

AN UNDERGRADUATE THESIS

**INCREASING STUDENTS VOCABULARY MASTERY USING WORD
CATEGORIZATION METHOD OF THE SEVENTH GRADE OF MTS
SABIILUL MUTTAQIEN SUKARAJA NUBAN ACADEMIC YEAR
2022/2023**

By:

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Student Number Id: 1801071004



TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H/ 2023 M

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SABILUL MUTTAQIEN SUKARAJA NUBAN ACADEMIC YEAR 2022/2023**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Bachelor of Education (S.Pd)

in English Education Department

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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.

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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.

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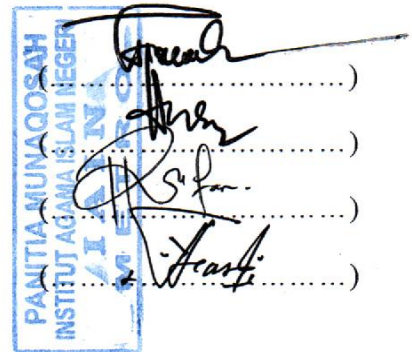
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An Undergraduate Thesis entitled: **INCREASING STUDENTS VOCABULARY MASTERY USING WORD CATEGORIZATION METHOD OF THE SEVENTH GRADE OF MTS SABILUL MUTTAQIEN SUKARAJA NUBAN ACADEMIC YEAR 2022/2023.** Written by: Anggun Mar'atus Shalehah, Student Number 1801071004, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on **Wednesday, November 8th 2023 at 08.00 – 10.00 a.m. WIB, Located at Gedung Dosen Lantai III A.**

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**INCREASING STUDENTS VOCABULARY MASTERY USING WORD
CATEGORIZATION METHOD OF THE SEVENTH GRADE OF MTS SABIILUL
MUTTAQIEN SUKARAJA NUBAN ACADEMIC YEAR 2022/2023**

ABSTRACT

By:
Anggun Mar'atus Shalehah

The purpose of this research is to know that the use categorization method can improve the students' vocabulary mastery. The students of MTs Sabiilul Muttaqien Sukaraja Nuban have difficulties in mastering English vocabulary. Meanwhile, vocabulary has an important role in all aspect of language skill, because without mastering vocabulary the ability to communicate can not be established and the students will find many difficulties when they are lack of vocabulary.

In this research, the researcher used Classroom Action Research (CAR) which is done in two cycle. Each cycle consist of planning, acting, observing and reflecting. The subject of this research is the students of seventh grade of MTs Sabiilul Muttaqien Sukaraja Nuban. In collecting the data, this research used test, observation, field note, and documentation.

The result of this research show that, from two cycles, the average scores of students' vocabularary mastery are 34,78% or 8 students, post-test I 56,52% or 13 students and post-test II become 82,60% or 19 students. The students' activities remained the same way. The increasing of the students' activities in learning process occured in cycle 1 and cycle 2 which the achievement of students' activities in cycle 1 was 21,74% and in cycle 2 increased up to 47,82%. This result also drew conclusion that categorization method was able to increase the students' vocabulary mastery.

Keywords: *increase, vocabulary, categorization method*

**PENINGKATAN PENGUASAAN KOSAKATA SISWA DENGAN
MENGUNAKAN METODE KATEGORISASI KATA PADA KELAS VII MTS
SABIILUL MUTTAQIEN SUKARAJA NUBAN TAHUN AJARAN 2022/2023**

ABSTRAK

Oleh:

Anggun Mar'atus Shalehah

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan metode kategorisasi dapat meningkatkan penguasaan kosakata siswa. Siswa MTs Sabilul Muttaqien Sukaraja Nuban mengalami kesulitan dalam menguasai kosakata bahasa Inggris. Sementara itu, kosakata memiliki peran penting dalam semua aspek keterampilan berbahasa, karena tanpa menguasai kosakata kemampuan berkomunikasi tidak dapat dibangun dan siswa akan menemukan banyak kesulitan ketika mereka kekurangan kosakata.

Dalam penelitian ini, peneliti menggunakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan (planning), pelaksanaan (acting), pengamatan (observing) dan refleksi (reflecting). Subjek penelitian ini adalah siswa kelas VII MTs Sabilul Muttaqien Sukaraja Nuban. Dalam mengumpulkan data, penelitian ini menggunakan tes, observasi, catatan lapangan, dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa, dari dua siklus, nilai rata-rata penguasaan kosakata siswa adalah 34,78% atau 8 siswa, post-test I 56,52% atau 13 siswa dan post-test II menjadi 82,60% atau 19 siswa. Aktivitas siswa masih tetap sama. Peningkatan aktivitas siswa dalam proses pembelajaran terjadi pada siklus 1 dan siklus 2 dimana pencapaian aktivitas siswa pada siklus 1 sebesar 21,74% dan pada siklus 2 meningkat 47,82%. Hasil ini juga memberikan kesimpulan bahwa metode kategorisasi mampu meningkatkan penguasaan kosakata siswa.

Keywords: *penguasaan, kosakata, metode kategorisasi*

STATEMENT OF RESEARCH ORIGINALITY

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In exception of certain parts which are quoted from bibliographies mentioned.

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

For indeed, with hardship will be ease. (Q.S Al Insyirah : 6)

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Sumarmo and Mrs. Siti Rohani)

My Beloved Brothers

(Fathul Mukhorobin, Ridho Nugroho, Choirul Huda, and Wildan Rahmat Tulloh)

My Beloved Sisters

(Indah Ayu Purnama and Ulfa Kurnianingsih)

My Beloved Future Husband

(Miftahul Alim Zakaria Ahmad)

My Lecture, Drs. Kuryani, M.Pd who always guide me during the writing process of my undergraduate thesis

My Beloved Lectures Of English Education Study Program Of Institute Islamic

Collage Of Metro

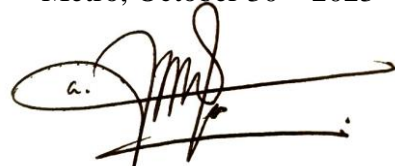
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Bismillahirrahmanirrahim, in the name of Allah SWT. who create and nurture all the things, deep gratitude is for the Almighty Allah SWT. for giving me an opportunity to finish my undergraduate thesis successfully, under S.Pd program in IAIN Metro. Shalawat and salam deliver to our Prophet Muhammad SAW.

In this time, the researcher would to express his deepest gratitude especially to:

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Metro, October 30th 2023



Anggun Mar'atus Shalehah
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CHAPTER I

INTRODUCTION

A. Background Of Study

English as foreign language has been taught in Indonesia in different levels of education from elementary school to universities. Because, English is an international language, besides being used as a tool of communication, English is also used in science. Vocabulary is one aspect of language that must be considered. It is the main aspects of acquiring and understanding language.¹ Vocabulary is generically defined as the knowledge of words and word meanings. In foreign language teaching and learning process, vocabulary plays an important role. It is one element that links the four skills of speaking, reading, listening and writing all together.

In learning English, vocabulary is the most important that the students have a clear idea of what they are trying to learn. Knowing the word is essential in order to make sentences which are used in conveying all the information. The way to improve the ability of the students in English is very hard, so the vocabulary mastery is very important to be learnt, especially for students in junior high school. They must master English vocabulary and its gramatical rules to make communicate to another people. Language is very important in communication and the students cannot understand what other people said, if they do not have many vocabularies.

¹ Intan Permata Sari , Elva Elvinna Asahra, Yana, ” Improving Students’ Vocabulary Mastery Using English Song”, Vol. 2, No. 3, 2019

Teaching vocabulary in junior high school is not easy, a fairly difficult process for students and teachers, a process that requires many ways from both parties so that the teacher can convey it well and students can receive it well. It is difficult job for the teachers. It is caused by the students in junior high school have still low knowledge of vocabulary. They are also difficult to be organized.² Because, there are some of students are think that English is boring and difficult. Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality learning English especially to memorize vocabulary is boring for some students. So, the teachers have to give some motivation, support, and showing the advantages of learning about English and also teach with an appropriate method to junior high school students.

The interview has been conducted with Mrs. Gampil Waheni, S.Pd as a English teacher on March 22th 2022, seventh grade students of MTs Sabilul Muttaqien Sukaraja Nuban. The result of interview the students interest in learning English were low.

From the daily test in the teacher English document, it turned out that there were still many students whose learning outcomes were still below the

² Lukmanul Khakim, Choiril Anwar, "Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method", *Advances in Social Science, Education and Humanities Research*, vol. 409, 2019, h.506

predetermined minimum completeness criteria, which was 70. The following is data on students' English learning outcomes which are presented in the form of Table 1.

Table 1
The Values Of English Daily Test
Seventh Grade Of Mts. Sabiilul Muttaqien Sukaraja Nuban

NO	Grade	Criteria	Frecuecy	Percentage
1.	> 70	Complate	9	36,00%
2.	< 70	Incomplete	16	64,00%
jumlah			23	100%

Source : *The teacher document, from minimum complatness criteria*

Based on the table above, the average learning value of seventh grade students who reached the known Minimum Completeness Criteria was 36.00% (9 students) from 23 students and this number was still far from what was expected. It means that most of the students are lack of English vocabularies. Students have difficult to understand about English material because the students lack of mastering English vocabularies.

From the interfiew with the students, the researcher concluded that Many students think that English lessons are difficult lessons, so students are lazy to learn English, even many students feel bored when studying.

In this case, the teacher has to teach this subject in various ways, so that they can understand the material well, and has to explain how important vocabulary in mastering english.

Based on the explanation above, researcher is interested in conducting research using word categorization that be applied in students' vocabulary mastery. The purpose of this study was to determine whether there was an

increase in students' vocabulary mastery after using the word categorization method.

B. Problem Identification

Considering the important of problem identification, the researcher identifies the problem as follows:

1. The students have lack their vocabulary
2. The students have lack of motivation in learning English
3. The students have difficult to memorizing is their english vocabulary.
4. The students have difficult to understand reading in English.

C. Problem Limitation

Limitation of the problem is to determine the problem that would be analyze. In this case, the researcher focuses on the first problem the students have lack vocabulary. So the researcher use word categorization method to increase vocabulary mastery of seventh grade of MTs. Sabiilul Muttaqien Sukaraja Nuban.

D. Problem Formulation

Concerning the background of the research and problem indentification above, the research formulates the question in this research as follow: "Can the use of word categorization method increase vocabulary mastery of seventh grade students of MTs Sabiilul Muttaqien Sukaraja Nuban?"

E. Objective And Benefit Of Study

1. Objective of Study

Based on the formulation of the problem above, the purpose of this study is to increase vocabulary mastery by using word categorization method for seventh grade students of MTs Sabiilul Muttaqien.

2. Benefit of Study

The results of this study are expected to provide benefits, as follows:

a. For the students

This research is a way to make it easier for students to learn vocabulary and make it easier for students to remember so that students can improve their mastery of English vocabulary.

b. For the teachers

To provide more information about the word categorization method, this research can be an alternative for English teachers in teaching English vocabulary mastery.

c. For the schools

As a contribution of thought and to provide useful input for schools.

F. Prior Reasearch

The following is research related to this research, research conducted by Eva Maulidah Sofiana with the research title "the correlation between the application of word category method and the students vocabulary achievement at the eighth grade students of SMP NU Syekh Bratakelana". In this study, the writer wanted to know whether there was a relationship

between the application of the word category method and the students' vocabulary achievement. This type of research uses quantitative research. Data was collected by observation, tests and interviews. The results of this study, the authors conclude that the application of the word category method is effectively used in 8th grade students of SMP NU Syekh Bratakelana.³

Research conducted by Muhammd Bima Surya K, Budi Kadaryanto and Ramlan Ginting Suka with the research title "The Effectiveness Of Using Word Categorization Method In Improving Students Vocabulary Achievment". This study aims to determine whether the word categorization method can significantly increase students' vocabulary. The author uses a quasi-experimental design to conduct this research. From the results of data analysis shows that the implementation of the word categorization method can be used to improve student achievement in vocabulary mastery. It is evident from the significance of less than 0.05. It can be concluded that the use of the word categorization method is quite effective in increasing students vocabulary.⁴

This research has similarities with some of the relevant studies. The similarity lies in the research topic, which is related to the use of the word categorization method in the students' vocabulary.

This research also has some differences with previous studies, namely in the method used. Previous studies used quantitative and quasi-

³ Sofiana, Evamaulidah, "The Correlation Between The Application Of Word Category Method And The Students'vocabulary Achievement At The 8th Grade Students Of Smp Nu Syekh Bratakelana". Diss. IAIN Syekh Nurjati Cirebon, 2013.

⁴ Kesuma, Muhammad Bima Surya, Budi Kadaryanto, and Ramlan Ginting Suka. "The Effectifeness Of Using Word Categorization Method In Improving Students'vocabulary Achievement." U-JET 2.10 (2013)

experimental methods. in this study using the classroom follow-up research method. Previous studies have focused more on the effectiveness of using the word categorization method in vocabulary activities.

This study use classroom action research which provides novelty in research that seeks to apply the word categorization method in the classroom to improve students' vocabulary mastery. With the hope that students can more easily memorize new vocabulary and can understand the text when reading.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Vocabulary Mastery

1. The Concept of Vocabulary

a. The Definition of Vocabulary

Vocabulary is one of linguistic aspects that should be learned by all students. Vocabulary is an essential part in learning English because without vocabulary, it is impossible for all students to master English well and the learners cannot communicate appropriately.

Vocabulary, broadly defined, is knowledge about words and word meanings.¹ Moreover, Susan Hanson & Jennifer say that vocabulary refers to words we use to communicate in oral and print language. There are two types of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking.²

While, Visnja states that vocabulary could also be defined as a dictionary or a set of words.³ From the mentioned above definitions, it could be understood that vocabulary is very influential to English learners in their effort to learn the language. It can be considered as the basis for being able to communicate through spoken and written

¹ Taffi E. Raphael, *Vocabulary Teaching and Learning*, (Chicago: Program Research Base, 2006), p. 2.

² Susan Hanson, Jennifer F.M, *Teaching Vocabulary Explicitly*, (Hawai'i: Pacific Resources for Education and Learning, 2011), p. 5.

³ Visnja Pacivic Tacac, *Vocabulary Learning Strategies and Foreign Language Acquisition*, (UK: Multilingual Matters Ltd, 2008), p. 4.

interaction. Without sufficient vocabulary, the learner cannot either understand a reading text or produce a writing text. Without sufficient vocabulary, the learner cannot either comprehend a speech or produce an utterance. In short, it is imperative for the learners to have adequate vocabulary in order to communicate well.

b. Source of Vocabulary

Vocabulary becomes important aspect in teaching learning process. To improve vocabulary, the students must know where the source of vocabulary comes from. According to Thornbury, there are sources of vocabulary, as follows :

1) Word List

Many students quite like learning words from lists. One reason is that it is very economical, large numbers of words can be learned in a relatively short time.

2) Course book

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

3) Vocabulary books

Supplementary vocabulary book are usually thematically organized, but covers a range of vocabulary.

4) The teacher

The teacher is a highly productive. Learners often pick up a lot of incidental language from their teachers, especially words and

phrases associated with classroom processes, such as let's see, now then, is that clear? Have you finished yet? Besides, the teacher's own stories can also serve as a vehicle for vocabulary input.

5) Other students

Other students in the class are a particularly fertile source of vocabulary input. Learners often pay more attention to what other learners say than they do to either the course book or their teacher.⁴

6) Word Classes

According to Thornbury, a word is a microcosm of human consciousness.⁵ Words are traditionally allocated to one of the following range of word classes :

a) Noun

Noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. Noun is a word (or a group of words) that is the name of the person, a place, a thing or activity or quality or idea.

b) Verb

Verb may be said to express process which can be classified in one of three broad ways. Firstly they can denote actions, e.g. walk, draw, watch, work, feel (pulse), sound (horn), in as much as they involve someone doing something and may

⁴ Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), p. 32-49.

⁵*Ibid.*, p.1.

be identified by questions of the type ‘What is X doing / did X do?’.

Secondly, they can record events, e.g. occur, collapse, melt, become, see, which involve something happening or a change of state and are identified by ‘What is happening / happened?’. Lastly, they can refer to states (a state of affairs, state of mind...). e.g. be, seem, like, feel (ill), sound (noisy), which relate to any point in time-past, present or future – and which are identified by ‘What is / was / will be the state of the subject?’.

c) Adjective

Thought of in traditional grammar as a ‘describing’ word, the adjective has the role of ascribing an attribute or feature to a noun. For example : *She drinks her tea black.*

d) Adverb

Traditionally in grammar, adverbs have been seen as performing a so-called modifying role in relation to verbs.

For example : *She sings beautifully/tunelly/clearly;*

e) Preposition

Preposition have the feature of being accompanied, indeed normally followed, by a complete element in the form of a (single or multiple word) phrase or a clause. For example : *She went in/outside/past/through the house.*

f) Conjunction

Traditionally, conjunctions have been seen as grammatical connectors and are classified into two subtypes: coordinating and subordinating conjunctions.

For example: *Ruth plays the flute and Jill sings.*

He is either very clever or very lucky.

g) Interjection

Interjections are typically described as those words which are used to express the speaker's exclamation or emotional reaction but which have no further lexical content. They include words like oh, wow, aha, ouch, alas, hey, together with expletives such as damn, golly, hell, etc. The actual scope of interjections is not, however, well-defined, but in any case they are generally regarded as a minor class.

h) Article

The words the and a/an are classed as the definite and indefinite articles respectively, e.g. the title, a video. Articles are used to mark specificity, generalization or universality of reference to the entity denoted by the following noun. For example, the in the sentences The title has been agreed and The strawberries are ripe makes specific reference to a particular noun entity. Normally the entity concerned has been already mentioned or it is assumed that its identity can be determined from the situation

i) Pronoun

The pronoun used to be thought of as a class of word which may be substituted in place of a noun.

For example : *That set is mine/yours/his/hers/ours/theirs.*

j) Determiner: a functional element

At this point it should be mentioned that the area of language spanned by these independent headword and determinative forms is a fairly 'difficult' area for grammarians, with respect to the terminology used. In essence the situation arises because the words fulfilling a determiner function are nowadays generally not regarded as adjectives any more, even as limiting adjectives.

For example : *The dark/er/est room.*⁶

(1) Word Families

We have seen how words may share the same base of root, but take different endings. A word that result from addition of an affix to a root, and which has different meaning from the root, it is called derivative.

For example: players, replay, playful are each derivatives of play. Derivatives and inflexions are both formed by the process of affixation. Affixes consists of

⁶ G. David Morley, *Syntax in Functional Grammar: An Introduction to Lexico grammar in Systemic Linguistic*, (London: Continuum Wellington House, 2000), p. 31-51

suffixes, such as –ful, -er are end of word. Prefixes, such as re-, un-, pre-, de- in the beginning of word.⁷

(2) Word Formation

Thornbury says that affixation is one of the ways new words are formed from old. There are several kinds of that, such as: compounding, blending, conversion, and clipping.

a) Compound word

Compound word is the combining of two or more independent words.

For example:

Noun + verb + -er = *record player, bus driver, hairdryer, typewriter.*

Noun + noun = *classroom, teapot, matchbox.*

b) Blending

Blending is the fusion of two words into one.

For example: *breakfast + lunch = brunch information*
+ entertainment = infotainment

c) Conversion

Conversion is a word can be co- opted from one part of speech and used as another. For example:
Let's brunch tomorrow (noun is converted into verb)

⁷ Scott Thornbury, How to., p. 4.

d) Clipping

Clipping is a process in which a word is formed by shortening a lot of one.

For example : electronic mail = mail;

influenza = flu.⁸

(3) Word Meaning

a) Homonyms

Homonyms are words that share the same form but have unrelated meanings.

For example : *I like looking the sunset*

Its look like new⁹

b) Synonym

Synonym is a word that share a similar meaning.

For example : *ancient = antique*

Sadly = unhappily

c) Antonym

Antonym is a word with opposite meaning.

For example: *old >< new*

accept >< refuse

⁸ Ibid., p. 5.

⁹ Ibid., p. 8.

2. The Benefit of Vocabulary Mastery

a. The Benefit of Vocabulary Mastery

Vocabulary is an indispensable part of language and it is important for second language learners. Nunan argues that the acquisition of adequate vocabulary is essential for successful foreign language use, because without an extensive vocabulary, we will be unable to use structural and function words that we have learned for comprehensible communication.¹⁰

It obviously informs that both structural and function word acquisition give valuable contribution to comprehensible communication. According to Webster (1992) mastery refers to skill or knowledge that makes one master of a subject comment. While Homby (1995) defines mastery as complete knowledge or complete skill. Furthermore, Rivers (1989) says that vocabulary mastery refers to the great skill in processing words of a language.¹¹

From the mentioned above, it can be concluded that vocabulary mastery is an individual's great skill in using words of a language. Vocabulary is needed to express our ideas and to be able to understand other people's sayings. In other words, vocabulary mastery is someone's competence to deliver his ideas and to catch the intended point of everything that other people say.

¹⁰ David Nunan, *Second Language Teaching and Learning*, (Boston: International Thomson Publisher, 1991), p. 125.

¹¹ G. Rexlin Jose, "Acquisition of Vocabulary by Dint of Unique Strategies: Indispensable for Fostering English Language Skill", *i-manager's Journal on English Language Teaching*, Vol. 5, No. 2/April-June 2015, p. 7.

b. The Importance of Vocabulary

One of the important aspect to be learned in language learning is vocabulary and it is major core in studying a foreign language. Nation estimate that vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on.¹² vocabulary is not an optional or unimportant part of a foreign language.

Vocabulary is an important element in the acquisition of a second language.¹³As wilkins succinctly notes, ‘without grammar very little can be conveyed, without vocabulary nothing can be conveyed’.¹⁴

As mentioned above, communication will not take place well if the communication does not use the appropriate vocabulary. That is why, before learning the other language skill, such as listening, speaking, reading and writing people should learning vocabulary first.

c. The Difficulties in Teaching Vocabulary

Teaching vocabulary is not easy work. Teachers are one of the main sources who can help their learners enrich and increase their vocabulary. The mechanics of vocabulary learning are still something of a mastery, but one thing we can be sure of is that words are not

¹² Norbert Schmitt & Michael McCharty, *Vocabulary: Description, Acquisition and Pedagogy*, (New York: Cambridge University Press, 1997), p. 6

¹³ David Nunan, *Language Teaching Methodology*, (UK: Prentice Hall International Ltd, 1991), p. 118.

¹⁴ James milton, *Measuring Second Language Vocabulary Acquisition*, (UK: Multilingual Matters, 2009), p. 3.

instantaneously acquired, at least not for adult second language learners.¹⁵

According to Allen, there are five facts that vocabulary hard to learn :

- 1) Foreign words for familiar objects and persons are important to teach, but we cannot expect most members of the class to learn them easily.
- 2) Teaching such words will require special skills because students often feel their native-language words for familiar objects and persons are all they really need.
- 3) Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication outside the language class.
- 4) When a student feels not real need to learn something, a feeling of need must be created-by the teacher.
- 5) To create in students' minds a sense of personal need for a foreign word, it is not enough to say, "Here is a word to learn." "Here is what the word means." "The word will be useful to you someday."¹⁶

From the mentioned above, it can be understood that language teacher are faced with decisions regarding vocabulary learning and led to development of best practices that can be use to enhance learning.

¹⁵ Norbert Schmitt, *Vocabulary in Language Teaching*, (New York: Cambridge University Press, 2000), p. 4.

¹⁶ Virginia French Allen, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983), p. 9.

d. Measurement of Vocabulary Mastery

According to Madsen, there are four general kinds of vocabulary test. The first, limited response is for beginners that are a simple physical action like pointing at something or a very simple verbal answer such as “yes” or “no”. The second, multiple choice completions, is a test in which a sentence with a missing.

Word is presented; students choose one of four vocabulary items given to complete the sentence. The third type, multiple choice paraphrase, is a test in which a sentence with one word underlined is given. Students choose which of four words is the closest in meaning to the underlined item. The fourth kind of test, simple completion (word), has students write in the missing part of word that appear in sentence.¹⁷

B. The Concept of Word Categorization Method

1. The Definition of Word Categorization

Categorization method is that it incorporates elements of both information-based and word statistics-based categories since the rank order difference of each word statistics is weighted by its information content using Shannon entropy. Furthermore, the composition of these basic elements captures global information related to usage of respective elements in stock time series.

¹⁷ Madsen & Herold S, Techniques in Testing, (New York: Oxford University Press, 1983) , p.12.

Also, the phylogenetic trees based on the dissimilarity index can give us direct information about different markets to analyze the similarity among them.¹⁸

2. Kinds of Word Categorization

There are many theories of how the mind categorizes objects and ideas, this three general approaches to categorization have been named.

- a. Categorization is the process through which objects are sorted
- b. and classified; there are three main types of categorization studied in psychology.
- c. Classical categorization originated during Greece's classical period; it sorts objects into rigid, clearly defined categories based on rules.
- d. Conceptual clustering is a modernized version of classical categorization; while it still classifies objects based on rules, it allows for different levels of fitness for a category.
- e. Fuzzy- set theory relates to conceptual clustering because it allows objects to "sort of" belong to a set.
- f. Prototype theory classifies objects based on how similar they are to a mental image of a prototype of that object.

3. The Implementation of Word Categorization

In this research the writer using text and picture, the writer wish with using text and picture the students can be easy to understand. That one of the first things that people noticed when they starting thinking about

¹⁸ QiangTian, Pengjian Shang and Guochen feng, "*financial time analysis based on information metho*, Vol.416, No.15/December 2014, p.17

language as language was that words tend to fall into categories and the members of these categories behave in similar ways. The traditional name for those categories is the “ part of speech.” Word Category Method is a part of the language game. Language game will help to create dynamic and motivating classes. A category method is an effective technique for students to get the practice they need while they are learning the new vocabulary words.

Students will read and understand the contents of the text, and students will analyze the text and look for words according to their respective categories. But before that, the teacher will explain in advance about vocabulary according to their respective categories.

They will find a lot of new vocabulary that fits the word category. The word category method can be used to help students who have difficulty memorizing and make it easier for students to distinguish words according to their type.

Here students divide their sheet of paper or notebook page into columns, and place a category title at the top of each column (eg noun, verb, adjective, adverb). They then try and write each word in the correct column.

C. Action Hypothesis

Action Hypothesis Of This Research Is Stated As Follow
:“The Use Of Word Categorization Method Can Increase Students
Vocabulary Mastery And Learning Activity At The Seventh Grade
Of MTs Sabiilul Muttaqien Sukaraja Nuban Academic Year
2022/2023.

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

Variables used in study are defined as operational definitions of variables. The markers found in a component are the product of the theoretical review's synthesis theory. This study's object consisted of two variables: independent variable and dependent variable.

1. The Independent Variable(X)

The independent variable of this research is the variable which observes and measures the effect of the independent variable. Independent variable of this research is word categorization method that was implemented to improve the students' vocabulary mastery which can be defined as a tool to help students in process their learning activity.

2. The Dependent Variable

The dependent variable of this research is the variable which is observe to determine the effect of the independent variable. The dependent variable of the research is the students' vocabulary mastery. A dependent variable is one that can be increased by an independent variable. In particular, this variable focuses on verbs, nouns, adjectives and adverb.

This dependent variable's indicators are as follows:

1. Students are asked to be able to increase English vocabulary.
2. The students can memorize more new vocabulary.
3. The students are asked to know the differences between nouns, verbs, adjectives, and adverbs.

4. The students were asked to be able to understand a text in reading.

3. Operational Definition Of Variable

Operational definition is the definition that based on characteristic of the things defined, and it can be observed or measured.

Meanwhile, variable can be defined as an attribute of a person or a subject that varies from object to another.¹

B. The Research Setting

This Research is classroom action research (CAR). The researcher conducted this research at the seventh grade of MTs. Sabilul Muttaqien Sukaraja Nuban.

The seventh grade there are 23 students. The researcher focused to increase vocabulary mastery.

C. The Subject of the Research

The research in the Classroom Action Research (CAR). The subject of classroom action research is students of seventh grade at MTs Sabilul Muttaqien Sukaraja Nuban This class consists of 23 students. The teacher takes one of her classes where students have low score in their English.

Table 2
Total Students Of The Seventh Grade
MTs Sabilul Muttaqien Sukaraja Nuban

No	Class	Gender		Total
		Male	Female	
1	VII	10	13	23

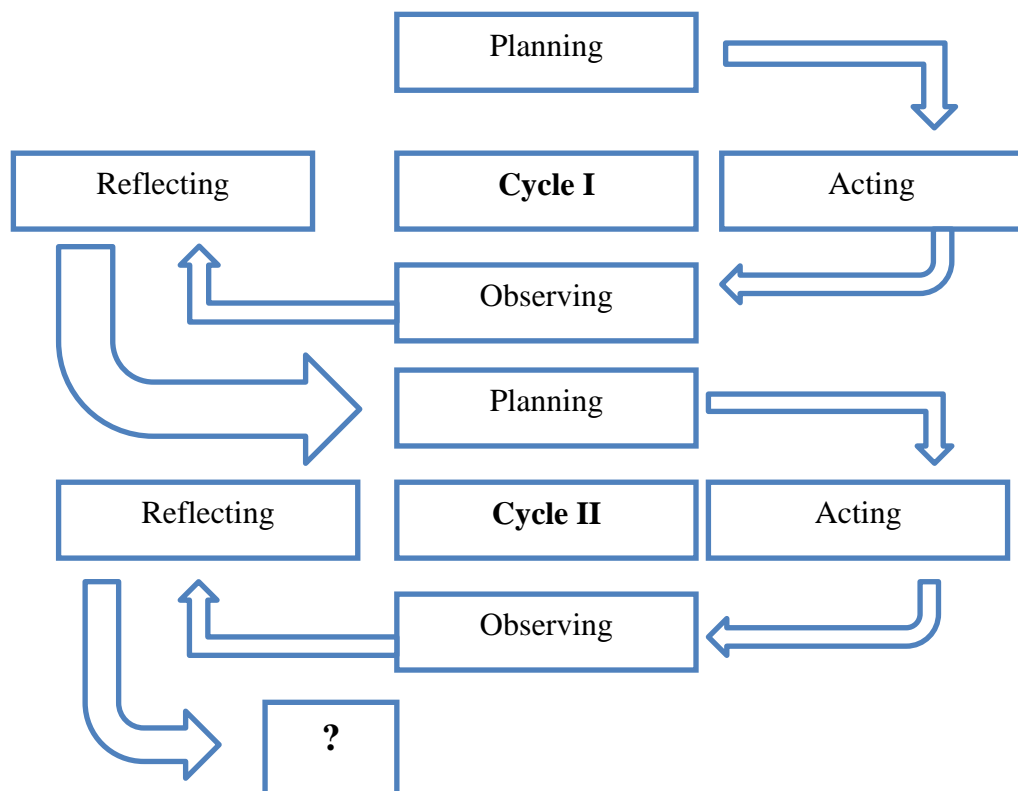
¹ Jhoncreswell, *Research Design Qualitative, Quantitative and Mixed Method Approaches*, (Lincoln: SAGE Publication, 2002) p.24

D. Action Plan

The kind of this research is Classroom Action Research (CAR). Anne Burns states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process.²

The research procedure was carried out in two cycles, using the class action research model developed by Suharsimi Arikunto. The cycle flow in the picture.

Figure 1
Penelitian Tindakan Kelas Oleh Suharsimi Arikunto³



² Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

³ Arikunto Suharsini et.al., *Penelitian Tindakan Kelas*, (Jakarta : PT. Bumi Aksara, 2006)

Based on the picture above, it can be seen that classroom action research was carried out in 2 cycles, while in each cycle there were 3 meetings.

The dam consists of 4 stages of activity, including the planning stage, the implementation stage, the observation stage, and the reflection stage. In more detail, the research procedure for each cycle is as follows:

Cycle I

a. Planning

After interview, observing and conducting test before CAR. The teacher and the researcher make instruments, as follow :

- 1) Conducting the cycle in two meetings.
- 2) Administrating the vocabulary learning process according to lesson plan.
- 3) Conducting pre-test in order to know the students' basic ability in mastery vocabulary.
- 4) Preparing material for vocabulary mastery.
- 5) Conducting a test of vocabulary mastery by word categorization method..
- 6) Prepare observation sheets, student worksheets, and evaluation tools

b. Acting

This activity is the implementation of the planning stage. The procedures for implementing the lesson plans that have been prepared are as follows:

1) Pre- Activity

- a) The lessons by greeting to the students.
- b) The researcher and the students pray together.
- c) The researcher check students attendence.
- d) The researcher inform to the students about the competence, indicator and the objectives that should be achieved.

2) Whilst Teaching Process

- a) The researcher applies the lesson plan.
- b) The researcher explains about the vocabulary according to the material.
- c) The teacher explains the systematics of vocabulary learning using the word categorization method.
- d) The teacher determines the subjects to be studied.
- e) The teacher provides opportunities for students to ask questions about the material, as well as the learning system that will be implemented.
- f) The teacher continues to assist and direct students during the learning process.

3) Post Teaching Activities

- a) The researcher asked students to discuss the difficulties of the lesson.
- b) The researcher and students concluded the material together.
- c) The researcher closed the lesson by praying.

c. Observing

At this stage the implementation is carried out by the teacher as a researcher and observer and collaborator by using a tool in the form of an observation sheet that has been prepared.

Furthermore, this observation activity is carried out simultaneously with the implementation of the action with the aim of obtaining more in-depth and comprehensive information about student data and activities. As well as the learning atmosphere carried out from the beginning to the end of the lesson.

d. Reflecting

After getting the data in the first cycle, the researcher conducted a reflection and evaluation of the implementation of the actions that had been carried out. The results will be used for the improvement of cycle II.

Cycle II

The implementation of the second cycle is based on the results of the reflection of the first cycle, the second cycle is carried out if the learning process in the first cycle is not optimal, where student learning outcomes are still low. Basically, the implementation of the second cycle is to improve the weaknesses that occur in the first cycle. All the deficiencies in the learning from the first cycle are corrected so that there are no more deficiencies in the second cycle.

E. Data Collection Technique

Data collection techniques used by researchers in collecting data are as follows:

1. Test

The test is a series of stimuli (stimulations) given to someone with the intention of getting an answer that forms the basis for determining a numerical score. ⁴Test is the sequence of question or statement that is used to measurement skill, knowledge, intellegence, ability, that have by individual or group. The test is carried out by providing multiple choice worksheets or in the form of essays. The test consist of pre-test and post test.

a. Pre-Test

Pre-test is a test conducted to determine the ability of students before taking part in learning. Pre-test of this reasearch was conducted to measure students' vocabulary mastery. By giving worksheets to students.

b. Post-Test

Post-test is the final series of learning, tests are carried out after learning is complete. Test conducted to determine whether the method used is effective to improve students vocabulary. The improvement can be seen if the mean score of the post-test was higher than the pre-test.

⁴ Mulyasa, *Kurikulum Satuan Tingkat Satuan Pendidikan*, (Bandung: PT Remaja Rosdakarya, 2011) hal.

2. Observation

Observation is a data collection technique that is carried out through observation, accompanied by notes on the state and behavior of the target object.⁵

In classroom action research, this observation was carried out by the teacher who was also a researcher and observer as a collaborator by using an observation sheet to observe the teacher's activities in the teaching and learning process. In this research, the researcher will note the things that occurs during the action and describes student performance during the process by observing students' ability to read and analyzing English vocabulary and researchers will take the data of seventh grade of MTs Sabiilul Muttaqien Sukaraja Nuban.

3. Documentation

Documentation is a data collection technique by collecting and analyzing document data, both written documents, pictures and electronic documents.⁶ Documentation can be the state of the school, teachers, students, teaching and learning activities or pictures when conducting research.

The researcher use the method to support data collection object located to get information documentation such as history of the school, total of classroom, total of teachers, located of the school, official employed and students at MTs Sabiilul Muttaqien Sukaraja Nuban.

⁵ Affatoni abdurrohmat, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, Rineka Cipta, Jakarta, 2006,h.24

⁶ Hadi Sutrisno, *Metodologi Reasearch*, (Yogyakarta: Andi Ofset, 2000), Jilid I, h. 149

4. Field Note

To collect the data to be more accurately, the reasearcher use the field note to make easy when analyze the data. This is t know the activity of the students in learning English. It is done after finishing of teaching learning process.

F. Data Analysis Technique

Data analysis was conducted by taking the average score of the pretest. The researcher uses a statistical technique. In scoring the test, the students score is counted with the following formula:

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

Notes :

$$\bar{X} = \text{Mean}$$

$$\sum x = \text{The total number of students scores}$$

$$n = \text{Number of students}$$

Moreover, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 74. If from cycle 1, there are some students not successful, so the researcher conducted cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

The formula to figure out the percentage of the students who pass the MSC in each cycle as follows :

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

$$P = \text{Percentage}$$

$$\sum X = \text{Jumlah semua nilai}$$

n = Number of student⁷

G. The Indicator of Success

The Indicators of success takes from during in teaching learning process of the action research. This research is declared successful if 75% of the students achieve Minimum Material Criteria (70) in their vocabulary mastery and learning activity.

⁷ Purwanto, Ngalim. "Prinsip-prinsip dan teknik evaluasi pembelajaran." (Bandung: Remaja Rosdakarya 2010), h.102

CHAPTER IV

RESEARCH RESULT AND DISSCUSION

A. Research Result

1. Description of Result Location

a. The Historical Background of MTs Sabilul Muttaqien

In early 1977 stood a boarding school founded by KH. Suryadi Ahmad BA. Madrasah Tsanawiyah Sabilul Muttaqien stands on waqf land with an area of +- 5065 M2, under the auspices of the Sabilul Muttaqien Islamic Boarding School. Those who play an active role in helping the development of the Islamic boarding school include: 1) Mr. KH. Suryadi Ahmadi, BA (Deputy Chairman), 2) Mr. Sobari (Deputy Chairman), 3) Mr. Mas Budi (Teacher), 4) Mr. Muhammad Ali (Teacher), 5) Mr. M. Suhardi (Teacher).

However, in line with that, there are also many obstacles faced by madrasa managers to maintain a balance of teaching and learning activities. Until 2000, there was stagnation for about 3 years because the chairman of the foundation (KH. Suryadi Ahmad, BA) was old until he passed away.

To continue Teaching and Learning Activities at MTs Sabilul Muttaqien which had stopped for the past year. So at the beginning of the 2004 school year the teachers and local community leaders initiated by Mr. Aguswan Khotibul Umam,

M.Ag he is the son of the founder of the Sabilul Muttaqin Islamic Boarding School, trying to restart teaching and learning activities at MTs Sabilul Muttaqin. At that time Mr. H. Sukamdi, S.Ag was appointed as head of the Madrasah until 2014. Then in the 2014/2015 school year the position of head of school was handed over to Mr. Drs. Zainuddin until now.

b. Geographical Location of MTs Sabilul Muttaqien

MTs Sabilul Muttaqien is located not far from the village office, health center and elementary school (SD). MTs Sabilul Muttaqien occupies its own permanent building on waqf land with an area of +- 50652 which is located on Jl. Raya Simpang NV- Elephant City, Batanghari, Nuban, East Lampung.

c. Description of the School's Vision and Mission

1. Vision of MTs Sabilul Muttaqien

The vision of MTs Sabilul Muttaqien Batanghari Nuban is: "Making MTs Sabilul Muttaqien a leading Islamic educational institution that combines Faith-Taqwa (IMTAQ) and Science-Technology (IPTEK)".

2. Mission of MTs Sabilul Muttaqien

As for the mission of MTs Sabilul Muttaqien Batanghari Nuban, namely:

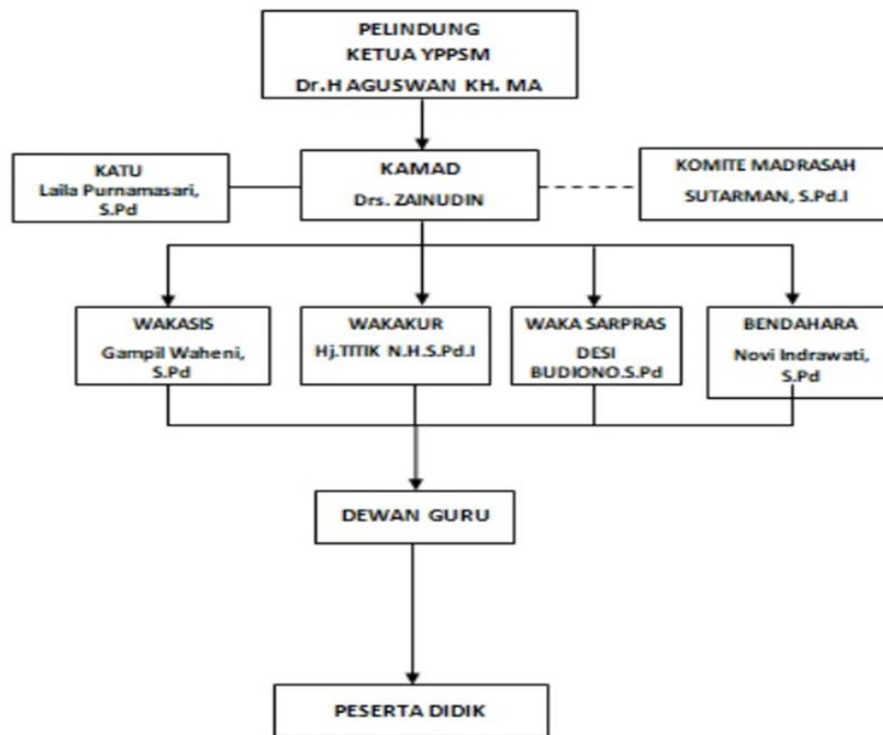
- 1) Improving the basics of Fundamental Islam in students
- 2) Improving Akhlaqul Karimah in students

- 3) Improving the development of potential and talent in students
- 4) Increasing the use of Information and Communication Technology

d. Organizational Structure of School Work Procedures

For more details regarding the MTs organizational structure, it can be stated in the following chart

Figure 2
Organizational structure
MTs Sabilul Muttaqien



e. Human Resources (Education and Educational Staff)

1. The condition of MTs Sabilul Muttaqien Batanghari
Nuban teachers

This is a list of teachers and staff at MTs Sabilul Muttaqien Batanghari Nuban:

Table 3

MTs Sabilul Muttaqien Batanghari Nuban Teacher Data

No	Nama	L/P	Jabatan/Bd. Studi diampu
1	Drs. Zainudin	L	Kepala Sekolah/PPKN
2	Desi Budiono, S.Pd	L	Wakil Kepala Sekolah/IPS
3	Titik Nurhati, S.Pd.I	P	Fiqih
4	Narmiyati, S.Pd	P	Bahasa Indonesia
5	Nurida, S.Pd	P	IPA
6	M. Fadhud Da'i, S.Pd	L	SKI
7	Ahmad Wiyono, S.Pd	L	Bahasa Arab
8	Rika Hesti Tyas Pratiwi, S.Pd	P	Bahasa Inggris
9	Anas Nur Aditya, S.Pd	L	PJOK
10	Laila Purnamasari, S.Pd	P	Bahasa Lampung & SBK
11	Gampil Waheni, S.Pd	P	Bahasa Inggris
12	Yuliyanti, S.Pd	P	IPS
13	M. Andi Rifa'i, S.Pd	L	Matematika
14	Anisa Barokah, S.Pd	P	Bahasa Indonesia
15	Alfian Erprabowo, S.Pd	L	Matematika
16	Lutvia Sari, S.Pd	P	PPKN
17	Nurul Hidayah, S.Sos	P	Akidah Akhlak & SKI
18	Asih Slistia Ningrum, S.Pd	P	IPA & Prakarya
19	Novi Indrawati, S.Pd	P	Bendahara
20	Muhammad khudlori, S.Pd.I	L	Aqidah Akhlak
21	Miftahul Khoiriyah, S.Pd	P	Al – Qur'an Hadist
22	Arni Dyah N	P	Staf/Pegawai
23	Dewi Aminah	P	Staf/Pegawai

Source: Results of the Pre-Survey at MTs Sabilul Muttaqien

2. Student Condition

The number for the 2021/2022 school year was recorded at 220 students from class VII to class IX. In more detail, the number of students in MTs Sabilul Muttaqien Batanghari Nuban is as follows:

Table 4
List of MTs Sabilul Muttaqien Students

Jumlah Siswa	Jenjang Kelas						Jumlah Jenis Kelamin	
	VII		VIII		IX		Lk	Pr
	Lk	Pr	Lk	Pr	Lk	Pr		
	51	48	32	34	34	21	117	103
TOTAL	99		66		55		220	

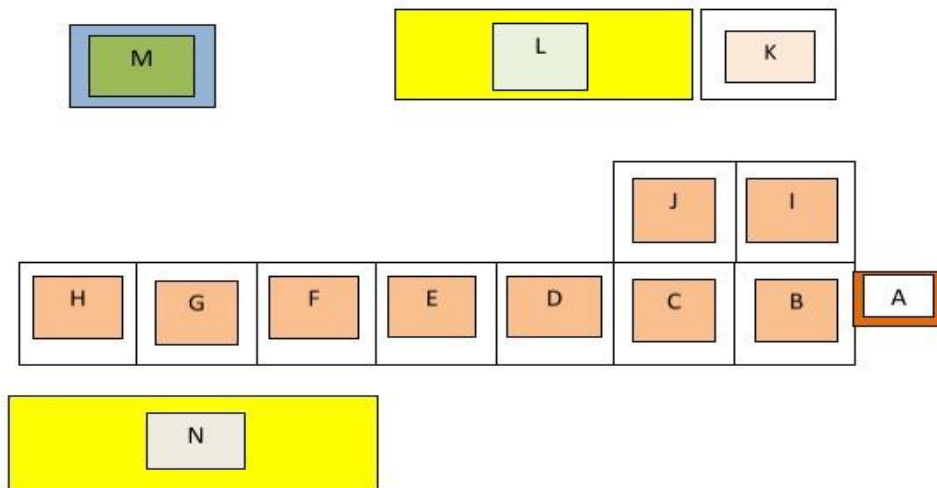
Source: Results of the Pre-Survey at MTs Sabilul Muttaqien

3. Site Plan of MTs Sabilul Muttaqien

This is a site plan of MTs Sabilul Muttaqien Batanghari

Nuban:

Figure 3
Site plan MTs Sabilul Muttaqien Sukaraja Nuban



Information:

- | | |
|--------------------|---------------|
| A. UKS room | H. Room VIII2 |
| B. Office Room | I. Room IX1 |
| C. Teacher's Room | J. Room IX2 |
| D. Room VIII1 | K. Flag |
| E. Laboratory Room | L. Parking |
| F. Room VII2 | M. Library |
| G. Room VIII1 | N. Parking |

2. Description of Research Data

This research used classroom action research which aims to increase the vocabulary of students at MTs Sabiilul Muttaqien. It is carried out in two cycles. Researcher used the word categorization method.

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mrs. Gampi Waheni,S.Pd is as the collaborator.

1. Pre-test Activity

The researcher conducted the pre-test on march 23th 2023 at 09.00 until 10.30. In the pre-test acivity, all students have been already to learn English when the teaching time came.The researcher greeted the students. The researcher told the students that the researcher would conduct pre-test in their class in order to know their vocabulary before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was multiple choice and translate vocabulary english to indonesian.

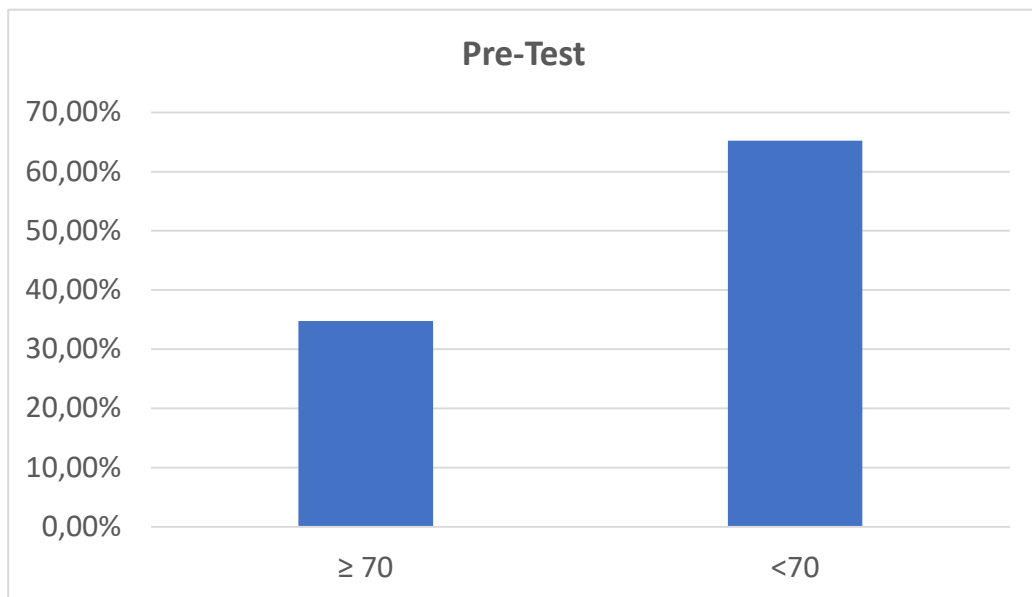
Table 5
Students Pre-test Grade

No	Name	Score
1.	Abi	85
2.	Adib	50
3.	Alya	85
4.	Ariski	85
5.	Dafa	57
6.	Decko	85
7.	Dina	65
8.	Dini	60
9.	Dewi	62
10.	Dwi	65
11.	David	85
12.	Destra	60
13.	Cantika	45
14.	Elis	65
15.	Erma	85
16.	Fahri	45
17.	Fajar	20
18.	Iqbal	85
19.	Kelvin arya	20
20.	Kelvin	80
21.	M doni	20
22.	Melisa	20
23.	Nabila	57
Total score		1386
Average		60,26
Highest Score		85
Lowest Score		20

Table 6
Frequency Of Students Grade In Pre-Test

No	Grade	Frecuency	Percentage	Exlplanation
1.	>70	8 Students	34,78%	Complete
2.	<70	15 Students	65,21%	Incomplete
	Total	23 Students		

Figure 4
The Percentage of the Student's Grade in Pre-test



Based on the data above, it could be inferred that 15 students (65,21%) were not successful and another 8 student (34,78%) was successful. The successful students were those who got the minimum mastery criteria of English subject at MTs Sabiilul Muttaqien Sukaraja Nuban at least 70. The successful students were fewer than those unsuccessful students.

From the pre-test result, the researcher got the average of 60,26 so the result was unsatisfied. Therefore, the researcher used word categorization method to increase the students vocabulary.

a. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a. The first meeting

The first meeting was conducted March, 24th 2023 at 07.30 until 09.00 and followed by 23 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator observed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

The Researcher announce purpose of learning of vocabulary using categorization method. And then the researcher explained the systematics of learning vocabulary using the word categorization method by explaining the differences between nouns, verbs, adverbs and adjectives. And provide examples for each category.

b. The second meeting

The second meeting was conducted on March ,25th 2023 at 09.00until 10.30. In the second meeting, the researcher began the lesson by praying, greeting, checking attendance list and asking the students condition.

The researcher asked and reviewed the material that was explained in the previous meeting. Then continue the unfinished material. After that students are given a descriptive text then interpret the text and analyze the vocabulary according to the word category. And the task of students memorizing the vocabulary.

c. The Third Meeting

Furthermore, on March 27th 2023, the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was vocabulary analysis,

students look for vocabulary in the text based on the word category better than test in pre-test before

Table 7

The Students Grade Of Post Test I

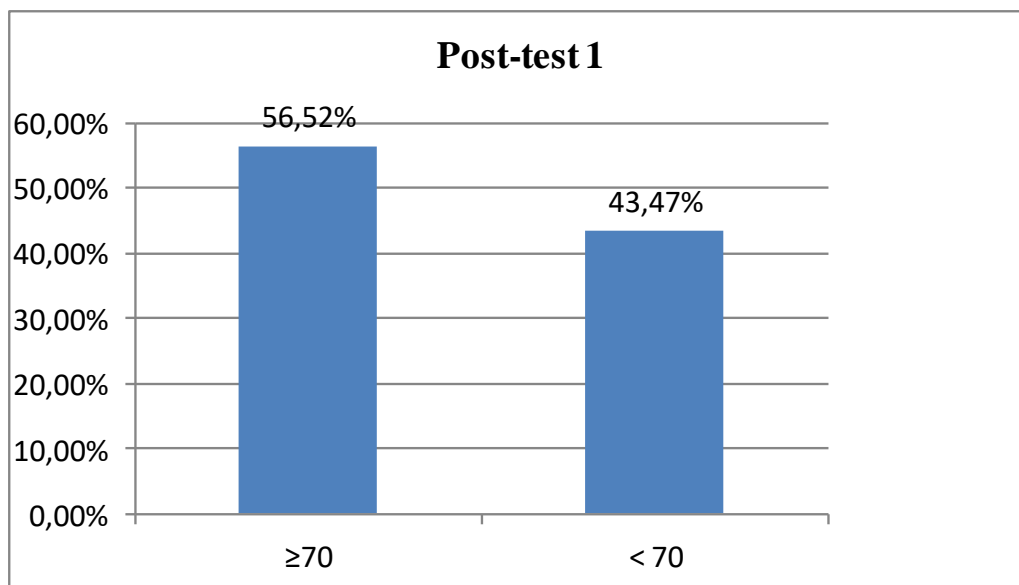
No	Name	Score
1.	Abi	90
2.	Adib	65
3.	Alya	95
4.	Ariski	95
5.	Dafa	95
6.	Decko	95
7.	Dina	75
8.	Dini	75
9.	Dewi	65
10.	Dwi	65
11.	David	95
12.	Destra	55
13.	Cantika	45
14.	Elis	75
15.	Erma	75
16.	Fahri	35
17.	Fajar	45
18.	Iqbal	95
19.	Kelvin arya	45
20.	Kelvin	90
21.	M doni	32
22.	Melisa	45
23.	Nabila	95
Total score		1642
Average		76,39
Highest Score		95
Lowest Score		32

Table 8
Frequency Of Students Grade In Post Test I

No	Grade	Frecuency	Percentage	Exlplanation
1)	>70	13 Students	56,52%	Complete
2)	<70	10 Studets	43,47%	Incomplete
	Total	23 Students		

Figure 5

The Percentage of the Student's Grade on Post-test 1



Based on the result above, it could be seen that 13 students (56,52%) got grade up to the standard and 10 students (43,47%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was stated successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation, the collaborator observed the students' activities. The researcher as a teacher gave material about vocabulary in meeting 2 of cycle 1 that is about vocabulary using the word categorization method by explaining the differences between nouns, verbs, adverbs and adjectives. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in learning process would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow.

Table 9
The Students Learning Activities Observation In Cycle I

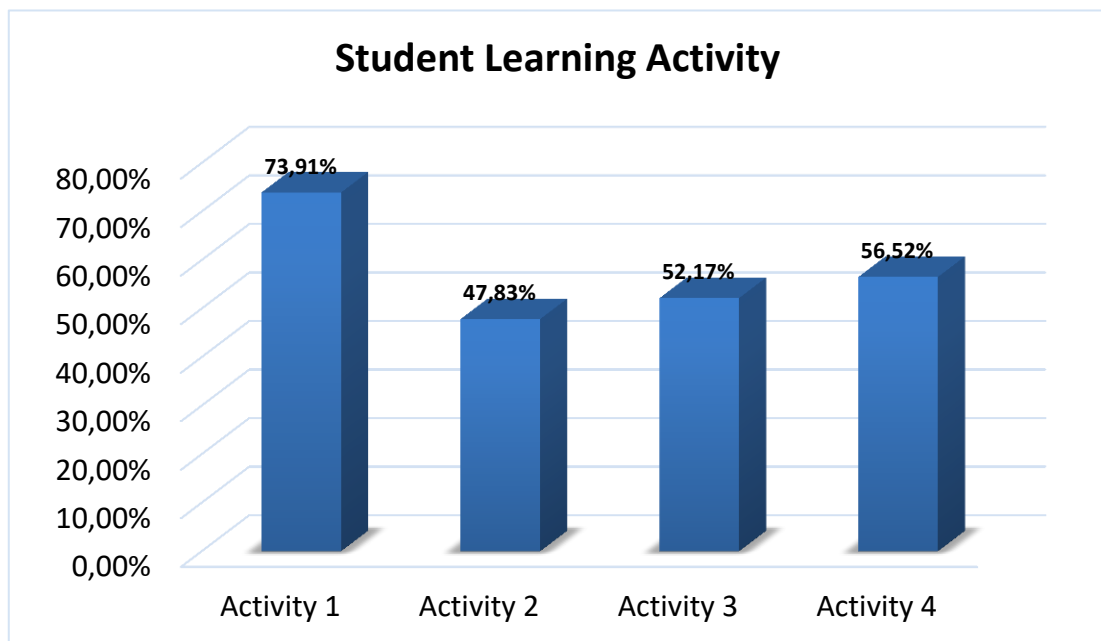
No.	Name	The Learning Activity Aspects			
		Paying attention on the teacher's explanation	Asking/answering the question	Being active in the class	Being able to do the task
1.	Abi	✓		✓	✓
2.	Adib	✓		✓	
3.	Alya	✓		✓	✓
4.	Ariski	✓	✓		✓
5.	Dafa	✓	✓		✓
6.	Decko	✓	✓		✓
7.	Dina	✓			✓
8.	Dini	✓	✓		✓

9.	Dewi	✓	✓		✓
10.	Dwi		✓	✓	
11.	David			✓	✓
12.	Destra	✓	✓		
13.	Cantika			✓	
14.	Elis	✓		✓	✓
15.	Erma	✓	✓		✓
16.	Fahri			✓	
17.	Fajar			✓	
18.	Iqbal	✓	✓		✓
19.	Kelvin arya	✓	✓		
20.	Kelvin	✓		✓	✓
21.	M doni			✓	
22.	Melisa	✓		✓	
23.	Nabila	✓	✓		✓
TOTAL		17	11	12	14

Table 10
The Frequency Of Students Activities In Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher's explanation	17	73.91%
2	Asking/answering the question	11	47.83%
3	Being active in the class	12	52,17%
4	Being able to do the task	14	56,52%
Total Students		23	
The Average Percentage		57,60%	

Figure 6
The Presentage Of Students Activities In Cycle I



The table showed that not all the students“ were active in learning process. There were 17 students (73,91%) who gave attention to the teacher explanation. 11 students (47,83%) who asked/answered question, 12 students who are active in the class (52,17%), 14 students (56,52%) who are able to do the task.

4. Reflecting

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved. Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students“ pre-test grade and the result of

students" post-test I grade. The comparison between pre-test grade and post-test I grade was as follows

Table 11
The Comparison Between Pre-test and Post-test I in Cycle I

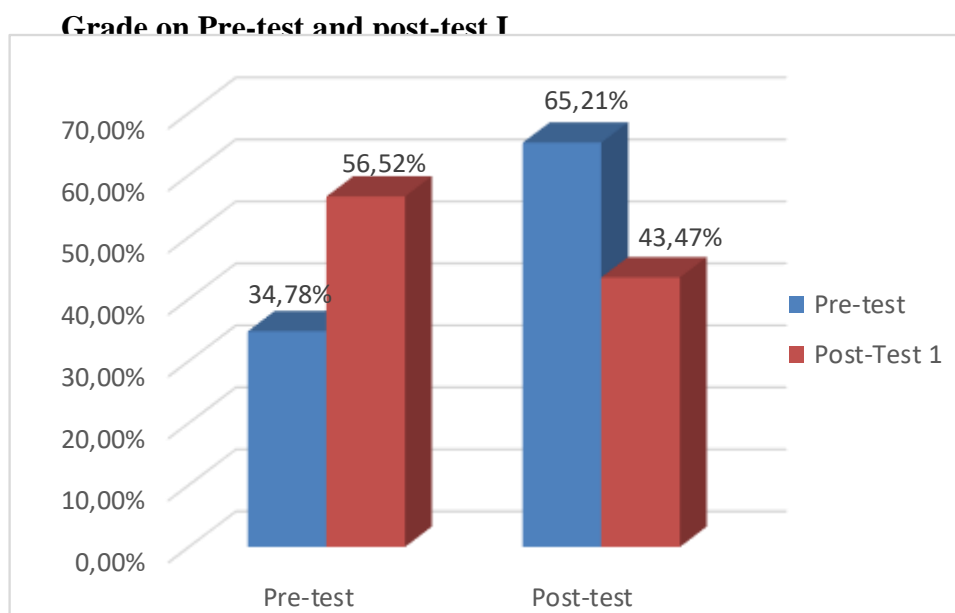
No	Name	Pre-test	Post-test I	Explanation
1.	Abi	85	90	Improved
2.	Adib	50	65	Improved
3.	Alya	85	95	Improved
4.	Ariski	85	95	Improved
5.	Dafa	57	95	Improved
6.	Decko	85	95	Improved
7.	Dina	65	75	Improved
8.	Dini	60	75	Improved
9.	Dewi	62	65	Improved
10.	Dwi	65	65	Improved
11.	David	85	95	Improved
12.	Destra	60	55	Improved
13.	Cantika	45	45	Improved
14.	Elis	65	75	Improved
15.	Erma	85	75	Improved
16.	Fahri	45	35	Improved
17.	Fajar	20	45	Improved
18.	Iqbal	85	95	Improved
19.	Kelvin arya	20	45	Improved

20.	Kelvin	80	90	Improved
21.	M doni	20	32	Improved
22.	Melisa	20	45	Improved
23.	Nabila	57	95	Improved
	Total score	1386	1642	
	Average	60,26%	76,39%	
	Highest Score	85	95	
	Lowest Score	20	32	

Table 12
The Frequency of Comparison of Student's Pre-Test and Post-Test I
in Cycle I

Interval	Pre-Test		Post-Test I		Explanation
	F	%	F	%	
≥70	8	34,78%	13	56,52%	Complete
< 70	15	65,21%	10	43,47%	Incomplete
Total	23		23		

Figure 7
The Comparison of Percentage of the Student's Completeness



The table and the graphic above, it could be inferred that 15 students (56,52%) were not successful and 8 other students (34,78%) were successful. The successful students were those who got the minimum mastery criteria at MTs Sabilul Muttaqien at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, The researcher got the average of 60,26, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 13 students (65,21%) got grade up to the standard and 10 students (43,47%) got grade less than the standard. It was higher than the result of pre-test.

The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

b. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students.

2) Acting

The description of teaching and learning process in cycle 2 was not different from the previous cycle. In this cycle, the researcher tried to make students to be more active. The implementation of this step was conducted in two meetings. The first meeting in cycle 2 was conducted on Thursday, May 10 2023, it was started by greeting and asking the students' condition. The researcher as a teacher explained the material about vocabulary .

The teacher gives an example in the form of a text then gives the meaning of the text and explains further about the vocabulary which is categorized according to the word category. The teacher asks students to look for vocabulary in the text and mention vocabulary according to the word category. At the end of the meeting, the teacher gave the motivation to the students' to study hard.

After giving the meeting in cycle 1 and 2 , the researcher conducted post test 2 on May 17 2023. After students finished the test, the researcher analyzed the result of the students in post test 2. The result of post test 2 could be seen on the table below;

Table 13
The Result of Post test II of students' vocabulary mastery

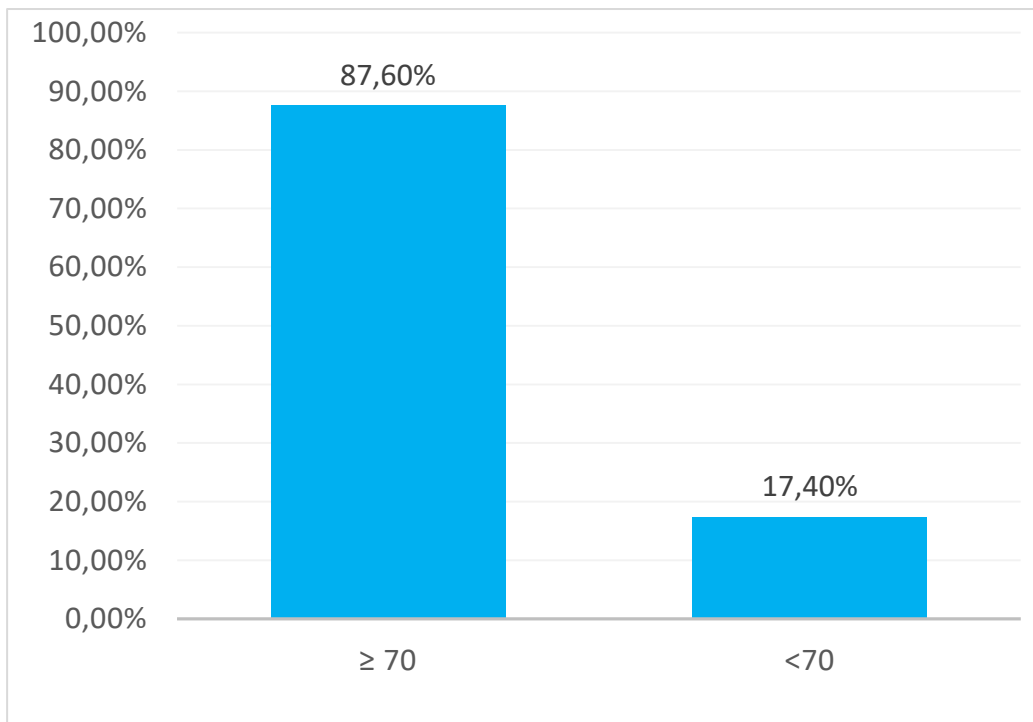
No.	Name	Score
1.	Abi	100
2.	Adib	73
3.	Alya	100

4.	Ariski	100
5.	Dafa Dewi	97
6.	Decko Fahri	100
7.	Dina Fajar	95
8.	Dini Iqbal	86
9.	Dewi Kelvin arya	65
10.	Dwi Kelvin	82
11.	David M doni	100
12.	Destra Melisa	58
13.	Cantika Nabila	80
14.	Elis Nastasya	82
15.	Erma	100
16.	Fahri	69
17.	Fajar	76
18.	Iqbal	100
19.	Kelvin arya	76
20.	Kelvin	95
21.	M doni	25
22.	Melisa	70
23.	Nabila	97
	Total score	1926
	Average	83,73
	Highest Score	100
	Lowest Score	25

Table 14
The Frequency of student's grade in Post-test II

No	Grade	Frecuency	Percentage	Exlplanation
1.	>70	19 Students	82,60%	Complete
2.	<70	4 Studets	17,40%	Incomplete
	Total	23 Students		

Figure 8
The Percentage of the Students's Grade in Post-test II



Based on the result above, it could be inferred that 19 students (82,60%) were successful and 4 other students (17,40%) were not successful. From the post test II results, the researcher got the average of 83%. It was higher than post test 1 in cycle I.

2) Observing

The observation on the students' activity was conducted when the learning process was continuing. It was conducted by the collaborator by using the observation sheet. The data of the observation sheet could be seen from the result of the observation students' activities which has been improving point from cycle 1 to cycle 2. In learning process, there were also four indicators used to know the students activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow :

Table 15
The Students Learning Activities Observation In Cycle II

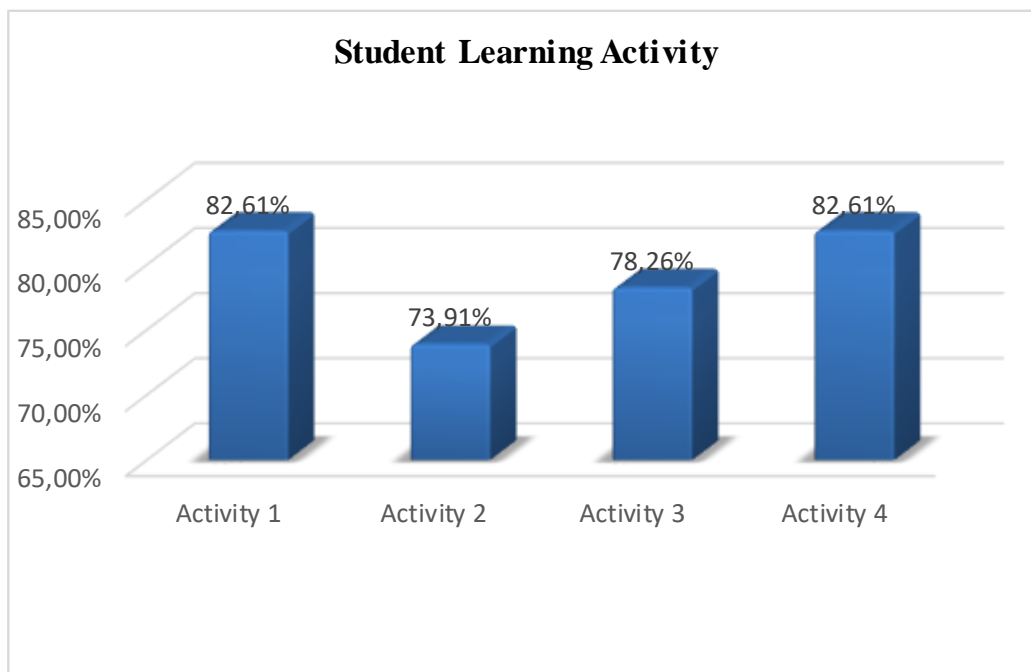
No	Name	The Learning Activity Aspects			
		Paying attention on the teacher's explanation	Asking/answering the question	Being active in the class	Being able to do the task
1.	Abi	✓	✓		✓
2.	Adib	✓	✓	✓	✓
3.	Alya	✓	✓		✓
4.	Ariski	✓	✓	✓	✓
5.	Dafa Dewi	✓	✓	✓	✓

6.	Decko Fahri	✓	✓	✓	✓
7.	Dina Fajar	✓	✓		✓
8.	Dini Iqbal	✓	✓	✓	✓
9.	Dewi Kelvin arya			✓	
10.	Dwi Kelvin	✓	✓	✓	✓
11.	David M doni	✓	✓	✓	✓
12.	Destra Melisa			✓	
13.	Cantika Nabila	✓		✓	✓
14.	Elis Nastasya	✓	✓	✓	✓
15.	Erma	✓	✓	✓	✓
16.	Fahri	✓	✓	✓	
17.	Fajar	✓			✓
18.	Iqbal	✓	✓	✓	✓
19.	Kelvin arya	✓	✓		✓
20.	Kelvin			✓	✓
21.	M doni			✓	
22.	Melisa	✓	✓		✓
23.	Nabila	✓	✓	✓	✓
TOTAL		19	17	18	19

Table 16
The Frequency Of Students Activities In Cycle II

No.	Students Activities	Frecuency	Presentage
1.	Paying attention on the teacher's explanation	19	82,61%
2.	Asking/answering the question	17	73,91%
3.	Being active in the class	18	78,26%
4.	Being able to do the task	19	82,61%
Total Students		23	
The Average Presentage		79,34%	

Figure 9
The Presentage Of Students Activities In Cycle II



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention and able did the task there are 82,61%, then, the students asked/ answered the question from the teacher 73,91% and Last the students active in the class 78,26%. Based on

the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 79\%$.

4. Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using word categorization method, the students vocabulary mastery would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like students post-test II grade and observation of students learning activities.

The comparison between students post test I grade and post-test II grade could be compared on the following table :

Table 17
The Comparison Between Post-Test I Grade and Post-Test II Grade

No	Name	Post-test I	Post-test II	Explanation
1.	Abi	90	100	Complete
2.	Adib	65	73	Complete
3.	Alya	95	100	Complete
4.	Ariski	95	100	Complete
5.	Dafa Dewi	95	97	Complete
6.	Decko Fahri	95	100	Complete
7.	Dina Fajar	75	95	Complete
8.	Dini Iqbal	75	86	Complete
9.	Dewi Kelvin arya	65	65	Incomplete
10.	Dwi Kelvin	65	82	Complete
11.	David M doni	95	100	Complete
12.	Destra Melisa	55	58	Incomplete
13.	Cantika Nabila	45	80	Complete
14.	Elis Nastasya	75	82	Complete
15.	Erma	75	100	Complete

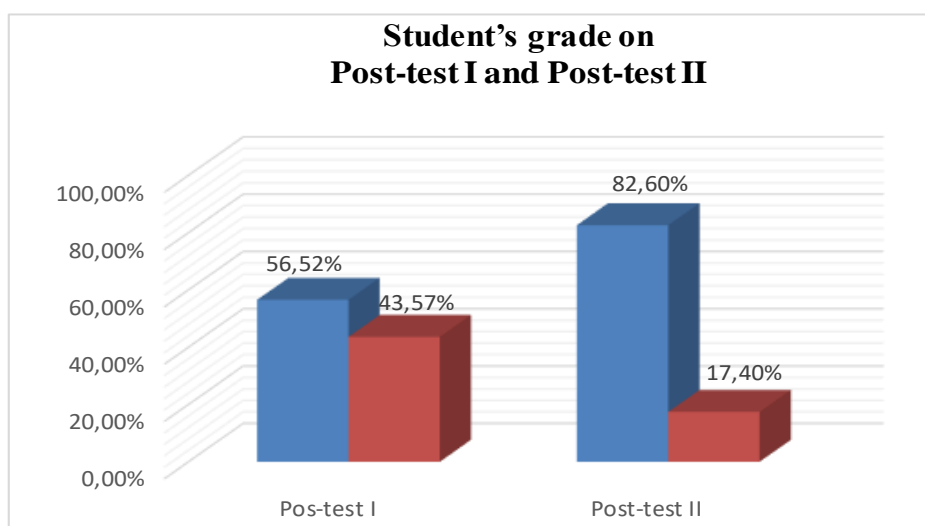
16.	Fahri	35	69	Incomplate
17.	Fajar	45	76	Complete
18.	Iqbal	95	100	Complete
19.	Kelvin arya	45	76	Complete
20.	Kelvin	90	95	Complete
21.	M doni	32	25	Incomplate
22.	Melisa	45	70	Complete
23.	Nabila	95	97	Complete
	Total score	1642	1926	
	Average	76,39%	83,73	
	Highest Score	95	100	
	Lowest Score	32	25	

Table 18
The Comparison of Student's Grade in Post-test I and Post-Test II

Interval	Post-Test I		Post-Test II		Explanation
	F	%	F	%	
≥70	13	56,52%	19	82,60%	Complete
< 70	10	43,47%	4	17,40%	Incomplete
Total	23		23		

Morover, the graph of students speaking skill post test I and post-test II grade in cycle II could be seen as follow:

Figure 10
The Percentage of Comparison



From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 19 students (82,60%) were successful and 4 other students (17,40%) were not successful. From the post test II results, the researcher got the average of 83,73%. It was higher than post test 1 in cycle I. It means that it means the results of the post test I to post test II have increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful, it can be seen that the students' vocabulary mastery has increased. This can prove that using word categorization method can increase the seventh grade students' vocabulary mastery at MTs Sabilul Muttaqien.

B. Discussion

This research was conducted for students VII grade of Junior islamic High School (MTs) Sabilul Muttaqien Sukaraja Nuban. Based on the pra survey result, students have many lack in mastering English vocabularies, such as having limited vocabularies, difficult to memorize, and didn't understand the material that was given to them.

During the research, the researcher used word categorization method could interest and the students to be more active in learning process. The researcher observed that the student were interested learned vocabulary through categorization method. They were enthusiastic of the learning

process. They were also active in the class during on vocabulary mastery by through categorization..

In addition, after the researcher did the research, the result of the data can be conclude that : in the cycle I and cycle II, it was investigated that the use of word categorization method could increase the student's vocabulary mastery. There was progressed from the students get score >70 from pre-test 34,78% or 8 students, post-test I 56,52% or 13 students and post-test II become 82,60% or 19 students. It was inferred that there was improvement on the students' complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful. Moreover, the researcher used word categorization method that it was an effective method in vocabulary mastery and it could be used as alternative choice in learning activity because word categorization method so easy to implementation in learning vocabulary and it could be increase the students vocabulary mastery.

Furthermore, the result of this research confirmed that the students could improve their English vocabularies after trained word categorization method continuously.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the vocabulary mastery could be increased through word categorization method at the seventh graders of MTs Sabiilul Muttaqien Sukaraja Nuban.

1. The use of word categorization method could improve the students in vocabulary mastery.

There is progress of students' grade that achieves the Minimum Mastery Criteria (MMC) from pre-test 34,78% or 8 students, post-test I 56,52% or 13 students and post-test II become 82,60% or 19 students. It is inferred that the use of word categorization method could increase the students' in vocabulary mastery because the research result had achieved the indicator of success.

2. The research result had achieved the indicator of success.

The result of students' learning activity in cycle I is 57,60% and cycle II is 79,34 %. It means that there is improvement in students' learning activity because the research result had achieved the indicator of success. Therefore, it is concluded that the use of word categorization method could improve the students' in vocabular mastery and their learning activity.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the improvement of teaching and learning process, as follows:

1. To English Teacher

- a. The teacher is suggested to prepare and select appropriate method and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media. role the teacher how to made student create to achieve material and made english language interest in their learning process.
- b. It is better for the teacher to use word categorization method in English learning especially in vocabulary because it can improve students' vocabulary skill.
- c. The teacher is suggested motivation to the students in order to be active in learning process. Inovation nedeed for teacher to made interest English learning.

2. To the Students

It is suggested to the students to be more active in learning process in the class and improve their ability in speaking skill so they can be successful in English learning. And also use word categorization method to introduce for students to increase students'

vocabulary knowledge, So that learning english is much easier and more enjoyable.

3. To Further Researcher

Other researchers should focus on other aspects of English teaching and learning process. Further researchers can estimate the implementation of using movie and other variables with learning materials.

The Researcher hope to the headmaster can support the English teacher to try many other interesting method in teaching process, especially word categorization word, because word categorization method is so helpful. As we know create in process learning indoor can made interest students' different in the classroom role teacher needed for create innovation in their learning.

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APPENDIXES

SILABUS

Satuan Pendidikan : **MTS SABIILUL MUTTAQIEN SUKARAJA NUBAN**
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII / 1-2 (Ganjil & Genap)
 Alokasi Waktu :
 Tahun Pelajaran : 2022/2023

Standar Kompetensi (KI)

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

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan	Fungsi Sosial <ul style="list-style-type: none"> Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal 	<ul style="list-style-type: none"> Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris Mengidentifikasi ungkapan yang digunakan untuk berpamitan Mengidentifikasi ungkapan yang digunakan untuk 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja 	<ul style="list-style-type: none"> Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar. Mengidentifikasi 	12 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</p>	<p>dengan guru dan teman.</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Ungkapan-ungkapan yang lazim digunakan. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterima kasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI. 	<p>melakukan sapaan dalam bahasa Inggris</p>	<p>keras</p> <ul style="list-style-type: none"> Percaya diri Kerjasama 	<p>ungkapan yang sedang dipelajari</p> <ul style="list-style-type: none"> Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. Melakukan refleksi tentang proses dan hasil belajar. 		<p>Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	
<p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<ul style="list-style-type: none"> Melakukan tindak tutur berpamitan dalam bahasa Inggris dengan percaya diri Melakukan tindak tutur ungkapan sapaan dalam bahasa Inggris dengan percaya diri Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
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, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan Keluarga; pronoun (subjective, objective, possessive)}	<p>Fungsi Sosial</p> <ul style="list-style-type: none"> Berkenalan, memperkenalkan diri sendiri/orang lain. <p>Struktur Teks</p> <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya. Verba: be, have, go, work, live (dalam simple present tense). Subjek pronoun: I, You, We, They, He, She, It. Kata ganti possessive my, your, his, dan sebagainya. Ucapan, tekanan kata, intonasi, 	<ul style="list-style-type: none"> Menentukan tujuan komunikatif teks memaparkan jati diri Mengidentifikasi struktur teks memaparkan jati diri Mengidentifikasi unsur kebahasaan dalam teks Mengidentifikasi ungkapan memaparkan jati diri orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerjasama 	<ul style="list-style-type: none"> Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar Mengidentifikasi ungkapan-ungkapan penting Menanyakan hal-hal yang tidak diketahui atau yang berbeda. Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal Memaparkan jati dirinya yang sebenarnya. Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya Melakukan refleksi tentang proses dan hasil belajarnya 	16 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri,	<ul style="list-style-type: none"> Subjek pronoun: I, You, We, They, He, She, It. Kata ganti possessive my, your, his, dan sebagainya. Ucapan, tekanan kata, intonasi, 	<ul style="list-style-type: none"> Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan jati diri dalam bentuk tulisan Menggunakan ungkapan memaparkan jati diri orang 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>ejaan, tanda baca, dan tulisan tangan.</p> <p>Topik</p> <ul style="list-style-type: none"> • Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KL. 	disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.					
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 bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata	<p>Fungsi Sosial</p> <ul style="list-style-type: none"> • Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan. <p>Struktur Teks</p> <ul style="list-style-type: none"> • Memulai • Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> • Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan 	<ul style="list-style-type: none"> • Menyebutkan angka cardinal 1 – 100 • Menyebutkan nama waktu dalam hari dengan percaya diri • Menyebutkan nama waktu dalam angka dengan percaya diri • Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama tahun dalam bahasa Inggris 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<ul style="list-style-type: none"> - Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang 	20	<ul style="list-style-type: none"> • Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
terkait angka kardinal dan ordinal)	tahun.			benar, satu per satu.			
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	<ul style="list-style-type: none"> • Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): antara lain. <i>the first, the second, the twenty third, the thirty first of May</i>) • Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (tulis): antara lain. <i>1st, 2nd, 23rd, 31st of May.</i> • Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight.</i> • Waktu (tulis): 01:00; 02:15; 06:50; 08:15. • Artikel <i>the</i> 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 	<ul style="list-style-type: none"> • Melakukan tindak tutur menyebutkan nama tahun dengan percaya diri • Peserta didik dapat menyusun agenda harian berdasarkan waktu 		<ul style="list-style-type: none"> - Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan - Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar - Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah - Melakukan refleksi tentang proses dan hasil belajarnya 		<ul style="list-style-type: none"> • Kamus Bahasa Inggris • Pengalaman peserta didik dan guru 	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	<p>tanggal), <i>at</i> (jam, <i>at noon</i>, <i>at night</i>).</p> <ul style="list-style-type: none"> • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> • Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI. 						
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,	<p>Fungsi Sosial</p> <ul style="list-style-type: none"> • Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. <p>Struktur Teks</p> <ul style="list-style-type: none"> • Memulai • Menanggapi (diharapkan/di luar 	<ul style="list-style-type: none"> • Mengidentifikasi benda-benda yang ada didalam ruangan kelas • Mengidentifikasi ruangan atau gedung yang ada di sekolah • Mengidentifikasi benda-benda yang ada didalam tas • Mengidentifikasi bagian-bagian rumah 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya 	<ul style="list-style-type: none"> - Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Menyimak dan 	24 JP	<ul style="list-style-type: none"> • Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular)</p>	<p>dugaan)</p> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik. Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s) 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. <p>Topik</p> <ul style="list-style-type: none"> Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan 	<ul style="list-style-type: none"> Mengidentifikasi benda-benda yang ada di dalam bagian-bagian rumah Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah 	<p>a diri</p> <ul style="list-style-type: none"> Kerjasama 	<p>menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya Melakukan refleksi tentang proses dan hasil belajarnya 		<p>VII, Kemendikbud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	
<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</p>	<p>dugaan)</p> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik. Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s) 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. <p>Topik</p> <ul style="list-style-type: none"> Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan 	<ul style="list-style-type: none"> Menyebutkan jumlah benda yang ada didalam ruangan kelas Menyebutkan jumlah benda yang ada di dalam tas Menyebutkan benda-benda yang ada didalam bagian-bagian rumah Menggambar dan menceritakan benda-benda yang ditemui di taman 	<p>a diri</p> <ul style="list-style-type: none"> Kerjasama 	<p>menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya Melakukan refleksi tentang proses dan hasil belajarnya 		<p>VII, Kemendikbud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
benar dan sesuai konteks	perilaku yang termuat di KI.						
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 be, adjective)	<p>Fungsi Sosial</p> <ul style="list-style-type: none"> Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. <p>Struktur Teks</p> <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis 	<ul style="list-style-type: none"> Mengidentifikasi sifat seseorang (kind, nice, friendly, etc) Memahami teks deksriptive tentang seorang tokoh idola. Memahami penggunaan simple Tense (verb 1 s/es), Memahami penggunaan to be (is, am, are), dalam menggambarkan seseorang. Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seseorang Memahami penggunaan ucapan yang benar Memahami perbedaan intonasi yang tepat 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerjasama 	<ul style="list-style-type: none"> Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah Membaca beberapa 	20 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio
4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan		<ul style="list-style-type: none"> Membuat kalimat dalam bentuk Present Tense (with/without s/es), kata tanya dan pernyataan negatif, preposisi: in, on, at untuk tempat dan waktu yang tepat sesuai 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	<p>(antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).</p> <ul style="list-style-type: none"> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI. 	<p>fungsinya.</p> <ul style="list-style-type: none"> Menyebutkan sifat seseorang (kind, nice, friendly, etc) Memahami teks deksriptive tentang seorang tokoh idola. Menggunakan simple Tense (verb 1 s/es) Menggunakan to be (is, am, are) dalam menggambarkan seorang tokoh idola. Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seorang tokoh idola Menggunakan ucapan yang benar Mengucapkan perbedaan intonasi yang tepat 		<p>teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya</p> <ul style="list-style-type: none"> Bertanya jawab tentang sifat orang, benda, binatang terkenal Melakukan refleksi tentang proses dan hasil belajarnya 			
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang	<p>Fungsi Sosial</p> <ul style="list-style-type: none"> Mendesripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda tingkah laku/tindakan/fungs 	<ul style="list-style-type: none"> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait pekerjaan dan tindakan terkait Mengidentifikasi fungsi 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejuju 	<ul style="list-style-type: none"> Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang 	20 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofo

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	<p>inya.</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda. Kalimat deklaratif (positif dan negatif) dalam simple present tense. Kalimat interrogative: Yes/No question; Why-question. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> Tingkah laku/tindakan/fungsi orang, binatang, 	<p>sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait kebiasaan melakukan kegiatan</p> <ul style="list-style-type: none"> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait tingkah laku dan kebiasaan binatang Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait fungsi beberapa benda 	<p>ran</p> <ul style="list-style-type: none"> Kerja keras Percaya diri Kerjasama 	<p>yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. Melakukan refleksi tentang proses dan hasil belajarnya 		<p>When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<p>lio</p>
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan	<p>nya.</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda. Kalimat deklaratif (positif dan negatif) dalam simple present tense. Kalimat interrogative: Yes/No question; Why-question. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> Tingkah laku/tindakan/fungsi orang, binatang, 	<p>sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait kebiasaan melakukan kegiatan</p> <ul style="list-style-type: none"> Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait tingkah laku dan kebiasaan binatang Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait fungsi beberapa benda 	<p>ran</p> <ul style="list-style-type: none"> Kerja keras Percaya diri Kerjasama 	<p>yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. Melakukan refleksi tentang proses dan hasil belajarnya 		<p>When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<p>lio</p>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
yang benar dan sesuai konteks	benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.	<p>pekerjaan orang tua (bapak dan ibu) lima orang teman sekelas</p> <ul style="list-style-type: none"> • Melakukan percakapan tentang kebiasaan melakukan kegiatan • Menyebutkan kembali pernyataan para tokoh tentang kebiasaan melakukan kegiatan • Mempresentasikan kegiatan yang senyatanya menjadi kebiasaan dari lima orang temannya • Melakukan percakapan mengenai tingkah laku dan kebiasaan binatang • Menyebutkan kembali pernyataan para tokoh tentang tingkah laku dan kebiasaan binatang • Menyebutkan kebiasaan/tingkah laku binatang peliharaan/yang senyatanya ada di sekitar/yang pernah dilihat • Melakukan percakapan tentang fungsi beberapa benda 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
		<ul style="list-style-type: none"> Menyebutkan fungsi benda-benda yang senyatanya ada di dalam kelas masing-masing Menyebutkan fungsi benda-benda yang senyatanya ada di rumah masing-masing Melakukan percakapan mengenai fungsi benda dan kebiasaan binatang Menyebutkan kembali pernyataan para tokoh mengenai fungsi benda dan kebiasaan binatang 					
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>Fungsi Sosial</p> <ul style="list-style-type: none"> Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik. <p>Struktur Teks</p> <ul style="list-style-type: none"> Identifikasi (nama keseluruhan dan bagian) Sifat yang menjadi pencirinya. Fungsi, perilaku, manfaat, tindakan, 	<ul style="list-style-type: none"> Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks Menyebutkan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 	<ul style="list-style-type: none"> Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik Bertanya tentang informasi yang terkait di dalam teks tersebut. Menggunakan alat 	24 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	<p>kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</p> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Whquestion), dalam simple present tense. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan 	<p>sesuai konteks</p> <ul style="list-style-type: none"> Meresponungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks 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>analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan</p> <ul style="list-style-type: none"> Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman/ mempromosikan Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) 		<p>Revisi Tahun 2013</p> <ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	
<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</p>	<p>kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</p> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Whquestion), dalam simple present tense. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan 	<p>sesuai konteks</p> <ul style="list-style-type: none"> Meresponungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks 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 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks Menulis teks tulis sederhana tentang deskripsi orang, binatang, dan benda, pendek dan sederhana sesuai konteks 		<p>analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan</p> <ul style="list-style-type: none"> Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman/ mempromosikan Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) 		<p>Revisi Tahun 2013</p> <ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.	<ul style="list-style-type: none"> Menulis teks tulis sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 		<p>yang datang membacanya</p> <ul style="list-style-type: none"> Melakukan refleksi tentang proses dan hasil belajarnya 			
3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<p>Fungsi Sosial</p> <ul style="list-style-type: none"> Mengembangkan nilai-nilai kehidupan dan karakter yang positif. <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> Kosakata dan tata bahasa dalam lirik lagu 	<ul style="list-style-type: none"> Mengidentifikasi fungsi sosial dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks. Merespon teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks. 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja 	<ul style="list-style-type: none"> Membaca, menyimak, dan menirukan lirik lagu secara lisan. Menanyakan hal-hal yang tidak diketahui atau berbeda Menyebutkan pesan yang terkait dengan bagian-bagian tertentu Melakukan refleksi tentang proses dan 	4 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendik 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Portofolio
4.8 Menangkap makna secara kontekstual terkait dengan fungsi	<ul style="list-style-type: none"> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, 	<ul style="list-style-type: none"> Menyebutkan teks pesan dan memahami pesan moral lagu dan menghargai lagu 					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	<p>dan tulisan tangan</p> <p>Topik</p> <ul style="list-style-type: none"> Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI. 	<p>sebagai karya Seni sesuai konteks.</p> <ul style="list-style-type: none"> Menulis makna teks lagu dan Menangkap makna lagu. 	sama	hasil belajarnya.		<p>bud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	

....., 20...

Headmaster



Drs. Zainudin

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : MTS SABIILUL MUTTAQIEN SUKARAJA NUBAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/2

Skill : Vocabulary

Alokasi Waktu : 2 x 30 menit

A. Kompetensi Dasar:

Merespon instruksi sangat sederhana dengan tindakan secara berirama dalam konteks sekolah dan merespon instruksi sangat sederhana secara verbal.

B. Indikator Pencapaian Kompetensi

1. Siswa dapat memahami kosa kata di lingkungan sekolah
2. Siswa dapat memberikan instruksi sederhana menggunakan kosa kata di lingkungan sekolah
3. Siswa dapat melaksanakan instruksi sederhana secara cepat dan tepat menggunakan kosa kata di lingkungan sekolah.

C. Tujuan Pembelajaran

1. Siswa dapat mengetahui arti dari kosakata yang telah disebut kan dalam materi pembelajaran.
2. Siswa dapat menambah kosakata barn dalam bahasa Inggris.

D. Materi Ajar

Metode kategorisasi kata adalah metode yang menggabungkan elemen-elemen dari kategori berbasis informasi dan berbasis statistik kata karena perbedaan urutan peringkat dari setiap statistik kata dibobotkan oleh konten informasinya. Dalam penelitian ini penulis menggunakan teks dan gambar, penulis berharap dengan menggunakan teks dan gambar siswa dapat dengan mudah memahaminya. Salah satu hal pertama yang orang perhatikan ketika mereka mulai berpikir tentang bahasa sebagai

bahasa adalah bahwa kata-kata cenderung jatuh ke dalam kategori dan anggota dari kategori-kategori ini berperilaku dengan cara yang sama. Nama tradisional untuk kategori-kategori tersebut adalah "bagian dari bahasa". Metode Kategori Kata adalah bagian dari permainan bahasa. Permainan bahasa akan membantu menciptakan kelas yang dinamis dan memotivasi. Metode kategori adalah teknik yang efektif bagi siswa untuk mendapatkan latihan yang mereka butuhkan saat mereka mempelajari kosakata baru.

E. Metode Pembelajaran

Word Categorization Method

F. Media, Alat dan Sumber Pembelajaran

- ▶ Alat : Spidol, whiteboard, Paper
- ▶ Source
 - LKS Bahasa Inggris
 - Kamus

G. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- ▶ **Apersepsi dan Motivasi**
 - Guru memberi salam dengan senyuman
 - Guru menanyakan kabar siswa
 - Guru mengecek kehadiran siswa
 - Guru memberikan motivasi sebelum memulai pelajaran
 - Guru menghubungkan pelajaran dengan pengalaman siswa dengan kehidupan siswa sehari-hari.

2. Kegiatan Inti

- ▶ **Exploration**
 - Guru melibatkan siswa dalam menyebutkan kosakata baru yang ada di lingkungan sekolah dengan menggunakan strategi kategorisasi

kata.

- Guru Meminta siswa untuk membaca dan memahami isi teks, dan siswa akan menganalisis teks dan mencari kata-kata sesuai dengan kategorinya masing-masing
- Guru bertanya kepada siswa tentang arti dari kosakata baru yang telah disebut kan sebelumnya.

► **Elaboration**

- Guru memberikan tugas atau diskusi kepada siswa.
- Guru meminta siswa untuk membuat menui kosakata yang mereka belum ketahui artinya.
- Membiasakan siswa membaca dan menulis melalui tugas yang telah ditentukan.
- Memberikan kesempatan berfikir kepada siswa untuk menyelesaikan masalah.

► **Confirmation**

- Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosakata menggunakan strategi kategorisasi kata.
- Guru memberikan penjelasan dan menyimpulkan terkait tentang pengajaran kosakata dengan menggunakan metode pengkategorisasian kata.

3. Kegiatan Penutup

- Guru menanyakan kesulitan siswa.
- Guru bersama siswa membuat rangkuman pelajaran.
- Guru meminta siswa untuk mengerjakan soal yang ada dilembar kerja post-test
- Guru meminta siswa untuk mengumpulkan lembar kerja post-test.
- Guru memberikan motivasi belajar untuk siswa agar lebih giat belajar.

- Guru menutup pelajaran dengan mengucapkan salam dan see you.

H. Penilaian Hasil Pembelajaran

1. Teknik : Tes Tertulis
2. Tipe : Tes
3. Instrumen ; Mengisi kolom yang kosong

Please write the word classes and make a sentences based on the word!

No	Word	Word Classes	Sentences
1	Laptop	:	
2	Book	:	
3	Read	:	
4	Sit	:	
5	Talk	:	
6	Monday	:	
7	Beautiful	:	
8	Yesterday	:	
9	Class	:	
10	Write	:

Intstrumen Penilaian

Jumlah jawaban yang benar x 10 =

SOAL PRE-TEST

Name :

Class :

A. Choose the correct answer with crossing (X) a,b,d, or d!

1. My father always reads every morning.
 - a. Radio
 - b. Newspaper
 - c. Computer
 - d. Television
2. Andi reads the English book in the....
 - a. Library
 - b. Market
 - c. Canteen
 - d. Bathroom
3. Diana's barbie is broken. Diana is very now.
 - a. Confuse
 - b. Happy
 - c. Sad
 - d. Charm
4. Rina : I want to wear my white gown to Amanda's party. What do you think?
Lisa : I think the red one is better.
Rina : Ok. I will the red gown
 - a. Wrap
 - b. Go
 - c. Wear
 - d. Give
5. If you study hard , you will be In your examination.
 - a. Unsuccess
 - b. Sad
 - c. Success
 - d. Stupid
6. Mrs. Wono is very famous for the delicious backed brownies. Kata **Mrs.**
Wono termasuk jenis kata
 - a. Noun
 - b. Adjective
 - c. Adverb
 - d. Verb
7. Andre reads the Novel in the classroom. Kata **reads** termasuk jenis kata...
 - a. Noun
 - c. Adverb

- b. Adjective d. Verb
8. Andre reads the Novel in the classroom. Kata **Classroom** termasuk jenis kata...
- a. Noun c. Adverb
 b. Adjective d. Verb
9. Mrs. Wono is very famous for the delicious backed brownies. Kata **famous** termasuk jenis kata.....
- a. Noun c. Adverb
 b. Adjective d. Verb
10. We often hear radio in the morning.kata **hear** termasuk jenis kata.....
- a. Noun c. Adverb
 b. Adjective d. Verb

B. Translate into Bahasa Indonesia!

No	Noun	Verb	Adjective
1.	Table	Reading	Strong
2.	Chair	Writing	Beautiful
3.	Shoes	Eating	Angry
4.	Bag	Cooking	Bad
5.	Sock	Working	Smart

SOAL PRE-TEST

Name : AS/

Class : 7^a

A. Choose the correct answer with crossing (X) a,b,d, or d!

1. My father always reads every morning.
 a. Radio c. Computer
 b. Newspaper d. Television
2. Andi reads the English book in the....
 a. Library c. Canteen
 b. Market d. Bathroom
3. Diana's barbie is broken. Diana is very now.
 a. Confuse c. Sad
 b. Happy d. Charm
4. Rina : I want to wear my white gown to Amanda's party. What do you think?
 Lisa : I think the red one is better.
 Rina : Ok. I will the red gown
 a. Wrap c. Wear
 b. Go d. Give
5. If you study hard , you will be In your examination.
 a. Unsuccess c. Success
 b. Sad d. Stupid
6. Mrs. Wono is very famous for the delicious backed brownies. Kata Mrs. Wono termasuk jenis kata
 a. Noun c. Adverb
 b. Adjective d. Verb

7. Andre reads the Novel in the classroom. Kata reads termasuk jenis kata...
 a. Noun c. Adverb
 b. Adjective d. Verb
8. Andre reads the Novel in the classroom. Kata Classroom termasuk jenis kata...
 a. Noun c. Adverb
 b. Adjective d. Verb
9. Mrs. Wono is very famous for the delicious backed brownies. Kata famous termasuk jenis kata....
 a. Noun c. Adverb
 b. Adjective d. Verb
10. We often hear radio in the morning,kata hear termasuk jenis kata....
 a. Noun c. Adverb
 b. Adjective d. Verb

B. Translate into Bahasa Indonesia!

No	Noun	Verb	Adjective
1.	Table <i>meja</i>	Reading <i>membaca</i>	Strong <i>kuat</i>
2.	Chair <i>kursi</i>	Writing <i>menulis</i>	Beautiful <i>cantik</i>
3.	Shoes <i>sepatu</i>	Eating <i>memakan</i>	Angry <i>marah</i>
4.	Bag <i>TAS</i>	Cooking <i>memasak</i>	Bad <i>buruk</i>
5.	Sock <i>Kelap Kaki</i>	Working <i>bekerja</i>	Smart <i>Pintar</i>

SOAL PRE-TEST

Name : *Feb*

Class : *VI.9.*

A. Choose the correct answer with crossing (X) a,b,d, or d!

- My father always reads every morning.
 - Radio
 - Newspaper
 - Computer
 - Television
- Andi reads the English book in the....
 - Library
 - Market
 - Canteen
 - Bathroom
- Diana's barbie is broken. Diana is very now.
 - Confuse
 - Happy
 - Sad
 - Charm
- Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will the red gown

- Wrap
 - Go
 - Wear
 - Give
- If you study hard , you will be In your examination.
 - Unsuccess
 - Sad
 - Success
 - Stupid
 - Mrs. Wono is very famous for the delicious backed brownies. Kata Mrs. Wono termasuk jenis kata
 - Noun
 - Adjective
 - Adverb
 - Verb

- Andre reads the Novel in the classroom.

Kata **reads** termasuk jenis kata...

- Noun
- Adjective
- Adverb
- Verb

- Andre reads the Novel in the classroom.

Kata **Classroom** termasuk jenis kata...

- Noun
- Adjective
- Adverb
- Verb

- Mrs. Wono is very famous for the delicious backed brownies. Kata **famous** termasuk jenis kata.....

- Noun
- Adjective
- Adverb
- Verb

- We often hear radio in the morning.kata **hear** termasuk jenis kata.....

- Noun
- Adjective
- Adverb
- Verb

B. Translate into Bahasa Indonesia!

No	Noun	Verb	Adjective
	Table <i>meja</i>	Reading <i>membaca</i>	Strong
	Chair <i>kursi</i>	Writing	Beautiful
	Shoes <i>sepatu</i>	Eating	Angry <i>matah</i>
	Bag <i>tas</i>	Cooking <i>memasak</i>	Bad
	Sock <i>lutut kaki</i>	Working <i>Berkerja</i>	Smart

SOAL PRE-TEST

Name : AlYA RIZKI RAHMADANI

Class : 7²

A. Choose the correct answer with crossing (X) a,b,d, or d!

1. My father always reads every morning.

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

2. Andi reads the English book in the....

- a. Library c. Canteen
 b. Market d. Bathroom

3. Diana's barbie is broken. Diana is very now.

- a. Confuse b. Sad
 b. Happy d. Charm

4. Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will the red gown

- a. Wrap c. Wear
 b. Go d. Give

5. If you study hard , you will be In your examination.

- a. Unsuccess c. Success
 b. Sad d. Stupid

6. Mrs. Wono is very famous for the delicious backed brownies. Kata **Mrs.**

Wono termasuk jenis kata

- a. Noun c. Adverb
 b. Adjective d. Verb

7. Andre reads the Novel in the classroom.

Kata **reads** termasuk jenis kata...

- a. Noun c. Adverb
 b. Adjective d. Verb

8. Andre reads the Novel in the classroom.

Kata **Classroom** termasuk jenis kata...

- a. Noun c. Adverb
 b. Adjective d. Verb

9. Mrs. Wono is very famous for the delicious backed brownies. Kata **famous** termasuk jenis kata.....

- a. Noun c. Adverb
 b. Adjective d. Verb

10. We often hear radio in the morning. kata **hear** termasuk jenis kata.....

- a. Noun c. Adverb
 b. Adjective d. Verb

B. Translate into Bahasa Indonesia!

No	Noun	Verb	Adjective
1.	Table <u>meja</u>	Reading <u>membaca</u>	Strong <u>kuat</u>
2.	Chair <u>kursi</u>	Writing <u>menulis</u>	Beautiful <u>cantik</u>
3.	Shoes <u>sepatu</u>	Eating <u>memakan</u>	Angry <u>marah</u>
4.	Bag <u>tas</u>	Cooking <u>memasak</u>	Bad <u>buruk</u>
5.	Sock <u>kaos kaki</u>	Working <u>pekerja</u>	Smart <u>pintar</u>

Soal Post Test I

Teks I

Hallo, my name is Mira. My hobbies are singing, swimming in the swimming pool and watching cartoon films. I have 2 older sisters, Nadia and Jenny. They are very beautiful. I also have one younger brother, Rio. He is very cute and active. I love my family very much.

At the moment, I am eating chocolate and drinking milk in the living room. My mother is cooking fried rice for my daddy in the kitchen right now. My daddy likes to eat fried rice so much. But, he is still sleeping in the bedroom now. He is not working today.

Write the vocabulary action verb based on the text above!

No	Action verb	Meaning
1.		
2.		
3.		
4.		
5.		

Teks II

In the restaurant, we ordered a lot of food and drinks. My grandfather and grandmother ordered a cup of hot tea and spicy noodle. They liked the noodle, it was so delicious. My parents also ordered spicy noodle and a small cup of coffee. My parents do not like a big cup of coffee because the big one is too much for

them. They said that the coffee is bitter, so they put some sugar in it. They did not like bitter coffee.

My two sisters ordered pizza, sweet strawberry juice and creamy vanilla ice cream. They said that the pizza was so spicy. There were too much chilies and pepper on the pizza. They do not really like a spicy food with a lot of chilies. But they liked the juice and ice cream. The strawberry juice was so sweet and the vanilla ice cream is so creamy. They like to eat sweet food like juice, candy and donuts.

Write the vocabulary “noun and adjective” based on the text above!

No	Noun	Meaning	Adjective	Meaning

Nama : ABI ALHAPSI

Kelas : 7²

Soal Post Test I



Teks I

Hallo, my name is Mira. My hobbies are singing, swimming in the swimming pool and watching cartoon films. I have 2 older sisters, Nadia and Jenny. They are very beautiful. I also have one younger brother, Rio. He is very cute and active. I love my family very much.

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Write the vocabulary action verb based on the text above!

No	Action verb	Meaning
1.	singing	menyanyi
2.	swimming	berenang
3.	watching	menonton
4.	sleeping	tidur
5.	drinking	minum
	eating	makan

Teks II

In the restaurant, we ordered a lot of food and drinks. My grandfather and grandmother ordered a cup of hot tea and spicy noodle. They liked the noodle, it was so delicious. My parents also ordered spicy noodle and a small cup of coffee. My parents do not like a big cup of coffee because the big one is too much for them. They said that the coffee is bitter, so they put some sugar in it. They did not like bitter coffee.

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They do not really like a spicy food with a lot of chilies. But they liked the juice and ice cream. The strawberry juice was so sweet and the vanilla ice cream is so creamy. They like to eat sweet food like juice, candy and donuts.

Write the vocabulary "noun and adjective" based on the text above!

No	Noun	Meaning	Adjective	Meaning
	food	Makanan	spicy	pedas
	juice	Minuman	sweet	manis
	ice cream	Jus	creamy	lembut
	candy	Permen	sweet	manis
	donuts	Donat		
	chilies	cabai		
	spicy	pedas		

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Soal Post Test I

Teks I

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At the moment, I am eating chocolate and drinking milk in the living room. My mother is cooking fried rice for my daddy in the kitchen right now. My daddy likes to eat fried rice so much. But, he is still sleeping in the bedroom now. He is not working today.

Write the vocabulary action verb based on the text above!

No	Action verb	Meaning
1.		
2.		
3.		
4.	singing	
5.	cooking	

Teks II

In the restaurant, we ordered a lot of food and drinks. My grandfather and grandmother ordered a cup of hot tea and spicy noodle. They liked the noodle, it was so delicious. My parents also ordered spicy noodle and a small cup of coffee. My parents do not like a big cup of coffee because the big one is too much for them. They said that the coffee is bitter, so they put some sugar in it. They did not like bitter coffee.

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They do not really like a spicy food with a lot of chilies. But they liked the juice and ice cream. The strawberry juice was so sweet and the vanilla ice cream is so creamy. They like to eat sweet food like juice, candy and donuts.

Write the vocabulary "noun and adjective" based on the text above!

No	Noun	Meaning	Adjective	Meaning
	chilies	pepper	hot	spicy
	juice	liquid	sweet	sweet
	ice cream	cream	creamy	creamy
	strawberry	fruit	sweet	sweet
	vanilla	flavor	creamy	creamy
	ice cream			creamy
	candy			sweet
	donut			sweet
	spicy			hot

NAMA : ALYA RIZKI RAHMADANI
KEIAS : VII²

Soal Post Test I

95

Teks I

Hallo, my name is Mira. My hobbies are singing, swimming in the swimming pool and watching cartoon films. I have 2 older sisters, Nadia and Jenny. They are very beautiful. I also have one younger brother, Rio. He is very cute and active. I love my family very much.

At the moment, I am eating chocolate and drinking milk in the living room. My mother is cooking fried rice for my daddy in the kitchen right now. My daddy likes to eat fried rice so much. But, he is still sleeping in the bedroom now. He is not working today.

Write the vocabulary action verb based on the text above!

No	Action verb	Meaning
1.		
2.		
3.		
4.		
5.		

Teks II

In the restaurant, we ordered a lot of food and drinks. My grandfather and grandmother ordered a cup of hot tea and spicy noodle. They liked the noodle, it was so delicious. My parents also ordered spicy noodle and a small cup of coffee. My parents do not like a big cup of coffee because the big one is too much for them. They said that the coffee is bitter, so they put some sugar in it. They did not like bitter coffee.

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They do not really like a spicy food with a lot of chilies. But they liked the juice and ice cream. The strawberry juice was so sweet and the vanilla ice cream is so creamy. They like to eat sweet food like juice, candy and donuts.

Write the vocabulary "noun and adjective" based on the text above!

No	Noun	Meaning	Adjective	Meaning
	chilies	pepper	spicy	hot
	ice cream	dessert	creamy	smooth
	juice	beverage	sweet	pleasant
	donuts	snack	sweet	delicious
	strawberry	fruit	red	fragrant
	vanilla	flavor	creamy	smooth
	candy	sweet	sweet	delicious
	spicy	hot	spicy	hot
	like	enjoy	like	enjoy

Soal Post Test II

A. Choose the correct answer with crossing (X) a,b,d, or d!

Teks I

I have some pets. However, my favourite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss. Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

1. When does Timmy usually give a kiss to the writer? When the writer ...
 - a. feels hungry
 - b. goes to sleep
 - c. comes home
 - d. wakes up
2. Why is the writer almost impossible to be angry at his cat? Because ...
 - a. It has innocent round eyes
 - b. Most of the time, it is a good cat
 - c. It gives the writer kiss
 - d. It always wakes up early
3. The second paragraph tell about ...
 - a. Characteristic
 - b. Habitat
 - c. Food
 - d. Behavior

4. What is the purpose of the text about?
 - a. To entertain the reader
 - b. To describe something
 - c. To tell how to make something
 - d. To tell how to care for cats

5. He is very adorable with his soft stripes fur. Kata **very adorable** termasuk jenis kata....
 - a. Noun
 - b. Verb
 - c. Adverb
 - d. Adjective

Teks II

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

6. "My classroom is very big ". The underlined word ..
 - a. Large
 - b. Great
 - c. Fat
 - d. Clean

7. Where does the teacher sit ?
- a. In front of the classroom
 - b. Behind the whiteboard.
 - c. Behind the table
 - d. Under the map
8. Where is the whiteboard ?
- a. Behind the table
 - b. Beside the teacher
 - c. Behind the wall
 - d. Behind the teacher
9. Does the writer like his class very much ?
- a. No, it is not
 - b. yes, it is
 - c. yes, I am
 - d. yes, he is
10. The teacher sit behind the table. Behind her is the whiteboard. Kata **table** and **whiteboard** termasuk jenis kata.....
- a. Noun
 - b. Verb
 - c. Adverb
 - d. Adjective

B. From The Teks I and Teks II Write The Vocabulary “Noun, Verb, and Adjective.

No	Noun	Meaning	Verb	Meaning	Adjective	Meaning

Nama : ABI ALHAPSI
Kelas : 7²

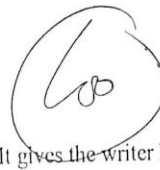
Soal Post Test II

A. Choose the correct answer with crossing (X) a,b,d, or d!

Teks I

I have some pets. However, my favourite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss. Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

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 - a. It has innocent round eyes
 - b. Most of the time, it is a good cat



- c. It gives the writer kiss
 - d. It always wakes up early
3. The second paragraph tell about ...
 - a. Characteristic
 - b. Habitat
 - c. Food
 - d. Behavior
 4. What is the purpose of the text about?
 - a. To entertain the reader
 - b. To describe something
 - c. To tell how to make something
 - d. To tell how to care for cats
 5. He is very adorable with his soft stripes fur.
Kata **very adorable** termasuk jenis kata....
 - a. Noun
 - b. Verb
 - c. Adverb
 - d. Adjective

Teks II

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the

windows is a picture of Prambanan temple. I like my classroom very much.

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- a. Large
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- d. Clean

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- a. In front of the classroom
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- c. Behind the table
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8. Where is the whiteboard ?

- a. Behind the table
- b. Beside the teacher
- c. Behind the wall
- d. Behind the teacher

9. Does the writer like his class very much ?

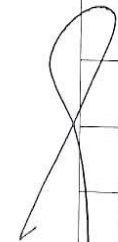
- a. No, it is not
- b. yes, it is ✓
- c. yes, I am
- d. yes, he is ✓

10. The teacher sit behind the table. Behind her is the whiteboard. Kata **table** and **whiteboard** termasuk jenis kata.....

- a. Noun
- b. Verb
- c. Adverb
- d. Adjective

B. From The Teks I and Teks II Write The Vocabulary "Noun, Verb, and Adjective.

N	No	Mean	Ve	Mean	Adjec	Mean
o	un	ing	rb	ing	tive	ing
			ing		ing	



NAMA: ADIB IBNU H.
KELAS: VII

73

Soal Post Test II

A. Choose the correct answer with crossing (X) a,b,d, or d!

Teks I

I have some pets. However, my favourite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss. Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

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 - c. comes home
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- d. To tell how to care for cats

5. He is very adorable with his soft stripes fur.

Kata **very adorable** termasuk jenis kata....

- a. Noun
- b. Verb
- c. Adverb
- d. Adjective

Teks II

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the

windows is a picture of Prambanan temple. I like my classroom very much.

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- a. Noun
- b. Verb
- c. Adverb
- d. Adjective

B. From The Teks I and Teks II Write The Vocabulary "Noun, Verb, and Adjective.

N	No	Mean	Ve	Mean	Adjec	Mean
o	un	ing	rb	ing	tive	ing

NAMA : ANYA RIZKI RAHMADANI
KEIAS : VII 2



Soal Post Test II

A. Choose the correct answer with crossing (X) a,b,d, or d!

Teks I

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B. From The Teks I and Teks II Write The Vocabulary "Noun, Verb, and Adjective.

N	No	Mean	Ve	Mean	Adjec	Mean
o	un	ing	rb	ing	tive	ing
	Cat	Kucing	Come	Datang	sweet	manis
	Chair	Kursi	wakes up	Bangun	Happy	Senang
	Table	Meja	wait	menunggu	Big	Besar
	White board	Papan tulis	give	memberi	GOOD	Baik





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

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Nomor : B-0958/In.28/J/TL.01/03/2022
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
KEPALA MTS SABIILUL MUTTAQIEN
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : ANGGUN MAR`ATUS SHALEHAH
NPM : 1801071004
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENTS VOCABULARY MASTERY USING
WORD CATEGORIZATION METHOD OF THE SEVENTH
GRADE OF MTS SABIILUL MUTTAQIEN SUKARAJA
NUBAN ACADEMIC YEAR 2021/2022

untuk melakukan prasurvei di MTS SABIILUL MUTTAQIEN, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 Maret 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**YAYASAN PONDOK PESANTREN SABIILUL MUTTAQIEN
MTs. SABIILUL MUTTAQIEN SUKARAJA NUBAN
KEC. BATANGHARI NUBAN KAB. LAMPUNG TIMUR
STATUS AKREDITASI : B**

NSM:121218070011

NPSN : 10816761

*Jln. Raya Cempaka Nuban Desa Sukaraja Nuban, Batanghari Nuban Lampung Timur. Kode Pos : 34372
Email : Sabiilul@yabnu.com HP 085368034171*

Nomor : 059/ SI/MTs. S.M/XI/2022
Lamp : -
Hal : Pemberian Izin Pra Survey

Kepada Yth.
Ketua Jurusan Institut Agama Islam Negeri (IAIN) Metro

Di-
Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat Izin Pra Survey No.B-0958/In.28/J/TL.01/03/2022 dari Institut Agama Islam Negeri (IAIN) Metro, Maka Kami memberikan Izin kepada :

Nama : ANGGUN MAR'ATUS SHALEHAH
NPM : 1801071004
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENTS VOCABULARY MASTERY USING
WORD CATEGORIZATION METHOD OF THE SEVENTH
GRADE OF MTs SABIILUL MUTTAQIEN SUKARAJA NUBAN
ACADEMIC YEAR 2021/2022

Untuk melakukan Pra Survey di **MTs. Sabilul Muttaqien**.

Demikian surat Izin Pra Survey kami berikan untuk dilaksanakan sebagaimana mestinya.
Atas perhatian dan kerja samanya Kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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

Jalan Ki. Hajar Dowantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111

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

Nomor : B-1740/In.28/D.1/TL.00/04/2023
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MTS SABIILUL MUTTAQIEN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1741/In.28/D.1/TL.01/04/2023, tanggal 11 April 2023 atas nama saudara:

Nama : ANGGUN MAR'ATUS SHALEHAH
NPM : 1801071004
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS SABIILUL MUTTAQIEN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENTS VOCABULARY MASTERY USING WORD CATEGORIZATION METHOD OF THE SEVENTH GRADE OF MTS SABIILUL MUTTAQIEN SUKARAJA NUBAN ACADEMIC YEAR 2022/2023".

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

Wassalamu'alaikum Wr. Wb.

Metro, 11 April 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**YAYASAN PONDOK PESANTREN SABILUL MUTTAQIEN
MTs. SABILUL MUTTAQIEN SUKARAJA NUBAN
KEC. BATANGHARI NUBAN KAB. LAMPUNG TIMUR
STATUS AKREDITASI : B**

NSM:121218070011

NPSN : 10816761

*Jln. Raya Cempaka Nuban Desa Sukaraja Nuban Batanghari Nuban Lampung Timur. Kode Pos : 34372 Email :
Sabilulm@yahoo.com HP.085368034171*

Nomor : 016/ SI/MTs. S.M/IV/2023
Lamp :-
Hal : **Pemberian Izin Research**

Kepada Yth.
Ketua Jurusan Institut Agama Islam Negeri (IAIN) Metro

Di-
Tempat

Assalamu'alaikum Wr. Wb.


Berdasarkan Surat Izin Research No.B-1740/In.28/D.1/TL.00/04/2023 dari Institut Agama Islam Negeri (IAIN) Metro, Maka Kami memberikan Izin kepada :

Nama : ANGGUN MAR'ATUS SHALEHAH
NPM : 1801071004
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris
Judul : INCREASING STUDENTS VOCABULARY MASTERY USING
WORD CATEGORIZATION METHOD OF THE SEVENTH GRADE
OF MTs SABILUL MUTTAQIEN SUKARAJA NUBAN ACADEMIC
YEAR 2022/2023

Untuk melakukan Reseach/Survey di **MTs. Sabilul Muttaqien**.

Demikian surat Izin Research/Survey kami berikan untuk dilaksanakan sebagaimana mestinya. Atas perhatian dan kerja samanya Kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Batanghari Nuban, 12 April 2023
Kepala Madrasah

Drs. Zainudin



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

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

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

Nomor : /In.28.1/J/TL.00/00/0000
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

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

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **ANGGUN MAR'ATUS SHALEHAH**
NPM : 1801071004
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **INCREASING STUDENTS VOCABLARY MASTERY USING WORD CATEGORIZATION METHOD OF THE SEVENTH GRADE OF MTS SABIILUL MUTTAQIEN SUKARAJA NUBAN ACADEMIC YEAR 2022/2023**

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 00 0000
Belum di proses,



Andianto M.Pd

NIP 19871102 201503 1 004

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

SURAT TUGAS

Nomor: B-1741/In.28/D.1/TL.01/04/2023

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

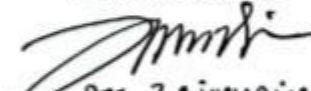
Nama : **ANGGUN MAR`ATUS SHALEHAH**
NPM : 1801071004
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS SABIILUL MUTTAQIEN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENTS VOCABULARY MASTERY USING WORD CATEGORIZATION METHOD OF THE SEVENTH GRADE OF MTS SABIILUL MUTTAQIEN SUKARAJA NUBAN ACADEMIC YEAR 2022/2023".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

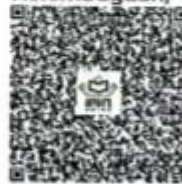
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 11 April 2023

Mengetahui,
Pejabat Setempat


Drs. Zainudin

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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

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

Nama : Anggun Mar'atus Shalehah
NPM : 1801071004

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 8 agustus 2022		<ul style="list-style-type: none">- Lihat PF untuk PTK- Objective of study disesuaikan dengan PD- Benefit of study	
	11 agustus 2022		<ul style="list-style-type: none">- Lihat PF untuk PTK- Objective of study disesuaikan dengan- PF	
	9 September 2022		<ul style="list-style-type: none">- ACC Bab 1 lanjut BAB II	
	20 September 2022		<ul style="list-style-type: none">- BAB II- Action Hypothesis (bukan kalimat Tanya tapi kalimat pernyataan)	
	22 september 2022		<ul style="list-style-type: none">- ACC BAB II	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing,

Drs. Kuryani, M.Pd.
NIP. 196202151995031001



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

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

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

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

Nama : Anggun Mar'atus Shalchah
NPM : 1801071004

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 27 oktober 2022		- BAB III - Indicator of success	
2.	Senin, 07 november 2022		- Revisi BAB III	
3.	Senin, 14 November 2022		- Revisi BAB III	
4.	Jum'at, 18 November 2022		- ACC BAB III	
	22 september 2022			

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing,

Drs. Kuryani, M.Pd.
NIP. 196202151995031001



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

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

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

Nama : Anggun Mar'atus Shalehah
NPM : 1801071004

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at, 03 maret 2023		<ul style="list-style-type: none">- Bimbingan APD- Students activity- Post test 2	
2.	Jum'at, 10 maret 2023		<ul style="list-style-type: none">- ACC APD	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd
NIP. 198803082015031006

Dosen Pembimbing,

Drs. Kuryani, M.Pd.
NIP. 196202151995031001



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

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

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

Nama : Anggun Mar'atus Shalehah
NPM : 1801071004

Jurusan : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at, 15 september 2023		BAB IV dan V <ul style="list-style-type: none">- Discussion jelaskan what, why, how- Kesimpulan buat pointers- Bibliography	
2.	Jum'at, 06 oktober 2023		<ul style="list-style-type: none">- Discussion jelaskan what, why, how- Kesimpulan buat pointers	
3.	Rabu, 25 oktober 2023		<ul style="list-style-type: none">- ACC Munaqosyah	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd
Nip. 198803082015031006

Dosen Pembimbing,

Drs. Kuryani, M.Pd.
NIP. 196202151995031001



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

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

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Anggun Mar'atus Shalehah
NPM : 1801071004
Prodi : Tadris Bahasa Inggris (TBI)

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

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Oktober 2023

Ketua Prodi TBI



NIP.19871102 201503 1 004



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

NPP: 1807062F0000001

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1204/In.28/S/U.1/OT.01/10/2023**

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

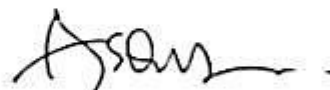
Nama : Anggun Mar'Atus Shalehah
NPM : 1801071004
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1801071004

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 30 Oktober 2023
Kepala Perpustakaan


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

INCREASING STUDENTS VOCABULARY MASTERY USING WORD CATEGORIZATION METHOD OF THE SEVENTH GRADE OF MTS SABIILUL MUTTAQIEN SUKARAJA NUBAN ACADEMIC YEAR 2022/2023 . ANGGUN MAR'ATUS SHALEHAH - 1801071004

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DOCUMENTATION





CURRICULUM VITAE



The writer name is Anggun Mar'atus Shalehah. This writer is the fourth child of Mr. Sumarmo and Mrs. Siti Rohani. The writer was born in Cempaka Nuban, January 2nd, 2001. The writer completed kindergarten at TK Bina Putra Cempaka Nuban, Elementary School at SD Negeri 02 Cempaka Nuban, graduated in 2012.

In 2015 the author completed his junior high school at MTs Sabilul Muttaqien Sukaraja Nuban and completed his senior high school at MA Darun Nashi'in Bumi Jawa in 2018. The author is registered as an English Language Education student at the Faculty of Teacher Training and Education at IAIN METRO.