

**AN UNDERGRADUATE THESIS**

**THE USE OF WORD WALL MEDIA**

**TO IMPROVE THE STUDENTS VOCABULARY MASTERY**

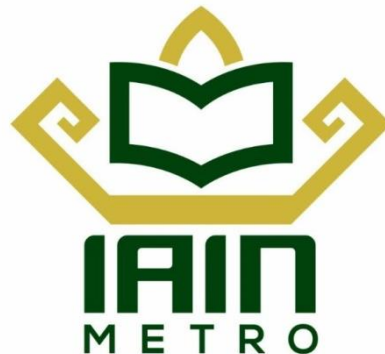
**OF THE EIGHTH GRADE OF MTs AT-THOYYIBAH**

**DEPOKREJO CENTRAL LAMPUNG**

**By:**

**RENI ANGGRAINI**

**Student Number 2001050024**



**TARBIYAH AND TEACHERS TRAINING FACULTY**

**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO**

**1445 / 2024**

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**OF THE EIGHTH GRADE OF MTs AT-THOYYIBAH**

**DEPOKREJO CENTRAL LAMPUNG**

Presented as a Partial Fulfillment Of The Requirements  
For The Degree Of Sarjana Pendidikan (S.Pd)  
In English Education Department

**By:**

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**Sponsor : Drs. Kuryani, M.Pd**

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**APPROVAL PAGE**

*Assalaamu'alaikum Wr. Wb*

Title : THE USE OF WORD WALL MEDIA TO IMPROVE THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTs AT THOYYIBAH DEPOKREJO CENTRAL LAMPUNG  
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LAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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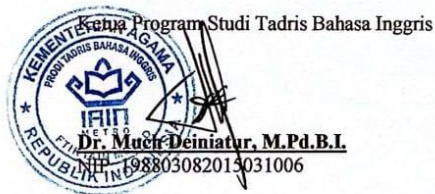
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Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.



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**RATIFICATION PAGE**

No: B-2654/In.28.1/0/PP.00.3/06/2024

An Undergraduate thesis entitled: THE USE OF WORD WALL MEDIA TO IMPROVE THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTs. AT-THOYYIBAH DEPOKREJO CENTRAL LAMPUNG written by: Reni Angraini, Student Number 2001050024 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, Mei 29<sup>th</sup>, 2024, at 13.30-15.30 PM

**BOARD OF EXAMINERS**

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Examiner I : Trisna Dinillah Harya, M.Pd

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Secretary : Aisyah Sunarwan, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty



## **ABSTRACT**

### **THE USE OF WORD WALL MEDIA TO IMPROVE THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTs AT-THOYYIBAH DEPOKREJO CENTRAL LAMPUNG**

**By:**

**RENI ANGGRAINI**

This research was aimed to know that Word Wall Media can improve students' vocabulary mastery at the eighth graders of MTs At-Thoyyibah Depokrejo. This research was based on the last observation result which the students' vocabulary score was improved and learning process had been active through Word Wall Media.

In this research, the researcher conducted Classroom Action Research (CAR). It was carried out to solve the students' problem in vocabulary mastery. The CAR design that used in this research was Kemmis Mc Taggart's design. It consist of four phases: planning, acting, observing, and reflecting. This research ws conducted in 2 cycles and every cycle consists of 2 meetings. The subject of this research was the students of class VIII Al-qudus of MTs At-Thoyyibah Depokrejo. In collecting the data, this research used test, observation, and documentation.

Based on the result and the discussion of this research, it could be said that the implementation of Word Wall Media to improve students' vocabulary mastery was success because the criteria of success (80%) was achieved. The result of the research showed that there were 85% of students passed the minimum standard criteria (72) in the post-test 2. Before the action was conducted, there were just 25% of students who passed the minimum standard criteria in the pre-test. Besides that, the significant improvement could be seen from the standards' learning activity. It means that the using of Word Wall Media can improve the students' vocabulary mastery.

***Keyword : Vocabulary Mastery, Word Wall Media, Classroom Action Research***

## **ABSTRAK**

### **PENGUNAAN MEDIA DINDING KATA UNTUK MENINGKATKAN PENGUASAAN KOSAKATA SISWA KELAS DELAPAN MTs AT- THOYYIBAH DEPOKREJO LAMPUNG TENGAH**

**OLEH:**

**RENI ANGGRAINI**

Penelitian ini bertujuan untuk mengetahui bahwa media dinding kata dapat meningkatkan penguasaan kosakata siswa kelas 8 MTs At-Thoyyibah Depokrejo. Penelitian ini berdasarkan pada hasil penelitian terakhir yang menyatakan bahwa nilai kosakata siswa meningkat dan proses pembelajaran berjalan secara aktif melalui media dinding kata.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas. Penelitian ini diadakan untuk memecahkan masalah siswa dalam penguasaan kosakata. Desain dari Kemmis MC Taggart. Desain penelitian ini terdiri dari 4 fase yaitu perencanaan, pelaksanaan, observasi dan refleksi. Penelitian ini dilakukan dalam 2 siklus, setiap siklus terdiri dari 2 pertemuan. Subjek penelitian ini adalah siswa kelas 8 Al-qudus MTs At-Thoyyibah Depokrejo. Metode yang digunakan dalam mengumpulkan data adalah tes, observasi, dan dokumentasi.

Berdasarkan hasil dan pembahasan penelitian ini, menunjukkan bahwa penerapan media dinding kata dapat dikatakan berhasil dalam meningkatkan penguasaan kosakata siswa karena kriteria keberhasilan (80%) telah tercapai. Hasil penelitian menunjukkan bahwa 85% siswa dapat mencapai KKM dalam post-test 2. Sebelum penelitian dilakukan, hanya ada 25% siswa yang dapat mencapai KKM pada pre-test. Selain itu, peningkatan yang signifikan dapat dilihat dari aktivitas belajar siswa. Ini berarti bahwa penggunaan media dinding kata dapat meningkatkan penguasaan kosakata siswa.

***Kata Kunci : Penguasaan Kosakata, Media Dinding Kata, Penelitian Tindakan Kelas***



**STATEMENT OF RESEARCH ORIGINALITY**

The Undersigned

Name : RENI ANGGRAINI  
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States that undergraduate thesis is originally the result of the researcher's research, except the certain parts which are excerpted from the bibliographies mentioned.

Metro, May , 2024

The writer,



RENI ANGGRAINI  
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### ORISINALITAS PENELITIAN

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Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Mei 2024

Penulis,



RENI ANGGRAINI

St. 2001050024

MOTTO

فَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

"So, whoever does an atom's weight of good will see it"

(Quran Al-zalzalah 99:7)

## **DEDICATION PAGE**

I highly dedicate this undergraduate thesis to:

My beloved parents  
(Mr. Nuril Huda and Mrs. Jumini)

My beloved older sister  
(Ririn Erviana)

My cutest nephew  
(Tsabita Mufida)

My beloved best friends  
(Dwi Oktianingrum, Emilia Fatma, Tatia May Hartanti, Putri Aulia Jasmine)

My beloved friends of TBI' 20 especially for Class B  
My Almamater IAIN Metro

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Praise is only to Allah SWT for this mercy and blessing. Sholawat is also sent to prophet Muhammad SAW who had delivered the truth to human being in general and muslim in particular that the researcher finally could complete this undergraduate thesis entitled “The Use Of Word Wall Media To Improve The Students Vocabulary Mastery Of The Eighth Grade Of MTs At-Thoyyibah Depokrejo Central Lampung”. Realizing that this undergraduate thesis would not be able to accomplish without any helps and support from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement her gratitude.

The researcher can not stand alone, there were many people who contributed their meaningful hands in accomplishing her undergraduate thesis that the researcher could not mention one by one. Thisfore, the researcher would to express her appreciation and sincere thank to:

1. Prof. Dr. Siti Nurjanah, M,Ag. PIA, the Rector of Institute For Islamic Studies of Metro.
2. Dr. Zuhairi, M.Pd, Dean of Tarbiyah and Teacher Training Faculty.
3. Dr.Much Deniatur, M.Pd.B.I, The head of English Education Departement of IAIN Metro.
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6. Nyla Feria Sari, S.Pd. as a English teacher in MTs At-Thoyyibah Depokrejo
7. The researcher also would like to express her thanks to the honorable of English Education Department.

Metro, 29 May 2024

The Researcher

A handwritten signature in black ink, appearing to read 'Reni Anggraini', with a large circular flourish on the left side.

Reni Anggraini

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

In the globalization era, the use of English as an international language is crucial. We are expected to be able to speak in English at this time. The use of Indonesian as the country's official language is, nevertheless, sanctioned by Indonesian education. The fact that English is included in the national exam demonstrates how important it is. For English language learners, mastering vocabulary is just as crucial as the other four language abilities.

Following grammar and pronunciation, building vocabulary is a continual challenge for both native and non-native speakers in language acquisition. While learning vocabulary in a new language seems straightforward, certain students struggle with retaining it. The children also appear to find learning English in class to be boring. In addition, the teacher utilizes the same method during each lesson to teach vocabulary by repeating the word. Students become bored as a result and lose interest in the vocabulary lesson. Insufficient vocabulary poses challenges for students in comprehending written and spoken language and expressing themselves effectively. Conversely, a broad vocabulary empowers individuals to enhance their English proficiency as it's crucial for practical language application.

Developing a strong vocabulary is pivotal for middle school as it directly influences their ability to grasp English, impacting their reading, writing, and overall comprehension of the subject. Insufficient vocabulary hampers students' communication skills, hindering their message delivery. A significant hurdle in mastering English lies in inadequate vocabulary, making it difficult for students with limited word knowledge to understand both spoken and written language.

The analysis of the data shows that eighth-grade students at MTs At-Thoyyibah face various problems in mastering vocabulary. Firstly, a significant issue is the students' limited vocabulary, making it hard for them to express ideas and understand complex texts. This limitation affects both their communication skills and their ability to grasp the nuances of the English language. Secondly, the problem goes beyond just vocabulary limitation to include difficulties in remembering, spelling, and saying new words. These problems create obstacles to building a strong language foundation, impacting the students' overall language skills in both writing and speaking English. Moreover, understanding the meaning of phrases adds another layer of complexity to the students' language journey. Students face the problem of understanding phrases within the broader context of sentence, paragraphs, and various types of language structure. There is also a noticeable decrease in students' interest in learning English, which may be linked to the difficulties

mentioned earlier, creating a less engaging and motivating learning environment. Recognizing the importance of interest in language learning becomes crucial for creating and conducive atmosphere. To address these problems, it is clear that students need specific media designed to improve their vocabulary mastery. These media aim not only to broaden their range of words but also to make the learning process more enjoyable and effective, ultimately contributing to a more comprehensive.

Additionally, the researcher endeavored to explore improving students' command of vocabulary using word wall media. This research was conducted among the eighth-grade students of MTs At-Thoyyibah Depokrejo. The researcher conducted pre-survey data on May 20, 2023, obtaining the following information:

**Table 1**  
**The percentage of The Students' Vocabulary Score**  
**of The Eighth Graders of MTs At-Thoyyibah Depokrejo**

No	Score	Category	Frequency	Percentage
1	$\geq 72$	Complete	3	15%
2	$\leq 72$	Incomplete	17	85%
Total			20	100%

Source: taken on the pre-survey at May 20, 2024

Based on the aforementioned data, the English subject's Minimum Mastery Criteria (MMC) for eighth grade students at MTs At-thoyyibah Depokrejo is set at 75. The researcher noted the students' inadequate mastery of vocabulary, evident from the table:



only 3 students, comprising 15% of the total, achieved a full score in the vocabulary test, while 17 students, accounting for 85%, did not complete the test.

Given the aforementioned problem, the teacher had to put in a lot of effort to find a solution. A teacher's ability to use a variety of teaching methods or media to pique students' interest in learning English is a crucial component of language learning. Through teaching and learning, the vocabulary could be mastered, and the method used to learn affects the outcome. To put it another way, the teaching and learning processes are crucial to pique students' interests.<sup>1</sup> Various forms of media can be utilized to teach vocabulary, and one such method is the implementation of a word wall. A word wall typically consist of a grouping of words that are showcased on a wall, bulletin board, chalkboard, or whiteboard within a classroom setting.<sup>2</sup> Therefore, large-sized text is used to ensure visibility across students' working areas, and the word wall stands as a media to improve students' command of vocabulary.<sup>3</sup> Furthermore, this media can assist students in engaging in English communication with others. Employing word wall as an instructional resource has the potential to heighten enthusiasm and enjoyment in the learning process.

---

<sup>1</sup> Sudiran, e.p, "The Implementation of Media in Teaching English for Young Learners (EYL)" *A journal of Culture, English Language Teaching, Literature and Linguistics*, 2014, 1.

<sup>2</sup> Kitchenham, B. *Prosedures for Performing Systematic Reviews* (Keele University Technical Report), 2004.

<sup>3</sup> Brabham, E & Villaume, S. *Building walls of words The Reading Teacher*, 2001, 54.

Word wall are considered an effective strategy for instructing vocabulary. They consist of words displayed on various surfaces within a classroom setting, such as walls, bulletin boards, chalkboards, or whiteboard. The junior high school students will gain fresh vocabulary learning experiences by employing word wall as a media for improve vocabulary mastery. Additionally, it can help students learn English vocabulary and get an understanding of the subject matter. When the teacher uses word wall to introduce new words, the students understand. It is helpful in the vocabulary teaching and learning process.

Finally, based on the rationale offered, the researcher plans to proceed with the study to resolve the problem. Additionally, it is claimed that word wall can inspire students to learn English. The researcher therefore made the decision to carry out a study titled "The use of word wall media to improve students' vocabulary mastery of the eighth grade of MTs At-Thoyyibah Depokrejo Central Lampung

## **B. Problem Identification**

Based on the previously provided information, the identified difficulties are as follows:

1. Limited vocabulary among students.
2. Challenges in recalling, spelling, and pronouncing new words.
3. Difficulty in grasping the meaning of phrases.
4. Decreased interest among students in learning English.

5. Students require specific tools to aid improving their mastery of vocabulary.

### **C. Problem Limitation**

Based on the problems outlined earlier, the students encountered various difficulties, but the researcher specifically targeted the students' decline in vocabulary. Consequently, the researcher aimed to improve the students' mastery of vocabulary by utilizing word wall media in this research.

### **D. Problem Formulation**

The research question was formulated as follows in light of the study's background and the problems that were identified above: "Can word walls media to improve students' vocabulary mastery and at the eighth graders at MTs At-thoyyibah Depokreko in Academic Year 2023/2024?"

### **E. Objectives and Benefits of The Study**

#### **1. The Objectives of the Study**

The objective of the study was to improve the students' vocabulary mastery and students' activities at the eighth graders of MTs At-Thoyyibah Depokrejo.

#### **2. Benefits of the Study**

##### **a. For the Students**

The positive results from these research can aid students in improving their proficiency in vocabulary mastery,

establishing a comfortable and enjoyable learning environment that significantly improves their vocabulary abilities. This successful outcome contributes to a more relaxed atmosphere, making the process of learning vocabulary more enjoyable and effective for students.

b. For the English Teacher

The successful outcome of this research can direct English teachers to implement this approach when teaching vocabulary mastery, aiming to create an enjoyable learning experience for students during the teaching process.

c. For the researcher

The favorable outcome of these studies can bolster the researcher's efforts to refine the strategy for mastering vocabulary and utilizing word wall. The researcher possesses extensive knowledge in teaching vocabulary through the use of word wall.

## **F. Prior Research**

This research will be carried out taking into account a number of earlier studies. The initial pertinent study was carried out by a researcher named Warda Latifah Asmiyati and Tiyas Saputri. The research was conducted in Surabaya in 2020 using systematic review.<sup>4</sup>

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<sup>4</sup> Warda Latifah Asmiyati and Tiyas Saputri, "Using Word Wall to Improve English Vocabulary Mastery", Systematic Review. *Konstruktivisme : Jurnal Pendidikan dan Pembelajaran*, Vol.12 (2) 2020 : 120-131

The research aims to highlight the effectiveness of word walls in enhancing English vocabulary and gather data on their application in language instruction. Using ten sources, including six theses and four journals, the research collected data through Google Scholar searches, selecting relevant material based on specific criteria. Descriptive analysis was employed as the data analysis method. The findings indicate that word walls can significantly improve vocabulary knowledge, leading to notable variations in test scores between the use and non-use of word walls. Post-test results were better than pre-test results. Notably, the first and second grades of Junior High School and the fifth grade of primary school can benefit from using word walls, emphasizing their applicability across educational levels, with a particular focus on Junior High School.

The second relevant research was conducted by Nurul Humairah Kahar and Sultan Baa, which was conducted in Campalagian Polewali Mandar West Sulawesi in 2021 employing the cluster random sampling technique as the research method.<sup>5</sup>

The purpose of this research was to determine whether or not Junior Secondary EFL students' vocabulary knowledge is enhanced by using word wall media. Pre experimental research design was used in the study. The seventh-grade students at SMP Negeri 1 Campalagian Polewali Mandar West Sulawesi served as the study's population. Using the cluster random sampling technique, twenty-

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<sup>5</sup> Nurul Humairah Kahar and Sultan Baa, "Using Word Wall Medium to Improve Students' Junior Secondary School Vocabulary Mastery", *International Conference on English Language Teaching*, ISSN: 2656-4432, 2021.

three (23) students were selected as research samples. A writing test that given as a pre-test and post-test served as the research tool in this study. To analyse the data, descriptive statistics were employed. The data analysis result revealable that the vocabulary t-test value was 114.1 and the t-table was 2.074. it indicates that  $114.1 > 2.074$ , or the t-test, was greater than the t-table. The null hypothesis (H0) was rejected and the alternative hypothesis (H1) was approved. As a result, it can be said that the EFL Junior Secondary School students in Polewali Mandar West Sulawesi may benefit from using word wall media to increase their vocabulary proficiency.

The third previous study was carried out in Medan in 2022 by Nofita Tamba, Fibre Yun Almanda Ginting, and Anna Stasya Prima Sari. The Classroom Action Research (CAR) method was employed in that study.<sup>6</sup>

This research focuses on using the word wall strategy to enhance students' vocabulary proficiency, specifically in Class X at SMA GKPI Pamen Medan during the 2017-2018 academic year. Conducted through Classroom Action Research (CAR) in two cycles, with three meetings per cycle, the study employed various tools like vocabulary tests, field notes, observation sheets, paperwork, and questionnaires to gather data. Results showed a consistent increase in mean scores: the pre-test scored 59, with 15%

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<sup>6</sup> Nofita Tamba, Fiber Yun Almanda Ginting, and Anna Stasya Prima Sari, "Improving Students Vocabulary Mastery Through The Application of Word Wall Strategy to The Tenth Grade students of SMA GKPI Pamen Medan", *Kairos elt journal*, Vol. 6 No. 1 April 2022.

of students scoring above 75; the formative test in cycle I scored 67.63, with 45% scoring above 75; and the post-test scored 83.33, with 91% above 75. This revealed a significant 76% rise in mean scores from pre-test to post-test. The study also highlighted students' increased interest in learning through the word wall strategy, as evident in field notes, observation sheets, photo proof, and questionnaires. It concludes that employing the word wall strategy can effectively enhance vocabulary learning, recommending its use as a tactic for English teachers to teach vocabulary mastery.

Many studies, including the referenced research, have looked into how word wall media can help students improve their English language skills. This study goes a step further to explore different ways word wall media can be used to improve students' vocabulary mastery. What makes this research stand out is its focus on a specific location, adding a new aspect to understanding the impact of word wall media. By looking at this particular viewpoint, the study aims to provide new ideas and creative methods for using word wall media to boost students' vocabulary in different learning tasks.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Vocabulary

##### 1. The Definition of Vocabulary

In acquiring a new language, building vocabulary stands out as one of the essential language skills learners need to cultivate. Without studying vocabulary, no language learner could become fluent in the language they attempt to learn. To read and write in English, as well as to understand and interpret a text written in another language, language learners require a wide vocabulary. This underscores the significance of vocabulary in language acquisition and its role in improving language skills for speakers.

The definition of vocabulary has been defined by numerous researchers. Vocabulary, according to Ur, is any word learned in a foreign language. A new vocabulary, however, can consist of more than one word; it could be arranged from two or more words that together express a meaning. Additionally, there are multiword idioms in which deriving the meaning of the phrase from a component word analysis is impossible.<sup>1</sup> Bauer, meanwhile, asserted that vocabulary is about words and their origins, transformations into other categories,

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<sup>1</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1991), 60.



relationships between words, and applications in our everyday lives.<sup>2</sup> Additionally, according to Richards and Renandya vocabulary development is a key component of language learning and serves as a foundation for kids' ability to read, write, speak, and listen effectively.<sup>3</sup> Besides, Zimmerman in Coady and Huckin states that vocabulary is central to language and of critical importance to the typical language learner. Elfrida argues that vocabulary is the knowledge of meaning of words. Meanwhile, Caroline states that language consists of words, vocabulary is the collection of words that an individual known.

The researcher concludes that vocabulary plays a vital role in learning as it forms essential basis for acquiring the four English language skills; speaking, listening, reading and writing. This idea is backed by the definition provided earlier, which aligns with Hatch and Brown's explanation stating that vocabulary represents a set of words in a language used with specific meanings.<sup>4</sup> Without vocabulary, it is obvious that people could not successfully communicate or convey their ideas, resulting in the absence of any language altogether.

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<sup>2</sup> Laurie, Bauer, *Vocabulary*, USA and Canada: Routledge, 1998.

<sup>3</sup> J. C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), 255.

<sup>4</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education*, Cambridge: Cambridge University, 1995), 1.

## 2. Kinds of Vocabulary

Receptive and productive vocabulary are the two categories into which Aebersold and Field divided vocabulary.<sup>5</sup> A group of words known as receptive or passive vocabulary are ones that students may understand and identify in context but cannot be utilized while speaking or writing. Although they are unsure of a word's exact meaning, the students understand it in general. This explanation leads to the conclusion that even though the learner did not utilize some vocabulary that they should know.

Celce-Murcia and Olshtain divided vocabulary into content and function words in accordance with Aebersold and Field.<sup>6</sup> Nouns, verbs, and adjectives are examples of content words. Adverbs, prepositions, determiners, pronouns, auxiliary verbs are examples of function words. The types of terminology that students should be familiar with were elucidated by Celce-Murcia and Olshtain. Together with learning how to utilize them, students must acquire both content and function terms. Additionally, the students must identify which of them is an adjective, verb, noun, or adverb.

Thornbury also divided words into six categories.<sup>7</sup> They are as follows:

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<sup>5</sup> Aebersold, J. N., & Marry L. F., *From Reader to Reading Teacher*, (Cambridge: Cambridge University Press, 1998), 139.

<sup>6</sup> Marianne Celce-Murcia and Elite Olshtain., *Discourse and Context in Language Teaching*, (Cambridge: Cambridge University Press, 2000), 76.

<sup>7</sup> Scott Thornbury, *How to teach vocabulary*, (Malaysia: Longman Press, 2002), 3-10.

a. Word classes

Part of speech is another term for word classes. Eight categories are used to group them, including noun, pronoun, verb, adjective, adverb, preposition and determiners.

1) Nouns

Nouns are words that designate an entity such as person, thing, or location. All of these are everyday nouns. Proper nouns are names of particular people, places, events, etc. Example of such names are: *Fendi, Singapore, Monday, so on.*

2) Pronouns

Pronouns are words that take the place of an object or person. Typically, pronouns are regarded as a unique subclass of nouns. This is so that they can substitute for a noun or collection of nouns. For example: *I, you, us, they, she, he, and it.*

3) Verbs

Verbs are words that explain what is happening in a sentence to the reader or listener. Verbs include things like *think, read, like, run, listen, know and so on.*

4) Adjectives

Words that describe or alter a person, place, or object are called adjectives. An adjective defines or adds to a noun by providing

the listener or speaker with additional information. For instance; *lovely, attractive, old, excellent, new and so on.*

5) Adverbs

Adverbs can describe verb adjectives or adverbs, some example are: *now, beautifully, upstairs, now, and so on.*

6) Preposition

Preposition are words that indicate a relationship between themselves and another portion of the phrase by being used with a noun or pronoun placed in front of them. Words like, *in, on, at, into under, beside, through, inside, before, opposite* are among them

7) Conjunctions

Words that join words in a group or sentence are called conjunction. Adverbial clauses typically use conjunction. Two categories of conjunctions exist: coordinating conjunction (*for example: and, but, or*) and subordinating conjunctions (*for example: when, because, if and although*).

8) Determiner

The determiner-words like “a”, “the”, “some”, “this”, “last”. To facilitate learning. They are split into two groups by Thornburry; they are preparations, conjunctions, determiners, and pronouns are examples of grammatical words. Conversely, verbs, nouns, adjectives, and adverbs are typically found in

content words. Grammar instruction dealt mostly with grammatical words, whereas vocabulary instruction focused more on content words.

b. Word families

Word families are group of words that are sufficiently closely related to each to form a 'family'. It discusses about affixation of a word, such as: prefixes (pre-, de-) and suffixes (-er, -full).

- 1) Play-plays-played : inflexious
- 2) Play-replay-playful : derivative

c. Word formation

The act of creating a new word is called word information. One method used to create new words from old ones is affixation. Additional methods are:

1) Compounding

The process of combining two or more separate words to create a single form is known as compounding. As an illustration:

$N + N = \text{House} + \text{Wife} = \text{Housewife}$

$\text{Adj} + \text{adj} = \text{Last} + \text{Minute} = \text{Last minute}$

$N + \text{Adj} = \text{Sugar} + \text{Free} = \text{Sugar free}$

2) Blending

Blending is the process of joining two different forms to create a single new word. As an illustration:

$\text{Motor} + \text{Hotel} = \text{Motel}$

Smack + Mash = Smash

### 3) Conversion

A word's conversion is a shift in its purpose. It happens when a noun is employed verbally without any contractions. As an instance:

“He was papering the bedroom walls”. (Paper that is noun is used as a verb in the sentence).

### 4) Clipping

Clipping is the process of shortening a word that has more than one syllable to a shorter form. For instance:

Motorbike → Bike

Gymnasium → Gym

### d. Multi words units

1) Phrasal verbs: give up, give in, run away, break up, sit down and so on.

2) Idioms: walking on air, cool as a cucumber, playing with fire and etc.

### e. Collocation

Two words are collocated if they occur together with more than chance frequency. Example: this week, once more, once again, as well.

f. Word meaning

1) Synonyms: words that mean the same thing or very close to it are called synonyms. As an illustration:

One = Single

Easy = Simple

2) Antonyms: words with opposing meanings are called antonyms. As an illustration:

Include X Exclude

Individual X Group

3) Homonyms: homonyms are words that have the same pronunciation (homophones) or spelling (homographs), but a distinct meaning. As an illustration :

Ruler (small distance) X Ruler (not patient)

Rose (be able to) X Rose (container)

The explanation provided above covers a wide range of words that the students should have been familiar with. As a result, in order for the students to utilize the language effectively, they need to have a large enough vocabulary.

### 3. The Importance of Vocabulary Mastery

Beyond its classifications, there are supplementary grounds illustrating the importance of vocabulary. In the event that it could aid students in using the language, vocabulary is crucial. Without vocabulary, people will not be able to say anything. People with broad

vocabulary mastery have better language skill than people with little vocabulary mastery.<sup>8</sup> As Edward mentioned in his book vocabulary is one of the important factors in all language teaching, students must continually be learning words as they learn grammar and as they practice pronunciation.<sup>9</sup>

Moreover, McCharty asserts that, according to the majority of language instructors' experiences, vocabulary constitutes the most substantial aspect of language courses. Regardless of how proficient a student become in grammar and pronunciation, effective communication remains impossible without a broad range of vocabulary to express various meanings.<sup>10</sup> It suggest that beyond merely learning new words, language learners stand to gain greater mastery of the language by acquiring an extensive vocabulary.

Moreover, within Scott Thornbury's book "How to Teach Vocabulary," Wilkins underscored the significance of acquiring vocabulary in language learning, emphasizing that without grammar very little can be conveyed; without vocabulary nothing can be conveyed and if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with

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<sup>8</sup> Aria Septi Anggaira, Nurul Aryanti, Suryadi, Tusrianto. *Songs for Teaching Vocabulary: English Learning Media for Preschoolers*, Jurnal Pendidikan Anak Usia Dini, Volume 6 Issue 6/2022, 6072.

<sup>9</sup> E. D. Allen and Rebecca M Vallete. *Classroom Thechnique, Foreign Language and English as a Second Language*, (New York: Harcout Brave Javanovich, 1997), 149.

<sup>10</sup> Michael McCharty, *Vocabulary*, (Oxford university Press, 1990), 3.



grammar, but you can say almost anything with words.<sup>11</sup> This implies that vocabulary enables individuals to articulate a multitude of ideas, whereas grammar allows for a more limited range of expression. This highlights the crucial significance of vocabulary in communication.

The explanation provided above highlights the essential role of language in the educational journey of students. If students possess a restricted vocabulary, they'll struggle to understand both the question and the English material. Furthermore, those who lack vocabulary will be unable to retain much information or knowledge. In any case, learners will be able to comprehend and communicate successfully in English if they are able to master vocabulary.

#### **4. The Approaches of Teaching Vocabulary**

Outlines various methods for teaching and learning vocabulary, elaborating on three specific approaches to this aspect of education:<sup>12</sup>

##### **a. Incidental learning**

Acquiring vocabulary incidentally while engaging in other activities, like teaching and learning, is a common phenomenon. Extensive learning stands out as a significant contributor to this form of unintentional vocabulary acquisition.

##### **b. Explicit instruction**

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<sup>11</sup> Wilkins, D.A., *Linguistics in language teaching*. London: Edward Arnold, 1972, in Scott Thornbury, *How to teach vocabulary*, (Malaysia: Longman, 2002), 13.

<sup>12</sup> Handy H., *Vocabulary graphics*. In G. Tomkins & C. Blanchfield (Eds), *Teaching vocabulary: 50 creative strategies, grades K-12* (Upper Saddle River, NJ: Pearson), 28-29.

Explicit instruction in teaching relies on pinpointing particular vocabulary goals for learners. There's existing information outlining these targets based on varying proficiency levels for learners.

c. Independent strategy development

Students should receive instruction in strategies that assist them in deducing words from context and retaining the meanings of encountered.

## 5. The Concept of Vocabulary Mastery

If a person knows enough vocabulary to use the language, communication will go smoothly. It means, that becoming proficient in vocabulary becomes crucial to speaking a language. As per Thomas, the concept of mastery is a term that educators universally employ and feel confident in comprehending.<sup>13</sup> Moreover, as proposed by Mosher in Thomas's work, mastery refers to attaining a specific depth of comprehension in particular content, while competence signifies the capability to utilize what has been mastered.<sup>14</sup> The adept handling of words within a language characterizes vocabulary mastery. Rivers, as discussed in Mofareh, contends that achieving vocabulary mastery is a personal accomplishment and possession.<sup>15</sup>

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<sup>13</sup> Thomas R. Guskey and Eric M. Anderman, "In search of a Useful Definition of Mastery", *Educational Leadership*, Volume 71/Number 4/December 2013/January 2014, 1.

<sup>14</sup> *Ibid.*

<sup>15</sup> Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and how to be Taught" *International Journal of Teaching and Education*, 9Saudi Arabia: King Khaled Academy, Vol.III, No.3/ 2015, 26.

Based on the preceding explanation, the researcher concludes that the skill of mastering vocabulary encompasses an individual's ability to comprehend and effectively use a comprehensive range of words, encompassing both spoken and written language.

## **6. The Assessment of Vocabulary Mastery**

Assessment or testing holds significance within the teaching and learning process. John highlights that when it comes to vocabulary assessment, the process appears straightforward as there are accessible word lists that serve as a foundation for choosing words to be include in tests.<sup>16</sup>

To gauge the students' advancement, the researcher employed a written assessment featuring multiple-choice questions and fill-in-the-blank exercise. In this research, students will take two exams. These are pre-test, which are used to gauge students progress in vocabulary mastery following the researchers instruction.

The researcher utilizes Brown's theory, as detailed in John's work, to evaluate the student's proficiency in vocabulary mastery through the following criteria:<sup>17</sup>

- a. Excellent to good: 20-18 displays precise vocabulary usage, employs parallel structures, communicates concisely, and exhibits a good register.

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<sup>16</sup> John Read, *Assesing Vocabulary*, (ttp.:tnp., tt), 2.

<sup>17</sup> John Charles, *Assesing Vocabulary*, (New York : Cambridge University Press, 2000), 218.

- b. Good to adequate: 17-15 demonstrates attempts at diversity, uses good vocabulary, avoid verbosity, maintains an acceptable register, and presents fairly concise style.
- c. Adequate to fair: 14-12 exhibits some misuse of vocabulary, lacks register awareness, and might tend toward wordiness.
- d. Unacceptable-below college-level standards: 11-6 inadequate expression of ideas, vocabulary issues, lacks structural variety.
- e. Inappropriate vocabulary usage: 5-1 demonstrates a lack of grasp on register or sentence diversity.

Indicators of vocabulary proficiency provide measureable signs to assess a student's knowledge and effective use of words in a specific language. Here are common indicators of vocabulary mastery:

- a. Word recognition : the ability to recognize and identify words accurately when encountered in reading or listening context.
- b. Spelling accuracy: correct spelling of words reflects a person's mastery of vocabulary and their ability to reproduce words accurately in writing.
- c. Word retrieval: the efficiency with which an students can recall and retrieve words from memory, especially during spontaneous communication.
- d. Frequency of word use : the frequency with which a student uses a broad range of vocabulary in everyday communication.

- e. Metacognitive awareness: an awareness of one's vocabulary learning process, including strategies for acquiring and retaining new words.

## **B. The Concept of Media**

### **1. The Definition of Media**

The media is literally defined as a middleman, that is, a person who stands between the message's source and its intended audience. Azizah (2020) suggest that media serves as a tool aiding the educational process, facilitating comprehension of conveyed messages to improve learning objectives. Another instrument for improving teaching and learning process activities is learning media. The preceding statements imply that educational media act as a conduit for messages in the instructional process, fostering more efficient learning.

Learning media encompasses anything capable of articulating concepts and stimulating students' emotions, thoughts, and will, fostering their learning process and development. Learning media often have the efficiency of learning activities as well as the clarity and appeal of the learning process.

## C. The Concept of Word Wall Media

### 1. The Definition of Word Wall Media

As per Allen, a word wall refers to a display board presenting crucial vocabulary or fundamental concept words visually.<sup>18</sup> Moreover, Cunningham and Allington assert that a word wall functions as a compilation of words aiding continuous educational instruction within the classroom. The words featured on the word wall tend to be high-utility, frequently utilized within a specific class context. Additionally, a thematic word wall comprises words interconnected with a particular theme, text, or instructional unit.<sup>19</sup>

Cronsberry describe the word wall as a collection of words prominently displayed on classroom walls, bulletin boards, or whiteboards. These words are printed in large fonts for clear visibility from any seating position and can originate from both teachers and students, serving as aids for the teaching and learning process. Additionally, Callella notes that the word wall serves as a media visual that aids students in recalling the connections between various vocabulary terms.<sup>20</sup>

So, Getman suggests that employing a word wall is an advantageous method for children to explore new words and develop

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<sup>18</sup> Sthephanic Macceca, *Reading Strategies for Science*, Second Edition, (Huntington Beach: Shell Education Publishing. Inc., 2014), 39.

<sup>19</sup> Janet Allen, *inside words: Tools for Teaching Academic Vocabulary Grades 4-12*, (Maine: Stenhouse Publisher, 2007), 119.

<sup>20</sup> Yasi Rahajeng Anindyajati and Abdul Salim Choiri, "The Effectiveness of Using Word Wall Media to Increase Science-Based Vocabulary of Students with Hearing Impairment in European Journal of Special Research", *Indonesia: Sebelas Maret University*, Vol.2/2017, 15-16.

confidence in their capacity to replicate and eventually internalize correct spelling.<sup>21</sup> Carroline explains that word wall consist of word lists derived from student’s reading experience, which can then be utilized in their writing activities.<sup>22</sup>

Additionally, according to Clark, word wall can be displayed around the classroom on sizeable laminated construction paper sheets. Furthermore, setting up an additional word wall dedicated to subject-specific terms can aid in improving students’ vocabulary related to the current class topics.<sup>23</sup>

The definition implies that a word wall comprises displayed word on a wall, serving as a tool to help students remember recently introduced vocabulary.

## **2. Word Wall as Media of Teaching Vocabulary**

A word wall comprises words showcased on classroom wall, bulletin boards, check boards, or whiteboards. These words are printed in a large font size to ensure visibility from all student seating positions. Both teachers and students consistently reference these words throughout a unit or lesson, engaging with them during various learning activities.<sup>24</sup>

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<sup>21</sup> Heather Getmen, *Top 25 Easy-to-Make-Books, Word Wall, and Charts for Building Literacy*, (U.S.A.: Scholastic Teaching Resource, 2001), 13.

<sup>22</sup> Carolin T, T. Linse, *Practical English*, (ttp.:tnp.,tt), 114.

<sup>23</sup> Sarah Kartchner Clark, *Writing Workshop*, (U.S.A.: Teacher Created Resource, Inc., 2004), 6.

<sup>24</sup> Yasi Rahajeng Anindyajati and Abdul Salim Choiri, “The Effectiveness of Using Word Wall Media to Increase Science-Based Vocabulary of Students with Hearing Impairment in European Journal of Special Research”, *Indonesia: Sebelas Maret University*, Vol.2/2017, 15-16.

Erin outlines several activities within teaching vocabulary through word wall media:<sup>25</sup>

- a. Ensuring word accessibility by positioning them where every student has visibility. Utilize different background colors with bold, sizeable black letters to differentiate words that are often confused more easily.
- b. Teachers should carefully choose the words they include on the word wall, focusing on those commonly used by student in their writing. It's advisable to add words gradually, typically around five words per week. According to Brabham & Villaume, while every teacher may differ in their approach to displaying, organizing, and utilizing word wall in the classroom, there are shared characteristics among them:<sup>26</sup>
  - 1) Each compilation comprises words suitable for students' classroom-level study, aligned with their development stage.
  - 2) Words are chosen with a particular instructional aim in mind..
  - 3) These collections grow over time; as new words enter, familiar ones persist for continued exploration.
  - 4) Engaging in activities and discussions about word wall offers conversational frameworks shaping students' approaches to studying, contemplating, and utilizing words.

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<sup>25</sup> L. Erinn, Henrichs, BS, *Interactive Word Walls and Student Perception of Vocabulary*, Thesis, (San Marcos: Texas State University, 2011)

<sup>26</sup> E. Brabham and Villaume. S, *Building Walls of Words The Reading Teacher*, Vol. 54, 700-702.



- 5) The words displayed on walls act as visual support, aiding students momentarily during self-directed reading sessions.

### 3. The Procedure Using Word Wall Media

Getman outlines several procedures for utilizing word wall media as follows:<sup>27</sup>

- a. Establish the Star Word Wall by arranging alphabet cards on the bulletin board or wall, ensuring there's room beneath each letter.
- b. Create a collection of commonly used words.
- c. Write every word distinctly on an index card or strip of paper using a thick black marker to ensure it can be easily read even from afar.
- d. Optionally, attach a star sticker to each card or strip.
- e. Organize the words alphabetically in a box for easy accessibility throughout the year.
- f. Weekly, select four words to emphasize during various activities, encouraging reading, spelling, and contextual usage by students.
- g. Place the emphasized words under the respective letters on the word wall for continual reference by children.
- h. Begin each subsequent week by introducing twenty new words, ultimately teaching over 1200 words by the year's end.

These step-by-step methods provide a clear guideline for using word wall media, offering guidance on how to proceed.

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<sup>27</sup> Heather Getman, *Top 25 Easy-to-Make-Books, Word Wall, and Charts for Building Literacy*, (U.S.A.: Scholastic Teaching Resource, 2001), 13.

#### 4. The Advantages and Disadvantages of Word Wall

##### a. The advantages of word wall

This activity offers numerous benefits to students. As per Jennifer Cronsberry, these benefits include:

- 1) Offering a method for teaching vocabulary that prioritizes student engagement and advanced thinking skills.
- 2) Enhancing reading comprehension and writing style by expanding vocabulary.
- 3) Strengthening comprehension of subject-specific terms, ensuring students grasp essential concepts.
- 4) Aiding in spelling improvement and fostering awareness of spelling patterns.
- 5) Offering visual prompts to aid students.
- 6) Fostering student autonomy in reading and writing endeavors.

##### b. The disadvantages of word wall

There's a scarcity of literature addressing the drawbacks of the word wall media. The sole source I have comes from Dewi Nurhamida, who mentioned that learning use word wall method will require a long time and needs a lot of equipment and colors. Imagination and creativity needed to produce good word wall.<sup>28</sup>

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<sup>28</sup> Dewi Nurhamida, "Improving Students' Vocabulary Mastery through Word Wall", Skripsi at *English Department of Education Faculty State Islamic Institute (STAIN) Salatiga*, 2012, Unpublished.

#### **D. Action Hypothesis**

The researcher developed the following hypothesis, which was based on a framework of theories and presumptions: “Using word wall media can improve the students’ vocabulary mastery of the eighth grade of MTs At-Thoyyibah Depokrejo Central Lampung in the Academic Year 2023/2024”

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Variable and Operational Definition of Variable

##### 1. Variable

Variables represent characteristics of an object that vary among different objects. In research, variables are typically classified as either dependent or independent. Independent variables are those actively altered in value to explore their effects on other variables. In contrast, the dependent variable is the one affected by changes in the independent variable.<sup>1</sup>

##### 2. Operational Definition of Variable

An operational definition of a variable involves a precise and explicit explanation of how a particular concept or element will be assessed, observed, or controlled in a given study or experiment.<sup>2</sup> For example; vocabulary acquisition, engagement with word wall, retention of vocabulary, vocabulary integration into writing/speech. This definition outlines the practical steps or procedures used to quantify and qualify the variable, ensuring its consistent and reliable assessment. This research involves two variables: the word wall media and the mastery of vocabulary..

The operational definition of variable in this research as follows:

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<sup>1</sup> Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research* (SAGE Publication inc, London, 2001), 46.

<sup>2</sup> Beth Morling, *Research Methods in Psychology: Evaluating a World of Information* (W.W. Norton & Company, 2021)

## 1. Independent Variable

The Independent variable are selected by the researcher for investigation to evaluate their potential impact on one or multiple other variable.<sup>3</sup> This research considers word wall as the independent variable (X), which is observed and measured using a specific media, an observation sheet. The method for scoring this observation sheet is a Likert scale, which is a scale from 1-5 of from “very bad” to “very good”. This variable emphasizes the improvements of students’.

Moreover, to know student’s participant in using word wall media, there are some indicator as follow:

- a) Students actively engage with and utilize the word wall resource during classroom activities.
- b) Students effectively integrate word wall vocabulary into discussions or written assignments.
- c) Students autonomously approach the word wall to investigate or seek clarification on specific words.
- d) Students reflect on their utilization of word wall vocabulary as part of their learning journey.

## 2. Dependent Variable

Kumar provides a definition for “dependent variable is the factor which is observed and measure to determine the affect of

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<sup>3</sup> Jack R. Fraenkel, *How To Design And Evaluate Research In Education (English Edition)*, New York: Mcgraw-Hill, 1990), 63-64.

independent variable”.<sup>4</sup> This suggests that the dependent variable relies on the independent variable and is the result of its impact. Measurement of this variable is conducted via item tests, with scores ranging from 1 to 20. In this research, the mastery of vocabulary (Y) serves as the dependent variable.

In order to gauge the students’ proficiency in vocabulary through the utilization of word wall media, the researcher established specific indicators within this variable, outlined as follows:<sup>5</sup>

- a) Excellent to good: 20-18 displays precise vocabulary usage, employs parallel structures, communicates concisely, and exhibits a good register.
- b) Good to adequate: 17-15 demonstrates attempts at diversity, uses good vocabulary, avoid verbosity, maintains an acceptable register, and presents fairly concise style.
- c) Adequate to fair: 14-12 exhibits some misuse of vocabulary, lacks register awareness, and might tend toward wordiness.
- d) Unacceptable-below college-level standards: 11-6 inadequate expression of ideas, vocabulary issues, lacks structural variety.
- e) Inappropriate vocabulary usage: 5-1 demonstrates a lack of grasp on register or sentence diversity.

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<sup>4</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), 63-64.

<sup>5</sup> John Charles, *Assesing Vocabulary*, (New York : Cambridge University Press, 2000), 218.

## B. Research Location

This research will conduct in MTs At-thoyyibah which is located in Jl. Sinuwun Masjid At-Thoyyibah Depokrejo, Trimurjo district, Central Lampung. This research was carried out at class VIII Al-Quddus of MTs At-thoyyibah.

## C. Subject and Object of Study

### 1. Subject of Study

This research focuses on students who class VIII Al-Quddus at MTs At-Thoyyibah Depokrejo. The number of the VIII Al-Quddus student is as follows:

**Table 2**

**The Number of VIII Al-Quddus Students**

No.	Students		Total
	Male	Female	
	11	9	20

The researcher selected this particular class for several reasons, one being its notably lower scores in the English subject compared to other classes, particularly in vocabulary proficiency.

### 2. Object of the Study

This research focuses on improving students' mastery of vocabulary by implementing word wall media for their practice. The aim is to utilize word wall in the teaching and learning process, with the hope that it will enhance learning outcomes and academic engagement.

## **D. Action Plan**

### **1. Concept of Classroom Action Research (CAR)**

The methodology applied in this research was Classroom Action Research (CAR). This choice aimed to stimulate student involvement in learning activities and enhance their vocabulary proficiency through the utilization of word wall media.

Kumar describes action research as a method intended to enhance and adapt the operational structure of a classroom within an educational setting.<sup>6</sup> Conversely, Cresswell suggest that action research offers educators or teachers a chance to contemplate their own methodologies.<sup>7</sup> Based on the claims made, action research is believed to prioritize reflection and the enhancement of teaching and learning within the classroom setting.

Moreover, Ary, et.al argue that action research involves implementing actions derived from research findings and further examining the outcomes of those actions.<sup>8</sup>

The diverse elucidations provided indicate that classroom action research involves educators investigating and evaluating their classroom practices, aiming to address issues and find solutions through inquiry and assessment. This is done through self-reflection coupled with methodical, planned action.

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<sup>6</sup> *Ibid.*, 261

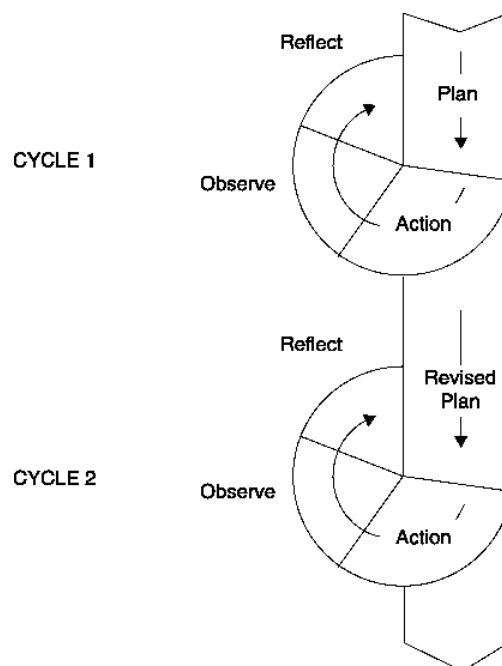
<sup>7</sup> John Creswell, , *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 577

<sup>8</sup> Donald Ary, *et.al*, *Introduction to Research in Education*, (Belmont: Cengage Learning, 2010), 512.



Regarding the type of action research utilized, the researcher opted for collaborative action research, involving the involvement of an English teacher as a collaborator or participant to assist in the research process. Thus, Nyla Feria Sari, S.Pd. Provided assistance to the researcher. She works at MTs At-Thoyyibah Depokrejo as an English teacher.

Among the various models of Classroom Action Research (CAR), this research will adopt the research design proposed by Kemmis and McTaggart. As outlined by Anne Burns, their model characterizes action research as a dynamic and complementary process structured around four pivotal phases—planning, action, observation, and reflection—operating in a spiral system.<sup>9</sup> The sequence of those stages is visually represented in the following diagram:



<sup>9</sup> Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), 32.

### **Figure 1. Kemmis and Mc Taggart Model**

This diagram illustrates the flow of the research process, starting with a preliminary study and then proceeding through cycle of planning, acting, observing, and reflecting in a spiral system. The premise is that if the initial objectives in a cycle aren't met or new issues arise, the process continues and gets revised in the subsequent cycle, which mirrors the phases of the initial cycle.

#### **2. Classroom Action Research (CAR) Cycle**

Following Kemmis and McTaggart's framework, the research process involves four specific activities within each cycle. These activities include:

##### **a. Cycle 1**

##### **1) Planning**

Initiating with planning marks the initial phase in each activity, crucial for maintaining focus throughout the researcher's endeavors. Planning serves as a reference for subsequent actions, outlining the specific steps that the researcher can undertake, including:

- a) The researcher organized the lesson blueprint, materials, and instructional aids.
- b) The assignments and assessment were strategized by the researcher.

- c) The researcher arranged for the creation of tests (both pre-test and post-test).
- d) Observation sheets were readied by the researcher to identify teaching and learning issues concerning vocabulary.

## 2) Acting

Within this phase, the researcher administered pre-tests, conducted the treatment, and then administered post-tests to the students. They were directed to complete vocabulary assessments before and after the treatment, spanning across four sessions. The researcher adhered to the English subject schedule in the class during this process, allocating 2 session of 40 minutes each for every meeting.

During the execution phase, several activities were carried out, including:

### a) Pre teaching activities

- (1) Welcoming, prayers, and attendance check.
- (2) Material segmentation and selection by the researcher for teaching purpose.
- (3) The researcher briefed the students on the discussed material to provide information.

### b) During teaching activities

- (1) The researcher distributed a worksheet containing multiple-choice and fill-in-the-blank exercises to the students.
- (2) The researcher instructed the students to complete the assigned tasks.

c) Post teaching activity

- (1) Students were prompted by the researcher to gather their work.
- (2) Collaborative conclusion formation.
- (3) Homework assignments were distributed by the researcher to enhance student comprehension.
- (4) The session concluded with a collective prayer led by the researcher.

3) Observing

During this phase, the researcher actively monitored the teaching and learning process. Employing an observation sheet, the researcher conducted observations that proved effective while overseeing the teaching and learning interactions. The researcher watched the key elements in the teaching and learning process. The researcher obtained information about the student's performance, motivation, and outcome via the observation sheet.

#### 4) Reflecting

In the final stage of this process, the researcher reviews and deliberates on the observation sheet and the result stemming from the teaching and learning process, engaging in reflection. The researcher collected data from the teaching and learning activities. The researcher then considered her findings after reviewing the observation sheet, the assignment grade, and the feedback from teachers.

Initially, the researcher assessed the distributions of pre-test and post-test scores, then proceeded to evaluate and determine the quality of the teachers' performance based on these outcomes. The process by which the researcher determined the issue that was the focus of their study, gave a pre-test to determine the student's level of vocabulary mastery prior to conducting action research, chose the treatment materials, gave a post-test to assess the action research's findings, carried out a post-test for the teacher, analyzed all the entire process.

#### b. Cycle 2

##### 1) Planning

- a) Examined the outcomes of reflecting on cycle 1.
- b) Drafted the lesson plan.
- c) Organized the instructional materials.

## 2) Acting

In the initial cycle, there were three phases within the teaching and learning process:

- a) Encouraged students to increase their study efforts.
- b) Implemented the word wall treatment.
- c) Administered the post-treatment test.

## 3) Observing

The collaborator observed and gathered data during the execution of the learning process.

## 4) Reflecting

The researcher attempted to observe and reconsider a previous study. The aim was also to determine if there was any impact on the pupils educational journey. Thinking back, the researcher may learn about the actions taken by the researcher and their strengths and weaknesses.

## **E. Data Collecting Technique**

In this study, the researcher employed four methods to gather data, which are as follows:

### **1. Test**

In this research, the assessment administered to the students takes the form of a written test, which includes two variations: a pre-test and a post-test. These tests differ in difficulty and featured multiple-choice and fill-in-the-blank formats, totaling 20 items. Each correct answer

earns a score of 1, and the overall score is calculated by dividing the total correct answer by the total number of exercises, then multiplying by 100, resulting in scores ranging from 0 to 100. The assessment is divided into two sections:

a. Pre-test

Before introducing the treatment, students undergo a pre-test aimed at assessing their initial competency level using reciprocal teaching. This pre-test specifically evaluates vocabulary mastery and is conducted using an objective format comprising multiple-choice questions along with fill-in-the-blank exercise.

b. Post-test

After being instructed in mastering vocabulary using of word walls media, students are administered a post-test to assess their advancement before and after the treatment. By employing an objective examination format involving multiple-choice and fill-in-the-blank sections, the researcher assesses progress by contrasting the outcomes of the pre-test and post-test.

## **2. Observation**

In this research, the objects observed by the researcher through this observation are two, namely;

- a. Teacher performance, and
- b. students learning activities.

To find out how the teacher's performance and students' activities, the researcher in this research observed the students as they participated in it. The researcher filled in the observation sheet with a list of activities that the students did.

### **3. Documentation**

The researcher used documentation to obtain data about the school profile, including:

- a. The history of the school
- b. The condition of teacher and official employe
- c. Organization structure
- d. The condition of students
- e. School facilities conditions
- f. Location sketch at MTs At-Thoyyibah Depokrejo, Trimurjo, Central Lampung.

Besides that, documentation is also used to visualize learning activities in the classroom in the form of photos.

### **F. Data Collecting Instrument**

The instruments used in this research were:

#### **1. Test**

Test was a series of question or exercise as well as other equipment used to measure the skills, knowledge, intelligence, ability or talents of



individual or groups.<sup>10</sup> Test used for measuring the student's achievement on vocabulary and understanding of material.

## 2. Observation sheet

A list of the student activities that were observed during the learning process made up the guidelines. To understand how the teacher performances and students activities was carried out, the researcher in this study watched the students as they participated in it. It was used to determine whether or not employing word walls as media tool may help students overcome obstacles and expand their vocabulary.

A few elements of the teaching and learning process were noted, including how word walls media can influence students' experiences, opinions, and vocabulary growth. It can also pique students' interest in acquiring vocabulary through word walls media and student names.

## G. Data Analysis Technique

Data analysis took from the average score of the pre-test and post test in cycle 1 and cycle 2. The formula to get the average as follow:<sup>11</sup>

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

Note

$\bar{X}$  = Average score

$\sum x$  = Total Score of the students

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<sup>10</sup> S. Arikunto, Suhardjono, Supardi, *Penelitian Tindakan Kelas*, (Bumi Aksara: Bandung, 2008)

<sup>11</sup> Donald Ary, *et.al, Introduction to Research in Education, Eight Edition*, (USA: Wadsworth Cengage Learning, 2010), 108.

$N$  = Total of Students.

Additionally, in order to determine the outcome, the researcher examined the average score for each cycle's pre-test and post-tests. Next, to determine the proportion of students' learning activity scores that are increasing, the researcher employed the formula as follow:

$$p = \frac{\sum x}{N} \times 100\%$$

Note:

P = Percentage

$\sum x$  = Total Score of the Students

N = Total of Students

#### H. Indicators of Success

This research is considered complete if 80% of students who reach the score 72 as MMC and 75% of students who active in the learning process.

## CHAPTER IV

### RESULT OF THE RESEARCH AND DISCUSSION

#### A. Result of the Research

##### 1. Description of the Research Location

###### a. Brief History about the Establishment of MTs At-Thoyyibah Depokrejo

MTs At-Thoyyibah Depokrejo was established on May 1st, 1983, supported by the Head of Depokrejo Village. The management of the MTs At-Thoyyibah Depokrejo was entrusted to respected community figures, especially Mr. Herman Bahdin. Assisted by the surrounding scholars.

MTs At-Thoyyibah Depokrejo is under the auspices of the At-Thoyyibah Depokrejo Educational Foundation. The At-Thoyyibah Educational Foundation is located at Jalan Sinuwun Masjid At-Thoyyibah Depokrejo, with a land area of 1800 m<sup>2</sup> and 450 m<sup>2</sup>, supported by notarial deed Number 11 of 1984 with registered accreditation. Furthermore, it was issued a Decree from the Ministry of Religious Affairs Number Wh/SK/834/2002 granting the authority to conduct its own examinations.

Since the establishment of MTs At-Thoyyibah Depokrejo, it has undergone five periods of changes in school principals, each with different terms of office, namely:

- 1) Mr. Herman Bachdin, S.Ag, served from 1983 to 1986

- 2) Mr. Umar Hasan TR, served from 1986 to 1988
- 3) Mr. Suparno, A.Md, served from 1988 to 1990
- 4) Mr. Abdul Muid, S.Ag, served from 1990 to 2017
- 5) Mrs. Nurul Halimah, S.Pd.I, served from 2018 to 2019
- 6) Mr. Suparno, S.Pd.I, served from 2020 to 2022.
- 7) Mrs. Nawarsi, S.Pd.I, has served since 2022 until now.

**b. The Condition of Teachers In MTs At-Thoyyibah Depokrejo**

The condition of teachers in MTs At-Thoyyibah Depokrejo can be identified as follow:

**Table 3**

**The Data of Teachers in MTs At-Thoyyibah Depokrejo**

Employment Status	Sex		Total
	Male	Female	
Principal	-	1	1
Vice Pricipal (Curriculum)	1	-	1
Vice Principal (Student Affairs)	-	1	1
Civil Servant Teachers	-	-	-
Non-Civil Servant Teachers	2	12	14
Guidance Counselor	1	-	1
Administrative Staff	1	-	1
Total	5	14	19

*Source : The documentation result of teachers' condition in MTs At-Thoyyibah Depokrejo*

**c. Quantity Students of MTs At-Thoyyibah Depokrejo**

The quantities of the students MTs At-Thoyyibah Depokrejo can be identified as follow:

**Table 4**

**The Quantity of The Students at MTs At-Thoyyibah Depokrejo**

No	Class	Sex		Total
		Male	Female	
1.	VII	20	19	39
2.	VIII	19	18	37
3.	IX	14	16	30
Total		53	53	106

*Source: The documentation result of students' quantity in MTs At-Thoyyibah Depokrejo*

**d. Facilities and Infrastructure of MTs At-Thoyyibah Depokrejo**

The facilities and infrastructure of MTs At-Thoyyibah Depokrejo can be identified as follows:

**Table 5**

**The Facilities and Infrastructure in MTs At-Thoyyibah**

No	Facilities	Conditions			Total
		Good	Slightly damage	Seriously damage	
1.	Classroom	5			5
2.	Teacher's room	1			1
3.	Principal's office	1			1
4.	Guest room	1			1
5.	Library room	1			1
6.	UKS	1			1
7.	Mosque	1			1
8.	Toilet facilities	5			5

9.	Parking area	2			2
10.	Storage room		1		1
11.	Cafetaria	1			1
12.	Administrative office	1			1
13.	Kitchen	1			1
<b>Total</b>		<b>21</b>	<b>1</b>		<b>22</b>

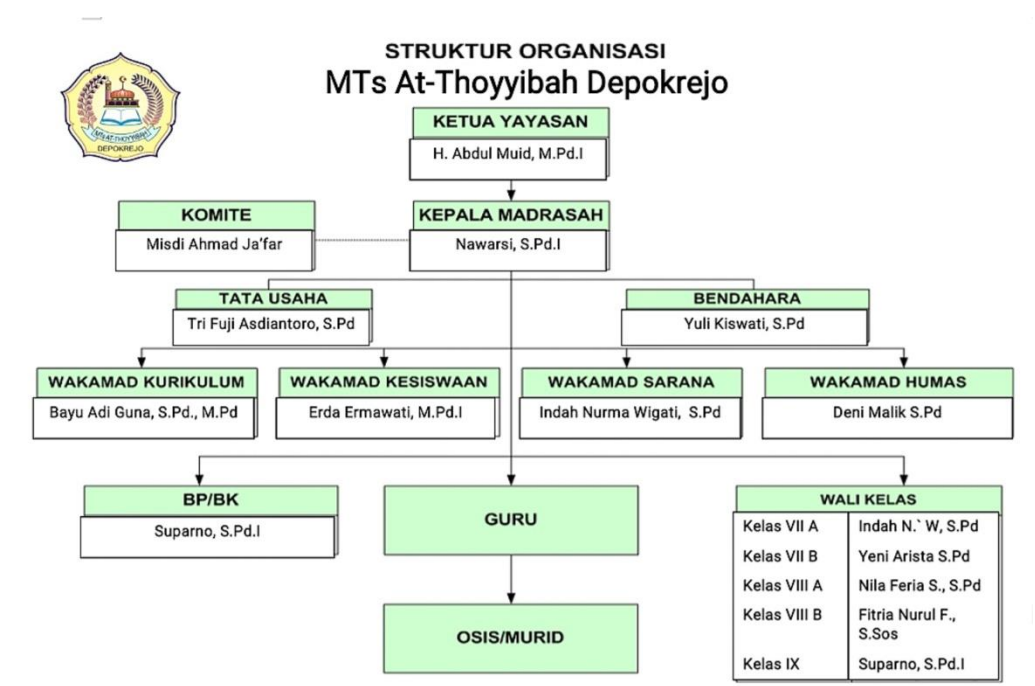
Source: The documentation result of facilities and infrastructure in MTs At-Thoyyibah Depokrejo

### e. Organization Structure Of MTs At-Thoyyibah Depokrejo

The organization structure of MTs At-Thoyyibah Depokrejo can be shown in the following figure:

**Figure 2**

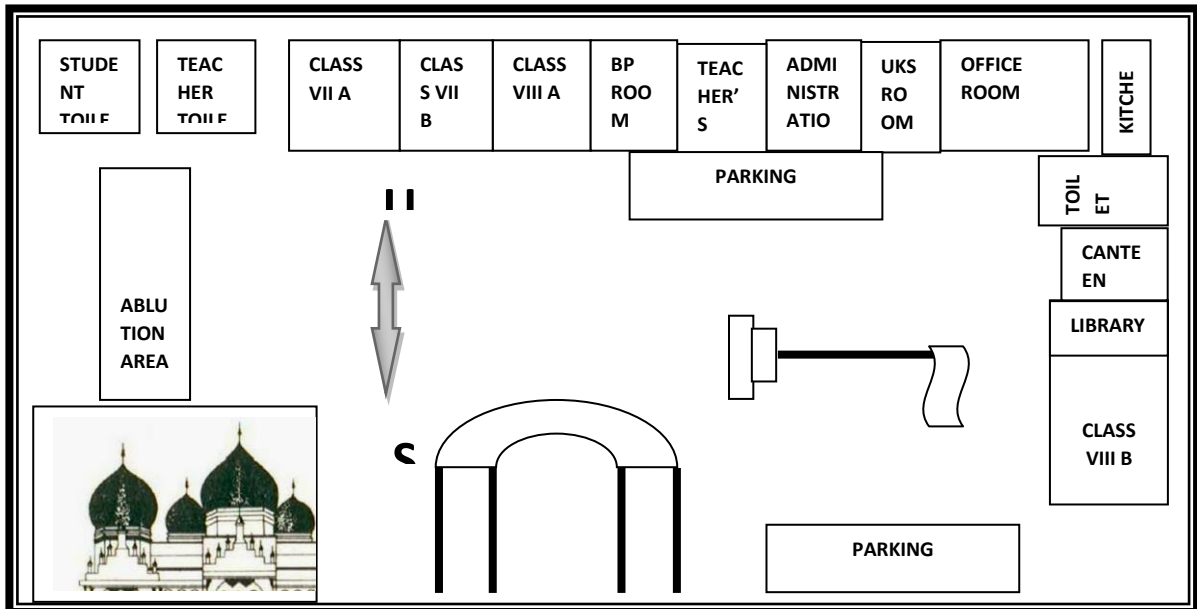
### Organization Structure of MTs At-Thoyyibah Depokrejo



## f. Location Sketch of MTs At-Thoyyibah Depokrejo

**Figure 3**

Location Sketch of MTs At-Thoyyibah Depokrejo



Source : The documentation result of location sketch in MTs At-Thoyyibah Depokrejo

## 2. Description of The Research Data

This research utilized classroom action research to improve eighth-grade students' mastery of vocabulary at MTs At-Thoyyibah Depokrejo. The research consisted of two cycles, each involving planning, implementation, observation, and reflection. Before administering the treatment, a pre-test was given to gauge the students' vocabulary proficiency. Assessments at the end of each cycle determined the students' vocabulary mastery, while their activity data during the learning process was collected through observation.

In this research prior to the commencement of Cycle I, a pre-test was administered on Tuesday, February 28, 2024, to assess the

students' vocabulary proficiency before any treatment was introduced. The pre-test involved written assessments comprising multiple-choice and fill-in-the-blank questions. The results of the pre-test are presented in the table below:

**Table 6**

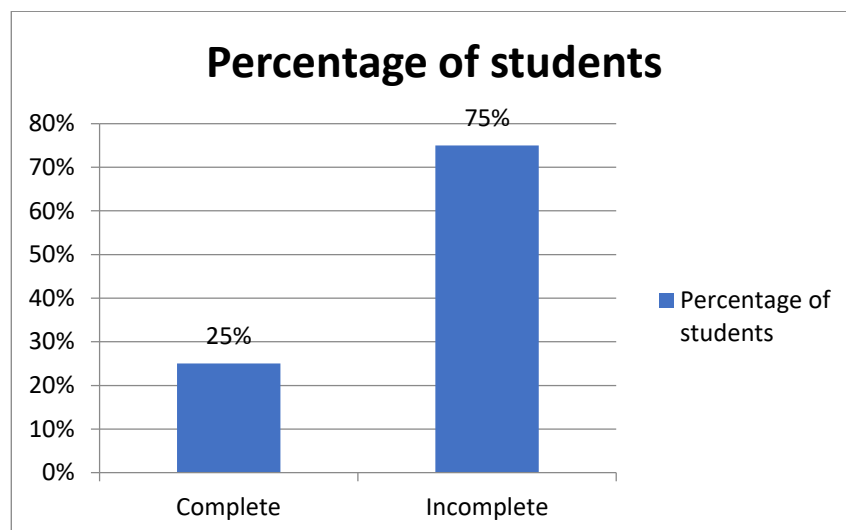
**The Result of Students' Vocabulary Score (Pre-Test)**

<b>No.</b>	<b>Students' Code</b>	<b>Score</b>	<b>Category</b>
1.	AMA	44	Incomplete
2.	AJ	60	Incomplete
3.	AAT	52	Incomplete
4.	DSW	78	Complete
5.	FJR	42	Incomplete
6.	FL	56	Incomplete
7.	FHP	42	Incomplete
8.	FSP	78	Complete
9.	GD	52	Incomplete
10.	KNS	50	Incomplete
11.	KPP	64	Incomplete
12.	MEA	76	Complete
13.	RIS	78	Complete
14.	RR	38	Incomplete
15.	RT	50	Incomplete
16.	R	52	Incomplete
17.	SF	54	Incomplete
18.	UIS	76	Complete
19.	WA	38	Incomplete
20.	ZA	50	Incomplete
Total		1130	
Average		56, 5	
Highest Score		78	
Lowest Score		38	



**Table 7****The Frequency of The Students' Score in Pre-Test**

No.	Students' Score	Percentage	Frequency	Explanation
1.	$\geq 72$	25%	5	Complete
2.	$< 72$	75%	15	Incomplete
<b>Total</b>		<b>100%</b>	<b>20</b>	

**Chart 1****Result of the Students' Vocabulary Score at Pre-Test**

According to the findings from the students' pre-test, only 5 out of 20 students (25%) met the minimum passing criteria of 72. The pre-test revealed common difficulties among students, including challenges in memorizing vocabulary and confusion regarding word meanings, which were evident in their pre-test scores. A majority of the students, 15 out of 20 (75%), scored below 72, indicating a low level of mastery in vocabulary. Consequently, the researcher opted to

utilize Word Wall Media as a method to improve the students' vocabulary proficiency at MTs At-Thoyyibah Depokrejo.

#### **a. Cycle 1**

##### **1) Planning**

During this stage, the researcher, alongside the collaborator/English teacher (Nyla Feria Sari, S.Pd.), organized the lesson plan, instructional materials, and teaching aids for the acting phase of the teaching-learning process. Additionally, the researcher developed an observation sheet containing the names of students and a record of their activities to monitor their engagement throughout the instructional sessions.

##### **2) Acting**

Cycle 1's action phase comprises two sessions: one for the implementation of the action and another for conducting the post-test. These sessions include:

###### **a) The first meeting**

The initial session took place on Wednesday, March 6, 2024, spanning 2 sessions of 40 minutes each. During this meeting, the researcher assumed the role of the teacher, while the collaborator acted as the observer. The actions undertaken during this session were as follows:

- (1) The researcher welcomed the students and checked their attendance.
- (2) The researcher inquired whether the students were familiar with the present continuous tense.
- (3) The researcher provided an explanation of the lesson material.
- (4) The researcher introduced various daily activities vocabulary used in the present continuous tense, both at school and at home.
- (5) The researcher displayed printed vocabulary words on the whiteboard.
- (6) The researcher asked the students to join in reading the displayed vocabularies.
- (7) The researcher provided the meaning of each vocabulary.
- (8) The researcher instructed the students to take notes in their books.
- (9) The researcher and the students summarized the lesson, and the researcher informed them that the next meeting would include a test.
- (10) The researcher concluded the meeting.

## b) The second meeting

The session occurred on Thursday, March 7, 2024, and served as the post-test 1, lasting for 2 sessions of 40 minutes each, following the implementation of the action with the students. The assessment included multiple-choice and fill-in-the-blank questions. The results of post-test cycle I are presented in the table below:

**Table 8**  
**The Result of Students' Vocabulary Score of Post**  
**Test Cycle I**

<b>No.</b>	<b>Students' Code</b>	<b>Score</b>	<b>Category</b>
1.	AMA	60	Incomplete
2.	AJ	78	Complete
3.	AAT	58	Incomplete
4.	DSW	88	Complete
5.	FJR	58	Incomplete
6.	FL	62	Incomplete
7.	FHP	60	Incomplete
8.	FSP	84	Complete
9.	GD	56	Incomplete
10.	KNS	58	Incomplete
11.	KPP	80	Complete
12.	MEA	82	Complete
13.	RIS	80	Complete
14.	RR	60	Incomplete
15.	RT	78	Complete
16.	R	76	Complete
17.	SF	78	Complete
18.	UIS	84	Complete
19.	WA	62	Incomplete
20.	ZA	76	Complete
Total		1418	
Average		70, 9	

Highest Score	88	
Lowest Score	56	

**Table 9**

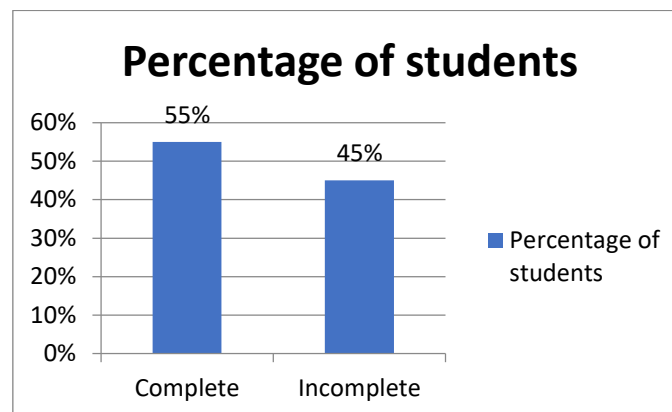
**The Frequency of the students' Vocabulary Score In Post Test**

**Cycle I**

No.	Students' Score	Percentage	Frequency	Explanation
1.	$\geq 72$	55%	11	Complete
2.	$< 72$	45%	9	Incomplete
<b>Total</b>		<b>100%</b>	<b>20</b>	

**Chart 2**

**The Result of The Students' Vocabulary Score at Post Test Cycle I**



According to the findings from Post Test I, 11 students (55%) met the minimum mastery criteria of 72, while 9 students (45%) did not reach it. The number of successful students remains below the desired success indicator, as ideally, 80% of students should score above 72.

### 3) Observing

The observation took place during the learning sessions, utilizing observation sheets to monitor both student and teacher activities in class. The collaborator (English teacher) from the eighth-grade level at MTs At-Thoyyibah Depokrejo conducted the observation.

a) The observation of students' activities in teaching and learning process

According to the student activity observation sheet, a number of students displayed a lack of engagement during the teaching and learning sessions. Additionally, some were passive during discussions, with only a few actively participating. Several students took notes from the teacher's explanations, while the majority completed the assigned tasks. The details of student activity data are presented in the following table:

**Table 10**  
**The Result of The Students' Activity in The Teaching and Learning Process In Cycle I**

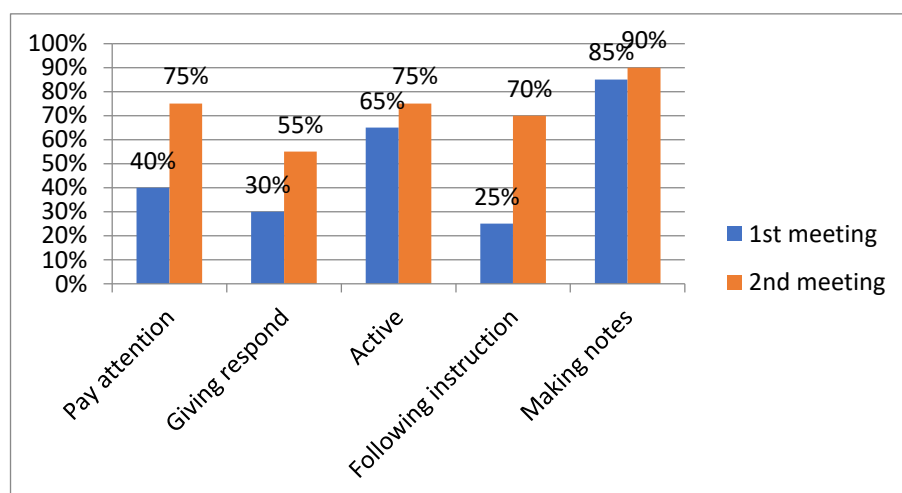
No	Students' Activity	Cycle		Average	Improvement
		1 <sup>st</sup> meeting	2 <sup>nd</sup> meeting		1 <sup>st</sup> -2 <sup>nd</sup> meeting
1	Giving attention to	8	15	77,5%	35%

	the teacher's explanation	40%	75%		
2	Giving Respond	6	11	57,5%	25%
		30%	55%		
3	Active in learning process	13	15	70%	10%
		65%	75%		
4	Following teacher's instruction	5	14	47,5%	45%
		25%	70%		
5	Making notes from the material	17	18	87,5%	5%
		85%	90%		
Average		49%	73%	67,6%	24%

Furthermore, to see the comparison of the students' activities in cycle I:

**Chart 3**

**The Result of The Students Activity in The Teaching and Learning Process In Cycle I**



According to the table and chart provided, it is evident that 77.5% of students were attentive, 57.5% actively responded, 70% engaged in the learning process, 47.5% followed the teacher's instructions, and 87.5% took notes. With an average student activity rate of 67.6%, it can be concluded that the use of word wall media consistently enhanced student engagement.

**b) The Observation of teacher's activities in teaching and learning process**

The teacher's actions throughout the learning process significantly impacted the students' comprehension of the material. The outcomes of the teacher's activities, as recorded in the observation sheet, are presented in the table below:

**Table 11**

**The Result of The Teacher's Activity in The Teaching and Learning Process in Cycle I**

No	Aspect	Score	
		1st	2nd
1	The teachers' preparation	2	3
	-The materials are ready		
	-There is structure of the lesson		
2	The teachers' mastery in the subject content	2	2
	-Relating with another knowledge		
	-Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	The teachers teaching methods	3	4
	-The teacher uses the relevant teaching method, strategy, technique, activity or media		
	-The teacher use the appropriate media in		

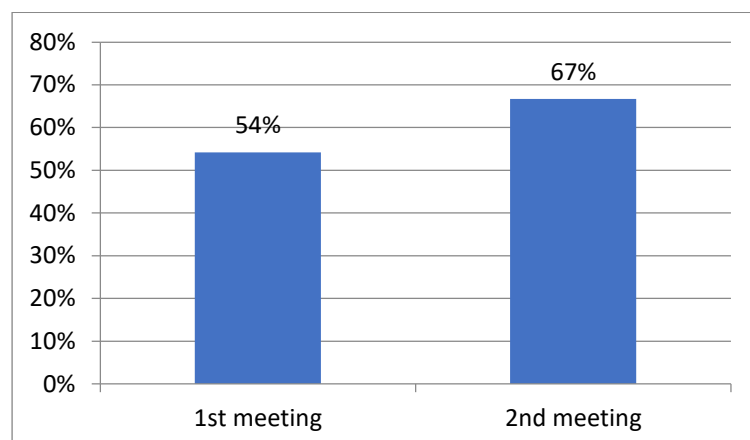


	teaching		
4	The teachers' performance	2	2
	-Clearness of the teacher's sound		
	-Establishes classroom environment conducive to learning		
	-Establishes the communication between teacher and students		
5	The ability of closing the meeting	2	3
	-Making conclusion made by the students and teacher together.		
	-Conducting evaluation		
6	The ability of managing class	2	2
	-All the students are treated fairly		
	-Used the time wisely		
Total		13	16
Percentage		54,2 %	66,7 %
Average		60,45%	

Furthermore, to see the comparison of the teachers' activities in cycle I:

**Chart 4**

**The Result of The Teacher's Activity in The Teaching and Learning Process in Cycle I**



According to the table provided, it is evident that the teacher's engagement during the learning process reached 54.2% in the initial meeting and increased to 66.7% in the second meeting of Cycle I.

#### **4) Reflecting**

At the conclusion of Cycle I, the researcher and teacher conducted an evaluation and reflection session together. Analyzing the vocabulary scores from Cycle I revealed that while the utilization of word wall media improved students' vocabulary mastery, only 11 students, or 55%, achieved the Minimum Mastery Criteria (MMC). Furthermore, students' activity levels showed improvement from the first meeting to the second meeting in Cycle I. This indicates that the use of word wall media positively impacts student engagement in the classroom. Despite not meeting the success indicator entirely, there was noticeable enhancement in both vocabulary scores and learning activity among the students.

Based on post-test 1, the average score has not yet reached the success indicator, which is 80%. Therefore, this research will proceed to Cycle 2.

The application of word wall media resulted in an improvement in the students' vocabulary scores compared to

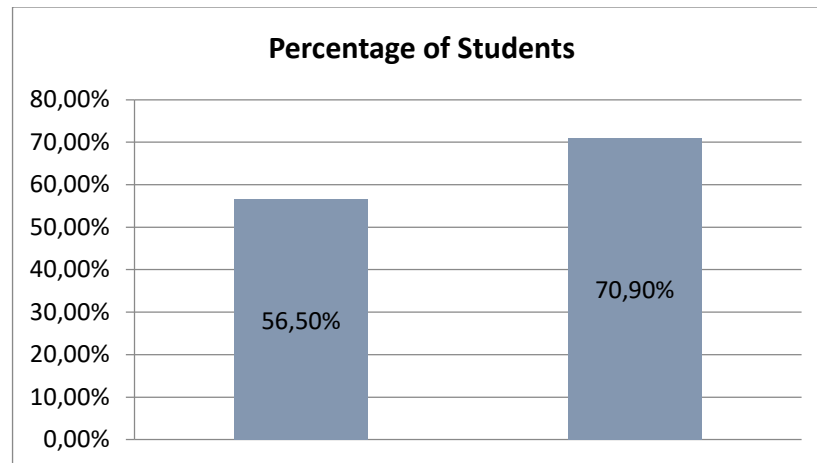
the pre-test. The contrast in the students' vocabulary scores is illustrated in the subsequent table:

**Table 12**  
**The Result of Students' Vocabulary Score in Pre-Test**  
**and Post Test I**

No	Students' Code	Pre-Test Score	Post Test I Score	Improvement	Category
1.	AMA	44	60	16	Improved
2.	AJ	60	78	18	Improved
3.	AAT	52	58	6	Improved
4.	DSW	78	88	10	Improved
5.	FJR	42	58	16	Improved
6.	FL	56	62	6	Improved
7.	FHP	42	60	18	Improved
8.	FSP	78	84	6	Improved
9.	GD	52	56	4	Improved
10.	KNS	50	58	8	Improved
11.	KPP	64	80	16	Improved
12.	MEA	76	82	6	Improved
13.	RIS	78	80	2	Improved
14.	RR	38	60	22	Improved
15.	RT	50	78	28	Improved
16.	R	52	76	24	Improved
17.	SF	54	78	24	Improved
18.	UIS	76	84	8	Improved
19.	WA	38	62	24	Improved
20.	ZA	50	76	26	Improved
Total		1130	1418	288	
Average		56,5	70,9	14,4%	

Moreover, the chart depicting the contrast between the students' vocabulary scores in the pre-test and post-test I is provided below:

**Chart 5**  
**The Result of Students' Vocabulary Score in Pre Test and Post**  
**Test I**



Based on the aforementioned data, it can be inferred that there was a progression in the students' vocabulary scores from the pre-test to post-test I. In the pre-test, the average score was 56.5, while in the post-test I, it increased to 70.9, marking a notable improvement of 14.4 in the average score from the pre-test to post-test I.

#### **b. Cycle 2**

Due to the lack of success in the action, it is necessary to conduct Cycle II again to address the shortcomings identified in Cycle I. The steps for Cycle II are outlined as follows:

##### **1) Planning**

During the planning phase of Cycle II, the researcher and teacher addressed the issues encountered in Cycle I.

Subsequently, the researcher proceeded to develop the lesson plan and materials for the upcoming teaching-learning sessions. Additionally, an observation sheet was created to record the students' names and their activities throughout the instructional period.

## 2) **Acting**

### a) The first meeting

The initial session took place on Wednesday, March 13, 2024, spanning two sessions of 40 minutes each. Upon commencing the class, the researcher warmly greeted the students, who responded in a similarly friendly manner.

In Cycle II, the focus of the learning process was to address the shortcomings identified in Cycle I. The researcher observed that students were not attentive during explanations of the material. To remedy this, the researcher actively engaged the students in memorizing vocabulary. Printed vocabulary words were displayed on the whiteboard, and students were encouraged to participate in the process. They repeated after the researcher, and some were selected to write and explain the meanings of the vocabulary words. Students were also prompted to take notes, and their enthusiasm was

noticeable. Overall, in this meeting, students appeared more interested and engaged compared to the previous sessions in Cycle I.

Ultimately, the researcher summarized the lesson with the students, concluding the meeting. Before closing, the researcher reminded the students to review the vocabulary related to daily activities both at school and at home.

b) The second meeting

The second session occurred on Thursday, March 14, 2024, and served as the post-test II, lasting for 2 sessions of 40 minutes each, following the implementation of the action with the students. The results of post-test cycle II are presented in the table below:

**Table 13**

**The Result of Students' Vocabulary Score of Post Test  
Cycle II**

<b>No.</b>	<b>Students' Code</b>	<b>Score</b>	<b>Category</b>
1.	AMA	84	Complete
2.	AJ	82	Complete
3.	AAT	70	Incomplete
4.	DSW	92	Complete
5.	FJR	66	Incomplete
6.	FL	82	Complete
7.	FHP	84	Complete
8.	FSP	90	Complete
9.	GD	68	Incomplete
10.	KNS	78	Complete
11.	KPP	86	Complete

12.	MEA	88	Complete
13.	RIS	84	Complete
14.	RR	90	Complete
15.	RT	80	Complete
16.	R	82	Complete
17.	SF	90	Complete
18.	UIS	94	Complete
19.	WA	78	Complete
20.	ZA	86	Complete
Total		1654	
Average		82,7%	
Highest Score		94	
Lowest Score		70	

**Table 14**

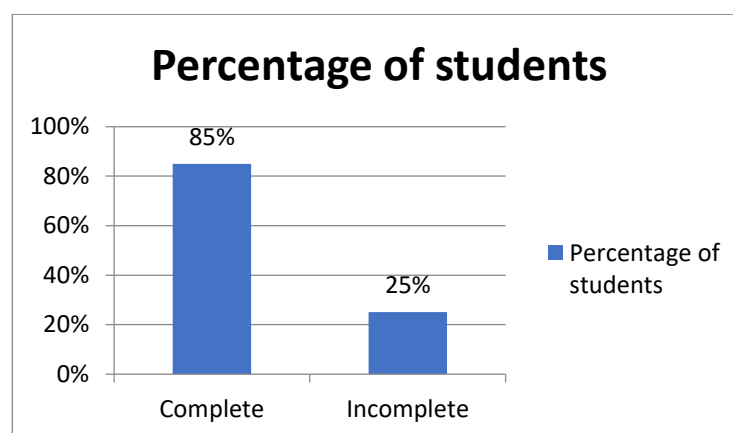
**The Frequency of the Students' Vocabulary Score in Post Test**

**Cycle II**

No.	Students' Score	Percentage	Frequency	Explanation
1.	$\geq 72$	85%	17	Complete
2.	$< 72$	15%	3	Incomplete
<b>Total</b>		<b>100%</b>	<b>20</b>	

**Chart 6**

**Result of Students' Vocabulary Score in Post Test Cycle II**



The findings from Post Test II indicate that 17 students, comprising 85% of the total, successfully achieved the minimum standard of mastery (MMC), while only 3 students, or 15%, did not meet the MMC. This outcome aligns with the success indicator, where 80% of students were expected to score  $\geq 72$ . Thus, the utilization of word wall media effectively improved students' vocabulary mastery, demonstrating its success.

### **3) Observing**

The observation occurred during Cycle II of the learning process, utilizing observation sheets for both student and teacher activities in class. It was carried out by the collaborator, an English teacher, for eighth-grade students at MTs At-Thoyyibah Depokrejo.

#### **a) The observation of students' activities in teaching and learning process**

According to the observation sheet, students showed increased enthusiasm for engaging in the learning process. Presently, the majority of students are actively following the teacher's instructions and taking notes. The details of the students' activities are presented in the subsequent table:



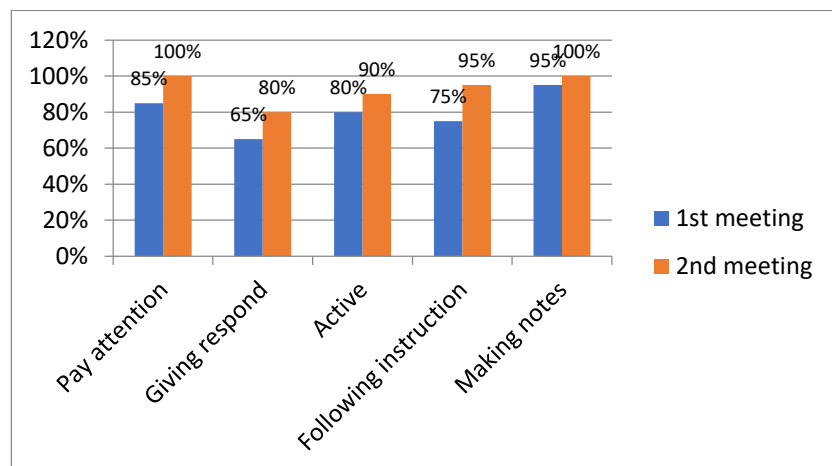
**Table 15**  
**The Result of The Students' Activity in The Teaching**  
**and Learning Process in Cycle II**

No	Students' Activity	Cycle		Average	Improvement
		1 <sup>st</sup> meeting	2 <sup>nd</sup> meeting		1 <sup>st</sup> -2 <sup>nd</sup> meeting
1	Giving attention to the teacher's explanation	17	20	92,5%	15%
		85%	100%		
2	Giving Respond	13	16	72,5%	15%
		65%	80%		
3	Active in learning process	16	18	85%	10%
		80%	90%		
4	Following teacher's instruction	15	19	85%	20%
		75%	95%		
5	Making notes from the material	19	20	97,5%	5%
		95%	100%		
Average		80%	93%	86,5%	13%

Furthermore to see the comparison of the students' activities in Cycle II:

**Chart 7**

**The Result of The Students Activity in The Teaching and Learning Process in Cycle II**



The table and chart provided indicate that the average student activity rate was 86.5%, suggesting a high level of engagement in the teaching and learning process, surpassing the success indicator of 80% active participation. Additionally, it can be inferred that student activity consistently increased from the initial meeting to the second meeting during Cycle II, facilitated by the use of word wall media.

**b) The observation of teacher's activities in teaching and learning process**

Throughout the learning process, the activities conducted by the teacher significantly impacted the students' comprehension of the material. The outcomes of

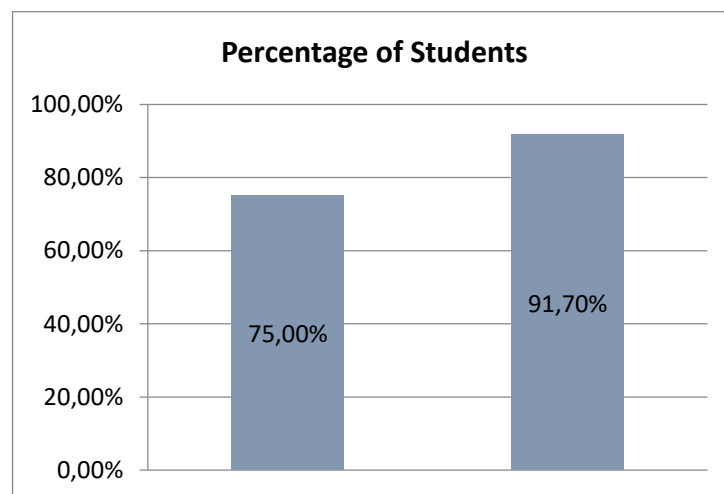
the teacher's activities, as recorded in the observation sheet, are presented in Table 4 below:

**Table 16**  
**The Result of The Teacher's Activity in The Teaching and Learning Process in Cycle II**

No	Aspect	Score	
		1st	2nd
1	The teachers' preparation	3	4
	-The materials are ready		
	-There is structure of the lesson		
2	The teachers' mastery in the subject content	3	4
	-Relating with another knowledge		
	-Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	The teachers teaching methods	4	4
	-The teacher uses the relevant teaching method, strategy, technique, activity or media		
	-The teacher use the appropriate media in teaching		
4	The teachers' performance	3	3
	-Clearness of the teacher's sound		
	-Establishes classroom environment conducive to learning		
	-Establishes the communication between teacher and students		
5	The ability of closing the meeting	3	4
	-Making conclusion made by the students and teacher together.		
	-Conducting evaluation		
6	The ability of managing class	2	3
	-All the students are treated fairly		
	-Used the time wisely		
Total		18	22
Percentage		75%	91,7%
Average		83,35%	

Furthermore, to see the comparison of the teacher's activities in Cycle II:

**Chart 8**  
**The Result of The Teacher's Activity in The Teaching and Learning Process in Cycle II**



From the table and chart provided earlier, it is evident that the teacher's engagement during the learning sessions reached 75% in the initial meeting and rose to 91.7% in the subsequent meeting during Cycle II.

#### **4) Reflecting**

The utilization of word wall media in Cycle II demonstrated improvement compared to Cycle I. This is evident through the improvement in students' vocabulary scores and their increased engagement in the teaching and learning process.

In Post Test I, students achieved a vocabulary score of 55%, which increased to 85% in Post Test II, meeting the success criteria. Similarly, student activity percentages were 67.6% in Cycle I and rose to 86.5% in Cycle II, also meeting the success criteria.

This research has been successfully declared to reach its peak in Cycle 2. At this stage, overall, the use of word wall media has been proven to improve students' vocabulary mastery and their engagement in teaching and learning activities. The result of the vocabulary score in Cycle II as follow:

**Table 17**

**The Result of Students' Vocabulary Score in Post Test 1  
and Post Test 2**

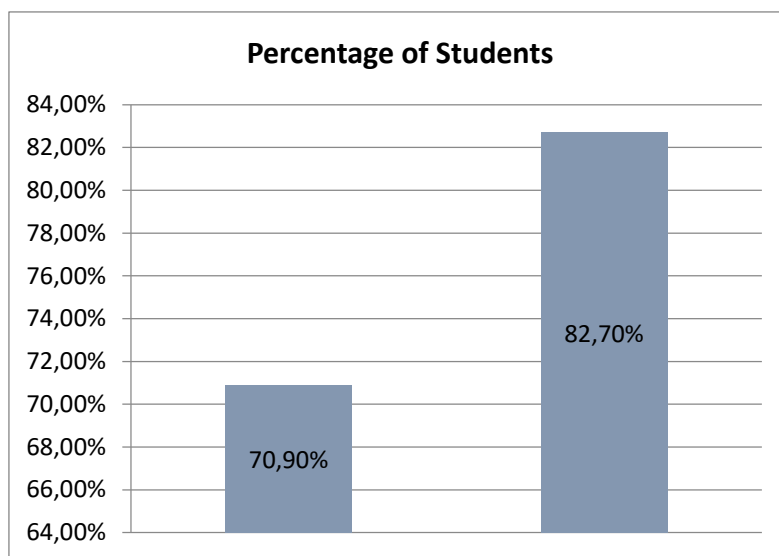
No	Students' Code	Post Test 1 Score	Post Test 2 Score	Improvement	Category
1.	AMA	60	84	24	Improved
2.	AJ	78	82	4	Improved
3.	AAT	58	70	12	Improved
4.	DSW	88	92	4	Improved
5.	FJR	58	66	8	Improved
6.	FL	62	82	20	Improved
7.	FHP	60	84	24	Improved
8.	FSP	84	90	6	Improved
9.	GD	56	68	12	Improved
10.	KNS	58	78	20	Improved
11.	KPP	80	86	6	Improved
12.	MEA	82	88	6	Improved
13.	RIS	80	84	4	Improved
14.	RR	60	90	30	Improved

15.	RT	78	80	2	Improved
16.	R	76	82	6	Improved
17.	SF	78	90	12	Improved
18.	UIS	84	94	10	Improved
19.	WA	62	78	16	Improved
20.	ZA	76	86	10	Improved
Total		1418	1654	236	
Average		70,9	82,7	11,8%	

Moreover, the chart displaying the comparison of students' vocabulary scores between post-test 1 and post-test 2 is provided below:

**Chart 9**

**The Result of Students' Vocabulary Score in Post Test 1 and Post Test 2**

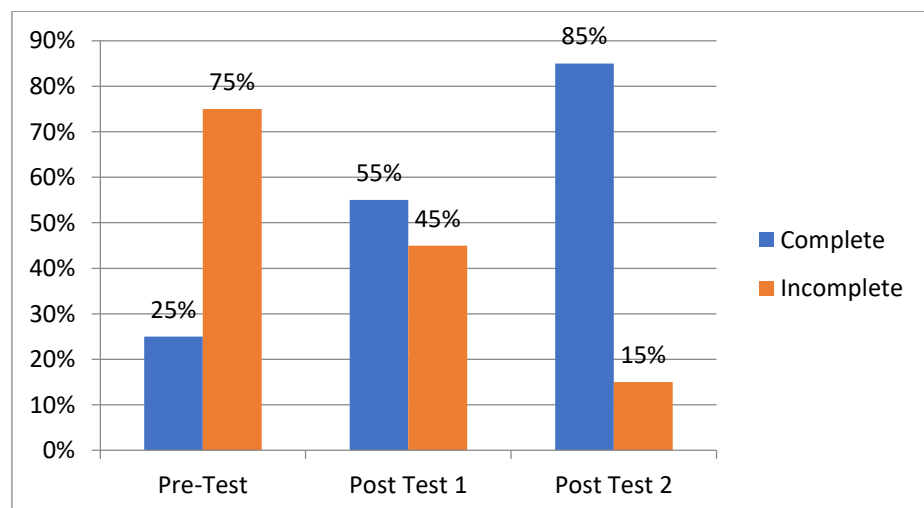


Based on the data provided, it can be inferred that there was an improvement in the students' vocabulary scores from post-test 1 to post-test 2. In post-test 1, the average score was 70.9, whereas in post-test 2, it rose to 82.7, indicating an average score improvement of 11 points. Improvement in students' grades in using word wall media to improve students' vocabulary mastery can be seen in the table below:

**Table 18****The Students' Improvement from the Pre-test, Post-test 1, and Post-test 2**

	Frequency		Percentage		Improvement
	Complete	Incomplete	Complete	Incomplete	
Pre-Test	5	15	25%	75%	25%
Post Test 1	11	9	55%	45%	30%
Post Test 2	17	3	85%	15%	30%

Moreover, the chart displaying the improvement of students' vocabulary scores between pre-test, post-test 1 and post-test 2 is provided below:

**Chart 10****The Students' Improvement from the Pre-test, Post-test 1, and Post-test 2**

Based on the data provided, it can be inferred that there was an improvement in the students' vocabulary scores from pre-test, post-test 1 to post-test 2. In pre-test, the percentage was 25%, post-test 1, the percentage was 55%, whereas in post-test 2, it rose to 85%, indicating improvement of 30%.

## B. Discussion

### 1. The Result of the Research

The summary of the students' progress in vocabulary scores from the pre-test, post-test 1, and post-test 2 is displayed in the table below:

**Table 19**

#### The Recapitulation of Students' Improvement in Vocabulary Score

No	Students' Code	Pre-Test Score	Post Test 1 Score	Post Test 2 Score	Explanation
1.	AMA	44	60	84	Improved
2.	AJ	60	78	82	Improved
3.	AAT	52	58	70	Improved
4.	DSW	78	88	92	Improved
5.	FJR	42	58	66	Improved
6.	FL	56	62	82	Improved
7.	FHP	42	60	84	Improved
8.	FSP	78	84	90	Improved
9.	GD	52	56	68	Improved
10.	KNS	50	58	78	Improved
11.	KPP	64	80	86	Improved
12.	MEA	76	82	88	Improved
13.	RIS	78	80	84	Improved
14.	RR	38	60	90	Improved
15.	RT	50	78	80	Improved
16.	R	52	76	82	Improved
17.	SF	54	78	90	Improved
18.	UIS	76	84	94	Improved
19.	WA	38	62	78	Improved
20.	ZA	50	76	86	Improved
Total		1130	1418	1654	
Average		56,5	70,9	82,7	

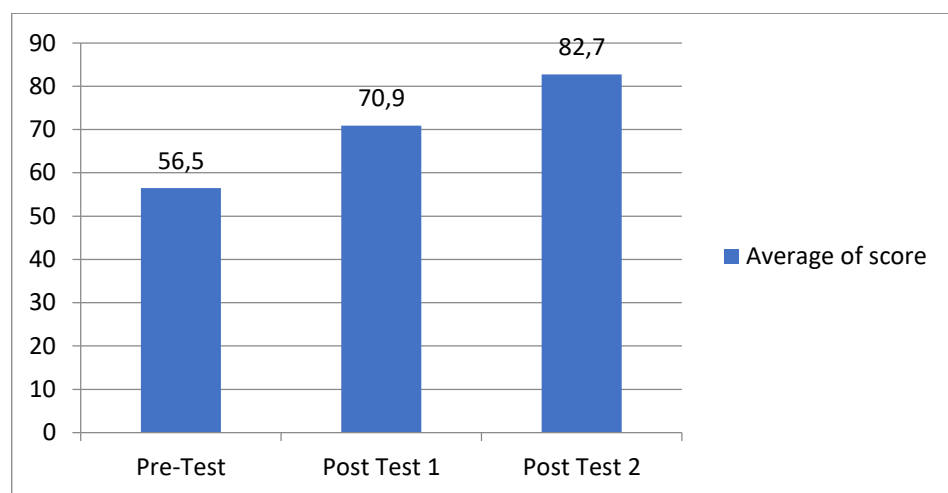


Additionally, the chart illustrating the comparison of students' vocabulary scores in the pre-test, post-test I, and post-test II is provided below:

**Chart 11**

**The Percentage of Students' Improvement in Vocabulary**

**Score**



Based on the provided information, there was a progression in the students' vocabulary scores from the pre-test to post-test 1 and then to post-test 2. The students' average scores were 56.5 in the pre-test, 70.9 in post-test 1, and 82.7 in post-test 2. This marks an improvement of 14.4 from the pre-test to post-test 1, followed by an improvement of 11.8 from post-test 1 to post-test 2. In conclusion, the utilization of word wall media appears to enhance students' mastery of vocabulary.

## 2. Interpretation the Result of Students' and Teacher's Activity in Cycle I and Cycle II

### a. The Result of the Observation on Students' Activity

This observation findings were obtained during the teaching and learning sessions. A comparison of student activity between Cycle I and Cycle II is presented in the following table:

**Table 20**

**The Result of The Students' Activity in Cycle I and Cycle II**

	1st Meeting	2nd Meeting	Total	Average	Note
Cycle I	49%	73%	122%	67,6%	Improved
Cycle 2	80%	93%	%	86,5%	Improved

The table above indicates an improvement in student activity from Cycle I to Cycle II. The average in Cycle I was 67.6%, which increased to 86.5% in Cycle II, meeting the success criterion of 80% active participation in the learning process. This suggests that the use of word wall media also contributed to the improvement of student activity in vocabulary learning.

### b. The Result of the Observation in Teacher's Activity

These observation findings were obtained during the teaching and learning sessions. A comparison of the teacher's activity between Cycle I and Cycle II is presented in the following table:

**Table 21****The Result of The Teacher's Activity in Cycle I and Cycle II**

	1st Meeting	2nd Meeting	Total	Average	Note
Cycle I	54,2%	66,7%	120,9%	60,45%	Improved
Cycle 2	75%	91,5%	166,7%	83,35%	Improved

The table above demonstrates an improvement in teacher activity from Cycle I to Cycle II. The average in Cycle I was 60.45%, whereas in Cycle II, it increased to 83.35%. This marks a significant improvement of 22.9% in the average teacher activity from Cycle I to Cycle II.

## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on the findings from the implementation of word wall media in teaching vocabulary to eighth graders at MTs At-Thoyyibah Depokrejo, the researcher concluded a significant improvement in students' vocabulary proficiency. This improvement is evident in the results of the pre-test, post-test 1, and post-test 2. Notably, the results of post-test cycle II met the success indicator, with 80% of students scoring a minimum of 72 or higher.

Moreover, the incorporation of word wall media led to improvements in students' engagement during the learning process, as evidenced by the observation sheet on students' activities. It demonstrated an increase in students' activities from Cycle I to Cycle II, with an average of 70.9 in Cycle I and 82.7 in Cycle II. This met the success criterion of 80% active participation in the learning process.

Therefore, incorporating word wall media emerges as a viable alternative method for teaching vocabulary mastery. Its utilization not only fosters increased student engagement in the learning process but also facilitates easier retention of new words and their meanings for students.

## **B. Suggestion**

Based on the findings and conclusions presented earlier in the research, the researcher puts forth the following suggestions:

1. To The students

The students should engage more actively in the learning process to improve their comprehension of the material and improve their performance, particularly in mastering vocabulary.

2. To The English Teacher

The English teacher has the option to utilize Word Wall media as an alternative media for teaching vocabulary, aiming to cultivate greater student interest, thereby enhancing motivation and promoting vocabulary learning.

3. To The Headmaster

The principal should embrace the positive aspects of this media when it is integrated into the classroom, as utilizing media for learning can foster increased student interest and engagement in class activities.

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# **APPENDICIES**

SILABUS

aturan Pendidikan  
Iata Pelajaran : MTs Al-Thoyyibah  
elas/Semester : Bahasa Inggris  
ahun Pelajaran : VIII / 1-2 (Ganjil & Genap)  
 : 2023/2024

lander Kompetensi (KI)

- 1-1 dan KI-2 : Menghargai dan menghayati ajaran agama yang diamunnya serta menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- 1-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kegagahan terkait fenomena dan kejadian tampak mata.
- 1-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Per
1 Menempatkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapk pendapat, serta menanggapiya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>Fungsi Sosial</li> <li>Menjaga hubungan interpersonal dengan guru dan teman</li> <li>Struktur Teks</li> <li>Memulai</li> <li>Menganggapi (diarahkan/di luar dugaan)</li> <li>Unsur kebahasaan</li> <li>Unngkapan a.l. <i>Excuse me, Is it clear?, Great, I think so., dsb.</i></li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris</li> <li>Mengidentifikasi ungkapan yang digunakan untuk menghargai kinerja</li> <li>Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapk pendapat dalam bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak, mendengar, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>Membiaskan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>Melakukan refleksi tentang proses dan hasil belajar</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku</li> <li>Pemungjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris</li> <li>When English Rangs The Bell, Kelas VIII, Kemendikbu d, Revisi Tahun 2017</li> <li>Kamus Bahasa Inggris</li> <li>Bahasa Inggris</li> <li>Pengalaman peserta didik</li> <li>dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Tert</li> <li>Pen</li> <li>Unj</li> <li>Port</li> </ul>
1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapk pendapat, dan menanggapiya dengan memperhatikan fungsi sosial, struktur teks, dan	<ul style="list-style-type: none"> <li>Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapk pendapat yang dapat memmbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>Melakukan tindak tutur ungkapan meminta perhatian, mengecek pemahaman dalam bahasa Inggris dengan percaya diri</li> <li>Melakukan tindak tutur ungkapan menghargai kinerja dalam bahasa Inggris dengan percaya diri</li> <li>Melakukan percakapan interpersonal dengan menggunakan ungkapan</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>			<ul style="list-style-type: none"> <li>Bahasa Inggris</li> <li>Pengalaman peserta didik</li> <li>dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Tert</li> <li>Pen</li> <li>Unj</li> <li>Port</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Keefektifan Pembelajaran	Alokasi Waktu	Sumber Belajar	Pen
<p>2. Menetapkan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Fungsi sosial</p> <ul style="list-style-type: none"> <li>Menjelaskan, mengembangkan, berlatih, mengajak, dan sebagainya.</li> <li>Struktur teks</li> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> <li>Unsur kebahasaan</li> <li>Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>.</li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, his, hose, my, her, dsb.</i></li> </ul>	<p>mengajukan pendapat melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri</p> <ul style="list-style-type: none"> <li>Menentukan tujuan komunikatif</li> <li>teks melaporkan kemampuan dan kemauan, melakukan suatu tindakan</li> <li>Mengidentifikasi struktur teks kemampuan dan kemauan, melakukan suatu tindakan</li> <li>Mengidentifikasi unsur kebahasaan dalam teks</li> <li>Mengidentifikasi ungkapan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar</li> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>Menentukan modal yang tepat untuk disisikan ke dalam kalimat-kalimat rumpang</li> <li>Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu</li> <li>Memaparkan hasil temuannya dalam bentuk teks pendek mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku</li> <li>Pemulang</li> <li>Kurikulum</li> <li>2013 Mata</li> <li>Pelajaran</li> <li>Bahasa</li> <li>Inggris</li> <li>When</li> <li>English</li> <li>Rings The</li> <li>Bell, Kelas</li> <li>VIII,</li> <li>Kemendikbu</li> <li>4, Revisi</li> <li>Tahun 2017</li> <li>Kamus</li> <li>Bahasa</li> <li>Inggris</li> <li>Pengalaman</li> <li>peserta didik</li> <li>dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Tert</li> <li>Pen</li> <li>Unj</li> <li>Port</li> </ul>
<p>2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>Topik</li> <li>Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat memunculkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks kemampuan dan kemauan, melakukan suatu tindakan dalam bentuk tulisan</li> <li>Menggunakan ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>Menentukan modal yang tepat</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku</li> <li>Pemulang</li> <li>Kurikulum</li> <li>2013 Mata</li> <li>Pelajaran</li> <li>Bahasa</li> <li>Inggris</li> <li>When</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Tert</li> <li>Pen</li> <li>Unj</li> <li>Port</li> </ul>
<p>3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kehormatan, larangan, dan himbauan,</p>	<p>Fungsi sosial</p> <ul style="list-style-type: none"> <li>Menyuruh, melarang, dan menghimbau.</li> <li>Struktur teks</li> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul>	<ul style="list-style-type: none"> <li>Menentukan tujuan komunikatif</li> <li>Menentukan kehormatan, larangan dan himbauan</li> <li>Mengidentifikasi struktur teks ungkapan kehormatan, larangan dan himbauan</li> <li>Mengidentifikasi unsur kebahasaan dalam teks</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>Menentukan modal yang tepat</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku</li> <li>Pemulang</li> <li>Kurikulum</li> <li>2013 Mata</li> <li>Pelajaran</li> <li>Bahasa</li> <li>Inggris</li> <li>When</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Tert</li> <li>Pen</li> <li>Unj</li> <li>Port</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Pen
<p>sesuai dengan konteks pengucapannya (Perhatikan unsur kebahasaan musti, should)</p>	<ul style="list-style-type: none"> <li>Unsur kebahasaan larangan, himbuan dengan modal <i>musti, (don't) have to... should</i></li> <li>Nominia singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>Topik</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan keharusan, larangan dan himbuan dari orang dengan struktur teks dan unsur kebahasaan</li> <li>Menggunakan ungkapan yang tepat dalam struktur teks yang benar sesuai konteks keharusan, larangan dan himbuan dalam bentuk tulisan</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>umuk disisakan ke dalam kalimat-kalimat rumpang</li> <li>Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbuan, melakukan tindakan-tindakan tertentu</li> <li>Memperhatikan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buka</li> <li>Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbu d. Revisi Tahun 2017</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Tert</li> <li>Pen</li> <li>Unj</li> <li>Port</li> </ul>
<p>3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbuan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>Fungsi sosial</li> <li>Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>Struktur teks</li> <li>Memulai</li> <li>Menanggapi (diharapkan/di har dugakan)</li> <li>Unsur Kebahasaan <ul style="list-style-type: none"> <li>Ungkapan <i>a, let's... can you... would you like... may I, please</i></li> <li>Nominia singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>Topik</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Menggunakan ungkapan yang benar sesuai konteks keharusan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.</li> <li>Mengidentifikasi ungkapan yang digunakan untuk ungkapan menyuruh dalam bahasa Inggris</li> <li>Mengidentifikasi ungkapan yang digunakan untuk mengajak</li> <li>Mengidentifikasi ungkapan yang digunakan untuk meminta jijn dalam bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak, menuturkan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>Memanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>Memfasikan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>Melakukan refleksi tentang proses dan hasil belajar</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buka</li> <li>Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbu d. Revisi Tahun 2017</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Tert</li> <li>Pen</li> <li>Unj</li> <li>Port</li> </ul>
<p>4 Menetapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta jijn, serta menanggapi, sesuai dengan konteks peggunaannya</p>	<ul style="list-style-type: none"> <li>Fungsi sosial</li> <li>Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>Struktur teks</li> <li>Memulai</li> <li>Menanggapi (diharapkan/di har dugakan)</li> <li>Unsur Kebahasaan <ul style="list-style-type: none"> <li>Ungkapan <i>a, let's... can you... would you like... may I, please</i></li> <li>Nominia singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>Topik</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Melakukan tindak tutur menyuruh dalam bahasa Inggris dengan percaya diri</li> <li>Melakukan tindak tutur ungkapan mengajak dalam bahasa Inggris dengan percaya diri</li> <li>Melakukan percakapan interpersonal dengan menggunakan ungkapan meminta jijn melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak, menuturkan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>Memanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>Memfasikan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>Melakukan refleksi tentang proses dan hasil belajar</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buka</li> <li>Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbu d. Revisi Tahun 2017</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Tert</li> <li>Pen</li> <li>Unj</li> <li>Port</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian	
5	Membahagikan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan menerima informasi terkait dengan hari-hari spesial, sesuai penggunaannya	<ul style="list-style-type: none"> <li>Fungsi sosial</li> <li>Mengjaga hubungan interpersonal dengan guru dan teman.</li> <li>Struktur Teks</li> <li>Teks <i>greeting card</i> dapat mencakup               <ul style="list-style-type: none"> <li>Identifikasi (nama peristiwa, hari istimewa) bersitat khusus</li> <li>Ungkapan khusus yang relevan                   <ul style="list-style-type: none"> <li>Gambar, hasan, komposisi warna</li> </ul> </li> <li>Unsur Kebahasaan                   <ul style="list-style-type: none"> <li>Ungkapan a.l.                       <ul style="list-style-type: none"> <li><i>Congratulations: Well done. Good job.</i>, dll.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik                       <ul style="list-style-type: none"> <li>Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menambahkan perilaku yang termuat di KI</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu</li> <li>Mengidentifikasi ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain</li> <li>Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu.</li> <li>Menyajikan pentalaran dari hasil identifikasi perbedaan dan persamaan <i>greeting card</i></li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu</li> <li>Mengidentifikasi ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain</li> <li>Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya</li> <li>Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu.</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku               <ul style="list-style-type: none"> <li>Pemujung Kurikulum 2013 Mata Pelajaran Bahasa Inggris</li> <li>When English Rings The Bell, Kelas VIII, Kelas VIIII, Kemendikbu d, Revisi</li> </ul> </li> <li>Port</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Teri</li> <li>Pen</li> <li>Ung</li> <li>Port</li> </ul>
5	Menyusun teks khusus dalam bentuk <i>greeting card</i> , sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li>Ungkapan khusus yang relevan           <ul style="list-style-type: none"> <li>Gambar, hasan, komposisi warna</li> </ul> </li> <li>Unsur Kebahasaan           <ul style="list-style-type: none"> <li>Ungkapan a.l.               <ul style="list-style-type: none"> <li><i>Congratulations: Well done. Good job.</i>, dll.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik               <ul style="list-style-type: none"> <li>Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menambahkan perilaku yang termuat di KI</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu</li> <li>Mengidentifikasi ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain</li> <li>Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya</li> <li>Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu.</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku               <ul style="list-style-type: none"> <li>Pemujung Kurikulum 2013 Mata Pelajaran Bahasa Inggris</li> <li>When English Rings The Bell, Kelas VIII, Kelas VIIII, Kemendikbu d, Revisi</li> </ul> </li> <li>Port</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Teri</li> <li>Pen</li> <li>Ung</li> <li>Port</li> </ul>	
6	Menampilkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> <li>Fungsi sosial</li> <li>Mengjelaskan, memberi alasan, memberi contoh tindakan, dsb.</li> <li>Struktur teks           <ul style="list-style-type: none"> <li><i>What are you doing here? Waiting for her. Don't play around. Look! Everybody is doing their task. I need to see the Principal. May I see him now? No, he's having a meeting. Be quiet, please. The baby is sleeping.</i> dan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi kata-kata yang sedang dilakukan/berlangsung saat ini dari teks pendek.</li> <li>Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi kata-kata yang sedang dilakukan/berlangsung saat ini, dengan kata bahasa, ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi kata-kata yang sedang dilakukan/berlangsung saat ini dari teks pendek.</li> <li>Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi kata-kata yang sedang dilakukan/berlangsung saat ini, dengan kata bahasa, ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi kata-kata yang sedang dilakukan/berlangsung saat ini dari teks pendek.</li> <li>Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku               <ul style="list-style-type: none"> <li>Pemujung Kurikulum 2013 Mata Pelajaran Bahasa Inggris</li> <li>When English Rings The Bell, Kelas VIII, Kelas VIIII, Kemendikbu d, Revisi</li> </ul> </li> <li>Port</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Teri</li> <li>Pen</li> <li>Ung</li> <li>Port</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
6. Menyusun teks lisan dan tulis untuk menyatakan dan menunjukkan lelang tindakan/kegiatan yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>semacamnya.</p> <ul style="list-style-type: none"> <li>Unsur Kebahasaan</li> <li>Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.</li> <li>Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda, kelas, sekolah, rumah, dan sekitarnya.</li> <li>Kata kerja untuk keadaan: <i>be, have</i>, dalam Present Continuous Tense.</li> <li>Adverbia: <i>now</i></li> <li>Kata ganti obyektif: <i>me, you, him, her, us</i>, dst.</li> <li>Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, his, those, my, their</i>, dsb secara tepat dalam frasa nominal</li> <li>Ucapan, tekanan kata, intonasi,</li> <li>Ejaan dan tanda baca</li> <li>Tulisan tangan.</li> </ul> <p>Topik</p> <p>Tindakan, kejadian, keadaan, dikelas, sekolah, rumah, dan sekitarnya yang memberikan ketidadaan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> <li>Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> <li>Membuat teks pendek untuk menyatakan dan menyatakan lelang tindakan/kegiatan yang sedang dilakukan/berlangsung saat ini, dengan ejaan dan tanda baca yang benar</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> <li>Membuat teks pendek untuk menyatakan dan menyatakan tindakan/kegiatan yang sedang dilakukan/berlangsung saat ini dengan ejaan dan tanda baca yang benar</li> <li>Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Teri</li> <li>Pen</li> <li>Unj</li> <li>Port</li> </ul>
7. Menempatkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan	<ul style="list-style-type: none"> <li>Fungsi sosial</li> <li>Menjelaskan, mendeskripsikan</li> <li>Struktur teks</li> <li>Memulai</li> <li>Memanggapi (diharapkan/di luar dugaan)</li> <li>Unsur kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak dan menirukan guru membaca teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebiasaan umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The</li> </ul>	<ul style="list-style-type: none"> <li>Lise</li> <li>Teri</li> <li>Pen</li> <li>Unj</li> <li>Port</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Pen
<p>6. Menyusun teks lisan dan tulis untuk menyatakan dan menunjukkan lelang tindakan/kegiatan yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>semacamnya.</p> <ul style="list-style-type: none"> <li>• Unsur Kebahasaan</li> <li>• Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.</li> <li>• Kosak kata; kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda, kelas, sekolah, rumah, dan sekitarnya.</li> <li>• Kata kerja untuk keadaan: <i>be, have</i>, dalam Present Continuous Tense.</li> <li>• Adverbia: <i>now</i></li> <li>• Kata ganti obyektif: <i>me, you, him, her, us</i>, dst.</li> <li>• Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</li> <li>• Ucapan, tekaman kata, intonasi,</li> <li>• Ejaan dan tanda baca</li> <li>• Tulisan tangan.</li> <li>• Topik</li> </ul> <p>Tindakan, kejadian, keadaan, dikelas, sekolah, rumah, dan sekitarnya yang memberikan ketidadaan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> <li>• Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> <li>• Membuat teks pendek untuk menyatakan dan menyatakan sedang dilakukan/berlangsung saat ini, dengan ejaan dan tanda baca yang benar</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> <li>- Membuat teks pendek untuk menyatakan dan menyatakan sedang dilakukan/berlangsung saat ini dengan ejaan dan tanda baca yang benar</li> <li>- Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<p>12 JP</p>	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The</li> <li>❖ Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> <li>❖ <a href="http://www.dailylifeenglish.com">www.dailylifeenglish.com</a></li> <li>❖ <a href="http://americanenglish.state.gov/files/american_english">http://americanenglish.state.gov/files/american_english</a></li> </ul>	<ul style="list-style-type: none"> <li>• Lise</li> <li>• Teri</li> <li>• Pen</li> <li>• Uji</li> <li>• Port</li> </ul>
<p>7. Menempatkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Menjelaskan, mendeskripsikan</li> <li>• Struktur teks</li> <li>• Memulai</li> <li>• Memanggapi (diharapkan/di luar dugaan)</li> <li>• Unsur kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>• Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>• Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebiasaan umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> </ul>	<p>12 JP</p>	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The</li> </ul>	<ul style="list-style-type: none"> <li>• Lise</li> <li>• Teri</li> <li>• Pen</li> <li>• Uji</li> <li>• Port</li> </ul>

Kelompok Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
7	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Memeriksa keakuratan sebagai anggota keluarga dan remaja sekolah menengah</li> <li>• Mengidentifikasi informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> <li>• Membuat teks-teks pendek dan sederhana tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> <li>• Melakukan percakapan tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyampaikan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>- Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</li> <li>- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penjangkung Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rangs The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lise</li> <li>• Tert</li> <li>• Pen</li> <li>• Uji</li> <li>• Port</li> </ul>
8	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/ kegiatan/ kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)	<ul style="list-style-type: none"> <li>• Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>• Menyebutkan tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka dengan ucapan dan tekanan kata yang benar</li> <li>• Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan merumuskan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>- Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka</li> <li>- Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)</li> <li>- Membuat teks pendek berdasarkan tampilan visual lainnya</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penjangkung Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rangs The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lise</li> <li>• Tert</li> <li>• Pen</li> <li>• Uji</li> <li>• Port</li> </ul>
3	Menyusun teks interaksi transaksional lisan dan tulis	<ul style="list-style-type: none"> <li>• Menyusun teks interaksi transaksional lisan dan tulis</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> </ul>	<ul style="list-style-type: none"> <li>- Saling menyimak dan bertanya jawab tentang teks masing-</li> </ul>		<ul style="list-style-type: none"> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lise</li> <li>• Tert</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Pen
<p>sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/hindakan/kegiatan/kegiatan yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menimbulkan perilaku yang termuat di KI</p>	<p>sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/hindakan/kegiatan/kegiatan yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>masing dengan teman-temannya</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings: The Bell, Kelas VIII, Kemendikbud 4, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Pen</li> <li>• Unj</li> <li>• Port</li> </ul>
<p>9 Menetapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pertbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p>	<p>• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks - Memulai - Menanggapi (diharapkan/di har duangkan) • Unsur kebahasaan - Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ... the most ...</i> - Perbandingan jumlah: <i>more, fewer, less</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, sb.</i> - Ujapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menimbulkan</p>	<p>• Membandingkan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar • Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. • Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda • Menjelaskan pertanyaan dan jawaban terkait perbandingan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</p>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>Menyimak dan menentukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</li> <li>- Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>- Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> <li>- Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings: The Bell, Kelas VIII, Kemendikbud 4, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lise</li> <li>• Teri</li> <li>• Pen</li> <li>• Unj</li> <li>• Port</li> </ul>
<p>9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks - Memulai - Menanggapi (diharapkan/di har duangkan) • Unsur kebahasaan - Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ... the most ...</i> - Perbandingan jumlah: <i>more, fewer, less</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, sb.</i> - Ujapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menimbulkan</p>	<p>• Membandingkan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar • Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. • Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda • Menjelaskan pertanyaan dan jawaban terkait perbandingan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</p>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>Menyimak dan menentukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</li> <li>- Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>- Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> <li>- Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings: The Bell, Kelas VIII, Kemendikbud 4, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lise</li> <li>• Teri</li> <li>• Pen</li> <li>• Unj</li> <li>• Port</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Pen
<p>10. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense</i>)</p>	<p>• Fungsi sosial Melaporkan, menceritakan, menjelaskan/kejadian yang dilakukan/terjadi, di waktu lampau. • Struktur teks - Memulai - Menanggapi (diharapkan/ di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, his, those, my, their, dsb.</i></p>	<p>• Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana • Mengkaji kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejan dan tanda baca yang benar • Mengaitkan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</p>	<p>• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama</p>	<p>- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau - Mengkaji kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejan dan tanda baca yang benar - Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya</p>	12 JP	<p>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rangs The Bell, Kelas VIII, Kemendikbu d, Revisi Tahun 2017 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru</p>	<p>• Lisse • Tert • Pen • Uji • Port</p>
<p>10. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>• Fungsi sosial Melaporkan, menguraikan teladan, mengembangkan • Struktur teks</p>	<p>• Membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau yang pernah dialami • Mempresentasikan, teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</p>	<p>• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama</p>	<p>- Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian,</p>	20 JP	<p>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran</p>	<p>• Lisse • Tert • Pen • Uji</p>
<p>11. Membandingakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal <i>recount</i> lisan dan tulis</p>	<p>• Fungsi sosial Melaporkan, menguraikan teladan, mengembangkan • Struktur teks</p>	<p>• Mengidentifikasi teks <i>recount</i> tentang pengalaman pribadi seseorang • Menceritakan kejadian, kegiatan</p>	<p>• Religius • Mandiri • Gotong royong</p>	<p>- Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian,</p>	20 JP	<p>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran</p>	<p>• Lisse • Tert • Pen • Uji</p>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>11.1. Mengungkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>11.2. Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>Depai mencakup</p> <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> <li>- Unsur kebahasaan</li> <li>- Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i></li> </ul> <p>- Adverbia dan frasa preposisi/ kata penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya.</p> <p>- Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya.</p> <p>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik</p> <p>Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menimbulkan peristiwa yang termuat di KI</p>	<ul style="list-style-type: none"> <li>• yang diajari secara kronologis</li> <li>• Menggunakan bagan alir untuk mempelajari alir cerita</li> <li>• Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang dapat di teks, dengan ejaan dan tanda baca yang benar</li> <li>• Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru</li> <li>• Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau <i>that, before, at last, finally</i>, dan sebagainya.</li> <li>• Mempresensasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> </ul>	<ul style="list-style-type: none"> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>• kegiatan yang diajari secara kronologis</li> <li>• Menggunakan bagan alir untuk mempelajari alir cerita</li> <li>• Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan.</li> <li>• Melengkapi ringkasan pengalaman tsh dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>• Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>• Saling mempresensasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<p>12 JP</p>	<ul style="list-style-type: none"> <li>• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris</li> <li>• Wiken English Rangs The Bell, Kelas VIII.</li> </ul>	<ul style="list-style-type: none"> <li>• Lisz</li> <li>• Teri</li> <li>• Pen</li> <li>• Unj</li> <li>• Por</li> </ul>
<p>12. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<p>• Fungsi sosial</p> <p>Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</p> <ul style="list-style-type: none"> <li>• Struktur text</li> <li>• Dapat mencakup: <ul style="list-style-type: none"> <li>- Judul atau tujuan</li> <li>- Informasi rinci yang ditunjukkan</li> </ul> </li> <li>• Unsur kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>• Mememkan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>• Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> <li>• Mempelajari contoh dan</li> </ul>	<p>12 JP</p>	<ul style="list-style-type: none"> <li>• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris</li> <li>• Wiken English Rangs The Bell, Kelas VIII.</li> </ul>	<ul style="list-style-type: none"> <li>• Lisz</li> <li>• Teri</li> <li>• Pen</li> <li>• Unj</li> <li>• Por</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>12. Teks pesan singkat dan pengumuman/pemberitahuan (notice)</p> <p>12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah</p>	<p>- Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda</p> <p>- Norma singular dan plural dengan atau tanpa <i>a, the, his, those, my, their, dsb.</i></p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik</p> <p>• Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menimbulkan perilaku yang termuat di KI</p> <p>• Multimedia</p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik</p>	<p>• Mempresasikan hasil analisis tentang perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana secara lisan, dengan ucapan dan tekanan kata yang benar</p> <p>• Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah untuk kemudian ditempel di dinding kelas</p>	<p>• Religius</p> <p>• Mandiri</p> <p>• Gotong royong</p> <p>• Kejujuran</p> <p>• Kerja keras</p> <p>• Percaya diri</p> <p>• Kerja sama</p>	<p>kemudian mempresasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar</p> <p>- Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>	<p>8 JP</p>	<p>• Buku Pengajaran Kurikulum 2013 Mata Pelajaran Bahasa Inggris</p> <p>• When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</p> <p>• Kamus Bahasa Inggris</p> <p>• Pengalaman peserta didik dan guru</p>	<p>• Lise</p> <p>• Teri</p> <p>• Unj</p> <p>• Pen</p> <p>• Port</p>
<p>13. Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>• Fungsi sosial</p> <p>• Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> <p>• Unsur kebahasaan</p> <p>- Kosakata dan tata bahasa dalam lirik lagu</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik</p> <p>• Hal-hal yang dapat memberikan keteladanan dan memunculkan perilaku yang termuat di KI.</p>	<p>• Memrinakan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan</p> <p>• Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>• Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>• Religius</p> <p>• Mandiri</p> <p>• Gotong royong</p> <p>• Kejujuran</p> <p>• Kerja keras</p> <p>• Percaya diri</p> <p>• Kerja sama</p> <p>• Religius</p> <p>• Mandiri</p> <p>• Gotong royong</p> <p>• Kejujuran</p> <p>• Kerja keras</p> <p>• Percaya diri</p>	<p>- Membaca, menyimak, dan memrinakan lirik lagu secara lisan</p> <p>- Menyatakan hal-hal yang tidak diketahui atau berbeda</p> <p>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>	<p>8 JP</p>	<p>• Buku Pengajaran Kurikulum 2013 Mata Pelajaran Bahasa Inggris</p> <p>• When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</p> <p>• Kamus</p>	<p>• Lise</p> <p>• Teri</p> <p>• Pen</p> <p>• Unj</p> <p>• Port</p>
<p>13. Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>• Fungsi sosial</p> <p>• Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> <p>• Unsur kebahasaan</p> <p>- Kosakata dan tata bahasa dalam lirik lagu</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik</p> <p>• Hal-hal yang dapat memberikan keteladanan dan memunculkan perilaku yang termuat di KI.</p>	<p>• Memrinakan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan</p> <p>• Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>• Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>• Religius</p> <p>• Mandiri</p> <p>• Gotong royong</p> <p>• Kejujuran</p> <p>• Kerja keras</p> <p>• Percaya diri</p> <p>• Kerja sama</p> <p>• Religius</p> <p>• Mandiri</p> <p>• Gotong royong</p> <p>• Kejujuran</p> <p>• Kerja keras</p> <p>• Percaya diri</p>	<p>- Membaca, menyimak, dan memrinakan lirik lagu secara lisan</p> <p>- Menyatakan hal-hal yang tidak diketahui atau berbeda</p> <p>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>	<p>8 JP</p>	<p>• Buku Pengajaran Kurikulum 2013 Mata Pelajaran Bahasa Inggris</p> <p>• When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</p> <p>• Kamus</p>	<p>• Lise</p> <p>• Teri</p> <p>• Pen</p> <p>• Unj</p> <p>• Port</p>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
			• Kerja sama			Bahasa Inggris ✦ Pengalaman peserta didik dan guru

English Teacher

Nyla Peria Sari, S.Pd

Depok Rejo, Maret  
Researcher  
, 2024

Reni Anegrani  
NPM 2001050024

Kepala Madrasah MTs At-thoyyibah



## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: MTs At-Thoyyibah Depok Rejo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Materi Pokok	: What Are You Doing?
Alokasi Waktu	: 6 x 40 menit

### KOMPETENSI INTI

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

### KOMPETENSI DASAR DAN INDIKATOR

#### Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dengan semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial *menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini*, sesuai dengan konteks penggunaannya.
- 4.8. Menyusun teks lisan dan tulis untuk menyatakan dan *menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini*, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### Indikator

1. Terampil memahami, menyatakan, dan menanyakan teks lisan yang menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.
2. Terampil memahami, menyatakan, dan menanyakan teks lisan yang menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.

#### TUJUAN PEMBELAJARAN

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, untuk menjelaskan, memberi alasan, memberi contoh tindakan, dan sebagainya, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).

#### MATERI PEMBELAJARAN

Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.

##### *Fungsi sosial*

Menjelaskan, memberi alasan, memberi contoh tindakan, dsb.

##### *Struktur teks*

*What are you doing here? Waiting for her; don't play around. Look! Everybody is doing their task; I need to see the Principal. May I see him now? No, he's having a meeting; Be quiet, please. The baby is sleeping* dan semacamnya.

##### Unsur Kebahasaan

- (10) Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.
- (11) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda dikelas, sekolah, rumah, dan sekitarnya.
- (12) Kata kerja untuk keadaan: *be, have*, dalam Present Continuous Tense.
- (13) Adverbia: *now*
- (14) Kata ganti obyek: *me, you, him, her, us*, dst.
- (15) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
- (16) Ucapan, tekanan kata, intonasi,
- (17) Ejaan dan tanda baca
- (18) Tulisan tangan.

##### *Topik*

Tindakan, kejadian, keadaan, dikelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

#### LANGKAH – LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan awal	<ol style="list-style-type: none"> <li>1. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris “<i>Good morning, students</i>” agar <i>English Environment</i> dapat langsung tercipta. Setelah direspon, guru menanyakan keadaan siswa.</li> <li>2. Guru menanyakan kehadiran siswa dengan mengucapkan “<i>Who is absent today?</i>”</li> <li>3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa.</li> <li>4. Guru mengajak siswa untuk menebak tentang topic yang akan dipelajari.</li> <li>5. Guru menekankan topic yang akan dipelajari yaitu tentang perkenalan diri.</li> </ol>	10 menit
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> <li>➤ Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>➤ Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> </ul> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang</p>	60 menit



	<p>tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> <li>➤ Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>➤ Siswa meniru contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>➤ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</li> <li>➤ Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p>Mengasosiasi</p> <ul style="list-style-type: none"> <li>➤ Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>➤ Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang</li> </ul>	
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	<p>dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> <li>➤ Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p>Menkomunikasikan</p> <ul style="list-style-type: none"> <li>➤ Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan diluar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>➤ Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>➤ Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	
Kegiatan Akhir	<ol style="list-style-type: none"> <li>1. Guru bersama siswa menyimpulkan materi yang sudah di pelajari</li> <li>2. Guru memberikan pekerjaan rumah kepada siswa</li> <li>3. Guru menginformasikan materi selanjutnya</li> </ol>	10 menit

## PENILAIAN

1. Teknik penilaian : Tes Tertulis
2. Instrument:
  - a. 10 soal pilihan ganda (Multiple Choice)
  - b. 10 soal isian singkat (Fill the Blank)
3. Skor perolehan:
  - a. Soal pilihan ganda:
    - Jawaban salah bernilai nol
    - Penilaian = jawaban benar x 4 = 40 (skor maksimal)
  - b. Soal isian singkat:
    - Jawaban salah bernilai nol
    - Penilaian = jawaban benar x 6 = 60 (skor maksimal)

Skor Akhir = Skor Perolehan A + Skor Perolehan B

English Teacher

Nvla Feria Sari, S.PdDepokrejo, March , 2024  
ResearcherReni Anggraini  
NPM. 2001050024

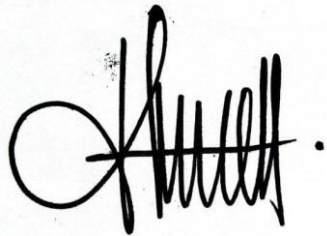
Kepala Madrasah MTs At-thoyyibah

  
Nawarsi, S.Pd.I

### The Result of Students' Vocabulary Score

No	Students' Code	Score		
		Pre-Test Score	Post Test 1 Score	Post Test 2 Score
1.	AMA	44	60	84
2.	AJ	60	78	82
3.	AAT	52	58	70
4.	DSW	78	88	92
5.	FJR	42	58	66
6.	FL	56	62	82
7.	FHP	42	60	84
8.	FSP	78	84	90
9.	GD	52	56	68
10.	KNS	50	58	78
11.	KPP	64	80	86
12.	MEA	76	82	88
13.	RIS	78	80	84
14.	RR	38	60	90
15.	RT	50	78	80
16.	R	52	76	82
17.	SF	54	78	90
18.	UIS	76	84	94
19.	WA	38	62	78
20.	ZA	50	76	86
Total		1130	1418	1654
Average		56,5	70,9	82,7

English Teacher



**Nyla Feria sari, S.Pd.**

Metro, March 21, 2024

Researcher



**Reni Anggraini**  
St.N. 2001050024

**OBSERVATION SHEET**  
**THE STUDENTS' ACTIVITY**

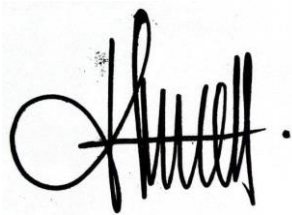
**Day/Date : Wednesday, March 06, 2024    Cycle    : 1**  
**Class        : VIII Al-Quddus                                    Meeting : 1**

No	Students Code	The Students' Activity				
		1	2	3	4	5
1.	AMA	√	√	√	√	√
2.	AJ	-	-	√	-	√
3.	AAT	-	-	√	-	√
4.	DSW	√	√	√	√	√
5.	FJR	-	-	-	-	√
6.	FL	√	√	√	-	√
7.	FHP	-	-	√	-	√
8.	FSP	√	√	√	-	√
9.	GD	-	-	√	-	√
10.	KNS	√	√	√	√	√
11.	KPP	-	-	√	-	√
12.	MEA	√	-	-	-	√
13.	RIS	-	-	√	-	-
14.	RR	-	-	-	-	√
15.	RT	-	√	-	-	√
16.	R	-	-	√	√	-
17.	SF	√	-	-	-	√
18.	UIS	-	-	√	√	-
19.	WA	-	-	-	-	√
20.	ZA	√	-	-	-	√
<b>Percentage</b>		40%	30%	65%	25%	85%
<b>Total Percentage</b>		245%				
<b>Average of Percentage</b>		49%				

Notes:

1. Giving attention to the teacher's explanation
2. Giving respond
3. Active in learning process
4. Following teacher's instruction
5. Making notes from the material

English Teacher



**Nyla Feria Sari, S.Pd**

Depokrejo, March 06, 2024  
Researcher



**Reni Anggraini**  
**St.N. 2001050024**

**OBSERVATION SHEET**  
**THE STUDENTS' ACTIVITY**

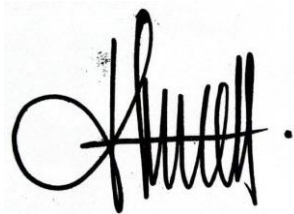
**Day/Date : Wednesday, March 07, 2024      Cycle : 1**  
**Class : VIII Al-Quddus                              Meeting : 2**

No	Students Code	The Students' Activity				
		1	2	3	4	5
1.	AMA	√	√	√	√	√
2.	AJ	√	√	-	√	√
3.	AAT	√	-	-	√	√
4.	DSW	√	√	√	-	√
5.	FJR	√	-	√	-	√
6.	FL	√	√	√	√	√
7.	FHP	√	√	√	-	√
8.	FSP	-	-	√	√	√
9.	GD	-	√	-	√	√
10.	KNS	√	-	√	-	√
11.	KPP	√	√	√	√	√
12.	MEA	√	-	√	√	√
13.	RIS	√	-	√	-	√
14.	RR	-	√	√	√	√
15.	RT	√	-	-	-	√
16.	R	-	-	√	√	-
17.	SF	√	√	√	√	√
18.	UIS	-	-	√	√	-
19.	WA	√	√	-	√	√
20.	ZA	√	√	√	√	√
<b>Percentage</b>		75%	55%	75%	70%	90%
<b>Total Percentage</b>		365%				
<b>Average of Percentage</b>		73%				

Notes:

1. Giving attention to the teacher's explanation
2. Giving respond
3. Active in learning process
4. Following teacher's instruction
5. Making notes from the material

English Teacher



**Nyla Feria Sari, S.Pd**

Depokrejo, March 07, 2024  
Researcher



**Reni Anggraini**  
**St.N. 2001050024**



**OBSERVATION SHEET**  
**THE STUDENTS' ACTIVITY**

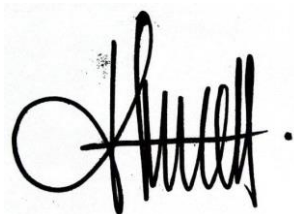
**Day/Date : Wednesday, March 13, 2024      Cycle : 2**  
**Class : VIII Al-Quddus                              Meeting : 1**

No	Students Code	The Students' Activity				
		1	2	3	4	5
1.	AMA	√	√	√	√	√
2.	AJ	√	√	√	√	√
3.	AAT	√	√	√	√	√
4.	DSW	√	√	√	√	√
5.	FJR	-	-	√	-	√
6.	FL	√	-	-	√	√
7.	FHP	√	√	√	√	√
8.	FSP	-	√	-	√	√
9.	GD	√	-	-	-	√
10.	KNS	√	√	√	√	√
11.	KPP	√	-	√	√	√
12.	MEA	√	√	√	√	√
13.	RIS	√	√	-	√	√
14.	RR	√	-	√	-	√
15.	RT	√	√	√	√	√
16.	R	√	-	√	-	-
17.	SF	√	√	√	√	√
18.	UIS	√	-	√	-	√
19.	WA	√	√	√	√	√
20.	ZA	-	√	√	√	√
<b>Percentage</b>		85%	65%	80%	75%	95%
<b>Total Percentage</b>		400%				
<b>Average of Percentage</b>		80%				

Notes:

1. Giving attention to the teacher's explanation
2. Giving respond
3. Active in learning process
4. Following teacher's instruction
5. Making notes from the material

English Teacher



**Nyla Feria Sari, S.Pd**

Depokrejo, March 13, 2024  
Researcher



**Reni Anggraini**  
**St.N. 2001050024**

**OBSERVATION SHEET**  
**THE STUDENTS' ACTIVITY**

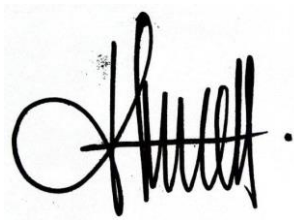
**Day/Date : Wednesday, March 14, 2024    Cycle : 2**  
**Class : VIII Al-Quddus                            Meeting : 2**

No	Students Code	The Students' Activity				
		1	2	3	4	5
1.	AMA	√	√	√	√	√
2.	AJ	√	√	√	√	√
3.	AAT	√	√	√	√	√
4.	DSW	√	√	√	√	√
5.	FJR	√	-	√	√	√
6.	FL	√	√	√	-	√
7.	FHP	√	√	√	√	√
8.	FSP	√	√	√	√	√
9.	GD	√	-	√	√	√
10.	KNS	√	√	√	√	√
11.	KPP	√	√	√	√	√
12.	MEA	√	√	√	√	√
13.	RIS	√	√	√	√	√
14.	RR	√	-	-	√	√
15.	RT	√	√	√	√	√
16.	R	√	-	√	√	√
17.	SF	√	√	-	√	√
18.	UIS	√	√	√	√	√
19.	WA	√	√	√	√	√
20.	ZA	√	√	√	√	√
<b>Percentage</b>		100%	80%	90%	95%	100%
<b>Total Percentage</b>		465%				
<b>Average of Percentage</b>		93%				

Notes:

1. Giving attention to the teacher's explanation
2. Giving respond
3. Active in learning process
4. Following teacher's instruction
5. Making notes from the material

English Teacher



**Nyla Feria Sari, S.Pd**

Depokrejo, March 14, 2024  
Researcher



**Reni Anggraini**  
**St.N. 2001050024**

**Teacher's Observation Sheet**

Cycle : I

Class : VIII Al-Qudus

No	Aspect	Score	
		1st	2nd
1	<b>The teachers' preparation</b>		
	-The materials are ready	2	3
	-There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>		
	-The teacher shows good command and knowledge of subject content	2	2
	-Relating with another knowledge		
	-Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers teaching methods</b>		
	-The teacher uses the relevant teaching method, strategy, technique, activity or media	3	4.
	-The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>		
	-Clearness of the teacher's sound	2	2
	-Establishes classroom environment conducive to learning		
	-Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting</b>		
	-Making conclusion made by the students and teacher together	2	3
	-Conducting evaluation		
6	The ability of managing class		
	-All the students are treated fairly	2	2
	-Used the time wisely		
Total		13	16
Percentage		59.2%	66.7%
Average of Percentage		60.95%	

English Teacher



Nyla Feria Sari

Depokrejo, March 06, 2024  
Researcher



Reni Anggraini  
St.N. 2001050024

**Teacher's Observation Sheet**

Cycle : II

Class : VIII Al-Qudus

No	Aspect	Score	
		1st	2nd
1	<b>The teachers' preparation</b>		
	-The materials are ready	3	4
	-There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>		
	-The teacher shows good command and knowledge of subject content	3	4
	-Relating with another knowledge		
3	<b>The teachers teaching methods</b>		
	-The teacher uses the relevant teaching method, strategy, technique, activity or media	4	4
	-The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>		
	-Clearness of the teacher's sound	3	3
	-Establishes classroom environment conducive to learning		
5	<b>The ability of closing the meeting</b>		
	-Making conclusion made by the students and teacher together	3	4
	-Conducting evaluation		
6	<b>The ability of managing class</b>		
	-All the students are treated fairly	2	3
	-Used the time wisely		
Total		18	22
Percentage		75%	91.7%
Average of Percentage		83.35%	

English Teacher



Nyla FERIA SARI

Depokrejo, March 13, 2024

Researcher



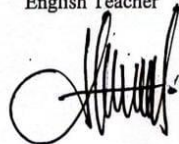
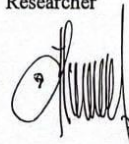
Rani ANGRAINI  
St.N. 2001050024

## The Table of Attendance List

Class : VIII Al-Qudus

No	Name	Pre-test	Cycle 1		Cycle 2	
			1	Post-test 1	2	Post-test 2
1.	Adinta Maudy Asafa	Amang	Amang	Amang	Amang	Amang
2.	Aldo Jusandi	Amang	Amang	Amang	Amang	Amang
3.	Aliza Az-zahra Tusyita	Amang	Amang	Amang	Amang	Amang
4.	Dimas Setyo Wibowo	Amang	Amang	Amang	Amang	Amang
5.	Farhan Junaidi Rifa'i	Amang	Amang	Amang	Amang	Amang
6.	Faza Laila	Amang	Amang	Amang	Amang	Amang
7.	Ferdyan Hady Pratama	Amang	Amang	Amang	Amang	Amang
8.	Frisca Samara Putri	Amang	Amang	Amang	Amang	Amang
9.	Gusti Dintama	Amang	Amang	Amang	Amang	Amang
10.	Kalica Nazwa Safitri	Amang	Amang	Amang	Amang	Amang
11.	Kuinu Putra Prakasa	Amang	Amang	Amang	Amang	Amang
12.	M. Erwin Ardiansyah	Amang	Amang	Amang	Amang	Amang
13.	Reyhan Irgi Saputra	Amang	Amang	Amang	Amang	Amang
14.	Ricard Refano	Amang	Amang	Amang	Amang	Amang
15.	Ridho Tushendra	Amang	Amang	Amang	Amang	Amang
16.	Rohman	Amang	Amang	Amang	Amang	Amang
17.	Syifa Fauziah	Amang	Amang	Amang	Amang	Amang
18.	Ummi Isnaini Safitri	Amang	Amang	Amang	Amang	Amang
19.	Windi Antika	Amang	Amang	Amang	Amang	Amang
20.	Zalwa Amalia	Amang	Amang	Amang	Amang	Amang

English Teacher


Nyla Feria Sari, S.PdDepokrejo, March , 2024  
Researcher

Reni Anggraini  
St.N. 2001050024

**PRE TEST (Vocabulary Mastery)**

A. *Choose the right answer by crossing a, b, c or d.*

1. I ..... to school everyday
  - a. go
  - b. gone
  - c. went
  - d. goes
  
2. Mr. Soni ..... computer in his office everytime
  - a. operating
  - b. operate
  - c. operated
  - d. operates
  
3. Sherina and Risa ... the prettiest students in my class
  - a. are
  - b. am
  - c. was
  - d. is
  
4. They ... very happy to see Mrs. Linda in their class
  - a. am
  - b. was
  - c. is
  - d. are
  
5. Danang : What happened next ?  
Vanessa : ..... We ate and drank together while we were hearing the music
  - a. First
  - b. After that
  - c. At least
  - d. Finally
  
6. She .... Her dog everyday
  - a. To feed
  - b. Feed
  - c. Feeds



- d. Feeding
7. I .... Always .... To the a shower
- Do, took
  - Do, take
  - Do, taken
  - Do, taking
8. Tom and I ..... Together
- Do surfing
  - Don't surfing
  - Do surf
  - Don't surf
9. I .... Breakfast everyday at 7 AM
- Eat
  - To eat
  - Ate
  - Eaten
10. Ana : Do you like sing?  
Nabila : .....
- Yes, I likes to sing
  - Yes, I like to sing
  - Yes, I am liking to sing
  - Yes, I liked to sing

**B. Fill in the blank with the correct answer.**

- The crocodile ..... Hungry
- He ..... the gold in the box
- “my dress is beautiful”, she .....
- My father ..... To his office this morning
- They ..... to my party last Sunday
- My young brother felt happy when he..... in the beach
- The queen ..... in the jungle

8. .... You watch the show yesterday
9. Sarah ..... Do her homework because she was lazy
10. I really the concert ..... Last night

**POST TEST 1**  
**(Vocabulary Mastery)**

**A. Choose the right answer by crossing a, b, c, or d!**

1. We ..... about the Present Continuous Tense now.
  - a. is learn
  - b. is learning
  - c. are learn
  - d. are learning
2. The boys are practicing soccer on the field right now ..... they are preparing themselves for tomorrow's match.
  - a. althought
  - b. because
  - c. but
  - d. and
3. Nadia ..... the whiteboard.
  - a. is cleaned
  - b. are cleaned
  - c. is cleaning
  - d. are cleaning
4. Who .... next to Jenny?
  - a. is sitting
  - b. are sitting
  - c. sit
  - d. sitting
5. Shifa is ..... dinner in the kitchen.
  - a. putting
  - b. looking
  - c. cleaning
  - d. preparing
6. Anne : .....  
Bella : I'm fixing my guitar.
  - a. Why are you laughing?
  - b. When are you leaving?
  - c. Where are you going?
  - d. What are you doing?
7. The children ..... in small groups.
  - a. is playing
  - b. are playing
  - c. plays
  - d. was played
8. The students .... book in the library.
  - a. are cleaning
  - b. are practicing
  - c. are reading
  - d. are selling

9. Grandpa is ..... the newspaper and Grandma is .....
- read – pray
  - read – prayed
  - read – praying
  - reads – prays
10. The naughty students are not .... the lesson from their teacher.
- listening
  - listen
  - listens
  - listened

**B. Fill in the blank with the correct answer!**

- They \_\_\_\_\_ studying English with their teacher.
- Bubu is \_\_\_\_\_ Ariana Grande's songs in her friend's birthday party.
- The dress code for Anisa's birthday is smart casual, so I \_\_\_\_\_ a black dress.



- Jennie is \_\_\_\_\_ the floor.
- Ica is \_\_\_\_\_ a letter from her cousin who is living in Jakarta.
- Putri : What are you watching Lisa?  
Lisa : I \_\_\_\_\_ Detective Conan movie.
-



Reza \_\_\_\_\_ the plants because there is no raining today.

8. Look! What is \_\_\_\_\_ in front of our class.
9. Mr. Jimmy \_\_\_\_\_ (teach) his son ride a bicycle.
10. My mother is \_\_\_\_\_ spaghetti because we like it.

**POST TEST 2**  
**(Vocabulary Mastery)**

**A. Choose the right answer by crossing a, b, c, or d!**

- |   |   |
|---|---|
| 1. He is .... pronunciation.  | b. looks  |
| a. practicing   | c. am looking   |
| b. practice   | d. is looking   |
| c. practices  | 6. Look! The cat is .... fish   |
| d. practiced  | because the cat is hungry!  |
| 2. Vina and I ..... how to<br>cook French food.                       | a. eating   |
| a. am learning  | b. sleeping   |
| b. are learning   | c. walking  |
| c. is learn   | d. fishing  |
| d. is learning  | 7. Doni is cleaning the<br>window, because it is so<br>....               |
| 3. Surprisingly, he .....<br>very patient and helpful to<br>everyone. | a. clean  |
| a. be   | b. rough  |
| b. is being   | c. dirty  |
| c. become   | d. not dirty  |
| d. became   | 8. I just want to stay at<br>home, I don't want to go<br>out because .... |
| 4. .... you .... My<br>dictionary right now?                          | a. it is raining  |
| a. Are, bring   | b. it is beautiful inside   |
| b. Is, bringing   | c. the sun is shining<br>nicely   |
| c. Are, bringing  | d. the flowers are<br>blossoming  |
| d. Is, bring  | 9. Do not be nervous, things<br>are ..... well!                           |
| 5. My brother .... for<br>Human Resource jobs in<br>Jakarta.          | a. go   |
| a. look   |   |

- b. goes  
c. gone  
d. going
- a. wait  
b. waited  
c. waiting  
d. waits
10. Sintia is .... For Rose in front of her class.

**B. Fill in the blank with the correct answer!**

1. People who work overtime usually do \_\_\_\_\_
2. It is boring. There is \_\_\_\_\_ much to do in the evenings.
3. The students are reading a book in the \_\_\_\_\_
4. \_\_\_\_\_ you eating fried rice?
5. My father is \_\_\_\_\_ a newspaper while he is drinking a cup of coffee.
- 6.



Diana is \_\_\_\_\_ the floor.

7. I am not \_\_\_\_\_ to rock music.
8. Daniel : What are you doing, Boy?  
Boy : I am \_\_\_\_\_ a picture.
9. \_\_\_\_\_ she writing a descriptive paragraph about cat?
- 10.



My mother is \_\_\_\_\_ some clothes.

**KEY ANSWER****PRE TEST****A. Multiple Choice**

1. A
2. D
3. A
4. D
5. D
6. C
7. B
8. A
9. A
10. B

**B. Fill in the Blank**

1. Was
2. Found
3. Said
4. Went
5. Came
6. Swam
7. Lived
8. Did
9. Did not
10. Enjoyed



**ANSWER KEY****POST TEST 1****A. Multiple Choice**

1. D
2. B
3. C
4. A
5. D
6. D
7. B
8. C
9. C
10. A

**B. Fill in the Blank**

1. Are
2. Singing
3. Am wearing
4. Sweeping
5. Reading
6. Am watching
7. Is watering
8. Happening
9. Is teaching
10. Is cooking

**ANSWER KEY****POST TEST 2****A. Multiple Choice**

1. A
2. B
3. B
4. C
5. D
6. A
7. C
8. A
9. D
10. C

**B. Fill in the Blank**

1. It
2. Nothing
3. Library
4. Are
5. Reading
6. Mopping
7. Listening
8. Drawing
9. Is
10. Washing

## DOCUMENTATION

### 1. PRE-TEST VIII Al-Quddus

The researcher explain the direction to do the test.



## 2. TREATMENT 1

The researcher put the word wall media on white board



### 3. POST TEST 1

The students did the test.



#### 4. TREATMENT 2

The researcher guided the students to read the vocabulary and give the meaning



## 5. POST TEST 2

The researcher divided the test sheet to the students





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : /In.28/J/TL.01/00/2023  
Lampiran :-  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
Kepala Madrasah MTS AT  
THOYYIBAH DEPOK REJO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **RENI ANGGRAINI**  
NPM : 2001050024  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
THE USE OF WORD WALL GAME TO IMPROVE  
Judul : STUDENT'S VOCABULARY MASTERY AT SECOND GRADE  
OF JUNIOR HIGH SCHOLL

untuk melakukan prasurvey di MTS AT THOYYIBAH DEPOK REJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 00 0000  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004





**YAYASAN PENDIDIKAN AT-THOYYIBAH LAMPUNG TENGAH  
MADRASAH TsANAWIYAH (MTs) AT-THOYYIBAH DEPOKREJO  
KECAMATAN TRIMURJO KABUPATEN LAMPUNG TENGAH  
STATUS : TERAKREDITASI**

*Alamat : Jalan Sinuwun Depokrejo Kecamatan Trimurjo Kabupaten Lampung Tengah Kode Pos 34172*

**SURAT KETERANGAN**  
**Nomor : 090/ YP-At/IX/ Ket/ 2023**

Berdasarkan surat nomor /In.28/J/TL.01/00/2023 perihal izin *pra-survey*, kami pihak sekolah mengijinkan mahasiswa atas nama:

Nama	: Reni Anggraini
NPM	: 2001050024
Perguruan Tinggi	: IAIN Metro
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris

Untuk dapat melaksanakan *pra-survey* di MTs At-Thoyyibah Depokrejo, dengan judul Skripsi **“THE USE OF WORD WALL GAME TO IMPROVE STUDENTS VOCABULARY MASTERY AT SECOND GRADE OF JUNIOR HIGH SCHOLL”**.

Demikian surat keterangan ini dibuat untuk diketahui dan kami akan memberikan fasilitas serta bantuan dalam melaksanakan *pra-survey* tersebut.

Depokrejo, 01 September 2023  
Kepala Madrasah,

**Nawars, S.Pd.I**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1362/In.28/D.1/TL.00/02/2024  
Lampiran :-  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MTS AT-THOYYIBAH  
DEPOK REJO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1361/In.28/D.1/TL.01/02/2024, tanggal 27 Februari 2024 atas nama saudara:

Nama : **RENI ANGGRAINI**  
NPM : 2001050024  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTS AT-THOYYIBAH DEPOK REJO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS AT-THOYYIBAH DEPOK REJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF WORD WALL MEDIA TO IMPROVE THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTS AT-THOYYIBAH DEPOK REJO CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 Februari 2024  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**YAYASAN PENDIDIKAN AT-THOYYIBAH LAMPUNG TENGAH  
MADRASAH TsANAWIYAH (MTs) AT-THOYYIBAH DEPOKREJO  
KECAMATAN TRIMURJO KABUPATEN LAMPUNG TENGAH  
STATUS : TERAKREDITASI**

*Alamat : Jalan Sinawun Depokrejo Kecamatan Trimurjo Kabupaten Lampung Tengah KodePos 34172*

**SURAT KETERANGAN**

**Nomor : B-107/ MTs-At/D/III/ Ket/ 2024**

Menindak lanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-1361/In.28/D.1/TL.01/02/2024, Tanggal 27 Februari 2024 Tentang Keterangan Research dengan ini kepala Madrasah Tsanawiyah At-Thoyyibah Depokrejo menerangkan bahwa :

Nama : RENI ANGGRAINI  
NPM : 2001050024  
Perguruan Tinggi : IAIN Metro  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Telah selesai melaksanakan Research di MTs At-Thoyyibah Depokrejo Selama 21 (Dua Puluh Satu) hari dari tanggal 27 Februari - 16 Maret 2024 dengan judul Skripsi **"THE USE OF WORD WALL MEDIA TO IMPROVE THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTS AT-THOYYIBAH DEPOK REJO CENTRAL LAMPUNG"**.

Demikian surat keterangan *research* ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Depokrejo, 06 Maret 2024  
Kepala Madrasah,  
  
  
Nawarsi, S.Pd.I



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Reni Angraini  
NPM : 2001050024

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat, 24/2023	Drs. Kuryani, M.pd.	Bimbingan BAB I (ACC BAB I)	
2.	Jumat, 15/2023 12	Drs. Kuryani, M.pd.	Bimbingan BAB II - Teknik penulisan - Dikesik 2 spasi kecuali Kutipan langsung yang lebih dari 4 baris, maka dikesik 1 spasi. - Penulisan footnote - Merubah second grade ke eight grade.	

Mengetahui,  
Ketua Program Studi TBI



**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 198803082015031006

Dosen Pembimbing

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Reni Anggraini  
NPM : 2001050024

Program Studi : TBI  
Semester : VII


No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	20 / 2023. 12	Drs. Kuryani, M.Pd.	<ul style="list-style-type: none"> <li>- Bimbingan BAB II (ACC BAB II)</li> <li>- Bimbingan BAB III</li> <li>- Operational mencakup Cara ukur, alat ukur, ukurannya apa, dan indikator masing<sup>2</sup> variable</li> <li>- Observation meliputi :               <ol style="list-style-type: none"> <li>1. Teacher performance</li> <li>2. Student activities</li> </ol> </li> <li>- Test Jelaskan tesnya apa (tidak perlu diben permerhan)</li> <li>- Research location berisi alamat sekolah lengkap</li> </ul>	

Mengetahui,  
Ketua Program Studi TBI



**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 198803082015031006

Dosen Pembimbing



**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Reni Anggraini  
NPM : 2001050024

Program Studi : TBI  
Semester : VII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Jumat 22/2023 /12	Drs. Kuryani, M.Pd.	<p>- Dokumentasi:</p> <ol style="list-style-type: none"> <li>1. Sejarah singkat</li> <li>2. Keadaan guru dan staff</li> <li>3. Struktur Organisasi</li> <li>4. Keadaan siswa</li> <li>5. Keadaan fasilitas</li> <li>6. Denah lokasi.</li> </ol> <p>- Independent Variable Jelaskan cara, alat dan skor untuk mengukur variabelnya.</p> <p>- Dependent Variable. Jelaskan cara, alat dan skor yg digunakan untuk mengukur variabelnya. Tambahkan indikator variabelnya.</p> <p>- Observation ~ Teacher performance ~ student learning activities.</p>	



Mengetahui,  
Ketua Program Studi TBI

**Dr. Much Deiniatur, M.Pd.I**  
NIP. 198803082015031006

Dosen Pembimbing

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Reni Anggraini  
NPM : 2001050024

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5.	27/2023 12		<ul style="list-style-type: none"> <li>- Documentation gunakan kata yang tepat untuk menjelaskan isi dan dokumentasi</li> <li>- Indicators of success. Menambahkan beberapa kata di dalam penjelasan sebelumnya.</li> </ul> <p>ACC BAB III (seminar)</p>	

Mengetahui,  
Ketua Program Studi TBI



**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 198803082015031006

Dosen Pembimbing

**Drs. Kurvani, M.Pd**  
NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Reni Anggraini  
NPM : 2001050024

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	17/2/2019	Drs. Kuryani, M.Pd	ACE APD.	

Mengetahui  
Ketua Program Studi TBI



Dosen Pembimbing

Drs. Kuryani, M.Pd  
NIP. 19620215 199503 1 001





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**RATIFICATION PAGE**

The Research Proposal entitled: THE USE OF WORD WALL MEDIA TO IMPROVE THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTs AT- THOYYIBAH DEPOK REJO CENTRAL LAMPUNG, written by: Reni Anggraini, Student Number: 2001050024, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Thursday, January 25<sup>th</sup> 2024 at 08.00 - 09.30 WIB.

**BOARD OF EXAMINERS**

Chairperson : Drs Kuryani, M.Pd

(.....)

Examiner I : Dr. Umi Yawisah, M.Hum

(.....)


Examiner II : Aisyah Sunarwan, M.Pd

(.....)

Secretary : Lenny Setyana, M.Pd

(.....)

Head of English Education Department



**Dr. Much Densiatun, M.Pd.B.I.**  
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**SURAT TUGAS**

Nomor: B-1361/In.28/D.1/TL.01/02/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **RENI ANGGRAINI**  
NPM : 2001050024  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS AT-THOYIBAH DEPOK REJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF WORD WALL MEDIA TO IMPROVE THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTS AT-THOYIBAH DEPOK REJO CENTRAL LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 27 Februari 2024

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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NOTA DINAS

Nomor : -  
 Lampiran : -  
 Perihal : **Mohon Diseminarkan Proposal  
 Reni Angraini**

Kepada yth,  
 Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
 Institut Agama Islam Negeri (IAIN) Metro

*Assalamu'alaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya  
 maka proposal yang disusun oleh :

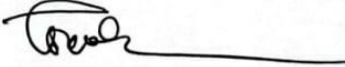
Name : Reni Angraini  
 NPM : 2001050024  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Prodi : TBI  
 Judul : THE USE OF WORD WALL MEDIA TO IMPROVE  
 STUDENTS VOCABULARY MASTERY AT EIGHT  
 GRADE OF MTS AT-THOYYIBAH DEPOK REJO

Sudah kami dapat persetujuan dan dapat diajukan untuk diseminarkan, demikian  
 harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Program Studi TBI,  
  
**Dr. Much Deinatun, M.Pd.B.I**  
 NIP. 19880308 201 503 1 006

Metro, January 2024  
 Dosen Pembimbing,

  
**Drs. Kuryani, M.Pd**  
 NIP. 196202151995031001



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
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 M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

**APPROVAL PAGE**

Name : Reni Anggraini  
 Students Number : 2001050024  
 Department : English Education  
 Faculty : Tarbiyah and Teacher Training Faculty  
 Title : THE USE OF WORD WALL MEDIA TO IMPROVE STUDENTS  
 VOCABULARY MASTERY AT EIGHT GRADE OF MTS AT-  
 THOYYIBAH DEPOK REJO

**APPROVED BY:**

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Head of English Education  
 Department,

**Dr. Much Deinatur, M.Pd, B.I**  
 NIP. 19880308 201503 1 006

Metro, January 2024  
 Sponsor,

**Drs. Kuryani, M.Pd.**  
 NIP. 196202151995031001



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**NOTIFICATION LETTER**

Number : -  
Appendix : -  
Matter : **In order to seminar an undergraduate research proposal**

To:  
The Honorable the Head of Tarbiyah Department  
of State Islamic Institute (IAIN) of Metro


*Assalamu'alaikum Wr. Wb.*

We have given guidance and enough improvement to research proposal script which is written by:


Name : Reni Anggraini  
St. Number : 2001050024  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : THE USE OF WORD WALL MEDIA TO IMPROVE STUDENTS VOCABULARY MASTERY AT EIGHT GRADE OF MTS AT-THOYYIBAH DEPOK REJO.

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the seminar. Thank you very much.

*Wassalamu'alaikumWr. Wb.*

The head of English Education  
Department  
  
**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006

Metro, January 2024  
Sponsor

  
**Drs. Kuryani, M.Pd**  
NIP. 196202151995031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-1294/In.28.1/J/TL.00/02/2024  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Kuryani (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **RENI ANGGRAINI**  
NPM : 2001050024  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE USE OF WORD WALL MEDIA TO IMPROVE THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTS AT-THOYYIBAH DEPOK REJO CENTRAL LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 Februari 2024  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201 503 1 006






**KEMENTERIAN AGAMA**  
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 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Rani Anggraini  
 NPM : 2001050024

Program Studi : TBI  
 Semester : 0

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	08 May 2024	Drs Kuryani M.Pd.	BAB IV - Penulisan Spasi pada tabel - Penambahan tabel Improvement setelah Cycle 2 - Penambahan diagram batang - Perbaiki kalimat di bagian Reflecting Cycle 1 - Perbaiki Struktur Organisasi Sekolah  BAB V - Pada kesimpulan table perlu diberi angka. - typo dibagian suggestion.	  

Mengetahui,  
 Ketua Program Studi TBI  
  
**Dr. Much Dainatur, M.Pd.B.I.**  
 NIP. 198803082015031006

Dosen Pembimbing



**Drs. Kuryani, M.Pd.**  
 NIP. 196202151995031001



**KEMENTERIAN AGAMA**  
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 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507, Faksimili (0725) 47296, Website. www.metrouniv.ac.id; email: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Rani Anggraini  
 NPM : 2001050024

Program Studi : TBI  
 Semester : 8

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
2.	13 May 2024	Drs Kuryani. M.pd	BAB IV a v ACC Muningsya	

Mengetahui  
 Ketua Program Studi TBI  
  
**Dr. Much Deinitur, M.Pd.B.I.**  
 NIP. 198803082015031006

Dosen Pembimbing  
  
**Drs. Kuryani, M.Pd.**  
 NIP. 196202151995031001





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
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 Telp. (0726) 41507; Faksimili (0725) 47296;  
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

#### SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Reni Anggraini  
 NPM : 2001050024  
 Prodi : Tadris Bahasa Inggris  
 Judul Skripsi : THE USE OF WORD WALL MEDIA TO IMPROVE THE STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTs AT THOYYIBAH DEPOKREJO CENTRAL LAMPUNG

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Mei 2024

Ketua Prodi TBI  
  
 Dr. Much Deiniatur, M.Pd.B.I.  
 NIP. 198801082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA**  
Nomor : P-306/In.28/S/U.1/OT.01/05/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Reni Anggraini  
NPM : 2001050024  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001050024

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 17 Mei 2024  
Kepala Perpustakaan



As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP.19750505 200112 1 002

# skripsi renic II

by 1 1



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**Submission date:** 07-May-2024 07:55AM (UTC-0500)

**Submission ID:** 2325778134

**File name:** skripsi\_renic\_II.pdf (1.46M)

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## CURRICULUM VITAE



The name of the writer is Reni Anggraini. She was born in Lampung, July 04, 2001. She is the second child of happy couple namely Mr. Nuril Huda and Mrs. Jumini.

The writer had studied at The Elementary School for 6 years (2008-2014) at SDN 04 Dabuk Rejo. Then she continued her studying in Junior High School for 3 years (2014-2017) in SMP 03 Lempuing. After that she studied at MAN 02 Ogan Komerang Ilir for 3 years (2017-2020) and finished her studying in 2020. And the last, she kept on her school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah

F

