary using random pictures of the eighth grade students at MTs N Boyolali in the academic year 2015/2016.
2. To find out the strengths and weaknesses of the implementation of random pictures of vocabulary mastery at eighth grade students at MTs N Boyolali in the academic year 2015/2016.



#### **D. Limitation of problem**

In this research, the researcher made a limitation of the problem to avoid the study of being too large in scope. In this research, the researcher limited the problem in vocabulary mastery. It was just because as the researcher observed that vocabulary is the basic element of four skills in English lesson (listening, speaking, reading, and writing).

The researcher used random picture as the media as the technique, because this technique is familiar for Indonesian. It was possible for students to apply it easily. So it would interest the students to study English and there were many “real” language and offered a rich source of authentic input, especially in the term of vocabulary. For this research, the researcher focused on improving students’ vocabulary ability. The source of the materials was from the syllabus, and lesson plan which would be taught to the eighth grade students of MTs N 1 Boyolali. The researcher started doing the observation when the researcher did *PPL*. From the interview with the English teacher, the eighth grade students of MTs N Boyolali had low score in improving vocabulary.

There were some vocational Junior High School in Boyolali but the researcher chose MTs N 1 Boyolali as object an of the research. The researcher used random picture technique because random picture technique is the new technique there.

The researcher chose the eighth grade students of MTs N 1 Boyolali, especially on G class as the main object of the research because the students were unmotivated in learning English in this class. It could be indicated by the low mark or score of this subject. Students at the eighth grade students especially on G class always get the English lesson only twice in a

week and the difficulty that is got by the teacher when she teaches about vocabularies where the students of this class tend to forget the words easily.

## **E. Benefit of the Study**

This research can give positive results. It is expected that the result of this study can give some benefits as follows:

### 1. Theoretical Benefit

- a. The result of the research could be used as the reference for those who want to conduct a research about improving students' English vocabulary mastery.
- b. The result of the research could be useful for English teacher in their teaching English vocabulary.
- c. The finding of this research would be enrich the technique in teaching English vocabulary.

### 2. Practical benefit

- a. For the English Teacher
- b. This study is intended to be valuable for the teacher in guiding the students in mastery their vocabulary.
- c. For the Students

The result of the study would help them in mastering vocabulary. This study could give benefit to the students in mastering vocabulary and the new the strategies used for better understanding in the processes underlying in mastery vocabulary.

### 3. For the other Researcher

This study was valuable for enriching the literary study, particularly among the researcher and who wants to take research about vocabulary especially vocabulary mastery of the students.

## **F. Definition of Key Terms**

There are some key terms which are used by the researcher in conducting this thesis:

### 1. Improving

Improving is process becoming or making something better (Oxford Dictionary, 2008:222).proving is deepest the student's enlarge understanding in remember their vocabulary (Fatimah, 2005: 7)

### 2. Random picture technique

Random picture technique Wright (1997: 10) says that random picture technique one of a technique to improve learning English process activity in the class by using kinds of picture. Which help to solve a problem or generate ideas for new ways of doing English learning procces. Look at the picture, be inspired and think how the picture relates to student's problem. There are no wrong or right answher, all ideas are valid. (Wright, Andrew. 1997. *Picture For Language learning*. Cambridge: cambridge University Press).

### 3. Vocabulary

According to Hornby (1995:1331), vocabulary is a total number of words, which (with rules of combining them) make up a language. Thornbury (2002:13) states, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed.Mastery

### 4. Mastery

Mastery means great skill or knowledge, complete control, (Oxford Learner's Pocket Dictionary, 1995: 256). In this research, mastery means the students mastery in their vocabulary.

#### 5. Classroom Action Research

Classroom Action Research is a form of research in which practitioners reflect systematically on their practice, implementing informed action to bring about improvement in practice. (Wallace, Michel J. 1998. Action Research for Language Teacher. Cambridge: University Press)

### **G. Previous Studies**

The researcher presents the previous study that will use in this research. There were study that conducted by the other researcher that similar of research design in this research. First, the researcher was conducted by Ririn Dwi Astuti Kartikasari. She was the student English Education of IAIN Surakarta. She was done with entitled "Improving Students' Speaking Skill Using Role Play at the Third Grade Students' of SMA 1 Wonosari", the research was done at 2013 in SMA 1 Wonosari. This research, based on its background, commonly the third grade students of SMA 1 Wonosari have low speaking skill. The research shows that the students in class XII IPS 1 of SMA 1 Wonosari was more interest when they were speaking using role play in speaking class. This research was implied that the role play technique can improve students' speaking skill. It was improving the speaking class at the third grade students in SMA 1 Wonosari by using role play media.

Second, the researcher was conducted by Neaty Muttahidah. She was students English Education UIN Syarif Hidayatullah Jakarta. She was done with entitled "Improving Students

Vocabulary Through Vocabulary Card (A Classroom Action Research in the First Grade of MTs. Nurul Falah School at Pondok Ranji Ciputat Tangerang)”, the research was done at 2011 in MTs Nurul Fatah Pondok Ranji Ciputat Tangerang. This research based on background, commonly the first grade students of MTs Nurul Fatah Pondok Ranji Ciputat Tangerang. The subject of this research was consisted 30 students’ of first grade.

The method used in this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative with the English teacher in the class. The Classroom Action Research was done based on Kemmis and Mc Taggart’s design, it content of two cycles in each cycle consists of planning, acting, observing, and reflecting. The data was 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 pretest, posttest, and questionnaire.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Review of Vocabulary

##### 1. Definition of Vocabulary

There are a lot definition of vocabulary. Fauziati ( 2010: 155) explains that vocabulary is central to language and critical importance typical language learner. Without a sufficient vocabulary, someone can not communicate effectively or express his ideas in both oral and written form. Hatch and Brown (1995: 1) state that vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of a language might use. Since vocabulary is a list, that only system involved is alphabetical order dictionaries.

Mc Whorter (1989: 310) states vocabulary means the ability to recognize individual words and to associate meaning with the particular combination of letter that form the word. Interpreting from Mc Whorter theory. Vocabulary is recognize from groups of letters that stand for or represent build a word: this is word has meaning. Another states combining a letter into a word. It will build a new vocabulary. Furthermore, Burn (1975: 295) explains that vocabulary is stocks of word used by person, class a profession.

Based on explanation above, it can be concluded that vocabulary is the main key to understand foreign language. It is a list of words which are supposed to know or learn. It is also symbol of ideas in which it is needed to express and to communicate.

##### 2. Vocabulary Mastery

Coulson et al (1987:1050) define that mastery is skill. Or knowledge. It means mastery is the ability to use one of knowledge. While Hornby (1995:523) says that mastery is the complete control or knowledge. Mastery is the whole power or ability to direct knowledge. It means mastery is the ability to combine skill and knowledge in one certain area.

Vocabulary mastery is the basic knowledge in learning English. Coady and Huckling (1998: 5) say that vocabulary is the central language and of critical importance to language learning for the young learners. Mastering vocabulary is important for young learners since vocabulary knowledge, as one the basic component, plays an important role in the four language skill (Burn, Roe, and Ross, 1984: 285). It gives contribution to learners to perform their skill better.

The process of vocabulary mastery is not simple. The vocabulary mastery can not be done spontaneous but systematically. Vocabulary mastery is then defined as students' complete knowledge of meaning and form of words in context appropriately. Broadly in Renoly (2014: 2056) defined, vocabulary is knowledge of words and word meanings.

When someone learns something, he or she must know what the thing that he or she learns. In the same condition, when someone wants to learn vocabulary, it will be better when he or she knows what the vocabulary is. It will make the learner easily in learning vocabulary. Actually, there are some definitions of vocabulary learning. It based on some sources, they are as follows:

1. "Vocabulary is a list or collection of words and phrases usually alphabetically arranged and explained or defined" (Mariam Webster, 2010).

2. "Vocabulary is a list or collection word arranged in alphabetical order and explained; a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or the like; a work-book" (Brainyqueto, 2010)
3. Besides that, the other definition of vocabulary is, "vocabulary is the sum total of the word used in a language, by speaker, or for dictionary making" (Hartmann & James, 1998:108).
4. In the Oxford Advanced learner's Dictionary of Current English, Hornby (1995) defines vocabulary as: (1) the total numbers of word in a language; (2) all the word known by a person or to use in particular book, subject, etc; (3) a list of words with their meaning (informal).
5. "Vocabulary is one of language components. It supports the teaching and learning of the four language skills of reading, listening, speaking and writing" (Dedy Suryana, 1990).

As the language component, vocabulary must be taught in proper way. In his book, Dedi suryana states that; vocabulary divided into:

1. Vocabulary skill involved deducing meaning from the context, use of Dictionary, word information coining, and ignoring unfamiliar word.
2. Vocabulary activities involved word guessing, word association, crossword puzzle, cline, word-classification, and rid dies.

From some definitions of vocabulary, it can be concluded that vocabulary is some words that are arranged alphabetically and it is used in a language to express one's idea in either oral or written form and particularly involved in teaching certain foreign language.



## a. Word Class

Class is the classification of word of a language depending on their function in communication (Hatch and Brown, 1995:218). Word class membership is an important lexical feature, in this case are noun, verbs, adjectives, and verbs.

### 1) Nouns

Nouns can be divided into subclasses. There are proper nouns and common nouns. There are also count nouns, mass nouns, abstract nouns, and concrete nouns.

### 2) Verb

Verb are words that denote action. Process verbs which have no definite and point also seen few verbs like than strong action. Vandler place verbs into for classes: activities (run, walk, look for), accomplishment (built, kill, paint a picture), achievements (recognize, find, lose, understand, hear) and states (know, love, have, desire)

### 3) Adjective

Adjective are used to highlight qualities or attributes. Certain adjective are typical used to describe particular nouns. Adjective can point out positive or negative qualities. One reason why linguist believe that positive adjective are learn more easily is that are unmarked.

#### 4) Adverb

Adverbs are similar to adjective in many ways although they typically assign attributes to verbal, to clauses or to entire sentences rather than to noun. Locative adverb, like here and there are used very early by young children as ways of pointing to the location of object. Time adverbs, like now, then and yesterday are used by second language learners as an initial way to mark.

#### 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. Although dictionaries list synonyms as word with similar meaning, the fact X is synonym for Y does not mean that Y necessarily a synonym for X. One of the most important ways for making text together is with the use of synonym or chains or related words. It might be selected words that are not synonymous but which still refer to the same object.

##### 2) Antonyms

Hatch and Brown (1995: 20) define antonyms as words that mean the opposite. They present interesting problem for anyone seriously interested in semantic feature analysis. The feature on which the two words contrast can be identified. Many apparent opposite, however, are really extreme points on graduated classes. This is

especially true of adjective. Hot and cold may seem like opposites, but temperature is scale, and it is a judgement as to what constitutes hot just bisected into a plus and a minus value. In the same way, pairs like big-small, many-few, tall-short, happy-unhappy, and long-short are the opposite ends of scales.

Based on definition above, it can be concluded that vocabulary mastery is the students' knowledge concerning with words and meaning, including word class (noun, adjective, verb and adverb) and word meaning (antonym and synonym).

### **3. The Importance of Vocabulary**

Vocabulary is the basic of English language. In every lesson, teacher has to introduce new words and ask the students to practice them, making clear the meaning and the ways in which each can be used. It means that vocabulary has important role in English teaching including reading, speaking, listening, and writing. David Wilkins, quoted by Thornbury (2002: 13), "Without grammar very little can be conveyed, without vocabulary nothing to be conveyed." It shows that how important vocabulary learning in language learning.

Allen (1997: 149) said that vocabulary is very important in a language, when we learn a language like English, we learn the words of language. Students must continue to learn words as they learn structure as they practice in target language. Vocabulary is needed to master the four skills in English. Through vocabulary, we convey our ideas, emotion, and efficiently. Without mastering it, people will not be able to use English effectively.

Coady and Huckin (1998:5) say that vocabulary is central to language and of critical importance to the typical language learner. It means that vocabulary takes an important role

in teaching language. With more vocabulary, the learners will be easily in understanding and using language without and difficulties.

Based on the explanations above, it can be concluded that vocabulary is very importance element in language learning. Vocabulary has a fuction to support other language skills. The skills are listening, speaking, reading, and writing. If the students have more vocabulary, they will be able to master those language skills easily.

#### **4. Kind of Vocabulary**

Several experts divided vocabulary into diffrent types. Lewis and Hill (1992: 99) devide vocabulary into two types, active and passive vocabulary. active vocabulary is the world that the students can understand, pronounce correctly and use constructively in speaking and writing. While passive vocabulary is world that the students rcognize and understand when they occur in context. But which learners can not produce correctly themselves.

One other experts, Hatch and Brown (1995: 218) classify the vocabularies into two based on their functional catagories, they are major classes and closed classes. They are explained as follows with examples.

##### **a. Major classes**

1) Nouns: it refers to person, place or thing, i.e. Tom, beach, pen, etc.

2) Adjective: it refers to the words that give more information about a noun or pronoun, i.e. deligent, lazy, smart, beautiful, handsome, etc.

3) Verb: it refers to the words that denote action, i.e. cook, study, play, write, etc.

4) Adverb: it refers to the words that describe or add to meaning of a verb, adjective, another adverb or a whole sentence, i.e. beautifully, quickly, slowly, etc.

b. Closed Classes

1) Pronouns: it refers to nouns that have already been mentioned, i.e. he, she, they, him, her, them, etc.

2) Preposition: it refers to the words that help locate items and actions in time and space, i.e. at, on, in, above, behind, under, etc.

3) Conjunction: it refers to the words that connect sentences, phrases or clause, i.e. and, or, but, etc.

4) Determiner: it refers to the words that used before a noun to show which particular example of the noun you are referring to, i.e. a, an, the, that, this, those, my, your, etc.

## 5. Teaching Vocabulary

Coady and Huckin (1998:11) explains there are ways to teach new vocabulary, there are more interesting, more effective and more memorable ways and helping to fix in students' minds, there are:

a. Demonstrate

The demonstration both helps to make the meaning clearer, and help to fix the word in the students' mind. If every word is 'explained' in the same way, either by translation to verbal explanation, they merge into a sea of language in which it is difficult to distinguish individual items. Demonstration highlights a particular word and helps associate it in the students' mind with visual and aural memories.

b. Use the real thing

Teacher becomes so pre-occupied with teaching that sometimes they explain, or even draw on the blackboard thing with are immediately available in the room. Sometimes the explanation is more complicated than pointing.

c. Draw or Sketch

Teacher do not need to be artists to make simple sketches which illustrate meaning, particularly if they are bear in mind the advice given above teaching constast reather than meaning it self.

d. Use the blacboard to show scale or grade

Words like *cool*, *orange (colour)*, or *probably* may be explained by presenting them with groups of related words:

<i>Hot</i>	<i>red</i>	<i>certainly/definitely</i>
<i>Warm</i>	<i>orange</i>	<i>probably/posibly</i>
<i>Cool</i>	<i>yellow</i>	
<i>Cold</i>		

e. Antonyms

It is worth mentioning that the explanations given are not exact definitions of the word, the level of explanation must be suitable to the students' level of explanation must be suitable to the students' level of English at the time so that dictionary like accuracy can often be counter productive.

f. Synonyms

Sometimes it is helpful particularly with a relative unimportant word of passive vocabulary to provide a quick synonym explanation. It is still helpful if teacher remember to say *it is similar in meaning to...., rather than it means the same as....*, the former phrase helps to build up in the student's mind the idea that language consists of choice, that words do not mean the same as each other, the second undermines this important attitude.

g. The dictionary

The process of learning a new word also provides practice in important learning skills, dictionary using and for those using a good monolingual dictionary, ensure that they do have other examples for words used in the context, a note on its stress, etc.

h. Verbal explanation

Some language items are best explained by being used in a variety of context with the teacher commenting on the use. It is important with such explanation to use more than one context to avoid any incidental features of that particular context.

This kind of explanation is particularly useful in dealing with the lexical items common within functional teaching. Most functional phrases are best explained by two or three examples and a description of the function performed. It is not usually necessary to add further explanation.

i. Translation

Although some teachers use this technique, it is equally true that others underuse it. To some it is seen as boring and traditional. For some words, however, the only sensible way to explain is by translation. This is often the case with certain types of technical words and for words which are 'a kind of...'

## **6. Testing Vocabulary**

A good knowledge of English vocabulary is important for anyone who wants to use the language; therefore knowledge of vocabulary is often tested. It is important that the test maker be aware of what someone is doing when testing vocabulary.

Testing vocabulary has many types. Thornbury (2002: 130) said the types of testing vocabulary are as follows:

a. Multiple Choice Test

Multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it). They are easy to design (or seem to be). Moreover, the multiple choice format can be used with isolated words, words in sentence context, or words in whole texts. Here, for example is a 'word only' example:



Table 2.1 the example of multiple choice test

Tangle	means	a. A type of dance
		b.a tropical forest
		c.a confused mass
		d.a kind of fruit

b. Rearranging

Students have to rearrange give words so that the sentence makes sense and gramatically correct. Example: me/tall/as/she/as/is

c. Cloze Test

Closze test based on a text with gaps which are put there regulary after every sevemth, eighth or ninth word. The examinee has to complete the gaps with appropriate words. The example of cloze test:

Table 2.2 the example of cloze test

<p>Tumbu fly</p> <p>In Africa south of the sahara, another (1) the _____ treveller may ancounter is (2) _____ tumbu or mango fly, which (3) _____ its eggs on clothing laid (4) _____ on the ground to dry. (5) _____ larvae hatch and burrow their (6) _____ in to the skin, causing boil-like (7) _____ these can be avroided by (8) _____ that clothes, bedding, etc., are (9) _____ spread on the ground to dry.</p>
--

d. Word Formation

Students have to change the form of word so that it fits to a particular sentences.

They have to show that they understand the context and that they know various forms of a word. For Example:

The next time you go to the supermarket don't forget to buy the BIGGEST botle of kitchen cleaner you can to (1) ..... your work surface. Recent (2) ... research in America has shown that the kitcen is often the most (3) .... of all rooms in the home. The (4) ....

of food, heat, and dampness means the kitchen is (5) ... a breeding ground for bacteria that can cause stomach upset and vomiting.

Table 2.3 the example of word formation

BIG	INFECT	SCIENCE
HYGIENE	COMBINE	

e. Matching

The normally test meaning of words through matching usually words of the of the opposite meaning. Students do not produce any vocabulary, they only match given words. Example:

Put these words into the correct column:

Apple, grape, carrot, banana, cauliflower, spinach, strawberry, potato, cherry, watermelon.

Table 2.4 the example of matching

FRUITS	VEGETABLES

f. Dictation

The examiner dictates a text and students write it down. Here the teacher examines mainly spelling or pronunciation and also listening. Dictation is an easy way of testing for the teacher because the preparation is minimal.

g. True / false

According to a text or listening the teacher prepares a set of statements and students have to circle true or false. This type of listening is typically used for testing reading or listening abilities, however, it can have much wider usage. The teacher can test also synonym, antonym, grammatical forms, etc.

h. Questions and answer (Open question)

This type of exercise can be based on a text or a listening but it does not have to be based on anything as well.

i. Gap filling

This method is often mixed up with cloze test but it is a completely different type. This type can be used for various purposes: it can test, for example, irregular verb or preposition.

j. Transformation

This type students are given sentences which they have to put into another form.

Example:

Put the following sentences into past simple tense:

She likes her job.

Jane wears jeans.

k. Error Correction

Students are given sentence with errors which concern mainly grammar.

l. Translation

Students receive sentence or a text in their mother tongue and their task is to translate into English

m. Information Transfer

The students do not answer any question, but they write some information about the text and this way they show if they have understood it.

The researcher just used a part of them which appropriate in this research, they were: multiple choice, translation and rearranging.

## **B. Theoretical Description**

There are some definitions of vocabulary composed by some experts. Fauziati (2002: 155) states that vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his idea both oral and written form. When the learners do not know how to enrich their vocabulary, they often gradually lose interest in learning. Meanwhile, Ur (1996: 60),

states that vocabulary could be defined roughly as word teacher teach in the foreign language.

Vocabulary plays important role in mastering English. Rivers in Nunan (1992: 17) stated that vocabulary is essential for successful study on the second language. Wilkins in Thornbury (2005: 13), summed up that without nothing can be conveyed. Vocabulary refers to all word in the whole language used in particular variety. Hornby (1995: 133), states vocabulary is a total of words in language. From the definition above, the researcher tries to conclude that vocabulary is a total number of word symbols of ideas in which it is important to learn vocabulary as a result to master in English.

### **C. The Kinds of Vocabulary**

When learning vocabulary, someone will find some type of vocabularies. They are:

#### **a. Reading vocabulary**

Reading vocabulary is all the words someone can recognize when reading. This is the largest type of vocabulary simply because it includes the order three. By doing that people can master reading vocabulary. They comprehend the text well when they read the text. The teachers usually give the list or word that related to the text for their students in order to comprehend the text well. The list words can be called the reading vocabulary. It can make the students easy in comprehending the text. The students will get the difficulty in comprehending the text when they do not know the meaning of the word.

b. Listening vocabulary

Listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by content and tone of voice. The listening vocabulary can help the students have some vocabulary, they can comprehend the oral text well.

c. Writing vocabulary

Writing vocabulary is all the words he or she can employ in writing. As compared to the previous two vocabulary types, the writing vocabulary is stimulated by its user. When the students are asked by their teacher to make a story, something that is very important that must be acquired by the students is the vocabulary acquisition. Someone that has some vocabulary will be able to make the story well. He or she even can make the story that is long but someone that his or her vocabulary is limited will feel difficult in making a long story. In conclusion, the writing vocabulary has an important role in writing activity.

d. Speaking vocabulary

The speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expression, tone of voice, or hand gestures. When the people want to be able to speak in English fluently, they must have some vocabulary. If people just have a limited vocabulary acquisition, they will get some difficulties in his or her communication. They even tend to feel doubt when they speak to others.

Besides that, Haycraft (1997:44) distinguishes the kind of vocabulary in two parts.

They are:

- a. Active vocabulary: the words which students can understand, pronounce correctly, and use constructively in speaking and writing; Harmer (1991:159). He also adds that active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use. Active vocabulary is productive learning referring to speaking and writing.
- b. Passive vocabulary: words which the students recognize and understand when they occur in context, but which learner himself cannot produce correctly. Harmer (1991:159) also adds that passive vocabulary refers to words which the students will recognize when they meet them but they will probably not be able to produce. Passive vocabulary is receptive learning referring to reading and listening.

The learners are hoped to have these vocabularies to master the English language. As we know that in English, there are four skills. They are speaking, reading, listening, and writing. Several people say that if someone has a good vocabulary acquisition, he or she will be able to master four skills. From this statement, we can conclude that vocabulary is one of the factors needed to master the four skills in English language. Then, he or she will do the exercise in reading or listening comprehension. He or she can also write everything that he or she wants to write. On the other hand, someone will have a doubt to speak English if he or she does not have a good vocabulary acquisition. He or she even gets some difficulties when he or she does the task in reading and listening comprehension test.



## **D. Teaching Vocabulary**

In this case, we are interested in vocabulary learning goal. In addition, we can make that goal be specific. The most ambitious goal is to know all of the language (Nation, 2001:6). From that statement, we can describe that the aim learning vocabulary is want to know about language.

According the American Heritage Dictionary, teaching is a complex activity involving integrates skill, sharing ideas or opinions. Teaching vocabulary is giving knowledge about words to the students in order they will be able to improve their vocabulary and able to use them correctly. The purpose of teaching vocabulary is to help the students bring meaning and take the meaning from word sign, signals and symbols. To reach the goal, the students must remember many things about word and their ways as well as the word themselves. Concoran (1980: 157), states that the teacher is responsible for teaching students to recognize and identify to put the word together in to phrase not only teach the students to memorize the words but also teach them to analyze and implicate the word in writing. In conclusion, teaching vocabulary is teaching of words and meaning used for improving speaking, reading, and writing ability.

Wallace (1982:207) explains that teaching vocabulary has to be the following thing:

### a. Aim

The aim is to clear for the teacher, how many things listed does the teacher expect the learners to be able to achieve the vocabularies? What kind of what?

b. Quantity

The teacher may have decided the number of vocabulary items to be learned. How new words in a lesson can the learners learn? If there are too many words, the learners may become confused or discouraged.

c. Need

In teaching vocabulary, the teacher has to choose the words that are really needed by the students in communication. They communicate and get the words they need.

d. Frequent Exposure and Repetition

Frequent exposure and repetition mean that the teacher should give much practice.

## **E. The Way to Improve Vocabulary**

Vocabulary learning strategies are a part of language learning strategies which in turn a part of general of general learning strategies which in turn a part of general of general learning strategies (Notion, 2001:271). Strategy is a really important in teaching vocabulary. There are some strategies or ways how to improve vocabulary mastery:

a. Game

This way is really good in improving vocabulary. Children enjoy constructive play and games. They are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar, and the four language skills (Brewster, Ellis, Girard, 2002: 173) from the statement we know that a game give a positive effect in arising students' desire. They will be fund end automatically they do and learner some vocabularies. Game also provides our student skills in every part of English language. They can help to improve attention span, concentration, memory, listening skills and reading skills (Brewster, Ellis Girard, 2000)

The effective way in improving vocabulary is involved in game. Every technique has their own disadvantages. Handing the time is the first problem in game. If we cannot control our time, means you have waste your time. Some of games are a cooperation group, it is good but there is a distance between smart student and low student.

#### b. Word cards

In the simplest from of learning from words cards, a learner writes a foreign word on one side of small, easily carried card and its first language translation.

Using word card can improve vocabulary mastery; it is reasonable because it is really efficient to save our time. The use of word cards provide an opportunity for learner to focus on the underlying concept of a word that runs through it various related uses (Nation, 2001:302) of course it has many advantages. It reduces the number of word to be learned. Like this, learners find the same word in the different meaning. It is good because one word can be interpreted more meaning in many concepts. For example *please turn **right** and you are **right**.*

c. Listening to music

Listening is an effective way to teach vocabulary. Learning vocabulary through listening is one type of learning through meaning-focused input (Nation, 2001:114). That statement allows us to the definition that learners need an explanation about the running word in the input in order to guess the words in appropriate context. They will be fun because they like the music. In addition when we learners are listening the music there is sound (music) so reduces a little bit of boring. Music will encourage the learners to match the word in a good context. But the way in selecting song is important too. A wrong song will kill our student desire.

d. Reading short story

Reading short story can help student improving their vocabulary. The most important condition to encourage learning relates to the choice of what is read, namely interest (Ellis in Nation, 2001: 118). Teacher can help learner's interest by choosing stories that learners are likely to be interested in. As a teacher that our task to understand our students.

## **F. The Definition of Random Pictures Technique**

Random picture technique is one of a technique to improve learning English process activity in the class by using kind of picture. It help to solve a problem or generate ideas for new ways of doing English learning process. Look at the picture, be inspired and think how

the picture relates to student's problem. There are no wrong or right answers, all ideas are valid (Wright, Andrew. 1997. *Picture for Language Learning*. Cambridge: Cambridge University Press).

Random picture technique is one activity to increase student's vocabulary in English. It often is one of the most effective ways of integrating language skills in the language classroom. Through the terms 'random picture' have been interpreted in many different ways by both teachers and textbook writers, both activities offer flexible yet principled way of tailoring intergraded skills to learner needs. Mc Donough (1994:217) states that

“Network vocabulary and simulation work, on the other hand, usually requires the learners to take part in communication which involves personal experience and emotion.”

According to Ronald charter in vocabulary and language Teaching (1988:12) states “The list contain a word from the target language, either a synonym in that target language, or a translation in mother tongue, and these can be accompanied by a picture or some mean of graphic or other monomemic representation”.

While according to Aston in an Interaction workbook (1982) states “Mapping words activities can involve practice, especially, although by no means exclusively, where younger learners are involved”.

From the statements above the writer concludes that speaking activities based on graphics are often a useful way of giving students' valuable practices, either when they are in the classroom activities or outdoor activities. The relationship between the Mapping Words and its effect to improve student's skill in mastering vocabulary, Nunan (1991) states

that “This activity is also useful way of developing notion of conversational listening skills in that the listener can ask for further clarification if something has been understood.”

### **G. Phase of Random Pictures Technique**

A model for structuring words activities in the classroom is offered by Herbert and Sturtridge (1979). In this case, Herbert and Sturtridge state that “The structure incorporates the flexibility mentioned above with respect to how task can be graded, the role of the teacher during the activity and to the type of material to be used”.

They suggest three-phase sequences for staging Random pictures techniques in teaching vocabulary they are:

1. First-phase; the informational input can either be in the form of a memorizing to read or perhaps it could be listening based
2. Second-phase; the information that other learners have similar with respect to some of the measure above, and very different in other case.
3. The third-phase; the feedback phase, has to handled carefully so as not to become a negative account of what went wrong. For error analysis it might be possible to give a report on general types of mistake that were made in the group, or where and how communication broke down, as well as giving individualized feed back to learners.

### **H. Teaching English Vocabulary at Junior High School**

## 1. Teaching Technique at Junior High School

Teaching technique used by teachers when teaching subjects in the classroom rather monotonous, the conventional techniques such as lectures and translation. This technique does not involve the learners in the learning process. Whole learning process with more conventional technique centered on the teacher as the teacher, thus making passive learners. This resulted in the students feel bored and less interested in the subject of English. Requirement of an innovative technique for teaching learning vocabulary is the students are interest to learn and also enjoy the flow of the material. One technique that can be used is uses a random picture. Random picture thinking is way to develop activities in all directions by relying on image and the relationship between one branch with another branch, also in a more interesting and unique. Random images technique made of learners to think creatively and focus on themes that are being discuss, learners will also be excited by using random image were picture of interesting and key is the core concept and supported discussions with a variety of colors. Random image technique has never been applied before in the process of teaching learning English at MTs N Boyolali.

## 2. Curriculum

### a. Principle of Competency-Based Curriculum

There are several theoretical principle that implicate and supoport the design of the curriculum. The Theory is adopted as a systematic thought is taking a decision of various formulas.

#### 1.)Competence model

There Number of competencies relate to language learning, which have different perspective point of view. The using of a competence model is motivated by pedagogical language consideration which develop and revolute since about three years ago (Curriculum, 2004:1)

The model is formulated as communicative competence as represented by Celcea – Marcia in Curriculum 2004 (2004:1) language is not merely a set or rules, but a means of communication. This model is formulated a Communicative Competence (CC). Communicative Competence indicates that the main competence target in language education is Discoursed Competence. It mean that when someone communicates either orally or written form. She or involved in a discourse. Discourse is a means of communication which is influenced by topics, the interrelationship of the doers, and the way of communication whether it is held in spoken or written. This communication event involves cultural and situational context.

To communicate, the students need four language skills, namely: listening, reading, and writing. In order to gain acceptable language, they still need linguistic cultural and strategic competencies. The function of each competency can be explained as follow:

- (a) the language skill refers to abilities to choose suitable utterances, or theoretical steps.
- (b) Linguistic competence includes the use of grammar, vocabulary, pronunciation, intonation, and so on.
- (c) socio-cultural competence refers to ability the use the language based on the cultural contexts.
- (d) strategic competence is the simplifying, asking for repetition, opening dictionary etc.
- (e) discourse competence is ability to unify, organize, or to connect the components so that the massage of communication would be integrated in cohesive, and coherence way.



## 2.) Language Models

Looking at the language as social phenomena, language model is used as the theoretical background in curriculum 2004. It puts the language on context of culture and context of situation.

### a) Context of culture

In previous part, it has been stated that's language is used as communication system among people in the context of culture and context of situation.

### b) Context of situation

Every communication happens in context of situation which has 3 components, namely: field, tenor, and mode. Field refers to what is happening, or subject matter. Tenor refers to relation of the person or interpersonal relation who involved. Mode refers to the ways of communication or channel used whether it is spoken or written.

## b. Converged of Competency – based curriculum

Competency-based Curriculum (taken for development broad Education. Hand out (2003) covers:

### 1.) Graduate/passing grade competences

Its knowledge, skill and behaviours and also values that are reflected in thinking and acting.

### 2.) Cross Curriculum Competences

Its abilities and competence for life long period that are needed for achieving the life potential thing business world, and next education. It consists of nine competence of cross curriculum competences.

### 3.) Group of lesson Competence

Its knowledge, skills, behavior and value that are reflected in thinking and behaving after the learners finished a group of lessons.

### 4.) The Basic Competence of certain lesson

It is knowledge, skills and values that are reflected in thinking and behaving or acting after the learners finished a certain lesson.

### 5.) Standard competence

A statement about knowledge, skills and behavior that are needed for doing a certain job based on competence performance criterion in decided standard.

Standard competence relates to two kinds of standards they are standard of context: it covers knowledge, behavior and skill and then standard competence covers performance criterion standard competence is an evaluation focus.

### 6.) Target to be achieved

The main target to be achieved in this study is that students should be able to master and memorize English vocabulary that can be applied properly in their lives. Due to the memorization of vocabulary will help students when they conduct English conversation with others.

## **I. Rationale**

English as a foreign language has been taught not only to the students in the junior high school but also the young learners especially for vocational junior high school. Vocabulary is the most important elements for students in learning English especially in economic field. It will be difficult to learn English if the students lack of vocabulary mastery. English words are different in letter and pronunciation Based on the background study students can't pronounce or read the English words correctly and remember the meaning because they learn a foreign language.

Some vocabulary of students learning consists of concrete things. Teacher can bring to introduce words. Introduction a word with random picture can help students to memorize easily because directly words make them impressive to learn vocabulary. The concept is to provide the activities that are meaningful through deep exercise and experiences which is interesting during teaching and learning process in the classroom. Random picture overcome because problem of students that were difficult to recall words. Random picture can be the way to point out their problems. It has close relation with students remember best when they have done something with the words they are learning. So, it will be beneficial if random picture was used to improve the student's vocabulary mastery and it is assumed that using random pictures can improve vocabulary mastery of students.

## **J. Hypothesis**

Based on the rational above, the hypothesis of this research is “Random pictures technique can be improve the students’ vocabulary mastery at Eight grades students MTs N Boyolali in academic year 2015/2016”.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents research methodology which consists of (1) Research Design, (2) Research Setting, (3) Population, (4) Sampling, (5) Sample, (6) Technique of Collecting the Data, and (7) Technique of Data Analysis.

#### **A. Research Design**

In this research, the researcher uses classroom action research (CAR) as the research design. It is called CAR because the research focuses on a particular problem and a particular group of students in a certain classroom. There are some definitions of action research proposed by some experts. Mills (2000) defines action research as systematic inquiry done by the teacher or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach, and how their students learn.

Anne burns (1999: 30) suggests a number of general features, which characterized the action research. They are:

- a. Action research is contextual, small-scale and localized, it defines and investigates problem within a specific situation.
- b. It is evaluation and reflective as it aims to bring about change and improvement in practice.
- c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

- d. Changes in practice are based on the collection of information or data which provides imputes for change.

From the explanation above the researcher can conclude strategy of teaching is depend on the reflection done by the researcher and her collaborator, and then it is important for the collaborator and the researcher to make a relational note. In the reflection the researcher and her collaborator make the strategy to solve the problem which appears in the classroom activity.

The researcher uses “Kemmis and Taggart model”. It consists of four steps namely: planning, acting, observing, reflecting. Improvement of the problem in this research is brought about by a series of cycles.

The research design in this research is a collaborative classroom action research. It means that the researcher collaborates with the English teacher of MTs N Boyolali as observer and collaborator. In conducting the research, the researcher’s role is as an English teacher who teaches English vocabulary through vocabulary pictures, while the real English teacher’s role is as an observer who observes the action of the research while teaching learning activities happens in the classroom. She also acts as a collaborator when helps the researcher in designing lesson planning, carrying out the reflection, and determining the follow up of the research.

## **B. Research Setting**

This research will be conducted at the eighth grade students in MTs N Boyolali in academic year 2015/2016. It is located in Jl. Kemuning No. 32 Boyolali. It is divided into nine until ten classes of each grade, which named with alphabet “A-J”. The classroom

characterized by standard classroom which consists about 38-40 students. The research will be conducted from March, 17<sup>th</sup> 2016 to April, 30<sup>th</sup> 2016. Here is the list of activities which had been done;

<b>Activities</b>	<b>Time</b>
1 <sup>st</sup> observation	June 9 <sup>th</sup> 2015
2 <sup>nd</sup> observation	June 16 <sup>th</sup> 2015

### **C. Population, Sampling, Sample**

In this case it discusses about the population and sampling and sample. By focuses on the location and subject the point will be gotten easily and help the researcher to collecting the data need.

#### **1. Population**

Population is the group to which the result of the study was intended to apply while the sample is a group in a research study on which information was obtained (Fraenkel and Wallen, 1993: 79). The population of this research is the eighth grade students in MTs N Boyolali. There are ten classes that namely VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H, VIII I, and VIII J.

#### **2. Sampling**

In this research, researcher will use cluster random sampling technique to the total population. It is used because of the homogeneous of subjects of the study. The sample of this research will divide in one class. It will be taught uses random pictures as the media. The researcher checks cluster random sampling such as:

- a. The first, listing all the class in a small paper
- b. Second, writing each class in a small paper

- c. Third, rolling the paper
  - d. The last, put into the glass and shaking the glass until two of them come out
- decided the experiment class and control class.

### 3. Sample

Arikunto (2002:109) stated that sample is one part of the population that analyzed.

After finished the sampling, researcher find class VIII B as a sample.

## **D. Technique of collecting the data**

Technique of collecting data explains about how the way of collecting data for the research. The researcher will use the test as a technique of collecting the data. According to Sukmadinata (2013: 223) test is to assess the result of the study in certain period. The test is used to know the students' vocabulary mastery achievement after being given treatment. Vocabulary test in this research is used as media to get the primary data of the students' Vocabulary score.

The researcher will use three steps of research; pre-test, treatment, and post-test. Before giving treatment the researcher applied a pre-test. In treatment the researcher taught English three meeting in treatment. After giving treatment the researcher gave post-test. The test could show whether the result of the pre-test and post-test are different or not.

#### a. Pre-test

The researcher will give pre-test to both groups (experimental group and control group) as the sample of research. Pre-test aimed at knowing the students' vocabulary ability.

#### b. Treatment



After pre-testing the sample will be treated by using Mind Mapping for experimental class in teaching vocabulary. The researcher will do this treatment in 3-4 times.

c. Post-test

In this part, after the students is treated by using Random Pictures in teaching vocabulary skill for experimental class and traditional teaching for control class. The researcher delivers a test to all of students as the sample and asks them to do the test individually. Finally, the students' answer sheet submitted and the students' results will treat as the data of the study.

### E. Technique of data analysis

The analysis qualitative data use in this research is the observation of student's activities during teaching learning process, and the interview before and after classroom action research (CAR). In this case, the researcher collects the entire data which have gain. In analyzing the numerical data, first the researcher tries to get the average of students' vocabulary score per action which one cycle. It is used to know how well students' score as a whole on vocabulary skill. It will be use the formula:

Mean with the symbols is  $\bar{X}$       Where:

$$\bar{X} = \frac{\sum fx}{N}$$

$\sum x$  = the sum of the students' scores

n = the sum of the students

Second the researcher will try to get the class percentage which pass the minimal mastery level criteria (KKM) considering English subject gains score 60 which is adapted for the school agreement at MTs N Boyolali. It uses the formula:

$$P = F / N \times 100 \%$$

**P** : the class percentage

**F** : total percentage score

**N** : number of students

Third, after getting mean of students' score per actions, the researcher identifies whether or not there might have students' improvement score on

$$P = \frac{Y_1 - y}{y} \times 100\%$$

Vocabulary comprehension is from pre-test up to post-test score in cycle 1 and cycle 2.

In analyzing it, the researcher will use the formula:

**P** : Percentage of students' improvement

**Y** : pre-test result

**Y<sub>1</sub>** : post-test 1

$$P = \frac{Y_2 - y}{y} \times 100\%$$

**P** : Percentage of students' improvement

**Y** : pre-test result

**Y<sub>2</sub>** : post-test 2

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses the results of the research. The objectives of this research were to identify: the improvement of the students' English vocabulary mastery through random pictures, the students' response to the implementation of random pictures in vocabulary mastery, also the strengths and weaknesses of the implementation of random pictures in vocabulary mastery. This chapter describes and discusses the data collected from the research. This chapter also covers research implementation and discussion.

#### **A. Research Findings**

Research findings are taken from the data collected during the research. The research consisted of two cycles in which the each cycle consisted of planning, acting, observing, and reflecting. After each cycle completed, the researcher gave the students a test to know whether the students' vocabulary improved or not. The description of the research findings can be explained as below:

##### **1. Process of the Research**

This research was a classroom action research. The researcher was not only an observer but also a teacher in this research. After the researcher conducted his pre-research activities and found a problem in English teaching learning especially vocabulary, the researcher asked permission to the English teacher Mrs. Nur Aida to conduct a CAR in the one of his class. Then, she chose a class that he considered as the class which had the lowest ability in vocabulary. Finally, she chose VIIG with random sampling technique as a class to conduct CAR. Based on the English teacher's

suggestion, the researcher conducted his research in grade VIIG. The researcher spent approximately two months in conducting the research.

The researcher conducted the research with two steps. The first step was doing pre-research activities and the second step was conducting the research. The pre-research activities were done before the research, such as observation, interviews, and pre-test. Whereas the implementation of the research consisted of two cycles in which the each cycle included planning, implementing, observing, and reflecting. The whole research process can be explained as follows:

**a. Pre-Research**

Before conducting the research, the researcher did the pre-research first. The purpose of pre-research was to identify the problems occurred in English teaching learning process. The problems were identified through class observation, and interview with the teacher and students. Then, the researcher proved the existence of the problem by the result of the pre-test. The researcher did pre-research activities on Monday, March 4<sup>th</sup> 2016. The result of each activity in the pre-research could be explained as below:

1) Observation

Before conducting his research, the researcher did observation in order to know the problems faced by the students. Based on the interviews with both the teacher and students which said that the problem was vocabulary, the researcher did observation during teaching learning process in English lesson.

During the observation, the researcher found that the students were bored when they could do the task. They said that it was difficult, while the English teacher

used the book to explain and gave the task to students. The material on that day was based on the syllabus.

After, the teacher asked the students to answer the task with the vocabulary that there have, but most of them grumbled again. Some students said that they were not clear and so difficult for them. The students' statements while English lesson was bored and difficult because they didn't have a lot of vocabularies and didn't understand the mean of the word in English.

## 2) Interview

The research interviewed the teacher and the students. Interview was with the English teacher, on Wednesday, March 16<sup>th</sup> 2016. The result of the interview showed that there was a problem in vocabulary mastery. The teacher said that the students' score of vocabulary was the lowest among the other skills. Meanwhile, interview with the students conducted after observation in the class and before the researcher was doing a pre-test. The students said that vocabulary was the most difficult part of English. They also said that they were bored in the English learning process. To know how far the students' ability in vocabulary, then the researcher asked them to do a pre-test.

## 3) Pre-test

To ensure that the students in MTs N Boyolali had problems in vocabulary mastery, the researcher asked them to do a pre-test. It was done on (Wednesday, March 16<sup>th</sup> 2016 11.00-11.45 AM). The pre-test was done to prove whether the students had difficulties in vocabulary or not. The other purpose of this pre-test is to know the ability of the students in vocabulary mastery before treatment/media from

the researcher is implemented. By doing this kind of test, the researcher is able to compare the students' vocabulary before and after the implementation of the research. The result of this pre-research could be drawn as below:

**Table 4.1 The Result of Pre-Test**

<b>NO</b>	<b>NAMA</b>	<b>PRE - TEST</b>
1	AA	67
2	ABS	47
3	AF	47
4	AANS	67
6	ANK	53
7	ASH	53
8	ARNR	73
9	UMD	67
10	DA	47
11	FWD	67
12	FNU	53

13	HFBA	60
14	INP	80
15	IN	53
16	KRR	67
17	KIR	73
18	LNA	67
19	MA	67
20	MPYS	47
21	MSA	73
22	MGFS	73
23	MIP	53
24	MI	47
25	NI	47
26	NR	73
27	NNZ	53
28	NAAK	40
29	NMH	73
30	NAAL	53
31	OTA	67
32	PTN	60
33	PDP	67
34	RIW	53

35	RAYS	60
36	TTR	67
37	TJ	60
38	URA	73
	TOTAL	2314
	MEAN	61

From the table above, it is known that the students' mean score is only 60.89 meanwhile the passing grade is 70. It means that their pre-test score is the passing grade. Moreover, from 38 students, only 8 students who successfully achieve the passing grade. From this pre-test, it can be concluded that the students in VIII G have problems in vocabulary mastery.

## **b. Research Implementation**

After pre-research activities (observation, interview with both the teacher and students and pre-test), the researcher concluded that the students' vocabulary in MTs N Boyolali was low. For that reason, the researcher conducted a research in this class. The research consisted of two cycles which each cycle consisted of three meetings. Each cycle of this research could be explained as below:

### **1) Cycle 1**

#### **a) Planning the action**

Knowing the students' problems in Vocabulary Mastery and the class condition during English lesson in which most students was noise when asked to do vocabulary tasks, the researcher plans to teach them vocabulary using random



pictures. In the researcher's opinion, Random Pictures is an effective way to teach vocabulary. It can attract the students' attention because it displays not only to use in daily activities. Random pictures are also an appropriate media to teach vocabulary. The students will use their visualization in vocabulary using Random Pictures. Therefore, the researcher decides Random Pictures for improving the students' vocabulary mastery.

In this point, the researcher prepared everything that necessary in the implementation of the research. Those necessary things are:

(1) Making a lesson plan and designing the steps in doing the research

Each lesson plan consists of three activities, namely opening, main activities, and closing. The first activity is opening. The opening consists of greeting and checking the students' attendance. Main activities involve building knowledge of fields and implementing Random Pictures in Vocabulary Mastery.

While closing consists of reflecting the lesson, making summarize, pointing out to the next material and saying goodbye. In the first cycle, the researcher plans to have three meetings and uses the third meeting for doing post-test 1.

(2) Preparing the material

In this study, the researcher uses Random Pictures as a media in teaching vocabulary, while kind of text used in this study is Descriptive text. So, the researcher prepares pictures on descriptive text. The researcher takes the material from the book, the internet, and *LKS*. For the pictures, the researcher

chooses *the theme on the chapter in the syllabus* for the first meeting and for the second one.

(3)Preparing notebook and camera

The researcher also prepares the notebook to write down the result of observation during the teaching learning process. She also prepares a camera to take the pictures during teaching-learning process in the classroom.

b) Implementing the action

(1)Meeting 1 (Monday, October 10<sup>th</sup> 2016)

(a)Opening

This meeting was conducted at 08.30-10.15 AM. The researcher began the meeting by saying salam, greeting the students, asking their condition, and checking their attendance.

(b)Main Activity

The researcher explained what kinds of text which the researcher would use in this research. Then, the researcher explained about descriptive text. The researcher explained about what descriptive text is, its purpose, its generic structures, and its language features. The researcher also gave an example of descriptive text through Random Pictures. The examples fruits pictures.

(c)Closing

After the explanation about descriptive text and giving the students an example random pictures of descriptive text, the researcher asked the students several questions about the descriptive text and asked them to

make the summary of the lesson. The researcher also explained that in the next meeting the researcher would show them Random Pictures as a media in teaching vocabulary. Then the researcher said goodbye.

(2) Meeting 2 (Thursday, October 13<sup>th</sup>, 2016)

(a) Opening

The second meeting was conducted at 10.15-11.45 AM. The researcher started this second meeting by saying salam, greeting the students, asking their condition, and checking their attendance.

(b) Main Activity

In this meeting, the researcher introduced Random pictures of descriptive text for vocabulary. The researcher used Random pictures with theme “Public transportation” and asked the students to choose one of pictures in the theme. The researcher explained the material of descriptive text to students. Then, he asked the students to made descriptive text with a picture. It was expected that the students would be easier in deciding the vocabularies so that the students could be easily describe the picture based on the picture. After that, the students were asked to collect the tasks of the description of the picture to the teacher in the class and the teacher started to corrected the tasks and give the score.

(c) Closing

The researcher asked the students some questions related to the materials and asked the students to summarize the material of descriptive text. The

students then mentioned the purpose, material, and sequence steps to achieve the purpose based on the picture, especially descriptive text. The researcher also told the students that in the next meeting she would conduct a test. For the last, the researcher said farewell.

(3)Post-Test 1 (Monday, October 17<sup>th</sup>, 2016)

After the second meeting, the researcher gave the students post-test 1. This test was held on 08.30-10.15 AM. This test was done to know whether the students' vocabulary mastery improved or not after the researcher implemented random pictures as the media in vocabulary mastery. The researcher used Random pictures with the theme "school's facilities" The result of post-test 1 could be drawn as below:

**Table 4.1 The Result of Post-Test 1**

<b>NO</b>	<b>NAMA</b>	<b>POST - TEST 1</b>
1	AA	73
2	ABS	67
3	AF	73
4	AANS	73
5	AMI	73
6	ANK	73

7	ASH	73
8	ARNR	80
9	UMD	73
10	DA	73
11	FWD	76
12	FNU	67
13	HFBA	67
14	INP	80
15	IN	73
16	KR	73
17	KIR	80
18	LNA	73
19	MA	73
20	MPYS	60
21	MSA	80
22	MGFS	80
23	MIP	67
24	MI	67
25	NI	67
26	NR	80
27	NNZ	67
28	NAAK	53

29	NMH	80
30	NAAL	67
31	OTA	73
32	PTN	67
33	PDP	73
34	RIW	67
35	RAYS	67
36	TTR	73
37	TJ	67
38	URNA	80
	<b>TOTAL</b>	<b>2728</b>
	<b>MEAN</b>	<b>72</b>

After doing post-test 1, it can be known that the students' mean score of vocabulary mastery has increased. In the pre-test, they only get 60.89 while in post-test 1 they get 71.89. It proved that the implementation of random pictures for vocabulary is an effective way to improve the students' vocabulary mastery.

c) Observing

(1) Meeting 1

In this meeting, the researcher explained about descriptive text. The students were active in doing the tasks about descriptive text. After the researcher explained the descriptive text, the researcher gave the students pictures with the theme “fruits”. They looked interesting in the random pictures although few students were still noisy. Most students gave full attention when they used random pictures as a media of teaching learning process. They wrote down all the description of pictures. The researcher only helped them in defining the meaning of some difficult words and gave them feedback because most students could get the detailed vocabulary. After the random pictures were being given the students, one of the students in VIII G said “*Harusnya yang test remain (pre-test) pakai video ini miss, jadi semuanya bisa jelasin dan menggambarkan. Kalau pakai gambar seperti ini kan lebih gampang mau nyeritain apa*”. While other students said together “*Iya Miss*”. Indirectly, by the students’ comments, the researcher could make a temporary conclusion that the students gave good responses toward the implementation of random pictures.

## (2) Meeting 2

In this meeting, the researcher gave random pictures with the theme Public transportation students looked very interested with the random pictures as a media. GDP, one of students n VIII G asked the researcher “*gambarnya unik unik miss?*” while HFB said, “*bener ya apik banget jelaskene gampang*”. The students looked very interested because random pictures displayed something new for them, something that they had never known before. The

situation of the class was more effective than before. The students concerned with random pictures.

### (3) Meeting 3

In this meeting, the researcher conducted a test which called post-test 1. The result of this test would be compared with the result of pre-test so that the ability of the students in vocabulary.

In this test, the researcher gave the theme school's facilities, the students made the description of the pictures. The researcher also found that there were few students who copied their friends' answers. But most students did not do that. The students seemed very calm in doing the test. They looked very concerned.

### d) Reflecting

After doing treatments and post-test 1, the researcher did reflection to know the positive and negative results from the research. The positive results of the research are: firstly, the students' improvement in vocabulary mastery. It is proved by the comparison between the students' mean score of pre-test and post-test 1. The mean score of pre-test is 60.89 whereas the mean score of post-test 1 is 71.78. The mean score of pre-test is under the passing grade whereas the mean score of post-test 1 is above the passing grade. Secondly, the students pay more attention while vocabulary mastery so the situation of the class turns to be more effective. Before vocabulary test using random pictures, the situation of the class



was very noisy. They grumbled when were asked to do vocabulary. It is very different after the implementation of random pictures as a media in vocabulary mastery. The students kept calm when they were asked to do vocabulary using random pictures.

In her reflection, the researcher also found the negative results from the implementation of random pictures for vocabulary mastery. The negative results of this research are: firstly, several students were still noisy when answering the questions on their worksheet. They copied their friend' answer. Secondly, there are six students whose score are still under the passing grade. Thirdly, the media in conducting vocabulary mastery through random pictures provided in the class is incomplete.

## **2) Cycle 2**

### **a) Revising Plan**

After finding the positive and negative results of the research, the researcher has to revise the plan in order to maintain the positive results and decrease the negative ones. Here, the researcher focused on improving the students' comprehension in vocabulary mastery. Therefore, the researcher will do the following things in order to improve the students' vocabulary mastery such as: (1) giving more explanation to the students about the material, (2) giving more attention to the student's response to the researcher's question, (3) monitoring all the students' activity when the process of teaching learning, and (4) giving more interesting random pictures to the students.

### **b) Implementing the action**

(1) Meeting 1 (Monday, November 7<sup>th</sup> 2016)

(a) Opening

This is the first meeting of cycle 2. This meeting was conducted at 10.15-11.45 AM. In the opening, the researcher said *salam*, greeted the students, asked their condition, and checked the students' attendance

(b) Main activity

The researcher used random pictures of descriptive text as a media in teaching vocabulary mastery. The random pictures were "Public facilities". The students were asked to look the pictures and they had to take a note to identified of pictures and then description for it.

(c) Closing

The researcher asked the students to summarize the lesson. The students mentioned the video's goal, material, and sequence steps to achieve the goal. Then the researcher said goodbye.

(2) Meeting 2 (Thursday, November 10<sup>th</sup> 2016)

(a) Opening

This is the second meeting for giving material to the students. This meeting was conducted at 08.30-10.15 AM. As usual, the researcher said *salam*, greeted the students, asked their condition, and checked their attendance.

(b) Main activity

In the main activity, the researcher gave random pictures and asked the students to find the information in the pictures by themselves. The random pictures were theme "Animals". After the pictures gave, the researcher

asked some students to come forward to bring the description that was written. Unlike the previous meeting, some students were brave to come forward to retell about the description of the picture.

(c) Closing

The research asked the students several questions and had them to summarize the material. She also said that at the next meeting, she would do post-test 2 as the final of the research and she would also give them the questionnaire to know the students' response to the implementation of YouTube video for listening. After that, the researcher said *salam*.

(3) Post-test 2 (Saturday, November 12<sup>th</sup>, 2016)

After the second meeting of cycle 2, the researcher did post-test 2 to know the students' vocabulary mastery after the implementation of Random Pictures. Random Pictures that used was "Things" Then, the researcher compared the result of post-test 2 with the score of pre-test and post-test 1. So that, it could be known whether the students' vocabulary mastery improved or not. Post-test 2 was done on Saturday, November 12<sup>th</sup>, 2016 at 10.15-11.45 AM. The result of post-test 2 is drawn as below:

**4.3 The result of post-test 2**

<b>NO</b>	<b>NAMA</b>	<b>POST - TEST 2</b>
1	AA	87
2	AS	67
3	AF	80
4	AANS	87

5	AMI	80
6	ANK	80
7	ASH	78
8	ARNR	92
9	UMD	80
10	DA	87
11	FWD	90
12	FNU	67
13	HFBA	87
14	INP	92
15	IN	80
16	KRR	93
17	KIR	92
18	LNA	93
19	MA	93
20	MPYS	67
21	MSA	87
22	MGFS	87
23	MIP	80
24	MI	73
25	NI	92
26	NR	92

27	NNZ	73
28	NAAK	87
29	NMH	93
30	NAAL	87
31	OTA	87
32	PTN	76
33	PDP	87
34	RIW	70
35	RAYS	67
36	TTR	80
37	TJ	76
38	URNA	85
	<b>TOTAL</b>	<b>3151</b>
	<b>MEAN</b>	<b>83</b>

c) Observing

(1) Meeting 1

In this meeting, the researcher gave random pictures of public facilities and asked the students to take a note. They noted all the information and description the picture, they had got from the picture. The situation of the class was quieter than before. The students did not grumble when asked to do

vocabulary. When the researcher asked them why they did not grumble anymore, LA said “*Lha dulu kan Cuma pakai awangan miss, ekarangkan pakai gambar lebih enak.*” This student’s sentence was strengthened by the response of the students when the researcher asked the students several questions based on random pictures. The students gave good responses. They answered all the questions and most of them were true.

### (2) Meeting 2

In this meeting, after the researcher gave random pictures “animals” she asked the students to come forward to retell the information and description they had got from the random pictures. In the previous meeting, most students were not brave to come forward to retell the information they had got, but in this meeting, some students were brave to come forward to retell the information they had got from the random pictures. When the researcher asked them why they were brave to come forward, unlike the previous meeting, HFB, one the students said “*Lha tiap pertemuan bawa gambar terus miss, jadi lama2 suka bahasa inggris lagipula kan pakaigambar lebih menarik, jadi kan mudah,*”.

Based on the students’ statements, the aims of the researcher to use interesting media while vocabulary with the random picture is achieved by the students. The students also got more understanding if vocabulary English utterances through random pictures.

### (3) Meeting 3

The researcher conducted post-test 2 in this meeting. Similar with pre-test and post-test, post-test 2 consisted of fifteen questions. The Random Pictures for

post-test 2 with the theme “*things*” Unlike the previous test, no one of the students tried to copy their friends’ answers. They seemed very concerned with their own worksheet and tried to write the description of the picture. The situation of the class was very quiet. After the students submitted their work, the researcher gave them a questionnaire which was aimed to know their responses toward the implementation of Random Pictures for vocabulary.

#### d) Reflecting

In cycle 2, the researcher found some improvements in the students and the class situation. Firstly, the students’ improvement on Vocabulary Mastery. It is proved by their comparative score among pre-test, post-test 1, and post-test 2. In the pre-test, their mean score is only 60.89 but it increases up to 71.78 in post-test 1, and 83 in post-test 2. By these tests results, it can be known that the students’ vocabulary mastery gets improved. Secondly, the students’ attitude also gets improved. In the first cycle, most of them were not brave to come forward, but in this second cycle, some students came forward to retell of describe they had got from the picture. They also did post-test 2 by themselves. Unlike in the first cycle, no one copied their friends’ answers. Thirdly, the class situation is more effective than before. The students did not grumble anymore when were asked to do activities relating to vocabulary class. They also gave more attention to Pictures. Fourthly, the result of the questionnaire showed that the students gave good response toward the implementation of Random Pictures for Vocabulary. The explanation of the results of the questionnaire will be explained next.

Besides the positive results, the researcher also found negative results which the researcher could not solve during the research. The negative results of this research are 1) the lack of media in implementing Random Pictures for Vocabulary. Implementing Random Pictures for Vocabulary needs some paper. 2) The use of media in implementing Random Pictures for Vocabulary depends on the process. It means, vocabulary through Random Pictures cannot be implemented when the media (pictures) cannot in there and trouble.

## **2. The Students' Responses toward the Implementation of Random Pictures for Vocabulary**

To know the students' responses toward the implementation of for Random Pictures for Vocabulary, the researcher asked them to fulfill a questionnaire. The questionnaire was a closed questionnaire. It meant that the researcher provided several answers dealing with the questions, so the students only needed to choose among several answers provided. This questionnaire consisted of ten questions with three options of answers for each question. The answers to the questions are yes, no, or sometimes.

From all of the questions, 77.14 % students give a good response (answering yes), 18.21 % of them give the answer "some time", and 4.65 % students give a bad response (answering "no"). Based on the result of each question, it can be concluded that the students give good response toward the implementation of Random Pictures for Vocabulary.



### **3. The Strengths and Weaknesses of the Implementation of Random Pictures for Vocabulary**

There were the strengths and weaknesses of the implementation of Random Pictures for Vocabulary. Based on the data collected, the researcher identifies the strengths and weaknesses of the implementation of Random Pictures for Vocabulary. The strengths of the implementation of Random Pictures for Vocabulary could be described as follows:

1. The implementation of Random Pictures improves the students' Vocabulary Mastery.
2. The situation of the class while the implementation of Random Pictures is better than before the implementation of Random Pictures.
3. The students show better attitude when using Random Pictures for Vocabulary.

Meanwhile, the weaknesses of the implementation of Random Pictures could be explained as these:

1. The lack of media in implementing Random Pictures for Vocabulary. Implementing Random Pictures for Vocabulary needs some paper.
2. The use of media in implementing Random Pictures for Vocabulary depends on the process. It means, vocabulary through Random Pictures cannot be implemented when the media (pictures) cannot in there and trouble.

### **B. Discussion**

This research's purposes are: to improve the students' vocabulary through random pictures, to know the students' response to the implementation of random pictures in vocabulary, and to know the strengths and weakness of the implementation of random pictures. The researcher decides to stop the cycle after the result of cycle 2 has shown the

final result which covers the purposes of this research. The discussion of each research finding can be described more detail as below:

1. YouTube video can improve the students' Vocabulary Mastery The sentence above could be proved by the mean score of the students' from pre-test until post-test 2. The students get 60.89 in their pre-test, 71.78 in post-test 1, and 83 in their post-test 2. The improvement of the students' mean score can be drawn as follow:

Table 4.4 The Improvement of the Students' Mean Score

Cycle Score	Students' Mean Score		
	Pre-Test	Post-test 1	Post-test 2
Score	60.89	71.78	83
Score's Improvement	-	10.89	11.22

Based on the table above, the improvement of the students' score in Vocabulary Mastery shows that Random Pictures is an effective way to improve the students' Vocabulary Mastery.

2. The students show good responses toward the implementation of Random Pictures for Vocabulary Mastery.

The researcher gave the students the questionnaire in order to know the students' response to the implementation of Random Pictures for Vocabulary class. The questionnaire type is a closed questionnaire which the options of the answers are provided by the researcher. The questionnaire consists of ten questions and three kinds of answers, they are: yes, sometimes, and no. The students were asked to choose "yes, "sometimes", or

“no” which was suitable for their condition. It shows that 77.14 % of the students answered yes for the questions, 18.21 % students answered sometimes, and 4.65 % students said no. from this result, it can be concluded that most students give good responses towards the implementation of Random Pictures for Vocabulary Mastery.

### 3. There are strengths and weaknesses of the implementation of Random Pictures for Vocabulary Mastery

Based on the researcher’s observation, she finds some strengths and weaknesses of the implementation of Random Pictures for Vocabulary Mastery. The strengths of the implementation of Random Pictures are:

a. Random Pictures improves the students’ Vocabulary Mastery Random Pictures provides visualization for the students so they are easier in deciding the vocabularies. They can memorize what they have described the pictures. Relate the vocabularies with what they have look and text description the meaning of it. Finally, they can answer the questions about vocabulary material on Random pictures very well and their Vocabulary Mastery improves.

#### b. Random Pictures improves the situation of the classroom

Through Random Pictures, the situation of the class during teaching learning process especially vocabulary improves. It is because the students are interested in Random Pictures as media in vocabulary mastery. Before the research is conducted, the students grumbled when they were asked to do Vocabulary. They said that vocabulary was difficult because the students were busy. It is very different with the class situation while the researcher is implementing Random Pictures as a media in teaching vocabulary. The students do not grumble anymore, they simply keep calm when the

teacher used the media of Random Pictures. So, that it could be said that the situation of the class was more effective because of the implementation of Random Pictures in the class.

c. Random Pictures influences the students' attitude during Vocabulary class

Before the implementation of Random Pictures, the students were not confident in answering the questions of the text description. They felt worried that the text description was an error. They had no self-confidence to text description the pictures by themselves. Then, this problem was solved by Random Pictures. During the implementation of Random Pictures, the students did not copy their friends' text description because their picture was different. Therefore, Random Pictures could influence the students' attitude to be better and braver.

Besides the strengths, there are also some weaknesses of the implementation of Random Pictures, such as:

- a. The implemented of Random Pictures for vocabulary was lack. The random pictures could not be implemented while the paper, picture, and the tools of write and text description. So that, when the teacher wants to implement Random Picture for vocabulary, the tools of text description picture must be banned.
- b. The media were provided by the class in conducting vocabulary through random pictures were incomplete.

## CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter describes about the conclusion, implication, and suggestion of the collaborative action research conducted at the eighth grade students of MTs N Boyolali in 2015 / 2016. This chapter is also presented as the final discussion from the research finding.

#### A. Conclusion

Based on the research findings, the researcher could draw some conclusion. Firstly, it can be concluded that Random Pictures can improve the students' Vocabulary Mastery. This improvement is proven by the findings after the research was conducted. The findings are: the students could answer questions about text description the picture correctly, they could determine the thing that text description of "picture", they could summarize the material of descriptive text, and then the score of vocabulary mastery get improved.

Those improvements caused by the implementation of Random Pictures are strengthened by the mean score of pre-test and post-test 2. The mean score gets improved from the pre-test to post-test 2. The students get 60.89 in the pre-test and 84 in the post-test 2. There are only 20.54 % students who reach the passing grade (70) in the pre-test. Meanwhile there are 89.47 % students who reach the passing grade on the post-test 2. The improvement of the students who achieve the passing grade is 68.93 %. From those reasons above, it can be concluded that Random Pictures is able to improve the students' vocabulary mastery.

Secondly, the students give good response towards the implementation of Random Pictures in Vocabulary Mastery. It is proved by the result of questionnaire which showed that 77.14 % students like the implementation of Random Pictures for Vocabulary Mastery.

Thirdly, in implementing Random Pictures for vocabulary, there are some strengths and weaknesses. The strengths of the implementation of Random Pictures for vocabulary mastery are:

1. The implementation of Random Pictures improved the students' vocabulary mastery
2. The situation of the class while the implementation of Random Pictures is better than before
3. The students show better attitude when the teacher or researcher uses Random Pictures for Vocabulary Mastery

Besides the strengths in the implementation of Random Pictures for vocabulary mastery, there are also the weaknesses of the implementation of random pictures which can be drawn as follow:

1. The lack of media in implementing Random Pictures for Vocabulary. Implementing Random Pictures for Vocabulary needs some paper.
2. The use of media in implementing Random Pictures for Vocabulary depends on the process. It means, vocabulary through Random Pictures cannot be implemented when the media (pictures) cannot in there and trouble.

## **B. Implication**

In achieving the goals of teaching and learning process, it is very important to apply an appropriate technique or method. The appropriate technique or method will give good effect in both process and result of the teaching and learning process. The implementation of Random Pictures in teaching vocabulary has shown that it is an effective way to improve the students' vocabulary mastery. So that, it can be concluded that Random Pictures can be used as an alternative way to achieve a maximum result in teaching vocabulary.

### **C. Suggestions**

Based on the research findings, the researcher would like to give some suggestions related to the teaching Vocabulary Mastery.

#### **1. For the Teachers**

Vocabulary is the most difficult subject for most students. The students often grumble when they are asked to do vocabulary task. For that reason, the teacher must create an enjoyable situation when teaching and learning process of vocabulary class. It can be done by using an appropriate media such as Random Pictures. By using pictures, the students will be enthusiastic in joining vocabulary and the teaching learning process of vocabulary can run well. If the teaching learning process can run well, the objectives of the study can be achieved.

#### **2. For the Students**

Both of the teacher and the students have a great role in the teaching learning process. It will be meaningless if the teacher applies an appropriate method and technique to teach vocabulary but the students do not respond. In achieving the objectives of the study, both of the teacher and students must be cooperative. The teacher must apply an

appropriate method and technique in teaching learning process and the students must be active. Therefore, the participation of the students especially in vocabulary class is very important.

### 3. For Other Researcher

This study is only a little effort in improving the students' vocabulary mastery. It is done by implementing Random Pictures as the media in teaching vocabulary. It is expected for the other researcher that the result of this study will be useful for further research conducted in the future for better teaching and learning process.



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# APPENDIXS

# SILABUS PEMBELAJARAN

**Sekolah** : .....  
**Kelas** : VII (tujuh)  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 1 (satu)  
**Standar Kompetensi : 1. Mendengarkan**

**memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
<p>Memahami makna dalam percakapan transaksional (to get things done) dan interpersonal (socialization) menggunakan bahasa lisan yang sederhana dan akurat, dan prima untuk berinteraksi dalam lingkungan terdekat yang melibatkan tindakan menyapa yang sudah dikenal, memperkenalkan diri / orang lain dan perintah atau larangan</p>	<p>1. Percakapan singkat memuat ungkapan-ungkapan :                      Contoh :                      • -A : <i>Good morning</i>  <i>How are you ?</i>                      B : <i>Fine Thanks.</i>  <i>Nice to meet you</i>                      • -A : <i>Hello, I'm Nina</i>                      B : <i>Hi, I'm Reny</i>  <i>Nice to meet you</i>                      • -A : <i>Don't do that</i>                      B : <i>No. I won't</i>                      -A : <i>Stop it</i>                      B : <i>Ok</i></p> <p>2. Tata Bahasa                      Verb be                      Imperatives</p> <p>3. Kosakata                      • Kata Terkait Tema</p>	<ul style="list-style-type: none"> <li>Tanya jawab yang terkait dengan materi</li> <li>Membahas kosa kata dan tata bahasa yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang</li> <li>Mendengarkan percakapan yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang.</li> <li>Menjawab / merespon pertanyaan tentang percakapan</li> </ul>	<p>Merespon ungkapan ungkapan</p> <p>1. Sapaan orang yang sudah / belum dikenal</p> <p>2. Perkenalan diri sendiri / orang lain</p> <p>3. Perintah / larangan</p>	<p>1. Tes lisan</p> <p>2. Tes tertulis</p> <p>3. Unjuk kerja</p>	<p>1. Merespon ungkapan lisan</p> <p>2. Pilihan Ganda</p> <p>3. Melakukan perintah guru</p>	<p><i>Listen to the expressions and give your response.</i>                      1 .A: <i>Good morning.</i>                      B: .....</p> <p>2. <i>Listen to the expressions and choose the best option.</i>                      A : <i>"Hi, I'm Yeny, Nice to meet you</i>                      B : ...                      a. <i>oh, really ?</i>                      b. <i>Thank you so much</i>                      c. <i>It's a pleasure</i>                      d. <i>Nice to meet you, Too</i></p> <p>3. <i>Give it to me !</i></p>	<p>2x40 menit</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<ul style="list-style-type: none"> <li>Kata Terkait Jenis Teks</li> </ul>	yg didengar.						
<b>ter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )								
<p>Respon makna percakapan fungsional ( <i>to things done</i> ) interpersonal ( spesialisasi ) menggunakan bahasa lisan sederhana akurat, dan prima untuk interaksi dengan orang-orang yang melakukan tindakan meminta informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan</p>	<p>1. Percakapan singkat memuat ungkapan-ungkapan sebagai berikut:</p> <p>Contoh :</p> <p>A : <i>Where's the book?</i>  B : <i>It's there.</i></p> <p>A : <i>Thank you.</i>  B : <i>You're welcome.</i></p> <p>A : <i>I'm sorry.</i>  B : <i>it,s okay.</i></p> <p>A : <i>Please..!</i>  B : <i>All right thanks.</i></p>	<p>1. Mendengarkan dan merespon <i>percakapan</i> tentang meminta dan memberi informasi, ungkapan terimakasih, permintaan maaf, kesantunan.</p> <p>2. memperhatikan kosakata dan tatabahasa yang kemungkinan besar muncul dalam mendengarkan topik materi</p> <p>3. mendengarkan percakapan tentang meminta dan memberi</p>	<p>Merespon ungkapan-ungkapan :</p> <p>1. Meminta dan memberi informasi</p> <p>2. Ungkapan terimakasih</p> <p>3. Permintaan maaf</p> <p>4. Kesantunan</p>	<p>1. Tes lisan</p> <p>2. Tes tulis</p>	<p>1. Merespon pertanyaan / ungkapan lisan</p> <p>2. Menjawab pertanyaan lisan secara tertulis</p>	<p>1. <i>Listen to the questions / expression and give your answer / response orally.</i></p> <p>a. A: <i>How many persons are in the conversation?</i>  B: .....</p> <p>b. A: <i>thank you so much.</i>  B: .....</p> <p>2 <i>Listen to the questions / expressions and write your answer / response.</i></p> <p>a. A : <i>What's that ?</i>  B : .....</p> <p>b. A: <i>Sorry I'm Late.</i>  B: .....</p>	2x40 menit	<p>Buku</p> <p>Script percakapan tulis</p> <p>Rekaman percakapan dalam CD ,</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	S
				Teknik	Bentuk Instrumen	Contoh Instrumen		
kesantunan		<p>informasi, ungkapan terimakasih, permintaan maaf dan kesantunan</p> <p>4. mendengarkan gambit-gambit yang muncul dalam materi percakapan terkait.</p> <p>5. menjawab / merespon pertanyaan berdasarkan materi yang diperdengarkan</p>				<p>c. A : <i>Come in, please !</i> B : ...</p> <p>d. A : <i>You are so kind.</i> <i>Thank you</i> B : ...</p>		
<p>ter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> )</p>								

## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : VII (tujuh)

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 1 (satu)

**Standar Kompetensi** : 2. Mendengarkan

**Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Responden dapat melakukan tindakan yang tepat dalam teks fungsional pendek sangat sederhana yang akurat, lancar dan prima dalam berinteraksi dan menggunakan kata	1. Teks fungsional pendek. Contoh: <ul style="list-style-type: none"> <li>• <i>Keep closed !</i></li> <li>• <i>Things to buy :</i> <ul style="list-style-type: none"> <li>- <i>Sugar</i></li> <li>- <i>Flour</i></li> <li>- <i>Meat</i></li> <li>- <i>Butter</i></li> </ul> </li> <li>• <i>Congratulations !</i></li> <li>- <i>Well done !</i></li> <li>• <i>Announcement !</i></li> <li>• <i>" School will close tomorrow since it's the WAISAK day."</i></li> </ul> 2. Tata bahasa <ul style="list-style-type: none"> <li>• Imperatives</li> <li>• Future "will"</li> </ul> 3. Kosakata <ul style="list-style-type: none"> <li>• Kata terkait tema</li> <li>• Kata terkait jenis teks</li> </ul> 4. Ungkapan Baku	1. Tanya jawab yang terkait dengan materi 2. Membahas kosakata & tata bahasa: verb phrase yang berkaitan dengan instruksi, ucapan selamat; <i>noun phrase</i> yang berkaitan dengan daftar benda/barang 3. Mendengarkan berbagai contoh teks fungsional pendek 4. Menjawab/merespon pertanyaan tentang : <ol style="list-style-type: none"> <li>a. Isi teks yang didengar</li> <li>b. Tujuan teks fungsional</li> <li>c. Bentuk teks fungsional</li> </ol>	1. menentukan makna dalam teks lisan fungsional pendek berupa: <ul style="list-style-type: none"> <li>- Instruksi</li> <li>- Daftar benda / barang (<i>Shopping list</i>)</li> <li>- Ucapan selamat</li> <li>- Pengumuman</li> </ul> 2. Mengidentifikasi tujuan teks fungsional 3. Mengidentifikasi bentuk teks fungsional	1. Tes tulis 2. Tes Lisan	Pilihan ganda Jawaban Singkat	1. <i>Listen to the dialogue or expression or text and choose the right answer</i> 2. <i>What is the purpose of the teks?</i> 3. <i>What do you call this kind of teks?</i>	2x40 menit	Script Gambar Berbelanja Berkegiatan sehari-hari Bahasa rekaman (kaset, video, VC)

	<ul style="list-style-type: none"> <li>• well done</li> <li>• congratulations !</li> </ul>							
<b>ter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )  Berani ( <i>courage</i> )								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Cont Instrumen
2.2. Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan	Teks fungsional pendek: Contoh: 1.- <i>Congratulations !</i> - <i>Well done !</i> 2. <i>Announce ment !</i> <i>" School will close tomorrow since it's the WAISAK day</i> 3. <i>Come in !</i> 4. <i>Things to bring along</i> <i>For camping</i> - <i>cooking utensils</i>	1. Mendengarkan dan merespon <i>percakapan</i> tentang makna yang tersurat dalam ungkapan-ungkapan fungsional pendek berupa instruksi, <i>shopping list, greeting card, announcement.</i>  2. Memperhatikan kosakata dan tatabahasa yang mungkin muncul dalam makna yang tersurat dalam	1. Mengidentifikasi makna gagasan dalam teks lisan fungsional pendek berupa: - Instruksi - <i>Shopping list</i> - <i>Greeting card</i> - <i>Announcement</i>  2. Mengidentifikasi makna interpersonal	1. Tes lisan           2. Tes tulis	Daftar pertanyaan           Game           Melengk-api	<i>Listen and answer the question orally!</i>           <i>Listen and write as many shopping list items as you can remember.</i>           <i>Listen to the announcement and fill in the blank spaces.</i>

berterima untuk berinteraksi dengan lingkungan terdekat	<ul style="list-style-type: none"> <li>- <i>tents</i></li> <li>- <i>clothing</i></li> </ul> <p><i>Tata Bahasa :</i></p> <ul style="list-style-type: none"> <li>• <i>Verb do/does</i></li> <li>• <i>Future Tense</i></li> </ul> <p><i>Kosakata :</i></p> <ul style="list-style-type: none"> <li>• <i>Kata terkait tema</i></li> <li>• <i>Kata terkait jenis teks</i></li> </ul> <p><i>Ungkapan Baku</i></p> <ul style="list-style-type: none"> <li>• <i>Great !</i></li> <li>• <i>Wonderful</i></li> </ul>	ungkapan-ungkapan fungsional pendek lisan berupa instruksi, <i>shopping list,</i> <i>greeting card,</i> <i>announcement</i>	teks lisan fungsional pendek	3. Unjuk kerja	T/F  Pilihan ganda  Menjodoh kan  Respon dg tindakan	<i>Write down the statements below</i>  <i>Choose the answer by a, b, c, or d</i>  <i>Match the statements and B</i>  <i>Listen to the instruction it!</i>
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )  Berani ( <i>courage</i> )						



## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : VII (tujuh)

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 1 (satu)

**Standar Kompetensi** : 3. Berbicara

**Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindakan orang lain yang dikenal, memperkenalkan diri / orang lain dan perintah atau larangan	<p>Percakapan Singkat</p> <p>Contoh: Memuat ungkapan-ungkapan sbb :</p> <p>A : <i>Good morning</i> <i>How Are you?</i></p> <p>B : <i>Fine thanks.</i></p> <p>A : <i>Hi, I'm Rani</i> <i>Hello, I'm Nina.</i></p> <p>A : <i>Go away !</i> <i>Okay.</i></p> <p>A : <i>Don't be Noisy</i> <i>I won't.</i></p> <p>Tata Bahasa</p> <p><i>Kalimat (+)(-)(?)</i></p> <p>Kosakata</p> <ul style="list-style-type: none"> <li>• <i>Kata terkait tema</i></li> <li>• <i>Kata terkait jenis</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Tanya jawab yang berkaitan dengan materi.</li> <li>2. Meniru ungkapan-ungkapan sapaan dan respon sapaan.</li> <li>3. Membahas kosakata dan struktur percakapan sesuai materi.</li> <li>4. Latihan percakapan dalam bentuk dialog.</li> <li>5. Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata.</li> </ol>	<p>Mengungkapkan berbagai tindakan tutur:</p> <ol style="list-style-type: none"> <li>1. Menyapa yang belum/sudah dikenal</li> <li>2. Memperkenalkan diri sendiri/orang lain.</li> <li>3. Memerintah/melarang</li> </ol>	<p>Unjuk kerja</p> <p>Unjuk kerja</p> <p>Unjuk kerja</p>	<p>Tanya jawab</p> <p>Bermain peran</p> <p>Bermain peran</p>	<p>1. <i>Ask and answer your friend based on the picture</i></p> <p>2. <i>Perform the dialogue in front of the class!</i></p> <p>3. <i>Work in pairs</i></p> <p style="padding-left: 20px;"><i>A. Give instructions</i></p> <p style="padding-left: 20px;"><i>B. Does the Instructions and respond</i></p>	4x40 menit	Script per Buku rel Alat p Kartu

	<p><i>teks</i></p> <p>Ungkapan Baku</p> <p><i>Okay</i></p> <p><i>Alright</i></p>							
<p><b>ter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )</p> <p>Rasa hormat dan perhatian ( <i>respect</i> )</p> <p>Tekun ( <i>diligence</i> )</p> <p>Tanggung jawab ( <i>responsibility</i> )</p> <p>Berani ( <i>courage</i> )</p>								
<p>ungkapkan</p> <p>a dalam</p> <p>kapan</p> <p>aksional dan</p> <p>personal</p> <p>an</p> <p>gunakan</p> <p>n bahasa lisan</p> <p>t sederhana</p> <p>a akurat,</p> <p>r dan</p> <p>prima untuk</p> <p>teraksi</p> <p>n lingkungan</p> <p>kat yang</p> <p>atkan tindak</p> <p>: meminta</p> <p>memberi</p> <p>masi,</p> <p>ucapkan</p> <p>a kasih</p> <p>inta maaf dan</p> <p>ungkapkan</p> <p>tunan</p>	<p>Percalapan singkat</p> <p>Contoh :</p> <p><i>Where is it ?</i></p> <p><i>It's here.</i></p> <p>A. <i>Thanks a lot.</i></p> <p>B. <i>You' re</i></p> <p><i>Welcome.</i></p> <p>A. <i>I' m sorry.</i></p> <p>B. <i>It's Okay.</i></p> <p>A. <i>Please,</i></p> <p><i>come in.</i></p> <p>B. <i>Thank you.</i></p> <p>Tata Bahasa</p> <p>Contractions</p> <p>I'm</p> <p>He's</p> <p>She's</p> <p>Kosakata</p> <ul style="list-style-type: none"> <li>• Kata terkait</li> </ul>	<p>1. Mendengarkan dan memberi respon tentang <i>introduction</i>, tindak tutur terkait topik materi yang akan disampaikan</p> <p>2. Memperhatikan penjelasan tentang kosakata dan tata bahasa yang muncul dalam tindak tutur dengan topik materi yang akan disampaikan</p> <p>3. Mendengarkan model percakapan yang menggunakan tindak tutur tentang topik materi yang disampaikan</p> <p>4. Menggunakan tindak tutur dengan topik materi yang disampaikan dengan teman</p> <p>5. Menggunakan tindak tutur dengan topik materi yang disampaikan dengan</p>	<p>Bertanya dan menjawab tentang :</p> <p>1. Meminta dan memberi informasi</p> <p>2. Mengucapkan n terima kasih</p> <p>3. Meminta maaf</p> <p>4. Mengungkapkan dan merespons kesantunan</p>	<p>Unjuk Kerja</p> <p>Unjuk Kerja</p> <p>Unjuk Kerja</p> <p>Tes Praktik</p>	<p>Tanya jwb</p> <p>Merespon dg singkat</p> <p>Bermain peran</p> <p>Games(20 Question)</p>	<p>1. <i>Ask and answer questions to your friends based on the situation given or picture</i></p> <p>2. Respond to the following expressions</p> <p>3. Read the dialog and perform it</p> <p>4. a. Please guess, what is there in the box by asking questions</p> <p>b. Perform a role play with your friend about asking and giving information. Use the pictures provided</p>	<p>4x40 menit</p>	<p><i>Script</i></p> <p>perca</p> <p>Buku</p> <p>berisi</p> <p>perca</p> <p>Alat</p>

	tema • Kata terkait jenis teks Ungkapan Baku Please Thanks a lot	variasi-variasi atau kemungkinan-kemungkinan secara bebas						
<b>ter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> ) Ketulusan ( <i>Honesty</i> )								

### SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : VII (tujuh)

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 1 (satu)

**Standar Kompetensi** : 4. Berbicara

**Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Cont Instru
4.1 Mengungkapkan makna tindak tutur fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk	Teks Fungsional Pendek Berbentuk : <ul style="list-style-type: none"> <li>• <i>Intruction</i></li> <li>• <i>Shopping list</i></li> <li>• <i>Greetings</i></li> <li>• <i>Announcement</i></li> </ul>	1.Tanya jawab yang berkaitan dengan Materi  2.Menirukan ungkapan-ungkapan sesuai	1.Memberi instruksi  2.Menyebut	Tes lisan  Unjuk kerja	1.Membaha-Sakan gambar  2. <i>Uji Petik</i>	1. <i>Give an ins based on the picture</i>  2. <i>Mention 5 you have</i>

<p>berinteraksi dengan lingkungan terdekat</p>	<p>Tata Bahasa</p> <ul style="list-style-type: none"> <li>Negative</li> <li>Imperratives</li> </ul> <p>Kosakata</p> <ul style="list-style-type: none"> <li>Kata terkait tema</li> <li>Kata terkait jenis teks</li> </ul>	<p>materi</p> <p>3.Membahas kosakata dan struktur percakapan</p> <p>4.Latihan memberi perintah, mengucapkan selamat, mengumumkan dengan singkat</p> <p>5. Menggunakan ungkapan percakapan dalam situasi nyata</p>	<p>daftar benda</p> <p>3.Mengucapkan selamat</p> <p>4.Mengumumka n dengan singkat</p>	<p>Unjuk kerja</p> <p>Unjuk kerja</p>	<p>3.Uji Petik</p> <p>4. Uji Petik</p>	<p>a. Your ba b. your be</p> <p>3. What wou to a frie a. on his/h birthda b. in week c. if he/she the best</p> <p>4. inform you about the flag cere through announc</p>
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> )</p>						
<p>4.2.Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>	<p>1. Teks fungsional berbentuk :</p> <ul style="list-style-type: none"> <li><i>instruction</i></li> <li><i>shopping list</i></li> <li><i>greetings</i></li> <li><i>announcement</i></li> </ul> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> <li><i>Quantifiers</i></li> </ul> <p>3. Kosakata</p> <ul style="list-style-type: none"> <li><i>Countable &amp; Uncountable nouns</i></li> </ul> <p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> <li><i>attention !</i></li> <li><i>Excuse /me</i></li> </ul>	<p>1. Mendengarkan dan memberi respon <i>introduction</i> tentang makna gagasan teks lisan fungsional pendek sesuai topik materi yang akan disampaikan</p> <p>2. Mendengarkan dan memberi respon penjelasan tentang kosakata, tatabahasa: noun, noun phrase, adj, verb, adverbs, shshort answer, istilah-istilah dalam teks fungsional pendek.</p> <p>3. Mendengarkan</p>	<p>1. Memberi insruksi secara lisan.</p> <p>2. Menyebutka n daftar barang yang dibutuhkan.</p> <p>3. Memberi ucapan selamat</p> <p>4. Mengumum kan sesuatu</p>	<p>Tes lisan</p> <p>Tes lisan</p> <p>Unjuk kerja</p> <p>Unjuk kerja</p>	<p>Membahasa kan gambar</p> <p>Uraian</p> <p>Uji Petik</p> <p>Uji Petik</p>	<p>1. Give inst your frie on the pi</p> <p>2. Mention that you your bed</p> <p>3. Congratu friend on his / her doing something</p> <p>4. Tell your about the coming s</p>

		<p>model teks-teks lisan fungsional pendek</p> <p>4. Menggunakan teks-teks fungsional pendek dalam simulasi</p> <p>5. Mengidentifikasi makna gagasan teks-teks lisan fungsional pendek</p> <p>6. Menjawab pertanyaan tentang makna gagasan teks fungsional pendek secara lisan</p>		Tes lisan	Menjawab pertanyaan	<p>holiday</p> <p><i>Listen to the answer the q orally.</i></p>
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )</p>						

## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar Kompetensi : 5. Membaca

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat	<p>1. <i>Pronunciation</i> kata dan <i>Intonation</i>: frasa, kalimat yang telah dipelajari</p> <p>2. Teks fungsional pendek</p> <ol style="list-style-type: none"> <li>1. cara membaca kata, frasa, kalimat.</li> <li>2. <i>pronunciation</i>.</li> <li>3. <i>intonation</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: <i>pronunciation</i>, <i>intonation</i></li> <li>2. Mendengarkan model membaca nyaring</li> <li>3. Menirukan membaca nyaring dengan intonasi dan jeda sesuai model</li> <li>4. Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar</li> </ol>	<ol style="list-style-type: none"> <li>1. Melafalkan kata, frasa dan kalimat dengan baik dan benar</li> <li>2. Membaca kata frasa dan kalimat dengan intonasi yang benar</li> <li>3. Membaca nyaring dengan baik dan benar.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tes unjuk kerja</li> <li>2. Observasi</li> <li>3. Observasi</li> </ol>	<p>Uji petik membaca nyaring</p> <p>Lembar observasi</p> <p>Lembar Observasi</p>	<ol style="list-style-type: none"> <li>1. <i>Read the loudly.</i></li> <li>2. <i>Read all sentences carefully.</i></li> <li>3. <i>Read the Loudly</i></li> </ol>
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )</p>						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
Berani ( <i>courage</i> )						
5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	<ul style="list-style-type: none"> <li>• Teks fungsional pendek berbentuk:               <ol style="list-style-type: none"> <li>1. Instruksi</li> <li>2. Daftar barang</li> <li>3. Kartu ucapan</li> <li>4. Pengumuman</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>1. Tanya jawab yang terkait dengan materi</li> <li>2. Menirukan membaca nyaring</li> <li>3. Mengidentifikasi informasi yang terdapat dalam bacaan</li> <li>4. Membahas kosakata struktur kalimat, struktur bacaan, tujuan teks, dsb</li> </ol>	<ol style="list-style-type: none"> <li>1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk :               <ul style="list-style-type: none"> <li>• Instruksi</li> <li>• Daftar barang</li> <li>• Kartu ucapan</li> <li>• Pengumuman</li> </ul> </li> <li>2. Mengidentifikasi ciri kebahasaan teks yang dibaca</li> <li>3. Membahas tujuan masing-masing teks fungsional yang telah dibahas.</li> </ol>	<p>Tes tulis</p> <p>Tes lisan</p> <p>Tes tulis</p> <p>Tes Lisan</p>	<p>Pilihan ganda</p> <p>Melengkapi kalimat/frase</p> <p>Menjawab pertanyaan</p> <p>Menjodohkan</p> <p>Jwb singkat</p>	<p>1. a. Read the text and answer the questions below!</p> <p>b-Complete the noun phrases stated in the sentence below!</p> <p>c. Answer the questions on the text</p> <p>2. Match the phrases with the phrases</p> <p>3. What's the purpose of the text?</p>
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> )						

## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar Kompetensi : 6. Menulis

**Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<ul style="list-style-type: none"> <li>Teks fungsional pendek berbentuk:                             <ol style="list-style-type: none"> <li>Instruksi</li> <li>Daftar barang</li> <li>Kartu ucapan</li> <li>Pengumuman</li> <li>Kalimat sederhana terkait materi dan jenis teks.</li> </ol> </li> <li>Tanda Baca</li> <li>Spelling</li> </ul>	<ol style="list-style-type: none"> <li>Membahas ciri-ciri jenis teks fungsional pendek</li> <li>Membuat frasa, kalimat sesuai materi</li> <li>Membuat teks fungsional pendek</li> </ol>	<ol style="list-style-type: none"> <li>Melengkapi teks fungsional pendek</li> <li>Menyusun kata/urutan kata menjadi kalimat yang padu</li> <li>Menulis teks fungsional pendek</li> </ol>	<p>Tes tulis</p> <p>Tes tulis</p> <p>Tes tulis</p>	<ol style="list-style-type: none"> <li>Menyusun Kata</li> <li>Menyusun Kalimat</li> </ol> <p>2. Esai</p>	<ol style="list-style-type: none"> <li> <p><i>1. Complete the blank spaces of the following text!</i></p> <p><i>a. Arranged the jumbled words into good sentences</i></p> <p><i>b. Arrange the jumbled sentences in a good order</i></p> </li> <li> <p><i>2. Make a greeting card (choose the topic you prefer: Happy birthday, Wedding, Season's greeting)</i></p> </li> </ol>	6x40 menit	<ul style="list-style-type: none"> <li>Buku</li> <li>Alat</li> <li>Ling</li> <li>seki</li> <li>terc</li> <li>pen</li> <li>n da</li> <li>per</li> </ul>
<p><b>ter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )                      Rasa hormat dan perhatian ( <i>respect</i> )                      Tekun ( <i>diligence</i> )                      Tanggung jawab ( <i>responsibility</i> )</p>								
<p>Mengungkapkan makna dalam teks tulis fungsional pendek tentang :</p>	<ol style="list-style-type: none"> <li>Teks fungsional pendek tentang :</li> </ol>	<ol style="list-style-type: none"> <li>Mendengarkan dan merespon penjelasan</li> </ol>	<ol style="list-style-type: none"> <li>Membuat teks fungsional pendek</li> </ol>	Tes tulis	Melengkapi	<ol style="list-style-type: none"> <li> <p><i>1. Complete the blank spaces of the short</i></p> </li> </ol>	6x40 menit	Buku



<p>teks tulis onal ek sangat ana n gunakan n bahasa ecara t, lancar erterima  eraksi n ngan kat</p>	<ul style="list-style-type: none"> <li>- Instruksi</li> <li>- Daftar barang</li> <li>- Kartu ucapan</li> <li>- pengumuman</li> </ul> <ul style="list-style-type: none"> <li>• Langkah retorika teks fungsional pendek</li> </ul>	<p>tentang ciri-ciri teks fungsional pendek</p> <ol style="list-style-type: none"> <li>2. Menyusun kata dalam bentuk frasa benda</li> <li>3. Menyusun kata, frasa dalam kalimat padu</li> <li>4. Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan dengan bantuan guru</li> <li>5. Mengidentifikasi ciri-ciri teks fungsional pendek yang diberikan secara mandiri</li> <li>6. melengkapi teks fungsional pendek dengan struktur teks yang benar.</li> <li>7. Menulis teks fungsional pendek.</li> </ol>	<ol style="list-style-type: none"> <li>2. Menggunakan langkah retorika dalam menulis teks fungsional pendek</li> </ol>	<p>Tes tulis</p>	<p>Esai</p> <p>Project</p> <p>Uraian</p>	<p>text.</p> <p>2a. Write down an announcement based on the given situation</p> <p>b. Go to public places and find at least 10 written short texts</p> <p>c. Make a list of things you find in the following places</p> <ol style="list-style-type: none"> <li>1. bedroom</li> <li>2. bathroom</li> <li>3. kitchen</li> </ol>		<p>Alat</p> <p>Peng</p> <p>nstru</p> <p>baran</p> <p>ucap</p>	
<p><b>ter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )  Berani ( <i>courage</i> )</p>									

Mengetahui;  
Kepala Sekolah .....

( ..... )  
NIP /NIK : ; .....

....., .....20.....  
Guru Mapel Bahasa Inggris,

( ..... )  
NIP /NIK : ; .....

# **PERANGKAT PEMBELAJARAN**

## **SILABUS PEMBELAJARAN**

**Mata Pelajaran** : Bahasa Inggris.

**Satuan Pendidikan** : .....

**Kelas/Semester** : VII /2

**KURKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)**

**Nama Guru** .....



## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : VII (tujuh)

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 2 (dua)

**Standar Kompetensi** : 7. Mendengarkan

**Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna dalam percakapan transaksional ( <i>to get something done</i> ) dan interpersonal (sosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta	<p>1. Percakapan singkat memuat ungkapan-ungkapan :</p> <p>Contoh:</p> <p>A : <i>Pass me the pencil, please!</i></p> <p>B : <i>Sure. Here you are.</i></p> <p>A : <i>Give me a piece of paper, please!</i></p> <p>B : <i>Sure, Here You are.</i></p> <p>A : <i>Did you come here yesterday?</i></p> <p>B : <i>I did.</i></p> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> <li>• <i>Simple Past tense</i></li> <li>• <i>Quantifiers</i></li> </ul> <p>3. Kosa kata</p> <ul style="list-style-type: none"> <li>• Kata terkait tema</li> <li>• Kata terkait jenis teks</li> </ul> <p>4. Ungkapan Baku</p> <p>Sure</p>	<p>1. Tanya jawab tentang berbagai hal terkait materi</p> <p>2. Membahas kosakata dan tata bahasa: <i>noun phrase, adjective, adverb, verb</i> yang terkait dengan meminta dan memberi jasa, meminta dan memberi barang, meminta dan memberi fakta</p> <p>3. Mendengarkan percakapan sesuai dengan materi</p> <p>4. Menjawab pertanyaan sesuai dengan isi percakapan</p> <p>5. Menjawab pertanyaan tentang struktur percakapan</p>	<p>Merespon ungkapan-ungkapan :</p> <p>1. Meminta &amp; memberi jasa</p> <p>2. Meminta &amp; memberi barang</p> <p>3. Meminta &amp; memberi fakta</p>	<p>Tes lisan</p> <p>a. Tes tulis</p> <p>b. Unjuk kerja</p> <p>Tes lisan</p>	<p>Merespon ungkapan</p> <p>Matching</p> <p>T / F</p> <p>Merespon tindakan</p> <p>Memberi jawaban singkat</p>	<p>1. <i>Listen to the expression and respond to it</i></p> <p>2. <i>Listen to the expression and match it with the suitable response</i></p> <p>3. <i>Listen to the dialogue and decide whether it is TRUE or FALSE.</i></p> <p>4. <i>Pass me the pencil, please.</i></p> <p>5. <i>Give short answer</i></p>	2x40 menit	<p>- scrip</p> <p>- per</p> <p>- rek</p> <p>- me</p> <p>- ele</p> <p>- kas</p> <p>- DV</p>

	Please							
<b>ter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )								
<p>pon makna n percakapan aksional (<i>set things done</i>) nterpersonal sialisasi ) t sederhana a akurat, lancar erterima untuk eraksi dengan ngan terdekat melibatkan k turur : nta dan eri pendapat nyatakan suka dak suka, nta klarifikasi, erespon secara personal</p>	<p>Percakapan singkat memuat ungkapan- ungkapan :  Contoh :  1.A: <i>What do you Think?</i> B: <i>Not bad</i>  2.A: <i>I like tea</i> B: <i>I dont I like milk</i>  3.A: <i>Are you sure ?</i> B : <i>I am</i>  4.A: <i>Are you?</i> B : <i>Yes, I am</i></p> <p>Tata Bahasa</p> <ul style="list-style-type: none"> <li>Verb : Like, need, want</li> </ul> <p>Kosa kata</p> <ul style="list-style-type: none"> <li>Daily need</li> <li>Kata terkait jenis teks</li> </ul>	<ol style="list-style-type: none"> <li>Mendengarkan dan merespon introduction tentang topik materi yang akan disampaikan</li> <li>Mendengarkan dan merespon penjelasan kosakata dan tatabahasa tentang topik materi yang akan dipelajari</li> <li>mendengarkan percakapan transaksional dan interpersonal tentang topik materi yang dipelajari</li> <li>mengidentifikasi tindak tutur ungkapan-ungkapan yang diperdengarkan</li> <li>merespon ungkapan-ungkapan yang diperdengarkan</li> </ol>	<p>Merespon ungkapan-ungkapan :</p> <ol style="list-style-type: none"> <li>Meminta dan memberi pendapat</li> <li>Menyatakan suka dan tidak suka</li> <li>Meminta klarifikasi</li> <li>Merespon secara interpersonal</li> </ol>	<p>Tes lisan</p> <p>Tes Lisan</p> <p>Tes tulis</p> <p>Tes tulis</p>	<p>Merespon ungkapan</p> <p>Merespon ungkapan</p> <p>pilihan ganda</p> <p>jwbn singkat</p>	<p><i>Respond to the following expressions orally.</i></p> <ol style="list-style-type: none"> <li>A: <i>What do you think?</i> B: <i>.Not .....</i></li> <li>A: <i>What do you like to drink?</i> B: <i>.....</i></li> <li>A: <i>Are you sure?</i> B: <i>.....</i> a. <i>Ok</i> b. <i>Fine</i> c. <i>Alright</i> d. <i>I am</i></li> <li>A: <i>I'm happy</i> B: <i>Are you?</i> A: <i>.....</i></li> </ol>	<p>2x 40 menit</p>	<p>Script perca buku</p> <p>Reka perca buata ,VCD film</p> <p>Reka perca otent</p>

	Ungkapan Baku <ul style="list-style-type: none"> <li>• Not bad</li> <li>• Great</li> </ul>							
<b>ter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )  Berani ( <i>courage</i> )								

## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : VII (tujuh)

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 2 (dua)

**Standar Kompetensi** : 8. Mendengarkan

**Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna yang terdapat dalam teks lisan fungsional yang sangat sederhana secara akurat, lancar dan prima untuk berinteraksi dengan lingkungan terdekat	<ul style="list-style-type: none"> <li>• Teks fungsional pendek berupa :               <ol style="list-style-type: none"> <li>1. Instruksi</li> <li>2. Daftar barang</li> <li>3. Ucapan Selamat</li> <li>4. Pengumuman</li> </ol> </li> <li>• Kosakata terkait tema dan jenis teks</li> <li>• Ciri kebahasaan teks fungsional :               <ul style="list-style-type: none"> <li>- instruksi</li> <li>- daftar barang</li> <li>- ucapan selamat</li> <li>- pengumuman</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Brain storming</i> tentang kosakata terkait materi</li> <li>2. Membahas kosakata dan tata bahasa terkait materi tentang : <i>noun, noun phrase, adjective, verb, adverb.</i></li> <li>3. Mendengarkan teks fungsional yang menggunakan gambit-gambit <i>attention please, thanks, excuse me, sorry.</i></li> <li>4. Menjawab pertanyaan sesuai dengan isi teks yang didengar</li> <li>5. Menjawab pertanyaan tentang struktur teks fungsional yang didengar</li> </ol>	<ol style="list-style-type: none"> <li>1. Merespon makna dalam teks fungsional pendek :               <ul style="list-style-type: none"> <li>- Instruksi</li> <li>- Daftar barang</li> <li>- belanjaan</li> <li>- Ucapan selamat</li> <li>- Pngumuman</li> </ul> </li> <li>2. Menentukan Fungsi komunikatif teks yang didengar.</li> <li>3. Menentukan ciri kebahasaan dari masing-masing teks fungsional yang didengar</li> </ol>	Tes lisan  Tes tulis  Unjuk kerja  Test Lisan  Tes Tulis	Jwbn singkat  -Pilihan ganda  - melengkapi  Melakukan perintah  Jawaban Singkat  Uraian singkat	<i>Listen to the text and answer the questions.</i>  <i>Listen to the text and choose the best option.</i>  <i>Listen to the text and complete the sentences.</i>  <i>Listen to the instruction and do it !</i>  <i>What is the purpose of the text</i>  Listen and write all the verbs stated in the text  Listen and write all the verbs stated in the text	2x40 menit	script di bul tenta insi - daf - uca sela - per -an Rekar



<b>ter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )  Berani ( <i>courage</i> )  Ketulusan ( <i>Honesty</i> )								
oon makna erdapat dalam log sangat ana secara c, lancar dan ima untuk eraksi dengan ngan terdekat teks berbentuk ptive dan dure	<ul style="list-style-type: none"><li>• Teks monolog berbentuk:<ul style="list-style-type: none"><li>1. Deskriptif</li><li>2. prosedur</li></ul></li><li>• Kosakata terkait tema / jenis teks</li><li>• Ciri kebahasaan teks deskriptif dan prosedur.</li><li>• Langkah retorika teks deskriptif / prosedur</li></ul>	<ol style="list-style-type: none"><li>1. Mendengarkan dan merespon tentang berbagai hal terkait tema / jenis teks yang dibahas.</li><li>2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang muncul dalam teks deskriptif / prosedur</li><li>3. Mendengarkan model monolog teks deskriptif/prosedur</li><li>4. Menjawab pertanyaan secara lisan tentang isi teks deskriptif/prosedur</li><li>5. Menyebutkan fungsi komunikatif teks yang didengar.</li><li>6. Mengidentifikasi kata kerja dari teks yang didengar.</li></ol>	<ul style="list-style-type: none"><li>• Merespon informasi dalam teks lisan monolog berbentuk :<ul style="list-style-type: none"><li>- Diskriptif</li><li>- Procedur</li></ul></li><li>• Menentukan ciri kebahasaan teks yang didengar.</li><li>• Menentukan fungsi komunikatif teks yang didengar.</li></ul>	Tes lisan	Pertanyaan lisan	<i>Listen and answer the following questions</i>	2x40 menit	<i>Script</i> monolog deskriptif edukasi buku  Rekan monolog deskriptif /prosedur
				Tes tulis	Pilihan ganda	<i>Listen to the text and choose the best answer by crossing a,b,c or d</i>		
				Tes tulis	Pilihan ganda	<i>Listen to the text and choose the best answer by crossing a,b,c or d</i>		

		7. Mendengarkan teks deskriptif / prosedur lainnya.						
<b>ter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> ) Ketulusan ( <i>Honesty</i> )								

## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (dua)

Standar Kompetensi : 9. Berbicara

mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
<p>9.1 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal ( bersosialisasi ) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta</p>	<p>Percakapan singkat memuat ungkapan-ungkapan :</p> <p>Contoh:</p> <p>1.A : <i>Pass me the pencil please!</i> B : <i>Sure. here you are.</i></p> <p>2.A : <i>Give me the paper Please!</i> B : <i>Sure, here it is.</i></p> <p>3.A: <i>Did you come here yesterday ?</i> B : <i>I did</i></p> <p>Tata Bahasa</p> <p>- <i>Verbs: Like, need, want</i></p> <p>- <i>Simple Past Tense</i></p>	<ol style="list-style-type: none"> <li>Tanya jawab yang berkaitan dengan materi</li> <li>Membahas kosakata dan tata bahasa: <i>noun, adjective, adverb, noun phrase</i></li> <li>Menirukan ungkapan-ungkapan yang digunakan dalam percakapan sesuai materi</li> <li>Berlatih dengan teman menggunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi</li> <li>Bermain peran menggunakan ungkapan yang telah dipelajari.</li> </ol>	<p>* Bertanya dan menjawab berbagai informasi :</p> <ol style="list-style-type: none"> <li>Meminta dan memberi jasa</li> <li>Meminta dan memberi barang</li> <li>Meminta dan memberi fakta</li> </ol>	<p>Unjuk kerja</p> <p>Tes Lisan</p> <p>Unjuk kerja</p>	<p><i>Bermain peran</i></p> <p>Merespon ungkapan</p> <p>Bermain peran</p>	<ol style="list-style-type: none"> <li><i>Perform the dialogue with your friend in front of the class!</i></li> <li><i>Listen to the expression and respond to example :</i> <ol style="list-style-type: none"> <li><i>Pass me please.</i></li> <li><i>Give me paper, please.</i></li> <li><i>Did you come late?</i></li> </ol> </li> <li><i>Create a dialogue based on the role card and perform it.</i></li> </ol>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	<p><i>Kosakata</i></p> <ul style="list-style-type: none"> <li>- Kata Terkait tema dan jenis teks</li> <li>- <i>Here it is</i></li> <li>- <i>Here you are</i></li> </ul>					
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )</p>						
<p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) &amp; interpersonal (bersosialisai) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara</p>	<p>1. Percakapan singkat memuat ungkapan-ungkapan :</p> <p>Contoh :</p> <p>A : <i>What do you think of this?</i>  B : <i>Not bad</i></p> <p>A : <i>I like tea</i>  B : <i>I don't</i></p> <p>A : <i>Are you sure</i>  B : <i>I am</i></p> <p>A : <i>Do you?</i>  B : <i>I do</i></p> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> <li>- Verb be</li> </ul>	<p>1. Mendengarkan dan merespon pertanyaan tentang topik materi yang akan disampaikan</p> <p>2. Mendengarkan dan merespon pembahasan tentang kosakata dan tata bahasa yang terkait dengan topik materi yang akan disampaikan</p> <p>3. Mendengarkan model percakapan transaksional dan interpersonal dengan topik materi yang dipelajari</p> <p>4. Menirukan model percakapan transaksional dan</p>	<p>Bertanya dan menjawab berbagai Informasi :</p> <p>1. Meminta &amp; memberi pendapat</p> <p>2. Menyatakan suka dan tidak suka</p> <p>3. Meminta klarifikasi</p> <p>4. Merespon secara interpersonal</p>	<p>Unjuk kerja</p> <p>Tes lisan</p> <p>Unjuk kerja</p> <p>Tes lisan</p>	<p>Bermain peran</p> <p>Daftar pertanyaan</p> <p>Bermain peran</p> <p>Menjawab singkat</p>	<p><i>Perform a dialogue about asking giving opinion your own work</i></p> <p><i>Answer the following questions orally</i></p> <p><i>Create a dialogue based on the cards and perform it</i></p> <p><i>Give your positive response</i></p> <ul style="list-style-type: none"> <li>a. Do You</li> <li>b. Are You</li> <li>c. Can You</li> <li>d. Does</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
interpersonal	- Verb do - Verb have  3. Kosa kata <ul style="list-style-type: none"> <li>• Kata terkait tema</li> <li>• Kata terkait jenis teks</li> </ul> 4. Ungkapan Baku <ul style="list-style-type: none"> <li>• Wonderful !</li> <li>• Excellent !</li> </ul>	interpersonal dengan topik materi yang dipelajari  5. Melakukan percakapan transaksional dan interpersonal dengan teman dengan materi yang dipelajari				
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )						

## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (dua)

Standar Kompetensi : 10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Teks fungsional pendek berbentuk : 1. Instruksi 2. Daftar barang 3. Pengumuman 4. Ucapan selamat  2. Tata Bahasa • Imperatives • Quantifiers  3. Kosakata Kata terkait jenis teks  4. Ungkapan Baku • Well done • Congratulations • Happy birthday	1. Tanya jawab yang berkaitan dengan materi 2. Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb 3. Menirukan ungkapan-ungkapan yang digunakan dalam percakapan sesuai materi 4. Mendengarkan teks fungsional / pendek 5. Menjawab pertanyaan tentang isi teks yang didengar. 6. Menggunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi dengan teman berpasangan	Mengungkapkan makna dalam teks fungsional pendek berbentuk : – Instruksi – Daftar barang – Pengumuman – Ucapan selamat  • Memberi instruksi secara lisan. • Menyebutkan daftar barang tertentu. • Mengumumkan sesuatu • Mengucapkan selamat	Unjuk kerja	Uji petik berbicara	1. Give instructions to your friend orally on the picture. 2. Mention the things you find in ... 3. Announce a ceremony to your friend 4. Say something to your friend when ... a. He/She got good score b. won the game

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
		7. Menggunakan ungkapan-ungkapan sesuai dengan materi dalam keadaan/situasi nyata				
❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )  Berani ( <i>courage</i> )						
10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam	1. Teks monolog berbentuk : <ul style="list-style-type: none"><li><i>Descriptive</i></li><li><i>Procedure</i></li></ul> 2. Kosa kata terkait tema / jenis teks.  3. Ciri kebahasaan teks deskriptif / prosedur	1. Mendengarkan dan merespon berbagai hal tentang teks deskriptif/prosedur  2. Memperhatikan dan merespon penjelasan tentang kosakata dan tatabahasa dalam teks monolog Deskriptif/prosedur tentang Tea/ <i>How to make a cup of tea.</i>  3. Mendengarkan	1. Mengungkapkan berbagai informasi dalam teks monolog berbentuk  <i>-Descriptive</i> <i>-Procedure</i>  2. Menyebutkan fungsi komunikatif teks yang didengar.  3. Menyebutkan ciri kebahasaan teks yang didengar.	Tes lisan          Unjuk kerja	Daftar pertanyaan          <i>Uji petik berbicara</i>	<i>Answer the following questions orally!</i>          <i>2.a. Describe somet</i>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
teks berbentuk <i>descriptive</i> dan <i>procedure</i>	4. Tata Bahasa <ul style="list-style-type: none"> <li>• Present Tense</li> <li>• Imperatives</li> </ul> 5. Ungkapan Baku Well,... you know that ?	model monolog lisan tentang teks deskriptif/prosedur  4. Mendiskusikan dalam kelompok <i>draft</i> monolog mendeskripsikan kembali, menyampaikan prosedur dengan kata-kata sendiri  5. Melakukan monolog lisan secara individu	4.Melakukan monolog dalam bentuk deskriptif / prosedur		<i>Uji petik berbicara</i>	<i>someone with y words orally in f the class!</i>  2.b. Tell your friends do something (n cup of tea)
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )						



## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : VII (tujuh)

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 2 (dua)

**Standar Kompetensi** : 11. Membaca

**Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	1. Teks fungsional pendek berupa : Instruksi Daftar barang Ucapan selamat pengumuman  2. Tatabahasa - Adverb phrase - Noun Phrase - Adj Phrase  3. Kosakata - Kata terkait tema dan jenis teks Ungkapan baku - Listen, Please - Attention, please	1 Tanya jawab yang berkaitan dengan materi  2 Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb  3 Mendengarkan contoh membaca nyaring yang dilakukan guru  4 Berdiskusi dengan teman menjawab pertanyaan bacaan  5 Menjawab pertanyaan bacaan secara lisan individual  6 Membaca nyaring bergiliran	1.mengidentifikasi berbagai informasi dalam teks fungsional pendek berupa: - Instruksi - Daftar barang - Ucapan selamat - Pengumuman  2.Merespon berbagai informasi dalam teks fungsional pendek  3.Membaca nyaring teks fungsional / pendek.	Tes tulis   Tes lisan Esai  Unjuk kerja	Esai  Pilihan Ganda  Jawaban Singkat  Uji petik membaca nyaring	1.write down answers com  2.Choose the answer by cro a,b,c,d  3.Answer the questions ora  4.Read the te aloud.
❖ <b>Karakter siswa yang diharapkan</b> : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )						
11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive/procedure</i>	<p>1. Teks Esei berbentuk <i>descriptive/procedure</i></p> <p>2. Kosakata terkait tema / jenis teks.</p> <p>3. Ciri kebahasaan teks :</p> <p>- <i>procedure</i></p> <p>- <i>descriptive</i></p> <p>4. Ungkapan baku</p> <p>- <i>Delicious !</i></p> <p>- <i>It smells good !</i></p>	<p>1. Mendengarkan dan merespon <i>introduction</i> tentang teks deskriptif/prosedur dengan topik materi yang akan dibaca.</p> <p>2. Memperhatikan penjelasan tentang kosakata dan tata bahasa yang berkaitan dengan teks deskriptif/prosedur yang akan dibaca</p> <p>3. Memperhatikan penjelasan tentang langkah retorika teks deskriptif/prosedur</p> <p>4. Mengidentifikasi langkah retorika dalam kerja kelompok</p> <p>5. Mengidentifikasi berbagai informasi dalam kerja kelompok</p> <p>6. Mengidentifikasi langkah retorika dan berbagai informasi secara mandiri</p>	<p>1. Mengidentifikasi berbagai informasi dalam teks <i>descriptive</i> dan <i>procedure</i></p> <p>2. Mengidentifikasi fungsi komunikatif teks deskriptif / <i>procedure</i>.</p> <p>3. Mengidentifikasi langkah retorika teks deskriptif / <i>prosedur</i></p> <p>4. menyebutkan ciri kebahasaan teks <i>descriptive</i> / <i>procedure</i>.</p>	<p>Tes lisan</p>           <p>Tes tulis</p>    <p>Tes tulis</p>	<p>Daftar pertanyaan</p>    <p>Uraian</p>   <p>Pilihan Ganda</p>   <p>Jawaban singkat</p>	<p>1. Read the text carefully and then answer the following questions briefly!</p> <p>2. Answer the questions based on the text.</p> <p>3. Choose the correct answer</p> <p>List all the verbs started in the text.</p>
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )</p>						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
Tanggung jawab ( <i>responsibility</i> )						
11.3 membaca nyaring bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk <i>descriptive/ procedure</i> dengan ucapan, tekanan dan intonasi yang berterima	<ul style="list-style-type: none"> <li>• Teks Esei berbentuk <i>descriptive / procedure</i>.</li> <li>• <i>Pronunciation</i></li> <li>• <i>Intonation</i></li> <li>• <i>punctuation</i></li> </ul>	<ol style="list-style-type: none"> <li>1 Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring teks <i>descriptive/procedure</i> tentang pentingnya <i>pronunciation, intonation, punctuation, kualitas suara</i></li> <li>2 Mendengarkan model membaca nyaring teks <i>descriptive/procedure</i></li> <li>3 Menirukan membaca nyaring dengan intonasi dan jeda sesuai model</li> <li>4 Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar</li> </ol>	<p>Melafalkan kata, frasa dan kalimat dengan baik dan benar</p> <ul style="list-style-type: none"> <li>• Membaca kata frasa dan kalimat dengan intonasi yang benar</li> <li>• Membaca nyaring teks <i>descriptive/procedure</i> dengan baik dan benar.</li> </ul>	Tes unjuk kerja	<p>Melafalkan</p> <p>Intonasi</p> <p>Uji petik Membaca nyaring</p>	<ol style="list-style-type: none"> <li>1. <i>Pronounce following words or phrases correctly!</i></li> <li>2. <i>Read the following sentences loudly applying correct intonation.</i></li> <li>3. <i>Read the following text loudly!</i></li> </ol>
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )						

## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (dua)

Standar Kompetensi : 12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana  
berbentuk *descriptive* dan  
*procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Teks fungsional Instruksi Daftar barang Pengumuman Ucapan selamat 2. Kosakata terkait tema / jenis teks. 3. Ciri kebahasaan teks fungsional. 4. Tanda Baca 5. Spelling	1. Tanya jawab yang berkaitan dengan materi 2. Membahas dan mengembangkan kosakata dan tata bahasa: <i>noun, noun phrase, adj, verb, adverb, simple Present tense, imperative</i> 3. Membuat frasa, kalimat sesuai dengan materi 4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek 5. Membuat teks tulis fungsional pendek dipimpin ataudengan teman 6. Membuat teks tulis fungsional pendek sendiri dengan bebas	<ul style="list-style-type: none"> <li>Menulis teks fungsional pendek berbentuk :               <ul style="list-style-type: none"> <li>Instruksi</li> <li>Daftar barang</li> <li>Pengumuman</li> <li>Ucapan Selamat</li> </ul> </li> <li>Menulis kalimat sederhana</li> </ul>	Test tulis Tes tulis Penugasan	Melengkapi Menyusun kata acak Esai bebas Tugas rumah	1. Complete the sentences 2. Rearrange the into good sentences 3. Write down your shopping list on the situation given 4. Write down the instructions to be on time school 5. Write a greeting to your friend on his/her birthday Listen and make of retelling

						<i>descriptive/pro</i> <i>text</i>
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> )						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>Menyampaikan dan menggunakan bahasa retorika dalam esai yang sangat efektif dan efisien. Menunjukkan kemampuan berbahasa secara lugas, lancar dan terampil untuk berinteraksi dan berkolaborasi dengan orang lain dalam berbagai bentuk komunikasi.</p>	<ul style="list-style-type: none"> <li>Teks monolog berbentuk <ul style="list-style-type: none"> <li><i>Descriptive / procedure</i></li> <li><i>Unsur bahasa terkait teks.</i></li> <li><i>Langkah retorika terkait teks.</i></li> <li><i>Spelling</i></li> <li><i>Tanda baca</i></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>Mendengarkan dan merespon introduction tentang penulisan teks monolog deskriptif / prosedur.</li> <li>Memperhatikan penjelasan tentang kosakata dan tata bahasa yang berkaitan dengan penulisan teks monolog deskriptif / prosedur</li> <li>Memperhatikan dan membaca teks deskriptif / prosedur.</li> <li>Menulisi frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks deskriptif / prosedur.</li> <li>Menulis teks deskriptif / prosedur dengan struktur teks yang benar.</li> </ol>	<ol style="list-style-type: none"> <li>Melengkapi teks <ul style="list-style-type: none"> <li><i>- descriptive</i></li> <li><i>- procedure</i></li> </ul> </li> <li>Menyusun teks</li> <li>Menulis teks berbentuk <ul style="list-style-type: none"> <li><i>- Descriptive/ procedure</i></li> </ul> </li> </ol>	<p>Tes tulis</p> <p>menyusun teks</p> <p>Esai</p>	<ol style="list-style-type: none"> <li><i>Complete the blank spaces Correctly.</i></li> <li><i>Arrange the jumbled sentences into a good descriptive/procedure text</i></li> <li><i>Write down a simple descriptive/procedure text based on the picture / with your own words</i></li> </ol>	6x40 menit	<p>Buku</p> <p>Alat</p> <p>Teknologi</p>	
<p><b>Perilaku siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )</p>								

Mengetahui;  
Kepala Sekolah .....

( ..... )  
NIP /NIK : ; .....

....., .....20.....  
Guru Mapel Bahasa Inggris,

( ..... )  
NIP /NIK : ; .....





# **PERANGKAT PEMBELAJARAN**

## **SILABUS PEMBELAJARAN**

**Mata Pelajaran** : Bahasa Inggris.

**Satuan Pendidikan** : .....

**Kelas/Semester** : VIII/1

**KURKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)**

**Nama Guru** : .....



## SILABUS PEMBELAJARAN

**Madrasah** : MTs Negeri Boyolali.

**Kelas** : VIII ( Delapan )

**Mata Pelajaran** : BAHASA INGGRIS

**Semester** : 1 (Satu)

**Standar Kompetensi** : Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
1.1 Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	<p>Percakapan singkat dan memuat ungkapan – ungkapan:</p> <p>1.A : <i>Let me help you.</i> B : <i>Thank you so much.</i></p> <p>2.A: <i>Can I have a bit?</i> B: <i>Sure. Here you are.</i></p> <p>3.A: <i>Did you break the glass?</i> B: <i>Yes I did / No, it wasn't me.</i></p> <p>4.A: <i>What do you think of this?</i> B: <i>Not bad.</i></p> <p>TataBahasa - Auxiliary verb: can, may, must, should - Simple Past</p> <p>Kosa Kata</p>	<p>1. <i>Brainstorming</i> bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan.</p> <p>2. Membahas kosakata (<i>noun phrase, verb phrase, adverb phrase</i>) tata bahasa (kalimat sederhana tentang tawaran jasa, meminta sesuatu, informasi faktual, pendapat terkait materi percakapan .</p> <p>3. Mendengarkan percakapan yang memuat ungkapan-ungkapan dalam materi.</p> <p>4. Menjawab pertanyaan</p>	<p>1. Merespon ungkapan meminta, memberi, menolak jasa</p> <p>2. Merespon ungkapan meminta, memberi, menolak barang</p> <p>3. Mengakui, mengingkari fakta</p> <p>4. Merespon ungkapan meminta dan memberi pendapat</p>	<p>Tes lisan</p> <p>Tes lisan</p> <p>Tes tulis</p>	<p>Merespon secara lisan</p> <p>Pertanyaan lisan</p> <p>Pilihan ganda</p>	<p><i>Respond the following statement</i> A: <i>Let me help you.</i> B: .... A: <i>Can I have a bit?</i> B: .....</p> <p><i>Choose the right response</i> A: <i>Did you break the glass?</i> B:..... a. <i>Yes, I did</i> b. <i>I don't know</i> c. <i>I'm not sure</i> d. <i>All right</i></p> <p><i>Give your response</i> A: <i>What do you think of my dress</i> B:.....</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	- Kata Terkait jenis teks dan tema	<p>tentang isi percakapan.</p> <p>5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar.</p>				
<b>❖ Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )						
1.2 Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan	Ungkapan Baku -It’s a very kind of you Percakapan singkat memuat ungkapan – ungkapan: 1.A: <i>Would you come to my party?</i> B: <i>I’d love to / I want to, but .....</i> 2.A: <i>I do agree</i> B: <i>Thanks for the support.</i> 3. A; <i>No way ....</i>	1. Memberi respons lisan Curah pendapat tentang hal-hal terkait topik/ungkapan yang akan dibahas 2. Membahas kosakata dan tata bahasa terkait topik / ungkapan yang dibahas 3. Mendengarkan percakapan memuat ungkapan	<ul style="list-style-type: none"> <li>• Merespon ungkapan mengundang, menerima, dan menolak ajakan</li> <li>• Merespon ungkapan menyetujui / tidak menyetujui</li> <li>• Merespon ungkapan memuji</li> <li>• Merespon ungkapan memberi selamat</li> </ul>	Tes tulis   Tes lisan  Tes lisan	Pertanyaan lisan  Lisan  Jawaban singkat	<i>Write your response to the following statements:</i>  1.A: <i>Would you come to my party?</i> B: ...  2.A: <i>I do agree with you to join the speech contest.</i> B: ...

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat	<p><i>B: It's O.K. No problem</i></p> <p>4. <i>A: You have beautiful hair.</i></p> <p><i>B: Thank you.</i></p> <p>5. <i>A: Happy birthday.</i></p> <p><i>B: Thank you.</i></p> <p>Tata Bahasa</p> <ul style="list-style-type: none"> <li>- Would you.....</li> <li>- I'd love to</li> </ul> <p>Kosa kata</p> <ul style="list-style-type: none"> <li>- Kata terkait tema dan jenis teks</li> </ul> <p>Ungkapan Baku</p> <ul style="list-style-type: none"> <li>- I'd Love to</li> <li>- No Way</li> <li>- It's ok</li> </ul>	<p>terkait marteri</p> <p>4. Tanya jawab tentang isi percakapan</p> <p>5. Tanya jawab tentang fungsi dan makna ungkapan dalam percakapan</p>			<p>3.A: <i>You have beautiful</i></p> <p><i>B: ...</i></p> <p>4.A: <i>Congratu ! you pas your exa</i></p> <p><i>B: ...</i></p>	
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )						



## SILABUS PEMBELAJARAN

Madrasah : Mts Negeri Boyolai

Kelas : VIII ( Delapan )

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Mendengarkan

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Conto Instrum
2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.	<p>Teks fungsional pendek berupa :</p> <p>1. Undangan Contoh: <i>Dear Rio,</i> <i>I want you to come to my house for lunch on Sunday at 12 a.m.</i> <i>Thanks.</i>  <i>Mona</i></p> <p>2. Short Messages Contoh : - Dear Intan, Meet me after school Aya</p> <p>3. Kosa Kata - Kata Terkait tema dan jenis teks</p> <p>4. Tata bahasa - To Invinitive - What... for?</p>	<p>1. Tanya jawab tentang berbagai hal terkait topik/tema yang akan dibahas</p> <p>2. Membahas kosakata yang terkait tema/topik/undangan (noun phrase, verb phrase)</p> <p>3. membahas ungkapan-ungkapan yang sering muncul dalam undangan: - <i>I want you to come to.....</i> - <i>Please come to .....</i> - <i>Don't forget to come to.....</i></p> <p>4. Mendengarkan teks fungsional pendek (undangan)</p> <p>5. menjawab</p>	<p>1. Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan.</p> <p>2. Mengidentifikasi ciri kebahasaan dalam teks fungsional pendek berupa Undangan.</p>	Tes tertulis	<p>Melengkapi rumpang</p> <p>Menjawab singkat</p>	<p>1. Complete following sentence based on the text hear</p> <p>2. Listen to text and give short answer</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	5. Ungkapan Baku : - Please.....!	<p>pertanyaan tentang berbagai informasi yang terdapat dalam teks fungsional, undangan.</p> <p>6. Mendengarkan contoh-contoh undangan lainnya dari teman.</p> <p>7. Mengidentifikasi ciri kebahasaan teks fungsional pendek : undangan - <i>invitee</i> - <i>occasion</i> - <i>time</i> - <i>place</i> - <i>Invitor</i></p>				
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )						
2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam	<p>1. Teks lisan berbentuk</p> <ul style="list-style-type: none"> <li>• <i>descriptive</i></li> <li>• <i>recount</i></li> </ul> <p>2. Langkah retorika teks :</p> <ul style="list-style-type: none"> <li>• <i>descriptive (identification – descriptions)</i></li> <li>• <i>recount ( orientation events – reorientation)</i></li> </ul>	<p>1 <i>Eliciting</i> kosakata terkait tema/topik/ jenis teks</p> <p>2 Membahas tata bahasa terkait jenis teks yang akan dibahas</p> <p>3 Mendengarkan teks monolog <i>descriptive / recount</i> dengan topik tertentu</p>	<p>1. Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p> <p>2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks deskriptif dan <i>recount</i>.</p>	<p>Tes lisan</p> <p>Tes tulis</p>	<p>Pertanyaan lisan</p> <p>PG</p>	<p><i>Answer the questions or based on the you listen to</i></p> <p><i>Choose the option base the text you</i></p>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Conto Instrum
teks berbentuk <i>descriptive</i> dan <i>recount</i>	3. Ciri-ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i> .  4. Tata Bahasa <ul style="list-style-type: none"> <li>• Past continuous</li> <li>• Conjunctions               <ul style="list-style-type: none"> <li>- when.....</li> <li>- while .....</li> </ul> </li> </ul> 5. Kosakata terkait tema dg jenis teks	4 Menjawab pertanyaan tentang berbagai informasi terkait teks yang didengar  5 Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar			<i>listened to</i>	
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )						

Mengetahui;  
Kepala Madrasah

Drs. H. Mushonif.M.Pd  
NIP : 195612271983031003

Boyolali, 14 juli 2014  
Guru Mapel Bahasa Inggris,

Nur Aida S.Ag  
NIP : 197205301997032002

## SILABUS PEMBELAJARAN

**Madrasah** : MTs Negeri Boyolali

**Kelas** : VIII ( Delapan )

**Mata Pelajaran** : BAHASA INGGRIS

**Semester** : 1 (Satu)

**Standar Kompetensi** : *Berbicara*

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
<p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</p>	<p>1. Percakapan singkat memuat ungkapan – ungkapan. Contoh : • A: <i>Let me help you.</i> B: <i>Thank you so much.</i> • A: <i>Can I have a bit.</i> B: <i>Sure. Here you are.</i> • A: <i>Did you break the glass?</i> B: <i>Yes, I did / No, it wasn't me.</i> • A: <i>What do you think of this?</i> B: <i>Not bad.</i></p> <p>2. Tata Bahasa - Yes/No Questions</p>	<p>1. <i>Review</i> kosakata dan ungkapan-ungkapan terkait materi dan tema 2. Tanya jawab menggunakan ungkapan-ungkapan tersebut 3. Bermain peran melakukan percakapan yang disediakan guru 4. Bermain peran melakukan percakapan berdasarkan situasi /gambar yang disediakan 5. Menggunakan ungkapan yang telah dipelajari dalam <i>real life situation</i></p>	<p>1. Bertanya dan menjawab tentang meminta, memberi, menolak jasa 2. Bertanya dan menjawab tentang meminta, memberi, menolak barang 3. Bertanya dan menjawab tentang mengakui, mengingkari fakta 4. Bertanya dan menjawab memberi pendapat</p>	Unjuk kerja	Uji Petik Berbicara Bermain peran	<i>Create a ... based on ... cards and ... it in front ... class.</i>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	- QW-Questions  3. Kosakata - Kata terkait tema dan jenis teks  4. Ungkapan Baku - Sorry - I Think so - I don't think so					
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )						
Memahami dan merespon percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat	1. Percakapan singkatan memuat ungkapan – ungkapan.  • A: <i>Would you come to party?</i> B: <i>I'd love to / I wan't to, but .....</i>  • A: <i>I do agree.</i> B: <i>Thanks for the Support.</i>  • A: <i>No, way, ...</i> B: <i>It's O.K. I understand.</i>  • A: <i>You have</i>	1. Review kosakata terkait tema, topik sebelumnya 2. Memperkenalkan kosakata baru / ungkapan-ungkapan yang akan dibahas 3. Tanya jawab menggunakan ungkapan-ungkapan terkait materi 4. Menirukan percakapan yang diucapkan guru 5. Melakukan percakapan yang diberikan 6. Melakukan tanya jawab menggunakan ungkapan	1. Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan 2. Bertanya dan menjawab tentang menyetujui. tidak menyetujui 3. Bertanya dan menjawab tentang memuji 4. Bertanya dan menjawab tentang memberi selamat	Unjuk kerja	Uji Petik berbicara Bermain peran	<i>Create a ... based on ... cards and ... it in front class.</i>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Com Instru
	<p><i>beautiful hair.</i></p> <p><i>B: Thank you.</i></p> <ul style="list-style-type: none"> <li>• <i>A: Happy birthday.</i></li> <li>• <i>B; Thank you.</i></li> </ul> <p>2. <i>Tata Bahasa</i></p> <ul style="list-style-type: none"> <li>• <i>Adjective Phrase</i></li> <li>• <i>Noun Phrase</i></li> </ul> <p>3. <i>Kosa Kata</i></p> <ul style="list-style-type: none"> <li>• <i>Kata terkait tema dan jenis teks</i></li> </ul> <p>4. <i>Intonations</i></p> <ul style="list-style-type: none"> <li>• <i>Falling</i></li> <li>• <i>raising</i></li> </ul>					
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i>)  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )</p>						

## SILABUS PEMBELAJARAN

Sekolah : MTs Negeri Boyolali

Kelas : VIII ( Delapan )

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Berbicara

4. Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	<p>1. Teks fungsional pendek berupa :</p> <ul style="list-style-type: none"> <li>• Undangan Contoh: <i>Dear Rio,</i> <i>I want you to come to my house for lunch on Sunday at 12 a.m.</i> <i>Thanks.</i> <i>Mona</i></li> <li>• Pesan Singkat, Contoh : Intan, Meet me after school. <i>Aya.</i></li> </ul> <p>2. Tata Bahasa - I want you to .... - Don't Forget to ....</p>	<p>1. Mendengarkan teks fungsional pendek: undangan</p> <p>2. Tanya jawab tentang isi teks "undangan"</p> <p>3. Tanya jawab tentang struktur teks</p> <p>4. Membuat kalimat sederhana terkait jenis teks bentuk undangan - <i>I want to come to....</i> - <i>Please come to .....</i></p> <p>5. Berlatih mengundang seseorang secara lisan menggunakan gambit-gambit tertentu Contoh: <i>A: Hi Guys, I</i></p>	<p>1. Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan.</p> <p>2. Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan</p>	<p>Unjuk kerja</p> <p>Tes lisan</p>	<p><i>Uji petik berbicara</i></p> <p>Pertanyaan lisan</p>	<p>1. <i>Invite your friend to come to bithday party orally!</i></p> <p>2. <i>Ask and answer orally based on the invitation card given</i></p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan	<p>3. Kosakata</p> <ul style="list-style-type: none"> <li>- Kata terkait tema dan jenis teks</li> </ul> <p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> <li>- Ungkapan pembuka <ul style="list-style-type: none"> <li>- Dear.....</li> <li>- Hi,.....</li> </ul> </li> <li>- Ungkapan penutup <ul style="list-style-type: none"> <li>- Yours</li> <li>- Love</li> </ul> </li> </ul> <p>1. Teks pendek berbentuk <i>descriptive</i> dan <i>recount</i>.</p> <p>2. – informasi faktual</p> <ul style="list-style-type: none"> <li>- informasi rinci</li> <li>- gagasan utama</li> <li>- gagasan pendukung dalam teks pendek berbentuk <i>recount</i></li> </ul> <p>3. Ciri kebahasaan teks</p>	<p><i>want you all to come to my birthday party.</i></p> <p><i>B: We'd love to! When?</i></p> <p><i>A: Tomorrow, at 4.00</i></p> <p>6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks/situasi yang diberikan</p> <p>7. Secara mandiri mengungkapkan undangan lisan</p> <p>1. Tanya jawab berbagai hal terkait topik tertentu ( peristiwa, kejadian, pengalaman )</p> <p>2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks <i>descriptive</i> dan <i>recount</i></p> <p>3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab</p>	<p>1. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk :</p> <ul style="list-style-type: none"> <li>- <i>descriptive</i></li> <li>- <i>recount</i></li> </ul> <p>2. Melakukan monolog pendek dalam bentuk</p> <ul style="list-style-type: none"> <li>- <i>descriptive</i></li> <li>- <i>recount</i></li> </ul>	<p>Unjuk kerja</p> <p>Unjuk kerja</p> <p>Tes lisan</p>	<p>Uji petik berbicara, bertanya dan menjawab</p> <p>Uji petik berbicara mendeskripsikan sesuatu</p> <p>Uji petik berbicara,</p>	<p>Ask and answer based on the following situation</p> <p>1. <i>Look at the picture and describe it.</i></p> <p>2. <i>Think of an activity you have done recently. Tell your partner what happened and when it happened.</i></p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	<i>descriptive</i> dan <i>recount</i> 4. Langkah retorika teks <i>descriptive</i> dan <i>recount</i> . 5. Kosakata terkait tema dan jenis teks 6. Tata Bahasa - Adverb phrase - Conjunctions - and - but - or etc	4. Melakukan monolog dalam bentuk <i>descriptive</i> dan <i>recount</i>			menceritakan kejadian	<i>and tell about i</i>
❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )						

## SILABUS PEMBELAJARAN

Madrasah : MTs Negeri Boyolali

Kelas : VIII ( Delapan )

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Membaca

### 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
<p>Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>1. Teks fungsional pendek berupa</p> <ul style="list-style-type: none"> <li>- Undangan</li> <li>- pesan singkat</li> </ul> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> <li>- Request</li> </ul> <p>3. Kosa kata</p>	<p>1. Teks fungsional pendek berupa:</p> <ul style="list-style-type: none"> <li>• Undangan</li> </ul> <p>Contoh :</p> <p>Dandi, Please come to our meeting Day : Saturday Date: March 1st, 2008 Time : 10.00 Place : Osis Reuni</p> <p>Don't be late ! Budy Secretary</p> <ul style="list-style-type: none"> <li>• Pesan Singkat</li> </ul> <p>Lia, I'm out for shopping your meal is in refrigerator Mom</p> <p>2. Teks esei</p>	<p>1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" /pesan pendek</p> <p>2. Mendengarkan undangan yang dibacakan oleh guru/teman</p> <p>3. membaca nyaring teks fungsional pendek tentang undangan/pesan pendek</p> <p>4. menjawab pertanyaan tentang isi teks fungsional pendek "undangan" /pesan pendek</p> <p>5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan"</p>	<ul style="list-style-type: none"> <li>• Membaca dengan nyaring dan bermakna teks fungsional pendek</li> <li>• Mengidentifikasi berbagai informasi dalam teks fungsional pendek</li> <li>• Mengidentifikasi fungsi sosial teks fungsional pendek</li> <li>• Mengidentifikasi ciri kebahasaan teks fungsional pendek</li> </ul>	<p>Tes lisan</p> <p>Tes tertulis</p>	<p>Membaca nyaring</p> <p>1. Melengkapi</p> <p>2. Pilihan ganda</p> <p>3. Uraian</p>	<p>Read the text aloud and clearly.</p> <p>1. Complete test using correct words</p> <p>2. Choose the correct answer</p> <p>3. Answer the following questions based on the text</p>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
<p>- kata terkait – tema dan jenis teks</p> <p>4. UngkapanBaku</p> <p>- Don't be late !</p> <p>- Don't miss it !</p> <p>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>berbentuk <i>descriptive</i> dan <i>recount</i></p> <p>1. Teks tulis berbentuk <i>descriptive</i> dan <i>recount</i></p> <ul style="list-style-type: none"> <li>• Makna gagasan</li> <li>• Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></li> </ul> <p>2. Langkah retorika teks <i>descriptive</i> dan <i>recount</i></p> <p>3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p>	<p>/pesan pendek</p> <p>6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek “undangan” /pesan pendek</p> <p>1. Tanya jawab berbagai hal terkait tema/topik bacaan</p> <p>2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive/recount</i></p> <p>3. Membaca teks <i>descriptive/recount</i></p> <p>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</p> <p>5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive /recount</i></p> <p>6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca</p> <p>7. Membaca nyaring dan bermakna teks <i>descriptive /</i></p>	<p>1. Menjawab mau tau pertanyaan tentang :</p> <p>3. Makna gagasan</p> <p>4. Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></p> <p>5. Langkah retorika teks <i>descriptive</i> dan <i>recount</i></p> <p>6. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>7. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p> <p>8. Membaca nyaring teks <i>descriptive</i> dan <i>recount</i>.</p>	<p>Tes tulis</p> <p>Tes lisan</p>	<p>PG</p> <p>T / F</p> <p>Membaca nyaring</p>	<p>1. Choose the best option based on the text.</p> <p>2. State whether the statements are TRUE or FALSE.</p> <p>3. Answer the questions</p> <p>Read the text aloud.</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
		<i>recount</i>				
❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )						

### SILABUS PEMBELAJARAN

Madrasah : MTs Negeri Boyolali

Kelas : VIII ( Delapan )

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 ( Satu )

Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> <li>• Undangan</li> <li>• Pengumuman</li> <li>• Pesan Singkat</li> </ul> 2. Tata Bahasa <ul style="list-style-type: none"> <li>• Kalimat sederhana</li> <li>- mengundang</li> </ul>	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional		Melengkapi rumpang  Menyusun kata acak  Essay	1. Complete the following sentence / text using suitable words 2. Arrange the words into good sentences. 3. Write simple sentences based on the situation given

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
berinteraksi dengan lingkungan sekitar	- mengumumkan - menyampaikan pesan	4. Menulis teks fungsional pendek berdasarkan konteks	pendek	Tes tulis		4. Write an invitation/ an announcement / message based on situation given
	3. Kosakata - Kata terkait tema dan jenis teks 4. Tanda baca 5. Spelling					
6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	1. Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i>	1. Review ungkapan-ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> .	1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i>	Tes tulis	1. Completion	1. Complete the paragraph with the suitable words.
	2. Tata bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense	2. Menulis kalimat yang berdasarkan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> gambar/realia.	2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i> .	2. Tes tulis	2. Jumbled sentences	2. Rearrange the following sentences correctly.
	3. Kosakata - kata terkait tema dan jenis teks - kata penghubung and, then, after that, before dsb	3. Melengkapi rumpang dalam teks <i>descriptive</i> dan <i>recount</i> dengan kata yang tepat.	3. Menulis teks esai dalam bentuk a. <i>descriptive</i> dan <i>recount</i> .	Tes tulis	3. Essay	3. Write an essay a. describing something certain place  b. Telling what you did last Sunday
	4. Tanda Baca, Spelling	4. Menyusun kalimat acak menjadi teks <i>descriptive</i> dan <i>recount</i> yang terpadu. 5. Membuat draft teks <i>descriptive</i> dan <i>recount</i> secara mandiri. 6. Mengekspos teks <i>descriptive</i> dan <i>recount</i> yang ditulis di kelas.				

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )						

Mengetahui;  
Kepala Madrasah

Drs. H. Mushonif.M.Pd  
NIP : 195612271983 03 1003

Boyolali, 14 juli 2014  
Guru Mapel Bahasa Inggris,

Nur Aida. S.Ag  
NIP : 197205301997032002





## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : VIII (Delapan )

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Mendengarkan

### 7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) 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, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan /	<p>1. Percakapan yang memuat ungkapan-ungkapan berikut:</p> <p>Contoh :</p> <ul style="list-style-type: none"> <li>• A: <i>Do you mind lending me some money?</i></li> <li>B: <i>No Problem / I want to, but ...</i></li> <li>• A: <i>Can I have a bit</i></li> <li>B: <i>Sure, here you are</i></li> <li>• A: <i>Here's some money for you</i></li> <li>B: <i>I can't take this, sorry</i></li> <li>• A: <i>Do you like it?</i></li> <li>B: <i>Yes I do</i></li> <li>• A: <i>Have you done it?</i></li> <li>B: <i>Sorry, I haven't</i></li> <li>• -A: <i>Do you think it's good?</i></li> <li>B: <i>I think so / Sorry,</i></li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Eliciting</i> kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb)</li> <li>2. Menentukan makna kata dan menggunakannya dalam kalimat</li> <li>3. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi</li> <li>4. Mendengarkan percakapan tentang materi terkait</li> <li>5. Menjawab berbagai informasi yang terdapat dalam percakapan</li> <li>6. Merespon ungkapan-ungkapan yang terkait materi</li> </ol>	<ol style="list-style-type: none"> <li>1. Merespon ungkapan meminta, memberi, menolak jasa</li> <li>2. Merespon ungkapan meminta, memberi, menolak barang</li> <li>3. Merespon ungkapan meminta, memberi, mengingkari informasi</li> <li>4. Merespon ungkapan meminta, memberi, menolak pendapat</li> <li>5. Merespon ungkapan meminta, menerima, menolak tawaran</li> </ol>	<p>Tes tertulis</p> <p>Tes lisan</p> <p>Tes tulis</p>	<ol style="list-style-type: none"> <li>1. Isian singkat</li> <li>2. Jawaban singkat</li> <li>3. Pilihan ganda</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Listen to the expression and write your response to</i></li> <li>2. <i>Listen to the expression and give your response to</i></li> <li>3. <i>Listen to the dialogue and choose the right answer</i></li> </ol>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
<p>menerima / menolak sesuatu</p> <p>Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi</p>	<p><i>I can't say anything</i></p> <ul style="list-style-type: none"> <li><i>A: Would you like some...</i></li> <li><i>B: Yes, please / No, thanks</i></li> </ul> <p>2. Tata Bahasa Do you mind ....? Present Perfect</p> <p>3. Kosa kata Kata terkait tema dan jenis teks</p> <p>4. Ungkapan Baku - No Problem - Sorry - Yes, Please - No, Thank you</p> <p>1. Percakapan yang memuat ungkapan-ungkapan berikut: - <i>A: What if I do it again.</i> <i>B: Fine, with me.</i> - <i>A: I have to go now.</i> <i>B: Do you have to?</i> - <i>A: .....</i> <i>B: Right / I see / Hm...m.</i> - <i>Hello, excuse me .....</i> - <i>Did you? / Were you ?</i></p>	<p>1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas</p> <p>2. Mendaftar kosakata yang digunakan dalam percakapan</p> <p>3. Menentukan makna kosakata dalam daftar</p> <p>4. Menggunakan kosakata dalam kalimat</p> <p>5. Tanya jawab menggunakan ungkapan – ungkapan terkait</p> <p>6. Menirukan</p>	<p>1. Merespon ungkapan meminta, memberi persetujuan</p> <p>2. Merespon ungkapan pernyataan</p> <p>3. Merespon ungkapan memberi perhatian terhadap pembicara</p> <p>4. Mengawali, memperpanjang an menutup percakapan</p> <p>5. Merespon</p>	<p>Tes lisan</p> <p>Tes lisan</p> <p>Tes tulis</p>	<p>Merespon ungkapan</p> <p>Merespon ungkapan</p> <p>Melengkapi percakapan</p> <p>Pilihan ganda</p>	<p><i>Listen to the expressions and give your response to them.</i></p> <p><i>Listen to the dialogue and complete the dialogue.</i></p> <p><i>Listen to the dialogue and choose the best answer.</i></p> <p><i>Listen to the</i></p>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon	<ul style="list-style-type: none"> <li>- <i>Thanks/ Bye.../ See you.</i></li> <li>- <i>Could I speak to .... please?</i></li> <li>- <i>Well, I'm calling to....</i></li> <li>- <i>Nice talking to you</i></li> </ul> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> <li>- Have / Has to</li> <li>- Could I ...?</li> <li>- Past form of be</li> </ul> <p>3. Kosa kata</p> <p>Kata terkait tema dan jenis teks</p>	<p>ungkapan yang diucapkan guru</p> <p>7. Mendengarkan percakapan</p> <p>8. Menjawab pertanyaan tentang percakapan</p>	ungkapan mengawali, memperpanjang dan menutup percakapan telepon			<i>dialogue and choose the best answer</i>
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )						

Mengetahui;  
Kepala Sekolah .....

( ..... )  
NIP / NIK : ; .....

....., .....20.....  
Guru Mapel Bahasa Inggris,

( ..... )  
NIP / NIK : ; .....

## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : VIII (Delapan )

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Mendengarkan

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
<p>Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p>	<p>1. Teks fungsional pendek berbentuk:</p> <ul style="list-style-type: none"> <li>- Notices</li> <li>- Iklan</li> </ul> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> <li>- Kalimat perintah</li> <li>- kalimat ajakan</li> </ul> <p>3. Kosa kata</p> <ul style="list-style-type: none"> <li>- terkait tema dan jenis teks</li> </ul> <p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> <li>- Be ware</li> </ul>	<p>1. Eliciting kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb)</p> <p>2. menentukan makna kata dan menggunakannya dalam kalimat.</p> <p>3. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi</p> <p>4. Mendengarkan teks fungsional</p> <p>5. Menjawab berbagai informasi yang terdapat dalam teks.</p>	<p>1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek</p> <ul style="list-style-type: none"> <li>- Notices</li> <li>- Iklan</li> </ul> <p>2. Mengidentifikasi tujuan komunikatif teks fungsional pendek</p>	Tes tulis	<p>Melengkapi rumpang</p> <p style="text-align: center;">Benar / Salah</p>	<p><i>Listen to the dialogue and complete the following text</i></p> <p><i>Listen to the dialog and decide whether the statements are True or False</i></p>
<p>Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan</p>	<p>1. Teks monolog pendek berbentuk :</p> <ul style="list-style-type: none"> <li>- <i>narrative</i></li> <li>- <i>recount</i></li> </ul> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> <li>- Simple past tense</li> <li>- Past Continuous tense</li> </ul>	<p>1. Tanya jawab berbagai hal terkait</p>				

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i>	3. Kosak kata - kata terkait tema dan jenis teks 4. Ungkapan Baku - It's terrific ! - It's wonderful	tema/topik yang akan dibahas. 2. Mendaftar kosakata yang digunakan dalam percakapan 3. Menentukan makna kosakata dalam daftar. 4. Mendengarkan teks <i>narrative</i> / <i>recount</i> yang dibacakan guru. 5. Tanya jawab berbagai informasi tentang teks yang dibaca guru. 6. Mendengarkan teks <i>narrative</i> / <i>recount</i> lainnya. 7. Menjawab pertanyaan tentang teks <i>narrative</i> / <i>recount</i> yang didengar secara lisan.	1. Mengidentifikasi berbagai informasi dalam teks monolog <i>narrative</i> dan <i>recount</i> . 2. Mengidentifikasi tujuan komunikatif teks naratif dan <i>recount</i>	Tes tulis	Pilihan ganda  Melengkapi rumpang	<i>Listen to the and choose right answer</i>  <i>Listen to the and complete bellow sentence</i>
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )						

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## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : VIII (Delapan )

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 2 (Dua)

**Standar Kompetensi : Berbicara**

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
9.1. Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi,	1.Percakapan singkat memuat ungkapan – ungkapan : Contoh : -A: <i>Do you mind lending me some money?</i> B: <i>No, problems</i>  -A: <i>Can I have a bit?</i> B: <i>Sure, here you are.</i>  -A: <i>Here is some money for you.</i> B: <i>Sorry, I can't take this.</i>  -A: <i>Do you like it ?</i> B: <i>Yes, I do.</i>  -A: <i>Have you done it?</i> B: <i>No, I haven't.</i>  -A: <i>Do you think it's good?</i>	1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik. tema yang di pilih 3. Menirukan ungkapan-ungkapan terkait materi yang diucapkan guru 4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan 5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan	1. Bertanya dan menjawab tentang meminta,memberi,menolak jasa 2. Bertanya dan menjawab tentang meminta,memberi,menolak barang 3. Bertanya dan menjawab tentang meminta,memberi dan mengingkari informasi 4. Bertanya dan menjawab tentang meminta,memberi dan menolak pendapat 5. Bertanya dan menjawab tentang menawarkan,memberi,menolak sesuatu	Unjuk kerja	Uji petik berbicara, Bermain peran	<i>Create a dialogue based on the cards and perform it in front of class</i>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
<p>meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>9.2. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima</p>	<p><i>B: I think it is / Sorry I can't say any thing</i></p> <p><i>-A: Would you like some .....?</i></p> <p><i>B: Yes, please / No, Thanks</i></p> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> <li>- Do you mind ....</li> <li>- Present perfect tense</li> </ul> <p>3. Kosakata</p> <ul style="list-style-type: none"> <li>- Kata terkait tema dan jenis teks</li> </ul> <p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> <li>- No Problem</li> <li>- Sorry</li> <li>- No, thanks</li> <li>- Yes, Please</li> </ul> <p>1. Teks percakapan memuat ungkapan berikut:</p> <p>Contoh :</p> <p><i>- A: what if I do it again?</i></p> <p><i>B: Fine with me.</i></p> <p><i>- A: I Must go now</i></p> <p><i>B: Do you have to?</i></p> <ul style="list-style-type: none"> <li>• <i>Right.</i></li> <li>• <i>I see.</i></li> <li>• <i>Hm...m yeah</i></li> </ul>	<p>1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari</p> <p>2. Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari</p> <p>3. Menjawab pertanyaan tentang isi percakapan</p> <p>4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait</p>	<p>1. Bertanya dan menjawab tentang meminta, memberi persetujuan</p> <p>2. Bertanya dan menjawab tentang merespon pernyataan</p> <p>3. Bertanya dan menjawab tentang memberi perhatian terhadap lawan</p>	Unjuk kerja	<p>Uji petik berbicara</p> <p>Bermain peran</p>	<p><i>Create a dialogue based on the cards and perform it in front of the class.</i></p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
<p>untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon</p>	<ul style="list-style-type: none"> <li>• <i>Hello, excuse me</i></li> <li>• <i>Did you? / Were you?</i></li> <li>• <i>Thanks/ Bye / see you</i></li> <li>• <i>Could I speak to ..?</i></li> <li>• <i>Well, I'm calling to ...?</i></li> <li>• <i>Nice talking to you.</i></li> </ul> <p>2. Tata Bahasa - Past form of be</p> <p>3. Kosakata - Kata terkait tema dan jenis teks</p> <p>4. Spelling and intonation</p>	<p>5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks</p> <p>6. Bermain peran menggunakan ungkapan yang telah dipelajari</p>	<p>bicara</p> <p>4. Mengawali, memperpanjang menutup percakapan</p> <p>5. Mengawali, memperpanjang menutup percakapan telepon</p>			
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )</p>						

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## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : VIII (Delapan )

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 2 (Dua)

**Standar Kompetensi** : Berbicara

**10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
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	1. Teks fungsional pendek : - Notices - Iklan  2. Tata Bahasa - Imperatives - Comparison  3. Kosakata - Kata terkait tema dan jenis teks  4. Ungkapan baku - attention, please	1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi  2. Membuat kalimat sederhana untuk: - Memberi perhatian (Notice) - Menarik seseorang membeli / menggunakan produk tertentu  3. Membahas gambit-gambit yang sering muncul dalam teks fungsional	1. Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat  2. Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Unjuk kerja	<i>Uji petik berbicara</i>	1. <i>Give suitable notices on the pictures</i>  2. <i>Make suitable advertisements based on the pictures</i>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	<p>1. Teks monolog berbentuk <i>recount</i> dan <i>narrative</i>.</p> <p>2. Ciri-ciri kebahasaan teks <i>narrative</i> dan <i>recount</i>.</p> <p>3. Langkah retorika teks <i>narrative</i> dan <i>recount</i>.</p> <p>4. Tata Bahasa</p> <ul style="list-style-type: none"> <li>- Simple Past tense</li> <li>- Past continuous tense</li> <li>- temporal conjunctives</li> <li>- Connective words</li> <li>- Adverbs</li> <li>- Adjectives</li> </ul> <p>5. Kosa kata</p> <ul style="list-style-type: none"> <li>- kata terkait tema dan jenis teks</li> </ul> <p>6. Ungkapan baku</p>	<p>terkait</p> <p>4. Membuat secara lisan:</p> <ul style="list-style-type: none"> <li>- Notice</li> <li>- Iklan</li> </ul> <p>1. Review kosakata dan tata bahasa terkait jenis teks <i>recount</i> dan <i>narrative</i> dengan tema yang dipilih</p> <p>2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks <i>recount</i> dan <i>narrative</i></p> <ul style="list-style-type: none"> <li>- <i>simple past</i></li> <li>- <i>past continuous</i></li> <li>- <i>temporal conjunctions</i></li> <li>- <i>connective words</i></li> <li>- <i>adverbs</i></li> <li>- <i>adjectives</i></li> </ul> <p>3. Melakukan percakapan terkait kegiatan yang dialami atau cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: <i>Really?</i></p>	- Melakukan monolog pendek sederhana dalam bentuk <i>narrative</i> dan <i>recount</i>	Unjuk kerja	Uji Petik berbicara	<p>1. <i>Tell us about what you did yesterday.</i></p> <p>2. <i>Retell a story that you know well.</i></p> <p>3. <i>Tell a story based on a series of pictures given.</i></p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	<ul style="list-style-type: none"> <li>- Really?</li> <li>- That's terrible</li> <li>- How Then ?</li> </ul>	<p><i>That's terrible!, How then?, First,...., then...., finally...</i></p> <p>4. Menceritakan kembali kegiatan / pengalaman atau teks narative yang pernah didengar Menceritakan berdasarkan foto atau Gambar cerita populer.</p>				
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )</p>						

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## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : VIII (Delapan )

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 2 (Dua)

**Standar Kompetensi : Membaca**

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membaca ringkas makna teks fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, intonasi yang terdengar baik dan penjiwaan yang lugas dan komunikatif	1. Teks Essai berbentuk <i>narrative / recount</i> 2. Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i> 3. Tujuan komunikatif teks esai <i>narratif / recount</i> 4. Langkah retorika <i>narrative / recount</i> 5. Spelling, stress, intonation	1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita populer 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks <i>narrative / recount</i> yang dibaca guru 4. Membaca nyaring teks <i>narrative / recount</i> dengan ucapan dan intonasi yang benar 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 6. Menentukan tujuan komunikatif teks	<ul style="list-style-type: none"> <li>Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i></li> <li>Mengidentifikasi berbagai makna teks <i>narrative / recount</i></li> <li>Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i></li> <li>Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i></li> </ul>	Tes lisan	Membaca nyaring	<i>Read the story aloud.</i>	4 x 40 menit	1. Buku yang relevan 2. Buku bahasa Inggris 3. Gambar dan foto 4. Rekaman audio dan video 5. Tapes 6. CD 7. VCD
			<ul style="list-style-type: none"> <li>Mengidentifikasi berbagai makna teks <i>narrative / recount</i></li> <li>Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i></li> </ul>	Tes tulis	Pilihan ganda	<i>Choose the right answer based on the text.</i>		
			<ul style="list-style-type: none"> <li>Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i></li> <li>Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i></li> </ul>	Tes Tulis	Isian singkat	<i>Complete the following sentences using the information from the text.</i>		
Menjawab pertanyaan tentang informasi dalam teks yang di baca			<ul style="list-style-type: none"> <li>Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i></li> </ul>	Tes Tulis	Pertanyaan tertulis	<i>Answer the following questions based on the text.</i>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>Menyusun makna ungkahan yang terdapat dalam teks pendek secara lisan dan tulis, lancar dan runtut dengan menggunakan kosakata yang tepat dan akurat</p>	<p>1. Teks fungsional : - undangan - pengumuman - pesan - iklan</p> <p>2. Tujuan komunikatif</p> <p>3. Ciri kebahasaan</p>	<p><i>narrative / recount</i> yang di baca</p> <p>7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca</p> <p>8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca</p> <p>9. Membaca teks <i>narrative / recount</i> lainnya</p> <p>1. Mencermati teks fungsional pendek terkait materi</p> <p>2. Menyebutkan jenis teks fungsional yang dicermati</p> <p>3. Membaca nyaring teks fungsional terkait materi</p> <p>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</p> <p>5. Menyebutkan ciri-ciri teks fungsional yang dibaca</p> <p>6. Membaca teks fungsional pendek lainnya dari berbagai sumber</p>	<ul style="list-style-type: none"> <li>Mengidentifikasi berbagai informasi dalam teks fungsional</li> <li>Mengidentifikasi tujuan komunikatif teks fungsional</li> <li>Mengidentifikasi ciri kebahasaan teks fungsional</li> </ul>	<p>Tes tulis</p> <p>Tes tulis</p> <p>Tes tulis</p>	<p>PG</p> <p>Jawaban singkat</p> <p>Jawaban singkat</p>	<p><i>Choose the best option, a,b,c or d</i></p> <p><i>Answer the following questions</i></p> <p><i>Give short answers !</i></p>	<p>4 x 40 menit</p>	<p>1. Buku teks</p> <p>2. CD audio</p> <p>3. Gambar</p> <p>4. Beragam sumber belajar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Su B
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<b>ter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

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## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : VIII (Delapan )

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Menulis

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Mengungkapkan makna dalam bentuk tulis fungsional pendek sederhana yang menggunakan bahasa secara tepat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	<p>1. Teks fungsional :</p> <ul style="list-style-type: none"> <li>- Notices</li> <li>- iklan</li> </ul> <p>2. Tata bahasa</p> <ul style="list-style-type: none"> <li>- Imperatives</li> <li>- Getting attention</li> <li>- Comparison</li> </ul> <p>3. Kosakata</p> <p>Kata terkait tema dan jenis teks</p> <p>4. Tanda baca, Spelling</p>	<p>1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi</p> <p>2. Menulis kalimat sederhana untuk - memberi himbauan / peringatan - mengiklan-kan sesuatu</p> <p>3. Melengkapi teks fungsional pendek</p> <p>4. Menulis teks fungsional pendek</p>	Menulis teks fungsional pendek berbentuk : - Notices - Iklan	<p>Tes tulis</p> <p>Product</p>	<p>Essay</p> <p>Completion</p> <p>Penugasan</p>	<p>1. Write sentences based on the situation given.</p> <p>2. Complete the text using suitable word/words.</p> <p>3. Write notices related to certain places</p> <p>4. Write an advertisement promoting a certain product.</p>	4 x 40 menit	<p>1. Buku yang</p> <p>2. Konten fungsional</p> <p>3. Gambar terkait dan</p> <p>4. Berupa</p>
Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana yang menggunakan	<p>1. Teks Essai <i>narrative / recount</i></p> <p>2. Ciri kebahasaan teks <i>narrative / recount</i></p> <p>3. Langkah retorika</p>	<p>1. Review ciri kebahasaan teks <i>narrative/ recount</i></p> <p>2. Membuat kalimat sederhana</p>	Menulis teks pendek dan sederhana dalam bentuk <i>recount / narrative</i> dengan langkah retorika yang	<p>Tes tertulis</p>	<p>Uraian</p>	<p>Write a short <i>recount/narrative text</i> based on:</p> <p>a. Your experience happen to you</p> <p>b. The story You have ever read</p>	8 x 40 menit	<p>1. Buku yang</p> <p>2. Buku bahasa</p> <p>3. Gambar gam</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>m bahasa secara bertahap, lancar dan berinteraksi dengan lingkungan sosial dan budaya</p>	<p>teks <i>narrative / recount</i></p> <p>4. Tatabahasa</p> <ul style="list-style-type: none"> <li>- Simple past</li> <li>- Past continuous</li> </ul> <p>5. Kosakata</p> <ul style="list-style-type: none"> <li>- Kata terkait tema dan jenis teks</li> </ul> <p>6. Tandabaca, spelling</p>	<p>terkait teks <i>narrative / recount</i></p> <p>3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i></p> <p>4. Membuat draft teks <i>recount</i> dan <i>narrative</i></p> <p>5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat</p> <p>6. Memajang hasil tulisan di dinding</p>	<p>benar</p>	<p>Proyek</p>	<p>Penugasan</p>	<p>c. <i>Series of pictures given.</i></p> <p><i>Find 5 short texts of recount or narratives and expose them.</i></p>		<p>terkait</p>
<p>ter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )</p>								

Mengetahui;  
Kepala Sekolah .....

( ..... )  
NIP / NIK : ; .....

....., .....20.....  
Guru Mapel Bahasa Inggris,

( ..... )  
NIP / NIK : ; .....



# **PERANGKAT PEMBELAJARAN**

## **SILABUS PEMBELAJARAN**

**Mata Pelajaran** : Bahasa Inggris.

**Satuan Pendidikan** : .....

**Kelas/Semester** : IX1

**KURKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)**  
Nama Guru .....



## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : IX (Sembilan )

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 1 (Satu)

**Standar Kompetensi** : Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
1.1 Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: meminta dan memberi kepastian, serta mengungkapkan dan menanggapi keraguan	<p>1. Percakapan memuat ungkapan-ungkapan berikut :</p> <p>Contoh</p> <ul style="list-style-type: none"> <li>• A : <i>Are you sure ?</i></li> <li>  B: <i>I am. It is confirmed</i></li> <li>• A: <i>Well... I am not sure</i></li> <li>  B: <i>Don't worry</i></li> </ul> <p>2.Tata Bahasa</p> <p>It is .....</p> <p>( Adj + to inf )</p> <p>I am .....</p> <p>( certainly )</p> <p>3.Kosa kata</p> <p>Kata terkait tema dan jenis text</p> <p>4.Spelling, stress, intonation</p> <p>5.Ungkapan baku</p>	<p>1. Tanya jawab yang berkaitan dengan ungkapan meminta dan memberi kepastian, mengungkapkan dan menanggapi keraguan menggunakan gambit-gambit yang relevan.</p> <p>Contoh:</p> <ul style="list-style-type: none"> <li>• <i>of course I</i></li> <li>• <i>I certainly</i></li> </ul> <p>Keraguan:</p> <ul style="list-style-type: none"> <li>• <i>I don't know</i></li> <li>• <i>I can't decide</i></li> </ul> <p>2. Mendengarkan percakapan yang berkaitan dengan materi</p> <p>3. Mengidentifikasi gambit-gambit yang digunakan dalam percakapan</p> <p>4. Menjawab percakapan yang berkaitan dengan percakapan yang</p>	<p>1. Merespon ungkapan meminta dan memberi kepastian</p> <p>2. Merespon ungkapan mengungkapkan dan menanggapi keraguan</p>	<p>Tes lisan</p> <p>Tes tertulis</p>	<p>Pertanyaan</p> <p>- Pilihan ganda</p> <p>-Melengkapi per cakapan</p>	<p>- Respond to teacher's statement!</p> <p>T: "Are you sure?"</p> <p>S: "....."</p> <p>- Choose the correct expression to complete the dialogue below</p> <p>- Write the missing words based on the dialogue you hear</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	of course certainly I am not sure	didengarkan				
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( Trustworthines) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( diligence )  Tanggung jawab ( responsibility )  Berani ( courage )						
1.2 Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur berikut meminta pengulangan, menunjukkan perhatian, dan menyatakan kekaguman	Percakapan memuat ungkapan berikut :  - <i>I beg your pardon?/Pardon?</i>  - <i>A. I've got good news!</i> <i>B. Tell me more about it.</i>  - <i>A. What a beautiful day!</i> <i>B. It is. Shall we go to the beach ?</i>  2. Tata Bahasa more, less What a ...!  3. Kosakata Kata terkait tema dan jenis teks  4. Ungkapan baku	1. Tanya jawab tentang berbagai hal terkait tema / topik dan ungkapan terkait materi. 2. Mengembangkan kosa kata terkait tema / topik yang dipilih. 3. Tanya jawab menggunakan ungkapan-ungkapan terkait materi. 4. Mendengarkan percakapan yang menggunakan ungkapan terkait materi. 5. Menjawab pertanyaan tentang isi percakapan. 6. Merespon ungkapan yang diucapkan guru.	1. Merespon ungkapan meminta pengulangan  2. Merespon ungkapan menunjukkan perhatian  3. Merespon ungkapan menyatakan kekaguman	Tes tulis  Tes tulis  Tes tulis	Isian singkat  Merespon Ungkapan Lisan  PG	<i>Listen to the dialogue and complete the sentences.</i>  <i>Listen to the expression and give your response</i>  <i>Listen to the expression and choose the answer</i>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	- Pardon?					
❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )						

## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : IX (Sembilan )

Mata Pelajaran : Bahasa Inggris

Semester : 1 (Satu)

Standar Kompetensi : Mendengarkan

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima	1. Teks fungsional /pendek - Surat Pribadi - Brosur 2. Tata Bahasa - Simple past - Future tense	1. Tanya jawab tentang berbagai hal terkait dengan jenis teks fungsional yang akan dibahas dengan bantuan contoh / model. 2. Membahas tujuan	1. Mengidentifikasi makna dalam teks fungsional pendek: pesan singkat, surat pribadi dan brosur  2. Mengidentifikasi	Tes Tulis	Isian singkat	<i>Listen to the and complete the sentences</i>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
untuk berinteraksi dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> <li>- simple present</li> <li>3. Kosakata</li> <li>- kata terkait tema dan jenis teks</li> <li>4. Ungkapan baku</li> <li>- What a pity !</li> <li>- Getting well soon</li> </ul>	<ul style="list-style-type: none"> <li>komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait tema / topik tertentu.</li> <li>3. Mendengarkan teks fungsional pendek terkait tema / topik tertentu.</li> <li>4. Menjawab pertanyaan tentang isi teks</li> </ul>	<ul style="list-style-type: none"> <li>informasi yang terdapat dalam teks-teks fungsional/pendek, - surat pribadi</li> <li>- brosur</li> </ul>	Tes tulis	Pilihan ganda	<i>Listen to the and choose the correct answer</i>
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )  Berani ( <i>courage</i> )</p>						
2.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i>	<ul style="list-style-type: none"> <li>1. Teks monolog berbentuk <i>procedure</i> dan <i>report</i>.</li> <li>2. Ciri kebahasaan teks monolog berbentuk <ul style="list-style-type: none"> <li>- Procedure</li> <li>- Report</li> </ul> </li> <li>3. Tata Bahasa <ul style="list-style-type: none"> <li>- Present Simple</li> <li>- Present Continuous</li> <li>Imperatives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1 Tanya jawab yang berkaitan dengan tema tertentu, misalnya <i>photography</i></li> <li>2 Membahas langkah-langkah retorika berbentuk <i>procedure/report</i> dengan</li> <li>3 menggunakan ungkapan-ungkapan <i>giving and demanding service</i></li> <li>4 Mendengarkan rekaman teks monolog berbentuk <i>procedure/report</i></li> </ul>	<ul style="list-style-type: none"> <li>1. Mengidentifikasi berbagai informasi dalam teks monologpendek berbentuk <i>procedure/report</i></li> <li>2. Mengidentifikasi langkah retorika dalam teks monolog berbentuk <i>procedure/report</i></li> <li>3. Mengidentifikasi tujuan komunikatif</li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan</li> <li>Tes tertulis</li> </ul>	<ul style="list-style-type: none"> <li>Unjuk kerja</li> <li>Pilihan ganda</li> <li>Melengkapi kalimat rumpang</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Demonstrate how to operate a digital camera! The teacher read the instructions you</i></li> <li>- <i>Choose the correct answer. Listen carefully</i></li> <li>- <i>Complete sentences. Based on the text you have</i></li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	4. Kosakata - Kata terkait tema dan jenis teks'  5. Ungkapan baku - pass me.... Please	5 Menjawab pertanyaan yang berkaitan dengan teks monolog <i>procedure/report</i> yang didengarkan	teks monolog berbentuk <i>procedure/report</i>			
❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )  Berani ( <i>courage</i> )						

Mengetahui;  
Kepala Sekolah .....

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NIP / NIK : ; .....

....., .....20.....  
Guru Mapel Bahasa Inggris,

( ..... )  
NIP / NIK : ; .....

## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : IX (Sembilan )

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 1 (Satu)

**Standar Kompetensi : Berbicara**

**3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
3.1. Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: meminta dan memberi kepastian dan mengungkapkan dan menanggapi keraguan	<p>1. Percakapan singkat memuat ungkapan-ungkapan:</p> <p>- A. <i>Are you sure ?</i> B. <i>.I am. It is confirmed.</i></p> <p>- A. <i>Well... I am not sure.</i> B. <i>Don't worry.</i></p> <p>2. <i>Tata Bahasa</i> - <i>It is ... (adj + to inf)</i> - <i>I am ..... (Certainly)</i></p> <p>3. <i>Kosakata</i> - <i>kata terkait tema dan jenis teks</i></p> <p>4. <i>Spelling, stress, intonation</i></p>	<p>1. Tanya jawab menggali kosakata terkait topik/tema yang dipelajari</p> <p>2. Menjawab / merespon ungkapan-ungkapan terkait materi</p> <p>3. Mendengarkan percakapan yang menggunakan ungkapan yang telah dipelajari</p> <p>4. Menjawab pertanyaan tentang isi percakapan</p> <p>5. Melakukan percakapan</p>	<p>1. Bertanya dan menjawab tentang meminta dan memberi kepastian</p> <p>2. Bertanya dan menjawab tentang mengungkapkan dan menanggapi keraguan</p>	Tes lisan	<i>Performance</i>	<i>Create a dialogue based on the given situation and perform in front of the class</i>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	5. <i>Ungkapan baku</i> - <i>Believe me !</i> - <i>Unbelievable !</i>	berdasarkan situasi yang diberikan				
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )						
3.2 Mengungkap-kan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur: meminta pengulangan, menunjukkan perhatian, dan menyatakan kekaguman	1. Percakapan singkat memuat ungkapan berikut :  - <i>I beg your pardon?</i>  / <i>Pardon?</i>  - <i>A. I've got good news!</i> <i>B. Tell me more about it!</i>  - <i>A. What a beautiful day!</i> <i>B. It is. Shall we go to the beach ?</i>  2. Tata Bahasa - More, less.....	1. Tanya jawab menggali kosa kata terkait topik / tema yang dipelajari.  2. Tanya jawab menggunakan ungkapan terkait materi.  3. Mendengarkan percakapan menggunakan ungkapan terkait.  4. Menjawab pertanyaan tentang isi percakapan.  5. Bermain peran melakukan percakapan.	1. Bertanya dan menjawab tentang meminta pengulangan  2. Bertanya dan menjawab tentang menunjukkan perhatian  3. Bertanya dan menjawab tentang menyatakan kekaguman	Unjuk kerja	Uji petik berbicara  Bermain peran	<i>Create a dialogue based on the cards and perform it in front of class!</i>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	<p>- what a..... !</p> <p>3. Kosa kata Kata terkait tema dan jenis teks</p> <p>4. Ungkapan baku - pardon?</p>					
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )</p>						

## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : IX (Sembilan )

Mata Pelajaran : Bahasa Inggris

Semester : 1 (Satu)

Standar Kompetensi : Berbicara

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
4.1. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	1. Teks fungsional / pendek - Surat Pribadi - Brosur 2. Ciri kebahasaan teks fungsional / pendek - Surat pribadi - Brosur 3. Tata Bahasa - Simple Past - Future Tense - Simple Present 4. Kosa kata Kata terkait tema dan jenis teks 5. Ungkapan baku - What a pity ? - Get well soon	1. Tanya jawab tentang berbagai hal terkait jenis teks fungsional pendek yang akan dibahas. 2. Mengidentifikasi berbagai informasi dalam teks. 3. Membuat draft jenis teks fungsional : - Surat Pribadi - Brosur	1. Menjawab secara lisan berbagai pertanyaan tentang isi teks yang didengar 2. Menyampaikan secara lisan berbagai informasi yang terdapat dalam a. Surat pribadi b. brosur	Tes Lisan           Tes Lisan	Performance           Performance	1. <i>Retell the letter to friend</i>           2. <i>Tell your friend what the brosur is about</i>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )						
4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i>	<ol style="list-style-type: none"> <li>1. Teks monolog berbentuk <i>procedure</i> dan <i>report</i>.</li> <li>2. Ciri kebahasaan teks monolog <ul style="list-style-type: none"> <li>- Procedure</li> <li>- Report</li> </ul> </li> <li>3. Tata Bahasa <ul style="list-style-type: none"> <li>- Simple Present</li> <li>- Present Continuous</li> <li>- Imperratives</li> </ul> </li> <li>4. Kosa kata <ul style="list-style-type: none"> <li>- Kata terkait tema dan jenis teks</li> </ul> </li> <li>5. Ungkapan Baku <ul style="list-style-type: none"> <li>- Pass me... Please !</li> <li>- Let me show you</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Tanya jawab tentang salah satu alat multi media (HP, <i>computer</i>, Tv, radio)</li> <li>2. Membuat kalimat perintah/pernyataan berdasarkan gambar kegiatan. Misal: <ul style="list-style-type: none"> <li>- <i>Press the menu button</i></li> <li>- <i>Sellect the number of contact</i></li> </ul> </li> <li>3. Tanya jawab tentang cara mengoperasikannya (<i>how to make a call, how to operate computer, dsb</i>) menggunakan gambit-gambit tertentu <ul style="list-style-type: none"> <li>- <i>Can you show me.....</i></li> <li>- <i>Sure/ I'm not sure</i></li> <li>- <i>Let me show you. First..., then..., finally.</i></li> </ul> </li> <li>4. Melakukan</li> </ol>	<ul style="list-style-type: none"> <li>• Melakukan monolog pendek dalam bentuk</li> <li>2. <i>Procedure/report</i></li> </ul>	Unjuk kerja	<i>Uji petik berbicara</i>	<ol style="list-style-type: none"> <li>1. <i>Please tell me how to use my sms using my HP (alternatively, you can use other options if you prefer)</i></li> <li>2. <i>Observe and describe the actions of the people in the picture. Use the words in the box to describe the actions.</i></li> </ol>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
		monolog dalam bentuk <i>procedure/report</i> dengan bantuan gambar/urutan kegiatan				
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )						

## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : IX (Sembilan )

Mata Pelajaran : Bahasa Inggris

Semester : 1 (Satu)

Standar Kompetensi : Membaca

**5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari.**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
5.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i>	<p>1. <i>Teks monolog procedure/report</i></p> <ul style="list-style-type: none"> <li>-Makna gagasan teks <i>procedure</i></li> <li>-Informasi factual</li> <li>-Informasi rinci</li> <li>-Informasi tersirat dalam teks <i>procedure</i> dan <i>report</i></li> </ul> <p>2. Tujuan komunikatif teks <i>procedure</i> dan <i>report</i>.</p> <p>3. Langkah retorika</p> <ul style="list-style-type: none"> <li>- teks <i>procedure</i> (<i>purpose material-steps</i>)</li> <li>- teks <i>report</i> (<i>identification-description</i>)</li> </ul> <p>4. <i>Spelling, stress, intonation</i></p>	<ul style="list-style-type: none"> <li>• Tanya jawab tentang berbagai hal yang terkait tema/topik yang dipilih</li> <li>• Mengembangkan kosakata dan kalimat terkait tema terkait topik / jenis teks prosedur</li> <li>• Tanya jawab tentang cara mengerjakan/membuat sesuatu</li> <li>• Membaca teks prosedur</li> <li>• Menjawab pertanyaan tentang berbagai informasi dalam teks prosedur</li> <li>• Tujuan komunikatif</li> <li>• Bahan yang diperlukan</li> <li>• Cara melakukan.membuat sesuatu</li> </ul>	<p>1.Mengidentifikasi makna gagasan dalam teks berbentuk <i>procedure</i> dan <i>report</i></p> <p>2.Mengidentifikasi berbagai informasi yang terdapat dalam teks berbentuk <i>procedure</i> dan <i>report</i></p> <p>3.Mengidentifikasi tujuan komunikatif teks berbentuk <i>procedure/report</i></p> <p>4.Mengidentifikasi langkah retorika dalam teks berbentuk</p>	<p>Tes tulis</p> <p>Tes lisan</p>	<p>Pertanyaan Bacaan</p> <p>Membaca nyaring</p>	<p><i>Answer the following questions based on the text</i></p> <p><i>Read the text aloud</i></p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
		<ul style="list-style-type: none"> <li>Langkah retorika teks <i>procedure/report</i></li> <li>Ciri kebahasaan teks prosedur</li> <li>Membaca nyaring dengan ucapan dan intonasi yang tepat</li> </ul>	<i>procedure/report</i> 5. Membaca nyaring teks berbentuk <i>procedure/report</i>			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
<p>5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</p> <p>5.3. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima</p>	<p>1. Makna gagasan dan tekstual dalam teks fungsional - Surat pribadi - Brosur</p> <p>2. Ciri kebahasaan teks fungsional - Surat pribadi - iklan</p> <p>3. Spelling, Stress, intonation</p>	<p>1. Tanya jawab tentang berbagai hal terkait tema / topik / jenis teks yang akan dibaca.</p> <p>2. Membahas kosa kata dan ungkapan yang digunakan dalam teks yang akan dibaca.</p> <p>3. Membaca teks fungsional pendek</p> <p>4. Menjawab pertanyaan tentang isi teks.</p> <p>5. Menyebutkan jenis teks yang dibaca dan tujuan komunikatifnya.</p> <p>6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca.</p> <p>7. Membaca nyaring</p>	<p>1. Mengidentifikasi makna yang terdapat teks fungsional pendek; - Surat Pribadi - Brosur</p> <p>2. Mengidentifikasi ciri kebahasaan teks fungsional pendek, - Surat Pribadi - Brosur</p> <ul style="list-style-type: none"> <li>• Membaca nyaring</li> <li>• Mengidentifikasi informasi yang berhubungan dengan bacaan tentang prosedur</li> <li>• Menjawab pertanyaan-pertanyaan berdasarkan bacaan</li> <li>• Membuat ringkasan</li> </ul>	<p>Tes Tulis</p> <p>Tes lisan</p> <p>Tes lisan</p>	<p>1. Pilihan ganda</p> <p>2. Isian singkat</p> <ul style="list-style-type: none"> <li>• Membaca nyaring</li> </ul>	<p>1. Choose the option, a, or based on text.</p> <p>2. Complete sentences based on the text</p> <p>Read the text aloud</p>
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )						



**Mengetahui;**  
**Kepala Sekolah .....**

( ..... )  
**NIP /NIK : ; .....**

....., .....20.....  
**Guru Mapel Bahasa Inggris,**

( ..... )  
**NIP /NIK : ; .....**

## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : IX (Sembilan )

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 1 (Satu)

**Standar Kompetensi : Menulis**

**6. Mengungkap kan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Conto Instrumen
6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	1. Kalimat sederhana <ul style="list-style-type: none"> <li>o <i>imperatives</i></li> <li>o <i>simple present</i></li> <li>o <i>Permohonan</i></li> </ul> 2. Teks fungsional pendek : <ul style="list-style-type: none"> <li>- surat pribadi</li> <li>- brosur</li> </ul> 3. Langkah retorika <ul style="list-style-type: none"> <li>- surat pribadi</li> <li>- brosur</li> </ul> 4. Tanda baca, spelling	1. Tanya jawab berbagai hal terkait tema / topik / jenis teks yang akan dibahas. 2. Mengamati contoh- contoh teks fungsional pendek terkait materi.  a. Menyebutkan ciri- ciri, tujuan komunikatif dari teks.  b. Menulis kalimat pendek dan sederhana menggunakan unsur bahasa yang diperlukan.  c. Menulis teks	1. Menulis kalimat pendek dan sederhana  2. Menulis teks fungsional pendek dan sederhana	Tes Tulis   Tes Tulis	Uraian   Uraian	1. <i>Write sentences based on picture</i>  2. <i>Write a short text based on situation</i> 3. <i>Write a short text to your friend telling that you will go to special holiday town.</i> 4. <i>Write a simple brochure to attract people to certain place</i>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Cont Instru
		fungsional pendek berdasarkan konteks.				
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )						
6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i>	1.kalimat acak dari teks <i>procedure/report</i> 2.teks monolog pendek berbentuk <i>procedure/report</i> 3. <i>Tata Bahasa</i> - <i>Simple Present</i> - <i>Present Continuous</i> - <i>Imperatives</i> 4. <i>Kosa kata</i> - <i>kata terkait tema dan jenis teks</i> 5. <i>Spelling, Tanda baca</i>	1. <i>Review</i> berbagai hal tentang teks <i>procedure / report</i> - Tujuan komunikatif - Langkah retorika - Ciri kebahasaan 2. Mengembangkan kosakata dan kalimat terkait topik/jenis teks <i>procedure</i> 3. Menyusun kalimat acak berdasarkan urutan gambar 4. Menulis teks <i>procedure / report</i> berdasarkan perintah yang diberikan	1. Menyusun kalimat acak menjadi teks yang padu berbentuk <i>procedure/report</i>  2. Menulis <i>essay</i> berbentuk <i>procedure / report</i>	Tes tulis        Tes tulis	Menyusun kalimat       Uraian	<i>Rearrange following sentences in good order</i>      <i>Write a paragraph of text telling how to operate a computer</i>   3. <i>Write a paragraph on a certain thing or around</i>
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Cont Instru
Tekun ( diligence )						

**Mengetahui;**  
**Kepala Sekolah .....**

( ..... )  
**NIP /NIK : ; .....**

....., .....**20.....**  
**Guru Mapel Bahasa Inggris,**

( ..... )  
**NIP /NIK : ; .....**

# **PERANGKAT PEMBELAJARAN**

## **SILABUS PEMBELAJARAN**

**Mata Pelajaran** : Bahasa Inggris.

**Satuan Pendidikan** : .....

**Kelas/Semester** : IX2

**KURKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)**  
Nama Guru : .....



## SILABUS PEMBELAJARAN

**Madrasah** : MtsNegeri  
**Kelas** : IX (Sembilan )  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 2 (Dua)  
**Standar Kompetensi** : Mendengarkan

### 7. Memahami makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
7.1 Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur mengungkapkan kesantunan	1. Percakapan memuat Ungkapan-ungkapan kesantunan. contoh: - <i>Could you please.....?</i> - <i>With pleasure.</i> - <i>Would you mind repeating that?</i> - <i>Sorry, what did you say?</i> - <i>Oh thank you</i>  2. Tata Bahasa - <i>Polite Request</i> - <i>Could you ....</i> - <i>Would you mind ....</i>  3. Kosakata Kata terkait tema dan jenis teks  4. Ungkapan baku	1 Tanya jawab menggunakan ungkapan kesantunan dalam percakapan transactional dan interpersonal 2 Membahas kosakata dan tata bahasa yang dipakai dalam percakapan yang santun 3 Mendengarkan percakapan- percakapan yang santun 4 Mendengarkan gambit-gambit dalam percakapan yang santun 5 Menjawab pertanyaan tentang struktur percakapan yang santun 6 Menjawab pertanyaan tentang isi	<ul style="list-style-type: none"> <li>• Merespon ungkapan kesantunan</li> <li>• Mengidentifikasi makna ungkapan kesantunan</li> <li>• Melakukan perintah</li> </ul>	Tes lisan   Tes tulis     Unjuk kerja	Uraian singkat  Pilihan Ganda  Melengkapi percakapan  Benar/salah  Uji Petik melakukan perintah guru	<i>Who are in the conversation?</i>  <i>Choose the answer/res for the following question/ statement</i>  <i>Fill in the blank spaces with right expressions</i>  <i>State whether the following statement is True or False .</i>  <i>Would you opening the please?</i>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	- Not at all - well,....	percakapan				
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )						
Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur memberi berita yang menarik perhatian, dan memberi komentar terhadap berita	<p>1. Percakapan memuat:</p> <p>Ungkapan memberi berita yang menarik perhatian, contoh:</p> <p>A. <i>Guess what! I've got good news!</i></p> <p>B. <i>Please tell me. What is it?</i></p> <p>- Ungkapan memberi komentar tentang berita</p> <p>A. <i>I got 10 for the English test</i></p> <p>B. <i>Really ?? That's fantastic!</i></p> <p>2. Tata Bahasa</p> <p>- Present Perfect</p> <p>- If Clause</p> <p>3. Kosa kata</p> <p>- Kata terkait tema dan jenis text</p> <p>4. Ungkapan Baku</p> <p>- Guess what ?</p>	<p>1. Tanya jawab tentang berbagai hal terkait tema, topik, ungkapan yang akan dibahas.</p> <p>2. Tanya jawab menggunakan ungkapan terkait materi.</p> <p>3. Mendengarkan percakapan yang menggunakan ungkapan terkait materi.</p> <p>4. Menjawab pertanyaan tentang isi percakapan</p> <p>5. Menentukan makna dan fungsi ungkapan dalam percakapan.</p>	<ul style="list-style-type: none"> <li>Merespon ungkapan memberi berita yang menarik perhatian</li> <li>Merespon ungkapan memberi komentar terhadap berita</li> </ul>	<p>Tes Lisan</p> <p>Tes Tulis</p>	<p>Merespon ungkapan</p> <p>Melengkapi</p>	<p><i>Listen to the statement and give your response.</i></p> <p><i>Listen to the conversation and complete the blank space.</i></p>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	- That's fantastic					
❖ Karakter siswa yang diharapkan : Dapat dipercaya ( Trustworthines) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( diligence )						

## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : IX (Sembilan )

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Mendengarkan

**8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	1. Teks fungsional pendek: - Schedules - Labels	1 Tanya jawab tentang pengalaman siswa terkait tema, topik atau jenis teks yang akan dibahas.	1. Mengidentifikasi makna dalam teks lisan fungsional pendek	Tes Tulis	Jawaban singkat	<i>Listen to the audio and answer the questions.</i>
	2. Ciri-ciri kebahasaan - Schedules - Labels	2 Membahas kosa kata dan tata bahasa yang digunakan dalam teks.	2. Mengidentifikasi ciri-ciri kebahasaan iklan dan surat pribadi	Tes Tulis	Pilihan ganda	<i>Listen to the audio and choose the right answer.</i>
	3. Tata Bahasa - Imperatives - Chronological Connections	3 Mendengarkan teks fungsional pendek. 4 Menjawab pertanyaan tentang isi teks.	3. Mengidentifikasi berbagai informasi dalam teks fungsional pendek	Tes Tulis	Pilihan ganda	<i>Listen to the audio and choose the right answer.</i>
	4. Kosa Kata Kata terkait tema dan jenis teks	5 Menyebutkan jenis teks, tujuan komunikatif dengan ciri-ciri teks yang didengar.				
	5. Ungkapan baku - First....., Second....., Last.....					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )						
8.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> dan <i>report</i>	<ol style="list-style-type: none"> <li>1. Teks monolog berbentuk <i>narrative/report</i> terkait tema tertentu</li> <li>2. Tujuan komunikatif teks monolog berbentuk <i>narrative/report</i></li> <li>3. Langkah retorika teks monolog berbentuk <i>narrative/report</i></li> <li>4. Ciri-ciri kebahasaan teks monolog berbentuk <i>report -simple present tense</i> <i>-General nouns</i> <i>-Relating verbs, action verbs,</i> istilah teknis</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Brain storming</i> tentang laporan pengamatan terkait topik yang dipilih. Misal: <i>Reptiles in Comodo Island,</i> dengan memperlihatkan gambar</li> <li>2. Membahas kosakata dan tata bahasa terkait topik dan jenis teks <i>narrative/report</i>.</li> <li>3. Mendengarkan laporan pengamatan yang menggunakan gambit-gam bit tertentu: <i>- In general.....</i> <i>- One exception is....</i></li> <li>4. Menjawab pertanyaan tentang isi teks <i>narrative/report</i></li> <li>5. Menjawab pertanyaan</li> </ol>	<ol style="list-style-type: none"> <li>1. Mengidentifikasi makna dalam teks monolog berbentuk <i>narrative/report</i></li> <li>2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks monolog berbentuk <i>narrative/report</i></li> <li>3. Mengidentifikasi ciri kebahasaan teks <i>narrative/report</i></li> <li>4. Mengidentifikasi berbagai informasi dalam teks monolog berbentuk <i>narrative/report</i></li> </ol>	<p>Tes lisan</p> <p>Tes tulis</p> <p>Tes tulis</p> <p>Tes tulis</p>	<p>Pertanyaan</p> <p>Pilihan ganda</p> <p>Uraian singkat</p> <p>Melengkapi rumpang</p>	<ol style="list-style-type: none"> <li>1. <i>Answer the questions</i></li> <li>2. <i>Choose the best answer crossing a or d</i></li> <li>3. <i>Mention a verbs in the teks</i></li> <li>4. <i>Complete following sentences based on the teks</i></li> </ol>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
		tujuan komunikatif dan langkah retorika dalam teks <i>narrative/report</i>  6. Menjawab pertanyaan tentang ciri-ciri kebahasaan teks <i>report</i>				
❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )						

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## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : IX (Sembilan )

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dan monolog pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
9.1. Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tindak tutur mengungkapkan kesantunan	<p>1. Percakapan memuat ungkapan kesantunan, contoh:</p> <p>A. <i>Could you please ...?</i></p> <p>B. <i>With pleasure.</i></p> <p>2. Tata Bahasa</p> <p>- <i>Could you.....?</i></p> <p>- <i>Would you.....?</i></p> <p>- <i>Would you mind....?</i></p> <p>3. Kosa kata</p> <p>- Kata terkait tema dan jenis teks</p>	<p>1. Tanya jawab terkait dengan ungkapan kesantunan berbicara dalam percakapan transaksional dan interpersonal</p> <p>2. Membahas kosakata dan tata bahasa yang dipakai dalam percakapan yang santun</p> <p>3. Menirukan percakapan yang santun</p> <p>4. Menirukan gambit-gambit yang santun:</p> <p>- <i>Sorry, but.....</i></p> <p>- <i>I'm not really interested in...</i></p> <p>- <i>That's very kind of you!</i></p> <p>5. Menggunakan ungkapan-ungkapan kesantunan secara</p>	<ul style="list-style-type: none"> <li>Bertanya dan menjawab tentang mengungkapkan kesantunan</li> </ul>	<p>Unjuk Kerja</p> <p>Unjuk Kerja</p> <p>Unjuk Kerja</p>	<p><i>Uji Petik Bercakap-cakap</i></p> <p><i>Uji Petik Interview</i></p> <p><i>Uji Petik Bermain Peran</i></p>	<p>1. <i>Perform dialogue showing politeness in front of your friend in class!</i></p> <p>2. <i>Answer questions and politeness</i></p> <p>3. <i>Create a dialogue on the situation given</i></p>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Conto Instrumen
	5. <i>Ungkapan Baku</i> - <i>Really ?</i> - <i>Is That True?</i> - <i>I see</i>					
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )						

### SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : IX (Sembilan )

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 2 (Dua)

**Standar Kompetensi** : Berbicara

**10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Conto Instrumen
10.1. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara	1. Teks fungsional pendek 1. Schedules 2. Labels  2. Tata Bahasa - Imperatives - Cronological	1. <i>Review</i> jenis teks fungsional pendek terkait materi. 2. Mengembangkan kosa kata dan tata bahasa terkait materi. 3. Mendengarkan contoh-contoh	1. Mengungkapkan jadwal kegiatan 2. Mengungkapkan berbagai informasi terkait label dan jawab	Unjuk Kerja	<i>Uji Petik Berbicara</i>	1. <i>Mention your schedule for Monday</i>  2. <i>Tell Us about the label of certain products</i>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	<p>Connections</p> <p>3. Kosakata</p> <p>- Kata terkait tema dan jenis teks</p> <p>4. Ungkapan baku</p> <p>- First,....</p> <p>- Second,....</p> <p>- Next,.....</p>	<p>teks:</p> <p>4. Schedules</p> <p>5. Labels</p> <p>4. Berlatih mengucapkan</p> <ul style="list-style-type: none"> <li>o Schedules</li> <li>o Labels</li> </ul> <p>5. Mengungkapkan secara lisan jenis teks terkait.</p>				
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )</p>						
10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari berbentuk <i>narrative</i> dan <i>report</i>	<p>Teks monolog berbentuk <i>narrative/report</i> terkait tema tertentu</p> <p>Tujuan komunikatif teks monolog berbentuk <i>narrative/report</i></p> <p>Langkah retorika teks monolog berbentuk <i>narrative/report</i></p> <p>Ciri-ciri kebahasaan teks monolog berbentuk <i>narrative/report</i></p> <p><i>Simple present tense</i></p> <p><i>General nouns</i></p> <p><i>Relating verbs, action verbs</i>, istilah</p>	<p>1. Tanya jawab tentang topik tertentu misalnya: <i>Reptiles in Comodo Island</i></p> <p>2. Membahas kosakata dan tata bahasa terkait topik yang di pilih</p> <p>3. Mendeskripsikan reptiles dalam kalimat-kalimat dengan gambit tertentu. Mis:  <i>In general....</i>  <i>Usually...</i>  <i>Some people say.....</i></p> <p>4. Berdiskusi dengan teman merencanakan teks monolog</p>	<p>1. Melakukan monolog singkat dalam bentuk <i>narrative/report</i></p> <p>2. Menceritakan kembali teks naratif yang dibaca</p>	<p>Unjuk kerja</p> <p>Unjuk kerja</p>	<p><i>Performance</i></p> <p><i>Uji Petik menceritakan kembali</i></p>	<p>1. <i>Report a certain kind of plants or animals orally</i></p> <p>2. <i>Read the text and retell</i></p>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
	teknis	berbentuk <i>narrative/report</i> 5.Melakukan monolog berbentuk <i>narrative/report</i>				
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )						

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## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : IX (Sembilan )

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 2 (Dua)

**Standar Kompetensi : Membaca**

**11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
11.1.Membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	1. Teks fungsional pendek : - Schedule - Labels  2. Spelling, stress, intonation	1. Review berbagai hal tentang - Schedule - Labels digunakan.  2. Membahas kosa kata dan tata bahasa yang sulit.  3. Membaca nyaring teks fungsional pendek.  4. Menjawab pertanyaan tentang isi teks.  5. Menentukan tujuan komunikatif teks terkait.	3. Membaca nyaring dan bermakna teks fungsional pendek : - Schedule - Labels	Tes Lisan	Membaca nyaring	<i>Read the text aloud</i>
❖ <b>Karakter siswa yang diharapkan</b> : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
				Teknik	Bentuk Instrumen	Contoh Instrumen
Tekun ( diligence )						
11.2 Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	1. Teks fungsional pendek - Schedule - Labels  2. Informasi dalam teks fungsional pendek - gagasan utama - informasi rinci - informasi tersirat - makna kata, frasa, kalimat  3. Tujuan Komunikatif 4. Ciri kebahasaan	1. Tanya jawab tentang berbagai hal terkait materi.  2. Membaca teks fungsional pendek.  3. Menjawab pertanyaan isi teks.  4. Menjawab pertanyaan terkait : -jenis teks. -tujuan komunikatif -ciri kebahasaan -langkah retorika	<ul style="list-style-type: none"> <li>Mengidentifikasi makna dalam teks fungsional pendek schedules, dan surat labels</li> <li>Mengidentifikasi berbagai informasi dalam teks fungsional pendek            - Schedule            - Labels</li> </ul>	Tes Tulis	Pilihan Ganda	Choose the best option, a, b, c, based on the text.
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )						
11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> dan	1. Teks tertulis berbentuk - <i>narrative</i> - <i>report</i>  2. Informasi dalam teks monolog <i>narrative and report</i> - gagasan utama - informasi rinci - informasi faktual	1. Tanya jawab tentang berbagai hal terkait tema, topik, jenis teks.  2. Membaca teks.  3. Menjawab pertanyaan tentang isi teks.  4. Menjawab pertanyaan terkait : 1. jenis teks. 2. tujuan komunikatif. 3. langkah retorika	<ul style="list-style-type: none"> <li>Mengidentifikasi makna dalam teks monolog berbentuk <i>narrative and report</i>.</li> <li>Mengidentifikasi berbagai informasi dalam teks monolog berbentuk <i>narrative and report</i>.</li> </ul>	Tes Tulis	Uraian	Answer the questions based on the text.
				Tes Tulis	Pilihan ganda	Choose the best answer based on the text



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## SILABUS PEMBELAJARAN

Sekolah : .....

Kelas : IX (Sembilan )

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana menggunakan bahasa secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	1. Teks fungsional pendek - Jadwal /Schedule - Labels  2. Unsur kebahasaan terkait jenis teks  3. Tanda baca spelling	1. Review berbagai hal terkait teks fungsional pendek - Schedul - Labels  2. Menulis kalimat pendek dan sederhana terkait jenis teks.  3. Membuat <i>draft</i> - Jadwal - Labels  4. Menulis - Jadwal - Labels  5. Memajang hasil tulisan.	<ul style="list-style-type: none"> <li>▪ Menulis kalimat-kalimat sederhana.</li> <li>▪ Menulis teks fungsional pendek                              - Jadwal                              - Labels</li> </ul>	Tes Tulis	Uraian	1. Write a <i>schedule based on the text given</i>  2. Write label of <i>a certain product</i>	2 x 40 menit	Buku teks relevan  Teks orisinal berupa gambar 1. Jadwal pelajaran 2. Label barang - Observe - Make
Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )								
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana menggunakan bahasa secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> <li>▪ Teks monolog berbentuk <i>narrative/report</i> terkait tema</li> </ul>	1. Tanya jawab yang berkaitan dengan laporan pengamatan	<ul style="list-style-type: none"> <li>• Menulis kalimat-kalimat deskripsi yang sederhana</li> <li>• Menyusun</li> </ul>	Tes tulis	<i>Jumbled sentences</i>	<i>Rearrange the following sentences into a good paragraph!</i>	4 x 40 menit	Buku teks relevan Gambar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Substansi
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>Memahami esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> dan <i>report</i></p>	<p>tertentu</p> <ul style="list-style-type: none"> <li>▪ Tujuan komunikatif teks monolog berbentuk <i>narrative/report</i></li> <li>▪ Langkah retorika teks monolog berbentuk <i>narrative/report</i></li> <li>▪ Ciri-ciri kebahasaan teks monolog berbentuk <i>narrative/report</i></li> <li>▪ <i>simple present tense</i></li> <li>▪ <i>General nouns</i></li> <li>▪ <i>Relating verbs, action verbs</i>, istilah teknis</li> </ul>	<p>(<i>report</i>) tentang topik tertentu. Misalnya: <i>Reptiles in Comodo Island</i> dengan memperlihatkan gambar/replika</p> <ol style="list-style-type: none"> <li>2. Membahas kosakata, tata bahasa: <i>general noun, relating verbs, action verbs, present tense</i>, istilah-istilah, paragraph dengan <i>topic sentence</i>.</li> <li>3. Menulis kalimat menggunakan kosakata dan tata bahasa yang sudah dibahas.</li> <li>4. Menyusun kalimat acak menjadi teks <i>report</i> yang padu.</li> <li>5. Menulis <i>draft</i> teks <i>report</i> sederhana bersama teman</li> <li>6. Mengembangkan <i>draft</i> menjadi teks <i>report</i> yang lengkap</li> <li>7. Menulis teks <i>report</i> sendiri secara bebas</li> </ol>	<p>kalimat acak menjadi teks <i>essay</i> berbentuk <i>narrative/report</i></p> <ul style="list-style-type: none"> <li>• Menulis teks <i>essay</i> berbentuk <i>narrative/report</i></li> </ul>		<p>Essay bebas</p>	<p><i>Write a report about a certain animal or plant!</i></p> <p><i>Write a simple short story in your words.</i></p>		<p>replika</p> <p>Objek, lingkungan sekitar</p>
<p><b>Perilaku siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )</p>								

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**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**



SMP/MTS	: MTs N Boyolali
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i>
Kompetensi Dasar	: 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i>
Jenis teks	: teks <i>descriptive</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 4 x 40 menit ( 2x pertemuan )

### 1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Menentukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam bacaan deskriptif
- Menjawab pertanyaan-pertanyaan berdasarkan informasi yang terdapat dalam bacaan atau gambar
- Mengidentifikasi stucture teks descriptive
- Menemukan main idea
- Mencari idesional meaning
- Menemukan tujuan komunikasi teks
- Mendeskripsikan tempat, benda, dan ciri-ciri seseorang

#### ❖ Karakter siswa yang diharapkan :

Percaya diri(Confident)

Dapat dipercaya ( Trustworthines)

Rasa hormat dan perhatian ( *respect* )

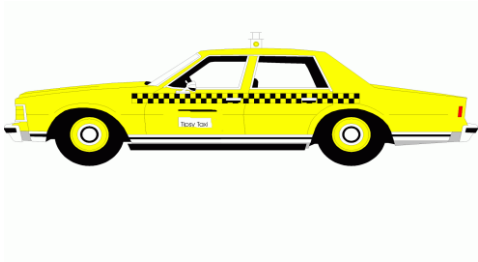
Tekun ( *diligence* )

### 2. Materi Pembelajaranana

- Descriptive text is text that contain of Identification and description
- The purpose To describe a particular place, things, or person.
- The Generic structure : **Identification** : identifies the phenomenon to be described  
**Description** : describes parts, qualities, and the characteristic of the person, place, or thing to be describe
- Grammatical feature :

1. **Focus on specific participants**
2. **Use identifying process**
3. **Adjective**
4. **Use of simple present tense**

Text descriptive



I have a car. It is my means of transportation. Almost everybody I go to work by car. Therefore, maintaining the car is very crucial. It needs to be serviced regularly. Beside servicing the engine, I have to pay attention to all the tyres.

Inside my car there are some important tools such as scissor, lead, pick, jack for wheel alarmed. It is very important to change a generator, a tyre compressor, a tyres changer and did all tyres lifter, but I should check all tyres regularly before driving.

### 3. **Metode Pembelajaran:** Metode diskusi

### 4. **Langkah-langkah Kegiatan**

#### **Pertemuan pertama dan kedua.**

#### **A. Kegiatan Pendahuluan**

Apersepsi :

- Tanya jawab tentang verb 1, to be, bentuk kalimat simple present tense
- Menjawab pertanyaan berdasarkan informasi dalam bacaan

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

#### **B. Kegiatan Inti**

##### **Eksplorasi**

Dalam kegiatan eksplorasi, murid:

- ☞ Mendengarkan informasi tentang tujuan pembelajaran
- ☞ Membaca deskripsi sebuah gambar

- ☞ Memberikan contoh kalimat simple present tense dengan kata yang ada s/es dalam teks deskripsi

### Elaborasi

Dalam kegiatan elaborasi, murid:

- ☞ Mengelompokkan kata bentuk verb 1
- ☞ Mengelompokkan dan memberikan contoh kalimat simple present tense
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut

### Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

## C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## 5. Sumber belajar

- Buku teks yang relevan.
- Gambar-gambar yang relevan

## 6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> <li>Menjawab pertanyaan tentang :</li> <li>Makna gagasan</li> <li>Makna tekstual dalam</li> </ul>	Tes tulis	PG	1. Choose the best option based on the text.

teks descriptive <ul style="list-style-type: none"> <li>Langkah retorika teks descriptive</li> <li>Tujuan komunikatif teks descriptive</li> <li>Ciri kebahasaan teks descriptive</li> <li>Membaca nyaring teks descriptive</li> </ul>	Tes lisan	T / F  Membaca nyaring	2. State whether the statements are TRUE or FALSE.  3. Answer the questions Read the text
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a. Instrumen:

*Read the text below and answer the questions.*

- What is the text tell about?*
- Who is "I" in this text above?*
- What is the main idea in the first paragraph?*
- What is the purpose of the text?*
- Find the verb 1 in the text above and make a good sentence? (Minimum 2)*

b. Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 4, kecuali untuk nomor 5 jawaban benar skor 9.

2. Jumlah skor maksimal  $(4 \times 4) + 9 = 25 \times 4 = 100$

3. Nilai maksimal = 100

4. Nilai Siswa =  $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$

c. Rubrik Penilaian (untuk nomor 7 dan 8)

Uraian	Skor
Isi benar, tata bahasa benar	4 / 9
Isi dan tata bahasa kurang tepat	3 / 6
Tata bahasa benar tapi jawaban salah	2 / 4
Tidak dijawab	0

Mengetahui

Kepala Sekolah

Boyolali, April 2016

Guru

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: MTs N Boyolali
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i>
Kompetensi Dasar	: 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i>
Jenis teks	: teks <i>descriptive</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 4 x 40 menit ( 2x pertemuan )

### 7. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- h. Menentukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam bacaan deskriptif
- i. Menjawab pertanyaan-pertanyaan berdasarkan informasi yang terdapat dalam bacaan atau gambar
- j. Mengidentifikasi stucture teks *descriptive*
- k. Menemukan main idea
- l. Mencari idesional meaning
- m. Menemukan tujuan komunikasi teks
- n. Mendeskripsikan tempat, benda, dan ciri-ciri seseorang

#### ❖ Karakter siswa yang diharapkan :

Percaya diri(Confident)

Dapat dipercaya ( Trustworthines)

Rasa hormat dan perhatian ( *respect* )

Tekun ( *diligence* )

### 8. Materi Pembelajarana

- Descriptive text is text that contain of Identification and description
- The purpose To describe a particular place, things, or person.
- The Generic structure : **Identification** : identifies the phenomenon to be described

**Description** : describes parts, qualities, and the characteristic of the person, place, or thing to be describe

✦ Grammatical feature :

5. **Focus on specific participants**
6. **Use identifying process**
7. **Adjective**
8. **Use of simple present tense**

A School library is a library where students, staff, or school members have access to enlarge their knowledge by reading.

There is one school library in senior high school Gemolong. The library is located in near the teacher's room. Our school library is large, because there are 18 tables and 17 desks. Our school library also comfortable because there 2 fans.

In our school library, there is one librarian. His name is Mr. Andrian Arie. There are 10 kinds of books, including public works, philosophy, religion, social sciences, pure science, applied science, language, art, and culture, literary and historical geography. All of them totaled 5.937 books. in our school library there are many kinds of newspaper. The newspaper are various and up to date. There books and newspaper are only for the education, enjoyment and entertainment for all members of school, but also to enchance and expand the school curriculum.

## 9. Metode Pembelajaran: Metode diskusi

## 10. Langkah-langkah Kegiatan

### Pertemuan pertama dan kedua.

#### C. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang verb 1, to be, bentuk kalimat simple present tense
- Menjawab pertanyaan berdasarkan informasi dalam bacaan

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

#### D. Kegiatan Inti

##### Eksplorasi

Dalam kegiatan eksplorasi, murid:

- ☞ Mendengarkan informasi tentang tujuan pembelajaran
- ☞ Membaca deskripsi sebuah gambar

- ☞ Memberikan contoh kalimat simple present tense dengan kata yang ada s/es dalam teks deskripsi

### Elaborasi

Dalam kegiatan elaborasi, murid:

- ☞ Mengelompokkan kata bentuk verb 1
- ☞ Mengelompokkan dan memberikan contoh kalimat simple present tense
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut

### Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

## C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## 11. Sumber belajar

- Buku teks yang relevan.
- Gambar-gambar yang relevan

## 12. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> <li>Menjawab pertanyaan tentang :</li> <li>Makna gagasan</li> <li>Makna tekstual dalam</li> </ul>	Tes tulis	PG	1. Choose the best option based on the text.



teks descriptive <ul style="list-style-type: none"> <li>Langkah retorika teks descriptive</li> <li>Tujuan komunikatif teks descriptive</li> <li>Ciri kebahasaan teks descriptive</li> <li>Membaca nyaring teks descriptive</li> </ul>	Tes lisan	T / F  Membaca nyaring	2. State whether the statements are TRUE or FALSE.  3. Answer the questions Read the text
--	-----------	------------------------------	--

a. Instrumen:

*Read the text below and answer the questions.*

6. *What is the text tell about?*
7. *Where is the located 1 junior high school Gemolongs library?*
8. *How many kinds of books in 1 junior high school Gemolongs library?*
9. *What is the name of librarian in there?*
10. *What is the purpose of school library? (Minimum 2)*

b. Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 5.
2. Jumlah skor maksimal  $(5 \times 5) = 25 \times 4 = 100$
3. Nilai maksimal = 100
4. Nilai Siswa =  $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$

c. Rubrik Penilaian (untuk nomor 7 dan 8)

Uraian	Skor
Isi benar, tata bahasa benar	5
Isi dan tata bahasa kurang tepat	4
Isinya benar tapi salah grammarnya	3
Tata bahasa benar tapi jawaban salah	2
Tidak dijawab	0

Mengetahui

Kepala Sekolah

Boyolali, April 2016

Guru

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**DAFTAR NAMA PESERTA DIDIK**  
**KELAS VIII G**  
**MADRASAH TSANAWIYAH NEGERI BOYOLALI**  
**TAHUN PELAJARAN 2015/2016**

<b>NO</b>	<b>NAMA</b>	<b>PRE - TEST</b>
1	ABDURRAAFI' AKBARI	67
2	AFDAL BINTANG SYAHPUTRA	47
3	AISYAH FEBRIANTI	47
4	AJENG ARSITA NUR SA'ID	67
5	AL MAHIDA ISTIQOMAH	67
6	ANGGI NUR KHASANAH	53
7	ANIS SORAYA HABIBAH	53
8	ANUGAH RENO NUR ROKHMAN	73
9	UNGA MAHA DEWI	67
10	DIMAS ADITYA	47
11	FARID WAHYU DYTMIKA	67
12	FARIZ NASRUL ULUM	53
13	HAWAN FUAD BAYU ANGGA	60
14	ISA NOORENDRA PURNOMO	80
15	ISNA NURAINI	53
16	KHOLIS RIZQI RAMADHAN	67
17	KHUSNUL IMROATUR ROHIMAH	73
18	LAILY NUR AZIZAH	67
19	MAHIRA AFANIN	67
20	MARETA PULUNG YUSRINA SARI	47
21	MUHAMAD SYIAFUL AKBAR	73
22	MUHAMMAD GANDHI FU'AD SAP	73
23	MUHAMMAD ILHAM PRASETYO	53
24	MUHAMMAD IRFANUDIN	47
25	NAHLIN IVANING	47
26	NI'MATUL ROBAH	73
27	NISA NUR ZAKIYAH	53
28	NUR AINI ARUM KUSMIYATI	40

<b>NO</b>	<b>NAMA</b>	<b>PRE - TEST</b>
29	NUR MUHAMMAD HAMZAH	73
30	NUZULIA AZIZAH AL LAILIYAH	53
31	OKTA TIAN ANNAFI	67
32	PRAYOGO TRI NUGROHO	60
33	PUTRI DIAH PURNAMA	67
34	RIZKI INDAH WIJAYANTI	53
35	RIZKY ANGGA YUDHI SANJAYA	60
36	TITIN TIARA RAHMAWATI	67
37	TRI JOKO	60
38	ULFIA RISKA NUR AMALIA	73
	MEAN	62

**DAFTAR NAMA PESERTA DIDIK**  
**KELAS VIII G**  
**MADRASAH TSANAWIYAH NEGERI BOYOLALI**  
**TAHUN PELAJARAN 2015 / 2016**

<b>NO</b>	<b>NAMA</b>	<b>POST - TEST 1</b>
1	ABDURRAAFI' AKBARI	73
2	AFDAL BINTANG SYAHPUTRA	67
3	AISYAH FEBRIANTI	73
4	AJENG ARSITA NUR SA'ID	73
5	AL MAHIDA ISTIQOMAH	73
6	ANGGI NUR KHASANAH	73
7	ANIS SORAYA HABIBAH	73
8	ANUGAH RENO NUR ROKHMAN	80
9	UNGA MAHA DEWI	73
10	DIMAS ADITYA	73
11	FARID WAHYU DYTMIKA	76
12	FARIZ NASRUL ULUM	67
13	HAWAN FUAD BAYU ANGA	67
14	ISA NOORENDRA PURNOMO	80
15	ISNA NURAINI	73
16	KHOLIS RIZQI RAMADHAN	73
17	KHUSNUL IMROATUR ROHIMAH	80
18	LAILY NUR AZIZAH	73
19	MAHIRA AFANIN	73
20	MARETA PULUNG YUSRINA SARI	60
21	MUHAMAD SYIAFUL AKBAR	80
22	MUHAMMAD GANDHI FU'AD SAP	80
23	MUHAMMAD ILHAM PRASETYO	67
24	MUHAMMAD IRFANUDIN	67
25	NAHLIN IVANING	67
26	NIMATUL ROBAH	80
27	NISA NUR ZAKIYAH	67
28	NUR AINI ARUM KUSMIYATI	53

<b>NO</b>	<b>NAMA</b>	<b>POST - TEST 1</b>
29	NUR MUHAMMAD HAMZAH	80
30	NUZULIA AZIZAH AL LAILIYAH	67
31	OKTA TIAN ANNAFI	73
32	PRAYOGO TRI NUGROHO	67
33	PUTRI DIAH PURNAMA	73
34	RIZKI INDAH WIJAYANTI	67
35	RIZKY ANGGA YUDHI SANJAYA	67
36	TITIN TIARA RAHMAWATI	73
37	TRI JOKO	67
38	ULFIA RISKA NUR AMALIA	80
	MEAN	71

**DAFTAR PESERTA DIDIK**  
**KELAS VIII G**  
**MADRASAH TSANAWIYAH NEGERI BOYOLALI**  
**TAHUN PELAJARAN 2015/2016**

<b>NO</b>	<b>NAMA</b>	<b>POST - TEST 2</b>
1	ABDURRAAFI' AKBARI	87
2	AFDAL BINTANG SYAHPUTRA	67
3	AISYAH FEBRIANTI	80
4	AJENG ARSITA NUR SA'ID	87
5	AL MAHIDA ISTIQOMAH	80
6	ANGGI NUR KHASANAH	80
7	ANIS SORAYA HABIBAH	78
8	ANUGAH RENO NUR ROKHMAN	92
9	UNGA MAHA DEWI	80
10	DIMAS ADITYA	87
11	FARID WAHYU DYTMIKA	90
12	FARIZ NASRUL ULUM	67
13	HAWAN FUAD BAYU ANGGA	87
14	ISA NOORENDRA PURNOMO	92
15	ISNA NURAINI	80
16	KHOLIS RIZQI RAMADHAN	93
17	KHUSNUL IMROATUR ROHIMAH	92
18	LAILY NUR AZIZAH	93
19	MAHIRA AFANIN	93
20	MARETA PULUNG YUSRINA SARI	67
21	MUHAMAD SYIAFUL AKBAR	87
22	MUHAMMAD GANDHI FU'AD SAP	87
23	MUHAMMAD ILHAM PRASETYO	80
24	MUHAMMAD IRFANUDIN	73
25	NAHLIN IVANING	92
26	NI'MATUL ROBAH	92
27	NISA NUR ZAKIYAH	73
28	NUR AINI ARUM KUSMIYATI	87



<b>NO</b>	<b>NAMA</b>	<b>POST TEST 2</b>
29	NUR MUHAMMAD HAMZAH	93
30	NUZULIA AZIZAH AL LAILIYAH	87
31	OKTA TIAN ANNAFI	87
32	PRAYOGO TRI NUGROHO	76
33	PUTRI DIAH PURNAMA	87
34	RIZKI INDAH WIJAYANTI	70
35	RIZKY ANGGA YUDHI SANJAYA	<b>67</b>
36	TITIN TIARA RAHMAWATI	<b>80</b>
37	TRI JOKO	<b>76</b>
38	ULFIA RISKA NUR AMALIA	<b>85</b>
	MEAN	<b>82</b>



