



**IMPROVING THE EIGHTH GRADE STUDENTS' VOCABULARY
ACHIEVEMENT BY USING REAL OBJECTS/REALIA
AT SMPN 7 JEMBER**

THESIS

By:

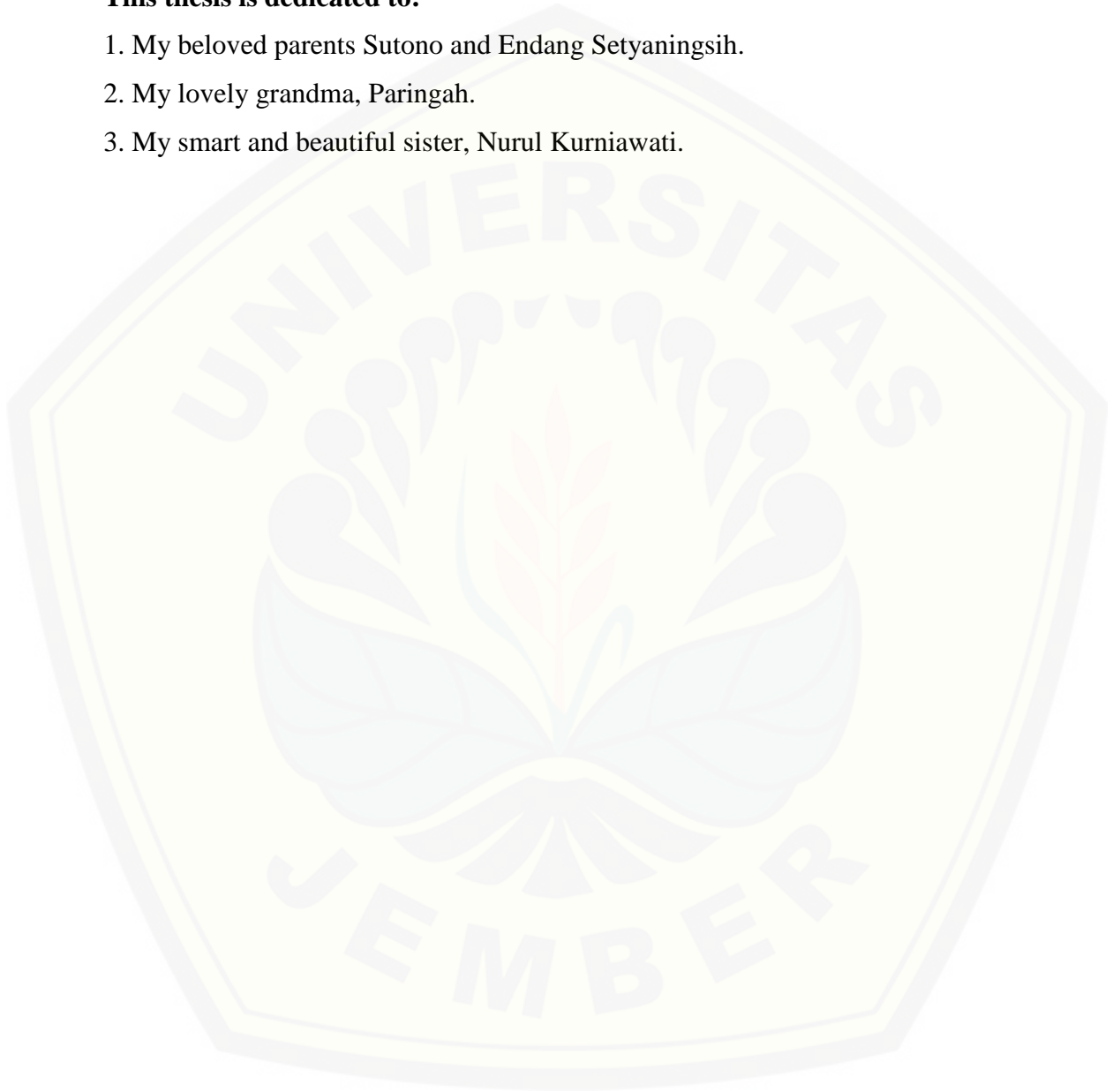
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DEDICATION

This thesis is dedicated to:

1. My beloved parents Sutono and Endang Setyaningsih.
2. My lovely grandma, Paringah.
3. My smart and beautiful sister, Nurul Kurniawati.



MOTTO

“Vocabulary enables us to interpret and to express. If you have a limited vocabulary, you will also have a limited vision and limited future”

Jim Rohn



<https://ieltspetalingjaya.wordpress.com/2013/11/04/quote-for-today-by-jim-rohn/>

STATEMENT OF THESIS AUTHENTICITY

This is to certify to the best of my knowledge, the content of this thesis is my original work. This thesis has not been submitted for any degree or other purposes.

I certify that the intellectual content of this thesis is the product of my own work, gather and utilize especially to fulfill the purposes and objectives of this study. I also declare that the publications cited in this work have been personally consulted.

However, if the originality of this paper proved that there is plagiarism, I would be prepared to receive any consequences in the form of any punishment such as losing my related academic degree obtained from the institution.

Jember, January 16th, 2018

The Writer

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CONSULTANT APPROVAL

**Improving the Eighth Grade Students' Vocabulary Achievement by Using
Realia at SMPN 7 Jember**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education

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I hope this thesis will be useful for the readers. Any suggestions and criticism are wisely appreciated.

Summary

Improving the Eighth Grade Students' Vocabulary Achievement by Using Realia at SMPN 7 Jember in the 2017/2018 Academic Year; Anandita Kartika Puspitasari;110210401058: English Language Study program, Language and Arts Education Department, the Faculty Training and Education, Jember University.

The design of this research was the Classroom Action Research with the cycle model in which each cycle covered four stages of activities namely, the planning of the action, the implementation of the action, the observation and evaluation, and the data analysis and reflection. It was intended to improve the eighth grade students' active participation and their vocabulary achievement by using realia at SMPN 7 Jember. There were 41 students as the subjects of this research. Based on the results interview with the English teacher of SMPN 7 Jember, it was known that the students of class VIII C faced some difficulties in learning English because they were lack vocabulary and they had the most problems in learning vocabulary and had the lowest mean score for the previous vocabulary test. Moreover, the teacher also never uses media in teaching vocabulary. For these reasons, the researcher wanted to overcome the students' problem in learning vocabulary by using the media called realia/real objects.

The data collection methods used in this research were observation in the form of checklist and the vocabulary test. The observation was conducted during the implementation of the action in each meeting of the cycle and the vocabulary achievement test was conducted at the end of the cycle (after implementing the action) to get the students' vocabulary achievement. The criteria used to evaluate the success of the action were: 1) At least 75% of the students actively participated during the teaching and learning process of vocabulary by using realia, and 2) 75% of the students achieved the target requirement score ≥ 75 in the vocabulary test.

This classroom action research was conducted in two cycles because the result of the first cycle had not achieved the research objectives. Based on the results of the observation in cycle 1, there was improvement as much as 4.86%

from meeting 1 to meeting 2. Then, the percentage of the students who passively participated in the teaching and learning process decreased as much as 4.86% from meeting 1 to meeting 2. Moreover, the average percentage of the students' active participation in cycle 2 was 73.16%. In cycle 2, there was improvement as much as 2.44% from meeting 1 to meeting 2. Then, the percentage of the students who passively participated in the teaching and learning process decreased as much as 2.44% from meeting 1 to meeting 2. Moreover, the average percentage of the students' active participation in cycle 2 was 79.26%. It can be concluded that the percentage of the students' participation increased from 73.16% of 41 students in cycle 1 to 79.26% of 41 students in cycle 2. There was improvement as much as 6.1% from cycle 1 to cycle 2 on the students' active participation. It means that the result of the students' active participation had already fulfilled the target success that was at least 75%.

Meanwhile, the results of the vocabulary achievement test showed that there was improvement as much as 12.19% from cycle 1 to cycle 2 on the students' vocabulary achievement test. Then, the percentage of the students who did not achieve the standard score ≥ 75 decreased 12.19% from cycle 1 to cycle 2. Moreover, the percentage of the students' who got score ≥ 75 in vocabulary achievement test increased from 63.41% or 26 students in cycle 1 to 75.60% or 31 students in cycle 2. It means that the result of the students' vocabulary achievement had already fulfilled the target success because the result in cycle 2 had achieved the target at least 75% of the students could achieve the standard score ≥ 75 in the vocabulary test. Therefore, the next cycle of the research was not necessary to be conducted. Based on the research results above, it could be concluded that the use of realia could improve the students' active participation in the vocabulary teaching and learning process by using realia/real objects and their vocabulary achievement at SMPN 7 Jember.

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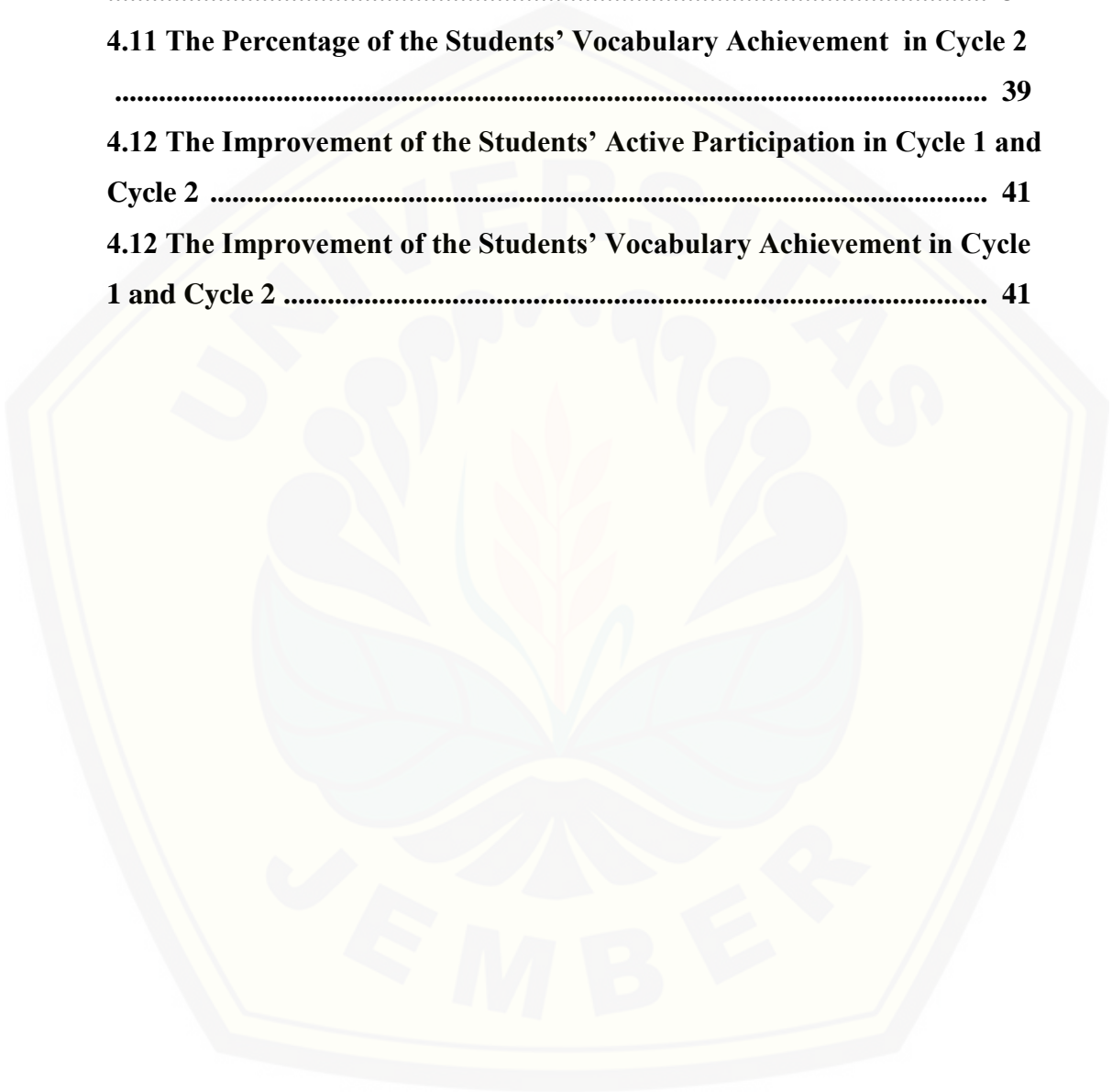
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CHAPTER 1. INTRODUCTION

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

1.1. Background of the Research

Vocabulary is the basic tool to build language which plays an important role in communication. It is the basic step for the students to learn language, because it is related to the other skills such as listening, speaking, reading and writing. The purpose of learning vocabulary is to help the students to understand the meanings of words so they can communicate effectively (Nation, 1994:7). In other words, the students should increase their vocabularies, so they can communicate with other people well and learn the English language skills easily. Without having good vocabulary, the students may experience difficulties in understanding the English lesson and doing communication using English language.

In real life, the fact often shows that there are many students who struggle to understand the English language because they lack of vocabulary. They are mostly difficult to memorize words and easily to forget new words. As the effect, it can be difficult for them to master the language skills. Therefore, the teacher should find a way to teach vocabulary to the students, so they can remember the words well by using a technique or a media in teaching.

Based on the preliminary study done by the researcher through the interview with the English teacher of SMPN 7 Jember on August 8th 2017, it was found some information that can be useful as supporting data to conduct the classroom action research. The first was about the curriculum that is used by the school. It was known that the school use *KTSP 2006* as the curriculum. The second was the students' problem in learning English especially vocabulary. It was found that most of the students still have difficulties in

learning English because they lack vocabulary. They faced difficulties in understanding the text when reading and doing the exercises such as writing sentences or a paragraph. The teacher said that the class VIII C was the class who had the lowest mean score among the other classes. She also showed the document of the students' scores in vocabulary test. The third was about the book and media that were used by the teacher to teach vocabulary to the students. It was known that the teacher always uses *LKS (Lembar Kerja Siswa)* and the book published by *Erlangga* in teaching English to the students. She usually teaches vocabulary integratedly with the reading skill by asking the students to find unfamiliar words from the text and translate from English to Indonesian. The teacher said that she never uses media in teaching vocabulary. The last was the students' active participation during the teaching and learning process. The teacher said that the students in the VIII C class seemed unenthusiastic to follow the lesson. It was only few students who active to answer or ask questions to the teacher in the classroom, and the other students focused on their own activities such as talking to their friends, drawing or daydreaming during the lesson.

Realia is media which can be found in our environment easily and it can help the students in learning vocabulary. According to Haycraft (1978:176), realia is one of the visual aids which presents vocabulary on condition they are clearly visible. It means that the realia can give the students real experiences because the teacher brings the real thing in the classroom. Realia can also help the students to understand the material that is taught by the teacher (Scott and Ytreberg, 1992:108). Based on the experts' explanations and the interview with the English teacher, the researcher decided to use realia as the media to help the students in class VIII C at SMPN 7 Jember by conducting a classroom action research entitled "Improving the Eighth Grade Students' Vocabulary Achievement by Using Realia/Real Objects at SMPN 7Jember".

1.2. The Research Problems

Based on the background of the research, the problems were formulated as follows:

1. How can the use of realia improve the eighth grade students' active participation in the teaching and learning process of vocabulary at SMPN 7 Jember in the 2017/2018 academic year?
2. How can the use of realia improve the eighth grade students' vocabulary achievement at SMPN 7 Jember in the 2017/2018 academic year?

1.3. The Research Contributions

The findings of this research are expected to give some contributions to the following people:

1.3.1. The Theoretical Contribution

The result of this research can be beneficial for the teacher to encourage the students in learning vocabulary by using realia as media. It can be useful for giving an input to the English teacher to improve the students' vocabulary achievement by using realia/real objects.

1.3.2. The Empirical Contribution

The actions given are useful for the students to practice vocabulary by using realia. Learning vocabulary using realia can help the students to improve their vocabulary mastery.

1.3.3. The Practical Contribution

The results of this research hopefully can be useful for the other researchers which have the same problem to improve the students' vocabulary achievement by using realia, by conducting a further research with the same design but with different subjects and schools.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents related literature reviews related to the research topics. The reviews of the research topics cover the theoretical framework, the conceptual framework, and the previous research studies.

2.1. Theoretical Framework

2.1.1 The Definitions of Vocabulary

There are many definitions of vocabulary proposed by some experts. Some experts define the terms of vocabulary as follows. Hiebert and Kamil (2005:3) explain that vocabulary is the knowledge of the meaning of words. It means that learning vocabulary is important in order to understand the meaning. The more words you know, the more you are able to understand the meaning of words in communication. Another expert, Sedita (2005) defines vocabulary as words and phrases which are used by people to express a particular meaning about what they feel or do. Furthermore, Moeler et al (2009:1) state that vocabulary is essential in teaching and learning for second language learner in order to help them access vocabulary easily as needed in oral and written communication. From the definitions above, it can be concluded that vocabulary is set of words in a certain language which is used by people for communication. It is also needed by the second language learner to enrich their knowledge of vocabulary so they can improve their communication or language skills.

2.1.2 The Importance of Vocabulary

Vocabulary plays important role in learning the language skills. The students should learn vocabulary well in order to help them to understand in oral and written communication. In line with this statement, Harmer(1993:153) states that vocabulary is illustrated as an important part such as an organ and a flesh in skeleton of language. This means that vocabulary has an essential role in language. Vocabulary also has an important aspect in the second language

learning, especially to develop the main skills such reading, writing, listening, and speaking (Mehring:2005). Another expert, Sedita (2005) explains that the students should learn vocabulary well, so they can understand new ideas and concepts more quickly than students with lack vocabulary. From those statements, it can be concluded that having good vocabulary can gives the students many benefits in learning language successfully such as mastering the language skills and understanding the communication. In line with those expert ideas, Cross (1992:50) states that good storage of words is important for understanding and communication. It means that vocabulary is important for the students to learn, so it can help them understand in communication to each other using English language.

Besides, Folse (2004:2) states that with poor grammar, you can understand what people say, but you cannot get it without vocabulary. Without vocabulary, there is no sentence, no text and no language (Gao and Xu:2013). If there is no vocabulary, it can be difficult for the people to understand and communicate each other. In other words, vocabulary is the main key to master the foreign language skills because the students who have more vocabularies can achieve academically well. In this research, the researcher decided to improve the students' vocabulary achievement because there were many students at SMPN 7 Jember who lack their vocabulary.

2.1.3 The Meaning of Vocabulary Achievement

Vocabulary is one of the language aspects which must be learnt by the students in order to help them in communication using English language. To know how good the students in mastering vocabulary, there was a test given at the third meeting. The students' score of vocabulary test refers to their vocabulary achievement. If they have good vocabulary, it will be easy for them to learn the language skills and have a good achievement of vocabulary. According to Hughes (2003:12), achievement is something which has the purpose to prove that individuals or groups of the students have been achieving the objectives of teaching and learning process. Meanwhile, McMillan (1992:117) notes that

achievement is the students' knowledge, understanding and skill which they got from the result of educational experience. In short, achievement is the ability of the students which is proved by them. It is as a result from their effort in learning. Further, Heaton (1990:107) defines vocabulary achievement as a result of what has been learnt about vocabulary by individuals or classes. It means that the students' vocabulary achievement is the result of their study in mastering the vocabulary, so they can understand the words meanings and use them to express their ideas and thoughts in speaking or writing in English. In this research, the students' vocabulary achievement was indicated by their scores of vocabulary test in the third meeting. The indicators of the vocabulary to be measured in the test were the uses of adjectives, nouns and verbs in the sentences.

2.1.4 The Classification of Vocabulary

There are two kinds of vocabulary namely large vocabulary and small vocabulary. Hatch and Brown (1995:218) explain that large vocabulary consists of nouns, verbs, adjectives and adverbs. Then, small vocabulary consists of prepositions, pronouns, articles, conjunctions and interjections. In this research, the researcher only used three kinds of large vocabulary to the students such as nouns, verbs and adjectives. The researcher chose large vocabulary because it was easy to understand by the junior high school student especially for the eighth grade students. Here is the explanation about the classification of large vocabulary which was used by the researcher.

The first classification is nouns. According to Harmer (1993:37), a noun is a kind of word which is used in a sentence as the subject or object of a verb. Furthermore, Hatch and Brown (1995:219-220) classify noun into seven types. They are proper nouns, common nouns, abstract nouns, concrete nouns, countable nouns, mass nouns and group nouns. In this research, there were only five kinds of nouns which were used. The first is proper nouns that are specific words that always begin with capital letters in writing, for example John, San Francisco Monday, January and Central Park Zoo. The second one is common nouns that refer to words that name of animals, places, things or ideas, for example, chair,

book, teacher and school. It is not begun with a capital letter unless it is begun first in a sentence. The third one is concrete nouns that refer to words for a physical object that can be perceived by our sense, for example, fruit, sun, cat and light. The fourth one is countable nouns that refer to words that you can count, for example, girl, cat, book, phone and pen. The last is mass nouns or uncountable nouns that refer to words that you cannot count, for example, rice, milk, rain and snow.

The second classification is adjectives. An adjective is a part of speech that gives more information about a noun or a pronoun (Harmer, 1993:37). It identifies the attributes of a noun or a pronoun. In this research, qualitative adjectives were used to teach vocabulary to the students. The qualitative adjective is used to describe the characteristics of a noun, for example, smart, fat, thin, wet and kind (Thomson and Martinet, 1986:22). This research used the qualitative adjectives to describe the characteristic of the foods and things, such as a taste and a texture.

The third classification is a verb. Hatch and Brown (1995:222) define verb as a word that denote an action. In addition, Harmer (1993:37) defines verb is a word that is used to describe an action or an experience. Briefly, a verb can be defined as a word that is used by a subject of a sentence to describe an action. In this research, regular and irregular verbs were used to teach vocabulary to the students. In regular verb, the past and past participle form of a verb is formed by adding *-d* or *-ed*, for example, played, cooked and grilled. In contrast, irregular verb changes the past and past participle form, for example, wrote, made and got. It is not simply added by *d* or *ed*. In this research, the regular and irregular verbs were used to describe the function of each stationery tools, such as to write, to measure and to draw.

2.1.5 The Definitions of Real Objects/Realia

There are many definitions of realia proposed by some experts. Soulier (1981:7) defines real object as the things that people always see in a daily life. It is the real thing that you can find easily in your environment. Another expert, Budden (2005) explains that realia refers to any real objects which are used by the

teacher in the classroom to bring the class to life because the object can be found around, so the students can easily to see, touch, smell, taste, and hear. Furthermore, Herrel and Jordan (2009:23) have the same idea as Budden. They state that realia is a concrete object which can be used in the classroom to help the students building their background knowledge of vocabulary. If the real object is not available, the teacher can use the replica such as model or semi-concrete object, such as photograph or illustration. Then, Stewart (2007:6) explains that realia is a tool or miniature object to develop the students' vocabulary which is similar to the real ones. Similarly, Dickens et al. (1995) also explain that realia can be brought into the classroom as media in imitation of fruits or vegetables.

From the definitions above, it can be concluded that there are two kinds of realia. First is the real things that we always see in daily life which can be used by the teacher in teaching, so the students can experience the real things using their five senses such as see, touch, smell, taste and hear to help them in learning and memorizing new vocabulary. Second is the replica, if the real thing cannot be brought to the classroom, the teacher can replace it with models, toys, miniatures. In this research, the teacher used real objects, such as foods and things to teach vocabulary to the students because real things are easy to be found in daily life.

2.1.6 The Advantages of Using Realia

In the teaching and learning process, bringing media to the classroom is very useful to catch the students' attention in order to help them focus in learning. Realia is one of the media which have some advantages to help the students in learning English. According to Gairns and Redman (1986:73), real objects are a kind of visual aids which are used for conveying the meaning in teaching concrete things. Similarly, Arsyad (1997:79) states that visual aids such as realia/real objects are purposed to help the students' need in learning, so they can be more active in the classroom. Another expert, Soames (2010) explains that there are some advantages of using realia. First, realia gives memorable lesson for the students because it creates link between the objects and the words from object that they see. It helps the students to remember the new words easily because they

learn using senses which can give them in-depth experience. Second, it can be used to each every subject. Third, it involves the students to use their senses and stimulate their mind because students can touch, smell, see, hear and even taste the realia. Next, it saves time for the teacher because the teacher does not need to give long explanation to the students. The students have already understood the teacher's explanation because they can see clearly that the real objects are in front of their eyes. Last, it can grab the attention from the students so they can focus on the lesson.

From those advantages above, it can be concluded that realia give some advantages for the teacher and the students. For the students, realia can give real life experience to the students while, learning by using their senses because they can touch and see the media in front of their eyes directly which can help them to remember words easily and help the students to focus on the lesson so they can understand well. For the teacher, the use of realia can help the teacher to illustrate the meaning of vocabulary to be clearly, meaningfully and memorably. Realia also supports the students in acquiring new vocabulary in their level (Chiarantano:2005). In acquiring new vocabulary or new words, the students should have the real concept of world presented by words. To help the students to figure out the words and the concept, the teacher needs media which can be showed to the students.

2.1.7 The Disadvantages of Using Realia

Beside having some advantages, realia also have its limitation. According to Takeuchi (2015), there are some disadvantages of using realia. First, realia is not always available. Second, the size of some realia is too large or too small for classroom because there are some big size realia such as wild animals, certain electrical and mechanical equipments which can be dangerous for the students. Last, certain real objects can be expensive for the teacher.

From the disadvantages above, it is clear that not all kinds of realia can be brought to the classroom. The teacher should be able to choose the teaching theme and the kind of realia that is available to be brought to the classroom. The teacher

should be certain to the real objects to enhance the objectives of the study. Next, the teacher should know what kind of realia which is proper for the students. Then, the cost can be minimized by using the real objects around the environment which can be found easily.

2.1.8 Teaching Vocabulary in Junior High School

Based on the 2006 Institutional Level Curriculum for SMP, one of the genre texts which is used for the eighth grade students is descriptive texts. Kane (2000:352) states that a description is about sensory experience about how something looks, sounds, tastes, but mostly it is about visual experience. It is suitable with the function of realia which is help the students in learning by using their senses. Wishon et al (1980:379) explain that a descriptive text is used to create a visual image of people, places, even of units of time. From the explanation of some experts about descriptive text, it can be concluded that a descriptive text is a kind of text which explains or describes a person, a place or a thing.

In this research, the researcher used nouns, verbs and adjectives to teach vocabulary to the students. When describing a thing, the words are used to describe the characteristics of a thing and physical appearance. The researcher used the descriptive text because it was related to the purpose of realia which could help the students to use and experience with their senses.

2.1.9 The Procedures of Teaching Vocabulary by Using Realia

Thirumalai (2002) explains that there are several ways to communicate and explain the meaning of words to the students. First, the teacher can bring the objects to the classroom and associate the objects and the words. For example, the teacher teaches about fruit (kiwi). When the teacher introduces the name of the fruit, she should point to the kiwi while, pronouncing correctly. Second, the teacher can give explanation using the words that have already been known by the students to give the definitions in simple English. For example, the teacher gives the explanation about “pen” using a sentence “a tool used by students to write”.

Another expert Sieber and Hatcher (2012:30), explain that realia can be used to teach description about a purpose, material, shape, color, age, place of origin or size by using the evidence of your senses to describe the object.

From those theories above, the researcher modified the procedures of teaching vocabulary by using realia as follows:

1. Divide the students into some groups of 5 students.
2. Explain the material about vocabulary, such as nouns, adjectives and verbs.
3. Show the real objects to the students in front of the class and tell them what they were going to learn today.
4. Distribute the real objects to each group. Then, the teacher asks the students to analyze the taste or the functions of the real objects in front of them.
5. Ask some questions about the names of the real objects, the tastes and the functions.
6. After the students answer all the questions, the teacher asks the students to repeat the names of the real objects, the taste or function after the teacher so they can remember the words well.
7. Distribute the reading text and the the students' worksheet.
8. Ask the students to read the descriptive text given.
9. Ask the students to do exercise 1. The teacher asks the students to work in group to arrange the jumbled letters according to the real objects in front of them
10. Ask the students to do exercise 2 by matching the pictures with the appropriate adjectives or verbs based on the text.
11. Ask the students to do exercise 3 by selecting the appropriate vocabularies to complete the sentences in form of multiple choice.

In this research, the researcher divided the class into 8 groups and each group consisted of five students and each group was given the same objects as the teacher so that they could observe and see the objects clearly. The indicators of the vocabulary to be measured were the uses of adjectives, nouns and verbs.

2.2. Conceptual Review

A conceptual review is needed to explain the variables of this research. Further, an operational definitions to avoid misunderstanding between the writer and reader. The variables are real objects/realia as dependent variable and students' vocabulary achievement as independent variable.

2.2.1 Realia or Real Objects

Realia or real objects are the things that we can see and find in a daily life easily. There are two types of realia, such as a real object and replica. In this research, the type of realia that used to teach vocabulary to the students was the real things. Foods and things chose as themes because it is easy to find. The reason why the researcher used real object as the media because it is meaningful and memorable, so it can help the students to memorize the vocabulary well.

2.2.2 Vocabulary

Vocabulary is a set of words which is important for the students. They should enrich their knowledge of vocabulary so they can improve their communication or language skills. In this research, the researcher used nouns, verbs and adjectives to teach vocabulary to the students by using real objects of food and things.

2.2.3 Descriptive Text

In this research, a descriptive text was used to describe foods and things, such as sandwich and stationery tools. The students were given a descriptive text which can help them to memorize and understand vocabulary well. The students read the descriptive text about my favorite food and my pencil case which described about the appearance, names and the purpose of the real objects.

2.2.4 The Students' Active Participation

The students' active participation in this research refers to the students' activity and willingness to participate in the vocabulary teaching and learning process by using realia. The students' activity could be seen by the indicators as follows: 1) listening to the teacher's explanation about vocabulary (making notes), 2) identifying the texture, tastes and function of the real objects given by the teacher, 3) answering the teacher's questions about vocabulary by using real objects, 4) reading the descriptive text given., 5) doing the vocabulary exercises with their groups. The students could be categorized as the active students if they could fulfill at least 3 indicators of participation and they could be categorized as passive students if they only fulfilled one or two indicators of participation.

2.3. The Previous Researcher

There were some previous researches dealing with the use of realia. Here, the researcher explains about some researchers who used realia as the media.

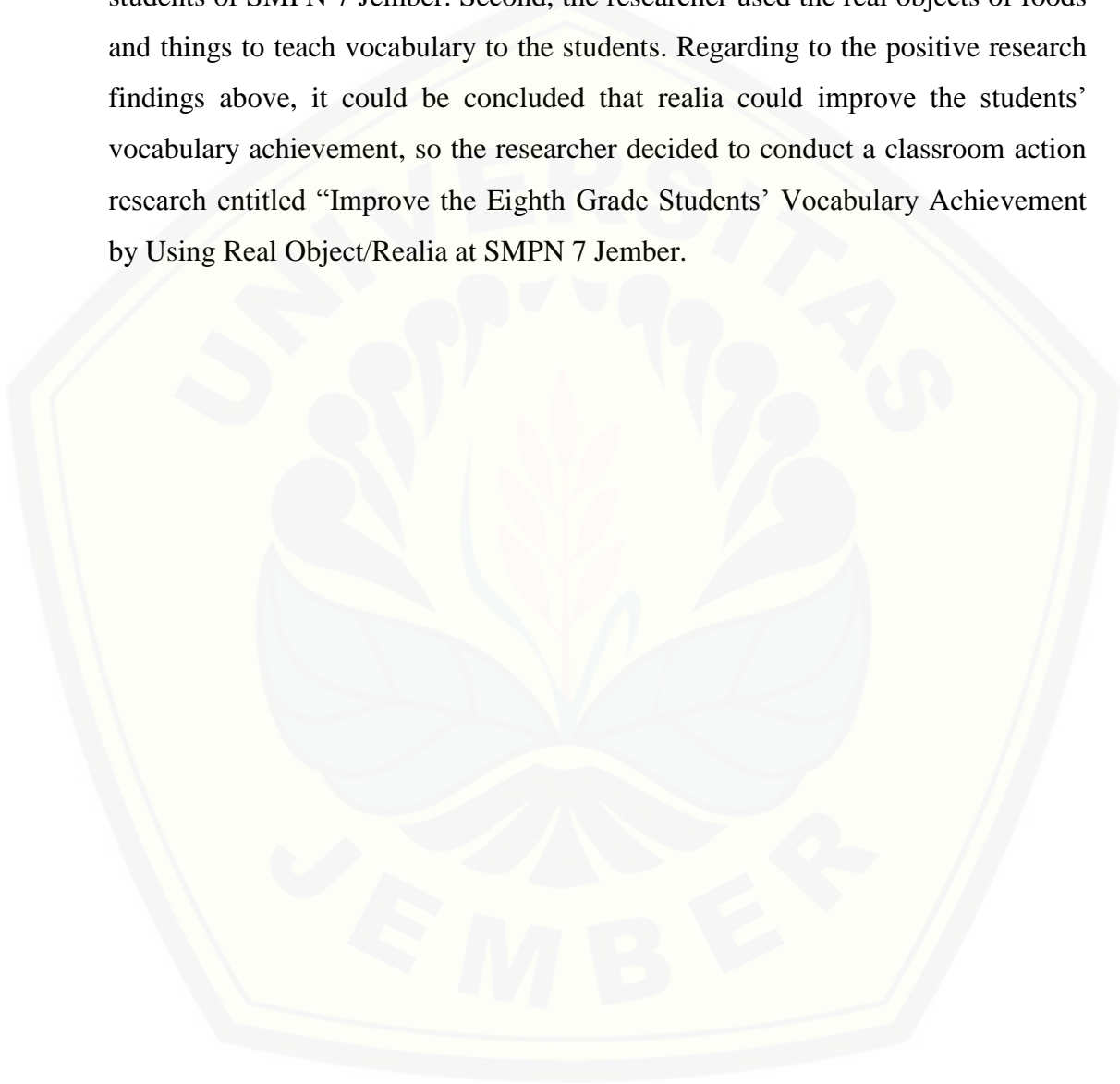
The previous research dealing with the classroom action research was conducted by Fatmawati (2010) entitled "Improving Class VIII Students' Vocabulary Achievement by Using Real Objects/Realia at SMPN 4 Lumajang in the 2010/2011 Academic Year". The result showed that the use of realia could improve the students' vocabulary achievement in two cycles.

Then, Kurniasari (2012) conducted a classroom action research at SDN Blindungan 1 Bondowoso entitled "Improving the Fifth Grade Students' Vocabulary Achievement by Using Realia at SDN Blindungan 1 Bondowoso". Her research result showed that the use of realia could improve the students' vocabulary achievement in two cycles.

Furthermore, Awaliya (2014) conducted an experimental research entitled "The Effect of using Real Object or Realia on the Eighth Grade Students' Descriptive Paragraph Writing Achievement at SMP Argopuro 2 Suci Panti Jember." Her research result showed that the use of of realia gave a significant effect in students' vocabulary achievement. It means the experimental students

who were taught vocabulary by using realia got a better result in vocabulary test score than the control students.

However, there were some differences between this research and those three previous researches. First, this research was done to the eighth grade students of SMPN 7 Jember. Second, the researcher used the real objects of foods and things to teach vocabulary to the students. Regarding to the positive research findings above, it could be concluded that realia could improve the students' vocabulary achievement, so the researcher decided to conduct a classroom action research entitled "Improve the Eighth Grade Students' Vocabulary Achievement by Using Real Object/Realia at SMPN 7 Jember."



CHAPTER 3. RESEARCH METHOD

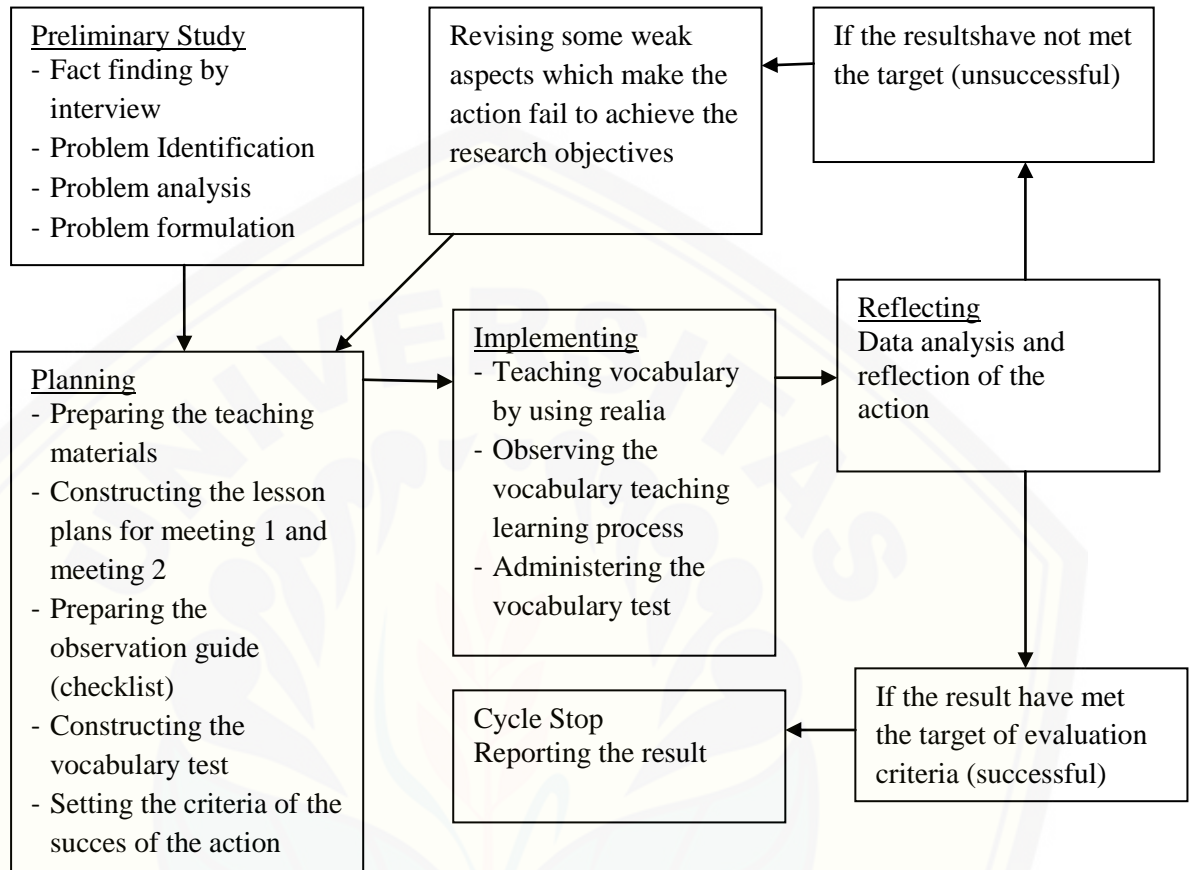
This chapter presents the research methods applied in this classroom action research. They cover research design, research context, research participants, data collection methods and research procedures.

3.1. Research design

The design of the research was a Classroom Action Research (CAR) because it was intended to improve the students' vocabulary achievement. Cohen et al (2007:297) explain that an action research is a strong tool for the purpose of change and improvement. Then, Creswell (2012: 57) states that the classroom action research has the purpose to improve practice of education from the students' difficulties by analyzing the problem and implementing the action. In short, a classroom action research is a research that can be conducted by a teacher to find and solve the problem faced by the students to improve the teaching learning process. In this case, realia was chosen by the researcher since they are supposed to be good and useful to improve the students' vocabulary achievement.

This objective of this research was to improve the eighth grade students' vocabulary at SMPN 7 Jember by using realia. So, this research design used was a classroom action research. Arikunto (2006:16) states that there are four steps of a procedures of conducting this classroom action research. They are (1) the planning of the action (2) the implementation of the action (3) observation and evaluation (4) data analysis and reflection of the action. The design of this classroom action research is illustrated in the following diagram:

The Model of the Classroom Action Research



(Adapted from Arikunto, 2006:16)

From the research design above, the acts that were done as follows:

1. Doing the preliminary study by interviewing the English teacher of SMPN 7 Jember to get the information related to the students' problem in learning English language and students' previous vocabulary test scores from the teacher (a document).
2. Planning the action by constructing the lesson plans for the first cycle for meeting I and meeting II.
3. Implementing the action in Cycle I (teaching vocabulary by using real objects).

4. Giving vocabulary test to the students in the third meeting after the action given in the first cycle.
5. Analyzing the results of observation and vocabulary test, quantitatively in the percentage.
6. Reflecting the results of the observation and vocabulary achievement test in the first cycle and the result was used to revise the lesson plan that was used in the second cycle.
7. Planning the action in cycle 2 by revising the teaching technique of the first cycle.
8. Implementing the action in cycle 2 (meeting 1 and meeting 2).
9. Doing observation while, implementing the action in cycle 2.
10. Giving the vocabulary test in cycle 2 after the actions.
11. Analyzing the results of observations and the vocabulary test in cycle 2.
12. Reflecting the results of observation and vocabulary test in cycle 2 to answer the research problems.

3.2. Research Context

The area of this research was determined by using the purposive method. Arikunto (2006:128) states that a purposive method is a method used based on a certain purpose and reason. In addition, McMillan (1992:76) says that in the purposive method, the researcher selects particular elements based on his knowledge of the population that is representative to provide the best information dealing with the purpose of the research. There were four reasons of choosing SMPN 7 Jember as the research area. The first reason was the researcher had ever done PPL at SMPN 7 Jember. The second reason was the headmaster and the English teacher allowed the researcher to do the classroom action research. The third reason was the teacher never uses realia as media in teaching vocabulary to the students. The fourth reason was based on the interview with the English teacher. From the interview, the researcher got the information that the eighth grade students of SMPN 7 Jember, especially class VIII C still experienced difficulties in learning vocabulary because they often forget some

words especially new words. It was also hard for them to do the writing task and the reading task because they were lack of vocabulary. It was proven by the result of the vocabulary test scores conducted by the teacher, that was their average score of the vocabulary test was 62.43.

3.3. Research Participants

The subjects of this research were determined by using a purposive method. McMillan (1992:68) explains that a subject is an individual who participates in a research. The research subjects were the students of class VIII C at SMPN 7 Jember in the 2017/2018 academic year. This school has nine classes of the eighth grade students and each class has about 41 students. The students of class VIII C were chosen as the subjects of the research because they had the lowest mean score of vocabulary test compared to the other classes. The required minimum standard score of this school is 75. So, the students in class VIII C needed to be improved. The detail of the previous vocabulary test scores of the students is enclosed in Appendix C.

3.4. Data Collection Methods

In this research, there were two kinds of data. The first data was the primary data that were collected from observation and vocabulary test. The second data were the supporting data that were collected through the interview and documentation. Here are the explanations of the data collection method used in this research:

3.4.1. Primary Data

In this research, the primary data was collected from vocabulary test and observation.

3.4.1.1. Vocabulary Test

In this research, vocabulary test was used to collect the primary data about students' vocabulary achievement. According to McMillan, (1992:114)a

test is an instrument to measure a skill or knowledge by giving a standard set of questions that requires the completion of a cognitive task. Furthermore, Hughes (2003:11) mentions that there are four categories of the test. They are placement test, diagnostic test, achievement test and proficiency test. In this research, achievement test was used because it has the purpose to know whether the students have already achieved the goal of vocabulary in teaching and learning process by using realia. It is supported by Fraenkel et al. (2009:127) who state that achievement test is used to measure an individual's knowledge or skill in a given area or subject.

A good test has some characteristics, such as valid and reliable. In line with this statement, Hughes (2003:26) states that a test is not only valid but also reliable. In this research, the researcher used content validity in which the objective of the test measures the students' vocabulary achievement. The test was used to measure the students' vocabulary achievement. There were some aspects that were measured in vocabulary, they were nouns, adjectives and verbs. Moreover, the test was made based on the curriculum KTSP and syllabus which was consulted to the English teacher in order to make the materials of the test appropriate for the students. In term of reliability, the test scores must be consistent. Hughes (2003:36) explains that the scores obtained in the test should have the same result if the test given to the students with the same ability but given at different time. In this research, the test that was used was objective test in the form of jumbled letters, matching and multiple choices. It was called an objective test because no judgment is required on the part of score and it has the greatest reliability (Hughes, 2003:22). It means that the vocabulary achievement test, in this research had a good reliability because the kind of the test that was used was an objective test.

Then, Hughes (2003:22) divides test into two kinds based on the method of scoring, they are subjective test and objective test. The objective test is used if there is no judgement on the part of the scorer, but if there is judgement on the part of the scorer, the subjective test is used. In this research, the researcher used the objective test because it is simpler than the subjective test. It is also supported

by Hughes (2003:9), who states that the objective test is rapid and economical. It can also be analyzed quickly and easily. In this research, the test was constructed based on the indicators to be measured. They were nouns, verbs and adjectives. The vocabulary achievement test was in the form of jumble letters, matching and multiple choices. This vocabulary test consisted of 40 items. The vocabulary test was given to the students in the third meeting in each cycle after the implementation of the actions done. The detail of the vocabulary test is enclosed in Appendix G and J.

3.4.1.2. Observation

In this research, observation was used to get the data about the students' participation in the teaching and learning process by using realia in the classroom. Arikunto (2006:204) says that the most effective way in observation is using a checklist as the instrument. This observation was conducted by the researcher and the English teacher. The observation was done during the vocabulary teaching and learning process to evaluate the students' active participation in the classroom. This checklist contained some indicators namely 1) listening to the teacher's explanation about vocabulary (making notes), 2) identifying the tastes or functions of the real objects given by the teacher, 3) answering the teacher's questions about vocabulary by using real objects, 4) reading the descriptive text given, 5) doing the vocabulary exercises in group. The students were categorized as active students if they performed at least 3 indicators of 5 indicators. The observation checklist of the students' active is enclosed in Appendix D.

3.4.2. Supporting Data

In this research, the supporting data were collected from interview and observation.

3.4.2.1. Interview

According to McMillan (1992:132), interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. It is also used in order to support the primary data. In this research, the interview was conducted with the English teacher of SMPN 7 Jember who teaches the eighth grade students. The interview was done on August 4th 2017. The researcher prepared some questions dealing with the information needed, such as the curriculum used at the school, the students' problem in learning vocabulary, the teaching media, and the materials used by the English teacher in learning vocabulary. The detail of the interview questions with the English teacher is enclosed in Appendix B.

3.4.2.2. Documentation

Documentation is a method dealing with the observation of written sources (Arikunto, 2006:132). In this research, documentation was used to collect the supporting data from the English teacher about the list of participants' name of SMPN 7 Jember, especially class VIII C and the document of the students' previous vocabulary test scores from the English teacher.

3.5 Research Procedures

This classroom action research had some certain steps. They were the planning of the action, the implementation of the action, observation and evaluation, data analysis and reflection of the action. Each of the steps will be explained in detail in the following parts.

3.5.1 The Planning of the Action

Planning refers to activities that were done by the researcher with the English teacher to prepare the implementation of the research. First, choosing themes based on the curriculum of KTSP for the eighth grade students. Second, the researcher constructed the lesson plans for cycle 1 and 2. Third, the researcher prepared the materials for the students' vocabulary exercises by using

realia. Next, the researcher prepared the observation guide in each meeting in the form of checklist. Last, the researcher constructed the vocabulary test by realia for the first and second cycle to measure the students' vocabulary achievement after the actions given.

3.5.2 The Implementation of the Action

The implementation of the action was designed to improve the vocabulary achievement of the students. Teaching vocabulary through realia was done after the planning of action. There were two meetings in the vocabulary teaching learning process for each cycle and the test of vocabulary was administered in the third meeting. The first cycle was done on August 14th and 15th, 2017. The implementation of the action was based on the lesson plan 1 and 2 (enclosed in Appendix E and F). In the first meeting, the researcher used nouns and verbs to teach vocabulary to the students by using realia/real objects of stationery tools. In the second meeting, the researcher used nouns and adjectives to teach vocabulary to the students by using realia/real objects of sandwich. The vocabulary test was administered on August 21th, 2017 in the third meeting.

Then, the second cycle was done on August 22nd and 28th, 2017. The implementation of the action was based on the lesson plan 3 and 4 (enclosed in Appendix H and I). In the first meeting, the researcher used nouns and verbs to teach vocabulary to the students by using realia/real objects of cooking tools. In the second meeting, the researcher used nouns and adjectives to teach vocabulary to the students by using realia/real objects of lunch box. The vocabulary test was administered on August 29th, 2017 in the third meeting.

3.6.3 Classroom Observation and Evaluation

Classroom observation is important part in this research to observe the students' participation during the teaching learning process of vocabulary by using realia as the media. It was done in each meeting of each cycle by the collaboration with the English teacher.

O'malley and Pierce (1996:238) define evaluation as an interpretation of the assessment data regarding the quality, value or worth of some response, product or performance. Evaluation is essential to know whether the use of realia as media can improve the students' vocabulary achievement. In this research, the types of evaluation done were process evaluation and product evaluation. First is process evaluation which was done during the vocabulary teaching and learning process to evaluate the students' participation. Second is product evaluation which was done by doing vocabulary test in the third meeting to evaluate the students' vocabulary achievement after the actions given. There were some criteria of the success the action in this research. First, at least 75% of the students participated actively in the vocabulary teaching learning process by using realia as media in each meeting. Second, the mean score of vocabulary test in each cycle was 75 and at least 75% of the students got good score ≥ 75 in the vocabulary test.

3.6.4 Data Analysis

The data analysis is the important thing in this research. The purpose of the data analysis is to analyze and interpret the data into meaningful information. The primary data collected in this research covered the results of observation and the results of vocabulary achievement test. The data of the students' active participation in each cycle were analyzed by using simple statistics with the percentage formula as follows.

$$\frac{A}{N} \times 100 \%$$

Notes :

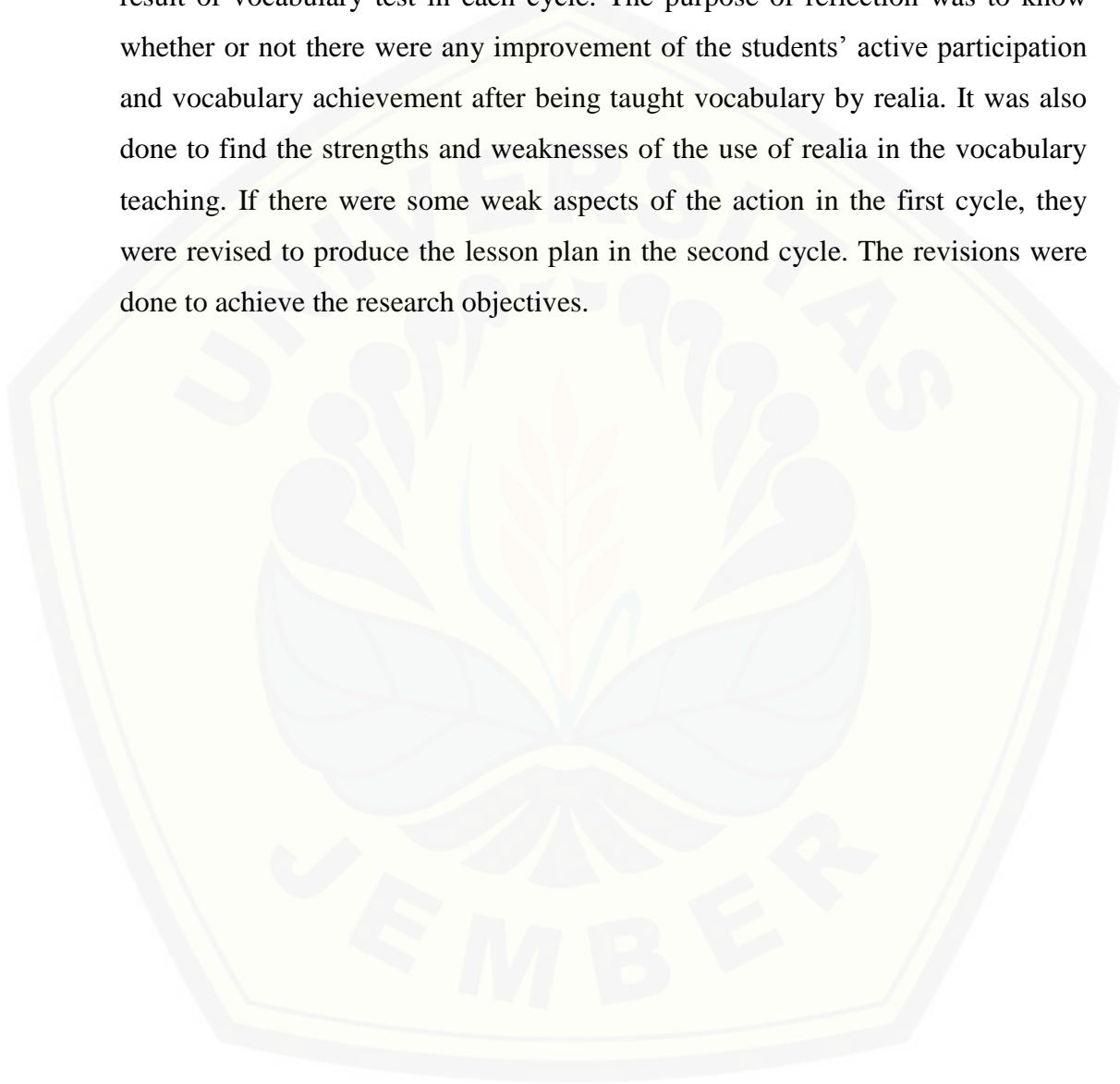
n = The total number of the students who were active in the vocabulary teaching and learning process by using realia or who achieve ≥ 75 as the standard score.

N = The total number of the students (the participants).

(Adapted from Cohen, 2000:326)

3.6.5 Reflection

Reflection refers to the activities in order to reflect the results of the actions of each cycle which can be gained from observation in each meeting and vocabulary test. It was done after knowing the results of observation and the result of vocabulary test in each cycle. The purpose of reflection was to know whether or not there were any improvement of the students' active participation and vocabulary achievement after being taught vocabulary by realia. It was also done to find the strengths and weaknesses of the use of realia in the vocabulary teaching. If there were some weak aspects of the action in the first cycle, they were revised to produce the lesson plan in the second cycle. The revisions were done to achieve the research objectives.



CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion of this research. The suggestions are given to the English teacher, the students and the future researcher.

5.1 Conclusion

Based on the the results of the data analysis and discussion, the conclusion of the research are as follows:

1. The use of realia could improve the eighth grade students' active participation in the teaching and learning process of vocabulary by using realia/real objects at SMPN 7 Jember in the 2017/2018 academic year.
2. The use of realia could improve the eighth grade students' vocabulary achievement at SMPN 7 Jember in the 2017/2018 academic year.

The result of observation as the process evaluation indicated that there is significant improvement in the students' active participation. The percentage of the students who actively participated in the teaching and learning process improved from 73.16% in cycle 1 to 79.26% in cycle 2. It means that the result showed that the students' active participation in the teaching learning process of vocabulary by using realia had been already fulfilled because the result had achieved the target percentage that was at least 75% of the students participated actively in the teaching learning process of vocabulary by using realia.

Then, the result of vocabulary achievement test as the product evaluation indicated that indicated that there is significant improvement in the students' vocabulary achievement test. The percentage of the students who got score ≥ 75 improved from 63.41% in cycle 1 to 75.60% in cycle 2. Thus, it could be summarized that the result of the students' achievement test had been already fulfilled because the result had achieved the target percentage that was 75% of the students get at least good score ≥ 75 in the vocabulary test.

5.2 Suggestions

Considering the result of this classroom action research which showed that the use of realia was able to improve VIII C students' active participation and vocabulary achievement at SMPN 7 Jember in the 2017/2018 academic year, here are some suggestions are given to the English teacher, the participants and the future researchers.

1. The English Teacher.

Based on the research results, it is suggested to the English teacher of VIII C class at SMPN 7 Jember to apply realia as alternative media in teaching vocabulary in order to attract the students' interest and motivation in learning vocabulary so that the students' active participation and their vocabulary achievement can be improved. Realia is easy to find in our environment and considered as an effective media which could help the students in memorizing vocabulary.

2. The Participants

The participants are suggested to be more active in the teaching learning process of vocabulary at SMPN 7 Jember so that their vocabulary mastery can be improved well. Then, in the process of the teaching vocabulary, the students should pay attention to the teacher's explanation. They are also suggested to learn and enlarge their vocabulary through realia since these media can assist them to improve their vocabulary mastery. They can learn vocabulary by using their school stuffs and the real objects in the classroom because they can make the students more familiar with the English words because they use them in their daily life.

3. The Future Researchers

The future researchers who have the same problem are suggested to use the results of this action research as a reference to conduct the same or different research design with different language skills or materials for different level of subjects and schools in the CAR or experimental research.



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Appendix A

RESEARCH MATRIX

| Title | Problem | Variables | Indicator | Data Resources | Research Method | Hypothesis |
|---|--|---|--|--|---|---|
| Improving the Eighth Grade Students' Vocabulary Achievement at SMPN 7 Jember in the 2017/2018 Academic Year | <p>a. How can the use of realia improve the eighth grade students' active participation in the teaching and learning process of vocabulary at SMPN 7 Jember in the 2017/2018 academic Year?</p> <p>b. How can the use of realia improve the eighth grade students' vocabulary achievement at SMPN 7 Jember in the 2017/2018 academic Year?</p> | <p>Independent Variable:</p> <ol style="list-style-type: none"> Teaching vocabulary by using realia/real objects. <p>Dependent Variable:</p> <ol style="list-style-type: none"> The students' vocabulary achievement. The students' participation. | <p>Teaching vocabulary by using Realia:</p> <ol style="list-style-type: none"> Explain the material about vocabulary, such as a noun, an adjective and a verb. Distribute the real objects to each group. Ask the students to identify the real objects in front of them. Give the students a descriptive text and ask them to read the text. Ask the students to do the vocabulary exercises in groups. <p>Large Vocabulary:</p> <ol style="list-style-type: none"> Nouns Adjectives Verbs <p>The observation checklist with the indicators:</p> | <p>1. Respondents: The students of VIII C class at SMPN 7 Jember in the 2017/2018 Academic Year.</p> <p>2. School Documents:</p> <ol style="list-style-type: none"> The names of the eighth grade students' at SMPN 7 Jember in the 2017/2018 Academic Year. The students' daily test score of English from the English teacher. | <p>1. Research Design: Classroom Action Research with the cycle model:</p> <ol style="list-style-type: none"> The planning of the action. The implementation of the action. Observation and evaluation. Data analysis and reflection of the actions <p>2. Area determination method:</p> <ol style="list-style-type: none"> Purposive method <p>3. Subject determination method:</p> <ol style="list-style-type: none"> Purposive method <p>4. Data collection methods:</p> <ol style="list-style-type: none"> Primary data: <ol style="list-style-type: none"> Vocabulary test Observation Supporting data: <ol style="list-style-type: none"> Interview Documentation <p>5. Data analysis method: The results of the students vocabulary test and active</p> | <ol style="list-style-type: none"> The use of realia can improve the eighth grade students' active participation in the teaching and learning process of vocabulary at SMPN 7 Jember in the 2017/2018 academic Year. The use of realia can improve the eighth grade students' vocabulary achievement at SMPN 7 Jember in the 2017/2018 academic Year. |

| | | | | | | |
|--|--|--|--|--|---|--|
| | | | <p>a. Listening to the teacher's explanation about the materials.</p> <p>b. Identifying the texture, tastes and function of the real objects given by the teacher.</p> <p>c. Answering the teacher's question.</p> <p>d. Asking the students to read the descriptive text given.</p> <p>e. Doing the vocabulary exercises in groups.</p> | | <p>participation in cycle 1 were analyzed by using the formula below:</p> $E = \frac{n}{N} \times 100\%$ <p>Note: E = The percentage of the students who were active in the vocabulary teaching and learning process or who achieved ≥ 75 in the vocabulary test. n = The number of the students who were active in the vocabulary teaching and learning process or who achieved ≥ 75 in the vocabulary test. N = The number of the students (as the subjects). <i>(Ali, 1998: 189)</i></p> | |
|--|--|--|--|--|---|--|

Appendix B

The Result of the Interview

| No | The Interview Questions | The Teacher's Answer |
|-----|--|--|
| 1. | What curriculum have you applied in this school? | The curriculum is KTSP 2006. |
| 2. | What grade do you teach? | I teach the eighth grade students |
| 4. | What is the standard score of English in this school? | The standard score is 75. |
| 5. | What kind of English book do you use to teach English to the students? | I always use LKS and English book published by Erlangga. |
| 6. | Do the students have difficulties in learning English? | Yes, they do |
| 7. | Which class has the most difficulties or problem in learning English? | VIII C class has the most difficulties or problem in learning English. From the previous score of the eighth grade students' vocabulary test, it was known that VIII C class had the lowest mean score among the other classes. |
| 8. | Do they have a problem in learning vocabulary? What difficulties do the students usually face in learning vocabulary? | Yes, they do. They often forget the meaning of the words especially new words. They faced difficulties in doing the exercises such as writing sentences or a paragraph and especially understanding the text when reading. |
| 9. | Do you teach vocabulary separately or integratedly with the language skills? | I usually teach vocabulary integratedly with the reading skill. |
| 10. | How do you teach vocabulary to the students? | I usually ask the students to find unfamiliar words from |

| | | |
|-----|---|---|
| | | the text and ask them to translate from English into Indonesian language. |
| 11. | How do you solve the students' problems in learning vocabulary? | I ask the students to find and check the meaning in the dictionary. If the students cannot find it, I will help the students. |
| 12. | How is the students' active participation during the English teaching and learning process? | There are some students who do not participate well during the teaching and learning process. It was only a few students who active to answer and ask questions to the teacher in the classroom, and the other students focused on their own activities such as talking to their friends |
| 13. | Have you ever used media in teaching vocabulary to the students? | No. |
| 14. | Have you ever used real thing or realia as the media in teaching vocabulary? Why? | No, I have not ever used it. I do not have time to prepare the media, so I prefer to use video because it is simpler than the other media. |

Appendix C

Vocabulary Test Scores of Class VIII C

| No. | The Students' Name | Score |
|-------------------|--------------------|--------------|
| 1. | AK | 75 |
| 2. | AVOS | 70 |
| 3. | ART | 75 |
| 4. | ARAF | 60 |
| 5. | AIW | 67.5 |
| 6. | BAHA | 60 |
| 7. | BS | 50 |
| 8. | DVO | 75 |
| 9. | DR | 77.5 |
| 10. | DA | 55 |
| 11. | DP | 45 |
| 12. | DRS | 55 |
| 13. | FJG | 62.5 |
| 14. | FDW | 70 |
| 15. | LW | 52.5 |
| 16. | LFA | 77.5 |
| 17. | MU | 75 |
| 18. | MAR | 50 |
| 19. | MR | 40 |
| 20. | ML | 50 |
| 21. | MDR | 77.5 |
| 22. | MRAR | 75 |
| 23. | MRFD | 45 |
| 24. | MFRPP | 52.5 |
| 25. | MINA | 75 |
| 26. | NRP | 55 |
| 27. | PRH | 67.5 |
| 28. | PAHS | 75 |
| 29. | RAR | 50 |
| 30. | RPP | 77.5 |
| 31. | SMP | 50 |
| 32. | SEW | 80 |
| 33. | SW | 30 |
| 34. | SPF | 57.5 |
| 35. | SAR | 55 |
| 36. | SAF | 62.5 |
| 37. | VM | 75 |
| 38. | DPA | 80 |
| 39. | RPA | 52.5 |
| 40. | SAP | 60 |
| 41. | SRA | 65 |
| TOTAL | | 2560 |
| MEAN SCORE | | 62.43 |

Appendix D

The Observation Checklist for the Students' Participation

| No | The Students' Name | Indicators | | | | | Active | Passive |
|------------|--------------------|------------|---|---|---|---|--------|---------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | AK | | | | | | | |
| 2. | AVOS | | | | | | | |
| 3. | ART | | | | | | | |
| 4. | ARAF | | | | | | | |
| 5. | AIW | | | | | | | |
| 6. | BAHA | | | | | | | |
| 7. | BS | | | | | | | |
| 8. | DVO | | | | | | | |
| 9. | DR | | | | | | | |
| 10. | DA | | | | | | | |
| 11. | DP | | | | | | | |
| 12. | DRS | | | | | | | |
| 13. | FJG | | | | | | | |
| 14. | FDW | | | | | | | |
| 15. | LW | | | | | | | |
| 16. | LFA | | | | | | | |
| 17. | MU | | | | | | | |
| 18. | MAR | | | | | | | |
| 19. | MR | | | | | | | |
| 20. | ML | | | | | | | |
| ... | | | | | | | | |
| 41. | MRAR | | | | | | | |
| TOTAL | | | | | | | | |
| PERCENTAGE | | | | | | | | |

The observation was done by using checklist. It contained five indicators they were:

- 1) listening to the teacher explanation about vocabulary (making notes),
- 2) identifying the tastes or functions of the real objects given by the teacher,
- 3) answering the teacher's questions about vocabulary by using the real objects,
- 4) reading the descriptive text given,
- 5) doing the vocabulary exercises with their group.

Notes:

- a. The students were considered active if the students fulfilled at least three indicators.
- b. The research was considered successful if at least 75% of students were active in the vocabulary teaching and learning process by using realia.

LESSON PLAN

(CYCLE 1 MEETING 1)

Subject : English
School : SMPN 7 Jember
Class/ Semester : VIII C/ 1
Lang. Component : Vocabulary integrated with reading
Genre : Descriptive Text
Theme : Things inside my pencil case and each function.
Time : 2 x 40 minutes

I. Standard Competence

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

II. Basic Competence

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

III. INDICATORS

- 5.3.1. Arranging the jumbled letters according to the real objects given (exercise 1).
5.3.2. Matching the real objects with the functions of the objects (verbs) based on the text (exercise 2).
5.3.3. Selecting the appropriate vocabularies to complete the sentences in multiple choice (exercise 3).

IV. LEARNING OBJECTIVES

- 5.3.4. The students are able to arrange the jumbled letters according to the real objects given (exercise 1).

5.3.5. The students are able to match the real objects given with the function of the objects (verbs) based on the text (exercise 2).

5.3.6. The students are able to select the appropriate vocabularies to complete the sentences in multiple choice (exercise 3).

V. LEARNING MATERIAL

1. Vocabulary
2. Descriptive text.

VI. APPROACH, METHOD, AND TECHNIQUE

1. Approach : Contextual Teaching and Learning.
2. Method : Discussion
3. Technique : Question-Answer, small group discussion.

VII. TEACHING LEARNING ACTIVITY

| NO | Teacher's Activity | Student's Activity | Time |
|----|---|---------------------------------------|------|
| 1. | Pre-Activities | | |
| | 1. Greeting and checking the students' attendance list. | Responding to the teacher's greeting. | 2' |
| | 2. Giving motivation to the students by: Asking some leading questions according to realia of pencil case: | . | 3' |
| | a. What kind of things can you find in a pencil case? | Answering the question. | |
| | b. What is the name of those things inside the pencil case? | Answering the question. | |
| | c. Do you know the function of each tool? | Answering the question. | |
| | 3. Stating the learning objectives. | Listening the learning | 1' |

| | | objectives. | |
|----|---|---|-----|
| 2. | Main activities: | | |
| | 4. Dividing the class into 8 groups. Each group consists of 5 students. | Making a group. | 1' |
| | 5. Distributing the realia of pencil case to each group. | Receiving the real object. | 1' |
| | 6. Explaining about a descriptive text. | Receiving the lesson and making notes. | 1' |
| | 7. Explaining about vocabulary, such as a noun, an adjective and a verb. | Receiving the lesson and making notes. | 4' |
| | 8. Asking the students some questions about the names of the real objects and some adjectives words of the real objects. | Answering the questions | 3' |
| | 9. Asking the students to mention and repeat the words after the teacher. | Repeating the words after the teacher. | 4' |
| | 10. Asking the students to read the descriptive text of my pencil case. | Reading the descriptive text of "my pencil case". | 4' |
| | 11. Asking the students to do exercise 1 in groups by arranging the jumbled letters according to the real objects in front of them. | Arranging the jumble letters according to the real objects in front of them. | 10' |
| | 12. Asking the students to do exercise 2 in groups by matching the real objects given with the appropriate verbs based on the text. | Matching the real objects given with the appropriate verbs based on the text. | 10' |
| | 13. Discussing the groups' work with the class. | Discussing the exercise. | 10' |

| | | | |
|----|---|---|-----|
| | 14. Asking the students to do exercise 3 by selecting the appropriate vocabularies to complete the sentences. | Selecting the appropriate vocabularies to complete the sentences. | 15' |
| | 15. Discussing the students' work with the class. | Discussing the exercise. | 7' |
| 3. | Post Activities | | |
| | 16. Guiding the students to make a conclusion by giving some oral questions related to the material that they have already learned. | Making a conclusion. | 3' |
| | 17. Parting. | Parting | 1' |

VIII. MEDIA AND SOURCES

Media :

- a. Realia of pencil case.
- b. The students' worksheets.

IX. EVALUATION

1. Process: to evaluate the students' participation during teaching learning process.

| NO | NAME | INDICATORS | | | | | ACTIVE | PASIVE |
|------|------|------------|---|---|---|---|--------|--------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| | | | | | | | | |
| 40. | | | | | | | | |

Observation Checklist

Notes :

- 1) Listening to the teacher explanation about vocabulary (making notes).
- 2) Identifying the tastes or function of the real objects given by the teacher.
- 3) Answering the teacher's questions about vocabulary by using the real objects.
- 4) Reading the descriptive text given individually.
- 5) Doing the vocabulary exercises in groups.

Notes :

- 1) **Active:** The students are considered active if they do at least 3 indicators.
 - 2) **Passive:** The students are considered passive if they do only one or three indicators.
2. Product evaluation: conducted after the actions (instruments: the checklist of the students' participation and vocabulary test).

Jember , 10 Agustus 2017

The Teacher,

The Researcher,

Ruli Dorowanti,S.Pd

Anandita Kartika P.

19671112 198903 2011

110210401058

INSTRUCTIONAL MATERIALS

A. *Pre-instructional Activities*

1. Showing a realia of pencil case:



Giving some leading questions:

- a. What kind of things can you find inside?
- b. What is the name of those things inside the pencil case?
- c. Do you know the functions of each tool?

B. Main Activities

Main Materials

1. Noun

A noun is a kind of word which is used in a sentence as a subject or an object of verb.

Example: chair, fruits, calendar, book, person's name, place, days, months and things.

2. Adjective

An adjective is a word that describes or clarifies a noun.

Example: handsome, beautiful, smart, angry, lazy

3. Verbs

A verb is a word which is used to describe an action or an experience.

Example: run, cut, read.

Explaining about Descriptive Text

A descriptive text is a type of text which is used to describe about a particular thing, person or place.

The vocabularies about “things inside my pencil case and each function” that were taught:

| No. | Nouns | Verb |
|-----|---------------|------------|
| 1. | corrector pen | to cover |
| 2. | scissors | to cut |
| 3. | pen | to write |
| 4. | glue | to stick |
| 5. | eraser | to erase |
| 6. | arc ruler | to measure |
| 7. | sharpener | to sharpen |
| 8. | highlighter | to mark |
| 9. | stapler | to join |
| 10. | bow compass | to draw |

The Students' Worksheet

Read the text below carefully!

Things Inside My Pencil Case

I always bring my pencil case to the school everyday. Inside my pencil case, there are some important things which I need for studying in the classroom.

Each of tools has different function. For me, some important tools inside my pencil case are a **pen**, a **corrector pen** and an **eraser**. Without a pen, I cannot **write** or make any notes. I always use the corrector pen to **cover** my writing mistake from the pen and use the eraser to **erase** the mistake from using the pencil. There are also some tools which I put in my pencil case. They are a **stapler**, an **arc ruler**, a **bow compass**, a **highlighter**, a **scissors**, a **sharpener** and a **glue**. For the sharpener, I always use it to **sharpen** my pencil. In mathematics subject, I always use the arc ruler to **measure** an angle and I use bow compass to **draw** a circle. I use the highlighter to **mark** some important words or sentences when I read a book. I also use scissors to **cut** paper. For the glue, I use it to **stick** some paper together and I use stapler to **join** some paper.

Exercise 1

Arrange the jumbled letters about the name of the stationery tools according to the real objects in front of you correctly!

| | | |
|-----|---|--|
| 1. |  | a-p-s-r-e-n-r-h-e = |
| 2. |  | g-h-l-i-h-e-i-r-g-h-t =..... |
| 3. |  | t-c-o-e-r-n-r-p-e-r-c-o =..... |
| 4. |  | a-r-e-r-s-e =..... |
| 5. |  | r-s-s-o-s-i-c-s =..... |
| 6. |  | m-b-a-w-c-o-p-s-o-s =..... |
| 7. |  | l-e-g-u =..... |
| 8. |  | p-l-s-t-e-r-a =..... |
| 9. |  | e-p-n =..... |
| 10. |  | l-c-a-r-u-e-r-r =..... |

Exercise 2

Match the real objects given in front of you with the function of the objects (verbs) according to text above correctly!

| | | |
|-----|---|----------------------|
| 1. |  | a. to stick |
| 2. |  | b. to draw |
| 3. |  | c. to join |
| 4. |  | d. to cover |
| 5. |  | e. to write |
| 6. |  | f. to cut |
| 7. |  | g. to erase |
| 8. |  | h. to sharpen |
| 9. |  | i. to measure |
| 10. |  | j. to mark |

Exercise 3

Choose the best answer of the following questions by crossing a, b, c or d correctly!

1. Painem uses ato join some papers together.
a. sharpener b. stapler c. scissors
2. Dono always uses a pen to some notesin his book.
a. create b. write c. type
3. I always use a scissors to..... a paper.
a. cut b. mark c. rip
4. is used tomeasure and draw anangle.
a. bow compass b. arc ruler c. corrector pen
5. I use a highlightertoimportant words in a book.
a. write b. draw c. mark
6. It will be easy if you draw a circle perfectly by using a
a. bow compass b. corrector pen c. arc ruler
7. Don't worry if you use a pen, you canyour writing mistakes by using a corrector pen.
a. mark b. paint c. cover
8. You can your paper together with a bit of glue.
a. stick b. cover c. mark
9. Picasso always uses ato erase the marks from pencil.
a. glue b. eraser c. clip
10. I use a to sharpen my pointless pencil.
a. sharpener b. scissors c. stapler

Answer Key

Exercise 1

Arrange the jumbled letters about the name of the stationery tools according to the real objects in front of you correctly!

| | | |
|-----|---|--|
| 1. |  | a-p-s-r-e-n-r-h-e = sharpener |
| 2. |  | g-h-l-i-h-e-i-r-g-h-t =highlighter |
| 3. |  | t-c-o-e-r-n-r-p-e-r-c-o =corrector pen |
| 4. |  | a-r-e-r-s-e =eraser |
| 5. |  | r-s-s-o-s-i-c-s =scissors |
| 6. |  | m-b-a-w-c-o-p-s-o-s =bow compass |
| 7. |  | l-e-g-u =glue |
| 8. |  | p-l-s-t-e-r-a =stapler |
| 9. |  | e-p-n =pen |
| 10. |  | l-c-a-r-u-e-r-r =arc ruler |

Exercise 2

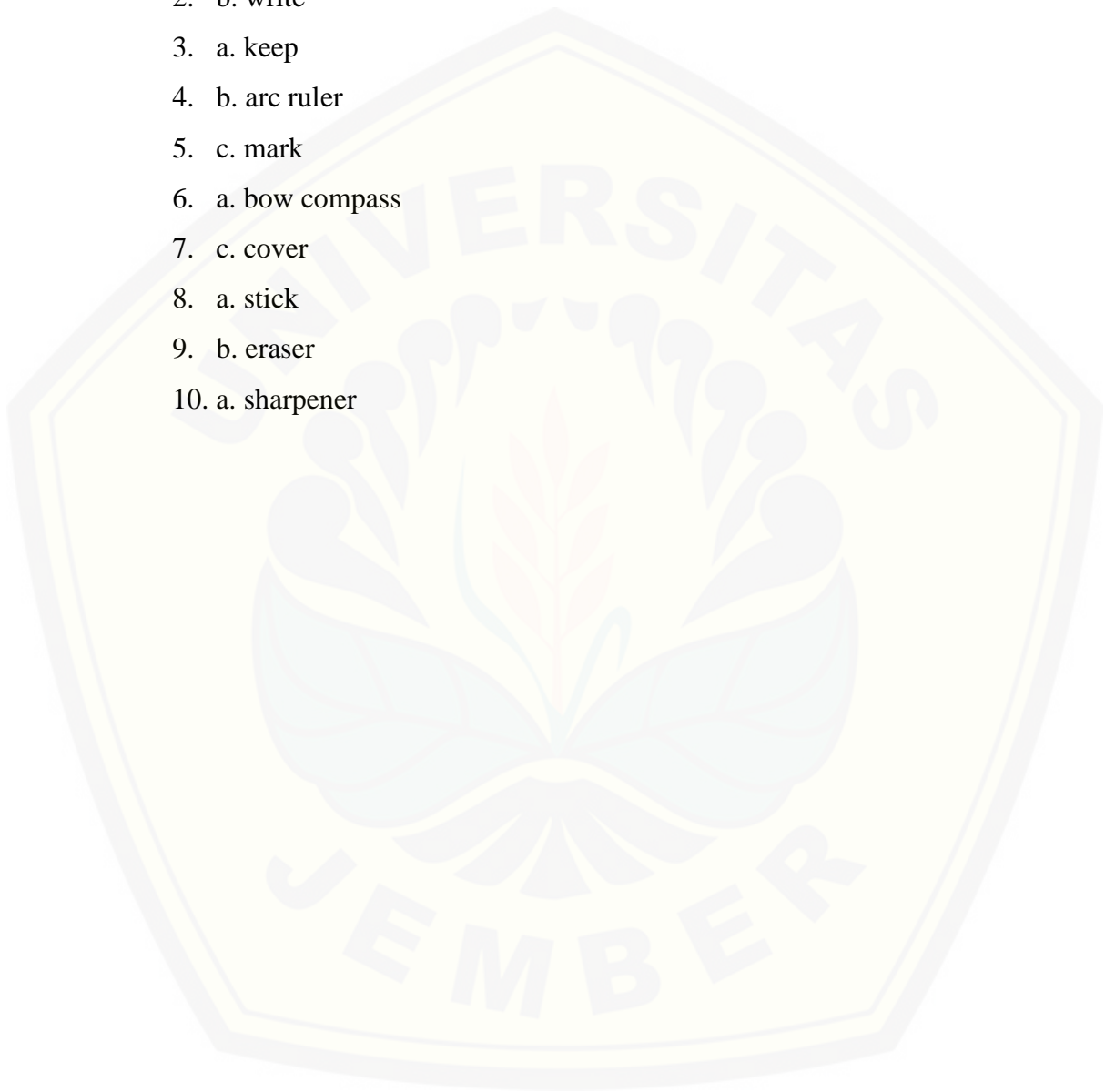
Match the real objects given in front of you with the function of the objects (verbs) according to text above correctly!

| | | |
|-----|---|----------------------|
| 1. |  | h. sharpen |
| 2. |  | j. to mark |
| 3. |  | d. to cover |
| 4. |  | g. to erase |
| 5. |  | f. to cut |
| 6. |  | b. to draw |
| 7. |  | a. to stick |
| 8. |  | c. to join |
| 9. |  | e. to write |
| 10. |  | i. to measure |

Exercise 3

Choose the best answer of the following questions by crossing a, b, c or d correctly!

1. b. stapler
2. b. write
3. a. keep
4. b. arc ruler
5. c. mark
6. a. bow compass
7. c. cover
8. a. stick
9. b. eraser
10. a. sharpener



LESSON PLAN

(CYCLE 1 MEETING 2)

| | |
|-----------------|--------------------------------------|
| Subject | : English |
| School | : SMPN 7 Jember |
| Class/ Semester | : VIII C/ 1 |
| Lang. Component | : Vocabulary integrated with reading |
| Genre | : Descriptive Text |
| Theme | : my favorite food and each taste |
| Time | : 2 x 40 minutes |

I. Standard Competence

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

II. Basic Competence

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

III. INDICATORS

- 5.3.1. Arranging the jumbled letters according to the real objects given (exercise 1).
- 5.3.2. Matching the real objects given with the taste of the objects (adjectives) based on the text (exercise 2).
- 5.3.3. Selecting the appropriate vocabularies to complete the sentences in multiple choice (exercise 3).

IV. LEARNING OBJECTIVES

- 5.3.4. The students are able to arrange the jumbled letters according to the real objects given (exercise 1).

5.3.5. The students are able to match the real objects with the taste of the objects (adjectives) based on the text (exercise 2).

5.3.6. The students are able to select the appropriate vocabularies to complete the sentences in multiple choice (exercise 3).

V. LEARNING MATERIAL

1. Reviewing the vocabulary materials about nouns, verbs and adjectives.

VI. APPROACH, METHOD, AND TECHNIQUE

1. Approach : Contextual Teaching and Learning.
2. Method : Discussion
3. Technique : Question-Answer, small group discussion.

VII. TEACHING LEARNING ACTIVITY

| NO | Teacher`s Activity | Student`s Activity | Time |
|----|--|--------------------------------------|------|
| 1. | Pre-Activities | | |
| | 1. Greeting and checking the students' attendance list. | Responding to the teacher greetings. | 2' |
| | 2. Giving motivation to the students by: Asking some leading questions by using the realia of sandwich: | | 3' |
| | a. What is the name of this food? | Answering the question. | |
| | b. Do you like this food? | Answering the question. | |
| | c. Have you ever eaten it? | Answering the question. | |
| | d. Can you imagine how it tastes? | Answering the question. | |
| | 3. Stating the learning objectives. | Listening the learning objectives. | 1' |

| | | | |
|----|--|---|-----|
| | | | |
| 2. | Main activities: | | |
| | 4. Dividing the class into 8 groups. Each group consists of 5 students. | Making a group. | 1' |
| | 5. Distributing the realia of sandwich to each group. | Receiving the real object. | 1' |
| | 6. Reviewing the material by asking the teacher's questions. | Responding and answering the questions. | 4' |
| | 7. Asking the students some questions about the names of the real objects and some adjectives of the real objects. | Answering the questions | 4' |
| | 8. Asking the students to mention and repeat the words after the teacher. | Repeating the words after the teacher. | 4' |
| | 9. Asking the students to read the descriptive text of "the various tastes of my special sandwich". | Reading the descriptive text of the "the various tastes of my special sandwich". | 5' |
| | 10. Asking the students to do exercise 1 in groups by arranging the jumbled letters according to the real objects in front of them. | Arranging the jumble letters according to the real objects in front of them. | 10' |
| | 11. Asking the students to do exercise 2 in groups by matching the real objects given with the appropriate adjectives based on the text. | Matching the real objects given with the appropriate adjectives based on the text | 10' |
| | 12. Discussing the groups' work with the class. | Discussing the exercise. | 10' |
| | 13. Asking the students to do | Selecting the appropriate | 15' |

| | | | |
|----|---|---|----------|
| | exercise 3 by selecting the appropriate vocabularies to complete the sentences. 14. Discussing the students' work with the class. | vocabularies to complete the sentences. Discussing the exercise. | 7' |
| 3. | Post Activities | | |
| | 15. Guiding the students to make a conclusion by giving some oral questions related to the material that they have already learned. 16. Parting. | Making a conclusion about the lesson Parting | 2' 1' |

VIII. MEDIA AND SOURCES

Media :

- a. Realia of sandwich.
- b. The students' worksheets.

IX. EVALUATION

1. Process evaluation: to evaluate the students' participation during teaching learning process of vocabulary.

| NO | NAME | INDICATORS | | | | | ACTIVE | PASIVE |
|------|------|------------|---|---|---|---|--------|--------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| | | | | | | | | |
| 40. | | | | | | | | |

Observation Checklist

Notes :

- 1) Listening to the teacher's explanation about vocabulary (making notes).
- 2) Identifying the tastes or function of the real objects given by the teacher.
- 3) Answering the teacher's questions about vocabulary by using the real objects.
- 4) Reading the descriptive text given individually.
- 5) Doing the vocabulary exercises.

Notes :

- 1) **Active:** The students are considered active if they do at least 3 indicators.
 - 2) **Passive:** The students are considered passive if they do only one or two indicators.
2. Product evaluation: conducted after the actions in the third meeting (instruments: the checklist of students' active participation and vocabulary test).

Jember , 10 Agustus 2017

The Teacher,

The Researcher,

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INSTRUCTIONAL MATERIALS

A. *Pre-instructional Activities*

1. Showing a realia of sandwich:



Giving some leading questions:

- a. What is the name of this food?
- b. Do you like this food?
- c. Have you ever eaten it?
- d. Can you imagine how it tastes?

B. Main Activities

Main Materials

Reviewing the material of descriptive text by asking some questions:

1. What is a descriptive text?
2. Can you give me the example how to describe a thing?
3. What is a noun? What is an adjective?
4. Can you give me some examples of nouns and adjectives?

The vocabularies about “the various tastes of my special sandwich” that were taught:

| No | Nouns | Adjectives |
|-----|--------------------|-------------|
| 1. | corn piles | sweet |
| 2. | onion ring | pungent |
| 3. | french fries | savory |
| 4. | fried tuna | fishy |
| 5. | bread | bland |
| 6. | cheese | salty |
| 7. | chili sauce | spicy |
| 8. | bitter melon chips | bitter |
| 9. | lettuce | bittersweet |
| 10. | tomato | sour |

The Students' Worksheet

Read the descriptive text below carefully!

The Various Tastes of My Special Sandwich

My sandwich is very “special” because it has a lot of flavors on it. It has different taste than sandwich in general. I like to fill my special sandwich with variety of ingredients in order to get some different flavors in one bite.

When I bite my sandwich, I can taste some different flavors. **Bland** taste from the **bread** is balanced by perfect combination of sandwich fillings. It has a **spicy** taste from the **chili sauce** and **bitter** taste from the **bitter melon chips**. It also has **bittersweet** taste from the **lettuce**. I love **sour** taste from the **tomato**. It has a bit **pungent** taste from the **onion ring**. **Salty** taste from the **cheese** and **fishy** taste from **fried tuna** can increase my appetite. The **savory** taste from the **french fries** and **sweet** taste from the **corn piles** can make me eat more sandwich than usual. My special sandwich is really delicious because it has so many flavors.

Exercise 1

Arrange the jumbled letters about the name of the foods according to real objects in front of you correctly!

| | | |
|-----|---|--|
| 1. |  | e-l-t-u-c-e-t = |
| 2. |  | u-r-f-i-d-t-n-e-a =..... |
| 3. |  | o-a-t-o-t-m =..... |
| 4. |  | e-c-e-h-e-s =..... |
| 5. |  | c-u-c-i-s-a-i-e-h-l =..... |
| 6. |  | r-b-i-t-m-h-p-e-l-t-n-c-i-o-e- s =..... |
| 7. |  | h-r-n-f-e-s-f-e-c-i =..... |
| 8. |  | d-a-b-r-e =..... |
| 9. |  | r-o-i-o-n-n-g-i-n =..... |
| 10. |  | l-o-r-e-n-s-p-i-c =..... |

Exercise 2

Match the real objects given in front of you with the taste of the objects (adjectives) based on the text above correctly!

| | | |
|-----|---|-----------------------|
| 1. |  | a. sour |
| 2. |  | b. pungent |
| 3. |  | c. salty |
| 4. |  | d. bland |
| 5. |  | e. savory |
| 6. |  | f. sweet |
| 7. |  | g. bittersweet |
| 8. |  | h. spicy |
| 9. |  | i. bitter |
| 10. |  | j. fishy |

Exercise 3

Choose the best answer of the following questions by crossing a, b or c correctly!

1. Orange and have a sour taste.
a. lettuce b. tomato c. carrot
2. My brother always adds a lot of chili sauce in his sandwich because he loves.....food.
a. salty b. spicy c. mild
3. The has a bland taste.
a. bread b. lettuce c. cheese
4. My sister likes to eat food, such as cakes and candies.
a. fragrant b. tasty c. sweet
5.has bittersweet taste.
a. cheese b. lettuce c. bread
6. Bitter melon chips have a taste.
a. sour b. bitter c. pungent
7. Ijah likes savory foods such as a fried chicken and a...
a. dark chocolate b. apple pie c. french fries
8. Her soup is very..... because she adds too much salt on it.
a. sour b. bland c. salty
9. Paijo hates because it has a pungent taste and smell.
a. onion b. tomato c. corn
10. Fried tuna has a taste.
a. stinky b. fishy c. juicy

Answer Key

Exercise 1

Arrange the jumbled letters about the name of the foods according to the real objects in front of you correctly!

| | | |
|-----|---|--|
| 1. |  | e-l-t-u-c-e-t = lettuce |
| 2. |  | u-r-f-i-d-t-n-e-a = fried tuna |
| 3. |  | o-a-t-o-t-m =tomato |
| 4. |  | e-c-e-h-e-s =cheese |
| 5. |  | c-u-c-i-s-a-i-e-h-l =chili sauce |
| 6. |  | r-b-i-t-m-h-p-e-l-t-n-c-i-o-e-s = bitter melon chips |
| 7. |  | h-r-n-f-e-s-f-e-c-i =french fries |
| 8. |  | d-a-b-r-e = bread |
| 9. |  | r-o-i-o-n-n-g-i-n =onion ring |
| 10. |  | l-o-r-e-n-s-p-i-c =corn piles |

Exercise 2

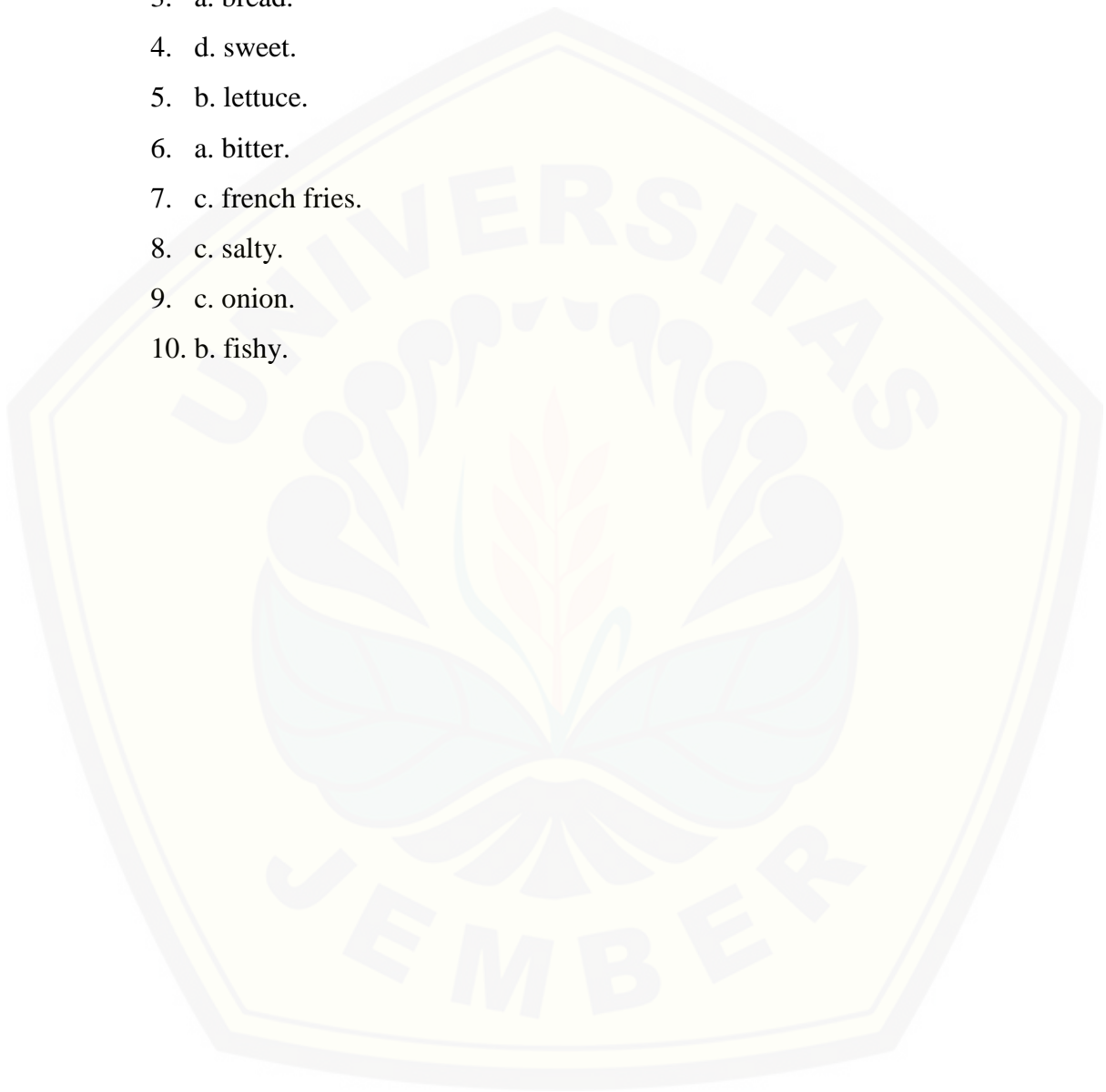
Match the real objects given in front of you with the taste of the objects (adjectives) according to text above correctly!

| | | |
|-----|---|-----------------------|
| 1. |  | g. bittersweet |
| 2. |  | i. fishy |
| 3. |  | a. sour |
| 4. |  | c. salty |
| 5. |  | h. spicy |
| 6. |  | i. bitter |
| 7. |  | e. savory |
| 8. |  | d. bland |
| 9. |  | b. pungent |
| 10. |  | f. sweet |

Exercises 3

Choose the best answer of the following questions by crossing a, b or c correctly!

1. b. tomato.
2. b. spicy.
3. a. bread.
4. d. sweet.
5. b. lettuce.
6. a. bitter.
7. c. french fries.
8. c. salty.
9. c. onion.
10. b. fishy.













Appendix G

POST TEST











Subject : Bahasa Inggris
 Duration Time : 40 minutes
 Date :

Name :
 Class/ Number:

I. Arrange the jumble letters according to picture given correctly!

| | | |
|-----|---|--|
| 1. |  | u-c-i-s-a-i-e-h-l-c =..... |
| 2. |  | m-b-a-w-c-o-p-s-o-s =..... |
| 3. |  | n-r-i-o-n-g-o-i-n =..... |
| 4. |  | g-h-l-i-h-e-i-r-g-h-t =..... |
| 5. |  | d-a-b-e-r =..... |
| 6. |  | e-l-t-t-u-c-e = |
| 7. |  | g-u-e-l =..... |
| 8. |  | l-c-a-r-u-e-r-r =..... |
| 9. |  | o-a-t-o-t-m =..... |
| 10. |  | n-e-p =..... |

II. Match the picture below with the right words according to each function (verbs) and each taste (adjectives) correctly!

| | | |
|-----|---|------------|
| 1. |  | a. erase |
| 2. |  | b. spicy |
| 3. |  | c. join |
| 4. |  | d. bitter |
| 5. |  | e. savory |
| 6. |  | f. fishy |
| 7. |  | g. cover |
| 8. |  | h. stick |
| 9. |  | i. sharpen |
| 10. |  | j. sour |

III. Choose the best answer of the following questions by crossing a, b, c or d correctly!

1. James always uses scissors toa paper.
a. sharpen b. cut c. join
2. is used to measure and draw an angle in mathematics subject.
a. b. c.



3. She always uses highlighter to some important words in her book.
a. mark b. paint c. write
4. Lemon has ataste.
a. salty b. sour c. bitter
5. They a poster on wall.
a. stick b. join c. unit
6. My brother always adds a lot of hot pepper in his spaghetti because he likes food.
a. salty b. spicy c. savory
7. You can use a to draw a circle easily.
a. b. c.



8. My sister likes food such as candy, cake and chocolate.
a. bland b. fragrant c. sweet
9. Imy pencil with a sharpener.
a. erase b. cut c. sharpen
10. My teacher asks me to a sentence on the whiteboard.
a. draw b. write c. type
11. Tiko is using..... to sharpen his pencil.
a. b. c.













12. Doni is using a correction pen to his writing mistakes.
a. cover b. delete c. cut
13.is used to remove pencil markings.
a. b. c.










14. I spread my bread with jam because my bread has a.... taste.
a. bitter b. bland c. salty

Answer Keys

I. Arrange the jumble words according to picture given correctly!

| | | |
|-----|---|--|
| 1. |  | u-c-i-s-a-i-e-h-l-c =chili sauce |
| 2. |  | m-b-a-w-c-o-p-s-o-s =bow compass |
| 3. |  | n-r-i-o-n-g-o-i-n =mayonnaise |
| 4. |  | g-h-l-i-h-e-i-r-g-h-t =highlighter |
| 5. |  | d-a-b-e-r = bread |
| 6. |  | e-l-t-t-u-c-e = lettuce |
| 7. |  | g-u-e-l =glue |
| 8. |  | l-c-a-r-u-e-r-r =arc ruler |
| 9. |  | o-a-t-o-t-m =tomato |
| 10. |  | n-e-p =pen |

IV. Match the picture below with the right words according to each function and each taste correctly!

| | | |
|-----|---|------------|
| 1. |  | c. join |
| 2. |  | f. fishy |
| 3. |  | h. stick |
| 4. |  | g. cover |
| 5. |  | j. sour |
| 6. |  | b. spicy |
| 7. |  | i. sharpen |
| 8. |  | d. bitter |
| 9. |  | e. savory |
| 10. |  | a. erase |

III. Choose the best answer of the following questions by crossing a, b, c or d correctly!

- | | |
|-------------------|---------------------|
| 1. b. cut | 11. a. sharpener |
| 2. c. arc ruler | 12. a. cover |
| 3. a. mark | 13. c. eraser |
| 4. b. sour | 14. b. bland |
| 5. a. stick | 15. a. tomato |
| 6. b. spicy | 16. c. pungent |
| 7. b. bow compass | 17. b. stapler |
| 8. c. sweet | 18. a. salty |
| 9. c. sharpen | 19. a. french fries |
| 10. b. write | 20. b. mild |

| The Distribution of the Test Items | | |
|------------------------------------|-----------------|-------------|
| No. | Type of Test | Total Items |
| 1. | Jumble words | 10 |
| 2. | Matching | 10 |
| 3. | Multiple choice | 20 |
| Total Items | | 40 |

Score

| No. | Type of Test | Total Items | Score |
|-------|-----------------|-------------|---------------------------|
| 1. | Jumble words | 10 | Each correct answer x 2.5 |
| 2. | Matching | 10 | |
| 3. | Multiple choice | 20 | |
| Total | | | 100 |

LESSON PLAN

(CYCLE 2 MEETING 1)

Subject : English
School : SMPN 7 Jember
Class/ Semester : VIII C/ 1
Lang. Component : Vocabulary integrated with reading
Genre : Descriptive Text
Theme : Cooking tools/utensils and each function
Time : 2 x 40 minutes

- I. Standard Competence
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.
- II. Basic Competence
- 5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.
- III. INDICATORS
- 5.3.1. Arranging the jumbled letters according to the real objects given (exercise 1).
- 5.3.2. Matching the real objects with the functions of the objects (verbs) based on the text (exercise 2).
- 5.3.3. Selecting the appropriate vocabularies to complete the sentences in multiple choice (exercise 3).
- IV. LEARNING OBJECTIVES
- 5.3.4. The students are able to arrange the jumbled letters according to the real objects given (exercise 1).

5.3.5. The students are able to match the real objects given with the function of the objects (verbs) based on the text (exercise 2).

5.3.6. The students are able to select the appropriate vocabularies to complete the sentences in multiple choice (exercise 3).

V. LEARNING MATERIAL

1. Vocabulary
2. Descriptive text.

VI. APPROACH, METHOD, AND TECHNIQUE

1. Approach : Contextual Teaching and Learning.
2. Method : Discussion
3. Technique : Question-Answer, small group discussion.

VII. TEACHING LEARNING ACTIVITY

| NO | Teacher's Activity | Student's Activity | Time |
|----|--|---------------------------------------|------|
| 1. | Pre-Activities | | |
| | 1. Greeting and checking the students' attendance list. | Responding to the teacher's greeting. | 2' |
| | 2. Giving motivation to the students by: Asking some leading questions according to realia of cooking tools/utensils: | . | 3' |
| | a. What is the name of those things? | Answering the question. | |
| | b. Where can you find those things? | Answering the question. | |
| | c. Have you ever used it? | Answering the question. | |
| | d. Do you know the name & the functions of each tool? | Answering the question. | |
| | 3. Stating the learning objectives. | Listening the learning | 1' |

| | | objectives. | |
|----|---|--|-----|
| 2. | Mainactivities: | | |
| | 4. Explaining about a descriptive text. | Receiving the lesson and making notes. | 2' |
| | 5. Explaining about vocabulary, such as a noun, an adjective and a verb. | Receiving the lesson and making notes. | 4' |
| | 6. Asking the students some questions about the names and the functions (verbs) of the real objects. | Answering the questions | 4' |
| | 7. Asking the students to mention and repeat the words after the teacher. | Repeating the words after the teacher. | 4' |
| | 8. Asking the students to read the descriptive text of "my best cooking tools/ utensils and each function". | Reading the descriptive text of "my best cooking tools/ utensils and each function". | 5' |
| | 9. Asking the students to do exercise 1 in groups by arranging the jumbled letters according to the real objects in front of them. | Arranging the jumble letters according to the real objects shown by the teacher. | 10' |
| | 10. Asking the students to do exercise 2 in groups by matching the real objects given with the appropriate verbs based on the text. | Matching the real objects given with the appropriate verbs based on the text. | 10' |
| | 11. Discussing the groups' work with the class. | Discussing the exercise. | 10' |
| | 12. Asking the students to do exercise 3 by selecting the appropriate vocabularies to | Selecting the appropriate vocabularies to complete the sentences. | 15' |

| | | | |
|----|---|--------------------------|----|
| | complete the sentences. 13. Discussing the students' work with the class. | Discussing the exercise. | 7' |
| 3. | Post Activities | | |
| | 14. Guiding the students to make a conclusion by giving some oral questions related to the material that they have already learned. | Making a conclusion. | 2' |
| | 15. Parting. | Parting | 1' |

VIII. MEDIA AND SOURCES

Media :

- a. Realia of cooking tools/utensils.
- b. The students' worksheets.

IX. EVALUATION

1. Process: to evaluate the students' participation during teaching learning process.

| NO | NAME | INDICATORS | | | | | ACTIVE | PASIVE |
|------|------|------------|---|---|---|---|--------|--------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| | | | | | | | | |
| 40. | | | | | | | | |

Observation Checklist

Notes :

- 1) Listening to the teacher explanation about vocabulary (making notes).
- 2) Identifying the tastes or function of the real objects given by the teacher.
- 3) Answering the teacher's questions about vocabulary by using the real objects.
- 4) Reading the descriptive text given individually.
- 5) Doing the vocabulary exercises in groups.

Notes :

- 1) **Active:** The students are considered active if they do at least 3 indicators.
 - 2) **Passive:** The students are considered passive if they do only one or three indicators.
2. Product evaluation: conducted after the actions (instruments: the checklist of the students' participation and vocabulary test).

Jember , 10 Agustus 2017

The Teacher,

The Researcher,

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INSTRUCTIONAL MATERIALS

A. *Pre-instructional Activities*

1. Showing a realia of cooking tools/utensils:



Giving some leading questions:

- a. What is the name of those things?
- b. Where can you find those things?
- c. Have you ever used it?
- d. Do you know the name & the functions of each tool?

B. Main Activities

Main Materials

1. Noun

A noun is a kind of word which is used in a sentence as a subject or an object of verb.

Example: chair, fruits, calendar, book, person's name, place, days, months and things.

2. Adjective

An adjective is a word that describes or clarifies a noun.

Example: handsome, beautiful, smart, angry, lazy

3. Verbs

A verb is a word which is used to describe an action or an experience.

Example: run, cut, read.

Explaining about Descriptive Text

A descriptive text is a type of text which is used to describe about a particular thing, person or place.

The vocabularies about “my best cooking tools and each function” that were taught:

| No. | Nouns | Verb |
|-----|---------------|--------------|
| 1. | knife | to cut |
| 2. | strainers | to strain |
| 3. | cutting board | to place |
| 4. | cookie cutter | to shape |
| 5. | spatula | to flip |
| 6. | ladle | to dip/pour |
| 7. | peeler | to peel |
| 8. | tongs | to grip/pick |
| 9. | rolling pin | to flatten |
| 10. | whisker | to whisk |

The Students' Worksheet

Read the text below carefully!











My Best Cooking Tools and Each Function

I have some best cooking tools to help me in cooking. Those tools are the best for me because they are simple to use and space-saving. Each of tools also has some different function to help me in cooking task.

I always use a **knife** and a **cutting board** to help me in cutting the ingredients easily. I **place** the ingredients in my cutting board and **cut** them with the knife. I also use a **peeler** to **peel** a vegetable or a fruit because it is easier than using a knife. I also use a **ladle** to **dip** a soup out of the pot. The best cooking tools for frying are a **spatula**, a **tongs** and a **strainer**. The spatula is used to **flip** a fried food. I use tongs to **grip** fried food and strainer to **strain** it from oil. In baking, I always use a **whisker**, a **rolling pin** and a **cookie cutter**. I use whisker to **mix** some ingredients such as flour, eggs and milk. Then, I use rolling pin to **flatten** the dough and cookie cutter to **shape** the dough.











Exercise 1

Arrange the jumbled letters about the name of the cooking tools according to the real objects in front of you correctly!

| | | |
|-----|---|--|
| 1. |  | o-t-n-s-g = |
| 2. |  | f-i-k-n-e =..... |
| 3. |  | r-n-p-l-i-l-g-i-o-n =..... |
| 4. |  | h-w-s-e-r-i-k =..... |
| 5. |  | l-d-a-e-l =..... |
| 6. |  | c-i-d-n-a-g-b-t-t-u-o-r =..... |
| 7. |  | p-t-a-l-a-u-s =..... |
| 8. |  | r-s-i-n-e-t-r-a =..... |
| 9. |  | e-p-e-l-r-e =..... |
| 10. |  | k-i-c-e-c-o-u-t-e-t-o-r =..... |

Exercise 2

Match the real objects given in front of you with the function of the objects (verbs) according to text above correctly!

| | | |
|-----|---|----------------------|
| 1. |  | a. to flatten |
| 2. |  | b. to place |
| 3. |  | c. to whisk |
| 4. |  | d. to shape |
| 5. |  | e. to flip |
| 6. |  | f. to strain |
| 7. |  | g. to peel |
| 8. |  | h. to cut |
| 9. |  | i. to dip |
| 10. |  | j. to grip |

Exercise 3








Choose the best answer of the following questions by crossing a, b, c or d correctly!

1. Bobo uses a ladle to potato soup out of the pot.
a. dip b. grip c. shove
2. Momo is making an omelet. She uses a to beat the egg.
a. create b. spatula c. whisker
3. I use to flatten the dough.
a. rolling pin b. bobby pin c. pleating pin
4. You should use a strainer to excess oil from fried food.
a. squeeze b. strain c. push
5. I a chicken broth into the bowl.
a. stream b. pour c. drench
6. My mother asks me to be careful when using a to cut vegetables because she is afraid that I will cut my finger.
a. scrapper b. razor c. knife
7. Nina is trying to donut into ring perfectly by using her hands.
a. shape b. build c. produce
8. You can peel the vegetables easily with
- a. razor b. peeler c. grater
9. I use spatula to the pancake.
a. switch b. blow c. flip
10. Nina needs to shape her cookies.
a. milling cutter b. slitting cutter c. cookie cutter

ANSWER KEY











Exercise 1

Arrange the jumbled letters about the name of the cooking tools according to the real objects in front of you correctly!

| | | |
|-----|---|--|
| 1. |  | o-t-n-s-g =tongs |
| 2. |  | f-i-k-n-e =knife |
| 3. |  | r-n-p-l-i-l-g-i-o-n =rolling pin |
| 4. |  | h-w-s-e-r-i-k =whisker |
| 5. |  | l-d-a-e-l =ladle |
| 6. |  | c-i-d-n-a-g-b-t-t-u-o-r =cutting board |
| 7. |  | p-t-a-l-a-u-s =spatula |
| 8. |  | r-s-i-n-e-t-r-a =strainer |
| 9. |  | e-p-e-l-r-e =peeler |
| 10. |  | k-i-c-e-c-o-u-t-e-t-o-r =cookie cutter |

Exercise 2

Match the real objects given in front of you with the function of the objects (verbs) according to text above correctly!

| | | |
|-----|---|----------------------|
| 1. |  | j. to grip |
| 2. |  | h. to cut |
| 3. |  | a. to flatten |
| 4. |  | c. to whisk |
| 5. |  | i. to dip |
| 6. |  | b. to place |
| 7. |  | e. to flip |
| 8. |  | f. to strain |
| 9. |  | g. to peel |
| 10. |  | d. to shape |

Exercise 3

Choose the best answer of the following questions by crossing a, b, c or d correctly!

1. a. dip
2. c. whisker
3. a. rolling pin
4. b. strain
5. b. pour
6. c. knife
7. a. shape
8. b. peeler
9. c. flip
10. c. cookie cutter



LESSON PLAN

(CYCLE 1 MEETING 2)

Subject : English
School : SMPN 7 Jember
Class/ Semester : VIII C/ 1
Lang. Component : Vocabulary integrated with reading
Genre : Descriptive Text
Theme : my lunch foods and each texture
Time : 2 x 40 minutes

I. Standard Competence

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

II. Basic Competence

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

III. INDICATORS

- 5.3.1. Arranging the jumbled letters according to the real objects given (exercise 1).
5.3.2. Matching the real objects given with the taste of the objects (adjectives) based on the text (exercise 2).
5.3.3. Selecting the appropriate vocabularies to complete the sentences in multiple choice (exercise 3).

IV. LEARNING OBJECTIVES

5.3.4. The students are able to arrange the jumbled letters according to the real objects given (exercise 1).

5.3.5. The students are able to match the real objects with the taste of the objects (adjectives) based on the text (exercise 2).

5.3.6. The students are able to select the appropriate vocabularies to complete the sentences in multiple choice (exercise 3).

V. LEARNING MATERIAL

1. Reviewing the vocabulary materials about nouns, verbs and adjectives.

VI. APPROACH, METHOD, AND TECHNIQUE

1. Approach : Contextual Teaching and Learning.
2. Method : Discussion
3. Technique : Question-Answer, small group discussion.

VII. TEACHING LEARNING ACTIVITY

| NO | Teacher`s Activity | Student`s Activity | Time |
|----|--|--------------------------------------|------|
| 1. | Pre-Activities | | |
| | 1. Greeting and checking the students` attendance list. | Responding to the teacher greetings. | 2` |
| | 2. Giving motivation to the students by: Asking some leading questions by using the realia of sandwich: | | 3` |
| | a. Do you know what it is? | Answering the question. | |
| | b. Can you mention the name of the foods inside this lunch box? | Answering the question. | |
| | c. Have you ever eaten those foods? | Answering the question. | |
| | d. Do you know how it tastes? | Listening the learning | 1` |

| | | | |
|----|--|---|-----|
| | 3. Stating the learning objectives. | objectives. | |
| 2. | Main activities: | | |
| | 4. Distributing the realia of lunch box to each group. | Receiving the real object. | 2' |
| | 5. Reviewing the material by asking the teacher's questions. | Responding and answering the questions. | 4' |
| | 6. Asking the students some questions about the names of the real objects and some adjectives of the real objects. | Answering the questions | 4' |
| | 7. Asking the students to mention and repeat the words after the teacher. | Repeating the words after the teacher. | 4' |
| | 8. Asking the students to read the descriptive text of "textures of my lunch foods". | Reading the descriptive text of the "textures of my lunch foods". | 5' |
| | 9. Asking the students to do exercise 1 in groups by arranging the jumbled letters according to the real objects in front of them. | Arranging the jumble letters according to the real objects in front of them. | 10' |
| | 10. Asking the students to do exercise 2 in groups by matching the real objects given with the appropriate adjectives based on the text. | Matching the real objects given with the appropriate adjectives based on the text | 10' |
| | 11. Discussing the groups' work with the class. | Discussing the exercise. | 10' |
| | 12. Asking the students to do exercise 3 by selecting the appropriate vocabularies to complete the sentences. | Selecting the appropriate vocabularies to complete the sentences. | 15' |
| | 13. Discussing the students' | Discussing the exercise. | 7' |

| | | | |
|----|---|--------------------------------------|----|
| | work with the class. | | |
| 3. | Post Activities | | |
| | 14. Guiding the students to make a conclusion by giving some oral questions related to the material that they have already learned. | Making a conclusion about the lesson | 2' |
| | 15. Parting. | Parting | 1' |

VIII. MEDIA AND SOURCES

Media :

- a. Realia of lunch box.
- b. The students' worksheets.

IX. EVALUATION

1. Process evaluation: to evaluate the students' participation during teaching learning process of vocabulary.

| NO | NAME | INDICATORS | | | | | ACTIVE | PASIVE |
|------|------|------------|---|---|---|---|--------|--------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| | | | | | | | | |
| 40. | | | | | | | | |

Observation Checklist

Notes :

- 1) Listening to the teacher's explanation about vocabulary (making notes).
- 2) Identifying the tastes or function of the real objects given by the teacher.
- 3) Answering the teacher's questions about vocabulary by using the real objects.
- 4) Reading the descriptive text given individually.
- 5) Doing the vocabulary exercises.

Notes :

- 1) **Active:** The students are considered active if they do at least 3 indicators.
 - 2) **Passive:** The students are considered passive if they do only one or two indicators.
2. Product evaluation: conducted after the actions in the third meeting (instruments: the checklist of students' active participation and vocabulary test).

Jember , 10 Agustus 2017

The Teacher,

The Researcher,

Ruli Dorowanti,S.Pd
19671112 198903 2011

Anandita Kartika P.
110210401058

INSTRUCTIONAL MATERIALS

A. *Pre-instructional Activities*

1. Showing a realia of lunch box:



Giving some leading questions:

- a. Do you know what it is?
- b. Can you mention the name of the foods inside this lunch box?
- c. Have you ever eaten those foods?
- d. Do you know how it tastes?

B. Main Activities

Main Materials

Reviewing the material of descriptive text by asking some questions:

1. What is a descriptive text?
2. Can you give me the example how to describe a thing?
3. What is a noun? What is an adjective?
4. Can you give me some examples of nouns and adjectives?

The vocabularies about “the various textures of my lunch foods” that were taught:

| No | Nouns | Adjectives |
|-----|-------------------|------------|
| 1. | marshmallow | fluffy |
| 2. | fried spring roll | greasy |
| 3. | yogurt | creamy |
| 4. | mochi | sticky |
| 5. | jelly | slimy |
| 6. | pie | crumbly |
| 7. | shrimp cracker | crunchy |
| 8. | fudge brownies | moist |
| 9. | fried chicken | chewy |
| 10. | watermelon | juicy |

The Students' Worksheet

Read the descriptive text below carefully!

The Various Textures of My Lunch Foods

I like to fill my lunch box with some snacks. I love eating snacks because I never get bored to eat it. I fill my lunch box with various snacks so I can feel different textures in my mouth. There are some different textures from each snack.

Marshmallow has a fluffy texture and jelly has a slimy texture. I can feel a creamy texture from yogurt. When I eat mochi, I can feel a sticky texture from sticky rice flour. The greasy and chewy texture comes from fried spring roll and fried chicken. Pie and shrimp crackers have crumbly and crunchy textures. In summer season, I always fill my lunch box with watermelon because it has juicy texture that can be fresh my body and throat from hot weather. The last is a moist texture that comes from fudge brownies.

Exercise 1

Arrange the jumbled letters about the name of the foods according to real objects in front of you correctly!

| | | |
|-----|---|--|
| 1. |  | t-l-e-a-e-r-o-w-n-m = |
| 2. |  | h-a-r-l-s-m-l-a-m-w-o =..... |
| 3. |  | m-h-o-i-c =..... |
| 4. |  | i-e-p =..... |
| 5. |  | d-e-u-c-a-f-k-g-e =..... |
| 6. |  | f-e-i-c-d-c-h-e-i-r-k-n =..... |
| 7. |  | s-c-m-c-p-k-r-h-r-e-r-s-i-a =..... |
| 8. |  | o-u-y-r-g-t =..... |
| 9. |  | i-e-d-s-r-i-p-r-n-f-g-o-l-r-l =..... |
| 10. |  | e-l-j-y-l =..... |

Exercise 2

Match the real objects given in front of you with the taste of the objects (adjectives) based on the text above correctly!

| | | |
|-----|---|------------|
| 1. |  | a. moist |
| 2. |  | b. chewy |
| 3. |  | c. slimy |
| 4. |  | d. fluffy |
| 5. |  | e. crunchy |
| 6. |  | f. juicy |
| 7. |  | g. crumbly |
| 8. |  | h. greasy |
| 9. |  | i. sticky |
| 10. |  | j. creamy |

Exercise 3









Choose the best answer of the following questions by crossing a, b or c correctly!

1. Fried egg has texture.
a. frothy b. silky c. fluffy
2. You can hear sound when you are eating crackers.
a. crunchy b. rough c. firm
3. I hate to eat caramel and.... because they will make my hands sticky after eating them.
a. bread b. mochi c. jelly
4. You should drain your food properly, so it will not become
- a. greasy b. foamy c. slimy
5.has juicy texture.
a. avocado b. watermelon c. banana
6. My grandmother cannot eat caramel candy because it is really
a. elastic b. leathery c. chewy
7. Momo likes creamy foods such as an ice cream and a ...
a. chocolate b. cheese c. yogurt
8. I cannot catch a fish with my hands because it has skin
a. oily b. slimy c. soapy
9. My sister makes the floor dirty because of her crumbs.
a. cookies b. jelly c. candy
10. I like crunchy foods such as and potato chips.
a. shrimp crackers b. apple pie c. fudge cake

Answer Key

Exercise 1

Arrange the jumbled letters about the name of the foods according to real objects in front of you correctly!

| | | |
|-----|---|--|
| 1. |  | t-l-e-a-e-r-o-w-n-m = watermelon |
| 2. |  | h-a-r-l-s-m-l-a-m-w-o =marshmallow |
| 3. |  | m-h-o-i-c =mochi |
| 4. |  | i-e-p =pie |
| 5. |  | d-e-u-c-a-f-k-g-e =fudge cake |
| 6. |  | f-e-i-c-d-c-h-e-i-r-k-n =fried chicken |
| 7. |  | s-c-m-c-p-k-r-h-r-e-r-s-i-a =shrimp crackers |
| 8. |  | o-u-y-r-g-t =yogurt |
| 9. |  | i-e-d-s-r-i-p-r-n-f-g-o-l-r-l =fried spring roll |
| 10. |  | e-l-j-y-l =jelly |

Exercise 2

Match the real objects given in front of you with the taste of the objects (adjectives) based on the text above correctly!

| | | |
|-----|---|-------------------|
| 1. |  | f. juicy |
| 2. |  | d. fluffy |
| 3. |  | i. sticky |
| 4. |  | g. crumbly |
| 5. |  | a. moist |
| 6. |  | b. chewy |
| 7. |  | e. crunchy |
| 8. |  | j. creamy |
| 9. |  | h. greasy |
| 10. |  | c. slimy |

Exercise 3

Choose the best answer of the following questions by crossing a, b or c correctly!

1. c. fluffy
2. a. crunchy
3. b. mochi
4. a. greasy
5. b. watermelon
6. c. chewy
7. c. yogurt
8. b. slimy
9. a. cookies
10. a. shrimp crackers



Appendix J

POST TEST 2

Subject : Bahasa Inggris











Name :

Duration Time : 40 minutes











Class/ Number:

Date :

I. Arrange the jumble letters according to picture given correctly!

| | | |
|-----|---|--|
| 1. |  | f-n-i-e-k =..... |
| 2. |  | m-o-l-s-a-m-h-a-r-l-w =..... |
| 3. |  | i-l-e-s-l-p-f-r-r-n-d-g-r-o-i =..... |
| 4. |  | b-c-o-r-i-u-a-t-n-d-g-t =..... |
| 5. |  | r-p-c-r-a-s-i-h-c-m-k-r-s-e =..... |
| 6. |  | p-s-t-a-l-u-a = |
| 7. |  | i-p-e =..... |
| 8. |  | o-c-o-i-e-c-t-u-t-e-k-r =..... |
| 9. |  | a-t-l-w-r-e-m-e-n-o =..... |
| 10. |  | s-r-i-e-a-n-t-r =..... |

II. Match the picture below with the right words according to each function (verbs) and each taste (adjectives) correctly!

| | | |
|-----|---|---------------|
| 1. |  | a. to flatten |
| 2. |  | b. to strain |
| 3. |  | c. chewy |
| 4. |  | d. to peel |
| 5. |  | e. moist |
| 6. |  | f. to pick |
| 7. |  | g. sticky |
| 8. |  | h. to whisk |
| 9. |  | i. slimy |
| 10. |  | j. creamy |

III. Choose the best answer of the following questions by crossing a, b, c or d correctly!

1. It is easier to peel vegetables by using than a knife.



2. I can feel the texture from ripe mango.

a. pulpy

b. watery

c. juicy

3. You can red and blue paint to create purple color.

a. link

b. mix

c. mash

4. Mina is baking by using oven.

a. pie

b. pizza

c. taco



5. You should not eat fast foods such as hamburger and because they are not good for your health.

a. steam fish

b. fried chicken

c. greek salad

6. You should omelet carefully so it will not be messy.

a. flip

b. blow

c. tumble

7. I cannot cut beef steak easily with a knife because it is really.....

a. leathery

b. elastic

c. chewy

8. I use to shift the flour.



9. She loves smooth and Texture of custard and ice cream

a. slimy

b. creamy

c. foamy

10. The kindergarten teacher teaches her students to clays into various forms.

a. shape

b. build

c. sketch

11. John's hands become after using a glue.

a. soggy

b. slimy

c. sticky

12. Jelly and pudding have texture.

a. oily

b. slimy

c. foamy

13. Jessie uses to cut carrots and potatoes into small dice.

a. scraper

b. grater

c. knife

14. is perfect fruit that you can eat in the hot weather because it is really juicy and fresh.



15. Doni likes to eat foods such as potato chips and crackers

a. crunchy

b. fragile

c. worn

16. I fried foods by using a tongs

a. mark

b. pick

c. tag

17. Cutting board is used toingredients for cutting.

- a. place b.install c. stick

18. Patisserie uses  to the cookies dough.

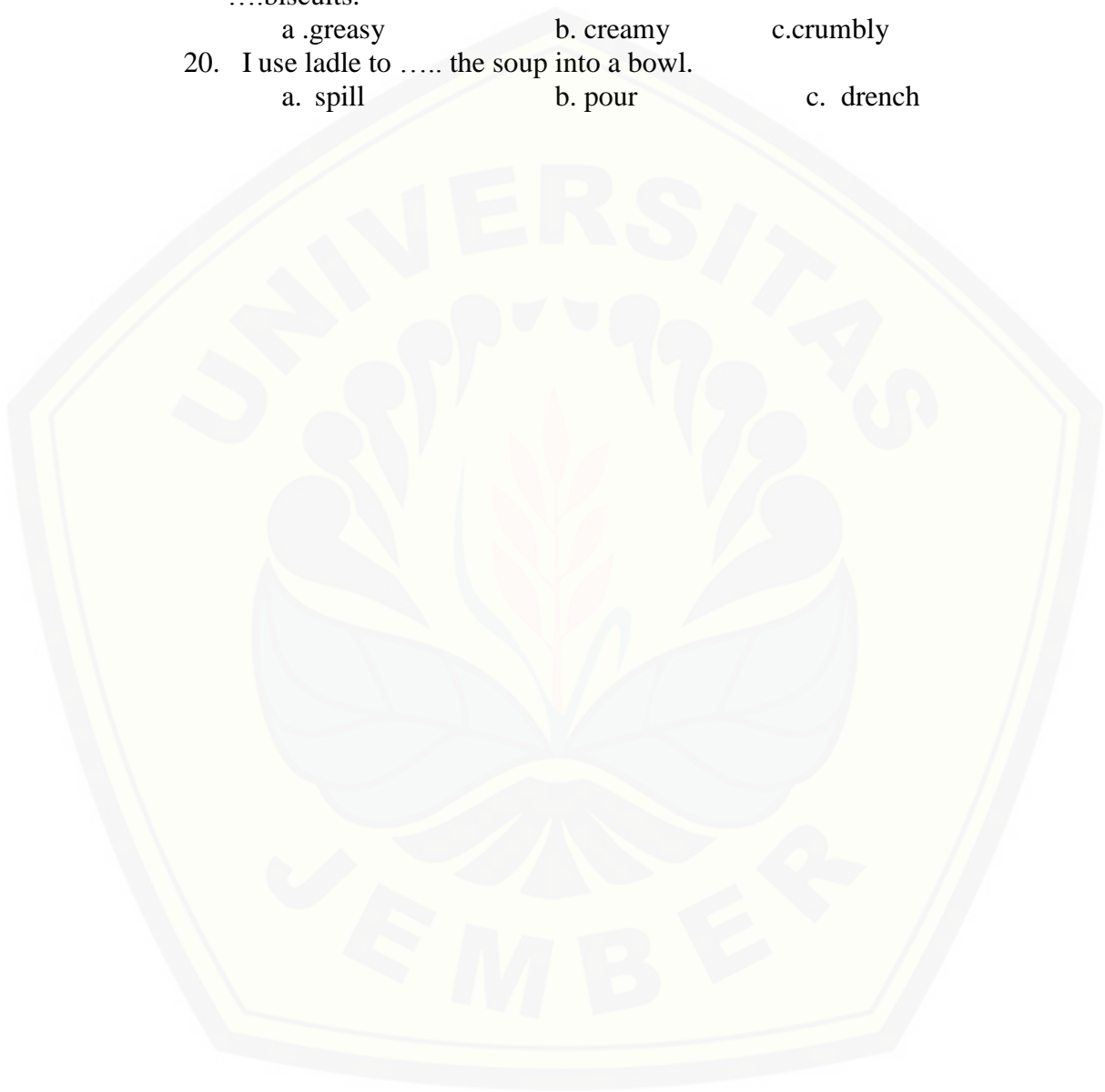
- a. flatten b. collapse c. drop

19. The children always make a mess all over the floor while eating theirbiscuits.

- a .greasy b. creamy c.crumblly




20. I use ladle to the soup into a bowl.

- a. spill b. pour c. drench













Answer Key

1. Arrange the jumble letters according to picture given correctly!

| | | |
|-----|---|--|
| 1. |  | f-n-i-e-k =knife |
| 2. |  | m-o-l-s-a-m-h-a-r-l-w =marshmallow |
| 3. |  | i-l-e-s-l-p-f-r-r-n-d-g-r-o-i =fried spring roll |
| 4. |  | b-c-o-r-i-u-a-t-n-d-g-t =cutting board |
| 5. |  | r-p-c-r-a-s-i-h-c-m-k-r-s-e =shrimp crackers |
| 6. |  | p-s-t-a-l-u-a = spatula |
| 7. |  | i-p-e =pie |
| 8. |  | o-c-o-i-e-c-t-u-t-e-k-r =cookie cutter |
| 9. |  | a-t-l-w-r-e-m-e-n-o =watermelon |
| 10. |  | s-r-i-e-a-n-t-r =strainer |

II. Match the picture below with the right words according to each function (verbs) and each taste (adjectives) correctly!

| | | |
|-----|---|----------------------|
| 1. |  | d. to peel |
| 2. |  | b. to whisk |
| 3. |  | i. slimy |
| 4. |  | b. to strain |
| 5. |  | j. creamy |
| 6. |  | a. to flatten |
| 7. |  | e. moist |
| 8. |  | f. to pick |
| 9. |  | c. chewy |
| 10. |  | g. sticky |

IV. Choose the best answer of the following questions by crossing a, b, c or d correctly!

- | | |
|---------------------|-------------------|
| 1. b. peeler | 11. a. sticky |
| 2. c. juicy | 12. a. slimy |
| 3. b. mix | 13. c. knife |
| 4. a. pie | 14. b. watermelon |
| 5. b. fried chicken | 15. a. crunchy |
| 6. a. flip | 16. b. pick |
| 7. c. chewy | 17. a. place |
| 8. c. strainer | 18. a. flatten |
| 9. b. creamy | 19. c. crumbly |
| 10. a. shape | 20. b. ladle |

| The Distribution of the Test Items | | |
|------------------------------------|-----------------|-------------|
| No. | Type of Test | Total Items |
| 1. | Jumble words | 10 |
| 2. | Matching | 10 |
| 3. | Multiple choice | 20 |
| Total Items | | 40 |

Score

| No. | Type of Test | Total Items | Score |
|-------|-----------------|-------------|---------------------------|
| 1. | Jumble words | 10 | Each correct answer x 2.5 |
| 2. | Matching | 10 | |
| 3. | Multiple choice | 20 | |
| Total | | | 100 |

Appendix K

Table 4.1 The Result of Observation of Meeting 1 in Cycle 1

| No | The Students' Name | Meeting 1 | | | | | Active | Passive |
|-------------------|--------------------|-----------|-----------|-----------|-----------|-----------|---------------|---------------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | AK | √ | √ | √ | √ | √ | √ | - |
| 2. | AVOS | - | √ | - | - | √ | - | √ |
| 3. | ART | √ | - | √ | √ | √ | √ | - |
| 4. | ARAF | √ | √ | √ | - | √ | √ | - |
| 5. | AIW | - | √ | - | - | √ | - | √ |
| 6. | BAHA | √ | - | √ | - | √ | √ | - |
| 7. | BS | - | √ | √ | - | - | - | √ |
| 8. | DVO | √ | √ | √ | - | - | √ | - |
| 9. | DR | √ | √ | √ | - | √ | √ | - |
| 10. | DA | √ | √ | - | - | - | - | √ |
| 11. | DP | √ | √ | √ | - | √ | √ | - |
| 12. | DRS | √ | - | √ | - | √ | √ | - |
| 13. | FJG | √ | - | √ | - | √ | √ | - |
| 14. | FDW | √ | √ | - | √ | √ | √ | - |
| 15. | LW | - | √ | - | - | √ | - | √ |
| 16. | LFA | √ | - | - | √ | √ | √ | - |
| 17. | MU | √ | √ | - | √ | √ | √ | - |
| 18. | MAR | - | √ | - | - | √ | - | √ |
| 19. | MR | √ | √ | - | √ | - | - | √ |
| 20. | ML | √ | - | √ | √ | √ | √ | - |
| 21. | MDR | √ | √ | - | √ | √ | √ | - |
| 22. | MRAR | √ | - | - | - | √ | - | √ |
| 23. | MRFD | √ | √ | - | - | √ | √ | - |
| 24. | MFRPP | √ | - | √ | √ | √ | √ | - |
| 25. | MINA | √ | √ | - | √ | - | √ | - |
| 26. | NRP | - | √ | - | - | √ | - | √ |
| 27. | PRH | √ | √ | - | √ | - | √ | - |
| 28. | PAHS | - | √ | - | √ | √ | - | √ |
| 29. | RAR | √ | √ | √ | - | - | √ | - |
| 30. | RPP | √ | √ | - | √ | √ | √ | - |
| 31. | SMP | - | √ | √ | - | - | - | √ |
| 32. | SEW | √ | - | - | √ | √ | √ | √ |
| 33. | SW | √ | √ | √ | √ | √ | √ | - |
| 34. | SPF | √ | - | √ | - | - | - | √ |
| 35. | SAR | - | √ | √ | √ | - | √ | - |
| 36. | SAF | - | √ | √ | - | √ | √ | - |
| 37. | VM | √ | - | - | √ | √ | √ | - |
| 38. | DPA | - | √ | - | √ | √ | √ | - |
| 39. | RPA | - | √ | - | √ | - | - | √ |
| 40. | SAP | √ | - | √ | √ | - | √ | - |
| 41. | SRA | √ | - | - | √ | √ | √ | - |
| TOTAL | | 28 | 28 | 19 | 21 | 30 | 29 | 12 |
| PERCENTAGE | | | | | | | 70.73% | 29.26% |

Table 4.2 The Result of Observation of Meeting 2 in Cycle 1

| No | The Students' Name | Meeting 1 | | | | | Active | Passive |
|--------------|--------------------|-------------------|-----------|-----------|-----------|-----------|---------------|---------------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | AK | √ | √ | √ | √ | √ | √ | - |
| 2. | AVOS | - | √ | - | - | √ | - | √ |
| 3. | ART | √ | √ | √ | - | √ | √ | - |
| 4. | ARAF | √ | √ | √ | - | √ | √ | - |
| 5. | AIW | - | √ | - | - | √ | - | √ |
| 6. | BAHA | √ | - | √ | √ | √ | √ | - |
| 7. | BS | √ | √ | √ | - | √ | √ | - |
| 8. | DVO | √ | √ | - | - | - | √ | - |
| 9. | DR | √ | - | √ | - | √ | √ | - |
| 10. | DA | √ | √ | - | - | - | - | √ |
| 11. | DP | √ | √ | √ | - | √ | √ | - |
| 12. | DRS | √ | - | √ | - | √ | √ | - |
| 13. | FJG | - | - | √ | √ | √ | √ | - |
| 14. | FDW | √ | √ | √ | √ | √ | √ | - |
| 15. | LW | - | √ | - | - | √ | - | √ |
| 16. | LFA | √ | √ | √ | √ | √ | √ | - |
| 17. | MU | √ | √ | - | √ | √ | √ | - |
| 18. | MAR | - | √ | - | - | √ | - | √ |
| 19. | MR | √ | √ | - | √ | - | - | √ |
| 20. | ML | √ | - | √ | √ | √ | √ | - |
| 21. | MDR | √ | - | - | √ | √ | √ | - |
| 22. | MRAR | √ | √ | - | √ | √ | √ | - |
| 23. | MRFD | √ | √ | - | √ | √ | √ | - |
| 24. | MFRPP | √ | - | √ | √ | √ | √ | - |
| 25. | MINA | - | √ | - | √ | √ | √ | - |
| 26. | NRP | - | √ | - | - | √ | - | √ |
| 27. | PRH | √ | √ | - | √ | √ | √ | - |
| 28. | PAHS | - | √ | - | - | √ | - | √ |
| 29. | RAR | √ | √ | √ | - | - | √ | - |
| 30. | RPP | √ | √ | - | √ | √ | √ | - |
| 31. | SMP | - | √ | √ | - | - | - | √ |
| 32. | SEW | √ | - | √ | - | √ | √ | √ |
| 33. | SW | √ | - | - | √ | √ | √ | - |
| 34. | SPF | √ | - | √ | - | - | - | √ |
| 35. | SAR | √ | √ | √ | √ | - | √ | - |
| 36. | SAF | - | √ | √ | - | √ | √ | - |
| 37. | VM | √ | √ | √ | √ | √ | √ | - |
| 38. | DPA | √ | √ | √ | √ | √ | √ | - |
| 39. | RPA | √ | √ | √ | - | - | √ | - |
| 40. | SAP | √ | - | √ | √ | - | √ | - |
| 41. | SRA | √ | √ | √ | √ | √ | √ | - |
| TOTAL | | 31 | 30 | 25 | 21 | 32 | 31 | 10 |
| | | PERCENTAGE | | | | | 75.60% | 24.39% |

Appendix L

Table 4.4 The Result of The Students' Vocabulary Test in Cycle 1

| No. | The Students' Name | Score | Achieved | Not Achieved |
|-------------------|--------------------|---------------|---------------|---------------|
| 1. | AK | 80 | √ | - |
| 2. | AVOS | 75 | √ | - |
| 3. | ART | 85 | √ | - |
| 4. | ARAF | 70 | - | √ |
| 5. | AIW | 55 | - | √ |
| 6. | BAHA | 75 | √ | - |
| 7. | BS | 75 | √ | - |
| 8. | DVO | 67.5 | - | √ |
| 9. | DR | 82.5 | √ | - |
| 10. | DA | 75 | √ | - |
| 11. | DP | 55 | - | √ |
| 12. | DRS | 75 | √ | - |
| 13. | FJG | 50 | - | √ |
| 14. | FDW | 82.5 | √ | - |
| 15. | LW | 75 | √ | - |
| 16. | LFA | 77.5 | √ | - |
| 17. | MU | 80 | √ | - |
| 18. | MAR | 75 | √ | - |
| 19. | MR | 60 | - | √ |
| 20. | ML | 60 | - | √ |
| 21. | MDR | 77.5 | √ | - |
| 22. | MRAR | 60 | - | √ |
| 23. | MRFD | 75 | √ | - |
| 24. | MFRPP | 75 | √ | - |
| 25. | MINA | 77.5 | √ | - |
| 26. | NRP | 75 | √ | - |
| 27. | PRH | 77,5 | √ | - |
| 28. | PAHS | 85 | √ | - |
| 29. | RAR | 65 | - | √ |
| 30. | RPP | 75 | √ | - |
| 31. | SMP | 60 | - | √ |
| 32. | SEW | 87.5 | √ | - |
| 33. | SW | 55 | - | √ |
| 34. | SPF | 57.5 | - | √ |
| 35. | SAR | 60 | - | √ |
| 36. | SAF | 75 | √ | - |
| 37. | VM | 77.5 | √ | - |
| 38. | DPA | 97.5 | √ | - |
| 39. | RPA | 70 | - | - |
| 40. | SAP | 72.5 | - | √ |
| 41. | SRA | 85 | √ | - |
| TOTAL | | 2892.5 | 26 | 15 |
| PERCENTAGE | | | 63.41% | 36.58% |
| MEAN SCORE | | 70.54 | | |

Appendix M

Table 4.7 The Result of Observation of Meeting 1 in Cycle 2

| No | The Students' Name | Meeting 1 | | | | | Active | Passive |
|--------------|--------------------|-------------------|-----------|-----------|-----------|-----------|---------------|---------------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | AK | √ | √ | √ | √ | √ | √ | - |
| 2. | AVOS | - | √ | - | - | √ | - | √ |
| 3. | ART | √ | √ | - | √ | √ | √ | - |
| 4. | ARAF | √ | √ | √ | - | √ | √ | - |
| 5. | AIW | - | √ | - | - | √ | - | √ |
| 6. | BAHA | √ | - | √ | √ | √ | √ | - |
| 7. | BS | √ | √ | √ | - | √ | √ | - |
| 8. | DVO | √ | √ | √ | - | - | √ | - |
| 9. | DR | √ | √ | - | - | √ | √ | - |
| 10. | DA | √ | √ | - | - | - | - | √ |
| 11. | DP | √ | √ | √ | - | √ | √ | - |
| 12. | DRS | √ | - | √ | - | √ | √ | - |
| 13. | FJG | - | - | √ | √ | √ | √ | - |
| 14. | FDW | √ | √ | √ | √ | √ | √ | - |
| 15. | LW | - | √ | - | - | √ | - | √ |
| 16. | LFA | √ | √ | √ | √ | √ | √ | - |
| 17. | MU | √ | - | - | √ | √ | √ | - |
| 18. | MAR | - | √ | √ | - | √ | √ | - |
| 19. | MR | √ | √ | - | √ | - | √ | - |
| 20. | ML | - | - | √ | √ | - | - | √ |
| 21. | MDR | - | - | √ | √ | √ | √ | - |
| 22. | MRAR | √ | √ | √ | √ | √ | √ | - |
| 23. | MRFD | √ | √ | - | √ | √ | √ | - |
| 24. | MFRPP | √ | - | √ | √ | √ | √ | - |
| 25. | MINA | √ | √ | √ | √ | √ | √ | - |
| 26. | NRP | - | √ | - | - | √ | - | √ |
| 27. | PRH | √ | √ | - | √ | √ | √ | - |
| 28. | PAHS | - | √ | - | - | √ | - | √ |
| 29. | RAR | √ | √ | √ | - | - | √ | - |
| 30. | RPP | √ | √ | √ | √ | √ | √ | - |
| 31. | SMP | - | √ | √ | - | - | - | √ |
| 32. | SEW | √ | - | √ | - | √ | √ | √ |
| 33. | SW | √ | √ | - | √ | √ | √ | - |
| 34. | SPF | √ | - | √ | - | - | - | √ |
| 35. | SAR | √ | √ | - | √ | - | √ | - |
| 36. | SAF | - | √ | √ | - | √ | √ | - |
| 37. | VM | √ | √ | - | √ | - | √ | - |
| 38. | DPA | √ | √ | √ | √ | √ | √ | - |
| 39. | RPA | √ | √ | √ | - | - | √ | - |
| 40. | SAP | √ | - | √ | √ | √ | √ | - |
| 41. | SRA | √ | √ | √ | √ | √ | √ | - |
| TOTAL | | 30 | 32 | 27 | 22 | 31 | 32 | 9 |
| | | PERCENTAGE | | | | | 78.04% | 21.95% |

Table 4.8 The Result of Observation of Meeting 2 in Cycle 2











| No | The Students' Name | Meeting 1 | | | | | Active | Passive |
|--------------|--------------------|-------------------|-----------|-----------|-----------|-----------|---------------|---------------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | AK | √ | √ | √ | √ | √ | √ | - |
| 2. | AVOS | √ | √ | - | - | √ | - | √ |
| 3. | ART | √ | √ | - | √ | √ | √ | - |
| 4. | ARAF | √ | √ | √ | - | √ | √ | - |
| 5. | AIW | - | √ | - | - | √ | - | √ |
| 6. | BAHA | √ | - | √ | √ | √ | √ | - |
| 7. | BS | √ | √ | √ | - | √ | √ | - |
| 8. | DVO | √ | √ | √ | - | - | √ | - |
| 9. | DR | √ | √ | - | - | √ | √ | - |
| 10. | DA | √ | √ | - | - | - | - | √ |
| 11. | DP | √ | √ | √ | - | √ | √ | - |
| 12. | DRS | √ | - | √ | - | √ | √ | - |
| 13. | FJG | - | - | √ | √ | √ | √ | - |
| 14. | FDW | √ | √ | √ | √ | √ | √ | - |
| 15. | LW | - | √ | - | - | √ | - | √ |
| 16. | LFA | √ | √ | √ | √ | √ | √ | - |
| 17. | MU | √ | - | - | √ | √ | √ | - |
| 18. | MAR | - | √ | - | - | √ | - | √ |
| 19. | MR | √ | √ | √ | √ | - | √ | - |
| 20. | ML | √ | √ | √ | √ | - | √ | - |
| 21. | MDR | √ | - | √ | √ | √ | √ | - |
| 22. | MRAR | √ | √ | √ | √ | √ | √ | - |
| 23. | MRFD | - | √ | - | √ | √ | √ | - |
| 24. | MFRPP | √ | - | √ | √ | √ | √ | - |
| 25. | MINA | √ | √ | √ | √ | √ | √ | - |
| 26. | NRP | √ | √ | - | - | √ | - | √ |
| 27. | PRH | √ | √ | - | √ | √ | √ | - |
| 28. | PAHS | √ | √ | - | - | - | - | √ |
| 29. | RAR | √ | √ | √ | - | √ | √ | - |
| 30. | RPP | √ | √ | √ | √ | √ | √ | - |
| 31. | SMP | √ | √ | √ | - | √ | √ | - |
| 32. | SEW | √ | - | √ | - | √ | √ | √ |
| 33. | SW | √ | √ | √ | √ | √ | √ | - |
| 34. | SPF | √ | - | √ | - | - | - | √ |
| 35. | SAR | √ | √ | - | √ | - | √ | - |
| 36. | SAF | √ | √ | √ | - | √ | √ | - |
| 37. | VM | - | √ | √ | √ | - | √ | - |
| 38. | DPA | √ | √ | √ | √ | √ | √ | - |
| 39. | RPA | √ | √ | - | √ | - | √ | - |
| 40. | SAP | √ | - | √ | √ | √ | √ | - |
| 41. | SRA | - | √ | √ | √ | √ | √ | - |
| TOTAL | | 34 | 33 | 27 | 22 | 32 | 33 | 8 |
| | | PERCENTAGE | | | | | 80.48% | 19.51% |

Appendix N

Table 4.10 The Result of The Students' Vocabulary Test in Cycle 2

| No. | The Students' Name | Score | Achieved | Not Achieved |
|-------------------|--------------------|--------------|---------------|---------------|
| 1. | AK | 82.5 | √ | - |
| 2. | AVOS | 77.5 | √ | - |
| 3. | ART | 80 | √ | - |
| 4. | ARAF | 85 | √ | - |
| 5. | AIW | 60 | - | √ |
| 6. | BAHA | 75 | √ | - |
| 7. | BS | 80 | √ | - |
| 8. | DVO | 70 | - | √ |
| 9. | DR | 75 | √ | - |
| 10. | DA | 82.5 | √ | - |
| 11. | DP | 55 | - | √ |
| 12. | DRS | 75 | √ | - |
| 13. | FJG | 55 | - | √ |
| 14. | FDW | 85 | √ | - |
| 15. | LW | 80 | √ | - |
| 16. | LFA | 77.5 | √ | - |
| 17. | MU | 80 | √ | - |
| 18. | MAR | 65 | - | √ |
| 19. | MR | 80 | - | √ |
| 20. | ML | 77.5 | √ | - |
| 21. | MDR | 77.5 | √ | - |
| 22. | MRAR | 80 | √ | - |
| 23. | MRFD | 85 | √ | - |
| 24. | MFRPP | 77.5 | √ | - |
| 25. | MINA | 75 | √ | - |
| 26. | NRP | 75 | √ | - |
| 27. | PRH | 82.5 | √ | - |
| 28. | PAHS | 95 | √ | - |
| 29. | RAR | 65 | - | √ |
| 30. | RPP | 67.5 | - | √ |
| 31. | SMP | 82.5 | √ | - |
| 32. | SEW | 85 | √ | - |
| 33. | SW | 60 | - | √ |
| 34. | SPF | 60 | √ | - |
| 35. | SAR | 77.5 | √ | - |
| 36. | SAF | 75 | √ | - |
| 37. | VM | 87.5 | √ | - |
| 38. | DPA | 95 | √ | - |
| 39. | RPA | 70 | - | √ |
| 40. | SAP | 85 | √ | - |
| 41. | SRA | 90 | √ | - |
| TOTAL | | 3145 | 31 | 10 |
| PERCENTAGE | | | 75.60% | 24.39% |
| MEAN SCORE | | 76.70 | | |

II. Match the picture below with the right words according to each function (verbs) and each taste (adjectives) correctly!

| | | | |
|-----|---|----|------------|
| 1. |  | c. | a. erase |
| 2. |  | f. | b. spicy |
| 3. |  | h. | c. join |
| 4. |  | g. | d. bitter |
| 5. |  | j. | e. savory |
| 6. |  | b. | f. fishy |
| 7. |  | i. | g. cover |
| 8. |  | d. | h. stick |
| 9. |  | e. | i. sharpen |
| 10. |  | a. | j. sour |

III. Choose the best answer of the following questions by crossing a, b, c or d correctly!

1. James always uses scissor to a paper.
 a. sharpen b. cut c. join
2. is used to measure and draw an angle in mathematics subject.
 a. b. c.



3. She always uses highlighter to some important words in her book.
 a. mark b. paint c. write
4. Lemon has a taste.
 a. salty b. sour c. bitter
5. They a poster on wall.
 a. stick b. join c. unit
6. My brother always adds a lot of hot pepper in his spaghetti because he likes food.
 a. salty b. spicy c. savory
7. You can use a to draw a circle easily.
 a. b. c.



8. My sister likes food such as candy, cake and chocolate.
 a. bland b. fragrant c. sweet
9. I my pencil with a sharpener.
 a. erase b. cut c. sharpen
10. My teacher asks me to a sentence on the whiteboard.
 a. draw b. write c. type
11. Tiko is using to sharpen his pencil.
 a. b. c.



12. Doni is using a correction pen to his writing mistakes.
 a. cover b. delete c. cut
13. is used to remove pencil markings.
 a. b. c.













87.5

Subject : Bahasa Inggris
 Duration Time : 40 minutes
 Date :
 Name : Sofia Eka Wulandari
 Class/ Number: VIII^c / 31

I. Arrange the jumble letters according to picture given correctly!

| | | |
|-----|---|--|
| 1. |  | u-c-i-s-a-i-e-h-l-e = chili sauce |
| 2. |  | m-b-a-w-e-o-p-s-o-s = bow compass |
| 3. |  | n-r-i-o-n-g-o-i-n = onion ring |
| 4. |  | g-h-l-i-h-e-i-r-g-h-t = highlighter |
| 5. |  | d-a-b-e-r = bread |
| 6. |  | e-l-t-t-u-e-t = lettuce |
| 7. |  | g-u-e-l = glue |
| 8. |  | l-e-a-r-u-e-r-r = arc ruler |
| 9. |  | o-a-t-o-t-m = tomato |
| 10. |  | n-e-p = pen |

II. Match the picture below with the right words according to each function (verbs) and each taste (adjectives) correctly!

| | | | |
|-----|---|----|------------|
| 1. |  | c. | a. erase |
| 2. |  | f. | b. spicy |
| 3. |  | h. | e. join |
| 4. |  | g. | d. bitter |
| 5. |  | j. | f. savory |
| 6. |  | b. | k. fishy |
| 7. |  | r. | g. cover |
| 8. |  | d. | h. stick |
| 9. |  | e. | i. sharpen |
| 10. |  | a. | j. sour |

III. Choose the best answer of the following questions by crossing a, b, c or d correctly!

- James always uses scissor to a paper.
 - a. sharpen
 - b. cut
 - c. join
- is used to measure and draw an angle in mathematics subject.
 - a. highlighter
 - b. compass
 - c. protractor
- She always uses highlighter to some important words in her book.
 - a. mark
 - b. paint
 - c. write
- Lemon has a taste.
 - a. salty
 - b. sour
 - c. bitter
- They a poster on wall.
 - a. stick
 - b. join
 - c. unit
- My brother always adds a lot of hot pepper in his spaghetti because he likes food.
 - a. salty
 - b. spicy
 - c. savory
- You can use a to draw a circle easily.
 - a. compass
 - b. compass
 - c. scissors
- My sister likes food such as candy, cake and chocolate.
 - a. bland
 - b. fragrant
 - c. sweet
- I my pencil with a sharpener.
 - a. erase
 - b. cut
 - c. sharpen
- My teacher asks me to a sentence on the whiteboard.
 - a. draw
 - b. write
 - c. type
- Tiko is using to sharpen his pencil.
 - a. sharpener
 - b. sharpener
 - c. sharpener
- Doni is using a correction pen to his writing mistakes.
 - a. cover
 - b. delete
 - c. cut
- is used to remove pencil markings.
 - a. eraser
 - b. eraser
 - c. eraser

14. I always spread my bread with jam because my bread has a taste.
a. bitter ~~b. bland~~ c. salty

15. has a sour taste like lemon.
~~a. tomato~~ b. melon c. papaya

16. I hate onion because it has a taste and smell.
a. bland b. salty ~~c. pungent~~

~~17. You can use a to join some paper together~~
a. b. ~~c.~~











18. The soup is very because you add too much salt on it.
~~a. salty~~ b. creamy c. bitter

19. is made from potato.
~~a.~~ b. c.

20. Lettuce has a taste.
a. spicy ~~b. mild~~ c. juicy


(5)

II. Match the picture below with the right words according to each function (verbs) and each taste (adjectives) correctly!


| | | | |
|-----|---|----|------------|
| 1. |  | g. | a. erase |
| 2. |  | f. | b. spicy |
| 3. |  | i. | c. join |
| 4. |  | c. | d. bitter |
| 5. |  | j. | e. savory |
| 6. |  | b. | f. fishy |
| 7. |  | d. | g. cover |
| 8. |  | a. | h. stick |
| 9. |  | h. | i. sharpen |
| 10. |  | a. | j. sour |

III. Choose the best answer of the following questions by crossing a, b, c or d correctly!


- James always uses scissor toa paper.
 a. sharpen ~~✗~~ cut c. join
- is used to measure and draw an angle in mathematics subject.
~~✗~~ a. b. c.




- She always uses highlighter to some important words in her book.
 a. mark b. paint ~~✗~~ write
- Lemon has ataste.
 a. salty ~~✗~~ sour c. bitter
- They a poster on wall.
~~✗~~ a. stick b. join c. unit
- My brother always adds a lot of hot pepper in his spaghetti because he likes food.
 a. salty ~~✗~~ spicy c. savory
- You can use a to draw a circle easily.
 a. ~~✗~~ b. c.



- My sister likes food such as candy, cake and chocolate.
 a. bland b. fragrant ~~✗~~ sweet
- Imy pencil with a sharpener.
~~✗~~ a. erase b. cut c. sharpen
- My teacher asks me to a sentence on the whiteboard.
 a. draw ~~✗~~ write c. type
- Tiko is using..... to sharpen his pencil.
~~✗~~ a. b. c.






- Doni is using a correction pen to his writing mistakes.
~~✗~~ a. cover b. delete c. cut
-is used to remove pencil markings.
 a. b. ~~✗~~ c.






14. I always spread my bread with jam because my bread has a taste.
 a. bitter b. bland ~~c. salty~~

15. has a sour taste like lemon.
~~a. tomato~~ ~~b. melon~~ c. papaya

16. I hate onion because it has a taste and smell.
 a. bland b. salty c. pungent

17. You can use a to join some paper together
 a.  b.  ~~c. ~~

18. The soup is very because you add to much salt on it.
~~a. salty~~ b. creamy c. bitter

19. is made from potato.
 a.  ~~b. ~~ c. 

20. Lettuce has a taste.
 a. spicy ~~b. mild~~ c. juicy

(18)

50











Subject : Bahasa Inggris
 Duration Time : 40 minutes
 Date :

Name : FAOIH JG
 Class/ Number: VIII C, 13













1. Arrange the jumble letters according to picture given correctly!

| | | |
|---------------|--|--|
| 1. |  | u-c-i-s-a-i-e-h-l-c = <u>crayons</u> |
| 2. |  | m-b-a-w-c-o-p-s-o-s = <u>compass</u> |
| 3. |  | n-r-i-o-n-g-o-i-n = <u>orange</u> |
| 4. |  | g-h-l-i-h-e-i-r-g-h-t = |
| 5. |  | d-a-b-e-r = <u>bread</u> |
| 6. |  | e-l-t-t-u-c-e-t = |
| 7. |  | g-u-e-l = <u>eraser</u> |
| 8. |  | l-c-a-r-u-e-r-r = <u>rubber</u> |
| 9. |  | o-a-t-o-t-m = <u>tomato</u> |
| 10. |  | n-e-p = <u>pen</u> |

II. Match the picture below with the right words according to each function (verbs) and each taste (adjectives) correctly!

| | | |
|-----|---|------------|
| 1. |  | a. erase |
| 2. |  | b. spicy |
| 3. |  | c. join |
| 4. |  | d. bitter |
| 5. |  | e. savory |
| 6. |  | f. fishy |
| 7. |  | g. cover |
| 8. |  | h. stick |
| 9. |  | i. sharpen |
| 10. |  | j. sour |

III. Choose the best answer of the following questions by crossing a, b, c or d correctly!

- James always uses scissor toa paper.
 a. sharpen ~~b. cut~~ c. join
- is used to measure and draw an angle in mathematics subject.
 a.  b.  c. 
- She always uses highlighter to some important words in her book.
 a. mark ~~b. paint~~ c. write
- Lemon has ataste.
 a. salty ~~b. sour~~ c. bitter
- They a poster on wall.
~~a. stick~~ b. join c. unit
- My brother always adds a lot of hot pepper in his spaghetti because he likes food.
 a. salty ~~b. spicy~~ c. savory
- You can use a to draw a circle easily.
 a.  b.  c. 
- My sister likes food such as candy, cake and chocolate.
 a. bland b. fragrant ~~c. sweet~~
- Imy pencil with a sharpener.
 a. erase b. cut ~~c. sharpen~~
- My teacher asks me to a sentence on the whiteboard.
 a. draw ~~b. write~~ c. type
- Tiko is using..... to sharpen his pencil.
~~a. ~~ b.  c. 
- Doni is using a correction pen to his writing mistakes.
 a. cover b. delete c. cut
-is used to remove pencil markings.
 a.  b.  c. 

14. I always spread my bread with jam because my bread has a taste.

- a. bitter
- b. bland
- c. salty

15. has a sour taste like lemon.

- tomato
- b. melon
- c. papaya

16. I hate onion because it has a taste and smell.

- a. bland
- salty
- c. pungent

17. You can use a to join some paper together

- a. 
- b. 
- c. 

18. The soup is very because you add to much salt on it.

- a. salty
- b. creamy
- c. bitter

19. is made from potato.











- a. 
- b. 
- c. 

20. Lettuce has a taste.

- a. spicy
- b. mild
- c. juicy

20

11. Match the picture below with the right words according to each function (verbs) and each taste (adjectives) correctly!

| | | | |
|-----|---|----|---------------|
| 1. |  | d. | a. to flatten |
| 2. |  | h. | b. to strain |
| 3. |  | i. | c. chewy |
| 4. |  | b. | d. to peel |
| 5. |  | j. | e. moist |
| 6. |  | a. | f. to pick |
| 7. |  | e. | g. sticky |
| 8. |  | f. | h. to whisk |
| 9. |  | c. | i. slimy |
| 10. |  | g. | j. creamy |

III. Choose the best answer of the following questions by crossing a, b, c or d correctly!

1. It is easier to peel vegetables by using than a knife.



2. I can feel the texture from ripe mango.

- a. pulpy
- b. watery
- c. juicy

3. You can red and blue paint to create purple color.

- a. link
- b. mix
- c. mash

4. Mina is baking by using oven.



- a. pie
- b. pizza
- c. taco

5. You should not eat fast food such as hamburger and because it is not good for your health.

- a. steam fish
- b. fried chicken
- c. greek salad

6. You should omelet carefully so it will not be messy.

- a. flip
- b. blow
- c. tumble

7. I cannot cut beef steak easily with a knife because it is really

- a. leathery
- b. elastic
- c. chewy

8. I use to sift the flour.



9. She loves smooth and consistency of custard and ice cream

- a. slimy
- b. creamy
- c. foamy

10. The kindergarten teacher teaches her students to clays into various forms.

- a. shape
- b. build
- c. sketch

11. John's hands becomes after using a glue.

- a. soggy
- b. slimy
- c. sticky

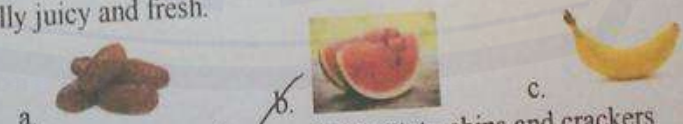
12. Jelly and pudding have texture.

- a. oily
- b. slimy
- c. foamy

13. Jessie uses to cut carrots and potatoes into small dice.

- a. scraper
- b. grater
- c. knife

14. is perfect fruit that you can eat in the hot weather because it is really juicy and fresh.



15. Doni likes to eat foods such as potato chips and crackers

- a. crunchy
- b. fragile
- c. worn

16. I fried foods by using a tongs

- a. mark
- b. pick
- c. tag

17. Cutting board is used to ingredients for cutting.

~~a. place~~

b. install

c. stick

18. Patisserie uses to the cookies dough.

~~a. Flatten~~

b. collapse

c. drop

19. The children always make a mess all over the floor while eating their
.... biscuits.

~~a. greasy~~

b. creamy

~~c. crumbly~~

20. I use ladle to the soup into a bowl.

~~a. spill~~

b. pour

c. drench

(2)



90











Subject : Bahasa Inggris
 Duration Time : 40 minutes
 Date : 29/8/17

Name : Salsabila Rika A
 Class/ Number : VIII C/41

I. Arrange the jumble letters according to picture given correctly!




| | | |
|-----|---|--|
| 1. |  | f-n-i-e-k = Knife..... |
| 2. |  | m-o-l-s-a-m-h-a-r-l-w = Marshmallow |
| 3. |  | i-l-e-s-l-p-f-r-r-n-d-g-r-o-i = Fried spring roll |
| 4. |  | b-c-o-r-i-u-a-t-n-d-g-t = Cutting board |
| 5. |  | r-p-e-r-a-s-i-h-c-m-k-r-s-e = Shrimp crackers |
| 6. |  | p-s-t-a-l-u-a = Spatula |
| 7. |  | i-p-e = Pie..... |
| 8. |  | o-c-o-i-e-c-t-u-t-e-k-r = Cookie cutter |
| 9. |  | a-t-l-w-r-e-m-e-n-o = Watermelon |
| 10. |  | s-r-i-e-a-n-t-r = Strainer..... |

II. Match the picture below with the right words according to each function (verbs) and each taste (adjectives) correctly!


| | | | |
|-----|---|-----|---------------|
| 1. |  | (d) | a. to flatten |
| 2. |  | (h) | b. to strain |
| 3. |  | (i) | c. chewy |
| 4. |  | (b) | d. to peel |
| 5. |  | (j) | e. moist |
| 6. |  | (a) | f. to pick |
| 7. |  | (e) | g. sticky |
| 8. |  | (f) | h. to whisk |
| 9. |  | (c) | i. slimy |
| 10. |  | (g) | j. creamy |

III. Choose the best answer of the following questions by crossing a, b, c or d correctly!

1. It is easier to peel vegetables by using than a knife.

| | | |
|--|---|--|
| a.  | b.  | c.  |
|--|---|--|
2. I can feel the texture from ripe mango.

| | | |
|----------|----------------------|---------------------|
| a. pulpy | b. watery | c. juicy |
|----------|----------------------|---------------------|
3. You can red and blue paint to create purple color.




| | | |
|--------------------|--------|---------|
| a. link | b. mix | c. mash |
|--------------------|--------|---------|
4. Mina is baking by using oven. 

| | | |
|-------------------|----------|---------|
| a. pie | b. pizza | c. taco |
|-------------------|----------|---------|
5. You should not eat fast food such as hamburger and because it is not good for your health.

| | | |
|---------------|-----------------------------|----------------|
| a. steam fish | b. fried chicken | c. greek salad |
|---------------|-----------------------------|----------------|
6. You should omelet carefully so it will not be messy.

| | | |
|---------|--------------------|-----------|
| a. flip | b. blow | c. tumble |
|---------|--------------------|-----------|
7. I cannot cut beef steak easily with a knife because it is really

| | | |
|-------------|-----------------------|----------|
| a. leathery | b. elastic | c. chewy |
|-------------|-----------------------|----------|
8. I use to sift the flour.

| | | |
|--|--|---|
| a.  | b.  | c.  |
|--|--|---|
9. She loves smooth and consistency of custard and ice cream




| | | |
|----------|----------------------|----------|
| a. slimy | b. creamy | c. foamy |
|----------|----------------------|----------|
10. The kindergarten teacher teaches her students to clays into various forms.

| | | |
|----------|---------------------|-----------|
| a. shape | b. build | c. sketch |
|----------|---------------------|-----------|
11. John's hands becomes after using a glue.

| | | |
|----------|----------|----------------------|
| a. soggy | b. slimy | c. sticky |
|----------|----------|----------------------|
12. Jelly and pudding have texture.

| | | |
|---------|---------------------|----------|
| a. oily | b. slimy | c. foamy |
|---------|---------------------|----------|
13. Jessie uses to cut carrots and potatoes into small dice.

| | | |
|------------|-----------|---------------------|
| a. scraper | b. grater | c. knife |
|------------|-----------|---------------------|
14. is perfect fruit that you can eat in the hot weather because it is really juicy and fresh.

| | | |
|--|---|--|
| a.  | b.  | c.  |
|--|---|--|
15. Doni likes to eat foods such as potato chips and crackers

| | | |
|-----------------------|------------|---------|
| a. crunchy | b. fragile | c. worn |
|-----------------------|------------|---------|
16. I fried foods by using a tongs

| | | |
|---------|--------------------|--------|
| a. mark | b. pick | c. tag |
|---------|--------------------|--------|

17. Cutting board is used to ingredients for cutting.
 place b. install c. stick
18. Patisserie uses to the cookies dough.
 flatten b. collapse c. drop
19. The children always make a mess all over the floor while eating their
.... biscuits.
a. greasy b. creamy crumbly
20. I use ladle to the soup into a bowl.
a. spill pour c. drench

4











The Sample of the Students' Worksheet of Vocabulary Test in Cycle 2
(The Lowest Scores)

55











Subject : Bahasa Inggris
 Duration Time : 40 minutes
 Date :

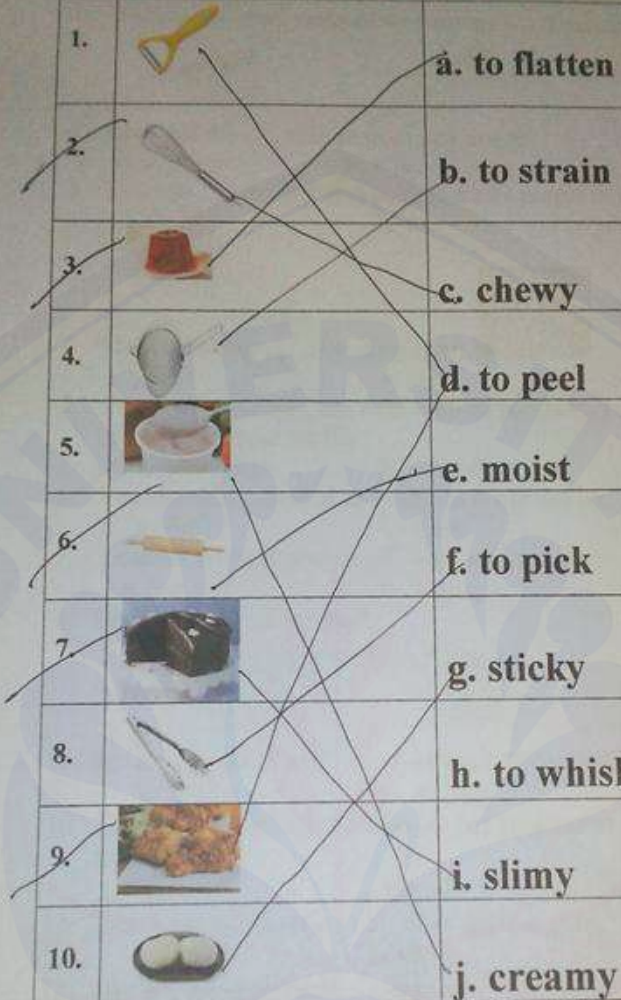
Name : FAHRI J B
 Class/ Number: UII C, 13

I. Arrange the jumble letters according to picture given correctly!

| | | |
|-----|---|--|
| 1. |  | f-n-i-e-k = <u>knife</u> |
| 2. |  | m-o-l-s-a-m-h-a-r-l-w = <u>marshmallow</u> |
| 3. |  | i-l-e-s-l-p-f-r-r-n-d-g-r-o-i = |
| 4. |  | b-c-o-r-i-u-a-t-n-d-g-t = |
| 5. |  | r-p-e-r-a-s-i-h-c-m-k-r-s-e = |
| 6. |  | p-s-t-a-l-u-a = <u>spatula</u> |
| 7. |  | i-p-e = <u>pie</u> |
| 8. |  | o-c-o-i-e-c-t-u-t-e-k-r = <u>corn tortilla</u> |
| 9. |  | a-t-l-w-r-e-m-e-n-o = <u>watermelon</u> |
| 10. |  | s-r-i-e-a-n-t-r = <u>silver spoon</u> |

11. Match the picture below with the right words according to each function (verbs) and each taste (adjectives) correctly!

| | | |
|-----|---|---------------|
| 1. |  | a. to flatten |
| 2. |  | b. to strain |
| 3. |  | c. chewy |
| 4. |  | d. to peel |
| 5. |  | e. moist |
| 6. |  | f. to pick |
| 7. |  | g. sticky |
| 8. |  | h. to whisk |
| 9. |  | i. slimy |
| 10. |  | j. creamy |



III. Choose the best answer of the following questions by crossing a, b, c or d correctly!

1. It is easier to peel vegetables by using than a knife.



2. I can feel the texture from ripe mango.

a. pulpy ~~b. watery~~ c. juicy

3. You can red and blue paint to create purple color.

~~a. link~~ ~~b. mix~~ c. mash



4. Mina is baking by using oven.

~~a. pie~~ b. pizza c. taco

5. You should not eat fast food such as hamburger and because it is not good for your health.

a. steam fish ~~b. fried chicken~~ c. greek salad

6. You should omelet carefully so it will not be messy.

a. flip ~~b. blow~~ ~~c. tumble~~

7. I cannot cut beef steak easily with a knife because it is really

a. leathery b. elastic ~~c. chewy~~

8. I use to shift the flour.



9. She loves smooth and consistency of custard and ice cream

a. slimy ~~b. creamy~~ c. foamy

10. The kindergarten teacher teaches her students to clays into various forms.

~~a. shape~~ b. build c. sketch

11. John's hands becomes after using a glue.

a. soggy ~~b. slimy~~ c. sticky

12. Jelly and pudding have texture.

a. oily ~~b. slimy~~ c. foamy

13. Jessie uses to cut carrots and potatoes into small dice.

a. scraper ~~b. grater~~ c. knife

14. is perfect fruit that you can eat in the hot weather because it is really juicy and fresh.

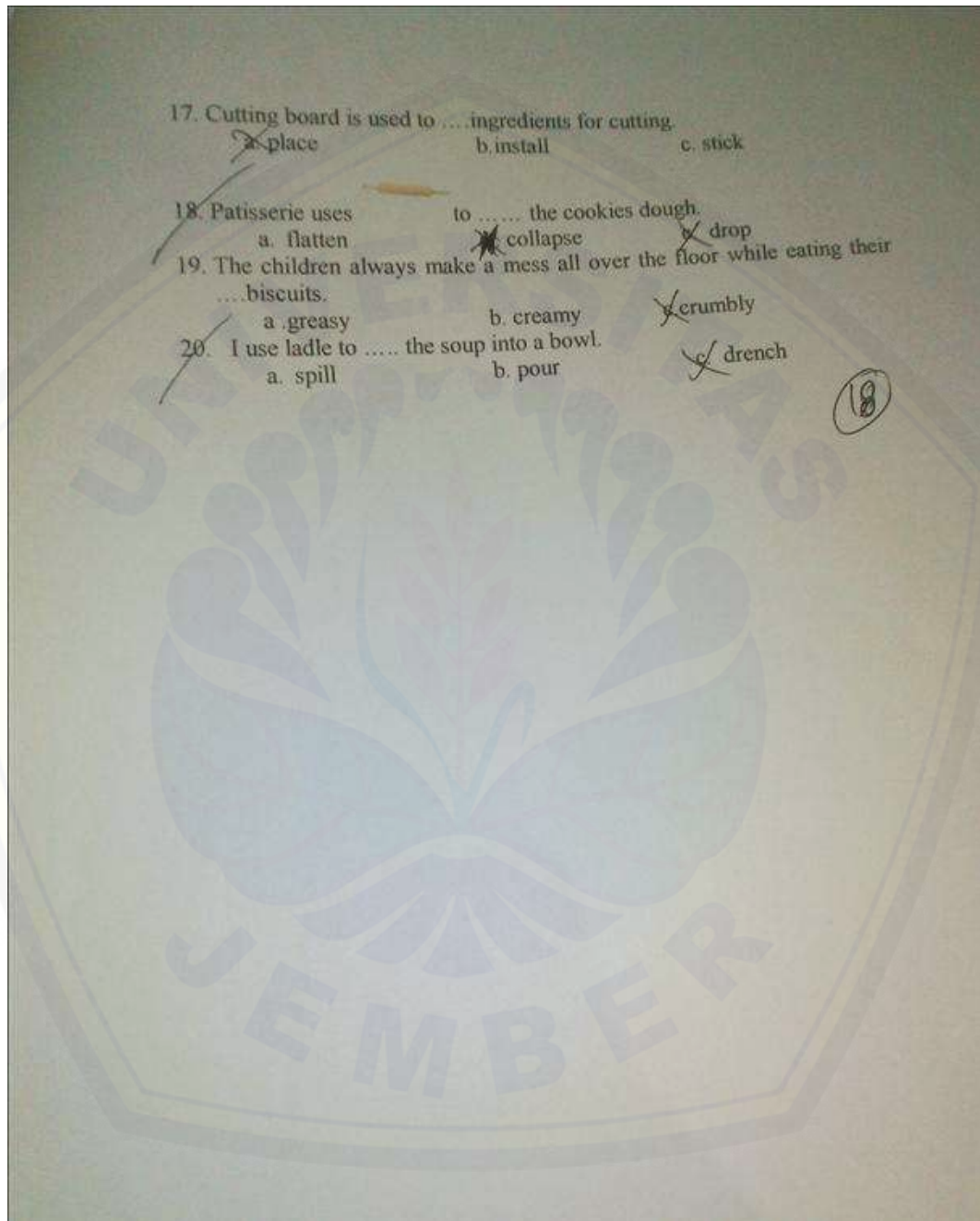


15. Doni likes to eat foods such as potato chips and crackers

a. crunchy b. fragile c. worn

16. I fried foods by using a tongs

a. mark ~~b. pick~~ c. tag



55











Subject : Bahasa Inggris
 Duration Time : 40 minutes
 Date : 29-8-17

Name : DWI PRASETO
 Class/ Number: VIII C, 11

I. Arrange the jumble letters according to picture given correctly!

| | | |
|-----|---|--|
| 1. |  | f-n-i-e-k = <i>knife</i> |
| 2. |  | m-o-l-s-a-m-h-a-r-l-w =..... |
| 3. |  | i-l-e-s-l-p-f-r-r-n-d-g-r-o-i =..... |
| 4. |  | b-c-o-r-i-u-a-t-n-d-g-t =..... |
| 5. |  | r-p-e-r-a-s-i-h-c-m-k-r-s-e =..... |
| 6. |  | p-s-t-a-l-u-a = <i>spatula</i> . |
| 7. |  | i-p-e = <i>peach</i> |
| 8. |  | o-c-o-i-e-c-t-u-t-e-k-r =..... |
| 9. |  | a-t-l-w-r-e-m-e-n-o = <i>watermelon</i> |
| 10. |  | s-r-i-e-a-n-t-r = <i>strainer</i> |

II. Match the picture below with the right words according to each function (verbs) and each taste (adjectives) correctly!

| | | | |
|-----|---|----|---------------|
| 1. |  | D | a. to flatten |
| 2. |  | C | b. to strain |
| 3. |  | A. | c. chewy |
| 4. |  | B. | d. to peel |
| 5. |  | J. | e. moist |
| 6. |  | T. | f. to pick |
| 7. |  | I. | g. sticky |
| 8. |  | G | h. to whisk |
| 9. |  | E. | i. slimy |
| 10. |  | H. | j. creamy |

III. Choose the best answer of the following questions by crossing a, b, c or d correctly!

1. It is easier to peel vegetables by using than a knife.



2. I can feel the texture from ripe mango.

a. pulpy b. watery c. juicy

3. You can red and blue paint to create purple color.

a. link b. mix c. mash



4. Mina is baking by using oven.

a. pie b. pizza c. taco

5. You should not eat fast food such as hamburger and because it is not good for your health.

a. steam fish b. fried chicken c. greek salad

6. You should omelet carefully so it will not be messy.

a. flip b. blow c. tumble

7. I cannot cut beef steak easily with a knife because it is really.....

a. leathery b. elastic c. chewy

8. I use to sift the flour.



9. She loves smooth and consistency of custard and ice cream

a. slimy b. creamy c. foamy

10. The kindergarten teacher teaches her students to clays into various forms.

a. shape b. build c. sketch

11. John's hands becomes after using a glue.

a. soggy b. slimy c. sticky

12. Jelly and pudding have texture.

a. oily b. slimy c. foamy

13. Jessie uses to cut carrots and potatoes into small dice.

a. scraper b. grater c. knife

14. is perfect fruit that you can eat in the hot weather because it is really juicy and fresh.



15. Doni likes to eat foods such as potato chips and crackers

a. crunchy b. fragile c. worn

16. I fried foods by using a tongs

a. mark b. pick c. tag

17. Cutting board is used to ... ingredients for cutting.

a. place

b. install

c. stick

18. Patisserie uses to the cookies dough.

a. flatten

b. collapse

c. drop

19. The children always make a mess all over the floor while eating their ... biscuits.

a. greasy

b. creamy

c. crumbly

20. I use ladle to the soup into a bowl.

a. spill

b. pour

c. drench

(18)



**KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI**
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Laman: www.fkip.unj.ac.id

31 JUL 2017

Nomor **4.892/UN25.1.5/LT/2017**
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 7 Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Anandita Kartika Puspitasari
NIM : 110210401058
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris


Bermaksud mengadakan penelitian tentang *"Improving the Seventh Grade Students' Vocabulary Achievement by Using Realia at SMPN 7 Jember in 2017/2018 Academic Year"* di Sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.


Dekan,
Wakil Dekan I,

Prof. Dr. Suratno, M.S.
NIP. 19670625 199203 1 003

**PEMERINTAH KABUPATEN JEMBER**
DINAS PENDIDIKAN
SMP NEGERI 7 JEMBER
Alamat : Jalan Cendrawasih No. 22 Telp. 486475 Fax : 0331-428567 Jember 68116
Email : smp7jember@gmail.com

SURAT KETERANGAN
No : 422/51/413.01.205.23892/2017

Yang bertanda tangan di bawah ini :

| | |
|------------------|------------------------------|
| N a m a | : Drs. Syaiful Bahri, M.Pd |
| N I P | : 1964010191985011002 |
| Pangkat/Golongan | : Pembina Tk.I/IVb |
| Jabatan | : Kepala SMP Negeri 7 Jember |

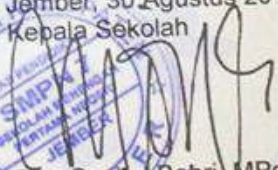
Menerangkan dengan sebenarnya bahwa :

| | |
|---------------|-----------------------------|
| N a m a | : Anandita Kartika |
| NIM | : 110210401058 |
| Jurusan | : Ilmu Pendidikan |
| Program Studi | : Bahasa Inggris |
| Fakultas | : FKIP |
| Institusi | : Universitas Negeri Jember |

Judul :
" Improving The Eight Grade Students Vocabulary Achievement By Using Real Objects/Realia At SMPN 7 Jember In The 2017/2018 Academic Year "

Yang bersangkutan benar-benar telah melaksanakan penelitian tanggal 1 Agustus s.d. 29 Agustus 2017 di SMP Negeri 7 Jember.
Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 30 Agustus 2017
Kepala Sekolah


Drs. Syaiful Bahri, MPd.
NIP.196401091985011002

