

AN UNDERGRADUATE THESIS

**UTILIZING FLASHCARD AS MEDIA TO ENHANCE
STUDENTS' VOCABULARY MASTERY AT THE SEVENTH
GRADE OF MTS N 1 LAMPUNG TIMUR**

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**Tarbiyah and Teacher Training Faculty
English Education Department**



**STATE INSTITUTE OF ISLAMIC STUDIES
OF METRO
1438 H /2017**

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GRADE OF MTS N 1 LAMPUNG TIMUR**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

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Co-sponsor : Ahmad Subhan Roza, M.Pd

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ABSTRACT

**BY:
YESI ANGREINI**

The main purpose of this research is to investigate the students' vocabulary mastery of MTs N 1 Lampung Timur and to know what extend the flashcard media could help the students' learning process. The researcher tries to attest that flashcard can be one of the media to enhance the students' vocabulary mastery.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 32 students in VII class of MTs N 1 Lampung Timur. In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of MTs N 1 Lampung Timur.

Based on the findings of the research, that flashcard can be used as media to teaching vocabulary mastery. It provided by the average mark result of pre-test and post-test show that there were improved mark. At post test I is 68,28 and post test II is 85,37 it improved 17,09 points. The researcher concluded that there was significant improved of utilizing flashcard on the vocabulary mastery at the seventh grade of MTs N 1 Lampung Timur.

(keyword : vocabulary mastery , flashcard , classroom action reseacrh)

**PENGGUNAAN FLASHCARD SEBAGAI MEDIA UNTUK
MENINGKATKAN PENGUASAAN (KOSA KATA)
VOCABULARY SISWA DI KELAS TUJUH MTS N 1
LAMPUNG TIMUR
ABSTRAK**

**OLEH:
YESI ANGREINI**

Tujuan utama dari penelitian ini adalah untuk mengkaji penguasaan kosa kata(vocabulary) siswa MTs N 1 Lampung Timur dan untuk mengetahui sejauh mana media flahcard dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa flashcard dapat menjadi salah satu media pembelajaran untuk meningkatkan penguasaan kosa kata (vocabulary) siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 32 siswa kelas tujuh MTs N 1 Lampung Timur. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris MTs N 1 Lampung Timur.

Berdasarkan hasil penelitian ini menunjukkan bahwa flashcard dapat digunakan sebagai media pengajaran dalam vocabulary. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 68,28 dan post test II adalah 85,37 dan meningkat sebanyak 17,09. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan flashcard pada penguassan kosa kata(vocabulary) siswa di kelas tujuh MTs N 1 Lampung Timur.

(keyword : penguasaan kosa kata , flashcard , penelitian tindakan kelas)



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Sudah kami setujui dan dapat diajukan untuk dapat dimunaqosahkan.
Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosyah. Thank you very much.

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The Undergraduate Thesis entititled: utilizing Flashcard as Media to Enhance Students' Vocabulary Mastery at The Seventh Grade of MTs N 1 Lampung Timur. Written by Yesi Angreini, Student Number 13108807 English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty in June 21th, 2017 at 14.00-16.00 P.M.

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, June 2017



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MOTTO

وَمَنْ جَهَدَ وَمَنْ فَاءَنَّمَا جَهَدَ لِنَفْسِهِ

And whoever strives only strives for the benefit of himself. (Q.S. Al-Ankabut: 6)

“Success begins at the moment you decide to be yourself”

“Kun Anta”

DEDICATION PAGE

This study is dedicated for:

1. My lovely mother Mrs. Sri Rahayu and My lovely father Mr.Riyanto thank you to all pray, support, trust, finance, encouragement and thank you so much is nothing compares what you have done and given for me.
2. My beloved brothers Elvis Apriadi, and Kurnia Ari Putra and my sister Ellyana Destri Andini who has support and pray for my education and finishing this thesis and all my Family who has support in finishing this thesis.
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This research undergraduate thesis entitled “Utilizing Flashcard as Media to Enhance Students’ Vocabulary Mastery at the Seventh Grade of MTS N 1 Lampung Timur.”

There are many helpful individuals involve in accomplishing this proposal research that the researcher cannot mention one by one. My deepest gratitude will be addressed to my beloved parents who always give the highly motivation. The greatest gratitude will be addressed to my sponsor Dr.Widhiya Ninsiana, M.Hum and Ahmad Subhan Roza, M.Pd May Allah SWT gives them reward for supporting and guiding during research proposal writing process.

The researcher does apologize for all mistakes. All comments and criticizes are really welcome to lighten up the quality of this research. Hopefully, this research proposal can be a meaningful benefit for the researcher especially, for our campus and readers generally in improving language learning.

Metro, 2017
The researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the subject matters in the schools in Indonesia. In education, it is one of the compulsory subjects that have been introduced from elementary to university level. English is one of subjects which will be examined in UN (National Examination).

In teaching English, there are four skills in English as foreign language. They are listening, speaking, reading and writing. It should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated.

In order to support the English mastery skills as mentioned above, it is essential to learn vocabulary. It becomes a central part in English learning. Vocabulary is one of the language aspects that are very important for communication English. If we have less vocabulary, we will not understand what people say. Vocabulary is needed to improve the four language skills because vocabulary is a list of words with their meanings.

Moreover, the teacher has to be creative and innovative in teaching English so that the students will not be bored in class. Being a good teacher has to be able to choose a good media especially in teaching vocabulary. Actually many techniques and media can be applied by teacher to support

vocabulary teaching they are: power point, crossword, English song, games, pictures, and flashcard.

The researcher uses interesting media by flashcard to solve this problem. The researcher chooses flashcard as a media because the flashcard is media or tool like a game and the student can extract to study and enjoy seeing then they will not be bored and easier to learn especially memorizing vocabularies. Flashcard are the cards on which words and pictures or drawn. Flashcard is one of the media that can increase vocabulary mastery. The students are able to remember English words easily with use flashcard because in the flashcard is a media or tool that interesting to learn vocabulary. So the student can be more interested and enjoy in the English learning process.

Pre-survey has been conducted on October 26th, 2016 at MTs N 1 Lampung Timur, by using the test for knowing the score in vocabulary mastery, it can be seen on the following table :

Table 1
The Result of Students' Vocabulary Mastery Pre-Survey Score
at the Seventh Graders of MTs N 1, Lampung Timur

No	Grade	Explanation	Frequency	Percentage
1	≥ 70	Completed	11	35,5%
2	< 70	Uncompleted	20	64,5%
Total			31	100 %

Source : Score from students of MTs N 1 Lampung Timur

From the table above, it can assume that students's vocabulary score are categorized into low level. It is clear that the vocabulary mastery at the seventh grade students of MTs N 1 still lack vocabulary. From the 31 student,

there are 20 students (64%) who failed and 11 students (36%) who passed.

The Standard Minimum Requirement (SMR) which the standard minimum requirement is 70 for English.

The other cases on teaching in learning English at the seventh grade of MTs N 1 Lampung Timur, such as ; (1) the students difficulty to memorizing vocabulary (2) the students feel bored in memorizing vocabulary (3) the student (4) Many students are lack vocabulary.

Based on above explanations, it is create inspiration to the researcher to make a classroom action research, because the researcher wants to know how far flashcard can enhance vocabulary mastery so the researcher would like to conduct a research entitled, “Utilizing Flashcard to Enhance Students’ Vocabulary Mastery at the Seventh Grade MTs N 1 Lampung Timur.”

B. Problem Identification

Regarding to the Bacground above, the researcher will identify the problems as follows:

1. The students have not specific media to improve vocabulary.
2. The students find the difficulty to memorize vocabulary.
3. The students are lack vocabulary.
4. The students do not kinds of vocabulary.

C. Limitation of the Problems

Based on the problem identification the researcher limit the problem that the students have not specific media to improve vocabulary so the researcher

will focus on “Utilizing Flashcard to Enhance Students’ Vocabulary Mastery Seventh Grade of MTs N 1 Lampung Timur.”

D. Problem Formulation

Concerned with the background of study and problem identifications above, the researcher formulates the problem as follows :

1. Can utilizing flashcard enhance students’ vocabulary mastery at the seventh grade of MTs N 1 Lampung Timur?
2. Can utilizing flashcard enhance students’ learning activity at the seventh grade of MTs N 1 Lampung Timur?

E. The Objective and Benefit of the Research

1. Objective of the Research

The primary goal of the research is to find out whether utilizing flashcard can enhance students’ vocabulary mastery in the seventh grade of MTs N 1 Lampung Timur.

2. Benefit of the Research

The result of the research is projected to give essential contributions to English teaching. Specifically, the benefits are intended to go:

- a. For the Student

The result of this research can be used to motivate students to enhance their vocabulary mastery.

- b. For the Teacher

This research can be used as information, especially about the process of teaching vocabulary through flashcard.

c. For the Further Researcher

The result of the research can be used comparison to other researcher for research in the future.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Vocabulary Mastery

1. Definition of Vocabulary Mastery

Terminologically, there are so many experts that have different definitions about Vocabulary but here the researcher only take several definitions according to the experts as follows:

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" by Neuman&Dwyer. Hornsby defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". While Ur states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language.¹

Vocabulary is one of the basic aspects of language which has to be learned when people are learning either second or foreign language. It will improve their listening, speaking, reading, and writing skills. As mentioned by Cameron, vocabulary is fundamental to use the foreign

¹ Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught", *International Journal of Teaching and Education*, (Saudi Arabia: King Khaled Academy) Vol. III, No. 3 / 2015, p. 24.

language as discourse, since vocabulary is both learnt from participating in discourse, and is essential to participating in it.²

Based on Lehr, Osborn, & Hiebert vocabulary refers to words we use to communicate in oral and print language. 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.³

According to Cameron that vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language.⁴ Then the Collins Cobuild English Language Dictionary the vocabulary of a language is the total number of words in a text.⁵

So, the researcher conclude that Vocabulary is total number of words that person have to know to communication and interaction with others. Vocabulary is the group of word that has meaning is used in English teaching learning.

Then, Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to "master" a concept, skill, or subject, everyone has a different definition.⁶

² Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 95.

³ Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly*, (U.S. Department of Education's Institute of Education Sciences (IES): U.S. Government), p. 5.

⁴*Ibid.*, p. 22.

⁵ Rosa Ma Lopez Campillo. "Teaching and Learning Vocabulary and Introduction an English for English Student s", p. 35.

⁶ Thomas R. Guskey and Eric M. Anderman, "In Search of a Useful Definition of Mastery" Vol. 71, No. 4 / 2014, p. 23.

The importance of mastering vocabulary in learning is also stated by Nunan. Nunan says that, the development of a rich vocabulary is an important element in the acquisition of a second language.⁷

Referring from question above that vocabulary mastery is an actualization for one who wants to learn reading, speaking, writing and listening in English. Without enough vocabulary, it is impossible as learners can reach the purpose.

2. The Kinds of Vocabulary Mastery

Harmer said that distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Hay craft, quoted by Hatch and Brown said that indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary:

a. Receptive Vocabulary

Stuart Webb “Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.”

⁷ David Nunan, *Language Teaching Methodology*, (Sydney: Macquarie University, 1991), p. 118.

b. Productive Vocabulary

Stuart Webb “Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.⁸

Johnson gives a profound explanation that vocabulary classified into four kinds namely listening, speaking, reading, and writing vocabulary.⁹ He explains them one by one in paragraphs continuously. On the one hand, words someone hears and understands which commonly referred to as words known by is defined as listening vocabulary. Speaking vocabulary, on the other hand, is comprehended as words someone uses when it is done in conversation. Another one is reading vocabulary which is explained as words someone is able to read. The last one is writing vocabulary which is understood as words someone uses in expressing himself in written form.

Moreover, Kamil and Hiebert said that knowledge of words comes in at least two kinds : receptive vocabulary and productive vocabulary. Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often

⁸ *Ibid.*, p. 25.

⁹ Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (USA: Rowman and Littlefield Education, 2008), p. 93-94.

less well known to students and less frequent in use. Conversely, productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.¹⁰

Based on those explanations, it can be noted that some experts had its own classification of the types vocabulary and there are two classifications of vocabulary. One of them is based on its use in the four skills and another is on its frequency.

3. Word Categories in Vocabulary

Thornbury states that knowing how words are described and categorized can help us understand the decisions that syllabus planners, materials writers and teacher make when it comes to the teaching of vocabulary.¹¹ There are aspects in vocabulary:

a. Noun

Nouns are divided into common nouns and proper nouns. Common nouns are words for people, animals, places, or things. These are words for people. They are common nouns.

Here are more words for people:

Actor - lawyer

Aunt - Judge

Baby - Man

¹⁰Ibid.

¹¹ Scott Thornbury, *How to Teach Vocabulary*, (England: Bluestone Press, 2002), .p. 3.

Nouns can be singular or plural. When you are talking about one person, animal, place, or thing, use a singular noun. When you are talking about two or more people, animals, places, or things, use plural nouns. Most nouns are made plural by adding -s at the end.

Singular Plural

Bird birds

Broom brooms

Camel camels

Desk desks

b. Pronouns

A pronoun is a word that takes the place of a common noun or a proper noun. There are different kinds of pronouns:

1) Personal Pronouns

The words I, you, he, she, it, we and they are called personal pronouns. They take the place of nouns and are used as the subject of the verb in a sentence.

My name is David. I am the youngest in the family.

This is my father. He is a teacher.

This is my mother. She is a lawyer.

I have a brother and two sisters

2) Reflexive Pronouns

The words myself, yourself, himself, herself, itself, ourselves, yourselves and themselves are called reflexive pronouns.

I made this cake myself.

Be careful with the knife. You'll cut yourself.

Michael is looking at himself in the mirror.

3) Demonstrative Pronouns

The words this, these, that and those are called demonstrative pronouns. They are showing words.

That is John's house.

That is a mountain.

Those are horses.

What are those?

4) Interrogative Pronouns

The words who, whom, whose, what and which are called interrogative pronouns. These pronouns are used to ask questions.

Who can be used as the object of a verb as well as the subject.

Whom is used only as the object. For example, you can say: Who are you playing with? Or Whom are you playing with?

c. Adjectives

An adjective is a describing word. It tells you more about a noun.

An adjective usually appears before the noun it describes. Sometimes, though, the adjective appears after the noun, later in the sentence.

a large bed

It is windy.

John's handwriting is very neat.

The sea is rough.

d. Determiners

Determiners are words such as this, those, my, their, which. They are special adjectives that are used before nouns. The words a, an and the belong to this group of words called determiners.

e. Adverbs

An adverb is a word that describes a verb. It tells you about an action, or the way something is done. A lot of adverbs end in -ly.

The dog is barking fiercely

Alice skated beautifully

The Prince and the Princess lived happily ever after

f. Prepositions

A preposition is a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place. A preposition is usually followed by a noun or pronoun.

Dad always keeps his wallet in the drawer.

There is a long mirror on the wall.

The school is near the park.

g. Conjunctions

A conjunction is a linking word such as and or, but. Conjunctions are used to connect words or sentences.

A doctor and a nurse

Slow but steady

Sweet or sour

h. Interjections

An interjection is a word that expresses a sudden, strong feeling such as surprise, pain, or pleasure.

Wow!

Goodness!

Oh!

Good!¹²

¹²Anne Seaton , *Basic English Grammar*, (USA: Saddleback, 2007), p. 8-138.

From all of the aspects of vocabulary above, the word categories classify as noun, pronouns, adjective, adverb, determiners, preposition, interjection, conjunction. The appropriate aspects for teaching to young learners are form spelling and pronunciation and the meaning. Before learning the higher aspects they have to know first about the word categories in vocabulary. Because that are always they used in English learning.

4. The Importance of Vocabulary

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. The acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items play a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation).¹³

Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist summed up the importance of vocabulary learning, his view is echoed in this advice to students from a recent course book. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions.

¹³ Mofareh Alqahtani, “The Importance Of Vocabulary In Language Learning And How To Be Taught,” p. 22.

You can say very little with grammar, but you can say almost anything with words.¹⁴

Based on the fact, it can be concluded that vocabulary is the most important in studying English. Mastering vocabulary make the learners be easy to understand the meaning of words when they listen, speak, read and write in English.

5. The Techniques in Teaching Vocabulary

This section reports on research results aimed at investigating the techniques used by a teacher of English in presenting the meaning and form of vocabulary. Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary .

Then it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners by Takac. This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to

¹⁴Scot Thombury, *How to Teach Vocabulary*, p. 13.

employ planned vocabulary presentation as various as possible by Pinter. Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard:

a. Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words by Takac. In addition, Gairns & Redman said state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

c. Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources.

d. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word "grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots.

e. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning.. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of

clothes e.g. address ,a skirt, trousers etc ,and then the meaning of the word "clothes" will became clear. The same is true of 'vegetable' or "furniture", 'for example by Harmer.

f. Mime, Expressions and Gestures

Klippel said implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad"," happy"; mime and taking a hat off your head to teach hat and so on. In addition to supporting comprehension, teaching gestures may also be relevant for learners' memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon.

g. Guessing from Context

This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge by Walters.

h. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

i. Translation

Even though translation does not create a need or motivation of the learners to think about word meaning by Cameron, in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary by Thornbury, checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors by Takač. There are always some words that need to be translated and this technique can save a lot of Tim.¹⁵

Furthermore, Virginia Allen describe about technique in teaching vocabulary. Teacher and students must cooperate to make their class live. The technique which can encourage students to use new vocabulary through such activities as the following:¹⁶

- a. Guessing games in which members of the class are identified by location and by clothing.
- b. Actions that are performed in response to commands.
- c. Drawing of pictures by students to match English description.
- d. Discussion of pictures drawn by member of the class.

¹⁵ Mofareh Alqahtani, "The Importance Of Vocabulary ", p. 26.

¹⁶ Virginia French Allen, *Techniques in Teaching Vocabulary*,(New York: Oxford University Press,1983)p, 30

From the explanation above it can be conclude that in teaching vocabulary, teacher has to have an interesting and enjoyable way in which the students can easily learn new vocabulary without forcing to remember them. By using games (flashcard), picture, discussion and the other interesting ways, the goal of teaching and learning process can be achieved.

B. The Concept of Flashcard

In this section, the nature of flashcard will be discussed, whereas some points are taken into discussion.

1. Definition of Flashcard

Maryam Eslahcar Komachali defined flashcard is one strategy for learning vocabulary is the use of flash cards. A flash card is a cardboard consisting of a word, a sentence, or a simple picture on it. It should be noted that the letters on it must be visible and large enough for everyone sitting in the front and the back of the classroom. Flash cards are useful for drilling new letters, syllables, words, and other information. They are normally used in a classroom, but can also be used more informally. A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study.¹⁷

¹⁷ K. Eslahcar Maryam, “The Effect of Using Vocabulary Flash Card on Iranian Pre University”, *International Education Studies*, (Tonekabon Branch, Iran: Islamic Azad University), Vol. 5, No. 3; June 2012, p. 137

According to Kagan, The Flashcard Game is excellent for memorizing facts. Usually it is played for content learning. For teambuilding, students use flashcards to learn facts about their teammates.¹⁸

John Haycraft state that flashcard is cards on which word and picture are printed or drawn. Flashcard can be used for consolidating vocabulary, practicing structure and word order, or for a variety of games.¹⁹

From some points discussed above, it can be taken a general view that flashcard is cards a word, number, ora picture on it for use in the classroom by teacher and students that helpto learn and memorize new words.

2. The Types of Flashcard

a. Word Flashcard

Word flashcards are cards on which words have been printed. When practicing word order, the teacher can use a number of carda representing all the words in a sentence. The cards be fixed to the board or given to a student and arranged correctly either by the class a whole or individual students. The word flashcard also can be used to practice structure.

The uses of word flashcard may be general or specific. Some general use as follow:

¹⁸ Spencer Kagan and Migual Kagan, *Kagan Comparative Learning*, (San Clemente, Kagan Publishing, 2013), p. 10.10.

¹⁹ John Haycraft, *An Introduction to English Language Teaching*, (England: Longman, 1986), p. 102.

- 1) They can be used up to highlight a structure or function.
- 2) They can be used to vary substitution or work at the practice stage of a lesson.
- 3) Cards placed on display in random order can be used by the students to compose a sentence.

The word flashcards also can be used more specially to practice particular language item such as follows:

- 1) They can be used to practice adverbial clauses.
- 2) Connectives such as ‘next’, ‘soon’, ‘then’ and finally may be used on flashcards in the same way.
- 3) A random collection of verbs, nouns, adjectives, and adverbs can be printed on the flashcard and used for exercise in identifying part of speech.

b. Picture Flashcard

Picture flashcard is useful for presenting, practicing and revising vocabulary or as prompts for other activities, for example to illustrate the characters in a dialogue to help students improvise. Picture flashcard can be used as prompts for simple substitution drills. Picture flashcard is also useful for identifying verbs on action.²⁰

²⁰ *Ibid.*, p. 102-106.

Based on the type of flashcard, it can be conclude that the picture, word or illustration on the card should be attractive, a lot fun and large enough for the whole class to see, because it will be make the students interested.

3. The Advantages of Flashcard

There are some advantages of using flashcard in language teaching.

They are as follows:

- a. Flashcard is motivating and eye-catching.
- b. Flashcard can be used for consolidating vocabulary.
- c. Flashcard is cost effective and simple.
- d. Flashcard can be arranged to create logical grouping of the target words.
- e. Easy to make and to find.
- f. Easy to handle and to store.
- g. Flashcard also can be used for practicing structure and word order or for a variety of games.²¹

From the exploitations above it can be conclude that flashcard has many advantages when used in teaching learning process. Flashcard has a great power in motivating and stimulating the students. Meanwhile, flashcard is easy media to help students and teacher in learning process, especially to teach the students of junior high school. Teacher can use it at any time and in any situation when he wants to teach.

²¹ *Ibid.*, p. 100-102.

4. The Procedures of Teach Vocabulary by Flashcard

Partners proceed through three rounds as they quiz each other with flashcards, mastering the content to win cards.

Setup: Students each have their own set of flashcards.

- a. In pairs, the Tutee gives his/her flashcards to the Tutor.
- b. Round 1 : Maximum Cues

The Tutor shows the question on the first card, reads the question, and shows and reads the answer written on the back of the card. The Tutor then turns the card back over and again reads the question on the front of the card asking the Tutee to answer from memory.

- c. The Tutee answers. If correct, Tutee wins the card back and receives a surprising, delightful praise from the Tutor. If wrong, the Tutor shows the Tutee the answer side of the card and coaches. The card is then returned to stack to try again later.
- d. When the Tutee wins all cards, partners switch roles. When the new Tutee wins all her/his cards, partners advance to Round 2.
- e. Round 2: Few Cues
The process is repeated, except the Tutor shows only the question on the front of each card, and asks the Tutee to answer from memory.
- f. Round 3: No Cues

The process is repeated, except the Tutor quizzes Tutee on each question without showing the Tutee the flashcards.²²

In this research, the researcher makes flashcard by using different ways. They are:

- a. Before beginning to play, to first memorize and learn all vocabulary in the cards for 15 minutes.
- b. Teacher divides the student into some group.
- c. Shuffle the card and divide equally.
- d. Open two KING cards as the first card and arranged them close together.
- e. Then, open two QUEEN cards as the second card and arranged them close together.
- f. Then, the card which includes the word A paper clip. Every student who have paper clip picture, he/she may open quickly.
- g. Still on cards marked B, C, and D have the word spoon, pot, and candle which means “sendok, periuk and lilin.” So, among the players who have the picture cards “sendok, periuk, and lilin” the player without the turn may degrade the card immediately.²³

From the all explanation above the researcher conclude that vocabulary flash card to young learner can be fun, colorful, and creative way to aid in memory and retention of vocabulary words. Flash cards are a

²² Dr.Spencer Kagan and Miguel Kaganl, *Kagan Comparative Learning*, (San Clemente: Kagan Publishing,2013), p. 6.27

²³ Syahrial Yusuf et.al, *Belajar Bahasa Inggris dengan Kartu*, (Jakarta Selatan: PT.Kawan Pustaka, 2008), p. 2-5.

tried and tested teaching and learning device inside and outside the classroom, for kids and adults alike. Some of these flash cards are designed to perfect your English while others can help you learn a new language entirely.

The key to using flash cards is to look at the word or definition on one side, and test yourself to see if you can remember the answer written on the other. So you can perfect your knowledge of the vocabulary on the list and improve your overall vocabulary. So it is a good media to learn vocabulary to young learner.

C. Action Hypothesis

Based on the theoretical review above, the researcher formulates the hypothesis as follows: “By utilizing flashcard can enhance students’ vocabulary mastery at the seventh grade of MTs N 1 Lampung Timur”.

CHAPTER III

RESEARCH METHODOLOGY

A. Object of the Research

The object of this research is “ Utilizing Flashcard To Enhance Studnets’ Vocabulary Mastery At The Seventh Grade MTs N 1 Lampung Timur”. In this research, the researcher wants to enhance students’ vocabulary mastery. Vocabulary mastery that defined as the important elements in the teaching English, because without enough vocabulary, it’s impossible as learners can reach the purpose especially in learning process.

The researcher uses one research method to achieve target or object in vocabulary mastery, namely is classroom action research (CAR). Simply stated, action research is a systematic process of solving educational problems and making improvements. Action research is different from quantitative and qualitative research, but has characteristics of both. Action research is suitable for educators as a practical process because it does not require elaborate statistical analysis (e.g., quantitative research), or lengthy narrative explanations (e.g., qualitative research), but is more concerned with solving a problem in an efficient and feasible manner. Also, while traditional research methods have given much more concern for relating the findings to other settings or populations, action research is more concerned with improvements within the context of the study (i.e., solving a given problem).¹

¹ Daniel R. Toman, *Action Research for Educators*, (USA: Scarecrow Press, 2003), p. 5.

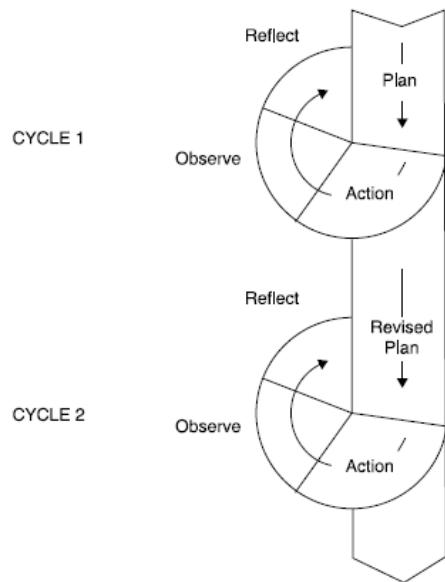
There are advantages of action research of the following:

1. First, it can be done by almost any professional, in any type of school, at any grade level, to investigate just about any kind of problem. It can be done by a group of teachers in his or her classroom.
2. Second, action research can improve educational practice. It helps teachers, counselors, and effective in what they do, but it can also help them be better able to understand and apply the research findings of others.
3. Third, when teachers or other professionals design and carry out their action research, they can develop more effective ways to practice their craft.
4. Fourth, action research can help teachers identify problems and issues systematically. Learning how to do action research requires that individuals define a problem precisely.
5. Fifth, action research can build up a small community of research-oriented individuals within the school itself.²

The researcher will use model developed by Kemmis and Mc Taggart in Burns. Nevertheless, Kemmis and McTaggart's model is probably the best known. It's a kind of 'classic' and it appears often in the literature on AR. Despite the criticisms, it is a useful model as it summarizes very succinctly the essential phases of the AR.³

² Jack R. Fraenkel, *How to Design and Evaluate Research in Education*,(McGraw-Hill,Companies New York, 1932),p. 596

³ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge, 2010) , p. 9.



The Action Research Cycles by Kemmis and Mc Taggart 1998 in Burns

B. Setting of the Research

1. Location Setting

The researcher conducted this research at MTs N 1 Lampung Timur in academic year 2016/2017. It is located on St. Lambayung 38 B Batanghari, East Lampung.

2. Subject of the study

The subject of the study is students of MTs N 1 Lampung Timur. The researcher chooses the students of the seventh grade is class A and consist of 31 students. The researcher chooses the class because the students have difficulty to memorize vocabulary.

C. Research Procedure

The research of procedure and planning in every cycle are formulated as follows:

1. Cycle 1

a) Planning

Planning is the first step in every activity, researcher explained about what, why, where, when, and how the action is done. Without planning, the researcher activity will not focus. The planning will be reference in doing action. In this phase, the researcher made a series of planning as follows:

- 1) Writing down the lesson plan based on Based Competence (BC).
- 2) Preparing the instruments for students and teacher.
- 3) Preparing the format of material about the noun especially.
- 4) Providing the format of evaluation and observation.
- 5) Providing the media (flashcard) for learning process, include material discussion.

b) Acting

- 1) Doing appreciation, motivation to instruct the students at the lesson will be studied.
- 2) Explaining the aim of study to be achieved.
- 3) Explaining the material about vocabulary focused on action noun.

- 4) The teacher asks the students to make some groups consist 5-6 students.
- 5) The teacher asks the students to memorize new vocabulary that related with the topic.
- 6) Play the flashcard about noun.
- 7) Having the txt or questions.

c) Observing

In this observation, the researcher observed the students activity in teaching learning process and record by using note. The result of observation used in doing action in text next cycle. So in the research, the researcher has to roles as observer and as object of research.

d) Reflecting

The researcher reflected cycle I and observed the actions to find the problems of the activities learning process that using flashcard in teaching vocabulary.

2. Cycle II

a) Planning

- 1) Writing down the lesson plan based on Based Competence (BC).
- 2) Preparing the instruments for students and teacher.
- 3) Preparing the format of material about the verb especially.
- 4) Providing the format of evaluation and observation.

- 5) Providing the media (flashcard) for learning process, include material discussion.
- b) Acting
 - 1) Doing apperception, motivation to instruct the students at the lesson would be studied.
 - 2) Explaining the aim of the study to be achieved.
 - 3) Explaining the material about vocabulary focused on action verb.
 - 4) The teacher asks the students to make some groups consist 5-6 students.
 - 5) The teacher asks the students to memorize new vocabulary that related with the topic.
 - 6) Play the flashcard about noun.
 - 7) Having the test or questions.
- c) Observing

In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan II.
- d) Reflecting

In this step, the researcher compared the score of pre-test and post-test. The researcher reviewed and reflected on students' activity and the teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

D. Data Collection Technique

In collecting data the researcher will use the following steps:

1. Test

In this research, the researcher given the students two test, that is pre test and post test. The tests given to know the students achievements before and after the learning process.

a. Pre-Test

To get information how the students' achievement, the researcher given pre-test before the students get more learning about vocabulary using flashcard.

b. Post-Test

After the researcher got pre-test result, the researcher would analyze and discuss it. Then the researcher give learning about vocabulary using flashcard. At the last the researcher give post-test to measure how the student's achievement in learning vocabulary mastery. Finally, the researcher make a comparison between both of the test; pre-test and post-test.

2. Documentation

Documentation as the method which is used to get information from the written source or documentation. The researcher also used documentation method to support and to get the detail of information about the condition of teacher, official employer, quantity, organization structure, location sketch and data of pre- survey.

3. Observation

In collecting data, the researcher observed students' learning process and put it into the data paper. This data consists of name of the student who is actively involved in the learning process. The data was made in order to know students' development and as reference for the teacher to arise the participation of the student who have not involved yet.

E. Data Analysis Method

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

The formula:

$$x = \frac{\Sigma x}{n}$$

x : Mean Score

Σx : The sum of all scores

n : The total number of subject⁴

F. Indicator of Success

The indicator of the successful takes from the process and the result of the action research. The students are called success if 80% students get score standard minimum requirement (SMR) is 70 and 80% active in learning process.

⁴ Evelyn Hatch and Hossein Farhady, *Research Design and Statistics for Applied Linguistics*, (New York: Newbury House, 1982), p. 162.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Location

a. Brief History of MTs N 1 Lampung Timur

MTs N 1 Lampung Timur located on st. Lembayung 38 B Banjarejo Lampung Timur. It was established on April 19, 1983. It had been led by the following principals.

Syaiful Parjono	1978-1980
Maijab, BA	1980-1988
Mulyadi	1988-1998
Drs. Kamaludin	1998-2004
Yahya Sulaiman	2004-2005
Drs. Mufasir	2005-2010
M. Nurdin, S.Ag	2010-2015
Hj. Lenny Darnisah, S.Pd, M.M	2015-now

b. The Building of MTs N 1 Lampung Timur

MTs N 1 Lampung Timur has following buildings: 18 classrooms, 1 principal's room, 2 teacher's room, an administration staff's room, a mosque, a science laboratory, a computer laboratory, a

language laboratory, 4 bathrooms, 3 canteens, 1 cooperation room, an auditorium, a ceremony yard and parking area.

c. The Condition of Teachers and Official Employees in MTs N 1 East

Lampung

Table 2
The Condition of Teachers and Official Employees in
MTs N 1 Lampung Timur

No	Name	Sex	Occupation
1	Hj. Lenny Danisah, S.Pd, M.M	Female	Principal
2	M. Ali S, A.Md	Male	Islamic Teacher
3	Dra. Hj.Sri Budi Utami	Famale	Arabic Teacher
4	Abdurrohim, Ba	Male	Arabic Teacher
5	Laili Masithoh, S.Pd.I	Female	Islamic Teacher
6	Dra. Chandrawati	Female	Mathematics Teacher
7	Dra. Rulia	Female	Counselor
8	SejoWinarno, Ba	Male	Indonesian Teacher
9	Abdul Rohman Ps, S.Ag	Male	Vice principal
10	Drs. Akhmad Zazuli	Male	Islamic Teacher
11	Dra. Wiwik Darwati	Female	Indonesian Teacher
12	Dra. Hj.Siti Tsaniyah	Female	Counselor
13	Fatmah, S.Ag	Female	Drum band Coach
14	Dra. Sri Hermawati	Female	Mathematics Teacher

15	Desi Handayani, S.Pd	Female	Science Teacher
16	Eni Yunanti Utami, S.Pd	Female	Science Laboran
17	Mardliyati, S.Ps.I	Female	Art Teacher
18	Hj. Samsiah, S.Pd.I	Female	Islamic Teacher
19	Rosita, S.Ag	Female	Indonesian Teacher
20	Dra. Marliza	Female	Civic Teacher
21	Dra. Eka Marlita	Female	Civic Teacher
22	Ma'sum, S.Ag, M.Pd.I	Male	Vice Principal
23	Sukesih, S.Pd.I	Female	Science Teacher
24	Asih Subagyo, Ba	Male	Indonesian Laboran
25	Hj. Nasihatun Budiarti, S.Ag	Female	Islamic Teacher
26	Taufik Hidayat, S.Pd., M.M	Male	Sport Teacher
27	Yuli Setyono, S.Pd	Male	Vice principal
28	Eko Susilo Hadi	Male	Sport Teacher
29	Masriyah, S.Ag	Female	Computer Laboran
30	Drs. Abdul Sukur	Male	Vice Principal
31	Muhammad Nurdin, S.Pd	Male	Science Principal
32	Magdalena, S.Pd	Female	English Teacher
33	Novi Diana Mandawasa, S.Ag	Female	English Teacher
34	Zaki Mubarok, S.ag., M.Pd.I	Male	Arabic Teacher
35	Lathifah Yan, S.Ag	Female	Science Teacher
36	Aswandi, S.Ag	Male	Social Teacher

37	Musyri'ah, S.Ag., M.Pd.I	Female	Islamic Teacher
38	Bara Sabarati, S.Psi., M.Pd.I	Female	Counselor
39	Siti Nurhayati, S.Pd. M.Pd.I	Female	Mathematics Teacher
40	Atik Setyawati, S.Si	Female	Computer Teacher
41	Drs. A. Fauzi	Male	Social Teacher
42	Baktiono, S.Sn	Male	Computer Teacher
43	Octi Humairoh	Female	Counselor
44	Prini Mardiyanti, S.Pd	Female	English Teacher
45	Endang Puji Lestari, S.Pd	Female	Social Teacher
46	Yusti Apriani, S.Pd	Female	English Teacher
47	Farida, S.Pd.I	Female	Mathematics Teacher
48	Budi Jamaluddin Fa'ri, St	Male	Computer Teacher
49	Putri Dwi Pravitasari,S.Pd.I	Female	Lampungnese Teacher
50	M. Ikhsan Nawawi, S.Ag	Male	Administration Staff
51	Tajuddin Muslih, S.E	Male	Lampungnese Teacher
52	Uzu Nuhir	Female	Administration Staff
53	Ema Dewi Arif	Female	Administration Staff
54	Rosada Niliyani, S.Ag	Female	Administration Staff

55	Abdul Hanan	Male	Security
56	Ponidi	Male	Administration Staff
57	M. Insan Jaya, S.Pd.I	Male	Administration Staff
58	Andika Irawan	Male	Administration Staff
59	Sarno	Male	Security

Source : Documentation of MTs N 1 Lampung Timur in the Academic Year 2016/2017 on Mei 15th.

d. The Quantity of MTs N 1 Lampung Timur

The quantity of MTs N 1 Lampung Timur student in academic year 2016/2017 can be identified as follows:

Table 3
The Condition of MTs N 1 Lampung Timur Student
in The Academic Year 2016/2017

Class	Sex		Amount
	Male	Female	
VII A	12	20	32
VII B	16	19	35
VII C	15	15	30
VII D	15	15	30
VII E	12	16	28
VIII A	17	18	35
VIII B	10	19	29
VIII C	17	17	34
VIII D	17	19	36

VIII E	17	19	36
VIII F	15	18	33
VIII G	15	15	30
IX A	10	18	28
IX B	17	22	39
IX C	15	22	37
IX D	15	23	38
IX E	16	22	38
IX F	15	24	39

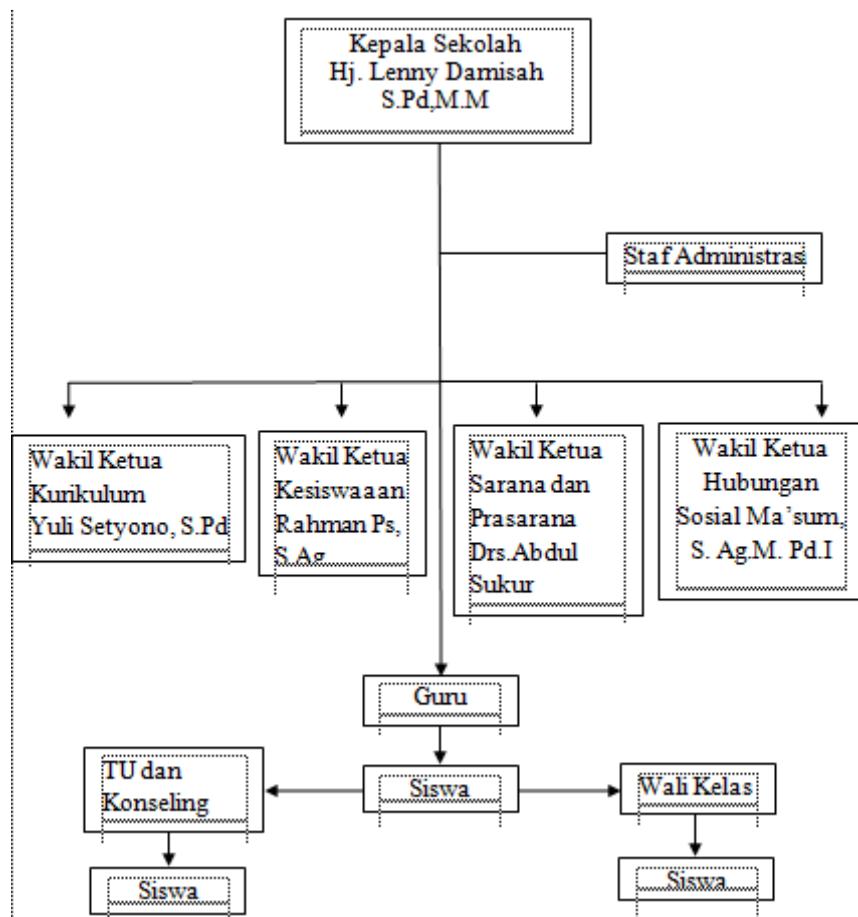
Source: Documentation of MTs N 1 Lampung Timur in the Academic Year

2016/2017

e. Organization Structure of MTs N 1 Lampung Timur

The organization structure of MTs N 1 Lampung Timur in the Academic Year 2016/2017.

Figure 1
Organization Structure of MTs N 1 Lampung Timur in the Academic Year 2016/2017

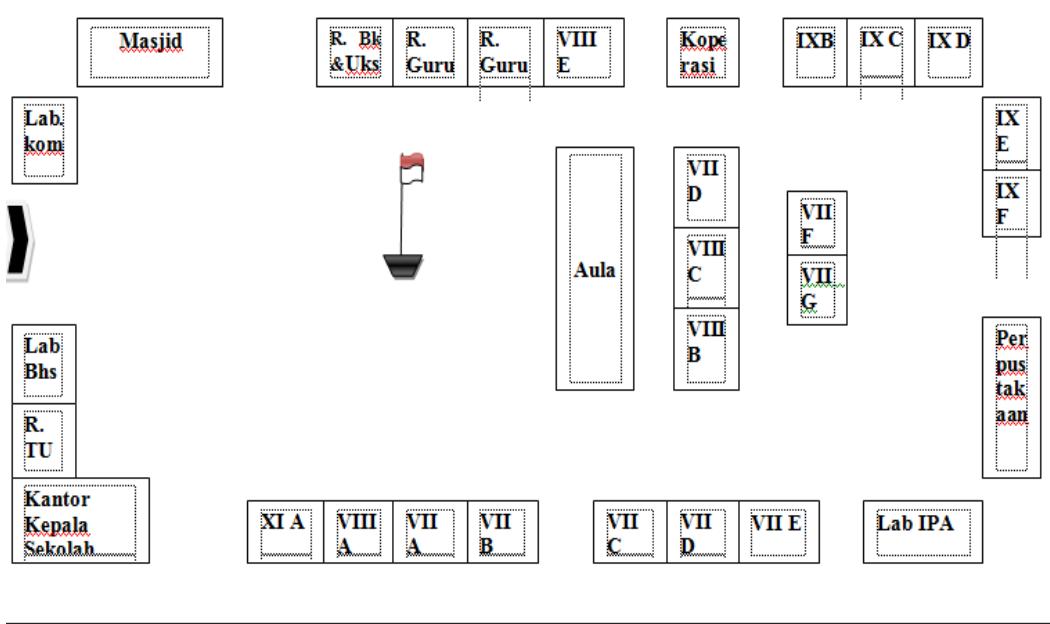


Source: Documentation of Organization Structure of MTs N Lampung Timur in the Academic Year 2016/2017

f. Location Sketch of MTs N 1 Lampung Timur

The Location Sketch of MTs N 1 Lampung Timur identified as follow:

Figure 2
Location Sketch of MTs N 1 Lampung Timur



Source: Documentation of Location sketch of MTs N Lampung Timur in the Academic Year 2016/2017

B. The Description of Research Data

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in MTs N 1 Lampung Timur, previously the researcher done the pre test first. Action in cycle 1 was conducted about two meeting and cycle 2 was conducted about two meeting, in each meeting in these cycles took 2x40 minutes. As it was mentioned before each cycle comprised planning, action, observation and reflection.

1. Action and Learning at Pre-Test

It was on Tuesday, Mei 9th, 2017, the learning was begun at 09.30 am. After praying, as the teacher, the researcher greeted the students and did the usual activity in every meeting, briefing the last material that was given in the last meeting.

When all of the students were ready to have subject, the researcher introduced herself to students and the researcher asked to the students to introduce their self. The researcher was conduct pre test. The researcher gave written test (multiple choice and essay). It can be seen the result score students' vocabulary mastery pre-test as follow:

Table 4
Table of the result Score of Students' Vocabulary Mastery Pre-Test

No	Name	Score
1	Abdilah	65
2	Aden	60
3	Alif	65
4	Amelia	60
5	Amira	60
6	Annisa rahmani	55
7	Annisa zahida	55
8	Arka	70
9	Assa	60
10	Asyifa	65
11	Birginas	65
12	Bella	60
13	Edelweeis	60
14	Habibie	60
15	Hafizd	60
16	Imelia	65
17	Kaila	60
18	Maura	80
19	Meisyas	60
20	Meita	60
21	Melanie	65
22	M. Hafid	65

23	Okmas	55
24	Permata	60
25	Putri	70
26	Rere	55
27	Rifkha	60
28	Robi	65
29	Satrio	60
30	Suci	55
31	Suharso	55
32	Ulum	65
TOTAL		1975
AVERAGE		61,7
HIGHEST SCORE		80
LOWEST SCORE		55

Source: the result of on Tuesday, Mei 9th, 2017

From the table above, it could be seen that highest score is 80, and the lowest is 55. The number of students who go to 70 or more is 3 students, and lower than 70 is 29 students.

Table 5
The Frequency Of Students' Vocabulary Mastery Score From The Result Of Pre-Test

No	Score	Frequency	Percentage
1	70-80	3	9,37 %
2	61-69	9	28,13 %
3	55- 60	20	62,50%
Total		32	100%

Source: the result of on Tuesday, Mei 9th, 2017

From the table 5 above, the students' vocabulary score could be seen that 3 students got the score about 70-80, 9 students got the score about 61-69, 20 students got the score about 55-60.

The result from the table of the students' vocabulary scores only 3 students passed the SMR (Standard Minimum Requirement). There were 29 students who get score less than 70 as minimum standard curriculum at

MTs N 1 Lampung Timur. It was showed that the result of the students' vocabulary mastery in pre-test was not satisfactory.

By analyzing the result of pre-test, the researcher made a plan to do cycle to settle the problem of students 'vocabulary.

2. Cycle 1

a. The First Meeting

The first meeting was conducted on Wednesday, Mei 10th 2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows: Satu (1)

1) Planning

a.) Materials, making lesson plan, and designing the steps in doing the acting.

b.) List of students' name

c.) Teaching aids (e.g. flashcards, picture)

d.) Sheet for classroom observation

e.) Tests (pretest and posttest)

2) Acting

The meeting was started by praying, checking the attendance list and asking the students' condition. The condition of the class was less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning

process. The researcher started the lesson by asking question about the students' daily activity.

After that, the researcher explained about material about vocabulary (noun). The teacher told the students," we will learn about what is noun and example of noun in English and you must look at the flashcards and repeat those words that I have said. Do you understand?". "Yes" the students answered together. Then the teacher shown flashcards one by one and said it in English and the students repeated it. Once again the researcher said it and the students repeated it again. *Shirt* the researcher said and the students repeated it, *knife* she said and the students repeated it etc. After the students repeat it twice or more times, the researcher asked the students, "have you remember the words of example of noun?" The students just keep silence. "apakah kalian sudah hafal kosa kata tentang macam-macam kata benda?". "sudah miss!" the students answered together. "Well, now I ask you to mention one example of noun and meaning one by one of the students, do you understand?". " Yes miss!".The students answered together. "Started from Suharso!", "lamp lampu," Suharso said, "ruler penggaris" Meisya said, and etc.

After finishing, they gave the example of noun. The researcher shown about the flashcard and the researcher explain about how to use flashcard. "Well, now we are going to practice

flashcard to enhance or improve your vocabulary especially about noun.”.“Ya, jadi sekarang kita mulai praktek menggunakan flashcard dan tujuan ini untuk mengembangkan juga meningkatkan vocabulary kalian khusunya pada kata benda, caranya menggunakan yaitu : pertama miss minta kalian membuat kelompok yang terdiri dari 6 setelah itu hafalkan dalam 5 menit list vocabulary yang telah miss beri lalu bagi sama rata flashcard sampai habis dan turunkan king dan queen sebagai penunjuk utama dalam kartu king dan queen terapat gambar atau tulisan susun sesuai gambar atau tulisan yang ada untuk vocabulary yang kalian ketahui, contohnya gambar pisau jadi kalian harus menurunkan kata *knife*, dan seterusnya sampai habis untuk yang sudah menghabiskan kartu lebih awal itu lah yang mendapat nilai tertinggi,”. “Do you understand?” the researcher explained clearly. “Yes miss”, the students answered excitedly.

After finished, the researcher asked the students to close their game and book, the researcher gave question to the students one by one by shown the flashcards. The students tried to remember the words that learnt. And time was up, the researcher asked the students to learn and memorize about the new vocabulary that they got at home and the learning will continue the next meeting. The researcher closes the meeting.

3) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

The students' learning activities observation can be seen as follows:

Table 6
Table of the result of students Activities Cycle I

No	Students Activities	Frequency	Percentage
1	Answering teachers' question	16	50 %
2	Interest to use flashcard	24	75 %
3	Come in every meeting to get the material.	32	100 %
4	Guessing the word or picture	14	43,75 %
5	following the teachers' instruction	14	43,75 %
	Total Students	30	100%

Source: result of students Activities Cycle 1 on Tuesday, Mei 9th, 2017

The table above shows that not all the students active in the teaching and learning process. There were 16 students (50%) who answering teachers' question, 24 students (75%) who interest to use flashcard , 32 students (100%) who come in every meeting to get the material and 14 students (43,75%) who guessing the word,14 students who following the teachers' instruction.

b. The Second Meeting

The second meeting was conducted on Tuesday, Mei, 16th 2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

- a.) Materials, making lesson plan, and designing the steps in doing the acting.
- b.) List of students' name
- c.) Teaching aids (e.g. flashcards, picture)
- d.) Sheet for classroom observation
- e.) Tests (pretest and posttest)

2) Acting

The second meeting was conducted on Tuesday, 16th Mei 2017. The researcher began the lesson in the class by praying greeting the students, checking the attendance list and asking the students' condition.

In this time, the researcher reviewed the material in the last meeting. The researcher reviewed explanation the material of noun and about the vocabulary that had been memorize. Then, the researcher gave the test of questions. The researcher gave 40 minutes to the students to finish their test. After finishing the task, the teacher asked students to correction together.

In this session, the researcher got the result of the students' post-test 1 in cycle 1. The result can be seen as follow:

Table 7
Table of the result Score of Students' Vocabulary Mastery PostTest 1

No	Name	Score
1	Abdilah	80
2	Aden	64
3	Alif	64

4	Amelia	64
5	Amira	76
6	Annisa rahmani	76
7	Annisa zahida	76
8	Arka	56
9	Assa	84
10	Asyifa	68
11	Bella	60
12	Birginas	60
13	Edelweeis	64
14	Habibie	72
15	Hafizd	72
16	Imelia	76
17	Kaila	68
18	Maura	72
19	Meisyas	68
20	Meita	68
21	Melanie	84
22	M. Hafid	72
23	Okmas	64
24	Permata	48
25	Putri	68
26	Rere	68
27	Rifkha	64
28	Robi	64
29	Satrio	52
30	Suci	84
31	Suharso	65
32	Ulum	64
HIGHEST SCORE		84
LOWEST SCORE		48
TOTAL		2185
AVERAGE		68,28

Source: result of students vocabulary posttest 1 on Tuesday, Mei 16th, 2017

Table 8
Frequency of Students' Mark of Post test I of Speaking ability

No	Score	Frequency	Percentage
1	81-84	3	9,37 %
2	70-80	9	28,12 %
3	61-69	15	46,89%
4	53-60	2	6,25 %
5	48-52	3	9,37 %
Total		32	100%

Source: the result of post test 16th on September 2017

Based on the data above can be seen that 37, 49% (12 students) got complicated mark and 62, 51% (20 students) got uncomplicated mark. The criterion of students who was successful in mastering the material was the students who got minimum mark 70. Learning process is said success, when 80% got mark above 70. The fact showed that the result was unsatisfactory.

3) Observing

The learning result process by using flashcard as the media teaching in cycle 1 has finished. The learning result of cycle 1 was gotten from the post-test 1.

The total score of students vocabulary mastery at the pre-test is 1975, and the average is 61, 7. And in the post-test cycle 1 is 2185 and the average is 68, 28. It can be seen the learning process to enhance students' vocabulary mastery by using flashcard is rising. The increasing of the score at pre-test and post test 1 is 210 and 6, 58 in average.

4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material and made the class noisy.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get solution as follow:

- 1) The researcher should manage class well
- 2) The researcher asks students to focus on study and not make a noises
- 3) The researcher should motivate students to be more active in the class by learning with flashcard

3. Cycle II

a. The First Meeting

- 1) Planning
 - a.) Materials, making lesson plan, and designing the steps in doing the acting.
 - b.) List of students' name
 - c.) Teaching aids (e.g. flashcards, picture)
 - d.) Sheet for classroom observation
 - e.) Tests (pretest and posttest)
- 2) Acting

The first meeting was conducted on Wednesday, Mei 17th 2017. The researcher began the lesson by praying greeting the students, checking the attendance list and asking the students' condition. The researcher revised the teaching learning process in action 1 cycle 1. In action 1 cycle 1 there were some difficult

words in pronunciation and written. In the action 2, the researcher introduced the model in studying vocabulary, the step were as they did before (sound and show of flashcards, repetition, written form).

The situation was as follow:

“Students, today we will study vocabulary with theme verb (kata kerja)”, the researcher told. The researcher asked the students “Mention parts of verb!” The students answered one by one. “Study, sleep, run and etc” they mention it. Before continued to learn the researcher explained about the verb and form of verb (verb 1 until verb 3). Then the researcher shown flashcards that consists of example of verb and the researcher said it in English and asked the students to repeat it. The researcher said *watching*, they said *watching* once again they said *washing*, *walking*, *listening*, *trying*, *running* and the students repeated it. The researcher was also careful with students’ pronunciation, he often repeated it twice or three time for one flashcard when their pronunciation is wrong.

Then the researcher shown flashcards that consists of verb and said it in English and students repeated it. After more time researcher said it and students repeated it, the researcher had been explained about how to use flashcard in many way that different from the cycle 1. The researcher divided the students into some group and the students started learn vocabulary using flashcard.

After more time the students have done practice using flashcard, the researcher asked the students to mention the vocabulary that they have got. Every student gets opportunity to say it. After all of students got opportunity to say it, the researcher writes down the words in the whiteboard in English and asked the students to write in their book. The student must complete their note by copying from the whiteboard. She also checked the student's note one by one while walking around the classroom.

After they finished writing on the note book, the researcher said sorry to the students because time was up, "we will continue at next meeting, good bye," they answered good bye.

3) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

The students' learning activities observation can be seen as follows:

**Table 9
Table of the result of students Activities Cycle II**

No	Students Activities	Frequency	Percentage
1	Answering teachers' question	16	50 %
2	Interest to use flashcard	30	93,75
3	Come in every meeting to get the material.	32	100 %
4	Guessing the word or picture	20	62,5 %
5	following the teacher's instruction	20	62,5 %
	Total Students	32	100%

Source: result of students Activities Cycle 2 on Wednesday, Mei 17th, 2017

The table above shows that the fourth students' activity in cycle II was increase. The students' activity that had high percentage was 32 students (100%) come in every meeting to get the material and the second high percentage was 30 students (93,75%) who interesting to use flashcard , to answering teachers' question still constant there were 16 students (50%) and who guessing the word or picture there were 20 students (62,5%) same with who following the teachers' instruction were 20 students (62,5%). .

b. The Second Meeting

1) Planning

- a.) Materials, making lesson plan, and designing the steps in doing the acting.
- b.) List of students' name
- c.) Teaching aids (e.g. flashcards, picture)
- d.) Sheet for classroom observation
- f.) Tests (pretest and posttest)

2) Acting

The second meeting was conducted on Tuesday, Mei 23th 2017.The researcher began the lesson by praying greeting the students, checking the attendance list and asking the students' condition. In this time, the researcher reviewed the material in the last meeting. The researcher reviewed explanation the material of

vocabulary especially about the noun and verb by using flashcard. Then it the researcher asked the students to make group as the action before. Then the researcher gave the task to do them and discuss about flashcard that the researcher gave in group. They do the task for about 30 minutes. After they finished doing the task, the researcher asked them to exchanges their task to other group. Then they share together. The teacher wrote down the answer of task in the whiteboard. After they finished discuss the task, the teacher asked the students to read together from the answer that have write in the whiteboard.

Then the teacher asked them to prepared posttest (oral test) for about 30 minutes. The researcher thought that oral test better than written test to know students 'vocabulary mastery. So the researcher asked student to oral test to memorizing about the vocabulary that had been done before. After the students finished done the posttest, the researcher said to student time was up. And the researcher said goodbye and the students answered goodbye together.

In this session, the researcher got the result of the students' post-test 2 in cycle II. The result can be seen as follow:

Table 10
Table of the result Score of Students' Vocabulary Mastery PostTest 2

No	Name	Score
1	Abdilah	84
2	Aden	90
3	Alif	88

4	Amelia	92
5	Amira	90
6	Annisa rahmani	92
7	Annisa zahida	80
8	Arka	92
9	Assa	80
10	Asyifa	80
11	Bella	90
12	Birginas	74
13	Edelweeis	86
14	Habibie	92
15	Hafizd	82
16	Imelia	92
17	Kaila	84
18	Maura	92
19	Meisyas	92
20	Meita	86
21	Melanie	78
22	M. Hafid	88
23	Okmas	90
24	Permata	76
25	Putri	90
26	Rere	94
27	Rifkha	80
28	Robi	70
29	Satrio	84
30	Suci	80
31	Suharso	74
32	Ulum	90
HIGHEST SCORE		94
LOWEST SCORE		70
TOTAL		2732
AVERAGE		85,37

Source: result of students vocabulary posttest 2 on Tuesday, Mei 17th, 2017

Table 11
Frequency of Students' Mark of Post-test 2 of Vocabulary Mastery

No	Mark	Frequency	Percentages	Category
1	70-79	5	15,63%	Average
2	80-89	13	40,62%	High
3	90-100	14	43,75%	High
Total		30	100%	

Source: result of post test II on Tuesday, Mei 17th, 2017

The table above is the result of students' mark at post test 2.

It can be seen that there was an improving from the mark of post test 1 and post test 2. There were 15,63% got average mark and 84,37% got high mark. The lowest mark was 70 and the highest mark was 94 and the average mark was 85, 37. The average on post-test 1 was 68, 28. It means that there was an improving 17, 09 mark from post-test 1 and post-test 2.

3) Observing

The learning result process by using flashcard as the media teaching in cycle 2 has finished. The learning result of cycle 2 was gotten from the post-test 2.

The total score of students vocabulary mastery at the post test 1 is 2185, and the average is 68,28. And in the post-test cycle 2 is 2732 and the average is 85, 37. It can be seen the learning process to enhance students' vocabulary mastery by using flashcard is rising. The increasing of the score at post tests 1 and post test 2 is 547 and 17,09 in average.

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

4) Reflecting

The result of cycle II is better than cycle I. There was significant improvement in this cycle. The condition of the class was getting better than before. The students listened to the researcher's explanation and did not make noisy in learning activity. The students more active during discussion occurred.

Finally, the researcher concluded that the problem had been solved by flashcard. The researcher should motivate students to always bring dictionary, read and memorize about English (vocabulary) and dialogue with friend to express their idea. Furthermore, it proved that flashcard could enhance the students' vocabulary.

C. Interpretation

1. Students' Learning Activities data

The students' learning activities data is gotten from the whole students' learning activities on observation sheet. The table improvement of it as follows:

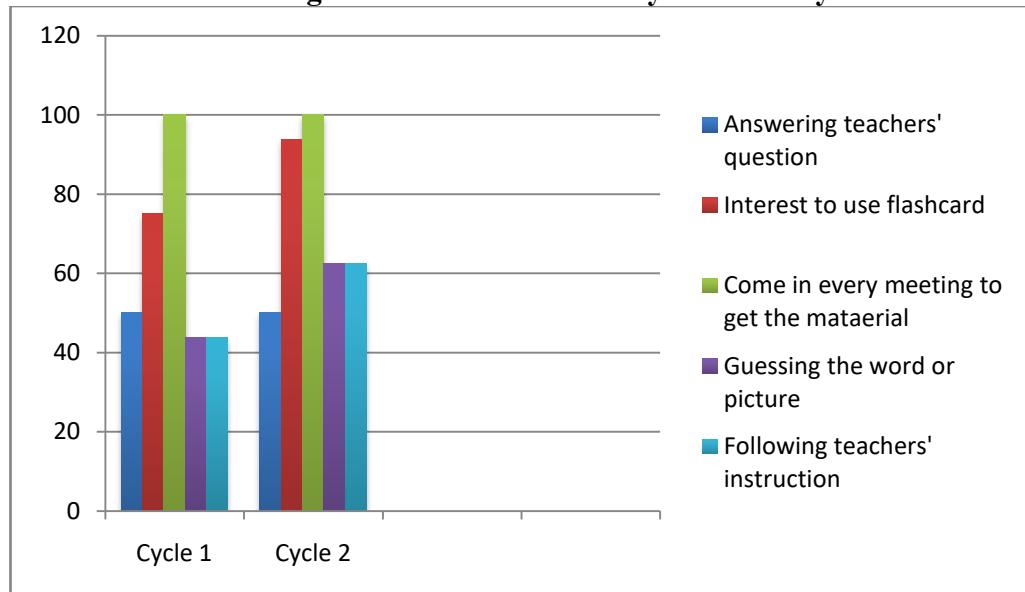
Table 12

The table of students' Activities at the cycle 1 and cycle 2

No	Students' Activities	Cycle 1		Cycle 2		Increasing
		F	Percentage	F	percentage	
1	Answering teachers' question	16	50%	16	50 %	Constant
2	Interest to use flashcard	24	75%	30	93,75 %	18,75 %
3	Come in every meeting to get the material.	32	100 %	32	100 %	Constant
4	Guessing the word or picture	14	43,75 %	20	62,5 %	18,75 %
5	following the teacher's instruction	14	43,75 %	20	62,5 %	18,75 %

This observation result was gotten when the learning process happened by collaborator. The result of the students' activities has been got improvement from cycle 1 up to cycle 2. From 32 students of VII class, the students who interesting to use flashcard was increase from 24 students (75 %) become 30 students (93, 75%). From 14 students (43,75%) who guessing the word or picture and following the teachers' instruction was increase up to 20 students (62,5%). The students that come in every meeting to get material and answering teachers' question is constant.

Chart 1
Increasing students' Activities in cycle 1 and Cycle 2



Based on the data had gotten, it can be explained as follow:

- Answering teachers' question. The students' Answering teachers' question from meeting to next meeting was constant. In cycle 1 was only 50 % and in cycle 2 50%.
- Interesting to use flashcard. The students' who interesting to use flashcard was increase from meeting to next meeting. It shown when

the teacher gave and shown flashcard to the students', they were feeling fun, enjoy and more active in class. For this activity was increase 18, 75%, from cycle 1 75% and cycle 2 93,75%.

- c. Coming in every meeting to get the material. For the students' participation is also showed that the result was increasing. From the cycle 1 the students should come in every meeting to get the material was 32 and cycle 2 was 32.
- d. Guessing the word or picture. All of students had done practice their English using flashcard in the class. It can be seen in cycle 1 43,75% and cycle 2 62,5%, it increase 18,75%.
- e. Following the teachers' instruction. Some of student had done active in learning process using flashcard. It can be seen in cycle 1 43,75 % increase to 62,5 % in cycle 2. It increase 18,75%
Based on the data above, it can be concluded that students felt comfortable and active with the learning process because most students shown good increasing in learning activities when cue card was applied in learning process from cycle 1 to cycle 2.

2. Students' Result Cycle 1

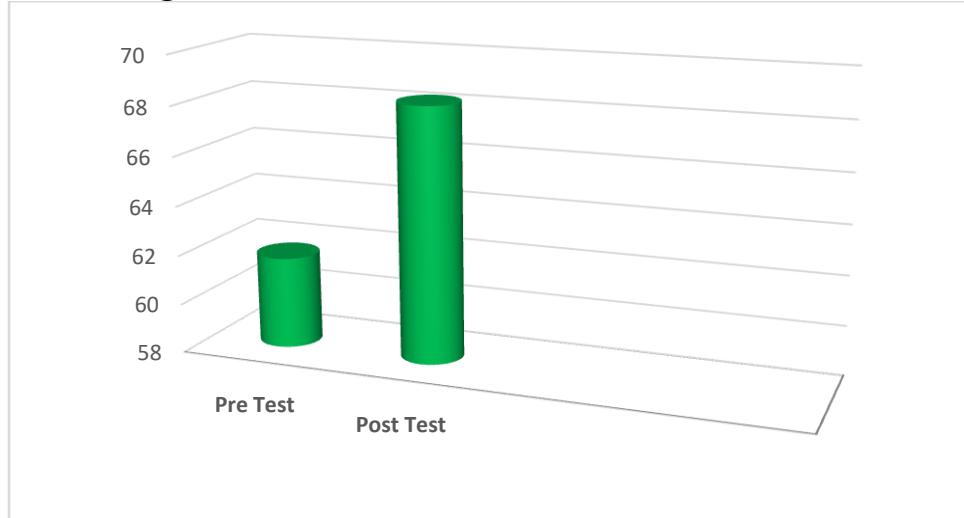
English learning process at cycle I was successful enough, although the students' average mark is low. Nevertheless, there is an improvement mark of the students post test 1 than pre-test mark. This is the illustration mark in cycle I.

Table 13
The Result Mark of Students' Pre-test and Post-test 1

No	Name	Students Result			Category
		Pre test	Post test 1	Improve	
1	Abdilah	65	80	15	Increase
2	Aden	60	64	4	Increase
3	Alif	65	64	-1	Decrease
4	Amelia	60	64	4	Increase
5	Amira	60	76	16	Increase
6	Annisa rahmani	55	76	9	Increase
7	Annisa zahida	55	76	9	Increase
8	Arka	70	56	-14	Decrease
9	Assa	60	84	24	Increase
10	Asyifa	65	68	3	Increase
11	Bella	65	60	-5	Decrease
12	Birginas	60	60	0	Constant
13	Edelweeis	60	64	4	Increase
14	Habibie	60	72	12	Increase
15	Hafizd	60	72	12	Increase
16	Imelia	65	76	11	Increase
17	Kaila	60	68	8	Increase
18	Maura	80	72	-8	Increase
19	Meisyas	60	68	8	Increase
20	Meita	60	68	8	Increase
21	Melanie	65	84	19	Increase
22	M. Hafid	65	72	7	Increase
23	Okmas	55	64	9	Increase
24	Permata	60	48	-12	Decrease
25	Putri	70	68	-2	Decrease
26	Rere	55	68	13	Increase
27	Rifkha	60	64	4	Increase
28	Robi	65	64	-1	Decrease
29	Satrio	60	52	-8	Decrease
30	Suci	55	84	29	Increase
31	Suharso	55	65	10	Increase
32	Ulum	65	64	-1	Decrease
TOTAL		1975	2185	210	Increase
AVARAGE		61,7	68,28	6,58	Increase

Source: the result of pre test and post test 1

Chart 2
The Average of the Students' Mark on Pre-test and Post-test 1



Source: the result of pre test and post test 1

In this research, the researcher gave pre-test and post-test. It aimed to know the students' vocabulary mastery before and after treatment. From the average mark of pre-test and post-test 1 above, it can be seen that there was an improving of students' vocabulary mastery. The average mark in pre-test is 61,7 improved to 68,28 in post test 1, so there is an improving 6,58 points.

3. Students' Result Cycle 2

Teaching and learning process at cycle II was on climax situation. The students mark was improved significantly and the condition in the class conducive.

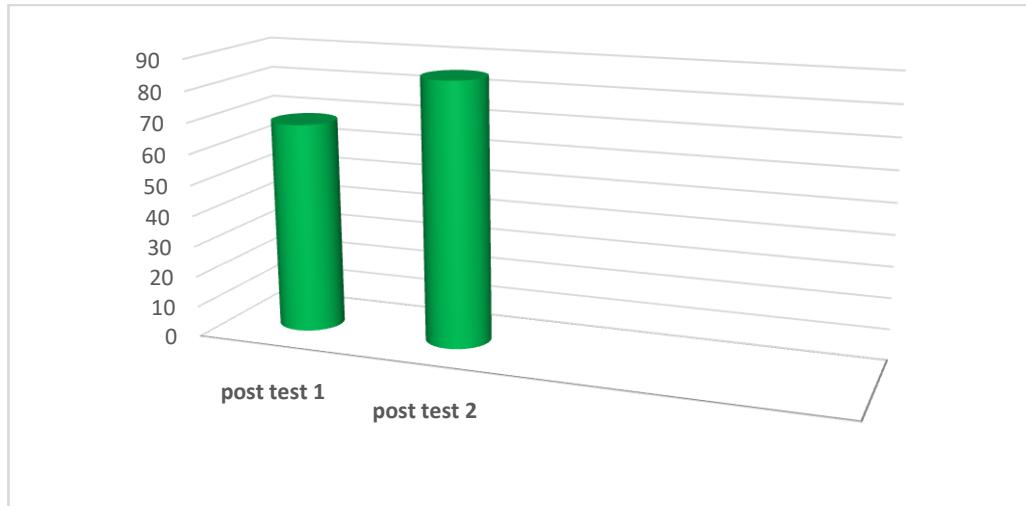
Table 14
The Result Mark of Students' Post test 1 and Post-test 2

No	Name	Students Result			Category
		Post test 1	Post test 2	Improve	
1	Abdilah	80	84	4	Increase
2	Aden	64	90	26	Increase
3	Alif	64	88	24	Increase
4	Amelia	64	92	28	Increase

5	Amira	76	90	14	Increase
6	Annisa rahmani	76	92	16	Increase
7	Annisa zahida	76	80	4	Increase
8	Arka	56	92	36	Increase
9	Assa	84	80	-4	Decrease
10	Asyifa	68	80	12	Increase
11	Bella	60	90	30	Increase
12	Birginas	60	74	14	Increase
13	Edelweeis	64	86	22	Increase
14	Habibie	72	92	20	Increase
15	Hafizd	72	82	10	Increase
16	Imelia	76	92	16	Increase
17	Kaila	68	84	16	Increase
18	Maura	72	92	20	Increase
19	Meisyas	68	92	24	Increase
20	Meita	68	86	18	Increase
21	Melanie	84	78	6	Increase
22	M. Hafid	72	88	16	Increase
23	Okmas	64	90	26	Increase
24	Permata	48	76	28	Increase
25	Putri	68	90	22	Increase
26	Rere	68	94	26	Increase
27	Rifkha	64	80	16	Increase
28	Robi	64	70	6	Increase
29	Satrio	52	84	32	Increase
30	Suci	84	80	-4	Decrease
31	Suharso	65	74	9	Increase
32	Ulum	64	90	26	Increase
TOTAL		2185	2732	547	Increase
AVARAGE		68,28	85,37	17,07	Increase

Source: the result of post test 1 and post test 2

Chart 3
The Average of the Students' Mark on Post test 1 and Post test 2



Source: the result of post test 1 and post test 2

In this research, the researcher gave post test 1 and post-test 2.

It aimed to know the students' vocabulary mastery before and after treatment. From the average mark of post test 1 and post-test 2 above, it can be seen that there was an improving of students' vocabulary mastery. The average mark in pre-test is 68, 28 improved to 85,37 in post test 2, so there is an improving 17,09 points.

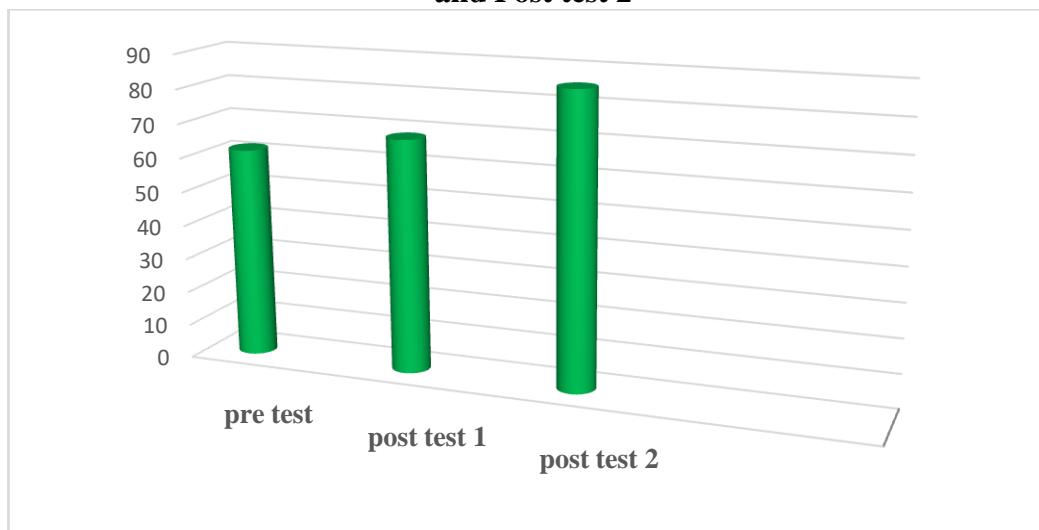
Table 15
The Result Mark of Students' Pre test, Post test 1 and Post-test 2

No	Name	Students Result			Category
		Pre test	Post test 1	Post test 2	
1	Abdilah	65	80	84	Increase
2	Aden	60	64	90	Increase
3	Alif	65	64	88	Increase
4	Amelia	60	64	92	Increase
5	Amira	60	76	90	Increase
6	Annisa rahmani	55	76	92	Increase
7	Annisa zahida	55	76	80	Increase
8	Arka	70	56	92	Increase
9	Assa	60	84	80	Increase
10	Asyifa	65	68	80	Increase

11	Bella	65	60	90	Increase
12	Birginas	60	60	74	Increase
13	Edelweeis	60	64	86	Increase
14	Habibie	60	72	92	Increase
15	Hafizd	60	72	82	Increase
16	Imelia	65	76	92	Increase
17	Kaila	60	68	84	Increase
18	Maura	80	72	92	Increase
19	Meisyas	60	68	92	Increase
20	Meita	60	68	86	Increase
21	Melanie	65	84	78	Increase
22	M. Hafid	65	72	88	Increase
23	Okmas	55	64	90	Increase
24	Permata	60	48	76	Increase
25	Putri	70	68	90	Increase
26	Rere	55	68	94	Increase
27	Rifkha	60	64	80	Increase
28	Robi	65	64	70	Increase
29	Satrio	60	52	84	Increase
30	Suci	55	84	80	Increase
31	Suharso	55	65	74	Increase
32	Ulum	65	64	90	Increase
TTAL		1975	2185	2732	2732
AVARAGE		61,7	68,28	85,37	85, 37

Source: the result of pretest, post test 1 and post test 2

Chart 4
The Comparison of the Average Mark of the Students at Pre-test, Post test 1 and Post test 2



Source: the result of pretest, post test 1 and post test 2

From the table above can be seen that there was an improving from post-test 1 to post test 2. The students could achieve the target, the target is 80% of students got mark ≥ 70 and they could understand the material and can speaking English well than before. It means that they can improve their skill in vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

1. Utilizing flashcard as an activities in learning process, especially English subject of vocabulary develop the students' vocabulary mastery. The students more active, have better self-confidence, and enjoy in learning process.
2. Based on the result of students' average score from pre test 61.7 test of cycle 1 68.28 and the result test of cycle 2 were 85.37. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and test in cycle 1. It is clear that dialogue activities could be able to enhance students' vocabulary mastery.

B. Suggestions

Based on the result of the study and conclusion, the researcher would like to suggest as follows:

1. To the teacher

They should enhance their ability in teaching English especially when he taught using flashcards to improve vocabulary mastery, so the students

will be remember the words easily. The teacher should teach vocabulary effectively. So, teachers' role in teaching learning process can influence students in improving their vocabulary mastery. Beside, the teacher asked the students to study English continually.

2. To the students

Student should always be active in teaching learning process and are not afraid of English lesson; students should study English continually in classroom and in their home. When the teach vocabulary, the students pay attention to the teacher's explanation.

3. The Head Master

The headmaster should support the English learning process by the preparing the facilitation and instrument completely. This research is recommended to make the further research about enhance the students' vocabulary mastery.

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LESSON PLAN

School	: MTs N 1 Lampung Timur
Subject	: English
Subject Matter	: Vocabulary
Grade	: VII
Title	: Learning of Noun
Cycle/Meeting	: I/I
Time Allocation	: 2 x 40 minutes

Standard of Competence

The students are expected to be able to understand the aim using flashcard in vocabulary mastery.

Basic Competence

Reveal the meaning, improving about vocabulary mastery and easier to memorizing new vocabulary.

Indicator

- a. Fill the task
- b. Finding new vocabulary

Learning Aim

- a. Students can improve vocabulary
- b. Students can use flashcard in learning process
- c. Students can do the task

Learning Material

Studying and learning word category in vocabulary about noun (kata benda)

Learning Method

Role Play/Monologue

Teaching Planning

1. Pre-Activities
 - a. The teacher is entering the classroom, then putting his/her stuff on the desk and stand up in front of the class room.
 - b. Greeting the students by saying salaam “Assalamu’alaikum wr.wb” and the students are required to answer the salaam by saying “Wa’alaikumsalam wr.wb.”
2. Core Activities
 - a. The teacher explains about the material for knowing how to use flashcard in learning vocabulary.

- b. The teacher explains briefly about the definition noun vocabulary.
 - c. The teacher asks the students to make some of group and divide flashcard.
 - d. The teacher asks the students to practice using flashcard to learns vocabulary.
 - e. The teacher asks them to do the task.
3. End Activities
- a. The teacher and students makes conclusion about material.
 - b. Closing

Source

LKS, Flashcard, Dictionary

Assessment

Technique : Written

LESSON PLAN

School	: MTs N 1 Lampung Timur
Subject	: English
Subject Matter	: Vocabulary
Grade	: VII
Title	: Learning of Adjective and Verb
Cycle/Meeting	: II/I
Time Allocation	: 2 x 40 minutes

Standard of Competence

The students are expected to be able to understanding the aim using flashcard in vocabulary mastery.

Basic Competence

Reveal the meaning, improving about vocabulary mastery and easier to memorizing new vocabulary.

Indicator

- c. Fill the task
- d. Finding new vocabulary

Learning Aim

- d. Students can improve vocabulary
- e. Students can use flashcard in learning process
- f. Students can do the task

Learning Material

Studying and learning word category in vocabulary about verb and adjective

Learning Method

Role Play/Monologue

Teaching Planning

- 4. Pre-Activities
 - c. The teacher is entering the classroom, then putting his/her stuff on the desk and stand up in front of the class room.
 - d. Greeting the students by saying salaam “Assalamu’alaikum wr.wb” and the students are required to answer the salaam by saying “Wa’alaikumsalam wr.wb.”
- 5. Core Activities
 - f. The teacher explains about the material for knowing how to use flashcard in learning vocabulary.

- g. The teacher explains briefly about the definition noun vocabulary.
 - h. The teacher asks the students to make some of group and divide flashcard.
 - i. The teacher asks the students to practice using flashcard to learn vocabulary.
 - j. The teacher asks them to do the task.
6. End Activities
- c. The teacher and students makes conclusion about material.
 - d. Closing

Source

LKS, Flashcard, Dictionary

Assessment

Technique : Written

English Teacher

Metro, May 2017

Reseacher ;

Novi Dian Mandawasa, S.Ag
NIP. 197411232006019

Yesi Angreini
St. ID 13106687

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.					
2.1. Menunjukkan perilaku santundan pedulidalam melaksakan komunikasi interpersonal dengan guru dan teman.					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya.</p>	<p>Teks lisan untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya.</p> <p><u>Masing-masing diajarkan</u></p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) 	12 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks.</p>	<p><u>secara terpisah</u></p> <p>Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <ul style="list-style-type: none"> a. <i>Good morning. How are you?, Fine, thank you. And you? dan semacamnya</i> b. <i>Goodbye. Bye. See you later. See you. Take care., dan semacamnya</i> c. <i>Thank you. You are welcome., dan semacamnya</i> d. <i>I'm sorry. That's fine, okay. Allright., dan semacamnya</i> <p>Unsur kebahasaan (1) Kosa kata dan tata bahasa baku</p>	<p>menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, untuk menjaga hubungan interpersonal dengan ungkapan yang sesuai dengan konteksnya (keteladanan).</p> <ul style="list-style-type: none"> • Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf serta meresponnya, dalam bahasa Inggris, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya. <p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan</p>	<p>meminta maaf, serta responnya.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan struktur ungkapan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap santun, peduli, dan percaya diri yang menyertai ungkapan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta 		<p>interpersonal/ transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(2) Ucapan, tekanan kata, intonasi (3) Ejaan dan tanda baca (4) Tulisan tangan</p> <p>Topik Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.</p>	<p>ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya. • Secara kolaboratif, siswa 	<p>responnya.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik) Simulasi dan/atau bermain peran (<i>role play</i>) untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>berusaha menggunakan bahasa Inggris untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya, dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan berbagai ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur 	<p>ketika muncul kesempatan di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf,</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kebahasaan yang digunakan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya di dalam dan di luar kelas, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya. • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya, dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	<p>Teks lisan dan tulis sederhana untuk perkenalan diri serta responnya</p> <p>Fungsi sosial</p> <p>Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks</p> <p><i>My name is ..., I'm ..., I live in ... , What's your name?, Where do you live?, Nice to meet you, How do you do, ...</i> dan semacamnya.</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> (1) Kosa kata (2) Tata bahasa: <i>be, have; kata ganti I, he, she, they, dst.; kata ganti kepunyaan my, your, his, their, dst.</i> (3) Ucapan, tekanan kata, dan intonasi (4) Ejaan dan tanda baca 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa melihat, mendengar, dan menyaksikan guru memperkenalkan dirinya dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat. • Guru mengulanginya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam perkenalan diri. • Siswa menirukan guru mengatakan setiap kalimat. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial perkenalan diri, serta responnya. • Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri, serta responnya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap santun, peduli, dan percaya diri yang menyertai perkenalan diri, serta responnya. <p>CARA PENILAIAN:</p>	4 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov/files/ae/resou
4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(5) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, percaya diri, dan bertanggung jawab.</p>	<p>menggunakan ungkapan lain, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi perkenalan diri dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa mengikuti dan menirukan contoh-contoh interaksi perkenalan diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi perkenalan diri. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memperkenalkan diri dalam konteks pembelajaran, <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan 	<p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan perkenalan diri, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk perkenalan diri, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas. Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan 		<p>rce_files</p> <p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>ungkapan perkenalan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan perkenalan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris untuk saling memperkenalkan diri agar saling mengenal secara lebih dekat. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan 	<p>kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan perkenalan diri, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		permasalahan yang dialami dalam memperkenalkan diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (f) tahun 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (f) tahun</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial</p> <p>Menyadari pentingnya (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun untuk mengelola kehidupan manusia.</p> <p>Struktur teks</p> <p>a. <i>What day is it today? It's Monday today. It is Tuesday tomorrow. When</i></p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris, tentang berbagai kegiatan dan keadaan nyata. Siswa dituntut untuk mencantoh kebiasaan tersebut dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks.	<p><i>do we have English?, dan semacamnya.</i></p> <p>b. <i>What month is it? What month is before July? After March is April. I was born in January, dan semacamnya</i></p> <p>c. <i>in the morning, at noon, in the afternoon, in the evening, at night, at midnight</i></p> <p>d. <i>What time is it? What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five, dan seterusnya</i></p> <p>e. <i>What date is it? What date is the Kartini Day? When were you born? the first, the second, the third, the fourth, the fifth, the twenty first dan seterusnya</i></p> <p>f. <i>What year is it? When were you born? Nineteen ninety eight. Two thousand and three. dan</i></p>	<p>tahun, dalam bahasa Inggris.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun,dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan 	<p>tahun.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau</p>		internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>semacamnya.</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> (1) Kosa kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (2) Kata kerja dalam simple present tense: <i>be, have</i>. (3) Kata tanya <i>What time? What date?, When?</i> (4) Kata ganti <i>it</i> dan artikel <i>the</i>. (5) Angka kardinal dan angka ordinal (6) Ucapan, tekanan kata, intonasi, (7) Ejaan dan tanda baca (8) Tulisan tangan <p>Topik</p> <p>Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan</p>	<p>(a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p>	<p>bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, ketika muncul kesempatan, di 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.	<ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan (a) nama hari, 	<p>dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>(b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, tentang berbagai kegiatan dan keadaan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>bentuk angka, (e) tanggal, dan (e) tahun, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</p>		
3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan	Teks lisan dan tulis untuk pemaparan jati diri <i>Fungsi sosial</i> Mengenalkan, menyebutkan identitas, untuk saling	Mengamati <ul style="list-style-type: none"> • Siswa melihat, mendengar, dan menyaksikan guru memaparkan jati diri dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat 	KRITERIA PENILAIAN <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial memaparkan dan menanyakan 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>konteks penggunaannya.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>mengenal dan menjalin hubungan antar pribadi dengan teman dan guru.</p> <p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>My name is Arif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two sisters, Siska and Muti. Is she your friend?</i> dan semacamnya.</p> <p>b. <i>My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms., dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Nama status hubungan keluarga, kekerabatan, teman, tetangga</p> <p>(2) Nama profesi pekerjaan.</p>	<p>dikenal siswa secara lebih dekat, dalam maksimal 6 kalimat.</p> <ul style="list-style-type: none"> Guru mengulanginya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam pemaparan jati diri. Siswa menirukan guru mengatakan setiap kalimat. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan pemaparan jati diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi pemaparan jati dalam bahasa Inggris dari film, kaset, 	<p>jati diri.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam memaparkan dan menanyakan jati diri. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memaparkan dan menanyakan jati diri. <p>CARA PENILAIAN: Kinerja (praktik)</p>		<p>komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailylenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(3) Kata tanya <i>Who?</i> <i>Which?</i> <i>How?</i></p> <p>(4) Article <i>a, an, the..</i></p> <p>(5) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, work, live</i>, dan sebagainya.</p> <p>(6) Penyebutan kata benda singular dan plural (-s), dan <i>children</i></p> <p>(7) Ucapan, tekanan kata, Intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p>Topik</p> <p>Diri sendiri, orang tua, kakak, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<p>buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa mengikuti dan menirukan contoh-contoh interaksi pemaparan jati diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi pemaparan jati diri. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memaparkan jati diri dalam konteks pembelajaran, <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan untuk pemaparan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan antara ungkapan untuk pemaparan diri yang telah dipelajari tersebut di atas dengan yang ada di 	<p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan memaparkan dan menanyakan jati diri.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memaparkan dan menanyakan jati diri, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris untuk saling memaparkan jati diri agar saling mengenal secara lebih dekat. • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memaparkan jati diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<ul style="list-style-type: none"> • Observasi terhadap kedekatan dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memaparkan dan menanyakan jati diri, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan memaparkan dan menanyakan jati</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			diri.		
3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.	Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari <i>Fungsi sosial</i> Mengenalkan, mengidentifikasi benda, binatang, bangunan umum.	Mengamati <ul style="list-style-type: none">• Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris (keteladanan).• Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dan bahasa lainnya. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan	KRITERIA PENILAIAN <ul style="list-style-type: none">• Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,	24 JP	<ul style="list-style-type: none">• Buku Teks wajib• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat• Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset• Contoh interaksi tertulis• Contoh teks tertulis• Sumber dari internet, seperti:
4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan	 Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. <i>It's my cricket. They are my cats. There are many fireflies in the farm., What is it? How many cows do you have?</i> b. <i>Are they your toys?</i>				

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Which one is your book?</i> <i>What is in your pocket?</i> <i>Who has a red pen?</i></p> <p>c. <i>The hospital is near the post office. The police station is in the corner.</i> dan semacamnya.</p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Nama binatang di lingkungan rumah dan sekolah siswa: <i>hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes, dll.</i> (2) Nama benda di lingkungan rumah dan sekolah: <i>table, pillow, toy, mug, book shelf, pen, bag, dll.</i> (3) Nama bangunan umum: <i>the post office, the bank, the hospital, dll.</i> (4) Kata tanya <i>What? Which one? How many?</i> (5) Penyebutan kata benda 	<p>nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan 	<p>intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. <p>CARA PENILAIAN: Kinerja (praktik) Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p> <p>Observasi:</p>		<ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(6) Kata ganti <i>it, they, this, that, those, these.</i></p> <p>(7) Ungkapan <i>There is/are..., Are there ...?</i></p> <p>(8) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p> <p>(9) Ucapan, tekanan kata, Intonasi</p> <p>(10) Ejaan dan tanda baca</p> <p>(11) Tulisan tangan.</p> <p>Topik</p> <p>Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<p>menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam 	<p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kedulian dan kepercayaan diri dalam 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>bahasa lain.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, di dalam dan di luar kelas. • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan nama dan jumlah binatang,</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			benda, dan bangunan publik.		
3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya. 4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	<p>Teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>)</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial Mengenalkan, mengidentifikasi, menginventarisasi.</p> <p>Struktur text</p> <ul style="list-style-type: none"> a. Nama benda di lingkungan rumah dan sekolah, dengan atau tanpa artikel. b. Daftar nama benda dalam rumpun yang sama, dengan atau tanpa jumlah. <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> (1) Artikel <i>a</i>, kata benda plural (2) angka kardinal, 1 s.d. 100, <i>one, two, three, ...</i> 	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mencari benda atau tempat di sekolah, rumah, dan sekitarnya di mana terdapat (a) label nama atau perlu diberi label nama dan (b) daftar barang, termasuk yang menggunakan bahasa Indonesia. Jika memungkinkan memfoto setiap yang dilihat tersebut. • Siswa mengumpulkan gambar dan foto berbagai lokasi dan benda di mana terdapat (a) label nama dan (b) daftar barang, dari berbagai sumber termasuk internet, film, koran, majalah, buku teks, dsb. • Siswa memberikan komentar dan pandangannya tentang fungsi (a) label nama dan (b) daftar barang, ketepatan unsur kebahasaannya, format, 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial (a) label nama dan (b) daftar barang. • Tingkat kelengkapan dan keruntutan (a) label nama dan (b) daftar barang. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>one hundred</i></p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p>Topik Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, peduli, kerjasama.</p> <p>Multimedia: Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>tampilan, dsb.</p> <p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) label nama dan (b) daftar barang,dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) label nama dan (b) daftar barang. Siswa mempelajari secara lebih cermat semua (a) label nama dan (b) daftar barang yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya 	<p>label nama dan (b) daftar barang.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik) Tugas menganalisis dan membuat (a) label nama dan (b) daftar barang untuk fungsi nyata.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa memahami dan menghasilkan (a) label nama dan (b) daftar barang sesuai fungsi sosialnya, di dalam dan di luar kelas. Observasi terhadap kesungguhan, 		<p>- https://www.google.com/</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) label nama dan (b) daftar barang untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar barang yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur 	<p>tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) label nama dan (b) daftar barang, termasuk kemudahan dan kesulitannya.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kebahasaan yang digunakan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat lebih banyak (a) label nama dan (b) daftar barang dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat (a) label nama dan (b) daftar barang dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>berbagai (a) label nama dan (b) daftar barang yang telah dibuat.</p> <ul style="list-style-type: none"> • Kumpulan hasil analisis tentang beberapa berbagai (a) label nama dan (b) daftar barang. 		
3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</p> <p>Fungsi sosial</p> <p>Mengidentifikasi,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan sifat orang, 	12 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>benda sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>mengenalkan, memuji, mencela, mengagumi</p> <p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>The baby is cute. I'm tired. Her sister is friendly. The children are very strong and healthy. What is he like?,</i> dan semacamnya.</p> <p>b. <i>Fire is hot. Ice is cold. My school is very clean. The classrooms are big. The school yard is wide and green. How is your school?,</i> dan semacamnya.</p> <p>c. <i>The horse is very strong. Cows are big. Chicks are cute. A cokroach is brown.,</i> dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Kata sifat terkait fisik, mental, psikologis</p> <p>(2) Kata tanya <i>What ...</i></p>	<p>unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris yang dipilih sesuai fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku 	<p>binatang, benda.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan sifat orang, binatang, benda. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan sifat orang, binatang, benda. <p>CARA PENILAIAN:</p>		<p>interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>look like? How?</i></p> <p>(3) Nama benda-benda dan hewan yang sangat lazim di rumah, kelas, sekolah, dan sekitarnya.</p> <p>(4) Adverbia: <i>very</i></p> <p>(5) Kata ganti <i>it, they, this, that, those, these</i>.</p> <p>(6) Kata kerja dalam simple present tense: <i>be, have</i>.</p> <p>(7) Ucapan, tekanan kata, intonasi,</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>teks, dsb.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan sifat orang, binatang, benda. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah 	<p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang dipilih sesuai fungsi sosialnya. • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan 	<p>dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis Membaca dan menulis teks yang menuntut</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan sifat orang, binatang, benda.		
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda	Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda <i>Fungsi sosial</i> Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi <i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)	Mengamati <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris. 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. 	12 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis
4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>do in the afternoon?</i> dan semacamnya.</p> <p>b. <i>Where does the dog poo? My cat sleeps on the sofa. Tigers don't sleep at night. Monkeys live on trees.</i>, dan semacamnya.</p> <p>c. <i>This story makes her cry. His toy train moves on the track. My TV doesn't work. The movie plays at 4 pm.</i>, dan semacamnya.</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> (1) Kata tanya dan pernyataan negatif <i>What do ...? Do you ...? Does he ...? He doesn't ... They don't ...</i> (2) Penyebutan kata kerja yang sangat lazim dan terkait dalam simple present tense untuk menyatakan kebiasaan, tanpa dan dengan <i>-s</i>. (3) Preposisi: <i>in, at, on</i> untuk menunjukkan tempat (4) Preposisi <i>in, at, on</i> 	<p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda,dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan 	<ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan</p>		<ul style="list-style-type: none"> • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>untuk menunjukkan waktu</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>sikap yang benar.</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan 	<p>menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai fungsi sosialnya. • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan 	<p>setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda.		
3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis	Teks (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), lisan dan tulis <u>Masing-masing diajarkan secara terpisah</u> Fungsi sosial Menjaga ketertiban dan keselamatan pribadi dan publik.	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati <ul style="list-style-type: none"> Siswa mencari benda atau tempat di sekolah, rumah, dan sekitarnya di mana terdapat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), termasuk yang menggunakan bahasa Indonesia. Jika memungkinkan memfoto setiap yang dilihat tersebut. Siswa mengumpulkan gambar dan foto berbagai lokasi dan benda di mana terdapat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>). 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>). Tingkat kelengkapan dan keruntutan (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>). Tingkat ketepatan 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailylenglish.com http://americanenglish.state.gov
4.10 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis	Struktur teks Menyebutkan tujuan dan informasi rinci dari: a. Instruksi: <i>Read the report carefully. No students</i>				

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sangat pendek dan sederhana</p> <p>4.11 Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>should be late. Always come on time. Shake well before use.</i></p> <p>b. Rambu (<i>short notice</i>): <i>Keep the room clean and tidy. Keep door closed at all times. Do not enter. An email has been received. No mobile phones in the library.</i></p> <p>c. Peringatan (<i>warning/caution</i>): <i>Caution - Very hot water. Danger, 240 volts. Slippery when wet. Warning – Dangerous chemicals.</i></p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> (1) Kata dan tata bahasa yang lazim digunakan dalam instruksi, rambu, dan peringatan dari sumber-sumber otentik (2) Ucapan, tekanan kata, intonasi (3) Ejaan dan tanda baca (4) Tulisan tangan 	<p>tanda peringatan (<i>warning/caution</i>), dari berbagai sumber termasuk internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> • Siswa memberikan komentar dan pandangannya tentang fungsi (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p>	<p>unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>). <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c)</p>		<p>v/files/ae/resouce_files</p> <ul style="list-style-type: none"> - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Topik Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p> <p>Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik</p>	<ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>). Siswa membaca secara lebih cermat semua (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya. 	<p>tanda peringatan (<i>warning/caution</i>) untuk fungsi nyata.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa memahami dan menghasilkan (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat lebih banyak (a) instruksi (<i>instruction</i>), (b) 	<p>kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), termasuk kemudahan dan kesulitannya.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya berbagai (a) instruksi (<i>instruction</i>), (b) 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.</p> <ul style="list-style-type: none"> • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dibuat.</p> <ul style="list-style-type: none"> • Kumpulan hasil analisis tentang beberapa berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>). 		
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi	Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda <i>Fungsi sosial</i> Membanggakan, mengenalkan,	Mengamati <ul style="list-style-type: none"> • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda 	KRITERIA PENILAIAN <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek dan 	24 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>mengidentifikasi, memuji, mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <ul style="list-style-type: none"> a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> (1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-<i>s</i>). (2) Kata ganti <i>it, they, she,</i> 	<p>baca dengan benar.</p> <ul style="list-style-type: none"> • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, 	<p>sederhana.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks 		<p>transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>we, dst.; our, my, your, their, dst.</i></p> <p>(3) Kata sifat yang sangat lazim, <i>young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful, dll.</i></p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take, dll.</i></p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb</i> secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik Orang, binatang, benda di</p>	<ul style="list-style-type: none"> majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Secara kolaboratif siswa meniru contoh-contoh yang ada untuk 	<p>deskriptif.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan 	<p>kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami 	<p>kesulitannya.</p> <p>Tes tertulis Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu. 4.14 Menangkap makna lagu.	<p>Teks lagu pendek dan sederhana</p> <p>Fungsi sosial Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ucapan, tekanan kata, intonasi (3) Ejaan dan tanda baca. (4) Tulisan tangan <p>Topik Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya. • Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. • Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. <p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa membaca (dan jika memungkinkan, mendengarkan) 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial lagu. • Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Contoh lagu dalam CD/VCD/DVD/kaset • Kumpulan lirik lagu • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - http://www.myenglishpages.com/site.php_files/lyrics_and_

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>salah satu lagu yang telah disalin.</p> <ul style="list-style-type: none"> • Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. • Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaanya tentang lagu-lagu tersebut. <p>Mengkomunikasikan</p>	<p>pendapat dan perasaan siswa tentang isi pesan lagu.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu. • Observasi terhadap kesungguhan, 		songs.php

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. • Siswaberupaya membacasecara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis Membaca pemahaman</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>tentang isi pesan lagu.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan lagu yang ditulis tangan • Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat. • Lembar soal dan hasil tes 		

INSTRUMEN BLUE PRINT

No.	Indicator of The Evaluation	Theme	Number of Question	Kind of Question
1.	Students are able to understand the meaning of words.	Verb	3, 5, 6, 7, 8 9, 11, 13, 15, 16	Match the words with their meaning
		Noun	1, 2, 4 ,10, ,12 , 17, 18, 19, 20, 14	
		Adjective	21-30	
2.	Students are able to use English words in the simple sentence		31-40	Multiple choice exercise
3.	Students are able to pronounce English words ()		40-50	Short Field

Name	:	_____
Class	:	_____

A. Write in the letter of the opposite on the right that matches the word on the left.

- | | | |
|---------------|---------|--------------|
| 21. Cheap | : _____ | a. Less |
| 22. More | : _____ | b. Slow |
| 23. Wet | : _____ | c. Dry |
| 24. Fast | : _____ | d. Expensive |
| 25. Low | : _____ | e. High |
| 26. Beautiful | : _____ | f. Poor |
| 27. Smart | : _____ | g. Ugly |
| 28. Dilligent | : _____ | h. Short |
| 29. Rich | : _____ | i. Fool |
| 30. Long | : _____ | j. lazy |

B. Write in the letter of the meaning (Indonesian Language) on the right that matches the word on the left.

- | | | |
|-------------------|---------|-------------------|
| 1. Fish (n) | : _____ | a. Datang |
| 2. Floor (n) | : _____ | b. Bernyanyi |
| 3. Prayed (v) | : _____ | c. Palu |
| 4. Hammer (n) | : _____ | d. Membawa |
| 5. Understood (v) | : _____ | e. Perawat |
| 6. Have (v) | : _____ | f. Dokter Gigi |
| 7. Woke up (v) | : _____ | g. Mempunyai |
| 8. Eat (v) | : _____ | h. Kepala Sekolah |
| 9. Come (v) | : _____ | i. Bangun tidur |
| 10. Decide (v) | : _____ | j. Bantal |
| 11. Know (v) | : _____ | k. Memutuskan |
| 12. Tree (n) | : _____ | l. Membeli |

13. Sing (v) : _____ m. Mengetahui
14. Pillow (n) : _____ n. Ikan
15. Bring (v) : _____ o. Guru
16. Buy (v) : _____ p. Lantai
17. Teacher (n) : _____ q. makan
18. Nurse (n) : _____ r. Berdoa
19. Head Master(n) : _____ s. Mengerti
20. Dentis (n) : _____ t. Pohon

C. Choose the correct answer by crossing a,b,c or d!

31. You have two of these on your body, each with five fingers.

- a. Thumbs b. hands c. elbows

32. When you buy something you should always get a

- a. Recipe b. Prescription c. Receipt

33. My sister bought me gloves yesterday. They're very nice.

- a. Woolen b. Wollen c. Woollen

34. Food in can last longer.

- a. Boxes b. Tins c. Bowls

35. This T-shirt I can't put it on.

- a. Isn't big enough b. Isn't small c. Is too big

36. London is the of the United Kingdom

- a. Capital b. Main c. Center

37. Don't worry. We've got

a much time b. a plenty of time c. plenty of time

38. When I saw the advertisement I decided to the job.

a. apply for b. apply to c. apply

39. Can you give me a with these bags, please?

a. help b. hand c. favour

40. She likes being with other people. She's

a. shy b. jealous c. sociable

D. Please to fill the blank in the paper!

41. The color heirloom in Indonesian is. . . .

42. In the Kiluan beach there is kind popular animal, it is. . . .

43. My father and I are Television

44. I will be the In this competition

45. Every night I always To lesson tomorrow

46. I love taking photo with my

47. I am a student. Because I always get scholarship.

48. My mother is cooking in

49. Look at the picture, what is the picture...



50. Look at the picture, what is the picture...



OBSERVATION SHEET THE STUDENTS' ACTIVITY

Day/Date : Wednesday, Mei 10th 2017 Meeting : The First Meeting
Class : VII A Cycle : Satu (1)

No	Name	The Students' Activity				
		a	b	c	d	e
1	Abdilah		✓	✓		✓
2	Aden			✓		✓
3	Alif			✓	✓	✓
4	Amelia	✓	✓	✓	✓	
5	Amira	✓	✓	✓	✓	
6	Annisa rahmani	✓	✓	✓		✓
7	Annisa zahida		✓	✓		
8	Arka		✓	✓	✓	
9	Assa		✓	✓	✓	
10	Asyifa	✓	✓	✓	✓	✓
11	Bella		✓	✓		✓
12	Birginas			✓		
13	Edelweeis	✓	✓	✓		✓
14	Habibie	✓	✓	✓		✓
15	Hafizd		✓	✓		
16	Imelia	✓		✓		
17	Kaila	✓		✓		✓
18	Maura	✓	✓	✓		
19	Meisyas	✓	✓	✓	✓	
20	Meita	✓	✓	✓		
21	Melanie	✓		✓	✓	✓
22	M. Hafid		✓	✓	✓	✓
23	Okmas		✓	✓		✓
24	Permata		✓	✓		
25	Putri	✓		✓		
26	Rere		✓	✓		✓
27	Rifkha		✓	✓		
28	Robi			✓		
29	Satrio	✓	✓	✓	✓	✓
30	Suci			✓	✓	
31	Suharso	✓	✓	✓	✓	✓
32	Ulum	✓	✓	✓	✓	✓
TOTAL		16	24	32	14	14

a : Answering teachers' question

b : Interest to use flashcard

c : Come in every meeting to get the material.

d : Guessing the word or picture

e : Following the teacher's instruction

OBSERVATION SHEET THE STUDENTS' ACTIVITY

Day/Date : Wednesday, Mei 10th 2017 Meeting : The First Meeting
Class : VII A Cycle : Satu (1)

No	Name	The Students' Activity				
		a	b	c	d	e
1	Abdilah		✓	✓		✓
2	Aden	✓		✓		✓
3	Alif	✓	✓	✓		✓
4	Amelia	✓	✓	✓	✓	
5	Amira		✓	✓	✓	
6	Annisa rahmani		✓	✓		✓
7	Annisa zahida		✓	✓		
8	Arka		✓	✓	✓	
9	Assa	✓	✓	✓	✓	
10	Asyifa	✓	✓	✓	✓	✓
11	Bella		✓	✓		✓
12	Birginas			✓		
13	Edelweeis	✓	✓	✓		✓
14	Habibie		✓	✓		✓
15	Hafizd		✓	✓		
16	Imelia		✓	✓		
17	Kaila		✓	✓	✓	
18	Maura		✓	✓		
19	Meisyas	✓	✓	✓	✓	
20	Meita	✓	✓	✓		
21	Melanie		✓	✓	✓	✓
22	M. Hafid		✓	✓	✓	✓
23	Okmas	✓	✓	✓		✓
24	Permata		✓	✓		
25	Putri		✓	✓		
26	Rere		✓	✓	✓	
27	Rifkha	✓	✓	✓		
28	Robi	✓	✓	✓		
29	Satrio	✓	✓	✓	✓	✓
30	Suci		✓	✓	✓	
31	Suharso	✓	✓	✓	✓	✓
32	Ulum	✓	✓	✓	✓	✓
TOTAL		16	30	32	14	14

a : Answering teachers' question

b : Interest to use flashcard

c : Come in every meeting to get the material.

d : Guessing the word or picture

e : Following the teacher's instruction

Table of The Result Score Of Students' Vocabulary Mastery Pre Test

No	Name	Score
1	Abdilah	65
2	Aden	60
3	Alif	65
4	Amelia	60
5	Amira	60
6	Annisa rahmani	55
7	Annisa zahida	55
8	Arka	70
9	Assa	60
10	Asyifa	65
11	Birginas	65
12	Bella	60
13	Edelweeis	60
14	Habibie	60
15	Hafizd	60
16	Imelia	65
17	Kaila	60
18	Maura	80
19	Meisyas	60
20	Meita	60
21	Melanie	65
22	M. Hafid	65
23	Okmas	55
24	Permata	60
25	Putri	70
26	Rere	55
27	Rifkha	60
28	Robi	65
29	Satrio	60
30	Suci	55
31	Suharso	55
32	Ulum	65
TOTAL		1975
AVERAGE		61,7
HIGHEST SCORE		80
LOWEST SCORE		55

Table of the result Score of Students' Vocabulary Mastery PostTest 1

No	Name	Score
1	Abdilah	80
2	Aden	64
3	Alif	64
4	Amelia	64
5	Amira	76
6	Annisa rahmani	76
7	Annisa zahida	76
8	Arka	56
9	Assa	84
10	Asyifa	68
11	Bella	60
12	Birginas	60
13	Edelweeis	64
14	Habibie	72
15	Hafizd	72
16	Imelia	76
17	Kaila	68
18	Maura	72
19	Meisyas	68
20	Meita	68
21	Melanie	84
22	M. Hafid	72
23	Okmas	64
24	Permata	48
25	Putri	68
26	Rere	68
27	Rifkha	64
28	Robi	64
29	Satrio	52
30	Suci	84
31	Suharso	65
32	Ulum	64
HIGHEST SCORE		84
LOWEST SCORE		48
TOTAL		2185
AVERAGE		68,28

Table of the result Score of Students' Vocabulary Mastery PostTest 2

No	Name	Score
1	Abdilah	84
2	Aden	90
3	Alif	88
4	Amelia	92
5	Amira	90
6	Annisa rahmani	92
7	Annisa zahida	80
8	Arka	92
9	Assa	80
10	Asyifa	80
11	Bella	90
12	Birginas	74
13	Edelweeis	86
14	Habibie	92
15	Hafizd	82
16	Imelia	92
17	Kaila	84
18	Maura	92
19	Meisyas	92
20	Meita	86
21	Melanie	78
22	M. Hafid	88
23	Okmas	90
24	Permata	76
25	Putri	90
26	Rere	94
27	Rifkha	80
28	Robi	70
29	Satrio	84
30	Suci	80
31	Suharso	74
32	Ulum	90
HIGHEST SCORE		94
LOWEST SCORE		70
TOTAL		2732
AVERAGE		85, 37

Picture 1



The researcher introduces and takes attendance the students

Picture 2



The researcher explains
about vocabulary.

Picture 3



Explain about how to use the flashcard

Picture 4



Divide flashcard to the students

Picture 5



Students practice using flashcard to enhance their vocabulary.

Picture 6



Students doing the Test

Picture 7



The researcher giving instruction

Picture 8



The researcher collaborating with the teacher in class

Picture 9



Documentation with the students class A and the English Teacher

CURRICULUM VITAE



The name of the writer is Yessi Anggraeni, she was born on August 6th 1994 in GMP, Central Lampung. Ethnically speaking, she comes from Javanese family descent. She is the second child of Mr. Riyanto and Mrs. Sri Rahayu.

She took her elementary school at SD Abadi Perkasa (2000-2006). Then, she continued to junior high school at SMP Abadi Perkasa (2007-2009). Having graduated from junior high school, she took senior high school on SMK N 1 Metro and finished in 2013. She was registered as a S-1 student of State Institute For Islamic Studies (IAIN) Of Metro.