



**IMPROVING THE VIII-C GRADE STUDENTS'
VOCABULARY ACHIEVEMENT BY USING POP-UP
PICTURES AT SMPN 1 BEJI - PASURUAN**

THESIS PROPOSAL

By

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY**

2016



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

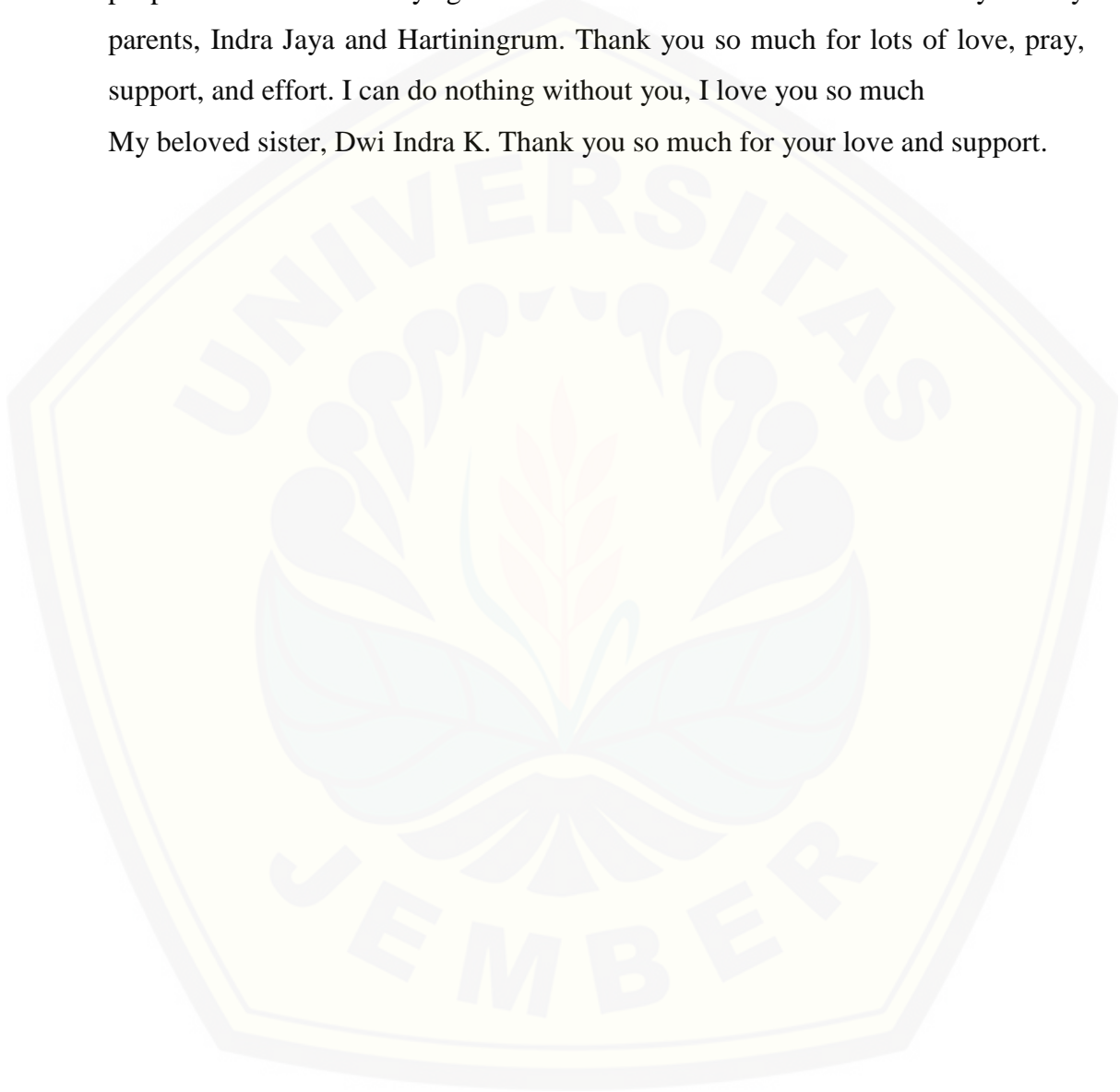
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DEDICATION

I would like to dedicate my thesis to my Lord Allah SWT and all special people of mine who always give me motivation to finish this thesis. They are My parents, Indra Jaya and Hartiningrum. Thank you so much for lots of love, pray, support, and effort. I can do nothing without you, I love you so much My beloved sister, Dwi Indra K. Thank you so much for your love and support.



MOTTO

Few activities are as delightful as learning new vocabulary

(Tim Gunn, Tim Gunn: A Guide to Quality, Taste & Style)



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

STATEMENT OF THESIS AUTHENTICITY

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CONSULTANT'S APPROVAL

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Jember, March 18th, 2016

Sheila Wijayanti

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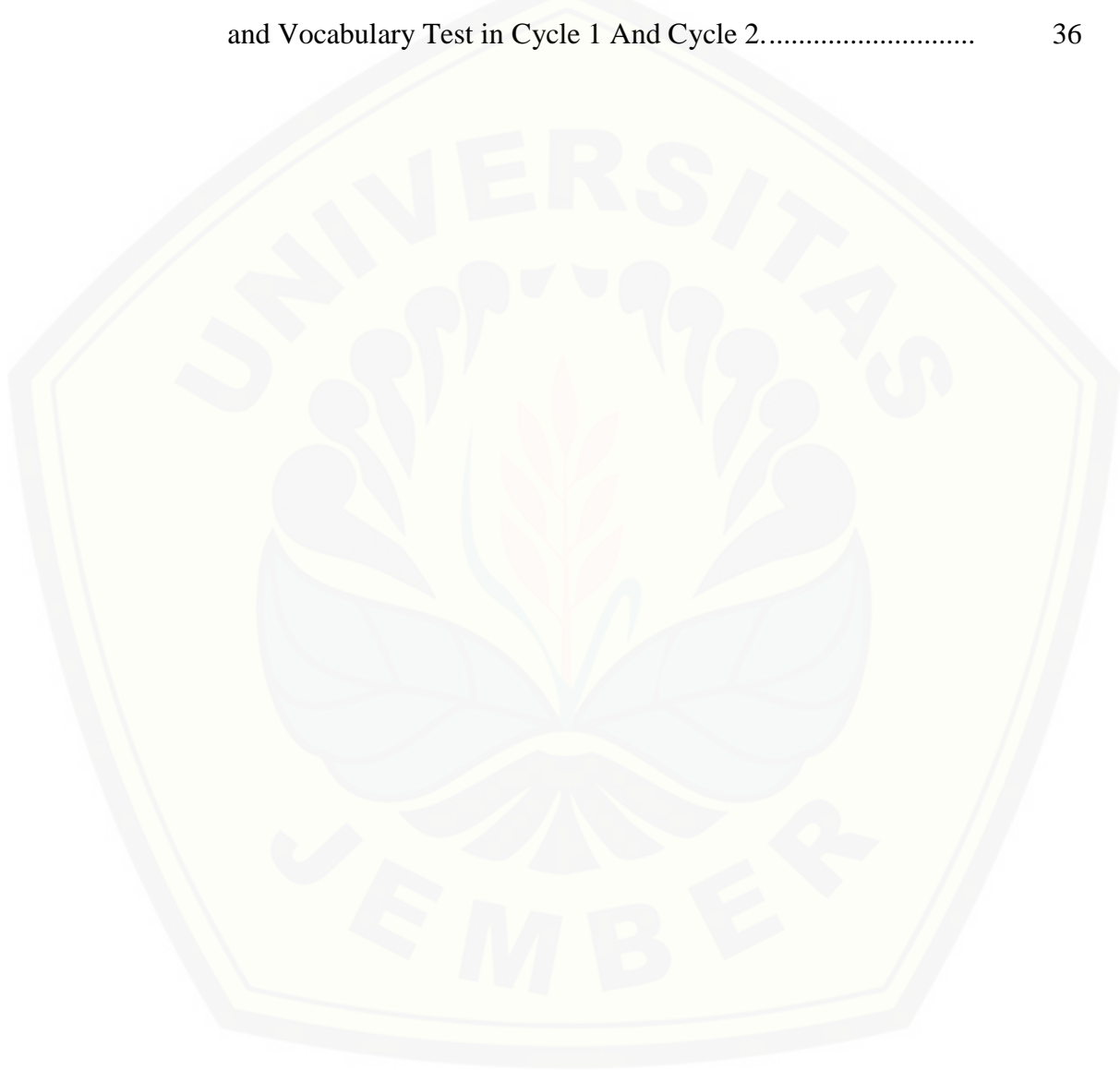


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SUMMARY

Improving the VIII-C Grade Students' Vocabulary Achievement by Using Pop-up Pictures at SMPN 1 Beji – Pasuruan; Sheila Wijayanti, 110210401064; 2015; 39 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This classroom action research focused on the use of Pop-up Pictures to improve VIII C students' participation and their vocabulary achievement. The research was conducted from November 4th until November 21st, 2015 at SMP Negeri 1 Beji - Pasuruan. The research subjects were the students of class VIII C at SMPN 1 Beji – Pasuruan. This class was chosen because it had the lowest mean score of the vocabulary test. Besides, teaching vocabulary by using Pop-up Pictures had never been conducted. The English teacher of the VIII-C grade students had employed the simple teaching activity, such as giving explanations, doing exercises textbook (LKS) or asking the students to memorize the word meaning, and the teacher used realia things around the class only as the media to demonstrate and describe the material of the subject. The teacher also added that most of the students were relatively passive in the English teaching and learning process. The improvement of the students' participation and vocabulary achievement were quantitatively analyzed. In this research, the observation and vocabulary test were used to get the primary data, while interview guide and documentation were used to get the supporting data.

This research was carried out in two cycles, each cycle was done in three meeting. Two meetings for observation and one meeting for vocabulary test. Each cycle covered four stages that included the planning of the action, the implementation of the action, classroom observation and evaluation, and data analysis and reflection.

Based on the result of the research, in the first meeting of Cycle 1 was found that 52.5%. In the second meeting of Cycle 1 was found that 58.5%. Then, in the vocabulary test of Cycle 1 was found that 65%. In Cycle 2 meeting 1 was found that 71%. In second meeting of Cycle 2 was found that 76.3%. Then, in the

vocabulary test of Cycle 2 was found that 77.5%. The average result of the observation in Cycle 1 was found that 55.7%. Then, the average result of the observation in Cycle 2 was found that 74.5%. It indicated that the use of Pop-up Pictures could improve the students' participation in the learning process. The average result of the vocabulary test in Cycle 1 and Cycle 2 was found that 71.25%. It means that the percentage of the students' vocabulary achievement improved from 65% in Cycle 1 to 77.5% in Cycle 2. Therefore, the success criteria of this research that was ≥ 75 had been achieved, and it proved that the use of Pop-up Pictures were helpful to improve the students' vocabulary achievement in teaching vocabulary. Thus, it was suggested to the English teachers to use Pop-up Pictures as the media in teaching English especially in teaching vocabulary to improve the students' participation and vocabulary achievement.

CHAPTER 1. INTRODUCTION

This chapter presents the background of the research, problems of the research, objectives of the research, and the significance of the research.

1.1 Background of the Research

English is a language that is used in almost every aspect of life such as economic, business, technology, education including in communication. English is beneficial in socialize with all of people although they are from different countries. English seems to be the main tool of international communication. English is the medium of communication of the world knowledge, especially in such areas as science and technology (Chrystal, 2003:110). Thus, considering the importance of it, English as a compulsory subject is taught from junior high school up to university level.

English has four skills, namely listening, speaking, reading, and writing. In addition, English also has language components: pronunciation, vocabulary, and grammar. As one of the basic components of the four language skills, vocabulary has to be mastered by the students. Learning vocabulary is the fundamental step to learn a foreign language (Basoglu and Akdemir, 2010).

In learning English, vocabulary is one of the language components that plays important role, because by mastering vocabulary the students can produce many sentences easily either in the spoken or written form. The students needed to master a lot of vocabularies to achieve the language skills. Actually, they still faced many difficulties to understand the English text and to answer the reading questions because they were lack of vocabulary. They did not know the meaning of words in the text because their knowledge about vocabulary was low. So, they had difficulties in memorizing and understanding the vocabulary, because it was influenced by their mother tongue.

Teaching English to the students is not easy because English is a second language and it is not the students' mother tongue. So, to teach English the teacher should be able to select the teaching learning method especially with teaching vocabulary. There are several ways in teaching vocabulary to the students such as using showing pictures, power point, flash card, songs, playing games, telling stories, and so on. It is a motivation for the students, in order to memorize the English vocabulary more easily. The varieties of teaching techniques are needed to be introduced to keep the interest of the students in teaching and learning process of vocabulary.

Based on the preliminary study that was done by interviewing the English teacher of the eighth grade students on August, 10th 2015, the English teacher gave the researcher informations about the English teaching and learning process at SMPN 1 Beji. In relation to the vocabulary achievement, the eighth grade students had difficulties in answering questions, memorizing, and understanding the vocabulary. Then, the teacher also found some difficulties in improving the students' vocabulary achievement.

According to Thornbury (2007: 64), it is ideal to use picture in teaching young learners. Pictures can be used to explain the meanings or concept in a simple way. Thornbury (2007: 25) says that visualizing is the best way to teach new words for all subjects. It means that the teacher in teaching and learning process can use visual things as media namely Pop-up Pictures that can develop and motivate the students' to learn English easily including vocabulary. So, the students can visualize their ideas using the Pop-up Pictures given.

Therefore, the researcher offered the types of pictures that were represented by using media namely Pop-up Pictures. Pop-up Pictures as one of the alternative media in teaching and learning process of vocabulary to improve the students' vocabulary achievement because Pop-up Pictures had pictures that rise-up, interesting, and colorful. By using Pop-up Pictures, the students could see like areal and alive picture than the pictures in general. It is because Pop-up Pictures provides the three dimensions.

This classroom action research aimed at discussing vocabulary achievement of junior high school students at the VIII-C grade by using Pop-up Pictures. In addition, Pop-up Pictures had never been used by the English teacher in teaching vocabulary. Whereas, this media was not only practical to use in teaching and learning vocabulary but also had several features (3 dimensional, interesting, and colorful) that were expected to be a helpful teaching media for the students. It was also more interesting for the students that could make them participated in teaching and learning vocabulary achievement. The use of Pop-up Pictures was expected to provide convenient means of encouraging the students to learn new vocabularies.

Considering the fact related to the students' condition, the researcher was interested in conducting the classroom action research entitled *“Improving the VIII-C Grade Students' Vocabulary Achievement by Using Pop-up Pictures at SMPN 1 Beji - Pasuruan.”*

1.2 Problems of the Research

Based on the background of the research above, the problems of the research in this research were formulated into general problems as follows.

1. How can the use of the Pop-up Pictures improve the VIII-C grade students' vocabulary achievement at SMPN 1 Beji - Pasuruan?
2. How can the use of the Pop-up Pictures improve the VIII-C grade students' participation in teaching and learning process of vocabulary at SMPN 1 Beji - Pasuruan?

1.3 Objectives of the Research

Based on the background and problems of the research, the objectives of this research were formulated into general objectives as follows.

1. To improve the VIII-C grade students' vocabulary achievement by using Pop-up Pictures at SMPN 1 Beji - Pasuruan.
2. To improve the VIII-C grade students' participation in teaching and learning process of vocabulary at SMPN 1 Beji - Pasuruan.

1.4 The Significance of the Research

This research was expected to give contribution to English teacher, the students and the future researchers.

1. For the English Teacher

The result of this research could hopefully be used by the English teacher as information or an input in teaching vocabulary by using Pop-up Pictures as media to improve the students' vocabulary and make the teaching and learning process is interesting.

2. For the Students

The actions given are useful to give the students in new English learning experience and motivate them to learn English, especially vocabulary by using Pop-up Pictures as media could help the students' to motivate and apply their ideas, thinking and feeling in written or spoken form. Therefore, by using Pop-up Pictures the students could be improved their participation and their vocabulary achievement.

3. For the Future Researchers

The future researchers who have the similar problems in teaching English could use the research result as a reference to conduct another research dealing with improving the students' vocabulary achievement by using Pop-up Pictures with different skills or different level of the research subjects.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents some aspects review of related literature. They were the definition of vocabulary, classification of vocabulary, vocabulary achievement, teaching vocabulary in English language, the theory of Pop-up pictures, pictures as the media in teaching vocabulary, the procedure of teaching vocabulary by using Pop-up pictures, and action hypotheses.

2.1 The definition of Vocabulary

Vocabulary is the first and most important step in language acquisition. According to Hatch and Brown (1995: 1), vocabulary is a list or set of words for a particular language or as a set of words that individual speakers of language might use. It means that, vocabulary is one of the important components of language to communicate.

Harmer (2004: 153) says that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh. It means that, vocabulary teaching is one of the most important components of any language class.

Vocabulary can be used to express ideas, feeling, and thinking to be communicated. Vocabulary is knowledge of words and word meanings. By comprehending vocabulary, the students can build sentences to communicate with others. If they know a lot of vocabularies, they can be communicated well, without the vocabulary the students cannot communicate well.

2.2 Classification of Vocabulary

According to Hatch and Brown (1995: 218), vocabulary is divided into two groups of parts of speech: large vocabulary and small vocabulary. The large vocabulary cover nouns, verbs, adjectives, and adverbs, while small vocabulary consist of prepositions, pronouns, conjunctions, articles, and interjections. Therefore, based on curriculum, the focus materials of vocabulary in eighth grade student are nouns, verbs, and adjectives that

belong to large vocabulary. Thus, this research focused on a large vocabulary based on the level of vocabulary and the students' need.

2.2.1 Nouns

A noun refers to a person, place, thing (Hatch and Brown, 1995: 219). They also divide nouns into subclasses. They are:

1. Proper nouns (for examples: France, Tom, Smith)
2. Common nouns (for examples: woman, dog, cat)
3. Abstract nouns (for examples: hope, understanding, love)
4. Concrete nouns (for examples: dish, table, and piano)
5. Count nouns (for examples: book, bird, car)
6. Mass nouns (for examples: rice, gravy, air, water)
7. Group nouns (for examples: bank, government, family)

This research focused on common nouns and count nouns as the materials.

2.2.2 Verbs

According to Hatch and Brown (1995: 222-223), verbs are words that denote action or otherwise help to make a statement. They also divide verbs into two kinds of verb. They are:

1. Action verbs (Ordinary Verb)

There are two classes of action verbs, they are:

- a. Transitive verbs

A transitive verb takes a direct object, for example:

Hug, bite, read, writes, etc.

- b. Intransitive verbs

An intransitive verb does not require an object, for example: Go, jump, run, sleep, cry, etc.

2. Linking verbs (Auxiliary Verb)

Linking verbs are verbs that connect two nouns to make sentences. The most commonly by using linking verbs are form of verb "be". These are the examples of linking verbs of "be": be,

being, am, is, are, was, were, shall be, should be, has been, have been, will be, would be, can be, and could be.

This research focused on action verbs that cover transitive verbs and intransitive verbs as the material.

2.2.3 Adjectives

According to Hatch and brown (1995: 228), adjectives are used to highlight qualities or attributes. Thomson and Martinet (1986: 33), classify the kinds of adjective as follows:

1. Demonstrative adjectives (for example: this, that, these, those, etc.)
2. Distributive adjectives (for example: each, every, either, neither, etc.)
3. Quantitative adjectives (for example: some, any, little/few, much, etc.)
4. Qualitative adjectives (for example: clever, dry, golden, etc.)
5. Possessive adjectives (for example: my, your, his, her, etc.)
6. Interrogative adjectives (for example: what, which, whose, etc.)

This research focused on qualitative adjectives as the material.

2.3 Vocabulary Achievement

As stated before, a vocabulary is a number of words that are known by people in a certain language, includes English. Vocabulary is one of the components of a language and that no language exists without word (Napa, 1991: 6). Achievement is defined as the amount or level of learning that a student has acquired. It is supported by Hughes (2003: 12-13) says that achievement is related to the test that is done to discover how successful students have been in achieving the objective of a course.

In this research, vocabulary achievement indicated the level or amount of vocabulary that students had mastered after joining the English teaching and learning process was carried out by using Pop-up pictures. The students' vocabulary achievement in this research was indicated by the students'

vocabulary scores with the materials of nouns, verbs, and adjectives (large vocabulary). Then, the vocabulary scored of test in each cycle based on the classification of the score levels.

2.4 Teaching Vocabulary in English Language

Teaching Vocabulary in English is not easy, so the teacher must motivate the student to learn English. There are two ways for teaching vocabulary in an English language as follows.

2.4.1 Make Vocabulary Teaching and Learning Effective

Vocabulary is generally a matter of remembering, unlike e.g. learning grammar, which is a system based mainly on rules. Thornbury (2007: 93) states that to be able to teach as effective as possible, it is important to know, how words are remembered and stored in the students' minds and how long term memory is organized.

According to Thornbury (2007: 93), vocabulary is stored in the mind in the web as a highly organized system and complex, the so-called 'mental lexicon. "In the mental lexicon, the word is stored, categorized and interconnected in many ways according to their features such as meaning, form, collocation, syntactic properties, cultural background etc. Consequently, a word being retrieved is looked up through several pathways at once, which is extremely economical in terms of time needed.

One of the important roles of teachers in language is to help their students find the easiest way to convey new informations. Moreover, Thornbury (2007: 93) states that the students need to acquire the ability to store the information for as long as possible. According to Thornbury (2007: 24-26) says that summarizing a research into memory, which suggests principles supporting the process of permanent or long-term remembering. In this summary he lists several techniques to follow to make vocabulary teaching as effective as possible, namely:

Firstly repetition, yet what he means that “repetition of encounters with a word” in reading. Furthermore, he stresses the importance of retrieval and use of the new words. While practicing, the students should understand the meaning of words.

Secondly, personalizing in vocabulary practice has proved to be beneficial for remembering along with spacing. It means that presentation of new vocabularies are divided into more widely separate sequences follow by repeating revision later on with gradually extending periods between them. e.g. the end of the lesson, next lesson, next week and so on.

Moreover, another helpful element is motivation, which is closely linked with attention. According to Thornbury (2007: 25), a very high degree of attention (called arousal) seems to correlate with improved recall. Connected to this, emotional value of words should be considered as well. Finally, by using Pictures can help student to memorize vocabulary well, such as making leading questions from associations with similarly sounding word and its meaning in the mother tongue.

2.4.2 The Various Techniques in Teaching Vocabulary

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials that they work. “A lot of these vocabularies are automatically absorbed.” (Harmer, 1993: 159).

Beside this incidental acquisition there are “pre-planned lesson steps in which learners are taught pre-selected vocabulary items” (Thornbury 2007: 75). Various techniques and activities are aimed directly at learning vocabulary, which is usually put into sets of somehow related words, such as by topic or meaning.

2.5 The Theory of Pop-up Pictures

The theory of Pop-up Pictures, namely: the definition of Pop-up Pictures, types of pictures, the definition Pop-up Pictures, the advantages Pop-up Pictures, and the disadvantages Pop-up Pictures. There are as follows:

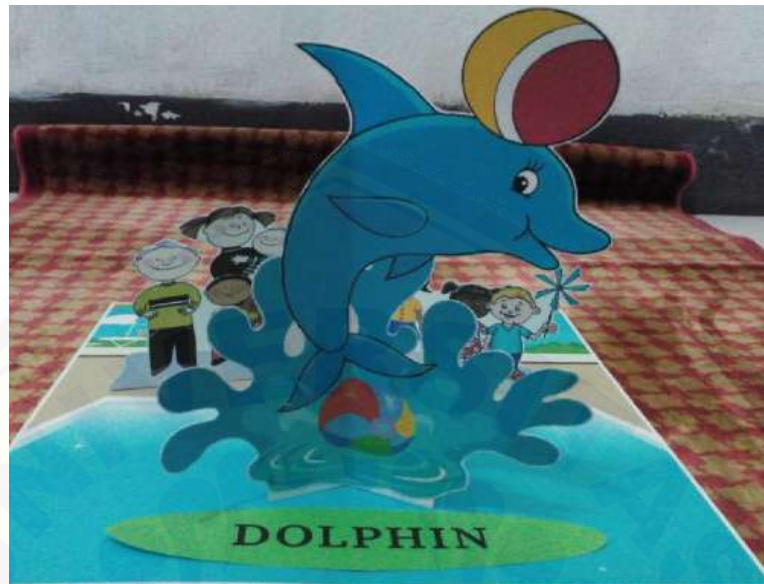
2.5.1 The Definition of Pictures

According Wright (1989: 2), pictures are not only an aspect of method but also through their representation of places, objects and people they are an essential part of the overall experiences. It is clear that picture is a useful teaching aid, and it can be conducted in all teaching materials. Pictures are useful teaching media that interest, meaningful and authentic to help the students' to improve their vocabulary. According to Hill (1980), pictures can be called one of these valuable aids. They bring pictures of reality into the unnatural world of the language classroom. Pictures can be translated an abstract idea into more realistic forms and they can be better obtained (Latuheru, 1988: 41).

2.5.2 Types of Pictures

Yunus (1981: 49-50) notes that there are three kinds of pictures namely: Composite Pictures, Picture Series, and Individual Pictures. The types of pictures such as; Pop-up Pictures, still pictures, and picture sets (cited in Putri, 2010: 7). So, the picture that was used in this classroom focused on Individual Pictures that contained Pop-up Pictures, because Pop-up Pictures had 3 dimensional saw like areal or alive than the picture in general. It is because Pop-up Pictures provides the three dimensions. So, the students could more understand about what we taught.

The followings are the examples of Pop-up pPctures.



Picture 1.1
(The researcher's picture)



Picture 1.2
(The researcher's picture)



Picture 1.3

(<http://www.omiyageblogs.ca/2013/05/diy-pop-up-bouquet-card.html>)

2.5.3 The Definition of Pop-up Pictures

Pop-up Pictures are folded cut-out pictures rise up to form a three-dimensional scene or figure when the paper is turned (Hornby, 2009: 896). Pop-up Picture is a picture that contains folded cut-out papers that rise up in the of form figure when the picture is opened. It means that, Pop-up Pictures are three-dimensional scene that rises up when the picture is opened. So, Pop-up Pictures have 3 dimensional which see like areal or alive than the picture in general. It is because Pop-up Pictures provides the three dimensions.

2.5.4 The Advantages of using Pop-up Pictures

According to Glaister & Holmes (2002: 3), there are the advantages of using Pop-up Pictures as follows.

1. This type of picture can help to bridge the gap between subject content and literature e.g. mathematics and literature, or science and literature.
2. They can help to bridge the gap between the abstract world of literature, and the concrete world of real objects, for example as a

teacher we don't need bring the real object that can't bring into the classroom. We can use Pop-up Pictures to make teaching and learning process is more interest.

3. Popular with children. Pop-up Pictures will be liked the children, because these type of pictures has 3 dimensional scene see like real or alive than the picture in general.
4. This type of picture is more attractive for getting students' attention. It is caused Pop-up Pictures has 3 dimensional scene that can provide the students' imagination and describe what they seen from the pictures given.

2.5.5 The Disadvantages of using Pop-up Pictures

According to Glaister & Holmes (2002: 3), there are two disadvantages of using Pop-up Pictures as follows.

1. This type of picture has low quality, if the pictures are made the low quality of paper. It means that the Pop-up Pictures are fragile, if they are not made of paper that the quality is good. So, to overcome this problem, the picture must be kept very gently.
2. These pictures need much money, because they use the best quality of paper and full colors. It is caused by the pictures can be attractive for getting students. So to overcome this problem, you can make Pop-up Pictures yourself.

2.6 Pictures as Media in Teaching Vocabulary

Pictures have an important part in the teaching learning process. It is caused by the pictures as media in teaching learning process can stimulate the students to develop their motivation during the lesson. Wright (1989: 2) states that picture is important to have as a wide range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development and the resources must include pictures.

In teaching vocabulary, pictures are helpful for the students to provide their imagination and describe what they have seen from the picture given. It

could be improved the students' vocabulary. By looking at the picture, they know vocabulary about those pictures, and it could be indicated that their vocabularies are improved. Wright (1989: 2) refers to the fact that they provide a sense of the context of the language and give a specific reference point or stimulus.

2.7 The procedure of Teaching Vocabulary by Using Pop-up Pictures

Pictures are very essential in English teaching. It can motivate and stimulate students. By using pictures, it is an enormous part in affecting students and it also gives information.

According to Cross (1991: 11-13), the procedures of teaching vocabulary can be divided into three steps, they are namely: a) *Presentation*. In this step, the teachers can be used various techniques which are recommended in the previous discussion. However, the teachers have to be careful in selecting the topics that they are used in teaching activity; b) *Practice*. In the second step, the teacher gives exercises to the students in order to practice the subject items being learnt, making completion, matching, and words classification. This is several types of exercise that can be used by the teacher in this step; c) *Production*. In this step the students are expected to apply the newly learn vocabulary.

In this research, the researcher teaching activity used the following steps:

1. Preparing the materials of vocabulary by using Pop-up Pictures that were suitable with the level of the students and selecting the topic that was appropriate for the students.
2. Showing Pop-up Pictures to the students.
3. Asking the students some questions related to the Pop-up Pictures given.
4. Asking the students to mention ideas that are related with the Pop-up Pictures. If the students did not understand one of the Pop-up Pictures, the researcher helped them by giving some clues about habits, appearances, and activities that related to the Pop-up Pictures.

5. Explaining what is descriptive text, nouns, verb, and adjective.
6. Giving the students exercises in order to practice the subject items.
7. Asking the students to answer the exercises.

2.8 Students' Participation

Rocca (2010:188) states that participation is a way to bring “students actively into the educational process” and to assist in “enhancing our teaching and bringing life to the classroom”. If the students participated well in the teaching and learning process, they would find it to understand and comprehend the subject.

There were some reasons why the students did not participate in the classroom. One of the reasons was self-confidence. Another reason was their own personal fears of feeling inadequate in front of others. This was a common reason why the students did not participate in the teaching and learning process.

In this classroom action research, the students' participation was indicated by their involvement in the process of learning vocabulary, their interaction with the teacher as well as with classmates.

2.9 Action Hypotheses

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

- a. The use of Pop-up Pictures could improve the VIII-C grade students' vocabulary achievement at SMPN 1 Beji - Pasuruan.
- b. The use of Pop-up Pictures could improve the VIII-C grade students' participation in teaching and learning process of vocabulary at SMPN 1 Beji - Pasuruan.

CHAPTER 3. RESEARCH METHOD

This chapter presents the research method that was used in this classroom action research. They were research design, area determination method, subject determination method, data collection method, research procedures, and operational definition of the research variables.

3.1 Research Design

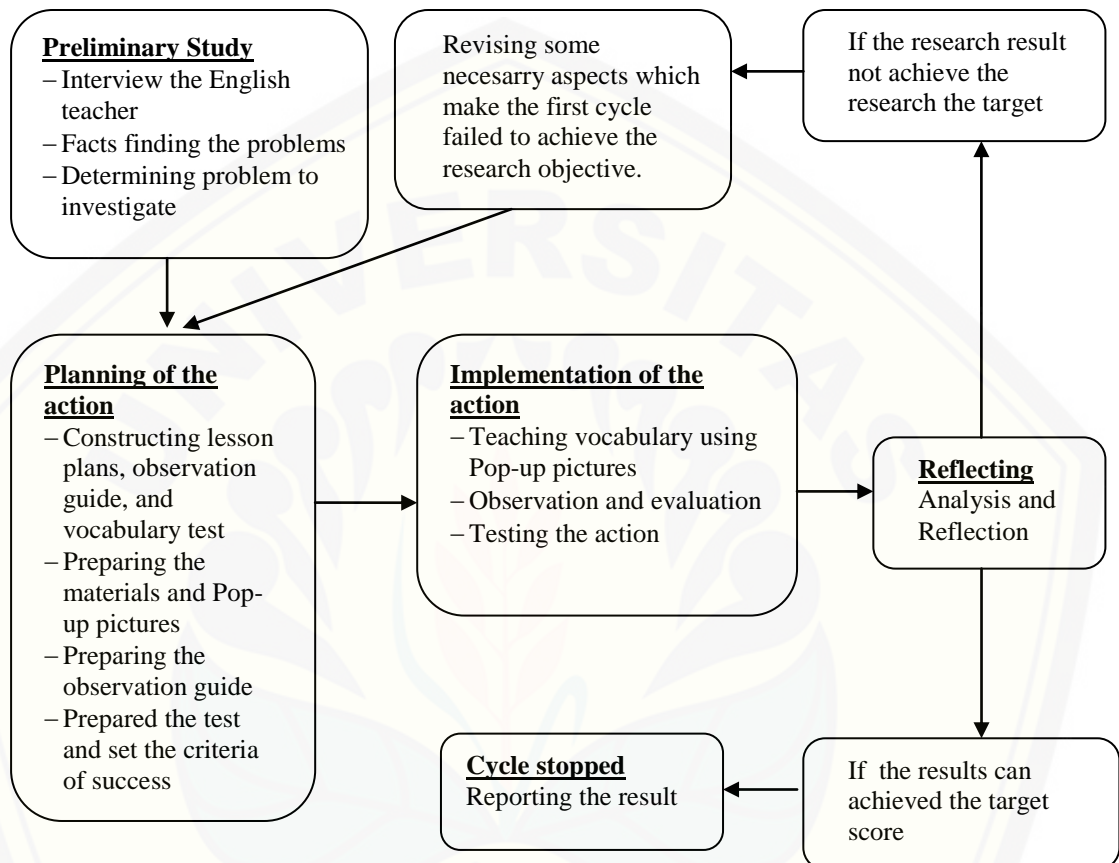
This research was intended to improve the VIII-C grade students' vocabulary achievement by using Pop-up pictures as the teaching media. Therefore, the appropriate research design was a classroom action research with the cycle model. Elliot (1991: 69) defines action research as the study of a social situation, with a view to improve the quality of action. Thornbury (2002: 139) says that classroom action research is small-scale classroom research implemented by teachers and directed at improving learning outcomes. In short, a classroom action research is intended to solve a problem in a classroom, for example the problem encountered by the students.

In this research, the classroom action research was a research which was done collaboratively between the teacher and the researcher to solve the students' problem with vocabulary. However, the classroom action research was conducted collaboratively with the English teacher of the eighth grade students at SMPN 1 Beji - Pasuruan in carrying out the actions and doing reflection to improve the students' vocabulary achievement by using Pop-up Pictures.

According to Elliot (1993: 70), there are four steps in conducting classroom action in this research. In each cycle they covered; (1) Planning of the actions; (2) Implementation of the actions; (3) Observation and evaluation; (4) Data analysis and reflection of the actions.

3.1.1 The Research Design of the Classroom Action Research

The design of this classroom action research was illustrate in the following diagram:



(Adapted from Lewin, 1980 in Elliot, 1991:70)

Based on the research design above, the research activities took the following procedures. They were follows:

1. Doing the preliminary study by interviewing the English teacher of SMPN 1 Beji - Pasuruan to get the supporting data.
2. Planning the actions (constructing the lesson plan, the instrument for observation and test materials).
3. Implementing and observing the actions (teaching vocabulary through Pop-up Pictures and observing the action).
4. Giving vocabulary achievement test.

5. Analyzing the result on the observation and vocabulary test.
6. Reflecting the result of the observation and vocabulary achievement test.

3.2 Area Determination Method

Area determination method dialed with the place where the research was conducted. In this research, purposive method was used to determine the research area. (Fraenkel and Wallen, 2009: 112) say that it is a method employed in choosing the research area because of a certain purpose. Purposive method is a method that is used to determine the area of this research, which is based on certain purpose or reason (Arikunto, 2006: 130).

In this action research, SMPN 1 Beji - Pasuruan was chosen as the research because of some reasons; (1) The VIII-C grade students of the school had problems with English vocabulary, it could be seen from their low mean score was 69 which was less than 75 as standard score of SMPN 1 Beji - Pasuruan. (2) The vocabulary teaching of nouns, verbs, and adjectives by using Pop-up Pictures had never been applied by the English teacher. (3) The Headmaster and the English teacher of SMPN 1 Beji - Pasuruan gave permission to the researcher to conduct this classroom action research at that school, because they also were wanted to solve the problem of the students in learning English vocabulary.

3.3 Subject Determination Method

The subjects of this research were determined by using population method. Population is the entire research subject (Arikunto, 2010: 173). Research subject is the people with the means to take systematic action in an effort to resolve specific problems (Fraenkel and Wallen, 2009: 591). SMPN 1 Beji - Pasuruan had only one single class of the eighth grade students that had low mean score. The VIII-C grade students were chosen as the subjects because they still had problems with English vocabulary, and low mean score that was 69 (poor category) which was less than 75 as the standard score.

This mean score was taken from the data of vocabulary test given by the English teacher in SMPN 1 Beji - Pasuruan.

3.4 Data Collection Methods

There were two types of data collection method that were applied in this classroom action research, namely; primary data and supporting data. The primary data was collected by using vocabulary test and observation, whereas supporting data was collected by using interview and documentation. The data collection method was used in this research would be explained in detail in the following parts.

3.4.1 Primary Data

3.4.1.1 Vocabulary Achievement Test

Hughes (2003: 11) states that there are 4 types of test; proficiency test (a kind of test which is designed to measure people's ability in language regardless of any training they may have had in that language), achievement test (a kind of test that is intended to establish how successful individual students, group of students, or the course themselves have been achieving objectives), diagnostic test (a kind of test which is used to identify the students' strengths and weaknesses), and placement test (a kind of test that is intended to provide information which will help to place students at the step of the teaching program most appropriate to their abilities). This research applied achievement test because it measured the students' mastery on the materials that had been taught by the English teacher.

According to Heaton (1991: 112), the purpose of this test is to know how successful individual students have achieved the goal of teaching and learning vocabulary achievement. The researcher made and consulted the test items to the consultants and the English teacher to know whether the test items were

appropriated for the VIII-C grade students' of SMPN 1 Beji - Pasuruan.

In this research, the vocabulary test was used to measure the students' vocabulary achievement by using objective test. The objective test was chosen because it was easily to score and it was considered perfectly reliable. The classification of the vocabulary test items were nouns, verbs and adjectives. According to Hughes (2003: 26), there are two criteria of a good test, namely validity and reliability. A test is said to be valid if it measures accurately what is supposed to be measured (Hughes, 2003: 26).

Hughes (2003: 34) states that if a test is not valid, it cannot be reliable. It meant that a valid test was reliable as well. 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, 2000: 176). The statement implied that the result of the scores was the same whenever the test was scored and who ever gave the scores.

3.4.1.2 Observation

In Classroom Action Research (CAR), observation was used as the primary data collection method to measure the students' participations during the teaching and learning process. Observation in this research was conducted to record the students' activities and responded in teaching and learning process. From of checklist was used as an observation of this research guided whole containing the students' participation in the teaching and learning process of vocabulary by using Pop-up Pictures. The checklist was used in collecting the data to observe

whether they were active or passive during the teaching learning activities. The indicators would be observed were as follows.

1. The students' participation in answering the teacher's questions correctly;
2. The students participation in doing the vocabulary exercises;
3. The students' participation in discussing their answer clearly with the whole class; and
4. The students' participation in mentioning ideas that related with Pop-up Pictures.

The students' participation was categorized active if they fulfilled at least three indicators. This research would be successful if most of the students (about 70% the students) were participated involved in the teaching and learning process of English vocabulary. The checklist was used as follows:

Table 3.1 Observation Checklist of Students' Participation

No	Name	Indicators				Active	Passive
		1	2	3	4		
1							
2							
3							

Notes:

1. The students' participation in answering the teacher's questions correctly;
2. The students participation in doing the vocabulary exercises;
3. The students' participation in discussing their answer clearly with the whole class; and
4. The students' participation in mentioning ideas with Pop-up pictures.

3.4.2 Supporting data

3.4.2.1 Interview

In this research, the questions of the interview were about the English curriculum that was used, the students' vocabulary problems, how to overcome the problems, techniques or methods that were used by the English teacher. The interview was conducted in the preliminary study with the English teacher of the VIII-C grade students of SMPN 1 Beji - Pasuruan which had a purpose to collect the supporting data. Guided interview was used to get information that was needed. A list of questions was used as the interview guide during the process of the interview. The interview guide was enclosed on Appendix B.

3.4.2.2 Documentation

This research used school documents to get the supporting data. It contained the name of the research subjects, and the students' previous vocabulary test scores of the eighth grade students of SMPN 1 Beji - Pasuruan from the English teacher. The data was used as the vocabulary score to be improved.

3.5 Research Procedures

This classroom action research was intended to improve the students' vocabulary achievement by using Pop-up pictures. It consisted of two cycles in which each cycle covered four activities as follows:

- a. Planning the actions
- b. Implementing the actions
- c. Observing and evaluating the class
- d. Analyzing and reflecting the results of the actions

3.5.1 Those four steps are discussed in detail in the following parts:

3.5.1.1 The Planning of the Actions

Before the action was conducted, the following activities were the preparation of the action.

- a. Selecting the themes and sub-themes which were suitable for the eighth grade students.
- b. Constructing the lesson plans that would be used to teach vocabulary with the English teacher collaboratively for each cycle.
- c. Preparing the media (Pop-up Pictures) and the students' worksheets dealing with vocabulary exercises for each cycle.
- d. Constructing observation guide in the form of checklist which contained the indicators of students' participation.

3.5.1.2 The Implementation of the Actions

The actions of the cycles were implementing during the school hours based on the schedule of the English subject of the VIII-C grade of SMPN 1 Beji - Pasuruan. In this action step, the researcher taught vocabulary by using Pop-up Pictures. While in teaching and learning process the researcher taught and the researcher was observed by the English teacher.

The implementation of the action would be done in cycle model. Each cycles would be conducted in two meeting. The following cycle would be conducted if the result of the first cycle was not achieved the target mean score of the students' vocabulary achievement. It meant that, if the result of the test was done in the first cycle had not achieved the target mean score, the following cycle would be conducted to improve the students' mean score in the good category. However, if the result of the test in cycle 1 had achieved the target mean score in good category ≥ 75 as standard score, the second cycle would

remain to be done as the reinforcement to know whether the results of the action were consistent or not.

3.5.1.3 Observation and Evaluation

Observation was an important step in this research to control the students' activities and application of the research actions. The observation would be focused on the students' participation in the vocabulary teaching process by using Pop-up Pictures.

Evaluation was conducted to know whether the use of Pop-up Pictures as the teaching media could improve the students' vocabulary achievement covering four indicators: verbs, nouns, adjectives and adverbs. This research was indicated by using nouns, verbs, and adjectives. The criteria to evaluate the success of the action research were:

1. The use of Pop-up Pictures in the action cycle could improve the students' vocabulary achievement if 70% of the students get score category or more.
2. The use of Pop-up Pictures in the action cycle could improve the students' participation if 70% of the students are involved in the teaching and learning process.

Table 3.2 The Classification of The Score Levels

Scores	Category
85 – 100	Excellent
75 – 84	Good
65 - 74	Fair
55 - 64	Poor
< 54	Failed

3.5.1.4 Data Analysis and Reflection

a. Analysis

In analyzing the data, this research used both descriptive qualitative and quantitative analysis method. The descriptive qualitative analysis was used to analyze the data gathered from interview, observation, and documentation. Meanwhile, the quantitative analysis was used to know the 70% of the students who got score at least 75, the formula were as follow:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who got score at least 75 (as the standard score).

n = the total number of the students who got score at least 75 (as the standard score)

N = the number of the students (the research subjects).

(Adapted from Ali, 1993:186)

The result of observation was analyzed by using the following formula to know the percentage of the students' participation:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who were participate in the teaching learning process by using Pop-up pictures.

n = the total number of the students who were categorized as active students.

N = the total number of the students (the research subjects).

(Adapted from Ali, 1993:186)

b. Reflection

Reflection was done after knowing the results of the test and observation in each cycle. The purpose of reflection

was to know whether there was improvement of the students' vocabulary achievement after teaching by using Pop-up Pictures.

3.6 Operational Definition of the Research Variables

The variables of this research were the students' vocabulary achievement, the students' participation, and Pop-up Pictures. They were operational definition as follows:

3.6.1 Vocabulary Achievement

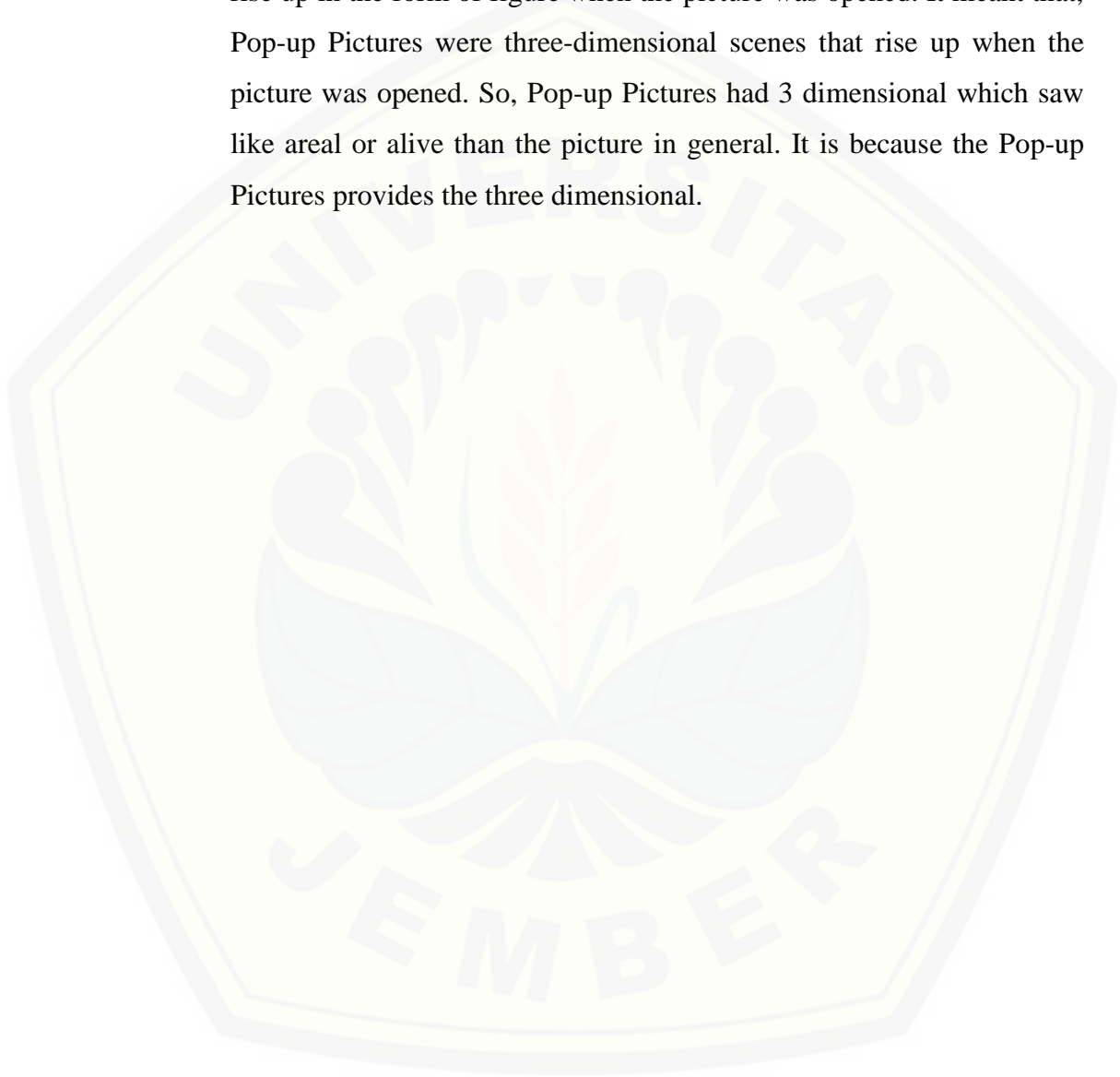
In this research, the vocabulary achievement was a dependent variable that means the quality of the vocabulary achievement depends on the implementation of other variable, namely Pop-up pictures. It indicated improving level or the number of English vocabulary that the students had mastered after learning English vocabulary by using Pop-up pictures. In this case, the students' vocabulary achievement could be seen from the students' scores of vocabulary test that was done after the actions given in each cycle. The test items of the vocabulary covered nouns, verbs and adjectives.

1.6.2 The Students' Participation

The students' participation was categorized active if they fulfilled at least three indicators. This research would be successful if most of the students (about 70% the students) were participated involved in the teaching and learning process of English vocabulary. It was shown by their activities in the classroom such as; the students' participation in answering the teacher's questions correctly; the students' participation in doing the vocabulary exercises; the students' participation in discussing their answer clearly with the whole class; and the students' participation in mentioning ideas that related with Pop-up Pictures.

3.6.3 Pop-up Pictures

In this research Pop-up Picture was an independent variable that meant the picture had effect on the implementation of other variable. Pop-up picture was a picture that contains folded cut-out papers that rise up in the form of figure when the picture was opened. It meant that, Pop-up Pictures were three-dimensional scenes that rise up when the picture was opened. So, Pop-up Pictures had 3 dimensional which saw like areal or alive than the picture in general. It is because the Pop-up Pictures provides the three dimensional.



CHAPTER 5. CONCLUSION AND SUGESSTIONS

This chapter presents the research conclusion and suggestions. The suggestions are given to the English teacher, the students, and the future researchers.

5.1 Conclusion

Based on the results of the data analysis and discussion, the result of the research could be drawn as follows.

1. The use of Pop-up pictures could improve the eighth grade students' vocabulary achievement at SMPN 1 Beji – Pasuruan. It was proved by the result of vocabulary test that there was improvement of the percentage of the students who got scores at least 75 from 65% in Cycle 1 to 77.5% in Cycle 2.
2. The use of Pop-up pictures could use of the Pop-up pictures improve the eighth grade students' participation in teaching and learning process of vocabulary at SMPN 1 Beji – Pasuruan. It was proved by the result of observation that there was improvement of the percentage of the students' participation from 58.9% in Cycle 1 to 76.3% in Cycle 2.

5.2 Suggestions

Based on the result of this classroom action research, some suggestions are given to the English teacher, the students and the future researchers.

1. The English Teacher

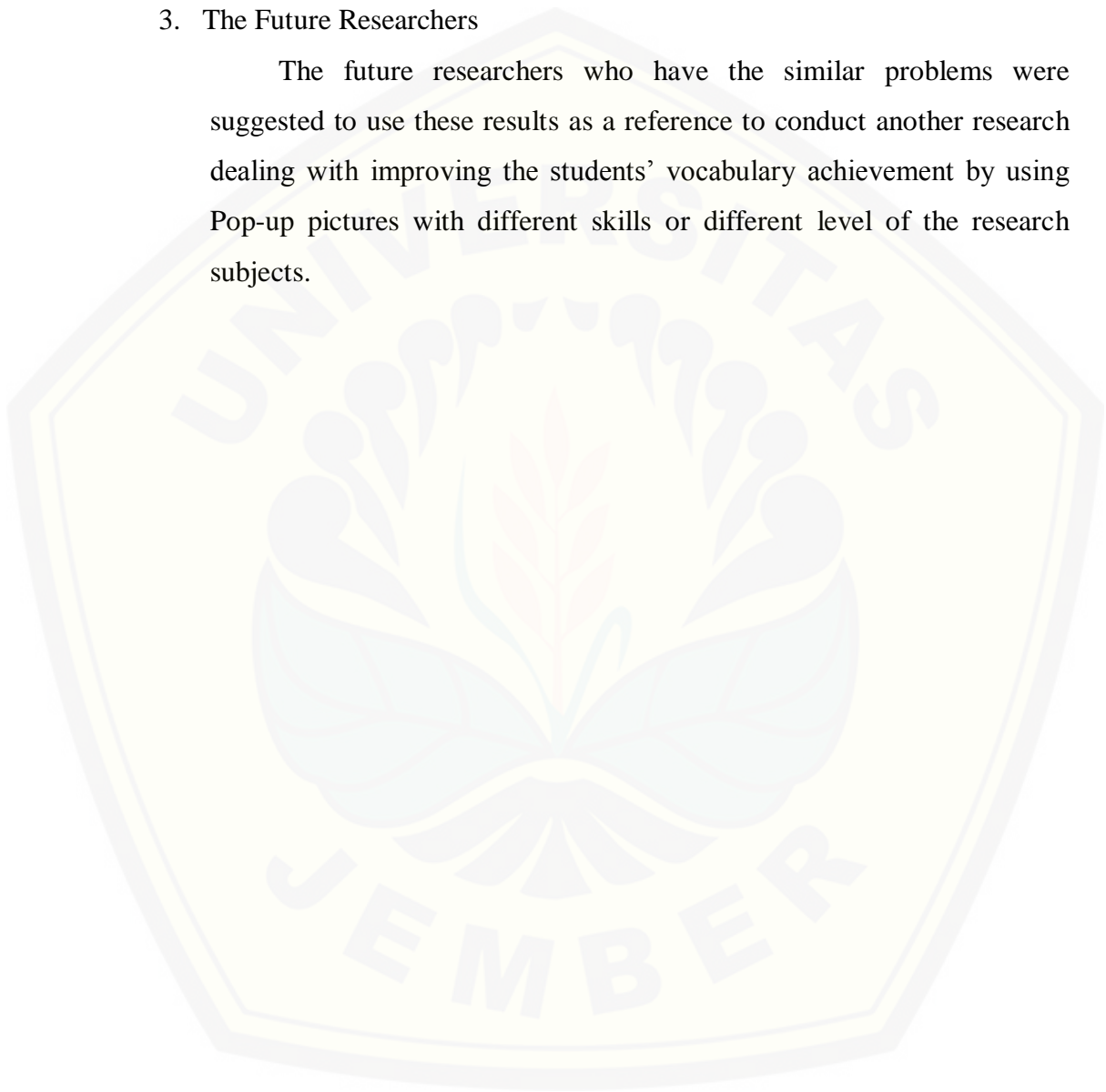
The English teacher was suggested to use Pop-up pictures as alternative media for teaching vocabulary to improve students' participation and the students' vocabulary achievement.

2. The Students

The students were suggested to be actively involved in teaching and learning process of vocabulary by using Pop-up pictures could improve the students' participation and the students' vocabulary achievement.

3. The Future Researchers

The future researchers who have the similar problems were suggested to use these results as a reference to conduct another research dealing with improving the students' vocabulary achievement by using Pop-up pictures with different skills or different level of the research subjects.



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RESEARCH MATRIX

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hypotheses
Improving the VIII-C Grade Students' Vocabulary Achievement by Using Pop-up Pictures at SMPN 1 Beji - Pasuruan	1. How can the use of the Pop-up pictures improve the VIII-C grade students' vocabulary achievement at SMPN 1 Beji – Pasuruan	<p>1. Independent Variable: Teaching vocabulary by using Pop-up Pictures.</p> <p>2. Dependent Variable: a. The students' vocabulary achievement.</p>	<p>1. The procedure in teaching vocabulary achievement by using Pop-up Picture:</p> <ol style="list-style-type: none"> 1. Preparing the materials of vocabulary by using Pop-up Pictures 2. Showing Pop-up Pictures to the students. 3. Asking the students some questions related to the Pop-up Pictures given. 4. Asking the students to mention ideas that are related with the Pop-up Pictures. 5. Explaining what is descriptive text, nouns, verb, and adjective. 6. Giving the students exercises 7. Asking the students to answer the exercises. <p>2a. Large Vocabulary:</p> <ol style="list-style-type: none"> 1. Nouns 2. Verbs 3. Adjectives 	<p>1. Respondents: The VIII-C grade students' of SMPN 1 Beji - Pasuruan</p> <p>2. Informant: The English teacher of the VIII-C grade students' of SMPN 1 Beji – Pasuruan</p> <p>3. School Documents:</p> <ol style="list-style-type: none"> a. The names of the VIII-C grade students' of SMP 1 Beji - Pasuruan b. The students' previous scores of vocabulary. 	<p>1. Research Design: Classroom Action Research with the cycle model consist of four steps:</p> <ol style="list-style-type: none"> a. The planning of the actions. b. The implementation of the actions. c. Observation and evaluation. d. Data analysis and reflection of the actions. <p>2. Area determination method: a. Purposive method</p> <p>3. Subject determination method: a. Population</p> <p>4. Data collection methods:</p> <ol style="list-style-type: none"> 1. Primary data: <ol style="list-style-type: none"> a. Vocabulary test b. Observation 2. Supporting data: <ol style="list-style-type: none"> a. Interview 	<ol style="list-style-type: none"> 1. The use of Pop-up Pictures can improve the VIII-C grade students' vocabulary achievement at SMPN 1 Beji – Pasuruan 2. The use of Pop-up Pictures can improve the VIII-C grade students' participation in teaching and learning process of vocabulary at SMPN 1 Beji - Pasuruan

	<p>2. How can the use of the Pop-up Pictures improve the VIII-C grade students' participation in teaching and learning process of vocabulary at SMPN 1 Beji - Pasuruan</p>	<p>b. The students' participation.</p>	<p>2b. The observation checklist covering:</p> <ol style="list-style-type: none"> 1. The students' participation in answering the teacher's questions correctly; 2. The students participation in doing the vocabulary exercises; 3. The students' participation in discussing their answer clearly with the whole class; and 4. The students' participation in mentioning ideas that related with Pop-up pictures. <p>The criteria of success:</p> <ol style="list-style-type: none"> 1. Product evaluation: 70% of the students get score ≥ 75 in the vocabulary test. 2. 70% of the students are involved in the teaching and learning process by using Pop-up Pictures. 		<p>b. Documentation</p> <p>5. Data analysis method:</p> $E = \frac{n}{N} \times 100\%$ <p>Note:</p> <p>E = The percentage of the students who get score ≥ 75 in the vocabulary test.</p> <p>n = The total number of the students who get score ≥ 75 in the vocabulary test.</p> <p>N = The total number of the students (the research subjects). (Ali, 1993: 189)</p> <p>E = The percentage of the students who are participate.</p> <p>n = The total number of the students who are categorized as active students.</p> <p>N = The total number of the students (as the subjects). (Ali, 1993: 189)</p>	
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Appendix B

Guide of Supporting Data Instrument

1. Interview Guide

Data Resources: The eighth grade English teacher at SMPN 1 Beji - Pasuruan.

No	The Interview questions	The English Teacher's Answers/ Responses
1.	What curriculum do you use in teaching English at SMPN 1 Beji - Pasuruan?	Kurikulum 2013.
2.	How many times do you teach English in a week?	Twice a week/ 4 hours.
4.	Do the students show participation in the classroom?	No, they don't.
5.	Do the eighth grade students' have difficulties in learning English?	Yes they do, they have difficulties in learning vocabulary. They are difficulties in answer the reading questions, memorizing and understanding the vocabulary.
6.	Do you teach the vocabulary separately or integrated with the language skills?	I teach vocabulary integrated with reading and writing skills.
7.	How do you teach vocabulary?	I teach the vocabulary by using songs, similar word, and ask the students do the exercises from the textbook.

8.	Have you ever used pictures in teaching vocabulary?	Never. I almost used the realia things. Example: The door is a vocabulary, so I pointed the door.
9.	What types of textbooks do you usually use in teaching vocabulary?	Two textbook.
10.	How did you solve the students' difficulties in learning vocabulary?	I asked the students to find the meaning of difficult word from dictionary. If the students could not find it, I would show the meaning of difficult word directly.
12.	What is the standard score of vocabulary?	The standard score is 75.
13.	Which class that has lowest mean score to achieve the standard score?	Based on the last vocabulary test that I had done before. It was known that VIII C class is the lowest class that achieved the standard score.

2. Documentation Guide

Data resources: school documents. The eighth grade English teacher at SMPN 1 Beji - Pasuruan.

No	The supporting data required	Sources
1.	The students' English previous score.	English teacher of the eighth grade students' at SMPN 1 Beji - Pasuruan.
2.	The name of research respondent.	School document.

APPENDIX C

LESSON PLAN (CYCLE 1/MEETING 1)

School	: SMP Negeri 1 Beji - Pasuruan
Subject	: English
Class/semester	: VIII / I
Language component	: Vocabulary
Theme	: Professions / Jobs
Alokasi Waktu	: 2 meeting (4 X 40)

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan motivasi belajar yang sungguh-sungguh untuk mengembangkan kemampuan berbahasa Inggris.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menunjukkan perilaku jujur dalam melaksanakan komunikasi transaksional. 2.2.2 Menunjukkan perilaku disiplin dalam melaksanakan komunikasi transaksional.

	2.2.3	Menunjukkan perilaku percaya di dalam melaksanakan komunikasi transaksional.
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	<p>2.2.1. Menunjukkan perilaku tanggung jawab dalam melaksanakan komunikasi fungsional.</p> <p>2.2.2. Menunjukkan perilaku peduli dalam melaksanakan komunikasi fungsional.</p> <p>2.2.3. Menunjukkan kerjasama yang baik dalam melaksanakan komunikasi fungsional.</p>
3.10	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.10.1 Mendeskripsikan tentang profesi (singer, dentist, engineer, chef, secretary, and waiter).</p> <p>3.10.2 Mengidentifikasi fungsi sosial, struktur teks dan unsur bahasa tentang deskriptif profesi, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>
4.13	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>4.13.1 Menanyakan deskripsi tentang profesi (singer, dentist, engineer, chef, secretary, and waiter) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.13.2 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana sesuai konteks.</p>

C. LANGKAH-LANGKAH PEMBELAJARAN

Fase	Deskripsi	Alokasi waktu
Kegiatan pendahuluan (10')	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan peserta didik merespon salam yang diucapkan guru 2. Guru mengajak peserta didik untuk berdoa sesuai agama dan keyakinan masing-masing sebelum memulai pembelajaran. 3. Guru melakukan peninjauan kesiapan belajar dengan menanyakan kabar dan keadaan peserta didik 4. Guru menyiapkan media pembelajaran yaitu gambar Pop-up. 5. Guru menunjukkan gambar Pop-up ke peserta didik. 6. Guru memberikan apersepsi awal kepada peserta didik dengan menanyakan beberapa pertanyaan pengarah (leading questions). 7. Guru mengajak peserta didik untuk mulai berkomunikasi aktif mengungkapkan setiap hal yang berhubungan dengan gambar yang ditunjukkan guru. 8. Guru menyampaikan tujuan pembelajaran secara singkat yang dapat dipahami oleh peserta didik mengenai kosakata dan descriptive. 	<p>2'</p> <p>3'</p> <p>5'</p>
Kegiatan Inti (60')	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik mengamati gambar pop-up tentang profesi (singer, dentist, 	10'

	<p>engineer, chef, secretary, and waiter).</p> <p>2. Peserta didik mengamati contoh teks deskriptif singkat dan sederhana yang diberikan guru tentang pekerjaan atau profesi.</p> <p><u>Menanya</u></p> <p>1. Peserta didik menanyakan dan mempertanyakan tentang deskriptif profesi (singer, dentist, engineer, chef, secretary, and waiter) yang terdapat pada teks, serta pengertian noun, verb, dan adjective.</p> <p>2. Peserta didik diajak berdiskusi menjawab pertanyaan motivasi yang telah disediakan oleh guru.</p> <p><u>Menalar</u></p> <p>1. Peserta didik diminta untuk menyebutkan kosakata yang berhubungan dengan gambar Pop-up (penampilan, tempat kerja, peralatan yang dipakai, dan tugas yang dikerjakan).</p> <p><u>Mencoba</u></p> <p>1. Peserta didik diminta untuk mengklasifikasikan kosakata berdasarkan teks deskriptif (Exercise I).</p> <p>2. Peserta didik diminta untuk menyusun huruf yang benar (Exercise II)</p> <p>3. Peserta didik diminta untuk melengkapi teks dengan kosakata yang disediakan berdasarkan teks (Exercise III)</p> <p><u>Mengkomunikasikan</u></p> <p>1. Peserta didik diminta menjadi sukarelawan untuk menjawab pertanyaan dengan benar menurut instruksi yang telah disediakan, jika tidak demikian, guru berhak menunjuk siapa yang akan menjawab.</p> <p>2. Peserta didik lainnya diminta untuk mengamati jawaban dari teman sekelasnya.</p>	<p>10'</p> <p>10'</p> <p>15'</p> <p>15'</p>
Kegiatan Penutup (10')	<p>1. Guru membimbing peserta didik untuk menyimpulkan dan menjelaskan ulang mengenai kegiatan apa saja yang telah dilakukan untuk mengecek tanggung jawab peserta didik terhadap pembelajaran yang dilakukan.</p> <p>2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p>	<p>5'</p> <p>5'</p>

D. MEDIA PEMBELAJARAN

1. Media Gambar (3D)
2. PPT

Beji, November 2015

The English teacher,

The researcher

Nunuk Eny Arifah, S.Pd.
NIP.19740116 200801 2 008

Sheila Wijayanti
NIM. 110210401064

APPENDIX 1

LEARNING MATERIALS

Showing some Pop-up pictures



(Source: the researcher's pictures)

Leading Questions

1. What pictures are they?
2. What do you think about them?
3. What is your father?
4. What do you want to be in the future?

Descriptive Text

The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of Descriptive Text

Descriptive text has structure as below:

1. Identification : a identifying the phenomenon to be described.
2. Description : describing the phenomenon in parts, qualities and characteristics.

Significant Language Features

1. Focus on specific participants. = Sherina
2. Using adjective phrase. = cute, long hair
3. Using simple present tense. = is, are, has

Example

IDENTIFICATION ← My favorite artist is Sinna Sherina Munaf, but you can call her Sherina.

DESCRIPTION {

Sherina is a singer. She has lovely voice. She begins to sing since she was a child.
 One of her famous songs is "Petualangan Sherina". Sherina has ever sung duet with Westlife in 1998. Sherina often changes her appearance. She has short hair.

EXERCISES**EXERCISE I**

Classify the vocabulary (nouns, verbs, and adjectives) based on the text below into the box.

Mr. Toker is the headmaster of my school.

He doesn't wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold. He uses the like a whip. He always washes his hands in an enamel basin in the corner of the room. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs the briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes. When he finished, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us.

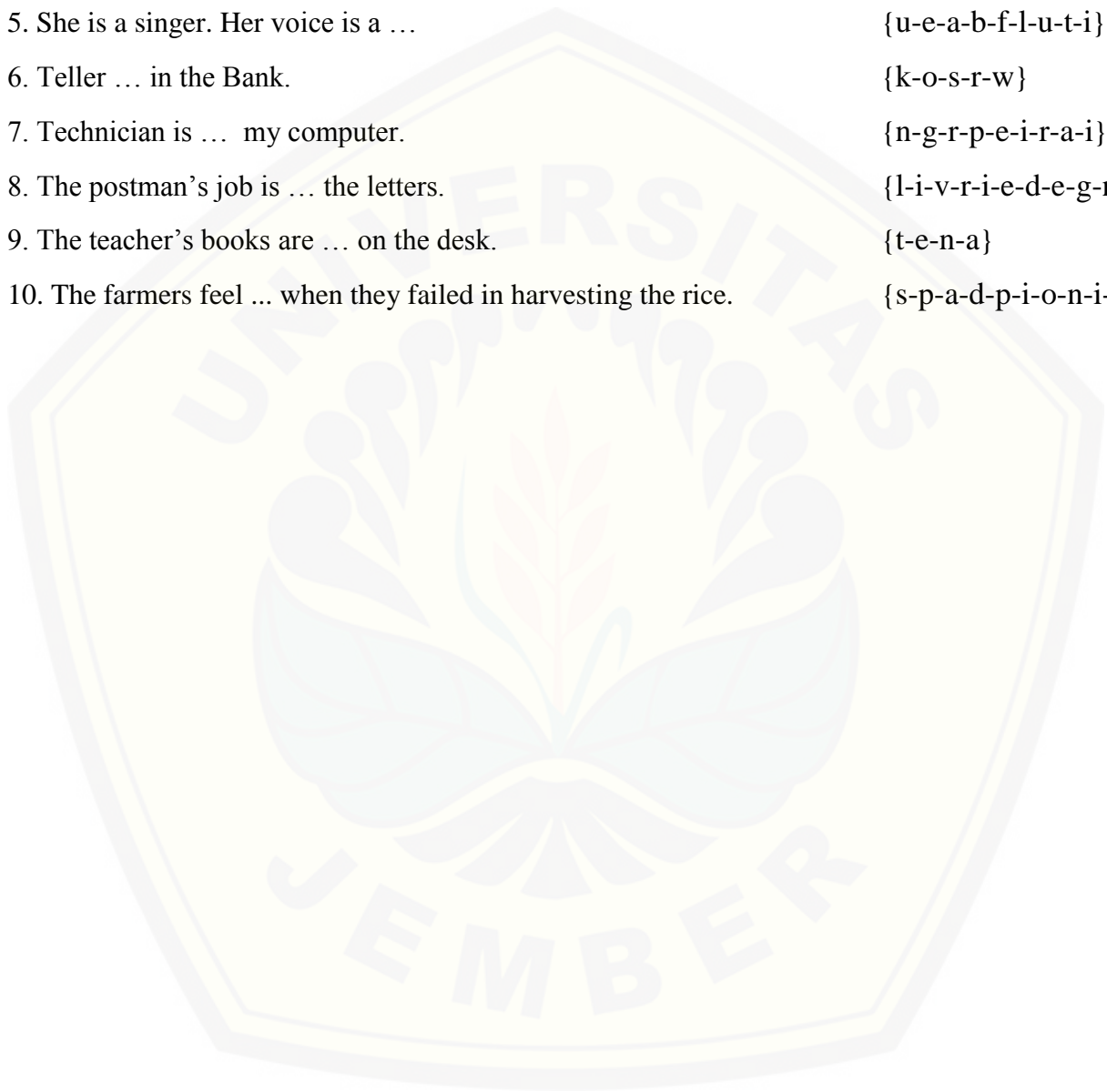
(Taken from: <http://sutanathomas67.blogspot.com/2013/09/bahan-bacaan-uu-mid.html>)

Classification of the vocabulary

No.	Nouns	Verbs	Adjectives
1.	headmaster	wear	sharp
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

EXERCISE II**Rearrange the letters to form the correct word.**

1. A person works in a hospital; He is to check the dental patient. {s-d-i-t-n-e-t}
2. A person likes writing novels; The novel is a fictional story {v-l-o-n-e-s-i-t}
3. A person likes sewing clothes and trousers {r-o-l-a-i-t}
4. Secretary's job is ... She works in the office. {n-i-r-i-t-w-g}
5. She is a singer. Her voice is a ... {u-e-a-b-f-l-u-t-i}
6. Teller ... in the Bank. {k-o-s-r-w}
7. Technician is ... my computer. {n-g-r-p-e-i-r-a-i}
8. The postman's job is ... the letters. {l-i-v-r-i-e-d-e-g-n}
9. The teacher's books are ... on the desk. {t-e-n-a}
10. The farmers feel ... when they failed in harvesting the rice. {s-p-a-d-p-i-o-n-i-t-d-e}



EXERCISE III

Complete the text by using vocabularies provided in the box below!

Greyson Michael Chance is a Pop-Rock singer and pianist on April 2010. Greyson Chance was (1). _____ in Wichita Falls, Texas, USA, on August 16, 1997. Now, he (2). _____ in Edmond, Oklahoma.

Greyson is the youngest child of Scott and Lisa Chance. Greyson chance has straight brown (3). _____. He has an (4). _____ face. And his skin is (5). _____. Greyson very (6). _____ learning French, because he (7). _____ it's an art. Greyson has a (8). _____, which is "No Matter what, always be yourself!". Greyson is a good singer and he is very (9). _____ to his fans. His hobbies are reading and playing the (10). _____. Greyson start learning Piano when his age 8 years for 3 years. And his favorite food is pizza.

- | | | | | |
|----------|----------|-------------|---------|----------|
| a. white | c. motto | e. friendly | g. born | i. piano |
| b. hair | d. oval | f. thinks | h. like | j. lives |

ANSWER KEY**EXERCISE I****Classification of the vocabulary**

Nouns	Verbs	Adjectives
1. headmaster	1. wear	1. sharp
2. glasses	2. frighten	2. hard
3. whip	3. refuse	3. cold
4. enamel basin	4. uses	5. long
5. the corner	5. dries	6. white
6. the room	6. rubs	
7. finger	7. looks	
8. deliberation	8. finished	
9. towel	9. fold	
10. the desk drawer	10. put	
	11. smile	

EXERCISE II

1. dentist (noun)
2. novelist (noun)
3. tailor (noun)
4. writing (verb)
5. beautiful (adjective)
6. works (verb)
7. repairing (verb)
8. delivering (verb)
9. neat (adjective}
10. disappointed (adjective)

EXERCISE III

Greyson Michael Chance is a Pop-Rock singer and pianist on April 2010. Greyson Chance was (1). **b. born** in Wichita Falls, Texas, USA, on August 16, 1997. Now, he (2). **j. lives** in Edmond, Oklahoma.

Greyson is the youngest child of Scott and Lisa Chance. Greyson chance has straight brown (3). **b. Hair**. He has an (4). **d. oval** face. And his skin is (5). **a. white**. Greyson very (6). **like** learning French, because he (7). **f. thinks** it's an art. Greyson has a (8). **c. motto**, which is "No Matter what, always be yourself!". Greyson is a good singer and he is very (9). **e. friendly** to his fans. His hobbies are reading and playing the (10). **i. piano**. Greyson start learning Piano when his age 8 years for 3 years. And his favorite food is pizza.

Nouns

- 3. b.hair
- 8. c. motto
- 10. i. piano

Verbs

- 1. g. born
- 2. j. lives
- 6. h. like
- 7. f. thinks

Adjectives

- 4. d. oval
- 5. a. white
- 9. e. friendly

APPENDIX D

**LESSON PLAN
(CYCLE 1/MEETING 2)**

School : SMP Negeri 1 Beji - Pasuruan
Subject : English
Class/semester : VIII / I
Language component : Vocabulary
Theme : Animals
Alokasi Waktu : 2 meeting (4 X 40)

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan motivasi belajar yang sungguh-sungguh untuk mengembangkan kemampuan berbahasa Inggris.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam	2.2.1 Menunjukkan perilaku jujur dalam melaksanakan komunikasi transaksional.

melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.2 Menunjukkan perilaku disiplin dalam melaksanakan komunikasi transaksional. 2.2.3 Menunjukkan perilaku percaya di dalam melaksanakan komunikasi transaksional.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.2.1. Menunjukkan perilaku tanggung jawab dalam melaksanakan komunikasi fungsional. 2.2.2. Menunjukkan perilaku peduli dalam melaksanakan komunikasi fungsional. 2.2.3. Menunjukkan kerjasama yang baik dalam melaksanakan komunikasi fungsional.
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.10.1 Mendeskripsikan tentang binatang. 3.10.2 Menyebutkan nama binatang dan nama bagian-bagian yang dipilih untuk dideskripsikan. 3.10.3 Mengidentifikasi fungsi sosial, struktur teks dan unsur bahasa tentang deskripsi binatang, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.13 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.13.1 Menanyakan deskripsi tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. LANGKAH-LANGKAH PEMBELAJARAN

Fase	Deskripsi	Alokasi waktu
Kegiatan pendahuluan	1. Guru mengucapkan salam dan peserta didik merespon salam yang diucapkan guru	2'
	2. Guru mengajak peserta didik untuk berdoa sesuai agama dan keyakinan masing-masing sebelum memulai pembelajaran. 3. Guru melakukan peninjauan kesiapan belajar dengan menanyakan kabar dan keadaan peserta didik 4. Peserta didik menerima informasi tentang pembelajaran yang akan dilaksanakan hari ini 5. Guru menunjukkan gambar Pop-up pada siswa.	3'
Kegiatan Inti	6. Guru memberikan apersepsi awal kepada peserta didik dengan menanyakan beberapa pertanyaan pengarah (leading questions) yang berhubungan dengan gambar yang ditunjukkan guru. 7. Guru menyampaikan tujuan pembelajaran secara singkat yang dapat dipahami oleh peserta didik mengenai teks deskriptif.	5'
	Mengamati 1. Peserta didik mengamati gambar pop-up tentang binatang (dolphin, hamster, monkey, rabbit, octopus, and squirrel) 2. Peserta didik mengamati contoh teks deskriptif binatang (dolphin, hamster, monkey, rabbit, octopus, and squirrel) singkat dan sederhana	10'

	yang diberikan guru tentang binatang.	
	<p><u>Menanya</u> 1. Peserta didik menanyakan dan mempertanyakan tentang deskriptif binatang (dolphin, hamster, monkey, rabbit, octopus, and squirrel) yang terdapat pada teks, serta pengertian noun, verb, dan adjective.</p>	10'
	<p><u>Menalar</u> 1. Peserta didik diajak berdiskusi menjawab pertanyaan motivasi yang telah disediakan oleh guru. 2. Peserta didik diminta untuk menyebutkan ide yang berhubungan dengan gambar Pop-up.</p>	10'
	<p><u>Mencoba</u> 1. Peserta didik diminta untuk mengklasifikasikan kosakata dalam teks deskriptif. (Exercise I) 2. Peserta didik diminta untuk mencocokkan gambar dengan kalimat deskriptif. (Exercise II)</p>	15'
	<p><u>Mengkomunikasikan</u> 1. Peserta didik diminta menjadi sukarelawan untuk menjawab pertanyaan dengan benar menurut instruksi yang telah disediakan, jika tidak demikian, guru berhak menunjuk siapa yang akan menjawab. 2. Peserta didik lainnya diminta untuk mengamati jawaban dari teman sekelasnya.</p>	15'
Kegiatan Penutup	<p>1. Guru membimbing peserta didik untuk menyimpulkan dan menjelaskan ulang mengenai kegiatan apa saja yang telah dilakukan untuk mengecek tanggung jawab peserta didik terhadap pembelajaran yang dilakukan. 2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p>	5' 5'

D. MEDIA PEMBELAJARAN

1. Gambar (3D)
2. PPT

Beji, November 2015

The English teacher

The researcher

Nunuk Eny Arifah, S.Pd.

Sheila Wijayanti

NIP.19740116 200801 2 008.

NIM. 110210401064.

APPENDIX 1

LEARNING MATERIALS

Showing some Pop-up pictures:



(Source: the research's pictures)

Leading Questions

1. What picture is it?
2. What do you think about it?
3. Where do you see this animal?
4. What are the characteristics of this animal?
5. What animal do you like?

Descriptive Text

The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of Descriptive Text

Descriptive text has structure as below:

1. Identification : a identifying the phenomenon to be described.
2. Description : describing the phenomenon in parts, qualities and characteristics.

Significant Language Features

1. Focus on specific participants. = hamster, Dion, grass, leaves
2. Using adjective phrase. = small, cute, dense, and happy.
3. Using simple present tense. = is, are, love, come, likes, take, and eat.

Example

IDENTIFICATION

I have a hamster.

DESCRIPTION

It is small and cute. I named him Dion. I really love him. Dion has fur that is very dense. His eyes and ears are small. He always squeaks in the time I come close to his cage. Every morning I feed him. Dion likes to eat some fruits and vegetables. Dion looks happy to eat them.

EXERCISES

EXERCISE 1

Classify the vocabulary (nouns, verbs, and adjectives) based on the text below into the box.

Monkey is lively and clever animal. Monkeys are known to learn and use tools to help in getting food.

It has long tail and four legs. Monkey has fur that is very dense. Monkey’s habit is climbing. Monkey can climb on one tree to another tree. It has a big mouth. Monkey likes banana. Banana is the food of monkey’s everyday.





(Taken from: <http://mastugino.blogspot.com/2013/12/descriptive-text-about-animal.html>)


Classification of the vocabulary

Nouns	Verbs	Adjectives
1. monkey	1.	1. lively
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	
7.		
8.		
9.		
10.		

EXERSICE 2

Match the pictures in the left column with the sentences in the right column by giving a, b, c, and d. Then, classify the vocabulary (nouns, adjectives, and verbs) based on sentences. (Work in pairs). *Number one is done for you.*

<p>1.</p> 	<p>a. It is a mammal. It lives in the sea. Dolphin has grey and blue colors. It is clever animal.</p>
<p>2.</p> 	<p>b. It has long tail and four legs. It has brown fur that is very dense. It has a big mouth. Its favorite food is banana.</p>
<p>3.</p> 	<p>c. It is a sea animal with eight powerful feet used as hands. These are called tentacles. The word "Octopus" comes from two greek words that mean "eight feet". The octopus, the squid and the cuttlefish belong to the same family that has no outside shells. Their bodies are covered entirely with skin.</p>
<p>4.</p> 	<p>d. It is a flying insect of the order 'Lepidoptera' (an order of insects with broad wings which have minute overlapping scales). In Greek, 'Lepidoptera' means 'scaled wings'. It has beautiful colors.</p>

<p>5.</p> 	<p>e. It is a small animal with a short tail and pointed ears. It lives in burrow in the ground. Compared to its small body, it has large sized ears.</p>
---	---

Number	Nouns	Verbs	Adjectives
1. (a)	mammal sea dolphin	lives	grey blue clever
2. (.....)
3. (.....)
4. (.....)
5. (.....)

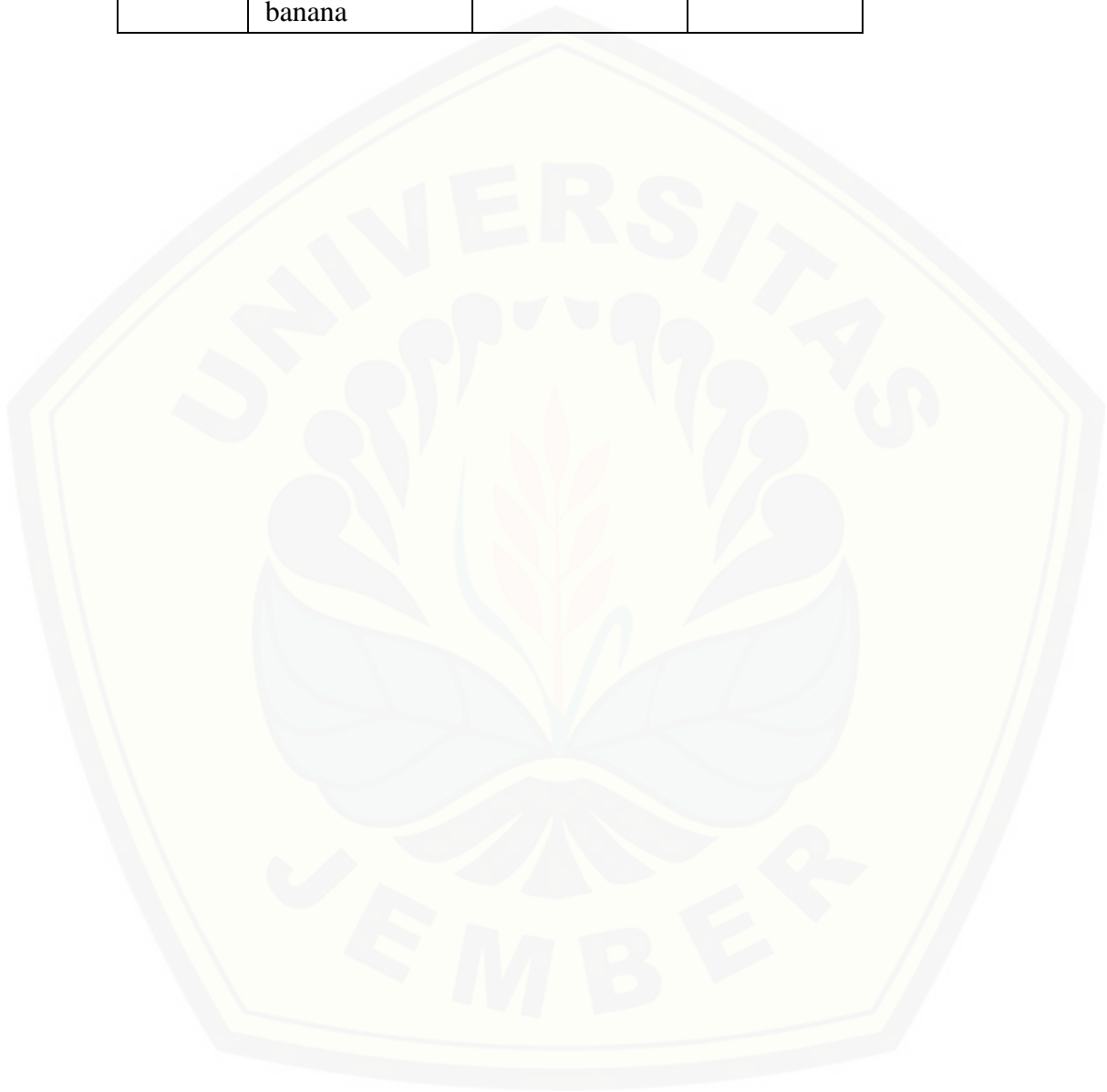
ANSWER KEY**EXERCISE 1****Classification of the vocabulary**

Nouns	Verbs	Adjectives
1. monkey	1. known	1. lively
2. animal	2. learn	2. clever
3. food	3. use	3. big
4. tail	4. help	4. dense
5. legs	5. climb	5. easy
6. fur	6. likes	
7. mouth		
8. tree		
9. food		
10. banana		

EXERCISE 2

Number	Nouns	Verbs	Adjectives
1. (a)	mammal sea dolphin	lives	grey blue clever
2. (e)	animal ears rabbit the home burrow ground the world sizes	lives attributed came found	small short pointed single large
3. (d)	insect wings color		broad overlapping beautiful
4. (b)	sea animal feet hands tentacles octopus	used called comes	powerful

	the squid the cuttlefish skin		
5. (c)	tail legs hands feather arms banana		long brown dense



APPENDIX E

VOCABULARY TEST I

Subject : English
Kelas / Semester : VIII / I
School : SMPN 1 Beji - Pasuruan
Lang. Component : Vocabulary
Time : 40'

I. Choose the best answer of each question by selecting a, b, c or d correctly.

1. Rabbit has *long* ears. The antonym of “*long*” in this sentence is...
a. fat b. tall c. high d. short
2. It is a very fast animal. It is a ...
a. dog b. panther c. fish d. frog
3. It likes cheese. It has a small body. It is a ...
a. rabbit b. dog c. horse d. mouse
4. She has a *beautiful* face. The word “*beautiful*” refers to...
a. good-looking b. bad face c. happy d. sad
5. My job is a dentist. I like to the teeth of patient
a. check b. wear c. bath d. see
6. The monkey the tree.
a. eats b. runs c. climbs d. walks
7. Dolphin is a *clever* animal and it lives in the sea. The antonym of “*clever*” in this sentence is...
a. smart b. stupid c. ugly d. cute
8. It has tusks and grey color. It is an ...
a. owl b. eagle c. elephant d. octopus
9. Michael Jackson is a *famous* person. The word “*famous*” is synonymous with...
a. beauty b. well-known c. usual d. casual

10. It has a tough body, incredibly strong legs and a hairy tail. It is usually a very timid animal unless provoked. It is a herbivore that only eats grass. It is a ...
- a. gorilla b. horse c. bear d. monkey
11. I want to ... in the sea.
- a. read b. drive c. clean d. dive
12. My father works at construction sector. He is an ...
- a. artist b. actor c. engineer d. instructor
13. Sinta's hobby is She wants to be a chef.
- a. cleaning b. cooking c. writing d. singing
14. My sister is a dancer. So, she likes ...
- a. swimming b. washing c. dancing d. running
15. Joko is very busy today. So he feels ...
- a. tired b. calm c. happy d. confused
16. The policeman wants to ... because he is very sleepy.
- a. watch b. look c. sleep d. read
17. All of the animals in Surabaya zoo are in the cage, so the visitors can ... safe.
- a. run b. walk c. feel d. care
18. Shark has ... teeth to eat the prey.
- a. sharp b. blunt c. long d. short
19. The tiger likes eating...
- a. fish b. meat c. grass d. fruit
20. In the library, we can ... a lot of books.
- a. eat b. catch c. bite d. find
21. Rabbit has ... ears.
- a. short b. tall c. long d. small
22. It is a very slow animal. It is a ...
- a. tiger b. panther c. turtle d. dog
23. It likes eating meat and bone. It has four legs. It is a ...
- a. rabbit b. dog c. horse d. duck
24. Dolphin.....and goes down into the water.
- a. flies b. jumps c. runs d. brings

25. It eats mice and birds. It is a ...
 a. butterfly b. owl c. fish d. cat
26. Gorilla has ... body and the king of the jungle.
 a. long & big b. big & tall c. thin & tall d. small & fat
27. It is a clever animal and it lives in the sea. What is it?
 a. dolphin b. catfish c. shark d. octopus
28. The cat is a ... animal
 a. smart b. grumpy c. cute d. creepy
29. Octopus has many feet and ... in the sea.
 a. plays b. lives c. walks d. runs
30. Butterfly has beautiful colour and likes flowers. It can
 a. fly b. eat c. swim d. run

II. Fill in the blank with suitable words based on the sentences below.

1. A b _ _ y - s _ _ _ _ r looks after other people's children.
2. Anton's father works in the rice field. He is a f _ _ _ _ r
3. The secretary is f _ _ _ _ g a document.
4. Sherina is a singer. She likes to s _ _ g a song.
5. My mother is a _ _ _ y to me because I come home late today.
6. Rina's party s _ _ _ _ s fast food.
7. A d _ _ _ _ r works in hospital.
8. Hanif's family is r _ _ _ y to go to picnic tomorrow.
9. My uncle has a l _ _ _ _ _ s house. His house is near to my house.
10. A l _ _ _ _ _ n looks after books and helps you find them in the library.

~ GOOD LUCK ~

KEY ANSWER

- I. 1. d. short (adjective) 16. c. sleepy (adjective)
 2. b. panther (noun) 17. c. feel (verb)
 3. d. mouse (noun) 18. a. sharp (adjective)
 4. a. good-looking (adjective) 19. b. meat (noun)
 5. a. check (verb) 20. d. find (verb)
 6. c. climbs (verb) 21. c. long (adjective)
 7. b. stupid (adjective) 22. c. turtle (noun)
 8. c. elephant (noun) 23. b. dog (noun)
 9. b. well-known (adjective) 24. c. jumps (verb)
 10. b. horse (noun) 25. d. cat (noun)
 11. d. dive (verb) 26. b. big & tall (adjective)
 12. c. engineer (noun) 27. a. dolphin (noun)
 13. b. cooking (verb) 28. c. cute (adjective)
 14. c. dancing (verb) 29. b. living (verb)
 15. a. tired (adjective) 30. a. fly (verb)

Classification of Vocabulary

Nouns	Verbs	Adjectives
2. b. panther	5. a. check	1. d. short
3. d. mouse	6. c. climbs	4. a. good-looking
8. c. elephant	11. d. dive	7. b. stupid
10. b. horse	13. b. cooking	9. b. well-known
12. c. an engineer	14. c. dancing	15. a. tired
19. b. meat	17. c. feel	16. c. sleepy
22. c. turtle	20. d. find	18. a. sharp
23. d. mouse	24. c. jumps	21. c. long
25. d. cat	29. b. lives	26. b. big & tall
27. a. dolphin	30. a. fly	28. c. cute

II.

1. baby-sitter (noun)
2. farmer (noun)
3. finding (verb)
4. sing (verb)
5. angry (adjective)
6. serves (verb)
7. doctor (noun)
8. ready (adjective)
9. luxurious (adjective)
10. librarian (noun)

Classification of Vocabulary

Nouns	Verbs	Adjectives
1. baby-sitter 2. farmer 7. doctor 10. librarian	3. finding 4. sing 6. serves	5. angry 8. ready 9. luxurious

APPENDIX F

LESSON PLAN (CYCLE 2/MEETING 1)

School	: SMP Negeri 1 Beji - Pasuruan
Subject	: English
Class/semester	: VIII / I
Language component	: Vocabulary
Theme	: Professions / Jobs
Alokasi Waktu	: 2 meeting (4 X 40)

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan motivasi belajar yang sungguh-sungguh untuk mengembangkan kemampuan berbahasa Inggris.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menunjukkan perilaku jujur dalam melaksanakan komunikasi transaksional. 2.2.2 Menunjukkan perilaku disiplin dalam melaksanakan komunikasi transaksional. 2.2.3 Menunjukkan perilaku percaya di dalam

	melaksanakan komunikasi transaksional.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.2.1. Menunjukkan perilaku tanggung jawab dalam melaksanakan komunikasi fungsional. 2.2.2. Menunjukkan perilaku peduli dalam melaksanakan komunikasi fungsional. 2.2.3. Menunjukkan kerjasama yang baik dalam melaksanakan komunikasi fungsional.
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.10.1 Mendeskripsikan tentang profesi (singer, dentist, engineer, chef, secretary, and waiter). 3.10.2 Mengidentifikasi fungsi sosial, struktur teks dan unsur bahasa tentang deskriptif profesi, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.13 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.13.1 Menanyakan deskripsi tentang profesi (singer, dentist, engineer, chef, secretary, and waiter) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.13.2 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana sesuai konteks.

C. LANGKAH-LANGKAH PEMBELAJARAN

Fase	Deskripsi	Alokasi waktu
Kegiatan pendahuluan (10')	1. Guru mengucapkan salam dan peserta didik merespon salam yang diucapkan guru 2. Guru mengajak peserta didik untuk berdoa sesuai agama dan keyakinan masing-masing sebelum memulai pembelajaran. 3. Guru melakukan peninjauan kesiapan belajar dengan menanyakan kabar dan keadaan peserta didik	2'
	4. Guru menyiapkan media pembelajaran yaitu gambar Pop-up. 5. Guru menunjukkan gambar Pop-up ke peserta didik. 6. Guru memberikan apersepsi awal kepada peserta didik dengan menanyakan beberapa pertanyaan pengarah (leading questions).	3'
	7. Guru mengajak peserta didik untuk mulai berkomunikasi aktif mengungkapkan setiap hal yang berhubungan dengan gambar yang ditunjukkan guru. 8. Guru menyampaikan tujuan pembelajaran secara singkat yang dapat dipahami oleh peserta didik mengenai kosakata dan descriptive.	5'
Kegiatan Inti	<u>Mengamati</u>	

(60')	<ol style="list-style-type: none"> 1. Peserta didik mengamati gambar pop-up tentang profesi (singer, dentist, engineer, chef, secretary, and waiter). 2. Peserta didik mengamati contoh teks deskriptif singkat dan sederhana yang diberikan guru tentang pekerjaan atau profesi. <p><u>Menanya</u></p> <ol style="list-style-type: none"> 1. Peserta didik menanyakan dan mempertanyakan tentang deskriptif profesi (singer, dentist, engineer, chef, secretary, and waiter) yang terdapat pada teks, serta pengertian noun, verb, dan adjective. 2. Peserta didik diajak berdiskusi menjawab pertanyaan motivasi yang telah disediakan oleh guru. <p><u>Menalar</u></p> <ol style="list-style-type: none"> 1. Peserta didik diminta untuk menyebutkan kosakata yang berhubungan dengan gambar Pop-up (penampilan, tempat kerja, peralatan yang dipakai, dan tugas yang dikerjakan). <p><u>Mencoba</u></p> <ol style="list-style-type: none"> 1. Peserta didik diminta untuk mengklasifikasikan kosata berdasarkan teks deskriptif (Exercise 1). 2. Peserta didik diminta untuk menyusun huruf yang benar (Exercise II) 3. Peserta didik diminta untuk melengkapi teks dengan kosakata yang disediakan berdasarkan teks (Exercise III) <p><u>Mengkomuikasikan</u></p> <ol style="list-style-type: none"> 1. Peserta didik diminta menjadi sukarelawan untuk menjawab pertanyaan dengan benar menurut instruksi yang telah disediakan, jika tidak demikian, guru berhak menunjuk siapa yang akan menjawab. 2. Peserta didik lainnya diminta untuk mengamati jawaban dari teman sekelasnya. 	<p>10'</p> <p>10'</p> <p>10'</p> <p>15'</p> <p>15'</p>
Kegiatan Penutup (10')	<ol style="list-style-type: none"> 1. Guru membimbing peserta didik untuk menyimpulkan dan menjelaskan ulang mengenai kegiatan apa saja yang telah dilakukan untuk mengecek tanggung jawab peserta didik terhadap pembelajaran yang dilakukan. 2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	<p>5'</p> <p>5'</p>

D. MEDIA PEMBELAJARAN

1. Media Gambar (3D)
2. PPT

The English teacher,

Beji, November 2015

The researcher

Nunuk Eny Arifah, S.Pd.
NIP.19740116 200801 2 008

Sheila Wijayanti
NIM. 110210401064

APPENDIX 1

LEARNING MATERIALS

Showing some Pop-up pictures:



(Source: the researcher's pictures)

Leading Questions

1. What pictures is it?
2. What do you think about them?
3. What does he do?
4. Where does he work?

Descriptive Text

The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of Descriptive Text

Descriptive text has structure as below:

1. Identification : a identifying the phenomenon to be described.
2. Description : describing the phenomenon in parts, qualities and characteristics.

Significant Language Features

1. Focus on specific participants. = Sherina
2. Using adjective phrase. = cute, long hair
3. Using simple present tense. = is, are, has

Example

IDENTIFICATION

My favorite artist is Sinna Sherina Munaf, but you can call her Sherina.

DESCRIPTION

Sherina is a singer. She has lovely voice. She begins to sing since she was a child.
One of her famous songs is "Petualangan Sherina". Sherina has ever sung duet with Westlife in 1998. Sherina often changes her appearance. She has short hair.

EXERCISES**EXERCISE I**

Classify the vocabulary (nouns, verbs, and adjectives) based on the text below into the box.

Mr. Ari is a waiter in Apung Restaurant. He is 40 years old. He has been working for 5 years in this restaurant.

He has white skin. He also has moustache and pointed nose. Mr. Ari has straight hair. He is tall man. Mr. Ari works everyday, he is always wears well-dressed. He is very friendly and patient waiter.

Classification of the vocabulary

No.	Nouns	Verbs	Adjectives
1.	waiter	works	pointed
2.	.....	.....	.....
3.	.....		.....
4.	.....		.....
5.			.....
6.			.....
7.			.....

EXERCISE II**Rearrange the letters to form the correct word.**

- | | |
|---|-----------------|
| 1. Sherina likes singing; She has ... voice | {l-v-o-y-e-l} |
| 2. Chef likes ... in the kitchen. | {o-c-i-o-k-g-n} |
| 3. He checks the dental patient. He works in a hospital. | {s-d-i-t-n-e-t} |
| 4. Secretary's job is ... ; She works in the office. | {n-i-r-i-t-w-g} |
| 5. ... serves food and drink. He works in the Restaurant. | {i-t-a-r-w-e} |

EXERCISE III**Complete the text by using vocabularies provided in the box below!**

Marinka is well-known as a celebrity (1). _____. Her full name is Maria Irene Susanto. She was (2). _____ in Jakarta, on March 22, 1980.

Marinka has a (3). _____ as a cook since she was elementary school. She (4). _____ her study to learn about cooking in Sydney Australia majoring in French Cuisine and Patisserie. She is good at cooking.

Chef Marinka is not (5). _____ enough but she is (6). _____. She has high quality fashion. She (7). _____ great when performing the (8). _____ of Master Chef Indonesia.

(Taken from: <http://www.sekolahoke.com/2013/06/descriptive-text-chef-marinka-sun02jun0613.html>)

- | | | | |
|--------------|---------|-----------|-----------------|
| a. continued | c. jury | e. talent | g. good-looking |
| b. born | d. chef | f. looks | h. tall |

ANSWER KEY**EXERCISE I****Classification of the vocabulary**

Nouns	Verbs	Adjectives
1. waiter 2. restaurant 3. nose 4. man	1. works 2. wears	1. pointed 2. moustache 3. tall 5. white 6. well-dressed 7. friendly 8. patient

EXERCISE II

1. lovely (adjective)
2. cooking (verb)
3. dentist (noun)
4. writing (verb)
5. waiter (noun)

EXERCISE III

Marinka is well-known as a celebrity (1). d. chef. Her full name is Maria Irene Susanto. She was (2). b. born in Jakarta, on March 22, 1980.

Marinka has a (3). e. talent as a cook since she was elementary school. She (4). a. continued her study to learn about cooking in Sydney Australia majoring in French Cuisine and Patisserie. She is good at cooking.

Chef Marinka is not (5). h. tall enough but she is (6). g. good-looking. She has high quality fashion. She (7). f. looks great when performing the (8). c. jury of Master Chef Indonesia.

Noun

1. d. chef

8. c. jury

Verb

2. b. born

4. a. continued

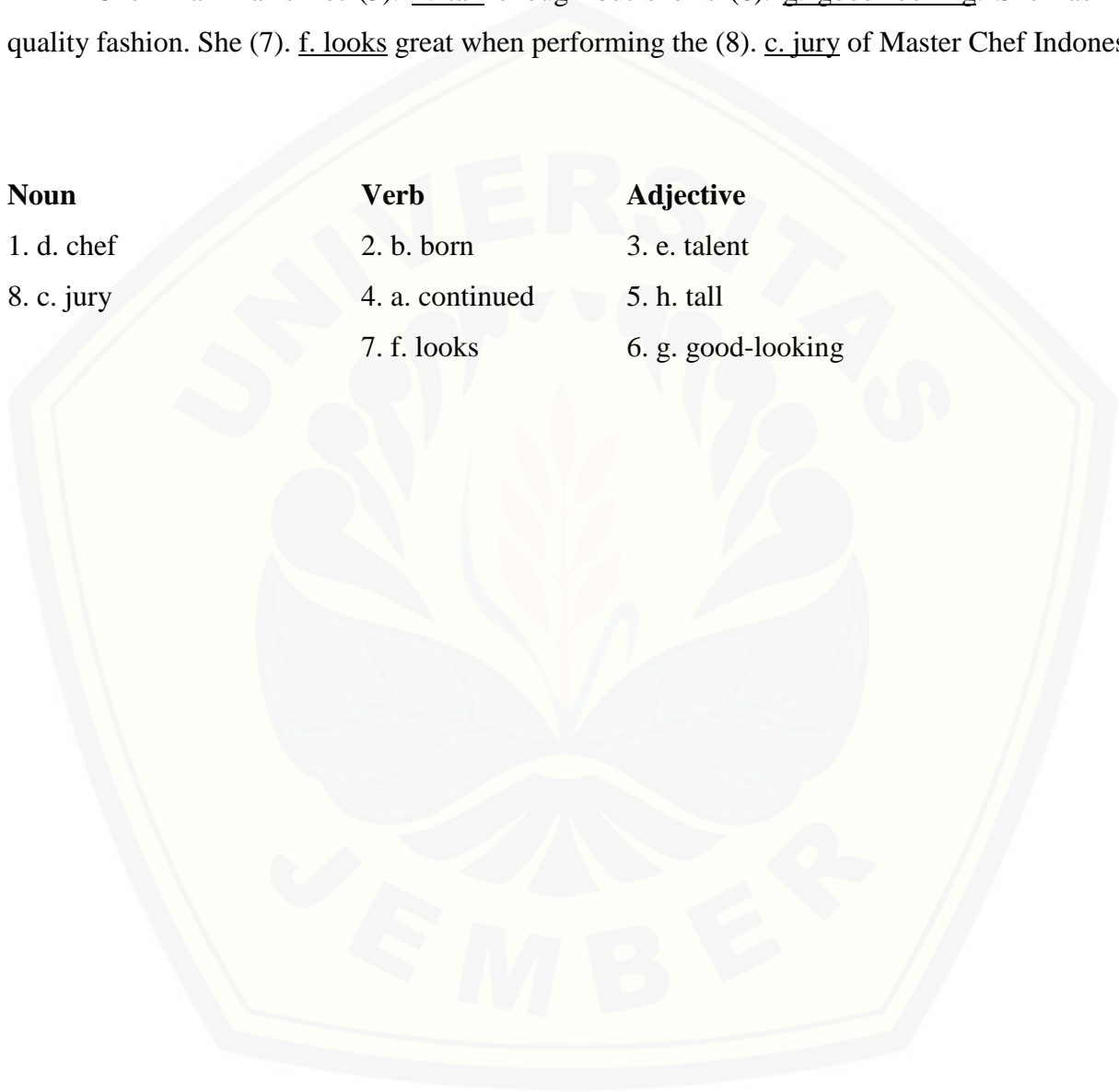
7. f. looks

Adjective

3. e. talent

5. h. tall

6. g. good-looking



APPENDIX G

**LESSON PLAN
(CYCLE 2/MEETING 2)**

School : SMP Negeri 1 Beji - Pasuruan
Subject : Bahasa Inggris
Class/semester : VIII / I
Language component : Vocabulary
Theme : Animals
Alokasi Waktu : 2 meeting (4 X 40)

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan motivasi belajar yang sungguh-sungguh untuk mengembangkan kemampuan berbahasa Inggris.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menunjukkan perilaku jujur dalam melaksanakan komunikasi transaksional. 2.2.2 Menunjukkan perilaku disiplin dalam melaksanakan komunikasi transaksional.

	2.2.3	Menunjukkan perilaku percaya di dalam melaksanakan komunikasi transaksional.
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	<p>2.2.1. Menunjukkan perilaku tanggung jawab dalam melaksanakan komunikasi fungsional.</p> <p>2.2.2. Menunjukkan perilaku peduli dalam melaksanakan komunikasi fungsional.</p> <p>2.2.3. Menunjukkan kerjasama yang baik dalam melaksanakan komunikasi fungsional.</p>
3.10	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.10.1 Mendeskripsikan tentang binatang.</p> <p>3.10.2 Menyebutkan nama binatang dan nama bagian-bagian yang dipilih untuk dideskripsikan.</p> <p>3.10.3 Mengidentifikasi fungsi sosial, struktur teks dan unsur bahasa tentang deskripsi binatang, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>
4.13	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.13.1 Menanyakan deskripsi tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. LANGKAH-LANGKAH PEMBELAJARAN

Fase	Deskripsi	Alokasi waktu
Kegiatan pendahuluan	<ol style="list-style-type: none"> Guru mengucapkan salam dan peserta didik merespon salam yang diucapkan guru Guru mengajak peserta didik untuk berdoa sesuai agama dan keyakinan masing-masing sebelum memulai pembelajaran. Guru melakukan peninjauan kesiapan belajar dengan menanyakan kabar dan keadaan peserta didik Peserta didik menerima informasi tentang pembelajaran yang akan dilaksanakan hari ini Guru menunjukkan gambar Pop-up pada siswa. Guru memberikan apersepsi awal kepada peserta didik dengan menanyakan beberapa pertanyaan pengarah (leading questions) yang berhubungan dengan gambar yang ditunjukkan guru. Guru menyampaikan tujuan pembelajaran secara singkat yang dapat dipahami oleh peserta didik mengenai teks deskriptif. 	<p>2'</p> <p>3'</p> <p>5'</p>
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> Peserta didik mengamati gambar pop-up tentang binatang (dolphin, hamster, monkey, rabbit, octopus, and squirrel) Peserta didik mengamati contoh teks deskriptif binatang (dolphin, hamster, monkey, rabbit, octopus, and squirrel) singkat dan sederhana yang diberikan guru tentang binatang. 	10'

	<p><u>Menanya</u> 1. Peserta didik menanyakan dan mempertanyakan tentang deskriptif binatang (dolphin, hamster, monkey, rabbit, octopus, and squirrel) yang terdapat pada teks.</p> <p><u>Menalar</u> 1. Peserta didik diajak berdiskusi menjawab pertanyaan motivasi yang telah disediakan oleh guru. 2. Peserta didik diminta untuk menyebutkan ide yang berhubungan dengan gambar Pop-up.</p> <p><u>Mencoba</u> 1. Peserta didik diminta untuk mengklasifikasikan kosakata dalam teks deskriptif. (Exercise I) 2. Peserta didik diminta untuk mengklasifikasikan kosakata berdasarkan teks deskriptif. (Exercise II)</p> <p><u>Mengkomunikasikan</u> 1. Peserta didik diminta menjadi sukarelawan untuk menjawab pertanyaan dengan benar menurut instruksi yang telah disediakan, jika tidak demikian, guru berhak menunjuk siapa yang akan menjawab. 2. Peserta didik lainnya diminta untuk mengamati jawaban dari teman sekelasnya.</p>	10' 10' 15' 15'
Kegiatan Penutup	<p>1. Guru membimbing peserta didik untuk menyimpulkan dan menjelaskan ulang mengenai kegiatan apa saja yang telah dilakukan untuk mengecek tanggung jawab peserta didik terhadap pembelajaran yang dilakukan. 2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p>	5' 5'

D. MEDIA PEMBELAJARAN

1. Gambar (3D)
2. PPT

The English teacher

Nunuk Eny Arifah, S.Pd.
NIP.19740116 200801 2 008.

Beji, November 2015
The researcher

Sheila Wijayanti
NIM. 110210401064.

APPENDIX 1**LEARNING MATERIALS**

Showing some Pop-up pictures:



(Source: the researcher's pictures)

Leading Questions

1. What picture is it?
2. Where do you see this animal?
3. What are the characteristics of this animal?
4. How many feet does it have?

Descriptive Text

The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of Descriptive Text

Descriptive text has structure as below:

1. Identification : a identifying the phenomenon to be described.
2. Description : describing the phenomenon in parts, qualities and characteristics.

Significant Language Features

1. Focus on specific participants = rabbit, Gure, my uncle, carrot, milk, and vegetables.
2. Using adjective phrase. = long ears, red eyes, and gray fur.
3. Using simple present tense. = eat, walks, looks, spend, and love.

Example

IDENTIFICATION

I have a cute rabbit named Gure.

DESCRIPTION

I named Gure from the Japanese language. The meaning is grey. I get it from my uncle. He is four years old now. He has long ears, red eyes, and grey fur. Gure loves to eat carrots so much. He also likes milk and other vegetables. I always like the way he walks. It looks so funny and adorable. I spend a lot of my time playing with him. He is my best friend and I really love him.

(Taken from: <http://www.carabelajarbahasainggrisoke.com/2014/09.html>)

EXERCISES**EXERCISE 1**

Classify the vocabulary (nouns, adjectives, and verbs) based on sentences.

1. Monkey has long tail and four legs. It has brown fur that is very dense.
It also has long arms for climbing. Its favorite food is banana.
2. Dolphin is a mammal.
It lives in the sea.
It has grey and blue colors.
It is clever animal.
3. Rabbit is a small animal with a short tail and pointed ears.
It lives in burrow in the ground.
Compared to its small body, it has large sized ears.
4. Octopus is a sea animal with eight powerful feet used as hands.
These are called tentacles.
It is squid and the cuttlefish belong to the same family.
Their bodies are covered entirely with skin.
5. Butterfly is a flying insect.
It has beautiful colors.
It likes flowers.

EXERCISE 2

Classify the vocabulary (nouns, verbs, and adjectives) based on the text below into the box.

Octopus is a sea animal with eight powerful feet which is used as hands. These are called tentacles. The word “Octopus” comes from two greek words that mean “eight feet”. The octopus, the squid and the cuttlefish belong to the same family that have no outside shells. Their bodies are covered entirely with skin. Therefore the body of an octopus is soft. It looks like a big balloon. A fully-grown octopus can be as large as 8,5 metres from the tip of one tentacle to the tip of another. It can weigh as much as 45 kilograms.

(Taken from: <https://kidskonnnect.com/animals/octopus/>)

Classification of the vocabulary

Nouns	Verbs	Adjectives
1. octopus	1. called	1. powerful
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
		6.

ANSWER KEY

EXERCISE 1

1. **Nouns** : tail
 Legs
 Hands
 feather
 arms
 banana
- Verbs** : -
- Adjectives** : long
 brown
 dense
2. **Nouns** : mamal
 sea
 dolphin
- Verbs** : lives
- Adjectives** : grey
 blue
 clever
3. **Nouns** : animal
 ears
 rabbit
 the home
 burrow
 ground
 the world
 sizes
- Verbs** : lives
 attributed
 came
 found
- Adjectives** : small
 short
 pointed
 single
 large
4. **Nouns** : sea animal
 Feet
 hands
 tentacles
 Octopus
 the squid
 the cuttlefish
 skin
- Verbs** : used
 called
 comes
- Adjectives** : powerful
5. **Nouns** : insect
 wings
 colors
- Verbs** : -
- Adjectives** : broad
 overlapping
 beautiful

EXERCISE 2

Classification of the vocabulary

Nouns	Verbs	Adjectives
1. octopus	1. known	1. lively
2. animal	2. called	2. powerful
3. squid	3. comes	3. same
4. cuttlefish	4. covered	4. soft
5. balloon	5. looks	5. big
		6. large

APPENDIX H

VOCABULARY TEST II

Subject	: English
Kelas / Semester	: VIII / I
School	: SMPN 1 Beji - Pasuruan
Lang. Component	: Vocabulary
Time	: 40'

I. Choose the best answer of each question by selecting a, b, c or d correctly.

1. Panther is a very *fast* animal. The antonym of "*fast*" in this sentence is...
a. fat b. slim c. slow d. short
2. Rabbit has long ears. It is a animal.
a. creppy b. bad c. cute d. grumpy
3. It has many feet and lives in the sea. What is it?
a. dolphin b. octopus c. goldfish d. catfish
4. He has a *handsome* face. The word "*handsome*" refers to...
a. good-looking b. bad face c. happy d. sad
5. My job is a I like to sing on the stage.
a. dentist b. singer c. secretary d. teacher
6. The monkey the tree.
a. eats b. runs c. climbs d. walks
7. Dolphin is a *clever* animal and it lives in the sea. The antonym of "*clever*" in this sentence is...
a. smart b. stupid c. ugly d. cute
8. Elephant has tusks and grey colour. It has body.
a. slim b. short c. small d. big
9. Shireen Sungkar is a *famous* person. The word "*famous*" is synonymous with...
a. beauty b. well-known c. usual d. casual

10. *Nanny* looks after other people's children. She is a friendly person. The synonym of "*Nanny*" in first sentences is ...
- a. soldier b. baby-sitter c. singer d. librarian
11. I want to ... in the swimming pool.
- a. swim b. drive c. clean d. dive
12. Bobby works at construction sector. He is ...
- a. an actor b. an instructor c. an engineer d. an artist
13. Ririf's hobby is She wants to be a chef.
- a. cleaning b. cooking c. writing d. singing
14. My sister is a dancer. So, she likes ...
- a. swimming b. washing c. dancing d. running
15. Uki is very busy today. So he feels ...
- a. tired b. calm c. happy d. confused
16. Andi wants to ... because He is very sleepy.
- a. watch b. look c. sleep d. read
17. All of the animals in Surabaya zoo are in the cage, so the visitors can ... safe.
- a. run b. walk c. care d. feel
18. Shark has ... teeth to eat the prey.
- a. blunt b. big c. cute d. sharp
19. The tiger likes eating...
- a. fish b. meat c. grass d. fruit
20. In the library, we can ... a lot of books.
- a. eat b. catch c. bite d. find
21. Octopus in the sea.
- a. reads b. runs c. lives d. washes
22. It is a very fast animal. It has four legs. It is a ...
- a. bird b. panther c. fish d. frog
23. It likes eating carrot. It is cute animal. It is a ...
- a. rabbit b. dog c. horse d. mouse
24. Dolphin.....and goes down into the water.
- a. flies b. jumps c. runs d. brings

25. It is a small animal. It has soft fur. It is a ...
a. butterfly b. duck c. fish d. hamster
26. Gorilla has ... body and the king of the jungle.
a. long & big b. big & tall c. thin & tall d. small & fat
27. It is a clever animal and it lives in the sea.
a. dolphin b. catfish c. shark d. octopus
28. The is a cute animal.
a. gorilla b. frog c. cockroach d. cat
29. Hamster is a cute animal. It likes ... sunflower seeds.
a. playing b. living c. running d. eating
30. Butterfly has beautiful color and likes flowers. It has wings to ...
a. fly b. eat c. swim d. run

II. Fill in the blank with suitable words based on the sentences below.

1. Mela visits my ucle's house. She looks after a b _ _ y - s _ _ _ _ r there.
2. Dito's father is an e _ _ _ _ _ r. He works at construction sector.
3. Octopus has many feet. It l _ _ _ s in the sea.
4. H _ _ _ _ _ r has sunflower seeds.
5. My uncle's hobby is c _ _ _ _ _ g. He is a chef.
6. Rabbit has s _ _ t fur. It likes eating wortel.
7. Kenan is a dentist. He likes to c _ _ _ k the dental patient.
8. Shena is a singer. She is a f _ _ _ _ s person.
9. Waiter will s _ _ _ e your food order.
10. My sister is a secretary. She is a f _ _ _ _ _ y person.

~ GOOD LUCK ~

KEY ANSWER

- | | | | |
|--------------------|-------------|-------------------|-------------|
| I. 1. c. slow | (adjective) | 16. c. sleepy | (adjective) |
| 2. c. cute | (adjective) | 17. d. feel | (verb) |
| 3. b. octopus | (noun) | 18. d. sharp | (adjective) |
| 4. a. good-looking | (adjective) | 19. b. meat | (noun) |
| 5. b. singer | (noun) | 20. d. find | (verb) |
| 6. c. climbs | (verb) | 21. c. lives | (verb) |
| 7. b. stupid | (adjective) | 22. b. panther | (noun) |
| 8. d. big | (adjective) | 23. a. rabbit | (noun) |
| 9. b. well-known | (adjective) | 24. b. jumps | (verb) |
| 10. b. baby-sitter | (noun) | 25. d. hamster | (noun) |
| 11. a. swim | (verb) | 26. b. big & tall | (adjective) |
| 12. c. an engineer | (noun) | 27. a. dolphin | (noun) |
| 13. b. cooking | (verb) | 28. d. cat | (noun) |
| 14. c. dancing | (verb) | 29. d. eat | (verb) |
| 15. a. tired | (adjective) | 30. a. fly | (verb) |

Classification of Vocabulary

Nouns	Verbs	Adjectives
3. b. octopus	6. c. climbs	1. c. slow
5. b. singer	11. a. swim	2. c. cute
10. b. baby-sitter	13. b. cooking	4. a. good-looking
12. c. an engineer	14. c. dancing	7. b. stupid
19. b. meat	17. c. feel	8. d. big
22. b. panther	20. d. find	9. b. well-known
23. a. rabbit	21. c. lives	15. a. tired
25. d. hamster	24. c. jumps	16. c. sleepy
27. a. dolphin	29. b. eat	18. a. sharp
28. d. cat	30. a. fly	26. b. big & tall

II.

1. baby-sitter (noun)
2. engineer (noun)
3. lives (verb)
4. hamster (noun)
5. cooking (verb)
6. soft (adjective)
7. check (verb)
8. famous (adjective)
9. serve (verb)
10. friendly (adjective)

Classification of Vocabulary

Nouns	Verbs	Adjectives
1. baby-sitter 2. engineer 4. hamster	3. lives 5. cooking 7. check 9. serve	6. soft 8. famous 10. friendly

APPENDIX I

The Result of the Observation in Cycle 1

NO	The Students' Initial	Meeting 1				Category		Meeting 2				Category	
		Indicators						Indicators					
		1	2	3	4	A	P	1	2	3	4	A	P
1.	ADA		√	√	√	•	-		√	√	√	•	
2.	ABS	√		√	√	•		√	√		√	•	
3.	ATP				√		-	√			√		-
4.	ARM		√	√	√	•		√	√		√	•	
5.	AZA	√	√		√	•			√		√		-
6.	AFJ	√			√		-			√	√		-
7.	APL		√	√	√	•		√	√		√	•	
8.	ABS				√		-	√	√		√	•	
9.	ASNP			√	√		-	s	s	s	s	s	s
10.	DAK		√	√	√	•		√			√		-
11.	DQJ				√		-	√		√	√	•	
12.	ENF		√		√		-	√	√		√	•	
13.	ESA		√	√	√	•					√		-
14.	FZI		√	√	√	•			√		√	•	
15.	FH				√		-				√		-
16.	INK	√			√	•		√	√		√	•	
17.	IIA				√		-			√	√		-
18.	ISN		√	√	√	•		√	√		√	•	
19.	IDJ		√				-				√		-
20.	IADS				√		-		√		√	•	
21.	IWR		√	√	√	•				√	√		-
22.	JNA			√			-		√	√	√	•	
23.	MPS	√					-	√		√			-
24.	MRR		√		√		-			√	√		-
25.	MAB	√	√		√	•		√	√		√	•	
26.	MAZ				√		-				√	•	

27.	MFR	√	√	√		•			√	√	√	•	
28.	MNAI	√	√		√	•			√	√	√	•	
29.	MRM		√	√	√	•			√	√	√	•	
30.	NAR	√		√	√	•				√	√		-
31.	NDA		√		√		-		√	√	√	•	
32.	NF	√	√	√		•		√	√		√	•	
33.	QNF	√	√		√	•			√	√	√	•	
34.	RDL		√		√		-	√					-
35.	RRA				√		-			√			-
36.	RNI	√			√		-	√		√	√	•	
37.	RA		√	√	√	•			√				-
38.	SNF		√		√		-		√	√	√	•	
39.	SM		√	√	√	•			√	√	√	•	
40.	WC	√	√	√	√	•			√	√	√	•	
Total		13	25	18	35	21	19	15	23	19	35	23	16

Notes:

- 1** : The students' participation in answering the teacher's questions correctly;
 - 2** : The students' participation in doing the vocabulary exercises;
 - 3** : The students' participation in discussing their answer clearly with the whole class; and
 - 4** : The students' participation in mentioning ideas with Pop-up pictures.
- A** : Active
P : Passive
S : Sick

The Result of the Observation in Cycle 2

NO	The Students' Initial	Meeting 1				Category		Meeting 2				Category	
		Indicators						Indicators					
		1	2	3	4	A	P	1	2	3	4	A	P
1.	ADA	√	√	√	√	•		√	√	√	√	•	
2.	ABS	s	s	s	s	s	s			√	√		-
3.	ATP	√	√		√	•		√	√	√	√	•	
4.	ARM			√	√		-			√	√		-
5.	AZA	√	√	√	√	•		√	√	√	√	•	
6.	AFJ	√	√	√	√	•		√	√	√	√	•	
7.	APL	√		√	√	•		√		√	√	•	
8.	ABS		√		√		-	√			√		-
9.	ASNP	√	√	√	√	•		√	√	√	√	•	
10.	DAK	s	s	s	s	s	s			√	√		-
11.	DQJ			√	√		-	√	√	√	√	•	
12.	ENF		√		√		-	√	√		√	•	
13.	ESA	√	√	√	√	•		√	√	√	√	•	
14.	FZI		√	√	√	•		√	√	√	√	•	
15.	FH	√	√	√	√	•		√	√	√	√	•	
16.	INK	√			√		-			√	√		-
17.	IIA		√	√	√	•		√	√	√	√	•	
18.	ISN	√			√		-			√	√		-
19.	IDJ	√	√	√	√	•		√	√		√	•	
20.	IADS		√	√			-			√	√		-
21.	IWR	√		√	√	•		√	√		√	•	
22.	JNA		√	√			-	√	√	√	√	•	
23.	MPS	√	√		√	•				√	√		-
24.	MRR	√	√	√	√	•		√	√	√	√	•	
25.	MAB		√		√		-	√	√	√	√	•	
26.	MAZ	√	√		√	•		√	√	√	√	•	

27.	MFR		√	√	√	•		√	√		√	•	
28.	MNAI	√		√	√	•		√	√	√	√	•	
29.	MRM	√	√		√	•		√	√	√	√	•	
30.	NAR	√	√	√	√	•		√	√	√	√	•	
31.	NDA		√	√	√	•		√	√	√	√	•	
32.	NF		√		√		-	√	√		√		-
33.	QNF		√	√	√	•		√	√	√	√	•	
34.	RDL	√	√		√	•		√	√		√	•	
35.	RRA	√		√	√	•		√	√	√	√	•	
36.	RNI	√	√	√	√	•				√	√		-
37.	RA		√				-	√	√	√	√	•	
38.	SNF	√	√		√	•		√	√		√	•	
39.	SM	√	√	√	√	•		s	s	s	s	s	s
40.	WC	√		√	√	•		√	√	√	√	•	
Total		24	28	26	35	27	11	30	28	32	39	29	10

Notes:

- 1** : The students' participation in answering the teacher's questions correctly;
 - 2** : The students' participation in doing the vocabulary exercises;
 - 3** : The students' participation in discussing their answer clearly with the whole class; and
 - 4** : The students' participation in mentioning ideas with Pop-up pictures.
- A** : Active
P : Passive
s : Sick

APPENDIX J

The Result of the Students' Vocabulary Test in Cycle 1

NO	The Students' Initials	Scores	Achievement	
			Achieved	Not Achieved
1.	ADA	76	√	
2.	ABS	78	√	
3.	ATP	60		-
4.	ARM	76	√	
5.	AZA	76	√	
6.	AFJ	58		-
7.	APL	78	√	
8.	ABS	80	√	
9.	ASNP	74		-
10.	DAK	70		-
11.	DQJ	84	√	
12.	ENF	66		-
13.	ESA	80	√	
14.	FZI	76	√	
15.	FH	68		-
16.	INK	78	√	
17.	IJA	70		-
18.	ISN	84	√	
19.	IDJ	64		-
20.	IADS	62		-
21.	IWR	86	√	
22.	JNA	66		-
23.	MPS	60		-

24.	MRR	70		-
25.	MAB	76	√	
26.	MAZ	80	√	
27.	MFR	78	√	
28.	MNAI	82	√	
29.	MRM	76	√	
30.	NAR	78	√	
31.	NDA	76	√	
32.	NF	82	√	
33.	QNF	80	√	
34.	RDL	70		-
35.	RRA	74		-
36.	RNI	80	√	
37.	RA	76	√	
38.	SNF	76	√	
39.	SM	80	√	
40.	WC	78	√	
Percentage				
$E = \frac{n}{N} \times 100\%$			65%	35%

APPENDIX K

The Result of the Students' Vocabulary Test in Cycle 2

NO	The Students' Initials	Scores	Achievement	
			Achieved	Not Achieved
1.	ADA	80	√	
2.	ABS	78	√	
3.	ATP	70		-
4.	ARM	78	√	
5.	AZA	78	√	
6.	AFJ	66		-
7.	APL	78	√	
8.	ABS	80	√	
9.	ASNP	70		-
10.	DAK	76	√	
11.	DQJ	86	√	
12.	ENF	74		-
13.	ESA	82	√	
14.	FZI	78	√	
15.	FH	80		-
16.	INK	80		-
17.	IJA	78	√	
18.	ISN	84	√	
19.	IDJ	70		-
20.	IADS	72		-
21.	IWR	84	√	
22.	JNA	70		-
23.	MPS	66		-

24.	MRR	84	√	
25.	MAB	78		-
26.	MAZ	80	√	
27.	MFR	80	√	
28.	MNAI	86	√	
29.	MRM	74		-
30.	NAR	78	√	
31.	NDA	80	√	
32.	NF	80	√	
33.	QNF	78	√	
34.	RDL	86	√	
35.	RRA	82	√	
36.	RNI	76	√	
37.	RA	80	√	
38.	SNF	78	√	
39.	SM	80	√	
40.	WC	82	√	
Percentage				
$E = \frac{n}{N} \times 100\%$			77,5%	22,5%

Name : M Rizky Ramadhani
 Number : 221

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VOCABULARY TEST 1

Subject : English
 Kelas / Semester : VIII / I
 School : SMPN 1 Beji - Pasuruan
 Lang. Component : Vocabulary
 Time : 40'

I. Choose the best answer of each question by selecting a, b, c or d correctly.

1. Rabbit has long ears. The antonym of "long" in this sentence is...
 a. fat tall c. high d. short
2. It is a very fast animal. What is it?
 dog b. panther c. fish d. frog
3. It likes cheese. It has small body. What is it?
 a. rabbit b. dog c. horse mouse
4. She has a beautiful face. The word "beautiful" refers to...
 good-looking b. bad face c. happy d. sad
5. My job is a dentist. I like to the dental patient
 check b. wear c. bath d. see
6. The monkey the tree.
 a. eats b. runs climbs d. walks
7. Dolphin is a clever animal and it lives in the sea. The antonym of "clever" in this sentence is...
 a. smart stupid c. ugly d. cute
8. It has tusks and grey color. It is an
 owl b. eagle c. elephant d. octopus
9. Michael Jackson is a famous person. The word "famous" is synonymous with...
 a. beauty b. well-known usual d. usual
10. It has a tough body, incredibly strong legs and a hairy tail. It is usually a very timid animal unless provoked. It is a herbivore that only eats grass.
 a. gorilla b. horse c. bear monkey
11. I want to ... in the sea.
 a. read b. drive c. clean dive
12. My father works at construction sector. He is an ...
 a. artist b. actor c. engineer instructor
13. Sinta's hobby is She wants to be a chef.
 a. cleaning cooking c. writing d. singing
14. My sister is a dancer. So, she likes ...
 a. swimming b. washing dancing d. running
15. Joko is very busy today. So he feels ...
 tired b. calm c. happy d. confused
16. The policeman wants to ... because He is very sleepy.
 a. watch b. look sleep d. read
17. All of animals in Surabaya zoo are in front of the cage, so the visitors can ... safe.
 a. disappointed happy c. feel d. care
18. Shark has ... teeth to eat the prey.
 a. sharp blunt c. long d. short
19. The tiger likes eating...
 a. fish meat c. grass d. fruit
20. In the library, we can ... a lot of books.
 a. eat catch c. bite d. find
21. Rabbit has ... ears.
 a. short b. tall long d. small
22. It is a very slow animal. What is it?
 a. tiger b. panther turtle d. dog
23. It likes eating meat and bone. It has four legs. It is a ...
 a. rabbit dog c. horse d. duck
24. Dolphin.....and goes down into the water.
 a. flies jumps c. runs d. brings
25. It eats mice and birds. What is it?
 a. butterfly b. owl c. fish cat
26. Gorilla has ... body and the king of the jungle.
 a. long & big big & tall c. thin & tall d. small & fat
27. It is a clever animal and it lives in the sea. What is it?
 dolphin b. catfish c. shark d. octopus

Name : *Rahma I Dika A L*
 Number : *39*

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VOCABULARY TEST I

Subject : English
 Kelas / Semester : VIII / 1
 School : SMPN 1 Beji - Pasuruan
 Lang. Component : Vocabulary
 Time : 40'

I. Choose the best answer of each question by selecting a, b, c or d correctly.

- Rabbit has *long* ears. The antonym of "*long*" in this sentence is...
 a. fat b. tall c. high short
- It is a very fast animal. What is it?
 a. dog panther c. fish d. frog
- It likes cheese. It has small body. What is it?
 a. rabbit b. dog c. horse mouse
- She has a *beautiful* face. The word "*beautiful*" refers to...
 good-looking b. bad face c. happy d. sad
- My job is a dentist. I like to the dental patient.
 check b. wear c. bath d. see
- The monkey the tree.
 eats b. runs c. climbs d. walks
- Dolphin is a *clever* animal and it lives in the sea. The antonym of "*clever*" in this sentence is...
 smart b. stupid c. ugly d. cute
- It has tusks and grey color. It is an
 a. owl b. eagle elephant d. octopus
- Michael Jackson is a *famous* person. The word "*famous*" is synonymous with...
 a. beauty well-known c. usual d. casual
- It has a tough body, incredibly strong legs and a hairy tail. It is usually a very timid animal unless provoked. It is a herbivore that only eats grass.
 a. gorilla horse c. bear d. monkey

- I want to ... in the sea.
 a. read b. drive c. clean dive
- My father works at construction sector. He is an ...
 a. artist b. actor engineer d. instructor
- Sinta's hobby is She wants to be a chef.
 a. cleaning cooking c. writing d. singing
- My sister is a dancer. So, she likes ...
 a. swimming b. washing dancing d. running
- Joko is very busy today. So he feels ...
 tired b. calm c. happy d. confused
- The policeman wants to ... because He is very sleepy.
 a. watch b. look sleep d. read
- All of animals in Surabaya zoo are in front of the cage, so the visitors can ... safe.
 disappointed happy c. feel d. care
- Shark has ... teeth to eat the prey.
 sharp b. blunt c. long d. short
- The tiger likes eating...
 a. fish meat c. grass d. fruit
- In the library, we can ... a lot of books.
 a. eat b. catch c. bite find
- Rabbit has ... ears.
 a. short b. tall long d. small
- It is a very slow animal. What is it?
 a. tiger panther c. turtle d. dog
- It likes eating meat and bone. It has four legs. It is a ...
 a. rabbit dog c. horse d. duck
- Dolphin..... and goes down into the water.
 a. flies jumps c. runs d. brings
- It eats mice and birds. What is it?
 a. butterfly b. owl c. fish cat
- Gorilla has ... body and the king of the jungle.
 a. long & big big & tall c. thin & tall d. small & fat
- It is a clever animal and it lives in the sea. What is it?
 dolphin b. cutfish c. shark d. octopus

26. The cat is a ... animal
 smart b. grumpy c. cute d. creepy
27. Octopus has many feet and ... in the sea.
a. plays b. lives c. walks runs
30. Butterfly has beautiful color and likes flowers. It can
 fly b. eat c. swim d. run

$$S = 7$$
$$B = 23 \times 2$$
$$= 46$$

II. Fill in the blank with suitable words based on the sentences below.

1. A baby - sister looks after other people's children.
2. Anton's father works in the rice field. He is a farmer
3. The secretary is filling a document
4. Sherina is a singer. She likes to sing a song.
5. My mother is a bigy to me because I come home late today.
6. Rina's party single's fast food.
7. A doctor works in hospital.
8. Hanif's family ready to go to picnic tomorrow.
9. My uncle has a librearies house. His home is near to my house.
10. A librearian looks after books and helps you find them.

$$S = 4$$
$$B = 6 \times 4$$
$$= 24$$

~ GOOD LUCK ~

74

Name : Reni Rochmatul Aini
 Number : 36

VOCABULARY TEST I

Subject : English
 Kelas / Semester : VIII / I
 School : SMPN 1 Beji - Pasuruan
 Lang. Component : Vocabulary
 Time : 40'

I. Choose the best answer of each question by selecting a, b, c or d correctly.

1. Rabbit has long ears. The antonym of "long" in this sentence is...
 a. fat b. tall c. high ~~d. short~~
- ~~2. It is a very fast animal. What is it?~~
~~a. dog b. panther c. fish d. frog~~
3. It likes cheese, it has small body. What is it?
 a. rabbit b. dog c. horse ~~d. mouse~~
4. She has a beautiful face. The word "beautiful" refers to...
~~a. good-looking b. bad face c. happy d. sad~~
5. My job is a dentist. I like to the dental patient
~~a. check b. wear c. bath d. see~~
- ~~6. The monkey the tree.~~
~~a. eats b. runs c. climbs d. walks~~
7. Dolphin is a clever animal and it lives in the sea. The antonym of "clever" in this sentence is...
 a. smart ~~b. stupid~~ c. ugly d. cute
8. It has tusks and grey color. It is an
 a. owl b. eagle ~~c. elephant~~ d. octopus
- ~~9. Michael Jackson is a famous person. The word "famous" is synonymous with...~~
~~a. beauty b. well-known c. usual ~~d. casual~~~~
- ~~10. It has a tough body, incredibly strong legs and a hairy tail. It is usually a very timid animal unless provoked. It is a herbivore that only eats grass.~~
~~a. gorilla b. horse c. bear ~~d. monkey~~~~
11. I want to ... in the sea.
 a. read b. drive c. clean ~~d. dive~~
12. My father works at construction sector. He is an ...
 a. artist b. actor c. engineer ~~d. instructor~~
13. Sinta's hobby is She wants to be a chef.
 a. cleaning ~~b. cooking~~ c. writing d. singing
14. My sister is a dancer. So, she likes ...
 a. swimming b. washing ~~c. dancing~~ d. running
15. Joko is very busy today. So he feels ...
~~a. tired~~ b. calm c. happy d. confused
16. The policeman wants to ... because He is very sleepy.
 a. watch b. look ~~c. sleep~~ d. read
- ~~17. All of animals in Surabaya zoo are in front of the cage, so the visitors can ... safe.~~
~~a. disappointed ~~b. happy~~ c. feel d. care~~
- ~~18. Shark has ... teeth to eat the prey.~~
~~a. sharp b. blunt c. long ~~d. short~~~~
19. The tiger likes eating...
 a. fish ~~b. meat~~ c. grass d. fruit
20. In the library, we can ... a lot of books.
 a. eat b. catch c. bite ~~d. find~~
21. Rabbit has ... ears.
 a. short b. tall ~~c. long~~ d. small
22. It is a very slow animal. What is it?
 a. tiger ~~b. panther~~ c. turtle d. dog
23. It likes eating meat and bone. It has four legs. It is a ...
 a. rabbit ~~b. dog~~ c. horse d. duck
24. Dolphin.....and goes down into the water.
 a. flies ~~b. jumps~~ c. runs d. brings
- ~~25. It eats mice and birds. What is it?~~
~~a. butterfly ~~b. owl~~ c. fish d. cat~~
26. Gorilla has ... body and the king of the jungle.
 a. long & big ~~b. big & tall~~ c. thin & tall d. small & fat
27. It is a clever animal and it lives in the sea. What is it?
~~a. dolphin~~ b. catfish c. shark d. octopus

28. The cats is a ... animal
a. smart b. grumpy c. cute d. creepy
29. Octopus has many feet and ... in the sea.
a. plays b. lives c. walks d. runs
30. Butterfly has beautiful color and likes flowers. It can
 a. fly b. eat c. swim d. run

$$S = 7$$
$$B = 23 \times 2$$
$$= 46$$

II. Fill in the blank with suitable words based on the sentences below.

1. A boby - sister looks after other people's children.
2. Anton's father works in the rice field. He is a rarener
3. The secretary is f_____ g a document
4. Sherina is a singer. She likes to sing a song.
5. My mother is a ngry to me because I come home late today.
6. Rina's party serves fast food.
7. A doctor works in hospital.
8. Hanif's family ready to go to picnic tomorrow.
9. My uncle has a l_____ s house. His house is near to my house.
10. A librarian looks after books and helps you find them.

$$S = 3$$
$$B = 7 \times 4$$
$$= 28$$

~ GOOD LUCK ~

84

Name : NO RIZKY Ramadhani
Number : 20

VOCABULARY TEST II

Subject : English
Kelas / Semester : VIII / I
School : SMPN 1 Beji - Pasuruan
Lang. Component : Vocabulary
Time : 40'

I. Choose the best answer of question by selecting a, b, c or d correctly.

1. Panther is a very *fast* animal. The antonym of "*fast*" in this sentence is...
a. fat b. slim c. slow d. short
2. Rabbit has long ears. It is a animal.
a. scrappy b. bad c. cute d. grumpy
3. It has many feet and lives in the sea. What is it?
a. dolphin b. octopus c. goldfish d. catfish
4. He has a *handsome* face. The word "*handsome*" refers to...
 a. good-looking b. bad face c. happy d. sad
5. My job is a I like to sing in the stage.
a. dentist b. singer c. secretary d. teacher
6. The monkey the tree.
a. eats b. runs c. climbs d. walks
7. Dolphin is a *clever* animal and it lives in the sea. The antonym of "*clever*" in this sentence is...
 a. smart b. stupid c. ugly d. cute
8. Elephant has tusks and grey color. It has body.
a. slim b. short c. small d. big
9. Shireen Sanghar is a *famous* person. The word "*famous*" is synonymous with...
a. beauty b. well-known c. usual d. casual
10. Nanny looks after other people's children. She is a friendly person. The antonym of "*Nanny*" in first sentence's is ...
a. soldier b. baby-sitter c. singer d. librarian
11. I want to ... in the swimming pool.
 a. swim b. drive c. clean d. dive
12. Bobby works at construction sector. He is an ...
a. actor b. instructor c. engineer d. artist
13. Ririf's hobby is She wants to be a chef.
a. cleaning b. cooking c. writing d. singing
14. My sister is a dancer. So, she likes ...
a. swimming b. washing c. dancing d. running
15. Uki is very busy today. So he feels ...
a. tired b. calm c. happy d. confused
16. Andi wants to ... because He is very sleepy.
a. watch b. look c. sleep d. read
17. All of animals in Surabaya zoo are in front of the cage, so the visitors can ... safe.
a. disappointed b. happy c. care d. feel
18. Shark has ... teeth to eat the prey.
a. blunt b. big c. cute d. sharp
19. The tiger likes eating...
a. fish b. meat c. grass d. fruit
20. In the library, we can ... a lot of books.
a. eat b. catch c. bite d. find
21. Octopus in the sea.
a. reads b. runs c. lives d. washes
22. It is a very fast animal. It has four legs. What is it?
a. bird b. panther c. fish d. frog
23. It likes wortel. It is cute animal. What is it?
 a. rabbit b. dog c. horse d. mouse
24. Dolphin and goes down into the water.
a. flies b. jumps c. runs d. brings
25. It is small body. It has soft fur. What is it?
 a. butterfly b. duck c. fish d. hamster
26. Gorilla has ... body and the king of the jungle.
a. long & big b. big & tall c. thin & tall d. small & fat
27. It is a clever animal and it lives in the sea. What is it?
 a. dolphin b. catfish c. shark d. octopus

28. The is a cute animal.

- a. gorilla b. frog ~~c. cockroach~~ d. cat

29. Hamster is a cute animal. It likes ... sunflower seeds.

- a. playing b. living c. running ~~d. eating~~

30. Butterfly has beautiful color and likes flowers. It has wings to ...

- ~~a. fly~~ b. eat c. swim d. run

$$\begin{aligned} S &= 7 \\ B &= 23 \times 2 \\ &= 46 \end{aligned}$$

II. Fill in the blank with suitable words based on the sentences below.

1. Mela visit to my ucle's house. She looks a hobby-sitter there.

2. Dito's father is an engineer. He works at construction sector.

3. Octopus has many feets. It lives in the sea.

4. Hamster has sunflower seeds.

5. My uncle's hobby is cooking. He is a chef.

6. Rabbit has soft fur. It likes eating wortel.

~~7. Kenan is a dentist. He likes to examine the dental patient.~~

8. Shena is a singer. She is a friendly person.

9. Waiter will serve your food order.

10. My sister is a secretary. She is a friendly person.

$$\begin{aligned} S &= 1 \\ B &= 9 \times 4 \\ &= 36 \end{aligned}$$

~ GOOD LUCK ~

Name : Fahma J Dyan
 Number : 39

86

VOCABULARY TEST II.

Subject : English
 Kelas / Semester : VIII / I
 School : SMPN 1 Beji - Pasuruan
 Lang Component : Vocabulary
 Time : 40'

1. Choose the best answer of question by selecting a, b, c or d correctly.

1. Panther is a very *fast* animal. The antonym of "*fast*" in this sentence is...
 a. fat b. slim c. slow d. short
2. Rabbit has long ears. It is a animal.
 a. creepy b. bad c. cute d. grumpy
3. It has many feet and lives in the sea. What is it?
 a. dolphin b. octopus c. goldfish d. catfish
4. He has a *handsome* face. The word "*handsome*" refers to...
 a. good-looking b. bad face c. happy d. sad
5. My job is a I like to sing in the stage.
 a. dentist b. singer c. secretary d. teacher
6. The monkey the tree.
 a. eats b. runs c. climbs d. walks
7. Dolphin is a *clever* animal and it lives in the sea. The antonym of "*clever*" in this sentence is...
 a. smart b. stupid c. ugly d. cute
8. Elephant has tusks and grey color. It has body.
 a. slim b. short c. small d. big
9. Shireen Sungkar is a *famous* person. The word "*famous*" is synonymous with...
 a. beauty b. well-known c. usual d. casual
10. Nanny looks after other people's children. She is a friendly person. The antonym of "*Nanny*" in first sentences is...
 a. soldier b. baby-sitter c. singer d. librarian

11. I want to ... in the swimming pool.
 a. swim b. drive c. clean d. dive
12. Bobby works at construction sector. He is an ...
 a. actor b. instructor c. engineer d. artist
13. Ririf's hobby is She wants to be a chef.
 a. cleaning b. cooking c. writing d. singing
14. My sister is a dancer. So, she likes ...
 a. swimming b. washing c. dancing d. running
15. Uki is very busy today. So he feels ...
 a. tired b. calm c. happy d. confused
16. Andi wants to ... because He is very sleepy.
 a. watch b. look c. sleep d. read
17. All of animals in Surabaya zoo are in front of the cage, so the visitors can't ... safe.
 a. disappointed b. happy c. care ~~d. feel~~
18. Shark has ... teeth to eat the prey.
 a. blunt b. big c. cute d. sharp
19. The tiger likes eating...
 a. fish b. meat c. grass d. fruit
20. In the library, we can ... a lot of books.
 a. eat b. catch c. bite d. find
21. Octopus in the sea.
 a. reads b. runs c. lives d. washes
22. It is a very fast animal. It has four legs. What is it?
 a. bird b. panther c. fish d. frog
23. It likes wortel. It is cute animal. What is it?
 a. rabbit b. dog c. horse d. mouse
24. Dolphin and goes down into the water.
 a. flies b. jumps c. runs d. brings
25. It is small body. It has soft fur. What is it?
 a. butterfly b. duck c. fish d. hamster
26. Gorilla has ... body and the king of the jungle.
 a. long & big b. big & tall c. thin & tall d. small & fat
27. It is a clever animal and it lives in the sea. What is it?
 a. dolphin b. catfish c. shark d. octopus

28. The ... is a cute animal.

- a. gorilla b. frog c. cockroach ~~X~~ cat

29. Hamster is a cute animal. It likes ... sunflower seeds.

- a. playing b. living c. running ~~X~~ eating

30. Butterfly has beautiful color and likes flowers. It has wings to ...

- ~~X~~ fly b. eat c. swim d. run

$$\begin{aligned} S &= 5 \\ B &= 25 \times 2 \\ &= 50 \end{aligned}$$

II. Fill in the blank with suitable words based on the sentences below.

1. Mela visit to my ucle's house. She looks a hobby - sLttler there.

2. Dito's father is an engino eer. He works at construction sector.

3. Octopus has many feet. It llve s in the sea.

4. hamster has sunflower seeds.

5. My uncle's hobby is cookin g. He is a chef.

6. Rabbit has sof fur. It likes eating wortel.

7. Kenan is a dentist. He likes to h eck the dental patient.

8. Shena is a singer. She is a gibcus person.

9. Waiter will relve your food order.

~~X~~ 10. My sister is a secretary. She is a fourty person.

$$\begin{aligned} S &= 1 \\ B &= 9 \times 4 \\ &= 36 \end{aligned}$$

~ GOOD LUCK ~

82

Name : Reni Rochmatul Aini
Number : 35

VOCABULARY TEST II

Subject : English
Kelas / Semester : VIII / I
School : SMPN 1 Beji - Pasuruan
Lang. Component : Vocabulary
Time : 40'

I. Choose the best answer of question by selecting a, b, c or d correctly.

- Panther is a very *fast* animal. The antonym of "*fast*" in this sentence is...
a. fat b. slim c. slow d. short
- Rabbit has long ears. It is a animal.
a. creepy b. bad c. cute d. grumpy
- It has many feet and lives in the sea. What is it?
a. dolphin b. octopus c. goldfish d. catfish
- He has a *handsome* face. The word "*handsome*" refers to...
 a. good-looking b. bad face c. happy d. sad
- My job is a I like to sing in the stage.
a. dentist b. singer c. secretary d. teacher
- The monkey the tree.
a. eats b. runs c. climbs d. walks
- Dolphin is a *clever* animal and it lives in the sea. The antonym of "*clever*" in this sentence is...
 a. smart b. stupid c. ugly d. cute
- Elephant has tusks and grey color. It has body.
a. slim b. short c. small d. big
- Shireen Sungkar is a *famous* person. The word "*famous*" is synonymous with...
a. beauty b. well-known c. usual d. casual
- Nanny* looks after other people's children. She is a friendly person. The antonym of "*Nanny*" in first sentence is ...
a. soldier b. baby-sitter c. singer d. librarian

- I want to ... in the swimming pool.
 a. swim b. drive c. clean d. dive
- Boby works at construction sector. He is an ...
a. actor b. instructor c. engineer d. artist
- Ririf's hobby is She wants to be a chef.
a. cleaning b. cooking c. writing d. singing
- My sister is a dancer. So, she likes ...
a. swimming b. washing c. dancing d. running
- Uki is very busy today. So he feels ...
a. tired b. calm c. happy d. confused
- Andi wants to ... because He is very sleepy.
a. watch b. look c. sleep d. read
- All of animals in Surabaya's zoo are in front of the cage, so the visitors can ... safe.
a. disappointed b. happy c. cure d. feel
- Shark has ... teeth to eat the prey.
a. blunt b. big c. cute d. sharp
- The tiger likes eating...
a. fish b. meat c. grass d. fruit
- In the library, we can ... a lot of books.
a. eat b. catch c. bite d. find
- Octopus in the sea.
a. reads b. runs c. lives d. washes
- It is a very fast animal. It has four legs. What is it?
a. bird b. panther c. fish d. frog
- It likes wortel. It is cute animal. What is it?
 a. rabbit b. dog c. horse d. mouse
- Dolphin..... and goes down into the water.
a. flies b. jumps c. runs d. frings
- It is small body. It has soft fur. What is it?
 a. butterfly b. duck c. fish d. hamster
- Gorilla has ... body and the king of the jungle.
a. long & big b. big & tall c. thin & tall d. small & fat
- It is a clever animal and it lives in the sea. What is it?
 a. dolphin b. catfish c. shark d. octopus

28. The is a cute animal.

- a. gorilla b. frog c. cockroach ~~d. cat~~

29. Hamster is a cute animal. It likes ... sunflower seeds.

- a. playing b. living c. running ~~d. eating~~

30. Butterfly has beautiful color and likes flowers. It has wings to ...

- ~~a. fly~~ b. eat c. swim d. run

$$\begin{aligned} S &= 5 \\ B &= 15 \times 2 \\ &= 50 \end{aligned}$$

II. Fill in the blank with suitable words based on the sentences below.

1. Mela visit to my ucle's house. She looks a hobby sitter there.

2. Dito's father is an engineer. He works at construction sector.

~~3. Octopus has many feets. It lives in the sea.~~

4. Hamster has sunflower seeds.

5. My uncle's hobby is cooking. He is a chef.

6. Rabbit has soft fur. It likes eating wortel.

7. Kenon is a dentist. He likes to check the dental patient.

8. Shera is a singer. She is a friendly person.

~~9. Waiter will bring your food order.~~

10. My sister is a secretary. She is a friendly person.

$$\begin{aligned} S &= 2 \\ B &= 8 \times 4 \\ &= 32. \end{aligned}$$

~ GOOD LUCK ~

APPENDIX N

**THE EIGHTH GRADE STUDENTS' PREVIOUS SCORE OF
VOCABULARY TEST AT SMPN 1 BEJI-PASURUAN**

NO	CLASS VIII	THE MEANS SCORES
1	A	76,8
2	B	77,5
3	C	69,6
4	D	75,4
5	E	78,4
6	F	77,5
7	G	75,4
8	H	79,2
9	I	79
10	J	72,9

Beji, August 10th 2015

The English Teacher

Nunuk Eny Arifah, S.Pd.
NIP.19740116 200801 2 008

APPENDIX O**THE STUDENTS VOCABULARY TEST BY USING POP-UP
PICTURES**

NO.	THE STUDENTS' INITIAL	CYCLE 1	CYCLE 2
1.	ADA	76	80
2.	ABS	78	78
3.	ATP	60	70
4.	ARM	76	78
5.	AZA	76	78
6.	AFJ	58	66
7.	APL	78	78
8.	ABS	80	80
9.	ASNP	74	70
10.	DAK	70	76
11.	DQJ	84	86
12.	ENF	66	74
13.	ESA	80	82
14.	FZI	76	78
15.	FH	68	80
16.	INK	78	80
17.	IIA	70	78
18.	ISN	84	84
19.	IDJ	64	70
20.	IADS	62	72
21.	IWR	86	84
22.	JNA	66	70
23.	MPS	60	66
24.	MRR	70	84

25.	MAB	76	78
26.	MAZ	80	80
27.	MFR	78	80
28.	MNAI	82	86
29.	MRM	76	74
30.	NAR	78	78
31.	NDA	76	80
32.	NF	82	80
33.	QNF	80	78
34.	RDL	70	86
35.	RRA	74	82
36.	RNI	80	76
37.	RA	76	80
38.	SNF	76	78
39.	SM	80	80
40.	WC	78	82
	Total of Score (Σx)	2982	3120

APPENDIX P



PEMERINTAH KABUPATEN PASURUAN
DINAS PENDIDIKAN
UPT SMP NEGERI 1 BEJI
Jl. Wicaksana No.22A Gununggangsir Beji, Telp (0343) 656140
E-mail:smpn1beji-pas@yahoo.co.id

SURAT KETERANGAN

Nomor : 421.3 / 178 / 424.051.13.2 / 2015

Yang bertanda tangan dibawah ini

Nama : Mokhammad Samsul Huda, S.Pd, MM
NIP : 19691107 199412 1 002
Pangkat/Gol : Pembina; IV/a
Jabatan : Kepala Sekolah
Unit Kerja : UPT SMP Negeri I Beji

Menerangkan bahwa ;

Nama : Sheila Wijayanti
NPM/NIM : 110210401064
Prodi : Pendidikan Bahasa Inggris
Tahun Angkatan : 2015/2016

Telah melaksanakan penelitian pembelajaran di sekolah kami sejak tanggal : 4 s/d 21 Nopember 2015 dengan judul “**Improving The Eighth Grade Students Vocabulary Achievement by Using Pop-up Pictures at SMPN 1 Beji Pasuruan**”.

Demikian Surat Keterangan ini kami buat dengan sebenarnya untuk digunakan sebagaimana perlunya.

Beji, 21 Nopember 2015
Kepala Sekolah



Mokhammad Samsul Huda
Mokhammad Samsul Huda, S.Pd, MM
Nip. 19691107 199412 1 002