DEVELOPING ENGLISH VOCABULARY LEARNING MATERIALS BASED ON NATION'S FOUR STRANDS FOR GRADE EIGHT STUDENTS OF JUNIOR HIGH SCHOOL

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of the Sarjana Pendidikan Degree in the English Language Education



Khairunisa Aulia Lutfi 11202241041

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2015

APPROVAL SHEET

DEVELOPING ENGLISH VOCABULARY LEARNING MATERIALS BASED ON NATION'S FOUR STRANDS FOR GRADE EIGHT STUDENTS OF JUNIOR HIGH SCHOOL

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of the Sarjana Pendidikan Degree in the English Language Education



Supervisor

<u>Dra. Nury Supriyanti, M.A.</u> NIP. 19570829 198812 2 001

ii

RATIFICATION

DEVELOPING ENGLISH VOCABULARY LEARNING MATERIALS BASED ON NATION'S FOUR STRANDS FOR GRADE EIGHT STUDENTS OF JUNIOR HIGH SCHOOL

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of the Sarjana Pendidikan Degree in the English Language Education

Khairunisa Aulia Lutfi 11202241041

Accepted by the board of examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on October 2015 and declared to have fulfilled the requirements to attain Sarjana Pendidikan degree in English

Language Education

Board of Examiners

Posi <mark>ti</mark> on	Name Signature	Date
Chairperson	Drs. Samsul Maarif, M.A.	20/10/2015
Secretary	Siti Mukminatun, S.S., M.Hum.	20/10/2015
First Examiner	Dwiyani Pratiwi, S.Pd., M.Hum.	20/10/2015
Second Examiner	Dra. Nury Supriyanti, M.A.	20/10/2015

Yogyakarta, October, 2015 Faculty of Languages and Arts

Yogyakarta State University

Purbani, M.A.

VIP. 19610524 199001 2 001

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama

: Khairunisa Aulia Lutfi

NIM

: 11202241041

Program Studi: Pendidikan Bahasa Inggris

Fakultas

: Fakultas Bahasa dan Seni

Judul Skripsi : Developing English Vocabulary Materials Based on Nation's 4

Strands for Grade Eight Students of Junior High School

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Yogyakarta, 20 Oktober 2015

Penulis,

Khairunisa Aulia Lutfi

DEDICATIONS

I dedicate this thesis to my parents,

Drs. Slamet Purwo and Suwartini, S.Pd

MOTTOS

"Then which of the Blessings of your lord will you both (jinn and men) deny? Is

there any reward for good other than good?"

(Q.S Ar-Rahman 59-60)

"God does not judge you according to your appearance, but He looks into your hearts

and observes your deeds."

(H.R Muslim)

ACKNOWLEDGEMENTS

Alhamdulillahirobbil alamin, all praise and gratitude go to Allah SWT for His Blessings and helps so that I could complete this thesis.

This thesis would never been completed without the guidance and support from the following people:

- 1. My supervisor, Dra. Nury Supriyanti, M.A., for the guidance, corrections, help, suggestions, and supports during the process of this thesis writing.
- My beloved family: my father, Drs. Slamet Purwo, and my mother, Suwartini, S.Pd, for their prayers, love and patience; my brother, Yusuf Kurniawan, for his support.
- 3. The English teacher and the grade seven students of SMP N 2 Srandakan for the cooperation, kindness and help during the observation.
- 4. My classmates, PBI C 2011, Rekyan Wara Hita, S.Pd., Karisa Indraswari, Erika Arthadini, Astika Nur Widyawati, Masyhudi Lathif, Anindita Nur Indra, Ken Dite Asmarani, Nindya Aprilia, S.Pd., Christy Dewi Pramanik, S.Pd., Danar Khoirunnisa, Imron Hidayat, Muhammad Hilmi A.N., Rachmat Nur Hisyam, Yulia Rohmawati and Anindyka Sekar T. for the support, care, and friendship in the class.
- 5. My special team, the exclusive members, Ismi Indarti, Erna Dwi Jayanti, Zuhriatul Baiti and Choirunnisa Rumaria, S.Pd., for always supporting me with the foods and the laughter.

- 6. My dears, Apsari Murbiyani, Akhi Haruni Nur Rahayu, Nur Latifah, Nurul Marlisa, and Chintya Fitrianita Dewanti for the warm sisterhood.
- 7. My other friends in TEFL concentration and PBI 2011 whom I cannot mention one by one.

I realize that this thesis is far from being perfect. Thus, any critics and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 20 October 2015

The Researcher

Khairunisa Aulia Lutfi

TABLE OF CONTENTS

TITLE	i
APPROVAL SHEET	ii
RATIFICATION	iii
PERNYATAAN	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	XV
LIST OF FIGURES	xvi
ABSTRACT	xvii
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Problem Identification	4
C. Limitation of the Problem	5
D. Formulation of the Problem	5
E. Objectives of the Development	6
F. Specification of the Products	6
G. Significances of the Study	6
CHAPTER II REVIEW OF RELATED THEORIES	7
A. Theoretical Review	8
1. Teaching Vocabulary	8
2. Nation's Four Strands	15
3. Vocabulary Teaching in The School-Based Curriculum	17
4. Integrated Learning in Junior High School	18
5. Context-based Learning in Junior High School	19
6. Materials Development	21

В	3.	Re	viev	v of Related Studies	24
C	٦.	Conceptual Framework			24
Γ).	Re	seaı	ch Questions	27
CHA	P	TE	RI	II RESEARCH METHOD	28
A	۱.	Mo	odel	of Development	28
В	3.	Pro	ocec	lures of Development	28
C	٠.	Su	bjec	ets of the Research	31
Г).	Da	ta C	Collection Techniques and Instruments	31
		1.	Da	ta Collection Techniques	31
		2.	Da	ta Collection Instrument	31
			a.	Interview	31
			b.	Questionnaire	32
				1) Needs Analysis	32
				2) Evaluation for Expert Judgement	33
				3) Evaluation for Respondents	35
		3.	Va	lidity and Reliability of the Instruments	35
Е	Ε.	Te	chni	ique of Data Analysis	36
СНА	P	TE	R I	V RESEARCH FINDINGS AND DISCUSSION	38
				of the Development	38
-		1.		eds Analysis	38
			a.	Result of the Questionnaire for The Students	39
				1) The Description of the Students' Profile	39
				2) The Description of the Students' Needs	39
				3) The Description of the Students' Learning Needs	44
			b.	Result of the Interview with the Teacher	50
		2.	Co	urse Grid	53
			a.	Planning	53
			b.	Developing the Course Grid	53

		c.	Description of the Course Grid of Vocabulary Learning
			Materials based on Nation's 4 Strands
	3.	Fo	ormat of the Activities
		a.	Course Grid, English Vocabulary Learning Book,
			and Teacher's Guide
		b.	Outline of the Vocabulary Learning Book and
			The Teacher's Guide
		c.	Description of the Vocabulary Learning Book and
			The Teacher's Guide
В	. Re	esult	of the Product Testing
	1.	Re	esult of the Expert Judgement
		a.	Result of the Expert Judgement of Unit 1
		b.	Result of the Expert Judgement of Unit 2
		c.	Result of the Expert Judgement of Unit 3
	2.	Re	esult of the Questionnaire for the Respondents
C	. Pr	odu	ct Revision
	1.	Re	evision from the Expert Judgement
	2.	Re	evision from the Respondents
D	. A	naly	sis of the Latest Product
	1.	Co	ontents
	2.	La	nguage
	3.	Pr	esentation
	4.	La	yout
E.	Re	esea	rch Constraint
CHA	PTI	ER V	V CONCLUSION AND RECOMMENDATION
A	. Co	oncl	usion about the Product
	1.	Vo	ocabulary Learning Target Needs
	2.	Le	earning Needs
	3.	Ch	naracteristics of the Appropriate Vocabulary Learning
		Ma	aterials based on Four Nation

B.	Re	commendation of the Product Use	97
	1.	Recommendation for the English Teachers	97
	2.	Recommendation for the Materials Developers	97
	3.	Recommendation for the Course Book Writers	97
	4.	Recommendation for the Students of English Education	
		Department	98
REFE	RE	NCES	99
APPE	ND	ICES	101
	APPENDIX A Course Grid		
	AF	PPENDIX B Instrument of the Needs Analysis	108
	AF	PPENDIX C Result of the Needs Analysis	112
	AF	PPENDIX D Instrument of the Book Evaluation	115
	AF	PPENDIX E Result of the Book Evaluation	118
	AF	PPENDIX F Instrument of Expert Judgement	119
	AF	PPENDIX G Result of Expert Judgement	123
	AF	PPENDIX H Interview Transcript	128
	AF	PPENDIX I Description of the Tasks	130
	FII	RST DRAFT	137
	SE	COND DRAFT	

LIST OF TABLES

Table		Page
Table 1.1	Components of Materials	
	Evaluation (BSNP, 2006)	23
Table 2.1	The Organization of the First Interview	
	(Needs Analysis) for Teacher	32
Table 2.2	The Organization of the Need Analysis	
	Questionnaire for Students	33
Table 2.3	The Organization of the	
	Evaluation Questionnaire for Expert Judgements	34
Table 2.4	The Organization of the Evaluation	
	Questionnaire for Respondents	35
Table 3.1	Data Conversion Table	37
Table 4.1	Description of the Students	39
Table 4.2	Students' Goal in learning English Vocabulary	
	Learning	40
Table 4.3	The Importance of Vocabulary Learning	40
Table 4.4	Students' Attraction towards the Vocabulary Book	41
Table 4.5	The Importance of Learning Words	
	with Its Part of Speech and Its Use in Sentences	41
Table 4.6	The Importance of Pictures and Graphics	
	in Vocabulary Learning	42
Table 4.7	The Effect of the Examples in Vocabulary Learning	42
Table 4.8	Students' Expectations of the Enhancement	
	of Vocabulary Learning Activities	43
Table 4.9	The Effectiveness of Vocabulary and Teaching Process	44
Table 4.10	The Clarity of the Words Teaching and Learning	44
Table 4.11	The Materials that the Students Wanted	45
Table 4.12	The Easiness of the Module Used in the Class	45
Table 4.13	The Attractiveness of the Module Used in the Class	46

Table 4.14	The Improvement Made by Using the Module	46
Table 4.15	The Involvement of Tasks in the Module	47
Table 4.16	Topic for Vocabulary Learning	47
Table 4.17	Procedures for Vocabulary Learning	48
Table 4.18	Setting of the Vocabulary Learning	48
Table 4.19	The Students' Intensity in Learning New Words	49
Table 4.20	The Students' Motivation in Doing the Tasks	50
Table 4.21	The Students' Role in Solving the Problems	50
Table 5.1	The Components of the Course Grid	55
Table 6.1	The Outline of the Vocabulary Learning Book	66
Table 6.2	The Outline of the Teacher's Guide	67
Table 7.1	The Appropriateness of the Content of the Unit 1	73
Table 7.2	The Appropriateness of the Language of the Unit 1	74
Table 7.3	The Appropriateness of the Presentation of the Unit 1	75
Table 7.4	The Appropriateness of the Layout of the Unit 1	76
Table 7.5	The Appropriateness of the Content of the Unit 2	76
Table 7.6	The Appropriateness of the Language of the Unit 2	78
Table 7.7	The Appropriateness of the Presentation of the Unit 2	79
Table 7.8	The Appropriateness of the Layout of the Unit 2	79
Table 7.9	The Appropriateness of the Content of the Unit 3	80
Table 7.10	The Appropriateness of the Language of the Unit 3	81
Table 7.11	The Appropriateness of the Presentation of the Unit 3	82
Table 7.12	The Appropriateness of the Layout of the Unit 3	83
Table 7.13	The Appropriateness of the Students' Book	84
Table 7.14	The Appropriateness of the Content from the	
	Respondents	84
Table 7.15	The Appropriateness of the Language	
	from the Respondents	85
Table 7.16	The Appropriateness of the Presentation	
	of the Respondents	85

Table 7.17	The Appropriateness of the Layout		
	from the Respondents	86	
Table 7.18	The Appropriateness of the Teacher's Guide	86	
Table 8.1	Product Revision from the Expert Judgement	87	
Table 8.2	The Revision of Teacher's Guide from the Respondent	89	

LIST OF FIGURES

Figure		Page
Figure 1	Conceptual Framework	26
Figure 2.1	The Model of Materials Development	
	of the Research	29
Figure 3.1	The Outline of the Cover of Student Book	64
Figure 3.2	The Outline of the Student Book	64
Figure 3.4	The Outline of the Cover of Teacher's Guide	65
Figure 3.5	The Outline of Teacher's Guide	65

DEVELOPING ENGLISH VOCABULARY LEARNING MATERIALS BASED ON NATION'S FOUR STRANDS FOR GRADE EIGHT STUDENTS OF JUNIOR HIGH SCHOOL

Khairunisa Aulia Lutfi 11202241041

ABSTRACT

The objective of this research is to develop English vocabulary learning materials based on Nation's four strands for grade eight students of Junior High School. This study was concerned on how to provide the vocabulary materials for English teaching and learning process.

This study was a Research and Development (R&D) study. The subjects of this study were grade seven students of SMP N 2 Srandakan. This study adapted the R&D model proposed by Borg and Gall (1983) and Masuhara (in Tomlinson, 1998). The steps of this study were conducting needs analysis, developing the course grid, writing the vocabulary learning materials, getting expert judgement and evaluating the vocabulary learning materials, revising and writing the final draft of the English vocabulary learning materials based on Nation's four strands. Two types of questionnaire were used to collect the data. The first questionnaire was made to obtain the data for the needs analysis and the second questionnaire was used to obtain the data about the appropriateness of the book through expert judgement and the respondents. The data of the questionnaire of the appropriateness of the book were analyzed quantitatively through descriptive analysis.

The result of the needs analysis showed that the students needed vocabulary learning materials which contained many varied activities, attractive pictures, interesting texts and alluring colours. The product of this study is vocabulary learning materials entitled the English Vocabulary Learning Materials Based on Nation's Four Strands for Grade Eight Students of Junior High School which is completed with the teacher's guide and the answer key inside of it. This study developed three units of materials based on School-Based Curriculum. Each unit had four main parts: meaning-focused input, meaning-focused output, language-focused learning and fluency development. Considering the students' learning needs, the input is in the form of short stories and pictures. Based on the analysis of the data from the expert judgement, the mean score of all aspects of the units, in the scale of 1-4, is 3 which was in the range of $3 \le x \le 3.4$ and can be categorized as "Good". Therefore, it can be concluded that the developed materials have been appropriate for grade eight students of Junior High School.

Keywords: English Vocabulary Learning, Nation's Four Strands, Junior High School

CHAPTER I

INTRODUCTION

A. Background of the Problems

Teaching English includes four skills to be covered. They are listening, speaking, reading, and writing. It is assumed that by mastering the four skills, students will be able to express their idea in English well by means of communication. According to English curriculum for Junior High School in Indonesia, teaching and learning process are also focusing on the four skills. Based on the current curriculum used, School Based Curriculum, they are taught using Genre Based Approach.

In English teaching and learning for middle school, the four skills learning are supported by language elements learning. The language elements include vocabulary, grammar, and pronunciation. It is aimed that students can achieve the functional stage in which they are able to communicate both in spoken and written in order to solve problems occurring in their daily life.

Vocabulary learning is one of the language elements that hold the main core in language teaching. As Chen and Li (2009) acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences. In line with Chen and Li, Richard and Renandya (2002: 255) say that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen,

read and write. It is impossible to students to be able to utter or to write something in English without understanding what components they have to make.

In School-Based Curriculum, vocabulary is taught in context. A Context-Based Strategy which is applied for teaching vocabulary emphasizes on students' activity to comprehend, apply, analyze, and evaluate. By comprehending a text, students incidentally learn some words. The amount of time students spend reading, especially free choice reading is the best predictor of vocabulary growth and development (Anderson, Wilson, & Fielding, 1986). In particular, time spent on repeated readings of a story produces significant gains in vocabulary growth and development (Senechal, 1997).

As A Portal for Middle Grades Educator puts it, for middle school teachers, the need to focus on vocabulary is a new concept. An explicit vocabulary teaching and elementary teachers are identical. It is assumed that building the vocabulary is elementary school teacher's responsibility. This implies that for middle school teachers, an exclusive vocabulary teaching is not in their focus.

The same condition goes to vocabulary learning in SMP N 2 Srandakan. Based on the observation conducted in August 2014, vocabulary is taught implicitly. Students are given a vocabulary handout. The handout was not completed with tasks related to the words they have just learnt. There is also no vocabulary teaching held as a special program to reinforce students' vocabulary mastery.

Considering the fact above, vocabulary learning materials for supporting the vocabulary teaching and learning process which are suitable for students' vocabulary acquisition and also are supported by visual appearance are important in vocabulary teaching and learning process. This kind of material can be a help for students in improving their vocabulary learning. Considering the fact that Junior High School students get bored easily, the materials are designed for the students to be involved within it by playing and lining.

The Four Strands proposed by Paul Nation (2008) describe an effective packages which consisting of four branches of vocabulary teaching and learning. They are meaning-focused input, meaning-focused output, language-focused learning, and fluency development. The theory proposed by Nation enables the students to do integrated learning. It refers to the existence of receptive knowledge as the input and productive knowledge as the output. After the students find the words through comprehending the texts, they learn how to use it right away.

The study is expected to give contribution to English teaching and learning process, in this case is vocabulary learning, by developing the materials for grade eight students of Junior High School. Therefore, developing the vocabulary learning materials based on Nation's four strands can create effective and enjoyable teaching and learning process.

B. Problem Identification

Based on the observation and interviews with the English teachers, some problems related to the vocabulary teaching and learning were found. Most problems were related to the absence of vocabulary learning materials as the result of no special vocabulary teaching and learning program to be held. The vocabulary teaching and learning was held implicitly by combining the four skills learning and vocabulary hand out given by teacher. It is unstructured and befuddled.

Moreover, students need vocabulary learning materials which meet their needs. Junior High School students, who are easily get bored in learning, must have a set of materials which can make them interested. The materials required are also expected to make significant efforts in the developmental process.

In addition, there were no challenging vocabulary learning materials to train the students in using the words. The vocabulary handout used was simply exposing the words and the meaning. There were no challenging tasks and activities after memorizing the words. It is important for the students to know the words, the meaning and the use in sentences so that the words they have learnt did not become the go-with-the-wind words.

From the discussion above, it can be seen that vocabulary learning materials are important to overcome the students' vocabulary learning problems. Materials influence the effectiveness of teaching and learning process. Suitable vocabulary learning materials should be chosen in conducting effective vocabulary teaching and learning process in class. Vocabulary learning materials

will be suitable if they meet students' needs and characteristics. By implementing Nation's four strands inside the materials, it will help the students to integrate their understanding the meaning and the use of the words in context.

C. Limitation of the Problems

The study was carried out in the first semester of the academic year of 2014/2015. Since there is a range time to apply the materials and not all topics can be covered, the writer limits the problem from the problems identification. The study is focusing on developing a set of English vocabulary learning materials based on Nation's four strands for the eight grade students of Junior High School.

D. Formulation of the Problems

Based on the background, identification, and limitation of the problem above, the problems are formulated as follows:

- 1. What are the vocabulary learning target needs of grade eight students of Junior High School?
- 2. What are the learning needs of grade eight students of Junior High School?
- 3. What are the appropriate vocabulary learning materials for grade eight students of Junior High School?

E. Objectives of the Development

The study has some objectives that cope with learners and English materials. Those objectives are:

- To describe the vocabulary learning target needs of grade eight students of Junior High School.
- To describe the learning needs of grade eight students of Junior High School.
- To design the appropriate vocabulary learning materials for grade eight students of Junior High School.

F. Specification of the Products

The results of the products are in the form of:

- 1. Course Grid
- 2. Vocabulary Learning Book
- 3. Teacher's Guide
- 4. Answer Key

G. Significance of the Study

The study is expected to have significant contribution theoretically and practically for:

1. The English Teachers of Junior High Schools

The results of this research are expected to be one of the resources to inspire teachers in developing appropriate vocabulary materials for their students in order to improve their English vocabulary teaching and learning process.

2. The English Materials Developers

The results of this research are of great use for course designers or materials developers in developing specific materials that meet the students' needs. It also can inspire the materials developers to make more effective and attractive English vocabulary learning materials.

3. The Course Book Writers

The results of this research can be used as a reference for the course book writer in writing a good quality course book which completed with teacher's guide and designed based on the students' needs. The teacher's guide is completed with the answer key and the procedures of using the book.

4. The Students of English Education Department

The results of this research can inspire the students of English Education Department in designing more creative and interesting teaching and learning program which meet the curriculum and the students' needs. Besides, it can also provide the input and activities for the students in vocabulary teaching and learning process.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Teaching Vocabulary

Teaching vocabulary is designed as same as the process of students in acquiring new word. According to Thornbury (2002), words are learned through three steps. The first is labeling. It refers to the process learners mapping words to concept. After labeling, learners begin to categorize words. In this stage learners are placing words to their own categorize. The third step is network building. Finally learners are constructing a complex web of words. In this stage one word can be related to other words and build a big tree under the same roof. For example red and blue, summer and winter, or family and brother are interconnected. The implication in the teaching vocabulary is that learners need tasks and strategies to help them acquire words by building networks of association.

Input plays a big role in vocabulary learning process. Without input, learners will not be able to produce output. Milton (2009) states that the principals and perhaps the only sources for of foreign language vocabulary will be from language they are exposed to in the classroom; the text books and the teacher's language. Furthermore, Thornbury (2002) suggests that input for learners are lists, course books, vocabulary books, the teacher, and other students. The two

statements above show that teacher and course book give a significant input for students.

1.1 Teacher's Role

Teacher not only feels responsible for his/her own use of language, but he/she also feels compelled to focus on vocabulary study so that the students are exposed to rich, expressive language. As Thornbury (2002) puts it, the teacher is a highly productive source of vocabulary input. Learners tend to use words which are uttered by teachers for example interpersonal language.

According to Nation (2008), there are four teacher's roles in teaching vocabulary. They are planning, strategy training, testing, and teaching vocabulary.

1) Planning

Planning becomes the most important thing to reflect because it influences the whole teaching learning process. Without planning, the teaching learning process will be in chaos. There will be no goal in every meeting held and students will undoubtedly get unorganized language input. In order to make an effective learning program which suits the learners, the teaching conditions and the skill of teachers, there are four strands suggested by Nation (2007).

2) Strategy training

After planning, the teacher's next job is planning a strategy. This includes training learners in four strategies of guessing from context, learning to use word cards, using word parts, and dictionary use. As Allen (1999)

stresses it, teachers should demonstrate how they use context as one of several strategies for determining the meaning of unfamiliar words.

3) Testing

The third teacher's job is testing. With testing, there is reliable means of knowing how effective a teaching sequence has been (Thornbury, 2002). Testing enables teacher to measure the students' vocabulary development which is in result, teacher will be able to design better future teaching. In addition, he also claims that testing have a useful backwash effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. In this way, vocabulary can be seen as part of recycling of vocabulary generally.

4) Teaching vocabulary

The least teacher's job in vocabulary improvement is teaching. Nation (2008) implies that teaching is only time-consuming since there are many words families to learn by students. However, Nation also claims that teaching does make a useful contribution to knowing a word by following the principles below.

- Only high frequency vocabulary and vocabulary learning strategies should be taught.
- 2. Range aspect of knowing a word, retrieval, generative use and instantiation will result in mental processing unit which will strengthen the learning process (Read, 2004).
- 3. First-language translation should be given to students.

- 4. The meaning given should describe the underlying meaning that includes most of the word's uses and senses.
- 5. Words should not be taught with others that belong to the same lexical set, are near synonyms or opposites (Nation, 2000).

Thornbury (2002) states a different scope of teachers' role in teaching vocabulary. He emphasizes on the teacher's job in presenting vocabulary. Teacher has to know how to illustrate meaning, explain meaning, highlight the form, and involve the learners. Using appropriate translation is also the teacher's job in presenting the vocabulary in students' L1. Translation has the advantage of being the most direct route to a word's meaning.

1) Illustrating meaning

Teacher may use direct method techniques. This refers to presenting concrete objects, realia, pictures or demonstration. The pictures can be collected from everywhere for example magazines, calendar, etc.

2) Explaining meaning

In explaining meaning, situational presentation may be applied. The words are learned in a context for example in a scenario. Learners may guess the meaning based on the context the words used.

3) Highlighting the form

There are a number of ways of highlighting the spoken form of word.

These are listening drills, oral drills and broadwork.

4) Involving the learners

An alternative to involve learners in vocabulary learning is peer teaching. This refers to the activity where learners are teaching each other. For example, teacher asks students to exchange information in order to fill the information to be presented.

Finally, there are several roles that teacher should fulfill in order to provide an effective learning input for students. Starting from planning to testing, the activity given must suit the students' characteristic and way of learning. In presenting the vocabulary, there are steps that should be applied by teachers so that the vocabulary can remain long in students' storage.

1.2 Learner's Role

According to Nation (2008), the learners' jobs in developing vocabulary are using the language, deliberate learning, and talking control. It is important for learners to maximize using the language whenever opportunity occurred. He also emphasizes that there are two levels of difficulty learners to pass: where about 2% of the running words are unknown for meaning-focused input and where there are no unknown words for fluency development.

Secondly, the learners need to put strand of language-focused learning. For example, keeping records of how many words they have learned. This will make the words that they have learned are increased. Nation (2008) also suggests that the learners may make a light marking line in words that they have been looked up in dictionary. The next time they look the words up again, they can then deliberately learn them.

The third, learners need to be autonomous. According to Betts and Knapp (1981), autonomous learners mean one who solve problems or develop new ideas through a combination of divergent and convergent thinking and function with minimal external guidance in selected areas of endeavor. This leads autonomous learners as an independent learners who decide what to learn, make the decision about how to learn, find how to apply the learning and also how to keep motivated when they are learning.

1.3 Course Books

Recent course book debate is arising about the adequacy of topics (Reda 2003) or in-context/out-of-context word presentation (Erten and Tekin 2008). On the other hand, Thornbury (2002) suggests four factors to determine the choice of words in a course book. They are usefulness, frequency, learnability, and teachability. The further explanations are presented below.

- 1) Words are useful if they can be put to immediate use.
- 2) Words are frequently used
- 3) Words are easy to learn.
- 4) Words are easy to be demonstrated or illustrated.

The content of a coursebook includes segregated and integrated vocabulary works. In segregated vocabulary activities, words are presented in the form of lexical sets, for example, words formation, affixation or compounds. Besides, integrated vocabulary refers to the concept of text based activity. It emphasizes on the existence of pre-teaching and discussion on the general theme

of the text. This leads to two purposes for learners: to recall of known words and to create the needs for learning new, theme-related, words.

In conclusion, as stated before, a course book plays an important role as an input for students. A good course book has two classifications: based on its choice of words and how the contents are organized. An effective course book is formed based on its arrangement which is adapted from the way of students' thinking.

1.4 Vocabulary

Nunan (1999: 101) states that vocabulary is a list of target language words. Furthermore, Jackson and Amvela (2000: 11) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Schmidt (2002:580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms. From these definitions it can be concluded that vocabulary is a part of language system which is in the form of a set of lexeme that people used to communicate with others.

According to Nation (2008), vocabulary can be divided into four levels based on its frequency and range. They are high frequency words, academic words, technical words, and low frequency words.

- High frequency words. They are categorized as the most important group of words because they are needed for formal and informal occasion. These words are almost 80% of the running words in a text.
- 2) Academic words. These words are the frequently used dealing with academic purposes including academic text-books and academic articles. Coxhead (2000)

shows that many academic words are not categorized as the most frequent words of English.

- Technical words. The words in this category are commonly known for a particular area. They also occur in a special purpose.
- 4) Low frequency words. Being the opposite of high frequency words, it implies that these are words which are rarely used. The words are used in other particular areas (from one's particular area perspective).

In conclusion, students are expected to learn high frequency words. This leads to the fact that the words are frequently used in the conversation. The low frequency words are learned after high frequency words because they are rarely used in conversation. The high frequency words are important enough to deserve time in class.

2. Nation's Four Strands

The four strands proposed by Nation (2008) are functioned as a guide in planning the vocabulary teaching. There are four branch of it. They are meaning-focused input, meaning-focused output, language-focused learning and fluency development. The strands proposed a complete package on how to deliver the vocabulary starting from giving the input to testing the output. The branches are presented below.

a. Meaning-focused input

Meaning-focused input is described as learning new vocabulary through listening and reading. Krashen (1981); Newmark (1981); Taylor (1982) and Terrell (1982) see meaningful-focused as comprehension. This

strand makes the students focus on the message of the text. Typical activities to represent this type of learning are reading graded readers, listening to stories, taking part in observing negotiated dialogue in information gap activities, and receptive information transfer activities (Palmer 1980).

b. Meaning-focused output

Meaning-focused output is stressed on the contrast skill of meaning-focused output. In this strand, the knowledge of vocabulary are enriched and established through speaking and writing. Typical activities included in this strand are discussing and writing about what has just been read, doing linked-skill activities, doing reading activities and retelling.

c. Language-focused learning

Language-focused learning is the strand which enables students to make deeper understanding of the language features, general meaning of words and also how to make use of the words. Reviews by Long (1988) and Ellis (1990) argues there are some effects by using language-focused instruction to students:

- 1. The combination of language-focused instruction and meaning-focused instruction leads to better result than either kind of instruction alone.
- 2. Language-focused instruction can speed up the rate of second language acquisition.

- Language-focused instruction may help learners to continue to improve their control of grammar rather than becoming stuck with certain errors.
- Some language-focused instruction can lead directly to acquisition, depending on the kinds of items focused on.

d. Fluency development

As what Schmidt (1992: 358) underlines, the fluency development strand involves "the processing of language in real time". In this strand learners get more proficient at using vocabulary that they already know. Fluency is likely to develop by meeting these conditions. First, according to Brumfit (1984: 56-57) the activity occurred is meaning focused. Second, it involves very easy, familiar material. Third, the activities given have a focus on understanding or producing messages (Nation 2008). The last is that the activities involve repeated use.

3. Vocabulary Teaching in The School-Based Curriculum of Indonesia

Curriculum 2006, School-Based Curriculum is an operational curriculum that is arranged, developed, and implemented by school (Mulyasa, 2006:12). This type of curriculum gives authority to school to develop the teaching learning process based on their students' characteristic. Vocabulary teaching is held implicitly in School-Based Curriculum. Furthermore, vocabulary teaching is taught in context. The students acquire the vocabulary while they learn texts or utterances.

Based on School-Based Curriculum, the aim of English teaching and learning process is to achieve students' communicative competencies. Students are required to master five competencies including vocabulary which is the part of linguistic competence. By mastering vocabulary, the students are expected to be able to understand the message in reading and listening skills and also to communicate in writing or speaking skills.

In conclusion, vocabulary plays an important role for students to achieve students' communicative competencies which directly related to the aim of School-Based Curriculum. Teacher as the facilitator should facilitate students in learning vocabulary so that students can effectively use English in communication.

4. Integrated Learning in Junior High School

As the Junior High School students have to achieve the communicative competences, integrated learning appeared as an option to enhance the students' communication competence. Integrating the skills means that the students are working at the level of realistic communication.

The easiest form of integration is from receptive to productive skills. Su (2007) contends that the four skills (reading, writing, speaking, and listening) "stress all expressions of language support growth and development in literacy", and suggests that "reading and writing as well as speaking and listening should be integral parts of all language activities because all these processes interacts with one another". Thus, integrated learning is effective to be applied for Junior High School.

There are some advantages of the integrated-skill approach:

- a. Learners gain a true picture of the richness and complexity of the English language as employed for communication.
- b. The teacher can track the students' progress in multiple skills at the same time.
- Integrated learning promoted the learning of real content, not just the dissection of language forms.

In order to integrate the language skills in ESL/EFL instruction, teacher should consider their choice of instructional materials, textbooks, and technologies that promote the integration of the skills. The materials should integrate the association of syntax, vocabulary and so on. In conclusion, the appropriate materials which supporting integrated learning is needed to facilitate the students of Junior High School.

5. Context-Based Learning in Junior High School

Context-based learning is a pedagogical methodology that, in all its disparate forms, centers on the belief that both the social *context* of the learning environment and the real, concrete *context* of knowing are pivotal to the acquisition and processing of knowledge (Rose, 2009). This approach put the learning environment as the facilitator in the internalization of knowledge.

The criteria of learning based on context can be elaborated as follows: (a) Relating, it means learning should be related with the context, in order to have a meaningfulness of a riel social-life; (b) Experiencing, it means learning language, it should be emphasized on information exploration, discovery and innovation or

creativity using language in the interaction communication; (c) Applying, that's meant learning achievement or knowledge should be represented to its utilization on the human social life, in other creating human peace; (d) Cooperating, learning through interpersonal communication by utilizing socio-pragmatics, sharing by applying linguistic politeness based on ethnicity cultures; (e) Transferring, learning through utilizing knowledge in the new context and new situation (Hymes, 1974; Good & Brophy, 1990; Wardaugh, 1986).

The typical activities in building context-based learning are, for example, semantic mapping and spider map. It will improve the English vocabulary in more meaningful and effective way, which is similar to Moras's (2001) view that learning vocabularies need to be designed the relations from many aspects such as process, components, and series meaning, collocations, contexts aspects, including to be optimum the role of ICT, etc.

Related to the characteristics of teaching vocabulary to middle school students which is about making the interesting activities and developing the easy and colorful materials, by applying this concept, it will enrich the students' vocabularies to be more interesting and creative because of those principles will prepare the opportunity of the students to optimize their thinking way and creation in enlarging their own vocabularies. This approach also makes the students feel they are involved in the teaching process because the materials are connected to the reality of learners' lived experience.

6. Materials Development

6.1 Definition of Materials Development

Graves (2000: 149) assumes that materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and the objectives of the course. Similarly, Tomlinson (1998) defines materials development as anything which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood intake.

Teachers are creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course (Graves, 2000: 150). This processes of materials development aim to design materials that can effectively guide the teacher and students to hold a meaningful teaching and learning process with the appropriate level of difficulty (Richards, 2001).

Tomlinson (2008) assumes that ELT materials should be driven by principles of language acquisition and that ideally all units of material should be principled, relevant and coherent. There are some principles suggested by Tomlinson to improve materials development given to students.

a. The materials should not only focus on helping learners to become accurate and fluent but also help them to become appropriate and effective communicators as a result of placing production activities within a clearly defined context and of specifying target outcomes

- b. The materials should provide ways of helping the teacher to give outcome related feedback and of helping learners to gain information on the effectiveness of their task performance through, for example, applying evaluation criteria before, during and after production
- c. The materials should make use of visuals, of mental imaging, of inner speech and of learner prior experience to enable linguistically low level learners to participate in activities which match their intellectual and emotional maturity
- d. The materials should reduce the number of language items to be taught and learned and focus more on increasing learner exposure to language in use.
- e. The materials should provide more opportunities for extensive reading, listening and viewing
- f. The materials should include activities requiring learners to seek and explore English input in the environment outside the classroom
- g. The materials should include activities which require the learners to use English to achieve communicative outcomes outside the classroom.

6.2 Materials Evaluation

On purpose of materials evaluation for English language instruction in Indonesia context, BSNP has designed a set of instruments of textbook evaluation. The instrument covers two components in which each of the components has several subcomponents. Table 1.1 shows the further information about the instrument of text book evaluation based on BSNP.

Table 1.1 Components of Materials Evaluation (BSNP, 2006)

Aspects	Components	Subcomponents
Content	a. The relevance of the	1. Completeness
Comen	materials with the core	2. Deepness
	competences and basic	z. zopnosa
	competences	
	b. The accuracy of the	3. Social function
	materials	4. Meaning and structure
		5. Linguistic feature
	c. The supporting enabling	6. Development of science and
	skills	technology
		7. Development of life-skill
		8. Development of nationalism
Language	a. The relevance of the	9. The relevance of the
	language with students'	language with students'
	linguistic level	current cognitive
		development
		10. The relevance of the
		language with the students'
		current social and emotional
		development
	b. Communicative language	11. Comprehensible
	criteria	
	c. Cohesive and coherence	12. Cohesive
		13. Coherence
Presentation	a. Presentation technique	14. Organization
		15. Composition of each unit
	b. Instructional presentation	16. Student-centered
		17. Development of critical
		thinking
		18. Autonomous learning
		19. Self-reflection and
	a Completeness of the	assessment
	c. Completeness of the	20. Opening section 21. Main section
	presentation	
Lavout	a Layout	22. Closing section
Layout	a. Layout	23. Consistency
		24. Harmony 25. Completeness
	h Typography	•
	b. Typography	26. Font types 27. Font sizes
		28. Mistyping
	c. Illustration	29. Interesting
	c. musuation	
		30. Adding clarity

B. Review of Related Studies

Materials play a big role in supporting teaching and learning process. Therefore, there were some studies which aimed to design the materials which met the students' needs, currently used curriculum and nature of teaching English.

Rekyan (2015) conducted a research entitled Developed Culture-Based Supplementary Reading Materials for Grade Eight Students of Junior High School. The study focused on the reading skills for Curriculum 2013. The materials were categorized as "Good" because they met the students' needs and the currently used curriculum.

Abdul (2005) conducted a research entitled Teaching English Vocabulary. The study emphasized on how teaching vocabulary should be conducted for L2 learners. The researcher stated that the vocabulary instruction should involve selection, knowledge and techniques. He also gave opinion that the student should be taught on how the words were used in the context.

Both studies showed that the appropriate materials met the students' needs and the currently used curriculum. It should also be designed based on how the nature of teaching and learning English.

C. Conceptual Framework

Vocabulary teaching and learning are held successfully based on the support of teachers, learners and materials given to students. Teachers are expected to have planning, strategy, testing and teaching in order to help students acquiring the vocabulary development. On the other hand, learners are required to

be more aware of being autonomous and to maximally use the opportunities given to practice their language communication. Furthermore, the materials given, in this case is vocabulary course book, should briefly consist of the words that the students have to master based on their stage of development.

Based on the observation in SMP N 2 Srandakan, the researcher found that there is no vocabulary teaching which is held as a special program. Vocabulary has been taught implicitly. The vocabulary teaching and learning process is so monotonous and there are no materials used other than hand out. The students are asked to memorize 20 words in each meeting which would be tested in the next meeting. The handout used contains the words and its meaning. There are no examples on how the words are used in sentences. The students merely know the meaning of the words without being able to apply it right away.

On the basis of literature review, middle school students need creative and meaningful materials in order to make them enjoy learning English. English vocabulary learning book which is developed based on Nation's four strands provides the complete way in learning words starting from the use in sentences to the language focused.

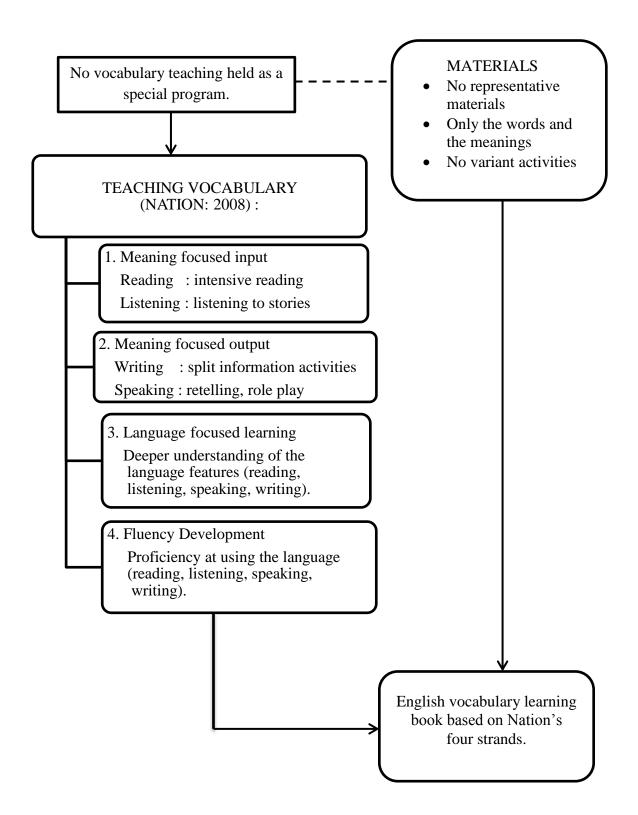


Figure 1. Conceptual Framework

D. Research Questions

To the knowledge of this study, there were limited investigations into the designing of vocabulary learning materials. This study is guided by the following questions:

- 1. What are the vocabulary learning target needs of grade eight students of Junior High School?
- 2. What are the learning needs of grade eight students of Junior High School?
- 3. What are the appropriate vocabulary learning materials for grade eight students of Junior High School?

CHAPTER III

RESEARCH METHOD

A. Model Development

The research is categorized as Research and Development (R and D). It is a strategy which includes a cycle in which a version of a product is developed, field-tested, and revised on the basis of the field-tested data (Gall and Borg, 1987: 771). The developed product was in the form of course book. Related to the background of the study, the research was aimed at designing a set of vocabulary learning material for teaching vocabulary of grade eight students of Junior High School.

B. Procedure of Development

The research procedure used in this study was adapted form the steps of course design proposed by Masuhara (in Tomlinson, 1998:247). There were five steps in designing materials according to Masuhara. They were needs analysis, goals and objectives, syllabus design, methodology or materials, and testing and evaluation. The researcher modified the model as follows.

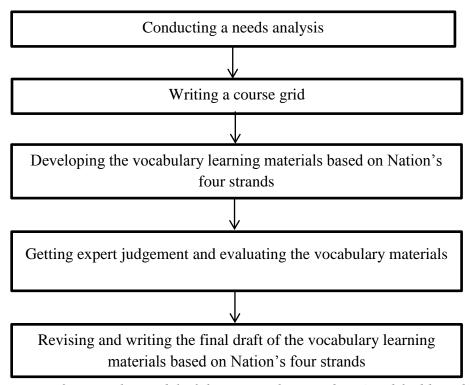


Figure 2 : The Model of the Research Procedure (modified based on Masuhara in Tomlinson 1998: 247)

The description of the steps for the research procedures is presented below.

1. Conducting needs analysis

The first step done by the researcher was conducting needs analysis. This step was aimed at obtaining the information about the students' need and interest towards English learning especially vocabulary. In the need analysis, the researcher conducted an interview to the teacher and some questionnaires to the students. The data of the needs analysis were used as a guideline in designing the vocabulary learning materials based on Nation's four strands.

2. Writing the course grid

The course grid was written based on the result of needs analysis and the recent curriculum. It contained the knowledge and the language areas that should

be mastered by the students. The course grid was functioned as the guidelines in designing the vocabulary learning materials. There were seven components in the course grid. Those were unit, basic competencies, indicators, learning materials, learning activities, time allocation and teaching kits.

3. Developing the vocabulary learning materials based on Nation's four strands

The first draft was made after the course grid writing. Three units of vocabulary learning materials based on Nation's four strands were developed. In developing the activities, the researcher combined the suggestion proposed by the lecture and teacher and theories proposed by experts.

4. Getting expert judgement and evaluating the vocabulary materials.

The first draft of the materials was evaluated by an expert. There were four indicators to be considered in evaluating the developed materials. They were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of the layout. The first evaluation was used to revise the first draft. The revised materials were called as the final draft.

Revising and writing the final draft of the vocabulary learning materials based on Nation's four strands

The first draft which had been revised then was called as the final draft. The revision of the first draft was based on the analysis of the evaluation questionnaire given to and expert and some respondents. The final product of this stage was a final draft of the vocabulary learning book based on Nation's four strands for grade eight students of Junior High School.

C. Subjects of the Research

The subjects of the research were grade seven students of SMP N 2 Srandakan. There were 25 students in the class consisting of 10 boys and 15 girls. The students learned vocabulary through memorizing vocabulary list in the module. The repeatedly used activities were examinations. A set of vocabulary learning materials helped students to learn words from finding the meaning in context to using it in making the texts. The colorful layout, varied pictures and interesting activities were also very effective to be used in the class in order to improve their understanding of vocabulary.

D. Data Collection Technique and Instrument

1. Data Collection Techniques

The data of the research were obtained through interviews and questionnaires. The data were in the forms of scores and interview transcripts. The needs analysis interview was conducted to get the teacher's vocabulary teaching and learning activities while the needs analysis questionnaires were obtained to know the students' learning needs. The evaluation questionnaires were conducted to find the information about the developed materials and also to get some opinions and suggestions from the expert judgement and the respondents.

2. Data Collection Instrument

a) Interview

The interview was taken once. The needs analysis interview aimed to get information of the preferred vocabulary teaching and the characteristics of students' English learning. Interview guidelines were made by the researcher in order to collect the required data well. The organization of the interview is presented below.

Table 2.1: The Organization of the First Interview (Needs Analysis) for Teacher

No	Aspects	Item Number	The Purposes of The Questions	References
1	Goal	1	To find out the teacher'	Graves
			opinion about vocabulary	(2000:104)
			teaching.	
2	Techniques	2, 3, 8	To find the information	Brown
			about the teacher's	(2001)
			techniques in the	
			vocabulary teaching.	
3	Input	4,5	To find the information	Nation
			about kinds of input that is	(2008: 1, 7-
			used by the teacher.	11)
				Nunan
				(2004: 47)
4	Evaluation	6,7,9	To find out the information	Richards
			about the evaluation used	(2004)
			by the teacher.	
5	Lacks	10	To find out the problems	Hutchinson
			that occurred in the	and Waters
			vocabulary teaching and	(1987: 55-
			learning process.	56)
6	Necessities	11, 12,	To find out the teacher's	Graves
		13	needs for the vocabulary	(2000: 103)
			teaching.	

b) Questionnaire

1) Needs Analysis

There were two kinds of questionnaire that were distributed in three separated times. They were the needs analysis questionnaire and the evaluation questionnaire. The first questionnaire was distributed to the grade eight students to get the information about the learners' needs of learning.

Table 2.2: The Organization of the Need Analysis Questionnaire for Students

No	Aspects	Item Number	The Purposes of The Questions	References
1	Students' profile	Part A	To find the information about students' profile	Graves (2000: 103)
2	Goal	1, 2, 13, 14, 15, 16	To find the information about the students' opinion about the importance of vocabulary, the materials, and part of speech.	Graves (2000: 103) Thornbury (2002:93) Willis (2008: 13)
3	Wants	3	To find the information about the students' expectation about the language area they want to master.	Graves (2000: 103)
4	Lacks	4,5	To find the information about the condition which made the students were unable to absorb the knowledge well.	Hutchinson and Waters (1987: 55-56)
4	Input	6, 8, 9, 10, 11, 12	To find the information about kinds of input that the students need.	Nation (2008: 1)
5	Procedure	7	To find the information about what learners will actually do with the input that forms the point of departure of the learning task.	Nunan (2004: 47-49)
6	Setting	7, 8, 9,10	To find the information of the students' preferred setting in the class.	Nunan (2004)
7	Students' Role	18,19,20	To find out the students' role of the teaching and learning process.	Nunan (2004: 64)

2) Evaluation for Expert Judgement

The second questionnaire was the evaluation questionnaire which was distributed to an expert. It was used to get the expert's opinion of the developed materials. The questions were divided into four parts. Those are the

appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of the layout.

 Table 2.3: The Organization of the Evaluation for Expert

Aspect	No	Statement	Item Number	References
Content	1	The relevance of the materials with the basic competences.	1,2,3	BSNP (2006)
	2	The accuracy of the materials (social functions, meaning and structure, and the linguistic features).	6,7,8	BSNP (2006)
	3	The development of life-skill	9,10	BSNP (2006)
Language	1	The relevance of the language with the students' current cognitive development.	11	BSNP (2006)
	2	The relevance of the language with the students' current social and emotional development.	12	BSNP (2006)
	3	Quality of the instruction	13,14	Geisert & Futrell (1995)
	4	Communicative language criteria	15,16	
Presentati on	1	Completeness of the presentation (opening, main, and closing section)	17,18	BSNP (2006)
	2	Composition of each unit	19	BSNP (2006)
	3	Instructional presentation (development of critical thinking)	20	BSNP (2006)
Layout	1	The completeness in the layout	21,22,23,2 4,30	BSNP (2006)
	2	The consistency in the layout	25,26	BSNP (2006)
	3	The appropriateness of the picture choice	27	Heinich, et al (1996)
	4	The effectiveness of the picture	28	Heinich, et al (1996)
	5	The suitability of font types in the layout	29	BSNP (2006)
	6	The attractiveness of the illustration (interesting)	30	BSNP (2006)

3) Evaluation for Respondents

Table 2.4: The Organization of the Evaluation Questionnaire for Respondents

Aspect	No	Statement	Item Number	References
Content	1	The relevance of the materials with the basic competences.	1,2,3	K13
	2	The relevance of the adequacy of the materials with the time allocation.	4	K13
Language	1	Communicative language criteria	6,7,8	BSNP (2006)
	2	Cohesive and Coherence	9	BSNP (2006)
Presentati on	1	Completeness of the presentation (opening, main, and closing section)	10,11	BSNP (2006)
	2	The relevance of the learning information with the standard of process.	12	K13
	3	The composition of each unit.	13	
Layout	1	The completeness in layout	14	BSNP (2006)
	2	The completeness in consistency	15	BSNP (2006)
	3	The appropriateness of the picture choice	16,17	Heinich, et al (1996)
	4	The effectiveness of the picture	18	Heinich, et al (1996)
	5	The effectiveness of the font	19	Heinich, et al (1996)
	6	The attractiveness of the illustration (interesting)	20	BSNP (2006)

3. Validity and Reliability of the Instruments

Construct validity was used to measure the validity of the instruments. The validity was obtained from the data of the questionnaire in which the items in the questionnaire were in accordance of the blue print. The blue print was made based on the theories proposed by some experts such as Nunan (2004), Hutchinson and Waters (1987: 55-56), Graves (2000: 103), BSNP and have been discussed with the first consultant.

Alpha Cronbach formula was used to measure the reliability of this research. There were four possible points; Very Good for 3.5 up to 4 points, Good for 3 up to 3.4 points, Poor for 2.5 up to 2.9 points, and Very Poor for 2 up to 2.4 points. The instruments were applied to the expert and the respondents. The recapitulation of the expert and the respondents' answer were made after distributing the instruments.

E. Techniques of Data Analysis

There were two types data in the research. The first was the data from the students' need analysis and the teacher's interview and the second was the data from the materials evaluation. The first data were written in the form of interview transcripts and percentages. The interview data were analyzed qualitatively while the questionnaire data were analyzed quantitatively. The percentage was obtained from the dividend of the frequency by the total of respondents which was multiplied by 100%.

$$P(\%) = \frac{f}{N} \times 100\%$$

P = percentage

F = frequency

N = total participants

100% = fix number

The second data were from the experts' and the respondents' questionnaires related to their opinion on how appropriate the developed materials were. The evaluation data were analyzed quantitatively through the descriptive statistics. The

descriptive statistics was used to present and describe the data. *Likert Scale* was used to code the data. It was consisted of 4 points. They were 4 points for Strongly Agree (SA), 3 points for Agree (A), 2 points for Disagree (D), 1 point for Strongly Disagree (SD). The data from the questionnaire were first analyzed using the formula proposed by Suharto (2005).

$$R = \frac{(Xh - Xl)}{4}$$

R = range

Xh = the highest scale Xl = the lowest scale

4 = the range of Likert Scale

The data from the *Likert Scale* then were converted into descriptive statistics. The data conversion table proposed by Suharto (2006) was used to describe the result using descriptive analysis. Below is the data conversion table.

Table 3.1 Data Conversion Table

Scale	Interval	Descriptive Category
1	$2 \le x \le 2.4$	Poor
2	$2.5 \le x \le 2.9$	Fair
3	$3 \le x \le 3.4$	Good
4	$3.5 \le x \le 4$	Very Good

The vocabulary learning materials based on Nation's four strands was accepted when the mean reached more than 2.9. If the result was 2.9 or less than it, then the book should be revised.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Result of the Development

There were five steps in designing the vocabulary learning materials for grade eight students of Junior High School. The first was conducting the needs analysis. The second was developing the course grid. The third was making the activities format. The fourth was evaluating and revising the first draft of the developed materials. The last was evaluating and revising the second draft of the vocabulary learning materials based on Nation's four strands.

1. Needs Analysis

The first step in designing the vocabulary learning materials based on Nation's four strands for grade eight students of Junior High School is conducting a needs analysis. This step is aimed to get some information about the students' preference in learning English, such as their goals, wants and lacks. It also shows the teacher's preference in teaching English. The needs analysis was conducted at SMP N 2 Srandakan.

Two instruments were used to collect the data. They were the questionnaires for the students and the interview guidelines for the teacher. In designing the instruments, there were some steps. It began with the making of the blue print based on the literature review. Then the blue print was developed into some questions. Next, the questions were evaluated by an expert. The last step was using the questionnaire and the interview guidelines.

a. Result of the Questionnaire for Grade Eight Students

The questionnaire which was distributed to the students was designed as a close-ended questionnaire. It consisted of 20 multiple choices and it was aimed to obtain the students' profile, goals, necessities, lacks. It was also intended to get their needs in learning English such as the input, the topic, the procedure, the setting, their role, and teacher's role.

The questionnaire was distributed to 25 grade eight students of SMP N 2 Srandakan. The following table shows the description of the students.

Table 4.1. Description of the Students

Number of	S	Sex		
Students	Male	Female	Age Range	
25	10	15	13-14	

1) Students Needs

a) Goals

Goal in this context may be defined as the students' general intentions behind the learning process. The questions number 1, 2, 13, 14, 15 and 16 were aimed at gaining students' opinions about the importance of the vocabulary learning and the importance of the materials used to reach the goals.

- The vocabulary teaching and learning process in the classroom.

Most of the students felt that they were not satisfied with the current vocabulary learning. However, in not a big gap of differences, there were students who argued that vocabulary learning was interesting. The following table shows the students' view about their goal in learning English vocabulary.

Table 4.2 Students' Goal in Learning English Vocabulary Learning

No	Question	Items	N	F	Percentage
1	How is the	a. very interesting	25	2	8%
	vocabulary	b. interesting	25	10	40%
		c. not interesting	25	13	52%
	learning process in the classroom?	d. very not interesting	25	-	-

- The importance of vocabulary learning

The question number 2 was aimed to know the importance of vocabulary learning for students. All of the students argued that vocabulary learning is important. In contrast, no one argued that vocabulary learning is not important. Below is the table of the result of the question number 2.

Table 4.3 The Importance of Vocabulary Learning

No	Question	Items	N	F	Percentage
2	How important is	a. very important	25	15	60%
	the vocabulary	b. quite important	25	10	40%
	learning in	c. less important	25	-	-
	English?	d. not important	25	-	-

- The attraction of vocabulary book

The question number 13 was designed to obtain the students' view about the existence of vocabulary book that contains the English materials with varied activities. Based on the table below, it can be concluded that basically the students were interested with the book.

Table 4.4 Students' Attraction towards the Vocabulary Book

No	Question	Items	N	F	Percentage
13	If there is an	a. very interested	25	9	36%
	additional	b. interested	25	16	64%
	vocabulary	c. not interested	25	-	-
	learning book	d. very not interested	25	-	-
	that contains the	-			
	English materials				
	with varies				
	activities, will				
	you be interested				
	in?				

- The importance of learning words with its part of speech and its use in sentences.

All of the students stated that it is important to learn the words with their part of speech and its use in sentences. The students realized that by doing some activities after learning particular words, it enhanced their skill in using the words. The following table shows the importance of learning words with their part of speech and their use in sentences.

Table 4.5 The Importance of Learning Words with the Part of Speech and the Use in Sentences

No	Question	Items	N	F	Percentage
14	How important is	a. very important	25	6	52%
		b. quite important	25	19	48%
	with its part of		25	-	-
	speech and its	d. not important	25	-	-
	use in sentences?	_			

- The importance of pictures, graphics, and example in vocabulary learning.

The question number 15 was aimed to collect students' opinion about the importance of pictures and graphics in vocabulary learning. All of the students

argued that pictures and examples are important to help them in learning vocabulary. In contrast, there was no student who said otherwise. The table below shows the result of the importance of pictures and graphics in vocabulary learning.

Table 4.6 The Importance of Pictures and Graphics in Vocabulary

Learning

No	Question	Items	N	F	Percentage
15	How important is	a. very important	25	6	24%
	the function of	b. quite important	25	19	76%
	pictures and	c. less important	25	1	-
	graphics in	d. not important	25	-	-
	vocabulary				
	learning?				

- The effect of the examples in vocabulary learning

Realizing the importance of the pictures and graphics, the question number 16 existed to dig up the students' opinion about vocabulary learning by providing some examples in the form of sentences. All of the students argued that by putting the vocabulary into sentences would make them easier in learning the words. In contrast, the rest stated that by putting the words into some sentences would make them difficult in learning vocabulary.

Table 4.7 The Effect of Examples in Vocabulary Learning

No	Question	Items	N	F	Percentage
16	If the vocabulary	a. very easy	25	4	16%
	was explained	b. quite easy	25	18	72%
	with its use in a	c. less easy	25	3	12%
	sentence, will	d. difficult	25	-	-
	you be easier in				
	vocabulary				
	learning?				

b) Wants

Wants in this context may be defined as the students' expectation about the language area they want to master. The question number 3 was aimed to obtain the students' expectation by learning vocabulary. In this question, students might choose more than one answer. The following table presents the students' expectations of the enhancement of vocabulary learning activities in the classroom.

Table 4.8 Students' Expectations of the Enhancement of Vocabulary

Learning Activities

No	Question	Items	N	F	Percentage
3	What are your expectations of	a. to enhance speaking skills.	25	15	60%
	the enhancement of vocabulary	b. to be able to comprehend the texts.	25	21	84%
	learning activities in the classroom?	c. to enhance writing skills.	25	3	12%
		d. to understand the meaning of the words easily.	25	20	80%

Table 4.8 shows that most of the students expected to be able to comprehend the text after vocabulary learning. Surprisingly only few of the students wanted to enhance their writing skills. The students found it was difficult to write in English.

c) Lacks

Lacks in this context may be defined as the factor that making the vocabulary learning was not effectively delivered. The questions number 4 and 5 were aimed to collect students' opinion about the effectiveness of vocabulary

teaching and learning process. In question number 4, there is no big difference between the students' opinion of the effectiveness of vocabulary teaching and learning. The result is shown on the following table.

Table 4.9 The Effectiveness of Vocabulary Teaching and Learning Process

No	Question	Items	N	F	Percentage
4	How is your	a. very effective	25	2	8%
	opinion about the	b. quite effective	25	10	40%
	effectiveness in	c. not so effective.	25	11	44%
	vocabulary	d. ineffective.	25	2	8%
	teaching and				
	learning process?				

The question number 5 was aimed to get students' opinion about how far they understand the words delivered by the teacher. Most of them argued that the instructions given by the teacher were clear. Surprisingly, in not so big gap amount, there were some students who stated that the words were not clearly taught.

Table 4.10 The Clarity of the Words Teaching and Learning

No	Question	Items	N	F	Percentage
5	How is your	a. very clear	25	-	-
	opinion about the	b. quite clear	25	14	56%
	words taught by	c. not so clear	25	11	44%
	your teacher?	d. very not clear.	25	1	-

2) Learning Needs

a) Input

Nunan (2004) defines input as the spoken, written, and visual data that learners work with in the course of completing a task. In analyzing the needs of

the students of Junior High School, input was divided into two types; materials and topic. The materials itself were divided into several types of questions.

- The materials that the students' wanted to be included in the book

The question number 6 was aimed to know the materials that the students wanted to be in the book. The students might choose more than one option. The big polling of students' preference in vocabulary learning materials fell into pictures and short stories. In contrast, articles and dialogues were the last to be chosen.

Table 4.11 The Materials that the Students' Wanted

No	Question	Items	N	F	Percentage
6	What kind of	a. short stories	25	12	48%
	vocabulary	b. dialogues	25	10	40%
	learning	c. pictures	25	17	68%
	materials do you want to have	d. articles	25	7	28%

- The easiness of the module used in the class

The question was aimed to get the students' attitude towards the current module they used whether it was easy or difficult to learn. Most of the students argued that the current module they use is easy to learn. In contrast only a few students had a bit difficulty in learning vocabulary with the module.

Table 4.12 The Easiness of the Module Used in the Class

No	Question	Items	N	F	Percentage
9	Is the currently	a. very easy	25	-	-
	used module	b. easy	25	20	76%
	easy to learn?	c. difficult	25	6	24%
		d. very difficult	25	ı	-

- The attractiveness of the module used in the class

The question number 10 was aimed to get the students' attitude towards the current book they used whether it is interesting or not. Most of the students felt that the currently used module is not interesting. In contrast, only three students stated that the module is very not interesting. No one stated that the module is interesting.

Table 4.13 The Attractiveness of the Module Used in the Class

No	Question	Items	N	F	Percentage
10	Is the currently	a. very interesting	25	1	-
	used module	b. quite interesting	25	-	-
	interesting to	c. not interesting	25	22	88%
	you?	d. very not interesting	25	3	12%

- The improvement made by using the module

The question was aimed to obtain the students' points of view about the improvement they got by using the module. Most of the students argued that there is improvement by using the module. It was because the module contains the list of the words and the meaning. In contrast, no one stated that there is no improvement by using the module.

Table 4.14 The Improvement Made by Using the Module

No	Question	Items	N	F	Percentage
11	Is the currently	a. very improving	25	8	32%
	used module	b. quite improving	25	17	68%
	improving your	c. not improving	25	0	-
	vocabulary?	d. very not improving	25	0	-

- The involvement of tasks in the module

The aim of the question number 12 is to know whether there are task to deepen the students' understanding about the words or not. From the following

table it can be concluded that there are no tasks in every unit or in the end of the module.

Table 4.15 The Involvement of Tasks in the Module

No	Question	Items	N	F	Percentage
12	Is the currently used module	a. there are tasks in every topic.	25	-	-
	including some tasks to test your	b. there are tasks in every few topics.	25	7	28%
	understanding of the words?	c. there are tasks to cover all topics.	25	-	-
		d. there are no tasks.	25	18	72%

- The topic that the students' desire

The question number 8 was aimed to get the students' opinion about the topic they want to be inserted in the book. The students may choose more than 1 option. As a result, the topics that the most of the students were interested in are school and holiday. On the other hand, the topics of sport and technology were the last to be chosen.

Table 4.16 Topic for Vocabulary Learning

No	Question		ı	Items	N	F	Percentage
8	What	kind	of	a. sports	25	8	32%
	topics	do	you	b. school	25	13	52%
	like?			c. technology	25	10	40%
				d. holiday	25	13	52%

b) Procedure

Nunan (2004) stated that procedures specify what learners will actually do with the input that forms the point of departure of the learning task. The procedures involved in the instructional process should be designed by considering the students' interest. The question number 7 was designed to get the

students' opinion about the activities they want to follow. The students may choose more than one option. The results are shown in the following table.

Table 4.17 Procedures for Vocabulary Learning

No	Question	Items	N	F	Percentage
7	What kind of	a. picture analysis	25	15	56%
	activities in	b. games	25	14	60%
	vocabulary	c. memorizing	25	6	24%
	learning do you	d. using dictionary	25	10	40%
	want to have				

From the table it can be concluded that there were only a few students who wanted to memorize words. Most of the students were interested in playing games and analyzing the pictures. Only few of the students enjoyed using dictionary.

c) Setting

Nunan (2004) stated that setting as one of the components a task refers to the classroom arrangements specified or implied in the task. The question number 17 was aimed to know the students' reference in vocabulary learning whether the task is to be carried wholly or partly outside the classroom. The following table presents the result of the question.

Table 4.18 Setting of the Vocabulary Learning

No	Question	Items	N	F	Percentage
17	When learning	a. working individually	25	8	32%
	vocabulary, what	b. working in pairs	25	10	40%
	kind of learning	c. working in small groups	25	4	16%
	style do you	d. working with the whole	25	3	12%
	prefer?	class members			

As the result, working in pairs and working individually were the most chosen options. Some students argued that by working alone, they would be more concentrated in finishing the tasks. In contrast, working with the whole class members was the least option because it took too much time.

d) Students' Role

Students' role refer to the parts that students are expected to play in carrying out the learning tasks (Nunan, 2004). There were three questions proposed. They were question number 18, 19 and 20.

- The students' intensity in learning new words

The aim of the question number 18 was to know the students' intensity in learning new words. From the following table it can be concluded that most students stated that they learn new words outside the school. There were also some students who learned new words everyday even though they were not in the school. In contrast, only a few students stated that they never learned new words outside of the school.

Table 4.19 The Students' Intensity in Learning New Words

No	Question	Items	N	F	Percentage
18	How often do	a. everyday	25	5	20%
	you learn new	b. many times	25	8	32%
	words outside	c. almost never	25	10	40%
	the school?	d. never	25	2	8%

- The students' motivation in doing the tasks

The questions number 19 was aimed to know the students' motivation in doing the task. Basically most of the students were motivated when the teacher asked them to do some tasks. About 60% of the students were very motivated while the rest were less motivated. In contrast, anyone was not very motivated to do the tasks.

Table 4.20 The Students' Motivation in Doing the Tasks

No	Question	Items	N	F	Percentage
19	If the teacher	a. highly motivated	25	15	60%
	asks you to solve	b. less motivated	25	10	40%
	the tasks, will		25	ı	-
	you be motivated	d. low motivated	25	-	-
	in solving them?				

- The students' role in solving the problems

The aim of the last question was to obtain the students' opinion of the things they would be done when they faced some problems. The table shows that students liked to ask for help from the teacher and their friends. The rest of the students would try to solve the problem by them.

Table 4.21 The Students' Role in Solving the Problems

No	Question	Items	N	F	Percentage
20	What did you do when you find	a. asking for help from teacher	25	19	76%
	some problems during learning	b. asking for help form teacher and friends	25	6	24%
	the words?	c. trying to solve the problems by yourself	25	3	12%
		d. doing nothing	25	1	-

b. The Result of the Interview with the Teacher

The interview guideline conducted for the English teacher of grade eight students of SMP N 2 Srandakan was designed after making the blue print. There were 18 questions aimed at finding the information about the technique in vocabulary teaching and learning process, the source of materials, and the teacher's opinion about the English vocabulary learning materials. The excerpt can be seen as follows.

- R : Seberapa pentingkah pembelajaran kosa kata di kelas? (How important the vocabulary learning in class?)
- T : Penting sekai, Mbak. Pengetahuan vocabulary seperti dasar dalam pembelajaran Bahasa Inggris.
 - (It is important. Vocabulary is like the key to learn English.)
- R : Bagaimana pembelajaran kosa kata di kelas?
 (How is the vocabulary teaching and learning in class?)
- T: Ya anak-anak saya berikan modul untuk difotokopi, nanti setiap pertemuan saya suruh menghafal 20 kata kemudian di pertemuan selanjutnya dites.
 - (I give the module for students to copy. In every meeting I ask them to memorize 20 words then in the next meeting I test their understanding in those 20 words.)
- R : Teknik seperti apa yang dirasa efektif dalam meningkatkan kosa kata siswa?
 - (What kind of techniques that effectively developing the students' vocabulary?)
- T : Ini mencongak seperti ini juga efektif, Mbak, anak-anak jadi belajar kosa kata di rumah.
 - (The every meeting examination is effective. The students then learn the words in their house).
- R : Bahan/ media apa yang digunakan di kelas?
 (What kind of materials do you use in class? How did you get it?)
- T : Modul, Mbak. Saya merancang sendiri kumpulkan tahap demi tahap sampai bisa terkumpul kosa kata dengan berbagai topik
 (The module. I wrote the module by myself and collected the words step by step until it covers many topics now
- R : Latihan seperti apakah yang ibu gunakan dalam menilai peningkatan kosa kata siswa? (What kind of activities do you do in assessing the student's vocabulary development?)
- T: Ulangan di tiap pertemuan, Mbak. Anak-anak diberi waktu tiga menit untuk menulis jawaban. Dan kalau ditanya anak anak bisa menjawab berarti anak-anak sudah paham kata tersebut.
 - (It was the every meeting examination. The students are given 3 minutes to answer the questions. When the teacher is asking about the meaning of certain words and the student are able to answer it, then it can be concluded that the teaching and learning are successful.
- R : Apakah siswa dituntut aktif dalam mengerjakan latihan-latihan yang ada?
 - (Are the students demanded to be active in doing the activities given?)

- T :Ya, kalau di suruh ya mau dan semangat.
 - (Yes, they are. If the students are asked, they will do it).
- R : Kosa kata seperti apakah yang diajarkan kepada siswa?

 (What kind of words are the students learnt? Is it high frequency words, low frequency words, academic words, or technical words?)
- T : *Kata-kata yang sering muncul dan sering digunakan*. (The high frequency words are learnt by the students).
- R : Apakah dalam mempelajari high frequency words siswa bisa langsung menerapkan kosa kata yang telah dipelajari?

 (When the students learn the high frequency words, did they use the words right away?)
- T : Penerapannya ya ketika pembelajaran biasa bahasa Inggris, Mbak. (They use the words when the words are occurred in the English teaching and learning process.
- R : Kesulitan apa yang terjadi dalam proses pembelajaran? Apakah dalam setiap pertemuan siswa mempelajari banyak kosa kata baru?

 (What kind of lacks happened in the teaching and learning process? Do in every meeting the students learn new words?)
- T : Kesulitan mungkin kadang nilai siswa buruk ketika ulangan kosa kata karena tidak menghafal atau sudah lupa yang dulu. Ya selalu mempelajari kosa kata baru, kadang mengulang yang lama.
 (Sometimes the result of the weekly examination is low because the students forget the previous words. The students always learn new words in every meeting. Sometimes the teacher also rewinds the previously-learnt words.)
- R : Dalam pembelajaran kosa kata di kelas apakah penting diadakan pertemuan khusus untuk meningkatkan perbendaharaan kata bagi siswa? (In the vocabulary teaching and learning process, how is your opinion if there is a special meeting which only focusing on developing the students' vocabulary?)
- T : Penting karena dengan begitu siswa bisa berkosentrasi dengan kata tertentu.
 - (I think it is important because it will make the students focus on the words on that period of time).
- R : Bagaimana Ibu memandang adanya pembelajaran khusus kosa kata (vocabulary)?
 - (How is your opinion about the special vocabulary meeting?)

- T : Bagus untuk dilaksanakan, tetapi nanti kurang waktu soalnya ada kompetensi lain yang harus dicapai.
 - (It is good but I am afraid it will cost many times. There are some competencies to cover.)
- R : Apakah pengadaan modul khusus berisi materi serta latihan soal dalam menunjang pembelajaran kosa kata efektif dalam meningkatkan perbendaharaan kata?
 - (Is it effective for the students in learning words if there is a book which contain of words and the activities to use the words right away?)
- T : Oh bagus sekali itu. Nanti siswa bisa langsung menerapkan kosa kata yang telah dipelajari baik itu menulis atau berbicara.

 (It is really good. The students will able to use the words in writing or

speaking.)

(Appendix H/Interview1)

From the excerpt above, it can be concluded that the students need English vocabulary learning materials as the course book for grade eight students of Junior High School which trains them to directly use the new words. That kind of book is not available yet. The materials which were developed based on Nation's four strands will help them to learn words starting from guessing the meaning from context to designing a simple text.

2. Course Grid

a. Planning

The next step of material development was writing a course grid. The course grid was considered as the framework to develop the materials. There were some aspects to be considered such as the result of the students' need analysis, the standard competences and the basic competences. For the result of the needs analysis, the course grid was developed by taking the highest percentage of the respondents.

The standard and basic competences of the course grid were taken from the Curriculum 2006 as the school was implementing the curriculum in their teaching and learning process. There were two standard competencies to be covered which were reading and writing; and a recount text to be learnt. The vocabulary learning materials were developed into three units which covered the words in reading and writing a recount text.

The theme of the book was chosen based on the needs analysis in which 52% of the students chose holiday and school life as the topics they were interested in. The holiday was reflected in unit one, while the school life was shown through "Camping Zone" in unit two and "Indonesia's Independence Day Celebration" in unit three.

The learning objectives of the lesson were to make students able to understand the generic structure and the language features of the recount text. The students were also expected to understand the use of some words. The indicators were listed in details after deciding the learning objectives. In every unit, there were some indicators that the students need to fulfill in order to successfully achieve the learning objectives.

There were four sub components in the learning materials. The first component was topic. The topic in unit 1 was telling the past experiences in holidays, in unit two was telling the past experiences in camping, and in unit 3 was telling the past experiences on celebrating Indonesia's Independence day.

The next components of the course grid were input text, social function, and language focus. The text was written based on the topic of each unit. The

social function of the text was to retell the past events. The language focuses in the course grid were simple past tense and past continuous tense as those two were the tenses purposed in a recount text.

b. Developing the Course Grid

The course grid was developed based on Curriculum 2006, School-based Curriculum for grade eight students of Junior High School, and the result of needs analysis. The recount text was chosen based on the standard competence and basic competence in the curriculum. There were eight main components in the course grid. There were unit, basic competence, indicators, learning materials, Nation's four strands, learning activities, time allocation and teaching kits. The components of the course grid can be seen as follows.

Table 5.1 The Components of the Course Grid

Unit	Basic Compete nce	Indicat ors	Learning Materials	Nation's Four Strands	Learning Activities	Time Allocation	Teachi ng Kits
			 Topic Input Text Social Function Language Focus 				

According to the table above, the first component was unit. There were three units written in the course grid. The units were about recount text but in the different focus area of topic and language focus. The units were developed based on the combination of basic competence and the result of needs analysis.

The second component was Basic Competence. The Basic Competence was taken from curriculum 2006 for grade eight students of Junior High School. There were three Basic Competences for reading, and two Basic Competences for writing. In reading the Basic Competence were number 5.1, 5.2 and 5.3 while in writing the Basic Competence were number 6.1 and 6.2.

The third component was the indicators. The list of indicators was developed based on the learning objectives. The indicators explained the things the students had to learn in order to successfully obtain the learning objectives. Each unit had different indicators as the learning objectives and the topic were dissimilar.

The fourth component was learning materials. There were four sub components covering the topic, the input texts, the social function, and the language focus. Because the course grid was about a recount text, the social function in each unit was same which was about retelling the past events. In contrast, the topic, the input texts, and the language focus were different from unit 1, unit 2 and unit 3.

The fifth component was Nation's four strands theory. There were four main activities designed by Nation such as meaning-focused input, meaning-focused output, language-focused learning and fluency development. Based on the theory proposed by Nation, there were four skills to be covered. However in this course grid there were only two skills to cover; reading and writing. It was because there were time allocation and the way students used to the activities to consider.

The sixth component was learning activities. The learning activities were developed based on the each stage of Nation's four strands. It covered the students need to do in the teaching and learning process. For example in the meaning-focused input, students had to read a text and answer the true/false questions about the content of the story, thicken the line of the pictures which represent the content of the story, write the meaning of some words in Bahasa Indonesia, and so on.

The next component was time allocation. The time allocation explained about the time taken by the students to do the activities. There were a certain time in each activity, for example in reading then answer true or false questions the students only got 10 minutes to complete the activity. The time allocation was determined by considering the level of difficulty of each task. The time allocation for ach unit was 4x40 minutes.

The last component of the course grid was teaching kits. The teaching kits were used to support the teaching and learning process. Most of the teaching kits used were pictures and worksheet. The teaching kits in each activity were different. For example in guessing the meaning of some words, the pictures were used while in linked-skill activity, the comic strips were used.

The components in the course grid were written to support the students in achieving the learning objectives in the lesson. Each component had its own part in making the teaching and learning process more meaningful and interesting. Therefore, the designed course grid was expected to gain the students' attention and motivation more in learning English.

c. Description of the Course Grid of English Vocabulary Learning Materials based on Nation's Four Strands

1. Unit 1: "My Colourful Holiday"

The topic of the unit 1 was telling about the past experience on holidays. In this unit students learned about recount text. There were two skills that the students need to absorb; reading and writing. The input of the texts was chosen based on the topic. The texts were "My Wonderful Trip to Jakarta", "My Holiday to Borobudur Temple" and "Our First Trip Together".

The indicators were written based on the learning objectives. The students were expected to be able to tell the content of the recount text; get the meaning of some words; identify the generic structure of a recount text; identify the verb used (tenses) in a recount text; use the words appropriately to complete a recount text; and write a simple recount text.

The learning materials contained five sub components. There were topic, input texts, social function, language focus and vocabulary. The social function of a recount text was to retell past events. The language focus of the unit 1 was the use of simple past tense. The vocabularies were went, departed, arrived, sold, bought, saw, took, began, ended, climbed and jumped.

The Nation's four strands explained the parts of vocabulary learning. The first was meaning-focused input. The activity included was doing intensive reading in which the students were asked to identify the content of the text, the social function, the generic structure and the meaning of some words. The second strand was meaning-focused output. In unit 1 the activities were using words

correctly and doing linked-skill activity. In the next branch, language-focused learning, the activities were vocabulary exercise and intensive reading where the students were asked to predict what likely follow. In fluency development, the activities were doing speed reading and 10 minutes writing.

The learning activities explained what the students do based on the Nation's four strands. For example, in intensive reading as the activity of meaning-focused input, the students read a recount text then answer the true/false questions, thicken the line of the pictures, write the meaning of some words in Bahasa Indonesia, arrange scrambled paragraph, tick the correct function of the text and draw a line to the answer.

The time allocation in unit one were decided based on the level of difficulty each task. For example in intensive reading as the activity of meaning-focused input, the time allocation for students read a recount text then answer the true/false questions were 10 minutes. It was different from the activity when students thickened the line of the pictures of the story which only cost 5 minutes because the first activity required the students to build their knowledge about the text while the second one the students had already know the text.

The teaching kits used in each part of developed materials were almost same. Most of the parts were using pictures and worksheet. The difference took place in the kinds of worksheet to use. There were the writing worksheet and the crossword game worksheet. The pictures were chosen as close as possible to the context and the words. Those media were effectively supporting the teaching and learning process.

2. Unit 2: "Camping Zone"

The topic of the unit 2 was telling about the past experience on camping. In this unit students also learned about recount text. There were two skills that the students need to absorb; reading and writing. The input of the texts was chosen based on the topic. The input texts were "A Fun Camping", "The Moon at The Camp Site" and "My Experience Living in Nature".

The indicators in the unit 2 were mostly same with the unit 1. The students were expected to be able to tell the content of the recount text; get the meaning of some words; identify the generic structure of a recount text; identify the verb used (tenses) in a recount text; use the words appropriately to complete a recount text; and write a simple recount text.

The learning materials in the unit 2 contained five sub components. There were topic, input texts, social function, language focus and vocabulary. The social function of a recount text was to retell past events. The language focus of the unit 1 was the use of past continuous tense. The vocabularies were built, explored, walked, were getting, held, sang, danced, played, packed, tasted, was sleeping, found, prepared and caught

The Nation's four strands explained the parts of vocabulary learning. The first was meaning-focused input. The activity included was intensive reading. The second strand was meaning-focused output. In unit 2 the activities were using words correctly and doing linked-skill activity. In the next branch, language-focused learning, the activities were vocabulary exercises. In fluency development, the activities were speed reading and 10 minutes writing.

The learning activities explained what the students do based on the Nation's four strands. For example, in the activity of using the words correctly of meaning-focused output, the students wrote the correct words to complete a text entitled "The Moon at The Camp Site" by the help of the pictures inside the story. In liked-skill activity, the students wrote a simple recount text based on comic strips of "My Experience of Living in Nature" that they have been read.

The time allocation in this unit was similar to the unit 1. It was decided based on the level of difficulty of each task. For example in the activity of using the words correctly of meaning-focused output, the time allocation for students writing some words to complete a recount text were 10 minutes. It was different from the activity when students wrote a simple recount text after reading the comic trip. The last activity cost 13 minutes long because it requires the students to read and then write.

The teaching kits used in unit 2 were almost same with the unit 1. Most of the parts of development were using pictures and worksheet. The difference was in the linked-skill activity. Comic strips were used in this activity. The pictures were chosen as close as possible to the context and the words. Those media were expected to support the teaching and learning process.

3. Unit 3: "Indonesia's Independence Day Celebration"

The topic of the unit 3 was telling about the past experience in celebrating Indonesia's Independence Day. It was same with unit 1 and unit 2, in the unit 3 students learned about recount text. The input of the texts was chosen based on the topic. The texts were "My First Poetry Reading Competition", "My Experience in

Celebrating Indonesia's Independence Day", "Celebrating Indonesia's Independence Day at School" and "The Futsal Competition".

The indicators in the unit 3 were almost similar to the unit 1 and two. The students were expected to be able to tell the content of the recount text; get the meaning of some words; identify the generic structure of a recount text; identify the verb used (tenses) in a recount text; use the words appropriately to complete a recount text; and write a simple recount text.

The learning materials also contained five sub components like the unit 1 and unit 2. There were topic, input texts, social function, language focus and vocabulary. The social function of a recount text was to retell past events. The language focus of the unit 3 was the use of to be in simple past tense and past continuous tense. The vocabularies were happened, organized, signed up, beat, arouse, read, was reading, finished, smiled, walked down, announced, stopped, heard, returned, congratulated and gave.

The Nation's four strands were also similar to the unit 1 and unit 2. The first was meaning-focused input. The activity included was intensive reading activities. The second strand was meaning-focused output. The difference was in the activities in which there was only doing linked-skill activity. In the next branch, language-focused learning, the activities were intensive reading and vocabulary exercise. In fluency development, the activities were speed reading and 10 minutes writing.

The learning activities explained what the students' activities in responding the Nation's four strands. For example, in language-focused learning,

for the intensive reading activity, the students wrote (S) for to be in simple past tense and for to be in past continuous tense. In vocabulary exercises, the students filled the blanks in the recount text given by listening to their teacher's pronunciation and wrote the correct words in a crossword puzzle by the help of sentence below the puzzle.

The time allocation in the unit 3 was divided similar to the unit 1 and the unit 2. It was based on the level of difficulty. For example in the vocabulary exercises for language-focused learning, the time allocation for students filling the blanks in the recount by listening to their teacher's pronunciation were 15 minutes. It was different from the activity when students wrote the correct words in a crossword puzzle which only cost 10 minutes because in the second activity there were the help of the examples and the teacher's pronunciation.

The teaching kits used in unit 3 were almost same with the unit 1 and the unit 2. Most of the parts of development were using pictures and worksheet. There were also comic strips as the media to support the teaching and learning process. By the existence of the various media, the students were expected to be more motivated in learning words.

4. Format of the Activities

a. Course grid, English Vocabulary Learning Book and Teacher's Guide

The course grid, English vocabulary learning book and the teacher's guide were developed as the teaching instruments in this research. The development of the course grid had already been presented before. As for the English learning

book, it was developed based on the result of the students' needs analysis. The book was the result of the vocabulary learning techniques based on the students' preferences.

There were many appealing pictures, alluring colours, attractive fonts, and interesting texts in the English vocabulary learning book. The course book used the school life and holidays as the theme because beside they were the students' choice, they were also related to the surroundings which was existed as the requirements in the basic competence. The book consisted of three units and 15 tasks in the unit 1 and 2; 14 tasks in the unit 3.

The format of the developed English vocabulary learning book can be seen as follows:

1. Cover of the Book

Title of the Book

Description of the Book

Name of the Author

Class

Figure 3.1: The Outline of the Cover of Student Book

2. Content of the Book

Table of Content
UNIT...
Introduction of the Unit

A. Warming Up
Task A
B. Let's Read
Task A - G
C. Lets' Write
Task A - B

D. Language Corner
Task A - C
E. Let's Be A Master
Task A- C

Figure 3.2: The Outline of the Student Book

The teacher's guide was developed as the other teaching instruments. It was designed to guide the teacher in the teaching and learning process. The teacher's guide also a helped for teacher in operating the Student Book because it consisted of the operating procedures, the instructions of the Student Book and the answer key. The format of the teacher's guide can be seen in the following table.

1. Cover of the Book

Title of the Book

Description of the Book

Name of the Author

Class

Figure 3.4: The Outline of the Cover of Teacher's Guide

2. Content of the Book

Table of Content

Standard Competences and Basic Competences

Teaching and Learning Process

UNIT...

The Procedures in Each Task

(Pictures of every task)

Answer Key

Figure 3.5: The Outline of Teacher's Guide

b. Outline of the Vocabulary Learning Book and the Teacher's Guide

1. The Outline of the Vocabulary Learning Book

Table 6.1 The Outline of the Vocabulary Learning Book

	NATION'S			
UNIT	FOUR	TASKS	ACTIVITIES	MATERIALS
01111	STRANDS	1113113		
1	a. Meaning-	- TASK A	- Read and answer the	
My	focused input	17151171	true/false questions.	
Colourf	rocused input	- TASK B	- Thicken the line of	Pictures
ul		TASK D	the pictures.	Tictures
Holiday		- TASK C	- Draw a line from the	
Tionday		- TASK C	underlined words in	
			the sentences to its	
			meaning.	
		- TASK D	- Select the paragraph	
		- TASK D	which represents the	
			generic structure	
		- TASK E	- Arrange scrambled	
		TASK L	paragraphs.	
		- TASK F	- Tick the social	
			function.	
		- TASK G	- Write the meaning of	
		TASK G	some words in Bahasa	
			Indonesia	
	b. Meaning-	- TASK A	- Write the correct	
	focused	17101171	words to fill the text.	
	output	- TASK B	- Read then select and	
	output		write down the events	
	c. Language-	- TASK A	- Read and predict	
	focused		what likely follow.	
	learning	- TASK B	- Underline the past	
	775		tense verbs.	
		- TASK C	- Find the past tense in	Worksheet
			the crossword puzzle.	
	d. Fluency	- TASK A	- Circle the words on	
	development		the list.	
		- TASK B	- Write the words in	Pictures
			Semantic Map	
		- TASK C	- Write a simple	Worksheet
			recount text.	

2. The Outline of the Teacher's Guide

Table 6.2 The Outline of the Teacher's Guide

	NATION'S			
UNIT	FOUR	TASKS	TEACHING ACTIVITIES	MATERI
UNII	STRANDS	IASKS	TEACHING ACTIVITIES	ALS
1		- TASK	- Ask the students to read and	
	a. Meaning- focused	- TASK A		
My			answer the true/false questions.	Distance
Colourf	input	- TASK	- Explain how to thicken the line	Pictures
ul		B	of the pictures.	
Holiday		- TASK	- Give the explanation on how to	
		C	draw a line from the underlined	
			words to its meaning.	
		TACIZ	- Discuss the answer together.	
		- TASK	- Give the explanation about the	
		D	generic structure and how to do	
		TI A CIZ	the task.	
		- TASK	- Ask the students to arrange	
		E	scrambled paragraphs.	D' 4
		TACIZ	- Explain the use of the picture	Pictures
		- TASK	- Guide the students to find the	
		F	correct social function.	
		- TASK	- Ask the students to write the	
		G	meaning of some words in	
			Bahasa Indonesia.	
	1 34 '	TIA CIZ	- Discuss the answer together.	
	b. Meaning-	- TASK	- Ask the students to write the	
	focused	A	correct words to fill the text.	D: -4
	output	TACIZ	- Explain the use of the picture.	Pictures
		- TASK	- Ask the students to read then	Workshe
		В	select and write down the	et
			events	
	a T	TAGE	- Discuss the answer together	
	c. Languag	- TASK	- Explain the step how to predict	
	e-focused	A	what likely follow.	
	learning	- TASK	- Give detailed information abut	
		В	simple past tense	
			- Ask the students to underline	
		TACE	the past tense verbs.	
		- TASK	- Explain the rule of the	
	d Elman	C	crossword puzzle.	Diotum
	d. Fluency	- TASK	- Explain the students that they	Pictures
	develop	A	have to circle the words on the	
	ment		listen in a given time.	

	- TASK	- Explain to the students about	Workshe
	В	the example of number one and	et
		what kind of words they have to	
		write the words in Semantic	
		Map	
	- TASK	- Give students warning about	
	C	the time allocation in writing a	
		simple recount text.	
		_	

c. Description of the Vocabulary Learning Book and the Teacher's Guide

1) Unit 1 "My Colourful Holiday"

There were four main activities in this unit. The first main activity was meaning-focused input. There were 7 activities in this part. The second main activity belonged to meaning-focused output. There were 2 activities in this chunk. The third main activity was language-focused learning. There were 3 activities in this branch. The last main activity was fluency development. There were 3 activities in this part. Therefore, there were 15 activities in the first unit.

In meaning-focused input there were 7 activities to comprehend the text. In this part students read the text as the input for vocabulary learning. The activities were reading the text and answering the true/false questions; thickening the line of the pictures; drawing a line from the underlined words in the sentences to its meaning; selecting the paragraph which represents the generic structure; arranging scrambled paragraphs; ticking the social function and the last was writing the meaning of some words in Bahasa Indonesia. The aim of those activities was making the students understand about the content of the text by focusing on the vocabularies.

There were two activities in the meaning-focused output. In this branch, the activities were designed to make the students using the words correctly. The first activity was writing the correct words to fill the text. The second activity was reading, selecting and writing down the events. It was categorized as linked-skill activity. The aim of those activities was making the students able to write the word right away after the reading activities.

The third activity was language-focused learning. There were three activities in this part. Those activities were reading and predicting what likely follow; underlining the past tense verbs and finding the past tense in the crossword puzzle. In this part some of the activities were designed for student to study about Simple Past Tense. The last two activities reflected the use of the tense. The aim of this language-focused learning was making the students able to differentiate Simple Past Tense and other tenses.

The last activity was fluency development. There were three activities in this branch. The first was circling the words on the list in the given time. The second activity was writing the words in Semantic Map. The last activity was writing a simple recount text in 10 minutes based on the words they had been written in Semantic Map. Those three activities were aimed at checking the students' understanding about the words by challenging them in speed reading and ten-minutes writing.

2) Unit 2 "Camping Zone"

There were 14 activities in this unit 2 which were separated into 4 main activities. The first main activity was meaning-focused input. In meaning-focused input there were 7 activities to comprehend the text. The activities were reading the text and answering the questions; thickening the line of the pictures; drawing a line from the underlined words in the sentences to its meaning; selecting the paragraph related to the generic structure; arranging scrambled pictures; ticking the social function and the last was writing the meaning of some words in Bahasa Indonesia. The aim of those activities was making the students understand about the content of the text by focusing on the vocabularies.

In the meaning-focused output, there were 2 activities designed. In this branch, the activities were designed to make the students able to use the words correctly. The first activity was writing the correct words to complete a text. The second activity was writing a simple recount text based on the comic strips. It was categorized as linked-skill activity. The aim of those activities was making the students able to write the word right away after the reading activities.

There were two activities in language-focused learning. Those activities were circling the sentences with Past Continuous Tense and complete sentence gaps using Past Continuous Tense by the help of pictures. In this part some of the activities were designed for student to study about Past Continuous Tense. The aim of this language-focused learning was making the students able to differentiate Simple Past Tense and Past Continuous Tense.

The last activity was fluency development. There were three activities in this branch. Those activities were circling the words out of a text in the given time; writing the words below of the pictures in Semantic Map and writing a simple recount text in 10 minutes based on the words they wrote in Semantic Map. Those three activities were aimed at checking the students' understanding about the words by challenging them in speed reading and ten-minutes writing.

3) Unit 3 "Indonesia's Independence Celebration"

There were 14 activities in the Unit 3. Compared to unit 1 and 2, the activities in the unit 3 were more challenging because there was the words' pronunciation inserted on the list of the activities. As mentioned in the unit 1 and unit 2, those activities were divided into four strands proposed by Paul Nation. There were 7 activities in meaning-focused input, an activity in meaning-focused output, 3 activities in language-focused learning, and 3 activities in fluency development.

As meaning-focused input was about text comprehension, some numbers of activities were given in this strand. There were reading and circling the true statements; thickening the line of the pictures; drawing lines from the underlined words in to its meaning; selecting the generic structure in paragraphs; arranging scrambled pictures and paragraphs; writing the social function and writing the meaning of some words in Bahasa Indonesia. Some activities were developed one level higher than unit one. For example in unit 1 the activity was arranging scrambled paragraph with the help of numbered pictures but in the unit 3 the activity was arranging scrambled paragraphs and pictures.

In the meaning-focused output, there was only one activities designed. It was to save time for the activities in the next strand which required more minutes. As mentioned in the unit 1 and unit 2, the activities in this branch was designed to make the students able to use the words correctly. The activity was writing a simple recount text based on the comic strips. The comic strips were designed based on the topic of unit 3 which was about Indonesia's Independence Day Celebration so it was different from the unit 2.

There were three activities in language-focused learning. Those activities were related to the use of To Be in Simple Past Tense and Past Continuous Tense. In this strand the activities were related to pronunciation of the words. Those activities were writing (S) for To Be in Simple Past tense and (C) for To Be in Past Continuous Tense; filling the blanks in the text by listening to the teacher's pronunciation and writing the correct words in a crossword puzzle by the help of sentence and the teacher's pronunciation. The aim of this strand was making the students able to use To Be in past tense and to differentiate the pronunciation of the words.

B. Result of Product Testing

1. Result of Expert Judgement

a. Result of the Expert Judgement of Unit 1

In the expert judgement step, there were four aspects of the materials to be evaluated. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the

appropriateness of the graphic. The following are the results of the analysis of the questionnaire for expert judgement of Unit 1.

1) The Appropriateness of the Content

The first aspect to evaluate was the appropriateness of the content of the developed materials. The following table shows the result of the analysis of the appropriateness of the content of the unit 1.

Table 7.1 The Appropriateness of the Content of the Unit 1

No	Items	Mean
1	The developed materials are in accordance with the standard competence and the basic competences stated in the Curriculum 2006 for grade VIII of Junior High School.	4
2	The developed meet the course grid.	4
3	The topics of the units of the developed materials are relevant with the grade VIII students of Junior High School's daily life.	3
4	The texts in the developed materials are relevant with the grade VIII students of Junior High School's context.	3
5	The developed materials involve the explanation about the generic structure of a text of a particular genre.	3
6	The developed materials involve the explanation about the social functions of a text of a particular genre.	3
7	The developed materials involve the explanation about the language features of a text of a particular genre.	3
8	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
9	The developed materials involve learning activities which guide the students to practice in writing in English about the daily life such as telling the past events.	2
10	The developed materials involve the activities which guide the students to develop their writing competence with the appropriate use of language.	3

Table 7.1 shows that the mean value of the appropriateness of the content of the unit 1 of the developed materials is 3.1. This value is in the range of $3 \le x \le 3.4$ which falls into the category of "Good".

2) The Appropriateness of the Language

The second aspect to evaluate was the appropriateness of the language of the developed materials. The following table shows the result of the analysis of the appropriateness of the language of the unit 1.

Table 7.2 The Appropriateness of the Language of the Unit 1

No	Items	Mean
1.1	The language of instruction and explanations in the developed	2
11	materials is in accordance with the grade VIII of Junior High School's cognitive development.	3
12	The language used in the developed materials is unambiguous and understandable by the students.	2
13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is correct in spelling.	3
15	The language used in the developed materials is communicative (easy to understand).	3
16	The developed materials consistently use one variation English.	3

Table 7.2 shows that the mean value of the appropriateness of the language of the unit 1 of the developed materials is 2.8. This value is in the range of $2.5 \le x \le 2.9$ which makes this unit, in terms of the appropriateness of the language, falls into the category of "Fair".

3) The Appropriateness of the Presentation

The third aspect to evaluate was the appropriateness of the presentation of the developed materials. The following table shows the result of the appropriateness of the presentation of the unit 1 of the developed materials.

Table 7.3 The Appropriateness of the Presentation of the Unit 1

No	Items	Mean
17	The developed materials are developed harmoniously and continuously starting from Warming Up, Let's Read, Let's Write, Language Corner, and Let's be a Master.	3
18	The arrangement of the developed materials is in accordance with the vocabulary learning strands purposed by Nation which are Meaning-focused Input, Meaning-focused Output, Language Corner, and Fluency Development.	3
19	The developed materials are designed in a balanced amount of the text and the activity.	3
20	The learning activities in the developed materials encourage the learners to creatively writing texts.	3
21	The learning objectives are stared in every unit of the developed materials.	4
22	The developed materials have summary part that provides the summary of the learning materials presented in the unit.	3
23	The texts and the pictures in the developed materials have identity such as title and the number references.	3
24	The unit of the developed materials has fun part that is relevant with the instructional process.	3

Table 7.3 shows that the mean value of the appropriateness of the language of the unit 1 of the developed materials is 3.2. This value is in the range of $3 \le x \le 3.4$ which makes this unit, in terms of the appropriateness of the presentation, falls into the category of "Good".

4) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout of the developed materials. The following table shows the results of the analysis of the appropriateness of the layout of the unit 1 of the developed materials.

Table 7.4 The Appropriateness of the Layout of the Unit 1

No	Items	Mean
25	The developed materials are printed on A4 size paper.	4
26	The layout of the developed materials is proportional.	3
27	The illustration and graphic design in the developed materials are aesthetic and functional.	3
28	The illustration in the developed materials helps to clarify the presentation of the materials.	3
29	The developed materials use the appropriate variation of fonts.	3
30	The overall design of the developed materials is visually interesting.	3

Table 7.4 shows that the mean value of the appropriateness of the layout of the unit 1 of the developed materials is 3.2. This value is in the range of $3 \le x \le 3.4$ which makes this unit, in terms of the appropriateness of the layout, falls into the category of "Good".

b. Result of the Expert Judgement of Unit 2

In the expert judgement step, there were four aspects of the materials to be evaluated. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The following are the results of the analysis of the questionnaire for expert judgement of Unit 2.

1) The Appropriateness of the Content

The first aspect to evaluate was the appropriateness of the content of the developed materials. The following table shows the result of the analysis of the appropriateness of the content of the unit 2.

Table 7.5 The Appropriateness of the Content of the Unit 2

No	Items	Mean
1	The developed materials are in accordance with the	4

	standard competence and the basic competences stated in the Curriculum 2006 for grade VIII of Junior High School.	
2	The developed meet the course grid.	4
	The topics of the units of the developed materials are	
3	relevant with the grade VIII students of Junior High	3
	School's daily life.	
	The texts in the developed materials are relevant with	
4	the grade VIII students of Junior High School's	3
	context.	
	The developed materials involve the explanation	_
5	about the generic structure of a text of a particular	3
	genre.	
	The developed materials involve the explanation	2
6	about the social functions of a text of a particular	3
	genre. The developed materials involve the explanation	
7	about the language features of a text of a particular	3
'	genre.	3
	The developed materials involve vocabulary learning	
8	tasks which are relevant with the requirement of the	3
	curriculum.	
	The developed materials involve learning activities	
9	which guide the students to practice in writing in	2
	English about the daily life such as telling the past	2
	events.	
1.0	The developed materials involve the activities which	
10	guide the students to develop their writing	3
	competence with the appropriate use of language.	

Table 7.5 shows that the mean value of the appropriateness of the content of the unit 2 of the developed materials is 3.1. This value is in the range of $3 \le x \le 3.4$ which falls into the category of "Good".

2) The Appropriateness of the Language

The second aspect to evaluate was the appropriateness of the language of the developed materials. The following table shows the result of the analysis of the appropriateness of the language of the unit 2.

Table 7.6 The Appropriateness of the Language of the Unit 2

No	Items	Mean
11	The language of instruction and explanations in the developed materials is in accordance with the grade VIII of Junior High School's cognitive development.	3
12	The language used in the developed materials is unambiguous and understandable by the students.	3
13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is correct in spelling.	3
15	The language used in the developed materials is communicative (easy to understand).	3
16	The developed materials consistently use one variation of English.	3

Table 7.6 shows that the mean value of the appropriateness of the language of the unit 2 of the developed materials is 3. This value is in the range of $3 \le x \le 3.4$ which makes this unit, in terms of the appropriateness of the language, falls into the category of "Good".

3) The Appropriateness of the Presentation

The third aspect to evaluate was the appropriateness of the presentation of the developed materials. The following table shows the result of the appropriateness of the presentation of the unit 2 of the developed materials.

Table 7.7 The Appropriateness of the Presentation of the Unit 2

No	Items	Mean
17	The developed materials are developed harmoniously and	
	continuously starting from Warming Up, Let's Read, Let's	3
	Write, Language Corner, and Let's be a Master.	
18	The arrangement of the developed materials is in accordance with the vocabulary learning strands purposed by Nation which are Meaning-focused Input, Meaning-focused Output, Language Corner, and Fluency Development.	3
19	The developed materials are designed in a balanced amount of the text and the activity.	3

20	The learning activities in the developed materials encourage the learners to creatively writing texts.	3
21	The learning objectives are stared in every unit of the developed materials.	4
22	The developed materials have summary part that provides the summary of the learning materials presented in the unit.	3
23	The texts and the pictures in the developed materials have identity such as title and the number references.	3
24	The unit of the developed materials has fun part that is relevant with the instructional process.	3

Table 7.7 shows that the mean value of the appropriateness of the language of the unit 2 of the developed materials is 3.2. This value is in the range of $3 \le x \le 3.4$ which makes this unit, in terms of the appropriateness of the presentation, falls into the category of "Good".

4) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout of the developed materials. The following table shows the results of the analysis of the appropriateness of the layout of the unit 2 of the developed materials.

Table 7.8 The Appropriateness of the Layout of the Unit 2

No	Items	Mean
25	The developed materials are printed on A4 size paper.	4
26	The layout of the developed materials is proportional.	3
27	The illustration and graphic design in the developed materials are aesthetic and functional.	3
28	The illustration in the developed materials helps to clarify the presentation of the materials.	3
29	The developed materials use the appropriate variation of fonts.	3
30	The overall design of the developed materials is visually interesting.	3

Table 7.8 shows that the mean value of the appropriateness of the layout of the unit 1 of the developed materials is 3.2. This value is in the range of $3 \le x \le 3.4$ which makes this unit, in terms of the appropriateness of the layout, falls into the category of "Good".

c. Result of the Expert Judgement of Unit 3

In the expert judgement step, there were four aspects of the materials to be evaluated. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The following are the results of the analysis of the questionnaire for expert judgement of Unit 3.

1) The Appropriateness of the Content

The first aspect to evaluate was the appropriateness of the content of the developed materials. The following table shows the result of the analysis of the appropriateness of the content of the unit 3.

Table 7.9 The Appropriateness of the Content of the Unit 3

No	Items	Mean
1	The developed materials are in accordance with the standard competence and the basic competences stated in the Curriculum 2006 for grade VIII of Junior High School.	4
2	The developed meet the course grid.	4
3	The topics of the units of the developed materials are relevant with the grade VIII students of Junior High School's daily life.	3
4	The texts in the developed materials are relevant with the grade VIII students of Junior High School's context.	3
5	The developed materials involve the explanation about the generic structure of a text of a particular genre.	3

6	The developed materials involve the explanation about the social functions of a text of a particular genre.	3
7	The developed materials involve the explanation about the language features of a text of a particular genre.	3
8	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
9	The developed materials involve learning activities which guide the students to practice in writing in English about the daily life such as telling the past events.	2
10	The developed materials involve the activities which guide the students to develop their writing competence with the appropriate use of language.	3

Table 7.9 shows that the mean value of the appropriateness of the content of the unit 1 of the developed materials is 3.1. This value is in the range of $2.51 \le x \le 3.25$ which falls into the category of "Good".

2) The Appropriateness of the Language

The second aspect to evaluate was the appropriateness of the language of the developed materials. The following table shows the result of the analysis of the appropriateness of the language of the unit 3.

Table 7.10 The Appropriateness of the Language of the Unit 3

No	Items	Mean
11	The language of instruction and explanations in the developed materials is in accordance with the grade VIII of Junior High School's cognitive development.	3
12	The language used in the developed materials is unambiguous and understandable by the students.	3
13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is correct in spelling.	3
15	The language used in the developed materials is communicative (easy to understand).	3

16	The	developed	materials	consistently	use	one	2
10	varia	tion of Engli	sh.				3

Table 7.10 shows that the mean value of the appropriateness of the language of the unit 3 of the developed materials is 3. This value is in the range of $3 \le x \le 3.4$ which makes this unit, in terms of the appropriateness of the language, falls into the category of "Good".

3) The Appropriateness of the Presentation

The third aspect to evaluate was the appropriateness of the presentation of the developed materials. The following table shows the result of the appropriateness of the presentation of the unit 3 of the developed materials.

Table 7.11 The Appropriateness of the Presentation of the Unit 3

No	Items	Mean
17	The developed materials are developed harmoniously and continuously starting from Warming Up, Let's Read, Let's Write, Language Corner, and Let's be a Master.	3
18	The arrangement of the developed materials is in accordance with the vocabulary learning strands purposed by Nation which are Meaning-focused Input, Meaning-focused Output, Language Corner, and Fluency Development.	3
19	The developed materials are designed in a balanced amount of the text and the activity.	3
20	The learning activities in the developed materials encourage the learners to creatively writing texts.	3
21	The learning objectives are stared in every unit of the developed materials.	4
22	The developed materials have summary part that provides the summary of the learning materials presented in the unit.	3
23	The texts and the pictures in the developed materials have identity such as title and the number references.	3
24	The unit of the developed materials has fun part that is relevant with the instructional process.	2

Table 7.11 shows that the mean value of the appropriateness of the presentation of the unit 3 of the developed materials is 3. This value is in the range of $3 \le x \le 3.4$ which makes this unit, in terms of the appropriateness of the presentation, falls into the category of "Good".

4) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout of the developed materials. The following table shows the results of the analysis of the appropriateness of the layout of the unit 3 of the developed materials.

Table 7.12 The Appropriateness of the Layout of the Unit 3

No	Items	Mean
25	The developed materials are printed on A4 size paper.	4
26	The layout of the developed materials is proportional.	3
27	The illustration and graphic design in the developed materials are aesthetic and functional.	3
28	The illustration in the developed materials helps to clarify the presentation of the materials.	3
29	The developed materials use the appropriate variation of fonts.	3
30	The overall design of the developed materials is visually interesting.	3

Table 7.12 shows that the mean value of the appropriateness of the layout of the unit 3 of the developed materials is 3.2. This value is in the range of $3 \le x \le 3.4$ which makes this unit, in terms of the appropriateness of the layout, falls into the category of "Good".

The average of the evaluation from the expert judgment described below.

Table 7.13 The Appropriateness of the Vocabulary Learning Book

Aspects	Score
The Appropriateness of the Content Unit 1,2,3	3.1
The Appropriateness of the Language Unit 1,2,3	2.9
The Appropriateness of the Presentation	3.1
The Appropriateness of the Layout	3.2
Total	12.3
Average	3

2. Result of the Questionnaire for the Respondents

The questionnaire distributed to some respondents was aimed finding the opinion from teacher's perspective and evaluating the teachers' guide of the English vocabulary learning book. The respondents were 10 students of English Education Department. They have the working experience as a teacher from two up to three years. There were twenty indicators in the evaluation and it consisted of four main aspects. The result of the questionnaire can be seen in the table below.

a. The Appropriateness of the Content

Table 7.14 The Appropriateness of the Content from the Respondents

No	Items	Mean
	The instructions written are in accordance with the	
1	developed materials for grade VIII of Junior High	3.7
	School.	
2	The instructions written meet the course grid.	3.4
3	The developed materials meet the time allocation.	3.3
4	The instructions written are communicative.	3.6
5	The instructions written in the teacher's guide help	2.7
3	the teacher to understand the developed materials.	3.7

Based on the table above, the mean value of the appropriateness of the content of the teacher's guide of the developed materials is 3.5. This value is

in the range of $3.25 \le x \le 4$ which makes this unit, in terms of the appropriateness of the content, falls into the category of "Very Good".

b. The Appropriateness of the Language

Table 7.15 The Appropriateness of the Language from the Respondents

No	Items	Mean
6	The language written in the instruction of teacher's guide is unambiguous in explaining the step in using the developed materials.	3.1
7	The language written in the instruction of teacher's guide is in accordance to EYD (Ejaan Yang Disempurnakan).	3.1
8	The language written in the instruction of teacher's guide is understandable.	3.3
9	The language written in the instruction of teacher's guide is cohesive and coherent.	3.1

Based on the table above, the mean value of the appropriateness of the content of the teacher's guide of the developed materials is 3.2. This value is in the range of $2.25 \le x \le 3.25$ which makes this unit, in terms of the appropriateness of the language, falls into the category of "Good".

c. The Appropriateness of the Presentation

Table 7.16 The Appropriateness of the Presentation from the Respondents

No	Items	Mean
10	The instruction in teacher's guide is in accordance to the developed materials started from Warming Up, Let's Read, Let's Write, Language Corner, and Let's be a Master.	3.3
11	There are learning objectives in the teacher's guide.	3.4
12	The instruction in teacher's guide is in accordance to Nation's Four Strands.	3.3
13	The instructions are written in text.	3.2

Based on the table above, the mean value of the appropriateness of the presentation of the teacher's guide of the developed materials is 3.3. This value is in the range of $3.26 \le x \le 4$ which makes this unit, in terms of the appropriateness of the presentation, falls into the category of "Very Good".

d. The Appropriateness of the Layout

Table 7.17 The Appropriateness of the Layout from the Respondents

No	Items	Mean
14	The teacher's guide uses the A4 size paper.	3.8
15	The layout of the teacher's guide is proportional.	3.4
16	The illustration and graphic design in the teacher's guide are aesthetic and functional.	3.2
17	The illustration and graphic design are located perfectly.	3.1
18	The illustration in the teacher's guide helps to clarify the presentation of the materials.	3.7
19	The teacher's guide use the appropriate variation of fonts.	3.3
20	The overall design of the developed materials is visually interesting.	3.2

Based on the table above, the mean value of the appropriateness of the layout of the teacher's guide of the developed materials is 3.4. This value is in the range of $3.26 \le x \le 4$ which makes this unit, in terms of the appropriateness of the layout, falls into the category of "Very Good".

The average of the evaluation from the respondents is described below.

Table 7.18 The Appropriateness of the Teacher's Guide

Aspects	Score
The Appropriateness of the Content	3.5
The Appropriateness of the Language	3.2
The Appropriateness of the Presentation	3.3
The Appropriateness of the Layout	3.4
Total	13.4
Average	3.4

The table above shows about the mean of the respondents' evaluation on the teacher's guide of English vocabulary learning book. The table consists of four aspects. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic.

C. Product Revision

The developed materials were revised after the result of the questionnaires from the expert judgement and respondents were evaluated. The revision was divided into two categories. The first revision was from the expert judgement and the second revision was from the respondents who were the students of English Education Department.

1. Revision from the Expert Judgement

In general, the expert suggested that the instruction needed to be revised in terms of the language use so that the students would not find any difficulties in understanding what the materials developer wanted to do. Then, as the revision had been made, the materials were considered as the final draft. The table 8.1 below describes the points to revise in the unit1, 2 and 3 and the revisions.

Table 8.1 Product Revision from the Expert Judgement

Unit	Parts of the Unit	Revision Point	Revision
1	Warming Up	Add the use of the words V1 in the instruction.	The explanation about the use of present verb is added to the instruction.
	Let's Read	Add "drawn from a picture to another that shows"	"drawn from a picture to another that shows" is added.

		Substitute the Task C and Task G	Task C and G is substituted.
		Show the use of recount text in daily life.	The use of recount text in daily life is added.
	Let's Write A Story	Add answer number one in task A.	The answer of number one is added.
	Language Corner	Change the font of task A.	The font is changed.
	Let's be a Master	Add table to the words.	The table is added.
2	Warming Up	Add the use of the words V1 in the instruction.	The explanation about the use of present verb is added to the instruction.
	Let's Read	Chose "fish" or "fishes" in task A.	The fishes are changed to fish.
		Change "the" to "a" in task A. Add "drawn from a picture to another that shows" in task B.	"a" is added. "drawn from a picture to another that shows" is added.
		Substitute the Task C and task G. Delete "we saw a lot of	Task C and G is substituted. "we saw a lot of
		plants" in task E.	plants" is deleted.
	Let's Write A Story	Add the relation between hot and beverages in task B.	The relation between hot and beverages is added.
	Let's be a Master	Add the explanation of "words" by doing the number one in task B.	The answer of number one is added.
3	Warming Up	Add the use of the words V1 in the instruction.	The explanation about the use of present verb is added to the instruction.
	Let's Read	Add "drawn from a picture to another that shows" in task B.	"drawn from a picture to another that shows" is added.
		Substitute the Task C and task H.	Task C and H is substituted.
		Add "jumbled paragraphs" in the instruction of task D.	The "jumbled paragraphs" is added in the instruction.

2. Revision from the Respondent

Most of the respondents suggested that the picture of the developed materials in the right side of the instructions needed to put in bigger size so that the teacher would not find any difficulties in understanding the task in the vocabulary learning book for students. Then, as the revision had been made, the materials were considered as the final draft. The table 8.2 below describes the points to revise in the unit1, 2 and 3 and the revisions.

Table 8.2 The Revision of Teacher's Guide from the Respondent

Unit	Revision Point	Revision	
	Choose between the cartoon and real life	The cartoons are matched with	
1.2.2	picture.	the cartoons while real-life	
		pictures are also in bound with	
		the real-life picture.	
1,2,3	Make the picture bigger and clear.	The bigger and clearer pictures	
		are provided.	
	Simplify the language use in the	The language use in the	
	instruction to be more effective.	instruction is simplified.	

D. Analysis of the Latest Product

The analysis of the final English vocabulary learning book is written after the developed materials revised. This part answers about the appropriateness of the English vocabulary learning book which was stated in the formulation of the problem. There are four parts to be explained such as the appropriateness of the content, the language, the presentation and the layout. The expert's and the respondents' opinions and suggestions will be used to conclude the appropriateness of the book.

1. Content

The developed materials were in accordance with standard competences, basic competences of the Curriculum 2006 and the course grid. There were two skills to cover in the book; reading and writing and a text to be learnt, a recount text. The vocabulary learning materials were developed into three units which covered the words in reading and writing a recount text.

The theme of the book was chosen based on the students' interest. They were holidays in unit 1, camping in unit 2, and Indonesia's Independence Day celebration in unit 3. The texts used in the book were based on the theme. The text were simplified to meet the students' daily experience and also to make it focusing on the some words to learn.

The collected data proved that the developed materials involved the explanation about the social functions and language features of a text which led to the effectiveness to improve the students' vocabulary learning. The book was useful for the students in comprehending a text, finding the meaning by guessing from context, and practicing to use the words right away.

2. Language

The English vocabulary learning book was provided with a systematic language structure. The collected data showed that the language use in the book were unambiguous, grammatically correct, and communicative. The developed materials effectively facilitated the students in acquiring the new words in reading and writing.

The language use in the teacher's guide was also in accordance to the correct EYD. The instructions were explained thoroughly based on the Student Book which referred to the Nation's four strands. The language was cohesive, coherent, and understandable. The teacher's guide contained of the explanation on how each step done in the Student Book.

3. Presentation

The activities in the vocabulary learning book were presented based on Nation's four strands. Lets' Read was the reflection of meaning-focused input. It contained about reading activities. Let's Write a Story was the main activity designed based on meaning-focused output. Language Corner was the reflection of language-focused learning. Let's be a Master was the main activity developed based on fluency development.

The instruction of the vocabulary learning book was above of each activity. There were also the learning objectives to begin the activities in order to give a broad knowledge on things to learn in the unit. In each unit there were resumes and fun part so that the students would not feel bored in the vocabulary learning process.

The vocabulary learning materials were completed with teacher's guide book in which there were the explanation about the teaching and learning process, the description of the instructions, the procedures of using the student book, and and the spot the teacher able to help the students. It was very easy to understand because it was written in Bahasa Indonesia.

4. Layout

The English vocabulary learning book was designed as alluring as possible in order to motivate the students to learn words. The media and the layout were designed as attractive as possible. There were many pictures and attractive graphics in the book. The pictures were chosen as close as possible to the context and the words so that the students can easily connect their imagination and the actual meaning.

There were also attractive graphics and unique design in answering the task. The different frames were chosen for the students writing their answer. There were many colours used in the graphics. The unique design could be seen in Semantic Maps activity. In the activity the students were writing their answer in round shape.

Based on the data collection in the previous point, the various fonts used in the student book and teacher's guide made the books more interesting. Both the teacher and the student would not feel bored in using the book. This condition led to the effective vocabulary teaching and learning process.

Moreover, the vocabulary learning book was designed to make the students able to use the words they had learnt right away so the book was written with the worksheet in every activity. There was no paper wastage in the teaching and learning process. Finally, it can be concluded that both the media and the design of the book facilitate the teacher and the students in the vocabulary teaching and learning process.

E. Research Constraint

In conducting the research, an obstacle occurred. The obstacle came from the external factor which was about the availability of the time. The needs analysis was conducted in the same month as the students did their semester two final exam. There was confusion whether to conduct the needs analysis of grade seven or grade eight students.

However, the obstacle was not significantly influencing the result of the product. It was decided that the needs analysis was conducted to the grade seventh of semester two. There were two factors to consider. The first was the teacher. The teaching and learning process which was observed were still running in seventh grade. The second was the little gap between the user of the developed materials and the grade seventh students who was going to be grade eight soon.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion About the Product

This research was aimed at finding out the vocabulary learning target needs, the learning needs, and the characteristics of the appropriate vocabulary learning materials for grade eight students of Junior High Schools. The conclusions were written based on the findings and the discussion.

1. Vocabulary Learning Target Needs

The vocabulary learning target needs cover the students' general intentions behind the vocabulary teaching and learning process, the students' expectation by learning vocabulary and the condition which made the students were unable to absorb the knowledge well. Those three were called as goals, wants, and lacks.

For goal, the students felt the current vocabulary learning was not interesting. There were also no activities in the module they used after learning some words. Therefore, the students found the vocabulary learning book was important. For wants, most of the students expected to be able to comprehend texts after vocabulary learning. For lacks, there were no activities in the module they used.

2. Learning Needs

The learning needs were about the students' opinion about the input, setting and students' role to attain the target situation. For the input, there were two points to be discussed. The first was about the students' opinion about the

current materials they used in vocabulary teaching. Many students stated that the module was easy to understand but not interesting enough. The second was about the materials the students desired. They wanted to learn through short stories completed with pictures. Therefore, the book was designed as interesting as possible with different short stories, many pictures, colorful graphics, and varied fonts.

For the theme, setting, and the students' role were described below. The themes students enjoyed the most were about the school life and holidays. For the setting, although most of the students liked to work in pairs, many of them also liked to work individually. Therefore, the book was not only designed for students to work individually, but also enabled the students to ask their peer. For the students' role, the students like to solve their problem by asking their teacher and friends. In conclusion, the teacher was expected to be the facilitator in the teaching and learning process.

3. Characteristics of the Appropriate Vocabulary Learning Book based on Nation's Four Strands

The developed materials were considered to be appropriate based on the result of the product testing. It was drawn from the expert and the respondents' opinion. The two examiners categorized the book and the teacher's guide as "Good". The appropriate English vocabulary learning book based on Nation's four strands should have the following criteria as presented below.

There were three units in the vocabulary learning book. They were unit 1 "My Colourful Holiday", unit 2 "Camping Zone" and unit 3 "Indonesia's

Independence Day Celebration". The units were developed based on the standard competences, basic competences and the needs analysis. Each unit consisted of 14 until 15 tasks. There were also some points to be fulfilled. They were the number of the unit, the learning objectives, warming up, let's read, let's write a story, language corner, let's be a master and picture references.

There were four main activities in the book. The first was "Let's Read". In this meaning-focused input strand the students learned how to comprehend a text starting from reading the text to guessing the meaning of some words. The second branch was meaning-focused output which reflected in "Let's Write a Story". In this strands the activities were about linked-skill activity. The next activity was "Language Corner" which was the form of the language-focused learning strand. This strand focused on the part of speech and tenses. The last activity was "Let's Be a Master" which was made based on the fluency development strand. The chunk enabled the students to use the words they had learned skillfully.

The course book was completed with the teacher's guide. There were standard operating procedure of the vocabulary book and the answer key inside the teacher's guide. The standard operating procedure was completed with many instructions written in Bahasa Indonesia to help the teacher operate the book. Moreover, there were illustrations in every instruction so that the teacher would not be confused in using the vocabulary learning book.

The developed materials were useful for the students in learning vocabulary starting from comprehending a text to writing the text with the words they have learnt. The interesting themes, good quality pictures, alluring colours

and varied fonts motivated the students in learning vocabulary. Many kinds of activities helped the students to effectively learning vocabulary from discovering it in the text to using it to write a text.

B. Recommendations of Product Use

1. Recommendation for the English Teachers

The English Teacher could use the English vocabulary learning book in the English teaching and learning process. The materials with the varied activities inside could be the input for vocabulary learning of recount text. The book which was completed with the teacher's guide could make the teacher understood the instructions clearly. The developed materials could also inspire the teacher in designing some fun activities for the student.

2. Recommendation for the Materials Developers

The materials developers should make innovation of the vocabulary learning book to be more effective in improving the students' vocabulary. They should also design the vocabulary book to be more attractive in order to maintain the students' attention longer. They could develop many new varied activities with some colourful designs in the different kinds of texts and skills to master.

3. Recommendation for the Course Book Writers

The course book writers are expected to write a good quality course book.

A good course book should be in accordance to the curriculum, completed with the teacher's guide and designed based on students' needs. The vocabulary learning book developed met those characteristics. The book was designed after

conducting needs analysis and completed with the instructions written in Bahasa Indonesia to help the teacher in using the book.

4. Recommendation for the Students of English Education Department

The students of English Education Department are the teacher candidates who are expected to become creative teacher in teaching English to students. They are also expected to always give innovation in designing the teaching and learning program which meets the students' needs. The developed vocabulary learning materials were appropriate in fulfilling the students' needs. It contained some activities and many pictures which motivate the students of Junior High School in learning words.

REFERENCES

- Anderson, J.R. 1995. *Learning and Memory: An Integrated Approach*. New York: Wiley.
- Borg, Walter R., and Meredith D.Gall. 1983. *Education Research: An Introduction*. London: Pearson Education.
- Brown, H. D. 2000. *Principles of Language Learning and Teaching: 4th Edition*. New York: Pearson Education.
- ______. Teaching by Principles: An Interactive Approach to Language Pedagogy. New York: Longman Inc.
- Good. T. L., & Brophy, J. E. 1990. Educational Psychology: A Realistic Approach. N.Y.:Longman.
- Graves, Kathleen. 2000. Designing Language Courses: A Guide for Teachers.

 Boston: Heinle & Heinle Publishers.
- Hatch, Evelyn and Hossein Farhady. 1982. Research Design and Statistics for Applied Linguistics. Massachusetts: Newburry House Publishers.
- Heinich, R. Et. al. 1996. *Instructional Media and Teachnologies for Learning*. New Jersey: Prentice Hall Inc.
- Hutchinson, Tom and Alan Waters. 1987. *English for Spesific Purposes: A learning-centered approach*. Cambridge: Cambridge University Press.
- Hymes, D. H. 1974. *Foundation in Sociolinguistics: An Ethnographic Approach*. Philadelphia: University Pennsylvania Press.
- Masuhara, H. 1998. What Do Teachers Really Want From Course Books? In B.

 Tomlinson's Material Development in Language Teaching. Cambridge:

 Cambridge University Press.
- Moras, S. 2001. *Teaching Vocabulary to Advanced Students: A Lexical Approach*.

 Brazil: Sao Carlos

- Nation, I.S.P. 2008. Teaching Vocabulary: Strategies and Techniques. USA: Heinle.
- Nelson, D. L. 2008. Context-Based Strategy for Teaching Vocabulary. ProQuest.
- Nunan, David. 1988. *Language Teaching: Syllabus Design*. Oxford: Oxford University Press.
- Richards, J. C. & Renandya, W. A. 2002. *Methodology in Language Teaching:*An Anthology of Current Practice. New York: Cambridge.
- Rose, D. E. ______ Newcastle University.
- Schmitt, N. and Schmitt, D. 1993. *Identifying and Assessing Vocabulary Learning Strategies*. Thai TESOL Bulletin 5 (4), 27-33.
- Suharto, Gregorious. 2006. *Penilaian Hasil Belajar Bahasa Inggris*. Yogyakarta: FBS UNY.
- Thornbury, Scott. 2002. How to Teach Vocabulary. Pearson Education Limited.
- Tomlinson, B. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

APPENDICES

APPENDIX A COURSE GRID

THE COURSE GRID OF DEVELOPING ENGLISH VOCABULARY LEARNING MATERIALS BASED ON NATION'S FOUR STRANDS FOR GRADE EIGHT STUDENTS OF JUNIOR HIGH SCHOOL

Name of the School : SMP N 2 SRANDAKAN

Subject : English

Class : VIII/ I

Standard Competence : 5. Understanding the meaning of a functional written text and a simple descriptive and **recount text** which are

related to the surroundings.

Unit	Basic Competence	Indicators	Learning Materials	Na	tion's 4 Strands	Learning Activities	Time Allocat ion	Teaching Kits
1	Responding to	Students are able	Topic: Telling about	1. Mo	eaning-focused input			
	the rhetorical	to:	the past experience	(R	eading - Intensive			
	meaning and	- tell the content of	on holidays.	Re	eading)			
	stages of a	the recount text.		a.	Providing some	- Students read "My Unforgettable	- 10'	- Pictures
	simple short text	- get the meaning	Input text:		interesting and	Trip to Jakarta" and answer the		and
	in an accurate,	of the words:	- My Wonderful		simplified reading	true/false questions about the		Workshe
	fluent, and	(verb)	Trip to Jakarta.		text	content of the story.		ets
	appropriate way	Went	- My Holiday to	b.	Guessing from	- Students thicken the line drawn	- 5'	- Pictures
	related to the	Departed	Borobudur Temple		context	from a picture to another that		and
	surroundings in	Arrived	- Our First Trip			shows the activities in the story.		Workshe
	the form of	Sold	Together					ets
	descriptive and	Bought		c.	Quickly giving the	- Students draw a line from the	- 7'	- Workshe
	recount text.	Saw	Social Function:		meaning (no	underlined words in the		ets
		Took	To retell past events.		dictionary use).	sentences (from "My		
		Began				Unforgettable Trip to Jakarta")		
		Ended	Language Focus:			to its meaning.		
		Climbed	- Simple Past Tense	d.	Learning about the	- Students select the paragraph	- 5'	- Workshe
		Jumped			generic structure of	which represents the generic		ets
		- identify the			a recount text.	structure of a recount text.		

of a re - Identif used (i recour - use the vocabe approp compl recour - write a	e ulary oriately to ete a nt text a simple		e. Learning the function of a recount text. f. Vocabulary learning (putting words into exercise)	 Students arrange scrambled paragraphs into the correct order by the help of picture in order. Students tick the function of recount text from the list of some function alternatives. Students write the meaning of some words in Bahasa Indonesia by the help of pictures and sentences. 	-	5' 5' 15'	-	Pictures and Workshe ets Workshe ets Picture and Workshe ets
recour	nt text.	2.	Meaning-focused output (Writing) a. Using words correctly. b. Linked-skill activities	 Students write the correct words to fill the incompleteness of the text entitled "My Holiday to Borobudur Temple" based on the picture given below the text. Students read the incomplete story of "My Holiday to Mount Merapi" then select and write down the events based on the 	-	15'	-	Pictures and Workshe ets Picture and Workshe ets
			Language-focused learning a. Intensive reading	- Students read "Our First Trip Together" and predict what likely follow by selecting from a	-	15'	-	Workshe et
			b. Doing vocabulary exercises	list of alternativesStudents underline the past tense verbs.Students find the past tense in the crossword puzzle.	-	10' 15'	-	Workshe ets Game

F	T		I									
				4.		ency development Speed Reading	-	Students circle a word out of some similar-yet-different words in a given time (50 minute for 10 numbers).	-	10'	-	Workshe ets
					b.	Ten-minutes writing	-	Students write a sentence which represents each picture in a semantic map.	-	15'	-	Picture and Workshe
							-	Students write a simple recount text by the help of the pictures above.	-	15'	-	ets Workshe ets
2	Responding to	Students are able	Topic: Telling about	1.	Μe	eaning-focused input						
	the rhetorical	to:	the past experience		-	Reading (Intensive						
	meaning and	- tell the content of	on camping.			Reading)						
	stages of a	the recount text.			a.	Providing some	-	Students read "A Fun Camping"	-	7'	-	Pictures
	simple short text	- get the meaning	Input text:			interesting and		(familiar topic) and answer the				and
	in an accurate,	of the words:	- A Fun Camping			simplified reading		questions below the text.				Worksh
	fluent, and	(verb)	- The Moon at The			text.						eets
	appropriate way	went	Camp Site		b.	Guessing from	-	Students thicken the line drawn	-	8'	-	Pictures
	related to the	arrived	- My Experience of			context		from a picture to another that				and
	surroundings in	built	Living in nature					shows the activities in the story.				Worksh
	the form of	explore .										eets
	descriptive and	were getting	Social Function:		c.	Quickly giving the	-	Students draw a line from the	-	5'	-	Worksh
	recount text.	held	To retell past events.			meaning (no		underlined words in the				eets
		sang	T T			dictionary use)		sentences (from "A Fun				
		danced	Language Focus:		al.	I samina alsout the		Camping") to its meaning.		1.52		XX7 1 1
		played	- Simple Past Tense		d.	Learning about the generic structure of		Students select the paragraphs	-	15'	-	Worksh
		packed boiled	- Past Continuous			a recount text.		which represents the generic structure of a recount text.				eets
		tasted	Tense			a recount text.		Students arrange scrambled		5'		Pictures
		was sleeping					-	paragraph into the correct order	-	3	_	and
		found						by the help of the pictures in a				Worksh
		enjoy						correct order.				eets
		- identify the			e.	Learning the	_	Students tick the function of	_	3'	_	Worksh
L	l	12011011 j tilo		<u> </u>		=======================================		Students tier the function of		3	<u> </u>	11 011011

generic structure	function of a	recount text.		eets
of a recount text.	recount text.			
- Identify the verb	f. Vocabulary	- Students write the meaning of	- 9'	- Pictures
used (tenses) in a	learning (putting	some words in Bahasa Indonesia		and
recount text.	words into	by the help of pictures and		Worksh
- use the	exercise)	sentences.		eets
vocabulary				
appropriately to	2. Meaning-focused			
complete a	output (Writing)			
recount text	a. Using words	- Students write the correct words	- 13'	- Pictures
- write a simple	correctly.	to complete a text entitled "The		and
recount text.		Moon at The Camp Site" by the		Worksh
		help of the pictures below the		eets
		story.	4.50	
	b. Linked-skill	- Students write a simple recount	- 15'	- Comic
	activities	text based on comic strips of		Strips
		"My Experience of Living in		
	a I an awara for award	Nature" that they have been		
	c. Language-focused learning	read.		
	a. Doing vocabulary	- Students circle the sentences	- 18'	- Worksh
	exercises	with past continuous tense.	- 18	- WORKSII eets
	CACICISES	- Students complete sentence gaps	- 12'	- Pictures
		using past continuous tense by	- 12	and
		the help of pictures.		Worksh
	b. Fluency development	the help of pictures.		eets
	a. Speed Reading	- Students circle three words out	- 10'	- Worksh
	a. Speed Redding	of a text in a given time (3	- 10	eets
		minutes)		CCLS
	b. Ten-minutes	- Students write a sentence which	- 15'	- Pictures,
	writing	represents each picture in a		Worksh
		semantic map.		eets
		- Students write a simple recount	- 15'	- Pictures
		text by the help of the pictures	10	Worksh
		above.		eets

3	Responding to	Students are able	Topic: Telling about	1.	Me	aning-focused input				
	the rhetorical	to:	the past experience		_	Reading (Intensive				
	meaning and	- tell the content of	on celebrating			Reading)				
	stages of a	the recount text.	Indonesia's		a.	Providing some	- Students read "My First Poetry	_	15'	- Pictures
	simple short text	- get the meaning	Independence day.			interesting and	Reading Competition" (familiar			and
	in an accurate,	of the words:				simplified reading	topic) and circle the true			Workshe
	fluent, and	(verb)	Input text:			text.	statements.			ets
	appropriate way	happened	- My First Poetry		b.	Guessing from	- Students make lines of the	-	10'	- Pictures
	related to the	organized	Reading			context	pictures which represent the			
	surroundings in	signed up	Competition				content of the story.			
	the form of	beat	- My Experience in		c.	Quickly giving the	- Students draw a line from the	-	15'	- Workshe
	descriptive and	arouse	Celebrating			meaning (no	underlined words in the			ets
	recount text.	read	Indonesia's			dictionary use)	sentences (from "My First			
		was reading	Independence Day				Poetry Reading Competition") to			
		finished	- Celebrating				its meaning			
		smiled	Indonesia's		d.	Learning about the	- Students select the jumbled	-	5'	- Workshe
		walked down	Independence Day			generic structure of	paragraphs which represent the			ets
		announced	at School			a recount text.	generic structure of a recount			
		stopped	- The Futsal				text.			- Workshe
		heard	Competition				- Students arrange scrambled	-	5'	ets
		returned					paragraphs into the correct order			- Pictures
		congratulated	Social Function:				- Students arrange scrambled	-	3'	
		gave	To retell past events.			w .a	pictures into the correct order.			- Workshe
		- identify the			e.	Learning the	- Students write the function of	-	4'	ets
		generic structure				function of a	recount text.			.
		of a recount text.	Language Focus:		c	recount text.			0.1	- Pictures
		- Identify the verb	- Simple Past Tense		f.	Vocabulary	- Students write the meaning of	-	8'	and
		used (tenses) in a	- Past Continuous			learning	some words in Bahasa Indonesia			Workshe
		recount text.	Tense				by the help of pictures and			ets
		- use the		2.	Ma	aning-focused	sentences.			
		vocabulary		۷.		put (Writing)				Wasteste e
		appropriately to complete a				Using words	- Students write the correct words		15'	- Workshe
		recount text			a.	correctly.		-	15	ets
		- write a simple				correctly.	to complete a text entitled "The Last Day of Indonesia's			
		- write a simple					Last Day of illuollesia s			

recount text.			Independence day Celebration in		
recount text.			My Village" by the help of the		
			present tense of the verbs.		- Comic
		b. Linked-skill	*	- 15'	
		activities	- Students write a simple recount	- 13	strips
		activities	text based on comic strips of		
			"My Experience in Celebrating		
		I f 1	Indonesia's Independence Day"		
	3.	c	that they have been read.		
		learning	C. 1 . C11.1 11 1	1.50	A 1'
		a. Giving deliberate	- Students fill the blanks in	- 15'	- Audio
		attention to spelling	"Celebrating Indonesia's		and
			Independence Day at School" by		Workshe
			listening to their teacher's		ets
		h Wasahulam	pronunciation.	102	XX 711
		b. Vocabulary exercises	- Students write (S) for to be in	- 10'	- Workshe
		exercises	simple past tense and for to be in		ets
			past continuous tense	1.7.	C
			- Students write the correct words	- 15'	- Crosswor
			in a crossword puzzle by the		d puzzle
			help of sentence below the		
			puzzle and their teacher's		
	4.	Fluency development	pronunciation.		
	7.	a. Speed Reading	- Students read and scan a three	- 10'	- Pictures
		a. Speed Reading	paragraph of "The Futsal	- 10	and
			Competition" for finding the		Workshe
			words pronounced by the teacher		ets
			(in a given time 1 minute for a		CIS
			word).		
		b. Ten-minutes	- Students label the pictures then	- 20'	- Pictures
		writing	write short, personal note of how	20	and
		,,,,,,,,,,	they spend their Indonesia		Workshe
			Independence Day to a friend		ets
			(on post card) by the help of		Cls
			some pictures in a semantic map.		
			some pictures in a semantic map.		

APPENDIX B THE INSTRUMENT OF THE NEEDS ANALYSIS

ANGKET UNTUK SISWA

A. DATA SISWA

Isilah data di bawah ini sesuai dengan identitas adik-adik.

Nama :
Umur :
Jenis Kelamin :

B. POTENSI SISWA

Di bagian ini, adik-adik akan diberikan beberapa pertanyaan yang berhubungan dengan pembelajaran kata baru (vocabulary). Adik-adik diminta untuk memilih salah satu jawaban pada setiap pertanyaan yang diberikan sesuai dengan apa yang adik-adik rasakan dengan cara memberikan **tanda silang** (x) pada huruf a, b, c, atau d, kecuali pada nomor tertentu (Adik-adik diperbolehkan untuk memilih lebih dari satu)

- 1. Menurut adik-adik, bagaimana pembelajaran bahasa Inggris, khususnya kata baru (vocabulary) di kelas?
 - a. Pembelajaran bahasa Inggris, kosa kata (vocabulary) sudah sangat menarik.
 - b. Pembelajaran bahasa Inggris, kosa kata (vocabulary) sudah menarik.
 - c. Pembelajaran bahasa Inggris, kosa kata (vocabulary) tidak menarik.
 - d. Pembelajaran bahasa Inggris,, kosa kata (vocabulary) sangat tidak menarik.
- 2. Menurut adik-adik, seberapa pentingkah mempelajari kata baru (vocabulary) dalam bahasa Inggris?
 - a. Sangat penting
 - b. Cukup penting
 - c. Kurang penting
 - d. Tidak penting
- 3. Dengan banyak mengetahui kata baru dalam bahasa Inggris, peningkatan kemampuan apa yang adik-adik harapkan?*(boleh memilih lebih dari satu)
 - a. Dapat meningkatkan kelancaran dalam berbicara bahasa Inggris.
 - b. Dapat memahami tujuan atau maksud sebuah teks dalam bahasa Inggris.
 - c. Dapat meningkatkan kemampuan menulis dalam bahasa Inggris.

- d. Dapat mempermudah mengartikan maksud dalam ucapan bahasa Inggris.
- 4. Bagaimana keefektifan belajar kata baru saat ini dalam meningkatkan pemahaman adik-adik?

a. Sangat efektif

c. Kurang efektif

b. Cukup efektif

d. Tidak efektif

- 5. Apakah menurut adik-adik ibu guru sudah cukup jelas menjelaskan tentang kata baru?
 - a. Sangat jelas
 - b. Cukup jelas
 - c. Kurang jelas
 - d. Tidak jelas
- 6. Bahan pembelajaran apakah yang paling adik-adik inginkan dalam pembelajaran kata baru bahasa Inggris? *(boleh memilih lebih dari satu)
 - a. Cerita pendek
 - b. Teks dialog dan monolog
 - c. Gambar
 - d. Berita / artikel koran
- 7. Aktifitas pembelajaran kata baru (vocabulary) yang adik-adik sukai adalah *(boleh memilih lebih dari satu)
 - a. Menganalisa dengan gambar.
 - b. Permainan.
 - c. Menghafal.
 - d. Mencari arti dalam kamus.
- 8. Menurut adik-adik, topik apakah yang adik-adik sukai dalam pembelajaran kata baru bahasa Inggris? *(boleh memilih lebih dari satu)
 - a. Topik yang berhubungan dengan kesehatan (olah raga, hidup sehat, berkebun, dsb)
 - b. Topik yang berhubungan dengan kehidupan sekolah (berkemah, lomba, dsb)
 - c. Topik yang berhubungan dengan teknologi (pemakaian internet, handphone, dsb)
 - d. Topik yang berhubungan dengan liburan (piknik, mendaki, dsb)

- 9. Bagaimana pendapat adik-adik mengenai belajar kata baru menggunakan kamus?
 - a. Sangat mudah
 - b. Mudah
 - c. Sulit
 - d. Sulit sekali
- 10. Apakah modul yang digunakan dalam belajar kata baru (vocabulary) di dalam kelas sudah cukup menarik?
 - a. Sangat menarik
 - b. Cukup menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 11. Apakah modul yang digunakan dalam belajar kata baru (vocabulary) di dalam kelas sudah meningkatkan kemampuan penguasaan kosa kata adik-adik?
 - a. Sangat meningkatkan penguasaan kosa kata
 - b. Cukup meningkatkan penguasaan kosa kata
 - c. Tidak meningkatkan penguasaan kosa kata
 - d. Sangat tidak meningkatkan penguasaan kosa kata
- 12. Apakah modul yang digunakan dalam belajar kata baru (vocabulary) di dalam kelas berisi latihan-latihan soal yang bisa meningkatkan pemahaman tetang kosa kata?
 - a. Terdapat latihan soal di setiap topik kata-kata
 - b. Terdapat latihan soal setiap dua topik kata-kata
 - c. Terdapat latihan soal pada akhir modul yang menanyakan tentang semua topik
 - d. Tidak terdapat latihan soal
- 13. Menurut adik-adik jika ada buku tambahan untuk belajar kata baru yang di dalamnya terdapat berbagai macam latihan soal, apakah adik lebih terratik untuk untuk belajar?
 - a. Sangat tertarik
 - b. Cukup tertarik
 - c. Tidak tertarik
 - d. Sangat tidak tertarik

- 14. Menurut adik-adik, seberapa pentingkah memahami sebuah kata beserta jenis kata tersebut dan penerapan dalam kalimat,?
 - a. Sangat penting
 - b. Penting
 - c. Tidak penting
 - d. Sangat tidak penting
- 15. Menurut adik-adik, seberapa pentingkah fungsi gambar dan berbagai bentuk grafik dalam belajar kata baru?
 - a. Sangat penting
 - b. Cukup penting
 - c. Kurang penting
 - d. Tidak penting
- 16. Apabila sebuah kata baru (vocabulary) dijelaskan dalam contoh penggunaannya dalam kalimat, apakah akan mempermudah adik adik dalam mempelajari kata baru (vocabulary)?
 - a. Sangat mempermudah
 - b. Mempermudah
 - c. Kurang mempermudah
 - d. Tidak mempermudah
- 17. Cara belajar seperti apakah yang adik-adik lebih suka lakukan?
 - a. Sendiri
 - b. Berpasangan
 - c. Berkelompok
 - d. Melibatkan semua
- 18. Seberapa sering adik-adik belajar kata baru di luar sekolah?
 - a. Setiap hari
 - b. Kadang-kadang
 - c. Jarang
 - d. Tidak pernah
- 19. Jika ada perintah dari ibu guru untuk mengerjakan soal latihan apakah yang adik-adik lakukan?
 - a. Dengan semangat langsung mengerjakan
 - b. Biasa saja mengerjakan
 - c. Malas mengerjakan
 - d. Tidak mengerjakan

- 20. Apabila adik-adik merasa kesulitan dalam mengerjakan tugas yang diberikan guru, apakah adik-adik akan mencari jawaban dengan bertanya kepada guru, bertanya kepada guru dan teman, mencari jawaban sendiri atau tidak melakukan apa-apa?
 - a. bertanya kepada guru
 - b. bertanya kepada guru dan teman
 - c. mencari jawaban sendiri
 - d. tidak melakukan apa-apa

APPENDIX C THE RESULT OF THE NEEDS ANALYSIS

Result of the Needs Analysis

No	Question	Items	N	F	Percentage
1	How is the	a. very interesting	25	2	8%
	vocabulary	b. interesting	25	10	40%
	teaching and	c. not interesting	25	13	52%
	learning process in the classroom?	d. very not interesting	25	-	-
2	How important is	a. very important	25	15	60%
	the vocabulary	b. quite important	25	10	40%
	learning in	c. less important	25	-	-
	English?	d. not important	25	-	-
3	What are your expectations of the	a. to enhance speaking skills.	25	15	60%
	enhancement of vocabulary	b. to be able to comprehend the texts.	25	21	84%
	learning activities in the classroom?	c. to enhance writing skills.	25	3	12%
		d. to understand the meaning of the words easier.	25	20	80%
4	How is your	a. very effective	25	2	8%
	opinion about the	b. quite effective	25	10	40%
	effectiveness in	c. not so effective.	25	11	44%
	vocabulary teaching and learning process?	d. ineffective.	25	2	8%
5	How is your	a. very clear	25	-	-
	opinion about the	b. quite clear	25	14	56%
	words taught by	c. not so clear	25	11	44%
	your teacher?	d. very not clear.	25	_	-
6	What kind of	a. short stories	25	12	48%
	vocabulary	b. dialogues	25	10	40%
	learning materials	c. pictures	25	17	68%
	do you want to have	d. articles	25	7	28%
7	What kind of	a. picture analysis	25	15	56%
	activities in	b. games	25	14	60%
	vocabulary	c. memorizing	25	6	24%
	learning do you want to have	d. using dictionary	25	10	40%
8	What kind of	a. sports	25	8	32%
	topics do you	b. school	25	13	52%

	like?	c. technology	25	10	40%
	iiic.	d. holiday	25	13	52%
9	Is the currently	a. very easy	25	-	-
	used module easy	b. easy	25	20	76%
	to learn?	c. difficult	25	6	24%
		d. very difficult	25	-	-
10	Is the currently	a. very interesting	25	_	_
	used module	b. quite interesting	25	_	_
	interesting to you?	c. not interesting	25	22	88%
	· ·	d. very not interesting	25	3	12%
11	Is the currently	a. very improving	25	8	32%
	used module	b. quite improving	25	17	68%
	improving your	c. not improving	25	0	-
	vocabulary?	d. very not improving	25	0	_
12	Is the currently used module	a. there are tasks in every topic.	25	-	-
	including some tasks to test your	b. there are tasks in every few topics.	25	7	28%
	understanding of the words?	c. there are tasks to cover all topics.	25	-	-
		d. there are no tasks.	25	18	72%
13	If there is an	a. very interested	25	9	36%
	additional	b. interested	25	16	64%
	vocabulary	c. not interested	25	-	-
	learning book that contains the English materials with varies activities, will you be interested in?	d. very not interested	25	-	-
14	How important is	a. very important	25	6	52%
	learning words	b. quite important	25	19	48%
	with its part of	c. less important	25	_	
	speech and its use in sentences?	d. not important	25	-	-
15	How important is	a. very important	25	6	24%
	the function of	b. quite important	25	19	76%
	pictures and	c. less important	25	-	-
	graphics in vocabulary learning?	d. not important	25	-	-
1.0	If the vocabulary	a. very easy	25	4	16%
16	•		25	18	72%
16	was explained	i D. dillie easv	/. 1		
16	was explained with its use in a	b. quite easy c. less easy	25	3	12%

	be easier in vocabulary learning?				
17	When learning	a. working individually	25	8	32%
	vocabulary, what	b. working in pairs	25	10	40%
	kind of learning style do you	c. working in small groups	25	4	16%
	prefer?	d. working with the whole class members	25	3	12%
18	How often do you	a. everyday	25	5	20%
	learn new words	b. many times	25	8	32%
	outside the	c. seldom	25	10	40%
	school?	d. never	25	2	8%
19	If the teacher asks	a. very motivated	25	15	60%
	you to solve the	b. less motivated	25	10	40%
	tasks, will you be	c. not motivated	25	-	-
	motivated in solving them?	d. very not motivated	25	-	-
20	What did you do when you find	a. asking for help from teacher	25	19	76%
	some problems during learning	a. asking for help form teacher and friends	25	6	24%
	the words?	b. trying to solve the problems by yourself	25	3	12%
		c. doing nothing	25	-	-

APPENDIX D THE INSTRUMENT OF THE BOOK EVALUATION

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS UNTUK SISWA SMP KELAS VIII (BUKU GURU)

A.	IDENTITAS	RESP	ONDEN							
	Nama	:								
	Jenis Kelamii	n : L / F	: L/P (Coret yang tidak sesuai)							
	Pekerjaan	:								
	Pendidikan	:()	D3 () S1 () S2 ()S3							
	Lama Bekerja	a:								
В.		centan	RI PEMBELAJARAN g (√) pada salah satu kolom SS/ S/ TS/ STS yang sesuai dengar							
	Keterangan	:								
		SS	: Sangat Setuju							
		S	: Setuju							
		TS	: Tidak Setuju							
		STS	: Sangat Tidak Setuju							

- Kelayakan Isi

No	Pernyataan	SS	S	TS	STS
1	Penjelasan materi yang dikembangkan sesuai dengan Standar Kompetensi dan Kompetensi Dasar Kurikulum				
	KTSP 2006.				
2	Penjelasan materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> materi.				
3	Kecukupan materi ditinjau dari alokasi waktu sudah sesuai.				
4	Penjelasan materi pembelajaran komunikatif.				
5	Buku guru memuat penjelasan yang membantu dalam pemahaman materi.				
Lain-	lain				

- Kelayakan Bahasa

No	Pernyataan	SS	S	TS	STS
6	Bahasa yang digunakan dalam penjelasan mengenai				
	instruksi pembelajaran jelas tidak berbelit-belit.				

7	Bahasa yang digunakan dalam penjelasan mengenai		
	instruksi pembelajaran menggunakan Ejaaan Yang		
	Disempurnakan (EYD) dengan baik dan benar.		
8	Bahasa yang digunakan dalam penjelasan mengenai		
	instruksi pembelajaran mudah dimengerti.		
9	Bahasa yang digunakan runtut dan saling		
	berkesinambungan.		
Lain-	lain		

- Kelayakan Penyajian

No	Pernyataan	SS	S	TS	STS
10	Buku guru memuat instruksi secara runtut dan				
	berkesinambungan dimulai dari Warming Up, Let's Read, Let's Write, Language Corner, dan Let's be a Master.				
11					
11	Buku guru dilengkapi dengan pernyataan tujuan pembelajaran.				
12	Buku guru sudah sesuai dengan langkah-langkah				
	pembelajaran Meaning-focused Input, Meaning-focused				
	Output, Language-focused learning, dan Fluency				
	development.				
13	Penjelasan materi disajikan dalam bentuk teks, kegiatan				
	pembelajaran yang seimbang.				
Lain-	lain				

- Kelayakan Grafis

No	Pernyataan	SS	S	TS	STS
14	Buku guru dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
15	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proposional.				
16	Ilustrasi dan karya grafis dalam buku guru bersifat aestetis dan fungsional.				
17	Penempatan ilustrasi dan karya grafis dalam buku guru sudah sesuai				
18	Ilustrasi dalam buku guru membantu memperjelas penyajian materi.				
19	Buku menggunakan jenis huruf yang variatif sehingga menarik.				
20	Keseluruhan desain visual materi menarik.				
Lain-	lain				

C. TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN Tuliskan jawaban Anda pada tempat yang telah disediakan 1. Secara umum, bagaimana pendapat Anda tentang buku guru yang telah disusun? 2. Menurut Anda, apakah kekurangan dari buku guru yang telah disusun? 3. Apakah saran Anda untuk memperbaiki buku guru yang telah disusun?

APPENDIX E THE RESULT OF THE BOOK EVALUATION

The Result of the Book Evaluation

No	Items	Mean
1	The instructions written are in accordance with the developed materials for grade VIII of Junior High School.	3.7
2	The instructions written meet the course grid.	3.4
3	The developed materials meet the time allocation.	3.3
4	The instructions written are communicative.	3.6
5	The instructions written in the teacher's guide help the teacher to understand the developed materials.	3.7
6	The language written in the instruction of teacher's guide is unambiguous in explaining the step in using the developed materials.	3.1
7	The language written in the instruction of teacher's guide is in accordance to EYD (Ejaan Yang Disempurnakan).	3.1
8	The language written in the instruction of teacher's guide is understandable.	3.3
9	The language written in the instruction of teacher's guide is cohesive and coherent.	3.1
10	The instruction in teacher's guide is in accordance to the developed materials started from Warming Up, Let's Read, Let's Write, Language Corner, and Let's be a Master.	3.3
11	There are learning objectives in the teacher's guide.	3.4
12	The instruction in teacher's guide is in accordance to Nation's Four Strands.	3.3
13	The instructions are written in text.	3.2
14	The teacher's guide uses the A4 size paper.	3.8
15	The layout of the teacher's guide is proportional.	3.4
16	The illustration and graphic design in the teacher's guide are aesthetic and functional.	3.2
17	The illustration and graphic design are located perfectly.	3.1
18	The illustration in the teacher's guide helps to clarify the presentation of the materials.	3.7
19	The teacher's guide use the appropriate variation of fonts.	3.3
20	The overall design of the developed materials is visually interesting.	3.2

Aspects	Score
The Appropriateness of the Content	3.5
The Appropriateness of the Language	3.2
The Appropriateness of the Presentation	3.3
The Appropriateness of the Layout	3.4
Total	13.4
Average	3.4

APPENDIX F THE INSTRUMENT OF EXPERT JUDGEMENT

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS UNTUK SISWA SMP KELAS VIII

Α.	IDENTITAS	RESP	ONDEN
	Nama	:	
	Jenis Kelamir	n : L / F	(Coret yang tidak sesuai)
	Pekerjaan	:	
	Pendidikan	:()]	D3 () S1 () S2 ()S3
	Lama Bekerja	ı:	
В.		centan	RI PEMBELAJARAN g ($\sqrt{\ }$) pada salah satu kolom SS/ S/ TS/ STS yang sesuai dengar
	Keterangan	:	
		SS	: Sangat Setuju
		S	: Setuju
		TS	: Tidak Setuju
		STS	: Sangat Tidak Setuju

UNIT 1

MY COLOURFUL HOLIDAY

- Kelayakan Isi

No	Pernyataan	SS	S	TS	STS
1	Materi yang dikembangkan sesuai dengan Kompetensi Dasar Kurikulum KTSP 2006.				
2	Materi pembelajaran yang dikembangkan sesuai dengan course grid.				
3	Topik unit mater pembelajaran relevan dengan konteks kehidupan siswa kelas VIII SMP.				
4	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa Sekolah Menengah Pertama.				
5	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7	Materi pembelajaran mencakup pembelajaran tentang fitur lingistik sebuah teks.				
8	Materi pembelajarn mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum.				
9	Materi yang dikembangkan mencakup bimbingan yang membantu siswa berlatih komunikasi dalam bahasa				

	Inggris dengan konteks kehidupan sehari-hari seperti		
	menceritakan pengalaman yang lalu.		
10	Materi pembelajaran yang dikembangkan mencakup		
	aktifitas yang menuntun siswa mengembangkan		
	kompetensi secara tertulis dengan bahasa yang akurat dan		
	berterima.		
Lain-	lain		

- Kelayakan Bahasa

No	Pernyataan	SS	S	TS	STS
11	Bahasa yang digunakan dalam penjelasan dan instruksi				
	sesuai dengan tingkat perkembangan kognitif siswa.				
12	Bahasa yang digunakan dalam materi pembelajaran yang				
	dikembangkan jelas dan dapat dipahami peserta didik.				
13	Bahasa yang digunakan dalam materi pembelajaran sesuai				
	dengan tata bahasa Inggris yang benar (grammatical).				
14	Bahasa yang digunakan menggunakan ejaan (spelling)				
	yang benar dan tepat.				
15	Bahasa Pesan atau materi yang disajikan dalam satu				
	bagian/bab/subbab/paragraf kalimat mencerminkan				
	keruntutan penyampaian makna.				
16	Bahasa uang digunakan dalam materi pembelajaran bahasa				
	Inggris konsisten menggunakan satu variasi bahasa				
	Inggris.				
Lain-	lain				

- Kelayakan Penyajian

No	Pernyataan	SS	S	TS	STS
17	Materi yang disajikan secara runtut dan berkesinambungan				
	dimulai dari Warming Up, Let's Read, Let's Write,				
	Language Corner, dan Let's be a Master.				
18	Materi pembelajaran sudah sesuai dengan langkah-langkah				
	pembelajaran Meaning-focused Input, Meaning-focused				
	Output, Language-focused learning, dan Fluency				
	development.				

19	Materi disajikan dalam bentuk teks, kegiatan pembelajaran			
	yang seimbang.			
20	Aktivitas pembelajaran dalam materi yang dikembangkan		ı	
	mendorong siswa untuk melakukan kegiatan komunikatif		1	
	secara lisan dan tulis atau prakarsa sendiri secara kreatif		1	
	dan kritis.			
21	Materi dilengkapi dengan pernyataan tujuan pembelajaran.			
22	Dalam tiap materi dilengkapi dengan ringkasan materi			
	yang disajikan dalam satu unit tersebut.			
23	Teks dan gambar mempunyai identitas seperti judul,			
	nomor dan rujukan.		i	
24	Dalam materi dilengkapi dengan fun part yang relevan			
	dengan proses pembelajaran.		1	
Lain-	lain			

- Kelayakan Grafis

No	Pernyataan	SS	S	TS	STS
25	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
26	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proposional.				
27	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat aestetis dan fungsional.				
28	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
29	Materi pembelajaran menggunakan jenis huruf yang variatif sehingga menarik.				
30	Keseluruhan desain visual materi menarik.				
Lain-	lain			•	

C. TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

I u	liskan Jawaban Anda pada tempat yang telah disediakan
1.	Secara umum, bagaimana pendapat Anda tentang materi yang telah disusun?

	Menurut Anda, apakah kekurangan dari materi yang telah disusun?		
3.	Apakah saran Anda untuk memperbaiki materi yang telah disusun?		

APPENDIX G THE RESULT OF EXPERT JUDGEMENT

The Result of Expert Judgement

No	Items	Mean
1	The developed materials are in accordance with the standard competence and the basic competences stated in the Curriculum 2006 for grade VIII of Junior High School.	4
2	The developed meet the course grid.	4
3	The topics of the units of the developed materials are relevant with the grade VIII students of Junior High School's daily life.	3
4	The texts in the developed materials are relevant with the grade VIII students of Junior High School's context.	3
5	The developed materials involve the explanation about the generic structure of a text of a particular genre.	3
6	The developed materials involve the explanation about the social functions of a text of a particular genre.	3
7	The developed materials involve the explanation about the language features of a text of a particular genre.	3
8	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
9	The developed materials involve learning activities which guide the students to practice in writing in English about the daily life such as telling the past events.	2
10	The developed materials involve the activities which guide the students to develop their writing competence with the appropriate use of language.	3
11	The language of instruction and explanations in the developed materials is in accordance with the grade VIII of Junior High School's cognitive development.	3
12	The language used in the developed materials is unambiguous and understandable by the students.	2
13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is correct in spelling.	3
15	The language used in the developed materials is communicative (easy to understand).	3
16	The developed materials consistently use one variation English.	3
17	The developed materials are developed harmoniously and continuously starting from Warming Up, Let's Read, Let's Write, Language Corner, and Let's be a Master.	3
18	The arrangement of the developed materials is in accordance with the vocabulary learning strands purposed by Nation which are Meaning-focused Input, Meaning-focused Output, Language Corner, and Fluency Development.	3
19	The developed materials are designed in a balanced amount of the text and the activity.	3
20	The learning activities in the developed materials encourage the learners to creatively writing texts.	3

21	The learning objectives are stared in every unit of the developed materials.	4
22	The developed materials have summary part that provides the summary of the learning materials presented in the unit.	3
23	The texts and the pictures in the developed materials have identity such as title and the number references.	3
24	The unit of the developed materials has fun part that is relevant with the instructional process.	3
25	The developed materials are printed on A4 size paper.	4
26	The layout of the developed materials is proportional.	3
27	The illustration and graphic design in the developed materials are aesthetic and functional.	3
28	The illustration in the developed materials helps to clarify the presentation of the materials.	3
29	The developed materials use the appropriate variation of fonts.	3
30	The overall design of the developed materials is visually interesting.	3

No	Items	Mean
1	The developed materials are in accordance with the standard competence and the basic competences stated in the Curriculum 2006 for grade VIII of Junior High School.	4
2	The developed meet the course grid.	4
3	The topics of the units of the developed materials are relevant with the grade VIII students of Junior High School's daily life.	3
4	The texts in the developed materials are relevant with the grade VIII students of Junior High School's context.	3
5	The developed materials involve the explanation about the generic structure of a text of a particular genre.	3
6	The developed materials involve the explanation about the social functions of a text of a particular genre.	3
7	The developed materials involve the explanation about the language features of a text of a particular genre.	3
8	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
9	The developed materials involve learning activities which guide the students to practice in writing in English about the daily life such as telling the past events.	2
10	The developed materials involve the activities which guide the students to develop their writing competence with the appropriate use of language.	3
11	The language of instruction and explanations in the developed materials is in accordance with the grade VIII of Junior High School's cognitive development.	3

12	The language used in the developed materials is unambiguous and understandable by the students.	3
13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is correct in spelling.	3
15	The language used in the developed materials is communicative (easy to understand).	3
16	The developed materials consistently use one variation of English.	3
17	The developed materials are developed harmoniously and continuously starting from Warming Up, Let's Read, Let's Write, Language Corner, and Let's be a Master.	3
18	The arrangement of the developed materials is in accordance with the vocabulary learning strands purposed by Nation which are Meaning-focused Input, Meaning-focused Output, Language Corner, and Fluency Development.	3
19	The developed materials are designed in a balanced amount of the text and the activity.	3
20	The learning activities in the developed materials encourage the learners to creatively writing texts.	3
21	The learning objectives are stared in every unit of the developed materials.	4
22	The developed materials have summary part that provides the summary of the learning materials presented in the unit.	3
23	The texts and the pictures in the developed materials have identity such as title and the number references.	3
24	The unit of the developed materials has fun part that is relevant with the instructional process.	3
25	The developed materials are printed on A4 size paper.	4
26	The layout of the developed materials is proportional.	3
27	The illustration and graphic design in the developed materials are aesthetic and functional.	3
28	The illustration in the developed materials helps to clarify the presentation of the materials.	3
29	The developed materials use the appropriate variation of fonts.	3
30	The overall design of the developed materials is visually interesting.	3

No	Items	Mean
1	The developed materials are in accordance with the standard competence and the basic competences stated in the Curriculum 2006 for grade VIII of Junior High School.	4
2	The developed meet the course grid.	4
3	The topics of the units of the developed materials are relevant with the grade VIII students of Junior High School's daily life.	3

4	The texts in the developed materials are relevant with the grade VIII students of Junior High School's context.	3
5	The developed materials involve the explanation about the generic structure of a text of a particular genre.	3
6	The developed materials involve the explanation about the social functions of a text of a particular genre.	3
7	The developed materials involve the explanation about the language features of a text of a particular genre.	3
8	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
9	The developed materials involve learning activities which guide the students to practice in writing in English about the daily life such as telling the past events.	2
10	The developed materials involve the activities which guide the students to develop their writing competence with the appropriate use of language.	3
11	The language of instruction and explanations in the developed materials is in accordance with the grade VIII of Junior High School's cognitive development.	3
12	The language used in the developed materials is unambiguous and understandable by the students.	3
13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is correct in spelling.	3
15	The language used in the developed materials is communicative (easy to understand).	3
16	The developed materials consistently use one variation of English.	3
17	The developed materials are developed harmoniously and continuously starting from Warming Up, Let's Read, Let's Write, Language Corner, and Let's be a Master.	3
18	The arrangement of the developed materials is in accordance with the vocabulary learning strands purposed by Nation which are Meaning-focused Input, Meaning-focused Output, Language Corner, and Fluency Development.	3
19	The developed materials are designed in a balanced amount of the text and the activity.	3
20	The learning activities in the developed materials encourage the learners to creatively writing texts.	3
21	The learning objectives are stared in every unit of the developed materials.	4
22	The developed materials have summary part that provides the summary of the learning materials presented in the unit.	3
23	The texts and the pictures in the developed materials have identity such as title and the number references.	3
24	The unit of the developed materials has fun part that is relevant with the instructional process.	2
25	The developed materials are printed on A4 size paper.	4
26	The layout of the developed materials is proportional.	3
27	The illustration and graphic design in the developed materials are	3
41	The indictation and graphic design in the developed materials are	J

	aesthetic and functional.	
28	The illustration in the developed materials helps to clarify the	2
28	presentation of the materials.	3
29	The developed materials use the appropriate variation of fonts.	3
30	The overall design of the developed materials is visually	2
30	interesting.	3

Aspects	Score
The Appropriateness of the Content Unit 1,2,3	3.1
The Appropriateness of the Language Unit 1,2,3	2.9
The Appropriateness of the Presentation	3.1
The Appropriateness of the Layout	3.2
Total	12.3
Average	3

APPENDIX H INTERVIEW TRANSCRIPT

Interview Transcript

(Need Analysis – the Teacher)

- R : Seberapa pentingkah pembelajaran kosa kata di kelas? (How important the vocabulary learning in class?)
- T : Penting sekai, Mbak. Pengetahuan vocabulary seperti dasar dalam pembelajaran Bahasa Inggris.
 - (It is important. Vocabulary is like the key to learn English.)
- R : Bagaimana pembelajaran kosa kata di kelas?
 (How is the vocabulary teaching and learning in class?)
- T: Ya anak-anak saya berikan modul untuk difotokopi, nanti setiap pertemuan saya suruh menghafal 20 kata kemudian di pertemuan selanjutnya dites.
 - (I give the module for students to copy. In every meeting I ask them to memorize 20 words then in the next meeting I test their understanding in those 20 words.)
- R : Teknik seperti apa yang dirasa efektif dalam meningkatkan kosa kata siswa?
 - (What kind of techniques that effectively developing the students' vocabulary?)
- T : Ini mencongak seperti ini juga efektif, Mbak, anak-anak jadi belajar kosa kata di rumah.
 - (The every meeting examination is effective. The students then learn the words in their house).
- R : Bahan/ media apa yang digunakan di kelas?
 (What kind of materials do you use in class? How did you get it?)
- T : Modul, Mbak. Saya merancang sendiri kumpulkan tahap demi tahap sampai bisa terkumpul kosa kata dengan berbagai topik
 - (The module. I wrote the module by myself and collected the words step by step until it covers many topics now
- R : Latihan seperti apakah yang ibu gunakan dalam menilai peningkatan kosa kata siswa? (What kind of activities do you do in assessing the student's vocabulary development?)
- T : Ulangan di tiap pertemuan, Mbak. Anak-anak diberi waktu tiga menit untuk menulis jawaban. Dan kalau ditanya anak anak bisa menjawab berarti anak-anak sudah paham kata tersebut.
 - (It was the every meeting examination. The students are given 3 minutes to answer the questions. When the teacher is asking about the meaning of certain words and the student are able to answer it, then it can be concluded that the teaching and learning are successful.
- R : Apakah siswa dituntut aktif dalam mengerjakan latihan-latihan yang ada? (Are the students demanded to be active in doing the activities given?)

- T : Ya, kalau di suruh ya mau dan semangat.

 (Yes, they are. If the students are asked, they will do it).
- R : Kosa kata seperti apakah yang diajarkan kepada siswa?

 (What kind of words are the students learnt? Is it high frequency words, low frequency words, academic words, or technical words?)
- T : *Kata-kata yang sering muncul dan sering digunakan*. (The high frequency words are learnt by the students).
- R : Apakah dalam mempelajari high frequency words siswa bisa langsung menerapkan kosa kata yang telah dipelajari? (When the students learn the high frequency words, did they use the words right away?)
- T : Penerapannya ya ketika pembelajaran biasa bahasa Inggris, Mbak. (They use the words when the words are occurred in the English teaching and learning process.
- R : Kesulitan apa yang terjadi dalam proses pembelajaran? Apakah dalam setiap pertemuan siswa mempelajari banyak kosa kata baru?

 (What kind of lacks happened in the teaching and learning process? Do in every meeting the students learn new words?)
- T : Kesulitan mungkin kadang nilai siswa buruk ketika ulangan kosa kata karena tidak menghafal atau sudah lupa yang dulu. Ya selalu mempelajari kosa kata baru, kadang mengulang yang lama. (Sometimes the result of the weekly examination is low because the students forget the previous words. The students always learn new words in every meeting. Sometimes the teacher also rewinds the previously-learnt words.)
- R: Dalam pembelajaran kosa kata di kelas apakah penting diadakan pertemuan khusus untuk meningkatkan perbendaharaan kata bagi siswa?

 (In the vocabulary teaching and learning process, how is your opinion if there is a special meeting which only focusing on developing the students' vocabulary?)
- T : Penting karena dengan begitu siswa bisa berkosentrasi dengan kata tertentu. Bagus untuk dilaksanakan, tetapi nanti kurang waktu soalnya ada kompetensi lain yang harus dicapai. (I think it is important because it will make the students focus on the words on that period of time. It is good but I am afraid it will cost many times. There are some competencies to cover).
- R : Apakah pengadaan modul khusus berisi materi serta latihan soal dalam menunjang pembelajaran kosa kata efektif dalam meningkatkan perbendaharaan kata?
 - (Is it effective for the students in learning words if there is a book which contain of words and the activities to use the words right away?)
- T: Oh bagus sekali itu. Nanti siswa bisa langsung menerapkan kosa kata yang telah dipelajari baik itu menulis atau berbicara.
 (It is really good. The students will able to use the words in writing or speaking.)

APPENDIX I DESCRIPTION OF THE TASKS

Description of Tasks in the Unit One

Unit 1 – My Colourful Holiday		
Warming Up		
Task A. Instruction: Tick the activities you did on holidays below.	Description: This task is designed to gain the students' attention and to build the students' understanding before learning about recount text. The pictures are used to give the factual situation for the students.	
	Read ed Input Strand	
Task A Instruction: Read "My Unforgettable Trip to Jakarta" and answer the true/false questions about the content of the story.	Description: This task is designed to make the students read the recount text and to check the students' comprehension in reading the recount text.	
Task B Instruction: Thicken the line drawn from a picture to another that shows the activities in the story.	Description: This task aims to check the students' comprehension in reading the recount text deeper than before.	
Task C Instruction: Draw a line from the underlined words in the sentences (from "My Unforgettable Trip to Jakarta") to its meaning.	Description: This task is designed to make the students comprehend the text in detail by getting the meaning each sentence.	
Task D Instruction: Select the paragraph which represents the generic structure of a recount text.	Description: The task aims in introducing the generic structure of a recount text. There is the explanation about the generic structure before.	
Task E Instruction: Arrange scrambled paragraphs into the correct order by the help of picture in order.	Description: The task is designed to check the students' understanding of the generic structure of a recount text. The pictures are provided to help the students arranging the scrambled paragraph.	
Task F Instruction: Tick the function of recount text from the list of some function alternatives.	Description: The task aims in introducing the social function of a recount text. There is the explanation about the social function of recount text before.	
Task G Instruction: Write the meaning of some words in Bahasa Indonesia by the help of pictures and sentences.	Description: The task is designed to check the students' memory about the meaning and the use of some words which has been mentioned in Task C.	

Let's Write A Story			
Meaning-focuse	Meaning-focused Output Strand		
Task A Instruction: Write the correct words to fill the incompleteness of the text entitled "My Holiday to Borobudur Temple" based on the picture given below the text.	Description: The task is designed to make the students' use the words they have learnt. The pictures are provided to help the students guessing the answer.		
Task B Instruction: Read the incomplete story of "My Holiday to Mount Merapi" then select and write down the events based on the pictures given.	Description: The task aims as the preparatory stage in writing a recount text. The students may choose one or two activities they enjoyed or experienced the most.		
	ge Corner d Learning Strand		
Task A Instruction: Read "Our First Trip Together" and predict what likely follow by selecting from a list of alternatives	Description: The task is in the form of intensive reading. The task is designed to check the students' understanding of the structure of text.		
Task B Instruction: Underline the past tense verbs.	Description: The task is designed to check the students' understanding about the use of simple past tense in the recount text. There is the explanation about the simple past tense before.		
Task C Instruction: Find the past tense in the crossword puzzle.	Description: The task aims in increasing students' boredom in doing the exercise. Besides, it is also designed to check the students' past words memory.		
	a Master lopment Strand		
Task A Instruction: Circle a word out of some similar-yet-different words in a given time (50 minute for 10 numbers).	Description: The task aims to check the students' familiarity with the words they learnt. By being familiar with the written form and the meaning of the words, it is expected that the words will remain longer in their storage.		
Task B Instruction: Write a sentence which represents each picture in a semantic map then write a simple recount text by the help of the pictures above.	Description: The task is designed to make the students apply the words they have learnt. The pictures which delivered in the form of semantics map help the students in step-by-step writing a simple recount text. After naming the picture, the students copy it to the worksheet.		

Did You Know?	
Task A	Description:
Instruction:	This task is functioned as the reflection sheet
Complete the mind map about the	in which students will not forget what they
understanding recount text.	have learnt from reading to writing activities.

Description of Tasks in the Unit Two

Unit 2 – Camping Zone			
Warm	Warming Up		
Task A. Instruction: Tick the activities you did on camping below.	Description: This task is designed to gain the students' attention and to build the students' understanding before learning about recount text. The pictures are used to give the factual situation for the students.		
Let's Read Meaning-focused Input Strand			
Task A Instruction: Read "A Fun Camping" and answer the questions below the text.	Description: This task is designed to make the students read the recount text and to check the students' comprehension in reading the recount text.		
Task B Instruction: Thicken the line drawn from a picture to another that shows the activities in the story	Description: This task aims to check the students' comprehension in reading the recount text deeper than before.		
Task C Instruction: Draw a line from the underlined words in the sentences (from "A Fun Camping") to its meaning	Description: This task is designed to make the students comprehend the text in detail by getting the meaning each sentence.		
Task D Instruction: Label the paragraphs in the text "A Fun Camping" with the generic structure of recount text.	Description: The task aims to make the students remember the generic structure of recount text.		
Task E Instruction: Arrange scrambled paragraphs into the correct order by the help of picture in order.	Description: The task is designed to check the students' understanding of the generic structure of a recount text. The pictures are provided to help the students arranging the scrambled paragraph.		
Task F Instruction: Tick the function of recount text from the list	Description: The task aims to make the students remember the social function of recount text.		

of some function alternatives.		
Task G Instruction: Write the meaning of some words in Bahasa Indonesia by the help of pictures and sentences.	Description: The task is designed to check the students' memory about the meaning and the use of some words which has been mentioned in Task C.	
	te A Story ed Output Strand	
Task A Instruction: Write the correct words to fill the incompleteness of the text entitled "Moon at the Camp Site" based on the picture given below the text.	Description: The task is designed to make the students' use the words they have learnt. The pictures are provided to help the students guessing the answer.	
Task B Instruction: Read "My Experience of Living in Nature" comic strips then write a simple recount text based on it.	Description: The task aims to make the students able to transfer some verb in present tense to verb in past tense.	
Language Corner Language-focused Learning Strand		
Task A Instruction: Circle the sentences with the past continuous below.	Description: The task is designed to check the students' understanding about the use of past continuous tense in the recount text. There is the explanation about the past continuous tense before.	
Task B Instruction: Complete the sentences below using the past continuous tense.	Description: The task aims to make students get used to Verb-ing after to be in past continuous tense.	
	a Master	
Task A Instruction: In 3 minutes, underline the magic words on the paragraph below.	Description: The task aims to check the students' familiarity with the words they learnt. By being familiar with the written form and the meaning of the words, it is expected that the words will remain longer in their storage.	
Task B Instruction: Write a sentence which represents each picture in a semantic map then write a simple recount text by the help of the pictures above.	Description: The task is designed to make the students apply the words they have learnt. The pictures which delivered in the form of semantics map help the students in step-by-step writing a simple recount text. After naming the picture, the students copy it to the worksheet.	

Did You Know?	
Task A	Description:
Instruction:	This task is functioned as the reflection sheet
Complete the mind map about the	in which students will not forget what they
understanding recount text.	have learnt from reading to writing activities.

Description of Tasks in the Unit Three

Unit 3 – Indonesia's Independence Day Celebration		
Warming Up		
Task A. Instruction: Tick the pictures about the activities you did on celebrating Indonesia's Independence Day below.	Description: This task is designed to gain the students' attention and to build the students' understanding before learning about recount text. The pictures are used to give the factual situation for the students.	
	Read ed Input Strand	
Task A Instruction: Read "My First Poetry Reading Competition" then circle the correct sentence below.	Description: This task is designed to make the students read the recount text and to check the students' comprehension in reading the recount text.	
Task B Instruction: Draw a line to the pictures which represent Dias's story.	Description: This task aims to check the students' comprehension in reading the recount text deeper than before.	
Task C Instruction: Match the word and the meaning below by drawing a line.	Description: This task is designed to make the students comprehend the text in detail by getting the meaning each sentence.	
Task D Instruction: Draw a line between the jumbled paragraph and the generic structure of a recount text.	Description: The task aims to make the students remember the generic structure of recount text.	
Task E Instruction: Arrange the jumbled paragraphs below by giving number to each box.	Description: The task is designed to check the students' understanding of cohesion and coherence in the text.	
Task F Instruction: Arrange the pictures below based on the correct order of the paragraph above.	Description: The task aims to decrease the students' boredom by providing some pictures related to the previous paragraph.	
Task G Instruction: Write the function of a recount text.	Description: The task aims to make the students remember the social function of recount text.	

Task H	Description:		
Instruction:	The task is designed to check the students'		
Write the meaning of some words in Bahasa	memory about the meaning and the use of		
Indonesia by the help of pictures and	some words which has been mentioned in		
sentences.	Task C and the unit before.		
	te A Story		
	ed Output Strand		
Task A	Description:		
Instruction:	The task is designed to make the students'		
Write the story correctly by using the words	get used to the verb in present tense and past		
given.	tense.		
Task B	Description:		
Instruction:	The task aims to make the students able to		
Read "My Experience in Celebrating	transfer some verb in present tense to verb in		
Indonesia's Independence Day" comic strips	past tense. It also encourages the students to		
then write a simple recount text based on it.	do writing.		
Language Corner			
Language-focuse	d Learning Strand		
Task A	Description:		
Instruction:	The task is designed to check the students'		
Identify the sentence with to be in simple	understanding about the use of to be in the		
past tense and to be in past continuous tense.	simple past tense and the past continuous		
Write (S) for the simple past tense, and (C)	tense in the recount text. There is the		
for the past continuous tense.	explanation about the use of to be in both		
	tense before.		
Task B	Description:		
Instruction:	The task aims to make students get used to		
Listen to your teacher carefully to complete	the pronunciation of the words they have		
the story below.	learnt. The words were listed in the teacher's		
	guide.		
Task C	Description:		
Instruction:	The task is designed both to decrease		
Read the sentence then listen to your teacher	students' boredom in doing the activities and		
to complete the crossword puzzle below.	to make the students get used to the		
	pronunciation of the words. It also makes the		
	student use their understanding of the context		
	since they have also to put the jumbled		
	sentences in consideration.		
	a Master		
Fluency Devel	Fluency Development Strand		
Task A	Description:		
Instruction:	The task aims to check the students'		
Read the words below then circle the words	familiarity with the words they learnt. By		
spoken by the teacher	being familiar with the pronunciation of the		
	words, it is expected that the words will		
	remain longer in their storage.		

Task B

Instruction:

Write a sentence which represents each picture in a semantic map then write a simple recount text by the help of the pictures above.

Description:

The task is designed to make the students apply the words they have learnt. The pictures which delivered in the form of semantics map help the students in step-by-step writing a simple recount text. After naming the picture, the students copy it to the worksheet.

Did You Know?

Task A

Instruction:

Complete the mind map about the understanding recount text.

Description:

This task is functioned as the reflection sheet in which students will not forget what they have learnt from reading to writing activities.





Daftar isi

Daftar isi	i
Unit 1	1
Unit 2	16
Unit 3	33
Picture References	53

Pieture References

PICTURE REFERENCES BOOK'S COVER

www.cliparthut.com

PICTURE REFERENCES UNIT 1

Pict. 1.1	www.cliparthut.com
Pict. 1.2	www.cliparthut.com
Pict. 1.3	www.idtempatwisata.com
Pict. 1.4	www.infounik.org
Pict. 1.5	www.cliparthut.com
Pict. 1.6	www.cliparthut.com
Pict. 1.7	www.cliparthut.com
Pict. 1.8	www.cliparthut.com
Pict. 1.9	www.cliparthut.com
Pict. 1.10	www.trainindonesia.com
Pict. 1.11	www.kanasybilla.com
Pict. 1.12	www.dearryk.com
Pict. 1.13	www.railpictures.net
Pict. 1.14	www.otakku.com
Pict. 1.15	www.sarjawan muda.word press.com
Pict. 1.16	www.international.sindonews.com
Pict. 1.17	www.kaskus.co.id
Pict. 1.18	www. reginas alsabila 97. blog spot. com
Pict. 1.19	www.xoloimage.com
Pict. 1.20	www.cliparthut.com
Pict. 1.21	www.cliparthut.com
Pict. 1.22	www.cache4.asset-cache.net
Pict. 1.23	www.cache4.asset-cache.net
Pict. 1.24	www.cliparthut.com
Pict. 1.25	www.pinterest.com
Pict. 1.26	www.1.bp.blogspot.com
Pict. 1.27	www.pinterest.com
Pict. 1.28	www.dwipuspita.com
Pict. 1.29	www. dwipuspita.com
Pict. 1.30	www.dolanotomotif.com
Pict. 1.31	www.hermanfamily.com
Pict. 1.32	www.cache4.asset-cache.net
Pict. 1.33	www.suarakomunitas.com
Pict. 1.34	www.familyhunt.com
Pict. 1.35	www.kaskus.co.id



Daftar isi

Daftar isi	i
Standar Kompetensi dan Kompetensi Dasar	ii
Proses Pembelajaran	iii
Unit1	1
Unit 2	16
Unit 3	33
Picture References	57

Standar Kompetensi dan Kompetensi Dasar

Kelas VIII, Semester 1

Standar Kompetensi	Kompetensi Dasar
Membaca Memahami makna teks	5.1. Membaca nyaring bermakna teks tulis fungsional
tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i>	dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
berkaitan dengan lingkungan sekitar	5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
	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
Menulis	
Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar	 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
	Membaca Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar Menulis Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan

Proses Pembelajaran

Nation's 4 strands

1. Meaning-focused input

Tahap pertama dalam mempelajari Vocabulary menurut Nation adalah 'meaning focused input' atau bisa dipahami sebagai belajar melalui membaca (reading) dan mendengarkan (listening). Dalam buku ini diambil satu aspek yaitu membaca. Aktifitas pembelajaran di dalamnya ialah extensive reading. Di sini siswa belajar untuk memahami bacaan dengan cara guessing from context dan meminimalkan penggunaan kamus dengan memberikan gambar sebanyak mungkin sebagai alat bantu.

2. Meaning-focused output

Berbeda dengan meaning-focused input, dalam sesi ini siswa siswa belajar vocabulary dengan menulis atau berbicara (setelah terlebih dahulu mendapatkan input). Aktifitas yang dilakukan diantaranya adalah melengkapi kalimat rumpang dan linked-skill activity. Dalam buku ini siswa menyusun sebuah recount text sederhana dengan bantuan gambar/ comic strips.

3. Language learning

Cara siswa memahami bahasa serta susunannya ditekankan dalam sesi ini. Siswa diajak untuk melakukan intensive reading (memprediksi kejadian selanjutnya) serta latihan menggunakan kata yang telah dipelajari (melengkapi crossword puzzle, melingkari jenis tenses, melengkapi kalimat).

4. Fluency Development

Pada tahap terakhir ini siswa mengulang kembali apa yang telah dipelajari. Tidak ada kata asing yang ditemui pada sesi ini. Latihan yang dilakukan seperti speed reading (mencari kata tertentu) dan 10 minutes writing (menulis teks recount sederhana dengan bantuan gambar pada semantic map).

"REMEMBER YOUR STORY"

AN ENGLISH VOCABULARY LEARNING BOOK FOR GRADE VIII

MAP OF THE BOOK

Aims		Nation's Four Strands		Learning Activities		Media
Students are able to:	1. Me	eaning-focused input				
- tell the content of the	-	Reading (Intensive Reading)				
recount text.	a.	Providing interesting reading	-	Students read "My Unforgettable Trip to	-	Pictures and
- get the meaning of the		text and simplified text		Jakarta" and answer the true/false questions		Worksheets
words:				about the content of the story.		
(verb)	b.	Guessing from context	-	Students thicken the line of the pictures		Pictures and
went				which represent the content of the story.		Worksheets
departed	C.	Quickly giving the meaning	-	Students write the meaning of some words in		Pictures and
arrived		(no dictionary use)		Bahasa Indonesia by the help of pictures and		Worksheets
sold				sentences.		
bought		Learning about the generic	-	- Students select the paragraph which		
saw		structure of a recount text.		represents the generic structure of a recount		
took				text.		
began	d.	Learning the function of a	-	- Students arrange scrambled paragraphs into		Pictures and
ended		recount text.		the correct order by the help of picture in		Worksheet
climbed				order.		
jumped	e.	Vocabulary learning (putting	-	Students tick the function of recount text	-	Worksheet
- identify the generic structure		words into exercise)		from the list of some function alternatives.		
of a recount text.			-	- Students draw a line from the underlined	-	Worksheet
- Identify the verb used				words in the sentences (from "My		
(tenses) in a recount text.				Unforgettable Trip to Jakarta") to its		
- use the vocabulary				meaning.		
appropriately to complete a						
recount text						
- write a simple recount text.						

	Magning focused output		
2.	Meaning-focused output		
	- Writing		
	a. Using words correctly.	- Students write the correct words to fill the incompleteness of the text entitled "My Holiday to Borobudur Temple" based on the picture given in the middle.	 Pictures and worksheets
	b. Linked-skill activities	- Students read the incomplete story of "My Holiday to Parangtritis Beach" then select and write down the events based on the pictures given.	- Pictures and Worksheet
3.	Language-focused learning		
	- Intensive reading	 Students read "Our First Trip Together" and predict what likely follow by selecting from a list of alternatives 	
	- Doing vocabulary exercises	Students underline the past tense verbs.Students find the past tense in the crossword puzzle.	- Game and worksheet
4.	Fluency development	•	
	- Speed Reading	- Students circle a word out of some similar- yet-different words in a given time (1 minute for 15 numbers).	
	- Ten-minutes writing	 Students write a word which represents each picture in a semantic map. Students write a simple recount text by the help of the pictures above. 	- Pictures and worksheet

Aims	Nation's Four Strands	Learning Activities	Media
Students are able to:	1. Meaning-focused input		
- tell the content of the recount	 Reading (Intensive Reading) 		
text.	 a. Providing interesting 	- Students read "A Fun Camping" (familiar	 Pictures and
- get the meaning of the words:	reading text and simplified	topic) and select main idea from a list of	Worksheet
(verb)	text	alternatives	
went	b. Guessing from context	- Students answer the questions of the text	
arrived		entitled "A Fun Camping".	
built		- Students thicken the line of the pictures	 Pictures and
explored		which represent the content of the story.	Worksheet
were getting	c. Quickly giving the meaning	- Students write the meaning of some words in	 Pictures and
held	(no dictionary use)	Bahasa Indonesia by the help of pictures and	Worksheet
sang		sentences.	
danced	d. Learning about the generic	- Students select the paragraphs which	
played	structure of a recount text.	represents the generic structure of a recount	
packed		text.	
tasted		- Students arrange scrambled pictures into the	 Pictures and
was sleeping		correct order by the help of the story in a	Worksheet
were preparing		correct order.	
found	e. Learning the function of a	- Students write down the function of recount	
- identify the generic structure	recount text.	text.	
of a recount text.	f. Vocabulary learning	- Students draw a line from the underlined	
- Identify the verb used		words in the sentences (from "A Fun	
(tenses) in a recount text.		Camping") to its meaning.	
- use the vocabulary			
appropriately to complete a	2. Meaning-focused output		
recount text	(Writing)		
- write a simple recount text.	 Using words correctly. 	- Students write the correct words to complete	- Picture and
		a text entitled "The Moon at The Camp Site"	Worksheet
		by the help of the pictures inside the story.	

- Linke	ed-skill activities	 Students write a simple recount text based on comic strips of "My Experience of Living in Nature" that they have been read. 	-	Comic Strips
	,	 Students circle the sentences with past continuous tense. Students complete sentence gaps using past continuous tense by the help of pictures. 	-	Pictures
- Spee	minutes writing	 Students circle three words out of a text in a given time (4 minutes) Students write a word which represents each picture in a semantic map. Students write a simple recount text by the 	-	Worksheets Pictures and Worksheets
		•		Worksheet

Aims	Nation's Four Strands	Learning Activities	Media
Students are able to:	1. Meaning-focused input		
- tell the content of the recount	 Reading (Intensive Reading) 		
text.	a. Providing interesting reading	- Students read "My First Poetry Reading	
- get the meaning of the words:	text and simplified text	Competition" (familiar topic) and circle the	
(verb)		true statements.	
happened	b. Guessing from context	- Students make lines of the pictures which	 Pictures and
organized		represent the content of the story.	Worksheet
signed up	c. Quickly giving the meaning	- Students write the meaning of some words in	 Pictures and
beat	(no dictionary use)	Bahasa Indonesia by the help of pictures and	Worksheet
aroused		sentences.	
read	d. Learning about the generic	- Students select the paragraphs which	- Worksheet
was reading	structure of a recount text.	represent the generic structure of a recount	
finished		text.	
smiled		- Students arrange scrambled paragraphs and	 Pictures and
walked down		pictures into the correct order.	Worksheet
announced	e. Learning the function of a	- Students write the function of recount text.	- Worksheet
stopped	recount text.		
heard	f. Vocabulary learning	- Students draw a line from the underlined	- Worksheet
returned		words in the sentences (from "My First	
congratulated		Poetry Reading Competition") to its meaning.	
gave			
- identify the generic structure	2. Meaning-focused output		
of a recount text.	(Writing)		
- Identify the verb used	 Linked-skill activities 	- Students write a simple recount text based on	 Comic strips
(tenses) in a recount text.		comic strips of "My Experience in Celebrating	and
- use the vocabulary		Indonesia's Independence Day" that they	Worksheet
appropriately to complete a		have been read.	
recount text			
- write a simple recount text.			

3. Language-focused learning - Intensive Reading - Vocabulary exercises	 Students write (S) for to be in simple past tense and for to be in past continuous tense. Students fill the blanks in "Celebrating Indonesia's Independence Day at School" by listening to their teacher's pronunciation. Students write the correct words in a crossword puzzle by the help of sentence below the puzzle and their teacher's pronunciation. 	Crossword puzzle
4. Fluency development - Speed Reading - Ten-minutes writing	 Students read and scan a three paragraph of "The Futsal Competition" for finding the words pronounced by the teacher (in a given time 1 minute for a word). Students label the pictures then write short, personal note of how they spend their Indonesia Independence Day to a friend (on post card) by the help of some pictures in a 	Pictures and Worksheets Worksheets Pictures and Worksheets
	post card) by the help of some pictures in a semantic map.	

UNIT I MY COLOURFUL HOLIDAY





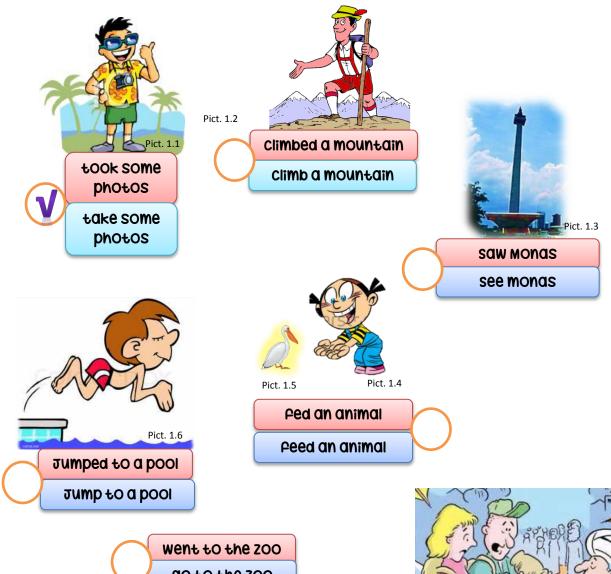


In this unit, you will learn:

- to identify the content of the recount text.
- to get the meaning of the words: went, departed, arrived, sold, bought, saw, took, began, ended, climbed, jumped
- to identify the generic structure of a recount text.
- to identify the verb used (tenses) in a recount text.
- to use the vocabulary appropriately to complete a recount text
- to write a simple recount text.



A. What did you do on holidays? Tick the activities you did on your holiday below.









A. Read the following trip story by Raline carefully then circle the true or false statement based on the story.



My Unforgettable Trip to Jakarta

Last holiday, I went to my brother's house in Jakarta. I went there with my father by train. We departed from Yogyakarta at 7am and arrived at 3pm. Jakarta was very crowded.

In the morning my father, brother, and I went to MONAS. There were many traders. They sold souvenirs, snacks, and drinks. We bought three tickets to enter Monas. We visited the room where we could listen to the voice of Soekarno, the first president of Indonesia.

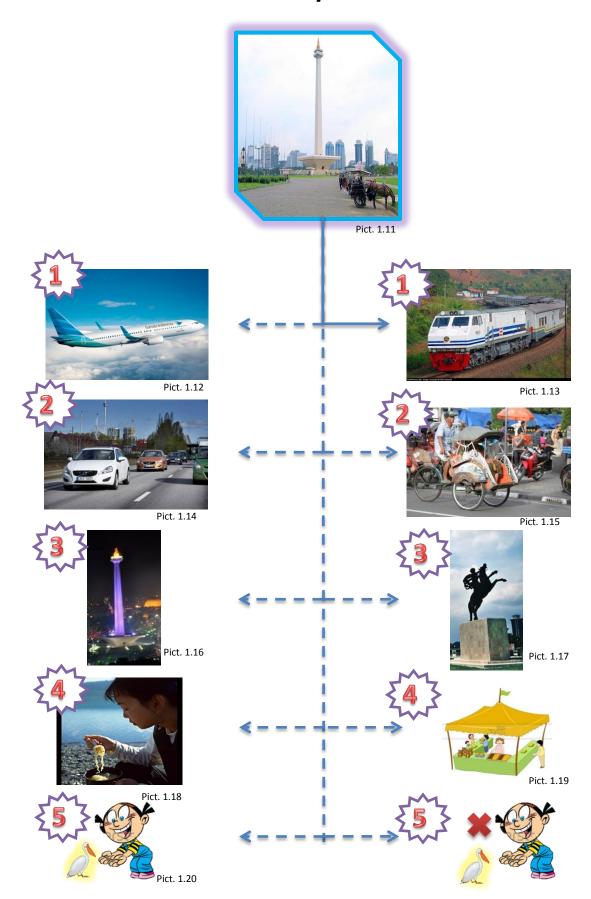
In the afternoon, we went to the zoo near MONAS by car. The zoo was very crowded. I saw many pelican birds. I could not feed them because they were dangerous. Then I saw and took the photo of the deer, giraffe, elephant, tiger, and many other animals. There was a monkey show on the zoo. It began at 11am and ended at 12pm. The monkey was so funny. They climbed to a stick then jumped to a mini pool.

Before we went home, we bought some drink and food. I was so tired but happy. It was my unforgettable trip to Jakarta.

 $Adapted\ from\ www.techernuha.blogspot.com$

·Raline went to Jakarta by bus.	True/ False	
 Raline went to Monas with her father and her brother. 	True/ False	
·Raline heard Megawati's voice in MONAS.	True/ False	
·Raline saw the deer before the monkey show.	True/ False	1
•The monkey show was bad.	True/ False	
•Raline fed the pelican birds.	True/ False	1
Raline felt so tired but happy.	True/ False	l

B. Read Raline's story again, then thicken the line of the pictures of her activities. Number one has been done for you.



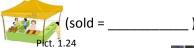
C. Write the meaning of the words by reading Raline's story and guessing from the pictures below. Number one has been done for you.

1.	I went to my brother's house.	
		Pict. 1.21

2. We **departed** from Yogyakarta at 7am and **arrived** at Jakarta at 3pm.



3. The traders **sold** souvenirs, snacks, and drinks.



We **bought** three tickets.
 (bought = ______)

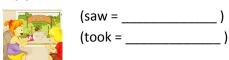


 $5. \quad \hbox{I could not } \textbf{feed} \hbox{ them because they were } \textbf{dangerous}.$

(feed	=)
(dangerous	=)



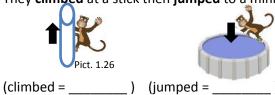
6. Then I **saw** and **took** the photo of the deer, giraffe, elephant, tiger, and many other animals.



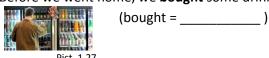
7. It began at 11am and ended at 12pm.

```
(began = _____)
(end = _____)
```

8. They **climbed** at a stick then **jumped** to a mini pool.



9. Before we went home, we **bought** some drink and food.









Teks yang menceritakan pengalaman masa lalu disebut recount text.

Recount text bisa juga diartikan sebagai teks yang menceritakan sebuah cerita, aksi, ataupun aktifitas yang telah terjadi/ sudah dialami oleh penulis.

Ada tiga bagian dalam recount text (Generic Structure):

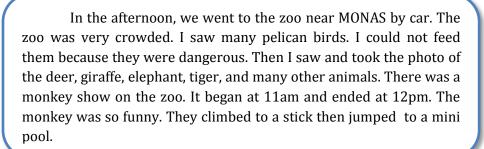
- Orientation >> menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, di mana peristiwa terjadi, dan kapan terjadi peristiwanya)
- 2. Sequence of events >> menceritakan apa yang terjadi dengan menceritakan urutan kejadiannya.
- 3. Reorientation >> penutup cerita/akhir cerita/kesimpulan.



D. Read again "My Unforgettable Trip to Jakarta" then match the paragraph with the generic structure of the text. The first part has been done for you.

Before we went home, we bought some drink and food. I was so tired but happy. It was my unforgettable trip to Jakarta.

Last holiday, I went to my brother's house in Jakarta. I went to there with my father by train. We departed from Yogyakarta at 7am and arrived at 3pm. Jakarta was very crowded.



In the morning my father, brother, and I went to MONAS. There were many traders. They sold souvenirs, snacks, and drinks. We bought three tickets. We visited the room where we could listen to the voice of Soekarno, the first president of Indonesia.







E. Please arrange the paragraphs below to be a good story based on the pictures. Number one has been done for you.



Pict. 1.29

Pict. 1.30

Pict. 1.31

On Sunday I went to Parangtritis beach with my best friend by bicycles. We departed from home early in the morning After that we climbed the hill near the beach. From there we saw a wonderful combination of sea, wind, and sunrise. I took some photos with my best friend.

There were many traders there. They sold meals. We bought two portions of porridge. We ate it near the beach while enjoying the view.

1

We went home at 10 in the morning. The weather was quite hot but I had so much fun. I love my Sunday.

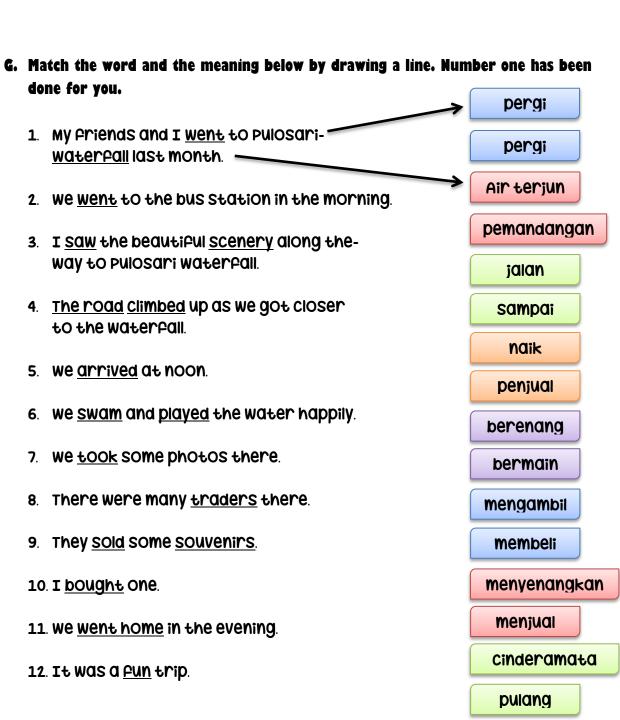
F. Tick the correct function of a recount text below.

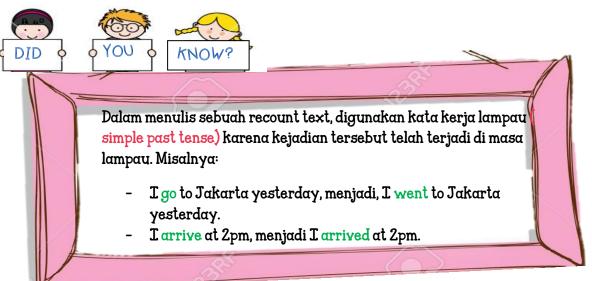
The function of recount text is...

- □ to describe the places.
- □ to tell the activities on holidays.
- □ to entertain the readers by the story on holiday.



Pict. 1.32





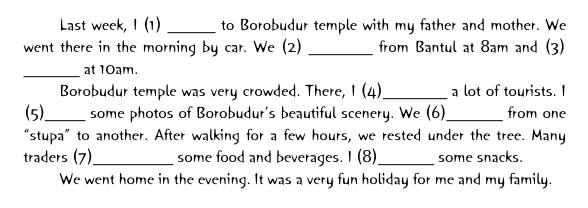


A. Help Andi to complete his story by choosing the right word on the box. Find the correct words by looking at the pictures below the text. Number one has been done for you.





My Holiday to Borobudur Temple



Adapted from www.techernuha.blogspot.com









Pict. 1.33

Pict. 1.34

Pict. 1.35

Pict. 1.3









Pict. 1.36

Pict. 1.37

Pict. 1.38

Pict. 1.39

C. Tick the picture of the events in Mount Merapi to complete "My Holiday to Mount Merapi". You may choose the activities you enjoy the most.

My Holiday to Mount Merapi
Last holiday, my friends and I went on a trip at Mount Merapi. We went there by bus. It was our first trip together.
Pict. 1.40 Pict. 1.41 Pict. 1.41

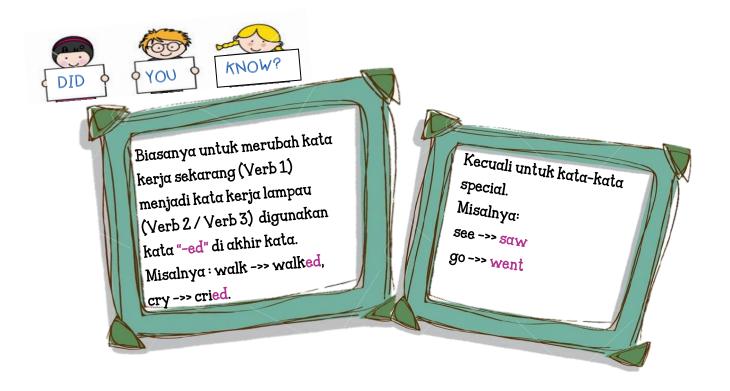
D. Write down the complete "My Holiday to Mount Merapi" below.

Pict. 1.42

	,	Mount Merapi		
Last holiday, my friends as our first trip together.	and I went on a t	rip at Mount M	erapi. We went th	ere by bus. I

Language Corner

	Our First Trip Together
	On Sunday, my friends and I went to Imogiri Fruit Garden. We went there by motorcycle in a sunny day.
	We departed from home at 8 in the morning. (1)
	We arrived there at noon. (2)
	(3)
	I bought some of them home. My mother would be happy.
	(4)
	It was a fun trip.
1	
	ve arrived there at noon. Because
)) i	ve arrived there at noon. Because t was on sunday, it was really In the Fruit garden I
i (ve arrived there at noon. Because t was on sunday, it was really crowded there. we hardly found the parking park lot. After strawberry. It was free
) i	ve arrived there at noon. Because t was on sunday, it was really crowded there. we hardly found the part was named to the saw mangos, orange, and
) ;	ve arrived there at noon. Because t was on sunday, it was really crowded there. We hardly found the parking park lot. After searching for 10miutes we found a space under a big tree.
) !	ve arrived there at noon. Because t was on sunday, it was really crowded there. We hardly found the parking park lot. After searching for 10miutes we found a space under a big tree.
	ve arrived there at noon. Because t was on sunday, it was really crowded there. We hardly found the parking park lot. After searching for 10miutes we found a space under a big tree.



B. Look carefully to the sentences below.

Circle the sentence with past tense.

- 1. My friends and I visit Malang by train.
- 2. We arrived at noon.
- 3. In the night we visited Batu Night Spectacular.
- 4. | see many shows in there.
- 5. My friends and I impressed by the colourful light.
- 6. We found this holiday is very exciting.



C. After you learn about past tense, now please find them below. You may go horizontally or vertically. Have fun! The first word has been done for you.

A	R	R	I	Y	E	D	w	E	W	В	A
C	Н	Н	E	T	T	T	S	S	S	A	W
S	X	I	В	E	G	A	N	R	A	X	C
0	X	K	E	T	В	0	U	G	Н	T	L
L	x	E	N	D	E	D	X	Y	0	0	I
D	I	T	0	0	K	Z	Z	Y	E	Y	M
D	•	S	S	M	M	Z	Y	Y	Y	Y	В
D	W	R	E	S	T	E	D	F	F	W	E
D	L	A	T	E	ı	I	F	•	U	N	D
D	E	P	A	R	T	E	D	N	N	X	X

TH	E LIST	
	Began	
:		
:		
:		

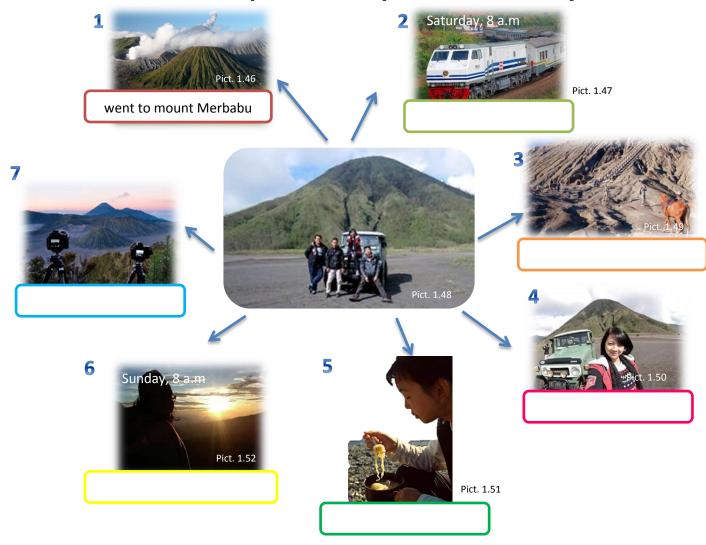
Let's Be a Master

A. In 40 seconds, please underline the special word from the list. Number one has been done for you

- 1. Bought
- 2. Saw
- 3. Departed
- 4. Climbed
- 5. Jumped
- 6. Arrived
- 7. Sold
- 8. Took
- 9. Began
- 10.Ended

bough bowl Bonnie bought bounce boo dough sawdust was awe sally sawmill saw sawn-off departure department departmental departed claim climber climbed climbdown climax climbing jam jumble jumper jumped jumpy jumbo Jupiter arrival arrive arrow arrived aria arcade arraign sole solder soldier soled sod sold solace doll tooth tootle told tomb tub too tool too took too beg beggarly beg beggar begun began beguile endear en enamel and end enemy ended enc

B. Write the word below the pictures. The first picture has been done for you.



C. Now, let's write a story. Write a story based on the pictures above. The first sentence has been done for you.

Last week, my frineds and I went to Mount Merbabu. It was our first trip together					
6)					



In this unit, you will learn:

- to identify the content of the recount text.
- to get the meaning of the words: built, explored, walked, were getting, held, sang, danced, played, packed, caught, were preparing, was sleeping
- to identify the generic structure of a recount text.
- to identify the verb used (tenses) in a recount text.
- to use the vocabulary appropriately to complete a recount text
- to write a simple recount text.

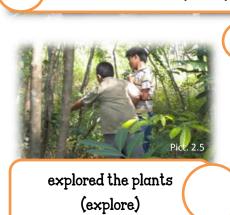


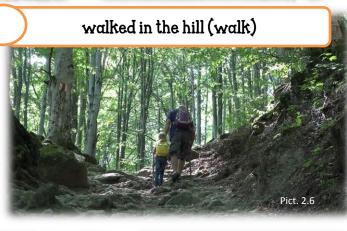
Have you ever been camping? What did you do on your camping? Tick the pictures below about your activities in camping.

















A. Read the following camping story by Tio carefully then answer the questions below.



5. When did Tio and his friends go home?	
4. What activities did Tio and his friends do when they held a fire camp night?	
3. Where did Tio build the tent?	
2. How many hours did they walk from the parking lot?	
1. Who was going camping?	

B. Read again Tio's story then thicken the line of the pictures which represent Tio's camping.

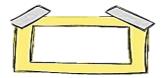


C. N	ow find the meaning of the words by guessing from the picture. A Fun Camping
1.	On Sunday, my friends and I went camping. (went =)
2.	We arrived at the camping ground in the evening after we walked for about one and a half hour from the parking lot. (arrived =) (walked =)
3.	We built the tent next to a small river. (built =)
4.	At night, it was getting darker and colder, so we built a campfire. (was getting =) (built =) Pict. 2.19
5.	There we held a campfire party. (held =)
6.	We sang, danced, read poetry, and played magic tricks. (sang =) (danced =) (played =) Pict. 2.23
7.	The next day, we explored the area near the river to find some new plants while the others were preparing breakfast. (explored =) (were preparing =)
8.	
9.	The fish tasted so delicious. (tasted =)
10	In the evening, we packed our bags bags and got ready to go home. (packed =)

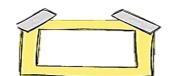
D. Do you still remember the generic structure of recount text? Label the story below with the generic structure of recount text.

A Fun Camping

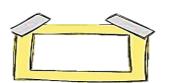
On Sunday, my friends and I went camping. We arrived at the camping ground in the evening after we walked for about one and a half hour from the parking lot. We built the tent next to a small river.



At night it was getting colder, so we built a campfire. There we held a campfire party. We sang, danced, read poetry, and played magic tricks.

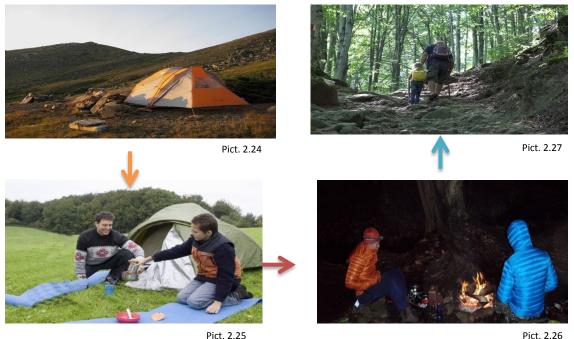


The next day, we explored some new plants near the river while the others were preparing breakfast. In the afternoon, we went to the river and caught some fishes for lunch. The fish tasted so delicious.



In the evening, we packed our bags and got ready to go home. It was a fun camping.

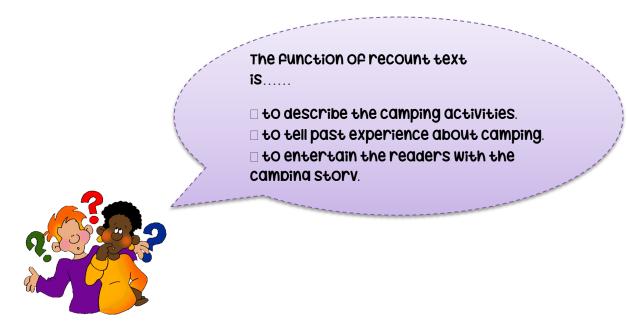
E. Take a look at the pictures of the story below then arrange the jumbled paragraph to a correct order.



Pict. 2.26



F. Do you still remember the function of recount text? Tick the correct one.



G. Match the word and the meaning below by drawing a line.

berjalan 1. Last week, my friends and I went camping. pergi 2. we <u>arrived</u> at the camping ground after we walked for about one and a half hour sampai from the parking lot. membangun 3. We built the tent next to a small river. menjadi sungai 4. At night it was getting colder, so we built a campaire. membuat mengadakan 5. There, we held a campfire party. menari 6. we sang, danced, read poetry, menyanyi and played magic tricks. bermain 7. The next day, we explored the area near the rivermenjelajah to find some new <u>plants</u> whilethe others were preparing breakfast.. menangkap menyiapkan 8. In the afternoon we went to the river and caught Pishes For lunch. terasa makan siang 9. The Pish tasted so delicious. enak 10. In the evening, we <u>packed</u> our bags mengemasi and got ready to go ho



A. Based on the numbered picture please complete Yuanita's camp story.

Moon at the Camp Site
It was my first time to go camping. On Saturday
evening, my mother and I went to the camp site near my
grand mother's house. We (1) for about 20
minutes from my grandmother's house to the camp site.
At night, we (2) a campfire because it was
so cold. After that, we (3) a noodle to eat. It (4)
so delicious for me. When we were (5)
we (6) "the blue moon". It was called
"the blue moon" because the moon looked bigger than
usual.
We (7) home in the next morning. It was
a wonderful experience to be able to see the moon from
the camp site. Adapted from www.belajarbahasainggris.us







Pict. 2.30



Pict. 2.31



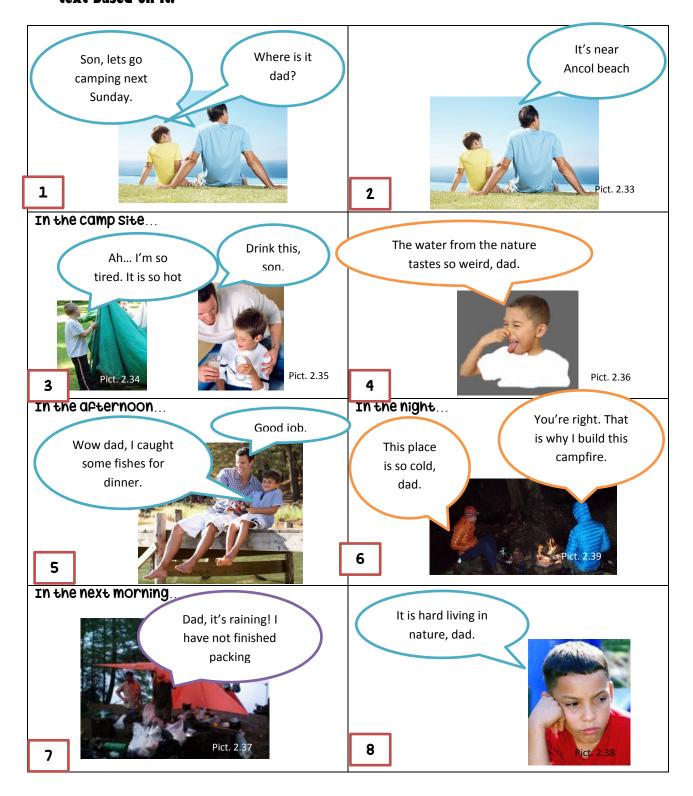


Pict. 2.32



Pict. 2.33

B. Read "My Experience of Living in Nature" comic strips then write a simple recount text based on it.



Write Andi's story here...

			*,1	1
				200
				2
A.	<u></u>	A	ار ك	

Language Corner







Dalam menuliskan recount text, susunan kalimat yang digunakan tidak hanya simple past tense, tetapi ada juga 'past continuous tense'.

Past Continuous Tense

Digunakan untuk menyatakan peristiwa yang <u>sedang terjadi</u> di masa lampau. Dalam beberapa contoh, past continuous tense digunakan bersamaan dengan kata 'when' atau 'while'. Misalnya:

- We observed some plants **while** the others **were preparing** meals.

 Artinya, ketika beberapa orang meneliti tumbuhan, <u>pada waktu yang sama</u>, yang lain sedang menyiapkan makanan.
- It was raining when we packed our bags.
 Hujan turun di waktu yang sama ketika kami mengemasi barang bawaan.
- It was getting darker and colder, so we built a fire camp.
 Seiring waktu berjalan, keadaan berubah menjadi gelap dan dingin, sehingga kami membangun perapian di kemah.

S+was/were+V-ing

A. Circle the sentence with the past continuous tense below.

- 1. I went camping last month.
- 2. When I was walking to the camp site, it began to rain.
- 3. At noon, my brother observed the insects.
- 4. Mom called me when I was sleeping.
- 5. I woke up at 4a.m.

B. Complete the sentences below using the past continuous tense.

1.	my Priend called me when I was _		a tent.
2 .	when I was	with my Priends, I Pound	some rare plants
3 .	At night, when I was party, suddenly a spider Fell on		n the campaire
4.	The girls went back to their ter		
	while the boys were		
5 .	when I was Pict. 2	41 , I was bitten by ma	osquitos.
		Pict. 2.40	
6 .	The next morning, it was	when I pack	ed my bag.

Let's Be a Master

A. In 3 minutes, please underline the magic words on the paragraph below.

The magic words: camping, caught, built.

My Experience in The Camp Site

I went camping with my father last Sunday. I really wanted to come to camping site where I could find many campers there. They were so cool.

We arrived at the camp site in the morning. We built the tent together. In the camp site I saw 'glamping' too. Glamping stands for glamorous camping. I saw many campers came gathered there. After I built a tent, I felt so tired. Then father made a chamomile tea. It was so refreshing.

In the afternoon my father and I went to the river near the camping site. There I met other campers. When we were chatting about many things related to camping, my father caught a big fish. We invited some of the campers to have dinner in our tent later.

In the night my father and I built a campfire because the weather was so cold. The campers we met before came then we grilled the fish together. We spent the night happily.

My father and I went home in the morning. It was raining when we packed our bags. It was an unforgettable camping experience for me.

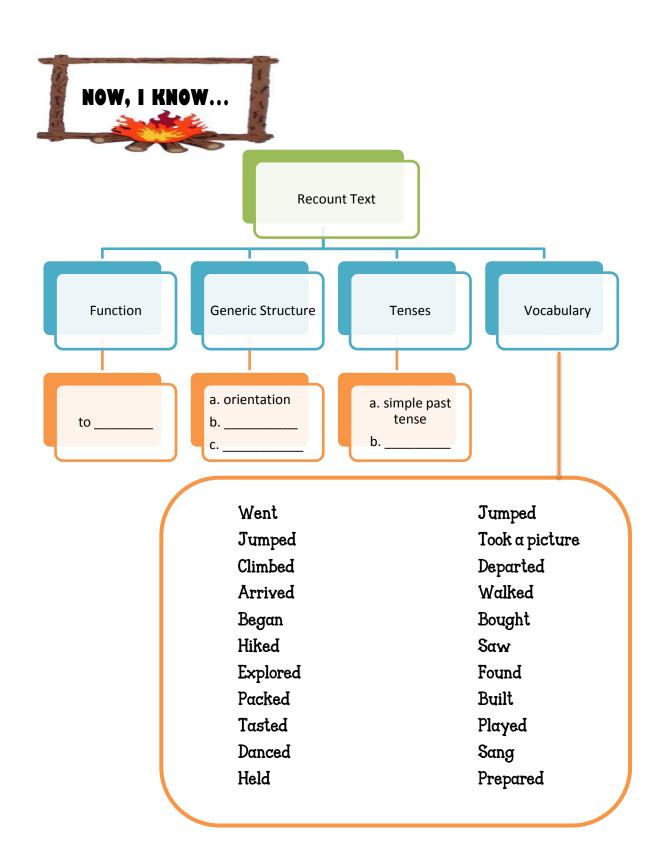
 $Adapted\ from\ www.indyvictoria.blogspot.com$

B. Write the words which represent the picture below.



C. In 10 minutes, please write a simple recount text based on the map you have been completed above.









INDONESIA'S INDEPENDENCE DAY CELEBRATION



In this unit, you will learn:

- to identify the content of the recount text.
- to get the meaning of the words: happened, organized, signed up, beat, aroused, read, finished, and gave.
- to identify the generic structure of a recount text.
- to identify the verb used (tenses) in a recount text.
- to use the vocabulary appropriately to complete a recount text
- to write a simple recount text.

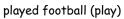


What did you do in celebrating Indonesia's Independence Day? Tick the pictures.







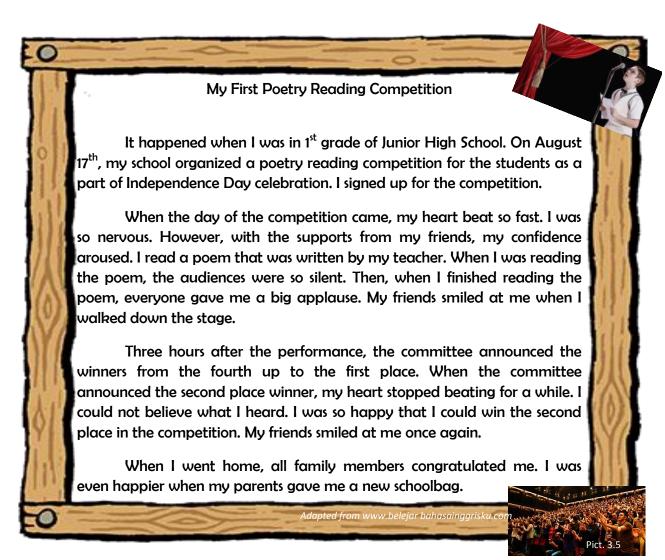






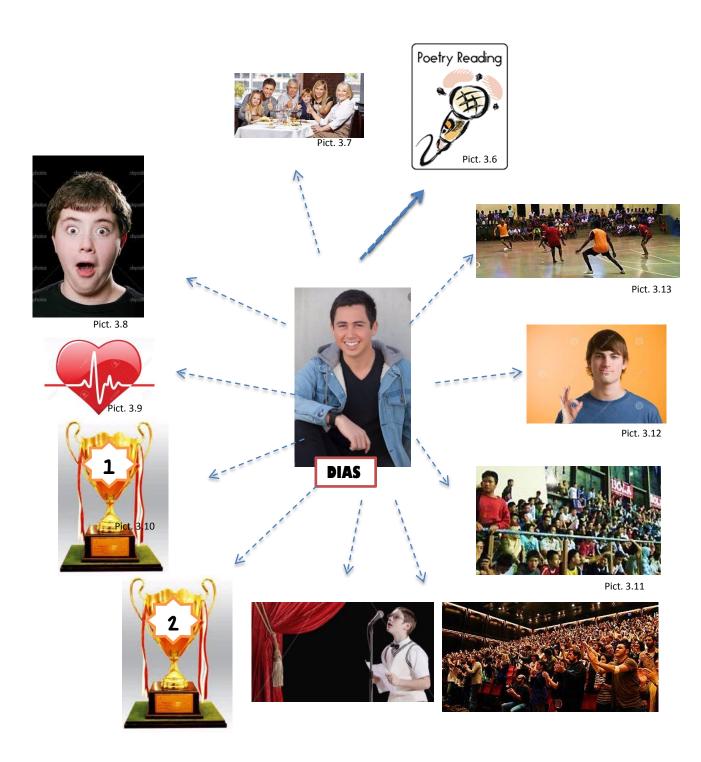


A. Read how Dias celebrated Indonesian's Independence Day then circle the correct sentence below.



- 1. Dias signed up for the poetry reading competition when he was in 2nd grade of Junior High School.
- 2. Dias read a poem made by her mother.
- 3. Dias won the second place of the competition.
- 4. Dias felt so sad she was on the second place.
- 5. Dias's parents gave him any prizes.

B. Draw a line to the pictures which represent Dias's Story. The first picture has been done for you.



C. Now find the meaning of the words by guessing from the picture. Number one has been done for you.

1.	It happened v	when I was in 1 st grade of Junior High School. On August 17 th , my school		
	organized a percelebration. (happened	oetry reading competition for the students as a part of Independence Day		
2.		the competition. =) Pict. 3.14		
3.	When the day (beat	of the competition came, my heart beat so fast. =)		
4.	I was so nervous. However, with the supports from my friends, my confidence aroused			
	(arouse			
5.	•	that was written by my teacher.		
	(read	=)		
6.		eading the poem, the audiences were so silent.		
	(was reading	=)		
7.		finished reading the poem, everyone gave me a big applause.		
	(finished			
	(gave	=)		

8.	My friends smiled at me when I walked down the stage.				
	(smiled	=)			
		n =)			
		The second of th			
		Pict. 3.15			
9.	Three hours a	after the performance, the committ <u>ee announced the win</u>	ners from the		
	fourth up to tl	the first place.			
	(announced	=)			
		Pict. 3.16			
10.	When the committee announced the second place winner, my heart stopped beating				
	for a while.				
	(stopped	=)			
11.	I could not be	elieve what I heard.			
	(believe	=)			
	(heard	=)			
12.		by that I could win the second place in the competition.			
	(win	=)			
1 2	My friends com	miled at me ence again			
13.	-	miled at me once again.			
	(Sillieu	=)			
14.	When I went	home, all family members congratulated me. I was even h	nappier when my		
		me a new schoolbag.	,		
	(went	=)	100		
	•	ed =			
	(gave				
	10-				

D. Draw a line between the paragraph and the generic structure of a recount text. The first paragraph has been done for you.

My First Poetry Reading Competition

When the day of the competition came, my heart beat so fast. I was so nervous. However, with the supports from my friends, my confidence aroused. I read a poem that was written by my teacher. When I was reading the poem, the audiences were so silent. Then, when I finished reading the poem, everyone gave me a big applause. My friends smiled at me when I walked down the stage.



It happened when I was in 1st grade of Junior High School. On August 17th, my school organized a poetry reading competition for the students as a part of Independence Day celebration. I signed up in the competition.



When I went home, all family members congratulated me. I was even happier when my parents gave me a new schoolbag.

Three hours after the performance, the committee announced the winners from the fourth up to the first place. When the committee announced the second place winner, my heart stopped beating for a while. I could not believe what I heard. I was so happy that I could win the second place in the competition. My friends smiled at me once again.



E. Arrange the jumbled paragraph below by giving number to each box. Number one has been done for you.

In celebrating the 69th Indonesia's Independence Day, my village held a sport competition. It was a futsal competition.

We were so tired. However, we were happy. My mother congratulated me for winning the competition.

We were so impatient in playing the last game. It was so hard because our opponent was very tough. Finally, we won the game with a nice score of 3-2. We played hard to win the first match. The supporters gave a loud applause for my team on the side of the field.

F. Arrange the pictures below based on the correct order of the paragraph above. Number one has been done for you.









G. Do you still remember what the function of recount text is?

The function of recount text is to



H. Match the word and the meaning below by drawing a line. Number one has been done for you.

1. It happened when I was in 1st grade
OP Junior High school.

2. In August 17th last year, my school
Organized a poetry reading competition Por
the students as a part oP Independence Day celebration.

3. I signed up Por the competition.

4. When the day OP the competition came,
my heart beat so Past.

berdetak

5. However, with the supports from my friends, my confident <u>arouse.</u>

6. I read a poem that was written by my teacher.

7. My Priends <u>smiled</u> at me when I <u>walked down</u> the stage.

8. Three hours after the performance, the committee <u>announced</u> the winners from the fourth up to the first place.

9. When the committee <u>announced</u> the second place winner, my heart <u>stopped</u> beating for a while.

10. I COUID NOT believe what I heard.

11. When I <u>went</u> home,
all Pamily members <u>congratulated</u> me.

 I was even happier when my parents gave me a new schoolbag. mengumumkan

turun

tersenvum

muncul

berhenti

menvelamati

dengar

mengumumkan

percava

memberi

pulang



A. Write the story correctly by using the words given. Number one has been done for you.

The Last Day of Indonesia's Independence Day Celebration in My Village

My Village <u>held</u> (hold) the celebration of 69th Indonesia's Independence Day on 16-17th August 2014. There were some competitions such as Karaoke Contest, insert a pencil into a bottle, and futsal Competition.

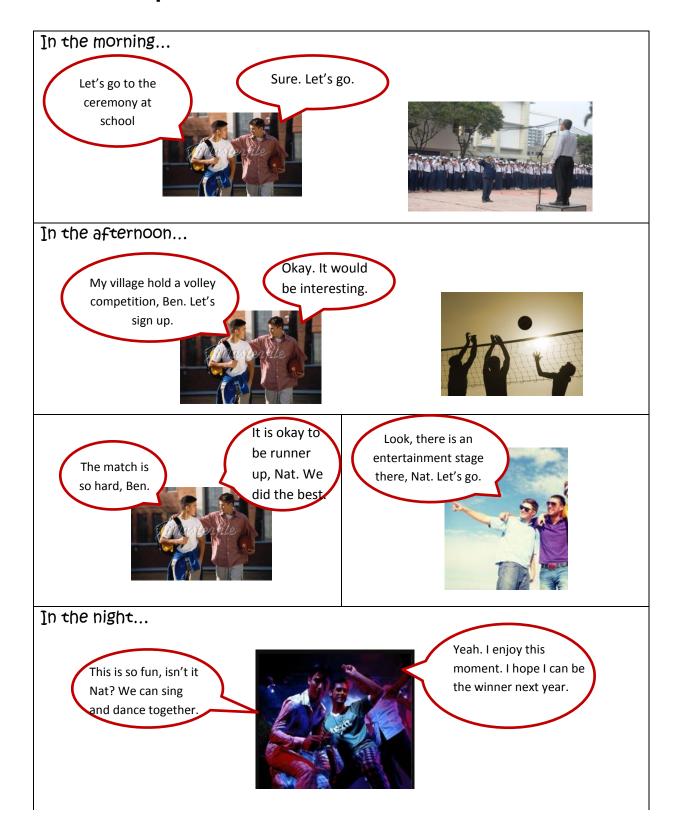
On the last day the committee (organize) a futsal
competition wearing dress for adults. Many adults (sign up) for
this match. While the men (is playing), the supporters
(smile) and (give) a big round of applause. The men (find) it
hard to move with dress. In the night, the committee (build) a
large entertainment stage to entertain all citizens of our village. At first
the committee (announce) the result of the game then they
ended the celebration day by holding a 'music show'. Everyone
(sing) and (dance) happily. I (take) some photos of them.
I (enjoy) the last Indonesia's Independence Day
Celebration. It (feel) so happy meeting the neighbour and
playing game with them.

Adopted from www.byanmilannisti.blogspot.com





B. Read "My Experience in Celebrating Indonesia's Independence Day" comic strips then write a simple recount text based on it.



Write Ben and Nathan's story "My Experience in Celebrating Indonesia's Independence Day" here...

_			
1 _			
_		 	

Language Corner



To Be

Present tense	= is / am/ are
Past tense	= was/ were

Dalam menulis recount text, to be digunakan dalam simple past tense dan past continuous tense.

- Simple past tense
 - Digunakan untuk kalimat yang tidak ada kata kerja (verb) --- Subjek tidak melakukan kegiatan.

Misal, to be digunakan dalam mengekspresikan perasaan.

- a. I was so tired after the holiday. (merasa kelelahan)
- b. I was so happy because I could meet my best friend. (merasa senang)
- c. They were upset about the result of the competition. (merasa kecewa)
- Simple continuous tense
 - Digunakan sebelum kata kerja yang menggunakan -ing
- a. When I was walking to the camp site, it began to rain (berjalan: melakukan kegiatan)
- b. At noon, my brother **was observing** the insects.
- (meneliti : melakukan kegiatan)

c. Mom called me when I was sleeping.

- (tidur : melakukan kegiatan)
- A. Identify the sentence with to be in simple past tense and in past continuous tense. Write (S) for simple past tense and (C) for past continuous tense. Number one has been done for you.

1.	It was so interesting to be able to join the competition.	(8)
2.	When I was dancing, I lost my wallet.	()
3.	The supporters were so noisy today.	()
4.	We were so impatient in playing the last game	()
5	T was so pervous standing in the stage	(1







How to pronounce the English words with -ed and -ing

Kata berakhiran dengan huruf '-e' yang tidak dibaca

Jika kata berakhiran 'e' tetapi 'e'e tersebut tidak dibacam maka 'e' tersebut juga tidak dibaca ketika –ed and –ing ditambahkan. Misal:

verb past tense present participle

dance danced dancing smile smiled smiling arrive arrived arriving observe observed observing taste tasted tasting organize organized organizing announce announced announcing

Kata berakhiran dengan huruf vocal + I

Jika sebuah kata berakhir dengan huruf vocal ditambah –I, maka dalam kata tersebut, '-I' dibaca jelas. Dalam penulisan, '-I' ditulis dobel

verb past tense present participle

travel travelled travelling

- Kata berakhiran dengan sebuah huruf vocal dan sebuah huruf konsonan

Jika sebuah kata berakhiran dengan sebuah huruf vocal dan sebuah huruf konsonan dan penekanan tidak berada pada akhir kata, maka tidak perlu menggandakan penulisan huruf konsonan tersebut. Dalam pelafalan, huruf konsonan dilafalkan dengan jelas.

verb past tense present participle

visit visited visiting

Namun, jika kata tersebut hanya mempunyai satu suku kata, maka penulisan huruf konsonan digandakan Misalawa

digandakan. Misalnya:

verb past tense present participle

stop stopped stopping

B. Listen to your teacher carefully to complete the story below. The first one has been done for you.

Celebrating Indonesia's Independence Day at School

On August 20 th last year, my school h <u>eld</u> a story telling competition
for the students as a part of Independence Day celebration. Anin and ${\bf I}$
s in the competition. We w so excited to join the competition.
When the day of the competition c, my heart b so
fast. When I was t a story in the stage, the audiences were so silent.
Then, when I f my performance, everyone gave me a big applause.
After that I s Anin preparing her performance. I I at her. We
both did the best.
One hour after the performance, the committee a the
winners from the fourth up to the first place. I w in the second place
while Anin w in the third place. Anin and I were really happy.
When I returned home, my father and mother c me. I was
even happier when my parents g me a new schoolbag.

Adopted from www.byanmilannisti.blogspot.com

C. Read the sentence then listen to your teacher to complete the crossword puzzle below. Number one has been done for you.

	₂ C									
₁ D		з В					8 W			
Α						⁷ S			₁₀ S	11 A
N			4 H					⁹ S		
С	Е	L	Е	5 B	e B	A	T	I	0	N
Е										
D							•			
	•									
						•				

v	in the end of the celebration, my friends and I danced in front of the stage
2,	l a hill on my last holiday.
3,	My father the tent while I was preparing the meals.
4.	On August 17 th last year, my village some competitions.
5,	In Borobudur Temple, I some souvenirs.
ô,	I the poetry carefully.
7,	In Pulosari Waterfall, I happily.
8.	My father, mother and I to Gembiraloka Zoo last Sunday.
€,	Rena, Mia, and I for a volley competition.
0.	When I was walking to the stage, my heart beating.
11.	The school committee the result one hour later.

Let's Be a Master

A. Read the words below then listen to your teacher.

Circle the words spoken by your teacher.

Be quick! You only have 30 seconds for each word.

The first word has been done for you.

The Futsal Competition

In celebrating the 69th Indonesia's Independence Day, my village held a sport competition. It was football competition wearing women clothes. I joined the futsal competition because I ever played futsal before.

There were four clubs joining the competition. We played so serious to win the first match. Fortunately, we won. The supporters gave a loud applause for my team on the side of the field. After the first game, we had lunch in the cafeteria. We were so impatient in playing the last game. It was so hard because our opponent was very tough. Finally, we won the game with a nice score of 3-2. We were so tired.

However, we were happy. The committee gave us the prizes after they announced the result of the game. My family congratulated me for winning the competition. It was a very interesting competition.

Adopted from www.byanmilannisti.blogspot.com







B. Write the words which represent the picture below.









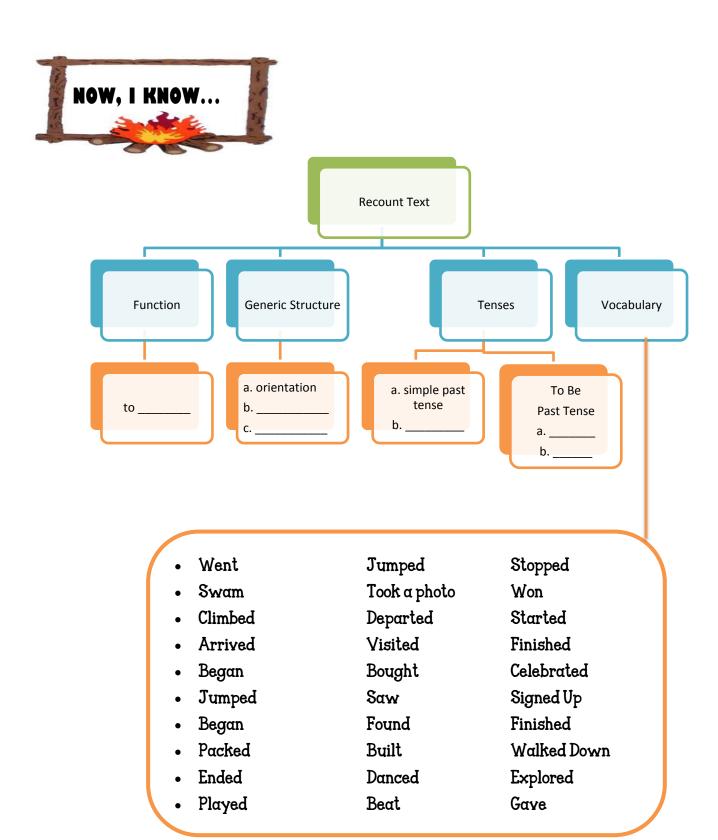






C. In 10 minutes, please write a post card for your friend about your story in celebrating Indonesia's Independence Day based on the pictures you have been completed above.





Pieture References

PICTURE REFERENCES BOOK'S COVER

www.cliparthut.com

PICTURE REFERENCES UNIT 1

Pict. 1.1	www.cliparthut.com
Pict. 1.2	www.cliparthut.com
Pict. 1.3	www.idtempatwisata.com
Pict. 1.4	www.infounik.org
Pict. 1.5	www.cliparthut.com
Pict. 1.6	www.cliparthut.com
Pict. 1.7	www.cliparthut.com
Pict. 1.8	www.cliparthut.com
Pict. 1.9	www.cliparthut.com
Pict. 1.10	www.trainindonesia.com
Pict. 1.11	www.kanasybilla.com
Pict. 1.12	www.dearryk.com
Pict. 1.13	www.railpictures.net
Pict. 1.14	www.otakku.com
Pict. 1.15	www.sarjawanmuda.wordpress.com
Pict. 1.16	www.international.sindonews.com
Pict. 1.17	www.kaskus.co.id
Pict. 1.18	www. reginas alsabila 97. blog spot. com
Pict. 1.19	www.xoloimage.com
Pict. 1.20	www.cliparthut.com
Pict. 1.21	www.cliparthut.com
Pict. 1.22	www.cache4.asset-cache.net
Pict. 1.23	www.cache4.asset-cache.net
Pict. 1.24	www.cliparthut.com
Pict. 1.25	www.pinterest.com
Pict. 1.26	www.1.bp.blogspot.com
Pict. 1.27	www.pinterest.com
Pict. 1.28	www.dwipuspita.com
Pict. 1.29	www. dwipuspita.com
Pict. 1.30	www.dolanotomotif.com
Pict. 1.31	www.hermanfamily.com
Pict. 1.32	www.cache4.asset-cache.net
Pict. 1.33	www.suarakomunitas.com
Pict. 1.34	www.familyhunt.com
Pict. 1.35	www.kaskus.co.id

Pict. 1.36	www.suarakomunitas.com
Pict. 1.37	www.kaskus.co.id
Pict. 1.38	www.kaskus.co.id
Pict. 1.39	www.kaskus.co.id
Pict. 1.40	www.exploreindonesia.com
Pict. 1.41	www.wisataku.blogspot.com
Pict. 1.42	www.wisataku.blogspot.com
Pict. 1.43	www.wisataku.blogspot.com
Pict. 1.44	www.wisataku.blogspot.com
Pict. 1.45	www.gobantul.go.id
Pict. 1.46	www.suarakomunitas.com
Pict. 1.47	www.pinterest.com
Pict. 1.48	www.nandhira.blogspot.com
Pict. 1.49	www.nandhira.blogspot.com
Pict. 1.50	www.nandhira.blogspot.com
Pict. 1.51	www.nandhira.blogspot.com
Pict. 1.52	www.nandhira.blogspot.com

PICTURE REFERENCES UNIT 2

Pict. 2.1	www.cache4.asset-cache.net
Pict. 2.2	www.cimg.antaranews.com
Pict. 2.3	www.cimg.antaranews.com
Pict. 2.4	www. ecx.images-amazon.com
Pict. 2.5	www.cliparthut.com
Pict. 2.6	www. ecx.images-amazon.com
Pict. 2.7	www. dharmaputra.ac.id
Pict. 2.8	www.cimg.antaranews.com
Pict. 2.9	www.pishoot.com
Pict. 2.10	www. cliparthut.com
Pict. 2.11	www. ecx.images-amazon.com
Pict. 2.12	evolveadventures.com.au
Pict. 2.13	www.railpictures.net
Pict. 2.14	www. education.seattlepi.com
Pict. 2.15	www.pinterest.com
Pict. 2.16	www. cliparthut.com
Pict. 2.17	www. cliparthut.com
Pict. 2.18	www. railpictures.net
Pict. 2.19	www.gocampingaustralia.com.au
Pict. 2.20	www.gustkemal.files.wordpress
Pict. 2.21	www.c1.staticflickr.com
Pict. 2.22	www.clipartbest.com
Pict. 2.23	www.clipartbest.com
Pict. 2.24	www.pinterest.com
Pict. 2.25	www.activeforlife.com

Pict. 2.26	www.easternslopes.com
Pict. 2.27	www.il9.picdn.net
Pict. 2.28	www.a.dilcdn.com
Pict. 2.29	www.survivaltek.com
Pict. 2.30	www.survivaltek.com
Pict. 2.31	www.cartoonfantasy.net
Pict. 2.32	www. teaching latina merica through literature. com
Pict. 2.33	www.flickr.com
Pict. 2.34	www.tdn.com
Pict. 2.35	www.flickr.com
Pict. 2.36	www.suarakomunitas.com
Pict. 2.37	www.activeforlife.se
Pict. 2.38	www.midulstermail.com
Pict. 2.39	www.pinterest.com
Pict. 2.40	www.cartoonfantasy.net
Pict. 2.41	www. cartoonfantasy.net
Pict. 2.42	www. 1.bp.blogspot.com
Pict. 2.43	www.guidesquebec.ca
Pict. 2.44	yunus.hacettepe.edu.tr

PICTURE REFERENCES UNIT 3

Pict. 3.1	www.pln.co.id
Pict. 3.2	www.kompasiana.com
Pict. 3.3	www.cf1.tokopedia.net
Pict. 3.4	www.antarajateng.com
Pict. 3.5	www.blogs.discovermagazine.com
Pict. 3.6	www.braniganlibraryteens.wordpress.com
Pict. 3.7	www. dharmaputra.ac.id
Pict. 3.8	www.cimg.antaranews.com
Pict. 3.9	www. previews.123rf.com
Pict. 3.10	www. previews.123rf.com
Pict. 3.11	www. ecx.images-amazon.com
Pict. 3.12	www.images.clipartof.com
Pict. 3.13	www. donboscooratory.com
Pict. 3.14	www.idaayu.com
Pict. 3.15	www.pinterest.com
Pict. 3.16	www.images.clipartpanda.com
Pict. 3.17	www.123rf.com
Pict. 3.18	www.fuyuo.devianart.com
Pict. 3.19	
Pict. 3.20	www.gustkemal.files.wordpress
Pict. 3.21	www.c1.staticflickr.com
Pict. 3.22	www.clipartbest.com
Pict. 3.23	www.clipartbest.com

Pict. 3.24	www.pinterest.com
Pict. 3.25	www.activeforlife.com
Pict. 3.26	www.easternslopes.com
Pict. 3.27	www.il9.picdn.net
Pict. 3.28	www.a.dilcdn.com
Pict. 3.29	www.survivaltek.com
Pict. 3.30	www.survivaltek.com
Pict. 3.31	www.cartoonfantasy.net
Pict. 3.32	www. teaching latina merica through literature. com
Pict. 3.33	www.flickr.com
Pict. 3.34	www.tdn.com
Pict. 3.35	www.flickr.com
Pict. 3.36	www.suarakomunitas.com
Pict. 3.37	www.activeforlife.se
Pict. 3.38	www.midulstermail.com
Pict. 2.39	www.pinterest.com
Pict. 2.40	www.cartoonfantasy.net
Pict. 2.41	www. cartoonfantasy.net
Pict. 2.42	www. 1.bp.blogspot.com
Pict. 2.43	www.guidesquebec.ca
Pict. 2.44	yunus.hacettepe.edu.tr



Daftar isi

Daftar isi	i
Standar Kompetensi dan Kompetensi Dasar	ii
Proses Pembelajaran	iii
Map of the Book	įу
Unit 1	1
Unit 2	5
Unit 3	8
Answer Key Unit 1	12
Answer Key Unit 2	17
Answer Key Unit 3	21

Standar Kompetensi dan Kompetensi Dasar

Kelas VIII, Semester 1

	Standar Kompetensi	Kompetensi Dasar
1.	Membaca Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan	5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 5.2. Merespon makna dalam teks tulis fungsional
	lingkungan sekitar	pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar 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
2.	Menulis Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar	 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

Proses Pembelajaran

Nation's 4 strands

1. Meaning-focused input

Tahap pertama dalam mempelajari vocabulary menurut Nation adalah 'meaning focused input' atau bisa dipahami sebagai belajar melalui membaca (reading) dan mendengarkan (listening). Dalam buku ini diambil satu aspek yaitu membaca. Aktifitas pembelajaran di dalamnya ialah extensive reading. Di sini siswa belajar untuk memahami bacaan dengan cara guessing from context dan meminimalkan penggunaan kamus dengan memberikan gambar sebanyak mungkin sebagai alat bantu.

2. Meaning-focused output

Berbeda dengan meaning-focused input, dalam sesi ini siswa siswa belajar vocabulary dengan menulis atau berbicara (setelah terlebih dahulu mendapatkan input). Aktifitas yang dilakukan diantaranya adalah melengkapi kalimat rumpang dan linked-skill activity. Dalam buku ini siswa menyusun sebuah recount text sederhana dengan bantuan gambar/ comic strips.

3. Language learning

Cara siswa memahami bahasa serta susunannya ditekankan dalam sesi ini. Siswa diajak untuk melakukan intensive reading (memprediksi kejadian selanjutnya) serta latihan menggunakan kata yang telah dipelajari (melengkapi crossword puzzle, melingkari jenis tenses, melengkapi kalimat).

4. Fluency Development

Pada tahap terakhir ini siswa mengulang kembali apa yang telah dipelajari. Tidak ada kata asing yang ditemui pada sesi ini. Latihan yang dilakukan seperti speed reading (mencari kata tertentu) dan 10 minutes writing (menulis teks recount sederhana dengan bantuan gambar pada semantic map).

"REMEMBER YOUR STORY"

AN ENGLISH VOCABULARY LEARNING BOOK FOR GRADE VIII

MAP OF THE BOOK

UNIT 1

Indicators	Nation's Four Strands	Learning Activities	Media
Students are able to:	1. Meaning-focused input		
- tell the content of the	(Reading - Intensive Reading)		
recount text.	a. Providing some interesting	- Students read "My Unforgettable Trip to Jakarta"	- Pictures and
 get the meaning of the words: 	and simplified reading text	and answer the true/false questions about the content of the story.	Worksheets
(verb)	b. Guessing from context	- Students thicken the line drawn from a picture to	- Pictures and
Went		another that shows the activities in the story.	Worksheets
Departed	c. Quickly giving the meaning	- Students draw a line from the underlined words in	- Worksheets
Arrived	(no dictionary use).	the sentences (from "My Unforgettable Trip to	
Sold		Jakarta") to its meaning	
Bought	d. Learning about the generic	- Students select the paragraph which represents the	- Worksheets
Saw	structure of a recount text.	generic structure of a recount text.	
Took		- Students arrange scrambled paragraphs into the	- Pictures and
Began		correct order by the help of picture in order.	Worksheets
Ended	e. Learning the function of a	- Students tick the function of recount text from the	- Worksheets
Climbed	recount text.	list of some function alternatives.	
Jumped	f. Vocabulary learning (putting	- Students write the meaning of some words in	- Picture and
- identify the generic structure	words into exercise)	Bahasa Indonesia by the help of pictures and	Worksheets
of a recount text.		sentences.	
- Identify the verb used	2. Meaning-focused output		
(tenses) in a recount text.	(Writing)		
- use the vocabulary	a. Using words correctly.	- Students write the correct words to fill the	- Pictures and
appropriately to complete a		incompleteness of the text entitled "My Holiday to	Worksheets
recount text		Borobudur Temple" based on the picture given	

- write a simple recount text.	b. Linked-skill activities	below the text. - Students read the incomplete story of "My Holiday to Mount Merapi" then select and write down the events based on the pictures given.	- Picture and Worksheets
	Language-focused learning a. Intensive reading	- Students read "Our First Trip Together" and predict what likely follow by selecting from a list of alternatives	- Worksheet
	b. Doing vocabulary exercises	Students underline the past tense verbs.Students find the past tense in the crossword puzzle.	- Worksheets - Game
	c. Fluency development		
	a. Speed Reading	- Students circle a word out of some similar-yet-different words in a given time (50 minute for 10 numbers).	- Worksheets
	b. Ten-minutes writing	Students write a word which represents each picture in a semantic map.Students write a simple recount text by the help of the pictures above.	Picture and WorksheetsWorksheets

Indicators		Nation's Four Strands	Learning Activities		Media
Students are able to:		leaning-focused input			
- tell the content of the recount		Reading (Intensive Reading)			
text get the meaning of the words:		Providing some interesting and simplified reading text.	 Students read "A Fun Camping" (familiar topic) and answer the questions below the text. 	-	Pictures and Worksheets
(verb) Went	b.	. Guessing from context	- Students thicken the line drawn from a picture to another that shows the activities in the story.	-	Pictures and Worksheets
Arrived	c.	Quickly giving the meaning	- Students draw a line from the underlined words in	-	Worksheets
Built		(no dictionary use)	the sentences (from "A Fun Camping") to its		

Observed			meaning.		
Were getting		d. Learning about the generic	- Students select the paragraphs which represents	-	Worksheets
Held		structure of a recount text.	the generic structure of a recount text.		
Sang			- Students arrange scrambled paragraph into the	-	Pictures and
Danced			correct order by the help of the pictures in a correct		Worksheets
Played			order.		
Packed		e. Learning the function of a	- Students tick the function of recount text.	-	Worksheets
Boiled		recount text.			
Tasted		f. Vocabulary learning (putting	- Students write the meaning of some words in	-	Pictures and
Was sleeping		words into exercise)	Bahasa Indonesia by the help of pictures and		Worksheets
Found			sentences.		
Enjoy	2.	Meaning-focused output			
- identify the generic structure		(Writing)			
of a recount text.		a. Using words correctly.	- Students write the correct words to complete a text	-	Pictures and
- Identify the verb used			entitled "The Moon at The Camp Site" by the help		Worksheets
(tenses) in a recount text.			of the pictures below the story.		
- use the vocabulary		b. Linked-skill activities	- Students write a simple recount text based on	-	Comic Strips
appropriately to complete a			comic strips of "My Experience of Living in Nature"		
recount text			that they have been read.		
- write a simple recount text.	c.	Language-focused learning			
		a. Doing vocabulary exercises	- Students circle the sentences with past continuous	-	Worksheets
			tense.		
			- Students complete sentence gaps using past	-	Pictures and
	١.		continuous tense by the help of pictures.		Worksheets
	b.	Fluency development			
		a. Speed Reading	- Students circle three words out of a text in a given	-	Worksheets
			time (3 minutes)		
		b. Ten-minutes writing	- Students write a word which represents each	-	Pictures and
			picture in a semantic map.		Worksheets
			- Students write a simple recount text by the help of	-	Pictures and
			the pictures above.		Worksheets

Indicators		Nation's Four Strands	Learning Activities	Media
Students are able to:	1.	Meaning-focused input		
- tell the content of the recount		 Reading (Intensive Reading) 		
text.	;	a. Providing some interesting	- Students read "My First Poetry Reading	- Pictures and
- get the meaning of the words:		and simplified reading text.	Competition" (familiar topic) and circle the true	Worksheets
(verb)			statements.	
happened	'	b. Guessing from context	- Students make lines of the pictures which represent	- Pictures
organized			the content of the story.	
signed up		c. Quickly giving the meaning	- Students draw a line from the underlined words in	- Worksheets
beat		(no dictionary use)	the sentences (from "My First Poetry Reading	
arouse			Competition") to its meaning	
read		d. Learning about the generic	- Students select the paragraphs which represent the	- Worksheets
was reading		structure of a recount text.	generic structure of a recount text.	
finished			- Students arrange scrambled paragraphs into the	- Worksheets
smiled			correct order	
walked down			- Students arrange scrambled pictures into the	- Pictures
announced			correct order.	
stopped		e. Learning the function of a	- Students write the function of recount text.	- Worksheets
heard		recount text.		
returned		f. Vocabulary learning	- Students write the meaning of some words in	- Pictures and
congratulated			Bahasa Indonesia by the help of pictures and	Worksheets
gave			sentences.	
- identify the generic structure	2. 1	Meaning-focused output		
of a recount text.	1	(Writing)		
- Identify the verb used	7	a. Using words correctly.	- Students write the correct words to complete a text	- Worksheets
(tenses) in a recount text.			entitled "The Last Day of Indonesia's Independence	
- use the vocabulary			day Celebration in My Village" by the help of the	
appropriately to complete a			present tense of the verbs.	
recount text		b. Linked-skill activities	- Students write a simple recount text based on	- Comic strips
- write a simple recount text.			comic strips of "My Experience in Celebrating	

C.	Language-focused learning	Indonesia's Independence Day" that they have been read.	
	a. Giving deliberate attention to spelling	 Students fill the blanks in "Celebrating Indonesia's Independence Day at School" by listening to their teacher's pronunciation. 	 Audio and Worksheets
	b. Vocabulary exercises	 Students write (S) for to be in simple past tense and for to be in past continuous tense Students write the correct words in a crossword 	- Worksheets
	Fluency development	puzzle by the help of sentence below the puzzle and their teacher's pronunciation.	- Crossword puzzle
C.	Fluency development a. Speed Reading	 Students read and scan a three paragraph of "The Futsal Competition" for finding the words pronounced by the teacher (in a given time 1 minute for a word). 	- Pictures and Worksheets
	b. Ten-minutes writing	- Students label the pictures then write short, personal note of how they spend their Indonesia Independence Day to a friend (on post card) by the help of some pictures in a semantic map.	- Pictures and Worksheets

MY COLOURFUL HOLIDAY

Time Allocation = 4 X 40'

Warming Up

- Dalam kegiatan ini guru menanyakan tentang hal-hal yang dilakukan oleh siswa ketika hari libur tiba, bisa pada hari Minggu, hari libur nasional, atau hari libur sekolah.
- Dengan menunjukkan gambar yang tertera mengenai hal-hal yang dilakukan siswa ketika libur, siswa mengingat kembali kegiatan yang mereka lakukan ketika hari libur tiba. Guru menjelaskan gambar beserta kata (present dan past tense) di bawahnya yang digunakan untuk menjelaskan hal yang dilakukan pada gambar.
- Guru meminta siswa untuk menuliskan hal-hal yang mereka lakukan ketika libur (bisa memilih dari gambar di atasnya atau dengan menuliskan kata lain yang tidak ada di gambar jika siswa tau).



Let's read

- Guru menyuruh peserta didik untuk membaca "My Unforgettable Trip to Jakarta" dengan seksama. Guru juga mengarahkan siswa untuk melihat ilustrasi gambar yang tersedia.
- Setelah siswa selesai membaca dan terlihat bahwa mereka mengerti garis besar hal yang mereka baca, guru menyuruh siswa untuk memilih pernyataan yang benar dan salah dengan cara memberi lingkaran pada kata "true (benar) atau false (salah)".
- Untuk lebih mengasah kejelian siswa dalam memahami bacaan tersebut, disediakan latihan dengan satu set gambar. Guru menjelaskan bahwa siswa diminta untuk menebalkan garis yang mengarah kepada gambar tentang pengalaman Raline liburan.
- Setelah siswa mengetahui lebih dalam isi dari bacaan tersebut secara keseluruhan, guru mengarahkan siswa untuk bisa memahami bacaan lebih dalam lagi dengan cara memahami isi dari setiap kalimat. Guru menyuruh siswa untuk menebak beberapa kosa kata yang muncul pada "An Unforgettable Trip to Jakarta" dengan bantuan gambar yang telah tersedia pada setiap kalimat.
- Setelah siswa memahami isi dari teks tesebut, guru menjelaskan mengenai jenis teks yang menceritakan berbagai pengalaman, yaitu recount text





- Guru menjelaskan komponen dalam teks recount, seperti orientation, events, dan reorientation. Siswa diminta untuk mengamati bacaan terlebih dahulu. Guru menjelaskan mengenai komponen tersebut jika dirasa siswa belum jelas.
- Guru menyuruh siswa untuk mengerjakan analisis komponen dari teks "My Unforgettable Trip to Jakarta". Setelah mengerjakan, siswa dan guru mencocokkan jawaban bersama-sama.
- Untuk memahami lebih dalam mengenai komponen teks recount, guru menyuruh siswa untuk mengerjakan analisis teks recount kedua (bukan "My Unforgettable Trip to Jakarta"). Guru dan siswa membahas jawaban bersama-sama.
- Guru mengarahkan siswa untuk berpikir sendiri fungsi *recount* text. Setelah siswa menebak, guru menjelaskan tentang fungsi dari *recount* text secara pasti (yang benar).
- Guru mengarahkan siswa untuk berpikir kembali berbagai kata yang telah mereka pelajari sebelumnya, kemudian siswa diminta untuk menghubungan beberapa kata yang telah digaris bawahi dengan arti kata tersebut dalam bahasa Indoneisa. Setelah selesai, guru dan siswa mencocokkan jawaban bersama, jika ada yang salah atau belum diisi, guru tidak memberi jawaban yang benar secara langsung, akan tetapi dengan mengingatkan siswa akan contoh kalimat yang telah dipelajari oleh siswa.
- Guru menjelaskan kata kerja yang digunakan dalam recount text secara garis besar (sebatas kata kerja lampau- agar siswa tidak bingung tentang bentuk kata kerja yang berbeda dari yang biasa mereka gunanakan).

Let's write a story

- Setelah siswa membaca teks recount secara mendalam di aktifitas sebelumnya, dalam sesi 'writing' ini siswa diharuskan untuk melengkapi sebuah teks yang di atasnya telah terdapat beberapa kata. Kegiatan ini bertujuan agar siswa bisa langsung menggunakan kata yang telah mereka pelajari sebelumnya. Guru menjelaskan bahwa terdapat gambar di bawah bacaan yang bisa membantu siswa.
- Guru dan siswa membahas jawaban yang benar. Dalam tahap ini guru dianjurkan untuk mengulang kembali kata-kata lain yang telah dipelajari.
- Latihan selanjutnya bertujuan agar siswa menulis hal yang mereka suka ketika berlibur ke Gunung Merapi. Guru menjelaskan





beberapa pilihan aktifitas liburan di Gunung Merapi yang bisa dipilih untuk melengkapi sebuah *recount text*.

Language Corner

- Sesi ini dimulai dengan menebak events yang akan terjadi. Guru menjelaskan kepada siswa bahwa pada teks rumpang telah diberikan kalimat bantu yang menjelaskan tiap kejadian. Siswa diminta untuk jeli dalam mengamati kalimat petunjuk tersebut. Setelah itu, siswa memberi nomor events urut sama seperti kalimat rumpang yang ditanyakan di dalam teks.
- Setelah sebelumnya siswa tahu bahwa dalam menulis *recount* menggunakan kata kerja lampau, dalam sesi ini guru menjelaskan mendalam mengenai simple past tense; tentang jenis kata khusus dan kata yang perubahannya dengan menambahkan '-ed'.
- Untuk lebih memahami penggunaan kata kerja lampau, guru meminta siswa untuk melingkari kalimat *simple past tense* dari beberapa kalimaat yang menggunakan *tenses* lain.
- Agar siswa tidak bosan dalam mempelajari kata-kata, disediakan 'crossword puzzle'. Guru menjelaskan aturan main. Siswa harus menemukan kata kerja lampau, kemudian melingkarinya. Siswa boleh melingkari secara horizontal atau vertikal. Kemudian siswa diminta untuk menuliskannya dalam kotak yang disediakan. Jumlah jawaban dalam 'crossword puzzle' sesuai dengan banyaknya garis yang disediakan dalam 'the list'.

Let's be a Master

- Sesi ini untuk merangkum kembali apa yang telah dipelajari oleh siswa. Ada tiga kegiatan dalam sesi ini. Yang pertama adalah speed reading.
- Dalam kegiatan speed reading, guru menjelaskan bahwa dalam 20 detik, siswa diminta untuk menggaris bawahi 10 kata khusus dari 70 kata yang ada. Kegiatan ini bertujuan agar siswa terbisa dengan kata yang telah dipelajari serta lebih jeli dalam membedakan satu kata dengan yang lainnya.
- Kegiatan kedua adalah tentang melabeli gambar yang telah dibuat seperti semantic maps. Guru menyuruh siswa untuk menuliskan kata yang bisa menunjukkan kegiatan dalam setiap gambar. Dalam kegiatan ini harus ditekankan bahwa setiap gambar merupakan komponen yang saling berhubungan untuk membentuk sebuah teks.





A. In 20 seconds, please underline the special word out of the alternatives word.
Number one has been done for you

Bought
 Saw
 Departed
 Climbed



Siswa diminta untuk menulis sebuah teks *recount* sederhana berdasarkan gambar yang telah dilabeli. Guru menjelaskan bahwa dalam kegiatan ini siswa hanya diberi watu 10 menit. Pada kegiatan *10 minutes writing* ini penilaian guru harus terfokuskan pada penggunaan kosa kata yang telah dipelajari sebelumnya (cara siswa menggunakan kata tersebut).

	& Trip to Herboliu Houstoin
last-	ucck, my Princip and I went to Hount Harbohy, III wa
our first trip	together

CAMPING ZONE

Time Allocation = 4 X 40'

Warming Up

- Dalam kegiatan ini guru menanyakan tentang hal-hal yang dilakukan oleh siswa ketika berkemah.
- Dengan menunjukkan gambar yang tertera mengenai hal-hal yang dilakukan siswa ketika libur, siswa mengingat kembali kegiatan yang mereka lakukan ketika berkemah. Guru menjelaskan gambar beserta kata (present dan past tense) di bawahnya yang digunakan untuk menjelaskan hal yang dilakukan pada gambar.
- Guru meminta siswa untuk menandai hal-hal yang mereka lakukan ketika berkemah.

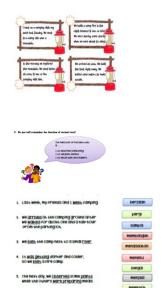
What think the part of the state of the state of the state of the part of the

Let's read

- Guru menyuruh peserta didik untuk membaca "A Fun Camping" dengan seksama. Guru juga mengarahkan siswa untuk melihat ilustrasi gambar yang tersedia.
- Setelah siswa selesai membaca dan terlihat bahwa mereka mengerti garis besar hal yang mereka baca, guru menyuruh siswa untuk menjawab pertanyaan mengenai bacaan tersebut. Guru dan siswa mencocokkan bersama-sama.
- Untuk lebih mengasah kejelian siswa dalam memahami bacaan tersebut, disediakan latihan dengan satu set gambar. Guru menjelaskan bahwa siswa diminta untuk menebalkan garis yang mengarah kepada gambar tentang pengalaman Tio berkemah.
- Setelah siswa mengetahui lebih dalam isi dari bacaan tersebut secara keseluruhan, guru mengarahkan siswa untuk bisa memahami bacaan lebih dalam lagi dengan cara memahami isi dari setiap kalimat. Guru menyuruh siswa untuk menebak beberapa kosa kata yang muncul pada "A Fun Camping" dengan bantuan gambar yang telah tersedia pada setiap kalimat.
- Guru menanyakan kembali apakah komponen dari sebuah teks recount. Guru menyuruh siswa untuk mengerjakan analisis komponen dari teks recount "A Fun Camping".
- Untuk memahami lebih dalam mengenai komponen teks recount, guru menyuruh siswa untuk mengerjakan analisis teks recount kedua (bukan "A Fun Camping"). Guru memberi tahu siswa bahwa terdapat gambar sebagai alat bantu mengerjakan. Gambar



- merupakan acuan dalam mengurutkan paragraf-paragraf tersebut. Guru dan siswa membahas jawaban bersama-sama.
- Guru menyuruh siswa untuk mengurutkan paragraf acak dengan cara menomori sesuai alur gambar yang benar. Setelah mengerjakan, siswa dan guru mencocokkan jawaban bersamasama.
- Guru menanyakan kembali fungsi teks *recount*. Siswa diminta untuk memilih satu dari opsi yang telah diberikan.
- Guru mengarahkan siswa untuk berpikir kembali berbagai kata yang telah mereka pelajari sebelumnya dalam "A Fun Camping", kemudian siswa diminta untuk menghubungan beberapa kata yang telah digaris bawahi dengan arti kata tersebut dalam bahasa Indoneisa. Setelah selesai, guru dan siswa mencocokkan jawaban bersama, jika ada yang salah atau belum diisi, guru tidak memberi jawaban yang benar secara langsung,akan tetapi dengan mengingatkan siswa akan contoh kalimat yang telah dipelajari oleh siswa.



Let's write a story

- Setelah siswa membaca teks recount secara mendalam di aktifitas sebelumnya, dalam sesi 'writing' ini siswa diharuskan untuk melengkapi sebuah teks dengan menuliskan kata yang di sampingnya telah terdapat gambar (bernomor sama dengan kata yang ditanyakan) sebagai alat bantu mengingat kata. Kegiatan ini bertujuan agar siswa bisa langsung menggunakan kata yang telah mereka pelajari sebelumnya.
- Guru dan siswa membahas jawaban yang benar. Dalam tahap ini guru dianjurkan untuk mengulang kembali kata-kata lain yang telah dipelajari.
- Latihan selanjutnya adalah membaca selembar komik "My Experience of Living in Nature". Guru memberikan waktu kepada siswa untuk membaca. Jika terdapat pertanyaan mengenai isi teks, guru menjelaskan.
- Guru kemudian menyuruh siswa untuk menuliskan cerita yang ada di dalam komik tersebut. Guru menjelaskan bahwa di dalam percakapan pada komik, bisa dilihat ada beberapa kata kerja yang bisa dirubah menjadi past tense untuk membuat teks recount.

Language Corner

- Sesi ini dimulai dengan guru menjelaskan penggunaan *past* continuous tense dan perbedaannya dengan simple past tense.







- Untuk lebih memahami penggunaan simple past tense serta past continuous tense, guru meminta siswa untuk melingkari kalimat yang menggunakan past continuous tense.
- Agar siswa tidak bosan dalam mempelajari kata-kata, disediakan kalimat rumpang bergambar. Guru meminta siswa untuk melengkapi kalimat tersebut dengan kata yang sesuai dengan gambar.

A. Circle the sentence with the past continues tense below 1. I waveful or complete find month. 2. When I wave undiffered to the comp offe, it began to make. 3. I waveful or continues to the comp offe, it began to make. 3. I waveful or the comp offe, it is the comp offe. 3. I waveful or the comp offe, it is the comp offe. 4. I waveful or the comp offe, it is the comp offe. 5. I waveful or the comp of the comp of the comp offe. 6. I waveful or the comp of the comp of the comp of the comp offe. 6. I waveful or the comp of the comp of

Let's be a Master

- Sesi ini untuk merangkum kembali apa yang telah dipelajari oleh siswa. Ada tiga kegiatan dalam sesi ini. Yang pertama adalah speed reading.
- Dalam kegiatan speed reading, guru menjelaskan bahwa dalam 30 menit, siswa diminta untuk menggaris bawahi 3 kata khusus dari sebuah bacaan. Kegiatan ini bertujuan agar siswa terbisa dengan kata yang telah dipelajari serta lebih jeli dalam membedakan satu kata dengan yang lainnya.
- Kegiatan kedua adalah tentang melabeli gambar yang telah dibuat seperti semantic maps. Guru menyuruh siswa untuk menuliskan kata yang bisa menunjukkan kegiatan dalam setiap gambar. Dalam kegiatan ini harus ditekankan bahwa setiap gambar merupakan komponen yang saling berhubungan untuk membentuk sebuah teks recount tentang berkemah.
- Siswa diminta untuk menulis sebuah teks recount sederhana berdasarkan gambar yang telah dilabeli. Guru menjelaskan bahwa dalam kegiatan ini siswa hanya diberi watu 10 menit. Pada kegiatan ini penilaian guru harus terfokuskan pada penggunaan kosa kata yang telah dipelajari sebelumnya (cara siswa menggunakan kata tersebut).

The relays where cereans, chapts butter. If you contains a process on the Carry Size. I seem chapting with my finance less Soudigs, I shall bean to chapte in chapting when were I could find many chapters. They were all could find many chapters. They were all could find many chapters are together, the chapter size of the chapters and the process of the chapters and the chapters are not before chapters and the chapters and the chapters are not to chapters and proceed one than the chapters are under buffers chapt and proceed one than the chapters are under buffers chapters. We seem the night intology and the chapters are not to chapters and the chapters are not to chapters and the chapters are not to chapters. And the chapters are not to chapters and the chapters are not chapters and the chapters are not chapters.

Now I know

 Guru dan siswa melengkapi bagan yang menunjukkan hal-hal yang telah dipelajari dari unit 1 sampai unit 2 agar siswa selalu ingat materi tentang teks recount, serta kata yang telah mereka pelajari.



INDONESIA'S INDEPENDENCE DAY CELEBRATION

Time Allocation = 4 X 40'

Warming Up

- Unit ini diawali dengan menanyakan tentang hal-hal yang dilakukan oleh siswa ketika merayakan HUT Ri.
- Dengan menunjukkan gambar tentang kegiatan yang biasa dilakukan ketika merayakan HUT RI, siswa mengingat kembali pengalaman mereka. Guru menjelaskan gambar beserta kata (present dan past tense) di bawahnya yang digunakan untuk menjelaskan hal yang dilakukan pada gambar.
- Guru meminta siswa untuk menandai hal-hal yang mereka lakukan ketika merayakan HUT RI.

Warming cup : The of pro is a schemage federate holysocietae Buy Test the printers. West fit to be someter as closed beginning to the printers. The officers in time to be someter as closed beginning to the printers. The officers in time to be someter as closed beginning to the printers. The officers in time to be someter as the value posterior of the printers. The officers in time to be someter as the value posterior of the printers and the printers.

Let's read

- Guru menyuruh peserta didik untuk membaca "My First Poetry Reading Competition" dengan seksama. Guru juga mengarahkan siswa untuk melihat ilustrasi gambar yang tersedia.
- Setelah siswa selesai membaca dan terlihat bahwa mereka mengerti garis besar hal yang mereka baca, guru menyuruh siswa untuk menandai kalimat yang benar tentang bacaan tersebut. Guru dan siswa membahas jawaban yang benar bersama-sama.
- Untuk lebih mengasah kejelian siswa dalam memahami bacaan tersebut, disediakan latihan dengan satu set gambar. Guru menjelaskan bahwa siswa diminta untuk menebalkan garis yang mengarah kepada gambar tentang pengalaman Dias dalam merayakan HUT RI.
- Setelah siswa mengetahui lebih dalam isi dari bacaan tersebut secara keseluruhan, guru mengarahkan siswa untuk bisa memahami bacaan lebih dalam lagi dengan cara memahami isi dari setiap kalimat. Guru menyuruh siswa untuk menebak beberapa kosa kata yang muncul pada "My First Poetry Reading Competition" dengan bantuan gambar yang telah tersedia pada setiap kalimat.
- Guru menanyakan kembali apakah komponen dari sebuah teks recount. Guru menyuruh siswa untuk mengerjakan analisis komponen dari teks recount "My First Poetry Reading Competition" dengan cara menghubungan paragraf ke generic structure dari teks recount.



- Guru menyuruh siswa untuk mengurutkan paragraf acak (teks kedua – berbeda dengan "My First Poetry Reading Competition") dengan cara menomori sesuai alur isi yang benar. Setelah mengerjakan, siswa dan guru mencocokkan jawaban bersamasama.
- Kegiatan selanjutnya adalah mengurutkan gambar dengan mengacu pada paragraf yang telah diurutkan sebelumnya. Guru dan siswa mencocokkan jawaban bersama-sama.
- Guru menanyakan kembali fungsi teks *recount*. Siswa diminta untuk menuliskan fungsi dari teks *recount*.
- Guru mengarahkan siswa untuk berpikir kembali berbagai kata yang telah mereka pelajari sebelumnya dalam "My First Poetry Reading Competition", kemudian siswa diminta untuk menghubungan beberapa kata yang telah digaris bawahi dengan arti kata tersebut dalam bahasa Indoneisa. Setelah selesai, guru dan siswa mencocokkan jawaban bersama, jika ada yang salah atau belum diisi, guru tidak memberi jawaban yang benar secara langsung, akan tetapi dengan mengingatkan siswa akan contoh kalimat yang telah dipelajari oleh siswa.





Let's write a story

- Setelah siswa membaca teks recount secara mendalam di aktifitas sebelumnya, dalam sesi 'writing' ini siswa diharuskan untuk melengkapi sebuah teks dengan menuliskan kata yang di sampingnya telah terdapat present tense dari kata tersebut. Guru menjelaskan bahwa siswa harus mengubah kata tersebut ke dalam bentuk past tense. Kegiatan ini bertujuan agar siswa bisa langsung menggunakan kata yang telah mereka pelajari sebelumnya.
- Guru dan siswa membahas jawaban yang benar. Dalam tahap ini guru dianjurkan untuk mengulang kembali kata-kata lain yang telah dipelajari.
- Latihan selanjutnya adalah membaca selembar komik "My Experience in Celebrating I ndonesia'ss Independence Day". Guru memberikan waktu kepada siswa untuk membaca. Jika terdapat pertanyaan mengenai isi teks, guru menjelaskan.
- Guru kemudian menyuruh siswa untuk menuliskan cerita yang ada di dalam komik tersebut. Guru menjelaskan bahwa di dalam percakapan pada komik, bisa dilihat ada beberapa kata kerja yang bisa dirubah menjadi *past tense* untuk membuat teks *recount*.





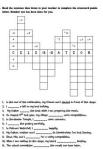
Language Corner

- Sesi ini dimulai dengan guru menjelaskan penggunaan *to be* dalam *past continuous tense* dan *simple past tense*.
- Untuk lebih memahami penggunaan to be dalam past continuous tense dan simple past tense, guru meminta siswa untuk menuliskan (S) untuk kalimat dengan to be sebagai simple past tense, serta (C) untuk kalimat yang dengan to be sebagai past continuous tense.
- Setelah menjelaskan to be, guru menjelaskan pengucapan dalam past tense (ditambahkannya –ed di akhir kalimat). Kemudian guru membacakan beberapa kata untuk melengkapi "Celebrating Indonesia's Independence Day at School". Kata-kata tersebut adalah: held, signed up, were, came, beat, telling, saw, looked, announced, was, was, congratulated, gave.
- Agar siswa tidak bosan dalam mempelajari kata-kata, disediakan 'crossword puzzle'. Guru menjelaskan aturan main. Siswa harus mendengarkan kalimat yang dibacakan guru untuk bisa melengkapi puzzle. Disediakan kalimat-kalimatnya agar jika siswa tidak begitu jelas mendengar, siswa bisa menebak sesuai dengan konteks kalimat.

Let's be a Master

- Sesi ini untuk merangkum kembali apa yang telah dipelajari oleh siswa. Ada tiga kegiatan dalam sesi ini. Yang pertama adalah speed reading.
- Dalam kegiatan speed reading, guru menjelaskan bahwa dalam 30 detik per kata, siswa diminta untuk menggaris bawahi 3 kata khusus dari sebuah bacaan. Kegiatan ini bertujuan agar siswa terbisa dengan kata yang telah dipelajari serta lebih jeli dalam membedakan satu kata dengan yang lainnya.
 - Kata-kata yang dicari adalah: competition, pl ayed, won.
- Kegiatan kedua adalah tentang melabeli gambar yang telah dibuat seperti semantic maps. Guru menyuruh siswa untuk menuliskan kata yang bisa menunjukkan kegiatan dalam setiap gambar. Dalam kegiatan ini harus ditekankan bahwa setiap gambar merupakan komponen yang saling berhubungan untuk membentuk sebuah teks recount tentang merayakan HUT RI.
- Siswa diminta untuk menulis sebuah teks *recount* sederhana berdasarkan gambar yang telah dilabeli. Guru menjelaskan bahwa dalam kegiatan ini siswa hanya diberi watu 10 menit. Pada









kegiatan 10 minutes writing ini penilaian guru harus terfokuskan pada penggunaan kosa kata yang telah dipelajari sebelumnya (cara siswa menggunakan kata tersebut).

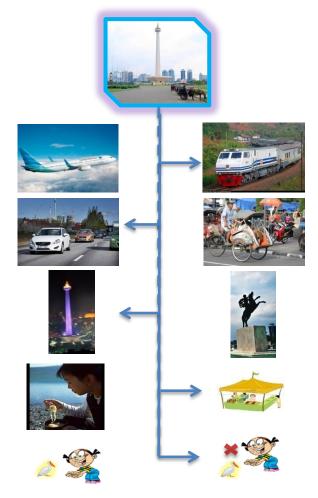
Now I know

 Dalam sesi ini guru dan siswa melengkapi bagan yang menunjukkan hal-hal yang telah dipelajari dari unit 1 sampai unit 2. Kegiatan ini bertujuan agar siswa selalu ingat materi tentang teks recount, serta kata yang telah mereka pelajari.



ANSWER KEY UNIT 1

- Warming Up
- Let's read
 - B. "My Unforgettable Trip to Jakarta"
 - 1. False
- 5. False
- 2. True
- 6. False
- 3. False
- 7. True
- 4. True
- C. Thicken the line of the pictures which represent Raline's story in Jakarta



- D. Find the meaning
 - My Trip to Jakarta
 - 1. Pergi
 - 2. Berangkat, sampai
 - 3. Menjual
 - 4. Membeli
 - 5. Memberi makan, berbahaya.
- 6. Melihat, mengambil gambar
- 7. Mulai, selesai
- 8. Mendaki, melompat
- 9. Membeli

E. **Orientation** : Last holiday, I went to my brother's house in Jakarta. I went to there with my father by train. We departed from Yogyakarta at 7am and arrived at 3pm. Jakarta was very crowded.

Events : In the morning my father, brother, and I went to MONAS. There were many traders. They sold souvenirs, snacks, and drinks. We bought three tickets. We visited the room where we could listen to the voice of Soekarno, the first president of Indonesia.

In the afternoon, we went to the zoo near MONAS by car. The zoo was very crowded. I saw many pelican birds. I could not feed them because they were dangerous. Then I saw and took the photo of the deer, giraffe, elephant, tiger, and many other animals. There was a monkey show on the zoo. It began at 11am and ended at 12pm. The monkey was so funny. They climbed to a stick then jumped to a mini pool.

Reorientation: Before we went home, we bought some drink and food. I was so tired but happy. It was my unforgettable trip to Jakarta.

- F. Arrange the paragraphs to be a good story based on the pictures given.
 - (1) On Sunday I went to Parangtritis beach...
 - (2) There were many traders since morning
 - (3) After that we climbed the hill...
 - (4) We went home at 10 in the morning...
- G. The function of a recount text is to tell past events.
- H. Match the word and the meaning by drawing a line.

pergi, air terjun
 pergi
 penjual

3. melihat, pemandangan 9. menjual, cinderamata

4. jalan, naik5. sampai10. membeli11. pulang

6. berenang, bermain 12. menyenangkan

- Let's write a story
 - A. Complete Andi's story

went
 departed
 arrived
 Saw
 took
 climbed
 sold
 Bought

B. Tick the picture of events

For example students tick: climbing, going to museum, riding a jeep.

C. Write down the complete story based on the thickened pictures

My Holiday to Mount Merapi

Last holiday, my friends and I went on a trip at Mount Merapi. We went there by bus. It was our first trip together.

There, I climbed to a small hill. It was tiring but I kept on walking. After that I went to a museum. I saw a lot of Mount Merapi eruption evidence. I took some photos of it. On my way back to parking lot, I rode a jeep.

It was so fun going to Mount Merapi. I hope I can visit it with my parents someday.

- Language Corner
 - A. Read and tick the next events in the right order.
 - (1) As it leaves the village, the road ______
 - (2) We arrived there at noon. Because it was _____
 - (3) In the fruit garden I saw _____
 - (4) Before we went home, we took
 - B. The sentences with the past tense 2,3,5,6
 - C. Find the past tense

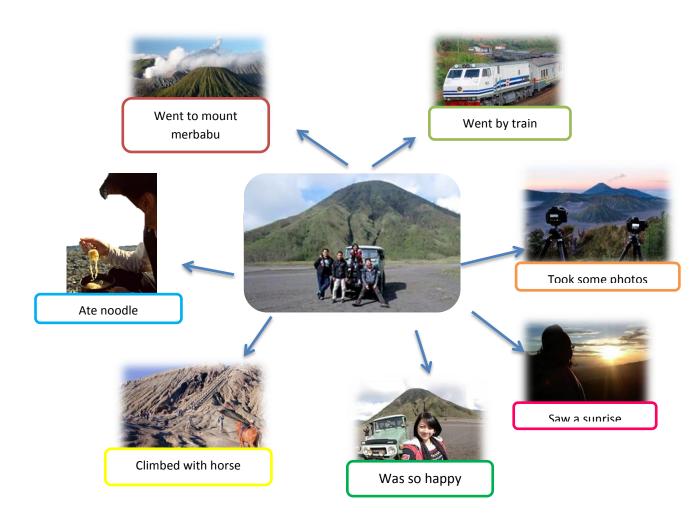
A	R	R	I	Y	E	D	W	E	W	В	A
C	Н	Н	E	T	T	T	S	S	S	A	W
S	X	I	В	E	G	A	N	R	A	X	C
0	X	K	E	T	В	0	U	G	Н	T	L
L	X	E	N	D	E	D	X	Y	0	•	ı
D	I	T	0	0	K	Z	Z	Y	E	Y	M
D	0	S	S	M	M	Z	Y	Y	Y	Y	В
D	W	Ik.	E	S	T	E	D	F	F	W	E
D	L	A	Ŧ	E	I	I	F	0	U	N	D
D	E	P	A	R	T	E	D	N	N	X	X

Let's be a master

A. In 40 seconds, underline the special word out of the alternative words.

bough bowl Bonnie bought bounce boo dough 1. Bought 2. Saw sandust was ane sally sammill san sann-off 3. Departed departure department departmental departed claim climber climbed climbdown climax climbing 4. Climbed 5. Jumped jam jumble jumper <u>jumped</u> jumpy jumbo Jupiter 6. Arrived arrival arrive arrow arrived aria arcade arraign 7. Sold sole solder soldier soled sod sold solace doll 8. Took tooth tootle told tomb tub too tool too took too 9. Began beg beggarly beg beggar begun began beguile 10.Ended endear en enamel and end enemy ended enc

B. Write the word below the pictures



C. Let's write a story based on the pictures.

A Trip to Merbabu Mountain

Last holiday I went to Merbabu Montain with my friends. I went there by train. In Merbabu Montain I rode a jeep.

I arrived there at 9am. I climbed a small hill with a horse. It was so fun because it was my first time riding a horse. After that I ate noodles. There I took some photos of mount Merbabu.

We went home in the evening. I was so happy because I saw a sunset.

ANSWER KEY UNIT 2

- Warming Up
- Let's read
 - B. The answer of the questions of the first recount text.
 - 1. Tio and his friends
 - 2. One and a half hour.
 - 3. Next to a small river
 - 4. Sang, danced, read poetry, and played magic tricks.
 - 5. Monday
 - C. Thicken a line of the correct picture.



- D. Find the meaning of the words.
 - A Fun Camping
 - 1. Pergi 6. Pergi, menangkap
 - Sampai, berjalan
 Mengadakan
 - 3. Mendirikan 8. Menyanyi, menari, bermain.
 - 4. Menjadi, membuat 9. Mengemasi
 - 5. Meneliti

E.	Orientation	: last weekend, my friends a fire camp.
	Events	: The next day, we played magic tricks.
	Reorientation	: On Monday, we packed go home.
F.		ed paragraph to a correct order based on pictures. ping with my uncle last Sunday.
	(2) We arrived at	· - · ·
	• •	mp fire in the night because it was so cold
	(4) In the morning	we explored the mountain.

١

- G. The function of recount text is to tell past events.
- H. Match the word and the meaning by drawing a line.

Pergi
 Menangkap, dinner

Sampai, berjalan
 Mengadakan

3. Mendirikan, sungai 8. Terasa

4. Menjadi, membuat 9. Menyanyi, menari, bermain

5. Meneliti, menyiapkan 10. Mengemasi

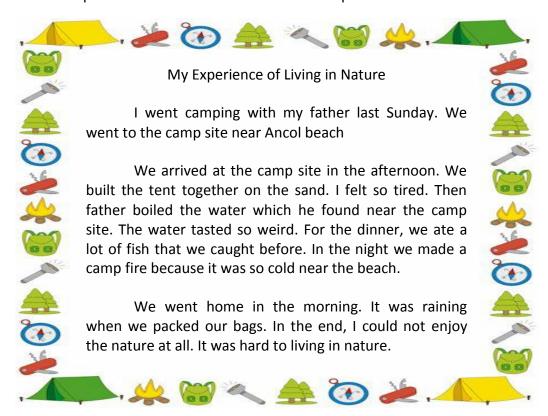
• Let's Write A Story

A. Complete the story based on the pictures given.

Walked
 Built
 Cooked
 Eating
 Saw
 Went

4. Tasted

B. Write a simple recount text based on the comic strips.



Language Corner

A. Circle the sentence with the past continuous tense.

2, 4

- B. Complete the sentences below with the past continuous tense.
 - 1. Building
- 5. Playing
- 2. Observing
- 6. Dancing

3. Raining

- 7. Walking
- 4. Sleeping
- Let's Be a Master
 - A. Underline the magic words on the paragraph.

My Experience in the Camp Site

I went <u>camping</u> with my father last Sunday. I have been wanted to come to <u>camping</u> site where I could find many campers there. They were so cool.

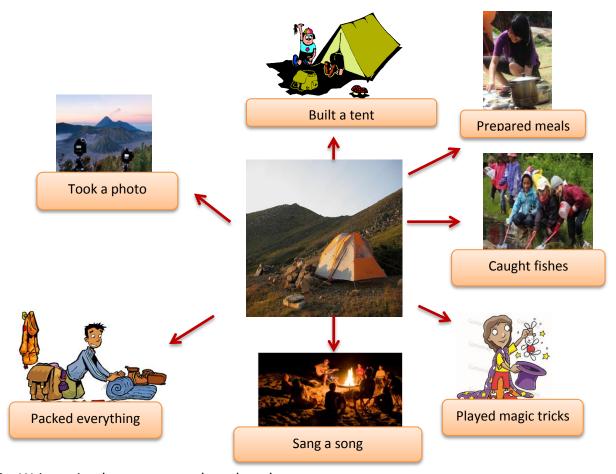
We arrived at the camp site in the afternoon. We <u>built</u> the tent together. In the camp site I saw 'glamping' too. Glamping stands for glamorous camping. I saw many campers came gathered there. After I <u>built</u> a tent, I felt so tired. Then father made a chamomile tea. It was so refreshing.

In the afternoon my father and I went to the river near the <u>camping</u> site. There I met other camper. When we were chatting about many things related to <u>camping</u>, my father <u>caught</u> a big fish. We invited some of the campers to have dinner in our tent.

In the night my father and I built a camp fire because the weather was so cold. The campers we met before came then we grilled the fish together. We spent the night happily.

My father and I went home in the morning. It was raining when we packed our bags. It was an unforgettable camping experience for me.

B. Write the words which represent the pictures below.



C. Write a simple recount text based on the map

My First Camping Experience

Last week, my friends and I went camping. We arrived at the camping ground in the morning after we walked for about one and a half hour from the parking lot.

When we built the camp next to a small river, the others were preparing meals. In the afternoon we went to the river and caught some fish for dinner. At night, we held a fire camp party. We sang and played magic tricks.

The next morning, we packed our bags and got ready to go home.

Now, I know

Recount text,

- Function : to retell past events

- Generic structure: orientation, events, reorientation

- Tenses : simple past tense, past continuous tense

ANSWER KEY UNIT 3

- Warming Up
- Let's read
 - B. The number with the correct sentence: 3,5
 - C. The ones represent Dias's story:



- D. Finding the meaning by guessing from the picture
- My First Poetry Reading Competition

5. Membaca

- 1. Terjadi, mengadakan 6. Membaca 11. Mempercayai, dengar 2. Mendaftar 7. Selesai, memberi . 12. Memenangkan 3. Berdetak 8. Tersenyum, turun 13. Tersenyum
- 4. Meningkat 9. Mengumumkan 14. Kembali, menyelamati, memberi
- E. Draw a line between the paragraph and the generic structure

: It happened when I was in 1st grade_ Orientation

10. Berhenti

: When the day of the competition came, my heart ______. **Events**

Three hours after the performance ______.

: When I returned home, all family members . Reorientation

- F. Arrange the jumbled paragraphs below by giving number to each box.
 - (1) In celebrating the 69th Indonesia's Independence Day_____.
 - (2) We played so serious to win the first match ______.
 - (3) We were so impatient in playing the last game ______.
 - (4) We were so tired. However ______.
- G. Arrange the pictures below based on the correct order of the paragraphs above.









- H. The function of recount text is to retell past events.
- I. Match the word and the meaning below by drawing a line.

(1) Terjadi

(6) ditulis

(11) pulang, menyelamati

(2) Mengadakan

(7) tersenyum, turun

(12) memberi

(3) Mendaftar

(8) mengumumkan

(4) Tiba, berdetak

(9) mengumumkan, berhenti

(5) Muncul

(10) percaya, dengar

• Let's Write

A. Writing a story by using the words given Held, organized, signed up, was playing, smiled, laughed, gave, found, built, announced, sang, danced, took, enjoyed, felt.

B. Read a comic strip then write a simple recount text based on it.

My Experience in celebrating Indonesia's Independence Day

Last year on August 17th I celebrated 69th Indonesia's Independence Day. Ben and I had some activities that day.

In the morning I went to the ceremony at school. Then in the afternoon ben and I signed up to a volley competition in our village. The match was so hard. Ben and I got the second place. After that we went closer to the entertainment stage. We sang and dance together with the neighborhood.

Although I got the second place, I enjoyed that day. I hope I can be the winner next year.

- Language Corner
 - A. Write (S) for simple past tense and (C) for past continuous tense
 - 1. (S)
 - 2. (C)
 - 3. (S)
 - 4. (S)
 - 5. (S)
 - B. Listen to your teacher carefully to complete the story below. held, signed up, were, came, beat, telling, finished, saw, looked, announced, was, was, congratulated, gave.
 - C. Complete the crossword puzzle

1. Danced

6. Read

11. Announced

2. Climbed

7. Swam

3. Built

8. Went

- 4. Held
- 9. Signed up
- 5. Bought
- 10. Stopped

Let's be a Master

A. Circle the key word given by teacher. Each word takes 30seconds.

The key words: competition, played, and won.

The Futsal Competition

In celebrating the 69th Indonesia's Independence Day, my village held a sport <u>competition</u>. It was football competition wearing women clothes. I joined the futsal <u>competition</u> because I ever <u>played</u> futsal before.

There were four clubs joining the <u>competition</u>. We <u>played</u> so serious to win the first match. Fortunately, we won. The supporters gave a loud applause for my team on the side of the field. After the first game, we had lunch in the cafeteria. We were so impatient in playing the last game. It was so hard because our opponent was very tough. Finally, we <u>won</u> the game with a nice score of 3-2. We were so tired.

However, we were happy. The committee gave us the prizes after they announced the result of the game. My family congratulated me for winning the competition. It was a very interesting competition.

B. Write the words which represent the picture below





C. In 10 minutes, please write a simple recount text based on the pictures above.



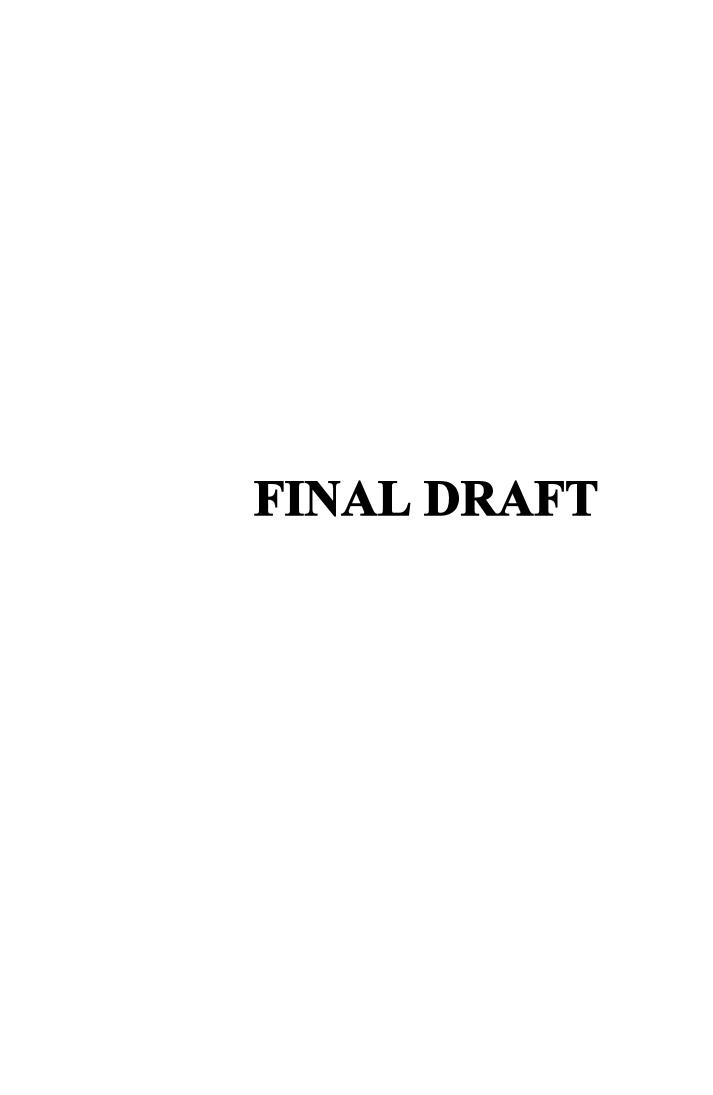
Now, I know

Recount Text

- Function : to retell the past events.

- Generic Structure: orientation – events – reorientation

- Tenses : simple past tense, past continuous tense; to be: past tense, past continuous tense





Daftar isi

Daftar isi	i
Unit 1	1
Unit 2	17
Unit 3	34
Picture References	54

UNIT I MY COLOURFUL HOLIDAY







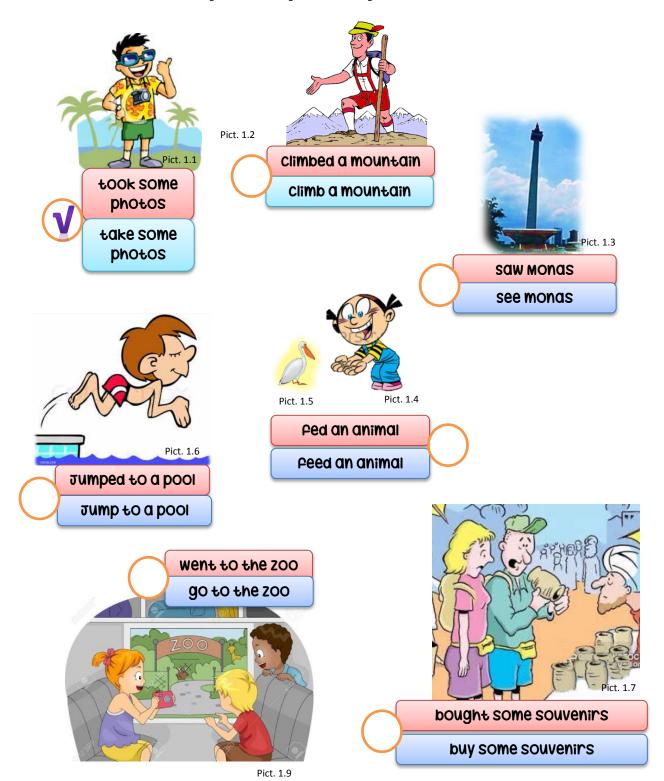
In this unit, you will learn:

- to identify the content of the recount text.
- to get the meaning of the words: went, departed, arrived, sold, bought, saw, took, began, ended, climbed, jumped
- to identify the generic structure of a recount text.
- to identify the verb used (tenses) in a recount text.
- to use the vocabulary appropriately to complete a recount text
- to write a simple recount text.



A. What did you do on holidays?

Tick the activities you did on your holidays below.





A. Read the following trip story by Raline carefully then circle the true or false statement based on the story.



My Unforgettable Trip to Jakarta

Last holiday, I went to my brother's house in Jakarta. I went there with my father by train. We departed from Yogyakarta at 7a.m. and arrived at 3p.m.. Jakarta was very crowded.

In the morning my father, brother, and I went to MONAS. There were many traders. They sold souvenirs, snacks, and drinks. We bought three tickets to enter Monas. We visited the room where we could listen to the voice of Soekarno, the first president of Indonesia.

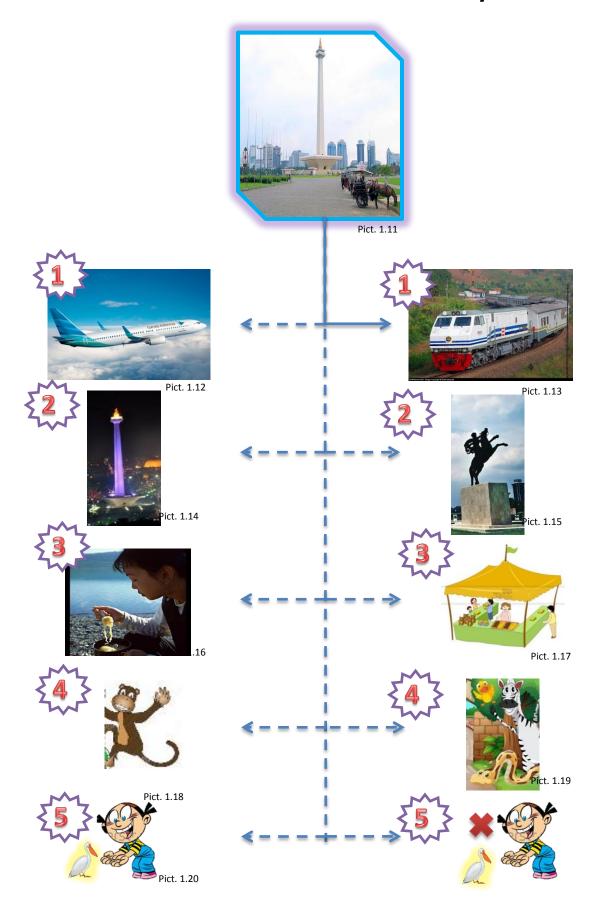
In the afternoon, we went to the zoo near MONAS by car. The zoo was very crowded. I saw many pelican birds. I could not feed them because they were dangerous. Then I saw and took the photo of the deer, giraffe, elephant, tiger, and many other animals. There was a monkey show on the zoo. It began at 11am and ended at 12pm. The monkey was so funny. They climbed to a stick then jumped to a mini pool.

Before we went home, we bought some drink and food. I was so tired but happy. It was my unforgettable trip to Jakarta.

Adapted from www.techernuha.blogspot.com

·Raline went to Jakarta by bus.	True/ False	
 Raline went to Monas with her father and her brother. 	True/ False	
·Raline heard Megawati's voice in MONAS.	True/ False	
·Raline saw the deer before the monkey show.	True/ False	7
•The monkey show was bad.	True/ False	
•Raline fed the pelican birds.	True/ False	Y
Raline felt so tired but happy.	True/ False	L

B. Read Raline's story again, then thicken the line drawn from a picture to another that show her activities. Number one has been done for you.



C. Match the word and the meaning below by drawing a line. Number one has been

done for you.

pergi

1. Last holiday, I went to my brother's house in Jakarta.

sampai

2. We departed from Yogyakarta at 7am and arrived at Jakarta at 3pm.

memberi makan

3. The traders sold souvenirs, snacks, and drinks.

menjual

4. We bought three tickets.

membeli

5. I could not feed them because they were dangerous.

melihat

6. Then I saw and took the photo of the deer, giraffe, elephant, tiger and many other animals. memotret

membeli

dimulai

7. It began at 11am and ended at 12pm.

pulang

8. They climbed at a stick then jumped to a mini pool.

melompat

9. Before we went home, we bought some drink and food. selesai

memaniat







Teks yang menceritakan pengalaman masa lalu disebut recount text.

Pengalaman yang diceritakan seperti liburan, kemping, dan merayakan HUT RI.

Ada tiga bagian dalam recount text (Generic Structure):

1. Orientation >> menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, di mana peristiwa terjadi, dan kapan terjadi peristiwanya)

- 2. Sequence of events >> menceritakan apa yang terjadi dengan menceritakan urutan kejadiannya.
- 3. Reorientation >> penutup cerita/akhir cerita/kesimpulan.

Fungsi dari recount text adalah 'to retell a series of events", atau "untuk menceritakan kembali halhal yang terjadi di masa lalu"



D. Read again "My Unforgettable Trip to Jakarta" then match the paragraph with the generic structure of the text. The first paragraph has been done for you.

Before we went home, we bought some drink and food. I was so tired but happy. It was my unforgettable trip to Jakarta.

Last holiday, I went to my brother's house in Jakarta. I went to there with my father by train. We departed from Yogyakarta at 7am and arrived at 3pm. Jakarta was very crowded.





In the afternoon, we went to the zoo near MONAS by car. The zoo was very crowded. I saw many pelican birds. I could not feed them because they were dangerous. Then I saw and took the photo of the deer, giraffe, elephant, tiger, and many other animals. There was a monkey show on the zoo. It began at 11am and ended at 12pm. The monkey was so funny. They climbed to a stick then jumped to a mini pool.



In the morning my father, brother, and I went to MONAS. There were many traders. They sold souvenirs, snacks, and drinks. We bought three tickets. We visited the room where we could listen to the voice of Soekarno, the first president of Indonesia.

E. Please arrange the jumbled paragraphs below the pictures to be a good story based on the pictures. Number one has been done for you.





After that we climbed the hill near the beach. From there we saw a wonderful combination of sea, wind, and sunrise. I took some photos with my best friend.

There were many traders there. They sold meals. We bought two portions of porridge. We ate it near the beach while enjoying the view.

1

We went home at 10 in the morning. The weather was quite hot but I had so much fun. I love my Sunday.

F. Tick the correct function of a recount text below.

The function of recount text is...

- \square to describe the places.
- \square to retell the activities on holidays.
- □ to entertain the readers by the story on holiday.



- G. Write the meaning of the words by reading Raline's story and guessing from the pictures below. Number one has been done for you.
 - 1. I went to my brother's house.



(went = pergi)

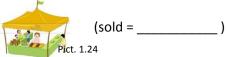
2. We **departed** from Yogyakarta at 7am and **arrived** at Jakarta at 3pm.





(arrived = (departed =) and

3. The traders **sold** souvenirs, snacks, and drinks.



4.	We bought three tickets. (bought =) Pict. 1.25
5.	I could not feed them because they were dangerous . (feed =) (dangerous =)
6.	Then I saw and took the photo of the deer, giraffe, elephant, tiger, and many other animals (saw =) (took the photo =)
7.	It began at 11am and ended at 12pm. (began =) (end =)
8.	They climbed at a stick then jumped to a mini pool. Pict. 1.26 (climbed =) (jumped =)
9.	Before we went home, we bought some drink and food. (bought =) Pict. 1.27
D	ID O YOU KNOW?
	Dalam menulis sebuah recount text, digunakan kata kerja lampau simple past tense) karena kejadian tersebut telah terjadi di masa lampau. Misalnya: - I go to Jakarta yesterday, menjadi, I went to Jakarta yesterday. - I arrive at 2pm, menjadi I arrived at 2pm.



Let's Write a Story

A. Help Andi to complete his story by choosing the right word on the box. Find the correct words by looking at the pictures below the text. Number one has been done for you.







My Holiday to Borobudur Temple

Last week, I (1) went to Borobudur temple with my father and mother. We went there in the morning by car. We (2) _____ from Bantul at 8am and (3) ____ at 10am.

Borobudur temple was very crowded. There, I (4) ____ a lot of tourists. I (5) ____ some photos of Borobudur's beautiful scenery. We (6) ____ from one "stupa" to another. After walking for a few hours, we rested under the tree. Many traders (7) ____ some food and beverages. I (8) ____ some snacks.

We went home in the evening. It was a very fun holiday for me and my family.

 $Adapted\ from\ www.techernuha.blogspot.com$









Pict. 1.33

Pict. 1.34

Pict. 1.35

Pict. 1.3









Pict. 1.36

Pict. 1.37

Pict. 1.38

Pict. 1.39

B. Tick the picture of the events in Mount Merapi to complete "My Holiday to Mount Merapi". You may choose the activities you enjoy the most.

	My Holiday to Mount Merapi	
Last holiday, my friends and was our first trip together.	I went on a trip at Mount Merapi. We w	ent there by bus. It
Pict. 1.40	CManua Jour Com 2014 Pict. 1.41	

C. Write down the complete "My Holiday to Mount Merapi" below.

Pict. 1.42

	My Holiday	to Mount Mer	api	
holiday, my r first trip to	d I went on a	trip at Moun	t Merapi. We went	there by bus. It

Language Corner

<u></u>	
	Our First Trip Together
	On Sunday, my friends and I went to Imogiri Fruit Garden. We went there by motorcycle in a sunny day.
	We departed from home at 8 in the morning. (1)
	We arrived there at noon. (2)
	(3)
	I bought some of them home. My mother would be happy.
	(4)
	It was a fun trip.
	8 4 7 4 7 4 3 8 4 7 4
	To surified the react to the December of the Control of the Contro
	We arrived there at noon. Because it In the fruit garden I saw was Sunday, it was really crowded
U	was Sunday, it was really crowded mangos, oranges, and
t	was Sunday, it was really crowded mangos, oranges, and strawberries. It was free if wark lot. After searching for 10miutes we ate them there.
t	was Sunday, it was really crowded mangos, oranges, and strawberries. It was free if
t	was Sunday, it was really crowded mangos, oranges, and strawberries. It was free if wark lot. After searching for 10miutes we ate them there.
t p	was Sunday, it was really crowded there. We hardly found the parking bark lot. After searching for 10miutes we found a space under a big tree.
As roa	was Sunday, it was really crowded there. We hardly found the parking bark lot. After searching for 10miutes we ate them there. It leaves the village, the ad Climbs suddenly up the
As roa hill	was Sunday, it was really crowded where. We hardly found the parking bark lot. After searching for 10miutes we found a space under a big tree. In the fruit garden 1 saw mangos, oranges, and strawberries. It was free if we ate them there.



B. Look carefully to the sentences below.

Circle the sentence with past tense.

- 1. My friends and I visit Malang by train.
- 2. We arrived at noon.
- 3. In the night we visited Batu Night Spectacular.
- 4. I see many shows in there.
- 5. My friends and I impressed by the colourful light.
- 6. We found this holiday is very exciting.



C. After you learn about past tense, now please find the past tense verb below. You may go horizontally or vertically. Have fun! The first word has been done for you.

A	R	R	I	Y	E	D	w	E	W	В	A
C	Н	Н	E	T	T	T	S	S	S	A	W
S	X	I	В	E	G	A	N	R	A	X	3
•	X	K	E	T	В	0	U	G	Н	T	L
L	X	E	N	D	E	D	X	Y	0	0	I
D	I	T	0	0	K	Z	Z	Y	E	Y	M
D	•	S	S	M	M	Z	Y	Y	Y	Y	В
D	J	J	U	M	P	E	D	F	F	W	E
J	U	T	T	E	I	I	F	0	F	E	D
D	E	P	A	R	T	E	D	N	N	X	x

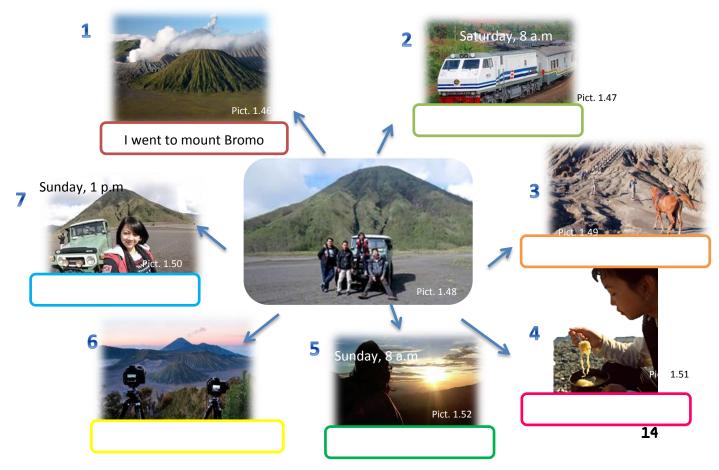
TH	E LIST	
•	Began	
•		
•		
•		
•		

Let's Be a Master

A. In 50 seconds, please underline the special word from the list. Number one has been done for you.

SPECIAL WORPS	THE LIST
1. Bought	bough bowl Bonnie <u>bought</u> bounce boo dough
2. Saw	sandust was ane sally sammill san sann-off
3. Departed	departure department departmental departed
4. Climbed	claim climber climbed climbdown climax climbing
5. Jumped	jam jumble jumper jumped jumpy jumbo Jupiter
6. Arrived	arrival arrive arrow arrived aria arcade arraign
7. Sold	sole solder soldier soled sod sold solace doll
8. Took	tooth tootle told tomb tub too tool too took too
9. Began	beg beggarly beg beggar begun began beguile
10.Ended	endear en enamel and end enemy ended enc

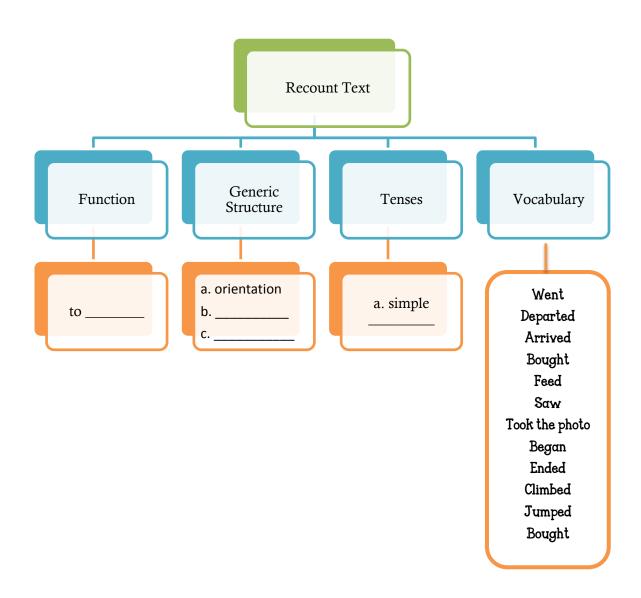
B. Below are the pictures of Mia and her friends' holiday story. Write a sentence under each picture. The first picture has been done for you.



C. Now, let's write a story. Write a story based on the pictures above. The first sentence has been done for you.

A Trip to Mount Bromo Last week, my frineds and I went to Mount Bromo. It was our			
first trip together			
0			
7/ _C			
6		6	







In this unit, you will learn:

- to identify the content of the recount text.
- to get the meaning of the words: built, explored, walked, were getting, held, sang, danced, played, packed, caught, were preparing, was sleeping
- to identify the generic structure of a recount text.
- to identify the verb used (tenses) in a recount text.
- to use the vocabulary appropriately to complete a recount text
- to write a simple recount text.



Have you ever been camping? What did you do on your camping? Tick the pictures below about your activities in camping.





caught some fishes (catch)







explored the plants (explore)









A. Read the following camping story by Tio carefully then answer the questions below.



1. Who was going camping?
2. How many hours did they walk from the parking lot?
3. Where did Tio build the tent?
4. What activities did Tio and his friends do when they held a fire camp night?
5. When did Tio and his friends ao home?

B. Read again Tio's story again, then thicken the line drawn from a picture to another that show his activities. Number one has been done for you.



C. Match the word and the meaning below by drawing a line.

1. Last week, my friends and I went camping. berjalan pergi 2. We arrived at the Camping ground after we walked for about one and a half hour sampai from the parking lot. membangun 3. We built the tent next to a small river. menjadi sungai 4. At night it was getting colder, so we built a Campfire. membuat mengadakan 5. There, we <u>held</u> a Campfire party. menari 6. We sang, danced, read poetry, and played magic tricks. menyanyi bermain 7. The next day, we explored the area near the rivermenjelajah to find some new plants whilethe others were preparing breakfast. menangkap menyiapkan 8. In the afternoon we went to the river and caught fishes for lunch. terasa 9. The fish tasted so delicious. makan siang enak 10. In the evening, we packed our bags mengemasi and got ready to go home.

D. Do you still remember the generic structure of recount text? Label the story below with the generic structure of recount text.

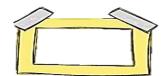
A Fun Camping

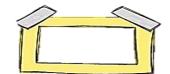
On Sunday, my friends and I went camping. We arrived at the camping ground in the evening after we walked for about one and a half hour from the parking lot. We built the tent next to a small river.

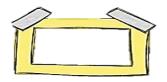
At night it was getting colder, so we built a campfire. There we held a campfire party. We sang, danced, read poetry, and played magic tricks.

The next day, we explored some new plants near the river while the others were preparing breakfast. In the afternoon, we went to the river and caught some fishes for lunch. The fish tasted so delicious.

In the evening, we packed our bags and got ready to go home. It was a fun camping.





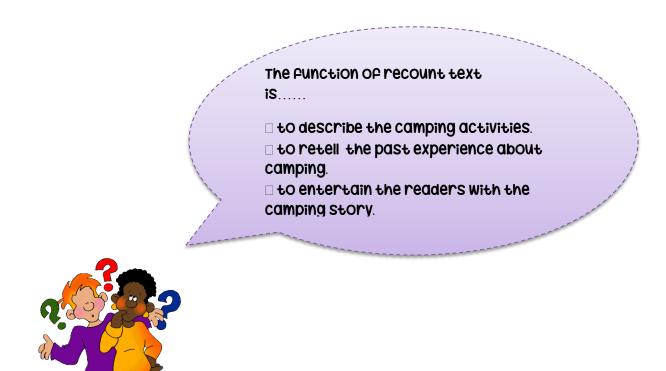


E. Take a look at the pictures of the story below then arrange the jumbled paragraph to a correct order.





F. Do you still remember the function of recount text? Tick the correct one.



1.	(went =)
	We arrived at the camping ground in the evening after we walked for about one and a half hour from the parking lot. (arrived =) (walked =)
	We built the tent next to a small river. (built =)
4.	At night, it was getting darker and colder, so we built a campfire. (was getting =) (built =) Pict. 2.19
5.	There we held a campfire party. (held =)
6.	We sang, danced, read poetry, and played magic tricks. (sang =) (danced =) (played =) Pict. 2.22
7.	The next day, we explored the area near the river to find some new plants while the others were preparing breakfast. (explored =) (were preparing =)
8.	In the afternoon we went to the river and caught some fish for lunch. (went =) (caught =)
9.	The fish tasted so delicious. (tasted =)
10	In the evening, we packed our bags bags and got ready to go home. (packed =)

G. Now find the meaning of the words by guessing from the picture.



Let's Write a Story

A. Based on the numbered picture please complete Yuanita's camp story. Number one has been one for you.

Moon at the Camp Site
It was my first time to go camping. On Saturday
evening, my mother and I went to the camp site near my grand mother's house. We (1) <u>walked</u> for about 20 minutes
from my grandmother's house to the camp site.
At night, we (2) a campfire because it was
so cold. After that, we (3) a noodle to eat. It (4)
so delicious for me. When we were (5) we (6) "the blue moon". It was called
"the blue moon" because the moon looked bigger than
usual.
We (7) home in the next morning. It was
a wonderful experience to be able to see the moon from
the camp site.





 $Adapted\ from\ www.belajarbahasaing gris.us$







Pict. 2.32



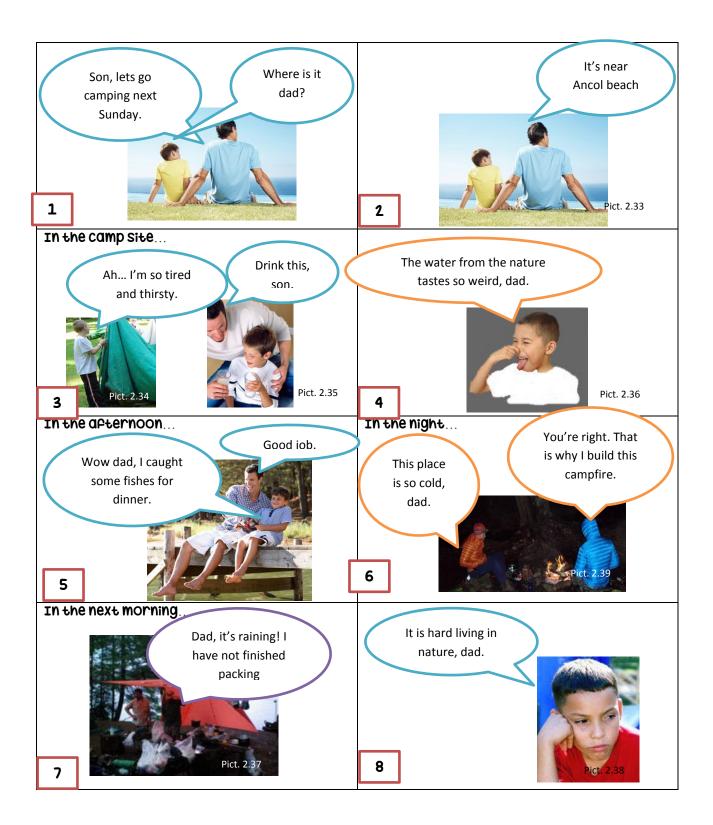
Pict. 2.31



Pict. 2.33



B. Read "My Experience of Living in Nature" comic strips then write a simple recount text based on it.



Write Andi's story here...

		2 00	1	1
				0
A —				4
•				00
				8
				16
				9
<u> </u>				(d
				5
<u> </u>				0
	<u>w</u> 000 a	A	35	

Language Corner







Dalam menuliskan recount text, susunan kalimat yang digunakan tidak hanya simple past tense, tetapi ada juga 'past continuous tense'.

Past Continuous Tense

Digunakan untuk menyatakan peristiwa yang <u>sedang terjadi</u> di masa lampau. Dalam beberapa contoh, past continuous tense digunakan bersamaan dengan kata 'when' atau 'while'. Misalnya:

- We observed some plants **while** the others **were preparing** meals.

 Artinya, ketika beberapa orang meneliti tumbuhan, <u>pada waktu yang sama</u>, yang lain sedang menyiapkan makanan.
- It was raining when we packed our bags.
 Hujan turun di waktu yang sama ketika kami mengemasi barang bawaan.
- It was getting darker and colder, so we built a fire camp.

 Seiring waktu berjalan, keadaan berubah menjadi gelap dan dingin, sehingga kami membangun perapian di kemah.

S+was/were+V-ing

A. Circle the sentence with the past continuous tense below.

- 1. I went camping last month.
- 2. When I was walking to the camp site, it began to rain.
- 3. At noon, my brother observed the insects.
- 4. Mom called me when I was sleeping.
- 5. I woke up at 4a.m.

B. Complete the sentences below using the past continuous tense.

1.	my Priend called me when I was a tent.
2.	when I was with my Priends, I Pound some rare plants.
3.	At night, when I was a magic trick in the camppire party, suddenly a spider Pell on me.
4 .	The girls went back to their tent- while the boys were
5 .	when I was Pict. 2.41 , I was bitten by mosquitos.
6 .	The next morning, it was when I packed my bag.

Let's Be a Master

A. In 3 minutes, please underline the magic words on the paragraph below.

The magic words: camping, caught, built.

My Experience in The Camp Site

I went camping with my father last Sunday. I really wanted to come to camping site where I could find many campers there. They were so cool.

We arrived at the camp site in the morning. We built the tent together. In the camp site I saw 'glamping' too. Glamping stands for glamorous camping. I saw many campers came gathered there. After I built a tent, I felt so tired. Then father made a chamomile tea. It was so refreshing.

In the afternoon my father and I went to the river near the camping site. There I met other campers. When we were chatting about many things related to camping, my father caught a big fish. We invited some of the campers to have dinner in our tent later.

In the night my father and I built a campfire because the weather was so cold. The campers we met before came then we grilled the fish together. We spent the night happily.

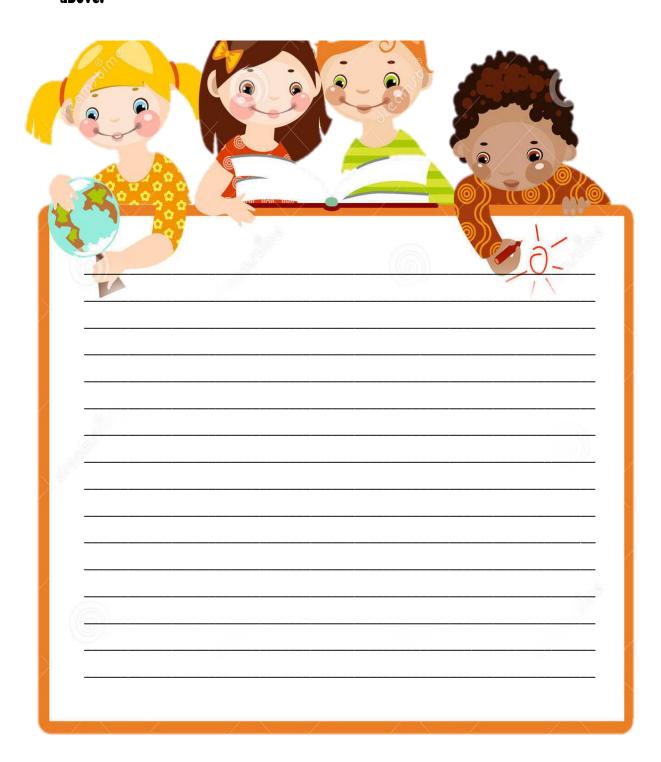
My father and I went home in the morning. It was raining when we packed our bags. It was an unforgettable camping experience for me.

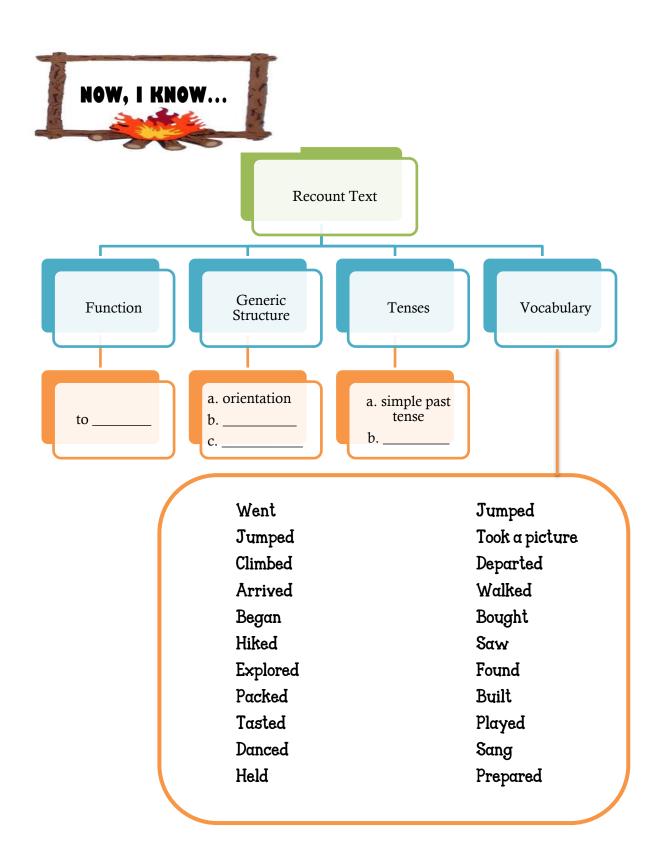
 $A dapted \ from \ www.indyvictoria.blogspot.com$

B. Below is Rina and Rian's camping story. Write a sentence about the picture. Number one has been done for you.



C. In 10 minutes, please write a simple recount text based on the picture map above.







UNIT 3



INDONESIA'S INDEPENDENCE DAY CELEBRATION



In this unit, you will learn:

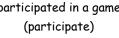
- to identify the content of the recount text.
- to get the meaning of the words: happened, organized, signed up, beat, aroused, read, finished, and gave.
- to identify the generic structure of a recount text.
- to identify the verb used (tenses) in a recount text.
- to use the vocabulary appropriately to complete a recount text
- to write a simple recount text.



What did you do in celebrating Indonesia's Independence Day? Tick the pictures.

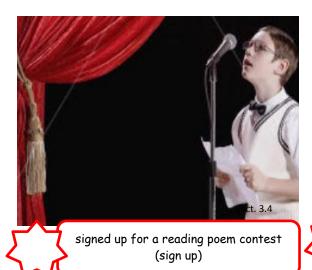








played football (play)







A. Read how Dias celebrated Indonesian's Independence Day then circle the correct sentence below.

My First Poetry Reading Competition

It happened when I was in 1st grade of Junior High School. On August 17th, my school organized a poetry reading competition for the students as a part of Independence Day celebration. I signed up for the competition.

When the day of the competition came, my heart beat so fast. I was so nervous. However, with the supports from my friends, my confidence aroused. I read a poem that was written by my teacher. When I was reading the poem, the audiences were so silent. Then, when I finished reading the poem, everyone gave me a big applause. My friends smiled at me when I walked down the stage.

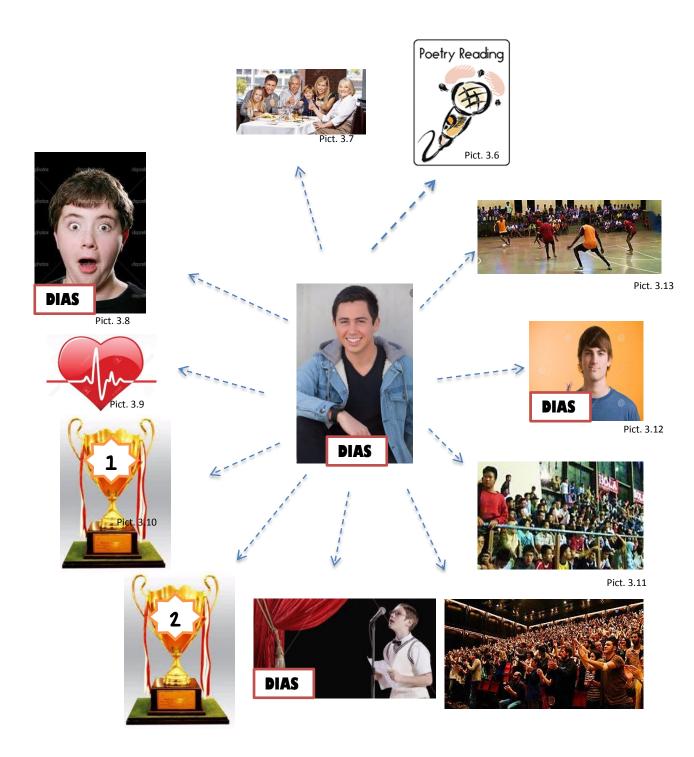
Three hours after the performance, the committee announced the winners from the fourth up to the first place. When the committee announced the second place winner, my heart stopped beating for a while. I could not believe what I heard. I was so happy that I could win the second place in the competition. My friends smiled at me once again.

When I went home, all family members congratulated me. Then, my parents gave me a new schoolbag. I was so happy.

1. Dias signed up for the poetry reading competition when he was in 2nd grade of Junior High School.

- 2. Dias read a poem made by her mother.
- 3. Dias won the second place of the competition.
- 4. Dias felt so sad she was on the second place.
- 5. Dias's parents gave him any prizes.

B. Draw a line to the pictures which represent Dias's Story. The first picture has been done for you.



C. Match the word and the meaning below by drawing a line.

organized a poetry reading competition for

the students as a part of Independence Day celebration.

1. It happened when I was in 1^{st} grade of Junior High School.

2. In August 17th last year, my school

mendaftar

terjadi

mengadakan

3. I signed up for the competition.

ditulis

4. When the day of the competition <u>came</u>, my heart <u>beat</u> so fast.

tiba

5. However, with the supports from my friends, my confident arouse.

berdetak

6. I read a poem that was written by my teacher.

mengumumkan

 My friends <u>smiled</u> at me when I walked down the stage. turun

tersenyum

8. Three hours after the performance, the committee <u>announced</u> the winners from the fourth up to the first place.

muncul

berhenti

When the committee <u>announced</u>
the second place winner,
my heart stopped beating for a while.

menyelamati

dengar

10. I could not <u>believe</u> what I heard.

mengumumkan

11. When I went home, all family members congratulated me.

percaya

12. Then, my parents gave me a new schoolbag.

memberi

pulang

D. Draw a line between the jumbled paragraph and the generic structure of a recount text.

My First Poetry Reading Competition

When the day of the competition came, my heart beat so fast. I was so nervous. However, with the supports from my friends, my confidence aroused. I read a poem that was written by my teacher. When I was reading the poem, the audiences were so silent. Then, when I finished reading the poem, everyone gave me a big applause. My friends smiled at me when I walked down the stage.



It happened when I was in 1st grade of Junior High School. On August 17th, my school organized a poetry reading competition for the students as a part of Independence Day celebration. I signed up in the competition.



When I went home, all family members congratulated me. I was even happier when my parents gave me a new schoolbag.

Three hours after the performance, the committee announced the winners from the fourth up to the first place. When the committee announced the second place winner, my heart stopped beating for a while. I could not believe what I heard. I was so happy that I could win the second place in the competition. My friends smiled at me once again.



E. Arrange the jumbled paragraph below by giving number to each box. Number one has been done for you.

In celebrating the 69th Indonesia's Independence Day, my village held a sport competition. It was a futsal competition.

We were so tired. However, we were happy. My mother congratulated me for winning the competition.

We were so impatient in playing the last game. It was so hard because our opponent was very tough. Finally, we won the game with a nice score of 3-2.

We played hard to win the first match. The supporters gave a loud applause for my team on the side of the field.

F. Arrange the pictures below based on the correct order of the paragraph above. Number one has been done for you.









G. Do you still remember what the function of recount text is?

The function of recount text is to



H. Now find the meaning of the words by guessing from the picture.

1.		hen I was in 1 st grade of Junior High School. On August 17 th , my school etry reading competition for the students as a part of Independence
	Day celebration	
	•	=)
		=)
2.	I signed up in t	he competition.
	(signed up	=)
3.	When the day	of the competition came, my heart beat so fast.
	(beat	=)
4.	I was so nervou	us. However, with the supports from my friends, my confidence
	aroused.	, , ,
	(arouse	
5.	I read a poem t	that was written by my teacher.
	(read	=)
6.		ading the poem, the audiences were so silent.
	(was reading	=)
7.	Then, when I fi	nished reading the poem, everyone gave me a big applause.
	(finished	=)
	(gave	=)
8.	My friends smi	led at me when I walked down the stage.
	(smiled	=)
	(walked down	=)

9.	Three hours a	after the performance, the comn	nittee announced the winners from the
	fourth up to t	the first place.	
	(announced	=	Pict. 3.16
10	When the co	mmittee announced the second	place winner, my heart stopped
	beating for a	while.	
	(stopped	=	
11.	I could not b e	elieve what I heard.	
	(believe	=	
	(heard	=	
12	I was so hann	by that I could win the second pla	ace in the competition
12.	(win	=	(Continue)
13.	My friends sn	niled at me once again.	
	(smiled	=	
1/	When I went	home all family members cong	ratulated me. Then, my parents gave
14.		hoolbag. I was so happy.	atulated me. men, my parents gave
	(went		
	•	= ed =	
	(gave	=)	
	(Bave		Pich 17



A. Write the story correctly by using the words given. Number one has been done for you.

The Last Day of Indonesia's Independence Day Celebration in My Village

My Village <u>held</u> (hold) the celebration of 69th Indonesia's Independence Day on 16-17th August 2014. There were some competitions such as karaoke contest, insert a pencil into a bottle, and futsal Competition.

On the last day the committee (organize) a futsal competition wearing dress for adults. Many adults (sign up) for
this match. While the men (is playing), the supporters
(smile) and (give) a big round of applause. The men (find) it
hard to move with dress. In the night, the committee (build) a
large entertainment stage to entertain all Citizens of our Village. At first
the Committee (announce) the result of the game then they
ended the celebration day by holding a 'music show'. Everyone
(sing) and (dance) happily. I (take) some photos of them.
I (enjoy) the last Indonesia's Independence Day
Celebration. It (feel) so happy meeting the neighbour and
playing game with them.

 $Adopted\ from\ www.by an milannisti.blog spot.com$





B. Read "My Experience in Celebrating Indonesia's Independence Day" comic strips then write a simple recount text based on it.



Write Ben and Nathan's story "My Experience in Celebrating Indonesia's Independence Day" here...

4			
	1500	A CONTRACTOR OF THE PARTY OF TH	7

Language Corner







To Be

Present tense = is / am/ are Past tense = was/ were

Dalam menulis recount text, to be digunakan dalam simple past tense dan past continuous tense.

- Simple past tense

Digunakan untuk kalimat yang tidak ada kata kerja (verb) --- Subjek tidak melakukan kegiatan.

Misal, to be digunakan dalam mengekspresikan perasaan.

a. I was so tired after the holiday. (merasa kelelahan)

b. I was so happy because I could meet my best friend. (merasa senang)

c. They **were upset** about the result of the competition. (merasa kecewa)

- Simple continuous tense

Digunakan sebelum kata kerja yang menggunakan -ing

a. When I was walking to the camp site, it began to rain (berjalan: melakukan kegiatan)

b. At noon, my brother was observing the insects.

(meneliti : melakukan kegiatan)

c. Mom called me when I was sleeping.

(tidur : melakukan kegiatan)

A. Identify the sentence with to be in simple past tense and in past continuous tense. Write (S) for simple past tense and (C) for past continuous tense.

1.	It was so interesting to be able to join the competition.	()
2.	When I was dancing, I lost my wallet.	()
3.	The supporters were so noisy today.	()
4.	We were so impatient in playing the last game	()
5	T was so nervous standing in the stage.	(1







How to pronounce the English words with -ed and -ing

- Kata berakhiran dengan huruf '-e' yang tidak dibaca

Jika kata berakhiran 'e' tetapi 'e'e tersebut tidak dibacam maka 'e' tersebut juga tidak dibaca ketika –ed and –ing ditambahkan. Misal:

verb past tense present participle dance danced dancing smile smiled smiling arrive arrived arriving observed observe observing taste tasted tasting organize organized organizing announced announce announcing

- Kata berakhiran dengan huruf vocal + I

Jika sebuah kata berakhir dengan huruf vocal ditambah –I, maka dalam kata tersebut, '-I' dibaca jelas. Dalam penulisan, '-I' ditulis dobel

verb past tense present participle

travel travelled travelling

- Kata berakhiran dengan sebuah huruf vocal dan sebuah huruf konsonan

Jika sebuah kata berakhiran dengan sebuah huruf vocal dan sebuah huruf konsonan dan penekanan tidak berada pada akhir kata, maka tidak perlu menggandakan penulisan huruf konsonan tersebut. Dalam pelafalan, huruf konsonan dilafalkan dengan jelas.

verb past tense present participle

visit visited visiting

Namun, jika kata tersebut hanya mempunyai satu suku kata, maka penulisan huruf konsonan digandakan. Misalnya:

verb past tense present participle

stop stopped stopping

B. Listen to your teacher carefully to complete the story below. The first one has been done for you.

Celebrating Indonesia's Independence Day at School

On August 20 th last year, my school h <u>eld</u> a story telling competition
for the students as a part of Independence Day celebration. Anin and \boldsymbol{I}
s in the competition. We w so excited to join the competition.
When the day of the competition c, my heart b so
fast. When I was t a story in the stage, the audiences were so silent.
Then, when I f my performance, everyone gave me a big applause.
After that I s Anin preparing her performance. I I at her. We
both did the best.
One hour after the performance, the committee a the
winners from the fourth up to the first place. I w $\underline{\hspace{1cm}}$ in the second place
while Anin w in the third place. Anin and I were really happy.
When I returned home, my father and mother c me. I was
even happier when my parents g me a new schoolbag.

Adopted from www.byanmilannisti.blogspot.com

C. Read the sentence then listen to your teacher to complete the crossword puzzle below. Number one has been done for you.

	₂ C									
₁ D		з В					8 W			
Α						⁷ S			₁₀ S	11 A
N			4 H					⁹ S		
С	E	L	E	5 B	e B	A	T	I	0	N
E										
D							•			
	•									
						•				

1.	In the end of the celebration, my friends and I danced in front of the stage.
2,	I a hill on my last holiday.
3,	My father the tent while I was preparing the meals.
4,	On August 17 th last year, my village some competitions.
5,	In Borobudur Temple, I some souvenirs.
6,	I the poetry carefully.
7.	In Pulosari Waterfall, I happily.
8.	My father, mother and I to Gembiraloka Zoo last Sunday.
9,	Rena, Mia, and I for a volley competition.
10.	When I was walking to the stage, my heart beating.
11.	The school committee the result one hour later.

Let's Be a Master

A. Read the words below then listen to your teacher.

Circle the words spoken by your teacher.

Be quick! You only have 30 seconds for each word.

The first word has been done for you.

The Futsal Competition

In celebrating the 69th Indonesia's Independence Day, my village held a sport competition. It was football competition wearing women clothes. I joined the futsal competition because I ever played futsal before.

There were four clubs joining the competition. We played so serious to win the first match. Fortunately, we won. The supporters gave a loud applause for my team on the side of the field. After the first game, we had lunch in the cafeteria. We were so impatient in playing the last game. It was so hard because our opponent was very tough. Finally, we won the game with a nice score of 3-2. We were so tired.

However, we were happy. The committee gave us the prizes after they announced the result of the game. My family congratulated me for winning the competition. It was a very interesting competition.

Adopted from www.byanmilannisti.blogspot.com







B. Below is Pandu's story in celebrating 70th Indonesia's Independence Day. Write a sentence about the picture below. Number one has been done for you.







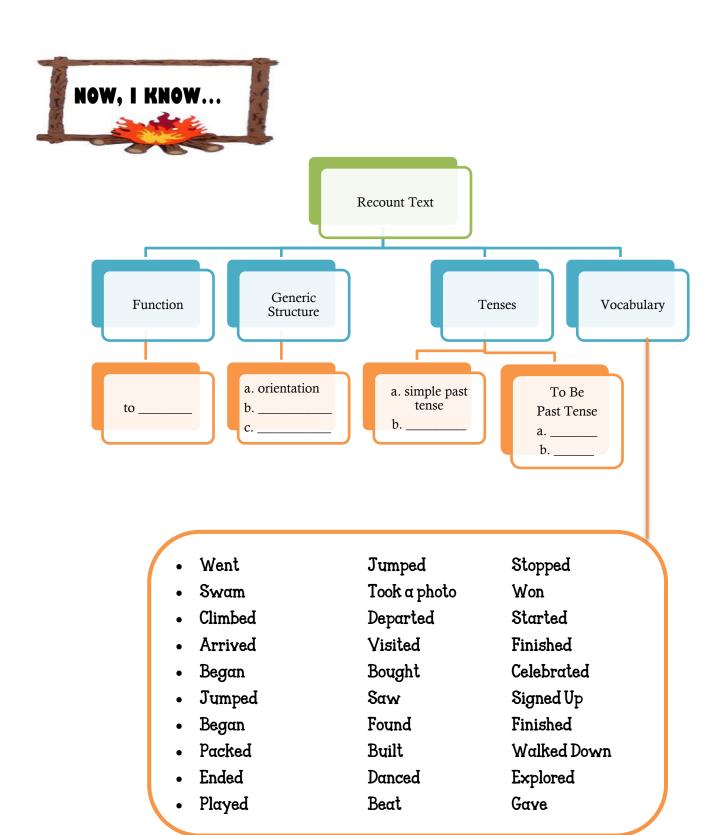






C. In 10 minutes, please write a post card for your friend about your story in celebrating Indonesia's Independence Day based on the pictures you have been completed above.





Pieture References

PICTURE REFERENCES BOOK'S COVER

www.cliparthut.com

PICTURE REFERENCES UNIT 1

Pict. 1.1	www.cliparthut.com
Pict. 1.2	www.cliparthut.com
Pict. 1.3	www.idtempatwisata.com
Pict. 1.4	www.infounik.org
Pict. 1.5	www.cliparthut.com
Pict. 1.6	www.cliparthut.com
Pict. 1.7	www.cliparthut.com
Pict. 1.8	www.cliparthut.com
Pict. 1.9	www.cliparthut.com
Pict. 1.10	www.trainindonesia.com
Pict. 1.11	www.kanasybilla.com
Pict. 1.12	www.dearryk.com
Pict. 1.13	www.railpictures.net
Pict. 1.14	www.otakku.com
Pict. 1.15	www.sarjawan muda.word press.com
Pict. 1.16	www.international.sindonews.com
Pict. 1.17	www.kaskus.co.id
Pict. 1.18	www. reginas alsabila 97. blog spot. com
Pict. 1.19	www.xoloimage.com
Pict. 1.20	www.cliparthut.com
Pict. 1.21	www.cliparthut.com
Pict. 1.22	www.cache4.asset-cache.net
Pict. 1.23	www.cache4.asset-cache.net
Pict. 1.24	www.cliparthut.com
Pict. 1.25	www.pinterest.com
Pict. 1.26	www.1.bp.blogspot.com
Pict. 1.27	www.pinterest.com
Pict. 1.28	www.dwipuspita.com
Pict. 1.29	www. dwipuspita.com
Pict. 1.30	www.dolanotomotif.com
Pict. 1.31	www.hermanfamily.com
Pict. 1.32	www.cache4.asset-cache.net
Pict. 1.33	www.suarakomunitas.com
Pict. 1.34	www.familyhunt.com
Pict. 1.35	www.kaskus.co.id

Pict. 1.36	www.suarakomunitas.com
Pict. 1.37	www.kaskus.co.id
Pict. 1.38	www.kaskus.co.id
Pict. 1.39	www.kaskus.co.id
Pict. 1.40	www.exploreindonesia.com
Pict. 1.41	www.wisataku.blogspot.com
Pict. 1.42	www.wisataku.blogspot.com
Pict. 1.43	www.wisataku.blogspot.com
Pict. 1.44	www.wisataku.blogspot.com
Pict. 1.45	www.gobantul.go.id
Pict. 1.46	www.suarakomunitas.com
Pict. 1.47	www.pinterest.com
Pict. 1.48	www.nandhira.blogspot.com
Pict. 1.49	www.nandhira.blogspot.com
Pict. 1.50	www.nandhira.blogspot.com
Pict. 1.51	www.nandhira.blogspot.com
Pict. 1.52	www.nandhira.blogspot.com

PICTURE REFERENCES UNIT 2

Pict. 2.1	www.cache4.asset-cache.net
Pict. 2.2	www.cimg.antaranews.com
Pict. 2.3	www.cimg.antaranews.com
Pict. 2.4	www. ecx.images-amazon.com
Pict. 2.5	www.cliparthut.com
Pict. 2.6	www. ecx.images-amazon.com
Pict. 2.7	www. dharmaputra.ac.id
Pict. 2.8	www.cimg.antaranews.com
Pict. 2.9	www.pishoot.com
Pict. 2.10	www. cliparthut.com
Pict. 2.11	www. ecx.images-amazon.com
Pict. 2.12	evolveadventures.com.au
Pict. 2.13	www.railpictures.net
Pict. 2.14	www. education.seattlepi.com
Pict. 2.15	www.pinterest.com
Pict. 2.16	www. cliparthut.com
Pict. 2.17	www. cliparthut.com
Pict. 2.18	www. railpictures.net
Pict. 2.19	www.gocampingaustralia.com.au
Pict. 2.20	www.gustkemal.files.wordpress
Pict. 2.21	www.c1.staticflickr.com
Pict. 2.22	www.clipartbest.com
Pict. 2.23	www.clipartbest.com
Pict. 2.24	www.pinterest.com
Pict. 2.25	www.activeforlife.com

Pict. 2.26	www.easternslopes.com
Pict. 2.27	www.il9.picdn.net
Pict. 2.28	www.a.dilcdn.com
Pict. 2.29	www.survivaltek.com
Pict. 2.30	www.survivaltek.com
Pict. 2.31	www.cartoonfantasy.net
Pict. 2.32	www. teaching latina merica through literature. com
Pict. 2.33	www.flickr.com
Pict. 2.34	www.tdn.com
Pict. 2.35	www.flickr.com
Pict. 2.36	www.suarakomunitas.com
Pict. 2.37	www.activeforlife.se
Pict. 2.38	www.midulstermail.com
Pict. 2.39	www.pinterest.com
Pict. 2.40	www.cartoonfantasy.net
Pict. 2.41	www. cartoonfantasy.net
Pict. 2.42	www. 1.bp.blogspot.com
Pict. 2.43	www.guidesquebec.ca
Pict. 2.44	yunus.hacettepe.edu.tr

PICTURE REFERENCES UNIT 3

Pict. 3.1	www.pln.co.id
Pict. 3.2	www.kompasiana.com
Pict. 3.3	www.cf1.tokopedia.net
Pict. 3.4	www.antarajateng.com
Pict. 3.5	www.blogs.discovermagazine.com
Pict. 3.6	www.braniganlibraryteens.wordpress.com
Pict. 3.7	www. dharmaputra.ac.id
Pict. 3.8	www.cimg.antaranews.com
Pict. 3.9	www. previews.123rf.com
Pict. 3.10	www. previews.123rf.com
Pict. 3.11	www. ecx.images-amazon.com
Pict. 3.12	www. images.clipartof.com
Pict. 3.13	www. donboscooratory.com
Pict. 3.14	www.idaayu.com
Pict. 3.15	www.pinterest.com
Pict. 3.16	www.images.clipartpanda.com
Pict. 3.17	www.123rf.com
Pict. 3.18	www.fuyuo.devianart.com
Pict. 3.19	
Pict. 3.20	www.gustkemal.files.wordpress
Pict. 3.21	www.c1.staticflickr.com
Pict. 3.22	www.clipartbest.com
Pict. 3.23	www.clipartbest.com

Pict. 3.24	www.pinterest.com
Pict. 3.25	www.activeforlife.com
Pict. 3.26	www.easternslopes.com
Pict. 3.27	www.il9.picdn.net
Pict. 3.28	www.a.dilcdn.com
Pict. 3.29	www.survivaltek.com
Pict. 3.30	www.survivaltek.com
Pict. 3.31	www.cartoonfantasy.net
Pict. 3.32	www. teaching latina merica through literature. com
Pict. 3.33	www.flickr.com
Pict. 3.34	www.tdn.com
Pict. 3.35	www.flickr.com
Pict. 3.36	www.suarakomunitas.com
Pict. 3.37	www.activeforlife.se
Pict. 3.38	www.midulstermail.com
Pict. 2.39	www.pinterest.com
Pict. 2.40	www.cartoonfantasy.net
Pict. 2.41	www. cartoonfantasy.net
Pict. 2.42	www. 1.bp.blogspot.com
Pict. 2.43	www.guidesquebec.ca
Pict. 2.44	yunus.hacettepe.edu.tr



Daftar isi

Daftar isi	i
Standar Kompetensi dan Kompetensi Dasar	ii
Proses Pembelajaran	iii
Map of the Book	iУ
Unit1	1
Unit 2	6
Unit 3	10
Answer Key Unit 1	15
Answer Key Unit 2	20
Answer Key Unit 3	2.4

Standar Kompetensi dan Kompetensi Dasar

Kelas VIII, Semester 1

	Standar Kompetensi	Kompetensi Dasar
1.	Membaca Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan	5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 5.2. Merespon makna dalam teks tulis fungsional
	lingkungan sekitar	pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar 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
2.	Menulis Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar	 6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

Proses Pembelajaran

Nation's 4 strands

1. Meaning-focused input

Tahap pertama dalam mempelajari vocabulary menurut Nation adalah 'meaning focused input' atau bisa dipahami sebagai belajar melalui membaca (reading) dan mendengarkan (listening). Dalam buku ini diambil satu aspek yaitu membaca. Aktifitas pembelajaran di dalamnya ialah intensive reading. Siswa belajar untuk memahami bacaan dengan cara guessing from context serta meminimalkan penggunaan kamus dengan memberikan gambar sebanyak mungkin sebagai alat bantu. Siswa juga dituntut agar kosa kata bertambah dan bisa menggunakan kata-kata tersebut dengan benar.

2. Meaning-focused output

Berbeda dengan meaning-focused input, dalam sesi ini siswa siswa belajar vocabulary dengan menulis atau berbicara (setelah terlebih dahulu mendapatkan input). Aktifitas yang dilakukan diantaranya adalah melengkapi kalimat rumpang dan linked-skill activity. Dalam buku ini siswa menyusun sebuah recount text sederhana dengan bantuan gambar/ comic strips.

3. Language learning

Cara siswa memahami bahasa serta susunannya ditekankan dalam sesi ini. Siswa diajak untuk melakukan *intensive reading* (memprediksi kejadian selanjutnya) serta latihan menggunakan kata yang telah dipelajari (melengkapi *crossword puzzle*, melingkari jenis tenses, melengkapi kalimat).

4. Fluency Development

Pada tahap terakhir ini siswa mengulang kembali apa yang telah dipelajari. Tidak ada kata asing yang ditemui pada sesi ini. Latihan yang dilakukan seperti speed reading (mencari kata tertentu) dan 10 minutes writing (menulis teks recount sederhana dengan bantuan gambar pada semantic map).

"REMEMBER YOUR STORY"

AN ENGLISH VOCABULARY LEARNING BOOK FOR GRADE VIII

MAP OF THE BOOK

UNIT 1

Indicators	Nation's Four Strands	Learning Activities	Media
Students are able to:	1. Meaning-focused input		
- tell the content of the	(Reading - Intensive Reading)		
recount text.	a. Providing some interesting	- Students read "My Unforgettable Trip to Jakarta"	- Pictures and
 get the meaning of the words: 	and simplified reading text	and answer the true/false questions about the content of the story.	Worksheets
(verb)	b. Guessing from context	- Students thicken the line drawn from a picture to	- Pictures and
Went		another that shows the activities in the story.	Worksheets
Departed	c. Quickly giving the meaning	- Students draw a line from the underlined words in	- Worksheets
Arrived	(no dictionary use).	the sentences (from "My Unforgettable Trip to	
Sold		Jakarta") to its meaning	
Bought	d. Learning about the generic	- Students select the paragraph which represents the	- Worksheets
Saw	structure of a recount text.	generic structure of a recount text.	
Took		- Students arrange scrambled paragraphs into the	- Pictures and
Began		correct order by the help of picture in order.	Worksheets
Ended	e. Learning the function of a	- Students tick the function of recount text from the	- Worksheets
Climbed	recount text.	list of some function alternatives.	
Jumped	f. Vocabulary learning (putting	- Students write the meaning of some words in	- Picture and
- identify the generic structure	words into exercise)	Bahasa Indonesia by the help of pictures and	Worksheets
of a recount text.		sentences.	
- Identify the verb used	2. Meaning-focused output		
(tenses) in a recount text.	(Writing)		
- use the vocabulary	a. Using words correctly.	- Students write the correct words to fill the	- Pictures and
appropriately to complete a		incompleteness of the text entitled "My Holiday to	Worksheets
recount text		Borobudur Temple" based on the picture given	

- write a simple recount text.	b. Linked-skill activities	below the text. - Students read the incomplete story of "My Holiday to Mount Merapi" then select and write down the events based on the pictures given.	- Picture and Worksheets
	Language-focused learning a. Intensive reading	- Students read "Our First Trip Together" and predict what likely follow by selecting from a list of alternatives	- Worksheet
	b. Doing vocabulary exercises	Students underline the past tense verbs.Students find the past tense in the crossword puzzle.	- Worksheets - Game
	c. Fluency development		
	a. Speed Reading	- Students circle a word out of some similar-yet-different words in a given time (50 minute for 10 numbers).	- Worksheets
	b. Ten-minutes writing	Students write a word which represents each picture in a semantic map.Students write a simple recount text by the help of the pictures above.	Picture and WorksheetsWorksheets

UNIT 2

Indicators		Nation's Four Strands	Learning Activities		Media
Students are able to:		leaning-focused input			
- tell the content of the recount		Reading (Intensive Reading)			
text get the meaning of the words:		Providing some interesting and simplified reading text.	 Students read "A Fun Camping" (familiar topic) and answer the questions below the text. 	-	Pictures and Worksheets
(verb) Went	b.	. Guessing from context	- Students thicken the line drawn from a picture to another that shows the activities in the story.	-	Pictures and Worksheets
Arrived	c.	Quickly giving the meaning	- Students draw a line from the underlined words in	-	Worksheets
Built		(no dictionary use)	the sentences (from "A Fun Camping") to its		

Observed			meaning.		
Were getting		d. Learning about the generic	- Students select the paragraphs which represents	-	Worksheets
Held		structure of a recount text.	the generic structure of a recount text.		
Sang			- Students arrange scrambled paragraph into the	-	Pictures and
Danced			correct order by the help of the pictures in a correct		Worksheets
Played			order.		
Packed		e. Learning the function of a	- Students tick the function of recount text.	-	Worksheets
Boiled		recount text.			
Tasted		f. Vocabulary learning (putting	- Students write the meaning of some words in	-	Pictures and
Was sleeping		words into exercise)	Bahasa Indonesia by the help of pictures and		Worksheets
Found			sentences.		
Enjoy	2.	Meaning-focused output			
- identify the generic structure		(Writing)			
of a recount text.		a. Using words correctly.	- Students write the correct words to complete a text	-	Pictures and
- Identify the verb used			entitled "The Moon at The Camp Site" by the help		Worksheets
(tenses) in a recount text.			of the pictures below the story.		
- use the vocabulary		b. Linked-skill activities	- Students write a simple recount text based on	-	Comic Strips
appropriately to complete a			comic strips of "My Experience of Living in Nature"		
recount text			that they have been read.		
- write a simple recount text.	c.	Language-focused learning			
		a. Doing vocabulary exercises	- Students circle the sentences with past continuous	-	Worksheets
			tense.		
			- Students complete sentence gaps using past	-	Pictures and
			continuous tense by the help of pictures.		Worksheets
	b.	Fluency development			
		a. Speed Reading	- Students circle three words out of a text in a given	-	Worksheets
			time (3 minutes)		
		b. Ten-minutes writing	- Students write a word which represents each	-	Pictures and
			picture in a semantic map.		Worksheets
			- Students write a simple recount text by the help of	-	Pictures and
			the pictures above.		Worksheets

UNIT 3

Indicators	Nation's Four Strands	Learning Activities	Media
Students are able to:	Meaning-focused input		
- tell the content of the recount	 Reading (Intensive Reading) 		
text.	a. Providing some interesting - Stu	dents read "My First Poetry Reading	- Pictures and
- get the meaning of the words: (verb)		mpetition" (familiar topic) and circle the true tements.	Worksheets
happened		dents make lines of the pictures which represent	- Pictures
organized	_	content of the story.	rictares
signed up	c. Quickly giving the meaning - Stu	dents draw a line from the underlined words in	- Worksheets
beat	(no dictionary use) the	sentences (from "My First Poetry Reading	
arouse	Cor	mpetition") to its meaning	
read		dents select the paragraphs which represent the	- Worksheets
was reading	structure of a recount text. ger	neric structure of a recount text.	
finished	- Stu	dents arrange scrambled paragraphs into the	- Worksheets
smiled	cor	rect order	
walked down	- Stu	idents arrange scrambled pictures into the	- Pictures
announced		rect order.	
stopped	e. Learning the function of a - Stu	dents write the function of recount text.	- Worksheets
heard	recount text.		
returned	•	dents write the meaning of some words in	- Pictures and
congratulated	Bah	nasa Indonesia by the help of pictures and	Worksheets
gave	sen	tences.	
- identify the generic structure	Meaning-focused output		
of a recount text.	(Writing)		
- Identify the verb used	,	dents write the correct words to complete a text	- Worksheets
(tenses) in a recount text.		itled "The Last Day of Indonesia's Independence	
- use the vocabulary	•	Celebration in My Village" by the help of the	
appropriately to complete a		sent tense of the verbs.	
recount text		dents write a simple recount text based on	- Comic strips
- write a simple recount text.	con	nic strips of "My Experience in Celebrating	

C.	Language-focused learning	Indonesia's Independence Day" that they have been read.	
	a. Giving deliberate attention to spelling	 Students fill the blanks in "Celebrating Indonesia's Independence Day at School" by listening to their teacher's pronunciation. 	 Audio and Worksheets
	b. Vocabulary exercises	 Students write (S) for to be in simple past tense and for to be in past continuous tense Students write the correct words in a crossword 	- Worksheets
	Floor and analysis and	puzzle by the help of sentence below the puzzle and their teacher's pronunciation.	- Crossword puzzle
C.	Fluency development a. Speed Reading	 Students read and scan a three paragraph of "The Futsal Competition" for finding the words pronounced by the teacher (in a given time 1 minute for a word). 	- Pictures and Worksheets
	b. Ten-minutes writing	- Students label the pictures then write short, personal note of how they spend their Indonesia Independence Day to a friend (on post card) by the help of some pictures in a semantic map.	- Pictures and Worksheets

TIMU 1

MY COLOURFUL HOLIDAY

Time Allocation = 4 X 40'

WARMING UP

- Dalam kegiatan ini guru menanyakan tentang hal-hal yang dilakukan oleh siswa ketika hari libur tiba, bisa pada hari Minggu, hari libur nasional, atau hari libur sekolah.
- Dengan menunjukkan gambar yang tertera mengenai hal-hal yang dilakukan siswa ketika libur, siswa mengingat kembali kegiatan yang mereka lakukan ketika hari libur tiba. Guru menjelaskan gambar beserta kata (present dan past tense) di bawahnya yang digunakan untuk menjelaskan hal yang dilakukan pada gambar.
- Guru meminta siswa untuk memilih gambar yang mereka pernah lakukan ketika hari libur tiba.



LET'S READ

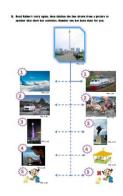
Task A

- Guru menyuruh peserta didik untuk membaca "My Unforgettable Trip to Jakarta" dengan seksama. Guru juga mengarahkan siswa untuk melihat ilustrasi gambar yang tersedia.
- Setelah siswa selesai membaca dan terlihat bahwa mereka mengerti garis besar hal yang mereka baca, guru menyuruh siswa untuk memilih pernyataan yang benar dan salah dengan cara memberi lingkaran pada kata "true (benar) atau false (salah)".

Task B

 Untuk lebih mengasah kejelian siswa dalam memahami bacaan tersebut, disediakan latihan dengan gambar. Guru menjelaskan bahwa siswa diminta untuk menebalkan garis yang mengarah kepada gambar tentang pengalaman Raline liburan.





Task C

- Setelah siswa mengetahui lebih dalam isi dari bacaan tersebut se cara keseluruhan, guru mengarahkan siswa untuk bisa memahami bacaan lebih dalam lagi dengan cara memahami isi dari setiap kalimat. Guru menyuruh siswa untuk menebak beberapa kosa kata yang muncul pada "An Unforgettable Trip to Jakarta" dengan cara menghubungan kata yang digaris bawahi dengan arti kata.
- Setelah siswa memahami isi dari teks tesebut, guru menjelaskan mengenai jenis teks yang menceritakan berbagai pengalaman, yaitu recount text.
- Guru menjelaskan komponen dalam teks recount, seperti orientation, events, dan reorientation. Siswa diminta untuk mengamati bacaan terlebih dahulu. Guru menjelaskan mengenai komponen tersebut jika dirasa siswa belum jelas

C. This does not not do exceeds prior by arring a lieu. Resider on to have feet for yea. 2. The feeten and light to Political Medical are round. 2. We seem to the terration in the noming. 3. High sever to the terration in the noming. 4. Has the thread lightest also the several control of the s

Task D

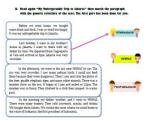
 Guru menyuruh siswa untuk mengerjakan analisis komponen dari teks "My Unforgettable Trip to Jakarta" yang paragrafnya telah diacak. Setelah mengerjakan, siswa dan guru mencocokkan jawaban bersama-sama.

Task E

- Untuk memahami lebih dalam mengenai komponen teks *recount*, guru menyuruh siswa untuk mengerjakan analisis teks *recount* kedua (bukan "My Unforgettable Trip to Jakarta"). Guru meminta siswa untuk mengamati urutan gambar.
- Guru menyuruh siswa untuk mengurutkan paragraf berdasarkan gambar urut di atasnya. Guru dan siswa membahas jawaban bersama-sama.

Task F

 Guru mengarahkan siswa untuk berpikir sendiri fungsi recount text. Setelah siswa menebak, guru menjelaskan tentang fungsi dari recount text secara pasti (yang benar).









Task G

Guru mengarahkan siswa untuk berpikir kembali berbagai kata yang telah mereka pelajari sebelumnya, kemudian siswa diminta untuk mengartikan beberapa kata tebal dengan dalam bahasa Indoneisa dengan bantuan gambar. Setelah selesai, guru dan siswa mencocokkan jawaban bersama, jika ada yang salah atau belum diisi, guru tidak memberi jawaban yang benar secara langsung, akan tetapi dengan mengingatkan siswa tentang Task C.

the pictures below. Number use has been force for you. 1. Insert to try brother's brief to the picture of the

Did You Know?

 Guru menjelaskan kata kerja yang digunakan dalam recount text secara garis besar (sebatas kata kerja lampau- agar siswa tidak bingung tentang bentuk kata kerja yang berbeda dari yang biasa mereka gunanakan).



LET'S WRITE A STORY

Task A

- Setelah siswa membaca teks *recount* secara mendalam di aktifitas sebelumnya, dalam sesi 'writing' ini siswa diharuskan untuk melengkapi sebuah teks yang di atasnya telah terdapat beberapa kata. Kegiatan ini bertujuan agar siswa bisa langsung menggunakan kata yang telah mereka pelajari sebelumnya. Guru menjelaskan bahwa terdapat gambar di bawah bacaan yang bisa membantu siswa.
- Guru dan siswa membahas jawaban yang benar. Dalam tahap ini guru dianjurkan untuk mengulang kembali kata-kata lain yang telah dipelajari.

Lac's (Frie A Scory) A. No, As it is sensitive to my first desirant to right and in the low. Sendor on the best fact for me. 1000 MPT of [C1-TPLAIC Comband amounted (Charging) and the control of the

Task B

Latihan selanjutnya bertujuan agar siswa menulis hal yang mereka suka ketika berlibur ke Gunung Merapi. Guru menjelaskan beberapa pilihan aktifitas liburan di Gunung Merapi yang bisa dipilih untuk melengkapi sebuah recount text. Siswa memilih dua aktifitas.



Task C

Guru menyuruh siswa menuliskan aktifitas tersebut di lembar jawaban. Dalam sesi ini siswa boleh tidak menuliskan reorientation.



LANGUAGE CORNER

Task A

- Sesi ini dimulai dengan menebak events yang akan terjadi. Guru menjelaskan kepada siswa bahwa pada teks rumpang telah diberikan kalimat bantu yang menjelaskan tiap kejadian. Siswa diminta untuk jeli dalam mengamati kalimat petunjuk tersebut.
- Setelah itu, siswa memberi nomor *events* urut sama seperti kalimat rumpang yang ditanyakan di dalam teks.

Did You Know?

Setelah sebelumnya siswa tahu bahwa dalam menulis recount menggunakan kata kerja lampau, dalam sesi ini guru menjelaskan mendalam mengenai simple past tense; tentang jenis kata khusus dan kata yang perubahannya dengan menambahkan '-ed'.

Task B

 Untuk lebih memahami penggunaan kata kerja lampau, guru meminta siswa untuk melingkari kalimat simple past tense dari beberapa kalimaat yang menggunakan tenses lain.

Task C

- Agar siswa tidak bosan dalam mempelajari kata-kata, disediakan 'crossword puzzle'. Guru menjelaskan aturan main sebagai berikut:
 - a. Siswa harus menemukan kata kerja lampau, kemudian melingkarinya.
 - b. Siswa boleh melingkari secara horizontal atau vertikal.
 - c. Siswa diminta untuk menuliskannya dalam kotak yang disediakan. Jumlah jawaban dalam 'crossword puzzle' sesuai dengan banyaknya garis yang disediakan dalam 'the list'.

LET'S BE A MASTER

Task A

- Sesi ini untuk merangkum kembali apa yang telah dipelajari oleh siswa. Ada tiga kegiatan dalam sesi ini. Yang pertama adalah speed reading.
- Dalam kegiatan speed reading, guru menjelaskan bahwa dalam
 20 detik, siswa diminta untuk menggaris bawahi 10 kata khusus
 dari 70 kata yang ada. Kegiatan ini bertujuan agar siswa terbisa





B. Look carefully to the sentences below. Circle the contonce with past tense.

- . My friends and I visit Malang by train
- . We arrived at noon.
- In the night we visited Batu Night Spectacular
- 4. I see manti shows in there
- My friends and | impressed by the colourful light
 We found this holiday is very exciting.





A. In 40 seconds, please underline the special word from the list. Humber one has been done for you.

SPECIAL WORPS	THE UST
1. Bought	bough bowl Bonnie bought bounce boo dough
2. Saw	säwdust was awe sally sawmill saw sawn-off
 Departed 	departure department departmental departed
4. Climbed	claim climber climbed climbdown climax climbing
5. Jumped	Jam Jumble Jumper Jumped Jumpy Jumbo Jupiter
6. Arrived	arrival arrive arrow arrived aria arcade arraign
7. Sold	sole solder soldier soled sod sold soldce doll
8. Took	tooth tootle told tomb tub too tool too took too
9. Began	beg beggärly beg beggär begyn begän begyile
10.Ended	endear en enamel and end enemy ended enc

dengan kata yang telah dipelajari serta lebih jeli dalam membedakan satu kata dengan yang lainnya.

Task B

- Kegiatan kedua adalah tentang melabeli gambar yang telah dibuat seperti semantic maps. Guru menyuruh siswa untuk menuliskan kalimat yang bisa menunjukkan kegiatan dalam setiap gambar. Dalam kegiatan ini harus ditekankan bahwa setiap gambar merupakan komponen yang saling berhubungan untuk membentuk sebuah teks.
- Siswa diminta untuk menulis sebuah teks *recount* sederhana berdasarkan gambar yang telah dilabeli. Guru menjelaskan bahwa dalam kegiatan ini siswa hanya diberi watu 10 menit. Pada kegiatan *10 minutes writing* ini penilaian guru harus terfokuskan pada penggunaan kosa kata yang telah dipelajari sebelumnya (cara siswa menggunakan kata tersebut).

C. Sero, his with a story hand on the story hand on the actions down the food content to the content action. The food content action to the content action to the content action. The food content action to the content action. The food content to the content to the food content to the content to the food content to the c

NOW I KNOW

 Guru dan siswa melengkapi bagan yang menunjukkan hal-hal yang telah dipelajari dari unit 1 agar siswa selalu ingat materi tentang teks recount, serta kata yang telah mereka pelajari.



UNIT 2

CAMPING ZONE

Time Allocation = 4 X 40'

WARMING UP

- Dalam kegiatan ini guru menanyakan tentang hal-hal yang dilakukan oleh siswa ketika berkemah.
- Dengan menunjukkan gambar yang tertera mengenai hal-hal yang dilakukan siswa ketika libur, siswa mengingat kembali kegiatan yang mereka lakukan ketika berkemah. Guru menjelaskan gambar beserta kata (present dan past tense) di bawahnya yang digunakan untuk menjelaskan hal yang dilakukan pada gambar.
- Guru meminta siswa untuk menandai hal-hal yang mereka lakukan ketika berkemah.

LET'S READ

Task A

- Guru menyuruh peserta didik untuk membaca "A Fun Camping" dengan seksama. Guru juga mengarahkan siswa untuk melihat ilustrasi gambar yang tersedia.
- Setelah siswa selesai membaca dan terlihat bahwa mereka mengerti garis besar hal yang mereka baca, guru menyuruh siswa untuk menjawab pertanyaan mengenai bacaan tersebut. Guru dan siswa mencocokkan bersama-sama.

A fact for this coupling may be to carefully the same of a postess below. A fact for this coupling may be to carefully the same of a postess below. A fact for this coupling may be to carefully the same of the

Task B

 Untuk lebih mengasah kejelian siswa dalam memahami bacaan tersebut, disediakan latihan dengan gambar. Guru menjelaskan bahwa siswa diminta untuk menebalkan garis yang mengarah kepada gambar tentang pengalaman Tio berkemah.

Task C

Setelah siswa mengetahui lebih dalam isi dari bacaan tersebut se cara keseluruhan, guru mengarahkan siswa untuk bisa memahami bacaan lebih dalam lagi dengan cara memahami isi dari setiap kalimat. Guru menyuruh siswa untuk menebak beberapa kosa kata yang muncul pada "A Fun Camping" dengan cara menghubungan kata yang digaris bawahi dengan arti kata.





Task D

 Guru menanyakan kembali apakah komponen dari sebuah teks recount. Guru menyuruh siswa untuk mengerjakan analisis komponen dari teks recount "A Fun Camping".

Task E

- Untuk memahami lebih dalam mengenai komponen teks recount, guru menyuruh siswa untuk mengerjakan analisis teks recount kedua (bukan "A Fun Camping"). Guru memberi tahu siswa bahwa terdapat gambar sebagai alat bantu mengerjakan. Gambar merupakan acuan dalam mengurutkan paragraf-paragraf tersebut.
- Guru menyuruh siswa untuk mengurutkan paragraf acak dengan cara menomori sesuai alur gambar yang benar. Setelah mengerjakan, siswa dan guru mencocokkan jawaban bersamasama.

Task F

- Guru menanyakan kembali fungsi teks *recount*. Siswa diminta untuk memilih satu dari opsi yang telah diberikan.

Task G

Guru mengarahkan siswa untuk berpikir kembali berbagai kata yang telah mereka pelajari sebelumnya, kemudian siswa diminta untuk mengartikan beberapa kata tebal dengan dalam bahasa Indoneisa dengan bantuan gambar. Setelah selesai, guru dan siswa mencocokkan jawaban bersama, jika ada yang salah atau belum diisi, guru tidak memberi jawaban yang benar secara langsung, akan tetapi dengan mengingatkan siswa tentang Task C.

LET'S WRITE A STORY

Task A

Setelah siswa membaca teks recount secara mendalam di aktifitas sebelumnya, dalam sesi 'writing' ini siswa diharuskan untuk melengkapi sebuah teks dengan menuliskan kata yang di sampingnya telah terdapat gambar (bernomor sama dengan kata yang ditanyakan) sebagai alat bantu mengingat kata. Kegiatan ini bertujuan agar siswa bisa langsung menggunakan kata yang telah mereka pelajari sebelumnya.









Guru dan siswa membahas jawaban yang benar. Dalam tahap ini guru dianjurkan untuk mengulang kembali kata-kata lain yang telah dipelajari.

Task B

- Latihan selanjutnya adalah membaca selembar komik Experience of Living in Nature". Guru memberikan waktu kepada siswa untuk membaca. Jika terdapat pertanyaan mengenai isi teks, guru menjelaskan.
- Guru kemudian menyuruh siswa untuk menuliskan cerita yang ada di dalam komik tersebut. Guru menjelaskan bahwa di dalam percakapan pada komik, bisa dilihat ada beberapa kata kerja yang bisa dirubah menjadi past tense untuk membuat teks recount.

LANGUAGE CORNER

Task A

- Sesi ini dimulai dengan guru menjelaskan penggunaan past continuous tense dan perbedaannya dengan simple past tense.
- Untuk lebih memahami penggunaan simple past tense serta past continuous tense, guru meminta siswa untuk melingkari kalimat yang menggunakan past continuous tense.

Task B

Agar siswa tidak bosan dalam mempelajari kata-kata, disediakan kalimat rumpang bergambar. Guru meminta siswa untuk melengkapi kalimat tersebut dengan kata yang sesuai dengan gambar.

LET'S BE A MASTER

Task A

- Sesi ini untuk merangkum kembali apa yang telah dipelajari oleh siswa. Ada tiga kegiatan dalam sesi ini. Yang pertama adalah speed reading.
- Dalam kegiatan speed reading, guru menjelaskan bahwa dalam 3 menit, siswa diminta untuk menggaris bawahi 3 kata khusus dari sebuah bacaan. Kegiatan ini bertujuan agar siswa terbisa dengan kata yang telah dipelajari serta lebih jeli dalam membedakan satu kata dengan yang lainnya.







Task B

- Kegiatan kedua adalah tentang melabeli gambar yang telah dibuat seperti *semantic maps*. Guru menyuruh siswa untuk menuliskan kata yang bisa menunjukkan kegiatan dalam setiap gambar. Dalam kegiatan ini harus ditekankan bahwa setiap gambar merupakan komponen yang saling berhubungan untuk membentuk sebuah teks *recount* tentang berkemah.
- Siswa diminta untuk menulis sebuah teks recount sederhana berdasarkan gambar yang telah dilabeli. Guru menjelaskan bahwa dalam kegiatan ini siswa hanya diberi watu 10 menit. Pada kegiatan ini penilaian guru harus terfokuskan pada penggunaan kosa kata yang telah dipelajari sebelumnya (cara siswa menggunakan kata tersebut).

NOW I KNOW

 Guru dan siswa melengkapi bagan yang menunjukkan hal-hal yang telah dipelajari dari unit 1 sampai unit 2 agar siswa selalu ingat materi tentang teks recount, serta kata yang telah mereka pelajari.





UNIT 3

INDONESIA'S INDEPENDENCE DAY CELEBRATION

Time Allocation = 4 X 40'

WARMING UP

- Unit ini diawali dengan menanyakan tentang hal-hal yang dilakukan oleh siswa ketika merayakan HUT RI.
- Dengan menunjukkan gambar tentang kegiatan yang biasa dilakukan ketika merayakan HUT RI, siswa mengingat kembali pengalaman mereka. Guru menjelaskan gambar beserta kata (present dan past tense) di bawahnya yang digunakan untuk menjelaskan hal yang dilakukan pada gambar.
- Guru meminta siswa untuk menandai hal-hal yang siswa lakukan ketika merayakan HUT RI.

Warrining up! What did pas do m calclerating Indexessis's Independence Buy? This dis protours. Cartholic The community of all particular (Internal) Protours do no manufacture (Internal) Protours do no manufacture (Internal) Capacid of the manufacture (Internal) Capacid of the manufacture (Internal) Capacid of the manufacture (Internal)

LET'S READ

Task A

- Guru menyuruh peserta didik untuk membaca "My First Poetry Reading Competition" dengan seksama. Guru juga mengarahkan siswa untuk melihat ilustrasi gambar yang tersedia.
- Setelah siswa selesai membaca dan terlihat bahwa mereka mengerti garis besar hal yang mereka baca, guru menyuruh siswa untuk menandai kalimat yang benar tentang bacaan tersebut. Guru dan siswa membahas jawaban yang benar bersama-sama.

Task B

 Untuk lebih mengasah kejelian siswa dalam memahami bacaan tersebut, disediakan latihan dengan satu set gambar. Guru menjelaskan bahwa siswa diminta untuk menebalkan garis yang mengarah kepada gambar tentang pengalaman Dias dalam merayakan HUT RI.

Task C

Setelah siswa mengetahui lebih dalam isi dari bacaan tersebut se cara keseluruhan, guru mengarahkan siswa untuk bisa memahami bacaan lebih dalam lagi dengan cara memahami isi dari setiap kalimat. Guru menyuruh siswa untuk menebak beberapa kosa kata yang muncul pada "My First Poetry Reading"





Competition" dengan cara menghubungan kata yang digaris bawahi dengan arti kata.

Task D

Guru menanyakan kembali apakah komponen dari sebuah teks recount. Guru menyuruh siswa untuk mengerjakan analisis komponen dari teks recount "My First Poetry Reading Competition" dengan cara menghubungan paragraf ke generic structure dari teks recount.

Task E

Guru menyuruh siswa untuk mengurutkan paragraf acak (teks kedua – berbeda dengan "My First Poetry Reading Competition") dengan cara menomori sesuai alur isi yang benar. Setelah mengerjakan, siswa dan guru mencocokkan jawaban bersamasama.

Task F

 Kegiatan selanjutnya adalah mengurutkan gambar dengan mengacu pada paragraf yang telah diurutkan sebelumnya. Guru dan siswa mencocokkan jawaban bersama-sama.

Task G

Guru menanyakan kembali fungsi teks recount. Siswa diminta untuk menuliskan fungsi dari teks recount.

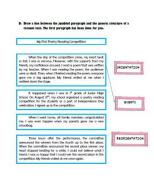
Task H

 Guru mengarahkan siswa untuk berpikir kembali berbagai kata yang telah mereka pelajari sebelumnya, kemudian siswa diminta untuk mengartikan beberapa kata tebal dengan dalam bahasa Indoneisa dengan bantuan gambar. Setelah selesai, guru dan siswa mencocokkan jawaban bersama,

LET'S WRITE A STORY

Task A

 Setelah siswa membaca teks recount secara mendalam di aktifitas sebelumnya, dalam sesi 'writing' ini siswa diharuskan untuk melengkapi sebuah teks dengan menuliskan kata yang di sampingnya telah terdapat present tense dari kata tersebut. Guru













menjelaskan bahwa siswa harus mengubah kata tersebut ke dalam bentuk *past tense*. Kegiatan ini bertujuan agar siswa bisa langsung menggunakan kata yang telah mereka pelajari sebelumnya.

 Guru dan siswa membahas jawaban yang benar. Dalam tahap ini guru dianjurkan untuk mengulang kembali kata-kata lain yang telah dipelajari.

Task B

- Latihan selanjutnya adalah membaca selembar komik "My Experience in Celebrating I ndonesia'ss Independence Day". Guru memberikan waktu kepada siswa untuk membaca. Jika terdapat pertanyaan mengenai isi teks, guru menjelaskan.
- Guru kemudian menyuruh siswa untuk menuliskan cerita yang ada di dalam komik tersebut. Guru menjelaskan bahwa di dalam percakapan pada komik, bisa dilihat ada beberapa kata kerja yang bisa dirubah menjadi past tense untuk membuat teks recount.

LANGUAGE CORNER

DID YOU KNOW?

- Sesi ini dimulai dengan guru menjelaskan penggunaan to be dalam past continuous tense dan simple past tense.

Task A

 Untuk lebih memahami penggunaan to be dalam past continuous tense dan simple past tense, guru meminta siswa untuk menuliskan (S) untuk kalimat dengan to be sebagai simple past tense, serta (C) untuk kalimat yang dengan to be sebagai past continuous tense.

DID YOU KNOW?

- Setelah menjelaskan *to be*, guru menjelaskan pengucapan dalam *past tense* (ditambahkannya –ed di akhir kalimat).

Task B

- Kemudian guru membacakan beberapa kata untuk melengkapi "Celebrating Indonesia's Independence Day at School". Kata-kata tersebut adalah: held, signed up, were, came, beat, telling, finished, saw, looked, announced, was, was, congratulated, gave.





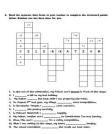
- A. Identify the sentence with to be in simple past tense and in past continuous tense. Write (5) for simple past tense and (C) for past continuous tense. Humbe one has been done for you.
- It was so interesting to be able to join the competition.
 When I was denoting I lost my wallet.
 The supportant were so noisy today.
- The supporters were so neisy today.
 We were so impetient in playing the last game.
 Two so nervous standing in the stage.





Task C

 Agar siswa tidak bosan dalam mempelajari kata-kata, disediakan 'crossword puzzle'. Guru menjelaskan aturan main. Siswa harus mendengarkan kalimat yang dibacakan guru untuk bisa melengkapi puzzle. Disediakan kalimat-kalimatnya agar jika siswa tidak begitu jelas mendengar, siswa bisa menebak sesuai dengan konteks kalimat.



LET'S BE A MASTER

Task A

- Sesi ini untuk merangkum kembali apa yang telah dipelajari oleh siswa. Ada tiga kegiatan dalam sesi ini. Yang pertama adalah speed reading.
- Dalam kegiatan speed reading, guru menjelaskan bahwa dalam 30 detik per kata, siswa diminta untuk menggaris bawahi 3 kata khusus dari sebuah bacaan. Kegiatan ini bertujuan agar siswa terbisa dengan kata yang telah dipelajari serta lebih jeli dalam membedakan satu kata dengan yang lainnya. Kata-kata yang dicari adalah: competition, played, won.

Task B

- Kegiatan kedua adalah tentang melabeli gambar yang telah dibuat seperti semantic maps. Guru menyuruh siswa untuk menuliskan sebuah kalimat yang bisa menunjukkan kegiatan dalam setiap gambar. Dalam kegiatan ini harus ditekankan bahwa setiap gambar merupakan komponen yang saling berhubungan untuk membentuk sebuah teks recount.
- Siswa diminta untuk menulis sebuah teks recount sederhana berdasarkan gambar yang telah dilabeli. Guru menjelaskan bahwa dalam kegiatan ini siswa hanya diberi watu 10 menit. Pada kegiatan 10 minutes writing ini penilaian guru harus terfokuskan pada penggunaan kosa kata yang telah dipelajari sebelumnya (cara siswa menggunakan kata tersebut).

NOW I KNOW

Dalam sesi ini guru dan siswa melengkapi bagan yang menunjukkan hal-hal yang telah dipelajari dari unit 1 sampai unit 2. Kegiatan ini bertujuan agar siswa selalu ingat materi tentang teks *recount*, serta kata yang telah mereka pelajari.

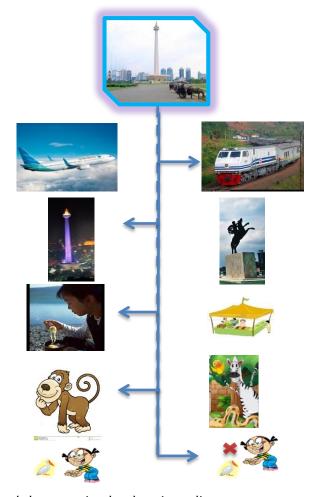






ANSWER KEY UNIT 1

- Warming Up
- Let's read
 - B. "My Unforgettable Trip to Jakarta"
 - 1. False
- 5. False
- 2. True
- 6. False
- 3. False
- 7. True
- 4. True
- C. Thicken the line of the pictures which represent Raline's story in Jakarta



- D. Match the word and the meaning by drawing a line.
 - 1. pergi
 - 2. berangkat, sampai
 - 3. menjual
 - 4. membeli
 - 5. memberi makan
 - 6. melihat, memotret

- 7. mulai, selesai
- 8. memanjat, melompat
- 9. membeli

E. **Orientation** : Last holiday, I went to my brother's house in Jakarta. I went to there with my father by train. We departed from Yogyakarta at 7am and arrived at 3pm. Jakarta was very crowded.

Events : In the morning my father, brother, and I went to MONAS. There were many traders. They sold souvenirs, snacks, and drinks. We bought three tickets. We visited the room where we could listen to the voice of Soekarno, the first president of Indonesia.

In the afternoon, we went to the zoo near MONAS by car. The zoo was very crowded. I saw many pelican birds. I could not feed them because they were dangerous. Then I saw and took the photo of the deer, giraffe, elephant, tiger, and many other animals. There was a monkey show on the zoo. It began at 11am and ended at 12pm. The monkey was so funny. They climbed to a stick then jumped to a mini pool.

Reorientation: Before we went home, we bought some drink and food. I was so tired but happy. It was my unforgettable trip to Jakarta.

- F. Arrange the paragraphs to be a good story based on the pictures given.
 - (1) On Sunday I went to Parangtritis beach...
 - (2) There were many traders since morning
 - (3) After that we climbed the hill...
 - (4) We went home at 10 in the morning...
- G. The function of a recount text is to retell past the activities on holidays.
- H. Find the meaning
 - Pergi
 Melihat, mengambil gambar
 - 2. Berangkat, sampai 7. Mulai, selesai
 - 3. Menjual 8. Mendaki, melompat
 - 4. Membeli 9. Membeli
 - 5. Memberi makan, berbahaya.
- Let's write a story
 - A. Complete Andi's story

went
 departed
 arrived
 saw
 took
 climbed
 sold
 bought

B. Tick the picture of events

For example students tick: climbing, going to museum, riding a jeep.

C. Write down the complete story based on the thickened pictures

My Holiday to Mount Merapi

Last holiday, my friends and I went on a trip at Mount Merapi. We went there by bus. It was our first trip together.

There, I climbed to a small hill. It was tiring but I kept on walking. After that I went to a museum. I saw a lot of Mount Merapi eruption evidence. I took some photos of it. On my way back to parking lot, I rode a jeep.

It was so fun going to Mount Merapi. I hope I can visit it with my parents someday.

- Language Corner
 - A. Read and tick the next events in the right order.
 - (1) As it leaves the village, the road ______.
 - (2) We arrived there at noon. Because it was _____
 - (3) In the fruit garden I saw ______.
 - (4) Before we went home, we took _____.
 - B. The sentences with the past tense 2,3,5,6
 - C. Find the past tense

A	R	R	I	Y	E	D	W	E	W	В	A
C	Н	Н	E	T	T	T	S	S	S	A	W
S	X	I	В	E	G	A	N	R	A	X	C
0	X	K	E	T	В	0	U	G	Н	T	L
L	X	E	N	D	E	D	X	Y	0	0	I
D	I	T	0	0	K	Z	Z	Y	E	Y	M
D	0	S	S	M	M	Z	Y	Y	Y	Y	В
D	J	1	U	M	P	E	D	F	F	W	E
J	U	T	T	E	ı	ı	F	D	F	E	D
D	E	P	A	R	T	E	D	N	N	X	X

Let's be a master

A. In 40 seconds, underline the special word out of the alternative words.

SPECIAL WORDS	THE LIST
1. Bought	bough bowl Bonnie bought bounce boo dough
2. Saw	sandust was ane sally sammill <u>sam</u> sann-off
3. Departed	departure department departmental <u>departed</u>
4. Climbed	claim climber <u>climbed</u> climbdown climax climbing
5. Jumped	jam jumble jumper <u>jumped</u> jumpy jumbo Jupiter
6. Arrived	arrival arrive arrow <u>arrived</u> aria arcade arraign
7. Sold	sole solder soldier soled sod <u>sold</u> solace doll
8. Took	tooth tootle told tomb tub too tool too took too
9. Began	beg beggarly beg beggar begun <u>began</u> beguile
10.Ended	endear en enamel and end enemy <u>ended</u> enc

B. Write the word below the pictures



A Trip to Mount Bromo

Last holiday I went to Mount Bromo with my friends. I went there on Saturday, 8 a.m. by train.

In Mount Bromo, I climbed a small hill with a horse. It was so fun because it was my first time riding a horse. At noon, we enjoyed a bowl of noodle.

In the next day, I saw a beautiful sunrise. We took a picture of the scenery of Mount Bromo with sunrise between them.

We went home at noon. I was so happy going to Mount Bromo.

ANSWER KEY UNIT 2

- Warming Up
- Let's read
 - B. The answer of the questions of the first recount text.
 - 1. Tio and his friends
 - 2. One and a half hour.
 - 3. Next to a small river
 - 4. Sang, danced, read poetry, and played magic tricks.
 - 5. Monday at evening.
 - C. Thicken a line of the correct picture.



- D. Match the word and the meaning by drawing a line.
 - 1. Pergi

- 6. Menyanyi, menari, bermain.
- 2. Sampai, berjalan
- 7. Menjelajah
- 3. Membangun, sungai
- 8. Menangkap, makan siang.
- 4. Menjadi, membuat
- 9. Terasa, enak.
- 5. Mengadakan
- 10. Mengemasi

E. Orientation : On Sunday, my friends and I ______.

Events : At night, it was getting colder, _____. The next day ____.

Reorientation : In the evening, we packed _____.

- F. Arrange the jumbled paragraph to a correct order based on pictures.
 - (1) I went camping with my uncle last Sunday. _____
 - (2) We arrived at noon. _____
 - (3) We built a campfire in the night because it was so cold. _____
 - (4) The next morning we, we went home. _____
- G. The function of recount text is to retell the past experience about camping.

H. Find the meaning of the words.

1. Pergi 6. Menyanyi, menari, membaca, bermain.

Sampai, berjalan
 Menjelajah, mempersiapkan.

3. Mendirikan 8. Pergi, menangkap

4. Menjadi, membuat 9. Terasa

5. Mengadakan 10. Mengemasi

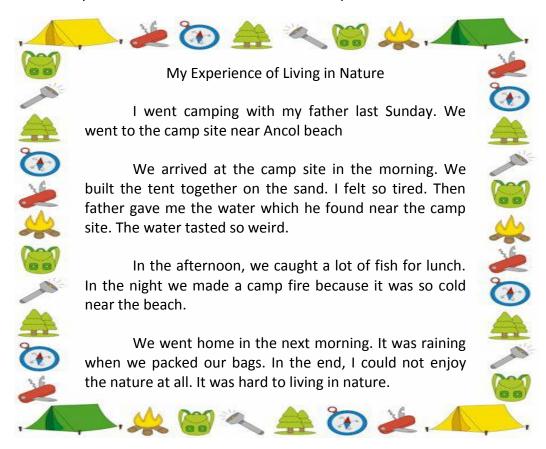
• Let's Write A Story

A. Complete the story based on the pictures given.

Walked
 Built
 Cooked
 Eating
 Saw
 Went

4. Tasted

B. Write a simple recount text based on the comic strips.



- Language Corner
 - A. Circle the sentence with the past continuous tense.

2, 4

B. Complete the sentences below with the past continuous tense.

1. Building

4. Dancing

2. Walking

5. Sleeping

3. Playing

6. Raining

• Let's Be a Master

A. Underline the magic words on the paragraph.

My Experience in the Camp Site

I went <u>camping</u> with my father last Sunday. I have been wanted to come to <u>camping</u> site where I could find many campers there. They were so cool.

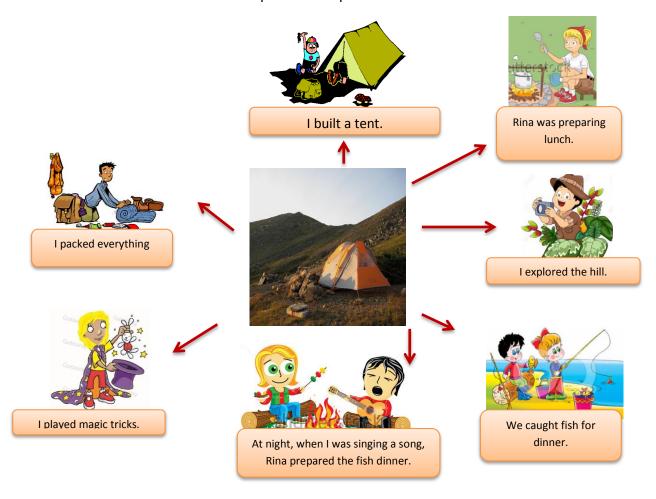
We arrived at the camp site in the afternoon. We <u>built</u> the tent together. In the camp site I saw 'glamping' too. Glamping stands for glamorous camping. I saw many campers came gathered there. After I <u>built</u> a tent, I felt so tired. Then father made a chamomile tea. It was so refreshing.

In the afternoon my father and I went to the river hear the camping site. There I met other camper. When we were chatting about many things related to camping, my father caught a big fish. We invited some of the campers to have dinner in our tent.

In the night my father and I built a camp fire because the weather was so cold. The campers we met before came then we grilled the fish together. We spent the night happily.

My father and I went home in the morning. It was raining when we packed our bags. It was an unforgettable camping experience for me.

B. Write the words which represent the pictures below.



C. Write a simple recount text based on the map

My First Camping Experience

Last week, Rina and I went camping in a small hill. We arrived at the camping ground in the afternoon.

When I built the camp next to a small river, Rina was preparing lunch. Then I explored the hill and took some pictures. In the evening we went to a small river river and caught some fish for dinner. At night, we held a fire camp party. When I was singing a song, Rina prepared the fish for dinner. Then, she played magic tricks.

The next morning, we packed our bags and got ready to go home.

Now, I know

Recount text,

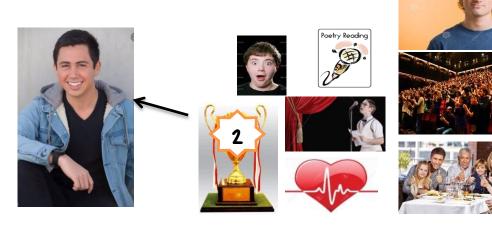
- Function : to retell past events

- Generic structure: orientation, events, reorientation

- Tenses : simple past tense, past continuous tense

ANSWER KEY UNIT 3

- Warming Up
- Let's read
 - B. The number with the correct sentence: 3,5
 - C. The ones represent Dias's story:



- D. Match the word and the meaning below by drawing a line.
 - (1) Terjadi (6) ditulis
- (11) pulang, menyelamati

(12) memberi

- (2) Mengadakan(3) Mendaftar
- (7) tersenyum, turun
- (8) mengumumkan
- (4) Tiba, berdetak
- (9) mengumumkan, berhenti
- (5) Muncul
- (10) percaya, dengar

E. Draw a line between the paragraph and the generic structure

Orientation : It happened when I was in 1st grade_____.

Events : When the day of the competition came, my heart ______.

Three hours after the performance ______.

Reorientation : When I returned home, all family members _____.

- F. Arrange the jumbled paragraphs below by giving number to each box.
 - (1) In celebrating the 69th Indonesia's Independence Day_____.
 - (2) We played so serious to win the first match ______.
 - (3) We were so impatient in playing the last game ______.
 - (4) We were so tired. However _____.
- G. Arrange the pictures below based on the correct order of the paragraphs above.









- H. The function of recount text is to retell past events.
- I. Finding the meaning by guessing from the picture

1. Terjadi, mengadakan 6. Membaca 11. Mempercayai, dengar

Mendaftar
 Selesai, memberi . 12. Memenangkan
 Berdetak
 Tersenyum, turun
 Tersenyum

4. Muncul 9. Mengumumkan 14. Kembali, menyelamati, memberi

5. Membaca 10. Berhenti

Let's Write

A. Writing a story by using the words given Held, organized, signed up, was playing, smiled, laughed, gave, found, built, announced, sang, danced, took, enjoyed, felt.

B. Read a comic strip then write a simple recount text based on it.

My Experience in celebrating Indonesia's Independence Day

Last year on August 17th I celebrated 69th Indonesia's Independence Day. Ben and I had some activities that day.

In the morning I went to the ceremony at school. Then in the afternoon ben and I signed up to a volley competition in our village. The match was so hard. Ben and I got the second place. After that we went closer to the entertainment stage. We sang and dance together with the neighborhood.

Although I got the second place, I enjoyed that day. I hope I can be the winner next year.

- Language Corner
 - A. Write (S) for simple past tense and (C) for past continuous tense
 - 1. (S)
 - 2. (C)
 - 3. (S)
 - 4. (S)
 - 5. (S)
 - B. Listen to your teacher carefully to complete the story below. held, signed up, were, came, beat, telling, finished, saw, looked, announced, was, was, congratulated, gave.

- C. Complete the crossword puzzle
 - 1. Danced
- 6. Read

11. Announced

- 2. Climbed
- 7. Swam
- 3. Built
- 8. Went
- 4. Held
- 9. Signed up
- 5. Bought
- 10. Stopped

Let's be a Master

A. Circle the key word given by teacher. Each word takes 30seconds.

The key words: competition, played, and won.

The Futsal Competition

In celebrating the 69th Indonesia's Independence Day, my village held a sport <u>competition</u>. It was football competition wearing women clothes. I joined the futsal <u>competition</u> because I ever <u>played</u> futsal before.

There were four clubs joining the <u>competition</u>. We <u>played</u> so serious to win the first match. Fortunately, we won. The supporters gave a loud applause for my team on the side of the field. After the first game, we had lunch in the cafeteria. We were so impatient in playing the last game. It was so hard because our opponent was very tough. Finally, we <u>won</u> the game with a nice score of 3-2. We were so tired.

However, we were happy. The committee gave us the prizes after they announced the result of the game. My family congratulated me for winning the <u>competition</u>. It was a very interesting competition.

B. Write the sentence which represent the picture below



I went to the ceremony





I played a football competition



The audiences gave a big applause.



Won the first game



My family and friends congratulated me.

C. In 10 minutes, please write a simple recount text based on the pictures above.

My Experience in Celebrating Indonesia's Independence Day

Last year on August 17th I celebrated 69th Indonesia's Independence

Day. I had some activities that day.

In the morning I went to the ceremony at school. Then in the afternoon I signed up to a football competition in my village. The competition was so unique because I had to wear women's clothes. The match was so hard. Fortunately my team got the first place. The audiences gave a big applause to our team. My friends congratulated me for being the winner of the competition.

I enjoyed that day. When I went home, my father, mother, and sister congratulated me. I was so happy.

Now, I know

Recount Text

- Function : to retell the past events.

- Generic Structure: orientation – events – reorientation

- Tenses : simple past tense, past continuous tense; to be: past tense, past continuous tense



PEMERINTAH KABUPATEN BANTUL BADAN PERENCANAAN PEMBANGUNAN DAERAH (BAPPEDA)

Jin.Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796 Website: bappeda.bantulkab.go.id Webmail: <u>bappeda@bantulkab.go.id</u>

SURAT KETERANGAN/IZIN

Nomor: 070 / Reg / 1864/ S1 / 2015

Menunjuk Surat

Dari

Sekretariat Daerah DIY

Nomor: 399/UN34.12/DT/IV/2015

Tanggal :

20 April 2015

Perihal: IJIN PENELITIAN/RISET

Mengingat

a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantu sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;

b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah

Istimewa Yogyakarta;

c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul

Diizinkan kepada

Nama

KHAIRUNISA AULIA LUTFI

P. T / Alamat

Fakultas Bahasa dan Seni UNY

Karangmalang

NIP/NIM/No. KTP

3402016405930001

Nomor Telp./HP

085643592768

Tema/Judul Kegiatan DEVELOPIONG ENGLISH VOCABULARY LEARNING MATERIALS BY

a

L

USING CONCEPT MAPS FOR THE GRADE VII JUNIOR HIGH

SCHOOL STUDENTS

Lokasi

SMP N 2 SRANDAKAN

Waktu

20 April 2015 s/d 20 Juli 2015

Dengan ketentuan sebagai berikut:

- Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
- 2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
- 3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
- 4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
- 5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
- 6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
- 7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di :B a n t u l Pada tanggal 20 April 2015

> A.n. Kepala, Kepala Bidang Dalitbang

Tlau Sakti S. S. M.Hum 12 4 9 7 0 0 10 5 199903 1 006

m

Tembusan disampaikan kepada Yth.

- 1. Bupati Kab. Bantul (sebagai laporan)
- 2. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
- 3. Ka. Dinas Pendidikan Dasar Kab. Bantul
- 4. Ka. UPT Pendidikan Kecamatan Srandakan
- 5. Ka. SMP Negeri 2 Srandakan
- Dekan Fakultas Bahasa dan Seni UNY

7. Yang Bersangkutan (Pemohon)