



**USING RIDDLES TO IMPROVE THE EIGHTH GRADE STUDENTS' ACTIVE
PARTICIPATION AND THEIR VOCABULARY ACHIEVEMENT
AT SMPN 1 MLANDINGAN SITUBONDO**

THESIS

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THESIS

Presented as One of the Requirement to Obtain S1 Degree of the English
Education Program of the Language and Arts Education Department of
The Faculty of Teacher Training and Education
Jember University

By

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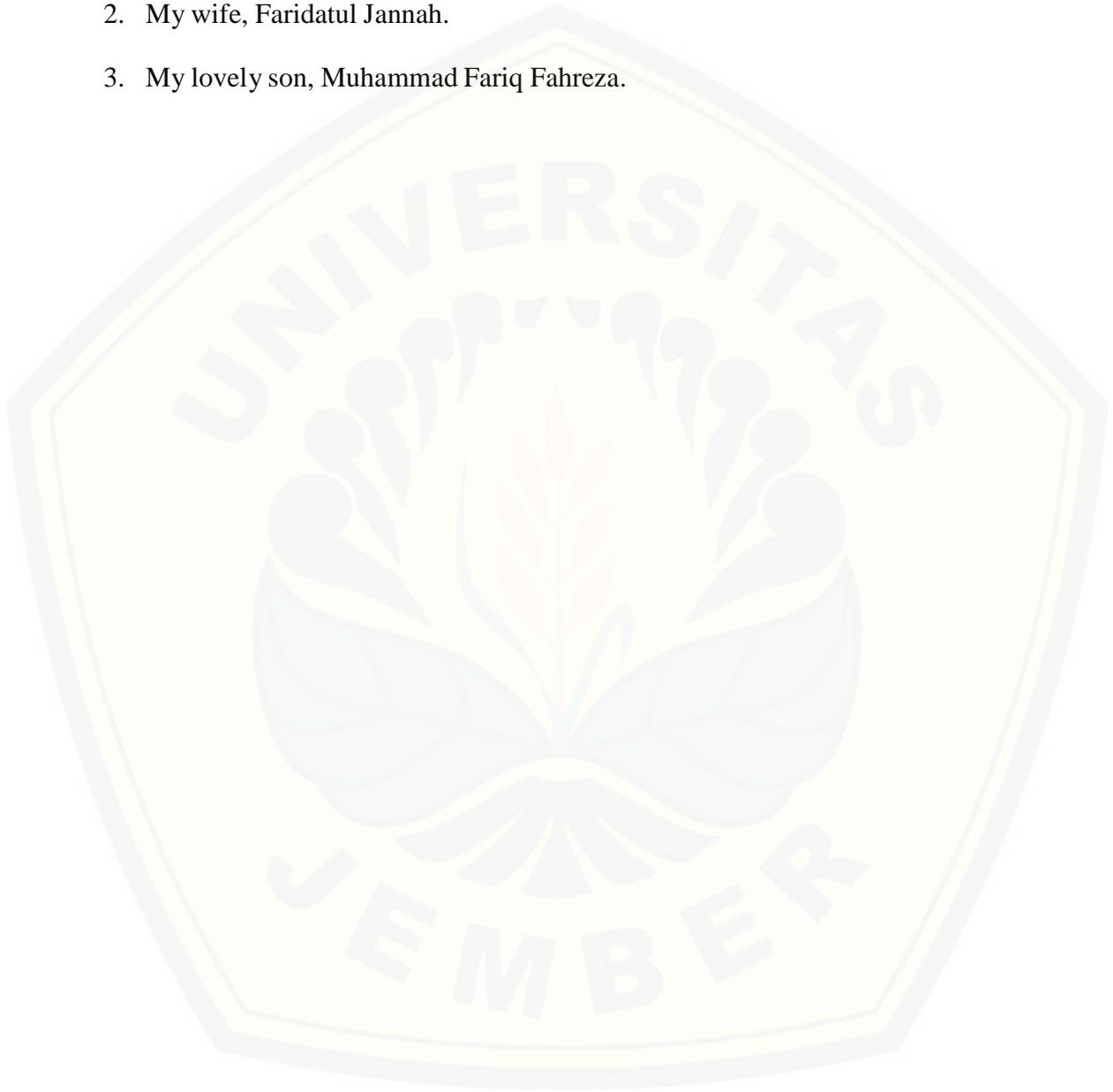
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DEDICATION

I proudly dedicate this thesis to:

1. My parents, H. Kadin and Hj. Maswa.
2. My wife, Faridatul Jannah.
3. My lovely son, Muhammad Fariq Fahreza.



MOTTO

GO FOR IT. NO MATTER HOW IT ENDS, IT WAS AN EXPERIENCE!

(stoneandstars)



STATEMENT OF THESIS AUTHENTICITY

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

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**USING RIDDLES TO IMPROVE THE EIGHTH GRADE STUDENTS'
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The writer

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SUMMARY

Using Riddles to Improve the Eighth Grade Students' Active Participation and Their Vocabulary Achievement at SMPN 1 Mlandingan Situbondo MOH. IQBAL, 100210401111; 2017; **48** pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This research was a classroom action research focusing on the use of riddles to improve the eighth grade students' vocabulary achievement and participation. The subjects of this research were the students of class VIII-A at SMPN 1 Mlandingan Situbondo. This class was chosen because the students in that class experienced difficulties in learning vocabulary. They also had the lowest mean score of vocabulary achievement compared with the other eighth grade classes.

In this research, the researcher used riddles in teaching vocabulary to the students because the researcher believed that riddles could improve the eighth grade students' vocabulary achievement. Playing riddles by solving some clues in the form of riddles was given to the students in this research. It was intended to help the students to enrich their vocabulary both from the words asked in the clues of riddles in the problem cards and the words of the riddles answer.

This research was conducted on August 21st - September 7th, 2017 in 2 cycles. Each cycle consisted of two meetings and a vocabulary achievement test. In this classroom action research, the researcher taught vocabulary by using riddles to the students in two meetings and did the observation collaboratively with the English teacher.

There were four instruments used to collect the data in this classroom action research, they were vocabulary test, observation, interview and documentation. After analyzing the result of observations and the result of vocabulary achievement test in Cycle 1 quantitatively, it was known that both of them did not achieve the target percentage required that was 70%, although the mean score of the students was more than 75, that was 76.64, but 68% of 25 students who had achieved the standard

minimum score and there were 68% of the students that were identified as active, those results were below from the target percentage that was 70%. Therefore, the researcher conducted Cycle 2 by revising some problems in Cycle 1 to give a better result in Cycle 2.

From the observation of the students' active participation done during the teaching learning process of vocabulary by using riddles, the average result of the students' active participation showed an improvement from Cycle 1 that was 68% to 80% in Cycle 2. It can be seen that the improvement of the students' active participation from Cycle 1 to Cycle 2 was as many as 12%. The students' active participation in this research could achieve the target percentage required that was 70% in Cycle 2. Therefore, it can be concluded that the use of riddles in teaching vocabulary could improve the students' participation during the teaching learning process of vocabulary.

Further, the result of vocabulary achievement test in Cycle 1 indicated that only as many as 17 students (68%) out of 25 students achieved the standard minimum score that was 75 and it was increased in Cycle 2 that was as many as 21 students (84%) out of 25 students could achieve the standard minimum score that was 75. The improvement of the students who got score 75 in vocabulary achievement test from Cycle 1 to Cycle 2 was as many as 16%. This result revealed the fact that the target of success of this research that was 70% of the students got score 75 had been achieved in Cycle 2 and it proved that the use of riddles in teaching vocabulary could improve the eighth grade students' vocabulary achievement at SMPN 1 Mlandingan Situbondo.

Based on the results above, the hypotheses of this research were accepted and it is suggested to the English teacher to use riddles in teaching vocabulary to the students in order to improve their vocabulary achievement. It is also suggested to the future researchers to conduct a further research dealing with similar problem by using different research designs such as an experimental research and a descriptive research

or even the same research design that is a classroom action research but to other level of students of different schools.



CHAPTER 1

INTRODUCTION

This chapter discusses the aspects underpinning the topics of the study. They are the background of the research, the problems of the research, the objectives of the research, and the significance of the research. They are explained respectively in the following parts.

1.1 The Background of the Research

Little (1990:2) asserts that communication is “vital to human existence” in the sense that people can express feelings, share knowledge and tell their experience. One of the most important languages in the world is English. It is very crucial for education, knowledge, communication, and it has a connection with rapid development of knowledge and technology in the global era. Beside, people should master English because as universal language it is used to communicate with other people around the world. The communication itself grows and develops rapidly in the modern world. Therefore, English needs to be mastered and it is necessary to learn English as early as possible.

Developing the ability to communicate in English, both in spoken and in written forms, is the main objective of teaching English as stated in the 2006 institutional based curriculum for junior high school. The communication needs the language skills (reading, speaking, listening and writing) and the language components (vocabulary, pronunciation and grammar). Eventhough the various methods have been practiced, the students still have problems in using English as a means of communication

Hatch and Brown (1995: 328) say that communication requires the use of words. Learning English as a foreign language is learning how to communicate in both spoken and written language. Learning to communicate should be supported by the

skills and components of language. Learners cannot communicate with the language if they do not master the words or vocabulary of the language sufficiently. Related to this, Thornbury (2005:2) states that speaking or writing is difficult if the speaker or the writer lacks vocabulary. It means that in order to achieve the language skills and to use the language in real communication, the learners should have sufficient vocabulary. William (1970: 64) says that people with little education usually express their ideas through their few different words. Therefore, it is very important to master vocabulary well since vocabulary mastery can help people to communicate in English.

From the result of preliminary study by interviewing the English teacher and observing the class of the eighth grade students of SMPN 1 Mlandingan Situbondo, it was known that vocabulary is taught in an integrated way with reading skill by the English teacher. The English teacher said that most of the eighth grade students still had difficulties in mastering vocabulary, especially in class VIII A . They had problems in memorizing words and understanding the meaning. There were only 2 students (8%) of 25 students who got the standard minimum score that was 75. Besides, the English teacher said that the students who actively participated in the teaching learning process were 24% students. It could be seen from the students' activity in the classroom, in which some students were just silent when the teacher asked them to answer the teacher's questions, and they did not ask questions to the teacher when they had difficulties in learning vocabulary.

The English teacher rarely used media in teaching vocabulary. She just explained some difficult words of the text used then gave the word list to be memorized, then asked the students to do the exercises in the work sheets, and the last she discussed it with the class together. Therefore, some efforts are still needed to improve the students' vocabulary achievement.

Knowing the importance of vocabulary, the students need something new that can improve their ability in mastering vocabulary, since the learning process of vocabulary has not run effectively. Hamalik (1980: 23) says media as instruments that should be used by the teacher to make an effective communication between the teacher and the students in teaching learning process in class. One of the media in teaching vocabulary that can improve students' vocabulary achievement and participation is the use of riddles. Karim and Hasbullah (1986: 2.34) say that riddles can make students interested and enjoy learning vocabulary. It means that relax learning situation may relatively increase the students' interest and motivation in the teaching and learning process. Besides, it is stated that riddles are interesting media that can be used to enlarge students' vocabulary at junior high schools. It is clear that riddles not only make students interested in studying vocabulary, but also improve the students' vocabulary.

From those statements, it can be concluded that using riddles in learning vocabulary is helpful to enlarge the students' vocabulary and increase the students' interest. Also, riddles have never been used by the teacher in teaching vocabulary to the eighth grade students of SMPN 1 Mlandingan Situbondo. This information was taken from the result of the informal interview with the English teacher in the preliminary study. Therefore, it is necessary to use riddles to enlarge the students' vocabulary because it gives some advantages to the students in learning new vocabulary.

A previous study on the use of riddles was conducted by Agus Cahyono (2014) who did a classroom action research entitled "Improving the Eighth Grade Students' Active Participation and Their Vocabulary Achievement by Using Riddles at SMPN 1 Padang Lumajang in the 2013/2014 academic year. His research result showed that using riddles could motivate the students in answering the question and also it could help the students improve their vocabulary achievement.

By considering the above explanation, a classroom action research entitled “Using Riddles to Improve the Eighth Grade Students’ Active Participation and Their Vocabulary Achievement at SMPN 1 Mlandingan Situbondo” will be conducted.

1.2 The Problems of the Research

Based on the background of the research, the problems of the research are formulated as follows.

1. Can the use of riddles improve the eighth grade students’ active participation in vocabulary teaching learning process at SMPN 1 Mlandingan Situbondo in the 2015/2016 academic year?
2. Can the use of riddles improve the eighth grade students’ vocabulary achievement at SMPN 1 Mlandingan Situbondo in the 2015/2016 academic year?

1.3 The Objectives of the Research

Based on the background and the problems of the research, the research objectives are formulated as follows.

1. To improve the eighth grade students’ active participation in the vocabulary teaching learning process by using riddles at SMPN 1 Mlandingan Situbondo in the 2015/2016 academic year.
2. To improve the eighth grade students’ vocabulary achievement by using riddles at SMPN 1 Mlandingan Situbondo in the 2015/2016 academic year.

1.4 The Significances of the Research

The result of the study are expected to be useful for the following people:

a. For the English teacher

The English teacher can use the result of this research to improve the students' participation and their vocabulary achievement by applying riddles as media.

b. For the students

The actions that the students will get are useful for them to provide vocabulary exercises that cover noun, verb, adjective and adverb by answering the riddles given by the teacher while learning vocabulary. Also, learning vocabulary through riddles can encourage them to be more active in the vocabulary teaching learning process.

c. For other researchers

The result of this research is significant for other researchers as a reference to conduct a further research with a similar problem, by applying the other research designs such as the experimental research or a descriptive study of the students' vocabulary achievement by using riddles.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter discusses the review of literature related to the topics of the research. Those are the definition of vocabulary, the classification of vocabulary, the problems of vocabulary, vocabulary achievement, the definition of riddles, the advantages and the disadvantages of riddles, teaching vocabulary through riddles and research hypothesis. These topics will be discussed in the following parts.

2.1 The Definition of Vocabulary

Nordquist (2013) defines vocabulary as all the words of a language that are used by a particular person or a group. Hatch and Brown (1995:1) say that vocabulary is a set of words in a certain language that are used by many people. According to those ideas, it can be concluded that vocabulary is a part of words that is known by many people in a certain language, including English.

Coady and Huckin (1997: 5) state that vocabulary is central in language and important to the language learners. Also, Thornbury (2005: 14) says that vocabulary acquisition is the most important task that is faced by language learners. It means that students and language learners will feel difficult to express their ideas and to communicate with others in using a good language without enough knowledge of words or vocabulary.

Based on the information above, it can be said that vocabulary is a source of language in learning writing, speaking, listening, and reading. Vocabulary also contains the meaning of expressing the thought and feeling.

2.2 The Classification of Vocabulary

Some experts classify vocabulary into two groups but in the different name and also in the different point of view. Hatch and Brown (1995:218) divide vocabulary based on functional category. They are as parts of speech including verbs, adjective, adverb, and noun. Also those major classes are pronouns, conjunctions, interjection, and preposition. Furthermore, Thornbury (2007:4) divides vocabulary or words, in terms of meaning, into two groups. They are content words and grammatical words (functional words). Content words are usually adverb, adjective, verb, and noun. Meanwhile, the grammatical words are usually conjunction, determiners, preposition, and pronouns. William (1970: 14) separates vocabulary into two groups, large vocabulary and small vocabulary. Large vocabulary is the groups of part of speech in which the words are often used in communication. They are nouns, adjectives, verbs, and adverbs. Small vocabulary is vocabulary that has been stored in a small quality or in a small number. It consists of prepositions, pronouns, conjunctions, and interjection.

This research only focused on large vocabulary that covers nouns, adjectives, verbs, and adverbs. The large vocabulary was chosen because they have been categorized as the basic knowledge to be used to increase students' mastery of vocabulary.

2.2.1 Nouns

Nouns refer to person, place, or thing and have function as the subjects or the objects in a sentence. Burton and Sihombing (2008:2) state, a noun is a word which is used to represent a person, place, quality, thing, action, idea occurrence, and can function as the subjects of a sentence or as the object of verb, or the object of preposition, or as an appositive. In addition, Goridus (2009: 2) classifies nouns into two kinds, they are concrete nouns and abstract nouns.

I. Concrete nouns

Concrete nouns refer to the objects that can be visualized or touched. There are four kinds of concrete nouns, they are:

a) Commons Nouns

Common nouns refer to anything that we can see, touch, hear, or taste. They do not need capital letters and can be identified easily by placing “a, an” or “the” in front of the word. For example: a chair, an ear, the board.

b) Proper Nouns

Proper nouns are names of people, places, days, months and things. They always take capital letters. For examples: David, Central High School, Sunday, March, Garfield Monument.

c) Collective Nouns

Collective nouns are a number of persons or things considered together as a unit. For examples: orchestra, army, herd and jury.

d) Material Nouns

Material nouns are a number of materials.

For examples: gold, silver, metal, wood, etc.

II. Abstract Nouns

Abstract nouns names of feeling or qualities, things that we cannot see, feel, or touch, but still exist. For examples: love, hatred, beauty, fear, joy, freedom, courage, etc.

2.2.2 Verbs

Hatch and Brown (1995: 222) defines verbs as words that denote actions. Carnes (2005) divides verbs into four types, they are:

-) Passive-voice: the subject is acted upon by the verb (My football team was *disqualified* from the match by the referee)
-) Linking: connects the subjects with a word that gives information about the subject, such as condition or relationship (she is *my sister*; They feel *bored*)
-) Transitive: action verb that has an object to receive the action (he *got* a good score; He *loves* her)
-) Intransitive: action verb that does not have an object to receive the action (I *run*; He *runs* quickly)

From those four types of verbs above, the researcher decided to focus on the transitive verbs as the teaching material of vocabulary because it is suitable to be used as the teaching material of vocabulary by using riddles for the eighth grade students of SMPN 1 Mlandingan Situbondo

2.2.3 Adjective

Hatch and Brown (2001: 228) state that adjectives are typically used to describe particular nouns. Then, Thompson and Martinet (1986: 22) divide kinds of adjective into:

-) Demonstrative: adjective that helps indicate a noun and are close proximity of that noun in a sentence (*This* is the worst day of my life; *That* cat is so cute)
-) Distributive: adjective that is used to refer to members of a group as individuals (*each* member is asked to give their opinion; *Every* car has its own police number series)
-) Quantitative: adjective that shows the quantity of a thing is called the adjective of quantity (She ate *some* rice; I don't have *any* money anymore; We saw *some* cows near the river yesterday)
-) Interrogative: adjective that modifies another term, especially noun (*Whose* pencil is that?; *What* class do you take this semester?)

-) Possessive: a word that replace a noun (I love *her* eyes; *My* team should be the winner)
-) Qualitative: adjective that is used to identify the qualities or features of a person or thing (She likes a *chubby* boy; That girl is not really that *beautiful*)

From the six types of those adjective, the researcher focused on the qualitative adjective as the teaching material of vocabulary by using riddles. The researcher chose those kinds of adjectives because those adjectives are appropriate for the eighth grade students at SMPN 1 Mlandingan Situbondo

2.2.4 Adverb

Hatch and Brown (2001: 230) state that adverbs are similar to adjective in many ways although they typically assign attributes to verbs , to clauses, or to entire sentences rather than noun. Then, Krohn (1986) classifies adverbs into seven kinds, they are:

-) Adverb of time: is an adverb that tell us when usually placed at the end of sentence (She usually wakes up *at 4:00 AM*)
-) Adverb of place: is an adverb that tell us where something happens (he visits me in the hospital)
-) Adverb of frequency: adverb that is used to say how often we do something (I usually drink coffee; They sometimes go to cinema together)
-) Adverb of manner: adverb that is used to tell us the way or how something is done (She washes her clothes quickly; He answers the question correctly)
-) Adverb of purpose: adverb that indicates the purpose which the verb may address (He went to buy some pens)
-) Adverb of means (They went by train)
-) Adverb of instrument (She eats with a spoon)

For adverb that will be used in this research in adverb of frequency. It is chosen because it is mostly taught on the material that is taught for the eighth grade students in descriptive text of English subject.

2.3 The Problems of Vocabulary

Takac (2008: 8) states that the new language vocabulary acquisition is different from the first language vocabulary acquisition because learner has already developed conceptual and semantic systems linked to the first language. Therefore, English can be the new language for many students in Indonesia. English vocabulary sometimes makes confusion with their spelling. When the teacher pronounces some words to the students, the students think the spelling are similar. It commonly happens but most of English words have different pronunciation with their spelling. Crystal (2003: 3) states 'if English is not your mother tongue, you may still have mixed feeling about it'. Further, Kamil and Hiebert (2005: 1) state that words represent complex and, often, multiple meanings. Those complexes, multiple meanings of words must be understood in the context of other words in the sentences and paragraphs of a text. Most of the Eighth grade students in SMPN 1 Mlandingan Situbondo felt difficulties in learning English because of the complexity of the words. Bahasa Indonesia is so different from the English words, the spelling and the pronunciation of Indonesian words are the same, because the spelling of the English vocabulary has the same pronunciation with their first language vocabulary. And, the mother tongue of most students in SMPN 1 Mlandingan Situbondo is Madurese.

Based on that condition, there were many students who got difficulty in memorizing some vocabularies that have been taught by the teacher. The English teacher only focused on how the language could be understood or how the students could memorize many vocabularies without thinking about the students' mental condition. As a result, most of the students felt bored and lose their interest in

learning English, especially in learning about English vocabularies. The role of memory is crucial in any kind of learning and vocabulary is no exception (Takac, 2008: 10). He adds that when obtaining the new information most of it is forgotten immediately, after which the process of forgetting slow down. Forgetting something takes place in a similar way in both long-term and short-term memory. It means that drilling the students to memorize many vocabularies in a time, is not the effective way to make them really stuck in the students' mind.

2.4 Vocabulary Achievement

Vocabulary is much more important than grammar, because vocabulary is one of the most important thing that made up the language. Tarigan (1984: 2) says that language skills mostly depend on the mastery of vocabulary. Thereore, the more vocabulary is mastered, the bigger possibility that someone can skillfully uses the language. English students need a lot of vocabularies, since vocabulary is very important to master the four language skill. Vocabulary is the key to learners communicating successfully with other people and also understand what they read and hear about the language. Vocabulary needs deep memorization and it is such as a complicated material to be taught. Most of students in SMPN 1 Mlandingan Situbondo lack of vocabulary and did not interest in so many words or idioms. In this case, the teacher should present vocabulary using some interesting media to create a comfortable environment in class. A comfortable environment and the appropriate media created by the teacher to made the students more interesting in learning English, and helped the students to achieve vocabulary easily. In a well-supported environment, resources are devoted to helping people have access to the language and learn it, through the media, libraries, schools, and institutions of higher education.

Some media that are suitable in teaching vocabulary, such as pocket chard, crossword puzzle, riddle and snakes and ladders game, etc. Furthermore, Karim and Hasbullah (1986: 2.34) state that interesting media that can be used in junior high

school and enlarge students' vocabulary are Riddles and word puzzles. Some words game will give the students chances to play with words, practice words, and to explore words. Games are very useful in a class because they provide the opportunity for students to use a language in less formal situation (Carrier, 1980:6). Moreover, Karim and Hasbullah (1986:2.34) propose that riddle can create the atmosphere in learning English. Applying riddles in teaching English can make interaction between the students and the teacher, because the unpredictable answer of the riddles will make the students and the teacher discuss their different assumption of riddles. That means the students are not going to be afraid their answer is wrong and the students also will be free to deliver their opinion about the description of riddles without any anxieties. In other words, the students are in the relax condition without any pressure. They also will comprehend the words easily. Because they think that it is only game and has no relation with the lesson.

Based on the explanation above, it is clear that riddles can be used as media in teaching vocabulary.

2.5 Riddles

Riddle is one of the media that can be used to teach vocabulary so as not to get bored in learning English. Riddles show up the playful nature of language in an easily manageable form (Pantheon, 1994). In addition, according to Mc. Millan (2009) riddle is a question that seems impossible or silly but has a clever or funny answer. Karim and Hasbullah (1986: 2.34) note that riddles can bring the students into the attractive learning environment and invite them to imagine about the object that are being described in the riddles itself. Riddles can be called as a word game or guessing game. Riddles provided an entertaining way for students to identify the words. The students are going to solve the mystery of the riddles carefully, and they feel a sense of accomplishment when they can find the answer of the riddles. It is in

line with Karim and Hasbullah (1986: 2.34); when the students solve the mystery of the riddles, they are challenged to find or guess the answer. Therefore using riddles in teaching and learning process can make the students feel challenged in guessing the riddles and their motivation will appear in solving the mystery of riddles. Karim and Hasbullah (1986: 2.34) state that doing exercises through riddle is an activity that can help the teachers transfer the material and make students interested in learning English. It means that riddle is one activity that could make students enjoy the lesson in the class. This situation is really needed when the students got their materials.

Further, Karim and Hasbullah (1986:2.35) give the examples of riddles as follows:

1. It can sing and talk but it does not have a mouth. What is it? (Answer: a radio)
2. What animal has horns on its legs? (Answer: a cock)
3. It has an eye it cannot see. What is it? (Answer: a needle)
4. It does not have wings but it can fly. What is it? (Answer: a kite)

The function of the riddles in the example above is to guide and help the students illustrate the riddles concept that is still puzzled and abstract to be a concrete object by describing the particular characteristics of the object.

2.6 The Advantages and Disadvantages of Riddles in Learning Vocabulary

2.6.1 The Advantages of Riddles in Learning Vocabulary

Riddle gives a good influence for students in language development. Riddle is believed to motivate the students in learning English. Based on Karim and Hasbullah (1986:2.34-2.35), riddles are useful based on several reasons as follows:

- a. Riddles create relaxation atmosphere.

Teaching vocabulary by using riddles is an interesting way which can create relax atmosphere. The students not only get a chance to learn the language

but also play a game during the English lesson, that is riddle. It can make the students more active in the teaching learning process and it can make the situation of teaching learning process will be more interesting and fun.

b. Riddles are useful to obtain new vocabularies

Repeating the description of the riddle are often did by the teacher to the students twice or more. Also, the teacher sometime translates the meaning of a difficult word when the students are having problem in guessing the description of the riddle. That can make the students easy to understand and familiar with the new words.

c. Riddles are imaginative

Based on the description of riddle, students will imagine the description to find the answer. If the students do not imagine the description, they will have difficulty in finding the answer. But when the students fully imagine the vocabulary in the riddle, it will help the students in memorizing the vocabulary.

d. Riddles are challenging and interesting

The unpredictable answer of riddle can make the students more challenging because they have to find and match the answer with the description or clues of the riddle. Also, it makes the students interest in the riddle because they play with it directly.

Based on those ideas above, the students will have some advantages in language learning, such as listening speaking, vocabulary and reading. The students will listen to the description that is given by the teacher. After that, the students will guess the answer from the description given by the teacher.

2.6.2 The Disadvantages of Riddles in Learning Vocabulary

Karim and Hasbullah (1986:2.35-2.36) state that there are some disadvantages of applying riddles in teaching and learning vocabulary.

a. Some riddles use difficult words.

Teachers have to use easy and familiar words when teaching vocabulary, because they will teach junior high school for eighth grade. Riddle is usually used to make students easy to understand and remember the meaning of the words. Teaching vocabulary by using riddles, the teachers have to select the easy and familiar words for the clues of the riddles. So, the students will be difficult to understand and remember the words if the teachers use difficult words.

b. Difficult clues of riddles make students lazy to learn vocabulary

Teaching and learning vocabulary by using riddles is interesting for students, and when the riddles use the difficult words, it will make the students lazy to find the answer. Then, it will be difficult for the teachers to construct the students' interest in learning vocabulary by using the riddles.

According to those disadvantages, the teacher had to creative and selective in selecting the easy and familiar words while using the riddle in teaching vocabulary, so that the teacher can handle and solve the disadvantages above.

2.7 Teaching Vocabulary Through Riddles

Teaching English is not as easy as we think, because as a teacher we have to show the words, the meaning, pronunciations and spelling. One of the media which can be used by the teacher to teach vocabulary is riddle. As an information, there are some kinds of riddles and not all of them can be applied in teaching vocabulary for the students. That means that the teachers have to be smart in selecting the suitable riddle in teaching vocabulary. According to Karim and Hasbullah (1986: 2.35), the

teacher should be able to design the riddles with a clear language. It means the teachers have to provide easy and familiar vocabularies in the riddles.

According to the explanation above, there are few ways in selecting the riddles:

- a. The teacher will choose the riddles that are suitable with the students' level. Also, the teacher shall use familiar and easy word in simple descriptions at the beginning.

The example of riddle:

- 1) It begins with "T", ends with "T", and has tea in it
What is it? (Teapot)
- 2) It is started with an "E", ends with an "E", and only has one letter in it.
What is it? (Envelope)

(Adapted from Karim and Hasbullah, 1986:2.35)

- b. The students will write the answer or the vocabulary that is gotten from the riddle question, for example: Teapot and Envelope, after that the students are asked to write sentences by using the vocabularies, for example: "She buys a new teapot" and "He gets a letter with pink envelope from his admirer".
- c. The teacher will choose the riddle that use familiar words, because it can make the students easy to understand the vocabulary.

Finally, the teacher has to modify the riddle before it is used to train the students. Beside that, the teacher has to choose or select the suitable words with the theme. Also, the words have to be familiar to the students.

Based on the explanation above, the researcher reconstructs the steps of teaching vocabulary by using riddles as follows:

1. The teacher explained vocabulary (nouns) to the students.
2. The teacher distributed a recount text to the students.
3. The teacher asked the student to find nouns and their meanings in the text in pairs.

4. The teacher asked the students to find the meaning of vocabularies in riddle clues in pairs.
5. The teacher asked the students to find to guess nouns from the text by answering the riddles in groups (4 students)
6. The teacher asked the students to find the meaning of vocabularies in riddles clues in pairs.
7. The teacher asked the students to match presented through riddles with the appropriate vocabularies (nouns) in the box individually.

2.8 Research Hypothesis

Based on the literature review above and the research problem, the research hypothesis was constructed as follows:

1. The use of riddles can improve the eighth grade students' active participation in the vocabulary teaching learning process at SMPN 1 Mlandingan Situbondo in the 2015/2016 academic year.
2. The use of riddles can improve the eighth grade students' vocabulary achievement at SMPN 1 Mlandingan Situbondo in the 2015/2016 academic year.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methods applied in this research. Those methods are research design, area determination method, subject determination method, operational definition of the terms, data collection methods, research procedures and data analysis method.

3.1 Research Design

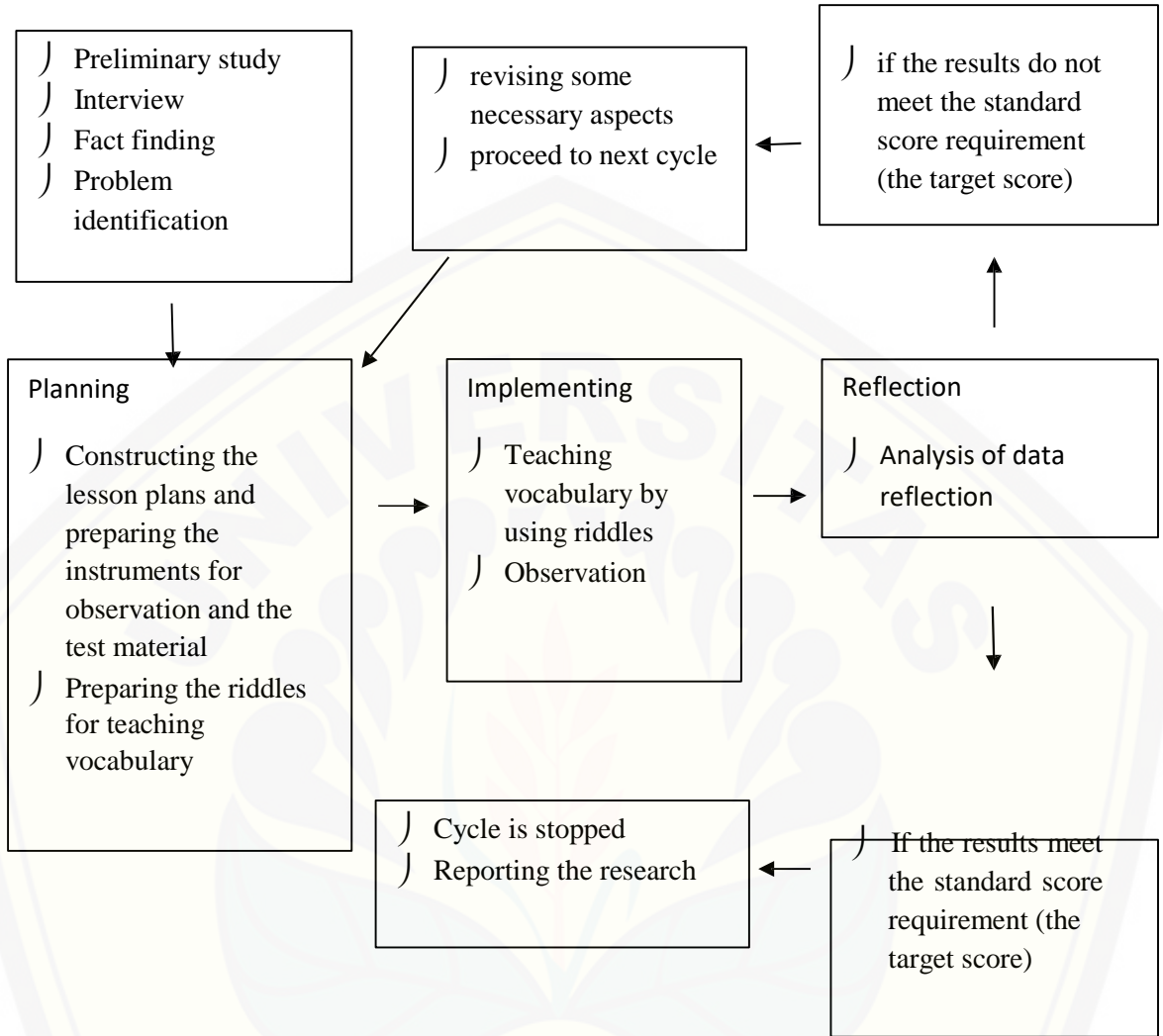
The goal of this research was to improve the eighth grade students' vocabulary achievement by using riddles as media. To reach the objective of this research, the classroom action research with cycle model was applied. Every cycle had done in two meetings and the test was given to the students when the first cycle in the action had been done. Between the researcher and the teacher taught vocabulary by using riddles in turn to the students. It is used to help each other in conducting the classroom action research, in solving the problem in the teaching learning process. Gay *et al* (2011:508) say that a classroom action research is a research that is conducted by teachers, principals, and school counselors in the teaching learning activity, in which it has a purpose to solve the problem of the students in the classroom. Fraenked and Wallen (2006:567) state that an action research is a research that is conducted by one or more individuals or groups with the purpose to solve the problem in the classroom.

There were four steps to do while doing the action in this research, they were (1) The planning of the action, (2) The implementation of the action, (3) The observation and evaluation, (4) Analyzing the data and reflecting the action (Elliot, 1991:70). In the planning step, the researcher designed the lesson plans, preparing

the vocabulary materials using riddles. And the researcher will prepare the observation guide, the test, and a set criteria success. Next, in the implementation step, all the activities which were arranged in the lesson plan was implemented. Beside, the English teacher observed the students' participation while the vocabulary teaching and learning process by using riddles. And the last step is the researcher and the English teacher will discuss and make a reflection of the action to know whether or not teaching vocabulary by using riddles can improve students' vocabulary achievement. The result in the first cycle does not achieve the criteria of success that is at least 70% of the students can achieve the standard minimum score 75 and at least 70% students are actively participate during the teaching and learning process by fulfilling at least three indicators in the observation checklist of students' participation, the second cycle will be conducted

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

Figure 3.1 The Research Design of Classroom Action Research



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

Based on this research design, the activities were described as follows:

1. Undertaking the preliminary study to identify the teacher's and the students' problem in the vocabulary teaching and learning process.

2. Determining the problem that was solved through this classroom action research.
3. Planning the action by constructing the lesson plan for the first cycle (meeting 1 and meeting 2).
4. Applying the action of cycle 1 (meeting 1 was conducted by the researcher and meeting 2 was conducted by the English teacher).
5. Observing the classroom while applying the action of the first cycle. The observation in the first meeting was done by the English teacher, and in the second meeting, the observation was done by the researcher.
6. Giving the vocabulary test when the action of the first cycle was done (in the third meeting).
7. Analyzing the result of the observation and the vocabulary in the first cycle qualitatively in the first percentage.
8. Drawing conclusion to solve the research problem.

3.2 Research Area Determination Method

Area determination method was the method where the research was conducted. The area of this method was determined by using the purposive method. Arikunto (2010:183) says that purposive method is the method employed in choosing the research area based on a certain purpose or reason. In this case, the research was conducted at SMPN 1 Mlandingan Situbondo based on some reasons. First, based on the preliminary study that was done by doing the observation in the classroom and interviewing the English teacher. It found that the eighth grade students still had difficulty in learning vocabulary. Second, riddles had not been applied by the English teacher in teaching vocabulary. Third, the researcher collaborated with the English teacher to conduct this classroom action research. It was expected that there was a good collaboration in conducting this classroom action research. Fourth, the headmaster of SMPN 1 Mlandingan Situbondo gave the permission to conduct this action research at this school, particularly in class VIII A.

3.3 Subject Determination Method

A sampling method to determine the subject of the action research. The research populations of this research is the eighth grade students of SMPN 1 Mlandingan Situbondo. And one of the classes will be taken by the researcher as a sample. Frenkel and Wallen (2009: 90) state that a sample in a research is the group on which information is obtained. Furthermore, Arikunto (2002: 109) states when the subjects are defined as a group of elements or cases that conform to specific criteria and to which the researcher intends to generalize the result of the research, it is called as sampling research method. The research subject of this research is the eighth grade students of SMPN 1 Mlandingan Situbondo, especially VIII A class. This class was chosen because of some reasons. First, the VIII A students of SMPN 1 Mlandingan Situbondo faced difficulties in mastering vocabulary. Second, it was about 92% of 25 students in the class cannot differentiate the classification of the English words, such as adverbs, adjectives, verbs and nouns. Third, the students still had low average scores in vocabulary achievement. Based on the students' problems in vocabulary above, the researcher finally choosed this class purposively. The number of the students in VIII A is 25. And, the standard minimum score of English in SMPN 1 Mlandingan is 75. Meanwhile, the mean score of the students' vocabulary is 68.88. It was clear that they still had difficulties in understanding the meaning of the vocabulary and also determining the classification of the English words.

3.4 Operational Definitions of the Terms

The operational definition serves as a guideline to understand the concepts of the study. It also avoid misunderstanding between the writer and the readers and to keep the discussion of the research concepts on the right track. The terms that are necessary to be defined operationally are the use of riddles in teaching vocabulary as the independent variable and the students' vocabulary achievement as the dependent variable.

3.4.1 The use of riddles in teaching vocabulary

Riddles in this research was used as media in teaching vocabulary with some clues. The students answered or guess the teacher's question by understanding the clues given in the form of sentences or phrases.

3.4.2 The students' vocabulary achievement

The students' vocabulary achievement means the level or amount of knowledge about English vocabulary after learning vocabulary by using riddles, particularly the knowledge of vocabulary in the form of verbs, nouns, adjectives, and adverbs. It was represented by the scores of vocabulary achievement test in every cycle covering the materials of nouns, verbs, adjectives and adverbs.

3.5 Data Collection Method

There were four kinds instruments used to collect the data in this classroom action research. They were vocabulary test, observation, interview and documentation.

3.5.1 Vocabulary Test

In this research, the vocabulary test was used to measure the students' vocabulary. A test is an instrument or a systematic procedure to get data from the subjects of the research (Arikunto, 1992: 31). The test will be constructed by the researcher and the English teacher collaboratively. In this classroom action research, vocabulary test was given after students learning vocabulary through riddles. Vocabulary test items including nouns, verbs, adjectives and adverbs.

Generally, there were two kind of test, called subjective and objective test. In this research, the researcher used objective test since it is easy to score. An objective test is more practical and easier to do in term of scoring (Djiwandono, 1996: 28). He also adds that objective test can avoid subjectivity. The vocabulary test was conducted in the third meeting. In the test, students were given 25 test items with the distribution as follows: multiple choices

(25 items). Total result was divided by 25 then multiples by 100. The time allocation for doing the test is 45 minutes.

3.5.2 Observation

In this research, observation was conducted by using observation checklist to measure the students' active participation based on particular indicators. While the vocabulary teaching and learning process is in progress, the observation was conducted. It is intended to observe the students' active participation in doing the teaching learning process of vocabulary by using riddles. Arikunto (1992: 26) states that a checklist is an instrument in observation that uses symbol () to answer some statements stated. Moreover, the most effective way in observation was using checklist as instrument (Arikunto, 2002: 200). In the first meeting, the observation was done by the English teacher, and the researcher implements the action. Then, the researcher conducted the observation and the English teacher implemented the action in the second meeting.

Table 3.2 The Observation Checklist of Students' Participation

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

Notes:

1. Giving response to the teacher's oral question about the meaning of some underlined words in the text of the riddles.

2. Discussing and sharing the idea with their groups about the meaning of some difficult words in the riddles clues.
3. Guessing the answer of the riddles in groups.
4. Matching the riddles with the correct answers in the box individually.

The students were categorized as active if at least 70% of the students fulfill at least three of four indicators stated in the checklist above. Moreover, the students were categorized as passive students if they only do one or two indicators stated in the checklist above.

3.5.3 Interview

In this research, the English teacher was interviewed to collect the supporting data about problem of the students in learning vocabulary and the teaching technique used by the English teacher in teaching vocabulary, the text book used and which class that has lowest percentages score in the vocabulary test. This is in line with Arikunto (1992: 27) who states that interview is a method to get the answers from the respondents of the research by giving some questions. Moreover, there are three types of interview, they are structured interview, semi structured interview and unstructured interview (Arikunto, 2010: 270). In this research the semi structured interview will be used, in which a list of question was prepared and use as the interview guide. So, the interview guide was used as the guide in doing the process of interview.

3.5.4 Documentation

Documentation in this research was used to get the supporting data. According to Arikunto (2010: 201) says that the documentation is a method that is conducted by searching data in the form of books, magazines, documents, rules and daily notes. In this research, documentation was used to get supporting data about the student's name and the previous vocabulary test scores of VIII A class in SMPN 1 Mlandingan Situbondo. The data were used as the basis score to be improved.

3.6 Research Procedures

The classroom action research was intended to improve class VIII A students' vocabulary mastery and active participation by using riddles at SMPN 1 Mlandingan Situbondo. It consisted of two cycles in which every cycle covers four stages of activities, they are: planning of the action, implementation of the action, observation and evaluation, and data analysis and reflection of the action. The details are explained as follows:

1. Choosing the theme based on the Basic Course of the English Institution Based Curriculum for the eighth grade of junior high school.
2. Constructing the Lesson Plans for the first cycle (meeting 1 and 2).
3. Preparing the clues of riddles and the students' work sheet in the form of objective test (multiple choices).
4. Constructing the observation guide in the form of checklist containing the indicators of the students' active participation in the vocabulary through riddles.
5. Preparing the formula to score the students' vocabulary test.

3.6.1 The Implementation of the Action

The action was conducted in school hours. The action given was teaching vocabulary by using riddles. In addition the action had done by the researcher while the English teacher observes the action in the first meeting of Cycle 1. The actions were intended to improve students' vocabulary achievement about nouns, verbs, adjectives and adverbs. The implementation of the actions were based on Lesson Plan 1 and Lesson Plan 2 in Cycle 1. Moreover, the vocabulary test was conducted in the third meeting after the actions in Cycle 1 given.

3.6.2 Observation and Evaluation

Observation was used to observe the students participation of riddles in playing teaching vocabulary. It recorded students' activities, participation, and the problem found during the vocabulary teaching learning process by using riddles. The researcher used a

checklist consisting of some indicators to do the observation. The students' were considered as active students if they were: (a) giving response to the teacher's oral question about the meaning of some underlined words in the text, (b) discussing and sharing the idea with their groups about the meaning of some difficult words in the riddles clues, (c) guessing the answer of the riddles in groups, (d) matching the riddles with the correct answers in the box individually.

When the students fulfilled at least three indicators, they were considered as active students during the teaching and learning process of vocabulary by using riddles.

The evaluation was carried out to know the students' vocabulary improvement by using riddles. The evaluation that is used in this action research is process evaluation and product evaluation. The process evaluation had done in observation during teaching learning process of vocabulary by using riddles. The product evaluation had done at the end of Cycle in the form of vocabulary achievement test that is covered nouns, verbs, adjectives, and adverbs.

3.6.3 Data Analysis and Reflection of the Action

a. Data Analysis

Analysis is about the search for explanation and understanding, in the course of which concepts and theories are likely to be advance, considered, and developed (Blaxter et.al, 1997: 185). In this research, the main data were collected by using a vocabulary test. The result of vocabulary test in the form of the students' scores was analyzed to find the percentage of the students who get score 75.

The formula that was used to find the percentage is as follows:

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

Notes:

E = the percentage of the students who get standard minimum scores (75) in the vocabulary test

n = the number of students who get good score category (75)

N = the number of the students (subjects)

(Ali, 1993: 189)

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

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

Notes:

E = the percentage of the students who are active

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

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

(Ali, 1993: 189)

b. Reflection of the Action

Reflection was intended to know the result of the action of the first Cycle that was gained from observation in every meeting and the vocabulary test. Moreover, the result of the reflection was used as a guidance to revise the Lesson Plans of the first Cycle for constructing the Lesson Plans in the second Cycle if it is necessary. The reflection was done by the researcher and the English teacher to know the weaknesses and the strengths of the actions in the Cycle 1.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and some suggestions for the English teacher, the students, and the future researchers.

5.1 Conclusion

Based on the result of the data analysis of the vocabulary achievement test and observation after conducting the action in Cycles I and II, it can be concluded by these following points:

1. The use of riddles could improve the eighth grade students' participation in the teaching learning process at SMPN 1 Mlandingan Situbondo. It was shown by the percentage of the students' participation in the teaching learning process of vocabulary in Cycle I increased from 48% in the first meeting to 68% in the second meeting. Then, in Cycle II, the percentage of the students' participation also increased from 72% in the first meeting to 80% in the second meeting.
2. The use of riddles could improve the eighth grade students' vocabulary achievement at SMPN 1 Mlandingan Situbondo. It was shown by the mean score, that was 76.64 in Cycle I and increased up to 78.72 in Cycle II. In addition, the percentage of the students who got scores 75 was 68% in Cycle I increased up to 84% in Cycle II.

Therefore, it proved that the use of riddles could improve the students' participation and their vocabulary achievement in the teaching and learning process.

5.2 Suggestion

Considering the significant result of this research, some suggestions are proposed to the English teacher, the students, and the other researchers.

5.2.1 The English Teacher

Based on the research result, it is suggested to the English teacher to apply riddles as the alternative media in teaching English. The English teacher can also use riddles, but change the problem cards with the other alternatives to learn vocabulary, for instance by using pictures, the synonym or antonym of the English words. It is due to the result of using riddles which could improve the students' vocabulary achievement and participation because riddles can help the

students to remember the words easier, and make the students enjoy the class and follow the teacher's questions and instructions.

5.2.2 The Students

The students of SMPN 1 Mlandingan Situbondo are suggested to use riddles to improve their vocabulary achievement, and also to make them do not feel bored in learning vocabulary. Using riddles can make them easier to understand about the meaning of the vocabulary and can also be used to make learning vocabulary more fun.

5.2.3 The Future Researcher

It is suggested to the future researchers who have the same problems in the teaching and learning process of vocabulary to use riddles, since it could help the students easier to learn vocabulary and make the students in the class more interested in following the teaching and learning process. It is also suggested to use this research result as an information and reference in conducting the same or different research design to increase the students' vocabulary achievement.

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RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Methods	Hypothesis
Using riddles to improve the eighth Students' Active Participation and their vocabulary achievement at SMPN 1 Mlandingan-Situbondo	<ol style="list-style-type: none"> 1. Can the use of riddles improve the eighth grade students' active participation in vocabulary teaching learning process at SMPN 1 Mlandingan-Situbondo? 2. Can the use of riddles improve the students' vocabulary achievement at SMPN 1 Mlandingan-Situbondo? 	<ol style="list-style-type: none"> 1. Independent Variable Teaching vocabulary by using riddles. 2. Dependent Variable 1. Students' participation during the teaching and learning process. 	<ol style="list-style-type: none"> a. <u>The activities of teaching vocabulary by using riddles:</u> <ol style="list-style-type: none"> 1. Asking the students to find nouns and their meaning in the text in pairs. 2. Asking the students to find the meaning of vocabularies in riddle clues in pairs. 3. Asking the students to guess nouns from the text by answering the riddles in groups. 4. Asking the students to match the clues presented through riddles with the appropriate answers (nouns) in the box individually. b. <u>The students active participation in vocabulary teaching learning process by using riddles, covering :</u> 	<ol style="list-style-type: none"> 1. Subjects: The eighth grade students of SMPN 1 Mlandingan-Situbondo in the 2017/2018 Academic Year. 2. Informant: The English teacher of the eight grade students of SMPN 1 Mlandingan-Situbondo in the 2016/2017 Academic Year. 	<ol style="list-style-type: none"> 1. Research Design: Classroom Action Research The stages of each cycle are: <ol style="list-style-type: none"> 1) The planning of the action 2) The implementation of the action 3) Class observation and evaluation 4) Data analysis and the reflection of the action <i>(Lewin in Elliot, 1991:70)</i> 2. Area Determination Method: Purposive method 3. Subject Determination Method: Purposive sampling method 4. Data Collection Methods: Primary Data <ol style="list-style-type: none"> 1. Vocabulary Test 2. Observation 3. Interview 4. Documentation 5. Data Analysis Method <ol style="list-style-type: none"> 1. The data that will be collected are analyzed statistically by using the following formula: $E = \frac{a}{N} \times 100$ Note: E : The percentage of students actively involved in the teaching learning 	<ol style="list-style-type: none"> 1. The use of riddles can improve the students' active participation in the teaching and learning process of vocabulary at SMPN 1 Mlandingan-Situbondo. 2. The use of riddles can improve the eighth grade students' vocabulary achievement at SMPN 1 Mlandingan-Situbondo

		<p>2. The students' vocabulary achievement.</p>	<ol style="list-style-type: none"> 1. The students ask the meaning of vocabularies in the riddles clues. 2. The students find the meaning of vocabularies in the riddles clues in pairs. 3. The students guess the answers of the riddles in groups. 4. The students match the riddles with the correct answers in the box individually. <p>c. <u>Some kinds of vocabularies used in riddles in the teaching of vocabulary:</u></p> <ol style="list-style-type: none"> 1. Noun 2. Verb 3. Adjective 4. Adverb 		<p>process.</p> <p>n : The total number of the students categorized as the active students. N : the number of the students (subjects) <i>(Ali, 1993:189)</i></p> <p>2. The data that will be collected are analyzed statistically by using the following formula: Percentage Formula:</p> $E = \frac{n}{N} \times 100$ <p>Note: E : the percentage of the students who get standard minimum scores (75) in the vocabulary test n : the number of students who get good score category (75) N : the number of the students (subjects) <i>(Ali, 1993:189)</i></p>	
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The Result of Interview

I. The Result of Interview

The interview with the eighth grade English teacher of SMPN 1 Mlandingan is conducted in the preliminary study. The interview is carried out to obtain the information from the English teacher about the problems faced by the students in mastering vocabulary, and the teacher's media in teaching vocabulary.

The following questions were used as the guide in conducting the interview:

The questions of Interview	The Teacher's Answer
1. What grade do you teach?	1. Grade eighth.
2. What curriculum that is used in teaching English for the eighth grade students in SMPN 1 Mlandingan?	2. The newest curriculum, 2013 curriculum. KTSP 2006 is only used for the ninth grade.
3. How many times do you teach English in a week?	3. Twice in a week for each class.
4. What resources or materials do you use to teach English to the students?	4. Handbook of SIAPUJA (Siap Ujian Akhir) for the eighth grade by Nur Zaida and also students' worksheet "LKS".
5. What is the standard minimum score for the English score in SMPN 1 Mlandingan?	5. The standard minimum score for the English score is 75.
6. Do the students get the standard minimum score that has been determined by the school?	6. There are only about 3 percent students in the class who have achieved the standard minimum score.
7. In your opinion, what skill or component is the most difficult to be mastered by the students?	7. The four of English skills. However they need more vocabularies to learn the four English skills or to make a sentence in learning grammar and also to learn how to pronounce the words in English. So I think

<p>8. Have you ever taught vocabulary to the students?</p> <p>9. Have you ever taught the classifications of words, such as; nouns, verbs, adjectives and adverbs to the students?</p> <p>10. What are the difficulties faced by the students in learning vocabulary?</p> <p>11. How do you overcome the problems?</p> <p>12. Have you ever used media in teaching vocabulary?</p> <p>13. Have you ever used the guessing game like riddles?</p> <p>14. Why?</p>	<p>have difficulties in mastering vocabulary.</p> <p>8. Yes, of course.</p> <p>9. No, I haven't. I just teach them about a sum of vocabularies meaning that are in a text of the handbook or the students' worksheet "LKS". Or I bring some pictures consisting of vocabulary in it, and ask the students to pronounce the words that are in the pictures.</p> <p>10. The students can't remember some of the vocabularies that have been taught to them.</p> <p>11. I ask them to check it in the dictionary.</p> <p>12. Yes, I have. I bring some pictures consisting of words, and a sum of the pictures has one topic. Such as; animals, jobs, fruits, public transportations.</p> <p>13. No, I have never used those kinds of media.</p> <p>14. I do not only teach English in the eighth grade, but I also teach the ninth grade. So it must be spending much time to make some or even many media when I'm teaching.</p>
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II. The Guide of Documentation

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

CYCLE 1

(LESSON PLAN 1, MEETING 1)

Nama Sekolah	: SMPN 1 Mlandingan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Komponen Bahasa	: Kosakata (Vocabulary integrated with reading text)
Jenis Teks	: Teks deskripsi (sangat sederhana)
Tema	: Binatang
Alokasi Waktu	: 2 x 45 menit

A. KOMPETENSI INTI:

1. Menghargai dan menghayati ajaran agama yang dianutnya. (KI 1)
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya. (KI 2)
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata. (KI 3)

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

a. Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.7 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

- 2.8 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.9 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana. tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

b. Indikator:

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris dan siap menerima pembelajaran tentang “Descriptive Text”.

2. Sosial

Menunjukkan sikap/perilaku santun dan peduli, jujur, disiplin, percaya diri, tanggung jawab, cinta damai dan kerjasama.

3. Pengetahuan

a. Siswa dapat menemukan arti kata dalam descriptive text yang di ajarkan dengan menggunakan Riddles.

4. Keterampilan

Menggunakan kata (Noun, Verb, Adverb dan Adjective) dengan benar yang terdapat dalam riddle berbentuk descriptive teks.

C. TUJUAN PEMBELAJARAN

1. Spiritual

Setelah proses pembelajaran, peserta didik mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris dan melalui

motivasi, peserta didik siap menerima pembelajaran tentang vocabulary yang ada dalam “Descriptive Text”.

2. Sosial

Setelah mengamati dan mendiskusikan teks tulis deskripsi, pendek dan sederhana tentang binatang dalam bentuk *Riddle* dengan teman dan guru, peserta didik menunjukkan perilaku santun, jujur, disiplin, percaya diri, tanggungjawab dan kerjasama.

3. Pengetahuan

Melalui diskusi dan penugasan, siswa dapat menemukan arti kata dalam descriptive text yang di ajarkan dengan menggunakan Riddles.

4. Keterampilan

Dengan memperhatikan ciri-ciri teks deskripsi, peserta didik dapat menangkap makna dalam teks deskripsi tulis, pendek dan sederhana tentang binatang.

D. PENDEKATAN METODE AJAR DAN TEKNIK RIDDLES

Pendekatan : *Scientific approach*

:mengamati, mempertanyakan, bereksperimen, mengasosiasi, berkomunikasi

Metode : Diskusi, dan penugasan

E. MATERI AJAR

(Ditulis dalam bentuk butir-butir sesuai dengan rumusan indikator ketercapaian kompetensi)

1. Fungsi sosial:

Mengenalkan dan mengidentifikasi kosa kata yang ada pada teks deskriptif tentang binatang (descriptive text: animals)

2. Struktur teks:

- Do you like animals?
- Why do you like animals?
- Can you mention your favorite animals?

Memberikan sebuah teka-teki tentang seekor binatang yang harus dijawab oleh siswa secara lisan (giving a riddle dealing with the animal orally)

- I am a pet.
- I have four legs.
- I have soft fur too.
- My enemy is a dog.
- Sometimes I like eating mouse or fish.
- Who am I?

3. *Unsur kebahasaan:*

Menjelaskan tentang klasifikasi kosa kata bahasa Inggris (explaining about verbs, adjectives, adverbs, and nouns)

1. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense (verb 1): *be, have, eat, play, get, take, dll.*
2. Kata sifat tentang binatang dalam kehidupan siswa di rumah, di sekolah dan sekitarnya, dengan atau tanpa kata keterangan *quite, very: cute, small, long, funny, white, dll.*
3. Kata keterangan yang menerangkan cara atau tempat pada teks deskripsi:
 - a. Adverb of manner: *quickly, loudly, slowly, carefully, and so on.*
 - b. Adverb of place: *at the sea, in the grass, in the river, and so on.*

4. *Topik*

Deskripsi tentang binatang di sekitar dan relevan dengan kehidupan siswa dengan dilandasi sikap santun, disiplin, percaya diri, kerja sama, dan bertanggung jawab.

F. MEDIA BELAJAR

1. Gambar
2. Problem Cards

G. SUMBER BELAJAR

1. Karim, Mariana., Hasbullah A. Fatmi. *LANGUAGE TEACHING MEDIA*.1986: Universitas Terbuka, Jakarta.
2. Zaidah, Nur. *Siapuja Bahasa Inggris*. 2013: Penerbit Erlangga, Jakarta
3. [http://www.kursusmudahbahasainggris.com/2013/09/pengertian-struktur-ciri- dan-contoh.html](http://www.kursusmudahbahasainggris.com/2013/09/pengertian-struktur-ciri-dan-contoh.html)

H. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pembelajaran		Alokasi Waktu
<p>- Sebelum ke kegiatan inti, guru mengecek kehadiran siswa dalam absensi: mengecek pemahaman dan penguatan siswa terhadap makna dan klasifikasi kosa kata dalam bahasa inggris.</p> <p>Apersepsi awal:</p> <ol style="list-style-type: none"> 1. Memberikan apersepsi awal kepada siswa tentang materi teks descriptive tulis, sederhana tentang binatang dengan menanyakan “<i>Do you like animals? Can you mention your favorite animals?</i>”, etc. <p>Motivasi:</p> <ol style="list-style-type: none"> 1. Guru menyajikan <i>riddles</i> atau teka-teki tentang binatang. 2. Guru meminta siswa memberikan pendapat atau jawaban dari <i>riddles</i> tersebut. 3. Guru menunjukkan gambar binatang yang dimaksud pada <i>riddles</i> tersebut. <p>Pada pertemuan ini difokuskan pada; (1) kata kerja bentuk pertama pada simple present tense, (2) kata sifat tentang binatang, (3) kata benda (noun), dan kata keterangan (adverb)</p>		10'
GURU	SISWA	
Guru mengajak siswa untuk membaca teks deskripsi tentang seekor binatang sambil menjelaskan klasifikasi kata (nouns, verbs, adjectives, adverbs).	Mengamati Siswa membaca teks deskripsi tentang seekor binatang sambil mengamati klasifikasi kata (nouns, verbs, adjectives, adverbs).	7'
Guru memberi penjelasan mengenai makna dari kata-kata yang ada pada teks deskripsi yang dijabarkan melalui <i>riddles</i> di dalam <i>problem cards</i> .	Mempertanyakan Siswa membuat pertanyaan dengan menggunakan kata-kata yang digaris bawah pada teks deskripsi.	3'

<ol style="list-style-type: none"> 1. Guru membimbing siswa untuk bermain <i>riddles</i> 2. Guru membagi kelas menjadi kelompok kecil untuk bermain <i>riddles</i> 3. Guru meminta siswa mendiskusikan teka-teki yang ada di dalam <i>problem cards</i>. 4. Guru meminta siswa mencatat hal-hal yang mereka temukan dalam diskusi berkelompok. 5. Guru meminta siswa mendiskusikan jawaban dari <i>riddles</i> yang ada pada <i>problem cards</i> 6. Guru meminta siswa untuk bermain <i>riddles</i> secara berpasangan.. 	<p>Mengeksplorasi/mencoba</p> <ol style="list-style-type: none"> 1. Siswa dikelompokkan dalam kelompok kecil 2. Siswa mendiskusikan dengan kelompok 3. Siswa mencatat hal-hal yang mereka temukan dalam kelompok. 4. Siswa melakukan sharing tentang hasil kerja mereka. 	40'
<p>Guru mengajak siswa untuk membandingkan hasil kerja siswa pada task I</p>	<p>Menalar</p> <p>Siswa membandingkan hasil kerjanya bersama teman sekelas dan guru pada task I</p>	15'
<p>Guru mengajak siswa untuk mendiskusikan hasil kerja siswa secara individu pada Task I.</p>	<p>Mengomunikasikan</p> <p>Siswa mendiskusikan hasil Task I bersama teman sekelas dan guru.</p>	5'
<p>-Setelah kegiatan inti, guru melakukan kegiatan penutup: menarik kesimpulan tentang materi yang telah dipelajari pada kegiatan inti dan melakukan salam penutup.</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menjelaskan ulang kegiatan apa yang tadi telah dilakukan untuk mengecek tanggung jawab peserta didik terhadap pembelajaran yang dilakukan. 2. Melakukan refleksi dengan meminta pendapat siswa tentang kegiatan pembelajaran yang telah dialami (memberikan kemudahan dalam belajar atau sebaliknya). 3. Guru mengucapkan salam penutup dan mengakhiri pelajaran. 		10'

I. PENILAIAN DAN RUBRIK PENILAIAN

1. Penilaian sikap:

SIKAP	NILAI				
	5	4	3	2	1
Kesantunan	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Jujur	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Peduli	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Disiplin	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Percaya diri	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Tanggung jawab	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap

2. Penilaian Tingkah Laku

SIKAP	NILAI				
	5	4	3	2	1
Kerja sama	Selalu bekerja sama	Sering bekerja sama	Beberapa kali melakukan kerja sama	Pernah bekerja sama	Tidak pernah bekerja sama
Melakukan tindak	Selalu melakukan	Sering melakukan	Beberapa kali melakukan	Pernah melakukan	Tidak pernah melakukan

komunikasi yang tepat	kegiatan komunikasi yang tepat	kegiatan komunikasi yang tepat	kegiatan komunikasi yang tepat	kegiatan komunikasi yang tepat	kegiatan komunikasi yang tepat
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3. Penilaian pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tulis tentang binatang, pendek dan sederhana sesuai dengan konteks penggunaannya.	Unjuk kerja	<ol style="list-style-type: none"> 1. Identify the generic structure of the text 2. Underline the words in the text that show verbs 1 in the simple present tense sentences.

4. Penilaian keterampilan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks deskripsi tulis tentang binatang, pendek dan sederhana.	Unjuk kerja	<ol style="list-style-type: none"> 1. Answer the riddles questions that are on the problem cards given based on the text! 2. Classify the words into nouns, verbs, adjectives, and adverbs taken from the text into the columns provided!

Jember,.....,2017

Researcher,

MOH. IQBAL

NIM. 100210401111

TEACHING MATERIAL

A. Set Induction

Leading Questions:

- Do you like animal?
- Why do you like animal?
- Can you mention your favorite

animal? Motivation:

Give a riddle dealing with the animal in the picture orally

- I am a pet.
- I have four legs.
- I have soft fur too.
- My enemy is a dog.
- Sometimes I like to eat mouse or fish.
- Who am I?



<http://www.google.com/gambar/kucing>

B. Main Material

Explanation

- Descriptive text is a text that describes the features of someone, something or a certain place.
- Social function: to describe a particular person, place or thing
- The generic structure:

Introduction : is the part of the paragraph that introduces the character.

Description: is the part of the paragraph that describes the character more details

(describes parts, qualities, and

characteristics). d. Language features:

- Using Simple Present Tense:

1. Cat has four legs. (the word “has” is verb 1)
2. Cat’s enemy is dog. (using to be present “is”)

- Using adjective to describe about the animal

1. The cat has white and soft fur.
2. Cat is a very cute

animal. Descriptive text for teaching material

My Lovely Cat

I have a lovely cat at home. The name of my cat is Pussy. Pussy is a cute female cat. She is sweet and adorable.

She is adorable with her soft white fur and an innocent face. She has round eyes and weak sweet voice. She always meows when she feels hungry. She likes eating fresh fish and fresh milk. In the morning, I buy some fresh fish in the traditional market for her and mother gives her fresh milk. She is very expert in catching the mouse at home. She will move carefully then catch the mouse. She is going to be a fat cat. However, she can run quickly. She sleeps with me at night. She usually wakes me up every morning with her tail. She is my lovely cat.

(Adapted from *.wordpress.com/2011/07/13/my-pussy-cat-descriptive-text*)

Task 1. Based on the descriptive text about “my lovely cat” above, now solve some riddle questions in the problem cards given.

The Problem Cards

1. Your friends use it to call you. If you introduce yourself to the people, you always mention it. It begins with "N" and consists of 4 letters. What is it?

2. You use this word to say the taste of sugar, candy, or cake. It begins with "S" and consists of 5 letters. What is it?



3. You have two on your head. You can see anything with it. It begins with "E". What is it?

5. You stay in this place. It will keep you from the sunlight and the cold at night and also the rain. It begins with "H". What is it?

7. It is the synonym of the word "sound". You usually produce it when you are talking to anyone else. It begins with "V". What is it?

9. You may find it in your own house. It is haunted by cat. The colour of this animal can be greyish black or white. What is it?

11. It consists of 4 letters and ends with "E". It is always be on the ID card to know who they owner. What is it?

13. This word consists of 5 letters. It is the antonym of "bitter" and it begins with "S". What is it?

15. It is a place where your family live. It has doors, windows, bedrooms, etc. It consists of 4 letters and ends with "E". What is it?

4. You may feel it if you have not eaten yet. It begins with "H" and consists of 6 letters. What is it?

6. It is an activity when your eyes are closed. Your body and mind are relaxed in the bed. It begins with "S"
What is it?

8. It is liquid, white, and fresh. Cows produce it. You may drink it every morning when you were a child. What is it?

10. Every body has it. Your eyes, nose, mouth, and cheeks on it. This word begins with "F". What is it?

12. This word begins with "E". It will be closed while we are sleeping. What is it?

14. It consists of 6 letters and begins with "H". You will feel it while you are fasting. What is it?

16. It is an activity when you are sleepy and you need to rest your body on the bed. It begins with "S" and consists of 5 letters. What is it?

17. I am a liquid and white. I can be produced by goat, horse and cow. I begin with "M" and consists of 4 letters. Who am I?

18. I am an animal. I like cheese and I am the partner of "TOM" in the Tom and Jerry's movie. Who am I?

19. It begins with "F" and consists of 4 letters. You always see it on the mirror. What is it?

20. When you are singing or talking your body will produces it. It begins with "F" and consists of 5 letters. What is it?

Task II

Choose the correct answer by crossing (X) A, B, C, and D

1. A: I never see her before. Who is she?

B: Her is Linda. She is our new classmate.

The appropriate word to complete the conversation above is?

- | | |
|------------|-------------|
| a. address | c. name |
| b. age | d. religion |
2. What is the part of the body which is used to see?
- | | |
|-------------|---------|
| a. Eyebrows | c. Nose |
| b. Eyes | d. Ears |
3. What is the taste of sugar?
- | | |
|-----------|----------|
| a. Bitter | c. Sour |
| b. Sweet | d. Salty |

4. What do you feel if you don't eat any food in a whole day?
- a. Angry
 - b. Gloomy
 - c. Sleepy
 - d. Hungry
5. What do you call the place where you live?
- a. Garden
 - b. Class
 - c. Home
 - d. School
6. What will you do if you feel sleepy?
- a. Eat
 - b. Dance
 - c. Swim
 - d. Sleep
7. What do you call a glass of white liquid which comes from a cow?
- a. Honey
 - b. Lemon
 - c. Juice
 - d. Milk
8. What is the part of your body which has a nose, eyes, a mouth and eyebrows?
- a. Head
 - b. Foot
 - c. Face
 - d. Hand
9. She is a good singer. Her is very good?
- a. Face
 - b. Bag
 - c. Voice
 - d. Shoes
10. likes cheese and is afraid of cat.
- a. Lion
 - b. Camel
 - c. Mouse
 - d. Tiger

Answer Key

Key answers for the problem cards in Task I.

- | | | |
|-----------|------------|-----------|
| 1. Name | 8. Milk | 15. Home |
| 2. Sweet | 9. Mouse | 16. Sleep |
| 3. Eyes | 10. Face | 17. Milk |
| 4. Hungry | 11. Name | 18. Mouse |
| 5. Home | 12. Eyes | 19. Face |
| 6. Sleep | 13. Sweet | 20. Voice |
| 7. Voice | 14. Hungry | |

Key answers for Task II

- | | |
|--------------|--------------|
| 1. C. Name | 6. D. Sleep |
| 2. B. Eyes | 7. D. Milk |
| 3. B. Sweet | 8. C. Face |
| 4. D. Hungry | 9. C. Voice |
| 5. C. Home | 10. C. Mouse |

CYCLE 1

(LESSON PLAN 2, MEETING 2)

Nama Sekolah	: SMPN 1 Mlandingan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Komponen Bahasa	: Kosakata (Vocabulary integrated with reading text)
Jenis Teks	: Teks deskripsi (sangat sederhana)
Tema	: Binatang
Alokasi Waktu	: 2 x 45 menit

A. KOMPETENSI INTI:

1. Menghargai dan menghayati ajaran agama yang dianutnya. (KI 1)
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya. (KI 2)
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata. (KI 3)

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

a. Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.7 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.8 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.9 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana. tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

b. Indikator:

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris dan siap menerima pembelajaran tentang “Descriptive Text”.

2. Sosial

Menunjukkan sikap/perilaku santun dan peduli, jujur, disiplin, percaya diri, tanggung jawab, cinta damai dan kerjasama.

3. Pengetahuan

a. Siswa dapat menemukan arti kata dalam descriptive text yang di ajarkan dengan menggunakan Riddles.

4. Keterampilan

Menggunakan kata (Noun, Verb, Adverb dan Adjective) dengan benar yang terdapat dalam riddle berbentuk descriptive teks.

C. TUJUAN PEMBELAJARAN

1. Spiritual

Setelah proses pembelajaran, peserta didik mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris dan melalui motivasi, peserta didik siap menerima pembelajaran tentang vocabulary yang ada dalam “Descriptive Text”.

2. Sosial

Setelah mengamati dan mendiskusikan teks tulis deskripsi, pendek dan sederhana tentang binatang dalam bentuk *Riddles* dengan teman dan guru,

peserta didik menunjukkan perilaku santun, jujur, disiplin, percaya diri, tanggungjawab dan kerjasama.

3. Pengetahuan

Melalui diskusi dan penugasan, siswa dapat menemukan arti kata dalam descriptive text yang di ajarkan dengan menggunakan Riddles.

4. Keterampilan

Dengan memperhatikan ciri-ciri teks deskripsi, peserta didik dapat menangkap makna dalam teks deskripsi tulis, pendek dan sederhana tentang binatang.

D. PENDEKATAN METODE PEMBELAJARAN DAN TEKHNIK RIDDLES

Pendekatan : *Scientific approach*

: -mengamati, mempertanyakan, bereksperimen, mengasosiasi, berkomunikasi

Metode : Diskusi, dan penugasan

E. MATERI PEMBELAJARAN

(Ditulis dalam bentuk butir-butir sesuai dengan rumusan indikator ketercapaian kompetensi)

1. Fungsi sosial:

Mengenalkan dan mengidentifikasi kosa kata yang ada pada teks deskriptif tentang binatang (descriptive text: animals)

2. Struktur teks:

- Have you ever gone to the zoo to see some wild animals?
- Do you like wild animals?
- Can you mention some wild animals that you have seen?

Memberikan sebuah teka-teki tentang seekor binatang yang harus dijawab oleh siswa secara lisan (giving a riddle dealing with the animal orally)

- I am a wild animal.
- I have four legs.
- I have a big brown body.

- I have hair around my head.
- Who am I?

3. Unsur kebahasaan:

Menjelaskan tentang klasifikasi kosa kata bahasa Inggris (explaining about verbs, adjectives, adverbs, and nouns)

1. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense (verb 1): *be, have, eat, play, get, take, dll.*
2. Kata sifat tentang binatang dalam kehidupan siswa di rumah, di sekolah dan sekitarnya, dengan atau tanpa kata keterangan *quite, very: cute, small, long, funny, white, dll.*
3. Kata keterangan yang menerangkan cara atau tempat pada teks deskripsi:
 - a. Adverb of manner: *quickly, loudly, slowly, carefully, and so on.*
 - b. Adverb of place: *at the sea, in the grass, in the river, and so on.*

4. Topik

Deskripsi tentang binatang di sekitar dan relevan dengan kehidupan siswa dengan dilandasi sikap santun, disiplin, percaya diri, kerja sama, dan bertanggung jawab.

F. MEDIA BELAJAR

1. Buku
2. Gambar
3. Problem cards

G. SUMBER BELAJAR

1. Zaidah, Nur. *Siapuja Bahasa Inggris*. 2013: Penerbit Erlangga, Jakarta.
2. <http://valaydruz.blogspot.com/2009/11/lion.html>
3. <http://www.kursusmudahbahasainggris.com/2013/09/pengertian-struktur-ciri-dan-contoh.html>

H. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pembelajaran		Alokasi Waktu
<p>- Sebelum ke kegiatan inti, guru mengecek kehadiran siswa dalam absensi: mengecek pemahaman dan penguatan siswa terhadap makna dan klasifikasi kosa kata dalam bahasa Inggris.</p> <p>Apersepsi awal:</p> <p>- Memberikan apersepsi awal kepada siswa tentang materi teks descriptive tulis, sederhana tentang binatang dengan menanyakan “<i>Have you ever gone to the zoo to see some wild animals? Do you like wild animals?</i>”</p> <p>Can you mention some wild animals that you have seen Motivasi:</p> <ol style="list-style-type: none"> 1. Guru menyajikan <i>riddles</i> atau teka-teki tentang binatang. 2. Guru meminta siswa memberikan pendapat atau jawaban dari <i>riddles</i> tersebut. 3. Guru menunjukkan gambar binatang yang dimaksud pada <i>riddles</i> tersebut. <p>Pada pertemuan ini difokuskan pada; (1) kata kerja bentuk pertama pada simple present tense, (2) kata sifat tentang binatang, (3) kata benda (noun), dan kata keterangan (adverb)</p>		10'
GURU	SISWA	
Guru membaca teks deskripsi tentang seekor binatang sambil menjelaskan klasifikasi kata (nouns, verbs, adjectives, adverbs).	Mengamati Siswa membaca teks deskripsi tentang seekor binatang sambil mengamati klasifikasi kata (nouns, verbs, adjectives, adverbs).	7'
Guru memberi penjelasan mengenai makna dari kata-kata yang ada pada teks deskripsi yang dijabarkan melalui <i>riddles</i> di dalam <i>problem cards</i> .	Mempertanyakan Siswa membuat pertanyaan dengan menggunakan kata-kata yang digaris bawah pada teks deskripsi.	3'

<ol style="list-style-type: none"> 1. Guru membimbing siswa untuk bermain <i>riddles</i> 2. Guru membagi kelas menjadi kelompok kecil untuk bermain <i>riddles</i> 3. Guru meminta siswa mendiskusikan teka-teki yang ada di dalam <i>problem cards</i>. 4. Guru meminta siswa mencatat hal-hal yang mereka temukan dalam diskusi berkelompok. 5. Guru meminta siswa mendiskusikan jawaban dari <i>riddles</i> yang ada pada <i>problem cards</i>. 6. Guru meminta siswa untuk bermain <i>riddles</i> secara berpasangan 	<p>Mengeksplorasi/mencoba</p> <ol style="list-style-type: none"> 1. Siswa dikelompokkan dalam kelompok kecil 2. Siswa mendiskusikan dengan kelompok 3. Siswa mencatat hal-hal yang mereka temukan dalam kelompok. 4. Siswa melakukan sharing tentang hasil kerja mereka. 	40'
<p>Guru mengajak siswa untuk membandingkan hasil kerja siswa pada Task I</p>	<p>Menalar</p> <p>siswa membandingkan hasil kerjanya bersama teman sekelas dan guru pada Task I</p>	15'
<p>Guru mengajak siswa untuk mendiskusikan hasil kerja siswa secara individu pada Task II.</p>	<p>Mengomunikasikan</p> <p>Siswa mendiskusikan hasil Task II bersama teman sekelas dan guru.</p>	5'
<p>- Setelah kegiatan inti, guru melakukan kegiatan penutup: menarik kesimpulan tentang materi yang telah dipelajari pada kegiatan inti dan melakukan salam penutup.</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menjelaskan ulang kegiatan apa yang tadi telah dilakukan untuk mengecek tanggung jawab peserta didik terhadap pembelajaran yang dilakukan. 2. Melakukan refleksi dengan meminta pendapat siswa tentang kegiatan pembelajaran yang telah dialami (memberikan kemudahan dalam belajar atau sebaliknya). 3. Guru mengucapkan salam penutup dan mengakhiri pelajaran. 		10'

I. PENILAIAN DAN RUBRIK PENILAIAN

1. Penilaian sikap:

SIKAP	NILAI				
	5	4	3	2	1
Kesantunan	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Jujur	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Peduli	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Disiplin	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Percaya diri	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Tanggung jawab	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap

2. Penilaian Tingkah Laku:

SIKAP	NILAI				
	5	4	3	2	1
Kerja sama	Selalu bekerja sama	Sering bekerja sama	Beberapa kali melakukan kerja sama	Pernah bekerja sama	Tidak pernah bekerja sama
Melakukan tindak komunikasi yang tepat	Selalu melakukan kegiatan komunikasi yang tepat	Sering melakukan kegiatan komunikasi yang tepat	Beberapa kali melakukan kegiatan komunikasi yang tepat	Pernah melakukan kegiatan komunikasi yang tepat	Tidak pernah melakukan kegiatan komunikasi yang tepat

3. Penilaian pengetahuan:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tulis tentang binatang, pendek dan sederhana sesuai dengan konteks penggunaannya.	Unjuk kerja	1. Identify the generic structure of the text 2. Underline the words in the text that show verbs 1 in the simple present tense sentences.

4. Penilaian keterampilan:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks deskripsi tulis tentang binatang, pendek dan sederhana.	Unjuk kerja	1. Answer the riddles questions that are on the problem cards given based on the text! 2. Classify the words into nouns, verbs, adjectives, and adverbs taken from the text into the columns provided!

Jember,, 2017

Researcher,

MOH. IQBAL

NIM. 100210401111

TEACHING MATERIAL

A. Set Induction

Leading Questions:

- Have you ever gone to the zoo to see some wild animals?
- Do you like wild animals?
- Can you mention some wild animals that you have seen?

Motivation:

Give a riddle dealing with the animal

in the picture orally

- I am a wild animal.
- I have four legs.
- I have a big brown body.
- I have mane around my head.
- Who am I?



<http://www.google.com/picture/lion>

B. Main Material

Explanation

- a. Descriptive text is a text that describes the features of someone, something or a certain place.
- b. Social function: to describe a particular person, place or thing

c. The generic structure:

Introduction : is the part of the paragraph that introduces the character.

Description: is the part of the paragraph that describes the character more details
(describes parts, qualities, and characteristics).

d. Language features:

- Using Simple Present Tense:

1. Lion has four legs. (the word “has” is verb 1)

2. Lion is carnivore. (using to be present “is”)

- Using adjective to describe about the animal

1. Lion has a brown and big body.

2. Lion is a wild animal.

Descriptive text for teaching material

Lions

Lions are carnivores, they are wild animals, but some of people like it. Usually, a lion is found in the African jungle and savannah, it roams in the forest, now people can see lion in a zoo.

Lions move to one place to another. They hunt at their hunting area. They can run fast like a horse. Its fangs are very strong for cutting their prey. They use sharp claws to tear meat. They can hear voices from 100 until 150 meters clearly. There are 6000 lions remaining today.

It resembles a cat. The male lion has a mane. Lions are very big, but the male is bigger than the female. Lions feed on zebras, buffaloes and deer. Their cubs are born by female, they are mammals and have babies. Voice of mammals often to express “emotion” and transfer information between individuals.

(Adapted from <http://valaydruz.blogspot.com/2009/11/lion.html>)

Task 1. Based on the descriptive text about “Lions” above, now solve some riddles questions in the problem cards given.

The Problem Cards

1. They are the animals that eat meat. This word begins with letter “C”. What is it?

2. You can find many kinds of plants and animals here. It begins with “F” and consists of 6 letters. What is it?

3. It has the same meaning with the word "listen". It begins with "H" and consists of 4 letters. What is it?

5. It consists of 4 letters. What animal to kill, and eat the other animal. It begins with "H" and consists of 4 letters. What is it?

4. You can find many kinds of animals in this place. but the animal are placed in the cages. It is an activity to change the place or to turn the position. It begins with "M". What is it?

6. It is an activity to change the place or to turn the position. It begins with "Z". What is it?

7. We are like horses. We have black and white stripes. We are herbivore. We love eating grass.

Who are we?

8. It has the same meaning with the word "quick". It is the opposite meaning of slow. It begins with "F".

What is it?

9. We have a big body. We are like cows. We have four legs. The initial of our names begins with "B".

Who are we?

10. It is the synonym of the word "this day" or "this present". It begins with "T" and consists of 5 letters.

What is it?

11. They are animal that do not like grass. This word begins with "C".

What is it?

12. This lace is green, and full of plants and animal. This word begins with "F" and consists of 6 letters.

What is it?

13. It is the function of ears. It has the same meaning with the word "Listen". It begins with "H" and consists of 4 letters. What is it?

14. it collects many animal, and place them in the cages. It consists of 3 letters and begins with "Z".

What is it?

15. This activity is not only done by the animal but also the human. They look for something to eat by killing them. It begins with "H" and consists of 4 letters. What is it?

17. These animal are like horse.

They eat grass, have four legs, and they have black and white stripes. Who are they?

19. They have big bodies. They have four legs. They are mammals, and they are like cows. The initial of their name begins with "B". Who are they?

16. It is the opposite meaning of "Stop". It consists of 4 letters and begins with "M". What is it?

18. It is the opposite meaning of "Slow". It happens when you are running. It begins with "F" and consists of 4 letters. What is it?

20. This is the day after yesterday. It begins with "T" and consists of 5 letters. What is it?

Task II

Choose the correct answer by crossing (X) A, B, C, and D

1. are kinds of animals that eat meat as their meal.

- | | |
|---------------|---------------|
| a. carnivores | c. omnivores |
| b. herbivores | d. meat eater |

2. Where is the habitat of Tigers?

- | | |
|-----------|-----------|
| a. garden | c. forest |
| b. zoo | d. sea |

3. It is an opposite meaning of "Listen"

- a. hear
b. take
- c. sing
d. watch
4. is the place where you can see many animals, and you have to pay the ticket.
- a. school
b. Forest
c. Zoo
d. Garden
5. Cats like mouse to eat. They the mouse all over my house.
- a. walk
b. fast
c. hunt
d. run
6. Zaki helps Tina to the desk to the right side of the door.
- a. move
b. open
c. close
d. kick
7. are animals which have white and black stripes on their bodies.
- a. lion
b. tiger
c. zebras
d. dog
8. My daddy's car is very He can drive the car and take me to school in 10 minutes only.
- a. expensive
b. cheap
c. Slow
d. Fast
9. This animals have 4 legs, they like grass and they are like cows. What are they?
- a. Buffaloes
b. Cows
c. Lizards
d. Ants
10. Rina : Susi what day is it?
Susi : It is Sunday Rina.

- a. today
- b. yesterday
- c. tomorrow
- d. a day before yesterday

Answer Key

Key answers for the problem cards in Task I.

- | | | |
|--------------|---------------|---------------|
| 1. Carnivore | 8. Fast | 15. Hunt |
| 2. Forest | 9. Buffaloes | 16. Move |
| 3. Hear | 10. Today | 17. Zebras |
| 4. Zoo | 11. Carnivore | 18. Fast |
| 5. Hunt | 12. Forest | 19. Buffaloes |
| 6. Move | 13. Hear | 20. Today |
| 7. Zebras | 14. Zoo | |

Key Answers For The Problem Cards In Task II.

- | | |
|------------------|-----------------|
| 1. A. Carnivores | 6. A. Move |
| 2. C. Forest | 7. C. Zebras |
| 3. A. Hear | 8. D. Fast |
| 4. C. Zoo | 9. A. Buffaloes |
| 5. C. Hunt | 10. A. Today |

Vocabulary Test 1

Subject : English

Level : 8th

Time : 35 minutes

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

1. likes cheese very much and is afraid of cats.
 - a. tiger
 - b. lion
 - c. mouse
 - d. snake
2. She can be the winner of that music competition because she has a beautiful.....
 - a. hair
 - b. hand
 - c. voice
 - d. dress
3. His is so familiar when I see his photographs.
 - a. voice
 - b. mouth
 - c. hair
 - d. face
4. He drinks a glass of every morning before going to school.
 - a. coffee
 - b. tea
 - c. water
 - d. milk
5. I usually at 21.00 P.M every night.
 - a. wake up
 - b. sleep
 - c. run
 - d. take bath
6. My has 3 bedrooms, a living room, a kitchen, a bathroom, and a dining room.
 - a. house
 - b. school
 - c. mosque
 - d. restaurant
7. It is 15.00 P.M and I still don't have my lunch yet. I am very now.
 - a. hungry
 - b. school
 - c. cold
 - d. happy
8. I like banana so much, because its taste is
 - a. sweet
 - b. bitter
 - c. sour
 - d. salt

9. We can see the world with our
- a. ears
 - b. hands
 - c. head
 - d. eyes
10. I am Lisa, and what is your
- a. color
 - b. age
 - c. address
 - d. name
11. Toni : What date is it?
Agus : It is 19th of August 2016.
- a. today
 - b. yesterday
 - c. tomorrow
 - d. a day after tomorrow
12. eat grass and they are herbivores.
- a. lions
 - b. snakes
 - c. buffaloes
 - d. birds
13. Valentine Rosi is a famous racer. He drives his motorbike very
- a. slowly
 - b. strong
 - c. slow
 - d. fast
14. are like horses, but they have white and black stripes on their bodies.
- a. giraffes
 - b. goats
 - c. tigers
 - d. zebras
15. It is the opposite meaning of “stop”
- a. sit
 - b. move
 - c. move
 - d. stay
16. Lions Zebras for their meat.
- a. take
 - b. give
 - c. hunt
 - d. hide
17. Tomorrow I will go to There are many animals there.
- a. river
 - b. zoo
 - c. garden
 - d. school
18. When my mother voice, she knows that it is me.
- a. hear
 - b. look
 - c. see
 - d. take
19. Where is the habitat of tigers?
- a. forest
 - b. school
 - c. museum
 - d. garden
20. Lions are They eat meat and other kinds of animals.

- a. omnivores
b. carnivores
c. herbivores
d. meat eaters
21. Pussy is the name of my cat. She has two innocent eyes, so she looks very
- a. cute
b. dangerous
c. small
d. ugly
22. Bats all day and wake up all night.
- a. sing
b. sleep
c. walk
d. work
23. They are twins. They have the same
- a. bag
b. face
c. hair
d. shoes
24. You give so many sugar in your tea. It is too
- a. sour
b. bitter
c. sweet
d. salty
25. They are eating many breads. They must be
- a. hungry
b. happy
c. sad
d. smart

Answer Key

A.

- | | | |
|------|-------|-------|
| 1. C | 10. D | 19. A |
| 2. C | 11. A | 20. B |
| 3. D | 12. C | 21. A |
| 4. D | 13. D | 22. B |
| 5. B | 14. D | 23. B |
| 6. A | 15. C | 24. C |
| 7. A | 16. C | 25. A |
| 8. A | 17. B | |
| 9. D | 18. A | |

Assesment

(Correct Answers) x 4 = 100

CYCLE 2

(LESSON PLAN 1, MEETING 1)

Nama Sekolah	: SMPN 1 Mlandingan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Komponen Bahasa	: Kosakata (Vocabulary integrated with reading text)
Jenis Teks	: Teks deskripsi (sangat sederhana)
Tema	: Binatang
Alokasi Waktu	: 2 x 45 menit

A. KOMPETENSI INTI:

1. Menghargai dan menghayati ajaran agama yang dianutnya. (KI 1)
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya. (KI 2)
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata. (KI 3)

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

a. Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.7 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.8 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.9 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana. tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

b. Indikator:

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris dan siap menerima pembelajaran tentang “Descriptive Text”.

2. Sosial

Menunjukkan sikap/perilaku santun dan peduli, jujur, disiplin, percaya diri, tanggung jawab, cinta damai dan kerjasama.

3. Pengetahuan

Siswa dapat menemukan arti kata dalam descriptive text yang di ajarkan dengan menggunakan riddles.

4. Keterampilan

Menggunakan kata (Noun, Adverb, Verb dan Adjective) dengan benar yang terdapat dalam riddle berbentuk descriptive teks.

C. TUJUAN PEMBELAJARAN

1. Spiritual

Setelah proses pembelajaran, peserta didik mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris dan melalui motivasi, peserta didik siap menerima pembelajaran tentang “Descriptive Text”.

2. Sosial

Setelah mengamati dan mendiskusikan teks tulis deskripsi, pendek dan sederhana tentang binatang dalam bentuk *riddles* dengan teman dan guru,

peserta didik menunjukkan perilaku santun, jujur, disiplin, percaya diri, tanggungjawab dan kerjasama.

3. Pengetahuan

Melalui diskusi dan penugasan, siswa dapat menemukan arti kata dalam descriptive teks yang di ajarkan dengan menggunakan Riddles.

4. Keterampilan

Dengan memperhatikan ciri-ciri teks deskripsi, peserta didik dapat menangkap makna dalam teks deskripsi tulis, pendek dan sederhana tentang binatang.

D. MODEL DAN METODE PEMBELAJARAN

Pendekatan : *Scientific approach*

: mengamati, mempertanyakan, bereksperimen, mengasosiasi, berkomunikasi

Metode : Diskusi, dan penugasan

E. MATERI PEMBELAJARAN

(Ditulis dalam bentuk butir-butir sesuai dengan rumusan indikator ketercapaian kompetensi)

1. Fungsi sosial:

Mengenalkan dan mengidentifikasi kosa kata yang ada pada teks deskriptif tentang binatang (descriptive text: animals)

2. Struktur teks:

- Have you ever gone to the zoo to see some wild animals?
- Do you like wild animals?
- Can you mention some wild animals that you have seen?

Memberikan sebuah teka-teki tentang seekor binatang yang harus dijawab oleh siswa secara lisan (giving a riddle dealing with the animal orally)

- I am a wild animal.
- I have four legs.
- I have a big grey body.

- I have a long nose called trunk.
- Who am I?

3. Unsur kebahasaan:

Menjelaskan tentang klasifikasi kosa kata dalam bahasa Inggris (explaining about verbs, adjectives, adverbs, and nouns)

1. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense (verb 1): *be, have, eat, play, get, take, dll.*
2. Kata sifat tentang binatang dalam kehidupan siswa di rumah, di sekolah dan sekitarnya, dengan atau tanpa kata keterangan *quite, very: cute, small, long, funny, white, dll.*
3. Kata keterangan yang menerangkan cara atau tempat pada teks deskripsi:
 - a. Adverb of manner: *quickly, loudly, slowly, carefully, and so on.*
 - b. Adverb of place: *at the sea, in the grass, in the river, and so on.*

4. Topik

Deskripsi tentang binatang di sekitar dan relevan dengan kehidupan siswa dengan dilandasi sikap santun, disiplin, percaya diri, kerja sama, dan bertanggung jawab.

F. MEDIA BELAJAR

1. Buku
2. Gambar
3. Problems Cards

G. SUMBER BELAJAR

1. <http://www.kursusmudahbahasainggris.com/2013/09/pengertian-struktur-ciri-dan-contoh.html>
2. <http://valaydruz.blogspot.com/2009/11/lion.html>
3. Zaidah, Nur. *Siapuja Bahasa Inggris*. 2013: Penerbit Erlangga, Jakarta.

H. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pembelajaran		Alokasi Waktu
<p>- Sebelum ke kegiatan inti, guru melakukan apersepsi: mengecek pemahaman dan penguatan siswa terhadap makna dan klasifikasi kosa kata dalam bahasa Inggris.</p> <p>Apersepsi awal:</p> <p>- Memberikan apersepsi awal kepada siswa tentang materi teks report tulis, sederhana tentang binatang dengan menanyakan “<i>Have you ever gone to the zoo to see some wild animals? Do you like wild animals?</i>”</p> <p>Can you mention some wild animals that you have seen Motivasi:</p> <ol style="list-style-type: none"> 1. Guru menyajikan <i>riddles</i> atau teka-teki tentang binatang. 2. Guru meminta siswa memberikan pendapat atau jawaban dari <i>riddles</i> tersebut. 3. Guru menunjukkan gambar binatang yang dimaksud pada <i>riddles</i> tersebut. <p>Pada pertemuan ini difokuskan pada; (1) kata kerja bentuk pertama pada simple present tense, (2) kata sifat tentang binatang, (3) kata benda (noun), dan kata keterangan (adverb)</p>		10'
GURU	SISWA	
Guru membaca teks deskripsi tentang seekor binatang sambil menjelaskan klasifikasi kata (nouns, verbs, adverbs, adjectives).	<p>Mengamati</p> <p>Siswa membaca teks deskripsi tentang seekor binatang sambil mengamati klasifikasi kata (nouns, verbs, adjectives, adverbs).</p>	7'
Guru memberi penjelasan mengenai makna dari kata-kata yang ada pada teks deskripsi akan dijabarkan melalui <i>riddles</i> di dalam <i>problem cards</i> .	<p>Mempertanyakan</p> <p>Siswa membuat pertanyaan dengan menggunakan kata-kata yang digaris bawah pada teks deskripsi.</p>	3'

<ol style="list-style-type: none"> 1. Guru membimbing siswa untuk bermain riddles. 2. Guru membagi kelas menjadi kelompok kecil untuk bermain <i>riddles</i> 3. Guru meminta siswa mendiskusikan teka-teki yang ada di dalam <i>problem cards</i>. 4. Guru meminta siswa mencatat hal-hal yang mereka temukan dalam diskusi berkelompok. 5. Guru meminta siswa mendiskusikan jawaban dari <i>riddles</i> yang ada pada <i>problem cards</i>. 6. Guru meminta siswa untuk bermain riddles secara berpasangan. 	<p>Mengeksplorasi/mencoba</p> <ol style="list-style-type: none"> 1. Siswa dikelompokkan dalam kelompok kecil 2. Siswa mendiskusikan dengan kelompok 3. Siswa mencatat hal-hal yang mereka temukan dalam kelompok. 4. Siswa melakukan sharing tentang hasil kerja mereka. 	40'
<p>Guru mengajak siswa membandingkan pengelompokan kosa kata bahasa Inggris dalam mengerjakan Task I.</p>	<p>Menalar</p> <p>Siswa membandingkan hasil kerjanya bersama teman sekelas dan guru pada Task I.</p>	15'
<p>Guru mengajak siswa untuk mendiskusikan hasil kerja siswa secara individu pada Task II.</p>	<p>Mengomunikasikan</p> <p>Siswa mendiskusikan hasil Task II bersama teman sekelas dan guru.</p>	5'
<p>- Setelah kegiatan inti, guru melakukan kegiatan penutup: menarik kesimpulan tentang materi yang telah dipelajari pada kegiatan inti dan melakukan salam penutup.</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menjelaskan ulang kegiatan apa yang tadi telah dilakukan untuk mengecek tanggung jawab peserta didik terhadap pembelajaran yang dilakukan. 2. Melakukan refleksi dengan meminta pendapat siswa tentang kegiatan pembelajaran yang telah dialami (memberikan kemudahan dalam belajar atau sebaliknya). 3. Guru mengucapkan salam penutup dan mengakhiri pelajaran. 		10'

. PENILAIAN DAN RUBRIK PENILAIAN

1. Penilaian sikap

SIKAP	NILAI				
	5	4	3	2	1
Kesantunan	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Jujur	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Peduli	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Disiplin	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Percaya diri	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Tanggung jawab	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap

2. Penilaian Tingkah Laku

SIKAP	NILAI				
	5	4	3	2	1
Kerja sama	Selalu bekerja sama	Sering bekerja sama	Beberapa kali melakukan kerja sama	Pernah bekerja sama	Tidak pernah bekerja sama
Melakukan tindak komunikasi yang tepat	Selalu melakukan kegiatan komunikasi yang tepat	Sering melakukan kegiatan komunikasi yang tepat	Beberapa kali melakukan kegiatan komunikasi yang tepat	Pernah melakukan kegiatan komunikasi yang tepat	Tidak pernah melakukan kegiatan komunikasi yang tepat

3. Penilaian pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tulis tentang binatang, pendek dan sederhana sesuai dengan konteks penggunaannya.	Unjuk kerja	1. Identify the generic structure of the text 2. Underline the words in the text that show verbs 1 in the simple present tense sentences.

4. Penilaian keterampilan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks deskripsi tulis tentang binatang, pendek dan sederhana.	Unjuk kerja	1. Answer the riddles questions that are on the problem cards given based on the text! 2. Classify the words into nouns, verbs, adjectives, and adverbs taken from the text into the columns provided!

Jember,, 2017

Researcher,

MOH. IQBAL

100210401111

TEACHING MATERIAL

A. Set Induction

Leading Question:

- Have you ever gone to the zoo to see some wild animals?
- Do you like wild animals?
- Can you mention some wild animals that you have seen?

Motivation:

Give a riddle dealing with the animal in the picture orally

- I am a wild animal.
- I have four legs.
- I have a big grey body.
- I have a long nose called trunk.
- Who am I?



B. Main Material

Explanation

- Descriptive text is a text that describes the features of someone, something or a certain place.
- Social function: to describe a particular person, place or thing
- The generic structure:

Introduction : is the part of the paragraph that introduces the character.

Description: is the part of the paragraph that describes the character more details (describes parts, qualities, and characteristics).

- Language features:

- Using Simple Present Tense:

1. Elephant has four legs. (the word “has” is verb 1)

2. Elephants are herbivore. (using to be present “are”)
- Using adjective to describe about the animal
1. Elephant has a grey and big body.
 2. Elephant is a wild animal.

Descriptive text for teaching material

The Elephants

Elephants are the very large and strong with two long teeth called tusks and a long nose called trunk. Elephants live in Africa and Asia

Elephants are the largest animals in the world. They are grey, herbivore mammals, and they have four legs. Elephants are herbivores, they eat all types of vegetation such as grasses, leaves, and fruits. However, elephants actively search for food and feed normally at night. The sizes of Elephant’s ears are very big, but their hearing is poor, because elephant’s ears are used to help ventilation. Now days, Elephant are one of the endangered species, but people can mostly find this animal in a zoo or in the jungle.

(Adapted from <http://belajarbahasainggrisoke.com>)

Task 1. Based on the descriptive text about “The Elephants” above, now solve some riddles questions in the problem cards given in order to play the snakes and ladders game!

The Problem Cards

1. It is a big animal with two big ears. Its colour is grey.

What is it?

2. They are white. You have them in your mouth. You use it for **chewing** food. It begins with “T”.

What is it?

3. Elephants have them. They are two long teeth.

What are they?

4. Elephants have it. It is a nose, but it is long.

What is it?

5. Everybody has it. It is on your face.
You use it to **breathe**.

What is it?

7. They are full of vitamins. Many of them are very fresh and **healthy**, such as apple, orange, banana.

What are they?

9. They usually have **earlobes**. They feed their babies with milk from the female' breast. Their names begins with "M". Who are they?

11. Its function is to breathe.
Everyone has it.

What is it?

11.

13. It is consists of 5 letters. They are elephants' long teeth.

What are they?

15. This animal has a big body, 2 wide ears, and 2 long tusks.

What is it?

6. The Elephant has four of them, but you have two. If you don't have them, you cannot walk.

What are they?

8. It is a condition when the sun sets down, the sky is dark, and many people sleep. It begins with "N".

What is it?

10. Their colors are usually green. They are on the trees. Their names begin with "L".

What are they?

12. It begins with "T" and consists of 5 letters. It is elephants' long nose.

What is it?

14. Its function to chewing food. You have them in your mouth. It consists of 5 letters.

What is it?

16. Every tree has them. They are green. Their names begin with "L".

What are they?

17. They do not produce eggs. They feed their babies with milk from the female's breast.

What are they?

18. It is the opposite of "day". It begins with "N" and consists of 5 letters.

What is it?

19. They are usually fresh and healthy. It begins with "F" and they are full of vitamins.

What are they?

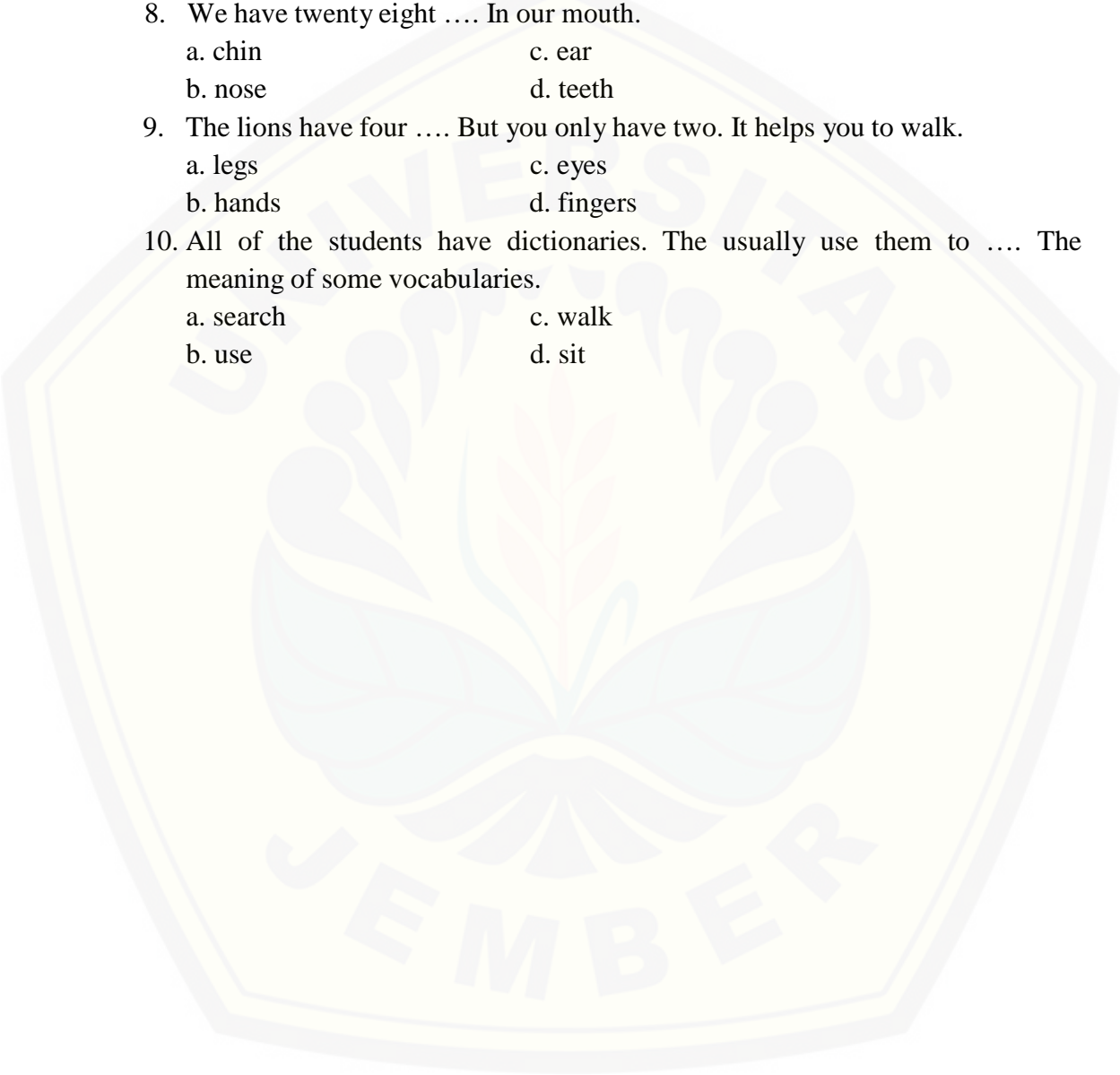
20. Their function is to walk. They consist of 4 letters.

What are they?

Task 2.

Choose the correct answer by crossing (X) A, B, C and D

1. An Has two long tusk and one long trunk.
a. monkey
b. snake
c. elephant
d. tiger
2. Elephant have two long teeth called
a. tooth
b. trunks
c. tusks
d. legs
3. My father pushes the lock door and it's opened. He is very
a. weak
b. strong
c. clever
d. stupid
4. In the market there are so many Such as bananas, apples, papayas, oranges, etc.
a. animals
b. fruits
c. trees
d. houses
5. Every tree has so many
a. leaves
b. snakes
c. grasses
d. animals
6. Elephant has a long To help them eat.
a. tusk
c. tail

- 
- b. trunk
d. ear
7. is our part of body, it helps us to breathe.
a. eye
c. ear
b. nose
d. tooth
8. We have twenty eight In our mouth.
a. chin
c. ear
b. nose
d. teeth
9. The lions have four But you only have two. It helps you to walk.
a. legs
c. eyes
b. hands
d. fingers
10. All of the students have dictionaries. The usually use them to The meaning of some vocabularies.
a. search
c. walk
b. use
d. sit

Answer Key

Key answers for the problem cards in Task I.

- | | |
|-------------|--------------|
| 1. Elephant | 11. Nose |
| 2. Teeth | 12. Trunk |
| 3. Tusks | 13. Tusks |
| 4. Trunk | 14. Teeth |
| 5. Nose | 15. Elephant |
| 6. Legs | 16. Leaves |
| 7. Fruits | 17. Mammals |
| 8. Night | 18. Night |
| 9. Mammals | 19. Fruits |
| 10. Leaves | 20. Legs |

Task 2.

- | | |
|----------------|---------------|
| 1. C. elephant | 6. B. trunk |
| 2. C. tusks | 7. B. nose |
| 3. B. strong | 8. D. teeth |
| 4. B. fruits | 9. A. legs |
| 5. A. leaves | 10. A. search |

CYCLE 2
(LESSON PLAN 2, MEETING 2)

Nama Sekolah	: SMPN 1 Mlandingan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Keterampilan	: Membaca
Komponen Bahasa	: Kosakata (Vocabulary)
Jenis Teks	: Teks deskripsi (sangat sederhana)
Tema	: Binatang
Alokasi Waktu	: 2 x 45 menit

A. KOMPETENSI INTI:

1. Menghargai dan menghayati ajaran agama yang dianutnya. (KI 1)
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya. (KI 2)
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata. (KI 3)

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

a. Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.7 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.8 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 2.9 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana. tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

b. Indikator:

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris dan siap menerima pembelajaran tentang “Descriptive Text”.

2. Sosial

Menunjukkan sikap/perilaku santun dan peduli, jujur, disiplin, percaya diri, tanggung jawab, cinta damai dan kerjasama.

3. Pengetahuan

Siswa dapat menemukan arti kata dalam descriptive text yang di ajarkan dengan menggunakan riddles.

4. Keterampilan

Menangkap makna yang ada dalam teks deskripsi tulis, pendek dan sederhana tentang binatang.

C. TUJUAN PEMBELAJARAN

1. Spiritual

Setelah proses pembelajaran, peserta didik mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris dan melalui motivasi, peserta didik siap menerima pembelajaran tentang “Descriptive Text”.

2. Sosial

Setelah mengamati dan mendiskusikan teks tulis deskripsi, pendek dan sederhana tentang binatang dalam bentuk *riddles* dengan teman dan guru, peserta didik menunjukkan perilaku santun, jujur, disiplin, percaya diri, tanggungjawab dan kerjasama.

3. Pengetahuan

Melalui diskusi dan penugasan, siswa dapat menemukan arti kata dalam descriptive text yang di ajarkan dengan menggunakan riddles.

4. Keterampilan

Dengan memperhatikan ciri-ciri teks deskripsi, peserta didik dapat menangkap makna dalam teks deskripsi tulis, pendek dan sederhana tentang binatang.

D. MODEL DAN METODE PEMBELAJARAN

Pendekatan : *Scientific approach*

: mengamati, mempertanyakan, bereksperimen, mengasosiasi, berkomunikasi

Metode : Diskusi dan penugasan

E. MATERI AJAR

(Ditulis dalam bentuk butir-butir sesuai dengan rumusan indikator ketercapaian kompetensi)

1. Fungsi sosial:

Mengenalkan dan mengidentifikasi kosa kata yang ada pada teks deskriptif tentang binatang (descriptive text: animals)

2. Struktur teks:

- Do you like animals?
- Do you have any pets in your house?
- Can you mention some animals that are usually cared as a pet?

Memberikan sebuah teka-teki tentang seekor binatang yang harus dijawab oleh siswa secara lisan (giving a riddle dealing with the animal orally)

- I am a pet.
- I have four legs.
- I have soft fur too.
- My enemy is a cat.
- I like eating bones, but I like eating some fresh meat too.
- Who am I?

3. Unsur kebahasaan:

Menjelaskan tentang klasifikasi kosa kata dalam bahasa Inggris (explaining about verbs, adjectives, adverbs, and nouns)

1. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense (verb 1): *be, have, eat, play, get, take, dll.*
2. Kata sifat tentang binatang dalam kehidupan siswa di rumah, di sekolah dan sekitarnya, dengan atau tanpa kata keterangan *quite, very: cute, small, long, funny, white, dll.*
3. Kata keterangan yang menerangkan cara atau tempat pada teks deskripsi:
 - a. Adverb of manner: *quickly, loudly, slowly, carefully, and so on.*
 - b. Adverb of place: *at the sea, in the grass, in the river, and so on.*

4. Topik

Deskripsi tentang binatang di sekitar dan relevan dengan kehidupan siswa dengan dilandasi sikap santun, disiplin, percaya diri, kerja sama, dan bertanggung jawab.

F. MEDIA BELAJAR

1. Buku
2. Gambar
3. *Snakes and ladders game board, tokens, dices, problem cards*

G. SUMBER BELAJAR

1. Karim, Mariana., Hasbullah A. Fatmi. *LANGUAGE TEACHING MEDIA*. 1986: Universitas Terbuka, Jakarta.
2. Zaidah, Nur. *Siapuja Bahasa Inggris*. 2013: Penerbit Erlangga, Jakarta.
3. <http://www.kursusmudahbahasainggris.com/2013/09/>

H. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pembelajaran	Alokasi Waktu
<p>- Sebelum ke kegiatan inti, guru melakukan apersepsi: mengecek pemahaman dan penguatan siswa terhadap makna dan klasifikasi kosa kata dalam bahasa Inggris.</p> <p>Apersepsi awal:</p> <p>- Memberikan apersepsi awal kepada siswa tentang materi teks report tulis, sederhana tentang binatang dengan menanyakan “<i>Do you like animals? Do you have any pets in your house? Can you mention some animals that are usually cared as a pet?, etc</i>”</p> <p>Motivasi:</p>	

<ol style="list-style-type: none"> 1. Guru menyajikan <i>riddles</i> atau teka-teki tentang binatang. 2. Guru meminta siswa memberikan pendapat atau jawaban dari <i>riddles</i> tersebut. 3. Guru menunjukkan gambar binatang yang dimaksud pada <i>riddles</i> tersebut. <p>Pada pertemuan ini difokuskan pada; (1) kata kerja, (2) kata sifat tentang binatang, (3) kata benda (noun), dan kata keterangan cara, waktu, tempat (adverb of manner, time, and place)</p>		10'
GURU	SISWA	
<p>Guru membaca teks deskripsi tentang seekor binatang sambil menjelaskan klasifikasi kata (nouns, verbs, adjectives, adverbs)</p>	<p>Mengamati</p> <p>Siswa membaca teks deskripsi tentang seekor binatang sambil mengamati klasifikasi kata (nouns, verbs, adjectives, adverbs).</p>	7'
<p>Guru memberi penjelasan mengenai makna dari kata-kata yang ada pada teks deskripsi akan dijabarkan melalui <i>riddles</i> di dalam <i>problem cards</i>.</p>	<p>Mempertanyakan</p> <p>Siswa membuat pertanyaan dengan menggunakan kata-kata yang digaris bawah pada teks deskripsi.</p>	3'
<ol style="list-style-type: none"> 1. Guru membimbing siswa untuk bermain <i>riddles</i> 2. Guru membagi kelas menjadi kelompok kecil untuk bermain <i>riddles</i> 3. Guru meminta siswa mendiskusikan teka-teki yang ada di dalam <i>problem cards</i>. 4. Guru meminta siswa mencatat hal-hal yang mereka temukan dalam diskusi berkelompok. 5. Guru meminta siswa mendiskusikan jawaban dari <i>riddles</i> yang ada pada <i>problem cards</i>. 6. Guru meminta siswa untuk bermain <i>riddles</i> secara berpasangan 	<p>Mengeksplorasi/mencoba</p> <ol style="list-style-type: none"> 1. Siswa dikelompokkan dalam kelompok kecil 2. Siswa mendiskusikan dengan kelompok 3. Siswa mencatat hal-hal yang mereka temukan dalam kelompok. 4. Siswa melakukan sharing tentang hasil kerja mereka. 	40'
<p>Guru mengajak siswa membandingkan pengelompokan kosa kata bahasa inggris dalam mengerjakan Task I.</p>	<p>Menalar</p> <p>Siswa membandingkan hasil kerjanya bersama teman sekelas dan guru pada Task I</p>	15'
<p>Guru mengajak siswa untuk mendiskusikan hasil kerja siswa secara individu pada Task II.</p>	<p>Mengomunikasikan</p> <p>Siswa mendiskusikan hasil Task II bersama teman sekelas dan guru.</p>	5'
<p>- Setelah kegiatan inti, guru melakukan kegiatan penutup: menarik kesimpulan tentang</p>		

materi yang telah dipelajari pada kegiatan inti dan melakukan salam penutup.

<ol style="list-style-type: none"> 1. Guru meminta siswa untuk menjelaskan ulang kegiatan apa yang tadi telah dilakukan untuk mengecek tanggung jawab peserta didik terhadap pembelajaran yang dilakukan. 2. Melakukan refleksi dengan meminta pendapat siswa tentang kegiatan pembelajaran yang telah dialami (memberikan kemudahan dalam belajar atau sebaliknya). 3. Guru mengucapkan salam penutup dan mengakhiri pelajaran. 	10'
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I. PENILAIAN DAN RUBRIK PENILAIAN

1. Penilaian sikap:

SIKAP	NILAI				
	5	4	3	2	1
Kesantunan	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Jujur	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Peduli	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Disiplin	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Percaya diri	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap
Tanggung jawab	Sangat sering menunjukkan sikap	Sering menunjukkan sikap	Beberapa kali menunjukkan sikap	Pernah menunjukkan sikap	Tidak pernah menunjukkan sikap

2. Penilaian Tingkah Laku:

SIKAP	NILAI				
	5	4	3	2	1
Kerja sama	Selalu bekerja sama	Sering bekerja sama	Beberapa kali melakukan kerja sama	Pernah bekerja sama	Tidak pernah bekerja sama

Melakukan tindak komunikasi yang tepat	Selalu melakukan kegiatan komunikasi yang tepat	Sering melakukan kegiatan komunikasi yang tepat	Beberapa kali melakukan kegiatan komunikasi yang tepat	Pernah melakukan kegiatan komunikasi yang tepat	Tidak pernah melakukan kegiatan komunikasi yang tepat
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3. Penilaian pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tulis tentang binatang, pendek dan sederhana sesuai dengan konteks penggunaannya.	Unjuk kerja	<ol style="list-style-type: none"> 1. Identify the generic structure of the text 2. Underline the words in the text that show verbs 1 in the simple present tense sentences.

4. Penilaian keterampilan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks deskripsi tulis tentang binatang, pendek dan sederhana.	Unjuk kerja	<ol style="list-style-type: none"> 1. Answer the riddles questions that are on the problem cards given based on the text! 2. Classify the words into nouns, verbs, adjectives, and adverbs taken from the text into the columns provided!

Jember,, 2017

Researcher,

MOH. IQBAL

NIM. 100210401111

TEACHING MATERIAL

A. Set Induction

Leading Question:

- Do you like animals?
- Do you have any pets in your house?
- Can you mention some animals that are usually cared as a pet?

Motivation:

Give a riddle dealing with the animal in the picture orally

- I am a pet.
- I have four legs.
- I have soft fur too.
- My enemy is a cat.
- I like eating bones and some fresh meat too.
- Who am I?



<http://www.google.com/picture/dog>

B. Main Material

Explanation

- Descriptive text is a text that describes the features of someone, something or a certain place.
- Social function: to describe a particular person, place or thing
- The generic structure:

Introduction : is the part of the paragraph that introduces the character.

Description: is the part of the paragraph that describes the character more details (describes parts, qualities, and characteristics).

- Language features:

- Using Simple Present Tense:

- Dog has four legs. (the word “has” is verb 1)
- Dog’s enemy is cat. (using to be present “is”)

- Using adjective to describe about the animal

1. The Dog has grey and soft fur.
2. Dog is a very cute animal.

Descriptive text for teaching material

My cute dog named Broni

I have a dog in my house named Broni. Even though he has a strong body and a gentle face, but Broni is a cute dog.

He has two black and round eyes. He also has **thick** and soft fur. He is always friendly to those whom he knows. However, he always **barks** loudly to the **strangers**. Broni loves eating **bones**. If he is hungry, he will **wag** his **tail**. In the morning, I usually give him a bowl of milk and some bones. He likes the birds that make the beautiful sound. He also likes playing ball with me in the garden. Every night he often sleeps on my bed with me.

(Adapted from <http://descriptive-text.blogspot.com/2009/06/my-dog-brownie.html>)

Task 1. Now solve some riddles questions about some kinds of animals in the problem cards given in order to play the snakes and ladders game!

1. This animal has four legs. It hops with its back legs. It has **pocket** on its belly and it puts its babies in it. What is it?

2. It is the largest and the most **dangerous** reptile. It has large mouth and many sharp teeth. It usually lives in a river. What is it?

3. This animal has a strong **shell** on its back. It has four short legs. It lays eggs under the sand of beach. What is it?

4. This mammal is a sea animal that looks like a large fish with a **pointed** mouth. It is very smart and friendly towards human. What is it?

5. This reptile sometimes called a giant **lizard**. It is a wild animal. It attacks its prey using its strong tail. What is it?

6. This animal is like a bear. It lives in the mountains of China and Tibet. It has **woolly** fur, and black and white marking. What is it?

7. This animal has four legs. It has a long **neck**. The colour of its body is orange with the black marks. What is it?

9. This animal likes banana and peanut. It can **climb** trees. It has fingers like human. What is it?

11. It is a wild animal. It has its own island. This animal sometimes called a giant lizard. It begins with "K". What is it?

13. This animal has four short legs. It hides its eggs under the sand of beach. It begins with "T". What is it?

15. This animal is the icon of Australia. It puts its babies in the pocket on its belly.
What is it?

17. This animal has fingers like human. It likes eating bananas and peanuts.
What is it?

19. This animal is very tall and has four legs. It is a herbivore. It begins with "G".
What is it?

8. This animal has two long ears. The colour of its fur is usually white, grey or brown. It loves eating carrots. What is it?

10. This animal has two wings, so it can fly. It **tweets** beautifully every morning.
What is it?

12. This animal is known as a smart and friendly toward human. This animal is mammal. It begins with "D". What is it?

14. It has a large mouth and many sharp teeth. Its skin is thick. It is the largest and the most dangerous reptile. It begins with "C". What is it?

16. This animal can fly anywhere and has two wings. Usually it tweets beautifully every morning. What is it?

18. It is a cute animal. It likes eating carrots. Kids love it. It begins with "R".

What is it?

20. This animal is the icon of china. It has black and white marking on its body. It begins with "P". What is it?

Task 2

Choose the correct answer by crossing (X) A, B, C and D

1. It is the opposite meaning of “thin”. It begins with “T” and ends with “K”.
What is it?
 - a. long
 - b. small
 - c. thick
 - d. short
2. I at 09.00 p.m in the evening.
 - a. work
 - b. walk
 - c. sleep
 - d. run
3. His dog very loudly when he meets strangers.
 - a. barks
 - b. walks
 - c. sleeps
 - d. runs
4. An elephant has a short Behind his back.
 - a. tail
 - b. eye
 - c. trunk
 - d. tusk
5. Every dog likes
 - a. rice
 - b. bones
 - c. cake
 - d. fish
6. This animal has two wings and it can fly. What is it?
 - a. elephant
 - b. bird
 - c. lion
 - d. tiger
7. This word is the opposite meaning of “take”. What is it?
 - a. walk
 - b. jump
 - c. run
 - d. give
8. Its shape is circle and it is used in the football game. What is it?
 - a. shoes
 - b. phone
 - c. t-shirt
 - d. ball
9. This place begins with “G” and ends with “N”. every city has it. What is it?
 - a. garden
 - b. road
 - c. building
 - d. cars
10. This word begins with “B” and ends with “Y”. You have different type of it with your friend. What is it?
 - a. body
 - b. hand
 - c. nose
 - d. hair

Answer key

Key answers for the problem cards in task I

- | | |
|--------------|---------------|
| 1. Kangaroo | 11. Komodo |
| 2. Crocodile | 12. Dolphin |
| 3. Turtle | 13. Turtle |
| 4. Dolphin | 14. Crocodile |
| 5. Komodo | 15. Kangaroo |
| 6. Panda | 16. Bird |
| 7. Giraffe | 17. Monkey |
| 8. Rabbit | 18. Rabbit |
| 9. Monkey | 19. Giraffe |
| 10. Bird | 20. Panda |

Task II

- | | |
|-------------|--------------|
| 1. C. thick | 6. B. bird |
| 2. C. sleep | 7. D. give |
| 3. A. barks | 8. D. ball |
| 4. A. tail | 9. A. garden |
| 5. B. bones | 10. A. body |

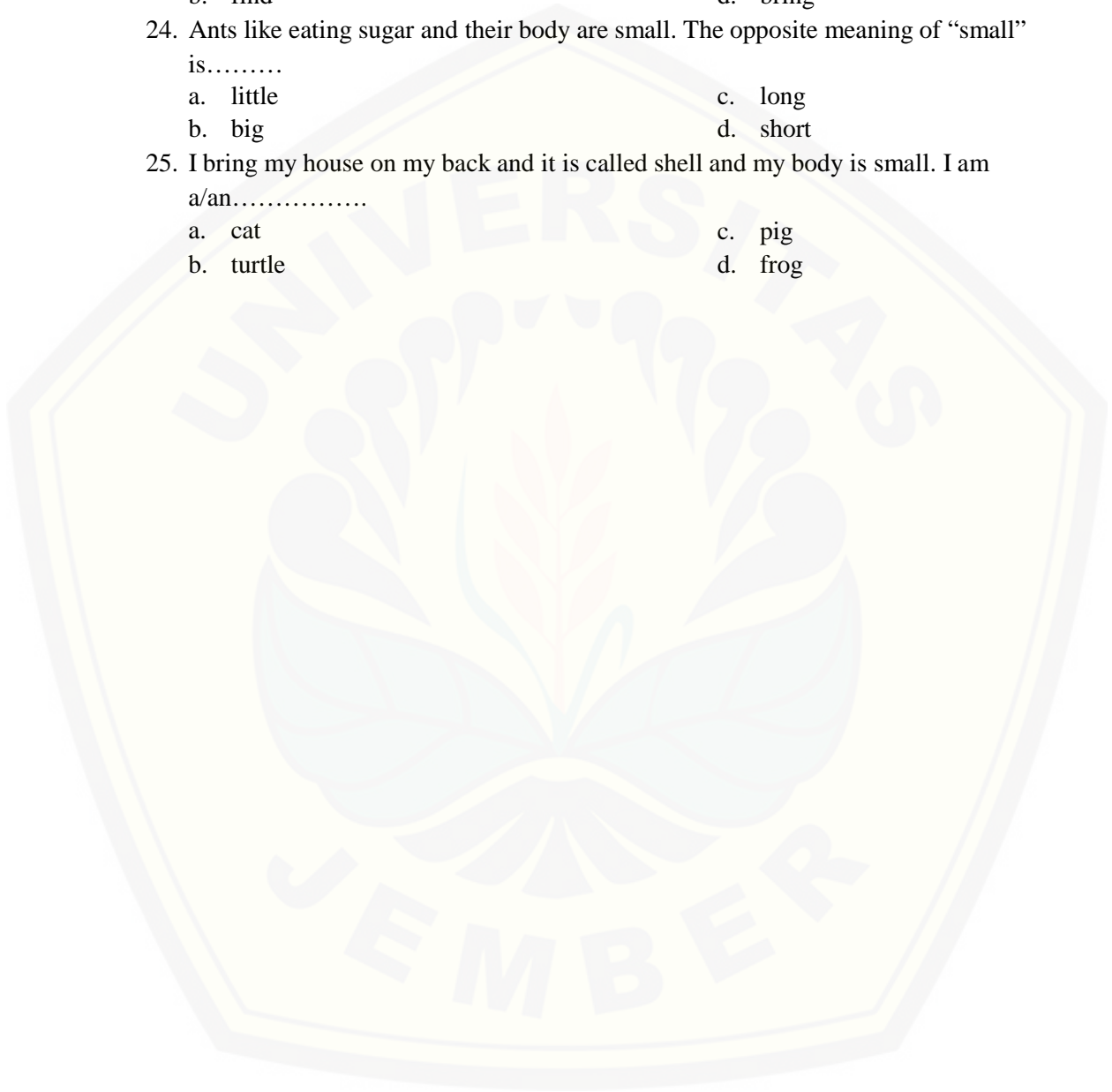
Vocabulary Test 2

Subject : English
Level : 8th
Time : 45 minutes

1. Elephants are very big and strong. They have two big ears and atrunk.
 - a. long
 - b. tall
 - c. short
 - d. low
2. My cat is very adorable. Heris thick and soft.
 - a. hair
 - b. mane
 - c. fur
 - d. skin
3.look like horses, but they have black and white stripe on their body.
 - a. Tigers
 - b. Zebras
 - c. Cats
 - d. Camels
4. It is a reptile. It does not have any legs. It is long and poisonous. It is a/an.....
 - a. starfish
 - b. eel
 - c. fish
 - d. snake
5.usually bark when they meet the strangers. They like eating bones.
 - a. Cats
 - b. Dogs
 - c. Monkeys
 - d. Goats
6. My dog will wag his tail if he feels....., so I give him some bones.
 - a. sleepy
 - b. hungry
 - c. thirsty
 - d. tired
7. I like riding a/an..... . It can run very fast and I feel like a cowboy.
 - a. lion
 - b. elephant
 - c. deer
 - d. horse
8. Panda is like a bear. It is....., because it just likes eating bamboo and leaves.
 - a. carnivore
 - b. herbivore
 - c. omnivore
 - d. meat eaters
9. Every morning Imy cat with a bowl of milk and some fresh fish.
 - a. feed
 - b. eat
 - c. drink
 - d. bring
10. Lions are very big. They have four.....
 - a. wings
 - b. fangs
 - c. legs
 - d. fingers

11. I am the king of jungle, but people also call me a big cat. I am a/an.....
 - a. goat
 - b. elephant
 - c. tiger
 - d. kangaroo
12. Rabbits are very cute. They are small with two.....ears.
 - a. tall
 - b. little
 - c. short
 - d. long
13. I can fly, but I am not a bird. I can produce honey. I am a.....
 - a. butterfly
 - b. bee
 - c. bat
 - d. mosquito
14. I am a fish. I can.....under water.
 - a. jump
 - b. run
 - c. walk
 - d. swim
15. Butterflies' wings are colourful and very.....
 - a. bad
 - b. ugly
 - c. beautiful
 - d. dangerous
16. I am very big. I am like a bear. My fur colour is white and black marking. I am a/an.....
 - a. panda
 - b. zebra
 - c. lion
 - d. elephant
17. Monkeys have fingers like human and it can.....the trees.
 - a. eat
 - b. bring
 - c. climb
 - d. cut
18. Komodo can attack and kill human with its tail, because its tail is very.....
 - a. weak
 - b. strong
 - c. small
 - d. soft
19. My name is Elena. I am an Elephant. I am very and I have a long trunk.
 - a. short
 - b. small
 - c. tall
 - d. big
20. I have mane around my head. I am very big with four legs. I can eat human. I am a/an.....
 - a. horse
 - b. elephant
 - c. rhinoceros
 - d. lion
21. Cows are the big animals with four legs. They can.....milk and people drink it.
 - a. make
 - b. produce
 - c. sell
 - d. drink
22. I have one or two horns on my nose. I have four short legs. I am a/an.....
 - a. rhinoceros
 - b. deer
 - c. elephant
 - d. buffalo

23. Cats look like the tigers, but they are smaller and they likes to.....mouse.
- | | |
|---------|----------|
| a. play | c. catch |
| b. find | d. bring |
24. Ants like eating sugar and their body are small. The opposite meaning of “small” is.....
- | | |
|-----------|----------|
| a. little | c. long |
| b. big | d. short |
25. I bring my house on my back and it is called shell and my body is small. I am a/an.....
- | | |
|-----------|---------|
| a. cat | c. pig |
| b. turtle | d. frog |



Answer Key

- | | | |
|-----------------|------------------|-------------------|
| 1. A. long | 11. C. tiger | 21. B. produce |
| 2. C. fur | 12. D. long | 22. A. rhinoceros |
| 3. B. zebras | 13. B. bee | 23. C. catch |
| 4. D. snake | 14. D. swim | 24. B. big |
| 5. B. dogs | 15. C. beautiful | 25. B. turtle |
| 6. B. hungry | 16. A. panda | |
| 7. D. horse | 17. C. climb | |
| 8. B. herbivore | 18. B. strong | |
| 9. A. feed | 19. D. big | |
| 10. C. legs | 20. D. lion | |

Assessment

Correct answers x 4 = 100

Appendix I

The Result of Observations in Cycle 1

No.	The Students' Initials	Meeting 1				Note		Meeting 2				Note	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1	AIAM												
2	AN												
3	ABU												
4	ANT												
5	DNS												
6	DLR												
7	DF												
8	DP												
9	LH												
10	MDA												
11	MRH												
12	MSZ												
13	MHR												
14	MFE												
15	MRH												
16	MB												
17	MFA												
18	MH												
19	NAS												
20	NNR												
21	NF												
22	SK												
23	SNQ												
24	SO												
25	T												
	Total					12	13					17	8

Appendix J

The Result of Observations in Cycle 2

No.	The Students' Initials	Meeting 1				Note		Meeting 2				Note	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1	AIAM												
2	AN												
3	ABU												
4	ANT												
5	DNS												
6	DLR												
7	DF												
8	DP												
9	LH												
10	MDA												
11	MRH												
12	MSZ												
13	MHR												
14	MFE												
15	MRH												
16	MB												
17	MFA												
18	MH												
19	NAS												
20	NNR												
21	NF												
22	SK												
23	SNQ												
24	SO												
25	T												
	Total					18	7					20	5

The Scores of the Students' Vocabulary Test in Cycle I

NO	The Students' Initials	The Students' Score	Score 75 (Achieved)	Score 75 (Not Achieved)
1	AIAM	64		
2	AN	80		
3	ABU	68		
4	ANT	76		
5	DNS	76		
6	DLR	80		
7	DF	84		
8	DP	92		
9	LH	88		
10	MDA	64		
11	MRH	76		
12	MSZ	84		
13	MHR	68		
14	MFE	64		
15	MRH	64		
16	MB	88		
17	MFA	88		
18	MH	72		
19	NAS	76		
20	NNR	76		
21	NF	76		
22	SK	76		
23	SNQ	68		
24	SO	76		
25	T	92		
	TOTAL	1916	17 students	8 students
	AVERAGE	76.64	68 %	32 %

The Scores of the Students' Vocabulary Test in Cycle II

NO	The Students' Initials	The Students' Score	Score 75 (Achieved)	Score 75 (Not Achieved)
1	AIAM	80		
2	AN	84		
3	ABU	64		
4	ANT	76		
5	DNS	76		
6	DLR	80		
7	DF	76		
8	DP	76		
9	LH	84		
10	MDA	80		
11	MRH	76		
12	MSZ	92		
13	MHR	64		
14	MFE	80		
15	MRH	68		
16	MB	92		
17	MFA	80		
18	MH	64		
19	NAS	88		
20	NNR	88		
21	NF	76		
22	SK	84		
23	SNQ	80		
24	SO	84		
25	T	76		
	TOTAL	1968	21 students	4 students
	AVERAGE	78.11	84 %	16 %

The VIII A Students' Previous Vocabulary Score at SMPN 1 Mlandingan

No.	Name	Class	L/P	Score
1	Ach. Ighridl Al Madani	8A	L	68
2	Ach. Nurhidayatullah	8A	L	70
3	Ahmad Badril Umam	8A	L	65
4	Ahmad Nadin Tojari	8A	L	66
5	Desi Nawan Sari	8A	P	69
6	Dewi Lailatul Rif'ah	8A	P	65
7	Diyan Fitrah	8A	P	62
8	Dony Prasetya	8A	L	75
9	Lukman Hakim	8A	L	67
10	M. Dhika Arjuna	8A	L	72
11	M. Rifki Hidayat	8A	L	65
12	M. Sayfudin Zuhri	8A	L	70
13	Moh. Hendrik ramadani	8A	L	66
14	Moh. Faisal Efendi	8A	L	72
15	Moh. Roni Hardianto	8A	L	70
16	Mohammad Bahukin	8A	L	77
17	Muhammad Fachri Ali	8A	L	65
18	Muhammad Hidayatullah	8A	L	68
19	Nadiva Anisa Salsabila	8A	P	70
20	Novalia Nur Rahmawati	8A	P	69
21	Nur Fadilah	8A	P	70
22	Shanti Kurniawati	8A	P	69
23	Siti Nur Qomariah	8A	P	70
24	Suyanti Oktavia	8A	P	72
25	Trisnawati	8A	P	70
TOTAL SCORE				1722
MEAN SCORE				68.88

(Taken from English teacher's documentation)