



**ENHANCING THE EIGHTH GRADE STUDENTS' VOCABULARY
ACHIEVEMENT BY USING PELMANISM GAME
AT SMPN 5 JEMBER**

THESIS

By

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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JEMBER UNIVERSITY
2016**



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Composed to Fulfil One of the Requirements to Obtain the Degree of S1 at English Education Program,
Language and Arts Education Department, the Faculty of Teacher Training and Education,
Jember University

By

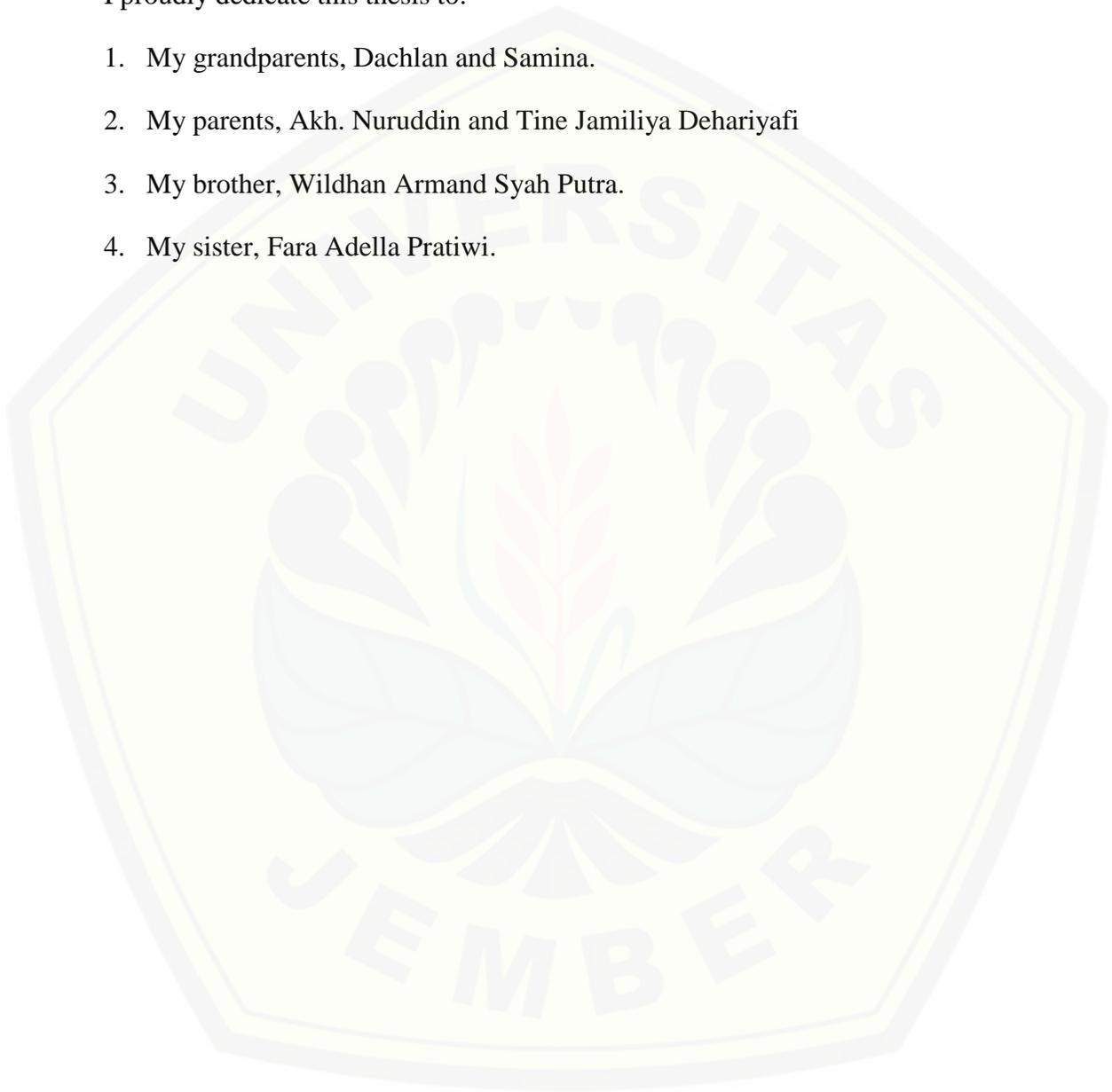
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DEDICATION

I proudly dedicate this thesis to:

1. My grandparents, Dachlan and Samina.
2. My parents, Akh. Nuruddin and Tine Jamiliya Dehariyafi
3. My brother, Wildhan Armand Syah Putra.
4. My sister, Fara Adella Pratiwi.



MOTTO

Few activities are as delightful as learning new vocabulary.¹
(Tim Gunn, Tim Gunn)



¹ <http://www.goodreads.com/quotes/tag/vocabulary>

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, March 2nd, 2016

The writer

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SUMMARY

Enhancing The Eighth Grade Students' Vocabulary Achievement by Using Pelmanism Game At SMPN 5 Jember; Bella Pratiwi, 100210401056; 2016; 55 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This research was a classroom action research focusing on the use of Pelmanism game to enhance the eighth grade students' vocabulary achievement. The subjects of this research were the students of class VIII D at SMPN 5 Jember in the 2015/2016 academic year. This research began by conducting a preliminary study by interviewing the English teacher of the eighth grade students of SMPN 5 Jember. It was found that the class VIII D students of SMPN 5 Jember experienced difficulties in vocabulary achievement. The students of VIII D were lack of vocabulary. Moreover the students were also less motivated in learning English and they had low active participation in joining the English teaching and learning process, so it affected their English score especially in vocabulary achievement.

In this research, the researcher used Pelmanism game in teaching vocabulary to the students because the researcher believed that Pelmanism game could enhance the eighth grade students' vocabulary achievement. Pelmanism game was given to the students in this research. It was intended to help the students to enrich their vocabulary, remembering some new words and classifying the words into the classification of vocabulary.

This research was conducted on September 14th - October 3rd, 2015 in 2 Cycles. Each Cycle consisted of two meetings and a vocabulary achievement test. In this classroom action research, the researcher taught vocabulary by using Pelmanism game to the students in two meetings in each cycle and did the observation collaboratively with the English teacher.

There were two kinds of important data in this research: primary data and supporting data. The supporting data were gathered through interview and

documentation while the primary data were collected through observation and vocabulary achievement test. After analyzing the result of observation of students' participation and the result of vocabulary achievement test in Cycle I quantitatively, it was known that both of them did not achieve the target percentage required that was 75%. So the researcher conducted Cycle II by revising some shortcomings in Cycle I to give a better result in Cycle II.

From the observation of the students' participation done during the teaching learning process of vocabulary by using Pelmanism game, the average result of the students' participation showed an improvement from Cycle I that was 58.74% to 77.31% in Cycle II. It can be seen that the improvement of the students' participation from Cycle I to Cycle II was as many as 18.57%. The improvement happened because there was different activities in Cycle II that could make the students more active in teaching learning process, there was doing the game in competitive way. The researcher said to the students that the group who can collect all the cards with their pair would be given a big point, in this situation the students more stimulated in memorizing some new word and more challenging. The students' participation in this research could achieve the target percentage required that was 75% in Cycle II. Therefore, it can be concluded that the use of Pelmanism game in teaching vocabulary could enhance the students' participation during the teaching learning process of vocabulary.

Further, the result of vocabulary achievement test in Cycle I indicated that only as many as 26 students (68.42%) out of 38 students achieved the standard minimum score that was ≥ 75 and it was increased in Cycle II that was as many as 29 students (76.32%) out of 38 students could achieve the standard minimum score that was ≥ 75 . The improvement of the students who got score ≥ 75 in vocabulary achievement test from Cycle I to Cycle II was as many as 7.9%. This result revealed the fact that the target of success of this research that was 75% of the students got score ≥ 75 had been achieved in Cycle II and it proved that the use of Pelmanism

game in teaching vocabulary could enhance the eighth grade students' vocabulary achievement at SMPN 5 Jember in the 2015/2016 academic year.

Based on the results above, the hypotheses of this research were accepted and it is suggested to the English teacher to use Pelmanism game in teaching vocabulary to the students in order to enhance their vocabulary achievement. It is also suggested to the future researchers to conduct a further research dealing with similar problem by using different research designs such as an experimental research and a descriptive research or even the same research design that is a classroom action research but to other level of students of different schools.

CHAPTER I. INTRODUCTION

This chapter presents the discussion of some aspects related to the topic of the research. They are background of the research, problems of the research, objectives of the research, and significances of the research.

1.1 Background of the Research

Vocabulary is one of the language components that human beings need to develop at the first time they learn their language. Before human beings can produce the complete sentences, they must have the input of words in their mind. Without having enough vocabularies, they cannot do communication well. They cannot speak and express their ideas, besides, they cannot process the words they heard and read because they do not have any knowledge of the words. Tarigan (1989:2) says that the quality of the language performance depends on the quantity and quality of vocabulary they have. It means that the important component to achieve the entire skills well is vocabulary.

Everyone who wants to speak should have enough vocabularies to share their ideas. Everyone who wants to read should have enough vocabularies to understand that. Everyone who wants to write something should have enough vocabularies to deliver their ideas. Besides, it is also necessary for everyone who wants to listen to others. When they do not enough vocabularies, it is difficult for them to get information from the others. David Wilkins quoted in Thornbury (2005: 13) says without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It can be concluded that vocabulary has important role in our life, especially for deliver our ideas and ask or give some information to others.

For Indonesian students as the foreign language learners, English vocabulary is considered difficult to learn. Thornbury (2005: 1) states that, "All languages have

words”, we can say as foreign learners, the students should know first about the English words and its meaning in learning English language. This is why vocabulary achievement is the basic thing which the students should reach to start in learning English. Having a large reserve words makes the students master other English language skills. Therefore, it is important for the students to understand vocabulary in learning English because it is used in the four language skills. According to Thornbury (2002: 13) if the students spend most of their time studying grammar, their English will not improve very much. The students will see more improvement if they learn more words and expression. This means that the students should spend their time to learn more words beside grammar because they speak, listen, read and write more with words. However, English vocabulary was considered difficult to learn by the students. It is also stated by Budi (2005:9) that one of the difficulties of the most Indonesian students in learning English is acquiring its vocabulary. In other words, vocabulary is the most important language components that should be learned by the students. The students face some problems to learn vocabulary such as they cannot remember some new words, they do not understand the meaning of some words, they do not interest in learn English. The learners find it difficult to remember the English vocabulary since it is new for them and different from their mother tongue. If they do not learn it in a good way, they are bored in class and more difficult to understand the meaning. To avoid this situation, the teacher should make the vocabulary teaching and learning process more interesting.

The researcher interviewed the English teacher of VIII grade at SMPN 5 Jember. Based on the interview results, vocabulary was taught integratedly with other skills of speaking, listening, reading and writing. The teacher taught vocabulary by asking the students to find the meaning of difficult words in the dictionary or discussing the meaning with the class. Further, the English teacher said that most of the eighth grade students that he taught still experienced difficulties in mastering vocabulary. According to the previous result of students’ vocabulary test done by the

English teacher, the researcher known that the VIII D students' had the lowest mean score of English subject among other VIII grade classes. The students of VIII D had the lowest mean score, it was 65.53, which could not reach the minimum requirement standard score of the English subject, that is 75. There are only 16 students who got ≥ 75 and the rest 22 students got < 75 . The English teacher said that it happened because the students of VIII D mostly lacked of vocabulary. It can be caused by some reasons; (1) they were not motivated to learn English because there was no interesting media or technique which is used in the teaching learning process, (2) they were usually taught by using the book or the students' worksheets (LKS), so when they felt bored, (3) they are not interested to find the meaning of some words by themselves.

Meanwhile, according to the interview, the English teacher had actually been trying to solve the students' difficulties by teaching vocabulary through reading text and making a list of some difficult words based on the text and then ask them to find out the meaning on the dictionary. However, the technique was failed, because the students still experienced the difficulties in memorizing the new words especially the difficult words in the other texts.

Then, the researcher observed the VIII D students' condition in the teaching learning process of English subject. The observation's result showed that there were some students in the class who did not follow the teaching learning process properly; they were often busy with their friends rather than paid attention to the teacher's explanation. The researcher identified their acts as a reaction of feeling bored in the class when the teacher taught them by using an old and ordinary way in teaching English, It is the lecturing technique. Therefore, the researcher tried to find out an effective way to overcome the problem above. The researcher tries to use game to solve the problem. By doing game, the students did not feel bored as they could learn in a fun way without realizing that they were studying at the same time while

playing. Furthermore, game could also increase students' interest and enthusiasm in following teaching and learning process.

Wright et al. in 2006 describe kinds of games that can be used in teaching vocabulary, they are picture games, psychology games, magic trick, card and board games, sound games, word games, true/false games, memory games, question and answer games, and guessing and speculating games. Based on the following kinds of games, the writer try to solve student's problem in vocabulary class by applying "Memory games" (Pelmanism game). Pelmanism game is one of media that could be used to help the students in memorizing some new words, besides Pelmanism game also a kind of memorizing game that challenging to stimulate students' mind. Pelmanism game is game that uses individual cards to help the students memorizing some new words by pairing them in the face down position. Pelmanism is a memory game which involves nothing but matching (Thornbury, 2005:97). Pelmanism game helped the students to recognize the words and understand the words easier in a competitive way. Besides, Pelmanism game is a new game for the students but it does not difficult to play with them. Robin (2008) promotes that concentration memory game are good to improve someone's focusing and attention abilities. Based on the previous observation, the writer seemed that the student who could not memorize some words in learning vocabulary was the students who were not focusing in teaching learning process.

Teaching vocabulary cannot be separated from the four language skills. It means that to teach vocabulary, the teacher must integrate vocabulary with the language skill. In this research, the researcher integrated vocabulary with reading skill. In addition, one of the text genres that should be mastered by the eighth grade students according to KTSP 2006 was recount text. Therefore, the kind of reading text that was involved in this research was recount.

An action research of using Pelmanism game to teach vocabulary was conducted by Sawita (2013) in SDN Rambipuji 01 in the 2012/2013 academic year.

Based on the result of the vocabulary test, it could be known that the students' vocabulary achievement improved. The students should paired the cards in pelmanism game with their group used symbol to word. However the implementation of playing pelmanism game did not use text because she used in the sentence not in the text. In this research, the researcher used pelmanism game in word to word related to the recount text given because the researcher also taught the classification of vocabulary. The researcher gave recount text while playing pelmanism game because the resercher wanted the students to read through the text and recognized the classifications of vocabulary. By reading the text, the students were not realizing that they understood to the meaning of some difficult words without looking up the meaning in the dictionary.

Considering the background of the study above, the researcher was interested to conduct a classroom action research entitled "Enhancing The Eighth Grade Students' Vocabulary Achievement By Using Pelmanism Game At SMPN 5 Jember". This research focused on the English vocabulary using Pelmanism game on nouns, verbs, adjectives and adverbs.

1.2 Problems of the Research

Based on the background of the research above, the problems of the research are formulated in the following:

1. Could the use of Pelmanism game enhance the eighth grade students' participation in learning process at SMPN 5 Jember?
2. Could the use of Pelmanism game enhance the eighth grade students' vocabulary achievement at SMPN 5 Jember?

1.3 Objectives of the Research

Based on the problems above, the objectives of the research are:

1. To enhance the eighth grade students' participation in learning process at SMPN 5 Jember by using Pelmanism game
2. To enhance the eighth grade students' vocabulary achievement at SMPN 5 Jember by using Pelmanism game

1.4 Significances of the Research

The results of this research are expected to be useful and give some contributions to these following people:

a. The Students

The process of this research is expected to be useful to enhance the students' participation and their score in vocabulary achievement especially in reading class. Moreover, the use of Pelmanism game in teaching vocabulary can help the students in memorizing some new vocabularies usually used in recount text.

b. The English Teacher

Hopefully, the results and the process of this research can be used for the English teacher as the information and input in using Pelmanism game for teaching vocabulary. It can be very helpful because it can enhance his teaching strategies to solve the students' difficulties in memorizing new words usually used in recount text.

c. The Future Researcher

Hopefully, the results of this research will be useful for future researchers as a reference and source of information to conduct their research dealing with the contribution of Pelmanism game in education.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter highlights the discussion of some literatures related to the variables of the research. They are vocabulary in foreign language learning, classification of vocabulary, vocabulary achievement, recount text, games for vocabulary language learning, Pelmanism game, previous study and the action hypotheses.

2.1 Vocabulary in Foreign Language Learning

There are some definitions of vocabulary. William (1970:17) defines vocabulary as a word or sequence of letters that convey a meaning in the language. Similarly, Haycraft (1990:8) implies that vocabulary is part of language. Moreover, Hatch and Brown (1995:1) state that vocabulary is a list or a set of words of particular language or a list or set of words that individual speakers of a language might use. According to those experts, it can be concluded that vocabulary is part of language that consist of letters and convey a meaning.

Richard and Rodgers (2001: 37) say that vocabulary is one of the most important aspects for foreign language. In Indonesia English is stated as a foreign language but in the other country, English has been stated as the second language. Therefore, English is rarely used in their daily life. They only use English in learning English at school. However, many of the students are rarely to use it.

In English learning as foreign language, vocabulary refers to the number of English words which has an important role to develop four important English skills; they are listening, speaking, reading, and writing. Vocabulary is the key to master those skills in learning English as a foreign language. Therefore, the more English learners possess vocabulary, the more their opportunity to increase their English. Indonesian students as a foreign language learner have difficulties in learning vocabulary. They have difficulties in memorizing some new words, understanding

the meaning and classifying the words into classification of vocabulary. The fact shows that the spellings of English words are different from their pronunciation, while Indonesian words have the same pronunciation with their spelling. It may be caused the students as foreign learners confuse to learn English.

In language learning, vocabulary is the important thing for the learners in the process of acquiring, learning, mastering, and using their language, especially foreign language. Swan and Walter in Thornbury (2005:14) write that vocabulary acquisition is the largest and most important task facing the language learner. According to Swan and Walter, vocabulary is the first aspect to learn language that should be mastered by the learners.

2.2 Classification of Vocabulary

Some experts divide the classification of vocabulary into two groups but with the different point of view and also different name. William (1970: 41) classifies vocabulary based on its size into two groups; large vocabulary and small vocabulary. Large vocabulary covers nouns, verbs, adjectives and adverbs, whereas small vocabulary covers pronouns, prepositions, articles, auxiliary verb, conjunctions, and interjections. This classroom action research focused on large vocabulary. The researcher focused on the large vocabulary because as Bromley (2004: 4) says, "Large vocabulary is the students' asset of conceptual knowledge which makes academic learning easier". In addition Thornbury (2005: 4) says, "It carries a high information load which the sense of a text can be expressed through these words". From the arguments of those experts, it can be concluded that the large vocabulary have been categorized as the basic words used to increase the students' mastery of vocabulary.

2.2.1 Noun

A noun is a word which is used to represent a person, place, quality, thing, action, idea, occurrence, and can function as the subject of a sentence or as the object of verb, or the object of preposition, or as an appositive. Noun refers to person, place, or thing (Hatch and Brown, 1995: 219). Harmer (2004:37) defines a noun as a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea. From the two statements, it can be concluded that a noun is a word that represents a person, a place, or a thing. Hatch and Brown (1995:219) say that nouns can be divided into subclasses. They are as follows proper nouns, common nouns, abstract nouns, concrete nouns, count nouns, mass nouns, and group nouns.

This research focused on proper nouns, common nouns, and concrete nouns. These kinds of nouns were chosen because they have been used as the teaching material of vocabulary and they were also suitable to be used as the teaching material of vocabulary by using Pelmanism game for the eighth grade students at SMPN 5 Jember.

2.2.2 Verb

A verb is a word or a group of words which is used to express an action. Hatch and Brown (1995: 222) define verbs as words that denote action. Further, Harmer (2004: 38) says that there are three important types of verb to be aware of. They are as follows: auxiliary verbs (be, do, and have) and the modal auxiliary verbs (shall-should, will-would, can-could, may-might, must or ought.); main verbs (arrive, say, see, believe, tell, shout, laugh, pour, fell, etc.); phrasal verbs (run over, look over, put off, take after, get away, etc.).

From the three types of verbs mentioned above, the researcher decided to focus on the main verbs as the teaching material of vocabulary since they were suitable to be used as the teaching material of vocabulary by using Pelmanism game for the eighth grade students at SMPN 5 Jember.

2.2.3 Adjective

Hatch and Brown (1995:28) say that an adjective is used to highlight qualities or attributes. In addition, Harmer (2004: 37) defines an adjective as a word that gives more information about a noun or pronoun. Furthermore, Maddox and Scocco (2009:19) classify adjectives into several types. They are as follows: (1) Qualitative adjectives (good, bad, happy, blue, French, etc.), (2) Possessive adjectives (my, thy, his, her, its, our, your, their.), (3) Relative and Interrogative adjectives (which, what, whatever, etc.), (4) Numeral adjectives (one, two, second, single, etc.), (5) Indefinite adjectives (some, any, much, few, every, etc.), (6) Demonstrative adjectives (this, that, the, a (an), such.).

From those adjectives stated above, the researcher focused on the use of qualitative adjectives as the teaching material of vocabulary by using Pelmanism game. The researcher chose this kind of adjectives because they were appropriate for the material of eighth grade students at SMPN 5 Jember.

2.2.4 Adverb

Hatch and Brown (1995:230) define adverbs as words that add more information about place, time, circumstance, manner, cause, adjective, phrase, or the other adverbs. While Harmer (2004:37) states that an adverb is a word (or group of words) that describes or adds to the meaning of a verb, an adjective, another adverbs or whole sentence.

2.3 Vocabulary Achievement

According to Frankle and Wallen (2009: 145) “achievement measures an individual knowledge or skill in a given subject”. Moreover Hornby (2010:12) said that achievement is a thing that somebody has done successfully, especially using their own effort and skill. It means that vocabulary achievement is the collection of words that is successfully achieved by the students with effort. So, vocabulary

achievement is an ability which successfully gained by somebody in vocabulary by learning vocabulary itself.

Vocabulary achievement in this research deals with how well the students master about the vocabulary that has been taught by the teacher through Pelmanism game. Hatch and Brown (1995: 218) say that the students should master vocabulary materials cover nouns, verbs, adjective, and adverbs. The students' vocabulary achievement in this research will be indicated by the students' score in the vocabulary achievement test after the treatment given in Cycle 1.

2.4 Recount Text

There are six text genres that Junior High School students should be learned (Depdiknas, 2006: 278). They are descriptive text, procedure text, recount text, anecdote text, narrative text, and report text. In this research, recount text was chosen for the reason that it was taught for the research respondents, they were the eighth grade students of SMPN 5 Jember.

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. The generic structure of recount is explained as follow: (1) Orientation: introducing the participants, place and time, (2) Events: describing series of event that happened in the past, (3) Reorientation: stating personal comment of the writer to the story. The language features of recount text are; introducing personal participant (I, my family, etc.), using adjectives (happy, beautiful, etc.), using time conjunction (then, next, etc.), using action verb (buy, make, etc.), using simple past tense (Last weekend my family and I went to Surabaya, I was very happy).

Recount text can be divided into three types namely personal, factual, and imaginative recount (Derewianka, 1990). Personal recount is a text which retells pass events that the writer has been personally involved in, for example unforgettable moments, holiday, etc., factual recount is a text which records the particular of an

incident, for example, report of a science experiment, history report, police report, news report. It uses the third person pronouns such as she, he, and it, imaginative recount is a text that tells about an unreal event or story which takes on an imaginary role and gives details of events such as literature. In this research, the text that taught is personal recount text.

2.5 Games for Vocabulary Language Learning

Game is highly motivating and interesting so it can entertain the students. Wright et al. (1996:1) say that games help and encourage many learners to sustain their interest work. Game also make the teacher should create the materials that can make the language useful and meaningful. Besides, playing game make the students feel enjoy to learn the target language.

As stated by Wright et.al (2006: 2), there are some advantages of using games in the classroom as follows: (1) Games help and encourage many learners to sustain their interest and work, (2) Games also help the teacher to create contexts in which the language is useful and meaningful, (3) Games provide one way of helping the learners to experience language rather than merely study it, (4) Games involve the emotions, and the meaning of the language is thus more vividly experienced.

Games could help the teacher create a situation in which the language is useful and meaningful. Many students were not realizing that they were learning while playing. It is in line with Lewis (1999: 5-6) statement about the advantages of language games in educational domain, they are as follows: (1) Games add variation to a lesson, (2) Games can increase motivation to use the target language, (3) Games can be used to introduce new material,(4) Games can serve as a valuable back up, (5) Games can make teacher's lesson planning easier.

According to Wright *et al.* (1996: 14-179), there are many kinds of games that can be used in learning English especially for vocabulary class, they are as follows: (a) Picture games, they are games in which the use of picture plays a major

part, (b) Psychology games, they are games which lead to greater awareness of the working of the human mind and sense, (c) Magic trick, they are games which use a magic trick in presenting the materials, (d) Caring and sharing games, they are games to stimulate the students to caring and sharing activities, (e) Card and board games, they are games that use card and board as the media, (f) Sound games, they are games which the students can create their mind and lead them to exchange points of view of the topic and to express their opinions and ideas, (g) Word games, they are games that focus on the words, (h) True/false games, they are games that lead the students to express their ideas which is either true or false, (i) Memory games, they are games that challenge the players' ability to remember, (j) Question and answer games, they are games to create context in which the learners want to ask questions in order to find something out, (k) Guessing and speculating games, they are games that someone knows something and the other must find out what it is.

In this research, the researcher used Pelmanism game which was categorized as one of the memorizing games since it included the activity of remembering and thinking some words. It was chosen because it was not only good for the students' memorizing, but also challenging and stimulating as well.

2.6 Pelmanism Game

This part presents about the Pelmanism game that was taught in this research. It covers the terms of Pelmanism game, the classification of Pelmanism game, and the procedures of playing Pelmanism game in vocabulary class.

2.6.1 The Terms of Pelmanism Game

Pelmanism is card game in which matching pairs must be selected from cards laid face down. Thornbury (2005:97) states that pelmanism is a memory game which involves nothing but matching. It means that in doing this game, the learners are not necessary to recognize the new words in the beginning, because the learners should

recognize that during the game begin. It is different from matching because a matching task involves first recognizing words and then pairing them. The name Pelmanism game comes from its inventor, Christopher Louis Pelman. The objective of the game is to turn over pairs of matching cards.

Pelmanism game includes word pairs (or picture-word matches) which are printed on individual cards which are placed face down and spread randomly. It can be played with any number of players. It is a good game for young learners, even adults may also find it challenging and stimulating as well. It is necessary for the teacher to apply Pelmanism game in vocabulary class to recycle new words several times. Gairns and Redman (1998:94) state that to develop effective retrieval systems, the teacher could give the students an appropriate retrieval cue for vocabulary presented in the previous lesson and see how many items the students can recall. In addition, Morley says that Pelmanism can provide a useful review activity in a letter lesson. According to those experts, Pelmanism game can give impact to the learners in memorize some new words related to the material given.

Wright *et.al* (1996:139) affirm that this game challenges the players' ability to remember. Learning new words is not simple as just know and remember, but it is also need some strategies in learning vocabulary to memorize the words into their long-term memory. In applying Pelmanism game in teaching vocabulary, the learners were required to match and remember not only the position of each card, but also the pairs of the written forms of each word. Pelmanism also gave some positive effects. First, Pelmanism game covered the activity of matching. Although this game played in a group but it plays in a competitive way. According to Hadfield (2001:4), competitive games, in which players or teams race to be the first to reach the goal. It means that the learners were attracted in learning vocabulary and it gave some motivations in matching the cards by memorizing the words. Second, since it played in a small group, it offers lower anxiety and encourages shy learners to take part

(Steiner,2007). It means that all of the students were given a contribution in the teaching learning process and attracted the students' participation.

Pelmanism requires the players' good memorization and concentration. Hadfield (2001:4-5) states that memorizing game designed to fix the meaning of the word in the students' mind. The aim of the game was getting the students to remember and producing the right word. In addition, Robin (2008) promotes that concentration memory game are good to improve someone's focus and attention abilities. He also points out some of the benefits of concentration memory games as follows:

1. Concentration memory game not only improves players' concentration but also revitalizes the overall brain performance
2. Players will pay better attention to given tasks
3. Players' mind are able to focus better
4. Cocentration memory game organizes players' thinking process
5. Concentration memory game increases players' learning speed and thus the overall brain activity shoots up to give a better performance output.

(Robin, 2008)

From the benefits of memory games above, it could be concluded that with play the game especially memorizing game, the learners as the players could be more focused in memorizing some words. Besides, the learners could also apply the the game in the tasks easier, because the learners could remember the words used in that game. Playing game, especially memorizing game, could make the students learn or remember some words indirectly, because they did not feel learn something. In order that, the learners could be increased their participation.

Based on the advantages of Pelmanism game above, this research used Pelmanism as an alternative technique in teaching vocabulary to enhance the students' vocabulary achievement.

2.6.2 The Classification of Pelmanism Game

There are also other variations in playing Pelmanism game such as:

1. Symbol to symbol



(source: <https://play.google.com/store/apps/details?id=com.memorygame.cartoons18032014>)

2. Symbol and word to symbol and word



(source: http://www.esprintables.com/vocabulary_worksheets/food/food_games/index.asp?page=2)

3. Symbol to word



(source:http://www.esprintables.com/Grammar_worksheets/Verbs/index.asp?page=13)

4. Word to word

go	went	say	said
see	saw	write	wrote
be	was/were	read	read
have	had	run	ran
discover	discovered	do	did
talk	talked	learn	learnt

(source:http://www.esprintables.com/Grammar_worksheets/Verbs/Verb_tenses/Simple_past/index.asp?page=102)

In this research, the cards were used in the form of word to word for teaching nouns, verbs, adjectives and adverbs. This form was taken because the researcher adapted the material with their grade. This was intended for the students to

comprehend more about words that usually used in recount text. This type of variation was also more challenging for the students, because they should be concentrate in classify the words in recount text to the noun, adjective, verb or adverb.

2.6.3 The Procedures of Playing Pelmanism Game in Vocabulary Class

Wright *et.al* (2006:110) propose the procedures of playing Pelmanism game in vocabulary class as follows: *First*, invite the learners to form groups of three or four. Give every group a set of individual cards. The teacher should state the words with the pair and the students should remember the pair of the words. *Second*, ask the students in the group to shuffle the set of individual cards and lay them face down. *Next*, the first players pick up two of the individual cards. If the others members agree that the cards are a pair, the player keeps them and takes another turn. When the individual cards are picked up not match, he /she must show to the other players and replace in the same position from which they were taken. *And then*, this continues until all the individual cards have been paired off. *Last*, when the game has been done, ask the students to check their all matching words that already written in answer sheet.

From the procedure above, the researcher adapts those ways to resent vocabulary in the teaching learning process by using Pelmanism game in recount text. So the procedures of Pelmanism game applied in this research are formulated as follows: *First*, distributing the recount text. *Second*, giving the examples of noun, verb, adjective and adverb. *Third*, asking the students to make groups of 5-6. *Fourth*, giving a set of card to play for to the students. *Fifth*, introducing the game. *Sixth*, saying the word in the card that related to the recount text given, and then asking the students to repeat after her. *Seventh*, asking the students to identify the words in the card related to the text. *Eighth*, asking the students to play Pelmanism game (finding

the pairs of every card in their group). *Ninth*, checking their all matching words that already found. *Tenth*, giving a reward to the winner

After the students practiced Pelmanism game, they continued to do the exercises of vocabulary tasks. The vocabulary tasks were about the classification of vocabulary and filling the blank.

The set of the card consists of twenty matching cards, ten pairs of individual cards in each set, five words for every classification of vocabularies.

2.7 Previous Study

Study on Pelmanism game have ever conducted by researcher. Pelmanism game was succesfully applied to improve fourth grade students' vocabulary achievement in 2013. Sawita applied Pelmanism game on her classroom action research in SDN Rambipuji 01 in the 2012/2013 academic year. Based on the prosess, the students should paired the cards in pelmanism game with their group used symbol to word. However the implementation of playing pelmanism game did not use text because she did not teach vocabulary integrated with reading. Based on the result of the vocabulary test, it could be known that the students' vocabulary achievement improved. It was indicated by the target score of 70 or more could be reached by 83,33% of 42 students. Besides, this research also showed that Pelmanism game increased 23,33% of the students' participation in the process of teaching-learning of vocabulary. It means that the researcher could attracted the students' participation by using Pelmanism game.

Pelmanism game can be used for young learners, because it is challenging and stimulating as well. It is necessary for the teacher to apply Pelmanism game in vocabulary class to recycle new words several times. Wright et.al (1996) state that Pelmanism game not only can be applied in vocabulary class but also for the other language skills, depending on the students materials.

Related to the study above, it could be concluded that Pelmanism game is a useful technique to memorize some new words to stimulate students' thinking to be used in learning vocabulary. It can be used as a good strategy to develop students' vocabulary achievement. Using Pelmanism game, it was expected that the students were able to enhance vocabulary achievement.

2.8 The Action Hypotheses

Based on the review of related literature above, the research hypotheses were formulated as follows:

1. The use of Pelmanism game could enhance the eighth grade students' participation in learning process at SMPN 5 Jember
2. The use of Pelmanism game could enhance the eighth grade students' vocabulary achievement at SMPN 5 Jember

CHAPTER 3. RESEARCH METHOD

A classroom action research was conducted in this research to enhance the VIII D students' vocabulary achievement by using Pelmanism game at SMPN 5 Jember, since the students still got difficulties in mastering vocabulary. This chapter presents about the research methods that was used in this classroom action research. It covers research design, area determination method, research subject determination method, data collection method, operational definition of the key terms, research procedures, data analysis method and reflection. Each section is explained in the following part respectively.

3.1 Research Design

Classroom action research was used in this research because this research was intended to enhance class VIII D students' vocabulary achievement by using Pelmanism game at SMPN 5 Jember. Action research was defined as 'the study of a social situation with a view to improve the quality of action within it (Elliot, 1991: 69). Moreover, Kemmis quoted in Blaxter, et al. (1997: 63) describe classroom action research as follows:

A form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation on which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with 'outsider'.

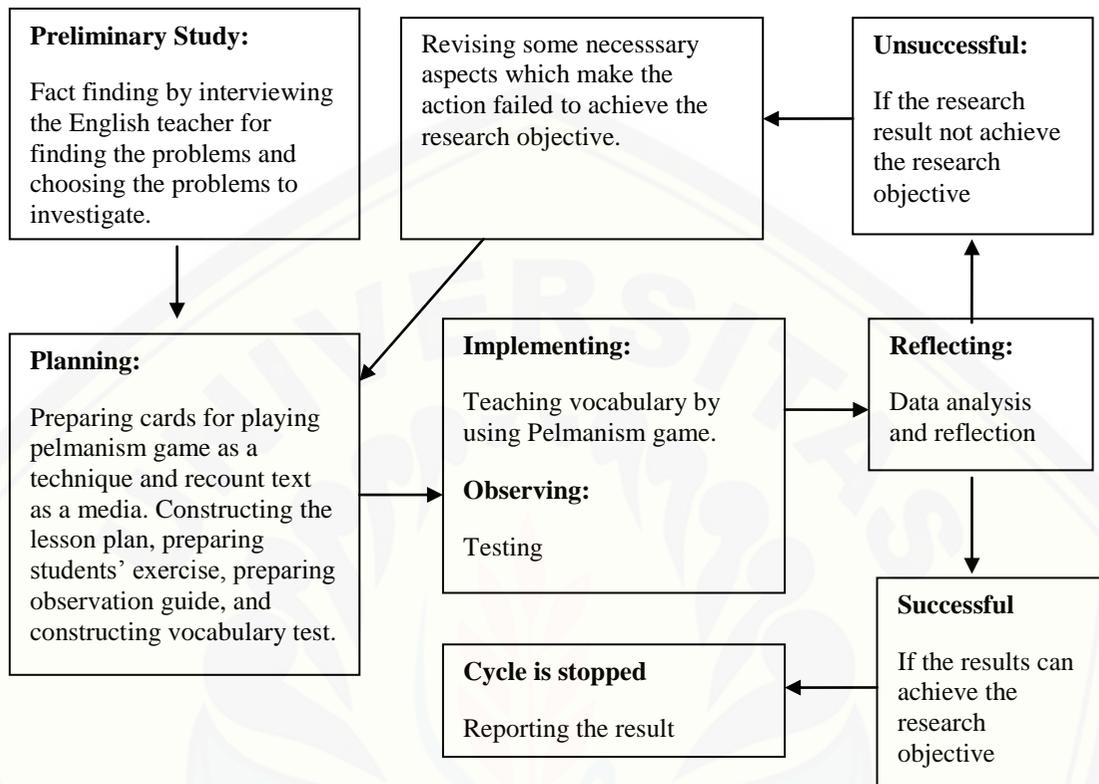
(Taken from Kemmis quoted in Blaxter, et al., 1997: 63)

The statements above describe classroom action research that was intended to solve the practical problem in teaching learning process and overcome students' problems in vocabulary achievement. In addition, the participant did the action research collaboratively and sometimes in cooperation with outsiders (Elliot, 1991:

64). It means that the researcher and the teacher did the action research and observation collaboratively. Dealing with the statement, the classroom action research were conducted collaboratively with the English teacher of class VIII D in SMPN 5 Jember. The researcher and the teacher did the action research and observation in collaboration. The action that was given to the subjects in this research was teaching vocabulary by using Pelmanism game.

There were four steps in doing the action in this research which cover (1) planning of the action, (2) implementation of the action, (3) observation and evaluation, (4) analyzing the data and reflecting the action (Elliot, 1991:70). In the planning stage, the researcher designed the lesson plans, prepared the vocabulary materials using Pelmanism game. The researcher also prepared the observation guide, the test, and set criteria of success. In the implementation stage, the activities that were arranged in the lesson plan were implemented. Meanwhile, the English teacher observed the students' participation in the vocabulary teaching and learning process by using Pelmanism game. In the last stage, the researcher and the English teacher discussed and made a reflection to know whether or not teaching vocabulary by using Pelmanism game could enhance students' vocabulary achievement, the action in the second cycle was conducted if the result in the first cycle did not achieve the criteria of success that was at least 75% students were actively participate during the teaching and learning process by fulfilling at least three indicators in the observation checklist of students' participation and at least 75% of the students could achieve the standard minimum score ≥ 75 .

Further, the design of this classroom action research used the action research model that was adapted from Lewin as quoted by Elliot (1991:70) and was illustrated as following diagram:

Figure 3.1 The Research Design of Classroom Action Research

(Adopted from Lewin as quoted by Elliot, 1991: 70)

The above figure illustrated the whole process of the classroom action research (CAR) starting from the stage of preliminary study up to the reflection stage. This was used to guide the procedure of how to conduct the action research as follows:

1. Undertaking the preliminary study by interviewing the English teacher of SMPN 5 Jember in order to identify the problems in teaching vocabulary and finding out the class which had problems in mastering vocabulary based on the result of vocabulary test done by the English teacher.
2. Observing the classroom to know the students' participation during the teaching and learning process of vocabulary before they are taught vocabulary by using Pelmanism game

3. Planning the actions by constructing the lesson plans, the instrument for observation, and materials for the first cycle
4. Implementing the actions in the first cycle in teaching vocabulary achievement. In this activity, the researcher is carrying out the teaching practice while the English teacher is doing the observation.
5. Observing the classroom during the implementation of the action.
6. Administering a vocabulary achievement to the research subjects after the action done in the first cycle.
7. Analyzing the result of vocabulary achievement.
8. Analyzing the result of classroom observation.
9. Reflecting the result of vocabulary achievement and the result of classroom observation.

The actions were continued to the second cycle when the result of the test in the first cycle could not achieve the criteria of success. The next cycle continued until the target of the research could be achieved and the cycle was stopped. The procedure of doing the action in the second cycle was the same with the procedure when doing the action in the first cycle. Finally the researcher drew the conclusion to answer the research problems and reported the result.

3.2 Area Determination Method

Area determination method deals with the place where the researcher was conducted. The area determination method was determined by using purposive method. Fraenkel and Wallen (2009:100) state that a purposive method is a method in choosing a research based on a certain purpose or reason. This research conducted at SMPN 5 Jember. This area was chosen purposively based on these following considerations:

- a. The VIII D students of SMPN 5 Jember faced difficulties in mastering vocabulary

- b. The students still had low average scores in vocabulary achievement
- c. Pelmanism game had never been applied in the teaching and learning activity to teach vocabulary, at this school. Considering the English teacher method to teach vocabulary that still used a traditional method, that was explaining without using any media
- d. The Headmaster of SMPN 5 Jember and the English teacher of VIII D gave permission to conduct the classroom action research by using Pelmanism game.

3.3 Research Subject Determination Method

Purposive Method was applied to determine the research subject in this research. Fraenkel and Wallen (2009:100) say this method requires the researcher to use his own personal judgment based on the prior information she gets concerning the research subject. The research subjects in this research were the students of VIII D grade students at SMPN 5 Jember. The students in this class were chosen as the research subjects because of some problems; first, the VIII D students of SMPN 5 Jember faced difficulties in mastering vocabulary. Second, it was about 90% of 38 students in the class could not differentiate the classification of the English words, such as nouns, verbs, adjectives, and adverbs. In addition, they still had difficulties in understanding the meaning of the vocabulary. Moreover, the mean score of the students' vocabulary test was 65.53. Meanwhile, the standard minimum score of English in SMPN 5 Jember was 75. Besides they had low attention and motivation in learning vocabulary during reading class.

3.4 Data Collection Method

Data collection method is the method used to collect the data in a research. Fraenkel and Wallen (2009: 110) define data as the kind of information the researchers obtain on the subjects of their research. In conducting a research, it was

important to collect the data needed because it gave the information dealing with the subjects of the research. In this research, collecting the data was done on September, 9th 2015. In this classroom action research, the data collection method consisted of a vocabulary achievement test and observation that were used to collect the primary data. Meanwhile, interview and documentation were used to collect the supporting data. Further information about them is explained below:

3.4.1 Primary Data

Primary data refers to the data or the information that researcher collected to answer the research problems.

3.4.1.1 Vocabulary Achievement Test

According to Arikunto (2002:127), test is a set of questions or exercises or other instruments used to measure skills, knowledge, intelligence, and the talent of individuals or groups. According to Hughes (2003:12-13) achievement tests are directly related to language courses. Their purpose is to establish how successful individual students, group of students, or the sources themselves have been in achieving objectives. It is in line with Fraenkel and Wallen's statement (2009: 125) achievement test is a set of questions used to measure an individual's knowledge or skill. They also add that achievement tests are mostly used in schools to measure learning or the effectiveness of instruction. In this research, achievement test was used to measure the students' vocabulary achievement after being taught vocabulary using Pelmanism game. The type of the test was multiple choices and there were 35 test items. The allocation of time given to the students for doing the test was 40 minutes.

Hughes (2003:9) divides a test into four categories, namely: proficiency tests, achievement tests, diagnostic tests, and placement tests. In this research, an achievement test was used because it was intended to know how successful students

can achieve the goal of the teaching learning process by using Pelmanism game in vocabulary teaching. The vocabulary test was done in each cycle after the actions given. Arikunto (2002: 198) divides two kinds of test they are teacher-made tests and standardized tests. In this case, the researcher used a teacher-made test since the test was constructed by the researcher in considering the materials that was taught in the implementation of the action. The researcher made the test by doing a consultation with the consultants and the English teacher.

According to Hughes (2003: 26), there are two criteria of a good test, namely validity and reliability. A test is said valid if it measures accurately what is supposed to be measured (Hughes, 2003: 26). In addition a valid test is reliable as well. As stated by Hughes (2003: 34) if a test is not valid, it cannot be reliable. Reliability is related to consistency of giving the scores, how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel and Wallen, 2009: 154). The test items in this research were constructed based on the vocabulary indicators that covered research objectives, such as nouns, verbs, adjectives and adverbs that was taught by using Pelmanism game. Vocabulary test was given to the students at the end of each cycle after the researcher implemented the actions. It was intended to measure the students' vocabulary achievement and how far they comprehended the classifications in nouns, verbs, adjectives, and adverbs.

3.4.1.2 Observation

Observation was used to get data about the process of the teaching and learning vocabulary by using Pelmanism game. It was intended to know whether or not the students were involved actively in teaching vocabulary. In this case, the observation sheet in the form of checklist was used to note the students' participation during the implementation of the action. The observation was done by the English teacher while the researcher was implementing the actions. Further, Fraenkel and

Wallen (200: 234) suggest that the best way for doing observation is by using observation instrument. In this research the form of checklist was used as an observation guide whole observing the students' participation. It was used to know the students' participation in the vocabulary teaching and learning process by using Pelmanism game. Arikunto (2002: 200) states that the most effective way in observation was using checklist as the instrument.

The indicators observed the students' participation in following the teacher's instructions, identifying some words used in the text given, playing the Pelmanism game in groups, finding the appropriate card with their pairs in Pelmanism game, and doing the vocabulary exercises. The students were considered as active if 75% of students fulfill at least three indicators. The indicators of active students were as follows: (1) Following the teacher's instructions, (2) Identifying some words used in the text given, (3) Playing the Pelmanism game in groups, (4) Finding the appropriate card with their pairs in Pelmanism game and (5) Doing the vocabulary exercises.

The indicators illustrated the students' activity in learning vocabulary by using Pelmanism game which contained of five indicators. The indicators were intended to know and observe the students' participation in following the teacher's explanation and instructions in the teaching and learning process. The students were considered as active students if they fulfilled at least three indicators and as passive students if they just fulfilled less than three indicators.

3.4.2 Supporting Data

Supporting data or secondary data refers to the data needed to complete the primary data.

3.4.2.1 Interview

The interview with the eighth grade English teacher was conducted in the preliminary study. The interview was carried out to obtain the information from the English teacher about the problems faced by the students in mastering vocabulary, the teacher's media in teaching vocabulary and the class who got the low score in mastering vocabulary and the class who got the low score in mastering vocabulary. According to Arikunto (2002: 115), there are three kinds of interview. They are: 1) an unguided interview that is an interview in which the interviewer carries out the interview freely without the systematic plan of questions, 2) a guided interview that is an interview in which the interview carry out the interview by using a set of questions arranged in advance, 3) a free guided interview that is an interview in which the interviewer uses a set of questions and the questions can be developed to obtain further specific information.

Elliot (1991:80) classifies interview into three categories, namely structured interview, semi structured interview, and unstructured interview. The type of interview used in this research was semi structured interview. It means that the list of the questions were prepared and developed based on the information needed. In this research, the questions of the interview were about the English curriculum used, the students' problem in learning vocabulary, what the English teacher's did to overcome the problems, and the technique and the media that were used by the English teacher in teaching vocabulary. The answer of the interview were used to support the primary data.

3.4.2.2 Documentation

According to Arikunto (2002: 206) documentation is used to find out the data in the form of notes, transcripts, books, newspaper, magazines and daily news week, etc. In this research, documentation is used to get supporting data about the students'

names and the previous vocabulary test scores of VIII D class in SMPN 5 Jember. The data was used as the basis score to be improved.

3.5 Operational Definition of the Key Terms

The operational definitions of the key terms were intended to avoid misunderstanding between the writer and the readers and to keep the discussion of the research concept on the right track. The terms that were necessary to be defined operationally were vocabulary achievement and Pelmanism game.

3.5.1 Pelmanism Game

Pelmanism game is card game in which matching pairs must be selected from cards laid face down. The students should find the pair or the partner of an individual card picked up first. This game was challenging, because the students did not necessary to think at the first (when pick up the individual cards). In this research, the cards were a set of colorful individual cards printed with the words and the size of the individual cards were about 10 x 5 cm. The words used in this research were based on the classification of vocabulary according to the contents of the recount text, such as, good experience and bad experience as suggested in the themes stated in the KTSP 2006. The individual cards were used in Pelmanism game 20 pairs of card in each meeting.

3.5.2 Vocabulary Achievement

The students' vocabulary achievement means the level or amount of knowledge about English vocabulary after learning vocabulary using Pelmanism game, particularly the knowledge of vocabulary was in the form of verbs, nouns, adjectives, and adverbs. Hughes (2003: 13) states that achievement is related to the test that is done to discover how successful the students in achieving the objective of the study. The students' vocabulary achievement was clarified in the scores of

vocabulary test in each cycle. The teaching of vocabulary using Pelmanism game was done integrated with recount text reading.

Dealing with this test, the test was in the form of objective test, that was multiple choices. This type of test items was chosen because they provide only one correct answer that enabled the teacher to give scores easily and objectively. The total number of the test items was 35 items for multiple choices.

Table 3.2 The Distribution of The Test Items Based on The Classification of Vocabulary

No.	Components	Number of Test Items	Total
1.	Nouns	8, 10, 12, 13, 21, 22, 27, 31, 35	9
2.	Verbs	3, 5, 7, 14, 16, 20, 24, 30, 32	9
3.	Adjectives	2, 6, 9, 17, 18, 23, 26, 29, 34	9
4.	Adverbs	1, 4, 11, 15, 19, 25, 28, 33	8
Total			35

3.5.3 Students' Participation

Students' participation in this research was referred to the students' activeness and motivation in joining the class. This covers; following the teacher's instructions, identifying some words used related to the text given, playing the Pelmanism game in groups, finding the appropriate card with their pairs in Pelmanism game, and doing the vocabulary exercises. The students were regarded as active students if they at least fulfill 3 indicators stated in the observation checklist.

3.6 Research Procedures

This classroom action research was intended to enhance the students' vocabulary achievement by using Pelmanism game. It consisted of one cycle in which cycle covers four stages of activities, they are; planning of the action,

implementation of the action, observation and evaluation, and data analysis and reflection. The details are explained as follows:

3.6.1 Planning of the Action

The planning of the action means several activities prepared to all of the steps that were done by researcher before implementing the action of the research, and the activities were as follows:

1. Conducting the preliminary study to obtain the information about students' problem in learning vocabulary.
2. Selecting the themes in the form of recount text that was suitable for the eighth grade students in the first semester.
3. Constructing the lesson plans for the first cycle collaboratively with the English teacher (the meeting 1 and meeting 2) and then consulting them to the consultants.
4. Preparing the materials and the teaching technique, such as sets of individual cards for playing Pelmanism game, and the text to teaching vocabulary.
5. Constructing the guide of observation in the form of checklist containing the indicators being observed in teaching vocabulary during teaching and learning process in each meeting.
6. Constructing the vocabulary test for Cycle 1.

3.6.2 Implementation of the Action

The implementation of the action was done in cyclical model. The action given was teaching vocabulary by using Pelmanism game. In addition the action was done by the researcher while the English teacher observed the action while the researcher observed the students in the class. The implementation of the actions in Cycle I were based on Lesson Plan 1 and Lesson Plan 2 in that cycle. Then, the vocabulary test was conducted in the third meeting after the action in Cycle I given.

3.6.3 Observation and Evaluation

Observation was used to observe the students' participation and application of Pelmanism game as the technique in teaching vocabulary. It recorded students' participation, activities, and the problem found during the vocabulary teaching learning process by using Pelmanism game. The researcher used a checklist consisting of some indicators to do the observation. The student was considered as an active student if he or she: (1) following the teacher's instructions, (2) identifying some words used related to the text given, (3) playing the Pelmanism game in groups, (4) finding the appropriate card with their pairs in Pelmanism game, and (5) doing the vocabulary exercises. If the students fulfilled at least three indicators, it means that they were active during the teaching and learning process of vocabulary by using Pelmanism game.

Evaluation was carried out to know the improvement of the students' vocabulary achievement after being taught vocabulary by using Pelmanism game. The evaluation done in this action research was process evaluation and product evaluation. The process evaluation was done by conducting observation in every meeting in cycle during the teaching learning and process of vocabulary by using Pelmanism game. The product evaluation was carried out by giving the vocabulary test after the students had been taught vocabulary by using pelmanism game.

3.6.4 Data Analysis Method

Blaxter et.al (1997: 185) state analysis is about the search for explanation and understanding, in the course of which concepts and theories are likely to be advance, considered, and developed. Data analysis employed to analyze data obtained from vocabulary test and observation. The main purpose of doing data analysis was to know the improvement of the students in mastering the vocabulary. In this research, the main data was collected by using a vocabulary test. The result of the vocabulary test in the form of the students' scores was analyzed to find the percentage of the

students who get score ≥ 75 . The formula that was used to find the percentage was as follows:

$$E = n/N \times 100\%$$

Notes:

E = the percentage of the students who get the score 75 or higher

n = the total number of the students who get the targeted score 75 or higher

N = the total number of the students

(Ali, 1993:186)

To find the percentage of the students' participation, the researcher used the following formula:

$$E = n/N \times 100\%$$

Notes:

E = the percentage of students who are active

n = the number of the students who are categorized as active students

N = the total number of the students (the subject)

(Ali, 1993:186)

Reflection was done after analyzing data of the test and observation results in Cycle I. It was intended to know the result of the actions of the first cycle that was gained from observation in each meeting and the vocabulary test. In addition the result of the reflection was used as a guidance to revise some necessary aspects in the lesson plans of the first cycle for constructing the lesson plans in the second cycle. The researcher and the English teacher did the reflection to know the weaknesses and the strengths of the action in Cycle I.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research and some suggestions for the students, the English teacher and the future researchers. Each point is presented respectively in the following sections.

5.1. Conclusion

Based on the results of the data analysis of the vocabulary achievement test and observation after conducting the action in Cycle I and II, and discussion in this research, it can be concluded that the use of Pelmanism game could enhance the eighth grade students' vocabulary achievement at SMPN 5 Jember.

The use of Pelmanism game could enhance the eighth grade students' participation in the teaching learning process of vocabulary at SMPN 5 Jember. That was improvement of the average result of observations from Cycle I to Cycle II. The average result of observations increased from 52.63% in Cycle I to 78.95% in Cycle II. The result showed that the improvement of the students' participation from Cycle I to Cycle II was as many as 26.32%. The use of Pelmansim game could enhance the eighth grade students' vocabulary achievement at SMPN 5 Jember. It was showed by the improvement of the result of vocabulary achievement test from Cycle I to Cycle II. The result of vocabulary achievement test increased from 68.42% in Cycle I to 76.32% in Cycle II. The result showed that the improvement of the students' vocabulary achievement test from Cycle I to Cycle II was as many as 7.90%.

5.2. Suggestion

As the result of this research showed that the use of Pelmanism game could enhance the students' participation and the students' vocabulary achievement, the researcher proposes some suggestions to the following people:

5.2.1 The Students

It is suggested to the students as the research subjects to use Pelmanism game as a technique in learning vocabulary because it can make them easier to memorize words, to spell the words, and to understand the words meanings after finding the pairs of the cards as their classification of vocabulary by taking a looked to the text given in Pelmanism game so it will increase the students' vocabulary achievement.

5.2.1 The English Teacher

Based on the result of this research, it is suggested to the English teacher to consider the use of Pelmanism game as a technique to teach vocabulary in the classroom. As the use of Pelmanism game as a technique to teach vocabulary can enhance the students' participation and the students' vocabulary achievement in this research, the English teacher can apply Pelmanism game in order to give various techniques in teaching vocabulary to the students. Besides, it can also decrease the teacher's difficulty in teaching the students new vocabulary.

5.2.2 The Future Researchers

It is suggested to the future researchers to use these research results as information and input to conduct a further research dealing with similar problem by using different research designs such as an experimental research and a descriptive research or even the same research design but to other level of students of different schools.

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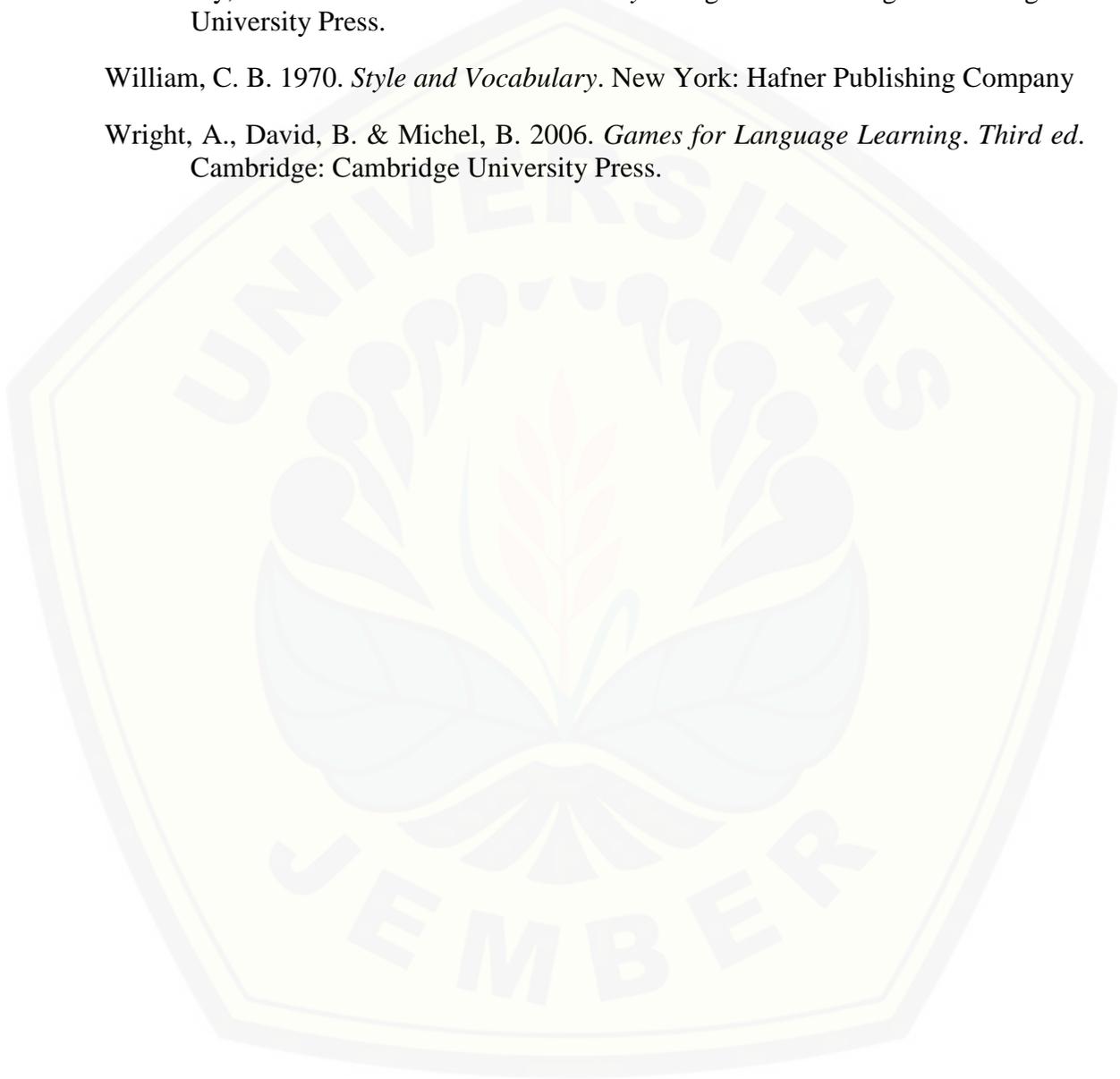
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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Enhancing The Eight Grade Students' Vocabulary Achievement By Using Pelmanism Game At SMPN 5 Jember	1. Can the use of pelmanism game enhance class eighth grade students' participation in learning process at SMPN 5 Jember?	1. Independent Variable: The use of pelmanism game	Teaching vocabulary by using Pelmanism game: a. Group formation b. Words mentioning c. Cards collecting d. Classifying the words into noun, adjective, verb or adverb e. Finding the antonyms or synonyms in the text	1. Respondents: One class that has the lowest mean score in vocabulary achievement in the eighth grade of SMPN 5 Jember 2. Informant : The English Teacher of the eighth grade students of SMPN 5 Jember 3. Document : a. The names of the respondents b. The students' previous score	1. Research Design : Classroom Action Research (CAR) with the cycle model (two cycles). The stages of each cycle are: a. Planning the action b. Implementation of the action c. Observation and evaluation d. Analyzing the data and reflecting the action (Elliot, 1991: 70) 2. Area Determination Method Purposive Method 3. Research Subject Determination Method Purposive Method	1. Pelmanism game can enhance class eighth grade students' participation in learning process at SMPN 5 Jember

	<p>2. Can the use of pelmanism game enhance eighth grade students' vocabulary achievement at SMPN 5 Jember?</p>	<p>2. Dependent Variable: 2.1 The students' participation in learning process</p>	<p>1.The students' indicators of participation covering:</p> <ol style="list-style-type: none"> 1. Following the teacher's instructions 2. Identifying some words used related to the text given 3. Playing the pelmanism game in groups 4. Finding the appropriate card with their pairs in Pelmanism game 5. Doing the vocabulary exercises 		<p>4. Data Collection Methods</p> <ol style="list-style-type: none"> a. Primary Data : <ul style="list-style-type: none"> - Vocabulary test - Observation b. Supporting Data: <ul style="list-style-type: none"> - Interview - Documentation <p>5. Data Analysis Method</p> <p>The main data collected from speaking test in each cycle was analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>Note: E : The percentage of the total number of the students whose score is ≥ 75</p>	<p>2. The use of pelmanism game can enhance class eighth grade students' vocabulary achievement at SMPN 5 Jember</p>
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		<p>2.2 The eighth grade students' vocabulary achievement</p>	<p>2.The students' score of vocabulary test as follows:</p> <ul style="list-style-type: none"> - Nouns - Verbs - Adjectives - Adverbs 		<p>n : The total number of the students whose score ≥ 75 N : The total number of the students (Ali, 1998:189)</p> <p>The data from the observation are analyzed quantitatively by using the following formula:</p> $E = \frac{n}{N} \times 100\%$	
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The Result of Data Instrument

I. The Interview of Preliminary Study

The interview with the eighth grade English teacher of SMPN 5 Jember was conducted in the preliminary study. The interview was carried out to obtain the information from the English teacher about the problems faced by the students in mastering vocabulary, and the teacher's media in teaching vocabulary. The following questions were used as the guide in conducting the interview:

The questions of Interview	The Teacher's Answer
1. What grade do you teach?	1. Grade eighth.
2. What curriculum that is used in teaching English for the eighth grade students in SMPN 5 Jember?	2. KTSP 2006
3. How many times do you teach English in a week?	3. Twice in a week for each class.
4. What resources or materials do you use to teach English to the students?	4. Handbook of SIAPUJA (Siap Ujian Akhir) for the eighth grade by Nur Zaida and also students' worksheet "LKS".
5. What is the standard minimum score for the English score in SMPN 5 Jember?	5. The standard minimum score for the English score is 75.
6. Do the students get the standard minimum score that has been	6. There are only about 42 percent students in the class who have

<p>determined by the school?</p> <p>7. In your opinion, what skill or component is the most difficult to be mastered by the students?</p> <p>8. What are the difficulties faced by the students in learning vocabulary?</p> <p>9. How do you overcome the problems?</p> <p>10. Have you ever used a game, such as Pelmanism game?</p>	<p>achieved the standard minimum score.</p> <p>7. The four of English skills. However they need more vocabularies to learn the four English skills or to make a sentence in learning grammar and also to learn how to pronounce the words in English. So I think that they still have difficulties in mastering vocabulary.</p> <p>8. The students can not remember some of the vocabularies that have been taught to them.</p> <p>9. I ask them to check it in the dictionary.</p> <p>10. No, I have never used that game.</p>
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II. The Guide of Documentation

The data taken	Data resources
<p>1. The names of the research subjects</p> <p>2. The VIII D students' previous score obtained from the English teacher</p>	<p>Documents</p>

LESSON PLAN
(Cycle I Meeting 1)

School : SMPN 5 Jember
Subject : English
Class/Semester : VIII D/I
Language Component : Vocabulary
Genre : Recount Text
Time Allocation : 2 x 40 minutes

I. Core Competences

Reading

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

II. Basic Competences

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators

Cognitive Product

3.5.3.1 Completing the following sentences by putting the correct words in the blank spaces from the words in the box provided

Cognitive Process

3.5.3.2 Reading a recount text given entitled “One Day Tour”

3.5.3.3 Identifying some words which are shown in the card related to the text

3.5.3.4 Playing Pelmanism game

3.5.3.5 Classifying some words into nouns, adjectives, verbs or adverbs

IV. Learning Objectives**Cognitive Product**

3.5.3.1 The students are able to complete the following sentences by putting the correct words in the blank spaces from the words in the box provided

Cognitive Process

3.5.3.4 The students are able to read a recount text given entitled “One Day Tour”

3.5.3.5 The students are able to identify some words which are shown in the card related to the text

3.5.3.4 The students are able to play Pelmanism game

3.5.3.5 The students are able to classify some words into nouns, adjectives, verbs or adverbs

V. Materials

Materials are enclosed.

VI. Approach and Method

Approach : Contextual Teaching Learning (CTL)

Method : modeling, inquiry, questioning, community learning, constructivism, and authentic assessment

VII. Teaching and Learning Activity

Activities	Descriptions		Time	
	Teacher	Students		
1. Set Induction	1.1 Greeting students by saying, “good morning” and “how are you today?”	1.1 Responding to teacher by saying “good morning” and say your condition today.	3’	1’
	1.2 Checking students’ presence	1.2 Responding by answering.		1’
	1.3 Delivering some leading questions	1.3 Answering the teachers’ leading questions		1’
	1.4 Stating the learning objectives	1.4 Paying attention		1’
2. Main activities	2.1 Distributing the recount text entitled “One Day Tour”	2.1 Receiving the recount text entitled “One day tour”	5’	2’
	2.2 Giving the examples of noun, verb, adjective and adverb	2.2 Paying attention		1’
	2.3 Asking the students to make groups of five	2.3 Making group of five		2’
	2.4 Giving a set of card to play for to the students	2.4 Receiving a set of card		
	2.5 Introducing the game	2.5 Paying attention		

	2.6 Saying the word in the card that related to the recount text given, and then ask the students to repeat after her	2.6 Paying attention and repeating the words after the teacher	73'	8'
	2.7 Asking the students to identify the words in the card related to the text	2.7 Identifying the words in the card		
	2.8 Asking the students to play Pelmanism game. (finding the pairs of every card in their group)	2.8 Playing Pelmanism game with their group		30'
	2.9 Checking their all matching words that already found	2.9 Paying attention and checking together		4'
	2.10 Giving a reward to the winner	2.10 Paying attention and receiving the rewards for the winner		1'
	2.11 Distributing worksheet	2.11 Receiving the worksheet		1'
	2.12 Asking the students to do exercise 1 (identifying the words into noun, verb, adjective or adverb) individually	2.12 Doing the exercise 1 individually		5'
	2.13 Discussing the answer with the whole class	2.13 Paying attention		2'
	2.14 Distributing	2.14 Receiving the worksheet		1'

	worksheet 2.15 Asking the students to do exercise 2 (complete the following sentences individually) 2.16 Discussing the answer with the whole class	2.15 Doing the exercise2 individually 2.16 Paying attention		10' 2'
3. Closure	3.1 Guiding the students to make a conclusion about what they have learned by asking some questions 3.2 Saying 'see you again' to the students	3.1 Giving their conclusion about what they have learnt 3.2 Responding	4'	3' 1'

VIII. Media and Resource

1. Media : book, picture, sets of individual cards and worksheets
2. Resource :
 - Zaida, N. 2014. Siap Ujian Akhir Bahasa Inggris Untuk SMP/MTs Kelas VIII. Jakarta: Erlangga.

IX. Assessment

Process : Students' participation by using observation checklist

Product : Vocabulary exercises (Exercise 1 and Exercise 2) in the form of objective test

Instrument:Enclosed

Observation Checklist

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
.								
32								

Notes:

1. Following the teacher's instructions
2. Identifying some words used related to the text given
3. Playing the pelmanism game in groups
4. Finding the appropriate card with their pairs in Pelmanism game
5. Doing the vocabulary exercises

Active : The students fulfill at least three indicators above.

Passive: The students just fulfill one or two indicators

TEACHING MATERIAL

A. Set Induction

Leading Questions:

1. Do you like to play a game?
2. What games do you like in learning English?
3. Have you ever played Pelmanism game?

B. Main Material

- *Distributing the text and ask the students to identify some examples of nouns, verbs, adjectives, and adverbs stated in the recount text.*

One Day Tour

Last weekend my family and I went to Surabaya. We went there by bus. We arrived there at 9 p.m and spent the night at Utami Hotel. The hotel is near the airport. Dad booked some rooms while mom and I was waiting at the lobby patiently. I love the hotel. It was so beautiful with many flowers and some futuristic lamps. The hotel is beautifully decorated.

The next day we rented a car from the hotel. We went on a city tour. We were so excited. The first place we visited was the famous mud at Lapindo project at Sidoarjo. We arrived there in the afternoon. The weather was so hot. We climbed to the top of the dam slowly. Then we continued to walk around the dam carefully. All we could see there was mud. Mud was everywhere. We could see clearly that the mud was still spouting out. We could smell the sulfur. The smell was so strong. The guide said that there were thousands of houses and dozens of factories under the mud.

Next, we went to Suramadu Bridge. The long bridge connects Surabaya and Madura. I guess “sura” come from Surabaya and “madu” come from Madura. The construction of the bridge was totally awesome. It was tall and orange. In only a few minutes we arrived at Madura. We stopped by at the nearby shop to buy some souvenirs. Mom bought some delicious local foods. Dad bought unique key holders as a souvenir from Madura. The key holder had a decoration of “clurit”, the

Madurese weapon. After a few minutes of looking, I decided to buy a t-shirt. It had a picture of Suramadu Bridge on the front.

(Adapted from SIAPUJA Bahasa Inggris, 2015:44)

- Making group of five
- Distributing a set of cards for Pelmanism game for every group

I.

AIRPORT	BRIDGE	KEY	PICTURE	SOUVENIR
ARRIVED	BOUGHT	DECIDED	VISITED	WENT
AWESOME	DELICIOUS	FAMOUS	LONG	STRONG
CAREFULLY	CLEARLY	LAST WEEKEND	PATIENTLY	SLOWLY

II.

NOUN	NOUN	NOUN	NOUN	NOUN
VERB	VERB	VERB	VERB	VERB
ADJECTIVE	ADJECTIVE	ADJECTIVE	ADJECTIVE	ADJECTIVE
ADVERB	ADVERB	ADVERB	ADVERB	ADVERB

- Ask the students to shuffle the cards and lay them face down
- Ask the first players in all groups to pick up two of the cards if the pairs of the card is correct, the player keep them and takes another turn

- *When two cards are picked up which do not match, he/she must be shown to the other players and replaced in exactly the same position from which he/she was taken. Then the next player has turn*
- *This continues until all the cards have been paired off. The player with the most pairs is the winner,*

The Students' Worksheet

1. Exercise 1

Work individually. Read the following text carefully. Identify the underlined words on the recount text below then put the words in the table provided based on the classification of the words!

One Day Tour

Last weekend my family and I went to Surabaya. We went there by bus. We arrived there at 9 p.m and spent the night at Utami Hotel. The hotel is near the airport. Dad booked some rooms while mom and I were waiting at the lobby patiently. I love the hotel. It was so beautiful with many flowers and some futuristic lamps. The hotel is beautifully decorated.

The next day we rented a car from the hotel. We went on a city tour. We were so excited. The first place we visited was the famous mud tour at Lapindo project at Sidoarjo. We arrived there in the afternoon. The weather was so hot. We climbed to the top of the dam slowly. Then we continued to walk around the dam carefully. All we could see there was mud. Mud was everywhere. We could see clearly that the mud was still spouting out. We could smell the sulfur. The smell was so strong. The guide said that there were thousands of houses and dozens of factories under the mud.

Next, we went to Suramadu Bridge. The long bridge connects Surabaya and Madura. I guess “sura” came from Surabaya and “madu” came from Madura. The construction of the bridge was totally awesome. It was tall and orange. In only a few minutes we arrived at Madura. We stopped by at the nearby shop to buy some souvenirs. Mom bought some delicious local foods. Dad bought unique key holders as a souvenir from Madura. The key holder had a decoration of “clurit”, the Madurese weapon. After a few minutes of looking, I decided to buy a t-shirt. It had a picture of Suramadu Bridge on the front.

(Adapted from SIAPUJA Bahasa Inggris, 2015:44)

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

EXERCISE 2

Complete the following sentences by putting the correct words in the blank spaces from the words in the box provided!

1. Last week, mom bought some . . . local food from Madura.
2. After a few minutes of looking, I . . . to buy a t-shirt at the souvenir shop.
3. Suramadu is the name of a long . . . that connects Surabaya and Madura.
4. I was waiting at the lobby . . . while my dad and my mom booked some rooms.
5. The construction of Suramadu Bridge is very tall and orange. It is totally
6. Dad bought a unique key holder as a . . . from Madura.
7. The first place that we . . . was the famous mud tour at Lapindo project at Sidoarjo.
8. my family and I went to Surabaya.
9. When arrived in Surabaya, We spent the night in the hotel was near the
10. The next day, we . . . to Surabaya Bridge.
11. The smell of sulfur was so

12. The . . . Suramadu Bridge connected Surabaya and Madura.
13. I bought a t-shirt that had a . . . of Suramadu Bridge on the front.
14. My family and I . . . in Surabaya at 9 p.m.
15. After we climbed to the top of the damn, we could see the mud

clearly	patiently	long	strong
bridge	arrived	awesome	souvenir
went	picture	slowly	delicious
decided	airport	last weekend	visited

Answer Key**Exercise 1**

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1. airport	1. arrived	1. awesome	1. carefully
2. bridge	2. bought	2. delicious	2. clearly
3. key	3. decided	3. famous	3. last weekend
4. picture	4. visited	4. long	4. patiently
5. souvenir	5. went	5. strong	5. slowly

Exercise 2

- | | |
|-----------------|-------------|
| 1. delicious | 11. strong |
| 2. decided | 12. long |
| 3. bridge | 13. picture |
| 4. patiently | 14. arrived |
| 5. awesome | 15. clearly |
| 6. souvenir | |
| 7. visited | |
| 8. Last weekend | |
| 9. airport | |
| 10. went | |

LESSON PLAN

(Cycle I Meeting 2)

School : SMPN 5 Jember
Subject : English
Class/Semester : VIII D/I
Language Component : Vocabulary
Genre : Recount Text
Time Allocation : 2 x 40 minutes

I. Core Competences

Reading

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

II. Basic Competences

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators

Cognitive Product

3.5.3.1 Completing the following sentences by putting the correct words in the blank spaces from the words in the box provided

Cognitive Process

3.5.3.2 Reading a recount text given entitled “The Museum”

3.5.3.3 Identifying some words which are shown in the card related to the text

3.5.3.4 Playing Pelmanism game

3.5.3.5 Classifying some words into nouns, adjectives, verbs or adverbs

IV. Learning Objectives**Cognitive Product**

3.5.3.1 The students are able to complete the following sentences by putting the correct words in the blank spaces from the words in the box provided

Cognitive Process

3.5.3.4 The students are able to read a recount text given entitled “The Museum”

3.5.3.5 The students are able to identify some words which are shown in the card related to the text

3.5.3.4 The students are able to play Pelmanism game

3.5.3.5 The students are able to classify some words into nouns, adjectives, verbs or adverbs

V. Materials

Materials are enclosed.

VI. Approach and Method

Approach : Contextual Teaching Learning (CTL)

Method : modeling, inquiry, questioning, community learning, constructivism, and authentic assessment

VII. Teaching and Learning Activity

Activities	Descriptions		Time	
	Teacher	Students		
1. Set Induction	1.1 Greeting students by saying, “good morning” and “how are you today?”	1.1 Responding to teacher by saying “good morning” and say your condition today.	3’	1’
	1.2 Checking students’ presence	1.2 Responding by answering.		1’
	1.3 Delivering some leading questions	1.3 Answering the teachers’ leading questions		1’
	1.4 Stating the learning objectives	1.4 Paying attention		1’
2. Main activities	2.1 Distributing the recount text entitled “The Museum”	2.1 Receiving the recount entitled “One day tour”	2’	1’
	2.2 Reminding the example of noun, verb, adjective or adverb	2.2 Paying attention		2’
	2.3 Asking the students to make groups of five	2.3 Making group of five		2’
	2.4 Giving a set of card to play for to the	2.4 Receiving a set of card		2’

	students			
	2.5 Reminding the procedures of playing pelmanism game	2.5 Paying attention		5'
	2.6 Saying the word in the card that related to the recount text given, and then ask the students to repeat after her	2.6 Paying attention and repeating the words after the teacher	73'	8'
	2.7 Asking the students to identify the words in the card related to the text	2.7 Identifying the words in the card		30'
	2.8 Asking the students to play Pelmanism game. (finding the pairs of every card in their group)	2.8 Playing Pelmanism game with their group		4'
	2.9 Checking their all matching words that already found	2.9 Paying attention checking together		1'
	2.10 Giving a reward to the winner	2.10 Paying attention and receiving the rewards for the winner		1'
	2.11 Distributing worksheet	2.11 Receiving the worksheet		5'
	2.12 Asking the students to do exercise 1 (identifying the words into noun, verb, adjective or	2.12 Doing the exercise 1 individually		

	adverb) individually 2.13 Discussing the answer with the whole class 2.14 Distributing worksheet 2.15 Asking the students to do exercise 2 (completing the following sentences individually) 2.16 Discussing the answer with the whole class	2.13 Paying attention 2.14 Receiving the worksheet 2.15 Doing the exercise2 individually 2.16 Paying attention		2' 1' 10' 2'
3. Closure	3.1 Guiding the students to make a conclusion about what they have learned by asking some questions 3.2 Saying 'see you again' to the students	3.1 Giving their conclusion about what they have learnt 3.3 Responding	4'	3' 1'

VIII. Media and Resource

1. Media : book, picture, sets of individual cards and worksheets
2. Resource :
 - Zaida, N. 2014. Siap Ujian Akhir Bahasa Inggris Untuk SMP/MTs Kelas VIII. Jakarta: Erlangga.

IX. Assessment

Process : Students' participation by using observation checklist

Product : Vocabulary exercises (Exercise 1 and Exercise 2) in the form of objective test

Instrument: Enclosed

Observation Checklist

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
.								
32								

Notes:

1. Following the teacher's instructions
2. Identifying some words used related to the text given
3. Playing the pelmanism game in groups
4. Finding the appropriate card with their pairs in Pelmanism game
5. Doing the vocabulary exercises

Active : The students fulfill at least three indicators above.

Passive: The students just fulfill one or two indicators

TEACHING MATERIAL

A. Set Induction

Leading Questions:

1. Do you like to play a game in learning English?
2. Do you still remember about pelmanism game?
3. How are the procedures in playing pelmanism game?

B. Main Material

- *Distributing the text and ask the students to identify some examples of nouns, verbs, adjectives, and adverbs stated in the recount text.*

The Museum

Last Friday, we went to the museum. There were four people in my group. We drove a car to the station and caught the 8 o'clock train. Luckily, the rain came after we got off the train. We were in the train up to 2 hours.

When we arrived at the museum, we met our tour guide named Mr. Smith. He accompanied us to see the museum. First, he took us into dinosaur exhibition. There were fake dinosaurs and walls there but they were awesome, scary and had roaring noises.

Next, Mr. Smith took us to where the games were. My group played Hidden Tombs. It was easy. All we had to do was to follow the clues to get through the pyramid maze. I found the first tomb.

After that, we went into a room to have our lunch. We ate some delicious foods in there. Then, we watched a video about mummies. During that time, Mrs. Aziz, our teacher, gave us a worksheet to do. She asked us to make a summary about the video briefly. When we finished we went to see real mummies.

Finally, we returned to school. It was time to go home. I loved going to the Museum. It was the best excursion I have ever been on.

(Adapted from SIAPUJA Bahasa Inggris, 2015:32)

- Making group of five
- Distributing a set of cards for Pelmanism game for every group

I.

MUSEUM	GUIDE	LUNCH	WORKSHEET	VIDEO
DROVE	MET	FOUND	GAVE	FINISHED
FAKE	SCARY	EASY	REAL	HAPPY
LUCKILY	DURING	INTO RESTAURAN	BRIEFLY	FABULOUSLY

II.

NOUN	NOUN	NOUN	NOUN	NOUN
VERB	VERB	VERB	VERB	VERB
ADJECTIVE	ADJECTIVE	ADJECTIVE	ADJECTIVE	ADJECTIVE
ADVERB	ADVERB	ADVERB	ADVERB	ADVERB

- Ask the students to shuffle the cards and lay them face down
- Ask the first players in all groups to pick up two of the cards if the pairs of the card is correct, the player keep them and takes another turn
- When two cards are picked up which do not match, he/she must be shown to the other players and replaced in exactly the same position from which he/she was taken. Then the next player has turn
- This continues until all the cards have been paired off. The player with the most pairs is the winner

The Students' Worksheet

1. Exercise 1

Work individually. Read the following text carefully. Identify the underlined words on the recount text below then put the words in the table provided based on the classification of the words!

The Museum

Last Friday, we went to the museum. There were four people in my group. We drove a car to the station and caught the 8 o'clock train. Luckily, the rain came after we got off the train. We were in the train up to 2 hours.

When we arrived at the museum, we met our guide named Mr. Smith. He accompanied us to see the museum. First, he took us into dinosaur exhibition. There were fake dinosaurs and walls there but they were awesome, scary and had roaring noises.

Next, Mr. Smith took us to where the games were. My group played Hidden Tombs. It was easy. All we had to do was to follow the clues to get through the pyramid maze. I found the first tomb.

After that, we went into restaurant to have our lunch. We ate some delicious foods in there. Then, we watched a video about mummies. During that time, Mrs. Aziz, our teacher, gave us a worksheet to do. She asked us to make a summary about the video briefly. When we finished we went to see real mummies. I have never seen the real mummies before. The body's mummies fabulously make me surprised.

Finally, we returned to school. It was time to go home. I was happy going to the Museum. It was the best excursion I have ever been on.

(Adapted from SIAPUJA Bahasa Inggris, 2015:32)

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

EXERCISE 2

Complete the following sentences by putting the correct words in the blank spaces from the words in the box provided!

- In the afternoon, we went into a restaurant to have our.....
- We a car to the train station.
- In the museum, we saw fake dinosaurs that had big and sharp teeth. It looked so
- We went to eat some delicious foods.
- When we were watching a video, Mrs. Aziz, our teacher gave us a to do.
- When we arrived at the museum, we Mr. Smith and spoke with him.
- Went to the museum was the best excursion for me, and I was so
- the rain was pouring when we got off the train.
- Mr. Smith as our took us into dinosaur exhibition.
- Although there were only..... dinosaurs, they looked awesome and scary.
- Mrs. Azis asked us to make a resume about mummies video.....

12. We went to the..... to see dinosaur exhibition, real mummies and play Hidden Tombs.
13. After we to do the assignment, we went to see real mummies.
14. I could found the first tomb easily because it was an game.
15. During we were watching the video, Mrs. Azis us a worksheet to do.

worksheet	museum	lunch	fake
gave	guide	During	easy
Luckily	drove	scary	briefly
finished	into restaurant	met	happy

Answer Key**Exercise 1**

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1. guide	1. drove	1. easy	1. briefly
2. lunch	2. finished	2. fake	2. during
3. museum	3. found	3. happy	3. fabulously
4. video	4. gave	4. real	4. into restaurant
5. worksheet	5. met	5. scary	5. luckily

Exercise 2

- | | |
|--------------------|--------------|
| 1. lunch | 11. briefly |
| 2. drove | 12. museum |
| 3. scary | 13. finished |
| 4. into restaurant | 14. easy |
| 5. worksheet | 15. gave |
| 6. met | |
| 7. happy | |
| 8. During | |
| 9. guide | |
| 10. fake | |

Name :

Class :

Vocabulary Test I

Subject : English

Level : 8th

Time : 40 minutes

A. Choose a, b, c, or d as the correct answer by giving (X) on the letter!

1. ... , my family and I went to Surabaya.
 - a. Last weekend
 - b. Next month
 - c. Today
 - d. Tomorrow
2. Suramadu is the name of a . . . bridge that connects Surabaya and Madura.
 - a. bad
 - b. long
 - c. cute
 - d. little
3. Dad an unique key holder that had a decoration of 'clurit' as a souvenir.
 - a. bought
 - b. broke
 - c. sold
 - d. threw
4. . . . we watched a video, Mrs. Azis gave us a worksheet to do so we could not to overlook that video.
 - a. After
 - b. Before
 - c. During
 - d. Sometimes
5. Last night, we a car to the train station.
 - a. bought
 - b. brought
 - c. drove
 - d. rode

6. I was happy going to the museum. The opposite meaning of the underlined word is
- a. angry
 - b. disappointed
 - c. proud
 - d. sad
7. Last Friday, we to the museum with my group for study tour.
- a. departed
 - b. stayed
 - c. worked
 - d. went
8. Dad bought a unique key holder as . . . from Madura last weekend.
- a. a souvenir
 - b. a surprise
 - c. a trap
 - d. an award
9. Hidden Tombs was game. I could find the first tomb easily.
- a. bad
 - b. bored
 - c. beautiful
 - d. easy
10. Mr. Smith took us to watch a about mummies in the theater .
- a. book
 - b. letter
 - c. picture
 - d. video
11. After we played Hidden Tombs, we went to have our lunch.
- a. into a class
 - b. into restaurant
 - c. to the museum
 - d. to school
12. Suramadu connected Surabaya and Madura.
- a. bridge
 - b. city
 - c. lake
 - d. river
13. We spent the night at Utami Hotel near 'Juanda'
- a. airport
 - b. harbor
 - c. port
 - d. station
14. Mrs. Azis us a worksheet to do about summarizing mummies video.
- a. got
 - b. forgave
 - c. gave
 - d. told

15. My family and I climbed the dam so that we were not get an accident.
- a. gently
 - b. leisurely
 - c. quickly
 - d. slowly
16. We departed from Jember at 5.00 p.m. and ... at Surabaya at 9.00 p.m.
- a. arrived
 - b. left
 - c. lived
 - d. went
17. Last week, my mom bought some local foods from Madura. The taste was so.....
- a. cheap
 - b. delicious
 - c. expensive
 - d. spoiled
18. I wasgoing to the museum and I wanted to visit there again next time.
- a. angry
 - b. happy
 - c. proud
 - d. sad
19. I should wait at the lobby . . . while my dad and my mom booked some room for us.
- a. angrily
 - b. edgily
 - c. intolerantly
 - d. patiently
20. Last weekend, my family and I . . . the Lapindo Project at Sidoarjo.
- a. lived
 - b. stayed
 - c. visited
 - d. worked
21. Last Friday in the afternoon we went into restaurant to have our. . . .
- a. breakfast
 - b. brunch
 - c. dinner
 - d. lunch
22. Last Friday, I went to the to see some scarce things like fake dinosaurs and real mummies.
- a. beach
 - b. museum
 - c. restaurant
 - d. school

23. The smell of the sulfur was so It was totally disturbing.
- a. aromatic
 - b. delicious
 - c. strong
 - d. fresh
24. The souvenir shop sold many kinds of t-shirt, but finally I . . . to buy the one that had a picture of Suramadu Bridge on the front.
- a. decided
 - b. rejected
 - c. stopped
 - d. walked
25. My family and I walked around the dam of the Lapindo Project . . .
- a. briefly
 - b. carefully
 - c. clearly
 - d. patiently
26. Suramadu Bridge is very big and tall. The bridge is totally
- a. awesome
 - b. bored
 - c. horrible
 - d. embarrassing
27. My father bought a unique . . . holder that had a decoration of Clurit, the Maduranese weapon.
- a. food
 - b. key
 - c. picture
 - d. t-shirt
28. After we climbed to the top of the damn, we could see the mud
- a. completely
 - b. clearly
 - c. briefly
 - d. silently
29. Although there were only dinosaurs, they looked awesome and scary.
- a. fake
 - b. antique
 - c. big
 - d. real
30. When we arrived at the museum, we . . . Mr. Smith and talked with him.
- a. left
 - b. let
 - c. met
 - d. heard

31. Mr. Smith as our took us into dinosaur exhibition. He gave more information about that.
- a. friend
 - b. guide
 - c. brother
 - d. son
32. After we to do the assignment, Mrs. Azis asked us to submitted that.
- a. continued
 - b. finished
 - c. started
 - d. stopped
33., the rain was pouring when we got off the train. So we were not wet.
- a. Doubtfully
 - b. Fortunately
 - c. Honestly
 - d. Luckily
34. In the museum, we saw fake dinosaurs that looked so
- a. beautiful
 - b. cute
 - c. scary
 - d. small
35. I bought a T-shirt that had a . . . of Suramadu Bridge on the front.
- a. signature
 - b. picture
 - c. sign
 - d. symbol

Answer Key

1. A	11. B	21.D	31.B
2. B	12. A	22.B	32.B
3. A	13. A	23.C	33.D
4. C	14. C	24.A	34.C
5. C	15. D	25.B	35.B
6. D	16. A	26.A	
7. D	17. B	27.B	
8. A	18. B	28.B	
9. D	19. D	29.A	
10. D	20. C	30.C	

The Distribution of the Test items

No.	Components	Number of Test Items	Total
1.	Nouns	8, 10, 12, 13, 21, 22, 27, 31, 35	9
2.	Verbs	3, 5, 7, 14, 16, 20, 24, 30, 32	9
3.	Adjectives	2, 6, 9, 17, 18, 23, 26, 29, 34	9
4.	Adverbs	1, 4, 11, 15, 19, 25, 28, 33	8
Total			35

Scoring

$\frac{\text{Correct answer}}{\text{Total}} \times 100 = 100$

35

LESSON PLAN

(Cycle II Meeting 1)

School : SMPN 5 Jember
Subject : English
Class/Semester : VIII D/I
Language Component : Vocabulary
Genre : Recount Text
Time Allocation : 2 x 40 minutes

I. Core Competences

Reading

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

II. Basic Competences

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators

Cognitive Product

3.5.3.1 Completing the following sentences by putting the correct words in the blank spaces from the words in the box provided

Cognitive Process

3.5.3.2 Reading a recount text given entitled “Terrible Day”

3.5.3.3 Identifying some words which are shown in the card related to the text

3.5.3.4 Playing Pelmanism game

3.5.3.5 Classifying some words into nouns, adjectives, verbs or adverbs

IV. Learning Objectives**Cognitive Product**

3.5.3.1 The students are able to complete the following sentences by putting the correct words in the blank spaces from the words in the box provided

Cognitive Process

3.5.3.4 The students are able to read a recount text given entitled “Terrible Day”

3.5.3.5 The students are able to identify some words which are shown in the card related to the text

3.5.3.4 The students are able to play Pelmanism game

3.5.3.5 The students are able to classify some words into nouns, adjectives, verbs or adverbs

V. Materials

Materials are enclosed.

VI. Approach and Method

Approach : Contextual Teaching Learning (CTL)

Method : modeling, inquiry, questioning, community learning, constructivism, and authentic assessment

VII. Teaching and Learning Activity

Activities	Descriptions		Time	
	Teacher	Students		
1. Set Induction	1.1 Greeting students by saying, “good morning” and “how are you today?”	1.1 Responding to teacher by saying “good morning” and say your condition today.	3’	1’
	1.2 Checking students’ presence	1.2 Responding by answering.		1’
	1.3 Delivering some leading questions	1.3 Answering the teachers’ leading questions		1’
	1.4 Stating the learning objectives	1.4 Paying attention		1’
2. Main activities	2.1 Distributing the recount text entitled “Terrible Day”	2.1 Receiving the recount entitled “Terrible Day”	2’	1’
	2.2 Reminding the example of noun, verb, adjective or adverb	2.2 Paying attention		1’
	2.3 Asking the students to make groups of five up to six students	2.3 Making group of five up to six students		2’
	2.4 Giving a set of card	2.4 Receiving a set of card		5’

	to play for to the students			
	2.5 Giving explanation more about the procedures of playing pelmanism game	2.5 Paying attention		8'
	2.6 Asking the students to identify the words in the card related to the text	2.6 Identifying the words in the card	73'	30'
	2.7 Asking the students to play Pelmanism game. (finding the pairs of every card in their group)	2.7 Playing Pelmanism game with their group		4'
	2.8 Saying to the students who is the group that can pair all the card will be give a big point	2.8 Paying attention		1'
	2.9 Checking their all matching words that already found	2.9 Paying attention and checking together		1'
	2.10 Giving a reward to the winner	2.10 Paying attention and receiving the rewards for winner		5'
	2.11 Distributing worksheet	2.11 Receiving the worksheet		
	2.12 Asking the students to do exercise 1 (identifying the words into noun, verb, adjective or	2.12 Doing the exercise 1 individually		2'
				1'

	adverb) individually 2.13 Discussing the answer with the whole class 2.14 Distributing worksheet 2.15 Asking the students to do exercise 2 (completing the following sentences individually) 2.16 Discussing the answer with the whole class	2.13 Paying attention 2.14 Receiving the worksheet 2.15 Doing the exercise2 individually 2.16 Paying attention		10' 2'
3. Closure	3.1 Guiding the students to make a conclusion about what they have learned by asking some questions 3.2 Saying 'see you again' to the students	3.1 Giving their conclusion about what they have learnt 3.2 Responding	4'	3' 1'

VIII. Media and Resource

1. Media : book, picture, sets of individual cards and worksheets
2. Resource :
 - Zaida, N. 2014. Siap Ujian Akhir Bahasa Inggris Untuk SMP/MTs Kelas VIII. Jakarta: Erlangga.

IX. Assessment

Process : Students' participation by using observation checklist

Product : Vocabulary exercises (Exercise 1 and Exercise 2) in the form of objective test

Instrument: Enclosed

Observation Checklist

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
.								
32								

Notes:

1. Following the teacher's instructions
2. Identifying some words used related to the text given
3. Playing the pelmanism game in groups
4. Finding the appropriate card with their pairs in Pelmanism game
5. Doing the vocabulary exercises

Active : The students fulfill at least three indicators above.

Passive: The students just fulfill one or two indicators

TEACHING MATERIAL

A. Set Induction

Leading Questions:

1. Do you like to play Pelmanism game?
2. What is the goal of playing Pelmanism game?
3. What are the procedures of playing Pelmanism game?

B. Main Material

- *Distributing the text and ask the students to identify some examples of nouns, verbs, adjectives, and adverbs stated in the recount text.*

Terrible Day

Last Sunday was a terrible day. My cousins and I were playing football in front of a house together to spend our time. First, it was really fun until I kick the ball too hard, so the ball felt into a window and I broke the window. When we want to run away, suddenly we all heard a loud voice

After that, the owner of the house came from the fence of the house, he was shouted on us. We were very afraid, but we did not know what to do. Then, one of my cousins told us to run, we all ran quickly and suddenly we heard a bark sound loudly. Then we knew that the owner of the house let his dog to chase us. And we were struggling to run fast as we can. But I fell down so the dog managed to catch me and bite my leg. It was really painful. Then the dog ran back to the house. My cousins took me to the doctor and told my parents immediately.

Finally the doctor said that I was exposed to rabies. Then I was hospitalized for one more week.

(Adapted from SIAPUJA Bahasa Inggris, 2015:44)

- Making group of five
- Distributing a set of cards for Pelmanism game for every group

I.

COUSIN	DOCTOR	FENCE	VOICE	WINDOW
BROKE	HEARD	HOSPITALIZED	RAN	TOOK
FAST	FUN	LOUD	PAINFUL	TERRIBLE
IMMEDIATELY	LOUDLY	QUICKLY	SUDDENLY	TOGETHER

II.

NOUN	NOUN	NOUN	NOUN	NOUN
VERB	VERB	VERB	VERB	VERB
ADJECTIVE	ADJECTIVE	ADJECTIVE	ADJECTIVE	ADJECTIVE
ADVERB	ADVERB	ADVERB	ADVERB	ADVERB

- Ask the students to shuffle the cards and lay them face down
- Ask the first players in all groups to pick up two of the cards if the pairs of the card is correct, the player keep them and takes another turn
- When two cards are picked up which do not match, he/she must be shown to the other players and replaced in exactly the same position from which he/she was taken. Then the next player has turn

- This continues until all the cards have been paired off. The player with the most pairs is the winner,

The Students' Worksheet

1. Exercise 1

Work individually. Read the following text carefully. Identify the underlined words on the recount text below then put the words in the table provided based on the classification of the words!

Terrible Day

Last Sunday was a terrible day. My cousins and I were playing football in front of a house together to spend our time. First, it was really fun until I kick the ball too hard, so the ball felt into a window and I broke the window. When we want to run away, suddenly we all heard a loud voice.

After that, the owner of the house came from the fence of the house, he was shouted on us. We were very afraid, but we did not know what to do. Then, one of my cousins told us to run, we all ran quickly and suddenly we heard a bark sound loudly. Then we knew that the owner of the house let his dog to chase us. And we were struggling to run fast as we can. But I fell down so the dog managed to catch me and bite my leg. It was really painful. Then the dog ran back to the house. My cousins took me to the doctor and told my parents immediately.

Finally the doctor said that I was exposed to rabies. Then I was hospitalized for one more week.

(Adapted from SIAPUJA Bahasa Inggris, 2015:44)

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

EXERCISE 2

Complete the following sentences by putting the correct words in the blank spaces from the words in the box provided!

1. She is a singer and her is so beautiful.
2. When we all run, we hear the dog bark loudly and make us shocked.
3. We all ran to avoid the dog's catches.
4. When the dog was barking, we tried to run
5. I was for one more week in the hospital.
6. Andi is my uncle's son. So he is my.....
7. We jumped the..... of the house to take our ball.
8. I was hospitalized for one more week. That was my experience.
9. The dog caught me and bit my leg. It was really
10. When I got an accident, the gave me some medicine.
11. Accidentally the window when I kicked the ball too strong.
12. My cousin took me to the doctor..... when my leg was injured.
13. Last Sunday I played football in front of a house. It was so.....
14. I the dog barked so loudly.
15. The dog was barking, so all of us could hear the voice.

heard	fence	quickly	doctor
took	terrible	suddenly	immediately
cousin	hospitalized	fun	fast
painful	voice	broke	loudly

Answer Key**Exercise 1**

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1. cousin	1. broke	1. fast	1. immediately
2. doctor	2. ran	2. fun	2. loudly
3. fence	3. hospitalized	3. loud	3. quickly
4. voice	4. heard	4. painful	4. suddenly
5. window	5. took	5. terrible	5. together

Exercise 2

- | | |
|-----------------|-----------------|
| 1. voice | 11. broke |
| 2. suddenly | 12. immediately |
| 3. quickly | 13. fun |
| 4. fast | 14. heard |
| 5. hospitalized | 15. loudly |
| 6. cousin | |
| 7. fence | |
| 8. terrible | |
| 9. painful | |
| 10. doctor | |

LESSON PLAN

(Cycle II Meeting 2)

School : SMPN 5 Jember
Subject : English
Class/Semester : VIII D/I
Language Component : Vocabulary
Genre : Recount Text
Time Allocation : 2 x 40 minutes

I. Core Competences

Reading

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

II. Basic Competences

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators

Cognitive Product

3.5.3.1 Completing the following sentences by putting the correct words in the blank spaces from the words in the box provided

Cognitive Process

3.5.3.2 Reading a recount text given entitled “None of Your Business!”

3.5.3.3 Identifying some words which are shown in the card related to the text

3.5.3.4 Playing Pelmanism game

3.5.3.5 Classifying some words into nouns, adjectives, verbs or adverbs

IV. Learning Objectives**Cognitive Product**

3.5.3.1 The students are able to complete the following sentences by putting the correct words in the blank spaces from the words in the box provided

Cognitive Process

3.5.3.4 The students are able to read a recount text given entitled “None of Your Business!”

3.5.3.5 The students are able to identify some words which are shown in the card related to the text

3.5.3.4 The students are able to play Pelmanism game

3.5.3.5 The students are able to classify some words into nouns, adjectives, verbs or adverbs

V. Materials

Materials are enclosed.

VI. Approach and Method

Approach : Contextual Teaching Learning (CTL)

Method : modeling, inquiry, questioning, community learning, constructivism, and authentic assessment

VII. Teaching and Learning Activity

Activities	Descriptions		Time	
	Teacher	Students		
1. Set Induction	1.1 Greeting students by saying, “good morning” and “how are you today?”	1.1 Responding to teacher by saying “good morning” and say your condition today	3’	1’
	1.2 Checking students’ presence	1.2 Responding by answering.		1’
	1.3 Delivering some leading questions	1.3 Answering the teachers’ leading questions		1’
	1.4 Stating the learning objectives	1.4 Paying attention		1’
2. Main activities	2.1 Distributing the recount text entitled “None of Your Business!”	2.1 Receiving the recount text entitled “None of Your Business!”	2’	1’
	2.2 Reminding the example of noun, verb, adjective or adverb	2.2 Paying attention		2’
	2.3 Asking the students to make groups of five	2.3 Making group of five		5’
	2.4 Giving a set of card to play for to the students	2.4 Receiving a set of card		

	2.5 Reminding the procedures of playing pelmanism game	2.5 Paying attention		8'
	2.6 Asking the students to identify the words in the card related to the text	2.6 Identifying the words in the card	73'	30'
	2.7 Asking the students to play Pelmanism game. (finding the pairs of every card in their group)	2.7 Playing Pelmanism game with their group		4'
	2.8 Checking their all matching words that already found	2.8 Paying attention and checking together		1'
	2.9 Giving a reward to the winner	2.9 Paying attention and receiving the rewards for the winner		1'
	2.10 Distributing worksheet	2.10 Receiving the worksheet		5'
	2.11 Asking the students to do exercise 1 (identifying the words into noun, verb, adjective or adverb) individually	2.11 Doing the exercise 1 individually		2'
	2.12 Discussing the answer with the whole class	2.12 Paying attention		1'
	2.13 Distributing worksheet	2.13 Receiving the worksheet		10'
	2.14 Asking the students	2.14 Doing the exercise 2		

	to do exercise 2 individually (completing the following sentences individually) 2.15 Discussing the answer with the whole class	2.15 Paying attention		2'
3. Closure	3.1 Guiding the students to make a conclusion about what they have learned by asking some questions 3.2 Saying 'see you again' to the students	3.1 Giving their conclusion about what they have learnt 3.2 Responding	4'	3' 1'

VIII. Media and Resource

1. Media : book, picture, sets of individual cards and worksheets
2. Resource :
 - Zaida, N. 2014. Siap Ujian Akhir Bahasa Inggris Untuk SMP/MTs Kelas VIII. Jakarta: Erlangga.

IX. Assessment

Process : Students' participation by using observation checklist

Product : Vocabulary exercises (Exercise 1 and Exercise 2) in the form of objective test

Instrument: Enclosed

Observation Checklist

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								
3								
.								
32								

Notes:

1. Following the teacher's instructions
2. Identifying some words used related to the text given
3. Playing the pelmanism game in groups
4. Finding the appropriate card with their pairs in Pelmanism game
5. Doing the vocabulary exercises

Active : The students fulfill at least three indicators above.

Passive: The students just fulfill one or two indicators

TEACHING MATERIAL

A. Set Induction

Leading Questions:

1. Do you like to play Pelmanism game?
2. What are the procedures of Pelmanism game?
3. Can you give some examples of nouns, verbs, adjectives and adverbs?

B. Main Material

- *Distributing the text and ask the students to identify some examples of nouns, verbs, adjectives, and adverbs stated in the recount text.*

None of Your Business!

Last week I went to my sister's school to see her performance in drama. The drama held in the school hall. I came excitedly to see her performance. First, I looked for the best seat in the school hall. Then, I sat and waited patiently for the drama. The decoration was put beautifully.

When the drama started, the audience watched the drama calmly. I tried to concentrate on the performance. The drama was good but I did not watch enjoyably. Two children were sitting behind me and they were talking loudly. I got very angry because I could not hear the conversations. So I turned my head and looked at them angrily. They did not pay any attention and kept on talking. Finally, I turned round again and said angrily that I could not hear the word.

To my surprised they told me that it was none of my business. I thought they did not understand what I was trying to say was that I could not hear the drama not their conversation.

(Adapted from SIAPUJA Bahasa Inggris, 2015:44)

- *Making group of five*
- *Distributing a set of cards for Pelmanism game for every group*

I.

ATTENTION	CONVERSATION	DRAMA	HALL	THEY
KEPT	LOOKED	SAT	SURPRISED	STARTED
ANGRY	BEST	BEHIND	GOOD	ROUND
ANGRILY	BEAUTIFULLY	CALMLY	ENJOYABLY	EXCITEDLY

II.

NOUN	NOUN	NOUN	NOUN	NOUN
VERB	VERB	VERB	VERB	VERB
ADJECTIVE	ADJECTIVE	ADJECTIVE	ADJECTIVE	ADJECTIVE
ADVERB	ADVERB	ADVERB	ADVERB	ADVERB

- Ask the students to shuffle the cards and lay them face down
- Ask the first players in all groups to pick up two of the cards if the pairs of the card is correct, the player keep them and takes another turn
- When two cards are picked up which do not match, he/she must be shown to the other players and replaced in exactly the same position from which he/she was taken. Then the next player has turn
- This continues until all the cards have been paired off. The player with the most pairs is the winner,

The Students' Worksheet

1. Exercise 1

Work individually. Read the following text carefully. Identify the underlined words on the recount text below then put the words in the table provided based on the classification of the words!

None of Your Business!

Last week I went to my sister's school to see her performance in drama. The drama held in the school hall. I came excitedly to see her performance. First, I looked for the best seat in the school hall. Then, I sat and waited patiently for the drama. The decoration was put beautifully.

When the drama started, the audience watched the drama calmly. I tried to concentrate on the performance. The drama was good but I did not watch enjoyably. Two children were sitting behind me and they were talking loudly. I got very angry because I could not hear the conversations. So I turned my head and looked at them angrily. They did not pay any attention and kept on talking. Finally, I turned round again and said angrily that I could not hear the word.

To my surprised they told me that it was none of my business. I thought they did not understand what I was trying to say was that I could not hear the drama not their conversation.

(Adapted from SIAPUJA Bahasa Inggris, 2015:44)

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

EXERCISE 2

Complete the following sentences by putting the correct words in the blank spaces from the words in the box provided!

1. I got very because two children behind me did not pay any attention.
2. I on the chair and waited patiently.
3. Dialogue means.....
4. The decoration was put and I was like it.
5. The audience waited patiently until the drama.....
6. The drama was so and I was love it.
7. I sat in front of the children so the children sat right me.
8. I asked any to the children because I could not hear the drama clearly.
9. I said because they were disturbing me.
10. He did not hear my request and..... on talking with her friends.
11. It was so when my father gave me a gift in my birthday.
12. I at them angrily because they talked too loud.
13. I found the seat to watch the drama clearly.
14. I did not watch the drama..... because there was so noisy.
15. Last night, I watched..... in the theater.

drama	angrily	best	looked
behind	kept	attention	good
angry	enjoyably	started	sat
conversation	surprised	beautifully	excitedly

Answer Key**Exercise 1**

Table of Vocabulary			
Nouns	Verbs	Adjectives	Adverbs
1. attention	1. kept	1. angry	1. angrily
2. conversation	2. looked	2. behind	2. beautifully
3. drama	3. sat	3. best	3. calmly
4. hall	4. started	4. good	4. enjoyably
5. they	5. surprised	5. round	5. excitedly

Exercise 2

- | | |
|-----------------|---------------|
| 1. angry | 11. surprised |
| 2. sat | 12. looked |
| 3. conversation | 13. best |
| 4. beautifully | 14. enjoyably |
| 5. started | 15. drama |
| 6. good | |
| 7. behind | |
| 8. attention | |
| 9. angrily | |
| 10. kept | |

6. Last night, I ... near the window to look at the scenery from above.
- a. sat
 - b. walked
 - c. stood
 - d. ran
7. Yesterday, I watched in the theater.
- a. drama
 - b. circus
 - c. accident
 - d. bazaar
8. The drama was so and I was love it.
- a. bored
 - b.confused
 - c. good
 - d. messy
9. I did not watch the drama because there was so noisy.
- a. beautifully
 - b. enjoyable
 - c. clearly
 - d. slowly
10. I sat in front of the children so the children sat right me.
- a. above
 - b. between
 - c. behind
 - d. beside
11. The doctor suggested that I was in the hospital.
- a. slept
 - b. stayed
 - c. hospitalized
 - d. unpermitted
12. Me gave me some medicines to treat my injury.
- a. doctor
 - b. pilot
 - c. police
 - d. teacher
13. My cousins told us to run, we all ran quickly. Quickly means.....
- a. beautiful
 - b. fast
 - c. loudly
 - d. slowly
14. When we flight, we could saw the scenery from the
- a. door
 - b. fence
 - c. floor
 - d. window

15. When we ran away. We the dog was barking so loudly
- a. heard
 - b. looked
 - c. smelt
 - d. tasted
16. The competition..... at 7 am and finished at 10 am.
- a. continued
 - b. started
 - c. canceled
 - d. stopped
17. I said..... because they were disturbing me.
- a. angrily
 - b. beautifully
 - c. calmly
 - d. proudly
18. I was because my brother has broken my lovely vase.
- a. angry
 - b. happy
 - c. proud
 - d. sad
19. The teacher asked any from her students because she was teaching this morning.
- a. announcement
 - b. conversation
 - c. invitation
 - d. attention
20. She dances and make her parents proud to her.
- a. badly
 - b. beautifully
 - c. calmly
 - d. slowly
21. Last night the dog caught and bit my leg. It was so.....
- a. amazing
 - b. good
 - c. funny
 - d. painful
22. My cousins me to the doctor when I got the accident.
- a. laid
 - b. left
 - c. gave
 - d. took
23. When my leg was injured, my cousins took me to the hospital.....
- a. beautifully
 - b. clearly
 - c. immediately
 - d. slowly

32. My sister is a singer. She has a goodin singing.
- a. accessories
 - b. custom
 - c. dance
 - d. voice
33. Dialogue means.....
- a. drama
 - b. movie
 - c. monologue
 - d. conversation
34. My school has a large Usually it used to hold large formal .
- a. hall
 - b. canteen
 - c. classroom
 - d. library
35. This morning, I was doing a test. The teacher asked me to answer the questions by choosing the answer.
- a. best
 - b. false
 - c. good
 - d. worst

Answer Key

1. B	11. C	21.D	31.B
2. C	12. A	22.D	32.D
3. D	13. D	23.C	33.D
4. C	14. D	24.D	34.A
5. D	15. A	25.A	35.A
6. A	16. B	26.B	
7. A	17. A	27.C	
8. C	18. A	28.A	
9. B	19. D	29.A	
10. C	20. B	30.A	

The Distribution of the Test items

No.	Components	Number of Test Items	Total
1.	Nouns	1, 7, 12, 14, 19, 26, 32, 33, 34	9
2.	Verbs	4, 6, 11, 15, 16, 22, 27, 30, 31	9
3.	Adjectives	2, 3, 8, 10, 18, 21, 24, 25, 35	9
4.	Adverbs	5, 9, 13, 17, 20, 23, 28, 29	8
Total			35

Scoring

$\frac{\text{Correct answer}}{\text{Total}} \times 100 = 100$

35

Observation Checklist for Students' Participation in Cycle I

No.	The Students' Name (in initial)	Meeting 1					Note		Meeting 2					Note	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1	ADJ	√		√	√		√		√		√	√	√	√	
2	ATS	√	√	√			√		√	√	√		√	√	
3	AS	√	√	√		√	√		√	√	√		√	√	
4	AA	√				√		√			√				√
5	AR	√		√	√	√	√		√		√	√	√	√	
6	DDA			√	√	√	√		√		√	√	√	√	
7	DIA		√			√		√			√		√		√
8	ERA	√		√		√	√		√	√	√		√	√	
9	HAR	√		√		√	√		√		√		√	√	
10	IWRPN		√			√		√	√		√				√
11	IP		√	√	√		√		√	√			√	√	
12	KDC	√				√		√	√		√		√	√	
13	M.AH			√	√			√	√				√		√
14	M.F		√	√	√		√			√	√	√	√	√	
15	M.NDKD	√	√	√			√		√		√		√	√	
16	MI			√	√			√		√		√	√	√	
17	MATDP			√	√	√	√		√	√		√	√	√	
18	MAL	√		√	√	√	√		√		√	√	√	√	
19	MSAH		√			√		√	√					√	√
20	PAR	√				√		√			√		√		√
21	PMS	√	√	√	√		√		√		√	√	√	√	
22	QN			√		√		√	√		√				√
23	RBF			√	√	√	√		√		√	√		√	
24	RA	√				√		√			√		√		√
25	RZ			√		√		√	√					√	√
26	RFAM	√		√	√	√	√		√	√	√		√	√	
27	RBY			√	√			√	√				√		√
28	RPNS		√	√	√		√		√		√	√	√	√	
29	SCN		√	√		√	√		√	√	√		√	√	
30	SUR	√		√	√	√	√		√		√	√	√	√	
31	SK	√				√		√							
32	SA		√	√		√	√		√		√	√	√	√	
33	TFB			√	√			√			√				√
34	VRSP	√		√	√	√	√		√	√			√	√	
35	WTDP	√				√		√	√		√	√	√	√	
36	YBP			√	√			√	√				√		√
37	YS			√		√		√			√	√			√
38	AFMAB			√	√			√	√		√	√		√	

Observation Checklist for Students' Participation in Cycle II

No.	The Students' Name (in initial)	Meeting 1					Note		Meeting 2					Note	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1	ADJ	√		√	√		√		√		√	√	√	√	
2	ATS	√	√	√			√		√	√	√		√	√	
3	AS	√	√	√		√	√		√	√	√		√	√	
4	AA	√		√		√	√		√		√		√	√	
5	AR	√		√	√	√	√		√		√	√	√	√	
6	DDA			√	√	√	√		√		√	√	√	√	
7	DIA		√			√		√			√		√		√
8	ERA	√		√		√	√		√	√	√		√	√	
9	HAR	√		√		√	√		√		√		√	√	
10	IWRPN		√			√		√	√		√				√
11	IP		√	√	√		√		√	√			√	√	
12	KDC	√				√		√	√		√		√	√	
13	M.AH	√		√	√		√		√		√	√	√	√	
14	M.F		√	√	√		√			√	√	√	√	√	
15	M.NDKD	√	√	√			√		√		√		√	√	
16	MI			√	√			√		√		√	√	√	
17	MATDP			√	√	√	√		√	√		√	√	√	
18	MAL	√		√	√	√	√		√		√	√	√	√	
19	MSAH		√			√		√	√					√	√
20	PAR	√				√		√	√		√		√	√	
21	PMS								√		√	√	√	√	
22	QN			√		√		√	√		√				√
23	RBF			√	√	√	√		√		√	√		√	
24	RA	√			√	√	√				√		√		√
25	RZ	√		√		√	√		√					√	√
26	RFAM	√		√	√	√	√		√	√	√		√	√	
27	RBY			√	√	√	√		√		√		√	√	
28	RPNS		√	√	√		√		√		√	√	√	√	
29	SCN		√	√		√	√		√	√	√		√	√	
30	SUR	√		√	√	√	√		√		√	√	√	√	
31	SK	√		√		√	√								
32	SA		√	√		√	√		√		√	√	√	√	
33	TFB			√	√			√			√				√
34	VRSP	√		√	√	√	√		√	√			√	√	
35	WTDP	√			√	√	√		√		√	√	√	√	
36	YBP			√	√			√	√				√		√
37	YS	√		√		√	√			√	√	√		√	
38	AFMAB	√		√	√				√		√	√		√	



The Result of the Students' Vocabulary Achievement Test in Cycle 1

No.	The Students' Name (in initial)	Score	Achieved	Not Achieved
1	ADJ	86	√	
2	ATS	66		√
3	AS	57		√
4	AA	77	√	
5	AR	74		√
6	DDA	63		√
7	DIA	89	√	
8	ERA	71		√
9	HAR	86	√	
10	IWRPN	77	√	
11	IP	69		√
12	KDC	86	√	
13	M.AH	63		√
14	M.F	77	√	
15	M.NDKD	60		√
16	MI	66		√
17	MATDP	77	√	
18	MAL	86	√	
19	MSAH	77	√	
20	PAR	77	√	
21	PMS	77	√	
22	QN	57		√
23	RBF	80	√	
24	RA	80	√	
25	RZ	86	√	
26	RFAM	69		√
27	RBV	80	√	
28	RPNS	80	√	
29	SCN	86	√	
30	SUR	77	√	
31	SK	80	√	
32	SA	86	√	
33	TFB	80	√	
34	VRSP	89	√	
35	WTDP	86	√	
36	YBP	74		√
37	YS	91	√	
38	AFMAB	83	√	
TOTAL			26	12

The Result of the Students' Vocabulary Achievement Test in Cycle II

No.	The Students' Name (in initial)	Score	Achieved	Not Achieved
1	ADJ	89	√	
2	ATS	77	√	
3	AS	77	√	
4	AA	83	√	
5	AR	71		√
6	DDA	66		√
7	DIA	89	√	
8	ERA	74		√
9	HAR	89	√	
10	IWRPN	80	√	
11	IP	71		√
12	KDC	89	√	
13	M.AH	74		√
14	M.F	80	√	
15	M.NDKD	74		√
16	MI	71		√
17	MATDP	77	√	
18	MAL	83	√	
19	MSAH	83	√	
20	PAR	86	√	
21	PMS	80	√	
22	QN	74		√
23	RBF	89	√	
24	RA	83	√	
25	RZ	83	√	
26	RFAM	77	√	
27	RBV	83	√	
28	RPNS	86	√	
29	SCN	86	√	
30	SUR	83	√	
31	SK	86	√	
32	SA	91	√	
33	TFB	83	√	
34	VRSP	94	√	
35	WTDP	91	√	
36	YBP	71		√
37	YS	89	√	
38	AFMAB	86	√	
TOTAL			29	9



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 5 JEMBER
(SMP NEGERI 5 JEMBER)
JL. IMAM BONJOL, KALIWATES ☎ (0331) 312737 JEMBER

The VIII D Students' Previous Score at SMP Negeri 5 Jember

NO	NAMA	KLS	L/P	SCORE
1	ADJ	8D	L	75
2	ATS	8D	L	65
3	AS	8D	L	75
4	AA	8D	L	75
5	AR	8D	P	75
6	DDA	8D	L	45
7	DIA	8D	L	35
8	ERA	8D	L	45
9	HAR	8D	P	80
10	IWRPN	8D	P	75
11	IP	8D	P	40
12	KDC	8D	P	85
13	M. AH	8D	L	75
14	M. F	8D	L	60
15	M. NDK	8D	L	65
16	MI	8D	L	75
17	MATDP	8D	P	60
18	MAL	8D	L	65
19	MSAH	8D	L	60
20	PAR	8D	L	80
21	PMS	8D	L	60
22	QN	8D	L	65
23	RBF	8D	L	85
24	RA	8D	P	55
25	RZ	8D	L	60
26	RFAM	8D	L	85
27	RBY	8D	P	30
28	RPNS	8D	P	40
29	SCN	8D	P	70
30	SUR	8D	L	75
31	SK	8D	L	40
32	SA	8D	L	70
33	TFB	8D	L	60
34	VRS	8D	L	90
35	WTDP	8D	L	85
36	YBP	8D	L	65
37	YS	8D	P	70
38	AFM	8D	L	75

(Taken from English teacher's documentation)