

AN UNDERGRADUATE THESIS

**USING ILLUSTRATION PICTURE AS MEDIUM TO INCREASE
THE STUDENTS' VOCABULARY MASTERY
AT THE SEVENTH GRADERS OF
SMP N 6 METRO**

By:
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**STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO**

1439 H / 2017 M

**USING ILLUSTRATION PICTURE AS MEDIUM TO INCREASE
THE STUDENTS' VOCABULARY MASTERY
AT THE SEVENTH GRADERS OF
SMP N 6 METRO**

**Presented as a partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

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NOTIFICATION LETTER

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

Wassalmu'alaikum Wr.Wb

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Assalamualaikum Wr.Wb.

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Judul Proposal : USING ILLUSTRATION PICTURE AS MEDIUM TO INCREASE THE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADERS OF SMP N 6 METRO

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

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RATIFICATION PAGE

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An undergraduate thesis entitled: USING ILLUSTRATION PICTURE AS MEDIUM TO INCREASE THE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADERS OF SMP N 6 METRO

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ABSTRACT

USING ILLUSTRATION PICTURE AS MEDIUM TO INCREASE THE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADERS OF SMP N 6 METRO

**BY :
FIFTYNA NUR CHURRIA**

Medium is one of the ways that is used by the teacher in teaching learning process in order to make the students understand about the material. The teacher must create a good atmosphere in the classroom, select relevant materials and apply a suitable media in order to make the teaching learning process run well. One of media that is used is illustration picture. Illustration picture is used to help the students easy to understand vocabulary mastery. So, the researcher tries to apply using illustration picture as medium to increase the students' vocabulary mastery at the seventh grade of SMP N 6 Metro. The objective of this research is to know whether the illustration picture can increase the vocabulary mastery in teaching learning process.

In this research, the researcher conducted in two cycle. Each cycle is consist of planning, acting, observing and reflecting. To collect the data, the researcher used test, observation and documentation. In test, the researcher divides to two kind there are pre-test and post-test. The purpose of pre-test and post-test are to know the students' vocabulary mastery before and after the treatment.

The result in cycle I showed that the average percentage of active students is 50% and in the cycle II is 70%. The average in pre-test is 69,88. The average of post-test in cycle I is 69,88 and the average of post-test in cycle II is 77,89. The average of pre-test and post-test showed that there is an increase from pre-test and post-test. The average of post-test in cycle I is higher than post-test in cycle II is higher than post-test in cycle I. It is clear that based on the result of pre-test, post-test in cycle I and post-test in cycle II has positive increase in increasing the students' vocabulary mastery. By using illustration picture as medium, the students are interested and motivated to following the process of learning in class. They are enjoy doing the lesson. It also make them easier in understanding the material. Referring to the result of the students' score above, it can be said that illustration picture has positive increase toward the students' vocabulary mastery.

ABSTRAK

MENGGUNAKAN MEDIA GAMBAR ILUSTRASI DALAM MENINGKATKAN PENGUASAAN KOSAKATA SISWA DI KELAS TUJUH SMP N 6 METRO

**OLEH :
FIFTYNA NUR CHURRIA**

Media adalah salah satu cara yang dapat digunakan oleh guru di dalam proses pembelajaran untuk membuat siswa dapat memahami materi yang disampaikan. Seorang guru diuntut untuk membuat suasana yang nyaman, memilih materi dan menggunakan sebuah media yang tepat untuk membuat proses pembelajaran berjalan dengan baik. Salah satu media yang dapat digunakan adalah gambar ilustrasi. Gambar ilustrasi digunakan untuk membantu siswa mudah memahami penguasaan kosakata. Untuk itu, peneliti mencoba menerapkan media gambar ilustrasi untuk meningkatkan penguasaan kosakata siswa di kelas tujuh SMP N 6 Metro. Permasalahan dalam penelitian ini adalah untuk mengetahui apakah media gambar ilustrasi dapat meningkatkan penguasaan kosakata siswa dalam proses pembelajaran.

Dalam penelitian ini, peneliti melakukan dalam dua siklus. Masing-masing siklus terdiri dari perencanaan, perlakuan, pengamatan, dan penerimaan. Dalam mengumpulkan data penelitian, peneliti menggunakan tes, pengamatan dan dokumentasi. Dalam pengumpulan data tes, peneliti membagi menjadi dua jenis yaitu tes awal dan tes akhir. Tujuan dari tes awal dan tes akhir adalah untuk mengetahui pemahaman kosakata siswa sebelum dan setelah perlakuan. Hasil dari siklus I menunjukkan bahwa rata-rata presentasi keaktifan siswa adalah 50% dan pada siklus II adalah 70%. Rata-rata nilai siswa pada tes awal adalah 69,88. Rata-rata nilai siswa pada siklus I adalah 69,88 dan pada siklus ke II adalah 77,89. Dari hasil tersebut menunjukkan bahwa ada peningkatan dari hasil tes awal dan tes akhir. Nilai rata-rata pada siklus I lebih tinggi dibandingkan nilai rata-rata pada tes awal dan nilai rata-rata pada siklus II lebih tinggi dibandingkan nilai rata-rata pada siklus I. Hal ini jelas menunjukkan bahwa berdasarkan hasil dari tes awal, tes pada siklus I dan tes pada siklus II, media gambar ilustrasi memiliki peningkatan yang positif dalam pembelajaran penguasaan kosakata siswa. Dengan menggunakan media gambar ilustrasi, siswa merasa tertarik dan termotivasi untuk mengikuti proses pembelajaran di kelas. Mereka merasa lebih mudah menerima pelajaran. Berdasarkan hasil nilai siswa diatas dapat disimpulkan bahwa media gambar ilustrasi memiliki peningkatan yang positif bagi siswa dalam peningkatan penguasaan kosakata siswa.

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Metro, September 2017

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Metro, September 2017

Yang menyatakan



FIFTYNA NUR CHURRIA
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

“ Indeed, there are difficulties in addition to ease of ”
(Q.S. Al-Insyirah:5)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to all people who always pray and give support me in finishing this paper for my success, they are :

1. My beloved father Jamrozi D.S and my mother Suhayati who are always honesty sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support for me at all until I can accomplish this thesis success in my study.
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However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and situation, and the researcher somehow realize that an appropriate moment for me to deepest gratitude for :

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2. Ahmad Subhan Roza, M.Pd, the head of English Education Department and the co-sponsor of had given the knowledge patiently.
3. Drs. Kuryani Utih, M.Pd, the sponsor who had educated, directed and given the researcher advice, suggestion, and recommendation for this undergraduate thesis.
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Last but not least, nobody is perfect. The researcher do apologize for all mistakes she has made in writing and presentation items. May this undergraduate thesis can be beneficial for all readers properly.

Metro, September 2017

The Researcher



Fityna Nur Churria

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CHAPTER I

INTRODUCTION

A. Background of Study

English as the most of popular language becomes an International language in the world so that, English mastered by everyone. It is easy if we study it at an early age but as we know that now in curriculum 2013, English has been removed in the list of subjects of elementary school. Therefore, the students have not ability to master English. While in junior high school, every student is required to be understanding and mastering English. They have not good basic for mastering English. They can not listen, read, speak or write English well. As we know that in studying English, the students should master four English skills namely listening, reading, speaking and writing. To master all skills, the students must have good vocabulary because vocabulary is one of the biggest components of a language, the students need to master a number of words to express their ideas well, because of the more they have more the vocabularies, it is easier for they send their ideas to others in spoken or written forms.

Learning English particularly vocabulary is very important for supporting the ability of speaking, listening, writing and reading. Without mastering vocabulary one will face difficulties in improving the ability of communication with others.

Vocabulary is needed in learning language, because through vocabulary, people can exchange their through and ideas. So, we know that

vocabulary is a very important element of a language, because it plays an important role in language. Therefore, English seems important because it has many words more than other language. It seems very important to us to always learn English.

Vocabulary is important and one of aspects that must be mastered by the students in learning English. Vocabulary mastery can help the students have good listening, reading, speaking, and writing. The real, students do not master in learning English. Because they have problems in teaching learning English.

The students who have limited vocabulary, they will not understand the meaning of words. They think that the learning English is difficult, because the meaning, spelling, and writing are not same. The students also have less motivation in learning English and low to memorize new vocabulary. Besides that, the teacher does not create in teaching vocabulary. The teachers must select relevant material, prepare his/her lesson and explain the lesson clearly.

There are many teaching vocabulary problems that actually the teachers faced. The English teacher is suggested to be more active and the lesson to be more interesting. English teacher should make their lessons interesting so the students do not fall asleep in them. Through the interesting lesson, the students will be able to understand the lesson and they can increase their motivation to learn vocabulary.

The effort to master a sufficient amount of vocabulary needs to be handle and seriously thought, for the recent facts show that most of Junior High School student in Metro. In there, the English Mastery is still low from the standard of target. This matter can be proven by observing the English test, at least as what the written in experience as Junior High School teacher. It is especially in SMP N 6 Metro where the researcher teaches. The researcher found that the vocabulary achievement of the students are still low. It can be seen from the result of the data's pre survey, as follows :

Table 1
The Students' Score in Pre-Survey

NO	NAME	SCORE	EXPLANATION
1.	ALBI REZA SAPUTRA	12	Incomplete
2.	ALDIANO S.W.Y	60	Incomplete
3.	ANDI FIRMANSYAH	44	Incomplete
4.	AXEL ALBIN JAVIER	68	Incomplete
5.	BUNGA LESTARI	52	Incomplete
6.	DEBI SABRI	28	Incomplete
7.	DWI SAPUTRA	52	Incomplete
8.	ELVIRA GITA MAHARANI	48	Incomplete
9.	ERDIS FEBRI ARIANTO	52	Incomplete
10.	FAHREZA DIKA SANTOSO	56	Incomplete
11.	FITRI NUROHMAH	52	Incomplete
12.	GENCIA AGNA SEBRA	52	Incomplete
13.	HABSAH AFIFATUL AMRI	52	Incomplete
14.	HARIS SAYID AD'DIN	44	Incomplete
15.	INTAN WIDANA	56	Incomplete
16.	KELVIN APRIKO DINASTIAR	60	Incomplete
17.	KHOIROTUN HISAN	60	Incomplete
18.	LARAS DANIATI	72	Complete
19.	M. ZIDNI 'ILMAN NAFI'A	60	Incomplete

20.	MIRZA SAPDA ERLANGGA	52	Incomplete
21.	MUHAMMAD AL GHIFARI	68	Failed
22.	NABILA FITRIA	72	Complete
23.	NINDYA PUTRIANI	60	Incomplete
24.	NOVAL ARDIKA RAMADANI	48	Incomplete
25.	RAHMAWATI	52	Incomplete
26.	RAMAT IKBAL ROMADON	60	Incomplete
27.	RENDY YULIANTO	36	Incomplete
28.	SAFIRA NURIDA	72	Complete
29.	SITI NURHIDAYAH	72	Complete
30.	TIA MEYLAN ANGGRAENI	56	Incomplete
31.	VINSENSIA HOLANDA VIANEY	60	Incomplete
32.	ZULFA SAMSA ARRIFA	56	Incomplete
	TOTAL	1711	
	AVERAGE	53,46875	
	COMPLETE		4
	INCOMPLETE		28

Source : English vocabulary mastery test/pre-survey at the seventh graders of SMP N 6 Metro (pre survey on November 17, 2016)

Table 2

The Percentage of The Students' Score in Pre-Survey

No	Grade	Explanation	Frequency	Percentage
1.	≥ 72	Complete	4	12,5%
2.	< 72	Incomplete	28	87,5%
Total			32	100%

Source : Ledger of students' English score at the seventh graders of SMP N 6 Metro (pre survey on November 17, 2016)

From the table above, it can be seen that the students' vocabulary score is low. There are 4 students who complete and 28 students who incomplete in the pre survey.

From the data of the table, the researcher assumes that to improve the students' vocabulary needs a media to help the students' understanding vocabulary because media is one way that is used by the teacher in teaching learning process.

There are media that can be used to teach or to increase the students' vocabulary, such as word games, crossword puzzle, word selection, song, picture, etc. It makes the students interested in English learning and be able to communicate English. The teacher must create a good atmosphere in the classroom, select relevant materials and apply a suitable technique in order to make the teaching learning process run well.

Picture is one of instructional media in teaching, it can help the students to master English. When the students see the picture that they have learned, they will be easier to understand and remember it. One of way in which can help the learner understand the meaning of word is by using picture because picture will help the students to more interest studying English.

Here, the researcher chooses illustration picture as the best media of this research because illustration picture has function to illustrate something. It will make the reader easily to understand the material. It will make the students' brain thinking about the picture. The students do not just think about the picture but they can think what will they do with the thing, what the function of the

picture, what the color of the picture and others. It will make the students think more about the picture. It can be more explaining about something that will be learned.

Based on the statement, illustration pictures can increase the students' vocabulary mastery. Besides that, the students will be more interested in English learning, especially in learning vocabulary. The researcher focuses this research is about "using illustration picture as a medium to increase the students' vocabulary mastery at the seventh grade of SMP N 6 Metro."

B. Problem Identification

Based on the background of the problem above, it can be identified as follows :

1. The students have low vocabulary, so they cannot understand English well.
2. The students do not know the meaning of the vocabulary.
3. The school has limited learning facilities, especially in teaching media like pictures so the teacher is difficult to develop the students' vocabulary.
4. Many students have low writing competence especially in the total of vocabularies that they have mastered.
5. The strategies in teaching vocabulary mastery are considered ineffective.

C. Problem Limitation

Based on the problem identification above there are many problems, but the researcher limits the problem only in the school has limited learning facility, especially in teaching media like picture so the teacher is difficult to develop the students' vocabulary.

D. Problem Formulation

Based on the problem limitation, the researcher formulates the problem formulation, as follow:

1. Can the use of illustration picture as medium increase the students' vocabulary mastery at the seventh graders of SMP N 6 Metro ?
2. Can the use of illustration picture as medium increase the students' learning activity at the seventh graders of SMP N 6 Metro ?

E. Objectives and Benefits of Study

There are many objectives and benefits from the research. There are, as follows :

1. Objectives of Study

The research is aimed to:

- a. To increase the students' vocabulary mastery by using illustration picture at the seventh graders of SMP N 6 Metro.
- b. To increase the students' learning activity at the seventh graders of SMP N 6 Metro.

2. Benefits of Study

The benefits of the study are :

a. For the students

As motivation to study English and improve the students' vocabulary mastery.

b. For the teacher

As an alternative media to teach English especially to increase the students' vocabulary mastery.

c. For the headmaster

It can be used as information to facilitate learning English activity in the future especially in vocabulary mastery at SMP N 6 Metro.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concept of Vocabulary Mastery

1. The Concept of Vocabulary

a. Definition of Vocabulary

English vocabulary has a remarkable range, flexibility and adaptability.¹ It is becoming English seems to have far more words in its core vocabulary than other languages.

Vocabulary refers to words that we use to communicate in oral and print language.² It means that vocabulary is important aspects in language so it would be impossible to learn a language without vocabularies because vocabulary is one the important part in learning language, because without vocabulary, it is difficult to communicate with others.

Hornby defines vocabulary as 'the total number of words in a language; vocabulary is a list of words with their meanings. While Ur stated : “ Vocabulary can be defined, roughly, as the words we teach in the foreign language.³ Vocabulary has not always been very responsive to such a problem, and the teacher has not fully recognized

¹ Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use Upper-Intermediate & Advanced*, (New York : Cambridge University Press, 1994), p. 2.

² Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly*, (USA : Pasific Resourch for Education and Learning, 2011), p. 5.

³ *Ibid.*, p. 24-25.

the tremendous communicative advantage in developing an extensive vocabulary skills that must be developed in mastering vocabulary.

On the other hand, Burns defines vocabulary as the stock of words which is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin vocabulary is central to language and of critical importance to the typical language learning.⁴ An improved vocabulary means the learners sound intelligent. Most smart people an excellent vocabulary. The learners speak well and use the right words.

Vocabulary is one of the language elements which should be learned if one wants to master a language. Beside Biemiller in *Teaching Effective Vocabulary's* book states vocabulary is a strong indicator of reading success.⁵ It means that having a low vocabulary will make the students difficult to understand a text or to communicate each other. They can not understand any teaching from about they listen or read. As we know that it will be impossible to learn a language without vocabulary.

Vocabulary is important and one of aspects be mastered by the students in learning English. In addition, National Institute of Child Health and Human Development defines vocabulary knowledge is essential to comprehending text in reading.⁶ Vocabulary knowledge is

⁴ Ibid., p. 25.

⁵ Sue Hackman, *Teaching Effective Vocabulary*, (Nottingham : Departement for Children, Schools and Families, 2008), p. 5.

⁶ Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary.*, p. 6.

not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence.

According to Michael Graves in, components of vocabulary instruction listed below :

- 1) Providing rich and varied language experiences
- 2) Teaching individual words explicitly
- 3) Teaching word-learning strategies
- 4) Fostering word consciousness.⁷

Neuman & Dwyer states vocabulary can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).⁸ It means that in learning language, the learners will try to create the language, the words, and the vocabulary into certain sentences in order to be able to communicate and transfer their ideas. Vocabulary is the essential area of language learning. Therefore, students must learn vocabulary well so they are able to master the language. By mastering a great number of vocabularies, the students can learn foreign language easier.

⁷ Ibid., p. 8.

⁸ Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught", *International Journal of Teaching and Education*. (Saudi Arabia : King Khaled Academy), Vol. III, No. 3 / 2015, p. 24.

As a conclusion, the researcher can say that someone can not convey anything without vocabulary. Because vocabulary is the basic element of the language and it will make language meaningful. The researcher can say that the quality of the language performance of students depend on the quality and quantity of their vocabulary which they use. Then vocabulary is group of words that has meaning that is used in English teaching and learning. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

It would be impossible to learn a language without vocabularies, learning a language means learning its vocabularies. This shows that people will do nothing in communication if they do not know the word or vocabulary.

b. The Kinds of Vocabulary

There are many kind of vocabulary in English language consist of eight groups as follows :

- 1) Nouns. Noun is a word (or grup of words) that is the name of person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Example : Eleanor, Devon, book, sense, walking stick, town hall.
- 2) Pronouns. Pronoun is a word that it used in place of a noun or noun phrase. Example : her, she, him, they.

- 3) Adjectives. Adjective is a word that gives more information about a noun or pronoun. Example : kind, better, impetuous, best.
- 4) Verbs. Verb is a word (or a grup of words) which is used in describing an action, experience, or state. Example : write, ride, be, set out.
- 5) Adverbs. Adverb is a word (or a grup of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Example : sensibly, carefully, in home at half an hour.
- 6) Preposition. Preposition is a word (or grup of words) which is used to show the way in which other words or connected. Example : for, of, in, on top of.
- 7) Determiners. Determiner consist of definite article, indefinite article, possessives, demonstratives, and quantifiers. Example : the, a, an, my, your, this, that, these, those, some, many, few.
- 8) Conjunctions. Conjunction is a word that connects sentences, phrases, or clauses. Example : and, so, but.⁹

Here, the researcher limits kinds of vocabulary only on noun, verb, and adjective to conduct the research, because noun, verb, and adjective of vocabulary often found by the students in learning activities, especially in English.

⁹ Jeremy Harmer, *How to Teach English, An Introduction to The Practice of English Language Teaching*, (England : Longman, 1998), p. 37.

c. The Technique in Teaching Vocabulary

Teaching vocabulary is one of the most important thing to prepare by teacher before teaching in the class. Elizabeth M. Kissling stated that the techniques and principles must be connected and coherent for a language teacher to be successful.¹⁰ The teacher more need to prepare good techniques and suitable material in order to gain the target in teching learning program.

Brewster, Ellis, and Girard stated there are some techniques of teaching vocabulary, as follows :

- 1) Using Objects. Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words.
- 2) Drawing. Object can either be drawn on the blackboard or drawn on falsh card. They can help young learners easily understand and realize the main ponts that they have learned in the classroom.
- 3) Using Illustrations and Pictures. Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. They are plenty of vocabularies that can be introduced by using illustration or pictures.

¹⁰ Elizabeth M. Kissling, *Techniques and Principles in Language Teaching, Third Edition (Book Review)*, (Latin American : Oxford University Press, 2012), p. 2.

- 4) Contrast. Verb “contrast” means to show a difference, like photos that reveal how much weight someone lost by contrasting the “before” and “after” shots.
- 5) Enumeration. An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning.
- 6) Mime, Expressions and Gestures. Kippel implies that mime or gesture is useful if it emphasize the importance of gestures and facial expression on communication. In addition to supporting comprehension, teaching gestures may also be relevant for learners’ memorisation process.
- 7) Guessing from Context. Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely. This technique encourages learners to take risks and guess the meanings of words they can work out the meanings of words when they are on their own.
- 8) Eliciting. This technique is more motivating and memorable by simply giving pupils a list of words to learn.
- 9) Translation. Cameron stated that even though translation does not create a need or motivation of the learners to think about word meaning. In addition Thornbury implies that in some situations translation could be effective for teachers such as when dealing with incidental vocabulary.

- 10) Scales. After the students have learnt two contrasted or related gradable items, this can be a useful way of revising and feeding in the new items.
- 11) Examples of the Type. To illustrate the meaning of subordinates, such as flowers, vegetables, and foods, it is a common procedure to exemplify them e.g. rose, jasmine, and orchid are all flowers. But the technique cannot be applied in delivering the words that belong more than one ordinate.¹¹

The researcher assumes that teaching vocabulary can be meaning if the teacher can verify the teaching process by combining the available techniques of teaching. Beside that the students as the participants in learning process will understand the words which taught easily. Here, the researcher uses illustrations and pictures as the technique in teaching vocabulary because illustration and picture are focused of this research.

d. The Characteristic of English Vocabulary

Modern English vocabulary is very rich and extensive. Lexical units of this enormous word-stock don't exist independently. They should be viewed as a certain structured system. The term system as used in present-day lexicology denotes not merely the sum total of English words, it denotes a set of elements associated and functioning

¹¹ Mofareh Alqahtani, "The Importance.", p. 26-30

together according to certain laws. The members of the system have some common features which allow to classify them. Lexical units may be classified in different ways. In an adequate classification the definition of various classes must be based on the same kind of criteria. There are the features of English vocabulary, as follows¹² :

- 1) English words are mainly polysemantic, i.e. they have more than one possible meaning. The meaning of most English words is a complex structure of meanings. According to some estimates, more than 40% of English words have more than one meaning. For example : set (464 definitions), run (396 definitions), go (368 definitions).
- 2) English has a lot of borrowed words (ca 80%) which were mainly adopted from different Indo-European languages (most borrowed words came from Latin and French).
- 3) English is characterised by well-developed synonymy with many sources for synonyms. According to Wordnet, the average number of synonyms per word in English is 2,15. For example : big-huge-gigantic-colossal.
- 4) English is characterised by well-developed homonymy (e.g. bare/bear, hair/hare etc.). There are more than 12.000 homonyms in English. Some word may have up to 10 homonyms.

¹² Howard Jackson and Etienne Zé Amvela, *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology*, (London : Continuum, 2007), p.25.

- 5) Most words in English are mono- and disyllabic. According to W. Gitt, 71,5% of English Word used in fiction are monosyllabic. Almost all 100 most common word in English are mono-or disyllabic.
- 6) English has a unique phenomenon: phrasal verbs, which consist of a verb and a preposition or adverb that modifies or changes the meaning; e.g. 'give up' is a phrasal verb that means 'stop doing' something, which is very different from 'give'.
- 7) Many words have rather general meaning specified by context. Most words in English have a very broad meaning specified in the context.
- 8) English has a special type of word-formation - conversion (zero-derivation). Conversion is the creation of a word (of a new word class) from an existing without any change in form: empty(adj) – to empty(v).

2. The Concept of Vocabulary Mastery

a. The Definition of Vocabulary Mastery

The Learning for mastery or what called (learn dexterity) on the main philosophical principle in education is that most students can learn everything offered by the school required level grades if you take into

account their interests, and their preceding knowledge , and provide them with good teaching and sufficient time to learn.¹³

Mastery includes the ability of person in one skill comprehensively. He or she understands the whole parts of the skill he or she has. It means that mastery is the perfect performance.

Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.¹⁴ Meanwhile, Rivers stated vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession.¹⁵

Based on the explanation above, the researcher conclude that vocabulary mastery is a thing that can be refused in learning a language. Vocabulary mastery is one of important things in master the skills in English. Vocabulary mastery can help the students have good listening, reading, speaking, and writing. So the mastery of vocabulary is needed in order to be able to communicate in English well.

b. The Vocabulary Mastery Learning Strategy

There are also, vocabulary learning strategies that the teachers can take into account. They can train their students to use these

¹³ Omar AlKhateeb, Mohammad Abu-shreah and Ahmed Al-khattab, "The Effect of using Learning Strategy Mastery in the Collection of The Ninth-Grade Students in the Study of Islamic Education in Ma'an", *Journal of Education and Practice*, (Ma'an : IISTE), Vol.6, No.6, 2015, p. 76.

¹⁴ Mofareh Alqahtani, "The Importance of.", p. 26.

¹⁵ Ibid.

strategies. Schmitt and McCarthy propose strategies to learn vocabulary as follow :

1) Guessing from context

A context is rich enough to give educate clues to guess the word's meaning.

2) Using word parts and mnemonic techniques to remember words

When seeing or hearing the target word, the learner is reminded of the keyword.

3) Using vocabulary cards to remember foreign language first language word pairs.

A memory aid in independent learning by setting up vocabulary notebooks.¹⁶

Based on the explanation above, there are a lot of starategy for the teacher to be helpful for students to learn vocabulary in easier way. The teacher must combine more than one strategy or teachnique in teaching English.

c. The Assessment of Vocabulary Mastery

Vocabulary assessment seems straight foward in the sense that word list are readily available to provide a basis for selecting a set of words to be tested. In addition, there is range of well-known item types

¹⁶ Ibid., p. 30-31.

that are convenient to use for vocabulary testing.¹⁷ In the other hand, assessment is a popular and sometimes misunderstood term in current educational practice. You might be tempted to think of testing and assessing as synonymous terms, but they are not. Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners must use all their faculties to measure and evaluate.¹⁸

Assessment is an ongoing process that encompasses a much wider domain. Assessment is not only to know the achievement of students in mastering vocabulary, but also useful to improve the memory of words that are found.

There are three dimensions to assessing vocabulary mastery¹⁹ :

1) Discrete – Embedded

A discrete test takes vocabulary knowledge as a distinct construct, separated from other components of language competence. In contrast, an embedded vocabulary measure is one that contributes to the assessment of a large construct. Example of an embedded measure is found in reading tasks consisting of a written text followed by a set of comprehension questions. The discrete – embedded distinction does not refer primarily to the way that vocabulary is presented to the test-takers.

2) Selective – Comprehensive

¹⁷ Jhon Read, *Assessing Vocabulary*, (New York : Cambridge University Press, 2000), p.2.

¹⁸ H. Douglas Brown, *Language Assessment : Principles and Classroom Practice*, (San Francisco, California : Longman, 2000), p.4.

¹⁹ *Ibid.*, p. 7-13.

In a selective, the target words may either be selected as in individual words and then incorporated into separate test items, or alternatively the test-researcher first chooses a suitable text and then uses certain words from it as the basis for the vocabulary assessment. On the other hand, a comprehensive, measure takes account of all the vocabulary content of a spoken or written text.

3) Context Independent – Context Dependent

Context independent, a vocabulary measure in which the test-taker can produce the expected response without referring to any context. Meanwhile, context dependent, a vocabulary measure which assesses the test-taker's ability to take account of contextual information in order to produce the expected response.

In general, the best assessment is one that gives the teacher a true picture about the students as well as an understanding of how developed the students' abilities are to determine the meaning of the word from context clues.

According to Brown in Jhon's book, to assess the student's vocabulary mastery as follows²⁰ :

- 1) Excellent to good: 20-18 precise vocabulary usage: use of parallel structures; concise; register good.

²⁰ Jhon Charles, *Assessing Vocabulary*, (New York : Cambridge University Press, 2000), p.218.

- 2) Good to adequate: 17-15 attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
- 3) Adequate to fair: 14-12 some vocabulary misused; lack awareness of register; may be too wordy.
- 4) Unacceptable-not college-level work: 11-6 poor expression of ideas, problems in vocabulary, lack variety of structure.
- 5) Inappropriate use of vocabulary: 5-1 no concept of register or sentence variety.

Assessing vocabulary is to determine what the students already know about the essential word in a unit or story. In the research, the researcher uses multiple choice for know the students' vocabulary mastery. The question in the test consist of 25 question with the score in every question is 4 so the total score of this test is 100.

B. The Concept of Illustration Picture as Medium

1. The Concept of Medium

a. The Definition of Medium

A medium (plural media) is a channel of communication, derived from the Latin word meaning "between". The term refers to anything that carries information between a source and a receiver.²¹

²¹ Ahsan Akhtar Naz and Rifaqat Ali Akbar, "Use of Media for Effective Instruction its Importance: Some Consideration" in *Journal of Elementary Education A Publication of Deptt. of Elementary Education IER*, (Lahore : University of the Punjab), Vol. 18(1-2) 35-40 2008, p. 35.

Media is one way that is used by the teacher in teaching learning process. Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction.²²

Abdul Waheed Khan stated that media education is becoming more important in the process of teacher training.²³ It causes as the teachers, they can be modified the effective media in learning process.

Media education could be seen to play an important role right across the school curriculum. However, there is a danger that this might reduce media education to an instrumental or “servicing” role. Teaching about the media should not be confused with teaching through the media—although this confusion may be increasing as a result of the dissemination of information and communication technologies in education.²⁴

According to United Nations Educational Scientific and Cultural Organization UNESCO, media education is part of basic entitlement of every citizen, in every country in the world, to freedom of expression and the right to information and is instrumental in building and sustaining democracy.²⁵

²² Ibid.

²³ Abdul Waheed Khan, *Media Education A Kit for Teachers, Students, Parents and Professionals*, (Paris : UNESCO, 2006), p. 9.

²⁴ Ibid., p. 13

²⁵ Alexander Fedorov, *On Media Education*, (Moscow : ICOS UNESCO IFAP, 2008), p.6.

The teachers can make more effective use media in teaching English if they understand underlying concepts about teaching-learning process. Meanwhile as a teacher, they must be prepared to choose the best tools for teaching the students. There are many media that can be used to teach or to increase students vocabulary, such as word games, crossword puzzle, word selection, song, picture, etc. It is make the students interested learning English and to be able to communicate.

Andrew Wright stated picture have motivated the students, made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture.²⁶

As visual media, picture can be used in teaching and learning process that helps the students to understand the material by giving an image to the students which is like the real object or situation. By picture, students can improve their understanding about prohibition based on the picture they seen.

In accordance with the main aim of this teaching aid, then in attaching certain material for prospective lessons, it will be in such a way will appear as a supporting media for teaching technique. So applying the picture or any other teaching aids, in teaching learning

²⁶ Andrew Wright, *Pictures for Language Learning*, (England : Cambridge University Press, 1990), p. 136.

process is of course intend to enable the students to achieve the language teach.

From the explanation above the researcher conclude that picture has important thing in teaching learning process. Pictures also assumed has a positive effect toward the students vocabulary in memorize new vocabulary. Picture as media can give stimulate the students to remember the lesson material.

b. The Types of Medium

The different authors (Boric, Brown, Lewis, Harcleroad, Kem, Mehra, Chandra and McArtney) give classifications of media in different ways on the basis of those classifications a common grouping/types of media may be made as:

- 1) Print Media i.e. News Paper, Magazines, Digest, Journals, Bulletins, Handouts, poster etc.
- 2) Graphic Media i.e. Overhead transparencie Charts, graphs Models, dioramas, Maps, globes.
- 3) Photographic Media i.e. Still Pictures, Slides, Filmstrips, Motion pictures, Multi-images etc.
- 4) Audio Media i.e. Audiotape, Audiocassettes, Records, Radio, Telecommunication etc.
- 5) Television/Video i.e. Broadcast television, Cable television, (Videotape Video cassettes, Videodiscs, Teletext, Videotext etc.

- 6) Computers i.e. Minicomputer, Microcomputer etc.
- 7) Simulations and Games i.e. Boards, Written, Human, interaction, Machine etc.²⁷

Moreover, illustration picture as one of media's type can be used in teaching learning process. The teachers can make more effective use of media if they understand underlying concepts about teaching-learning process.

c. The Benefit of Using Medium in Teaching Learning

Media provide the teachers and the students with creative and practical ideas. Following are the conclusions drawn on the basis of review literature about media/teaching materials that offer teachers powerful means to make their teaching effective to achieve specific classroom objectives:

- 1) It helps students in greater acquisition of knowledge and ensures longer retention of the gained knowledge. This is mainly because it provides interactive learning environment due to which learning experiences becomes more meaningful and satisfying.
- 2) It easily motivates the learners because it enhances a multisensory interest and thereby learning becomes more immediate and productive.

²⁷ Ahsan Akhtar Naz and Rifaqat Ali Akbar, "Use of Media., p. 36-37.

- 3) It gives classroom instructions a more scientific base and enables teachers to transfer the knowledge in an organized way and more systematically.
- 4) It is appropriate teaching tools which helps teachers to draw and fix the attention of students towards teaching. Attention and concentration betters students learning and improves classroom discipline.
- 5) It enhances comprehension skills and the clarity of communication can be greatly enhanced by using them.
- 6) It helps in stirring the imaginal, thinking process and the reasoning power of the students.
- 7) It helps the teachers to save their time and energy. Since these effective materials can clarify the concepts easily, lots of time and energy can be saved by it.
- 8) It also serve as ideal tools to review the learning outcome and to evaluate the completeness of certain learning.
- 9) They open out greater scope for interactive learning and offers opportunities of individual learning.²⁸

Meanwhile medium have many benefits in teaching learning program, the teacher must choose the best medium and adapt where the best medium that will be used with the material in the lesson. It will give a influence to the students learning activity.

²⁸ Ibid., p. 38-39.

2. The Concept of Illustration Picture as Medium

a. The Definition of Illustration Picture

Illustration and picture are the only interconnected entities. Mark Wigan applied illustration is ancient medium with a rich history; it is also a vital, dynamic and contemporary means of expression, interpretation and communication, which conveys ideas and messages with compelling imagery created in any media.²⁹ Meanwhile, picture is one of media's kinds that is useful for getting students to predict what is coming next lesson.³⁰

According to Paul Nation, illustration picture is one of division of picture.³¹ Picture as a media have some kinds. One of all is illustration picture. Illustration picture helps the students to understand a lesson book.

On the other hand, Zhihui Fang defines in the picture storybook, illustration picture can supplement characterization in the text by showing the characters' actions and reactions to one another or giving characters an extra fleshing out.³² While, Chall and Elser states illustration picture may distract children's attention from print, thus hindering their word identification and acquisition of written language,

²⁹ Mark Wigan, *The Visual Dictionary of Illustration*, (London : AVA Publishing SA, 2009), p. 9.

³⁰ Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, (London : Longman, 2001), p. 135.

³¹ Paul Nation, "Technique for Teaching Vocabulary" in *English Teaching Forum*, (New Zealand : English Language Institute, 1974), p.18.

³² Zhihui Fang, "Illustration, Text, and the Child Reader: What are Pictures in Children's Storybooks for ?", *Article Reading Horizon*, (Purdue University : The Berkeley Electronic Press), Volume 37, Issue 2 November/December 1996, p. 132.

the contributions of pictures to the overall development of children's literate behavior seem to be overwhelmingly greater than its potential dangers.³³

Tim Abdi Guru, illustration picture is a two dimensional of art that aims to clarify an understanding.³⁴ Illustration picture gives the real imagine for the reader so they can know and understand about the topic that they read.

Sukimin A.W and Edy Sutandur stated illustration picture is a picture that is used to provide an explanation or understanding.³⁵ Using illustration picture, the reader can more understand and accept the meaning of the story. It will help the teacher to explain materials in class. The teacher will easily ask the the students to memorize and think more what they know about the picture so the students will express they vocabulary.

Illustration picture is a applied art that is seen in book, magazine, tabloid, mass media or print media. Illustration picture have some kind, as follow :

1) Realis picture. Realis picture tells about the real condition. Example, human picture.

³³ Ibid., 136-137.

³⁴ Tim Abdi Guru, *Seni Budaya untuk SMP Kelas VIII*, (Demak : Erlangga, 2007), p.13.

³⁵ Sukimin A.W and Edy Sutandur, *Terampil Berkarya Seni Rupa 2 untuk Kelas VIII SMP dan MTs*, (Solo : PT Tiga Serangkai Pustaka Mandiri, 2008), p. 8.

2) Cartoon picture. Cartoon picture is such as a picture with fun perform.³⁶

From the statement above, the researcher concludes that illustration picture is a media that can be used to explain and describe something so the reader or the the student is easy to understand and interpret it. Using illustration picture, the reader can more understand and accept the meaning of the story.

b. The Function of Illustration Picture

Illustration picture have a lot of functions as follow :

- 1) Attracts the attention of people so the reader interest to read book, magazine, or story presented.
- 2) Gives illustrating of the story or essay.
- 3) Gives more experience dan explain own experience with see the illustration picture.
- 4) Complete and learn storyline expressed especially attached picture story (comic).
- 5) Inform criticism, suggest, or satire in picture (caricature illustration).³⁷

From the explanation above, we know that illustration picture has many functions that is good to use in teaching learning in the class.

³⁶ Ibid., p. 8.

³⁷ Ibid., p. 89.

Illustration picture give imagine about something so the students will think more about the picture. The students do not only think about what the picture but they will think what they will do or what the material of the picture. It will improve the students' vocabulary.

c. The Requirement of Illustration Picture

Illustration picture as one of media in teaching vocabulary have some requirement, as follow :

- 1) The scratching line or hatching have clear color so illustration picture is easily to understand or know the meaning.
- 2) Illustration picture can interest attention, fun, and make easier the reader to understand it.
- 3) Show the important picture so it can inform the reader to undersatand the main story.
- 4) Illustration picture is suitable with the main story or the meaning of text.³⁸

As the teacher, it is very important to choose the best media that will use. It is same when the teacher must select the best illustration picture. The teacher must choose the best illustration picture to be used in teaching vocabulary. If the teacher chooses the wrong picture, it will make the students confused to understand the material.

³⁸ Ibid., p. 90.

d. Example of Illustration Picture

Illustration pictures that will be used to improve the students' vocabulary mastery are concrete pictures. It aims to make students easy to understand and can capture the main and the purpose of the picture. Here the researcher uses the picture of the transportation's types as one of the examples of illustration pictures that can be used in teaching vocabulary mastery. Types of transportation consist of land transportation, air transportation, and water transportation. There are the examples of illustration pictures' transportation:

1) Land Transportation



Motorcycle



Car

2) Air Transportation



Airplane



Helicopter

3) Water Transportation



Boat



Submarine

Figure 1

Source : <http://www.google.com>

e. The Advantages and Disadvantages of Using Illustration Picture in Learning

Illustration picture is one of media that will used in teaching learning. It shows that illustration picture has the important position to success learning program. Where as we know that picture is very familiar as one of manner to stimulate the students' image about something. Then, using illustration picture as medium in learning program have many advantages and disadvantages as follow :

1) The Advantages of Illustration Picture

- a) Illustration picture in illustrations in picture books entice children to read and interact with text. They motivate young readers to find/name hidden objects/characters or to predict what is going to happen next.
- b) Illustration picture makes picture books can serve as an effective tool to stimulate and promote children's creativity.
- c) Illustrations are important in that they provide mental scaffolds for the child reader, thus facilitate their understanding of the written text.
- d) Illustrations foster children's aesthetic appreciation of art and beauty.³⁹
- e) Illustration pictures help the students to understand the difficult words easily by looking at the picture.

³⁹ Zhihui Fang, " Illustration, Text., p. 137-139

- f) Illustration pictures make the vocabulary learning more enjoyable and interesting.
- g) Illustration pictures are possibly used in teaching pronunciation and structure also.
- h) Illustration pictures make the class more active and alive.
- i) Illustration pictures could attract the students' curiosity in learning new vocabulary.⁴⁰

2) The Disadvantages of Illustration Picture

- a) The ability and explaining of the teacher can make the different understanding suitable the students' knowledge about the material.
- b) The comprehension of material is less perfect, because illustration picture as media just show eyes perception that is not strong to activate all human characters, so the material is not explained perfect.
- c) Uneven use of illustration picture for the students so making it less effective in vision.⁴¹

Based on the description above can be concluded that increasing the vocabulary of students through illustration picture as medium is a teaching technique which is suitable, in fact silent pictures seem much

⁴⁰ Nurullah Mansourzadeh, "Comparative Study.", p. 57.

⁴¹ Asnawir dan M. Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), p. 50-51.

to say for those who are sensitive and full of imagination. Therefore, the selection of illustration pictures to be precise, attractive and stimulating students.

f. The Use of Illustration Picture in Teaching Vocabulary

Here are the steps of teaching vocabulary mastery by using illustration picture as medium. They are as follows :

- 1) Start with TPR (Total Physical Response) commands.
- 2) Use TPR to teach names of body parts and to introduce numbers and sequence. (the material can adjust)
- 3) Introduce classroom terms and props into commands.
- 4) Use names of physical characteristics and clothing to identify members of the class by name.
- 5) Use visuals, typically magazine pictures to introduce new vocabulary and to continue with activities requiring only student names as response.
- 6) Combine use of illustration pictures with TPR.
- 7) Combine observation about the picture with commands and conditionals.
- 8) Using several illustration pictures, ask students to point to the picture being described.⁴²

⁴² Jack Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching Second Edition*, (Cambridge : Cambridge University Press, 2001), p.189-190.

The researcher uses picture as medium and tell what they are going to learn. Then, start the research activities. The first the teacher shows the illustration picture; put the picture on whiteboard or other. The second, the teacher mentions and points out the parts of the picture and write the sentences which has mentioned on the whiteboard or blackboard. Finally, to know whether the students' understand the lesson or not, the teacher asks about the picture.

C. Action Hypothesis

The researcher formulates the hypotheses as follow:

1. By using illustration picture as medium, the students will be able to increase their vocabulary mastery.
2. By using illustration picture as medium, the students will be able to increase their learning activity.

CHAPTER III

RESEARCH METHODOLOGY

A. The Operational Definitions of Variables

1. Independent Variable

Independent variable of this research is using illustration picture (X). Using illustration picture helps the students to generate many ideas about the topic when the students see the picture. It is not only make the students feel confident but also make them feel comfortable when they get a new vocabulary.

The indicator of this variable are :

1. The students can understand with the illustration picture.
2. The students can identify what the illustration picture mean.
3. The students can remember easily if they look the illustration picture.

To measure this variable, the researcher uses observation and documentation. The researcher uses observation sheet to measure the students' activity in the class and the data about the condition of the school as the documentation data. To give scoring, the researcher gives checklist in every indicator if the students do it in the class. If 70% of the students' activity are suitable with the indicator of the observation, the research is success.

4. Dependent Variable

Dependent variable of this research is vocabulary mastery (Y). The indicators of this variable are :

- a. The students can read with true answer suitable in media.
- b. The students can remember word suitable in media.
- c. The students can mention English word with true answer suitable in media.

The researcher uses test to measure this variable. The researcher gives the students two test that are pre test and post test. The researcher uses objective test in the form of multiple choice by using this test. Total number of test items are twenty five items . The score in every items is 4 for true answer so if the students answer true all questions, they get score 100.

From the result is used to know the students' achievement in vocabulary mastery. Then, the researcher knows "is using illustration picture can increase the students' vocabulary mastery at SMP N 6 Metro".

B. Setting of Research

The location setting of this research on SMP N 6 Metro was published in Pattimura Street, 29 Banjarsari North Metro. This research conducted on June 5th, 2017 until June 16th, 2017 in academic year 2016/2017 at SMP N 6 Metro.

C. Subject of Research

The subject in this classroom action research are the 32 students of class VII.3 in SMP N 6 Metro. The classroom action research is done to repair the teacher performance so the students study result can be increased. In this research, the researcher chooses this class because this class is the lowest in vocabulary mastery so many of them have difficulties to express their idea. Below, the data of subject at VII.3 class.

Table 3
Subject of The Research

CLASS	SEX		TOTAL
	MALE	FEMALE	
VII.3	16	16	32

Source : Document from the teacher's data at VII.3 class at SMP N 6 Metro.

D. Procedure of Research

In this research, the researcher uses Classroom Action Research (CAR) principle to collect the data. Mills stated action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning.¹ So, to success it is needed a procedure to apply it in the teaching learning process.

¹ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston: Pearson Education, 2002), p. 577.

Jean McNiff and Jack Whitehead assumed that action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.²

Action research is about taking action based on research and researching the action taken. Action research has been used in a variety of settings, including schools, hospitals, health clinics, community agencies, government units, and other environments. It can be used to enhance everyday work practices, to resolve specific problems, and to develop special projects and programs. Action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.³

According to Corey, action research is a process for studying problems by practitioners scientifically to take decision for improving their current practices. While Stephen M. Corey defined that the process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decision and action is what a number of people have called action research.⁴

The procedure of this research are :

1. Pre-Survey

² Jean McNiff and Jack Whitehead, *Action Research : Principles and Practice, Second Edition*, (USA : Routledge Falmer is an imprint of the Taylor & Francis Group, 2002), p. 9-10.

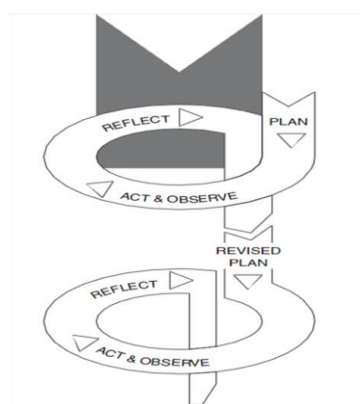
³ Donal Ary, et.al, *Introduction to Research in Education*, (USA : Wadsworth, 2010), p.512.

⁴ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi : New Age International (P) Ltd, 2006), p. 1.

Based on the result from pre survey in class VII.3 only 12,5% the students who complete in vocabulary test and 87,5% the students incomplete with the highest grade 72 and the lowest grade 12 with the minimum mastery criteria (KKM) for English is 72.

Here is steep of classroom action research design :

Figure 2.



Kemmis' and MC Taggart Model⁵

Based on the figure 1, it can be inferred that classroom action research is dynamic process that has four aspects (planning, acting, obsrving, and reflecting in every cycles, it does in the class to increase the quality of learning practice.

2. Action Research

In the classroom action research, the researcher hold the research in two cycles. There is a relationship between one and the other. They are:

a. Planning

⁵ Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge : Cambridge University Press, 1999), p. 33

- b. Acting
- c. Observing
- d. Reflecting

Classroom Action Research (CAR) were :

a. Cycle I

1) Planning

Planning is the first steps in each activity. Without planning, the activity of the researcher will not be focus. The planning be reference in doing action. Here is step that the researcher can make in planning.

- a) The researcher prepared the lesson plan, the material and the illustration picture.
- b) The researcher planned to give the task and evaluation.
- c) The researcher prepared the test (pre test and post test).
- d) The researcher prepared observation sheet to know the problem in teaching learning vocabulary.

2) Acting

The second steps in the action research is acting. It is the realization from the planning which has made by the researcher. Without the action, the planning is just imagination that never is real. In this action research, the researcher is as the teacher and this research conducted at the seventh graders of SMP N 6 Metro, at least for two meetings. The steps are as follows :

a) Preparing

The teacher prepared the material and the lesson plan before comes to the class. The teacher also prepared the observation sheet to the students. The resercher wanted to know the problems in the process of learning. After the teacher got the problems, the teacher arranged a learning design a media and evaluation.

b) Process of Learning

Before the research is doing, the researcher did a pre-test in the first meeting. It is to know the students' score of vocabulary before the researcher used the media in the class. In the next meeting, the teacher gave the students the illustration pictures relating to the material then the teacher asked the students to identified the picture. After that the teacher gave assignment to the students.

In the second meeting in the cycle I, the teacher gave test to the students. It is to know the progress of the students' after the teacher uses the illustration picture in learning process.

c) Evaluation

The researcher did a pre-test before cycle I does. A pre test is given to the students to know the early students ability before treatment and a post test is used to know the students ability after

they study with using illustration picture. It is aimed to see whether the students scores increase or not.

3) Observing

The observation is the activity of recording the even and action. The observation did in a learning process related as the schedule. In this research, the researcher acted as a teacher who implemented the pictures in treatment. This is to know how far the students vocabulary mastery by using illustration picture as medium. Here, the researcher collaborated with the English teacher. The English teacher and the researcher used an observation sheet. It is used to make some notes of the activities in the process of learning vocabulary mastery through illustration picture. The collaborator observed the teacher's activities and the researcher observed the students' activities.

4) Reflecting

In this step the data is got from observation in each action. The writer analysed and discussed observation and test result during teaching learning process. It is used to improve in the following cycle. After comparing the score distribution of pre test and post test, the researcher reviewed and reflect the teacher's performance and

the students' activities whether it is positive or negative. If the result is negative, the teacher should repair it.

b. Cycle II

The minimum cycle in Classroom Action Research (CAR) is two cycle. If from cycle I, there are some students not successful, so the researcher must conduct cycle II. The result in cycle I is for evaluation material and for reflection to the second research. If in cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

1) Planning

In the planning, the researcher prepared the lesson plan, the material and the illustration picture. Then the researcher planed to give the task and evaluation. After that, the researcher prepared the test (post test). And than, the researcher prepared observation sheet to know the problem in teaching learning vocabulary.

2) Acting

The steps in this cycle are same with in cycle I but in this cycle there is not pre-test. In this cycle, the researcher just give post-test to the students. The steps are as follows :

a) Preparing

The teacher prepared the material and the lesson plan before comes to the class. The teacher also prepared the

observation sheet to the students that are be the subjects in this research.

b) Process of Learning

The teacher gave the students the illustration pictures relating to the material. Then, the teacher explained the material and gave some examples of illustration picture and the students identified the name, kind, color etc. of the picture. After that, the teacher gave some illustration picture then the teacher asks the students to identified the picture with their partner. After that the teacher asked the students to write their answer in whiteboard.

c) Evaluation

In this cycle, the teacher only use a post test. It is used to know the students ability after they study with using illustration picture.

3) Observing

Here, the teacher collaborated with the English teacher. The English teacher and the researcher used an observation sheet. It is used to make some notes of the activities in the process of learning vocabulary mastery through illustration picture. The collaborator observed the teacher's activities and the researcher observed the students' activities.

4) Reflecting

After the teacher did all step, it showed the result of this research. The score of the students in cycle II more higher than in cycle I, and the students' activities increased, it showed that using illustration picture can increase the students' vocabulary mastery

E. Data Collecting Technique

In order collect the data, the research used the following technique as follow :

1. Test

If learners know they are going to be tested on their vocabulary, learning, they may take vocabulary learning more seriously. ⁶ It means that a test is one of the tools to measure the students' basic ability and achievement. In this research, test was used as data collected method. The test was used to measure the students' vocabulary mastery.

The kinds of this test is written test. The type of this test is multiple choice test where consist of 25 items. Score in each question is 4 score.

The indicator of the test are :

- a. The students can be called mastering if the students know to comprehend the word from the illustration picture.

⁶ Scott Thornbury, *How to Teach Vocabulary*, (England : Pearson Education Limited, 2002), p. 129.

- b. The students can also understand the kinds of words from the illustration picture. Understanding the kinds of word Noun, Verb and Adjective.

The researcher gave the students two tests that are pre-test and post-test. The test is given to know the students' achievement before and after the learning process.

- a. Pre-test

Pre-test conducted before presenting the treatments to know, how far the students' vocabulary mastery. The type of pre-test is objective test. The researcher used objective test in the form of multiple choice by using this test, the forgotten vocabulary be easier to measure. Total number of test items is twenty five. The items are based on the material that was taught in the class.

- b. Post-test

The post-test conducted in order to know the progress of students' vocabulary mastery by using illustration picture after the treatments. The type of post-test is objective test which consists of twenty five items.

2. Observation

Observation method focused on entire process of teaching learning vocabulary mastery through illustration picture. Observation is a systematic method of data collection that relies on a researcher's ability

to gather data through his or her senses.⁷ While, Jhon W. Creswell stated observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.⁸

Therefore, the researcher used observation as data collection method to know how teaching vocabulary mastery through illustration picture works in the class. The object of this observation are the use of illustration picture as medium in learning process and the students learning activity in teaching vocabulary mastery in the class.

3. Documentation

Document consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters.⁹ In this research, the researcher took the data from the documentation of school such as the document about school history, the profile of school, the total of the teachers and official, the total of students, organization structure and location's sketch in SMP N 6 Metro.

F. Instrumen of Research

Jhon W. Creswell stated we need an instrument to collect or measure the variables in a study. It is easier to locate an instrument than to develop

⁷ Zina O'Leary, *The Essential Guide to Doing Research*, (London : SAGE Publication, 2004), p. 170.

⁸ John W. Creswell, *Educational Research.*, p. 213.

⁹ *Ibid.*, p. 223.

one.¹⁰ It means that instrument is a tool or facilities that are used by the writer to collect the data completely and systematically. Furthermore, the reserch instrument involves :

1. Instrument Blueprint

Instrument blueprint is a way to get the data that useful the writer has done to collect information the field.

a. Test Blueprint

The research used test as one of instrument in this research. The instrument is used for pre test and post test. Pre test was conduct before implementation the treatment. The test (pre test and post test) consisted of 25 multiple choice. The score of item is 4 for the true answer and 0 for the false answer. The highest score is 100 and the lowest score is 0.

Table 4
The Research Test Blueprint

No	Variable	Variable Indicator	Item Number	Form
1.	Using illustration picture as medium (X)	<ul style="list-style-type: none"> - The students can be call mastered if the students know to comprehend the word from the picture. - The students can also understanding the kinds of words from the picture. Understanding the kinds of word : a. Noun	1,2,3,4,5,6,7,8,9	Multiple Choice

¹⁰ Ibid., p. 404.

		b. Verb c. Adjective.	10,11,12,13,14,15, 16,17 18,19,20,21,22,23, 24,25	
2.	Vocabulary mastery (Y)	- The students can read with true answer suitable in media. - Students can remember word suitable in media. - Students can mention English word with true answer suitable in media. Understanding the kinds of word : a. Noun b. Verb c. Adjective.	1,2,3,4,5,6,7,8,9 10,11,12,13,14,15, 16,17 18, 19, 20, 21, 22, 23, 24, 25	Multiple Choice

b. Observation Guidance

The researcher used observation guidance in this research. Here, the collaborator observed the teacher's activity and the researcher observed the students' activities in class.

Table 5
The Observation Sheet of The Teacher's Activities

NO.	Indicator/Aspect Observed	Look Into				Score Indicator
		1	2	3	4	
	Pre Learning					
1.	Preparing student to learn					
2.	Aperseption activity					
	Core Activity of Learning					

3.	Master the learning material					
4.	Associate the material with the relevant knowledge in the life					
5.	Explain material suitable hierarchy systematically studied and the characteristics of students					
6.	Good and correct language, speak clearly and fluently and out of loud					
7.	Approaches, strategies, appropriate model material					
8.	Learning competencies in accordance					
9.	Learning involves the active participation of students					
10.	Shows an open attitude towards the students' responses					
11.	Mastering the class					
12.	Skills provide reinforcement					
13.	Skills to motivate					
14.	Skills to initiate discussion in group/individual					
15.	Questioning skills					
16.	Skills using media and learning resources					
17.	Monitor the progress of students' learning process					
	Closure					
18.	Attract the attention of students					
19.	Reviewing and concluding the important parts					
20.	Encourage the students to master the material and absorb the lessons recently shown					
	Total Score					
	Criteria					

Scoring :

Criterion :

- 1 = Bad
- 2 = Enough
- 3 = Good
- 4 = Very Good

Assessment Criteria

- 71-80 = Very Good = A
- 61-70 = Good = B
- 51-60 = Enough = C
- 41- 50 = Less = D
- ≤40 = Bad = E

Table 6
The Observation Sheet of The Students' Activities

No	Name	Activity				Total Score
		Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The student's cooperative with their friend	The students able do the task	
1	ALBI REZA SAPUTRA					
2	ALDIANO S.W.Y					
3	ANDI FIRMANSYAH					
4	AXEL ALBIN JAVIER					
5	BUNGA LESTARI					
etc						
Total						
Percentage (%)		%	%	%	%	%

c. Documentation

The instrument which be used in documentation method is documentation guidance, as follow :

- 1) Documentation about the history and the profil of SMP N 6 Metro.
- 2) Documentation about condition of the teacher, and official in the SMP N 6 Metro.
- 3) Documentation about the students of SMP N 6 Metro.

- 4) Documentation about the organization structure of SMP N 6 Metro.
- 5) Documentation about location's sketch of SMP N 6 Metro.

G. Data Analysis Technique

Data analysis conducted by taking the average score of the pre test, and post test. To know students achievement after the actions are conducted and given test at the early and the last cycles.

The formula :

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

Notes :

\bar{X} = mean

$\sum X$ = the total number of respondent

N = the number of students

Beside that, to measure the presentage of the students activities, the researcher used the formula :

$$P = \frac{\sum X}{N} \times 100 \%$$

Notes :

P = Percentage

$\sum X$ = The total number of respondent

N = Total of students¹¹

According to the criteria mastery learning (KKM) the class can be successful in achieving the material if 70% of the students in that class get at

¹¹ Donal Ary, et.al, *Introduction.*, p. 108- 109.

least 72. So, if 70% of the students in that class get at least 72 in the post test, it means that using illustration pictures can give a positive effect on the students' vocabulary mastery. In this research, the researcher has target that 70% students get score 72 or more in learning vocabulary through illustration picture.

H. Indicator of Success

The indicator can be stated successful in learning process if the result of the cycle 2 more successful than cycle 1. Aspect that are inspected of the research are students' activity and students' performance of learning activity in the class. The parameters are : (1) the students can response the teacher's question; (2) the students can answer the question (oral, written); (3) the students can give attention; (4) the students make notes from the material; (5) the students do the assignment.

The indicator of the successful took from the process and the result of the action research. The research is called success if 70% students get 72 and 70% active in learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Description of Research

1. Description of Research Setting

The description of this research as follow :

a. The History and The Profil of SMP N 6 Metro

SMP N 6 Metro is branch of SMP N 2 Metro in 1986, then become definitive school in 1988. Located of this school is in Jl. Patimura Banjarsari, Metro Utara, Metro.

SMP N 6 is one of the popular Junior High School with accreditation school is A. So, in 2008, SMP N 6 Metro is verification becoming a organized of Pilot National Standard School Standard (SSN) based on Surat Keputusan Direktur Pembinaan SMP, Direktorat Jenderal Manajemen Pendidikan Nasional Nomor : 1393/C3/DS/2008, tanggal 09 September 2008.

From the establishment, SMP N 6 Metro has changed of Headmaster tenth times, they are as follows:

1. Drs. Zamzami Nurdi from 1986 until 1992
2. Bambang Soenardho from 1992 until 1997
3. Drs. Hasan Basri from 1997 until 1998
4. Drs. Tukiman.S from 1998 until 1999

5. Drs. Sumarsono from 1999 until 1999
6. Drs. Koes Sudiarto from 1999 until 2002
7. Dra. Miliek Sunarni DR from 2002 until 2006
8. Dra. Indrawati from 2006 until 2009
9. Drs. Edy Supriyono from 2009 until 2010
10. Yuwono DM, S.Pd. from 2010 until now.

The Building of SMP N 6 Metro as follow :

- 1) 20 classrooms
- 2) 1 room of headmaster
- 3) 1 room of teachers
- 4) 1 room of official staffs
- 5) 1 room of guidance and counseling
- 6) 1 room of UKS
- 7) 1 mosque
- 8) 3 toilet
- 9) 1 science laboratory
- 10) 2 libraries
- 11) 2 multimedia rooms
- 12) 2 canteen

b. The Condition of The Teachers and Official of SMP N 6 Metro

The number of teachers and official employees in SMP N 6 Metro in academic year 2016/2017 can be identified as follow :

Table 7
The Condition of Teachers and Official Employees in The SMP N 6
Metro

NO	NAME/NIP	CLASS	POSITION
1	YUWONO DM, S.Pd NIP. 195908271980121002	Pembina Tk. 1/IV.b	Headmaster
2	HUSNIATI, S.Pd NIP. 196101021983032009	Pembina Tk. 1/IV.b	Teacher
3	SUROSO, S.Pd NIP. 196202171988031003	Pembina Tk. 1/IV.b	Teacher
4	TITIK GANTINI, S.Pd.Bio NIP. 196304191984032005	Pembina Tk. 1/IV.b	Teacher
5	YUSMINAR, S.Pd.Ekop NIP. 196305031986012003	Pembina Tk. 1/IV.b	Teacher
6	SRI KARNASIH, S.Pd.Ing NIP. 196402261986022001	Pembina Tk. 1/IV.b	Teacher
7	DWI ARIFAH RN, S.Pd NIP. 196404061990032008	Pembina Tk. 1/IV.b	Teacher
8	Dra. SUPIYATIN NIP. 196408131990032004	Pembina Tk. 1/IV.b	Teacher
9	Drs. SIGIT TRI W NIP. 196501141989031004	Pembina Tk. 1/IV.b	Teacher
10	HERI PURWANTINI, S.Pd NIP. 196503251992032004	Pembina Tk. 1/IV.b	Teacher
11	SRI ZULYANI, S.Pd.Bio NIP. 196504081988032004	Pembina Tk. 1/IV.b	Teacher
12	TRI LESTARI NIP. 195807101986022003	Pembina /IV.a	Teacher
13	MUNANI RIFAIE, BA NIP. 195912171986032008	Pembina /IV.a	Teacher

14	RINALDI NIP. 196209161988031006	Pembina /IV.a	Teacher
15	SUWANDI NIP. 196211101989021004	Pembina /IV.a	Teacher
16	SANUSI, A.Md.Pd NIP. 196306201986021005	Pembina /IV.a	Teacher
17	MAKNO, A.Md.Pd NIP. 196307071986011001	Pembina /IV.a	Teacher
18	SRI HAYATI, A.Md NIP. 196307151988032011	Pembina /IV.a	Teacher
19	SRI WURYANI, A.Md.Pd NIP. 196401151986022002	Pembina /IV.a	Teacher
20	YULINDA, S.Pd NIP. 196407041990032003	Pembina /IV.a	Teacher
21	ONO WAHYUDI, S.Pd NIP. 196604201990021002	Pembina /IV.a	Teacher
22	SAI'UN, S.Pd.I NIP. 196605241990021001	Pembina /IV.a	Teacher
23	TUMINI NIP. 196606041991022001	Pembina /IV.a	Teacher
24	ZELDA, S.Pd NIP. 196606271990022001	Pembina /IV.a	Teacher
25	JAMIYO, S.Pd NIP. 196611241991031003	Pembina /IV.a	Teacher
26	SITI NURYUNI, S.Pd NIP. 196903231998022001	Pembina /IV.a	Teacher
27	Dra. TITIK ROSDIYAH NIP. 196907271992032012	Pembina /IV.a	Teacher
28	SYAMSUL BAHRI, S.Pd NIP. 197102091998021001	Pembina /IV.a	Teacher
29	SURIYAH, A.Md.Pd NIP. 196609191991022003	Pembina /IV.a	Teacher
30	SITI SUPINAH, S.Pd NIP. 197509272005022003	Penata Tk. 1/III.d	Teacher
31	MURTINI, S.Pd NIP. 197801282005022004	Penata Tk. 1/III.d	Teacher

32	TRI SUSIWATI, S.Pd NIP. 197907092005022001	Penata Tk. 1/III.d	Teacher
33	SRI ASIH, S.Pd NIP. 197012012008012029	Penata /III.c	Teacher
34	HASYIM AS'ARI, S.Ag NIP. 197012302007011034	Penata /III.c	Teacher
35	MARIA DUDUANTARI, S.Pd NIP. 197503092005012010	Penata /III.c	Teacher
36	SIDIK MAHFUDIN, ST NIP. 197803302008041001	Penata /III.c	Teacher
37	EDY SASMINTO, S.Kom NIP. 197909092008041002	Penata /III.c	Teacher
38	EUIS ARIYANI, S.Pd NIP. 197909302008012018	Penata /III.c	Teacher
39	ANA QURNIAWATI, S.Pd NIP. 197911222008012015	Penata /III.c	Teacher
40	WINDARTI, S.Pd NIP. 197005062007012007	Penata Muda Tk.1/III.b	Teacher
41	DWI WIDODO, S.Pd NIP. 19710525200641010	Penata Muda Tk.1/III.b	Teacher
42	EDITHIA OPASANTA S NIP. 198603252014061002	Penata Muda /III.a	Teacher
43	AGUS'AN NIP. 196011231982031006	Penata Muda Tk.1/III.b	Official Employees
44	B. MISWATI NIP. 196005041986022000	Pengatur /II.c	Official Employees
45	PARYONO NIP. 196409091995031001	Penata Muda Tk.1/III.b	Official Employees
46	TRISNOWATI NIP. 196502051989032000	Penata Muda Tk.1/III.b	Official Employees
47	MARIJO NIP. 196604151991031000	Pengatur Tk.1/II.d	Official Employees
48	NURHAYATI NIP. 196612031990032004	Penata Muda Tk.1/III.b	Official Employees
49	MELI DUSANTI NIP. 196705211995121001	Penata Tk.1/III.d	Official Employees

50	PONIRAN NIP. 196912022014061001	Juru/I.c	Official Employees
51	HARYONO NIP. 197007181991031005	Pengatur Tk.1/II.d	Official Employees
52	PRANOTO NIP. 197011201991031008	Penata Muda Tk.1/III.b	Official Employees
53	JOKO SUBEKTI NIP. 198208022011011005	Penata Muda /III.a	Official Employees

Source : Documentation of SMP N 6 Metro in academic year 2016/2017.

c. The Students' Quantity of SMP N 6 Metro

The students' quantity of SMP N 6 Metro in academic year 2016/2017 are 730 students that can be identified as follow :

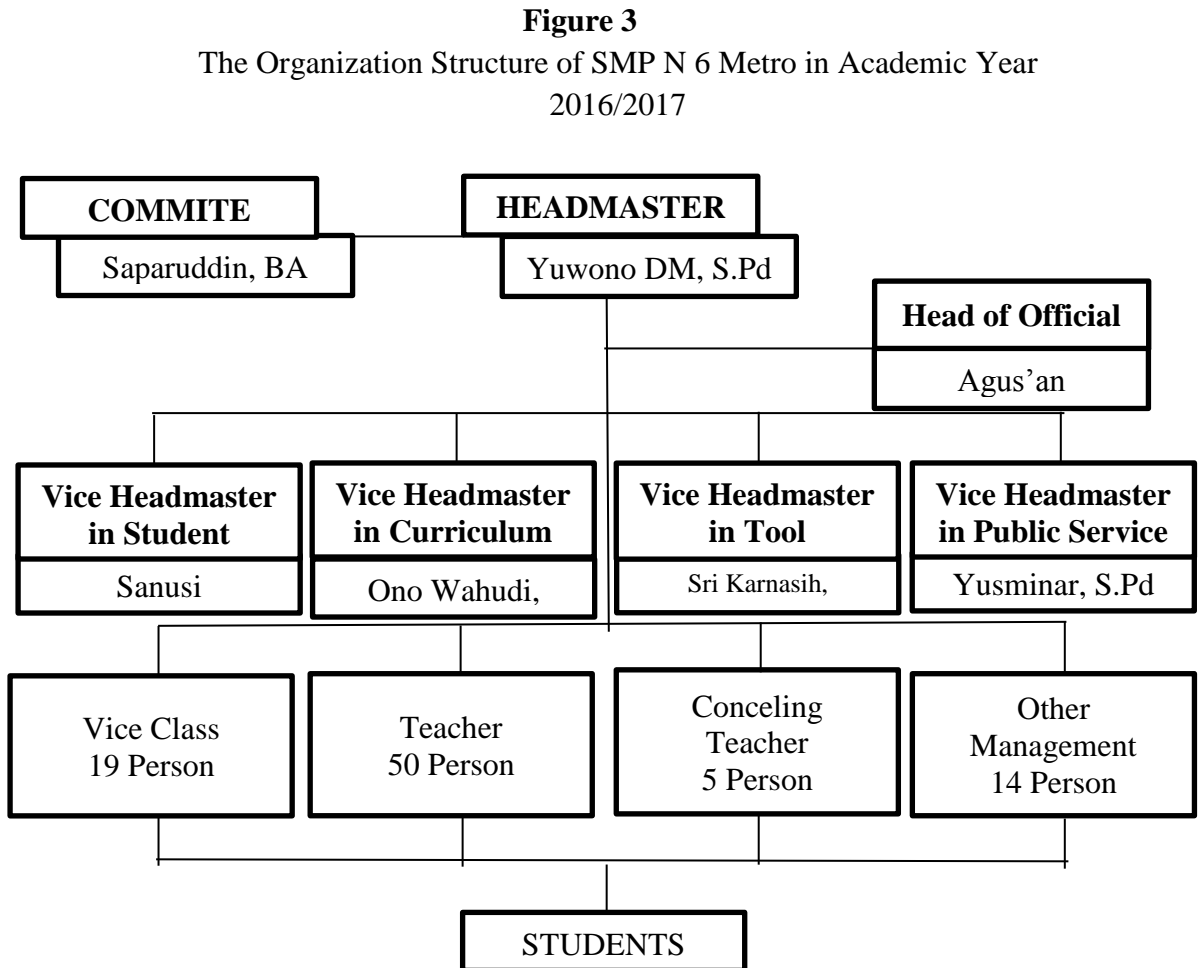
Table 8
The Students' Quantity of SMP N 6 Metro in Academic Year
2016/2017

NO.	CLASS	CLASSIFICATION		TOTAL
		Male	Female	
1	Class IX	104	124	228
2	Class VIII	121	125	246
3	Class VII	122	134	256
	TOTAL	347	383	730

Source : Documentation of SMP N 6 Metro in academic year 2016/2017.

d. The organization Structure of SMP N 6 Metro

The organization structure of SMP N 6 Metro as follow :

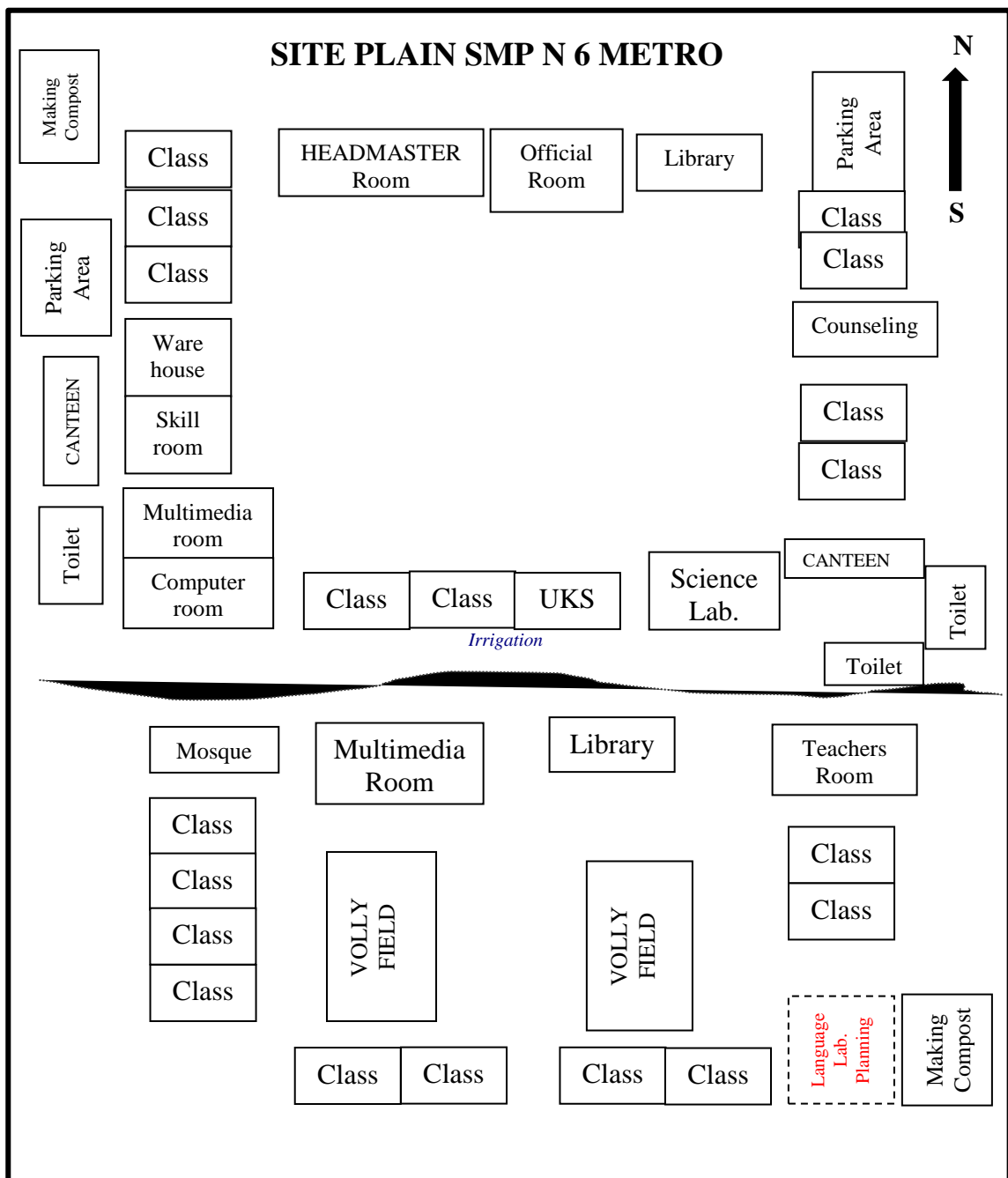


e. Location's Sketch of SMP N 6 Metro

The location Sketch of SMP N 6 Metro as follow :

Figure 4

The Location's Sketch of SMP N 6 Metro



2. Description of Research Result's Data

a. Result of Students' Pre-test

The writer conducted pre-test in the first meeting of research on Monday, June 5th, 2017 in order to find out the initial differences between the groups who have similar level. The pre-test that is used in this research is in the Multiple choice form. The students' score in the pre test can be know as follow :

Table 9

The Students' Score in Pre-Test

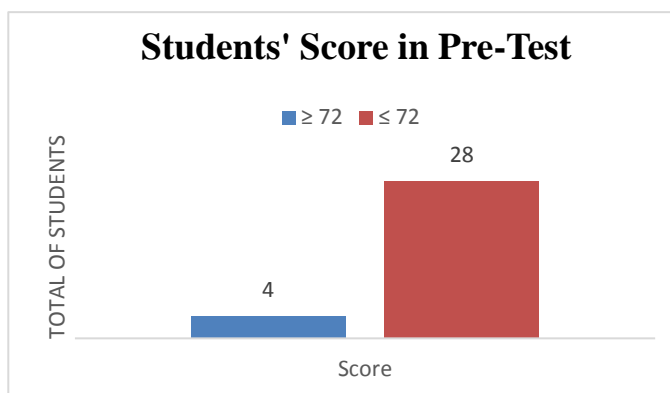
NO.	NAME	PRE-TEST	EXPLANATION
1	ALBI REZA SAPUTRA	72	Complete
2	ALDIANO S.W.Y	44	Incomplete
3	ANDI FIRMANSYAH	64	Incomplete
4	AXEL ALBIN JAVIER	52	Incomplete
5	BUNGA LESTARI	56	Incomplete
6	DEBI SABRI	68	Incomplete
7	DWI SAPUTRA	60	Incomplete
8	ELVIRA GITA MAHARANI	60	Incomplete
9	ERDIS FEBRI ARIANTO	44	Incomplete
10	FAHREZA DIKA SANTOSO	76	Complete
11	FITRI NUROHMAH	76	Complete
12	GENCIA AGNA SEBRA	44	Incomplete
13	HABSAH AFIFATUL AMRI	60	Incomplete
14	HARIS SAYID AD'DIN	52	Incomplete
15	INTAN WIDANA	60	Incomplete
16	KELVIN APRIKO DINASTIAR	36	Incomplete
17	KHOIROTUN HISAN	28	Incomplete
18	LARAS DANIATI	64	Incomplete

19	M. ZIDNI 'ILMAN NAFI'A	40	Incomplete
20	MIRZA SAPDA ERLANGGA	60	Incomplete
21	MUHAMMAD AL GHIFARI	28	Incomplete
22	NABILA FITRIA	60	Incomplete
23	NINDYA PUTRIANI	44	Incomplete
24	NOVAL ARDIKA RAMADANI	40	Incomplete
25	RAHMAWATI	68	Incomplete
26	RAMAT IKBAL ROMADON	44	Incomplete
27	RENDY YULIANTO	60	Incomplete
28	SAFIRA NURIDA	48	Incomplete
29	SITI NURHIDAYAH	48	Incomplete
30	TIA MEYLAN ANGGRAENI	72	Complete
31	VINSENSIA HOLANDA VIANEY	60	Incomplete
32	ZULFA SAMSA ARRIFA	40	Incomplete
	TOTAL	1.728	
	AVERAGE	54	
	COMPLETE		4
	INCOMPLETE		28

Based on the table above, it can be seen that the average of the students' score in pre-test is 54. It shows that most of the students have incomplete in achieving the minimum mastery criteria (72). Therefore, only 4 students complete in the test.

Table 10
The Percentage of The Students' Score in Pre-Test

No	Score	Frequency	Percentage (%)	Explanation
1.	≥ 72	4	12,5	Complete
2.	≤ 72	28	87,5	Incomplete
	Total	32	100	

Graph 1

In this research, there is any improvement in the students' vocabulary mastery by using illustration picture. It can be seen the explanation in the cycle I and cycle II. In every cycle shows the progress of the students in vocabulary mastery.

b. Result of Students' Cycle I

1) Planning

In this cycle, the researcher make and discuss about the lesson plan. The minimum mastery criteria (KKM) at SMP N 6 Metro for English was 72. The lesson is vocabulary. In this meeting, the students were expected by the teacher got specific information about vocabulary from the illustration picture that showed. In the first and second meeting, the teacher would explain about kinds of word. There are nouns, verbs, and adjectives. Those are the basic component in teaching vocabulary. The students feel more easier to understand it.

2) Acting

The implementation of this cycle was conducted in two meetings. The first meeting was done on Tuesday, June 6th, 2017. In the first meeting, the collaborator was being the teacher and the researcher was being the observer. This meeting was started by praying and greeting, checking attendance list, and the teacher explained a topic. The students are given some illustration pictures. The students should identified the name, kind, color and etc. of the picture. Then the teacher asked the students to write their answer in the whiteboard. The teacher and the students correct the answer together.

The second meeting was conducted on Friday, June 9th, 2017. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. In this meeting, the researcher gave the students test. The researcher gave multiple choice test with 25 questions. The students answered these questions in answer sheet. After the students finished to answer the questions, the researcher asked the students to change their work with their friend. Then, the researcher and students checked the result of the test.

Table 11

The Students' Score of Post Test in Cycle I

NO.	NAME	SCORE	EXPLANATION
1	ALBI REZA SAPUTRA	76	Complete
2	ALDIANO S.W.Y	68	Incomplete
3	ANDI FIRMANSYAH	64	Incomplete
4	AXEL ALBIN JAVIER	64	Incomplete
5	BUNGA LESTARI	64	Incomplete
6	DEBI SABRI	68	Incomplete
7	DWI SAPUTRA	76	Complete
8	ELVIRA GITA MAHARANI	64	Complete
9	ERDIS FEBRI ARIANTO	60	Incomplete
10	FAHREZA DIKA SANTOSO	80	Complete
11	FITRI NUROHMAH	80	Complete
12	GENCIA AGNA SEBRA	72	Complete
13	HABSAH AFIFATUL AMRI	76	Complete
14	HARIS SAYID AD'DIN	68	Complete
15	INTAN WIDANA	80	Complete
16	KELVIN APRIKO DINASTIAR	72	Complete
17	KHOIROTUN HISAN	72	Complete
18	LARAS DANIATI	68	Incomplete
19	M. ZIDNI 'ILMAN NAFI'A	76	Complete
20	MIRZA SAPDA ERLANGGA	72	Complete
21	MUHAMMAD AL GHIFARI	60	Incomplete
22	NABILA FITRIA	76	Complete
23	NINDYA PUTRIANI	80	Complete
24	NOVAL ARDIKA RAMADANI	60	Incomplete
25	RAHMAWATI	68	Incomplete
26	RAMAT IKBAL ROMADON	60	Incomplete
27	RENDY YULIANTO	76	Complete
28	SAFIRA NURIDA	64	Incomplete
29	SITI NURHIDAYAH	72	Complete
30	TIA MEYLAN ANGGRAENI	68	Incomplete
31	VINSENSIA HOLANDA VIANEY	68	Incomplete

32	ZULFA SAMSA ARRIFA	60	Incomplete
	TOTAL	2.232	
	AVERAGE	69,75	
	COMPLETE		15
	INCOMPLETE		17

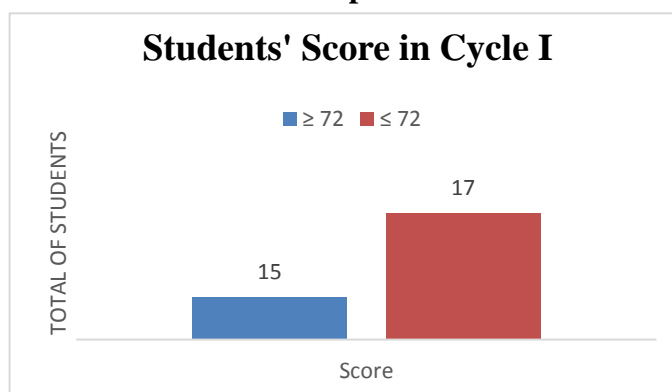
Based on the result of the test, most of the students were difficult to answer the questions. They still confused to understand the meaning of the question. So, they still got low score in the test.

Table 12

The Percentage of The Students' Score in Cycle I

No	Score	Frequency	Percentage (%)	Explanation
1.	≥ 72	15	46,875	Complete
2.	≤ 72	17	53,125	Incomplete
	Total	32	100	

Graph 2



Only 15 students of 32 students got score ≥ 72 . Meanwhile, criteria of success in this research, minimum 70% from total of students got score 72. It means that, at least 23 students should complete in this test.

After the test has done, the researcher reviewed the last topic. Beside that, the researcher explained the session that is difficult to answer by students. The students gave time to ask to the researcher where they did not know. After the students understood, the researcher and the students made conclusion together before closed the meeting.

3) Observing

In observation of the research, the researcher used two observation in cycle I to find information of the teacher's and the students' activity in vocabulary lesson. The collaborator observes the teacher's activity in the class. Then, The teacher observes the students activity such as how the students pay attention of the teacher's explanation, the students ask/answer the question from the teacher, the student's cooperative with their friend and the students able do the task.

Table 13

The Observation of The Teacher's Activities in Cycle I

NO.	Indicator/Aspect Observed	Look Into				Score Indicator
		1	2	3	4	
	Pre Learning					7
1.	Preparing student to learn				√	
2.	Aperseption activity			√		
	Core Activity of Learning					48
3.	Master the learning material			√		
4.	Associate the material with the relevant knowledge in the life				√	
5.	Explain material suitable hierarchy systematically studied and the characteristics of students			√		
6.	Good and correct language, speak clearly and fluently and out of loud			√		
7.	Approaches, strategies, appropriate model material				√	
8.	Learning competencies in accordance			√		
9.	Learning involves the active participation of students			√		
10.	Shows an open attitude towards the students' responses			√		
11.	Mastering the class			√		
12.	Skills provide reinforcement			√		
13.	Skills to motivate			√		
14.	Skills to initiate discussion in group/individual			√		
15.	Questioning skills			√		
16.	Skills using media and learning resources				√	
17.	Monitor the progress of students' learning process			√		
	Closure					11
18.	Attract the attention of students			√		
19.	Reviewing and concluding the important parts				√	

20.	Encourage the students to master the material and absorb the lessons recently shown				√	
	Total Score	66				
	Criteria	B				

Scoring :

Criterion :

Assessment Criteria

1	= Bad	71-80	= Very Good	= A
2	= Enough	61-70	= Good	= B
3	= Good	51-60	= Enough	= C
4	= Very Good	41- 50	= Less	= D
		≤40	= Bad	= E

From the table above, in cycle I could be known that the planning of learning activity done is good, but there are some criterion that are not done maximal by the teacher.

Table 14

The Observation of The Students' Activities in Cycle I

No	Name	Activity				Total Score
		Pay attention of the teacher's explanation	Ask/ answer the question from the teacher	The student's cooperative with their friend	The students able do the task	
1	ALBI REZA SAPUTRA	√	√	√	√	4
2	ALDIANO S.W.Y			√	√	2
3	ANDI FIRMANSYAH			√	√	2
4	AXEL ALBIN JAVIER	√	√			2
5	BUNGA LESTARI	√		√		2

6	DEBI SABRI		√		√	2
7	DWI SAPUTRA	√	√		√	3
8	ELVIRA GITA MAHARANI	√		√		2
9	ERDIS FEBRI ARIANTO			√	√	2
10	FAHREZA DIKA SANTOSO	√	√			2
11	FITRI NUROHMAH	√	√	√	√	4
12	GENCIA AGNA SEBRA		√		√	2
13	HABSAH AFIFATUL AMRI	√			√	2
14	HARIS SAYID AD'DIN	√		√		2
15	INTAN WIDANA		√		√	2
16	KELVIN APRIKO DINASTIAR	√	√			2
17	KHOIROTUN HISAN			√	√	2
18	LARAS DANIA TI	√		√		2
19	M. ZIDNI 'ILMAN NAFI'A	√	√	√		3
20	MIRZA SAPDA ERLANGGA		√		√	2
21	MUHAMMAD AL GHIFARI	√	√			2
22	NABILA FITRIA			√	√	2
23	NINDYA PUTRIANI	√		√		2
24	NOVAL ARDIKA RAMADANI	√			√	2
25	RAHMAWATI	√	√			2
26	RAMAT IKBAL ROMADON			√	√	2
27	RENDY YULIANTO	√	√	√	√	4
28	SAFIRA NURIDA	√	√	√	√	4
29	SITI NURHIDAYAH		√		√	2
30	TIA MEYLAN ANGGRAENI		√	√	√	3

31	VINSENSIA HOLANDA VIANEY	√		√		2
32	ZULFA SAMSAM ARRIFA	√	√			2
Total		20	18	18	19	75
Percentage (%)		62,5 %	56,25 %	56,25 %	59,375%	58,59375%

From the data above, there are 58,594% of students active in the class. Meanwhile, the one of the criteria of the success in this research is minimum 70% of the students active in the class. So, in the cycle I the students need more motivate and explained by the teacher.

4) Reflecting

Based on the result in each meeting, it can be seen that most of the students got difficulty in answering the test. It happened because the teacher has not explained maximal in class. In doing the test, the students' face difficulty and they felt bored in class.

Based on the result in cycle I, only 46,875 % of the students are complete in this research and only 58,594% of the students active in the class. Meanwhile, the indicators of success in this research are 70% of the students get score at least 72 and 70 % of the students active in the class. It shows that this cycle is not yet to called success because this cycle is

not yet to fulfill the indicator of success of this research. Therefore to get success in this research, the researcher continues to cycle II.

c. Result of Students' Cycle II

1) Planning

In the planning, the researcher and collaborator would like to make and discuss about lesson plan. The teacher gives more care to students for the learning atmosphere conducive and revising all teacher's weakness in learning process. Then, the teacher repairs the schedule and learning materials, preparing the learning media and tool have been in learning activities. It was done to fix and completion the problems in cycle I. Beside that, the teacher arranges the use of illustration picture to increase the students' vocabulary mastery and revising learning process assumed not maximal yet. The teacher also arrange the evaluation and observation instrument to observe the students learning activities process.

2) Acting

The first meeting in cycle II held on Monday, June 12nd, 2017 with 32 students of class VII.3 at SMP N 6 Metro. The topic in this meeting are about kinds of animal and adjective. The time allocation is 2 x 45 minutes.

After revising the learning process in cycle I and understanding it, the teacher does the next action to apply the cycle II. For the first, the teacher does opening with apperception that the learning process will more complete. Then, the teacher gives explanation about the basic competence, the target indicator and the passing grade (KKM) to the students. After that, the teacher explains the topic of this meeting and supports with the learning tools. The teacher gives some illustration picture and requests the students to discuss with their partner to identified the picture. After the students know about the picture, the teacher requests the students to write their answer in whiteboard. After that, the teacher and the students correct the answer together.

For the false answer, the teacher changes with the true and gives explained about the answer. The teacher also give spirit and motivation to study hard. Then, the teacher and the students make a conclusion of the topic in this meeting. The teacher closes the learning process.

The second meeting was conducted on Friday, June 16th, 2017. In this meting, the teacher does post test in cycle II. After greeting and checking attendance list of the students, the teachers gives 25 question with multiple choice to the students to know the progress of students' vocabulary mastery.

From the test, there are many progress from the students. There are many 27 students completed in the test.

Table 15

The Students' Score of Post Test in Cycle II

NO.	NAME	SCORE	EXPLANATION
1	ALBI REZA SAPUTRA	84	Complete
2	ALDIANO S.W.Y	80	Complete
3	ANDI FIRMANSYAH	76	Complete
4	AXEL ALBIN JAVIER	76	Complete
5	BUNGA LESTARI	76	Complete
6	DEBI SABRI	68	Incomplete
7	DWI SAPUTRA	84	Complete
8	ELVIRA GITA MAHARANI	80	Complete
9	ERDIS FEBRI ARIANTO	72	Complete
10	FAHREZA DIKA SANTOSO	88	Complete
11	FITRI NUROHMAH	88	Complete
12	GENCIA AGNA SEBRA	84	Complete
13	HABSAH AFIFATUL AMRI	88	Complete
14	HARIS SAYID AD'DIN	76	Complete
15	INTAN WIDANA	88	Complete
16	KELVIN APRIKO DINASTIAR	92	Complete
17	KHOIROTUN HISAN	88	Complete
18	LARAS DANIATI	76	Complete
19	M. ZIDNI 'ILMAN NAFI'A	92	Complete
20	MIRZA SAPDA ERLANGGA	84	Complete
21	MUHAMMAD AL GHIFARI	44	Incomplete
22	NABILA FITRIA	80	Complete
23	NINDYA PUTRIANI	84	Complete
24	NOVAL ARDIKA RAMADANI	64	Incomplete
25	RAHMAWATI	76	Complete

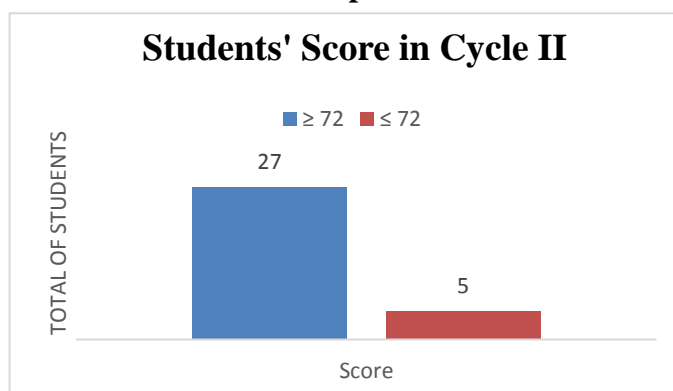
26	RAMAT IKBAL ROMADON	80	Complete
27	RENDY YULIANTO	80	Complete
28	SAFIRA NURIDA	60	Incomplete
29	SITI NURHIDAYAH	76	Complete
30	TIA MEYLAN ANGGRAENI	80	Complete
31	VINSENSIA HOLANDA VIANEY	72	Complete
32	ZULFA SAMSA ARRIFA	52	Incomplete
	TOTAL	2.488	
	AVERAGE	77,75	
	COMPLETE		27
	INCOMPLETE		5

From the table above, the progress of the students in cycle II is increasing. Beside that, the students enjoy when they answer the test. It is a good progress by the students. Teaching vocabulary by using illustration picture gives good impact for the students' score.

Table 16
The Percentage of The Students' Score in Cycle II

No	Score	Frequency	Percentage (%)	Explanation
1.	≥ 72	27	84,375	Complete
2.	≤ 72	5	15,625	Incomplete
	Total	32	100	

Graph 3



More than 70% of the students completed in the test. Only 15,625% of the students are incomplete in the test. There are 27 of students in the class answered well the questions and only 5 students still got bad score.

After the teacher gave test, the teacher reviewed more about the topic in the last meeting. Beside that, the teacher and the students made conclusion of the meeting. The teacher also gave motivation to students to more active and study hard. The teacher closed the learning.

3) Observing

Based on the result of observation in cycle II's learning process, the teacher's activity is more better and the students are more respected and active in the learning process.

Table 17
The Observation of The Teacher's Activities in Cycle II

NO.	Indicator/Aspect Observed	Look Into				Score Indicator
		1	2	3	4	
	Pre Learning					7
1.	Preparing student to learn				√	
2.	Aperseption activity			√		
	Core Activity of Learning					55
3.	Master the learning material			√		
4.	Associate the material with the relevant knowledge in the life				√	
5.	Explain material suitable hierarchy systematically studied and the characteristics of students				√	
6.	Good and correct language, speak clearly and fluently and out of loud			√		
7.	Approaches, strategies, appropriate model material				√	
8.	Learning competencies in accordance				√	
9.	Learning involves the active participation of students				√	
10.	Shows an open attitude towards the students' responses			√		
11.	Mastering the class				√	
12.	Skills provide reinforcement			√		
13.	Skills to motivate			√		
14.	Skills to initiate discussion in group/individual				√	
15.	Questioning skills				√	
16.	Skills using media and learning resources				√	
17.	Monitor the progress of students' learning process				√	
	Closure					12
18.	Attract the attention of students				√	

19.	Reviewing and concluding the important parts				√	
20.	Encourage the students to master the material and absorb the lessons recently shown				√	
Total Score		75				
Criteria		A				

From the data above, in cycle II could be seen that the teacher's activities have increased as well. The teacher more pay attention what she should do in class. So the process of teaching vocabulary in class more effective.

Table 18

The Observation of The Students' Activities in Cycle II

No	Name	Activity				Total Score
		Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The student's cooperative with their friend	The students able do the task	
1	ALBI REZA SAPUTRA	√	√	√	√	4
2	ALDIANO S.W.Y	√	√		√	3
3	ANDI FIRMANSYAH	√		√	√	3
4	AXEL ALBIN JAVIER	√	√	√	√	4
5	BUNGA LESTARI	√	√	√	√	4
6	DEBI SABRI	√	√	√	√	4

7	DWI SAPUTRA	√	√	√		3
8	ELVIRA GITA MAHARANI	√		√	√	3
9	ERDIS FEBRI ARIANTO	√	√		√	3
10	FAHREZA DIKA SANTOSO	√		√	√	3
11	FITRI NUROHMAH	√	√	√	√	4
12	GENCIA AGNA SEBRA	√	√	√	√	4
13	HABSAH AFIFATUL AMRI		√	√	√	3
14	HARIS SAYID AD'DIN	√	√	√		3
15	INTAN WIDANA	√	√	√	√	4
16	KELVIN APRIKO DINASTIAR	√	√	√		3
17	KHOIROTUN HISAN		√	√	√	3
18	LARAS DANIATI	√	√	√	√	4
19	M. ZIDNI 'ILMAN NAFI'A	√	√		√	3
20	MIRZA SAPDA ERLANGGA	√		√	√	3
21	MUHAMMAD AL GHIFARI		√	√	√	3
22	NABILA FITRIA	√	√	√	√	4
23	NINDYA PUTRIANI	√	√	√	√	4
24	NOVAL ARDIKA RAMADANI	√	√		√	3
25	RAHMAWATI	√	√	√	√	4
26	RAMAT IKBAL ROMADON	√	√		√	3
27	RENDY YULIANTO	√	√	√	√	4
28	SAFIRA NURIDA	√	√	√	√	4

29	SITI NURHIDAYAH	√	√		√	3
30	TIA MEYLAN ANGGRAENI	√	√	√	√	4
31	VINSENSIA HOLANDA VIANEY	√	√	√	√	4
32	ZULFA SAMSA ARRIFA	√	√	√	√	4
Total		29	28	26	29	112
Percentage (%)		90,625%	87,5%	81,25%	90,625%	87,5%

From the data above, it could be seen that the students' activities more better. The students more respected and active in class. They more enjoyed to study vocabulary and motivated to study hard.

4) Reflecting

From the data in cycle II above could be known that there were many increasing in learning activity process. From each cycle that was using illustration picture, obtained the data that the learning process from cycle I is still low. After conducting learning process in cycle II, it becomes increasing significantly.

In the cycle II, the progress of the students in vocabulary mastery is increasing. It is shown from the students score and the students activity in the class. More than 70% of the students get score 72 and more than 70% of the

students active in the class. It means that, this research have success. Therefore the researcher stopped this research in cycle II.

B. Discussion

1. The Result of Pre-Test

The purpose of administering pre-test is to know the students' ability in mastering vocabulary before treatment. From the result of pre-test shown that most of the students difficult to answer the test. Based on table 11, it can be seen that the students' average was 54. Beside that, the highest score was 76, the lowest score was 28. It shows that most of the students have not passed yet in achieving the minimum mastery criteria (72). Therefore, only 4 out of 32 students complete of the minimum mastery criteria. It can be seen that most of the students incomplete in the achieving materials. So, it needs improvement by using illustration picture as medium.

2. The Result of Cycle I

In this research pre-test and post-test in cycle I had done individually. It is aimed to know the ability of the students before and having a treatment. From the result of pre-test and post-test in cycle I, we know that there was an increasing from the students result score. It can be seen from the average in the pre-test was 54 than after the students is given treatment, the post-test in cycle I become 69,75.

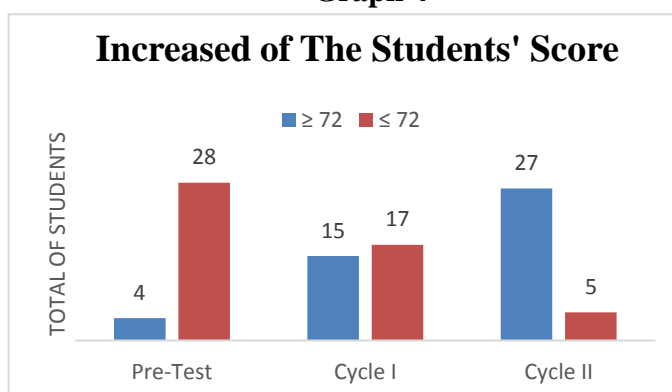
Beside that, from the data of pre-test and post-test in cycle I, it can be seen that there was increasing in post-test because the researcher had given more explanation about the problem in pre-test and gave enough examples about vocabulary of things. The researcher also divided some illustration picture for each student's, so they could imagine and understand the material after see on the illustration picture given. But, only 15 students who has complete in the test. The most of the students have incomplete in achieving the material.

Beside that, 70% of the students are not yet active in the class. It is because the teacher do not explain maximal in the class. So, it seen that the students still need more explanation by using illustration picture.

3. The Result of Cycle II

From the increasing of pre-test to the post-test cycle 1, it can be seen that the use of illustration picture can increase the students ability in vocabulary mastery, but the students' score and the students' activities in cycle I could not achieve the target so, the researcher continues to cycle II and gives more a treatment with detail explanation and a test to the students by using the same way such as in cycle 1 but with different picture and material.

Graph 4



Based on the graph, it can be seen that there is progress of the students in pre-test to post test in cycle I and post test in cycle I to cycle II. The students' knowledge in vocabulary mastery has increased. The students who complete in cycle II are 27 students and only 5 students who incomplete in the test. The students' activities in the class are good. The teacher explained well so more than 70% of the students active in class. It means that using illustration picture can motivate and increase the students' vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the research, the researcher finds that the total of students in SMP N 6 is ideal. The teachers in SMP N 6 Metro are satisfy requirements. Then, the facility in SMP N 6 Metro is good enough.

Based that, after implementing of illustration picture in vocabulary mastery lesson, it is very effective to use in teaching English because it can increase the students' study result. It is known by the result of pre-test and post-test. The students' score shows that there is increasing from the pre-test and post-test. The students are very appreciation to study in class so the students' score increased. The increasing can be seen in the average score of the students' score before and after being given the treatment.

Illustration picture can use as an alternative media for teacher to explain material in English lesson especially to increase vocabulary mastery because illustration picture is easy to use in learning process. It shows from this research, using illustration picture in learning process is very effective and it gives good impact for students activity.

B. SUGGESTION

Based on the result of research, the researcher would like to give some suggestion as follow :

1. For The Students
 - a. The students should be more active in learning English. If they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
 - b. The students should enrich the vocabulary in order to answer the questions in vocabulary mastery test and to success in English lesson.
2. For The Teacher
 - a. The teacher should be able to find and choose an effective media, one of them is by using illustration picture have been proved appropriate be applied to increase the students' vocabulary mastery.
 - b. The teacher should prepare lesson plan to make teaching learning process run well and should be good model to the students when they forget to pronounce word correctly.
3. For The Headmaster
 - a. The headmaster should be more care with the media to carry on teaching learning process.
 - b. The headmaster should support the English learning process by preparing the facilitation and instrument of English learning completely.

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APPENDICES

SILABUS

Tahun Pelajaran 2016/2017

Sekolah : SMP N 6 Metro
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Tujuh)

Kompetensi Inti :

- KI 1 Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi;
- KI 2 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan siswa sehari-hari;
- KI 3 Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkret dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja;
- KI 4 Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1 Menunjukkan perilaku santun dan	<ul style="list-style-type: none"> • Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi 	Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan/ menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf • Siswa mengikuti interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. • Siswa menirukan model interaksi sapaan, pamitan, 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial sapaan, pamitan, ucapan terimakasih, dan permintaan maaf • Tingkat kelengkapan dan 	3 x 4 JP	<ul style="list-style-type: none"> • Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa,</p>	<p>- (diharapkan/di luar dugaan)</p> <ul style="list-style-type: none"> Unsur kebahasaan <ul style="list-style-type: none"> Ungkapan-ungkapan yang lazim digunakan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Interaksi antara siswa di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI 	<p>ucapan terimakasih, dan permintaan maaf.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi Siswa menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p>	<p>keruntutan struktur teks sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN: Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (role play) dalam bentuk interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan sapaan, pamitan, ucapan terima kasih, dan permintaan maaf serta responnya 		<ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Teks atau latihan dari buku teks Bahasa Inggris Teks dari buku non-teks Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dalam jurnal belajar (<i>learning journal</i>). 	<p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana,</p>	<ul style="list-style-type: none"> • Fungsi sosial Berkenalan, memperkenalkan diri sendiri/orang lain. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas - dan orang-orang dekat - lainnya - Verba: <i>be, have, go, work,</i> - <i>live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his,</i> dsb. - Ucapan, tekanan kata, - intonasi, ejaan, tanda 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/ menonton interaksi perkenalan diri • Siswa mengikuti interaksi perkenalan diri • Siswa menirukan model interaksi perkenalan diri. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi perkenalan diri (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memperkenalkan diri dengan bahasa Inggris dalam konteks <i>simulasi, role-play,</i> dan kegiatan lain yang terstruktur.</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial perkenalan diri • Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN: Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (role play) dalam bentuk interaksi perkenalan diri. • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam interaksi perkenalan diri serta responnya 	1 x 4 JP	<ul style="list-style-type: none"> • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Teks atau latihan dari buku teks Bahasa Inggris • Teks dari buku non-teks • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>- baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan perkenalan diri yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa memperkenalkan diri dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memperkenalkan diri dalam jurnal belajar (<i>learning journal</i>) 	<p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk memperkenalkan diri ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Perilaku santun dan peduli dalam melaksanakan komunikasi • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		<ul style="list-style-type: none"> - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/peristiwa/kegiatan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i>) - Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, 31st, of May</i>) 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. • Siswa mengikuti interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. • Siswa menirukan contoh-contoh kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial penyebutan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun • Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, 	3 x 4 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americaneenglish.state.gov/files/a

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i> - Waktu (tulis): <i>01:00; 02:15; 06:50; 08:15</i> - Artikel the untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i> - Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar siswa yang dapat menumbuhkan 	<p>kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris, dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam konteks <i>simulasi, role-play</i>, dan kegiatanlain yang terstruktur. • Siswa berusaha menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris dalam proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam 	<p>waktu dalam bentuk angka, tanggal, dan tahun</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, 		<p>e/resource files</p> <ul style="list-style-type: none"> - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>perilaku yang termuat di KI</p>	<p>bentuk angka, tanggal, dan tahun dalam bahasa ibu atau bahasa Indonesia.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam jurnal belajarnya. 	<p>waktu dalam bentuk angka, tanggal, dan tahun ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Perilaku santun dan peduli dalam melaksanakan komunikasi Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang</p>	<ul style="list-style-type: none"> Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. Struktur teks - Memulai 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam berbagai konteks. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama dan jumlah 	<p>6 x 4 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan</p>	<ul style="list-style-type: none"> - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan <i>a, the, bentuk jamak (-s)</i> - Penggunaan kata penunjuk <i>this, that, these, those ...</i> - Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan 	<ul style="list-style-type: none"> • Siswa mengikuti interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar penyebutan dan pertanyaan nama dan jumlah binatang, benda, dan bangunan publik yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia, kemungkinan</p>	<p>binatang, benda, dan bangunan publik</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan struktur menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN: Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. 		<p>interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kosa kata terkait <i>article a</i> dan <i>the</i>, <i>plural</i> dan <i>singular</i>)</p> <p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>perilaku yang termuat di KI</p>	<p>menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam proses pembelajaran <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam memaparkan jati diri <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Perilaku santun dan peduli dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya. 	<ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi</p>	<ul style="list-style-type: none"> Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. Struktur teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ membaca berbagai teks untuk menyatakan dan menanyakan sifat orang, binatang, benda Siswa mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, benda Siswa menirukan model teks untuk menyatakan dan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penggunaan teks Tingkat kelengkapan dan keruntutan struktur teks Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa 	4 x 2 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh peragaan dalam

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>interpersonal dengan guru dan teman.</p> <p>3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi</p>	<ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI 	<p>menanyakan sifat orang, binatang, benda</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, benda (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi Siswa menyusun teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</p>	<p>kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Tingkat kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN: Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, • Ketepatan dan kesesuaian dalam menulis teks untuk menyatakan dan menanyakan sifat orang, binatang, benda <p>Portofolio</p>		<p>bentuk rekaman CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p>sesuai dengan konteks penggunaannya dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. 	<ul style="list-style-type: none"> Kumpulan pekerjaan siswa yang mendukung proses penulisan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) berupa: draft, revisi, dan editing Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks untuk menyatakan dan menanyakan sifat orang, binatang, benda Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, checklist, penilaian. <p>Penilaian Diri dan Penilaian Sejawat</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam jurnal belajar (<i>learning journal</i>). 	<ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain. 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.6 Mengidentifikasi fungsi sosial, struktur teks, dan</p>	<ul style="list-style-type: none"> Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. Struktur teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan <ul style="list-style-type: none"> Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda Kalimat deklaratif (positif dan negatif) 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ membaca ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. Siswa mengikuti interaksi ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. Siswa menirukan model ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menghibur, mengungkapkan perasaan, menghayati pesan moral Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN: Unjuk kerja Pertunjukkan menyanyikan lagu</p>	4 x 2 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta</p>	<p>dalam simple present tense</p> <ul style="list-style-type: none"> - Kalimat interogatif: <i>Yes/No question; Whquestion</i> - Ucapan, tekanan kata, - intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi Siswa menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dengan bahasa Inggris dalam konteks <i>simulasi, role-</i></p>	<p>dengan ucapan yang tepat.</p> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menampilkan lagu dan memahami makna lagu tersebut dalam berbagai kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p><i>play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menggunakan bahasa Inggris untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam jurnal belajar (<i>learning journal</i>).			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik • Struktur teks Dapat mencakup: <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa membaca /mendengarkan/ menonton berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana. • Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif • Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial penggunaan teks • Tingkat kelengkapan dan keruntutan struktur teks deskriptif • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Tingkat kesesuaian format penulisan/ penyampaian 	6 x 4 JP	<ul style="list-style-type: none"> • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Teks atau latihan dari

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.7 Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial,</p>	<ul style="list-style-type: none"> - Kalimat deklaratif (positif dan negatif), dan interogatif (<i>Yes/No question; Wh-question</i>), dalam <i>simple present tense</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI 	<p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptif. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber. • Siswa membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menemukan gagasan utama, informasi 	<p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan monolog tentang deskripsi orang, binatang dan benda di depan kelas / berpasangan • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam 		<p>buku teks Bahasa Inggris</p> <ul style="list-style-type: none"> • Teks dari buku non-teks <p>Sumber dari internet, seperti:</p> <ul style="list-style-type: none"> • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		<p>tertentu dan makna kata dalam teks deskriptif.</p> <ul style="list-style-type: none"> Siswa secara berkelompok menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menuliskan deskripsi teman teman sebangkunya dan mempresentasikan di depan kelas. 	<p>melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membuat jurnal belajar (<i>learning journal</i>) 	berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	<ul style="list-style-type: none"> Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif Unsur kebahasaan <ul style="list-style-type: none"> Kosa kata dan tata bahasa dalam lirik lagu 	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan berbagai lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menghibur, mengungkapkan perasaan, menghayati pesan moral 	2 x 4 JP	<ul style="list-style-type: none"> Buku Teks wajib Contoh lagu dalam CD/VCD/ DVD/kaset Kumpulan lirik lagu

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pada lagu yang didengar atau dibaca. • Siswa mempertanyakan cara menemukan informasi rinci dalam lirik. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang dibaca <p>Mengasosiasi</p>	<ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN: Unjuk kerja Pertunjukkan menyanyikan lagu dengan ucapan yang tepat.</p> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menampilkan lagu dan memahami makna lagu tersebut dalam berbagai kesempatan. • Kesungguhan siswa dalam proses 		<ul style="list-style-type: none"> • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource/files - http://learnenglish.britishcouncil.org/en/ - http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs		<ul style="list-style-type: none"> • Secara berkelompok siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<ul style="list-style-type: none"> • untuk menampilkan lagu dan memahami makna lagu tersebut dalam berbagai kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain. 		

Guru Mata Pelajaran


Windarti, S.Pd

NIP. 197005062007012007

APPENDIX 2

PRE-TEST

Day / Date : Monday, June 6, 2017 Time : 13.00 – 14.00 WIB
 Class : VII School : SMP N 6 Metro
 Subject : English

Direction!

1. Write your name and class, check and read the questions before answering!
2. Choose the correct answer a, b, c, or d!
3. Give the answer sheet and the question sheet back to your teacher after finish doing the test!

Chose a correct answer by crossing (X) a, b, c or d!

- | | |
|---|---|
| <p>1. Magazine, writing book, and dictionary are made of</p> <ol style="list-style-type: none"> a. Paper b. Plastic c. Animal d. Iron | <p>5. A : What's the.....in this restourant?
 B : They are coffee, tea, apple juice, orange juice, fried chicken, and fried rice.</p> <ol style="list-style-type: none"> a. Food b. Snack c. Menu d. Beverage |
| <p>2. Alex : What is your brother eating?
 Rosa : He is eating</p> <ol style="list-style-type: none"> a. Tea b. Candy c. Coffee d. Milk | <p>6. My grandmother goes to market to buy for the juice.</p> <ol style="list-style-type: none"> a. Vegetables b. Eggs c. Fruits d. Butter |
| <p>3. Can you drive a?</p> <ol style="list-style-type: none"> a. Aeroplane b. Motorcycle c. Ship d. Pedicab | <p>7. A : What do wear for party?
 B : I wear a</p> <ol style="list-style-type: none"> a. T-shirt b. Gown c. Swimsuit d. Trousers |
| <p>4. Mr. Hasan teaches us English. He is our English</p> <ol style="list-style-type: none"> a. Doctor b. Teacher c. Headmaster d. Student | <p>8. Sonia wears Red</p> <ol style="list-style-type: none"> a. T-shirts b. Gown c. Shoes d. Jacket |



9. These things are usually found in the classroom, except ...
 - a. Chalk
 - b. Chairs
 - c. Desks
 - d. Fork
10. Rosa ... the floor everyday.
 - a. Brings
 - b. Cuts
 - c. Spends
 - d. Sweeps
11. Maryam ... on the chair.
 - a. Sits
 - b. Guards
 - c. Teaches
 - d. Cuts
12. Students must have a member card to ... books.
 - a. Borrow
 - b. Find
 - c. Return
 - d. Read
13. My sister always.....to the school every morning.
 - a. Want
 - b. Back
 - c. Go
 - d. Walk
14. The students always start and end their activities at school by saying a ...
 - a. Pray
 - b. Gratitude
 - c. Greeting
 - d. Good morning
15. The students ... Math on Tuesday.
 - a. Teach
 - b. Lead
 - c. Guard
 - d. Study
16. Yusuf tries to ... the flower into the pot.
 - a. Plant
 - b. Cut
 - c. Pick
 - d. Fertilize
17. The children ... football in the schoolyard
 - a. Play
 - b. Spend
 - c. Cut
 - d. Read
18. I feel because I have not had my breakfast.
 - a. Hungry
 - b. Thirsty
 - c. Angry
 - d. Gloomy
19. The cap of junior high school is white and

 - a. Black
 - b. Red
 - c. Grey
 - d. Blue

20. Siska looks thirsty because she is....
 - a. Happy
 - b. Tired
 - c. Angry
 - d. Fine
21. Husna works every day.
 - a. Hard
 - b. Slowly
 - c. Good
 - d. Diligent
22. The ice tastes.....in our skin.
 - a. Hot
 - b. Cold
 - c. Warm
 - d. Sweet
23. The situation in the library is ...
 - a. Noise

- b. Quite
 - c. Polite
 - d. Silent
24. Everybody likes Ana because she is so ...
- a. Arrogant
 - b. Friendly
 - c. Naughty
25. There are many class rooms in SMP N 6, because SMP N 6 is very ...
- a. Small
 - b. Long
 - c. Large
 - d. Big
- d. Proudly

ANSWER KEY

1. A	11. A	21. A
2. B	12. A	22. B
3. B	13. C	23. D
4. B	14. C	24. B
5. C	15. D	25. C
6. C	16. A	
7. B	17. A	
8. B	18. A	
9. D	19. D	
10. D	20. B	

APPENDIX 3

11 (4A)

ANSWER SHEET

Name : Aldiano S.W.T.
 Class : VII³
 Subject : English

NO.	A	B	C	D
1.	X	B	C	D
2.	A	B	X	D
3.	A	X	C	D
4.	A	X	C	D
5.	A	B	X	D
6.	A	B	X	D
7.	A	X	C	D
8.	A	X	C	D
9.	A	B	X	D
10.	A	B	C	X

NO.	A	B	C	D
11.	X	B	C	D
12.	A	B	C	X
13.	A	B	X	D
14.	X	B	C	D
15.	X	B	C	D
16.	X	B	C	D
17.	A	X	C	D
18.	A	B	C	X
19.	A	X	C	D
20.	A	B	X	D

NO.	A	B	C	D
21.	A	B	X	D
22.	A	B	C	X
23.	A	X	C	D
24.	X	B	C	D
25.	A	B	C	X

19 (76)

ANSWER SHEET

Name : FITRI MURDHMAH
 Class : VII³
 Subject : English

NO.	A	B	C	D
1.	X	B	C	D
2.	A	X	C	D
3.	A	X	C	D
4.	A	X	C	D
5.	A	B	X	D
6.	A	B	X	D
7.	A	X	C	D
8.	A	X	C	D
9.	A	B	C	X
10.	A	B	C	X

NO.	A	B	C	D
11.	X	B	C	D
12.	A	B	C	X
13.	A	B	X	D
14.	X	B	C	D
15.	A	B	C	X
16.	X	B	C	D
17.	X	B	C	D
18.	X	B	C	D
19.	A	X	C	D
20.	X	B	C	D

NO.	A	B	C	D
21.	A	B	X	D
22.	A	X	C	D
23.	A	B	C	X
24.	A	B	X	D
25.	A	B	X	D

7 (28)

ANSWER SHEET

Name : Khoirotnun Hison
 Class : VII - 3
 Subject : English

NO.	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

NO.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

ANSWER SHEET

10 (40)

Name : M. ZIDNI ILMAN NAFIA
 Class : VII - 3
 Subject : English

NO.	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

NO.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

APPENDIX 4

THE STUDENTS' ATTENDANCE LIST

NO.	NAME	PRE-TEST	CYCLE I		CYCLE II	
			Meeting 1	Meeting 2	Meeting 1	Meeting 2
1	ALBI REZA SAPUTRA	✓	✓	✓	✓	✓
2	ALDIANO S.W.Y	✓	✓	✓	✓	✓
3	ANDI FIRMANSYAH	✓	✓	✓	✓	✓
4	AXEL ALBIN JAVIER	✓	✓	✓	✓	✓
5	BUNGA LESTARI	✓	✓	✓	✓	✓
6	DEBI SABRI	✓	✓	✓	✓	✓
7	DWI SAPUTRA	✓	✓	✓	✓	✓
8	ELVIRA GITA MAHARANI	✓	✓	✓	✓	✓
9	ERDIS FEBRI ARIANTO	✓	✓	✓	✓	✓
10	FAHREZA DIKA SANTOSO	✓	✓	✓	✓	✓
11	FITRI NUROHMAH	✓	✓	✓	✓	✓
12	GENCIA AGNA SEBRA	✓	✓	✓	✓	✓
13	HABSAH AFIFATUL AMRI	✓	✓	✓	✓	✓
14	HARIS SAYID AD'DIN	✓	✓	✓	✓	✓
15	INTAN WIDANA	✓	✓	✓	✓	✓
16	KELVIN APRIKO DINASTIAR	✓	✓	✓	✓	✓
17	KHOIROTUN HISAN	✓	✓	✓	✓	✓
18	LARAS DANLATI	✓	✓	✓	✓	✓
19	M. ZIDNI 'ILMAN NAFT'A	✓	✓	✓	✓	✓
20	MIRZA SAPDA ERLANGGA	✓	✓	✓	✓	✓
21	MUHAMMAD AL GHIFARI	✓	✓	✓	✓	✓
22	NABILA FITRIA	✓	✓	✓	✓	✓
23	NINDYA PUTRIANI	✓	✓	✓	✓	✓
24	NOVAL ARDIKA RAMADANI	✓	✓	✓	✓	✓
25	RAHMAWATI	✓	✓	✓	✓	✓
26	RAMAT IKBAL ROMADON	✓	✓	✓	✓	✓
27	RENDY YULIANTO	✓	✓	✓	✓	✓
28	SAFIRA NURIDA	✓	✓	✓	✓	✓
29	SITI NURHIDAYAH	✓	✓	✓	✓	✓

30	TIA MEYLAN ANGGRAENI	✓	✓	✓	✓	✓
31	VINSENSIA HOLANDA VIANEY	✓	✓	✓	✓	✓
32	ZULFA SAMSA ARRIFA	✓	✓	✓	✓	✓

Metro, 16 Juni 2017
The Researcher



FITYNA NUR CHURRIA
NPM : 13107307

APPENDIX 5

STUDENTS' SCORE
CLASS VII.3 OF SMP N 6 METRO
(PRE TEST)

NO.	NAME	PRE-TEST	EXPLANATION
1	ALBI REZA SAPUTRA	72	Complete
2	ALDIANO S.W.Y	44	Incomplete
3	ANDI FIRMANSYAH	64	Incomplete
4	AXEL ALBIN JAVIER	52	Incomplete
5	BUNGA LESTARI	56	Incomplete
6	DEBI SABRI	68	Incomplete
7	DWI SAPUTRA	60	Incomplete
8	ELVIRA GITA MAHARANI	60	Incomplete
9	ERDIS FEBRI ARIANTO	44	Incomplete
10	FAHREZA DIKA SANTOSO	76	Complete
11	FITRI NUROHMAH	76	Complete
12	GENCIA AGNA SEBRA	44	Incomplete
13	HABSAH AFIFATUL AMRI	60	Incomplete
14	HARIS SAYID AD'DIN	52	Incomplete
15	INTAN WIDANA	60	Incomplete
16	KELVIN APRIKO DINASTIAR	36	Incomplete
17	KHOIROTUN HISAN	28	Incomplete
18	LARAS DANIATI	64	Incomplete
19	M. ZIDNI 'ILMAN NAFI'A	40	Incomplete
20	MIRZA SAPDA ERLANGGA	60	Incomplete
21	MUHAMMAD AL GHIFARI	28	Incomplete
22	NABILA FITRIA	60	Incomplete
23	NINDYA PUTRIANI	44	Incomplete
24	NOVAL ARDIKA RAMADANI	40	Incomplete
25	RAHMAWATI	68	Incomplete
26	RAMAT IKBAL ROMADON	44	Incomplete

27	RENDY YULIANTO	60	Incomplete
28	SAFIRA NURIDA	48	Incomplete
29	SITI NURHIDAYAH	48	Incomplete
30	TIA MEYLAN ANGGRAENI	72	Complete
31	VINSENSIA HOLANDA VIANEY	60	Incomplete
32	ZULFA SAMSA ARRIFA	40	Incomplete
	TOTAL	1728	
	AVERAGE	54	
	COMPLETE		4
	INCOMPLETE		28

Metro, 06 Juni 2017

English Teacher

WINDARTI, S.Pd
NIP. 197005062007012007

Researcher

FITYNA NUR CHURRIA
NPM : 13107307

APPENDIX 6

RENCANAAN PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 6 Metro
Mata pelajaran	: Bahasa Inggris
Kelas	: VII (Tujuh)
Materi Pokok	: Vocabulary (Benda, binatang, dan bangunan)
Alokasi Waktu	: 4 x 45 Menit (2 x Pertemuan)

A. Kompetensi Inti (KI)

- KI 1 Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi;
- KI 2 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan siswa sehari-hari;
- KI 3 Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkret dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja;
- KI 4 Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
KD pada KI	
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	3.4.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi

<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>)</p>	<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>)</p> <p>3.4.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>)</p> <p>3.4.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang</p>
--	---

<p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<p>melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>)</p> <p>3.4.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>)</p> <p>4.4.1 Mengembangkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan</p>
---	---

kebahasaan yang benar dan sesuai konteks.	meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>)
---	---

C. Materi Pembelajaran

1. Fungsi Sosial

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.

2. Struktur Teks

Menyebutkan kosa kata terkait berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.

3. Unsur Kebahasaan

- Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik
- Penyebutan benda dengan *a, the*, bentuk jamak (-s)
- Penggunaan kata penunjuk *this, that, these, those ...*
- Preposisi untuk *in, on, under* untuk menyatakan tempat
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

4. Topik

Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI.

D. Metode Pembelajaran

Problem-Based Learning

E. Kegiatan Pembelajaran**1. Kegiatan Pendahuluan (10 menit)****a. Apersepsi**

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan : santun, peduli)
- Mengajak siswa untuk berdoa bersama sebelum memulai pembelajaran.
- Mengecek kehadiran siswa (nilai yang ditanamkan : disiplin, rajin)
- Menyampaikan materi yang akan disampaikan dan tujuan pembelajaran yang akan dicapai.

b. Motivasi

- Memberi motivasi siswa untuk siap belajar
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

2. Kegiatan Inti (70 menit)**a. Observasi :**

- Siswa mengamati gambar yang sesuai dengan materi.
- Siswa mengamati dan menirukan contoh pengucapan kosa kata nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari hari yang dilakukan oleh guru.
- Siswa mengidentifikasi cara pengucapan dan arti dari kosa kata nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari hari yang diberikan.

b. Questioning :

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar penyebutan dan arti dari nama dan jumlah binatang, benda, dan bangunan publik yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.

c. Eksplorasi :

- Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.
- Siswa mengerjakan soal pemahaman yang merujuk pada pemahaman kosa kata nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari hari.

d. Mengasosiasi :

- Siswa secara bergantian memahami kosa kata yang belum dipahami dan mendiskusikannya pada teman sekelasnya.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

e. Mengkomunikasikan :

- Siswa secara bergantian dapat menyebutkan kosa kata yang telah dipelajari.
- Siswa menyebutkan permasalahan dalam menggunakan kosa kata yang telah di pelajari.
- Siswa membuat laporan berupa catatan tentang kosa kata yang telah di pelajari.

3. Kegiatan Penutup

- Siswa bersama-sama dengan guru menyimpulkan materi yang telah dipelajari.
- Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Mengakhiri pembelajaran dengan berdoa bersama.
- Mengucapkan salam.

F. Alat, Dan Sumber Pembelajaran

1. Alat Pembelajaran

- Spidol
- Papan Tulis
- Kertas
- Gambar

2. Sumber Pembelajaran

- Buku Bahasa Inggris Kelas VII
- Oxford Advanced Learner's Dictionary

G. Teknik Penilaian

1. Teknik Penilaian dan Bentuk Instrumen

a. Teknik penilaian

- 1) Tes Tertulis
- 2) Observasi

b. Bentuk instrument

- 1) Tes (Pilihan Ganda)
- 2) Observation Sheet

Score : Jumlah benar x 4

Pengamatan (observations):

Sasaran penilaian adalah:

1. Siswa memperhatikan ketika guru menerangkan materi.
2. Siswa mampu menjawab pertanyaan dari guru.
3. Siswa bekerjasama dengan temannya dalam memecahkan masalah yang diberikan guru.
4. Siswa mampu menyelesaikan tugas yang diberikan guru.

Portofolio

1. Kumpulan hasil tes dan latihan.
2. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya

Guru Bidang Study



Windarti, S.Pd

NIP. 197005062007012007

Metro, 04 Juni 2017

Peneliti

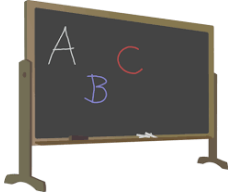
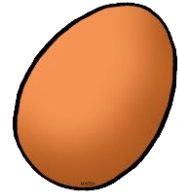
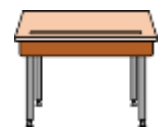


Fiftyna Nur Churria

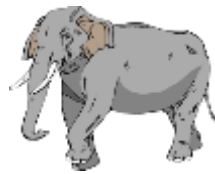
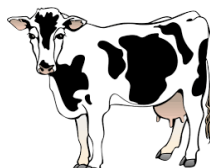
NPM. 13107307

MATERI

1. Nama-Nama Benda

BlackboardBooksCandyEggShoesFanLaptopTable

2. Nama-Nama Binatang

CrocodileElephantTigerHorseCowLion

APPENDIX 7

CYCLE I

Day / Date : Friday, June 19, 2017 Time : 14.30 – 15.30 WIB
 Class : VII School : SMP N 6 Metro
 Subject : English

Direction!

4. Write your name and class, check and read the questions before answering!
5. Choose the correct answer a, b, c, or d!
6. Give the answer sheet and the question sheet back to your teacher after finish doing the test!

Chose a correct answer by crossing (X) a, b, c or d!

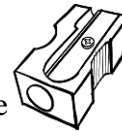
1. That is a

- a. Cake
- b. Bottle
- c. Mirror
- d. Fan



6. It is a

- a. Window
- b. Sharpener
- c. Pencil case
- d. Eraser



2. I bring a in my bag.

- a. Eraser
- b. Ruler
- c. Pencil case
- d. Drawing book



7. My father always read every morning

- a. Radio
- b. Computer
- c. Television
- d. Newspaper



3. Teacher : Please, close the

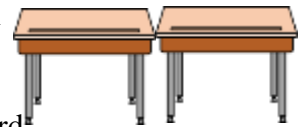
Student : Ok Miss.

- a. Door
- b. Window
- c. Book
- d. Bag



8. There are two

- a. Clipboard
- b. Table
- c. Chair
- d. Whiteboard



4. They wear when go to school.

- a. Jacket
- b. Sweater
- c. Uniform
- d. T-shirt



5. The man wears a on his neck.

- a. Tie
- b. Belt
- c. Hat
- d. Veil



9. My teacher always bring her in the class.

- a. Book
- b. Laptop
- c. Pencil
- d. Bag



10. We use it to some paper.

- a. Cut
- b. Make
- c. Take



d. Cook

11. My teacher a guitar.

- a. Plays
- b. Buys
- c. Wants
- d. Borrows



12. Our teacher always us every day.

- a. Swim
- b. Run
- c. Read
- d. Teach



13. My friend in front of the class.

- a. Runs
- b. Sings
- c. Dances
- d. Studies



14. The students in the yard.

- a. Play football
- b. Try football
- c. Buy a ball
- d. Make a ball



15. Fandi is in the class.

- 1. Studying
- 2. Sleeping
- 3. Flying
- 4. Sitting



16. I the floor in my class.

- a. Enter
- b. Go
- c. Study
- d. Sweep



17. This is my teacher. She always with us when she come in the class.

- a. Smile
- b. Cry



c. Angry

d. Jealous

18. A cup of coffee is very

- a. Hot
- b. Cold
- c. Salty
- d. Big



19. This is a orange juice.

- a. Hot
- b. Cold
- c. Salty
- d. Big



20. Pencil A is very long but pencil B is very

- a. Short
- b. Tall
- c. Big
- d. High



A B

21. I have bag.

- a. Two
- b. Three
- c. Four
- d. Five



22. My class is very

- a. Beautiful
- b. Ugly
- c. Stupid
- d. Handsome



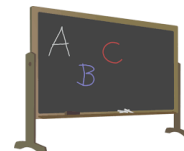
23. The color of Indonesian's flag are

- a. Red and white
- b. White and green
- c. Green and blue
- d. Blue and black



24. This is a board

- a. Red
- b. Green
- c. Yellow



- d. Black
25. Yuan's shoes is very big. Andi's shoes is very
- a. Long

- b. Tall
- c. Small
- d. High



Andi Yuan

ANSWER KEY

26. D	36. A	46. C
27. B	37. D	47. A
28. A	38. B	48. A
29. C	39. A	49. D
30. B	40. B	50. C
31. B	41. D	
32. D	42. A	
33. B	43. A	
34. B	44. B	
35. A	45. A	

APPENDIX 8

1768

ANSWER SHEET

Name : Aldiano S.W.Y
 Class : VII³
 Subject : English

NO.	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

NO.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

ANSWER SHEET

2080

Name : FITRI NURDHMAH
 Class : VII³
 Subject : English

NO.	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

NO.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

ANSWER SHEET

18

72

Name : Kheirrotun Hisan
 Class : VII - 3
 Subject : English

NO.	A	B	C	D
1.	A	X	C	D
2.	A	X	C	D
3.	X	B	C	D
4.	A	B	X	D
5.	A	B	X	D
6.	A	B	X	D
7.	A	B	C	X
8.	A	X	C	D
9.	A	X	C	D
10.	X	B	C	D

NO.	A	B	C	D
11.	X	B	C	D
12.	A	B	X	D
13.	A	X	C	D
14.	X	B	C	D
15.	A	X	C	D
16.	A	X	C	D
17.	X	B	C	D
18.	X	B	C	D
19.	A	X	C	D
20.	X	B	C	D

NO.	A	B	C	D
21.	A	B	X	D
22.	X	B	C	D
23.	X	B	C	D
24.	A	B	X	D
25.	A	B	C	X

ANSWER SHEET

19

76

Name : M. ZIDMI ILMAN MAFI'A
 Class : VII - 3
 Subject : English

NO.	A	B	C	D
1.	A	B	C	X
2.	A	X	C	D
3.	X	B	C	D
4.	A	B	C	X
5.	A	X	C	D
6.	A	B	X	D
7.	A	B	C	X
8.	A	B	C	X
9.	A	X	C	D
10.	A	X	C	D

NO.	A	B	C	D
11.	X	B	C	D
12.	A	B	C	X
13.	A	X	C	D
14.	X	B	C	D
15.	A	X	C	D
16.	A	B	X	D
17.	X	B	C	D
18.	X	B	C	D
19.	A	X	C	D
20.	X	B	C	D

NO.	A	B	C	D
21.	A	B	X	D
22.	X	B	C	D
23.	X	B	C	D
24.	A	B	C	X
25.	X	B	C	D

APPENDIX 9

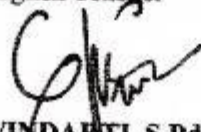
STUDENTS' SCORE
CLASS VII.3 OF SMP N 6 METRO
(CYCLE 1)

NO.	NAME	SCORE	EXPLANATION
1	ALBI REZA SAPUTRA	76	Complete
2	ALDIANO S.W.Y	68	Incomplete
3	ANDI FIRMANSYAH	64	Incomplete
4	AXEL ALBIN JAVIER	64	Incomplete
5	BUNGA LESTARI	64	Incomplete
6	DEBI SABRI	68	Incomplete
7	DWI SAPUTRA	76	Complete
8	ELVIRA GITA MAHARANI	64	Incomplete
9	ERDIS FEBRI ARIANTO	60	Incomplete
10	FAHREZA DIKA SANTOSO	80	Complete
11	FITRI NUROHMAH	80	Complete
12	GENCIA AGNA SEBRA	72	Complete
13	HABSAH AFIFATUL AMRI	76	Complete
14	HARIS SAYID AD'DIN	68	Incomplete
15	INTAN WIDANA	80	Complete
16	KELVIN APRIKO DINASTIAR	72	Complete
17	KHOIROTUN HISAN	72	Complete
18	LARAS DANIATI	68	Incomplete
19	M. ZIDNI 'ILMAN NAFI'A	76	Complete
20	MIRZA SAPDA ERLANGGA	72	Complete
21	MUHAMMAD AL GHIFARI	60	Incomplete
22	NABILA FITRIA	76	Complete
23	NINDYA PUTRIANI	80	Complete
24	NOVAL ARDIKA RAMADANI	60	Incomplete
25	RAHMAWATI	68	Incomplete
26	RAMAT IKBAL ROMADON	60	Incomplete
27	RENDY YULIANTO	76	Complete

28	SAFIRA NURIDA	64	Incomplete
29	SITI NURHIDAYAH	72	Complete
30	TIA MEYLAN ANGGRAENI	68	Incomplete
31	VINSENSIA HOLANDA VIANEY	68	Incomplete
32	ZULFA SAMSA ARRIFA	60	Incomplete
	TOTAL	2232	
	AVERAGE	69.75	
	COMPLETE	15	15
	INCOMPLETE	17	17

Metro, 17 Juni 2017

English Teacher


WINDARTI, S.Pd
 NIP. 197005062007012007

Researcher


FITYNA NUR CHURRIA
 NPM : 13107307

APPENDIX 10

Table
Observation Sheet of Teacher's Activities
In The Seventh Grade of SMP N 6 Metro
(Cycle I)

NO.	Indicator/Aspect Observed	Look Into				Score Indicator
		1	2	3	4	
	Pre Learning					7
1.	Preparing student to learn				✓	
2.	Aperception activity			✓		
	Core Activity of Learning					48
3.	Master the learning material			✓		
4.	Associate the material with the relevant knowledge in the life				✓	
5.	Explain material suitable hierarchy systematically studied and the characteristics of students			✓		
6.	Good and correct language, speak clearly and fluently and out of loud			✓		
7.	Approaches, strategies, appropriate model material				✓	
8.	Learning competencies in accordance			✓		
9.	Learning involves the active participation of students			✓		
10.	Shows an open attitude towards the students' responses			✓		
11.	Mastering the class			✓		
12.	Skills provide reinforcement			✓		
13.	Skills to motivate			✓		
14.	Skills to initiate discussion in group/individual			✓		
15.	Questioning skills			✓		
16.	Skills using media and learning resources				✓	
17.	Monitor the progress of students' learning process			✓		
	Closure					11
18.	Attract the attention of students			✓		
19.	Reviewing and concluding the important parts				✓	
20.	Encourage the students to master the				✓	

	material and absorb the lessons recently shown						
	Total Score						66
	Criteria						B

Note: Tick (√) for each positive activity

Criterion Score

1 = Bad

2 = Enough

3 = Good

4 = Very Good

Assesment Criteria

71 – 80 = Very Good = A

61 – 70 = Good = B

51 – 60 = Enough = C

41 – 50 = Less = D

≤ 40 = Bad = E

Observer

Windarti, S.Pd

NIP. 197005062007012007

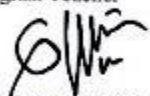
APPENDIX 11

Table
Observation Sheet of Students' Activities
Class VII.3 of SMP N 6 Metro
(CYCLE I)

No	Name	Activity				Total Score
		Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The student's cooperative with their friend	The students able do the task	
1	ALBI REZA SAPUTRA	✓	✓	✓	✓	4
2	ALDIANO S.W.Y			✓	✓	2
3	ANDI FIRMANSYAH			✓	✓	2
4	AXEL ALBIN JAVIER	✓	✓			2
5	BUNGA LESTARI	✓		✓		2
6	DEBI SABRI		✓		✓	2
7	DWI SAPUTRA	✓	✓		✓	3
8	ELVIRA GITA MAHARANI	✓		✓		2
9	ERDIS FEBRI ARIANTO			✓	✓	2
10	FAHREZA DIKA SANTOSO	✓	✓			2
11	FITRI NUROHMAH	✓	✓	✓	✓	4
12	GENCIA AGNA SEBRA		✓		✓	2
13	HABSAH AFIFATUL AMRI	✓			✓	2
14	HARIS SAYID AD'DIN	✓		✓		2
15	INTAN WIDANA		✓		✓	2
16	KELVIN APRIKO DINASTIAR	✓	✓			2
17	KHOIROTUN HISAN			✓	✓	2
18	LARAS DANIATI	✓		✓		2
19	M. ZIDNI 'ILMAN NAFI'A	✓	✓	✓		3
20	MIRZA SAPDA ERLANGGA		✓		✓	2
21	MUHAMMAD AL GHIFARI	✓	✓			2
22	NABILA FITRIA			✓	✓	2
23	NINDYA PUTRIANI	✓		✓		2
24	NOVAL ARDIKA RAMADANI	✓			✓	2
25	RAHMAWATI	✓	✓			2
26	RAMAT IKBAL ROMADON			✓	✓	2
27	RENDY YULIANTO	✓	✓	✓	✓	4
28	SAFIRA NURIDA	✓	✓	✓	✓	4

29	SITI NURHIDAYAH		✓		✓	2
30	TIA MEYLAN ANGGRAENI		✓	✓	✓	3
31	VINSENSIA HOLANDA VIANEY	✓		✓		2
32	ZULFA SAMSA ARRIFA	✓	✓			2
Total		20	18	18	19	75
Percentage (%)		62,5 %	56,25 %	56,25 %	57,375 %	58,3333 %

English Teacher



WINDARTI, S.Pd
NIP. 197005062007012007

Researcher



FITYNA NURCHURRIA
NPM : 13107307

APPENDIX 12

RENCANAAN PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP N 6 Metro
Mata Pelajaran	: Bahasa Inggris
Kelas	: VII (Tujuh)
Materi Pokok	: Vocabulary (Orang, Binatang dan Benda
Alokasi Waktu	: 4 x 45 Menit (4 X Pertemuan)

A. Kompetensi Inti (KI)

- KI 1 Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi;
- KI 2 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dalam kehidupan dan kegiatan siswa sehari-hari;
- KI 3 Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, kongkret dan imajinatif yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain dan dunia kerja;
- KI 4 Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
KD pada KI	
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	3.5.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi

<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)</p>	<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)</p> <p>3.5.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)</p> <p>3.5.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)</p>
--	--

<p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>3.5.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)</p> <p>4.5.1 Mengembangkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)</p>
--	--

C. Materi Pembelajaran

1. Fungsi Sosial

Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya

2. Struktur Teks

Menyebutkan kosa kata terkait berbagai sifat orang, binatang, dan benda.

3. Unsur Kebahasaan

- Pernyataan dan pertanyaan terkait tingkah laku/tindakan/ fungsi orang, binatang, benda
- Kalimat deklaratif (positif dan negatif) dalam simple present tense
- Kalimat interogatif: Yes/No question; Whquestion
- Ucapan, tekanan kata,
- Intonasi, ejaan, tanda baca, dan tulisan tangan

4. Topik

Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI

D. Metode Pembelajaran

Problem-Based Learning

E. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (10 menit)

a. Apersepsi

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan : santun, peduli)
- Mengajak siswa untuk berdoa bersama sebelum memulai pembelajaran.
- Mengecek kehadiran siswa (nilai yang ditanamkan : disiplin, rajin)
- Menyampaikan materi yang akan disampaikan dan tujuan pembelajaran yang akan dicapai.

b. Motivasi

- Memberi motivasi siswa untuk siap belajar
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

2. Kegiatan Inti (70 menit)

a. Observasi :

- Siswa mengamati gambar yang sesuai dengan materi.
- Siswa mengamati dan menirukan contoh pengucapan kosa kata sifat orang, binatang, dan benda yang dilakukan oleh guru.
- Siswa mengidentifikasi cara pengucapan dan arti dari kosa kata sifat orang, binatang, dan benda yang diberikan.

c. Questioning :

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar penyebutan dan arti dari kosa kata sifat orang, binatang, dan benda yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.

c. Eksplorasi :

- Siswa menyebutkan dan menanyakan kosa kata sifat orang, binatang, dan benda dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.
- Siswa mengerjakan soal pemahaman yang merujuk pada pemahaman kosa kata sifat orang, binatang, dan benda.

e. Mengasosiasi :

- Siswa secara bergantian memahami kosa kata yang belum dipahami dan mendiskusikannya pada teman sekelasnya.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

f. Mengkomunikasikan :

- Siswa secara bergantian dapat menyebutkan kosa kata sifat orang, binatang, dan benda yang telah dipelajari.
- Siswa menyebutkan permasalahan dalam menggunakan kosa kata sifat orang, binatang, dan benda yang telah di pelajari.
- Siswa membuat laporan berupa catatan tentang kosa kata sifat orang, binatang, dan benda yang telah di pelajari.

3. Kegiatan Penutup

- Siswa bersama-sama dengan guru menyimpulkan materi yang telah dipelajari.
- Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Mengakhiri pembelajaran dengan berdoa bersama.
- Mengucapkan salam.

F. Alat, Dan Sumber Pembelajaran

1. Alat Pembelajaran

- Spidol
- Papan Tulis
- Kertas
- Gambar

2. Sumber Pembelajaran

- Buku Bahasa Inggris Kelas VII
- Oxford Advanced Learner's Dictionary

G. Teknik Penilaian

1) Tes Tertulis

2) Observasi

b. Bentuk instrument

1) Tes (Pilihan Ganda)

2) Observation Sheet

Score : Jumlah benar x 4

Pengamatan (observations):

Sasaran penilaian adalah:

1. Siswa memperhatikan ketika guru menerangkan materi.
2. Siswa mampu menjawab pertanyaan dari guru.
3. Siswa bekerjasama dengan temannya dalam memecahkan masalah yang diberikan guru.
4. Siswa mampu menyelesaikan tugas yang diberikan guru.

Portofolio

1. Kumpulan hasil tes dan latihan.
2. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya

Metro, 11 Juni 2017

Guru Bidang Study



Windarti S.Pd

NIP. 197005062007012007

Peneliti



Fityna Nur Churria

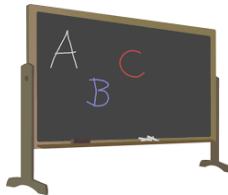
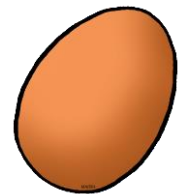
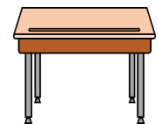
NPM. 13107307

MATERI

1. Sifat-sifat Orang

CryingAngryThirstyHungryHandsomeBeautifulTall and Short

2. Sifat-Sifat Benda

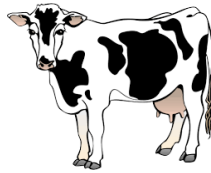
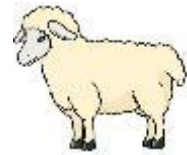
Black boardThree BooksSweet CandyBrown EggBeautiful FlowerGreen BagBlack LaptopOne Table

2. Sifat-Sifat Binatang

- Wild Animal (Liar/Buas)

CrocodileElephantTigerLion

- Tame Animal

GoatCowRoosterSheep

APPENDIX 13










CYCLE II

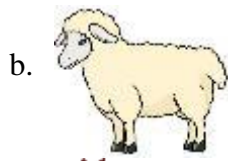
Day / Date : Friday, June 19, 2017 Time : 07.30-09.30 WIB
 Class : VII School : SMP N 6 Metro
 Subject : English

Direction!

- Write your name and class, check and read the questions before answering!
- Choose the correct answer a, b, c, or d!
- Give the answer sheet and the question sheet back to your teacher after finish doing the test!

Chose a correct answer by crossing (X) a, b, c or d!

- This is a
 a. Cat
 b. Bird
 c. Dog
 d. Bear

- What is this ? This is a
 a. Rooster
 b. Sheep
 c. Cow
 d. Crocodile

- What does my sister see in the zoo ? She see a
 a. Tiger
 b. Lion
 c. Bear
 d. Snake

- Sinta gets a
 a. Dragonfly
 b. Bird
 c. Butterfly
 d. Bee

- I have a in my home.
 a. Squirrel
 b. Rooster
 c. Goose

- Tiger is very like to eat
 a. Banana
 b. Meal
 c. Lemon
 d. Orange

- Riko is very afraid with
 a. Crocodile
 b. Turtle
 c. Lizard
 d. Komodo

- Wulan : Where did you go last week ?
 Gino : I go to zoo.
 Wulan : What did you see ?
 Gino : I saw a
 a. Elephant
 b. Monkey
 c. Crocodile
 d. Giraffe

- Where is the picture of sheep ?
 a. 



10. What does he do ?
 a. Dancing
 b. Fishing
 c. Crying
 d. Gardening



11. A : What is your hobby ?
 B : My hobby is
 a. Reading
 b. Writting
 c. Cooking
 d. Sleeping



12. Desi : Do you have a pen ?
 Siska : Yes. I have a pen. What will you do ?
 Desi : I will a letter.

- a. Search
 b. Send
 c. Write
 d. Order



13. What does my sister
 a. Swimming
 b. Watching Tv
 c. Running
 d. Cooking



14. Katrine will do the final exam.
 She hard.
 a. Try
 b. Understand
 c. Study
 d. Draw



15. My father is always every Sunday morning.
 a. Dancing
 b. Swimming
 c. Running
 d. Working



16. Kalia : Hi Wanda, how does you come here
 Wanda : Hi Kalia. I
 a. Drive a car
 b. Buy a motorcycle
 c. Drive a bicycle
 d. Drive a motorcycle



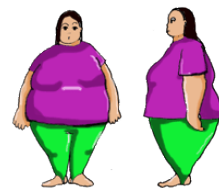
17. I am so hungry. I want to some food.
 a. Drink
 b. Send
 c. Eat
 d. Put



18. The color of panda are
 a. Black and white
 b. Red and black
 c. Gold and blue
 d. Brown and green



19. Her body is very
 a. Tall
 b. Short
 c. Long
 d. Big



0. From the picture, we know that the color of the ink is
 a. Red
 b. Yellow
 c. White
 d. Black



21. He is very
 a. Happy
 b. Hungry
 c. Angry



d. Thirsty

22. My brother was very
- Angry
 - Happy
 - Sad
 - Confused



23. My sister is very
- Handsome
 - Powerful
 - Ugly
 - Beautiful



24. This baby is very
- Ugly
 - Stupid
 - Cute
 - Angry



25. There are the wild animals, *except*

-
-
-
-

ANSWER KEY

51. A	61. A	71. D
52. A	62. C	72. A
53. A	63. D	73. D
54. C	64. C	74. C
55. A	65. C	75. C
56. B	66. C	
57. A	67. C	
58. D	68. A	
59. B	69. D	
60. B	70. D	

APPENDIX 14

ANSWER SHEET

20 (80)

Name : Aldiano S.W.Y
 Class : VII³
 Subject : English

NO.	A	B	C	D
1.	X	B	C	D
2.	X	B	C	D
3.	X	B	C	D
4.	A	B	X	D
5.	X	B	C	D
6.	A	X	C	D
7.	X	B	C	D
8.	A	B	X	D
9.	A	X	C	D
10.	X	B	C	D

NO.	A	B	C	D
11.	X	B	C	D
12.	A	B	X	D
13.	A	B	C	X
14.	A	B	X	D
15.	A	B	X	D
16.	A	B	X	D
17.	A	X	C	D
18.	X	B	C	D
19.	A	B	C	X
20.	A	B	X	D

NO.	A	B	C	D
21.	A	B	C	X
22.	X	B	C	D
23.	A	B	C	X
24.	A	B	X	D
25.	A	B	X	D

ANSWER SHEET

22

(88)

Name : Fitri NURDHMAH
 Class : VII³
 Subject : English

NO.	A	B	C	D
1.	X	B	C	D
2.	X	B	C	D
3.	X	B	C	D
4.	A	B	C	X
5.	A	X	C	D
6.	A	X	C	D
7.	X	B	C	D
8.	A	B	C	X
9.	A	X	C	D
10.	A	X	C	D

NO.	A	B	C	D
11.	X	B	C	D
12.	A	B	X	D
13.	A	B	C	X
14.	A	B	X	D
15.	A	B	X	D
16.	A	B	X	D
17.	A	B	X	D
18.	X	B	C	D
19.	A	B	C	X
20.	A	B	X	D

NO.	A	B	C	D
21.	A	B	C	X
22.	X	B	C	D
23.	A	B	C	X
24.	A	B	X	D
25.	A	B	X	D

ANSWER SHEET

22

88

Name : Khoirotnun Hisan
 Class : VII-3
 Subject : English

NO.	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

NO.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

ANSWER SHEET

Name : M. ZIDMI ILMAN NAFI A
 Class : VII.3
 Subject : English

23

92

NO.	A	B	C	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

NO.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

NO.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

APPENDIX 15

STUDENTS' SCORE
CLASS VII.3 OF SMP N 6 METRO
(CYCLE II)

NO.	NAME	SCORE	EXPLANATION
1	ALBI REZA SAPUTRA	84	Complete
2	ALDIANO S.W.Y	80	Complete
3	ANDI FIRMANSYAH	76	Complete
4	AXEL ALBIN JAVIER	78	Complete
5	BUNGA LESTARI	76	Complete
6	DEBI SABRI	68	Incomplete
7	DWI SAPUTRA	84	Complete
8	ELVIRA GITA MAHARANI	80	Complete
9	ERDIS FEBRI ARIANTO	72	Complete
10	FAHREZA DIKA SANTOSO	84	Complete
11	FITRI NUROHMAH	88	Complete
12	GENCIA AGNA SEBRA	84	Complete
13	HABSAH AFIFATUL AMRI	88	Complete
14	HARIS SAYID AD'DIN	80	Complete
15	INTAN WIDANA	88	Complete
16	KELVIN APRIKO DINASTIAR	92	Complete
17	KHOIROTUN HISAN	88	Complete
18	LARAS DANIATI	76	Complete
19	M. ZIDNI 'ILMAN NAFT'A	92	Complete
20	MIRZA SAPDA ERLANGGA	84	Complete
21	MUHAMMAD AL GHIFARI	44	Incomplete
22	NABILA FITRIA	80	Complete
23	NINDYA PUTRIANI	84	Complete
24	NOVAL ARDIKA RAMADANI	64	Incomplete
25	RAHMAWATI	76	Complete
26	RAMAT IKBAL ROMADON	80	Complete
27	RENDY YULIANTO	80	Complete

28	SAFIRA NURIDA	60	Incomplete
29	SITI NURHIDAYAH	76	Complete
30	TIA MEYLAN ANGGRAENI	80	Complete
31	VINSENSIA HOLANDA VIANEY	72	Complete
32	ZULFA SAMSA ARRIFA	52	Incomplete
	TOTAL	2490	
	AVERAGE	77.8125	
	COMPLETE	27	27
	INCOMPLETE	5	5

English Teacher



WINDARTL S.Pd
NIP. 197005062007012007

Researcher



FITYNA NUR CHURRIA
NPM : 13107307

APPENDIX 16

Table
Observation Sheet of Teacher's Activities
In The Seventh Grade of SMP N 6 Metro
(Cycle II)

NO.	Indicator/Aspect Observed	Look Into				Score Indicator
		1	2	3	4	
	Pre Learning					7
1.	Preparing student to learn				✓	
2.	Aperseption activity			✓		
	Core Activity of Learning					55
3.	Master the learning material			✓		
4.	Associate the material with the relevant knowledge in the life				✓	
5.	Explain material suitable hierarchy systematically studied and the characteristics of students				✓	
6.	Good and correct language, speak clearly and fluently and out of loud			✓		
7.	Approaches, strategies, appropriate model material				✓	
8.	Learning competencies in accordance				✓	
9.	Learning involves the active participation of students				✓	
10.	Shows an open attitude towards the students' responses			✓		
11.	Mastering the class				✓	
12.	Skills provide reinforcement			✓		
13.	Skills to motivate			✓		
14.	Skills to initiate discussion in group/individual				✓	
15.	Questioning skills				✓	
16.	Skills using media and learning resources				✓	
17.	Monitor the progress of students' learning process				✓	
	Closure					12
18.	Attract the attention of students				✓	
19.	Reviewing and concluding the important parts				✓	
20.	Encourage the students to master the				✓	

	material and absorb the lessons recently shown						
	Total Score						75
	Criteria						A

Note: Tick (√) for each positive activity

Criterion Score

1 = Bad

2 = Enough

3 = Good

4 = Very Good

Assesment Criteria

71 - 80 = Very Good = A

61 - 70 = Good = B

51 - 60 = Enough = C

41 - 50 = Less = D

≤ 40 = Bad = E

Observer



Windarti, S.Pd

NIP. 197005062007012007

APPENDIX 17

Table
Observation Sheet of Students' Activities
Class VII.3 of SMP N 6 Metro
(CYCLE II)

No	Name	Activity				Total Score
		Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The student's cooperative with their friend	The students able do the task	
1	ALBI REZA SAPUTRA	✓	✓	✓	✓	4
2	ALDIANO S.W.Y	✓	✓		✓	3
3	ANDI FIRMANSYAH	✓		✓	✓	3
4	AXEL ALBIN JAVIER	✓	✓	✓	✓	4
5	BUNGA LESTARI	✓	✓	✓	✓	4
6	DEBI SABRI	✓	✓	✓	✓	4
7	DWI SAPUTRA	✓	✓	✓		3
8	ELVIRA GITA MAHARANI	✓		✓	✓	3
9	ERDIS FEBRI ARIANTO	✓	✓		✓	3
10	FAHREZA DIKA SANTOSO	✓		✓	✓	3
11	FITRI NUROHMAH	✓	✓	✓	✓	4
12	GENCIA AGNA SEBRA	✓	✓	✓	✓	4
13	HABSAH AFIFATUL AMRI		✓	✓	✓	3
14	HARIS SAYID AD'DIN	✓	✓	✓		3
15	INTAN WIDANA	✓	✓	✓	✓	4
16	KELVIN APRIKO DINASTIAR	✓	✓	✓		3
17	KHOIROTUN HISAN		✓	✓	✓	3
18	LARAS DANIATI	✓	✓	✓	✓	4
19	M. ZIDNI 'ILMAN NAFT'A	✓	✓		✓	3
20	MIRZA SAPDA ERLANGGA	✓		✓	✓	3
21	MUHAMMAD AL GHIFARI		✓	✓	✓	3
22	NABILA FITRIA	✓	✓	✓	✓	4
23	NINDYA PUTRIANI	✓	✓	✓	✓	4
24	NOVAL ARDIKA RAMADANI	✓	✓		✓	3
25	RAHMAWATI	✓	✓	✓	✓	4
26	RAMAT IKBAL ROMADON	✓	✓		✓	3
27	RENDY YULIANTO	✓	✓	✓	✓	4
28	SAFIRA NURIDA	✓	✓	✓	✓	4

29	SITI NURHIDAYAH	✓	✓		✓	3
30	TIA MEYLAN ANGGRAENI	✓	✓	✓	✓	4
31	VINSENSIA HOLANDA VIANEY	✓	✓	✓	✓	4
32	ZULFA SAMSA ARRIFA	✓	✓	✓	✓	4
Total		29	28	26	29	112
Percentage (%)		80,625 %	87,5 %	81,25 %	80,625 %	87,5 %

English Teacher



WINDA M.T.L. S.Pd
NIP. 197005062007012007

Restorer



FITYNA NUR CHURRIA
NPM : 18107307

APPENDIX 18
DOCUMENTATION OF PRE-TEST ACTIVITIES



The teacher gives more explanation to the students when they feel confused with the question.



The teacher controls the students' activity to answer the question of pre-test.

DOCUMENTATION OF CYCLE I ACTIVITIES



After the teacher explains the material, the teacher gives the students assignment. When the students finish it, the teacher controls the students' work.



The teacher checks the students assignment and gives more explaining for the students.



The teacher gives the students post-test in cycle I.



The teacher controls the students' activities to answer the question.

DOCUMENTATION OF CYCLE II ACTIVITIES



The teacher shows some illustration pictures to the students in teaching vocabulary mastery and gives explaining about the material.



The students answer the teacher's questions and write it in the whiteboard.



The students do the post -test in cycle II.



The teacher controls the students' activities in answering the question.



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBİYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Stt.06/JST/PP.00.9/2343/2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Metro, 24 Oktober 2016

Kepada Yth.,
Kepala Sekolah SMP N 6 Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Fiftyna Nur Churria
NPM : 13107307
Jurusan : Tarbiyah
Prodi : PBI
Judul : Using Illustration Picture Medium to Increase the Students' Vocabulary Mastery at the Seventh Grade of SMP N 6 Metro in Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SMP N 6 Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.



etua Jurusan

... M.Pd

19691008 200003 2005



**DINAS PENDIDIKAN, KEBUDAYAAN,
PEMUDA DAN OLAHRAGA KOTA METRO
SMP NEGERI 6 METRO**

Jl. Pattimura Banjarsari Metro Utara Kota Metro Po. Box 129 Telp. 0725 7855234



SURAT KETERANGAN PENELITIAN

Nomor : 308 / 1.12.3 / SMP.06 / KL / 2016

Yang bertanda tangan di bawah ini **Kepala SMP Negeri 6 Metro** menerangkan bahwa :

Nama : **Fiftya Nur Churria**
NPM : 13107307
Jurusan : Tarbiyah
Prodi : PBI

Kami mengizinkan Mahasiswa tersebut di atas untuk melaksanakan observasi prasurvey/survey di SMP Negeri 6 Metro dalam rangka penulisan skripsi dengan judul " *Using Illustration Picture Medium to Increase the Students' Vocabulary Mastery at the Seventh Grade of SMP Negeri 6 Metro in Academic Year 2016/2017*".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya dan atas perhatiannya kami ucapkan terima kasih.

Metro, 10 November 2016

Kepala Sekolah,



YUWONO DM, S.Pd

NIP. 195908271980121002

Nomor : P. 1273/In.28/FTIK/PP.00.9/05/2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Drs. Kuryani Utih, M.Pd
 2. Sdr. Ahmad Subhan Roza, M.Pd.
- Dosen Pembimbing Skripsi
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Fityna Nur Churria
NPM : 13107307
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Mei 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatonah, MA
NIP. 196705311993032003





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

Jalan Ki Hajar Dewantara Kampus 15 A Inggibulya Metro, Kota Metro Lampung 34111
Telepon (0725) 41507 Faksimili (0725) 47250
Website: www.metroiain.id e-mail: iainmetro@metroiainid

SURAT TUGAS

Nomor: B-2799/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : **FIFTYNA NUR CHURRIA**
NPM : 13107307
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 6 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING ILLUSTRATION PICTURE AS MEDIUM TO INCREASE THE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADERS OF SMP N 6 METRO".
 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 : 05 Juni 2017



Dr. Suhairi, S.Ag, MH
NIP. 197216011999031003



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

Jalan KH. Hajar Dewantara Kampus 15 A Inggihayu Metro, Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296
Website: www.metro.iain.ac.id - esrc@iainmetro.com.iain.ac.id

Nomor : B-2800/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 6 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2799/In.28/R/TL.01/06/2017, tanggal 05 Juni 2017 atas nama saudara:


Nama : **FIFTYNA NUR CHURRIA**
NPM : 13107307
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 6 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING ILLUSTRATION PICTURE AS MEDIUM TO INCREASE THE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADERS OF SMP N 6 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 05 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,


Dr. Suhairi, S.Ag, MH
NIP.197210011999031003



DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA METRO
SMP NEGERI 6 METRO

Jl. Patimura Kel. Banjarsari PO. BOX.129 Metro Utara Telp. (0725) 7855234
SMS Center : 0896 341 340 19, e-mail: smpnegeri6kotametro@gmail.com



SURAT KETERANGAN PENELITIAN
Nomor : 135 / 1.12.3 / SMP.06 / KL / 2017

Yang bertanda tangan di bawah ini **Kepala SMP Negeri 6 Metro** menerangkan bahwa :

Nama : **FIFTYNA NUR CHURRIA**
NPM : 13107307
Semester : 8 (delapan)
Jurusan : Pendidikan Bahasa Inggris

Kami mengijinkan Mahasiswa tersebut di atas untuk melaksanakan research/survey di SMP Negeri 6 Metro Tahun Ajaran 2016/2017 dalam rangka penulisan Tugas Akhir/Skripsi dengan judul ” **USING ILLUSTRATION PICTURE AS MEDIUM TO INCREASE THE STUDENTS VOCABULARY MASTERY AT THE SEVENTH GRADERS OF SMP NEGERI 6 METRO** ”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya dan atas perhatiannya kami ucapkan terima kasih.

Metro, 05 Juni 2017

Kepala Sekolah,



YUWONO DM, S.Pd

NIP. 195908271980121002



DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA METRO

SMP NEGERI 6 METRO

Jl. Patimura Kel. Banjarsari PO. BOX.129 Metro Utara Telp. (0725) 7855234
SMS Center : 0896 341 340 19, e-mail: smpnegeri6kotametro@gmail.com



SURAT KETERANGAN PENELITIAN

Nomor : 095 / 1.12.3 / SMP.06 / KL / 2017

Yang bertanda tangan di bawah ini **Kepala SMP Negeri 6 Metro** menerangkan bahwa :

Nama : **FIFTYNA NUR CHURRIA**
NPM : 13107307
Semester : 8 (delapan)
Jurusan : Pendidikan Bahasa Inggris

Bahwa Mahasiswa tersebut di atas telah melaksanakan research/survey kelas pada tanggal 5-16 Juni 2017 di SMP Negeri 6 Metro dalam rangka penulisan Tugas Akhir/ Skripsi dengan judul ” ***USING ILLUSTRATION PICTURE AS MEDIUM TO INCREASE THE STUDENTS VOCABULARY MASTERY AT THE SEVENTH GRADERS OF SMP NEGERI 6 METRO*** ”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya dan atas perhatiannya kami ucapkan terima kasih.



Metro, 17 Juni 2017
Kepala Sekolah,

YUWONO DM, S.Pd
NIP. 195908271980121002



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1139/In.28/S/OT.01/11/2017**

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

Nama : FIFTYNA NUR CHURRIA
NPM : 13107307
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13107307.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 13 November 2017
Kepala Perpustakaan

Drs. Mokhtadi Sudin, M.Pd.
NIP. 195806311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : FIFTYNA NUR CHURRIA


NPM : 13107307


Fakultas : TADRIS BAHASA TARBİYAH DAN ILMU KEGURUAN

Jurusan : TADRIS BAHASA INGGRIS

Angkatan : 2013

Telah menyerahkan buku berjudul A TEACHER'S GUIDE TO CLASSROOM RESEARCH

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014





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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 3411
Telp. (0725) 41507 Fax. (0725) 47296
website: www.tarbiyah.metrouniv.ac.id Email: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Fiftyna Nur Churria
NPM : 13107307

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : VIII/2017

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
1.	6/4 2017	Revise Footnote & Bibliography	
2.	13/4 2017	- Ditambah referensi Bibliography	
3.	17/4 2017	- Revise Chapter I	
4.	20/4 2017	Revise Chapter II	
5.	27/4 2017	Revise Chapter III	
		ACC Seminar	

Diketahui :
Wakil Dekan I Bidang Akademik

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

Pembimbing I

Drs. Kurvani, M.Pd
NIP. 19620215 1995503 1 001



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 3411
Telp. (0725) 41507 Fax. (0725) 47296

website: www.tarbiyah.metrouniv.ac.id Email: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Fiftyna Nur Churria
NPM : 13107307

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : VIII/2017

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
1.	Thursday, March 31, 2017	<ul style="list-style-type: none">- Revise cover- Table of Content's page- Page number- Add data pre survey- Grammar- Change refence- Add paraphrase- Space in numbering	
2.	Monday, April 3 2017	<ul style="list-style-type: none">- Revise cover- Chapter 1- Data pre survey- Problem limitation- Procedure Research- Problem Formulation- Table Instrument observaton- Bibliography	
3.	Tuesday, April 4 2017	ACC Seminar	

Diketahui :
Wakil Dekan I Bidang Aakdemik

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

Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

1273



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111

Telp. (0725) 4157, Fax (0725) 47296 Email: stainmetro@yahoo.com website: www.stain_metro.ac.id

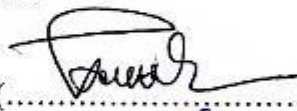
RATIFICATION PAGE

No:

The Research Proposal entitled: USING ILLUSTRATION PICTURE AS MEDIUM TO INCREASE THE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADERS OF SMP N 6 METRO, Written by Fiftyna Nur Churria student number 13107307 English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on May 24th, 2017 at 08.00-09.30 a.m.

BOARD OF EXAMINERS:

Chairperson : Drs. Kuryani Utih, M.Pd

()
.....)

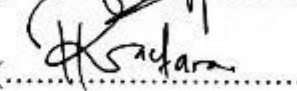
Examiner I : Dr. Mahrus As'ad, M.Ag

()
.....)

Examiner II : Ahmad Subhan Roza, M.Pd

()
.....)

Secretary : Rika Dartiara, M.Pd

()
.....)

Head of English Education Department

()

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

APPROVAL PAGE

Title : USING ILLUSTRATION PICTURE AS MEDIUM TO
INCREASE THE STUDENTS' VOCABULARY MASTERY
AT THE SEVENTH GRADERS OF SMPN 6 METRO

Name : Fiftyna Nur Churria
Students Number : 13107307
Faculty : Tarbiyah and Teacher Training
Department : English Education

APPROVED BY:

To be examined (Seminar) in Tarbiyah Faculty of State Institute of Islamic Studies
(IAIN) of Metro.

Sponsor

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

Metro, April 2017
Co-sponsor

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Vice of The First Academic Dean

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Metro, April 2017

Number :
Appendix :
Matter : **In order to hold the Seminar
of Fiftyna Nur Churria**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher Training
State Institute For Islamic Studies (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name : Fiftyna Nur Churria
Student Number : 13107307
Title : Using Illustration Picture as Medium to Increase the
Students' Vocabulary Mastery at the Seventh Graders
of SMPN 6 Metro

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

Wassalmu'alaikum Wr.Wb

Sponsor

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

Metro, April 2017

Co-sponsor

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



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

Jalan Ki. Hajar Dewantara Kampus 15A Inngmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon diseminarkan Proposal**
Saudari Fiftyna Nur Churria

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

Assalamualaikum Wr.Wb.

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

Nama : Fiftyna Nur Churria
NPM : 13107307
Judul Skripsi : Using Illustration Picture as Medium to Increase the
Students' Vocabulary Mastery at the Seventh Graders of
SMPN 6 Metro

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

Sponsor

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

Metro, April 2017
Co-sponsor

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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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 SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : **Fiftya Nur Churria**
NPM : **13107307**

Jurusan : **TBI**
Semester : **VIII**

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	sdm 6/6-2017	✓		Perbaikan IPD.	
2	8/6-2017	✓		Acc IPD .	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

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



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Nama : **Fiftya Nur Churria**
NPM : **13107307**

Jurusan : **TBI**
Semester : **VIII**

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 5/2017		✓	hal 1-3 Kesimpulan	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing II

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

Nama : Fiftyna Nur Churria
NPM : 13107307

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	5/10 2017	✓		Revisi sub bab & Bab W & U	
2	9/10 2017	✓		Revisi bab V ganti tabel hasil jelas	
3	12/10 2017	✓		Acc Manasajed.	

Mengetahui
Ketua Jurusan TBI

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Drs. Kuryani Utih, M.Pd
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fiftyna Nur Churria
NPM : 13107307

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Wednesday, Sept 19 th , 2017		✓	Revise cover and Abstract	
2.	Thursday, Sept 20 th , 2017		✓	Revise Chapter IV	
3.	Friday, Sept 22 nd , 2017		✓	Revise Conclusion	
4.	Monday, Sept 25 th , 2017		✓	Acc Munaqosah	

Mengetahui
Ketua Jurusan TBI



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Dosen Pembimbing II



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CURRICULUM VITAE



Fityna Nur Churria was born in Nungglrejo on August 17th, 1995. Ethnically speaking, she comes from Javanese and Sundanese family descent. She is the second daughter. She lives in Nunggalrejo, Punggur, Center Lampung.

She took her elementary school at SD N 1 Nunggalrejo, Punggur and then she took her junior high school at SMP N 1 Seputih Raman for three years. Having graduated from junior high school, she continued her study at SMA N 1 Punggur and was finished in 2013. After graduating, she decided to have lecture in English Educational Department at IAIN Metro. She hopes that one day she can continue her study to master degree.