



**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT BY USING  
WORD CARDS**

**THESIS**

By

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**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2017**



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**THESIS**

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

By

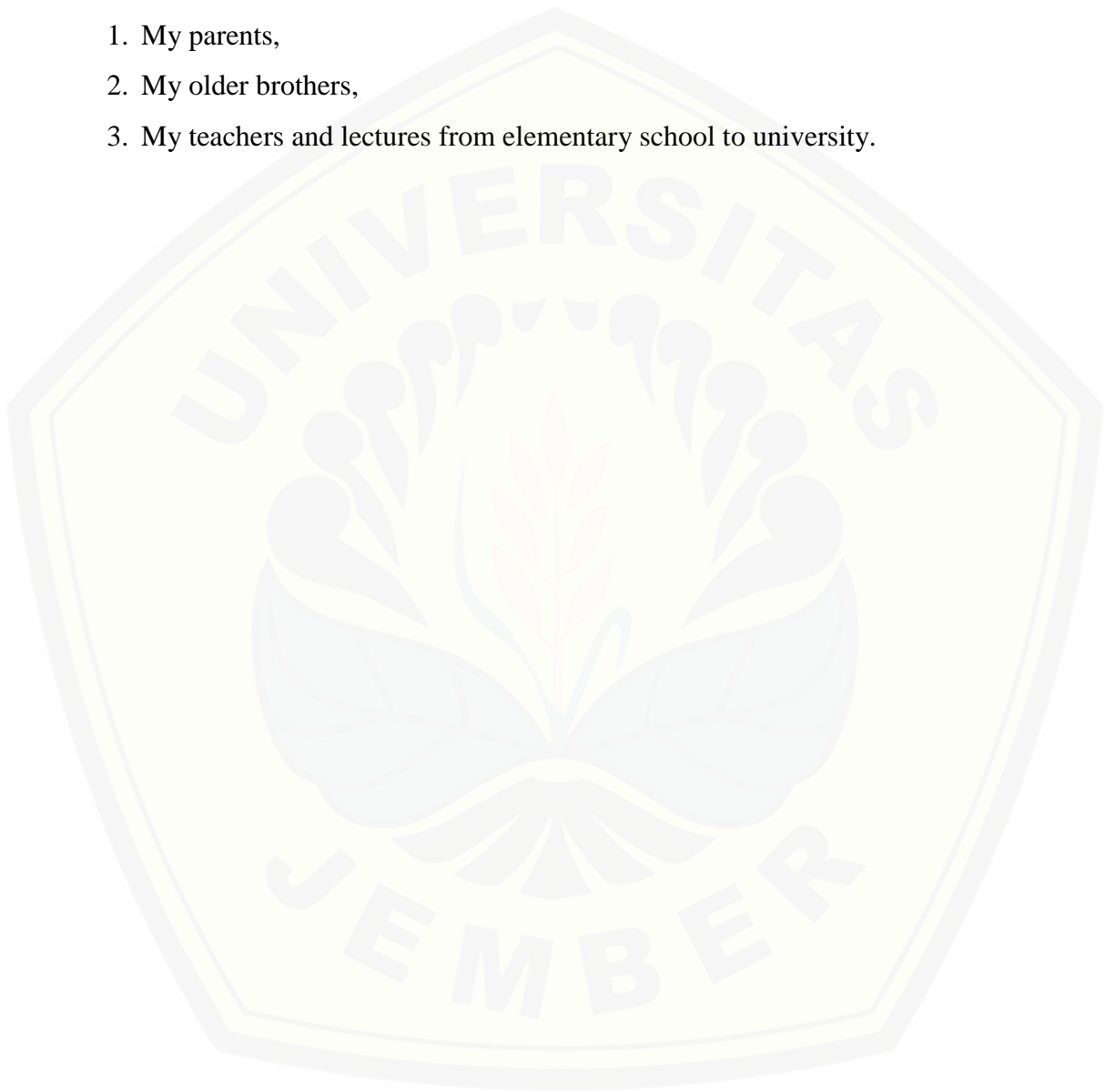
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2017**

## DEDICATION

This thesis is dedicated to:

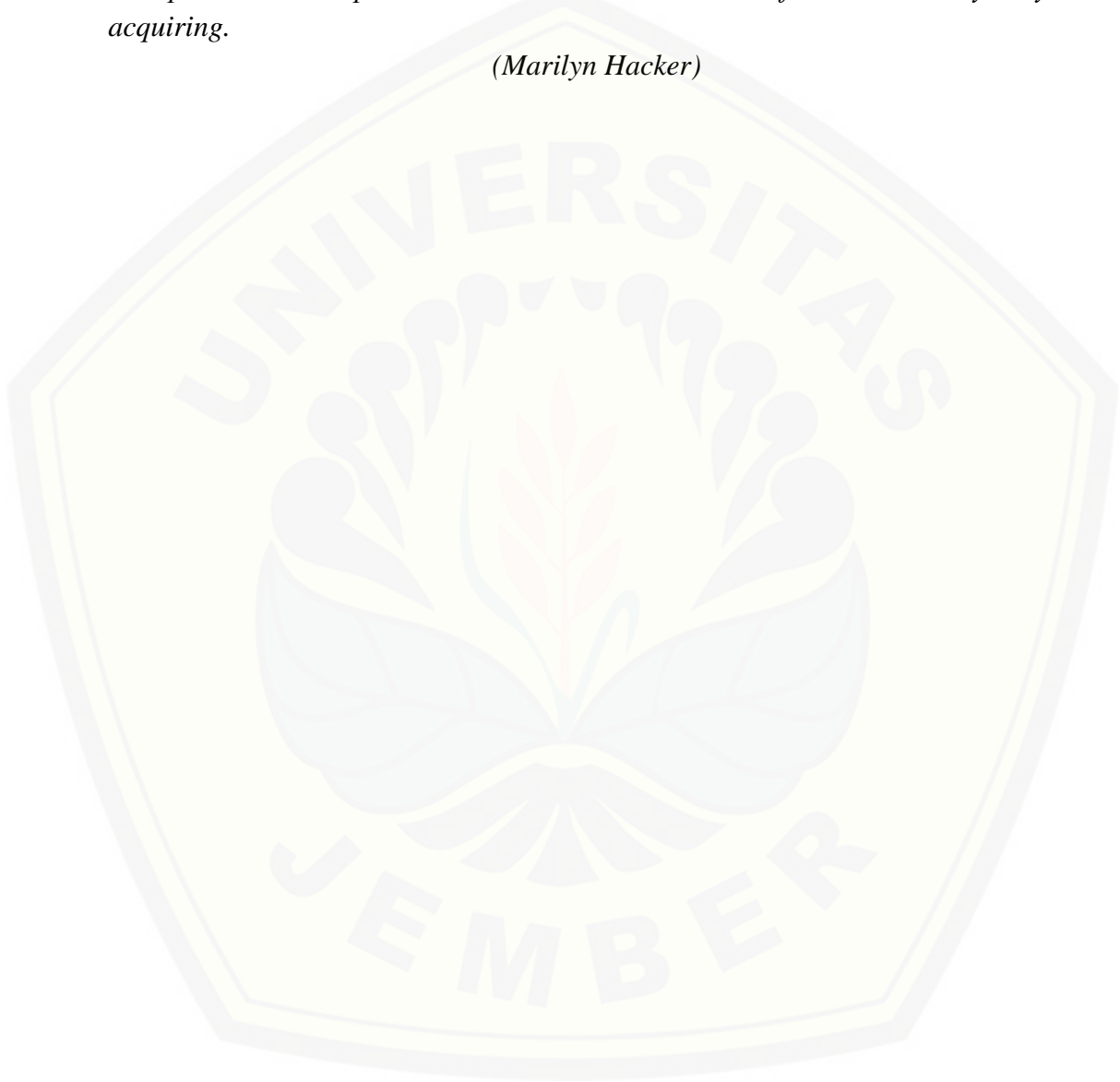
1. My parents,
2. My older brothers,
3. My teachers and lectures from elementary school to university.



**MOTTO**

*There is a way in which all writing is connected. In a second language, for example, a workshop can liberate the students' use of the vocabulary they're acquiring.*

*(Marilyn Hacker)*



<https://www.brainyquote.com/quotes/quotes/m/marilynhac245598.html>  
[September 10<sup>th</sup>, 2017].

**STATEMENT OF THESIS AUTHENTICITY**

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Jember, 19 September 2017

The researcher

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**CONSULTANTS' APPROVAL**

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- 2.The Chairperson of the Language and Arts Education Department.
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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I realize that this thesis has some weaknesses and far for being perfect. For this reason, any suggestions and criticism will be fully appreciated.

Jember, September 2017

The Researcher



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## SUMMARY

**Improving Students' Vocabulary Achievement by Using Word Cards;** Husnul Hotimah, 110210401004; 2017: 166 pages; English Education Program; Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Vocabulary is a crucial language component in learning English that nonnative speakers should master. It is very close to the term of remembering. Without much practice with the vocabulary that has been learnt, the students may not be able to keep them in their long term memory. Since English is the students' foreign language, they need to get much vocabulary in order to master the four language skills. The students of VIII-F of SMPN 1 Bangsalsari tend to have difficulties in learning and memorizing vocabulary which effect to their language skills. Therefore, word cards were used as the solution to solve the vocabulary learning problems. Word cards are a card that was made of stiff paper, the size is about 5 cm x 9 cm English word is written on the front side and the meaning is on the other side.

The objectives of this research were: (1) to improve the VIII-F students' vocabulary achievement at SMPN 1 Bangsalsari by using word cars, and (2) to improve the VIII-F students' participation in teaching and learning process of vocabulary at SMPN 1 Bangsalsari by using word cards. The design of this research was a classroom action research (CAR). The school was chosen purposively as the research area because the English teacher never applied word cards for teaching vocabulary and there was a problem with the students' vocabulary achievement. The subject of this research was the VIII-F grade students. There were 38 students as the respondents of this research.

Vocabulary test, observation checklist, interview and documentation were used to collect the data. This research was carried out in three cycles in order to meet the research target. Cycle I covered two meetings. First, was to implement the action and then followed by the vocabulary test. The result of the vocabulary achievement showed that there was an improvement that could be seen from the

percentage of the students who got the score  $\geq 75$  that increased from 69,73 in Cycle I, 76,71 in Cycle II, and 81,84 in Cycle III.. Thus, the research hypothesis that stated “the use of word cards can improve the VIII-F students’ vocabulary achievement at SMPN 1 Bangsalsari” was accepted. Meanwhile, from each cycle, the improvement of the students’ participation in teaching and learning process was shown where in Cycle I the participation improved from 64,46% to 73,68% in Cycle II and 84,20% in Cycle III. Hence, the research hypothesis that stated “the use of word cards could improve the VIII-F students’ participation in teaching and learning process of vocabulary at SMPN 1 Bangsalsari” was also accepted.

Based on the explanation above, it could be concluded that the use of word cards could improve the VIII-F students’ vocabulary achievement and their participation in teaching and learning process of vocabulary at SMPN 1 Bangsalsari. Therefore, the research problems were solved.

## CHAPTER 1. INTRODUCTION

This chapter presents the discussion of some issues related to the topic of the study. They are background of the research, problems of the research, objectives of the research, and significance of the research result.

### 1.1 Background the Research

Vocabulary is a crucial language component in learning English that nonnative speakers should master. Learning vocabulary is the same as recognizing new words. For the students who learn English as a foreign language, vocabulary plays an important role because vocabulary is a prime basic to expand their ability in mastering the four language skills, they are: listening, speaking, reading, and writing. Without vocabulary, the students are not able to say or write anything in English. According to Iqbaria (2010:1) vocabulary is needed for expressing the meaning and in using the receptive skills (listening and reading) and productive skill (speaking and writing). It means that the students' ability in mastering the four language skills depends on their vocabulary. If the students have more vocabulary they will easily learn the target language.

Vocabulary is very close to the term of remembering. According to Hadfield (1999:4), words are slippery things: before you know it, they've wriggled away and are gone. Slippery things mean words are like forgettable things, they just stopped off in our brain before we remember the meaning. Therefore, we need a strong effort to store them because vocabulary comes and goes easily. Without much practice with the vocabulary that has been learnt, the students are not able to keep them in their long term memory.

Based on Standard Competence and Basic Competence (2006) there are three objectives of English subject for junior high school. Those objectives are to develop communicative competence both in spoken and written form to achieve functional literacy level, to create awareness about the importance of English to increase national competitiveness in global society, and to develop students'



understanding about the linkage between language and culture. From the objectives stated above, it can be concluded that the students are expected to be able to use English both in oral and in a written form.

Harmer (1991:153) states that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. If the non-native speakers want to master the target language, they have to acquire vocabulary first because it is a foundation which can guide them to understand the target language itself.

A preliminary study held on 4<sup>th</sup> August 2016 was carried out to get first hand information about the English teaching learning process at SMPN 1 Bangsalsari. It was done by interviewing the English teacher of the eighth grade students, Mrs. Sri Suprihatin S.Pd and observing the students of VIII-F. From the result of the interview, the researcher found much information related to curriculum which was applied in the school. The school uses Institutional Based Curriculum or also known as *Kurikulum Satuan Tingkat Pendidikan (KTSP)* and the standard minimum score of English subject is 75. The teacher also said that most of the eighth grade students have difficulty in mastering the four language skills, especially the students of VIII-F. They lack of vocabulary and motivation in learning English. It could be seen from the situation when the teacher was explaining the material in English, most of the students do not understand what the teacher talked about, the teacher should translate what she said into Indonesian. In this way, the students could understand what the teacher has explained.

Most of them were passive during the teaching learning process. There were only three or five students in the class who asked questions to the teacher and the rest only listened to the teacher. The students did not understand what they should do when the teacher gave them an instruction of doing tasks. In reading section, the students got difficulties in understanding the text because they lacked of vocabulary skill. As a result, the students could not complete the exercises. The consequence was that this class got the lowest score among the other eighth

grades. It can be proved by the mean score of the vocabulary test that was 61.15 (Appendix 4, page;61) while the standard minimum score is 75.

In the teaching learning process the teacher used text book and students' worksheets or *LKS (Lembar Kerja Siswa)*. The teacher did not use any media to teach vocabulary. She applied simple technique in teaching vocabulary such as asking the students to list difficult words from a certain text, explaining or translating those difficult words, asking the students to write it down on their notebook, asking them to memorize the vocabulary and doing exercise on their worksheet. This technique made the students feel bored and not interested in learning English, especially if they had to memorize all the vocabulary, it became the burden for students.

Considering the students' difficulties in acquiring and memorizing the vocabulary, the researcher proposed word card as an appropriate medium to overcome the case. Word cards are cards made of stiff paper. The size is about 10cm x 7cm. English word is written on the front side and the meaning is on the other side. Word cards are not the only medium which can be used to teach the students' vocabulary. According to Mondria and Mondria-de Vries, 1994; Nation, 2001; Schmitt, 1995; waring, 2004 in Nakata (2008:6) there are four main reasons why word cards are believed to enhance learning rather than word lists. First, by using word cards the students can elaborate and learn the difficult words more frequently. Word cards are a kind of cards which an English word is written on the front side and the meaning on the side, only an English word is written on one card. When we were learning vocabulary by using word cards, we could collect the difficult words and separate them to be learnt more frequently than the easier until we could memorize the words. Second, the students can easily practice recalling new words where its meaning and the new words themselves rise in different sides. Third, the use of word cards help the students to avoid recalling from the list or the order of the words. The teacher could shuffle the word cards so the students will memorize the words based on the words themselves not based on the order. Last, learning with word cards help the students to remember the entire

new vocabulary which is different from word list where the words are in series so that some of them will get less attention than the others.

Although, there were some strength word cards in teaching vocabulary but there were also some lacks of the using this media. First, word cards are used for small class. Second, word cards were made by the teacher. The teaching vocabulary by using word cards might found a limitation of how many words the students can learn in one meeting. The more vocabulary that should be learnt by the students the more word cards should be made by the researcher. Third, the students might get difficulties in memorizing the vocabulary.

There were two studies conducted by Rosmalina (2014) and Oktavia (2014). Both of the researchers conducted a classroom action research to improve the seventh grade students' vocabulary achievement. They proved that there was an improvement that the students gained on their vocabulary achievement. The first researcher got the result 63,8 in Cycle I to 78,6 in Cycle II while the standard minimum score of the English subject was 75 while the second researcher got a result of Cycle I that was 72,9 while the standard minimum score is 70 and Cycle II was 73,6. It means that, both of the researchers successfully improved the students' vocabulary achievement. After analyzing the process of the teaching learning vocabulary there were some lacks of those two studies. First, the students only learnt the vocabulary by completing missing vowel and classifying words from a procedure text based on the part of speech. Second, the researchers did not use drilled technique to memorize some difficult words.

It is important to conduct study entitled "Improving Students Vocabulary Achievement by Using Word Cards" with the research purpose is to improve the students' vocabulary achievement by revising some lacks that found in the previous study. In this research, the target was not only making the students able to memorize the vocabulary but also understanding the vocabulary in context.

Based on the problems described above about vocabulary achievement and the students' participation in SMPN 1 Bangsalsari, this classroom action research was conducted. The title of this research is "Improving Students' Vocabulary

Achievement by Using Word Cards". The aim of this research is to overcome the problem that was faced by the students through word cards.

### **1.2 Problems of the research**

Based on the background of the research, the problems of the research can be constructed as follows:

1. Can the use of word cards improve students' vocabulary achievement?
2. Can word cards improve students' participation in teaching learning process of vocabulary?

### **1.3 Objectives of the research**

The objectives of this research are:

1. To improve students' vocabulary achievement by using word cards.
2. To improve students' participation in teaching learning process of vocabulary by using word cards.

### **1.4 Significance of the research**

The results of this research are expected to be useful for the English teacher, students, and other researchers.

#### **1.4.1 For the English Teacher**

The results of this research are expected to provide information for the English teacher in applying word cards as a medium to teach vocabulary, to improve the teacher's teaching vocabulary style, and as a consideration of using an interesting media in the classroom to improve the students' vocabulary achievement.

#### **1.4.2 For the students**

The results of this research are expected to encourage the students in learning vocabulary and give them opportunities to know and learn English vocabulary in a fun way through word cards.

#### 1.4.3 For the future researcher

The result of this research is expected to be a useful reference for the future researchers to conduct a further research dealing with the use of word cards to improve vocabulary that is integrated with the other skill, for instance speaking or writing.



## CHAPTER 2. LITERATURE REVIEW

This chapter provides the review of the aspects related to the research topics and problems. In order to solve the problems, the researcher sets for a literature review to give explanation concerning with the definition of vocabulary, the classification of vocabulary, definition of word cards, word cards as media in teaching vocabulary, descriptive text, teaching vocabulary by using word cards, advantages and disadvantages of using word cards in vocabulary teaching.

### 2.1 Definition of Vocabulary

Vocabulary is collection of words of certain language that speakers use to communicate with others. Hatch and Brown (1995:1) said that vocabulary refers to a list or set of words for a particular language or list or set of words that individual speakers of a language might use. It means that vocabulary is a tool to deliver the ideas into the target language. According to Linse (2005:121) vocabulary is the collection of words that an individual knows. So, here we can say that vocabulary is words that people know about including their meaning. Lehr et. al (2004:5) define vocabulary as knowledge of words and word meanings, while Hiebert and Kamil (2005:3) define vocabulary as the knowledge of meaning of words. Thus, we can conclude that vocabulary is about words which have meaning and the speaker knows of how to use and pronounce the words to express their feeling or thinking.

Based on Preszler (2006:4) vocabulary, or word meaning, is one of the keys to comprehension. Without vocabulary someone cannot master the target language because vocabulary is the main aspect to learn and comprehend a language. It is also the basic aspect to master a language whether it is in oral or in written form.

Students in Indonesia need to recognize, know the meaning and remember English vocabulary in order to make them understand what they are studying

about and to help them comprehend the material given by the teachers easily. The more vocabulary the students have the better understanding they get.

## 2.2 Classification of Vocabulary

According to Hatch and Brown (1995:218) part of speech is categorized based on their functions, which include nouns, verbs, adjectives, and adverbs. They also added the major classes into some categories. They are pronouns, prepositions, articles and interjections. Based on the syllabus on Institutional Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)* the students have to learn nouns, verbs, adjectives and adverbs. So, the researcher focused on those four categories only because they are taught by the teacher and are mostly discussed in the students' English book based on Institutional Based Curriculum for the eighth grade.

Based on Institutional Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)* vocabulary is one of the language components taught in Junior High School. In this curriculum vocabulary was taught integrated with the four language skills. In this research, the researcher taught vocabulary that was integrated with reading skill and the text used is descriptive text.

### 2.2.1 Nouns

Harmer (1998:37) states that noun is a word in the name of person, a place, a thing or activity or quality or idea. According to Maddox and Scocco (2009:12) noun is a word used to describe a person, place, thing, event, idea and so on. Hatch and Brown (1995:219) divided nouns into subclasses, they are proper nouns, common nouns, abstract nouns, concrete nouns, count nouns, mass nouns, and group nouns.

In this research, the researcher focused on concrete nouns and count nouns because the syllabus in Institutional Based Curriculum or *Kurikulum Satuan Tingkat Pendidikan (KTSP)* stated that the eighth grade should be taught concrete and count nouns.

According to Altenberg and Vago (2010:5) concrete nouns refer to things we can perceive with one of our senses. In contrast with abstract nouns, concrete nouns are words refer to things we can see and touch, for examples; jewelry, glass, and heel.

Whereas Fuchs and Bonner (2001:243) define count nouns as things that we can count separately. They can be singular or plural. Count nouns are things that people can count the amount of. For examples: a doctor, three doctors, an apple, two apples, etc.

### 2.2.2 Verbs

Based on Altenberg and Vago's (2010:23) definition, verbs are words that express an action. According to Dykes (2007:41) verbs are doing, being or having words. Maddox and Scocco (2009:22) define verbs as the heart of the sentence. And Hatch and Brown (1995:222) said that verbs are words that denote action. Meanwhile, Harmer (1998:37) states that verb is a word (a group of words) which is used in describing an action, experience or state. So verbs are words that explain what a subject is doing. He also divides three important verbs, they are auxiliary verbs, main verbs and phrasal verbs.

In this research, the researcher used main verbs namely, regular and irregular verbs because they would find many verbs in their textbook especially in reading text so it would be much better if they learnt about the main verbs first before they learnt about the phrasal verbs and to introduce them the difference between regular and irregular verbs, so in the next level they would not get difficulties in distinguishing both of them.

The followings are the definition of regular and irregular verbs.

#### 1. Regular verbs

Regular verbs are verbs that can be formed as past and past participle by adding -d or -ed at the end of words. These are the examples of regular verbs.



Table 2.1 Examples of Regular Verbs

Infinitive	Ing- form	Past tense	Past participle
Ask	Asking	Asked	Asked
Dance	Dancing	Danced	Danced
Study	Studying	Studied	Studied
Like	-	Liked	Liked
Need	-	Needed	Needed
Want	-	Wanted	Wanted

(Thomson and Martinet, 1986:100)

## 2. Irregular verbs

Irregular verbs are verbs which have different form in infinitive, past and past participle. If we want to change infinitive into past or past participle form we cannot add –d or –ed, like the regular verbs because irregular verbs have a certain rules in changing the form. Sometimes, there is no difference between infinitive, past, past participle form.

Table 2.2 Examples of Irregular Verbs

Infinitive	Ing –form	Past tense	Past participle
Come	Coming	Came	Come
Cut	Cutting	Cut	Cut
Forget	Forgetting	Forgot	Forgotten
Get	Getting	Got	Got

(Thomson and Martinet, 1986:100)

### 2.2.3 Adjectives

Hatch and Brown (1995:228) define that adjectives are used to highlight qualities or attributes. Fuchs and Bonner (2001:173) assert that the use of adjectives is to describe nouns or pronouns (for people, places, and thing). Adjective is a word that gives more information about noun and pronoun (Harmer, 1998:37). Thomson and Martinet (1986:22) divide main kinds of adjectives into six, they are; demonstrative, distributive, qualitative, interrogative, possessive, and quality.

The researcher focused on four kinds of adjectives namely, demonstrative, qualitative, possessive, and quality.

These are the definition of the four adjectives.

1. Demonstrative: this, that, these, those.

The function of demonstrative is to show the relative distance between the speaker and the noun. Demonstrative is used to point to people and things.

a. The examples of the sentence using those words:

This is Rossi's motorcycle.

That is her umbrella.

These radios are hers.

Those apples are theirs.

2. Qualitative: some, any, no; little, few; many, much.

The function of qualitative is to show the amount or the quantity of something.

a. The examples of the sentence using those words :

Valentine has some eggs in the refrigerator.

I didn't get any present for my birthday.

I have no idea.

I like little sugar in my tea.

There are few people who join the contest.

He has many friends.

She has much money.

3. Possessive: my, your, his, her, its, our, their.

The function of possessive adjective is to show a form of possession/ownership or used to express a close relationship with someone or something.

a. The examples of the sentence using those words :

My brother is a doctor.

Your dress is beautiful.

His cell-phone is sophisticated.

Her mother likes cooking.

The bird is cute. Its sound is wonderful.

He is our leader.

Their score is excellent.

4. Quality: clever, dry, fat, golden, good, heavy, square.

The function of adjective quality is to describe the nature of a subject or noun or showing the kind of quality of nouns or pronouns.

- a. The examples of the sentence using those words :

Rossi is a clever student.

She has dry skin.

I am not fat.

#### 2.2.4 Adverb

Dykes (2007:62) defines an adverb as a word that adds meaning to any other word, except a noun or pronoun. Fuchs and Bonner (2001:173) assert that adverbs are used to describe verbs, adjective, and other adverbs. Harmer (1998:37) defines adverb as a word (or group of words) that describes or adds to the meaning of verb, adjective, another adverb or a whole sentence. Thomson and Martinet (1986:32) divide adverbs into eight kinds, they are; manner, place, time, frequency, sentence, degree, interrogative, and relative.

In this research, the researcher focused on adverb of place, frequency, and manner because the researcher taught vocabulary integrated with reading. The text taught was descriptive text and those adverbs would often emerge in the text.

These are the definition of adverb of place and frequency.

1. Place: by, down, here, near, there, up.

The function of the adverb of place is to tell us about the place of action or where action occurs/occurred/will occur.

- a. The examples of the sentences using those words :

He lives in the house by the river.

She came down the hill.

I want to study here.

2. Frequency: always, never, occasionally, often, twice.

The function adverb frequency is to tell us how many times the action occurs, occurred, or will occur.

- a. The examples of the sentences using those words :

I always do my homework.

I never come late.

I occasionally go to bed late.

3. Manner: bravely, fast, happily, hard, quickly, well.

The function of this adverb is to show how the action occurs or occurred or will occur or show how the way people do something.

- a. The examples of the sentence using those words :

He confesses his feeling bravely.

He runs so fast.

I accept the present happily.

I study hard so I can pass the exam.

We have to eat quickly.

He did the test well.

### 2.3 Definition of Word Cards

According to Hinkel (2005:590) word cards are small cards about 1,5 inches (4cm) by 1.2 inches (3cm). The teacher may write useful vocabulary taken from lists, reading, or lessons on one side and the first language translation on the other side of the card. Based on Thornbury (2002:145) word cards are a set of cards printed with a word in each side of the cards. The front side of the card has the second language and the first language is on the front side. Waring (2001) defines word cards as pieces of paper with the English word on one side and a translation or picture on the other. Based on the definition above, we can conclude that word cards are vocabulary written on a small card about the size of a business card, where the target language is written on the front of the card and the first language (the meaning) or a picture is on the other side. In this research, the researcher modified the size of the word cards into 5 cm x 9 cm so that the students who sat in the back row could see it clearly.

## 1. Word card with its translation

## a. Noun

Front

Bag

Back

Tas

## c. Verb

Front

Write

Back

Menulis

## b. Adjective

Front

Clever

Back

Pandai

## d. Adverb

Front

Tomorrow

Back

Besok

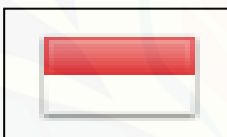
## 2. Word card with picture

## a. Noun

Front

Flag

Back



## c. Adjective

Front

Strong

Back



## b. Verb

Front

Read



## d. Adverb

Front

Happy

Back



(Thornbury, 2002:145)

In this research, the researcher used word card without picture because through translation the students will easily understand the meaning of the words.

#### 2.4 Word Cards As Media in Teaching Vocabulary

Teaching vocabulary is usually integrated with the four language skills. Indeed, the teaching language components must be integrated but teaching vocabulary has little portion in the class. Most of English teacher asks the students

to find out the meaning of the words in the dictionary, or the teacher lists the vocabulary on the board and asks the students to write on their notebook. After that the teacher goes on to the next material without recalling or asking the students to make a sentence about the vocabulary, the students might forget it. Therefore, vocabulary needs to be taught. In this modern era, there are various media. We cannot deny that the use of media can help students learning English. Media will help the teacher deliver the material and increase the students' motivation in learning English.

According to Rivers in Thornbury (2002:144) "Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations .... but ultimately it is learned by the individual." In other words, vocabulary cannot be taught in isolation, it was not only presented in list but it can be learnt through many kinds of activities so the students could memorize, understand and explore the vocabulary. In teaching vocabulary, word cards are considered as a medium which can help the students learning vocabulary. Thornbury (2002:145) claims that there is probably no vocabulary learning technique more rewarding than the use of word cards. Waring (2001) states that word card can be an effective media in learning new words. Next, Hinkel (2005:591) says that learning from word cards are very effective way to quickly boost vocabulary size. According to Nakata (2008:6) learners can easily practice retrievals with cards, where the L2 word and its meaning are presented on different sides.

Teaching vocabulary is very important and difficult because vocabulary is one of the language components that should be integrated with the four language skills and it makes the teaching vocabulary has little portion so it is often neglected in teaching learning process. The term of vocabulary is very close to remembering but the teachers cannot force the students to remember all of the vocabulary in a very short time. That is why teaching vocabulary is considered as the most difficult field in the teaching learning process. Therefore, the teacher should make the teaching vocabulary process interesting and easy for the students to grasp the vocabulary taught. Nation (2001, 2003, 2008a, 2008b, 2010) in Kuo

(2012:34) claims that word cards strategy is more effective than the word list strategy in FL vocabulary retention.

Kuo (2012:35) has conducted an experiment about the effect of word cards strategy versus word list strategy. He explained that first, word cards impel students to retrieve word meanings and or forms, because a foreign word is written on one side of the word cards and the the first language equivalent on the other. Mondria and Mondria-de Vries (1994) in Kuo (2012:35) demonstrated that retrieving items from word cards led to better retention than seeing word pairs (word forms and meanings) simultaneously from word list and successfully recalling items enhanced long-term retention. From the two statements we can conclude that word cards has a power to help the students memorize the vocabulary by looking at the foreign word first and than its meaning on the other side. When looking at the foreign word, the students stored the word in their memory followed by the meaning. Sometimes, the students only focus on one side, the foreign word or the meaning because the words appear in the same time.

Second, word cards can prevent the serial/list effect, whereas word list may introduce it, with one item stimulating the memory of another or aiding the recall of the next. Comparing the use of word card and word list, we can conclude that the use of word cards help the students memorize the new words based on what they have seen.

Third, word cards encourage students to focus on unknown words first, whereas word lists prompt them to pay attention to each word from the beginning to the end. By using word cards the students can separate the difficult words so that they can learn the words more frequently but word list does not. The students might memorize the difficult words based on the order.

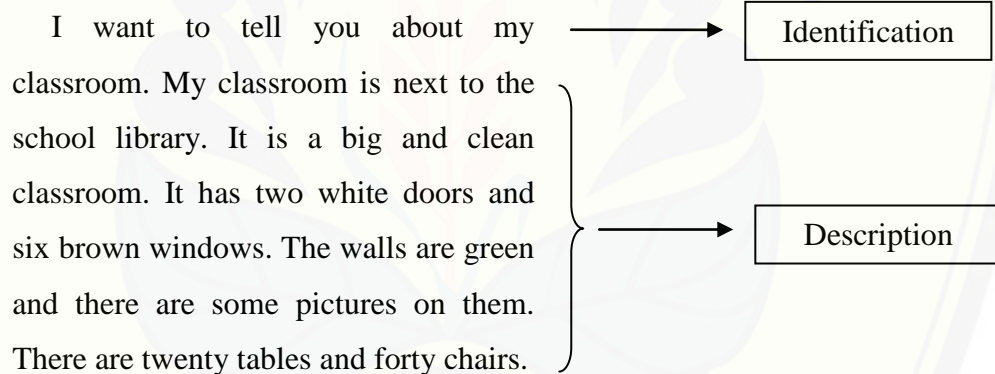
Fourth, word cards involve manual activity, while word list entail cognitive activity only (Mondria and mondria-de Vries, 1994 in Kuo (2012:36). Learning with word cards can give the students many opportunities to play with it. The students have the cards with their own hand, they can turn the cards, checking the meaning or the next words. Whereas, word list will bring boredem in the brain because the students only saw the words without a chance to play them.

## 2.5 Descriptive Text

Based on Institutional-Based Curriculum there are two types of text that must be taught in the eighth grade, they are descriptive and recount text. In this research, descriptive text was used as the reading material for the research. A descriptive text tends to describe how something looks like. A text is called a descriptive text when it describes, explains, or defines an unfamiliar term by relating them with things which are already known. According to Mukarto et al (2007:140) the generic structure of descriptive text is identification and description.

- a. Identification: the part of the text that identifies the thing being described.
- b. Description : the part of the text that describes the characteristics.

This is an example of descriptive text.



(Mukarto, 2007:140)

Identification identifies a particular thing to be described. In the text above, it is written that the writer describes his classroom, not classroom in general.

Identification usually answers the following questions.

1. What is the topic of the text?
2. What is the text about?

Description

This part describes the part and characteristics. In the text, the writer describes:

1. Parts of his classroom (doors, windows, tables, chairs and walls) and
2. The characteristics of the classroom: size (*big*), color (*white, brown, and green*), quality (*clean*)



The language features of descriptive text are listed below.

- a. The use of Simple Present Tense.

The example: I want to tell you about my classroom.

- b. The use of verb “Have” (have, has, had) in order to give detail description of the object’s features.

The example: It has two white doors and six brown windows.

- c. Use of adjectives in describing especially the qualities.

The example: It is a big and clean classroom.

## 2.6 Teaching Vocabulary by Using Word Cards

According to Thornbury (2002:146) there are four basic procedures of using word cards:

1. Look at the second language word first and then check the meaning.
2. Look at the first language first and try to recall the second language word, check and continue through the whole set.
3. Repeat this sequence two or three times.
4. Shuffle the cards so that they are in different order, and repeat steps 1 to 3.

There are many activities that can be applied by using word cards. According to Thornbury (2002:147) there are six activities that can be done in the class to encourage the independent use of word cards. They are;

1. Peer teaching and testing

At the beginning of the lesson, the teacher can pair students off, and ask them to compare their current word cards sets. Encourage them to teach each other the words in their sets that they do not share, and to test each other.

2. Association games

For example: each learner lays down one card at the same time, with the L2 word face up. The first to make a coherent sentence incorporating both words gets a point. (The teacher may have adjective to the coherence of some of the sentences.) If no association can be made by either player, put the cards aside and deal two more. Continue in this way until all the cards are used.

### 3. Guess my word

When learners are already familiar with each other's word cards, each takes a word at random, and the other has to guess which word it is by asking yes/no questions, such as it is a noun/verb/adjective....? Does it begin with .....? Has it got one/two/three syllables....? etc.

### 4. De-vowelled words

Each pair selects a word from their word cards and writes it down without its vowels – their partner has to work out what the word is.

### 5. Ghost writing

Each of a pair takes turns to write the word in the air or on their partner's back. Their partner has to work out what the word is.

### 6. Categories

In pairs or small groups, learners organize their words into categories, e.g. according to whether the words have hot or cold, or masculine or feminine, or good or bad, or sweet or sour, associations.

In this research, the researcher adapted activity 6 namely categories and matching, that was taken from Heaton (1990:58). The following are the procedures of teaching and learning vocabulary by using word cards. There were the main activities that the students did with their pair and groups.

#### 1. Guessing words

The students were given a set of cards and then they played guessing words with their pair.

#### 2. Categories and matching

The students were asked to make group of seven or eight. Each group was given a set of cards that consists of English words and set of cards consists of the classification of the words, namely noun, verb, adverb and adjective and a big sheet. It consisted of three columns. The second column has been filled by the researcher so the students had to find the second language of the words in the second column and stuck them in the first column and after the students had to find the classification of the words and stuck them in the third column.

### 3. Filling in the blank

The students were given uncompleted reading text. They should completed the blank space by choosing the words in the column that they have stuck in the column.

Table 2.3 Example of the Table

No	English word	Translation	Category
1.	Put	Meletakkan	Verb
		Belajar	
		Memasak	
		Membeli	

These are the example of the English cards

Put	Take	Cook	Study
Walk	Buy	Wash	Boil

These are the example of cards that consist of the classification words.

Noun	Verb	Adverb	Adjective
------	------	--------	-----------

In this research, the teaching vocabulary was integrated with reading skill. After the students recognized some vocabulary and understood the meaning of the words in their first language, they were given incomplete reading text which was intended to give the students opportunity to apply their understanding about those words into a text so that the students would not only know the meaning of the isolated words but they would also be able to use and enlarge the comprehension of the words in context. This statement was supported by Hinkel (2005:590) who said that it is important that this direct learning supports and is supported by

opportunities to meet and use words in context and to develop fluency in using the words.

### **2.7 Advantages of using Word Cards In Vocabulary Teaching**

According to Waring (2001) there are five advantages of using word cards in teaching and learning vocabulary. Firstly, word cards are systematic and system which is the key to effective learning. Haphazard learning, such as from reading or a course book, is much less focused and effective. Secondly, with word cards, learners can set learning targets and measures and see their own progress over time. Thirdly, the learning is motor-manual. Motor-manual is when we are doing an activity, the more parts of our brain are used, it will increase the chances of learning. Fourthly, word cards are not serial in nature because words can be shuffled and moved between packs if needed. Fifthly, word cards do not tend to be bound by the type of activity. It means that word cards can avoid remembering vocabulary in a list. Learners are only given each word which they need. Thus, we can say that word cards can be used in various of activities and it can be applied in teaching the four language skills and also the three language components.

According to Blanco and Villaneda (2008:4) there are some benefits of word card. They are as follows:

- a. We can use word cards with students in all ages.

Word cards are effective medium which can be used by all stages. Not only beginners, advanced level can also use word cards as a medium to learn vocabulary.

- b. Word cards are cheap.

Making word cards is easy and cheap. We can make them by ourselves by using a thick paper. If a thick paper is expensive, we can use second-hand goods like a book cover. We can print out words and stick them on it.

- c. We can use word cards anywhere.

Not only in the classroom, we can use word card when we are learning at home or when we are learning outside, like in garden, in a yard, because word card can be carried every where.

d. We will not get eyes train.

When we stare at a list of vocabulary, we have to see it in detail, which one is the English word and which one is the meaning. We have to see it in one line. If we see it in a wrong way we will also find the wrong meaning. This activity will train our eyes but word cards do not. When we are using word cards we need to focus on one word only.

e. Word cards do not break down and they never go out of date.

Word cards are not separated from one to another because the target language and the meaning are in one card. We can use word cards as much as we want, because word cards are never connected of period of time.

f. Recognized as a fun and effective way to learn, reinforce, test and retrain information.

Word cards can be used for several aims, such as a medium to learn vocabulary, to learn writing, speaking, to test the students, reinforce the students after they successfully answer the teacher question, and so on.

g. Functionality of repetitive drilling and the ability of vary order.

Word cards are good for drilling the students to memorize vocabulary and it can be used for various activities.

h. Word card can be used for self or group study.

Word cards can be made based on the number of the words we are going to teach and it can be used for individual or a group of study.

## **2.8 Disadvantage of Using Word Cards in Vocabulary Teaching**

The disadvantage of using word cards in teaching vocabulary is that the teacher needs to make a lot of word cards for activity in the classroom. The teacher should make word cards as the number of the words that are going to be taught. If it is for individual so, the teacher should make word cards as many as the number of the students in the classroom. Therefore, the teacher should be able to solve the problem. One of the ways to overcome the disadvantage is by dividing the students into some groups so that the teacher does not need to make many word cards.

## CHAPTER 3. RESEARCH METHODS

To help the researcher knowing the improvement of the students' vocabulary achievement, the researcher uses classroom action research. This research focuses on the specific problem on vocabulary class found by the English teacher. The researcher collaborates with the English teacher to solve the students' difficulty in learning vocabulary by using word cards as a medium. This chapter consists of the research design, area determination method, subject determination method, data collection method, research procedures, operational definition of the key terms and data analysis method.

### 3.1 Research Design

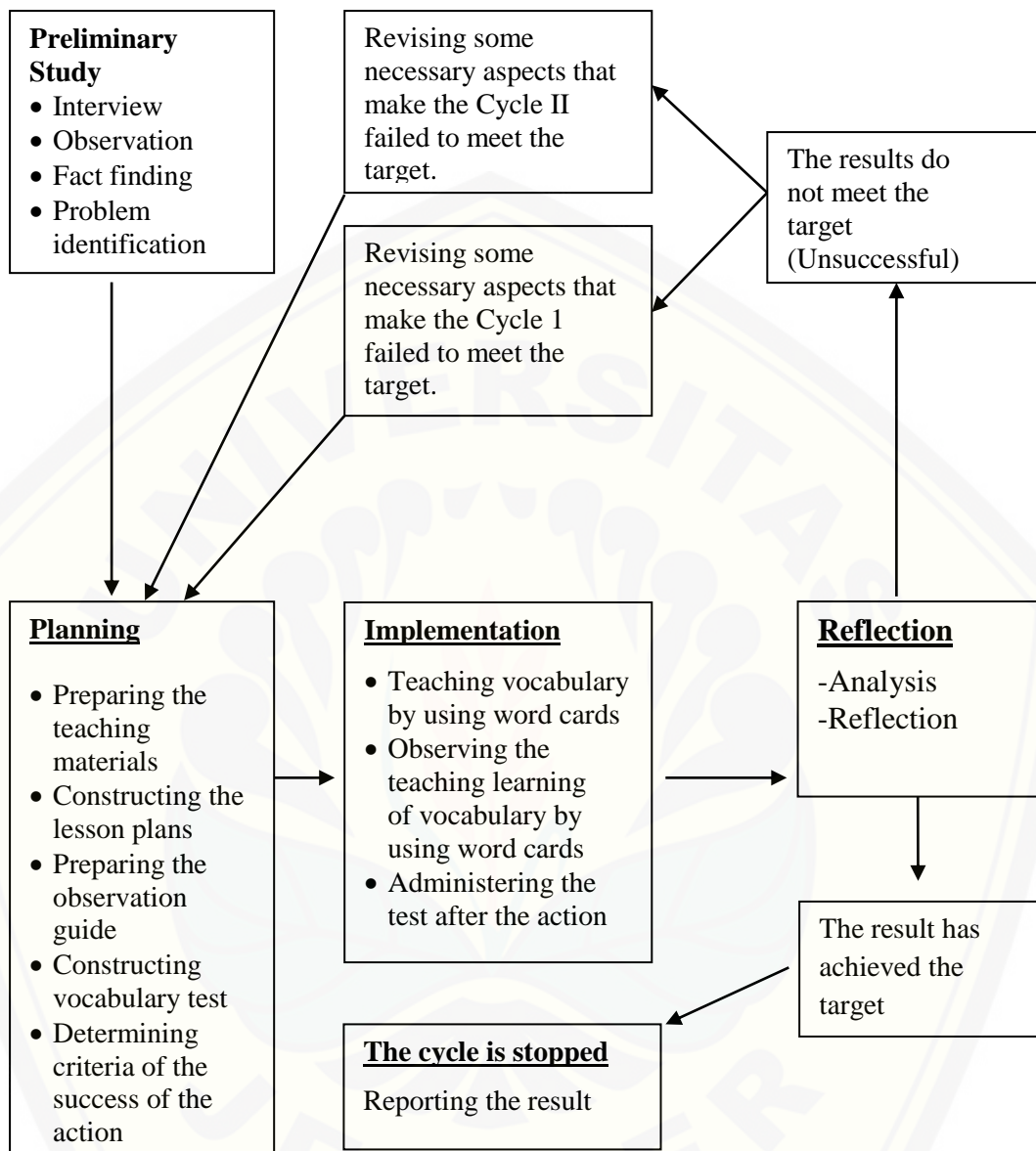
According to Harmer (1998:2) "a good teacher is someone who helps rather than shouts". It means that a teacher is not only required to be smart and clever but he/ she should also have ability to control and manage a class. In line with the statement, Chamot et, al (1998:1) say that a teacher should be reflective, he or she should analyze the students' behaviors, identify potential problems, modify their teaching practices, and evaluate the results. Dealing with identifying the problem found in the classroom, this research was intended to give action to improve the seventh grade students' vocabulary achievement by using word cards. Hence, the researcher chose classroom action research. According to to Arikunto (2006:91), classroom action research is a research which is done in the classroom by doing an intentional activity. McMillan (1992:44) defines classroom action research as a type of applied research which purpose is to solve a specific classroom problem or to make a decision at a single local site. Furthermore, Chamot et. al (1998:1) state that action research is classroom-based research conducted by teachers done in order to reflect upon and evolve their teaching. It is systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. The purpose of this research is to gain understanding of the teaching and learning within one's classroom and to use knowledge to increase students' learning. From

the statement above we can conclude that the purposes of classroom action research were to improve the quality of the teaching learning process and to overcome the students' problem in vocabulary achievement.

This research was conducted collaboratively with the English teacher of class VIII-F in SMP Negeri 1 Bangsalsari. The collaboration focused on planning the action, implementing the action, observing the class, and doing reflection. The action research was conducted with cycle model. Each cycle covered four stages covering (1) planning of the action, (2) implementation of the action, (3) observation and evaluation, (4) the reflection of the action (Lewin, 1980 in Elliot 1991:70).

In the planning stage, the lesson plans were designed and the instructional materials were prepared. In the implementation stage, the classroom activities that had been arranged were implemented. The observation and evaluation stage were used to assess and evaluate the activities. The reflection was done to know whether the result of the teaching and learning process achieved the criteria or not. This research was conducted in three cycles. Since the result of Cycle I and Cycle II could not achieve the target score, Cycle III was continued by revising some necessary changes (the detail information could be found in page 43). The design of classroom action research can be illustrated in the following diagram:

Figure 3.1 The Design of Classroom Action Research



(Lewin in Elliot, 1991: 70)

Based on the research diagram above, the activities of the research used the following procedures:

1. Interviewing the English teacher of VIII-F in order to get information related to the students' problem on vocabulary achievement.
2. Observing the classroom to know the students' participation during the teaching learning process of vocabulary before they are taught



vocabulary by using word cards and finding out some documents to get some other data.

3. Planning the actions by preparing the materials, constructing the lesson plan for the first cycle which was done in two meetings (lesson plan 1 and lesson plan 2), preparing the observation checklist.
4. Implementing the action in the first cycle by using word cards in teaching vocabulary collaboratively with the English teacher. In this activity, the researcher did the action in the first meeting, while the English teacher was the observer. While in the second meeting, the English teacher did the action and the researcher was the observer.
5. Observing all of the activities in the classroom during the implementation of the action in Cycle I.
6. Administering vocabulary achievement test to the research subjects after the action was done in Cycle I.
7. Analyzing the result of the vocabulary test in Cycle I.
8. Reflecting the result of the classroom observation and the result of the vocabulary test in Cycle I. Since the result of this cycle could not achieve the criteria, the action was continued to Cycle II by revising some weak aspects.
9. Designing lesson plans for Cycle II by revising some weak aspects that were found in Cycle I.
10. Implementing the action of Cycle II according to the revised lesson plans.
11. Observing the classroom activity during the implementation of Cycle II.
12. Administering the test after the action of Cycle II was done.
13. Analyzing the result of the vocabulary test in Cycle II.
14. Reflecting the result of the classroom observation and the result of the vocabulary test in Cycle II. Since the result of this cycle could not achieve the criteria, the action was continued to Cycle III by revising some weak aspects.

15. Designing the lesson plans for Cycle III by revising some weak aspects that were found in Cycle II.
16. Implementing the action of Cycle III according to the revised lesson plans.
17. Observing the classroom activity during the implementation of the Cycle III.
18. Administering the test after the action of Cycle III was done.
19. Analyzing the result of Cycle III. After Cycle III had achieved the criteria of the research, the last step was drawing a conclusion to answer the research problems.

### **3.2 Area Determination Method**

The area of this research was determined by using purposive method. According to Fraenkel and Wallen (2012:100) a purposive method is a method in choosing a research area based on a certain purpose or reason. Arikunto (2006:139) also states that purposive method is the method used in choosing the research based on some reasons. This research was conducted in SMPN 1 Bangsalsari. This school was determined purposively for some reasons. The first was, as informed by the English teacher of SMPN 1 Bangsalsari, the eighth grade students of SMPN 1 Bangsalsari had difficulties in learning vocabulary. Second, word cards had never been used by the English teacher to teach the students vocabulary. The third, the headmaster and the English teacher gave a permission to conduct this classroom action research.

### **3.3 Subject Determination Method**

The subjects of this research were the VIII-F students of SMPN 1 Bangsalsari in the 2015/2016 academic year. The researcher chose this class because from the preliminary study it was found that the students in this class still had difficulty on vocabulary achievement and it needed to be improved. The difficulties are in acquiring and memorizing the vocabulary. The teacher did not apply a certain medium to overcome the students' problem in mastering the

vocabulary. It affected to their mean score in vocabulary achievement. The mean score given by the English teacher was 61,15, while the standard minimum of the English subject at SMPN 1 Bangsalsari was 75. This class got the lowest score compared to the other classes of the eighth grade. The previous vocabulary score of the VIII-F students' and other classes could be found in Appendix 4.

### **3.4 Operational Definition**

In order to avoid misunderstanding, the key terms used in this research were operationally defined. They are as follows:

#### **3.4.1 The students' vocabulary achievement**

In this research, students' vocabulary achievement deals with how well the students have mastered the vocabulary by using word cards. It was indicated by the students' score of the vocabulary test after the implementation of the action in each cycle. The test items of the vocabulary cover nouns, verbs, adverbs, and adjectives.

#### **3.4.2 Word cards**

Word cards are printed cards with the English word on one side and the meaning on the other side. Here, word cards function as media to teach vocabulary. The size of the word cards that was going to be used is 9 cm x 6 cm. In this research, the word cards that will be used is word cards with its translation because through translation the students will easily understand the meaning of the words.

### **3.5 Data Collection Method**

The data used in this research were vocabulary test, observation, interview and documentation. They are explained as follows:

### 3.5.1 Vocabulary Test

In this research, vocabulary test was used to measure the students' vocabulary achievement by using word cards. Arikunto (2006:193) states that test is a set of questions or exercises or other instruments used to measure skills, knowledge, intelligence, and the talent of individuals or groups. According to Hughes (2003:11) there are four types of test, they are proficiency test, achievement test, diagnostic test and placement test. This research applied achievement test which is a test to measure how successful individual student, group of students or the course themselves are in achieving objectives. The criteria of the vocabulary that was used in the achievement test is the vocabulary that has been taught to the students so they have recognized the vocabulary before doing the test. In addition, Heaton (1990:14) states that a good achievement test should reflect the particular approach to learning and teaching that has previously been adopted. It means that the test is used to find out the students' ability or competence in particular skill.

There are some considerations to conduct a test. According to Fraenkel and Wallen (2012:147) a test is considered to be a good test if the test fulfills two requirements namely, valid and reliable. Validity refers to appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. It means that the test must be relevant or related to the purpose of the study. It has to measure what is supposed to be measured. Meanwhile, reliability refers to the consistency of the scores or answers from one administration of an instrument to another, and from one set of items to another. It means that a test is considered to be reliable if the test is given to the students at different times but it produces approximately same result in each time. This research used content validity because the researcher wanted to measure the students' vocabulary achievement covering nouns, verbs, adverbs, and adjectives.

Dealing with the scoring of the test, Hughes (2003:22) states that there are two kinds of test based on method of scoring, they are objective and subjective test. It can be called as objective scoring if there is no interpretation required on the part of the scorer. In contrast, if judgment and interpretation are needed, then

the scoring is said to be subjective scoring. According to Djwandono (1996:28) an objective test is more practical and easier to do in term of scoring. Further, he adds that objective test can avoid subjectivity in scoring. Hence, objective test was used in this research because it could provide one answer only and helped the teacher to score the test easily, accurately and objectively.

In this research, the researcher used a teacher-made-test in the form of multiple choice. It was chosen because it could make the researcher easily and objectively give a score and it provided only one correct answer. The test was given at the end of each cycle. There were 20 multiple choice items in each post test. The students were given 60 minutes to do the test. The score for each correct items was 5. Thus, the total score of the test items was 100 point. The topic of the items was based on the vocabulary that had been learnt by students in the first and the second meeting in each cycle. The materials were taken from certain sources in the internet were appropriate for the seventh grade students. The descriptive text chosen was based on the students' background knowledge and the diction in the text were expected to improve the students' vocabulary.

### 3.5.2 Observation

Observation is a crucial thing needed in order to get the data about the teaching learning process in the classroom. The researcher or the teacher has to monitor the activities in the classroom and makes a judgment about the students, whether they are categorized as active or passive students. McMillan (1992:128) states that observation in the classroom action research is used to describe the activities, responses, and involvement of the students in the teaching learning process. Meanwhile, Arikunto (2010:272) notes that the most effective way in doing an observation is by using checklist (sign system) as instrument. In this research, the researcher used checklist to record the students' activities and responses during the teaching learning process. It was used in order to measure whether the students were active or passive. Here are the indicators of the active students:

- 1) The students memorize new vocabulary given by doing guessing words with their group by using word cards.
- 2) The students mention new vocabulary that has been learnt.
- 3) The students classify the words given into the appropriate classifications.
- 4) The students fill in the blank of the text by choosing the correct words based on the context.

The students were categorized to be active if they fulfilled at least three indicators. In contrast, the students were categorized as passive students if they fulfilled only one or two indicators. The checklist is as follows:

Table 3.2 The students' participation checklist

No.	Name of the Students	Participations				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							

### 3.5.3 Interview

Interview is question and answer activity done orally by someone to get detail information. According to Fraenkel and Wallen (2012:445), interview is an important way for a researcher to check the accuracy or to verify or refute the impressions he or she gains through observation. Furthermore, McMillan (1992:132) defines interview as a form of data collection method in which questions are asked orally and the subjects' responses are recorded. In this research, the interview was conducted in the preliminary study with the English teacher of VIII-F. It was conducted to gain the data about about curriculum used, materials and media used to teach the students vocabulary, techniques or methods used by the English teacher, the students' problem in learning vocabulary, the students' participation and the students' previous score.

#### 3.5.4 Documentation

In this research, documentation was used to collect data about the names of the students of VIII-F and previous score of vocabulary. The data was obtained from the English teacher. According to Arikunto (2010:201) document is written documents, such as books, reports, daily notes which are needed to obtain the data in the form of written materials such as books, notations, transcripts, magazines and others.

### 3.6 Research Procedures

The research was conducted in cycle technique. The cyclical model covered four stages of activities, they were planning of the action, implementation of the action, observation and evaluation, reflection of the action.

#### 3.6.1 Planning of the action

Planning is an important thing that should be prepared before the implementation of the research. In this research, planning was preparing all of the things and steps needed before the implementation of the research was done collaboratively with the English teacher. These were the activities which was prepared:

- a. Choosing theme and sub themes based on the instructional materials for the VIII-F grade students.
- b. Constructing the lesson plans that used to teach vocabulary for each cycle.
- c. Preparing the materials for the students' vocabulary exercises by using word cards.
- d. Preparing the students' worksheet dealing with vocabulary exercises.
- e. Preparing the observation guide in each meeting in the form of checklist containing the students' participation in the teaching and learning process of vocabulary by using word cards.
- f. Constructing the vocabulary test for each cycle to measure the students' vocabulary achievement.
- g. Setting the criteria of the success of the action.

### 3.6.2 Implementation of the action

In this classroom action research, the teacher worked collaboratively with the English teacher to apply the action of the cycles during the school hours based on the schedule of the English subject. This research was conducted in three cycles. Each cycle covered two meetings and it was followed by a vocabulary test. Cycle II and Cycle III were conducted because the result of the Cycle I and Cycle II could not achieve the research score target. Each cycle consisted of two lesson plans that were done in two meetings, and then it was followed by vocabulary test.

### 3.6.3 Observation and evaluation

Observation was an important step in this research. It was done to record the activities in the teaching learning process of vocabulary. According to McMillan (1992:128) observation allows the researcher to take into account contextual factors that may influence the interpretation and use of the result. In this research, the observation was conducted by the English teacher while the researcher implemented the action. The observation was focused on the students' active and passive participation in the teaching and learning process of vocabulary. The instrument used in this research is in the form of checklist. The students were categorized as active students if: (1) The students memorized new vocabulary given by doing a guessing game with their group by using word cards. (2) The students mentioned new vocabulary that has been learnt. (3) The students classified the words given into the appropriate classifications. (4) The students filled in the blank of the text given.

Evaluation was carried out to find out whether or not the use of word cards could improve the students' vocabulary achievement. In this research, the evaluation was divided into two, they are; process evaluation and product evaluation. The process evaluation was done by doing observation during the teaching learning process in meeting one and two. It was intended to evaluate the students' activeness in teaching learning process of vocabulary. The action was considered successful if at least 75% of the students were actively involved in the teaching learning process of vocabulary by using word cards. The process



evaluation was followed by product evaluation which was done at the end of each cycle in the form of vocabulary test. It was intended to evaluate students' vocabulary achievement after the action. The action was considered to be successful if at least 75% of the students got  $\geq 75$  and the mean score of the students' vocabulary test was 75 so the product evaluation could be considered as success.

#### 3.6.4 Reflection

Reflection was conducted to reflect the result of the actions collected from the class observation and test in each cycle. It is intended to know whether the actions given are successful or not. While doing the reflection, the researcher discussed with the English teacher about the problems faced by the students and recorded what aspect still hinders the success of the action. Then, the result of the reflection was used as a guide to revise the lesson plan in the first cycle to be used for the next cycle.

### 3.7 Data Analysis Method

The result of the students' vocabulary test and observation were analyzed through quantitative technique. The primary data from the vocabulary test were analyzed by using the following formula.

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

Notes:

E : The percentage of the students who get  $\geq 75$  in the vocabulary test

n : The total number of the students who get  $\geq 75$  in the vocabulary test

N : The total number of the students who did vocabulary test

(Adapted from Ali, 1998:186)

The data from the observation in each cycle was analyzed quantitatively based on the students' active participation during the teaching learning process by using the following formula :

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

Notes:

E : The percentage of the students who were actively involved in the teaching learning process

n : The total number of the students who were active during teaching learning process of vocabulary

N : The total number of the students

(Adapted from Ali, 1998:186)

The collected data in the form of students' vocabulary test scores were analyzed statistically to find the mean score. The formula was as follows:

$$M = \frac{\sum x}{N}$$

Notes:

M : the mean score of the students' vocabulary achievement

$\sum x$  : the total score of the students' vocabulary test

N : the number of the students who did the vocabulary test

(Hadi, 1989:37)

## CHAPTER 5. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this classroom action research based on the research findings and discussions described in the previous chapter.

### 5.1 Conclusion

According to the result of the data analysis and discussion, it can be concluded as follows.

1. The use of word cards could improve the VIII-F students' vocabulary achievement at SMPN 1 Bangsalsari in the 2016/2017 Academic year. The improvement could be seen from the percentage of the students who got the score  $\geq 75$  that increased from 42,10 % in Cycle I to 76,31% in Cycle II to 81,84% in Cycle III..
2. The use of word cards could improve the VIII-F students' participation in teaching and learning process of vocabulary at SMPN 1 Bangsalsari in the 2016/2017 academic year. The improvement could be seen from the mean of the total number of the active students in each meeting of the cycles where there were 64,46% in Cycle I who actively involve during the teaching learning process, 73,68% active students in Cycle II, and 84,20% students in Cycle III who actively participate in the teaching learning of vocabulary by using word cards

There were significant improvement of the students' vocabulary achievement and their participation from Cycle I to Cycle III. Therefore, the research problems were solved.

Although this research could be said success in there cycle and could improve the students' participation and also their vocabulary achievement does not mean that there was no lack or weaknesses in doing this research. These are some weakness of using word cards in teaching vocabulary.

1. The students' might get bored in doing such remain activities (guessing word, classifying and matching). To overcome the case the researcher should provide interesting materials and it must be different from the previous meeting so the materials used are always motivating to be learnt.
2. It is not easy to control the students whether they did the tasks well or not, so an observer was needed when we want to use word cards as our teaching media.
3. It takes time when drilling the students to memorize the vocabulary, especially if they had to recalling some difficult words because we had to separate those words and did drilling until the students memorized it.

## 5.2 Suggestions

By knowing the result of the research which showed that the use of word cards could improve the VIII-F students' vocabulary achievement and participation in teaching and learning process of vocabulary at SMPN 1 Bangsalsari, some suggestions are given.

1. The English teacher

The English teacher is suggested to use word cards in teaching and learning process, especially in teaching vocabulary since the result showed that the use of word cards could make a significant improvement to the students' vocabulary achievement and their participation. It is also suggested to the English teacher to consider the disadvantages of using word cards in order to use word cards as effective as possible.

2. The students

The students might use the idea of creating their own word cards to be used autonomously.

3. Future researchers

For other researcher who might use word cards, it is suggested to the other type of activities and skills. We know that teaching vocabulary

could be integrated with four language skills. Therefore, other researchers can integrate with other language skills, such as listening, speaking or writing and another design for instance experimental research to know whether word cards has a significant effect on the students' vocabulary achievement.



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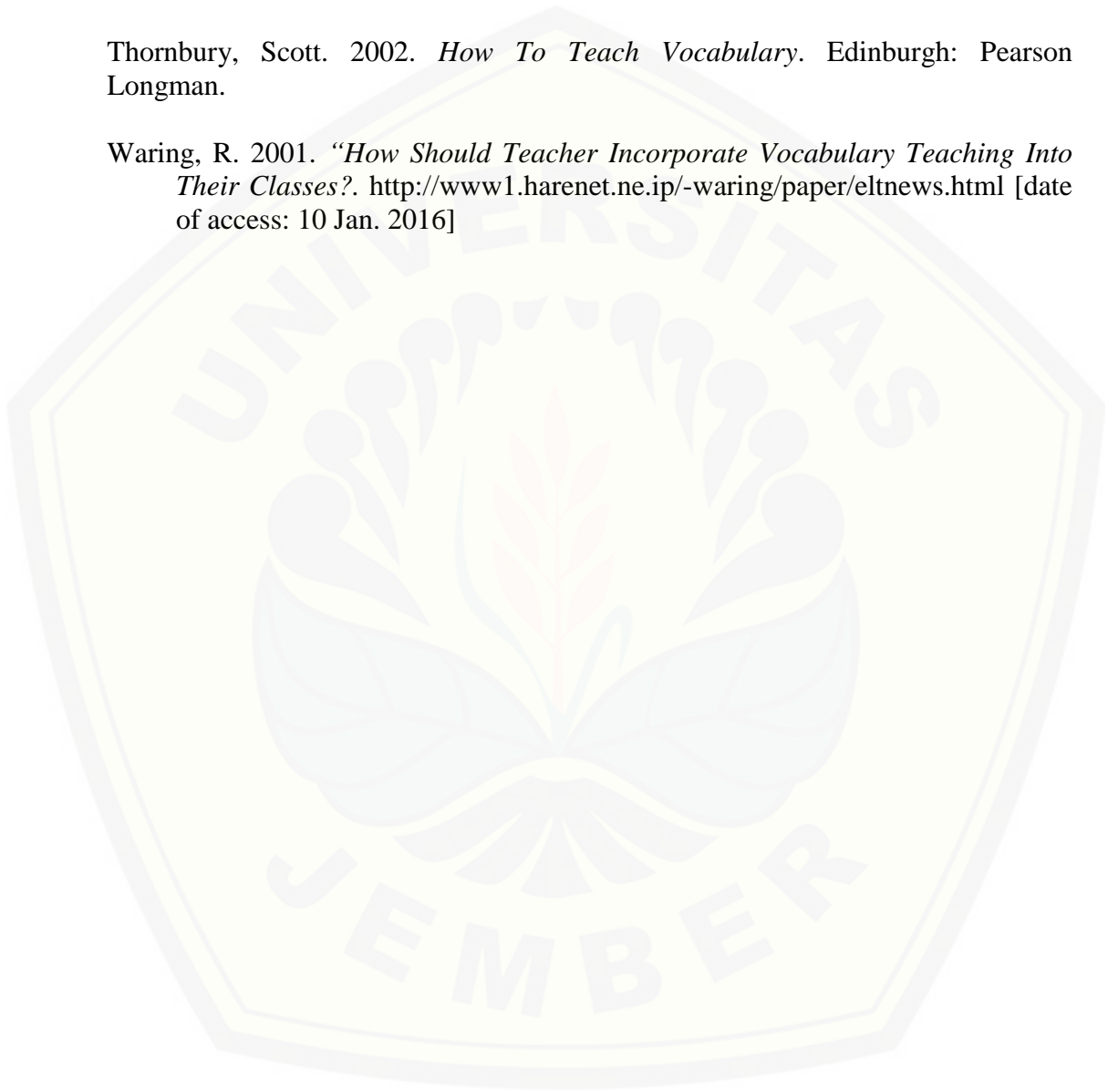


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RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Data Analysis	Hypothesis
Improving the VIII-F Students' Vocabulary Achievement by Using Word Cards at SMPN 1 Bangsalsari in 2016/2017 Academic Year.	<p>1. Can the use of Word Cards improve the VIII-F students' vocabulary achievement at SMPN 1 Bangsalsari?</p> <p>2. Can the use of Word Cards improve the VIII-F students' participation in teaching vocabulary at SMPN 1 Bangsalsari?</p>	<p>1. Independent variable : Teaching vocabulary by using word cards</p> <p>2. Dependent variable : The students' vocabulary achievement</p> <p>The students' participation in teaching vocabulary process</p>	<p>1. The use of word cards in teaching of vocabulary</p> <p>2. The students' vocabulary test score of each cycle , which include :</p> <p>a. Verbs b. Nouns c. Adjectives d. Adverbs</p> <p>The students' participation in teaching and learning process of vocabulary is successful if at least 75% of the students are active</p> <p>a. The students memorize new</p>	<p>1. Research subjects: The VIII-F students of SMPN 1 Bangsalsari in 2016/2017 academic year</p> <p>2. Informant : The English teacher of the VIII-F students of SMPN 1 Bangsalsari in 2016/2017 academic year</p> <p>3. Documents : a. The names of the subjects b. The previous score of the students' vocabulary test</p>	<p>1. Classroom action research The stages of each cycles are: a. The planning of the actions b. The implementation of the actions c. Classroom observation d. Reflection and evaluation of the action</p> <p>2. Area Determination Method : Purposive method</p> <p>3. Subject Determination Method : Purposive Method</p> <p>4. Data Collection Methods a. Primary Data 1. Vocabulary test 2. Observation</p>	<p>1. The data obtained from the students' vocabulary 'achievement test will be analyzed quantitatively by using the following formula :</p> $E = \frac{n}{N} \times 100\%$ <p>E : The percentage of the students who get <math>\geq 75</math> n : The total number of the students who get 75 N : The total number of the students (adapted from Ali, 1998:186)</p> <p>2. The data from the observation will be analyzed quantitatively by using the following formula :</p>	<p>1. The use of word cards can improve the VIII-F students' vocabulary achievement at SMPN 1 Bangsalsari in 2016/2017 academic year</p> <p>2. The use of word cards can improve the VIII-F students' participation in teaching learning process of vocabulary at SMPN 1 Bangsalsari in 2016/2017 academic year</p>

			<p>vocabulary given by doing a guessing word with their group by using word cards.</p> <p>b. The students could mention new vocabulary that has been learnt.</p> <p>c. The students could classify the words given into the appropriate classifications.</p> <p>d. The students are filling in the blank of the text by choosing the correct words based on the context.</p>		<p>b. Supporting Data</p> <ol style="list-style-type: none"> <li>1. Interview</li> <li>2. Documentation</li> </ol>	$E = \frac{n}{N} \times 100\%$ <p>E : The percentage of the students who are actively involved in the teaching learning process</p> <p>n : The total number of the students who are active in teaching learning process of vocabulary</p> <p>N : The total number of the students</p> <p>(adapted from Ali, 1998:186)</p>	
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**Appendix 2**

**INTERVIEW AND DOCUMENTATION GUIDE**

**a. Interview Guide**

No	The Questions	Data Resources
1.	What curriculum does this school use especially for the seventh grade?	The English teacher
2.	How often do you teach English in a week?	
3.	What media do you usually use in teaching vocabulary?	
4.	Do you teach vocabulary integrated with the language skill?	
5.	What are the students' difficulties in learning vocabulary?	
6.	Have you ever used word cards in teaching vocabulary?	

**b. Documentation Guide**

No	The supporting data	Data resources
1.	The names of the research respondent	School document
2.	The English Curriculum for SMP/MTs	
3.	The students' previous vocabulary score	

**Appendix 3**

**INTERVIEW RESULT**

No	The Questions	The answers
1.	What curriculum does this school use especially for the eighth grade?	The curriculum used for the eighth grade is institutional based curriculum (kurikulum tingkat satuan pendidikan). We use this curriculum for all grades.
2.	How often do you teach vocabulary in a week?	Twice a week
3.	What media do you usually use in teaching vocabulary?	I never use any media to teach the students vocabulary
4.	Do you teach vocabulary integrated with the language skill?	Yes, I do. I usually integrate it with the four language skills but I often use listening and speaking more than reading and writing
5.	What are the students' difficulties in learning vocabulary?	The students' have low motivation to learn English, they reluctant to open dictionary and they have difficulties in recalling the vocabulary
6.	Have you ever used word cards in teaching vocabulary?	No, I haven't. I have no time to make any media.

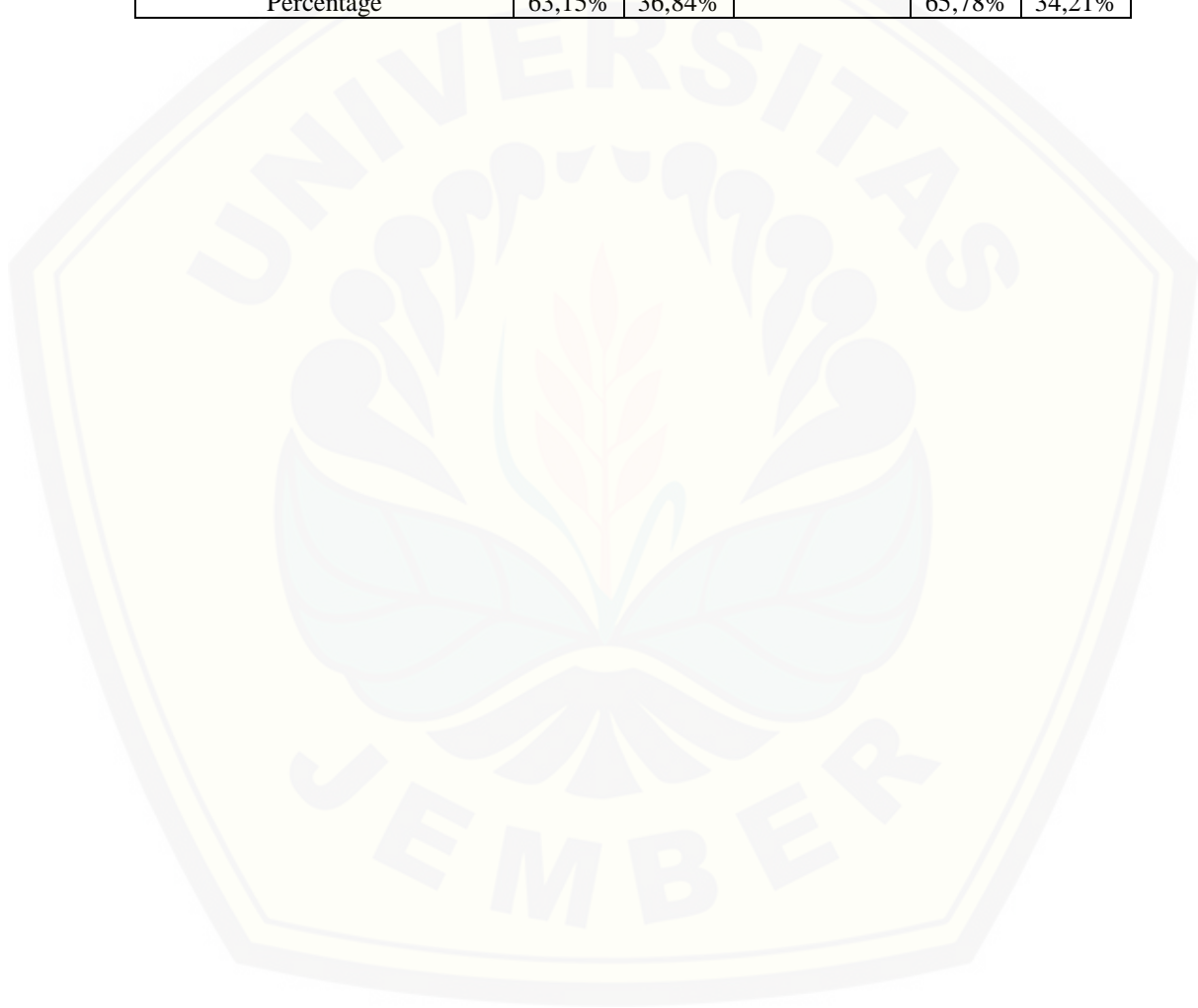
No.	SN	Score	SN	Score	SN	Score	SN	Score	SN	Score	SN	Score	SN	Score
	VIII-A		VIII-B		VIII-C		VIII-D		VIII-E		VIII-F		VIII-G	
1	AFP	76	AMEY	78	AH	70	AF	58	ARF	82	AS	52	AM	46
2	AHM	79	AM	66	AE	74	AJ	64	AECP	76	AAS	55	AWF	58
3	AM	61	AS	89	AR	78	AMM	76	ANH	76	AFS	46	AHN	79
4	AHF	85	BN	97	AIL	62	ABE	76	BS	82	ASR	64	AN	85
5	BAH	64	DAS	54	AKD	67	ASA	85	FY	46	ANSM	79	BAPA	82
6	BAA	64	FS	88	AYML	89	AZF	79	HFN	85	ANS	67	DSKN	91
7	DASP	58	FA	75	DEDP	78	BTS	76	HH	46	ALP	40	DAR	76
8	DNO	76	FAL	86	DN	58	DWR	58	IWM	82	AFS	58	DMB	85
9	DNU	58	FAF	81	DDS	49	DDI	76	IN	79	BMP	61	FS	58
10	DFA	82	HR	67	ENH	65	DNF	79	KI	67	DBSR	76	FDN	46
11	FS	85	JAD	45	IM	88	DF	52	KA	58	DHAP	79	HN	78
12	GRP	58	KO	78	IY	82	DA	79	LA	76	DH	58	IS	46
13	HNH	61	MGKM	76	LLFD	75	ES	79	LS	82	DSN	67	KU	76
14	IANT	82	MYAP	87	MFPE	74	GDP	85	MBM	85	FS	58	LIWT	85
15	IDN	82	MBRM	77	MAZ	46	HER	76	MRKZ	46	HAF	22	MRAM	88
16	IF	85	MAR	43	MSF	78	HJN	58	MS	61	IA	40	MIDS	94
17	JAM	58	MDRH	89	MAM	90	IMR	76	MW	55	IP	22	MAH	91
18	KBM	67	MFA	53	MDR	58	KB	64	MTW	58	MGTW	64	MASM	85
19	MTW	54	MAR	75	MIA	43	LN	58	MBH	82	MRFM	58	MIF	76
20	MB	85	NTA	71	MFF	85	MBL	85	MKAU	82	MRA	82	MIMF	58
21	MWF	76	NRA	87	MZU	89	MA	79	MRAA	85	MN	46	MJ	82
22	MAW	79	NH	85	MFH	69	MDW	79	MM	67	MA	61	MUIA	76
23	MRK	79	PSA	80	MNA	49	MA	76	MS	79	MIT	58	MAAF	79
24	MNK	79	RSR	72	NS	93	MS	82	MFS	61	MRH	85	MMK	46
25	NH	46	RO	75	NNL	68	MY	58	MZF	46	MZC	76	MRR	91
26	NPDP	82	RM	81	NANP	76	MF	40	NR	40	MFS	46	MTI	88
27	RAPP	76	SH	75	NH	73	MFR	79	NI	55	NA	85	NQA	76
28	SR	85	SD	73	NS	84	MIK	76	PLHY	79	NNAZ	85	NN	85
29	SER	82	SSN	78	PN	70	MSH	85	RF	85	NQA	58	NDE	76
30	SHO	67	SVH	92	RI	77	NS	46	RH	79	NAS	67	NFS	67
31	SLS	79	SSB	74	RCW	60	NFZ	58	SBG	76	ND	82	RDM	82
32	SNA	79	SRA	86	RF	80	NMQ	61	TSZ	82	PAS	79	SG	79
33	UWAA	46	TWW	75	SA	82	RF	79	TBR	82	SF	67	SF	85
34	WR	82	WHP	77	SAA	57	SDZ	67	WK	85	SH	61	SAJ	46
35	WD	67	YM	38	TH	79	SM	82	YRAMG	40	STW	34	TWRU	58
36	YA	85	YTAN	88	VI	65	SA	79	ZHN	46	SSM	37	VIM	82
Mean score	72.47	Mean score	75.3	Mean score	71.66	Mean score	71.25	Mean score	69.25	WH	85	YNH	85	
										YZA	64	MIL	94	
										Mean Score	61,15	Mean Score	75.26	

Appendix 5

Table 4.1 The Result of the Students' Participation in Cycle I (Meeting I and Meeting II)

No.	Students' Name (Initials)	Meeting I					Meeting II						
		Indicators				Active	Passive	Indicators				Active	Passive
		1	2	3	4			1	2	3	4		
1	AS		√				√		√				√
2	AAS	√			√		√	√			√		√
3	AFS	√		√			√	√		√			√
4	ASR		√				√		√				√
5	ANSM		√		√		√		√		√		√
6	ANS	√	√	√	√	√		√	√	√	√	√	
7	ALP	√	√	√	√	√		√	√	√	√	√	
8	AFS	√	√	√	√	√		√	√	√	√	√	
9	BMP	√					√	√					√
10	DBSR						√						√
11	DHAP	√	√	√	√	√		√	√	√	√	√	
12	DH	√	√		√	√		√	√		√	√	
13	DSN	√		√	√	√		√		√	√	√	
14	FS	√	√	√	√	√		√	√	√	√	√	
15	HAF	√	√		√	√		√	√		√	√	
16	IA	√	√				√	√	√				√
17	IP			√	√		√			√	√		√
18	MGTW	√	√	√	√	√		√	√	√	√	√	
19	MRFM	√		√			√	√		√			√
20	MRA	√	√	√	√	√		√	√	√	√	√	
21	MN	√	√	√	√	√		√	√	√	√	√	
22	MA	√	√	√	√	√		√	√	√	√	√	
23	MIT	√	√	√	√	√		√	√	√	√	√	
24	MRH	√	√	√	√	√		√	√	√	√	√	
25	MZC	√	√	√	√	√		√	√	√	√	√	
26	MFS			√	√		√			√	√		√
27	NA	√	√	√	√	√		√	√	√	√	√	
28	NNAZ	√	√	√	√	√		√	√	√	√	√	
29	NQA	√	√	√	√	√		√	√	√	√	√	
30	NAS	√	√	√	√	√		√	√	√	√	√	
31	ND	√	√	√	√	√		√	√	√	√	√	
32	PAS	√	√	√	√	√		√	√	√	√	√	
33	SF	√	√				√	√	√				√

No.	Students' Name (Initials)	Meeting I					Meeting II						
		Indicators				Active	Passive	Indicators				Active	Passive
		1	2	3	4			1	2	3	4		
34	SH	√	√				√	√	√	√			√
35	STW	√	√	√	√	√		√	√	√	√	√	
36	SSM	√	√	√	√	√		√	√	√	√	√	
37	WH	√	√				√	√	√		√		
38	YZA	√	√	√	√	√		√	√	√	√	√	
TOTAL						24	14					25	13
Percentage						63,15%	36,84%					65,78%	34,21%





**Appendix 6**

**Table 4.3 The Result of the Students' Vocabulary Achievement Test in Cycle I**

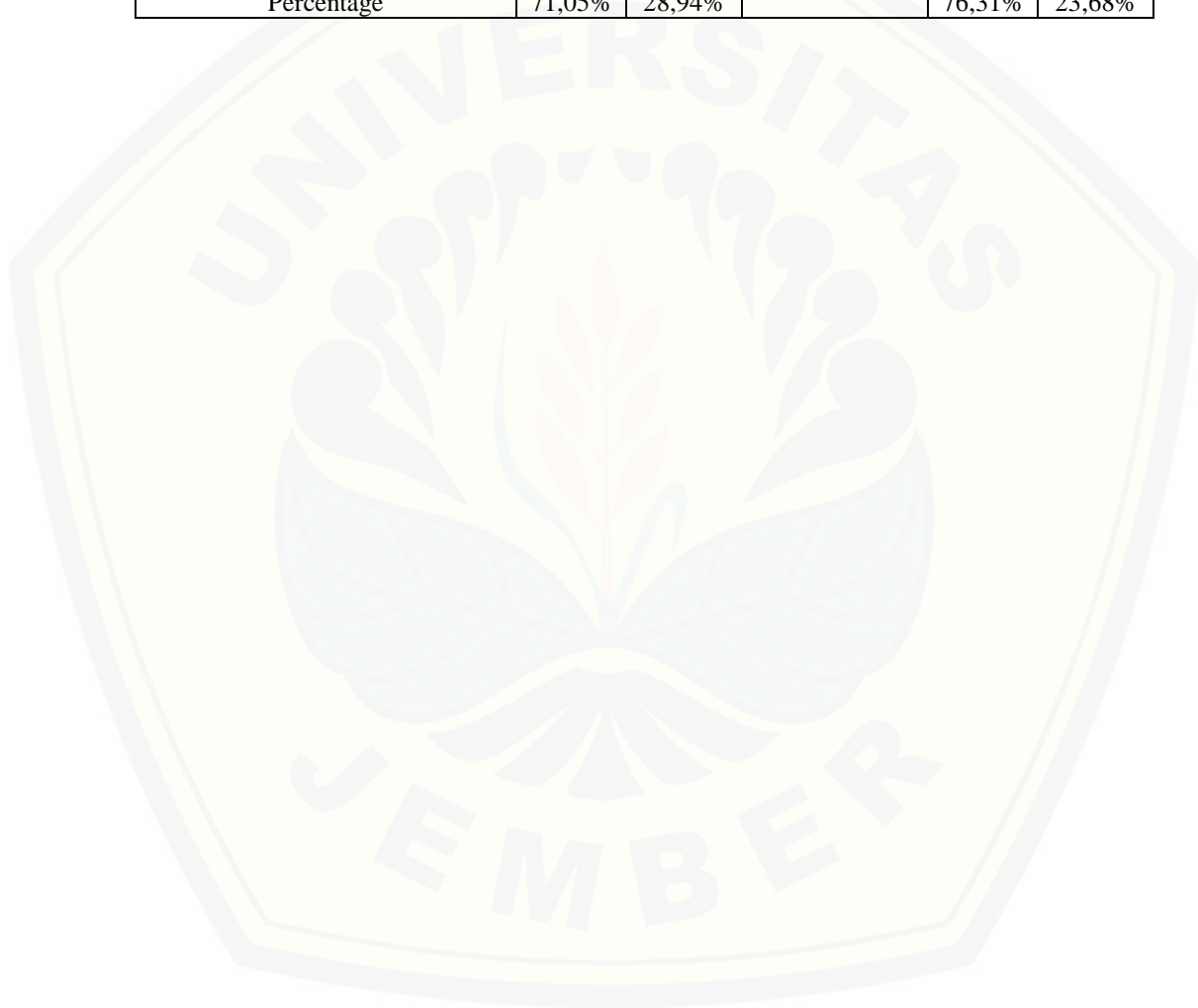
No.	Students' Name (Initials)	Score	Achieved	Not Achieved
1	AS	50		√
2	AAS	65		√
3	AFS	60		√
4	ASR	60		√
5	ANSM	55		√
6	ANS	80	√	
7	ALP	70		√
8	AFS	80	√	
9	BMP	65		√
10	DBSR	40		√
11	DHAP	70		√
12	DH	75	√	
13	DSN	70		√
14	FS	75	√	
15	HAF	70		√
16	IA	65		√
17	IP	55		√
18	MGTW	80	√	
19	MRFM	65		√
20	MRA	75	√	
21	MN	75	√	
22	MA	85	√	
23	MIT	70		√
24	MRH	75	√	
25	MZC	70		√
26	MFS	60		√
27	NA	75	√	
28	NNAZ	70		√
29	NQA	85	√	
30	NAS	70		√
31	ND	75	√	
32	PAS	80	√	
33	SF	65		√
34	SH	70		√
35	STW	75	√	
36	SSM	80	√	
37	WH	70		√
38	YZA	75	√	
Total Score		2650	16	22
Mean score		69,73		

**Appendix 7**

Table 4.6 The Result of the Students' Participation in Cycle II (Meeting I and Meeting II)

No.	Students' Name (Initials)	Meeting I					Meeting II						
		Indicators				Active	Passive	Indicators				Active	Passive
		1	2	3	4			1	2	3	4		
1	AS		√	√			√		√	√			√
2	AAS	√			√		√	√		√	√	√	
3	AFS	√		√			√	√		√	√	√	
4	ASR		√	√			√		√				√
5	ANSM	√	√				√		√		√		√
6	ANS	√	√	√	√	√		√	√	√	√	√	
7	ALP	√	√	√	√	√		√	√	√	√	√	
8	AFS	√	√	√	√	√		√	√	√	√	√	
9	BMP	√		√			√	√	√				√
10	DBSR	√			√		√	√					√
11	DHAP	√	√	√	√	√		√	√	√	√	√	
12	DH	√	√		√	√		√	√		√	√	
13	DSN	√		√	√	√		√		√	√	√	
14	FS	√	√	√	√	√		√	√	√	√	√	
15	HAF	√	√		√	√		√	√		√	√	
16	IA	√	√				√	√	√				√
17	IP			√	√		√			√	√		√
18	MGTW	√	√	√	√	√		√	√	√	√	√	
19	MRFM	√		√			√	√		√			√
20	MRA	√	√	√	√	√		√	√	√	√	√	
21	MN	√	√	√	√	√		√	√	√	√	√	
22	MA	√	√	√	√	√		√	√	√	√	√	
23	MIT	√	√	√	√	√		√	√	√	√	√	
24	MRH	√	√	√	√	√		√	√	√	√	√	
25	MZC	√	√	√	√	√		√	√	√	√	√	
26	MFS		√	√	√	√			√	√	√	√	
27	NA	√	√	√	√	√		√	√	√	√	√	
28	NNAZ	√	√	√	√	√		√	√	√	√	√	
29	NQA	√	√	√	√	√		√	√	√	√	√	
30	NAS	√	√	√	√	√		√	√	√	√	√	
31	ND	√	√	√	√	√		√	√	√	√	√	
32	PAS	√	√	√	√	√		√	√	√	√	√	
33	SF	√	√				√	√	√				√

No.	Students' Name (Initials)	Meeting I					Meeting II							
		Indicators				Active	Passive	Indicators				Active	Passive	
		1	2	3	4			1	2	3	4			
34	SH	√	√		√	√		√	√	√		√		
35	STW	√	√	√	√	√		√	√	√	√	√		
36	SSM	√	√	√	√	√		√	√	√	√	√		
37	WH	√	√	√		√		√	√	√		√		
38	YZA	√	√	√	√	√		√	√	√	√	√		
TOTAL						27	11						29	9
Percentage						71,05%	28,94%						76,31%	23,68%



**Appendix 8**

Table 4.8 The Result of the Students' Vocabulary Achievement Test in Cycle II

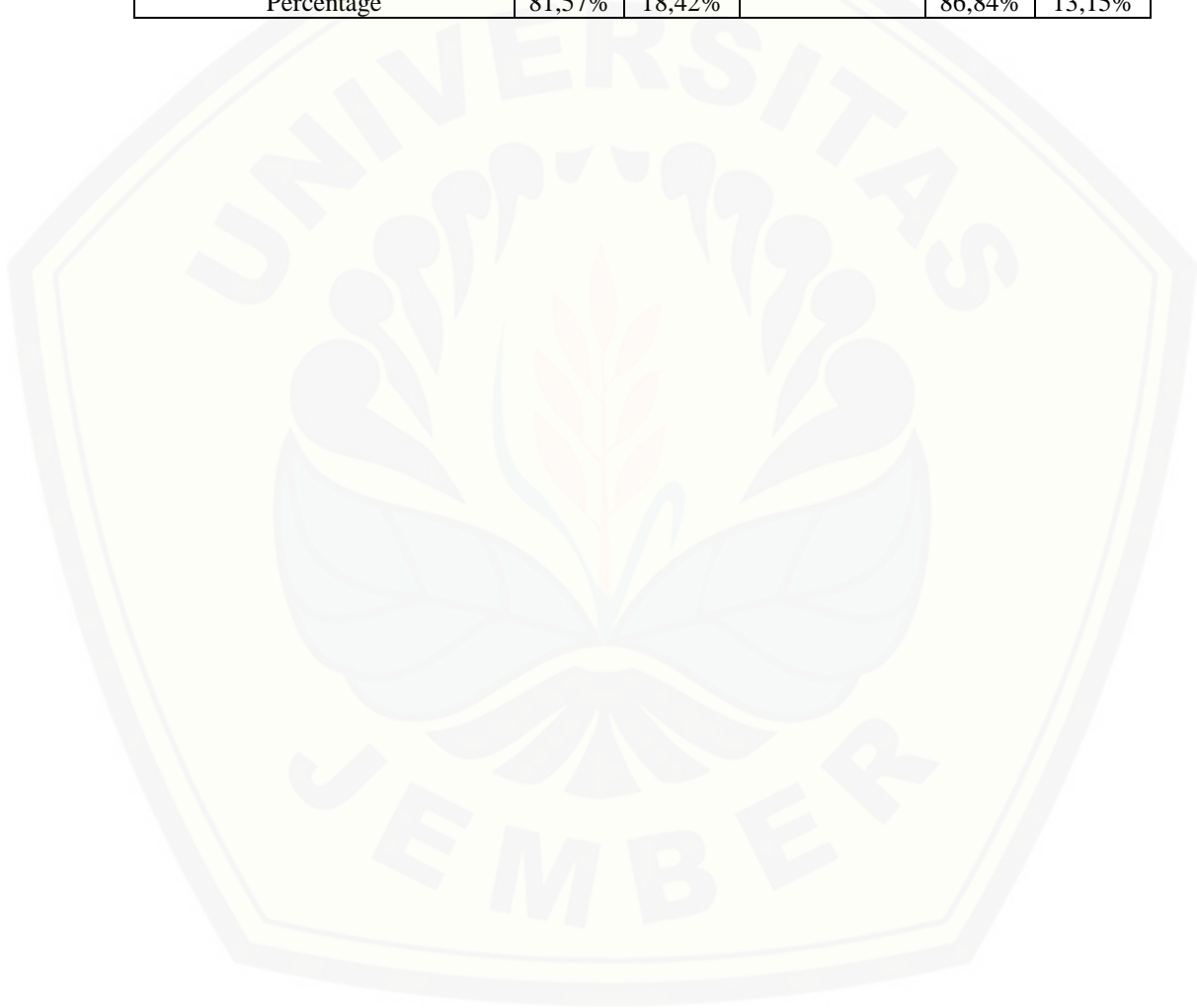
No.	Students' Name (Initials)	Score	Achieved	Not Achieved
1	AS	65		√
2	AAS	75	√	
3	AFS	75	√	
4	ASR	65		√
5	ANSM	70		√
6	ANS	85	√	
7	ALP	75	√	
8	AFS	80	√	
9	BMP	70		√
10	DBSR	65		√
11	DHAP	80	√	
12	DH	75	√	
13	DSN	75	√	
14	FS	80	√	
15	HAF	75	√	
16	IA	65		√
17	IP	60		√
18	MGTW	85	√	
19	MRFM	65		√
20	MRA	85	√	
21	MN	75	√	
22	MA	90	√	
23	MIT	80	√	
24	MRH	80	√	
25	MZC	85	√	
26	MFS	75	√	
27	NA	80	√	
28	NNAZ	75	√	
29	NQA	90	√	
30	NAS	75	√	
31	ND	80	√	
32	PAS	90	√	
33	SF	70		√
34	SH	85	√	
35	STW	75	√	
36	SSM	85	√	
37	WH	75	√	
38	YZA	80	√	
Total Score		2915	29	9
Mean Score		76,71		

Appendix 9

Table 4.11 The Result of the Students' Participation in Cycle III (Meeting I and Meeting III)

No.	Students' Name (Initials)	Meeting I						Meeting II					
		Indicators				Active	Passive	Indicators				Active	Passive
		1	2	3	4			1	2	3	4		
1	AS	√		√			√		√	√			√
2	AAS		√	√	√	√		√	√		√	√	
3	AFS	√	√	√	√	√		√		√	√	√	
4	ASR	√	√	√		√			√	√	√	√	
5	ANSM	√	√				√		√		√		√
6	ANS	√	√	√	√	√		√	√	√	√	√	
7	ALP	√	√	√	√	√		√	√	√	√	√	
8	AFS	√	√	√	√	√		√	√	√	√	√	
9	BMP	√		√			√	√	√			√	
10	DBSR	√			√		√		√	√			√
11	DHAP	√	√	√	√	√		√	√	√	√	√	
12	DH	√	√		√	√		√	√		√	√	
13	DSN	√		√	√	√		√		√	√	√	
14	FS	√	√	√	√	√		√	√	√	√	√	
15	HAF	√	√		√	√		√	√		√	√	
16	IA	√	√	√		√		√	√	√		√	
17	IP			√	√		√			√	√		√
18	MGTW	√	√	√	√	√		√	√	√	√	√	
19	MRFM	√		√			√	√		√	√	√	
20	MRA	√	√	√	√	√		√	√	√	√	√	
21	MN	√	√	√	√	√		√	√	√	√	√	
22	MA	√	√	√	√	√		√	√	√	√	√	
23	MIT	√	√	√	√	√		√	√	√	√	√	
24	MRH	√	√	√	√	√		√	√	√	√	√	
25	MZC	√	√	√	√	√		√	√	√	√	√	
26	MFS		√	√	√	√			√	√	√	√	
27	NA	√	√	√	√	√		√	√	√	√	√	
28	NNAZ	√	√	√	√	√		√	√	√	√	√	
29	NQA	√	√	√	√	√		√	√	√	√	√	
30	NAS	√	√	√	√	√		√	√	√	√	√	
31	ND	√	√	√	√	√		√	√	√	√	√	
32	PAS	√	√	√	√	√		√	√	√	√	√	
33	SF	√	√				√	√	√				√

No.	Students' Name (Initials)	Meeting I					Meeting II							
		Indicators				Active	Passive	Indicators				Active	Passive	
		1	2	3	4			1	2	3	4			
34	SH	√	√		√	√		√	√	√		√		
35	STW	√	√	√	√	√		√	√	√	√	√		
36	SSM	√	√	√	√	√		√	√	√	√	√		
37	WH	√	√	√		√		√	√	√		√		
38	YZA	√	√	√	√	√		√	√	√	√	√		
TOTAL						31	7						33	5
Percentage						81,57%	18,42%						86,84%	13,15%



**Appendix 10**

Table 4.13 The Result of the Students' Vocabulary Achievement Test in Cycle III

No.	Students' Name (Initials)	Score	Achieved	Not Achieved
1	AS	75	√	
2	AAS	75	√	
3	AFS	80	√	
4	ASR	70		√
5	ANSM	70		√
6	ANS	85	√	
7	ALP	85	√	
8	AFS	90	√	
9	BMP	70		√
10	DBSR	75	√	
11	DHAP	80	√	
12	DH	85	√	
13	DSN	75	√	
14	FS	80	√	
15	HAF	85	√	
16	IA	70		√
17	IP	70		√
18	MGTW	90	√	
19	MRFM	75	√	
20	MRA	90	√	
21	MN	85	√	
22	MA	90	√	
23	MIT	85	√	
24	MRH	85	√	
25	MZC	90	√	
26	MFS	85	√	
27	NA	85	√	
28	NNAZ	80	√	
29	NQA	90	√	
30	NAS	85	√	
31	ND	90	√	
32	PAS	90	√	
33	SF	75	√	
34	SH	85	√	
35	STW	80	√	
36	SSM	90	√	
37	WH	80	√	
38	YZA	85	√	
Total Score		3110	33	5
Mean Score		81,84		

**Appendix 11**

**LESSON PLAN**

**Cycle 1 Meeting 1**

School	: Junior High School
Subject	: English
Grade / Semester	: VIII/I
Language component	: Vocabulary (integrated with reading)
Genre	: Descriptive text
Theme	: Fruit
Time allocation	: 2 x 45 minutes

**I. Standard Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

**III. Indicators**

**Cognitive**

**a. Product**

1. Identifying the meaning of words.
2. Identifying words based on the part of speech.
3. Completing the text by filling in the blank based on the appropriate words.

**b. Process**

1. Matching the English words with the meaning.
2. Classifying words based on the classification of the words.
3. Completing a reading text.



**c. Affective**

1. Showing cooperation while doing the task whether it is in pairs and group.
2. Showing enthusiasm while doing the task given.

**IV. Learning Objectives****Cognitive****a. Product**

1. Students are able to identify the meaning of words.
2. Students are able to identify words based on the part of speech.
3. Students are able to complete the text by filling in the blank based on the appropriate words.

**b. Process**

1. Students are able to match the English words with the meaning.
2. Students are able to classify words based on the classification of the words.
3. Students are able to complete a reading text.

**c. Affective**

1. Students are able to show cooperation while doing the task whether it is in pairs and group.
2. Students are able to show enthusiasm while doing the task given.

**V. Teaching Learning Strategies**

1. Approach : Contextual Teaching and Learning
2. Technique : Question and Answer, Lecturing, and Discussion.

**VI. Teaching and Learning Activities**

No	Teaching activities	Learning activities	Time
I.	Set Induction		
	1. Giving riddle to the students	Answering the teacher's questions.	2'
	2. Stating the objectives	Paying attention to the teacher.	1'

No	Teaching activities	Learning activities	Time
II.	Main Activities		
	1. Showing example of word cards.	Paying attention.	1'
	2. Explaining about the function of word cards.	Paying attention to the teacher.	1'
	3. Showing set of word cards to the students.	Paying attention to the teacher.	1'
	4. Showing the front card that contains the target language. The words are taken from the example of descriptive text.	Paying attention to the teacher	
	5. Asking the students the meaning of the words.	Answering the teacher.	
	6. Showing the back of the cards which have the translation in order to check whether their answer is true or false.	Paying attention to the teacher.	
	7. Repeating activity number 4,5,6 by using the whole set of the cards.	Doing the activity.	10'
	8. Shuffling the cards so that they are in different order.		
	9. Showing back of the cards which have the meanings of the words.	Paying attention to the teacher	
	10. Asking the students how to say the meaning of the words in English	Answering the teacher.	
	11. Checking the students' answer by showing them the second	Paying attention to the teacher.	

No	Teaching activities	Learning activities	Time
	language of the word.		
	12. Repeating activities number 9,10,11 twice.	Doing the activity.	10'
	13. Shuffling the cards so that they are in different order.		
	14. Repeating activity number 4 until number 11.	Doing the activity.	10'
	15. Showing the example of descriptive text.	Paying attention to the teacher.	
	16. Asking the student to read the text	Reading the text	1'
	17. Explaining the definition, generic structure, and language features of descriptive text.	Paying attention to the teacher.	5'
	18. Explaining about nouns, verb, adjectives and adverb	Paying attention to the teacher.	10'
	19. Distributing set of word cards to the students.		
	20. Asking the students to do Task I in pairs. The students have to use word cards to play guessing words with their pairs exactly the same as what the teacher did.	Doing the task	10'
	21. Controlling the students		
	22. Asking the students to collect the word cards.	Collecting the word cards	
	23. Asking the vocabulary about the vocabulary which had	Answering the question	5'

No	Teaching activities	Learning activities	Time
	<p>been learnt with their pairs by appointing them randomly.</p> <p>24. Asking the students to make groups of 7 or 8 to do Task II.</p> <p>25. Distributing a set of cards that contains of English words to each group.</p> <p>26. Distributing big sheets which contain a table to each group.</p> <p>27. Asking the students to stick the English word in the first column which has the appropriate meaning to the second column.</p> <p>28. Asking the students to classify the words based on the appropriate classification by sticking the cards to the third column.</p> <p>29. Asking the students to stick their task at the white board.</p> <p>30. Discussing Task II together.</p> <p>31. Asking the students to do Task III.</p> <p>32. Distributing a reading text to each group.</p> <p>33. Asking the students to fill in the blank by using the words from the previous task.</p> <p>34. Asking the students to collect</p>	<p>Paying attention</p> <p>Discussing the task.</p> <p>Doing the task.</p> <p>Doing the task</p> <p>Discussing the task together</p> <p>Paying attention</p> <p>Doing the task with their group</p> <p>Collecting their task</p>	<p>10'</p> <p>10'</p> <p>10'</p>

No	Teaching activities	Learning activities	Time
	their answer and swapped with the other group 35. Discussing Task III together.	Discussing the task	10'
III.	Closure		
	1. Reviewing some difficult vocabularies	Answering the teacher's questions	5'
	2. Guiding the students to draw conclusion.	Drawing conclusion	2'
	3. Giving the conclusion.	Listening to the teacher	1'

**VII. Media:**

Word cards, papers, glue, marker.

**VIII. Source:**

[www.nutrition-and-you.com/apple-fruit.html](http://www.nutrition-and-you.com/apple-fruit.html)

<http://english-10-period-3.blogspot.co.id/2011/08/description-watermelon.html>

**IX. Learning Material**

(Enclosed)

**X. Assessment**

(Enclosed)

Jember, September 1<sup>st</sup> 2016  
The Researcher,

Husnul Hotimah

NIM.110210401004

## ASSESSMENT

### 1. Affective Assessment

The observation checklist

No.	Name of The Students	Participations				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							

The indicators of observations are:

- 1) The students memorize new vocabulary given by doing a guessing game with their group by using word cards.
- 2) The students mention new vocabulary that has been learnt.
- 3) The students classify the words given into the appropriate classifications.
- 4) The students fill in the blank of the text by choosing the correct words based on the context.

Note:

- The students were categorized as active students when they can fulfill at least three indicators.
- The students were categorized as passive students if they fulfill less than three indicators.

## LEARNING MATERIALS

### I. Set Induction

Riddles:

1. I am a fruit
2. My colour is red, but sometimes green
3. Everyone knows me as the crunchy fruit
4. I am also the grand of laptop
5. What am I?
6. What picture is it?
7. What fruit is it?

### II. Main Material

This is the example of descriptive text.

#### Apple

Apple is one of the most popular fruits. It is a delicious and crunchy fruit. Apple has many colours like green and red. You can find it in the market or any other place. It consists of phyto-nutrients and the antioxidants that can prevent several diseases. Apples are low in calories; 100 g of fresh fruit slices provide only 50 calories. They, however, contain no cholesterol because apple contains good quantities of *vitamin-C* and *beta-carotene*. Vitamin C is a powerful natural antioxidant. Further, apple fruit is a good source of B-complex vitamins such as riboflavin, thiamin, and pyridoxine (vitamin B-6). And also apple contains a small amount of minerals like potassium, phosphorus, and calcium.

(Adopted from: [www.nutrition-and-you.com/apple-fruit.html](http://www.nutrition-and-you.com/apple-fruit.html))

#### 1. Definition of descriptive text

Descriptive text is a text that describes something like place, person, animal, and etc. in detail.

## 2. Generic structure of descriptive text

a. Identification : Identifying the phenomenon to be described. Identification usually answers the following questions.

1. What is the topic of the text?
2. What is the text about?

b. Description: This part describes the part and characteristics.

## 3. Social function of descriptive text

To describe a particular person, place, or thing.

## 4. Language features of descriptive text

- a. Using Simple Present Tense. Examples: Apple is one of the most popular fruits
- b. Using action verbs. Examples : find
- c. Using noun phrase. Examples : delicious and crunchy fruit
- d. Using adverbial phrase of place. Examples : in the market
- e. Using conjunction. Examples : however
- f. Using cause effect conjunction. Examples : because

## 5. Definition of noun

Noun is a word used to describe a person, place, thing, event, idea and so on.

Examples: Agnes, Jember, table, earthquake, etc.

## 6. Definition of verbs.

Verbs are words that denote action. Examples: walk, read, write.

## 7. Definition of adverb

Adverb is a word (or group of words) that describes or adds to the meaning of verb, adjective, another adverb or a whole sentence. Examples: in the morning, truly, etc.

## 8. Definition of adjective

Adjective is a word that gives more information about noun and pronoun.

Examples: beautiful, diligent, red, etc.



## 9. Definition of word cards.

Word cards are a set of cards printed with a word on each sides of the cards, where the front side of the card printed with the second language and the back side of the card printed with the first language.

Example of word cards.

Front

Bag

Back

Tas

Set of cards shown to the students.

Front

Phyto-nutrients

Back

Tumbuhan dengan  
zat kimia alami

Front

Delicious

Back

Lezat

Front

Antioxidants

Back

Antioksidan

Front

Crunchy

Back

Renyah

Front

Consist

Back

Terdiri

Front

Prevent

Back

Mencegah

Front

Desease

Back

Penyakit

Front

Provide

Back

Menyediakan

Front

Contain

Back

Berisi

Task I

Word cards used to play guessing game with the students' friend.

Front	Back	Front	Back
Circle	Bundar	Oval	Bulat
Front	Back	Front	Back
Purple	Ungu	Straight	Lurus
Front	Back	Front	Back
Rich	Kaya	Dark	Gelap
Front	Back	Front	Back
Bright	Terang	Date	Kurma

Task II

Stick the English word in the first column which the meaning is suitable with the second column and stick the classification in the third column by using word cards given.

No	English word	Meaning	Classification
1.		Manis	
2.		Pilihan	
3.		Dengan mudah	
4.		Biji	
5.		Buah	
6.		Tumbuh	
7.		Lunak	

No	English word	Meaning	Classification
8.		Berbentuk bola	
9.		Memuaskan	
10.		Kulit	
11.		Terasa	
12.		Makan	
13.		Hijau	
14.		Pasar	
15.		Paling baik	

## Word cards

Quenching	Rinds	Eat	Grown
Tender	Spherical	Markets	Sweet
Green	Tastes	Easily	Seeds
Fruit	Choice	Excellent	
Adjective	Adjective	Adjective	Adjective
Adjective	Verb	Adverb	Verb
Noun	Noun	Noun	Noun

Verb	Adverb	Noun
------	--------	------

### Task III.

Fill in the blanks with the words you have stuck in the first column in the previous task.

#### Watermelon

A watermelon is (1)....., sweet, and (2) ..... fruit. It can be round or in any (3) ..... shape and feature thick (4) ..... that are either spotted or striped. It always (5) ..... the best in summer when they are (6) ..... and of best quality. It is an (7) ..... source of vitamin C, vitamin A, and vitamin B6. When you (8) ..... a watermelon, you have a (9) ..... to eat it with or without the thick (10) ..... rind. The inside of watermelon is sweet, crunchy, juicy, and tender. It is red-pinkish color (11) ..... show the black or white (12) ..... A watermelon is a great (13) ..... to eat for a snack or for our health. You do not have to worry though, the watermelon is in every local (14) ..... and (15) ..... in many places.

(Adopted from: <http://english-10-period-3.blogspot.co.id/2011/08/description-watermelon.html>)

#### Answer Key

### Task II.

No	English word	Meaning	Classification
1.	Sweet	Manis	Adjective
2.	Choice	Pilihan	Noun
3.	Easily	Dengan mudah	Adverb
4.	Seeds	Biji	Noun
5.	Fruit	Buah	Noun
6.	Grown	Tumbuh	Verb

No	English word	Meaning	Classification
7.	Tender	Lunak	Adjective
8.	Spherical	Berbentuk bola	Adjective
9.	Quenching	Memuaskan	Adverb
10.	Rinds	Kulit	Noun
11.	Tastes	Terasa	Verb
12.	Eat	Makan	Verb
13.	Green	Hijau	Adjective
14.	Market	Pasar	Noun
15.	Excellent	Paling baik	Adjective

## Task III.

- |              |              |             |
|--------------|--------------|-------------|
| 1. Tender    | 6. Sweet     | 11. Easily  |
| 2. Quenching | 7. Excellent | 12. Seeds   |
| 3. Spherical | 8. Eat       | 13. Fruit   |
| 4. Rinds     | 9. Choice    | 14. Markets |
| 5. Tastes    | 10. Green    | 15. Grown   |

## The Distribution of the Task Items

No.	Kinds of vocabulary	Number of items	Total number
1.	Nouns	4,9, 12, 13,14	5
2.	Verbs	5, 8,15	3
3.	Adjectives	1,3,6,7,10	5
4.	Adverbs	2,11	2

**Appendix 12**

**LESSON PLAN**

**Cycle 1 Meeting 2**

School	: Junior High School
Subject	: English
Grade / Semester	: VIII/ I
Language component	: Vocabulary (integrated with reading)
Genre	: Descriptive text
Theme	: Flower
Time allocation	: 2 x 45 minutes

**I. Standard Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

**III. Indicators**

**Cognitive**

**a. Product**

1. Identifying the meaning of words.
2. Identifying words based on the part of speech.
3. Completing the text by filling in the blank based on the appropriate words.

**b. Process**

1. Matching the English words with the meaning.
2. Classifying words based on the classification of the words.
3. Completing a reading text.

**c. Affective**

1. Showing cooperation while doing the task whether it is in pairs and group.
2. Showing enthusiasm while doing the task given.

**IV. Learning Objectives****Cognitive****a. Product**

1. Students are able to identify the meaning of words.
2. Students are able to identify words based on the part of speech.
3. Students are able to complete the text by filling in the blank based on the appropriate words.

**b. Process**

1. Students are able to match the English words with the meaning.
2. Students are able to classify words based on the classification of the words.
3. Students are able to complete a reading text.

**c. Affective**

1. Students are able to show cooperation while doing the task whether it is in pairs and group.
2. Students are able to show enthusiasm while doing the task given.

**V. Teaching Learning Strategies**

1. Approach : Contextual Teaching and Learning
2. Technique : Question and Answer, Lecturing, and Discussion

**VI. Teaching and Learning Activities**

No	Teaching activities	Learning activities	Time
I.	Set Induction		
	1. Giving riddle to the students	Answering the teacher's questions.	2'
	2. Stating the objectives	Paying attention to the teacher.	1'

No	Teaching activities	Learning activities	Time
II.	Main Activities		
	1. Showing set of word cards to the students.	Paying attention to the teacher.	
	2. Showing the front card that contains the target language. The words are taken from the example of descriptive text.	Paying attention to the teacher	
	3. Asking the students the meaning of the words.	Answering the teacher.	
	4. Showing the back of the cards that contains the translation in order to check whether their answer is true or false.	Paying attention to the teacher.	
	5. Repeating activity number 4,5,6 by using the whole set of the cards.	Doing the activity.	10'
	6. Shuffling the cards so that they are in different order.		
	7. Showing the back of the cards which have the meanings of the words.	Paying attention to the teacher.	
	8. Asking the students how to say the meaning of the words in English	Answering the teacher.	
	9. Checking the students' answer by showing them the second language of the word.	Paying attention to the teacher.	
	10. Repeating activities number 9,10,11 twice.	Doing the activity.	10'
	11. Shuffling the cards so that	Paying attention to the	



No	Teaching activities	Learning activities	Time
	they are in different order.	teacher.	
	12. Repeating activity number 4 until number 11.	Doing the activity.	10'
	13. Showing the example of descriptive text.	Paying attention to the teacher.	
	14. Asking the student to read the text	Reading the text	1'
	15. Explaining the definition, generic structure, and language features of descriptive text.	Paying attention to the teacher.	5'
	16. Explaining about nouns, verb, adjectives and adverb	Paying attention to the teacher.	10'
	17. Distributing set of word cards to the students.		
	18. Asking the students to do Task I in pairs. The students have to use word cards to play guessing words with their pairs exactly the same as what the teacher.	Doing the activity	10'
	19. Controlling the students		
	20. Asking the students to collect the word cards.	Collecting the word cards to the teacher	
	21. Asking the students about the vocabulary which had been learnt with their pairs by appointing them randomly.	Answering the teacher's question.	5'
	22. Asking the students to make groups of 7 or 8 to do Task II.		

No	Teaching activities	Learning activities	Time
	23. Distributing a set of cards that contains of English words to each group.		
	24. Distributing big sheets which contain a table to each group.		
	25. Asking the students to stick the English word in the first column which has the appropriate meaning to the second column.	Doing the tasks.	5'
	26. Asking the students to classify the words based on the appropriate classification by sticking the cards to the third column.	Doing the task.	10'
	27. Asking the students to stick their task at the white board	Doing the task	
	28. Discussing Task II together.	Discussing the task.	10'
	29. Asking the students to do Task III.	Paying attention	
	30. Distributing a reading text to each group.		
	31. Asking the students to fill in the blank by using the words from the previous task.	Doing the task.	10'
	32. Asking the students to collect their answer and swapped with the other group	Collecting their task	
	33. Discussing Task III together.	Discussing the task	10'

No	Teaching activities	Learning activities	Time
III.	Closure		
	1. Reviewing some difficult vocabularies	Answering the teacher's questions	5'
	2. Guiding the students to draw conclusion.	Drawing conclusion	2'
	3. Giving the conclusion.	Listening to the teacher	1'

### VII. Media and Sources:

#### Media:

Word cards, papers, glue, marker.

#### Source:

<http://www.theflowerexpert.com/content/giftflowers/flowersandfragrances/jasmine>

<http://igentry.blogspot.co.id/2009/05/interesting-facts-about-jasmine.html>

[http://www.softschool.com/facts/plants/lily\\_facts/5558/](http://www.softschool.com/facts/plants/lily_facts/5558/)

### VIII. Learning Material

(Enclosed)

### IX. Assessment

(Enclosed)

Jember, September 1<sup>st</sup> 2016

The Researcher,

Husnul Hotimah

NIM.110210401004

## ASSESSMENT

### 1. Affective Assessment

The observation checklist

No.	Name of The Students	Participations				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							

The indicators of observations are:

- 1) The students memorize new vocabulary given by doing a guessing game with their group by using word cards.
- 2) The students mention new vocabulary that has been learnt.
- 3) The students classify the words given into the appropriate classifications.
- 4) The students fill in the blank of the text by choosing the correct words based on the context.

Note:

- The students are categorized as active students when they can fulfill at least three indicators.
- The students are categorized as passive students if they fulfill less than three indicators.

## LEARNING MATERIAL

### I. Set Induction

Riddles:

1. I am a flower.
2. I am white.
3. I am fragrant.
4. I am small.
5. People usually use me as a perfume.

What am I?

What picture is it?

### II. Main material

#### Jasmine

Jasmine is a very popular flower around the world, especially in tropics area, because of its unique fragrance. Everyone loves it. Its flowers are white in most species, with some species being yellow flowered. It often has five or six lobes, strongly and sweetly scented. It releases its fragrance at night after the sun has set. In China, Jasmine is used as a symbol of feminine sweetness and beauty. Jasmine and the essential oil extracted from the flower are being used extensively in cosmetics and perfumery. Jasmine plants should be given much water during summer and should be provided with full sunlight up to at least four hour a day.

(Adapted from:

<http://www.theflowerexpert.com/content/giftflowers/flowersandfragrances/jasmine>, <http://igentry.blogspot.co.id/2009/05/interesting-facts-about-jasmine.html>)

Set of cards shown to the students.

Front	Back	Front	Back
Fragrance	Bau wangi	Lobe	Lekukan

Front	Back	Front	Back
Scented	Memberi wewangian	Release	Mengeluarkan

Front	Back	Front	Back
Summer	Musim panas	Plant	Tanaman

Front	Back	Front	Back
Leaf	Daun	Branch	Cabang

Front	Back
Stem	Batang

## Task I

Word cards used to play guessing game with the students' friend.

Front	Back	Front	Back
Stem	Batang	Fragrance	Bau wangi

Front	Back	Front	Back
Rose	Mawar	Watering	Menyiram

Front	Back	Front	Back
Plant	Tanaman	Provide	Menyediakan

Front	Back	Front	Back
Interesting	Menarik	Weak	Lemah
Front	Back		
Oil	Minyak		

### Task II

Stick the English word in the first column which the meaning is suitable with the second column and stick the classification in the third column by using word cards given.

No	English word	Meaning	Classification
1.		Digunakan	
2.		Indah	
3.		Gunung	
4.		Bunga	
5.		Ditemukan	
6.		Mempunyai	
7.		Kemurnian	
8.		Serangga	
9.		Tumbuh	
10.		Symbol	
11.		Biasanya	
12.		Jenis	
13.		Kuning	
14.		Enak	
15.		Tergantung	

## Word cards

Found	Beautiful	Purity	Insect
Flowering	Used	Mountains	Has
Tasteful	Usually	Depends on	Yellow
Species	Grow	Symbol	
Noun	Noun	Noun	Noun
Noun	Noun	Verb	Verb
Verb	Verb	Verb	Adverb
Adjective	Adjective	Adjective	



## Task III

Fill in the blanks with the words you have stuck in the first column in the previous task.

## A Lily

A lily is a (1) .....plant that belongs to the family liliaceae. There are hundreds of lilies that can be (2) ..... mostly in the northern hemisphere (Europe, Asia and North America). Most (3) .....grow in temperate and tropical areas. Lily (4) ..... inhabits forest, grasslands, marshes, and (5) ..... It is mainly (6) ..... in decorative purposes. A white lily is a (7) ..... of good luck in Japan. Size of a lily (8) ..... .. the species. It can (9) ..... from 2 to 6 feet in height. A lily has (10)....., large flower that can be white, (11) ..... orange, red, or pink in color. Each color of the lily (12) ..... certain meaning. White lily symbolizes (13) ....., while tiger lily symbolizes majesty and wealth. A lily attacks (14) ..... with its large colorful flowers and (15) ..... nectar. Some species of lilies can be used as food.

(Adopted: [http://www.softschool.com/facts/plants/lily\\_facts/5558/](http://www.softschool.com/facts/plants/lily_facts/5558/))

## ANSWER KEY

## Task II.

No	English word	Meaning	Classification
1.	Used	Digunakan	Verb
2.	Beautiful	Indah	Adjective
3.	Mountains	Gunung	Noun
4.	Flowering	Bunga	Noun
5.	Found	Ditemukan	Verb
6.	Has	Mempunyai	Verb
7.	Purity	Kemurnian	Noun
8.	Insect	Serangga	Noun
9.	Grow	Tumbuh	Verb
10.	Symbol	Simbol	Noun
11.	Usually	Biasanya	Adverb

No	English word	Meaning	Classification
12.	Species	Jenis	Noun
13.	Yellow	Kuning	Adjective
14.	Tasteful	Enak	Adjective
15.	Depends on	Tergantung	Verb

## Task III

- |              |               |              |
|--------------|---------------|--------------|
| 1. Flowering | 6. Used       | 11. Yellow   |
| 2. Found     | 7. Symbol     | 12. Has      |
| 3. Species   | 8. Depends on | 13. Purity   |
| 4. Usually   | 9. Grow       | 14. Insect   |
| 5. Mountains | 10. Beautiful | 15. Tasteful |

**The Distribution of the Task Items**

No.	Kinds of vocabulary	Number of items	Total number
1.	Nouns	1, 3, 5, 7, 13,14	6
2.	Verbs	2, 6, 8, 9, 12	5
3.	Adjectives	10, 11, 15	3
4.	Adverbs	4	1

**Appendix 13**

**POST TEST CYCLE 1**

**Subject : English**

**Class : VIII-F**

**Time : 60 Minutes**

**Instructions : Choose the correct answer by marking A,B,C or D on your answer sheet.**

---

---

Answer these questions correctly.

1. Consuming fruit is good to keep our body healthy.

The antonym of the underlined word is ....

- a. Sick
- b. Ugly
- c. Big
- d. Bad

2. An apple has many colours like green and red. Based on the word classification, green and red are included into:

- a. Nouns
- b. Adverbs
- c. Adjectives
- d. Verbs

3. Apple is a ..... and crunchy fruit.

- a. Bitter
- b. Hard
- c. Rich
- d. Delicious

4. The red-pinkish color of watermelon ..... show the black or the white seeds.

- a. Difficult
- b. Easily
- c. Slowly
- d. Lazily

5. What is the antonym of “dark”?

- a. Bright
- b. Glad
- c. High
- d. Young

6. You can find apples in the ....

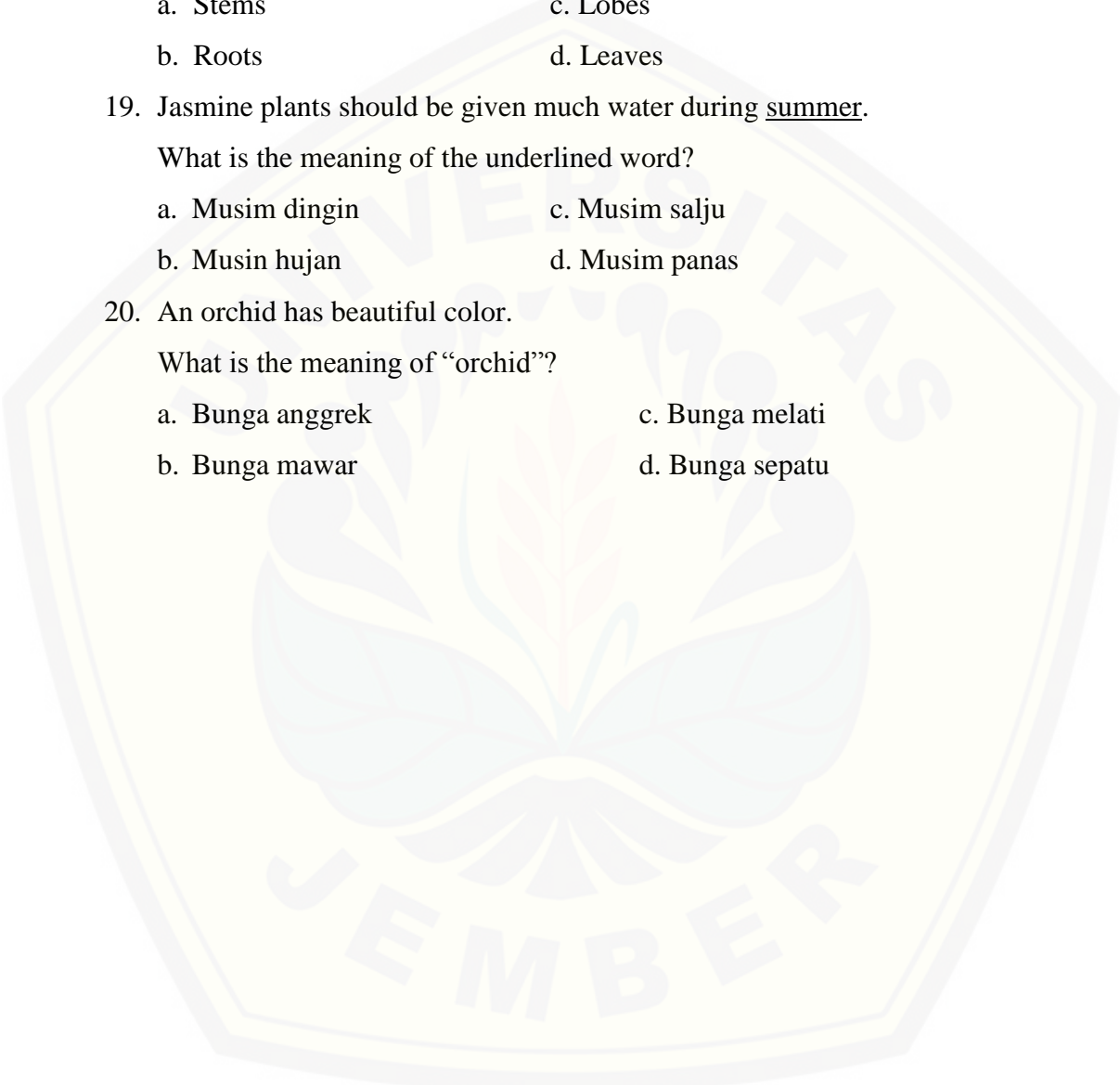
- a. Police station
- b. Bookstore
- c. Market
- d. Post office

7. What is the antonym of “sweet”?

- a. Important
- b. False
- c. Late
- d. Bitter

8. Watermelon is easily ..... in many places.

- a. Borrowed  
b. Cooked
- c. Grown  
d. Climbed
9. Consuming fruits is good for our health because they can ..... us from several diseases.
- a. Entertain  
b. Prevent
- c. Advice  
d. Invite
10. What is the meaning of “quenching”?
- a. Membosankan  
b. Merepotkan
- c. Memuaskan  
d. Memelihara
11. The word “rich” is categorized as an .....
- a. Adjective  
b. Noun
- c. Verb  
d. Adverb
12. The word “health” is categorized as a .....
- a. Verb  
b. Adjective
- c. Noun  
d. Adverb
13. The date plant is about 5 meters in height.  
What is the meaning of the underlined word?
- a. Tanggal.  
b. Kurma
- c. Kacang  
d. Nanas
14. Lily is a beautiful flower.  
The antonym of the underlined word is .....
- a. Ugly  
b. Pretty
- c. Big  
d. Small
15. An apple ..... you about 50 calories.
- a. Needs  
b. Makes
- c. Forbids  
d. Provides
16. What is the meaning of the word “tender”?
- a. Keras  
b. Lunak
- c. Hambar  
d. Manis

17. Jasmine has a unique .....
- a. Fragrance
  - b. Type
  - c. Color
  - d. Appearance
18. Jasmine often has five or six .....
- a. Stems
  - b. Roots
  - c. Lobes
  - d. Leaves
19. Jasmine plants should be given much water during summer.  
What is the meaning of the underlined word?
- a. Musim dingin
  - b. Musin hujan
  - c. Musim salju
  - d. Musim panas
20. An orchid has beautiful color.  
What is the meaning of “orchid”?
- a. Bunga anggrek
  - b. Bunga mawar
  - c. Bunga melati
  - d. Bunga sepatu
- 

**ANSWER KEY****POST TEST CYCLE 1**

- |       |       |
|-------|-------|
| 1. A  | 11. A |
| 2. C  | 12. C |
| 3. D  | 13. B |
| 4. B  | 14. A |
| 5. A  | 15. D |
| 6. C  | 16. B |
| 7. D  | 17. A |
| 8. C  | 18. C |
| 9. B  | 19. D |
| 10. C | 20. A |

**The Distribution of the Test Items**

No.	Kinds of vocabulary	Number of items	Total number
1.	Adjectives	1,2,3,5,7,11,14,16	8
2.	Adverbs	4,6,10,19	4
3.	Nouns	12,13,17,18,20	5
4.	Verbs	8,9,15	3

Appendix 14

The Students' Lowest and Highest Score in Vocabulary Test of Cycle I

Post test I

Multiple choice answer sheet

Name	: DAVID Bintang Suci Ramadhan	40
Class	: VIII F	
Absent	: 10	
Instruction	: mark only one answer to each question. Use pencil to mark your answer. Be sure to fill in completely the space for intended answer choice. If you erase, do so completely. Make no stray marks.	

- |  |  |
|--|--|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E  | 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E |
| 2. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 12. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E  | 13. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E  | 14. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 5. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 15. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 6. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 16. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 7. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 17. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E  | 18. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E  | 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E |
| 10. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E |

Post test I

Multiple choice answer sheet

Name	: MELLY AGUSTIN	85
Class	: VIII F	
Absent	: 22	
Instruction	: mark only one answer to each question. Use pencil to mark your answer. Be sure to fill in completely the space for intended answer choice. If you erase, do so completely. Make no stray marks.	

- |  |  |
|--|--|
| 1. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 11. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 2. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 12. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E  | 13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E |
| 4. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 14. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 5. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E |
| 6. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 16. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E  | 17. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 8. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 18. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 9. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E  | 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E |
| 10. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 20. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |

**Appendix 15**

**LESSON PLAN**  
**Cycle II Meeting 1**

School	: Junior High School
Subject	: English
Grade / Semester	: VIII/ I
Language component	: Vocabulary (integrated with reading)
Genre	: Descriptive text
Theme	: Animal
Time allocation	: 2 x 45 minutes

**I. Standard Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

**III. Indicators**

**Cognitive**

**a. Product**

1. Identifying the meaning of words.
2. Identifying words based on the part of speech.
3. Completing the text by filling in the blank based on the appropriate words.

**b. Process**

1. Matching the English words with the meaning.
2. Classifying words based on the classification of the words.
3. Completing a reading text.



**c. Affective**

1. Showing cooperation while doing the task whether it is in pairs and group.
2. Showing enthusiasm while doing the task given.

**IV. Learning Objectives****Cognitive****a. Product**

1. Students are able to identify the meaning of words.
2. Students are able to identify words based on the part of speech.
3. Students are able to complete the text by filling in the blank based on the appropriate words.

**b. Cognitive**

1. Students are able to match the English words with the meaning.
2. Students are able to classify words based on the classification of the words.
3. Students are able to complete a reading text.

**c. Affective**

1. Students are able to show cooperation while doing the task whether it is in pairs and group.
2. Students are able to show enthusiasm while doing the task given.

**V. Teaching Learning Strategies**

1. Approach : Contextual Teaching and Learning
2. Technique : Question and Answer, Lecturing, and Discussion.

**VI. Teaching and Learning Activities**

No	Teaching activities	Learning activities	Time
I.	Set Induction		
	1. Giving some leading questions related to the topic	Answering the teacher's questions.	2'
	2. Stating the objectives	Paying attention to the teacher.	1'

No	Teaching activities	Learning activities	Time
II.	Main Activities		
	1. Showing set of word cards to the students.	Paying attention to the teacher.	
	2. Showing the front card that contains the target language. The words are taken from the example of descriptive text.	Paying attention to the teacher	
	3. Asking the students the meaning of the words.	Answering the teacher.	
	4. Showing the back of the cards that contains the translation in order to check whether their answer is true or false.	Paying attention to the teacher.	
	5. Repeating activity number 4,5,6 by using the whole set of the cards.	Doing the activity.	10'
	6. Shuffling the cards so that they are in different order.		
	7. Showing back of the cards which have the meanings of the words.	Paying attention to the teacher	
	8. Asking the students how to say the meaning of the words in English	Answering the teacher.	
	9. Checking the students' answer by showing them the second language of the word.	Paying attention to the teacher.	
	10. Repeating activities number 9,10,11 twice.	Doing the activity.	10'
	11. Shuffling the cards so that	Paying attention to the	

No	Teaching activities	Learning activities	Time
	they are in different order.	teacher.	
	12. Repeating activity number 4 until number 11.	Doing the activity	10'
	13. Showing the example of descriptive text.	Paying attention to the teacher	
	14. Asking the student to read the text	Reading the text	1'
	15. Explaining the definition, generic structure, and language features of descriptive text.	Paying attention to the teacher	5'
	16. Explaining about nouns, verb, adjectives and adverb	Paying attention to the teacher	10'
	17. Distributing set of word cards to the students.		
	18. Asking the students to do Task I in pairs. The students have to use word cards to play guessing words with their pairs exactly the same as what the teacher did.	Doing the task	10'
	19. Controlling the students		
	20. Asking the students to collect the word cards.	Collecting the word cards	
	21. Asking the students about the vocabulary which had been learnt with their pairs by appointing them randomly.	Answering the teacher's question.	5'
	22. Asking the students to make groups of 7 or 8 to do Task II.	Paying attention	

No	Teaching activities	Learning activities	Time
	23. Distributing a set of cards that contains of English words to each group.		
	24. Distributing big sheets which contain a table to each group.		
	25. Asking the students to stick the English word in the first column which has the appropriate meaning to the second column.	Doing the task	5'
	26. Asking the students to classify the words based on the appropriate classification by sticking the cards to the third column.	Doing the task	10'
	27. Asking the students to stick their task at the white board	Doing the task	
	28. Discussing Task II together.	Discussing the task together	10'
	29. Asking the students to do Task III.	Paying attention	
	30. Distributing a reading text to each group.		
	31. Asking the students to fill in the blank by using the words from the previous task.	Doing the task	10'
	32. Asking the students to collect their answer and swapped with the other group	Collecting the task	
	33. Discussing task III together.	Discussing the task	10'

No	Teaching activities	Learning activities	Time
III.	Closure		
	1. Reviewing some difficult vocabularies	Answering the teacher's questions	5'
	2. Guiding the students to draw conclusion.	Drawing conclusion	2'
	3. Giving the conclusion.	Listening to the teacher	1'

### VII. Media and Sources:

#### Media:

Word cards, papers, glue, marker.

#### Source:

<https://kidskonnnect.com/animals/ant/>

<http://easyscienceforkids.com/all-about-ants/>

<http://www.sciencekids.co.nz/sciencefacts/animals/elephant.html>

### VIII. Learning Material

(Enclosed)

### IX. Assessment

(Enclosed)

Jember, October 4<sup>th</sup> 2016

The Researcher,

Husnul Hotimah

NIM. 110210401004

## ASSESSMENT

### 1. Affective Assessment

The observation checklist

No.	Name Of The Students	Participations				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							

The indicators of observations are:

- 1) The students memorize new vocabulary given by doing a guessing game with their group by using word cards.
- 2) The students mention new vocabulary that has been learnt.
- 3) The students classify the words given into the appropriate classifications.
- 4) The students fill in the blank of the text given.

Note:

- The students were categorized as active students when they can fulfill at least three indicators.
- The students were categorized as passive students if they fulfill less than three indicators.

## LEARNING MATERIAL

### I. Set Induction

Riddle:

1. I am an animal.
2. I am very small.
3. I like sweet. You can find me in your food or drink.
4. I can sting you.
5. What am I?
6. What picture is it?

### II. Main Material

#### Ant

The ant's body is made up of three parts- the head, trunk and metasoma or rear. Each ant has six legs that are attached to the trunk. Ant also has antennae, it is used to hear, taste, touch and smell. Ant uses their antennae to touch one another, which is the way they communicate. Ant does not have lungs so they breathe through tiny holes all over their body. Ant can carry 20 times their own body weight. That is like you lifting a car! He brings leaves, crumbs and dead insects back to the colony to eat. Red fire ant has a painful sting. An ant colony has several tunnels and rooms. When a queen ant dies, the whole colony usually dies within a few months.

(Adapted from :<https://kidskonnnect.com/animals/ant> and <http://easyscienceforkids.com/all-about-ants/>)

Set of cards shown to the students.

Front	Back	Front	Back
Made up	Terdiri dari	Trunk	belalai

Front	Back	Front	Back
Rear	Bagian belakang	Leg	Kaki
Front	Back	Front	Back
Attached	Melekat	Antennae	Kumis
Front	Back	Front	Back
Hear	Mendengar	Taste	Merasakan
Front	Back	Front	Back
Touch	Menyentuh	Smell	Mencium
Front	Back	Front	Back
Communicate	Berkomunikasi	Lungs	Paru-paru
Front	Back	Front	Back
Breath	Bernafas	Tiny	Kecil
Front	Back	Front	Back
Hole	Lubang	Carry	Membawa
Front	Back	Front	Back
Weight	Berat	Lifting	Mengangkat
Front	Back	Front	Back
Crumbs	Sampah	Colony	Kelompok



Front	Back	Front	Back
Sting	Menyengat	Tunnels	Terowongan
Front	Back	Front	Back
Few	Beberapa	Queen	Ratu

## Task I

Word cards used to play guessing game with the students' friend.

Front	Back	Front	Back
Wild	Buas	Tame	Jinak
Front	Back	Front	Back
Lifting	Mengangkat	Tiny	Kecil
Front	Back	Front	Back
Breath	Bernafas	Sting	Menyengat
Front	Back	Front	Back
Sharp	Tajam	Hole	Lubang
Front	Back	Front	Back
Crumbs	Sampah	Weight	Berat

## Task II

Stick the English word in the first column which meaning is suitable with the second column and stick the classification in the third column by using word cards given.

No	English word	Meaning	Classification
1.		Hamil	
2.		Tipis	
3.		Gading	
4.		Daun-daun	
5.		Unik	
6.		Di bumi	
7.		Makanan	
8.		Lebar	
9.		Dinamakan	
10.		Menghabiskan	
11.		Belalai	
12.		Tipe	
13.		Menggunakan	
14.		Biasanya	
15.		Menggali	

## Word cards

Called	Large	Leaves	Tusks
Use	Types	Trunk	In the world
Pregnant	Unique	Dig	Spend

Commonly	Food	Thin	
Noun	Noun	Noun	Noun
Noun	Verb	Adverb	Adverb
Adjective	Adjective	Adjective	Adjective
Verb	Verb	Verb	

### Task III.

Fill in the blanks with the words you have stuck in the first column in the previous task.

#### Elephant

Elephant is a ..... (1) animal that live in parts of Africa and Asia. There are two ..... (2) of elephant, the Asian elephant and the African elephant. Elephant is the largest land-living mammal ..... (3). Both female and male African elephant have ..... (4) but only the male Asian elephant has a tusk. It ..... (5) its tusks for digging and finding ..... (6).

Female elephant is .....(7) cow. It starts to have claws when it is about 12 years old and it is ..... (8) for 22 months. An elephant can use its tusks to ..... (9) for ground water. An adult elephant ..... (10) needs to drink around 210 liters of water a day. Elephant has .....(11) and .....(12) ears. An elephant's ..... (13) can grow about 2 meters long and can weigh up to 140 kg. Elephant is herbivore and can ..... (14) up to 16 tons hours collecting ..... (15) twigs, bamboo and roots.

(Adapted From: <http://www.sciencekids.co.nz/sciencefacts/animals/elephant.html>)

**ANSWER KEY**

## Task II

No	English word	Meaning	Classification
1.	Pregnant	Hamil	Adjective
2.	Thin	Tipis	Adjective
3.	In the world	Di bumi	Adverb
4.	Leaves	Daun-daun	Noun
5.	Unique	Unik	Adjective
6.	In the world	Di bumi	Adverb
7.	Food	Makanan	Noun
8.	Large	Lebar	Adjective
9.	Called	Dinamakan	Verb
10.	Spend	Menghabiskan	Verb
11.	Trunk	Belalai	Noun
12.	Types	Tipe	Noun
13.	Use	Menggunakan	Verb
14.	Commonly	Biasanya	Adverb
15.	Dig	Menggali	Verb

## Task III

- |                 |              |            |
|-----------------|--------------|------------|
| 1. Unique       | 6. Food      | 11. Large  |
| 2. Types        | 7. Called    | 12. Thin   |
| 3. In the world | 8. Pregnant  | 13. Trunk  |
| 4. Tusks        | 9. Dig       | 14. Spend  |
| 5. Use          | 10. Commonly | 15. Leaves |

**The Distribution of the Task Items**

No.	Kinds of vocabulary	Number of items	Total number
1.	Nouns	2,4,6,13,15,	5
2.	Verbs	5,7,9,14	4
3.	Adjectives	1,8,11,12	4
4.	Adverbs	3,10	2

**Appendix 16**

**LESSON PLAN**  
**Cycle II Meeting 2**

School	: Junior High School
Subject	: English
Grade / Semester	: VIII/ 2
Language component	: Vocabulary (integrated with reading)
Genre	: Descriptive text
Theme	: Vegetables
Time allocation	: 2 x 45 minutes

**I. Standard Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

**III. Indicators**

**Cognitive**

**a. Product**

1. Identifying the meaning of words.
2. Identifying words based on the part of speech.
3. Completing the text by filling in the blank based on the appropriate words.

**b. Process**

1. Matching the English words with the meaning.
2. Classifying words based on the classification of the words.
3. Completing a reading text.

**c. Affective**

1. Showing cooperation while doing the task whether it is in pairs and group.
2. Showing enthusiasm while doing the task given.

**IV. Learning Objectives****Cognitive****a. Product**

1. Students are able to identify the meaning of words.
2. Students are able to identify words based on the part of speech.
3. Students are able to complete the text by filling in the blank based on the appropriate words.

**b. Process**

1. Students are able to match the English words with the meaning.
2. Students are able to classify words based on the classification of the words.
3. Students are able to complete a reading text.

**c. Affective**

1. Students are able to show cooperation while doing the task whether it is in pairs and group.
2. Students are able to show enthusiasm while doing the task given.

**V. Teaching Learning Strategies**

1. Approach : Contextual Teaching and Learning
2. Technique : Question and Answer, Lecturing, and Discussion.

**VI. Teaching and Learning Activities**

No	Teaching activities	Learning activities	Time
I.	Set Induction		
	1. Giving some leading questions related to the topic.	Answering the teacher's questions.	2'
	2. Stating the objectives	Paying attention to the teacher.	1'

No	Teaching activities	Learning activities	Time
II.	<p>Main Activities</p> <ol style="list-style-type: none"> <li>1. Showing set of word cards to the students.</li> <li>2. Showing the front card that contains the target language. The words are taken from the example of descriptive text.</li> <li>3. Asking the students the meaning of the words.</li> <li>4. Showing the back of the cards that contains the translation in order to check whether their answer is true or false.</li> <li>5. Repeating activity number 4,5,6 by using the whole set of the cards.</li> <li>6. Shuffling the cards so that they are in different order.</li> <li>7. Showing back of the cards which have the meanings of the words.</li> <li>8. Asking the students how to say the meaning of the words in English</li> <li>9. Checking the students' answer by showing them the second language of the word.</li> <li>10. Repeating activities number 9,10,11 twice.</li> <li>11. Shuffling the cards so that</li> </ol>	<p>Paying attention to the teacher.</p> <p>Paying attention to the teacher.</p> <p>Answering the teacher..</p> <p>Paying attention to the teacher.</p> <p>Doing the activity.</p> <p>Paying attention to the teacher.</p> <p>Answering the teacher.</p> <p>Paying attention to the teacher.</p> <p>Doing the activity</p> <p>Paying attention to the</p>	<p>10'</p> <p>10'</p>

No	Teaching activities	Learning activities	Time
	they are in different order.	teacher.	
	12. Repeating activity number 4 until number 11.	Doing the activity	10'
	13. Showing the example of descriptive text.	Paying attention to the teacher.	
	14. Asking the student to read the text	Reading the text.	1'
	15. Explaining the definition, generic structure, and language features of descriptive text.	Paying attention to the teacher.	5'
	16. Explaining about nouns, verb, adjectives and adverb	Paying attention to the teacher.	10'
	17. Distributing set of word cards to the students.		
	18. Asking the students to do task I in pairs. The students have to use word cards to play guessing words with their pairs exactly the same as what the teacher did.	Doing the activity	10'
	19. Controlling the students		
	20. Asking the students to collect the word cards.	Collecting the word cards	
	21. Asking the students about the vocabulary which had been learnt with their pairs by appointing them randomly.	Answering the teacher's question	5'
	22. Asking the students to make groups of 7 or 8 to do Task II.	Paying attention	



No	Teaching activities	Learning activities	Time
	23. Distributing a set of cards that contains of English words to each group.		
	24. Distributing big sheets which contain a table to each group.		
	25. Asking the students to stick the English word in the first column which has the appropriate meaning to the second column.	Doing the task	5'
	26. Asking the students to classify the words based on the appropriate classification by sticking the cards to the third column.	Doing the task	10'
	27. Asking the students to stick their task at the white board	Doing the task	
	28. Discussing Task II together.	Discussing the task	10'
	29. Asking the students to do Task III.	Paying attention	
	30. Distributing a reading text to each group.		
	31. Asking the students to fill in the blank by using the words from the previous task.	Doing the task.	10'
	32. Asking the students to collect their answer and swapped with the other group	Collecting their task	
	33. Discussing Task III together.	Discussing the task	10'

No	Teaching activities	Learning activities	Time
III.	Closure		
	1. Reviewing some difficult vocabularies	Answering the teacher's questions	5'
	2. Guiding the students to draw conclusion.	Drawing conclusion	2'
	3. Giving the conclusion.	Listening to the teacher	1'

### VII. Media and Sources:

#### Media:

Word cards, papers, glue, marker.

#### Source:

[www.sciencekinds.co.nz/sciencefacts/food/carrots.html](http://www.sciencekinds.co.nz/sciencefacts/food/carrots.html)

[www.freshforkids.com.au/veg\\_pages/carrot/carrot.html](http://www.freshforkids.com.au/veg_pages/carrot/carrot.html)

[www.softschools.com/facts/plants/spinach\\_facts/645/](http://www.softschools.com/facts/plants/spinach_facts/645/)

[www.bbcgoodfood.com/howto/guide/ingredient-focus-spinach](http://www.bbcgoodfood.com/howto/guide/ingredient-focus-spinach)

### VIII. Learning Material

(Enclosed)

### IX. Assessment

(Enclosed)

Jember, October 4<sup>th</sup> 2016

The Researcher,

Husnul Hotimah

NIM. 110210401004

## ASSESSMENT

### 1. Affective Assessment

The observation checklist

No.	Name Of The Students	Participations				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							

The indicators of observations are:

- 1) The students memorize new vocabulary given by doing a guessing game with their group by using word cards.
- 2) The students mention new vocabulary that has been learnt.
- 3) The students classify the words given into the appropriate classifications.
- 4) The students fill in the blank of the text given.

Note:

- The students were categorized as active students when they can fulfill at least three indicators.
- The students were categorized as passive students if they fulfill less than three indicators.

## LEARNING MATERIALS

### I. Set Induction

Riddles:

1. I am a vegetable
2. I am not long enough
3. I have an orange color
4. I am full of vitamin A
5. Usually I exist in a soup

What am I?

What is it?

### II. Main Materials

Example of descriptive text.

#### Carrot

Carrot is a root vegetable with the most commonly eaten part is the taproot. It is usually orange in color although purple, red, white, and yellow varieties also exist. It is cooked and eaten in various different ways. This vegetable often pulped, mashed, boiled, pureed, grated, fried, steamed, stewed, baked, juice or eaten raw. The human body turns beta-carotene into vitamin A and carrot is one of the best sources for beta-carotene. Vitamin A is important for the health of our vision as well as our bones, teeth and skin. Carrot is sweetly delicious whether it is old or young because it has some natural sugars, but younger carrot has folate, one of the B vitamins which may help prevent birth defects in babies.

(Adapted from :[www.sciencekinds.co.nz/sciencefacts/food/carrots.html](http://www.sciencekinds.co.nz/sciencefacts/food/carrots.html)

[www.freshforkids.com.au/veg\\_pages/carrot/carrot.html](http://www.freshforkids.com.au/veg_pages/carrot/carrot.html))

Set of cards shown to the students.

Front	Back	Front	Back
Root	Akar	Commonly	Biasanya
Front	Back	Front	Back
Taproot	Akar panjang	Exist	Ada
Front	Back	Front	Back
Pulped	Dijadikan bubur	Mashed	Dilembutkan
Front	Back	Front	Back
Boiled	Didihkan	Pureed	Sup yang kental
Front	Back	Front	Back
Grated	Diparut	Fried	Digoreng
Front	Back	Front	Back
Steamed	Dikukus	Stewed	Direbus
Front	Back	Front	Back
Baked	Dibakar	Turn	Merubah
Front	Back	Front	Back
Important	Penting	Bones	Tulang

Front	Back	Front	Back
Teeth	Gigi	Skin	Kulit

Front	Back
Defect	Cacat

## Task I

Word cards used to play guessing game with the students' friend.

Front	Back	Front	Back
Pulped	Dijadikan bubur	Mashed	Dilembutkan

Front	Back	Front	Back
Boiled	Didihkan	Pureed	Sup yang kental

Front	Back	Front	Back
Grated	Diparut	Fried	Digoreng

Front	Back	Front	Back
Steamed	Dikukus	Stewed	Direbus

Front	Back
Baked	Dibakar

## Task II

Stick the English word in the first column which meaning is suitable with the second column and stick the classification in the third column by using word cards given.

No	English word	Meaning	Classification
1.		Dikonsumsi	
2.		Sel	
3.		Mineral	
4.		Dapat dimakan	
5.		Oksigen	
6.		Dengan mudah	
7.		Sayuran –sayuran	
8.		Lunak	
9.		Memelihara	
10.		Secara berurutan	
11.		Kalsium	
12.		Sangat baik	
13.		Mencapai	
14.		Kaya	
15.		Berperan	

## Word cards

Plays	Easily	Edible	Excellent
Alternately	Vegetables	Flexible	Rich
Maintaining	Oxygen	Cells	Reach

Consumed	Minerals	Calcium	
Adjective	Adjective	Adjective	Adjective
Verb	Verb	Verb	Verb
Noun	Noun	Noun	Noun
Noun	Adverb	Adverb	

### Task III

Fill in the blanks with the words you have stuck in the first column in the previous task.

#### Spinach

Spinach has thin, ..... (1) stem that can .....(2) 12 inches in height. Its leaves are ..... (3) part of spinach. They are oval in shape and ..... (4) arranged on the stem. Spinach is ..... (5) source of vitamin A, K, E, C and vitamin of the B group. Vitamin K is important for ..... (6) bone health and it is difficult to find ..... (7) richer in vitamin than spinach. It is also ..... (8) source of manganese, magnesium, .....(9) and iron. Iron ..... (10) a central role in the function of red blood ..... (11) which help in transporting ..... (12) around the body, energy production and DNA synthesis. It can be ..... (13) raw (in the form of salad) or boiled. It should be consumed while it is still fresh because it ..... (14) loses vitamins and ..... (15) and becomes limp after few days.

(Adapted from: [www.softschools.com/facts/plants/spinach\\_facts/645/](http://www.softschools.com/facts/plants/spinach_facts/645/)  
[www.bbcgoodfood.com/howto/guide/ingredient-focus-spinach](http://www.bbcgoodfood.com/howto/guide/ingredient-focus-spinach))



**ANSWER KEY****Task II**

No	English word	Meaning	Classification
1.	Consumed	Dikonsumsi	Verb
2.	cells	Sel-sel	Noun
3.	minerals	Mineral-mineral	Noun
4.	Edible	Dapat dimakan	Adjective
5.	Oxygen	Oksigen	Noun
6.	Easily	Dengan mudah	Adverb
7.	Vegetables	Sayuran –sayuran	Noun
8.	Flexible	Lunak	Adjective
9.	Maintaining	Memelihara	Noun
10.	Alternately	Secara berurutan	Adverb
11.	Calcium	Kalsium	Noun
12.	Excellent	Sangat baik	Adjective
13.	Reach	Mencapai	Verb
14.	Rich	Kaya	Adjective
15.	plays	Berperan	Verb

**Task III**

- |                |                |              |
|----------------|----------------|--------------|
| 1. Flexible    | 6. Maintaining | 11. Cells    |
| 2. Reach       | 7. Vegetables  | 12. Oxygen   |
| 3. Edible      | 8. Rich        | 13. Consumed |
| 4. Alternately | 9. Calcium     | 14. Easily   |
| 5. Excellent   | 10. Plays      | 15. Minerals |

**The Distribution of the Task Items**

No.	Kinds of vocabulary	Number of items	Total number
1.	Nouns	6,7,9,11,12,15	6
2.	Verbs	2,10,13	3
3.	Adjectives	1,3,5,8	4
4.	Adverbs	4,14	2

**Appendix 17**

**POST TEST CYCLE II**

**Subject : English**  
**Class : VIII-F**  
**Time : 60 Minutes**  
**Instructions : Choose the correct answer by marking A,B,C or D on your answer sheet.**

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Answer these questions correctly.

1. An elephant's trunk can grow to be about 2 meters long. What is the meaning of trunk?
  - a. Batang
  - b. Belalai
  - c. Tanduk
  - d. Ekor
2. They use their tusks for digging and finding food. The meaning of the underline word is...
  - a. Melubangi
  - b. Mencari
  - c. Menggali
  - d. Menemukan
3. Red ants have a painful .....
  - a. Actions
  - b. Stings
  - c. Hit
  - d. Smell
4. Ants can ..... 20 times their own body weight.
  - a. Stop
  - b. Enjoy
  - c. Teach
  - d. Carry
5. Spinach alternately arranged on the stem. The word "alternately" is categorized as a/an...
  - a. Verb
  - b. Adjective
  - c. Adverb
  - d. Noun
6. Both female and male African elephants have tusks but only the male Asian elephants have tusks. What does the underline word mean?
  - a. Sirip
  - b. Insang
  - c. Belalai
  - d. Gading

7. Elephants have ..... and ..... ears.
- a. Narrow and thin                      c. Large and thin  
b. Large and thick                      d. Narrow and thick
8. Spinach should be consumed while it is still fresh. The word “consumed” is categorized as a/an....
- a. Adverb                                      c. Verb  
b. Adjective                                      d. Noun
9. Vitamin A is important for our health.  
What is the anonym of “important”?
- a. Difficult                                      c. Impatient  
b. Impolite                                      d. Unimportant
10. Vitamin B in a carrot may help prevent birth defects in babies.  
What is the meaning of the underline word?
- a. Cacat    c. Pecah  
b. Patah    d. Runtuh
11. Carrot contains of vitamin A which is good for our bones.  
What is the meaning of the underline word?
- a. Kuku    c. Kulit  
b. Tempurung                                      d. Tulang
12. Spinach has thin, flexible stem that can reach 12 inches in height.  
What is the antonym of “thin”?
- a. Big    c. Small  
b. Thick    d. Large
13. Easily loses vitamins and minerals and becomes limp after few days. What is the meaning of easily?
- a. Dengan mudah                                  c. Dengan marah  
b. Dengan sulit                                      d. Dengan baik
14. Spinach is also rich source of manganese, magnesium, calcium and iron.  
What is the antonym of “rich”?
- a. Deep    c. Young  
b. New    d. Poor

15. Iron plays a central role in the function of red blood cells  
The word “plays” is categorized as a/an....
- a. Verb
  - b. Noun
  - c. Adjective
  - d. Adverb
16. Elephants are herbivores and can spend up to 16 tons hours collecting leaves, twigs, bamboo and roots. The meaning of spend is .....
- a. Menghilangkan
  - b. Menyajikan
  - c. Menghabiskan
  - d. Memakan
17. It is usually orange in color although purple, red, white, and yellow varieties also exist. The word “usually” is categorized as a/an....
- a. Adverb
  - b. Adjective
  - c. Verb
  - d. Noun
18. This vegetable often pulped, mashed, boiled, pureed, grated, fried, steamed, stewed, baked, juice or eaten raw. What is the meaning of the word “often”?
- a. Jarang
  - b. Selalu
  - c. Sering
  - d. Tidak pernah
19. Spinach is excellent source of vitamin A, K, E, C. the antonym of excellent is .....
- a. Terrible
  - b. Good
  - c. Beautiful
  - d. Ugly
20. Spinach’ leaves are edible part of spinach. What is the meaning of the underline word?
- a. Tidak dapat dikonsumsi
  - b. Dapat dimakan
  - c. Dapat dilihat
  - d. Dapat dirasakan

**ANSWER KEY****POST TEST CYCLE II**

- |       |       |
|-------|-------|
| 1. B  | 11. D |
| 2. C  | 12. B |
| 3. B  | 13. A |
| 4. D  | 14. D |
| 5. C  | 15. A |
| 6. D  | 16. C |
| 7. C  | 17. A |
| 8. C  | 18. C |
| 9. D  | 19. A |
| 10. A | 20. B |

**The Distribution of the Test Items**

<b>No.</b>	<b>Kinds of vocabulary</b>	<b>Number of items</b>	<b>Total number</b>
1.	Nouns	1,3,6,10,11	5
2.	Verbs	2,4,8,15,16	5
3.	Adjectives	7,9,12,14,19,20	6
4.	Adverbs	5,13,17,18	4

Appendix 18

The Students' Lowest and Highest Score in Vocabulary Test of Cycle II

Post test II

Multiple choice answer sheet

Name	: IRFAN PERDANA	60
Class	: VIII F	
Absent	: 17	
Instruction	: mark only one answer to each question. Use pencil to mark your answer. Be sure to fill in completely the space for intended answer choice. If you erase, do so completely. Make no stray marks.	

- |  |  |
|--|--|
| 1. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 11. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 2. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 12. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D  | 13. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D  | 14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D |
| 5. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 15. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |
| 6. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D  | 16. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |
| 7. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 17. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 8. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 18. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 9. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D  | 19. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 10. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D | 20. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |

Post test II

Multiple choice answer sheet

Name	: NELLY QUROTA A'YUNI	90
Class	: VIII F	
Absent	: 29	
Instruction	: mark only one answer to each question. Use pencil to mark your answer. Be sure to fill in completely the space for intended answer choice. If you erase, do so completely. Make no stray marks.	

- |  |  |
|--|--|
| 1. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 11. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 2. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D  | 12. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 3. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 13. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D  | 14. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |
| 5. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 15. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 6. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D  | 16. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |
| 7. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 17. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 8. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 18. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 9. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D  | 19. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 10. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 20. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |

**Appendix 19**

**LESSON PLAN**  
**Cycle III Meeting 1**

School	: Junior High School
Subject	: English
Grade / Semester	: VIII/ I
Language component	: Vocabulary (integrated with reading)
Genre	: Descriptive text
Theme	: Popular place
Time allocation	: 2 x 45 minutes

**I. Standard Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

**III. Indicators**

**Cognitive**

**a. Product**

1. Identifying the meaning of words.
2. Identifying words based on the part of speech.
3. Completing the text by filling in the blank based on the appropriate words.

**b. Process**

1. Matching the English words with the meaning.
2. Classifying words based on the classification of the words.
3. Completing a reading text.

**c. Affective**

1. Showing cooperation while doing the task whether it is in pairs and group.
2. Showing enthusiasm while doing the task given.

**IV. Learning Objectives****Cognitive****a. Product**

1. Students are able to identify the meaning of words.
2. Students are able to identify words based on the part of speech.
3. Students are able to complete the text by filling in the blank based on the appropriate words.

**b. Process**

1. Students are able to match the English words with the meaning.
2. Students are able to classify words based on the classification of the words.
3. Students are able to complete a reading text.

**c. Affective**

1. Students are able to show cooperation while doing the task whether it is in pairs and group.
2. Students are able to show enthusiasm while doing the task given.

**V. Teaching Learning Strategies**

1. Approach : Contextual Teaching and Learning
2. Technique : Question and Answer, Lecturing, and Discussion.

**VI. Teaching and Learning Activities**

No	Teaching activities	Learning activities	Time
I.	Set Induction		
	1. Giving riddle to the students	Answering the teacher's questions.	2'
	2. Stating the objectives	Paying attention to the teacher.	1'



No	Teaching activities	Learning activities	Time
II.	Main Activities		
	1. Showing the front card that contains the target language. The words are taken from the example of descriptive text.	Paying attention to the teacher	1'
	2. Asking the students the meaning of the words.	Answering the teacher.	1'
	3. Showing the back of the cards that contains the translation in order to check whether their answer is true or false.	Paying attention to the teacher.	
	4. Repeating activity number 4,5,6 by using the whole set of the cards.	Doing the activity.	
	5. Shuffling the cards so that they are in different order.	Paying attention to the teacher.	
	6. Showing back of the cards which have the meanings of the words.		
	7. Asking the students how to say the meaning of the words in English	Answering the teacher.	10'
	8. Checking the students' answer by showing them the second language of the word.	Paying attention to the teacher.	
	9. Repeating activities number 9,10,11 twice.	Doing the activity.	
	10. Shuffling the cards so that they are in different order.	Paying attention to the teacher.	
	11. Repeating activity number 4	Doing the activity.	

No	Teaching activities	Learning activities	Time
	<p>until number 11.</p> <p>12. Showing the example of descriptive text.</p> <p>13. Asking the student to read the text</p> <p>14. Reviewing descriptive text and parts of speech by delivering some questions to the students.</p> <p>15. Distributing set of word cards to the students.</p> <p>16. Asking the students to do Task I in pairs. The students have to use word cards to play guessing words with their pairs exactly the same as what the teacher did in the first stage.</p> <p>17. Controlling the students</p> <p>18. Asking the students to collect the word cards.</p> <p>19. Asking one of the students randomly and asked to him/her about one of the vocabulary they had learnt with their pairs. After that asked him/her to point of his/her friend to ask one of the vocabulary (they should mention different words)</p>	<p>Paying attention to the teacher.</p> <p>Reading the text</p> <p>Answering the teacher's question</p> <p>Doing the activity</p> <p>Collecting the word cards to the teacher</p> <p>Answering the teacher's question.</p>	<p>10'</p> <p>10'</p> <p>5'</p> <p>15'</p>

No	Teaching activities	Learning activities	Time
	<p>20. Asking the students to make groups of 7 or 8 to do Task II.</p> <p>21. Distributing a set of cards that contains of English words to each group.</p> <p>22. Distributing big sheets which contain a table to each group.</p> <p>23. Asking the students to stick the English word in the first column which has the appropriate meaning to the second column.</p> <p>24. Asking the students to classify the words based on the appropriate classification by sticking the cards to the third column.</p> <p>25. Asking the students to stick their task at the white board</p> <p>26. Discussing Task II together.</p> <p>27. Asking the students to do Task III.</p> <p>28. Distributing a reading text to each member of each group and also one big answer sheet.</p> <p>29. Asking the students to fill in the blank by using the words from the previous task in the big answer sheet.</p> <p>30. Asking the students to collect</p>	<p>Doing the task</p> <p>Doing the task.</p> <p>Doing the task</p> <p>Discussing the task together</p> <p>Paying attention</p> <p>Discussing with their group</p>	<p>10'</p> <p>1'</p> <p>10'</p> <p>10'</p>

No	Teaching activities	Learning activities	Time
	their answer and swapped with the other group 31. Discussing Task III together.	Collecting their task Discussing the task	10'
III.	Closure		
	1. Reviewing some difficult vocabularies	Answering the teacher's questions	5'
	2. Guiding the students to draw conclusion.	Drawing conclusion	2'
	3. Giving the conclusion.	Listening to the teacher	1'

#### VI. Media and Sources:

##### Media:

Word cards, papers, glue, marker.

##### Source:

Adapted: <http://www.indonesia-tourism.com/yogyakarta/prambanan-temple.html>

Adapted: <http://freeenglishcourse.info/borobudur-temple-a-descriptive-text/>

#### VII. Learning Material

(Enclosed)

#### VIII. Assessment

(Enclosed)

Jember, October 18<sup>th</sup> 2016  
The Researcher,

Husnul Hotimah  
NIM.110210401004

## ASSESSMENT

### 1. Affective Assessment

The observation checklist

No.	Name of The Students	Participations				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							

The indicators of observations are:

- 1) The students memorize new vocabulary given by doing a guessing game with their group by using word cards.
- 2) The students mention new vocabulary that has been learnt.
- 3) The students classify the words given into the appropriate classifications.
- 4) The students fill in the blank of the text by choosing the correct words based on the context.

Note:

- The students were categorized as active students when they can fulfill at least three indicators.
- The students were categorized as passive students if they fulfill less than three indicators.

## LEARNING MATERIAL

### I. Set induction

Riddles:

1. I am a popular place
2. Many people like visiting me
3. I have a unique shape
4. I was built from rocks
5. I am tall
6. I am in Central Java
7. I am a Hindu's temple

What am I?

What picture is it?

### II. Main material

#### Prambanan

Prambanan is the largest temple group of Hindu in Central Java in Indonesia. The temple is a UNESCO World Heritage Site and is one of the largest Hindu temples in south-east Asia. It has a unique design. It is tall and has pointed the typical of Hindu temple architecture. Prambanan is the masterpiece of Hindu culture of the tenth century. The temple site of Prmbanan lies among green fields and villages. It has eight shrines, of which the three main ones are dedicated to Shiva, Vishnu and Brahma. The main temple of Shiva rises to a height of 130 feet and houses the magnificent statue of Shiva's consort, Durga. There are 224 temples in the complex, three of them, the main temples are Brahma and Vishnu temples is Shiva Temple (47 meters high).

Adapted: <http://www.indonesia-tourism.com/yogyakarta/prambanan-temple.html>

## Task I

Set of cards shown to the students and played guessing game with their pair.

Front	Back	Front	Back
Lies	Terlentang	Dedicated	Dipersembahkan

Front	Back	Front	Back
Heritage	Warisan	Architecture	Arsitektur

Front	Back	Front	Back
Culture	Kebudayaan	Rises	Menjulang

Front	Back	Front	Back
Masterpiece	Karya agung	Magnificent	Menakjubkan

Front	Back	Front	Back
Shrine	Tempat suci	Consort	Suami

## Task II

Stick the English word in the first column which the meaning is suitable with the second column and stick the classification in the third column by using word cards given.

No	English word	Meaning	Classification
1.		Arca	
2.		Bulat	
3.		Tangga	
4.		Melambangkan	
5.		Berharga	
6.		Dinasti	
7.		Dipengaruhi	
8.		Dikelilingi	
9.		Dipersembahkan kembali	
10.		Bentuk	
11.		Candi	
12.		Terkenal	
13.		Dibangun	
14.		Di Magelang	
15.		Di Angkor	

## Word cards

Circular	Well-known	Steps	Surrounded
Constructed	Influenced	Rededicated	Symbolized
In Magelang	At Angkor	Dynasty	Design
Valuable	Temple	Sculpture	Noun



Noun	Noun	Noun	Noun
Verb	Verb	Verb	Verb
Adjective	Adjective	Adjective	Adverb
Adverb	Verb		

### Task III

Fill in the blanks with the words you have stuck in the first column in the previous task.

#### Borobudur

Borobudur is Hindu – Budhist (1) ..... It was built in the ninth century under Sailendra (2) ..... of ancient Mataram kingdom. Borobudur is located (3) ....., Central Java, Indonesia. Borobudur is a (4)..... all over the world. Its construction is (5) .....by the Gupta architecture of India. The temple was (6) ..... on a hill 46 m high and consists of eight (7)..... like stone terrace. The first five terraces are square and (8)..... by walls adorned with Budhist (9) ..... in the bas-relief. The upper three are (10) ..... The (11) ..... of Borobudur which ..... (12) the structure of universe influences temples (13) ....., Cambodia. Borobudur temple which was (14) ..... as an Indonesian monument in 1983 is a (15) ..... treasure for Indonesian people.

Adapted <http://freeenglishcourse.info/borobudur-temple-a-descriptive-text/>

**Answer key****Task II**

No	English word	Meaning	Classification
1.	Sculpture	Arca	Noun
2.	Circular	Bulat	Adjective
3.	Steps	Tangga	Noun
4.	Symbolized	Melambangkan	Verb
5.	Valuable	Berharga	Adjective
6.	Dynasty	Dinasti	Noun
7.	Influenced	Dipengaruhi	Verb
8.	Surrounded	Dikelilingi	Verb
9.	Rededicated	Dipersembahkan kembali	Verb
10.	Design	Bentuk	Noun
11.	Temple	Candi	Noun
12.	Well-known	Terkenal	Adjective
13.	Constructed	Dibangun	Verb
14.	In Magelang	Di Magelang	Adverb
15.	At Angkor	Di Angkor	Adverb

**Task III**

- |                |                |                 |
|----------------|----------------|-----------------|
| 1. Temple      | 6. Constructed | 11. Design      |
| 2. Dynasty     | 7. Steps       | 12. Symbolizes  |
| 3. In Magelang | 8. Surrounded  | 13. At Angkor   |
| 4. Well-known  | 9. Sculpture   | 14. Rededicated |
| 5. Influenced  | 10. Circular   | 15. Valuable    |

**The Distribution of the Task Items**

No.	Kinds of vocabulary	Number of items	Total number
1.	Nouns	1,2,7,9,11	5
2.	Verbs	5,6,8,12,14	5
3.	Adjectives	4,10,15	3
4.	Adverbs	3,13	2

**Appendix 20**

**LESSON PLAN**  
**Cycle III Meeting 2**

School	: Junior High School
Subject	: English
Grade / Semester	: VIII/ I
Language component	: Vocabulary (integrated with reading)
Genre	: Descriptive text
Theme	: Well-known people
Time allocation	: 2 x 45 minutes

**I. Standard Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

**III. Indicators**

**Cognitive**

**a. Product**

1. Identifying the meaning of words.
2. Identifying words based on the part of speech.
3. Completing the text by filling in the blank based on the appropriate words.

**b. Process**

1. Matching the English words with the meaning.
2. Classifying words based on the classification of the words.
3. Completing a reading text.

**c. Affective**

1. Showing cooperation while doing the task whether it is in pairs and group.
2. Showing enthusiasm while doing the task given.

**IV. Learning Objectives****Cognitive****a. Product**

1. Students are able to identify the meaning of words.
2. Students are able to identify words based on the part of speech.
3. Students are able to complete the text by filling in the blank based on the appropriate words.

**b. Process**

1. Students are able to match the English words with the meaning.
2. Students are able to classify words based on the classification of the words.
3. Students are able to complete a reading text.

**c. Affective**

1. Students are able to show cooperation while doing the task whether it is in pairs and group.
2. Students are able to show enthusiasm while doing the task given.

**V. Teaching Learning Strategies**

1. Approach : Contextual Teaching and Learning
2. Technique : Question and Answer, Lecturing, and Discussion.

**VI. Teaching and Learning Activities**

No	Teaching activities	Learning activities	Time
I.	Set Induction		
	1. Giving riddle to the students	Answering the teacher's questions.	2'
	2. Stating the objectives	Paying attention to the teacher.	1'

No	Teaching activities	Learning activities	Time
II.	Main Activities		
	1. Showing the front card that contains the target language. The words are taken from the example of descriptive text.	Paying attention to the teacher	1'
	2. Asking the students the meaning of the words.	Answering the teacher.	1'
	3. Showing the back of the cards that contains the translation in order to check whether their answer is true or false.	Paying attention to the teacher.	
	4. Repeating activity number 4,5,6 by using the whole set of the cards.	Doing the activity.	
	5. Shuffling the cards so that they are in different order.	Paying attention to the teacher.	
	6. Showing back of the cards which have the meanings of the words.		
	7. Asking the students how to say the meaning of the words in English	Answering the teacher.	10'
	8. Checking the students' answer by showing them the second language of the word.	Paying attention to the teacher.	
	9. Repeating activities number 9,10,11 twice.	Doing the activity.	
	10. Shuffling the cards so that they are in different order.	Paying attention to the teacher.	
	11. Repeating activity number 4	Doing the activity.	

No	Teaching activities	Learning activities	Time
	until number 11.		
	12. Showing the example of descriptive text.	Paying attention to the teacher.	10'
	13. Asking the student to read the text	Reading the text	
	14. Reviewing descriptive text and parts of speech by delivering some questions to the students.	Answering the teacher's question	10'
	15. Distributing set of word cards to the students.		
	16. Asking the students to do Task I in pairs. The students have to use word cards to play guessing words with their pairs exactly the same as what the teacher did in the first stage.	Doing the activity	5'
	17. Controlling the students		
	18. Asking the students to collect the word cards.	Collecting the word cards to the teacher	
	19. Asking one of the students randomly and asked to him/her about one of the vocabulary they had learnt with their pairs. After that asked him/her to point of his/her friend to ask one of the vocabulary (they should mention different words)	Answering the teacher's question.	15'

No	Teaching activities	Learning activities	Time
	<p>20. Asking the students to make groups of 7 or 8 to do Task II.</p> <p>21. Distributing a set of cards that contains of English words to each group.</p> <p>22. Distributing big sheets which contain a table to each group.</p> <p>23. Asking the students to stick the English word in the first column which has the appropriate meaning to the second column.</p> <p>24. Asking the students to classify the words based on the appropriate classification by sticking the cards to the third column.</p> <p>25. Asking the students to stick their task at the white board</p> <p>26. Discussing Task II together.</p> <p>27. Asking the students to do Task III.</p> <p>28. Distributing a reading text to each member of each group and also one big answer sheet.</p> <p>29. Asking the students to fill in the blank by using the words from the previous task in the big answer sheet.</p> <p>30. Asking the students to collect</p>	<p>Doing the task</p> <p>Doing the task.</p> <p>Discussing the task together</p> <p>Doing the task.</p> <p>Doing the task</p> <p>Discussing the task</p> <p>Doing the task</p> <p>Collecting the answer</p>	<p>10'</p> <p>10'</p> <p>10'</p>

No	Teaching activities	Learning activities	Time
	their answer and swapped with the other group 31. Discussing Task III together.	Discussing the task	
III.	Closure		
	1. Reviewing some difficult vocabularies	Answering the teacher's questions	5'
	2. Guiding the students to draw conclusion.	Drawing conclusion	2'
	3. Giving the conclusion.	Listening to the teacher	1'

### VII. Media and Sources:

#### Media:

Word cards, papers, glue, marker.

#### Source:

Adapted: (<http://www.ib-article.com/2012/07/sule-biographies-struggle-to-success.html> and <http://www.sekolahoke.com/2011/08/descriptive-text-sule-prikitiw-famous.html>)

Adapted: (<http://www.sekolahoke.com/2011/05/descriptive-text-susilo-bambang.html> and <http://lost-your-sense.blogspot.co.id/2009/07/descriptive-text.html>)

### VIII. Learning Material

(Enclosed)

### IX. Assessment

(Enclosed)

Jember, October 19<sup>th</sup> 2016

The Researcher,

Husnul Hotimah

NIM.110210401004



## ASSESSMENT

### 1. Affective Assessment

The observation checklist

No.	Name of The Students	Participations				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							

The indicators of observations are:

- 1) The students memorize new vocabulary given by doing a guessing game with their group by using word cards.
- 2) The students mention new vocabulary that has been learnt.
- 3) The students classify the words given into the appropriate classifications.
- 4) The students fill in the blank of the text by choosing the correct words based on the context.

Note:

- The students were categorized as active students when they can fulfill at least three indicators.
- The students were categorized as passive students if they fulfill less than three indicators.

## LEARNING MATERIAL

### I. Set induction

Riddles:

1. I am a comedian.
2. I am funny.
3. Many people like my joke.
4. My hair is long with brown and yellow color.
5. I am a multi-talent comedian
6. I always appears in television shows (reality shows)

Who am I?

### II. Main material

Sule

His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. He speaks Sundanese fluently. He also learns Javanese. Sule is a very unique man. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. Sule is a ridiculous man and full of jokes. He is very funny. Sule has an ability to make fast, spontaneous, and creative joke. He acts as a mischievous. Sule appears as a multi-talented comedian through a television show (reality-show) such as Ini Talkshow, Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has a very famous song entitled Susis (Suami Sieun Istri). Sule's life is different now. The father of Rizki, Delina, Rizwan, Ferdianan, has five houses in Bandung and Jakarta, two cars and two motorcycles.

Adapted: (<http://www.ib-article.com/2012/07/sule-biographies-struggle-to-success.html> and <http://www.sekolahoke.com/2011/08/descriptive-text-sule-prikitiw-famous.html>)

## Task I

Set of cards shown to the students and played guessing game with their pair.

Front	Back	Front	Back
Fluently	Dengan lancar	Flat	Pesek
Front	Back	Front	Back
Slanting	Miring	Ridiculous	Konyol
Front	Back	Front	Back
Spontaneous	Secara spontan	Mischievous	Nakal
Front	Back	Front	Back
Appears	Muncul	Multi- talent	Banyak talenta
Front	Back	Front	Back
Entitled	Berjudul	Ability	Kemampuan

## Task II

Stick the English word in the first column which the meaning is suitable with the second column and stick the classification in the third column by using word cards given.

No	English word	Meaning	Classification
1.		Bijaksana	
2.		Hitam	
3.		Mengenakan	
4.		Memilih	
5.		Kadang-kadang	
6.		Formal	
7.		Tidak formal	
8.		Alumni	
9.		Kemiliteran	
10.		Memiliki	
11.		Mempekerjakeraskan	
12.		Singkatan	
13.		Presiden	
14.		Kesempatan	
15.		Kaos	
16.		Nama	
17.		Rendah hati	
18.		Mancung	
19.		Pengetahuan	
20.		Gemuk	

## Word cards

Slave	Name	Sometimes	Formal
Occasion	Wise	Black	Knowledge

President	Alumnus	Wears	Humble
Choose	Informal	Military	Fat
Pointed	T-shirt	Abbreviation	Bear
Noun	Noun	Noun	Noun
Noun	Noun	Noun	Noun
Adjective	Adjective	Adjective	Adjective
Adjective	Adjective	Adjective	Verb
Verb	Verb	Verb	Adverb

## Task III

Fill in the blanks with the words you have stuck in the first column in the previous task.

## Susilo Bambang Yudhoyono

Susilo Bambang Yudhoyono is his full (1)..... He called as SBY as the (2)..... of his complete name. SBY is the sixth (3)..... of Indonesia as the result of 2004 election. He is a (4)..... and (5)..... people, so it makes most of Indonesian society (6) ..... him as the president. SBY has (7) ..... body, round face, .....(8) nose, fair skin and (9) ..... hair. He is about 80 kg weigh and about 170 centimeters tall. He always (10) ..... smile in his face. He is a tidy person. He always (11) ..... proper uniform for different (12) ..... When he attends a (13)..... occasion, he wears his black coat and tie and (14) ..... a hat, but when he attends (15) an ..... occasion, he wears a casual ..... (16) . SBY's background education is .....(17). SBY is an army who (18) ..... himself for the safety of Indonesia. He is the best (19) ..... of AKABRI in 1973 and also the international alumnus of some (20) ..... university in some countries such as the alumnus of American Language Course, Lackland, Texas AS on 1976, the alumnus of Airborne and Ranger Course, Fort Benning, AS on 1976. Antitank Weapon Course in Belgian and German in 1984.He has much military (20) .....and experience among all of Indonesians and also foreign country.

Adapted: (<http://www.sekolahoke.com/2011/05/descriptive-text-susilo-bambang.html>)

<http://lost-your-sense.blogspot.co.id/2009/07/descriptive-text.html>)

Answer key

## Task II

No	English word	Meaning	Classification
1.	Wise	Bijaksana	Adjective
2.	Black	Hitam	Adjective
3.	Wears	Menggunakan	Verb
4.	Choose	Memilih	Verb

No	English word	Meaning	Classification
5.	Sometimes	Kadang-kadang	Adverb
6.	Formal	Resmi	Adjective
7.	Informal	Tidak resmi	Adjective
8.	Alumnus	Alumni	Noun
9.	Military	Kemiliteran	Noun
10.	Bear	Memiliki	Verb
11.	Slave	Mempekerjakeraskan	Verb
12.	Abbreviation	Singkatan	Noun
13.	President	Presiden	Noun
14.	Occasion	Kesempatan	Noun
15.	T-shirt	Kaos	Noun
16.	Name	Nama	Noun
17.	Humble	Rendah hati	Adjective
18.	Pointed	Mancung	Adjective
19.	Knowledge	Pengetahuan	Noun
20.	Fat	Gemuk	Adjective

### Task III

- |                 |            |               |               |
|-----------------|------------|---------------|---------------|
| 1. Name         | 6. Choose  | 11. Wear      | 16. T-shirt   |
| 2. Abbreviation | 7. Fat     | 12. Occasion  | 17. Military  |
| 3. President    | 8. Pointed | 13. Formal    | 18. Slave     |
| 4. Wise         | 9. Black   | 14. Sometimes | 19. Alumnus   |
| 5. Humble       | 10. Bear   | 15. Informal  | 20. Knowledge |

### The Distribution of the Task Items

No.	Kinds of vocabulary	Number of items	Total number
1.	Nouns	1,2,3,12,16,17,19,20	8
2.	Verbs	6,10,11,18	4
3.	Adjectives	4,5,7,8,9,13,15	7
4.	Adverbs	14	1

**Appendix 21**

**POST TEST CYCLE III**

**Subject : English**  
**Class : VIII-F**  
**Time : 60 Minutes**  
**Instructions : Choose the correct answer by marking A,B,C or D on your answer sheet.**

---

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Answer these questions correctly.

1. He speaks English fluently.

What is the meaning of fluently?

- |                   |                    |
|-------------------|--------------------|
| a. Dengan bingung | c. Dengan canggung |
| b. Dengan sadar   | d. Dengan lancar   |

2. This medal is dedicated to our beloved country.

What is the meaning of dedicated?

- |                   |                           |
|-------------------|---------------------------|
| a. Dipersembahkan | c. Diberikan              |
| b. Dipertahankan  | d. Dipertanggung jawabkan |

3. He is a ridiculous man and full of joke. The following is the synonym of ridiculous, except...

- |          |           |
|----------|-----------|
| a. Silly | c. Funny  |
| b. Bad   | d. Absurd |

4. He answered his teacher's question spontaneously.

What is the part of speech of the underlined word?

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

5. He has many experiences in military.

What is the meaning of experience?

- |               |               |
|---------------|---------------|
| a. Pengalaman | c. Perngakuan |
| b. Perjuangan | d. Perlakuan  |



6. Borobudur is a valuable treasure for Indonesian people.  
Treasure is categorized as a/an.....
- Verb
  - Noun
  - Adverb
  - Adjective
7. The English test consists of three parts. They are listening, speaking and writing.  
What is the meaning of consists?
- Terdapat
  - Termasuk
  - Terhadap
  - Terdiri
8. Prambanan is a masterpiece of Hindu culture of the tenth century.  
What is the meaning of the underlined word?
- Karya agung
  - Harta karun
  - Peninggalan
  - Hadiah
9. He always wears proper cloth. What is the meaning of wear?
- Membuat
  - Memantaskan
  - Mengenakan
  - Mengadakan
10. Sometimes he goes to school on foot. "Sometimes" is categorized as a/an.....
- Noun
  - Adjective
  - Verb
  - Adverb
11. He is a humble person, so that everyone likes talking to him.  
The word "humble" is categorized as a/an .....
- Adverb
  - Adjective
  - Verb
  - Noun
12. Susilo Bambang Yudhoyono is a well-known person. What is the antonym of well-known?
- Familiar
  - Popular
  - Famous
  - Unknown
13. The temple is constructed on a hill 46 m high. What is the meaning of the word "constructed"?
- Diselesaikan
  - Dirancang
  - Dibangun
  - Diperbaiki

14. He is the best alumnus in his school. The word “alumnus” is categorized as a/an .....
- |              |           |
|--------------|-----------|
| a. Noun      | c. Adverb |
| b. Adjective | d. Verb   |
15. He is the best alumnus of AKABRI in 1973. The underlined words are categorized as an ....
- |                     |                        |
|---------------------|------------------------|
| a. Adverb of manner | c. Adverb of time      |
| b. Adverb of place  | d. Adverb of frequency |
16. She has long and black hair. The word “black” is categorized as a/an....
- |         |              |
|---------|--------------|
| a. Verb | c. Adverb    |
| b. Noun | d. Adjective |
17. The Ancient Iraq was called Mesopotamia, or a land between the rivers. The antonym of the word “ancient” is.....
- |           |            |
|-----------|------------|
| a. Modern | c. Antique |
| b. Old    | d. Early   |
18. She attended a birthday party two weeks ago. The meaning of the word “attended” is ....
- |               |             |
|---------------|-------------|
| a. Mengikuti  | c. Menonton |
| b. Menghadiri | d. Melihat  |
19. The construction of Borobudur is influenced by the Gupta architecture of India. Architecture is categorized as a/an....
- |           |              |
|-----------|--------------|
| a. Verb   | c. Adjective |
| b. Adverb | d. Noun      |
20. Prambanan lies among green fields and villages. The meaning of “lies” is....
- |             |               |
|-------------|---------------|
| a. Terletak | c. Terlentang |
| b. Terdapat | d. Terbentuk  |

**ANSWER KEY****POST TEST CYCLE III**

- |       |       |
|-------|-------|
| 1. D  | 11. B |
| 2. A  | 12. D |
| 3. C  | 13. C |
| 4. C  | 14. A |
| 5. A  | 15. C |
| 6. B  | 16. D |
| 7. A  | 17. A |
| 8. A  | 18. B |
| 9. C  | 19. D |
| 10. D | 20. C |

**The Distribution of the Test Items**

<b>No.</b>	<b>Kinds of vocabulary</b>	<b>Number of items</b>	<b>Total number</b>
1.	Adjectives	3,11,12,16,17	5
2.	Adverbs	1,4,10,15	4
3.	Nouns	5,6,8,14,19	5
4.	Verbs	2,7,9,13,18,20	6

Appendix 22

The Students' Lowest and Highest Score in Vocabulary Test of Cycle III

Post test III

70

Multiple choice answer sheet

Name	: Bima madana pratama
Class	: 8F
Absent	: 00
Instruction	: mark only one answer to each question. Use pencil to mark your answer. Be sure to fill in completely the space for intended answer choice. If you erase, do so completely. Make no stray marks.

- |  |  |
|--|--|
| 1. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D  | 11. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 2. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D |
| 3. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D  | 13. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 4. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 14. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 5. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D |
| 6. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D |
| 7. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 17. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D  | 18. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 9. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D  | 19. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |
| 10. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 20. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |

Post test III

90

Multiple choice answer sheet

Name	: Malika Rizqina Annalia
Class	: VIII F
Absent	: 00
Instruction	: mark only one answer to each question. Use pencil to mark your answer. Be sure to fill in completely the space for intended answer choice. If you erase, do so completely. Make no stray marks.

- |  |  |
|--|--|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D  | 11. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 2. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D |
| 3. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D  | 13. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |
| 4. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D  | 14. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 5. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 15. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |
| 6. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D |
| 7. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 17. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 8. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D  | 18. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 9. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D  | 19. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |
| 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D | 20. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |

Appendix 24

STATEMENT OF RESEARCH ACCOMPLISHMENT



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMP NEGERI 1 BANGSALSARI**  
Jl.Sukorejo No 107 Telp.(0331) 711621 Bangsalsari - Jember (68154)  
E-mail:smpn1bangsalsarijember@gmail.com

**SURAT KETERANGAN**

NO: 670/439/413.18.20523893/2016

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 1 Bangsalsari Kabupaten Jember menerangkan bahwa :

Nama	: HUSNUL HOTIMAH
NIM	: 110210401004
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Pendidikan Bahasa dan Seni
Perguruan Tinggi	: Universitas Jember

Telah melakukan penelitian mulai tanggal 24 September s/d 13 Oktober 2016 dengan judul penelitian "Improving the VIII-F Students' Vocabulary Achievement by Using Word Card at SMPN 1 Bangsalsari in the 2016/2017 Academic Year "

Demikin surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Bangsalsari, 15 - 10 - 2016  
Kepala Sekolah,

**H. MAMAM, S.Pd, M.Pd**  
19620106 198403 1 008