

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH
BINGO GAME FOR GRADE X OF SMAN 4 PURWOREJO IN THE
ACADEMIC YEAR OF 2014/2015**

A Thesis

**Submitted as Partial Fulfillment to the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Education**



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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2015

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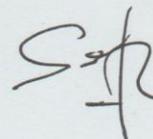
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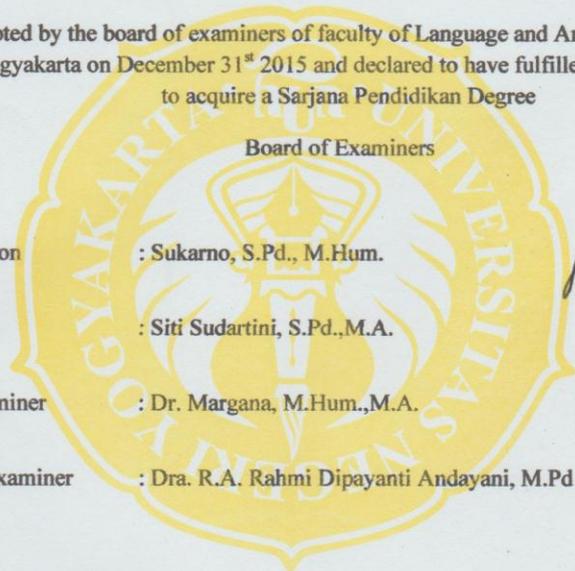
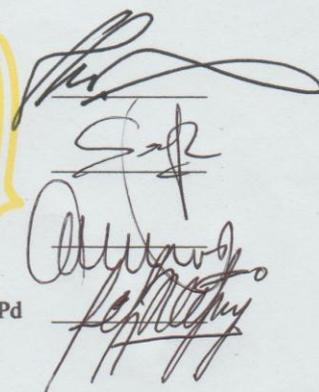
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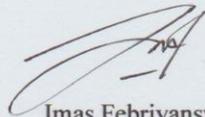
Judul Skripsi : *Improving Students' Vocabulary Mastery Through Bingo Game at Grade X of SMAN 4 Purworejo in the Academic Year of 2014/2015*

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

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Penulis,



Imas Febriyansyah

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DEDICATIONS

I lovingly dedicate this thesis to:

My beloved father Asnawi and my lovely mother Suminah

For their endless support, prayers, love, and care

My only sister Tanti

For your love and support

For making my days beautiful and colorful

And my friends

Thanks for your supports and care

I can't say anything because words will never be enough to express
how much I love you.

MOTTOS

“My success can only come from Allah. In Him I trust, unto Him I look”
(QS. Hud: 88)

“The patient will be given a reward without measure” (QS. Az-Zumar: 10)

**“Those who break the rules are scum, but those who abandon their friends
are worse than scum”**
(ObitoUchiha, Naruto)

**“Fear is not evil. It tells you what your weakness is. And once you know
your weakness, you can become stronger as well as kinder”**
(Gildarts, Fairy Tail)

**“There are three ingredients in the good life: learning, earning and
yearning”**
(Christopher Morley)

“To live a creative life, we must lose our fear of being wrong”
(Anonymous)

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I am very grateful to Allah SWT the Most Gracious and the Most Merciful. Alhamdulillahirobil'alamin, all praise is to Allah SWT, the Almighty, the Merciful, and the Owner of the universe who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this thesis.

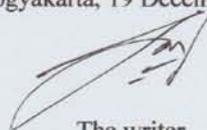
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Finally, I do hope that this thesis will be useful to all readers. However, I realize that this writing is still far from being perfect. Therefore, any criticism and corrections will be helpful in correcting this thesis.

Yogyakarta, 19 December 2015



The writer

TABLE OF CONTENTS

	Page
TITLE OF PAGE	i
APPROVAL	ii
RATIFICATION	iii
STATEMENT	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
ABSTRACT	xv
 CHAPTER I: INTRODUCTION	
A. Background of the Study	1
B. Identification of the Problems	4
C. Limitation of the Problem	5
D. Formulation of the Problems	6
E. Objective of the Research	6
F. Significance of the Research	6
 CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	
A. Vocabulary	8
1. Definition of Vocabulary	8
2. Kinds of Vocabulary	9
3. The Importance of Vocabulary	10
4. Vocabulary Mastery	12
5. The Learning of Vocabulary	17
6. The Teaching of Vocabulary	18

7. The Principle of Vocabulary Teaching and Learning	20
8. Vocabulary Teaching in Senior High School	21
B. Games	24
1. Definition of Games	24
2. Kinds of language Games	25
C. Bingo Game	27
1. Definition of Bingo Game	27
2. Kinds of Bingo Game	27
3. Advantages and Disadvantages of Bingo Game	30
4. Procedure of Teaching Vocabulary Through Bingo Game	30
D. Relevant Study	31
E. Conceptual Framework	32

CHAPTER III: RESEARCH METHOD

A. Type of Research	35
B. Subject of The Research	36
C. Research Setting	36
D. Time of The Research	37
E. Data Collecting Technique	37
F. Instruments of The Research	38
G. Data analysis Technique	38
H. Validity and Reliability of The Research	39
I. Research Procedure	42

CHAPTER IV: THE RESEARCH FINDINGS AND DISCUSSIONS

A. Reconnaissance	44
1. Identification of Field Problems	44
2. Identification of Field Problems to Solve	48
B. The Report of Cycle I	50
1. Planning	50
a. Applying Bingo Game to Teach Vocabulary	50

b.	Using the classroom English during the teaching and learning process	50
c.	Asking the students to bring dictionary	51
d.	Giving a handout of today's materials as a guideline	51
e.	Giving feedback on the students' pronunciation	51
f.	Asking the students to work in groups	51
2.	Action and Observation in Cycle I	52
a.	Applying Bingo Game to Teach Vocabulary	52
b.	Using the classroom English during the teaching and learning process	57
c.	Asking the students to bring dictionary	58
d.	Giving a handout of today's materials as a guideline	59
e.	Giving feedback on the students' pronunciation	60
f.	Asking the students to work in groups	61
3.	Reflection	62
a.	Applying Bingo Game to Teach Vocabulary	62
b.	Using the classroom English during the teaching and learning process	63
c.	Asking the students to bring dictionary	63
d.	Giving a handout of today's materials as a guideline	64
e.	Giving feedback on the students' pronunciation	64
f.	Asking the students to work in groups	64
C.	Report of Cyce II	65
1.	Planning	65
a.	Applying Bingo Game to Teach Vocabulary	65
b.	Using the classroom English during the teaching and learning process	66
c.	Asking the students to bring dictionary	66
d.	Giving a handout of today's materials as a guideline	66
e.	Giving feedback on the students' pronunciation	66

f. Asking the students to work in groups	67
g. Giving Rewards	67
2. Action and Observation in Cycle II	67
a. Applying Bingo Game to Teach Vocabulary	68
b. Using the classroom English during the teaching and learning process	72
c. Asking the students to bring dictionary	72
d. Giving a handout of today's materials as a guideline	73
e. Giving feedback on the students' pronunciation	73
f. Asking the students to work in groups	74
g. Giving rewards	75
3. Reflection	75
a. Applying Bingo Game to Teach Vocabulary	76
b. Using the classroom English during the teaching and learning process	76
c. Asking the students to bring dictionary	77
d. Giving a handout of today's materials as a guideline	77
e. Giving feedback on the students' pronunciation	77
f. Asking the students to work in groups	78
g. Giving rewards	78
D. General Findings	78
E. The Score of The Students' Vocabulary Mastery During The Teaching and Learning Process	82

CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion	86
B. Implications	89
C. Suggestions	91
References	93
Appendices	96
1. Appendix A (Field Notes)	96

2. Appendix B (Interview Transcripts)	110
3. Appendix C (Course Grid)	121
4. Appendix D (Lesson Plan)	127
5. Appendix E (Materials)	158
6. Appendix F (Observation Result)	183
7. Appendix G (Questionnaire)	190
8. Appendix H (Pre-test and Post-test)	193
9. Appendix I (Students' Score)	210
10. Appendix J (Photograph)	212
11. Appendix K (Letters)	216

LIST OF TABLES

	Page
Table 1: Standard Competence and Basic Competence of Vocabulary Skill for Senior High School Students Grade X Semester 1 Kompetensi Dasar dan Indikator	22
Table 2: Students' vocabulary score in Pre-test	46
Table 3: The Arising Problems Found in the Field	48
Table 4: The Field Problems to Solve	48
Table 5: Field Problems and Causes	49
Table 6: The Improvement during Cycle I and Cycle II	79
Table 7: Students' vocabulary score in Post-test in Cycle I and 2	83

LIST OF FIGURES

	Page
Figure 1: Bingo Card Model	31
Figure 2: Conceptual Framework	34
Figure 3: Action Research Model by Kemmis and McTaggart (1988) in Burns (2010:9)	42
Figure 4: The Students' Improvement in Vocabulary Score	84

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Imas Febriyansyah (10202244092)

ABSTRACT

This research is aimed to improve the vocabulary mastery of Grade X students of SMAN 4 Purworejo through Bingo Game in the academic year of 2014/2015.

This study was an action research study. It was done in two cycles, from 20th of October to 29th of November 2014. Each cycle consisted of three meetings. The steps of the research were reconnaissance, planning, action and observation and reflection. The subjects of this research were 28 students of X IIS 3 class. The data were in the form of qualitative and quantitative data. The qualitative data were collected through observing the teaching learning process, interviewing the students and the teacher, holding the discussion with the teacher, and taking photographs of the teaching learning process. The quantitative data were collected from questionnaires and the students' vocabulary score of pre-test and post-test to see the improvement of the students' vocabulary mastery. The instruments for collecting data were interview guidelines, observations checklist, questionnaire, field notes, and a camera. The validity of the research was obtained through applying five validity criteria namely, process validity, democratic validity, dialogic validity, catalytic validity, and outcome validity. In addition, to make the data trustworthy or reliable, two kinds of triangulation (time triangulation and investigator triangulation) were used in this research.

The research findings showed that vocabulary mastery of most students improved after Bingo Game was used in the teaching and learning process. It was indicated by the increase of the mean of students' vocabulary score in the pre-test and post-test (64,3 to 89,1). The students' involvement and classroom interaction during the implementation of the game were improved. It was showed by students' enthusiasm during the game. They tried to be the first winner and raised their competitiveness among them. In addition, the implementation of Bingo Game and the complementary actions were successful to help the students memorize and understand new words easily. In conclusion, the students' vocabulary mastery was improved through the implementation of Bingo Game.

Keywords: Action research, Vocabulary, Bingo Game,

CHAPTER I

INTRODUCTION

This first chapter emphasizes on the explanations of why the researcher conducts this study. It is discussed through some sub chapters including the background of study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significances of the study.

A. Background of the Study

English as an International language is spoken almost all over the world. Nowadays, English takes an important role as communication language used in many sectors of life such as, trading, bilateral relationship, science, technology, and many others. English has become the language used by many people all over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information, and technology.

In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life.

Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an important role for all language skills. David Wilkins in Thornburry (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, students' vocabulary influences their understanding toward teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English.

Based on the observation that conducted in SMA N 4 Purworejo, the researcher found some problems related to the vocabulary teaching and learning process. The traditional method is usually used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. They were lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They had low vocabulary mastery. The class activities depend on textbook and LKS (Lembar Kerja Siswa), so that the lesson do not run effectively and often makes both students and teacher get bored with the lesson and unmotivated to learn. Also, the students had low participation in English class.

Those problems must be solved because it can be difficult for students to continue for the next level or grade. They also may have low motivation in learning English because they thought English was difficult. Furthermore, they will have boredom in English class.

Based on the phenomena above, the researcher tries to find the effective solution to improve the students' vocabulary by using Bingo Game in the teaching learning process. Bingo Game is a game for the whole class that encourages students to study and review their vocabulary words. There are some reasons why I choose Bingo Game as the media to improve their vocabulary mastery. First, Bingo Game can be used as one of interesting activities to review their vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning process. Second, students can learn how to work and cooperate as a group and also learn how to appreciate each other. Third, Bingo Game can create an enjoyable environment. Students can enjoy fun and joyful learning. Fourth, Bingo Game can help students revise their vocabulary and recalling something that happened in the game. It may help students remember the language connected with it.

Based on the problems and the potentials of Bingo Game in improving students' vocabulary mastery, the researcher intended to improve the students' vocabulary mastery through Bingo Game. Therefore, this study was important for SMAN 4 Purworejo in order to improve the students' vocabulary mastery in the teaching and learning process.

B. Identification of the Problem

Based on preliminary observations students at SMAN 4 Purworejo faced some difficulties in mastering vocabulary and some problems in the field were identified.

The first problem was related to the students. The tenth grade students of SMAN 4 Purworejo did not have high motivation in learning vocabulary. They have difficulties in memorizing new words. Most of the students were passive during teaching and learning process. They did not have confidence in their ability and they were afraid of making mistake. So they tend to answer the questions if only the teacher called their name and forced them to answer.

The second problem was related to the teacher. He did not know how to make the students interested in lesson. He applied a traditional method by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. It makes the students bored with the lesson and unmotivated to learn.

The third problem was related to the materials. There were various English materials from other resources for supplementary materials, but the materials used in teaching and learning activities were mostly taken from the course book and LKS (Lembar Kerja Siswa). The students need other resources to enrich their knowledge about English.

The last problem was related to the facilities. The classroom was not provided with LCD projector so it was hard for the teacher to provide the

students with interesting media. There are not enough dictionaries provided by the school for the students and many students do not have it.

C. Limitation of the Problem

Based on the background of the study and the identification of the problem above, there are some problems related to teaching and learning process. It is impossible for me to solve all those problems. So, this research is only limited on improving tenth grade students' vocabulary mastery in SMAN 4 Purworejo. I decided to overcome this problem by using Bingo Game because it was rarely used to teach vocabulary. The teacher seemed to use monotonous technique so that it influenced the students' interest on the lesson. It can also be one of the factors that influence the low level of students' vocabulary mastery. Therefore, in order to make the vocabulary learning more interesting and fun. I decided to use Bingo Game to improve students' vocabulary mastery in SMAN 4 Purworejo.

There are some reasons why I choose Bingo Game to improve students' vocabulary mastery. First, like the other games, Bingo can be used in any part of the lesson as an effective way of language teaching. Second, it can encourage the students to work in pairs or groups. So it provides the opportunity for the students to recognize and appreciate the contribution of others and use team-building skills. Third, Bingo can increase students' motivation to learn. Since it is interesting and fun, the students do not feel bored to follow the lesson. Fourth, Bingo is not only fun and interesting but it also gives an opportunity to face

challenge and to solve problems in the game. Finally, the students could also learn to concentrate and to think carefully in order to win the game.

D. Formulation of the Problem

Based on the background of the study above as well as the identification of the problem and limitation of the problem, the problem was formulated as follows: how could Bingo Game be implemented to improve students' vocabulary mastery of grade X students at SMAN 4 Purworejo?

E. Objective of the Study

The objective of the study is to improve students' vocabulary mastery through the use of Bingo Game in vocabulary teaching and learning process of grade X of SMAN 4 Purworejo.

F. Significance of the Research

It is expected that this research contribute some significant progresses in teaching vocabulary. The significances of this research are:

1. For the students in general, the study could enhance the students' motivation and improve the students' vocabulary mastery.
2. For teachers, the study gives input in enriching their teaching media to be implemented in the classroom.
3. For the school, the study will enrich teaching media in the school.
4. For the writer, the study could bring him to a better understanding of improving students' vocabulary mastery and give practical contributions to him on how to improve students' vocabulary mastery using Bingo Game.

5. For other researcher, the study could be a kind of references to conduct the same type of research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

As stated in the previous section, the aim of this research study is to improve students' vocabulary mastery. Therefore, the discussion in this chapter will focus on the review of related theories underlying the study. It consists of two major sections, namely theoretical description and conceptual framework.

A. Vocabulary

1. Definition of Vocabulary

As explained in the background of the study, vocabulary takes such a fundamental role in mastering English as foreign language well. There are some definitions of vocabulary proposed by some experts.

Hornby (1995: 1331) mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings. Richard and Schmidt (2002: 580) argue that a set of lexemes, including single words, compound words and idioms. Shared reading, defined by Hatch and Brown (1995) as the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.

According to Ur (1996: 60) vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term "words" here means that the new item of vocabulary maybe more than a single word, for example,

father-in-law and *police office*, which are made up from two or more words but express a single definition or idea. In other case there are also compound words called as multi-word idioms, for example *call it a day*.

From the definition above, it can be concluded that vocabulary is a set/list of words of a particular language including single words, compound words and idioms that individual speakers of a language might use. This research took tenth grade students of SMA Negeri 4 Purworejo as the subject and English vocabulary as an object. Vocabulary in this research is limited into a set/list of English words which is related to the theme that should be taught in term of describing people, tourism place, and historical place.

2. Kinds of Vocabulary

There are many kinds of vocabulary according to some experts. Harmer (1991:150) distinguishes two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

According to Nation (2001:24), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively

larger than writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

In relation to kinds of vocabulary, Nation (2008:13-14) states that there are four kinds of vocabulary in the text:

1) High frequency words.

These words are almost 80% of the running words in the text;

2) Academic words.

Typically, these words make up about 9% of the running words in the text;

3) Technical words.

These words make up about 5% of the running words in the text;

4) Low frequency words.

These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

3. The Importance of Vocabulary

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge of words and their meanings, both written

and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary.

Thornburry (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore, Cameron (2001:72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows:

1) Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2) Boosting comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3) Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.

4) Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

4. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen

learners have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

According to John (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

a. Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning.

Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

2) Antonym

Antonym is the opposite of meaning. It derives from Greek, “ant- and -nymy”, the two parts mean “opposite + name”. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

3) Denotation

Denotative meaning is called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called dennotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

4) Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

b. Use

According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

c. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

d. Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning).

Pronunciation can be said as the act of uttering with articulation; the act of

giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation.

It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly.

According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

5. The Learning of Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002:13), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2002:2), the challenges are making the correct connections, understanding the foreign language between the form

and the meaning of words, and discriminating the meanings of closely related words.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002:2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

6. The Teaching of Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001:285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.

According to Hornby (1995:125), “teaching” is defined as giving instruction to somebody’s knowledge, skill, etc. Based on that explanation,

teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1) Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2) Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

3) Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking for at grammatical evidence in order to work out grammar rule.

4) Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5) Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

7. The Principle of Vocabulary Teaching and Learning

When teaching or learning vocabulary, several principles should be kept in mind. Cameron (2001:93) writes down the general principles to help children for learning vocabulary:

- a. Teachers can model how to use strategies and draw children's attention explicitly to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.
- b. Teacher can teach the sub skill needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.
- c. Classroom task can include structured opportunities for using strategies. Example: when teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.
- d. Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.
- e. Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about.

Brown (2002: 377) proposed some guidelines of communicative instructions in teaching and learning vocabulary:

- a. Allocate specific class time to vocabulary learning.
- b. Help students to learn vocabulary in context.
- c. Play down the role of bilingual dictionaries.
- d. Encourage students to develop strategies for determining the meaning of words.
- e. Engaged in “unplanned” vocabulary teaching.

8. Vocabulary Teaching in Senior High School

Teaching English to Senior High School students are categorized as teaching English to teenager because their average ages are teens. So it is different from teaching English to adult learners. According to Brown (2002:91-92), teenagers have special characteristics. First, the operational thought of the teenagers is increasing. They can solve the problems with logical thinking. Second, attention spans of the teenagers are lengthening. This is as a result of intellectual maturation of the teenagers. Third, the teenagers still need varieties of sensory input. Other characteristics of the teenagers are they have a very high ego and self-image and are very sensitive. The last characteristics of the teenagers are they are more and more becoming adult like, so the teachers have to be careful in teaching them. Teenagers are easy to get bored with the lesson compared with adult learners. They need colorful pictures and information that are relevant with their world.

In teaching the senior high school students we also need the relevant matter that have to be considered. And we have to justify it with the regulation of the ministry of education.

Firstly, Curriculum 2013 is the development of curriculum 2006. The different between them is the addition of character education which not included in 2006 curriculum. In senior high schools, English subject consists of three components. First, the expression ability which concerns in the ability to understand and produce speech and written text and it is realized in four skills, i.e. speaking, listening, reading and writing. Second, it concerns in the comprehension and production ability of various short functional and monolog texts with essays of text types (genre) such as procedure, descriptive, recount, narrative, and report. The last, support of competence i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence).

Moreover, according to the regulation of ministry of national education, the core competence and basic competence for senior high school grade X semester one is that they have to perform several vocabulary competencies as shown in the Table 1.

Table 1: Standard Competence and Basic Competence of Vocabulary Skill for Senior High School Students Grade X Semester 1
Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada

	belajar	pembelajaran Bahasa Inggris.
2	3.7.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	<p>3.7.1 Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Mengidentifikasi struktur teks seperti <i>penyebutan nama, sifat, dan tindakan orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.</i></p> <p>3.7.3 Mengidentifikasi unsur kebahasaan seperti <i>kata benda dan kata sifat terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</i> serta ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p>
3	4.8.Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.	4.8.1 menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.
	4.9.Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial,	4.9.1 Melengkapi teks deskriptif rumpang tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan

	struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	unsur kebahasaan yang benar dan sesuai konteks.
	4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menyusun teks deskriptif dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

The table shows that the vocabulary competency can be seen in core competence 3.7. in indicator 3.7.2 and 3.7.3. The indicators state that students should identify the name, characters, and the description of people, tourism place and historical place. All of them need words to identify and words related to vocabulary. It means that if you want to know all of them you should know the vocabulary first.

Teaching English vocabulary to Senior High School students needs an extra work and appropriate teaching method which is adjusted to the students' need. Therefore, the teachers should be creative in finding interesting ways to teach vocabulary.

B. Games

1. Definition of Games

Hornby (1995: 486) defined game as an activity that you do to have some fun. Richard and Schmidt (2002: 580) argue that game is an organized activity that usually has the following properties such as: a particular task or objective, a

set of rules, competition between players, and communication between players by spoken or written language. Byrne in Deesri (2002:1) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield in Deesri (2002:1) defined games as "an activity with rules, a goal and an element of fun". Deesri (2002:2) added that games involve many factors: rules, competition, relaxation, and learning, in particular. Here we know that a game is not a chaos-maker if we can apply and conduct it straight as its rules.

Language games are games that are used in teaching learning activity to make the students easy in learning English. The emphasis is on a successful communication rather than on a concreteness of language. Games are an extremely effective way of motivating the students in the classroom. The most important thing is the games are fun.

2. Kinds of Language Games

Language learning is a hard work. Effort is required at every moment and must be maintained over a long period. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

There are many kinds of games which can be used in teaching English. Lewis and Bedson (2002: 16-18) divided games according to their general character and spirit. They are:

- a. Movement games in which children are physically active.
- b. Card games: Games, during which children collect, give away, sort and count cards; cards can have a meaning in a game, or simply serve as symbols for objects or actions.
- c. Board games: All games which mainly involve moving makers along a path.
- d. Dice games: Games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of alphabet.
- e. Drawing games: They require creativity and sensitivity towards world, the children must be able to understand instructions and describe their art.
- f. Guessing games: The aim in these games is to guess the answer of the questions given.
- g. Role-play games: They can vary from guided drama to free speaking activities but it depends on the language level, curiosity, and confidence of players.
- h. Team games: They can belong to other categories but also require cooperative team work.
- i. Word games: These kinds of games allow utilizing children's enjoyment with words.

C. Bingo Game

1. Definition of Bingo Game

According to Lopez (2006:11) Bingo Game is a game which lets the whole class or small groups play. The teacher can serve as the caller, or students can take turns serving as the caller. The caller calls out the definition, then the players have to determine if their bingo card has the word that matches the definition.

Through this game, students' problems will decrease, and this makes them begin to have interest in learning vocabulary. For the winner of the games the researcher will give them a present, so they will be happy and do not feel force to study harder than before. Groller (1974:97) states that Bingo is often played simultaneously by large groups; the winner being the first contestant is to cover a line of five numbered spaces on his card as selected by chance and announced by the game caller. Richardson et all (2009:246) said that Bingo Game is for the whole class that encourages students to study and review their vocabulary words.

From the theories above it concludes that Bingo Game is a game played by small or large groups in which the first group to mark a complete row of words is the winner and calls out "Bingo!". Game like Bingo provides an interesting and motivating way to review and reinforce vocabulary words.

2. Kinds of Bingo Game

According to Ito & Berry (2001:8), Bingo Games have four classifications such as Traditional Bingo games; Task Bingo games; Talking Bingo games; and Testing Bingo games. Traditional Bingo Game, Some of the games involve more difficult variations on the standard instructions for Bingo. In Task Bingo Game,

the students are required to do something before they can make a square. Then, in “Talking” Bingo Game, the students have to talk to people before they can mark a square. In Testing Bingo Game, all of the students have the same board. If they all get BINGO at the same time, the teacher knows they have acquired the necessary skills/knowledge.

Finch (2006:2) said that Bingo Game can be classified as follows:

1. Picture Bingo (picture to word): this type use a picture to describe, what the word that must answer by the participant is. Ex: the teacher gives the picture then students guess what the picture is about.
2. Word Bingo (word to word): this type uses a word to describe, what the word that must answer by the participant is. Ex: the teacher give the clue “you need to mentions 3 provinces in Indonesia” then the students answer it.
3. Synonym Bingo (similar word – thesaurus): this type use a synonym to describe, what the word that must answer by the participants is. Ex: the teacher gives the students a word then the students need to memorize the synonym of the word.
4. Antonym Bingo (opposite word): this type uses an antonym to describe, what the word that must answer by the participant is. Ex: the teacher gives the students a word then the students need to memorize the antonym of the word.
5. Translation Bingo (Indonesia-English, English-Indonesia): this type uses a translation to describe, what the word that must answer by the participant is. Ex: the teacher gives the word in Bahasa Indonesia, and then the students need to answer it in English.

6. Matching Bingo (matching a sportsperson to a sport, a singer to a song, etc.): this type use a matching picture to describe what the word that must answer by the participant is. Ex: teacher gives a sportsperson then the students need to match the picture with the sport.
7. 20 Questions Bingo (asking questions about the words) this type uses 20 questions to describe, what the word that must answer by the participant is. Ex: the teacher gives 20 questions then the students need to answer it yes or no, not a long answer.
8. Riddle Bingo (definitions – dictionary): this type uses definitions to describe, what the word that must answer by the participant is. Ex: the teacher give the definitions of a word then the students need to guest what the definition is about.
9. Idiom Bingo (explanations): this type uses an idiom to describe, what the word that must answer by the participant is. Ex: the teacher gives the explanation or the meaning of the idiom then the students need to give the suitable idiom.

These various types and classifications can be employed in various situations and transformations. Bingo can be used in one form or another for most purposes according to the language content and the characteristics of the learners (age, proficiency, affective variables, etc.). In this way, it is hoped to show that the Bingo concept can be adapted to meet the needs of any group of language learners.

3. Advantages and Disadvantages of Bingo Game

According to Finch (2006), using Bingo Games as a strategy have some advantages and disadvantages and they are:

1. Bingo game is a game that suitable for all ages.
2. It can give more motivation while learning how to play.
3. The game is able to help the students remember some vocabularies which are difficult to be memorized.
4. It can improve the ability to cooperate with each other (if using groups).
5. It can invite students to think quickly
6. It can influence students to be more creative and active

And Bingo game has disadvantages too, and here they are:

1. Makes the class difficult to be controlled
2. Students will be asked to make games continuously more than the material.

4. Procedure of Teaching Vocabulary Through Bingo Game

This game is very interesting and may stimulate the activity of the students in the class. According to Lopez (2006:11), students can make Bingo cards by dividing a piece of paper into five rows and five columns or four rows and four columns (depending on the command of the teacher) with one free space box where students can determine the position of their free space box. All vocabularies and definitions are written on strips of paper and put in a container. Caller pulls the strip from the container, then read the definition; check the word from the list. They will write the correct answer according to the column of numbers or objects that definition read out by the caller. The first group to get

BINGO wins the game. A bingo card looks much like an un-filled crossword puzzle with filled and blank squares. Each sub-game is completed when a participant who has filled in all blank squares calls out “bingo”.

The bingo card can also easily be made using Microsoft word. Select the Tables option on the menu bar at the top of the page. Select Insert, then Table, and identify that you want four columns and four rows. Designate the center box as “free”. Add spaces in each row of the table to make room for students to write the words. The bingo card model can be seen below:

WORD	WORD	WORD	WORD	WORD
WORD	WORD	FREE	WORD	WORD
WORD	WORD	WORD	WORD	WORD
WORD	WORD	WORD	WORD	WORD

Figure 1: **Bingo Card Model**

D. Relevant Study

The research about Bingo Game has done by Retno Supiyanigrum that was *“Improving Students’ Vocabulary Using Vocabulary Bingo Game Strategy (Classroom Action Research at SMPN 1 Jenangan Ponorogo)”*. This research

explains about the application of Bingo Game in teaching vocabulary. She conducted the research started on April 4th to April 20th 2011. She used Bingo Games to teach vocabulary in order to improve the students' vocabulary mastery, because by using this media is more effective than just memorizing the words.

In fact, the result of the data shows that the result score of students' test that had improvement in each cycle. The average score of students' test in cycle I was 78, the next cycle was 80 and the last cycle was 85. It showed that the students were interested in teaching and learning English in using vocabulary Bingo strategy.

By using Bingo Game, the researcher hopes that students will be interested in learning vocabulary and it is easier for the researcher to transfer his knowledge to the students.

E. Conceptual Framework

Vocabulary is one of the essential parts of language which are taught for language learner. David Wilkins in Thornburry (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. It is known that vocabulary mastery supports the mastery of four language skills. All of those skills will be easily reached if the students understand the meaning of the words or vocabulary well. Therefore, vocabulary is very important in teaching English.

As has been stated in Chapter I, the tenth grade students at SMAN 4 Purworejo have main problems which are related to vocabulary skills. They still

having a lot of trouble to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words.

Based on that fact teachers have to choose the best way, approach or technique, or media which is going to be used when teaching vocabulary. Games can be modified into attractive teaching aids and the students will be motivated as well. Bingo game is still rarely used in learning vocabulary. With Bingo Games the students will create a sense of curiosity, how does it work, what are the advantages, is it interesting or not. So that, students will study carefully and they will feel a different atmosphere, yet still fun. Bingo Game can be used as one of interesting activities to review their vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning process. Students can learn how to work and cooperate as a group and also learn how to appreciate each other. Bingo Game can create an enjoyable environment. Students can enjoy fun and joyful learning. Bingo Game can help students revise their vocabulary and recalling something that happened in the game. It may help students remember the language connected with it. Because of that students will be lured to become more active in the classroom. The teacher can also increase the students' spirit and motivation by giving a reward for winner of the game. Therefore, Bingo Game that serves many attractive and fun learning is proposed to help the teacher in teaching vocabulary.

Based on the theories and all about Bingo Game and vocabulary mastery, the researcher believes that by using Bingo Game in teaching and learning

process the students' motivation, attention, and enthusiasm will be stimulated and the classroom environment will be conducive for studying so that the quality of teaching-learning process will improve. Then finally, the vocabulary mastery of the student in this case senior high students will be improved. The conceptual framework could be described as follows:

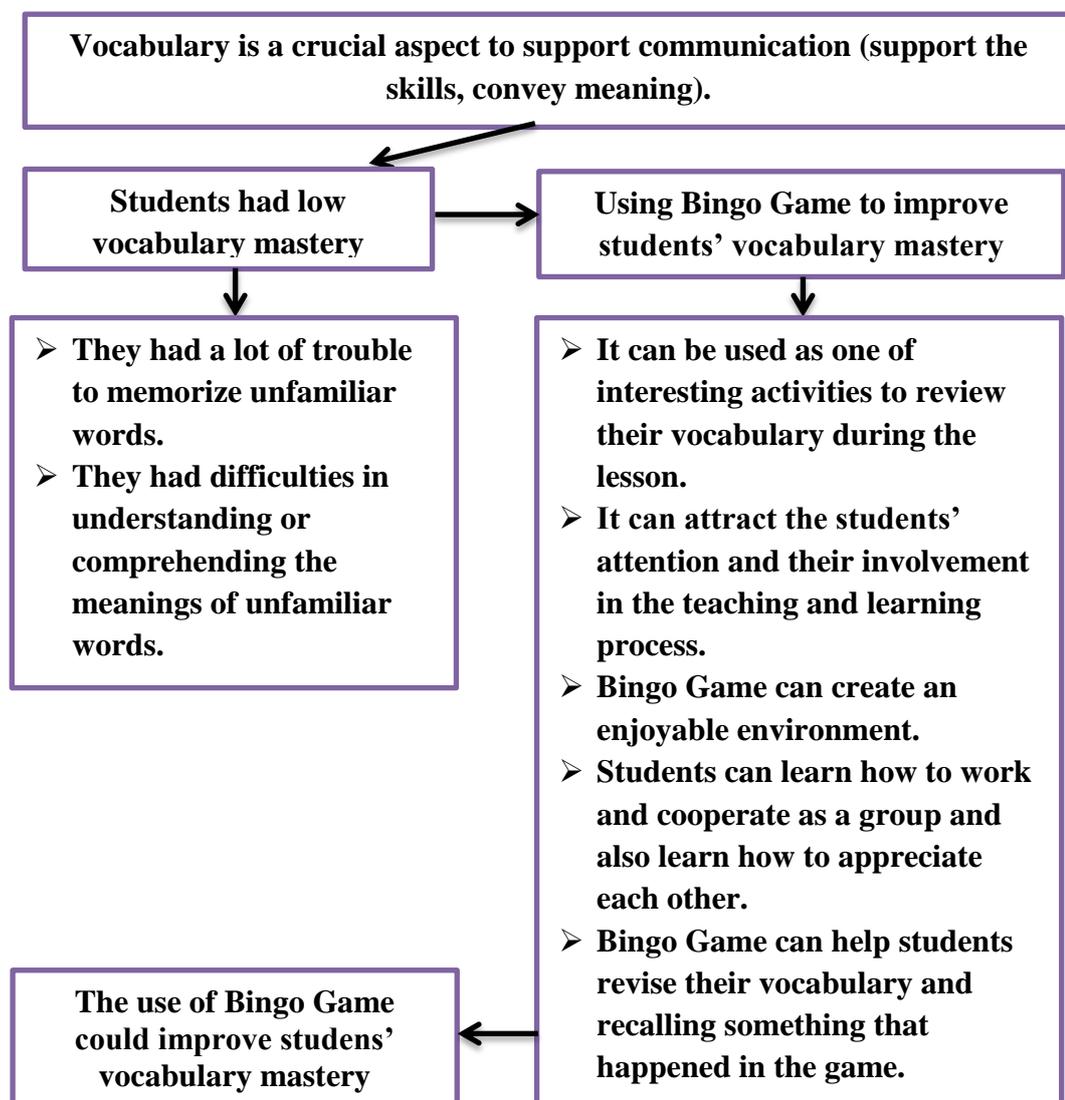


Figure 2: Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research study is action research in collaboration with school headmaster, school management, classroom teacher and tenth grade students. According to Burns (2010:5), Action Research (AR) is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research. It means that before implementing the action research, the researcher needs to find any problems real found in the classroom and bring some changes after conducting the research.

Carr and Kemmis (1988) in Burns (2010:5) argue that action research is a self-reflective study conducted by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which these practices are carried out. Meanwhile, according to Elliot (1991) in Burns (2010:5) states that action research is a study of a social situation with the view to improving the quality of the action in it.

There are some different models of action research. This research used the Kemmis and McTaggart model. The collaborator and I were carried out the action research and worked together in collecting input about the problems and weaknesses of the English teaching and learning process related to the students' vocabulary skills. Next, we identified the research problems. After getting all the problems, we planned and carried out the actions. During the implementation of the actions, we observed the teaching and learning process. Then, we evaluated and reflected on the actions implemented in the study. Finally, according to the result of reflection, we planned some other actions to improve the English teaching and learning process. The number of cycles applied was based on the students' improvement. There would be more cycles if the students did not show any improvement in their vocabulary skills.

B. Subject of The Research

The subjects of the research were the students of X IIS 3 class of SMA N 4 Purworejo. The number of students consists of twenty eight students. It is chosen based on discussion with the teacher that the class have the lowest achievement of English test especially in vocabulary among the other tenth grade classes. That is why they need appropriate strategy to help them in improving vocabulary mastery.

C. Research Setting

This research was carried out during the months October until November, 2014 and conducted in X IIS 3 class of SMA N 4 Purworejo, in the academic year of 2014/2015.

In the classroom there are two white boards, board markers, and erasers. There are 14 tables and 28 chairs. Unfortunately, there is no LCD projector in the classroom for teaching.

D. Time of The Research

The study was conducted in the first semester of the academic year of 2014/ 2015. Then, the action was conducted from October 20th to November 29th 2014. I carried out the actions based on the school schedule, especially the English schedule of X IIS 3 class of SMA N 4 Purworejo. The schedule is every Saturday at 10.35-11.50.

E. Data Collecting Technique

The data were collected in every step. They were quantitative and qualitative. The quantitative data used were the students' vocabulary scores and questionnaire. The students' vocabulary scores were used to give a clear description on the students' vocabulary skills improvement. I worked collaboratively with the English teacher to assess the students' vocabulary skills.

In the reconnaissance step, the data were taken from the observations, interviews, and questionnaires. The interviews were done with the students and the English teacher. The interview transcripts, field note and results of the questionnaires were used to support the finding of the field problems. Besides, they were also used in action step. The field notes were made based on the descriptions in the observation guidelines completed by the collaborators when I was implementing the actions. In the reflection steps, the data of interviews in the

form of interview transcripts were collected and analyzed with the other data in the previous steps. Here, the interview transcripts were used to give clear description about the students' responses, the students' behaviors, and the collaborator's responses about the class activities during the actions.

To support the research findings and interpretations, the students' vocabulary scores were used to complement the qualitative data. It was important to know whether there was an improvement or not during the teaching and learning process. Finally, from the findings and interpretations, the conclusions and suggestions of the research were made.

F. Instruments of The Research

The instruments consisted of several documents. According to Burns (1999: 17), documents in action research are relevant to the research questions which can include student written works, student records and profiles, course overviews, lesson plans, and classroom materials. The documents used in this research were course overviews, lesson plans, and classroom materials.

In order to gain the valid data on the students' vocabulary mastery, some instruments were used. They were questionnaire sheet, observation guideline, field note, an in-depth interview guideline and vocabulary test including pretest and posttest. To collect all the data, a camera and a recorder were utilized to record the interview and teaching and learning process in the class.

G. Data Analysis Technique

The qualitative data were analyzed in four steps. Based on the explanation of Miles and Huberman (1994), qualitative data analysis can be done through

some steps. They are data collection, data reduction, data display, and conclusions (drawing and verifying). The first step was by collecting all the data such as the interview transcripts and field notes. The second step was data reduction. In this step, I selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. The next step was data display. The data which had been reduced were then organized and compressed. The data display of this research was in the form of text, field notes, and interview transcripts. Then, the last step was making conclusion (drawing and verification). The conclusion was gained based on the results of the students' vocabulary score, field notes, and interview transcript. In making conclusion, the collaborator and I worked collaboratively to obtain the valid findings.

On the other hand, in analyzing the quantitative data, pretest and posttest were used to compare the students' vocabulary score before and after the treatments. Pretest was given before the researcher gave the treatment. After the researcher got the pretest result, he gave the implementations to the students to improve their vocabulary skills. After that, he gave the posttest to see how the students improved.

H. Validity and Reliability of the Research

According to Anderson in Burns (1999:161-162) there are five validity criteria that should be fulfilled to get the valid data in action research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The democratic validity was fulfilled by having discussions with the collaborators. The discussions were always conducted during the research. The collaborators were given abundant chances to give ideas, comments, and suggestion towards the research. Through some discussions, the progress of the research could be found. At the end of every cycle, some discussions were held to evaluate the actions that had been implemented and to plan the actions in the next cycle.

Outcome validity is related to the notion of actions leading to the result that are successful within the research context. To fulfill the outcome validity, some indicators that show the improvement of the students' vocabulary skills were formulated.

The catalytic validity is related to the extent to which the research allows the participants to deepen their understanding of the social realities of the context and how they can make change within it. Within the process in this research, we had chances to learn more about the realities in the English teaching and learning process. This research involved me as the teacher who was related to the English teaching and learning process. The research also involved the collaborators as a person who could monitor the research process.

The process validity is related to the criterion to make the action research believable. To gain process validity, I collected the data by observing and making some notes during the research. Anything that happened in the teaching and learning process was noted.

The dialogic validity is the process of peer review that is commonly used in the academic research. This validity was fulfilled by discussing the research findings with the collaborator and some students of English Education Department at UNY. The members of the discussion gave their opinions and their criticisms about the research report.

To enhance the trustworthiness of the data and to reduce the subjectivity in analyzing the data, I used triangulation. Burns (1999: 163) states that triangulation is a way of arguing that 'if different methods of investigation produce the same result, then the data is likely to be valid'. Furthermore, Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research had time triangulation because the data of the research were collected over a period of time in order to identify the factors that were involved in the change process. Then, to get the investigator triangulation, I asked the collaborators to help me in the reflection steps so that it could avoid the biased interpretations. Also, this research had theoretical triangulation since the data were analyzed from more than one perspective.

In addition, in order to ensure the reliability, I used the scores of the students' vocabulary, interview transcripts and field notes. To obtain the data about the teaching and learning process, I interviewed the collaborators, observed the teaching and learning processes, and interviewed the students who joined the lesson.

I. Research Procedure

To conduct this action research, I used the model of Kemmis and McTaggart (1988) in Burns (2010:9), with some modifications. This study consists of four steps in each cycle: reconnaissance, planning, action and observation, and reflection. The action research model can be seen below:

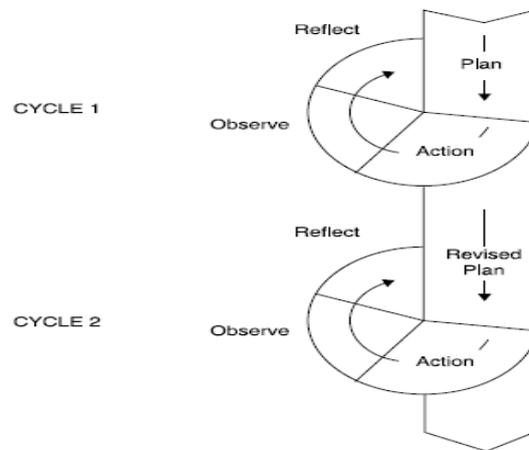


Figure 3: **Action Research Model by Kemmis and McTaggart (1988) in Burns (2010:9)**

1) Reconnaissance

As has been mentioned before, I carried out the research collaboratively with the English teacher as the collaborator in the school. In this step, I found out the information concerning the students' vocabulary skills. I observed the English teaching and learning process. Besides, I interviewed the collaborator and the students to identify the existing problem on the students' vocabulary skills.

Based on the observations, the questionnaire, the interviews, and the discussions, the existing problems were classified. They are problems related to

the teaching techniques of the teacher, the activities of the teaching and learning process; and the material given during the teaching and learning process.

2) Planning

A planning was done after identifying and diagnosing students' vocabulary problem occurred in the class proven by observing, questionnaire, and interviewing. In this step, the plans to be implemented are prepared. I will prepare the instruments such as creating the Bingo board, choosing materials, giving handout for the students and tasks.

3) Action and observations

In this step, I implemented the actions whereas the teacher as a collaborator took notes in the backside of the class to observe the students' reactions and behaviors during the activities. The step begins the process of going more deeply into the issue being researched. It takes a month within two cycles in which each cycle consists of two meetings and one meeting to give posttest.

4) Reflection

This stage is aimed to reflect and evaluate from three steps before, it is done based on data that have been collected to hold evaluation for completing the next cycle. Thus, the reflection is able to be determined after implementing action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solved.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the process of the research conducted in the Cycle I and Cycle II as well as the result of the research. There are three sections in this chapter. The first presents the reconnaissance sections. The second reports the implementation of the actions and discussions. The third presents the findings during the teaching and learning process.

A. Reconnaissance

In this step, some activities were conducted to find the field problems. The first was observing the English teaching and learning process of class X IIS 3 at SMA N 4 Purworejo. Secondly, the English teacher and students were interviewed to get data about the weaknesses and suggestions related to English learning and teaching process. The last was distributing questionnaires to strengthen the finding of general problems.

1. Identification of Field Problems

The researcher conducted reconnaissance to identify the existing problems. There were classroom observations, interviews, and pre-test. These activities were conducted on October 20th and 27th 2014.

The first activity was the classroom observation which was done in one day. The classroom observation was conducted to collect any valuable information during the English teaching and learning process in the classroom. There are some problems that the researcher found in the classroom. The first problem is the classroom situation. The class was crowded because it consists of 28 students and it is not

easily to manage the class. The second problem is the materials. The teacher tends to use textbook and LKS as the material sources. It means that students only know the words from textbook and LKS. The third problem is the teaching method. The traditional method is usually used by looking for difficult words and find the meaning in the dictionary and students were supposed to memorize the words. The fourth problem is the students. They had difficulty to differentiate the grammatical form of the word such as part of speech: noun, verb, adjective, and adverb. It is difficult for them to remember the meaning of the words. Also, they had low participation in English class. The last problem is the facility of the class. It is not equipped by LCD projector so the teacher could not provide them with interactive media. In other words, the teaching learning process runs with less teaching media

After conducting the observation, I interviewed some students. The interview aimed to collect information about the students' and teacher's perspective of the teaching and learning process. The following interview transcript showed the problem that I found.

R : *Menurutmu pelajaran bahasa Inggris gimana? (what do you think about English?) Susah pa gampang? (is it easy or difficult?)*
 S1: *Susah mas, (It is difficult Sir)*
 R : *Susahnya dimana si? (where are the difficulties?)*
 S1: *Susah cara ngomongnya sama susah ngapalin artinya kata-katanya susah ingetnya. (It is difficult to pronounce the words and the meaning is difficult to remember.)*
 R : *Oh gitu to. Emang semua kata-kata bahasa inggris susah kamu inget kata-katanya ya dek? (Oh I get it. Are all English words difficult to remember?)*
 S1: *Ya ga semua si mas kalo cuma kata-kata sehari-hari masih bisa lah di hapalin. Tapi nek kata-kata diteks itu lo mas ku msh susah mengingat. (not all of them, if it is the daily words, I can memorize them. But it is difficult to memorize the text words)*

(Interview transcript 2)

The problems were confirmed by the English teacher when I interviewed him. Many students did not bring dictionary and the classroom did not have LCD projector so the teacher could not afford to give any interesting media to make students motivated in learning. The following interview transcript showed the problem.

R: *Oh begitu. Pertanyaan selanjutnya pak, kendala apa saja yang biasa bapak hadapi saat mengajar vocabulary? (Oh I get it. Next question Sir, What are the problems usually occurred when you are teaching vocabulary?)*

T: *Ya itu tadi mas anak-anak jarang yang bawa kamus, sarana kelas yang masih minim fasilitas membuat saya kesulitan untuk menghilangkan kejenuhan anak-anak sehingga anak-anak menjadi tidak termotivasi dan tidak bersemangat dalam belajar. (Yes as I said before the students rarely bring dictionary, the lack of good class facility troubled me. It makes me having a hard time to make students not bored with the class so students become unmotivated and feel not enthusiasm)*

(Interview transcript 1)

The following day, the pre-test and questionnaire for preliminary study were distributed to support the information of the identification of the problems. The results of the pre-test showed that the students had poor vocabulary mastery. This condition led the students fail in answering the questions. The following Table presented students' scores in the pre-test.

Table 2: Students' vocabulary score in Pre-test

No	Students' Name	Pre-test
1	Agnes Indriani	66
2	Agus Arbai' Mahmud	73
3	Aldi Yoga Kuncoro	80
4	Ananda Rahmatika Pratiwi	66
5	Anifaturohmah	83
6	Anisa Supriatin	60
7	Auliya Annisa	53
8	Dyah Sekar Sari	53
9	Elfa Nugraheni Pramastuti	73

10	Elisa Cahyaningtyas	63
11	Erni Cahyani	43
12	Fajar Choirul Akbar	50
13	Fikri Hardiyansyah	73
14	Fitri Kristianingih	70
15	Ika Puspita Sari	63
16	Indah Yuliani	46
17	Istiqomah	60
18	Mela Patmawati	56
19	Muhammad Robithul Umam	70
20	Rismalwa Lutfi Pramesri	56
21	Rosalinda	63
22	Sigit Setia P	70
23	Suksessi Mareta Inkaningtyas	63
24	Tri Haryanti	73
25	Tri Junika Khoirunissa	66
26	Tri Novita Dewi	50
27	Uswatun Khasanah	80
28	Yudha Pangestu	80
Average Score		64,3
KKM Completion (75)		14,2%

Ket:

 Tidak Lulus  Lulus

(Appendix H)

Based on the result of the pre-test, the data showed that the mean of pretest is 64,3. There were only four students who got the score above the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM) meanwhile the other 24 students were below that criterion. From that data, it could be seen that most of the students have low vocabulary mastery.

Based on the observations, interviews and discussions, and questionnaires, there were several problems found during the teaching and learning process. The problems in the field were presented in the following Table:

Table 3: **The Arising Problems Found in the Field**

No	Field Problems	Code
1.	The students lacked vocabulary.	S
2.	The teacher used monotonous technique to teach.	T
3.	The students' pronunciations were still weak.	S
4.	The teacher could not motivate the students.	T
5.	Most of the students were passive during teaching and learning process.	S
6.	The activities that the teacher gave were less varied.	T
7.	Only few students brought a dictionary.	S
8.	There were not enough media in the teaching and learning process.	Md
9.	The students were afraid of making mistakes.	S
10.	The students were less encouraged to work in groups.	S
11.	The teacher dominantly uses Bahasa Indonesia in the class.	T
12.	The students had difficulties in memorizing the new English words.	S
13.	The teacher mostly depend on course book and LKS	M
14.	Some students did not pay attention to the lesson.	S
15.	The students get bored with the classroom activities.	S
16.	The teacher could not manage the class well due the crowded class.	T
17.	The students had difficulty to differentiate the form of word grammatically such as part of speech	S
18.	The classroom is not provided by LCD	Md

T= Teacher, S= Students, M= Materials, Md= Media

2. Identification of Field Problems to Solve

As stated in Chapter I, I only focused on improving students' vocabulary mastery through Bingo Game. Therefore the field problems were solved based on the urgency level and feasibility to solve. The selected problems were presented in Table 4.

Table 4: **The Field Problems to Solve**

No	Field Problems
1.	The students lacked vocabulary.
2.	The students' pronunciations were still weak.
3.	The students had difficulties in memorizing the new English words.
4.	Only few students brought a dictionary.

5.	Most of the students were passive.
6.	There were not enough media in the teaching and learning process.

After identifying the field problems to solve, the collaborator and I had a discussion to analyze the field problems and the main causes. This step was important to recognize the obstacle and weaknesses related to the field problems found.

Table 5: **Field Problems and Causes**

No	Field Problems	Main Causes
1.	The students lacked vocabulary.	The students lack of practice
2.	The students' pronunciations were still weak.	
3.	The students had difficulties in memorizing the new English words.	The teacher did not know how to present the words in interesting way.
4.	Only few students brought a dictionary.	The students tend to wait for teacher's answer than looking for it by them.
5.	Most of the students were passive	The teacher rarely gave motivation to the students
6.	The students were afraid of making mistakes.	
7.	There were not enough media in the teaching and learning process.	The classroom is not provided with LCD so it makes the teacher difficult to give media to the students.

After analyzing the main cause of the problems, I implemented the appropriate way to improve the students' vocabulary mastery. English teacher and I were agreed to use Bingo Game supported by various activities to stimulate the students to be confident, interested and excited in learning vocabulary and also encourage them to work in groups. The teacher also needed to create a good atmosphere so that the students could learn comfortably without feeling anxious and afraid of making mistakes.

B. The Report of Cycle I

1. Planning

Some efforts were planned to solve the problems identified above. The efforts focused on improving students' vocabulary mastery using Bingo Game. Based on the results of the discussion with the collaborator in a democratic atmosphere on October 19th 2014, the action plans of Cycle I would be performed as below.

a. Applying Bingo Game to teach vocabulary

Bingo Game is not only fun and interesting but there are some reasons why Bingo Game could be applied in the teaching learning process. The use of Bingo Game in the classroom as a learning activity could attract the students' attention and their involvement in the teaching and learning process. Besides interesting and fun, Bingo Game also easy to play. The students get Bingo by matching the definition given by the teacher to the vocabulary word on their Bingo card. This game does not need much cost to make it. You just need Bingo board made by piece of paper.

b. Using the classroom English during the teaching and learning process

During the actions, I acted as the teacher in the class. The collaborator and I planned to use classroom English in the teaching and learning process in order to make the students more familiar with English. It also aimed at improving the students' vocabulary because through the classroom English they would also learn new words and expressions. I planned to use English classroom for several

functions such as to greet the students, to give the instructions, to give feedbacks, and to end the lesson.

c. Asking the students to bring dictionary

The students would be asked to bring a dictionary in order to help their learning. I would ask them to open the dictionary whenever they found new words that they did not understand. In learning a new vocabulary, dictionary has very important role. The students could check pronunciation and spelling of a certain word on the dictionary. I would check all tables so that each table at least there is one dictionary so the students would not borrow from the other table.

d. Giving a handout of today's materials as a guideline

Each student would get a handout during the teaching and learning process. The handout would be distributed every time the teacher started the class. It would consist of the explanation of materials and tasks.

e. Giving feedbacks on the students' pronunciation

The aim of this activity is to make the students have better pronunciation. I form of oral and not immediate feedbacks. It meant the feedbacks would be given to the students after they performed. When they performed, I listed some mistakes/errors pronunciation that the students made then correct them through discussion. By doing this, the students would not feel disturbed, so they were not afraid or confident to performed in front of the class

f. Asking the students to work in groups

As I mentioned before that I will use Bingo Game as media to teach vocabulary. It would be played in a groups and consist of 3-4 students per group.

There are some reasons why group works would be implemented in the teaching and learning process. Group works could exercise the students' ability in a team work. The students would learn how to appreciate others' opinion in a team and the most important point was the students would be more confident.

2. Action and Observation in Cycle 1

The implementation of the actions in the first cycle was done in three meetings. The meetings were conducted on October 19th until November 2nd 2015. The topics of the first cycle were describing people and tourism place. While I implemented the actions, the English teacher observed the teaching and learning process and sometimes took some pictures of teaching and learning process. The data during cycle I was collected through observation, interviews, and test. The complete description is provided below.

a. Applying Bingo Game to teach vocabulary

During Cycle I, Bingo Game was used in every meeting except the test in the last meeting. The implementation of using this game was aimed to help the students memorize and review their vocabulary related to the topic given in an interesting way and build their enthusiasm in learning. The game was conducted after I gave the students some input texts and vocabularies about the topic. So they can review their vocabulary mastery.

Before the game, I made groups consist of 7 groups. Each group consists of 4 students. After the groups were formed, I distributed the Bingo board to each group. It contains 25 empty boxes that should be filled with words by the students. The words were written on the white board. Each group wrote down the words

randomly to each box so each group will have different position of the words from each box. I also wrote the meaning of the words in a piece of paper then I put them in a bottle. I shook the bottle until the paper comes out then read the meaning of the words so each group will guess the words by crossing the words. Students mark the corresponding word on their Bingo card. When one of the groups has a row of five words down, across or diagonal, they called out, "Bingo."

In the first meeting, the students were very enthusiastic in learning vocabulary using Bingo Game. It was because the teacher never used any game to teach vocabulary. He did not know Bingo Game. It can be seen in the interview transcript below.

R: *hahaha. Kemudian apakah bapak pernah menggunakan games dalam mengajar vocabulary?* (Next, have you ever use games in teaching vocabulary?)

T: *saya belum pernah sama sekali menggunakan games. Sempat si saya berpikir untuk menggunakan games tapi takut menghabiskan banyak waktu nanti materi lainnya ga kebagian.* (I never use games. But I have been thinking about using games but I'm afraid that it takes a lot of time and the other materials are not covered.)

R: *Apakah bapak mengetahui tentang vocabulary Bingo?* (do you know about vocabulary Bingo?)

T: *Saya belum pernah mendengar tapi kalau Bingo saya tahu.* (I never heard about that but I know about Bingo.)

(Interview transcript 1)

As I mentioned before in chapter I, this game is to review students' vocabulary so I played the game at the end of the lesson as the post activity. In this meeting, the topic was about describing people. The game itself used vocabulary items related to describing people such as physical descriptions, characters, etc. Before the game, I distributed the Bingo board to each group and gave them the instructions to do the game. During the game, the members of

every group were so active and enthusiastic. They listened to the clues read by the teacher. They also discussed with their group well. When there is a group has shouted “Bingo” I checked whether their answers are right or wrong. There was a group who shout “Bingo” After I read some words during the game but after I checked their answer they had one wrong answer so I canceled their win. It can be seen by the field notes below.

One of the group has done a Bingo when the researcher chanted the eighteenth word. He checked again to make sure that the answer is right but after he checked the answer and ask the question related to the vocabulary they had written on the Bingo board there was one word that has incorrect meaning so they had failed to win. They have to start again from the beginning. The researcher continued the game until there was another group who shouted “Bingo” after he chanted the twenty fourth word. He checked the answer from that group about the words and their meaning and they got the right answer so they were the winner of the game.

Appendix A/Field Note 3/October 19th, 2014

The use of Bingo Game made them easily memorize the vocabulary and it also made them interested in learning vocabulary. It feels like they do not study because of the game. It was indicated in the interview transcript below.

R : *Kenapa kamu gak suka kalau disuruh ngerjain latihan ya?* (why do you not like to do the exercises?)

S2: *Bukane gak suka kak tapi bosan kak udah gitu suruh dihafalin kata-katanya kan susah.* (It does not mean I do not like it but it bores me moreover I have to memorize the words.)

R : *Susahnya dimana dek?* (Where is the difficulty?) S2: *Susah ngingetnya kak hehe...paling banter seminggu ingetnya habis itu bubar. Kalau kata-kata yang gampang si inget kak tapi kalau kata yang sulit yang ada diteks ku gampang lupa.* (it is hard to memorize. In a week it will be gone. When the words are easy I can memorize but if the difficult one that taken from the texts it is easy to forget.)

(continued)

R : *Oh gitu. Kalau pake Bingo tadi kira-kira bisa inget ga kata-katanya dengan mudah?* (I understand. What about Bingo Game just now do you think you can memorize the words easily?)

S2: *Inget kak daripada hafalan mending pake Bingo menyenangkan kayak ga belajar malah.* (I can memorize them better than memorizing itself. It is better using Bingo it was really exciting. It feels like we do not study.)

(interview transcript 3)

In the second meeting, I had the same treatment as the first one. The difference is about the topic. The topic was about tourism places so the vocabularies were related to them. In this meeting I rearranged the group to make the students do not feel bored with the same group. As usual before the game I distributed the Bingo board to each group and gave them the instructions to remind the group about the rules of the game. I also confirmed the students about the vocabularies that should be used to make the game runs well. They looked enthusiastic toward the game because they never have done this game before.

During the game, the students were more active and enjoyed the game. It could be seen in their participation. The members of each group are helping their own group with their capability to guess the answers. None of them has a passive role. They were helping each other in their team. All of them showed good teamwork. For instance, when there was a student from a certain group who forgot the word's meaning, the other student from that group helped him or her to remember it then they could finish the game together. The following extract reflects this situation.

When I said the sixteenth word, there was a group who has done a Bingo. Then I checked their their vocabulary in their Bingo board and one of the member of the group forgot the meaning of one of the words on the Bingo board. I counted one to five if he could not answer the righr one so his group will fail. When it came to the fourth count another member of the group help him to answer the meaning and her answer was right so his group won the first place. I said that he was saved by his teammate so he should be grateful. After that the other group said “continue sir!, continue sir!” then I continued the game to find the second winner.

Appendix A/Field Note 4/October 26th, 2014

Besides having the strengths, there was a weakness in the first cycle. The problem was about time allocation to play the game because the students and I really enjoyed the game. I did not really pay attention to the time allocation. After the teaching and learning process, the teacher reminded me to pay more attentions to the time allocation in order to make sure the students got all material as what had been planned. The teacher also asked me to write it down on the reflection so that I could make it better on the next cycle. The situation could be seen in the following interview transcript:

- R: *Menurut bapak Bingo Gamenya cocok tidak diterapkan untuk belajar kosakata setelah dua kali pertemuan ini? (what do you think about the game? Is it suitable for learning vovabulary after this two meeting?)*
- T: *Menurut saya gamenya bagus mas, menarik, anak-anak kelihatannya menikmati. (I thought the game was good, interesting, the students enjoyed.)*
- R: *Alhamdullilah kalau begitu pak. Tapi bagaimana menurut bapak, apa anak-anak bisa mengikuti dengan baik? (Alhamdulillah Sir. But what do you think Sir, were the studens could follow well?)*
- T: *Menurut pengamatan saya anak-anak terlihat antusias dan menikmati mas. Sebagian besar siswa juga bisa inget kosakatanya dan cara ngucapinnya. Dulu pas saya ngajarin mereka kosakata pake drilling belum sampai habis jam pelajarannya udah ada yang lupa. (Based on my observation, the students looked enthusiastic and enjoyed the game. Most of them remember the vocabulary and how to pronounce them. Back then, when I taught them by drilling, they forgot the vocabulary that they learn even when their lesson time is over.)*

(continued)

R: *Saya berterimakasih kalau menurut bapak siswa bisa belajar melalui Bingo Game tadi. Mungkin kalo pake game lebih menyenangkan ya Pak, jadi siswa lebih mudah ingat. (thank you if you thought that the students could learn through Bingo. Maybe using Bingo was more fun so the students were easy to memorize.)*

T: *Iya mas, selain itu anak-anak yang duduknya paling belakang yang biasanya gak aktif kelihatan antusias waktu dibilang belajarnya pake Bingo Game. Tapi waktu buat gamenya agak kelamaan ya. (Yes, besides the students who were sat in the back usually passive and now they look enthusiastic when they learned using Bingo Game. But the game time was slight long.*

R: *Iya Pak saya rasa begitu. Tadi siswa antusias sekali waktu maen jadi gak kekontrol waktunya. (Yes I thought so. The students were so enthusiastic while playing so it was under control.)*

T: *Itu dimasukin ke refleksi aja mas biar bisa diperbaiki buat selanjutnya. Harus bisa mengatur waktu biar kegiatan berikutnya juga bisa maksimal. (it should be included in the reflection so you could fix it for the next meeting. You should try to control the time allocation to make the other activities go well.)*

R: *Baik Pak. (Yes sir!)*

(Interview transcript 5)

The corrections and the suggestions were very helpful to improve the performance in the next meeting.

b. Using the classroom English during the teaching and learning process

I used mostly English in every meeting so that the students would be more familiar with English. The classroom English was used in some ways such as opening the lesson, greeting the students, explaining the instructions, giving feedbacks, and closing the lesson. To open the lesson I always started with routine expressions such as “Good morning everybody”, “How are you today?” “Who is absent today?”. Meanwhile, at the end of the lesson I used expression such as “This is the end of our lesson today”, “Thank you for your attention”, and “See you next week”.

When the students could answer a question or showed a good result, I used some expressions such as “Good job”, “Very good”, “Good”, and “Excellent”. If I wanted to know whether the students had finished their work or not, I asked them using “Have you finished?” It could be seen in the extract below.

When R pointed on picture of Daniel Jacob Radcliffe, the students answered, He has white skin, He is handsome, He has brown hair. “Good”, R praised the students because they had answered the question correctly.

Appendix A/Field Note 3/October 19th, 2014

In the next task there was a descriptive text about Parangtritis. The students should complete jumbled sentences with vocabulary provided in the box. The students should try to look the answers through sentence clue that provided in the text. After 10 minutes R asked the students, “Have you finished?”. “No Sir”, The students replied. Ok, I’ll give you 3 more minutes. R gave 3 more minutes to the students.

Appendix A/Field Note 4/October 26th, 2014

In addition, the students were enthusiastic in learning new expressions since their teacher only said “Good morning” and “Good afternoon”. Now, they are know some expressions that should be used in the classroom.

c. Asking the students to bring dictionary

As I planned before, I asked each student to bring a dictionary or at least there is one dictionary on each table. In the first meeting I asked the students whether they brought their dictionary. Unfortunately, only few of them brought it. Many of them said that it was heavy to bring or they forgot to bring it. They tended to ask their friends or teacher than find the words itself from a dictionary. Then I asked them to bring their dictionary for the next meeting.

The use of dictionary was very useful whenever there were words that students could not understand I always asked them to open the dictionary rather than directly answer the meaning to the students. The situation could be seen from the following extract.

R asked the students whether there was unfamiliar words in the text about Raja Ampat. There were many students asked about unfamiliar words such as brood, molusk, and scenery. R did not give the answer directly but he asked the students to find the meaning from the dictionary so they will find the answer by themselves not by their teacher.

Appendix A/Field Note 4/October 26th, 2014

After the first meeting, I saw many students brought their dictionary. Only few of them still did not bring it. So I asked the students who had two dictionaries in one table to lend it to the students who did not bring it. At least there was a dictionary on each table.

d. Giving a handout of today's materials as a guideline

The use of handouts in every meeting could help the students understand the explanation. As a guideline, the handout gave a concept to learn. It could make the students aware of what they would learn. I made a handout based on the topic of every meetings and I provide it for each pair of students. It could be seen from the extract below.

R gave handouts to the students about explanation and exercises of today's material. A sheet of handout was for each pair. Then R asked them to observe some pictures in the first task. There were some pictures about famous people. The students tried to describe them based on the pictures such as their hair, face, body, etc.

Appendix A/Field Note 3/October 19th, 2014

In addition, the handout was very helpful to the students because it made them easily recognize what I instructed and explained. The following interview transcript could verify the statement.

R : *Kalau tadi handout yang diberikan membantu ga dek buat pembelajaran?*
(Was the handout very helpful to you?)

S2: *Iya pak, kalau dikasih handout tu aku jadi nggak usah nulis banyak-banyak apa yang diterangin ma bapak. Kalau ada yang kurang tinggal ditambahin aja. Apalagi dihandout juga ada penjelasannya jadi gampang pahami.* (Yes Sir, the handout makes me not necessarily write down the materials that you give to me, I only add a little. More over, the handout has clear explanation of the materials, so it was easier to understand.

(Interview transcript 3)

e. Giving feedbacks on the students' pronunciation

In every meeting, I always gave the students feedbacks about pronunciation. Whenever I heard the mispronunciation from the students, I listed the words and drill them a little. I often asked the students to repeat after me and after that I asked some students to repeat that alone.

Some students said that feedbacks helped them to be better to pronounce the words correctly. It also made them understand the words easily. It could be seen in the interview transcript below.

R : *Bagus kalau gitu. Terus menurut kamu kalau saya ngasih feedbacks kayak tadi gimana?* (That's good. Then what do you think about giving feedbacks?)

S2: *Kalau aku sih bantu banget pak.* (It helped me a lot Sir.)

R : *Hmm gitu yaa. Terus?* (Hmm I see. And then?)

S2: *Ya kayak tadi misalnya pas ada yang salah ngucapinnya dibenerin sama bapak jadi ga salah lagi. Terus tulisannya juga kan kalau kita salah bapak koreksi yang salah dimananya. Ya kalau aku si jadi gampang kata-katanya pak.* (Yes, for example when there were pronunciation mistakes, you gave the right one so there were no mistakes. You also corrected our spelling so that I could understand the words easily.)

(Interview transcript 3)

f. Asking the students to work in groups

During this cycle, there were activities in which the students who asked to work with other students, either pairs or groups. To save the time, the groups were determined by their seats. It was arranged to help them in building their confidence, cooperation ability, and learning from each other. They seemed active and enthusiastic during the group activities. It appeared when they did the exercises from the handout. One student tried to look for the answer from the text the other tried to find the difficult words and find their meanings in the dictionary. During the game, all students did their best to win the game. Each member has a different role. There was a student who listening to the teacher's instructions then the others tried to match the words with the meanings. When there was a student from a certain group who forgot the word's meaning, the other student from that group helped him or her to remember it then they could finish the game together. They cooperated each other well. The grouping activities were considered success in improving their teaching and learning process since they did the tasks well. It could be seen from the interview with the students below.

R : *Kalau kerja kelompok kaya tadi menurut kamu gimana? Malah susah gitu? Apa lebih membantu?* (what do you think about group work just now? Is it difficult or is it helps you?)

S3: *Ya sangat membantu sekali Pak. Kan bisa diskusi sama temen. Dibagi juga ngerjainnya.* (Yes, it really helped us. We can discuss each other and the task were divided to each member.)

R : *Sip, jadi lebih cepet ya selesai nya.* (So, it could finish the task faster right?)

S3: *Iya Kak. Ngerjainnya juga lebih gampang, ada yang bantuin buka kamus.Hehe...*(Yes Sir, it was easier to do the tasks, there was someone who helped to open a dictionary.)

R : *Yayaya... sip. Kerjasama yang baik. Makasih ya udah boleh tanya-tanya.* (I see. Good teamwork. Thank you.)

(Interview transcript 4)

Group work gave many benefits although the class became noisy during the activities. The students could cooperate well and they have good teamwork. Although they made mispronunciation and misspelling, they were happy and enthusiastic joining the activities. Most students were willing to get involved even the lazy ones. They enjoyed the activities and discussions with friends.

3. Reflection

After conducting the actions in Cycle I, the collaborators and I conducted a discussion to make some reflections. It was to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, we analyzed the data from the observations and the interview guides to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions. The following were the results of the reflection.

a. Applying Bingo Game to teach vocabulary

The use of Bingo Game was a new way for students in learning vocabulary. It made the students more enthusiastic in learning vocabulary since the teacher never used games before to teach vocabulary. They were quite active during the game even the lazy ones. They had practiced new words quite well.

However, there was a problem occurred during the implementation of using Bingo Game to improve students' vocabulary mastery. It was about time allocation to play the game because the students and I really enjoyed the game. I did not really pay attention to the time allocation. Some students once asked about the prize

if they won the game. Somehow, it could be considered in addition to the reward in the form of praising.

b. Using the classroom English during the teaching and learning process

Classroom English was used regularly in the teaching and learning process. It was applied in opening, main activity, and closing. Although Bahasa Indonesia was still used but I tried to minimize the use of it. Generally, the implementation of the classroom English was successful in making them more familiar with the English words. Moreover, it could increase the students' opportunities to speak English during the teaching and learning process. It was because when I gave some questions in English, the students answered them in English too.

However, few students still could not enjoy the classroom English because they felt that they were not able to pronounce certain words correctly. Not all students were confident to speak English or reply the teacher's questions. Some students were still shy to speak up so that I had to ask more than one time for anyone who wanted to be a volunteer to answer the questions. I repeated the same questions to greet and give instruction so that the students' retention improved.

c. Asking the students to bring dictionary

The encouragement to ask the students to bring a dictionary was not too successful. They felt lazy and said that it was heavy. Although some students did not bring the dictionary, but at least there was one dictionary in every table. They

were reluctant to bring their own dictionary and more enjoyed to share with the others.

d. Giving a handout of today's materials as a guideline

The handout given had helped the students in learning the materials. They did not need to write all explanation since the explanation had been in handout given. As a result, they could focus on the teacher's explanation instead of making notes.

e. Giving feedbacks on the students' pronunciation

In general, the students' pronunciation improved during the teaching and learning process. I drilled those many times to pronounce correct words when they mispronounced the words after I asked them to check the pronunciation in the dictionary. The students were asked to repeat the words after me or the students told the correct ones. Besides, their participation during the teaching and learning process improved. They were confident to answer questions in front of the class. Some feedbacks given before they performed something improved their confidence to answer questions. They were not afraid to answer the question because I had checked their works. Mostly, the students who asked the teacher to check their works came forward to answer the teacher's questions.

f. Asking the students to work in groups

Pair works and group works were used during Cycle I. Generally, the students could improve their involvement in teaching and learning process. These activities helped them understand the materials given since they could share what they knew to all members in their group. Since they worked in a group which

meant they had more opportunity to get feedbacks from their friends, they felt more confident in answering the teacher's questions. The Bingo Game successfully motivated the students to learn vocabulary. They enjoyed competing with other groups. It encouraged them to do their best. Unexpectedly, it was not easy to face a problem related to the students when they were being more active in speaking in their native language. I could not keep controlling them to use the target language.

C. Report of Cycle II

a. Planning

Based on the discussion with the collaborators, it was determined that Cycle II still focused on the same problems found in Cycle I. I decided to implement the same activities and some new actions such as giving them a reward and giving them a new topic to enrich their knowledge with the hope that the teaching and learning process would be more enjoyable and the students' vocabulary mastery would significantly improve. The action plans of Cycle II reveal the following points.

a. Applying Bingo Game to Teach Vocabulary

As I stated previously, the use of Bingo Game in the classroom as a learning activity could attract the students' attention and their involvement in the teaching and learning process. Through Bingo Game, the students would practice having interaction in a group. The most important thing was it would help students to memorize and understand new vocabulary in interesting way.

I planned to apply the Bingo Game but with a new topic so it would enrich their vocabulary. I also planned to give clear examples of pronouncing the words possibly used in the game to make the students get an ease while playing the game. The last I planned to manage the time allocation better by using alarm. So when the time is up the alarm would ring and the game would be over.

b. Using the classroom English during the teaching and learning process

This action was the same as the planning action in Cycle I. I used English in some ways such as opening the lesson, explaining the materials, and ending the lesson. In Cycle II, I would like to use English during teaching and learning process more frequently. I would like to decrease the use of Bahasa Indonesia. It was expected that the students would be more familiar with English.

c. Asking the students to bring dictionary

The finding in Cycle I showed that some students were lazy to bring a dictionary. They preferred to share with others. I planned to keep motivating them to bring a dictionary. At least there was a dictionary in one table.

d. Giving a handout of today's materials as a guideline

The use of handout really helped the students in the teaching and learning process. The handout gave them experienced. The activities helped them to learn vocabulary better and they did not need to take many notes. So I planned to give a handout as a guideline in every meeting in Cycle II as what I did in Cycle I.

e. Giving feedbacks on the students' pronunciation

Giving feedbacks on students' pronunciation aimed to make the students have better pronunciation so that they were confident to speak up. In other word,

it helped the students in improving their pronunciation to be more accurate. The ways of giving feedbacks were also similar with the one in Cycle I. The pronunciation feedbacks would be given after the students conducted their performances, so that they would not feel ashamed when I corrected their pronunciation.

As found in Cycle I, the students' pronunciations were still poor. They were very enthusiastic about knowing the correct pronunciation of some words. Thus, I planned to keep giving feedbacks on the students' pronunciation to improve their ability to pronounce new words so that they did not make the same mistakes in the next activities.

f. Asking the students to work in groups

Considering that the students became more active when they were asked to work in groups or pairs. I would keep asking them to work in groups or pairs. I planned to make groups or pair activities in every meeting during Cycle II.

g. Giving rewards

Following up the students' comments related to the prize if they won the game. I thought that it could be right. Generally, a game was a competition to be a winner for achieving rewards. So, in this Cycle there would be prizes as rewards for the winner of the game. Hopefully, it could boost the students' motivation and encourage the students to be more active in the teaching and learning process.

2. Actions and Observation in Cycle II

Cycle II consisted of 3 meetings. The actions were carried on November 8th, 15th, and 23rd 2014 by applying Bingo Game. The students learnt two topics about

description text during Cycle II. They were Tourism place and Historical places. The teaching and learning process in Cycle II would be discussed in the description below.

a. Applying Bingo Game to teach vocabulary

As I planned before, I tried to change the topic of the game. It was aimed to enrich the students' knowledge and vocabulary. I also planned to give clear examples of pronouncing the words possibly used in the game to make the students get an ease while playing the game. The last I planned to manage the time allocation better by using alarm. So when the time was up the alarm would ring and the game would be over. The rules of the game were similar as implemented in Cycle I but I made a bit change to the rules. The students provided the words by themselves related to the topic and filled it on their Bingo board. To refresh the situation, the students were sitting in their desk-mates and for group work and game; they still placed on the previous group. There was no difference in grouping for the next Cycle. It aimed to make the time efficient and they retained the chemistry with previous group. They were enjoyed to stay in previous group

In the first meeting, the topic was about tourism places. It was the same with one of the topic in the Cycle I. I asked the students to find 25 words related to the tourism place and filled it on their Bingo board. Then I would ask one group to another to say their words and the meaning. The other group tried to match the words whether it was on their list or not. If the other groups have the same word with the first group so it will be marked by using cross or circle. It was

played until there was a group who shouted “Bingo”. I also gave a reward to the group who won the first and second place. The students look enjoyed the game.

Every group showed their best to win the game. New rules did not affect their enthusiasm to the game. It could be seen from the interview transcript below.

- R : *Dek gimana tadi Bingo Gamenya ada yang susah gak?* (how was the game? was it difficult?)
- S7: *Nggak si kak, Malahan seneng apalagi bisa berkompetisi bareng temen-temen jadi ada rasa kebersamaannya kak.* (No at all, it was fun. Besides we can compete with the others so there was a feeling of togetherness.)
- R : *Dengan aturan yang sedikit berubah dari yang sebelumnya, menurut kamu berpengaruh ngga dengan sama gamenya?* (there was a little change of the rule, is it affected to the game?)
- S7: *Ga da masalah malah kita bisa milih kata yang kita inginkan jadi lebih mudah aja.*(No problem, besides we can choose our own words so it is easier.)
- R : *Terus lebih mudah mana nginget kosakatanya, pake game ini pa pake model hafalan langsung?* (which is your choice between using this game or memorizing? Which one is easier?)
- S7: *Ya mending pake game kak soalnya belajar sambil bermain lebih mudah ingetnya kak. Kan sama-sama menikmati apalagi kalo bareng temen-temen terasa lebih mudah lagi kak belajarnya.* (I prefer using game because study with playing is easier to memorize. We can enjoy together with friends. It is easier to learn with that.)

(Interview transcript 8)

They enjoyed the game because they could compete with their friends to be the best in the game. So it made the students release their 100% ability to master the vocabulary related to the topic. They also felt that this game could increase their togetherness and solidity as a team. It could be seen in the following interview transcript.

R : *Dek gimana tadi Bingo Gamenya ada yang susah gak?* (how was the game? was it difficult?)

S7: *Nggak si kak, Malahan seneng apalagi bisa berkompetisi bareng temen-temen jadi ada rasa kebersamaannya kak.* (No at all, it was fun. Besides we can compete with the others so there was a feeling of togetherness.)

(Interview transcript 8)

In the second meeting, the topic was about historical place. The rule of the game was the same with the previous meeting. As usual each group tried to choose their own words related to the topic. They choose the words related to the places that had historical value such as, castle or palace, museum, fortress, temple or shrine, etc. I gave them 5 minutes to think of the words and write it down on their Bingo board. Because I gave them inputs about the topic through texts and tasks before the game, they could think quickly to find the words. It seemed that 5 minutes was enough for them. It can be inferred from the following field note.

R gave 5 minutes time for each group to choose the words that will be used in the game. There were 25 words related to the topic that should be choose by each group. Because there were many examples that exist on handout so many students picked it from handout.

Appendix A/Field Note 7/November 15th, 2014

As the game began, each group randomly started to show their words one by one until one of the group won the game. Many students felt that the new rule made them easier to do this game and it is more enjoyable because they could freely choose their own words and make their group to be the winner. It could be seen from the following interview with a student.

- R : *Gimana tadi dek tadi gamenya? Gak bosan kan pake game terus? (How was the game? Was it bored you?)*
- S8: *Asik Kak, wah ya nggak lah. Malah tambah menyenangkan dan lebih asik daripada yg awal-awal pas pertama main. (Enjoy sir, no at all it was more fun and enjoyable than the game we played for the first time)*
- R : *Apa yang bikin game tadi lebih menyenangkan daripada game sebelumnya? (what make you think that the game was more fun than before?)*
- S8: *Peraturan barunya kak. Kalau dulu kan sudah disediakan kata-katanya jadi pilihannya terbatas sedangkan yang sekarang kita bisa memilih kata yang kita inginkan jadi kita bisa mengexplore kata kata yang tidak ada di handout. Kita juga bisa berbagi pikiran ke setiap anggota kata-kata yang harus dipilih agar kelompok lain tidak memakai kata-kata yang kita pilih. (The rule Sir, for the the game in the first meeting the words were provided by the teacher so the choices were limited. On the other side, this new rules make us to choose our own words that we wanted. So we could explore the words outside the handout. We could also share our idea to each member to determine the words that should be picked so the other groups do not use it.)*
- R : *Oh gitu ya lebih kompetitif dari sebelumnya. (oh I see, it was more competitive than before.)*
- S8: *Iya kak jadi aura kompetisi makin panas membuat kita termotivasi untuk jadi yang terbaik. (Yes sir, the aura of competition more intense that make us motivated to be the best.)*

(Interview transcript 9)

In conclusion, the students enjoyed learning new vocabulary through Bingo Game. The game could encourage the students to learn new words. Some students said that this game improved their ability to memorize the words and it also helped them implement the words in the task given easily. It was a good improvement since the game in Cycle II was competitive and fun. As a teacher I felt that there was an improvement in terms of motivation and competitiveness from the students. Bingo Game that became the main activity at the class could be carried out smoothly.

b. Using the classroom English during the teaching and learning process

The use of English during the teaching and learning process had effectively improved students' ability to use the language. They easily understood some expressions I usually used in the classroom interaction. It indicated that they had been familiar with the expressions. They also were able to respond or reply my questions. Therefore I decreased the use of Bahasa Indonesia. It could be inferred from the following field notes.

R ordered the students identify the pictures of the place. "For the first picture what's the name?" "Monas Pak" "Good, Second one?" "Borobudur" "Good, Third one?" "Gedung tua", Yes but what's the name?" Lawang sewu sir" "That's it, Good, the last one?" "Kraton" "well done".

Appendix A/Field Note 7/November 15th, 2014

c. Asking the students to bring dictionary

Based on the problem found in Cycle I that some students still did not bring a dictionary. In this Cycle, I asked the students to have at least one dictionary in every table and I reminded them to use it when they found difficulties in learning new words or in understanding the texts. In Cycle I found that it was difficult to ask the students to bring their dictionary. But in this Cycle, most students brought their dictionary. It could be seen from the following field note.

In the next task there were vocabulary inside the box. The students should find the meaning on the dictionary because it was related to the next task. R asked the students "Do you bring your dictionary?" "Yes Sir". More than half of the students brought it.

Appendix A/Field Note 7/November 15th, 2014

d. Giving a handout of today's materials as a guideline

Handouts for each student could help them in joining the lesson. The students did not need to take notes while I explained the materials. As a result, the students could give more attention to my explanation as the materials were already on the paper. They just made a note if there was additional information which was not covered in the paper. When the handout was used in the teaching and learning process, it gave the students clear map of today's learning.

e. Giving feedbacks on the students' pronunciation

Giving feedbacks on the students' pronunciation was always given in all meetings of Cycle II. It successfully helped the students in pronouncing the words better. It also gave them opportunity to practice new words orally. The feedbacks were always given so that the students felt more comfortable to ask any questions to me. It could be seen in every meeting that some students always asked me related the materials they did not know. It seemed that they did not feel shy to ask me what they felt with the previous teacher. A good relationship between the students and I created a good atmosphere at the class so that a feeling of anxious among the students could be minimized. As a result, most students actively participated at class in the form of asking or answering questions.

Since I gave them feedbacks on their pronunciation, the students' mistakes in pronouncing words could be minimized. The feedbacks were followed by drilling. As a result, they rarely made the same errors or mistakes.

f. Asking the students to work in groups

As I planned before, I kept asking the students to work in groups or pairs to do the tasks or game. This technique effectively improved the students' self-confidence during the learning process. They tended to be more active when they asked to discuss the materials or tasks with their group mate. They were not shy anymore when I asked some of them to complete the task in front of the class. They said that they were not shy anymore because if they made mistakes, their mates would help them to correct their mistakes. It could be seen from the interview transcript below.

R : *Kalau kamu ngerjain task yang ada si handout mendingan sendiri atau kelompokan?* (when you did exercise or task, it is better individual or in a group)

S7: *Kalau aku lebih suka kelompokan si kak, soalnya kita bisa saling diskusi melengkapi kekurangan satu sama lain. Kayak kemarin waktu aku nggak dong, temen sekelompoku mudeng, jadi saling bantu deh kak.* (For me, it's better in group, sir, because we can have a discussion. Just like yesterday when I did not understand my groupmate helped me.)

(interview transcript 8)

R : *Kalau ngerjain task yang ada di handout mendingan sendiri atau kelompok ni?* (when you did exercise or task, it is better individual or in a group)

S8: *Mendingan kelompokan donk Kak.* (it's better in group Sir.)

R : *Alasannya apa?* (what is the reason?)

S8: *Lebih gampang aja kak ngerjain tasknya ada yang bantuin dan bisa tuker pikiran.* (It is easier to do the task because we can help each other and share our idea.)

(interview transcript 9)

g. Giving rewards

In this Cycle, I decided to give reward for the winner of the game. I also gave reward for the students who wanted to answer questions or to complete tasks voluntarily. The form of rewards at first was praising and giving applause but some students wanted prizes to make the game and activities more attractive and competitive. I decided to give them chocolate as a prize to the group who won the game. It could be seen from the field note and interview transcript below.

.....R was not forget to give a chocolate as a reward to the winner to encourage the others to fight more to be the winner.

Appendix A/Field Note 6/November 8th, 2014

R : *Kelompokmu menang ga tadi?* (Did you win the game?)

S8: *Juara 2 kak lumayan lah dapat satu coklatnya hehe...terus dibagi bagi deh ma temen satu kelompok.* (We got runner up but it's ok we got a chocolate the we share it with all member.)

R : *Kalau ada hadiahnya ngefek ga sama performa kelompokmu?* (Was it affected to your group performance when there were prizes?)

S8: *Ya ngefek donk kita jadi semangat dan termotivasi untuk menang.* (Yes it was. We were motivated and had mood booster to be the winner.)

(Interview transcript 9)

3. Reflection

The collaborator and I shared the final reflection after implementing the actions in Cycle 2. The reflections were based on the classroom activities, field notes, interviews and also questionnaire. Based on the discussion with the collaborator in democratic and dialogic atmospheres, the reflections can be summarized in the following description.

a. Applying Bingo Game to teach vocabulary

The students' improvement in mastering vocabulary was increased. They could memorize new words easily. Since Bingo Game has a purpose to improve students' vocabulary mastery, I had effectively implemented the game to improve students' vocabulary mastery in term of atmosphere of playing game. They were unconsciously learning and their motivation was increased. Learning could be fun and it did not make the students into bored.

I started the game with new rules. The students provided the words by themselves related to the topic and filled it on their Bingo board. Then I asked one group to another to say their words and the meaning. The other group tried to match the words whether it was on their list or not. If the other groups have the same word with the first group so it will be marked by using cross or circle. They could explore their idea about the words that should be used in the game. They enjoyed the game because they could compete with their friends to be the best in the game. So it made the students release their ability to master the vocabulary related to the topic. They also felt that this game could increase their togetherness and solidity as a team. The time allocation used during the game was quite well managed. I did not face any significant problems during the game. Because I explained the rules before I started the lesson.

b. Using the classroom English during the teaching and learning process

The use of English during the teaching and learning process was successful in improving the students' involvement in classroom interaction. They could respond with the target language toward my questions and expression. They

understood not only in greeting, but also in instruction as well as in explanation. At the same time, they also learnt new vocabularies from this action. However, a few students did not manage to fully understand the explanation in English. As a result, I still used Bahasa Indonesia for them.

c. Asking the students to bring dictionary

More than half of the students brought a dictionary. Although some students said that they did not have any dictionary but most of the students realized that dictionary could help them in learning English. So I asked the students who had two dictionaries in their table could lend it one to the students who did not have a dictionary in their table. At least there is one dictionary in one table. However, I still found difficulties to ask some students to use a dictionary when they found difficulties in learning new words or understanding texts. They preferred to ask me or their friends when they did not know the pronunciation.

d. Giving a handout of today's materials as a guideline

A handout which was distributed during the teaching and learning process helped all students in studying the materials. Besides, they gave more attention on my explanations and they did not necessarily to take notes during the lesson because all of them were on the handout.

e. Giving feedbacks on the students' pronunciation

Giving feedbacks on the students' pronunciation had improved their confidence in speaking. Besides, it helped them in understanding the materials. The frequent feedbacks I gave made them closer to me. They did not hesitate to ask many questions. They rarely made the same mistakes or errors.

f. Asking the students to work in groups

Working in groups helped the students increase their self-confidence. The students were more active while in groups. They were not shy anymore when I asked them to complete a task in front of the class. They said that working in groups was fun and a lot easier than working alone because they could discuss the materials with their friends.

g. Giving rewards

Giving rewards were proved to be one of the effective ways to motivate the students in learning. The rewards given during the lesson could improve their participation in the discussion. They became more active in answering the questions. The reward given after the game was also encouraging them to perform their best.

D. General Findings

Based on the result of the actions in Cycle I and Cycle II, the collaborator and I agreed to discontinue the research up to this Cycle. The implementation of Bingo Game and the complementary actions successfully accomplished the aim of the actions during two Cycles. The aim of improving students' vocabulary mastery was determined based on the field problems and the needs. The actions planned, acted, observed and reflected brought to the necessity of providing the general findings. The findings of these actions could be inferred from the observations of the teaching and learning process and the interviews with the students and teacher. In summary, the improvement of teaching and learning process during Cycle I and Cycle II can be seen in Table 6.

Table 6: **The Improvement during Cycle I and Cycle II**

No	Actions	Before	Cycle I	Cycle II
1	Applying Bingo Game to teach vocabulary	The students were not interested to learn. They were passive during teaching and learning process. They had difficulties in memorizing the new English words.	Bingo helps students in building up their enthusiasm to learn new words. They were active during the game and the most important thing was that it helped students in memorizing and understand new words easily in an interesting way. However, they still have bad pronunciation and there was a problem about time management in this Cycle.	Their enthusiasm increased after a new rule was applied. The game was more competitive and makes the students more active in the game. They were not afraid of making mistakes when they worked with their friends. They were confident to pronounce the words in front of the class. They were also succeeded in memorizing and understanding the new words and the time management had already well controlled by following the lesson appropriately.
2	Using the classroom English during the teaching and learning process	Bahasa Indonesia and Javanese were dominant in the classroom	Translations were mostly used when the students could not understand instructions. I used English in greeting and closing.	I decreased the amount of the use of Bahasa Indonesia in my explanation. The students had already recognized and understood expression of greeting, instructions, question and closing. They could

				respond well without many difficulties.
3	Asking the students to bring dictionary	Most of the students were not brought dictionary. They were lazy to bring it.	There was at least one dictionary at each table. Although in the first meeting there were only some students brought a dictionary. However, they still lazy to open up the dictionary while they found difficulties in pronouncing the words.	Most of the students had already brought a dictionary. Although there were some students who did not have any dictionary I tried to make the other students who bring two dictionaries in their table could lend it to the students who did not have dictionary in their table. The students get used to open dictionary whenever they found difficulties in pronouncing and find the meaning of new words. It helped them during teaching and learning process.
4	Giving a handout of today's materials as a guideline	The teacher mostly used textbook and LKS during the class. He was rarely gave the students printout of the materials.	The handout given successfully facilitated the students' learning. It makes the students aware of what they would learn. The handout given also became the students' note They paid more attention to my explanation.	The handout given successfully facilitated the students' learning. It makes the students aware of what they would learn. The handout given also became the students' note They paid more attention to my explanation.
5	Giving feedbacks	The students were	Giving feedbacks	Giving feedbacks

	on students' pronunciation	afraid of making mistakes when they pronounced certain words. Their pronunciation on certain words was bad.	helped the students in pronouncing the words. However, they were still made a lot errors or mistakes in pronouncing words.	helped the students in pronouncing the words. They were made less errors or mistakes in pronouncing words.
6	Asking the students to work in groups	The teacher was rarely asked the students to work in groups. They were not encouraged to work in groups.	The students' interactions with their friends were improved. It was effectively supported communication experiences from the exchange they made in finishing the game and completing the task. Although it was noisy during the process.	It effectively improved the students' self-confidence during the learning process. They tended to be more active when they asked to discuss the materials or tasks with their group mate. They were not shy anymore when I asked some of them to complete the task in front of the class.
7	Giving rewards			Rewards that were given in every meetings successfully encouraged the students to do their best. Their involvement to ask and answer questions increased.
8	Vocabulary test	The students' mean in pre-test was 64,3 (before the actions).	The students' mean in post-test was 77,9 (after Cycle I).	The students' mean in post-test was 89,8 (after Cycle II).

In connection with table 6, the process of teaching and learning vocabulary encountered many problems. The students had difficulties in memorizing the new

English words. They were passive in the teaching and learning process and they were not trained in using dictionary so they were accustomed to only ask their friends or teacher besides they were lazy to bring it. Because the students rarely found the meaning of certain words by themselves, they could not memorize the meaning of certain words. All the factors made the students found difficulties in mastering the vocabulary.

After the actions were implemented, most students became more active in the teaching and learning process. The use of Bingo Game was a new for the students, so they were interested in doing the game. It helped the students in building up their enthusiasm to learn new words. They were active during the game and the most important thing was that it helped students in memorizing and understand new words easily in an interesting way. I also gave them rewards who won the game to make the game competitive, so the students got more motivation to win the game. As a result, they easily memorized the words used in the game. It was proved by students' vocabulary test after the implementation. The test compared between the students' vocabulary skill before and after the implementation. The mean score of the last post-test (89,8) is higher than the mean of pre-test (64,3). It showed that Bingo Game effectively improved the students' vocabulary mastery.

E. The Score of the Students' Vocabulary Mastery during the Teaching and Learning Process

As had been stated before, the implementation of Bingo Game and its supplementary actions were successful in improving the students' vocabulary

mastery during two Cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborators, and the questionnaires given at the end of Cycle II. Since action research not merely depends on the process, the English teacher and I assessed the students' vocabulary mastery as the product of the teaching and learning process.

As I planned before I conducted a vocabulary test to know whether the students' vocabulary mastery improved or not after I conducted pretest to the students. The test was held in the third meeting in Cycle I. The collaborator and I determined the criteria of success. The criteria of success were 75% of the students' vocabulary score achieved the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM) of English (75) or above. The detail result could be seen below.

Table 7: Students' vocabulary score in Post-test in Cycle I and 2

No	Students' Name	Pre-test	Post-test I	Post-test II
1	Agnes Indriani	66	78	92
2	Agus Arbai' Mahmud	73	84	94
3	Aldi Yoga Kuncoro	80	92	94
4	Ananda Rahmatika Pratiwi	66	88	90
5	Anifaturrohman	83	90	98
6	Anisa Supriatin	60	76	86
7	Auliya Annisa	53	74	92
8	Dyah Sekar Sari	53	68	90
9	Elfa Nugraheni Pramastuti	73	80	94
10	Elisa Cahyaningtyas	63	74	80
11	Erni Cahyani	43	68	70
12	Fajar Choirul Akbar	50	70	78
13	Fikri Hardiyansyah	73	82	96
14	Fitri Kristianingih	70	84	92
15	Ika Puspita Sari	63	80	92
16	Indah Yuliani	46	72	96
17	Istiqomah	60	82	96
18	Mela Patmawati	56	70	90
19	Muhammad Robithul Umam	70	78	96

20	Rismalwa Lutfi Pramesri	56	66	88
21	Rosalinda	63	74	92
22	Sigit Setia P	70	82	94
23	Suksessi Mareta Inkaningtyas	63	78	80
24	Tri Haryanti	73	80	88
25	Tri Junika Khoirunissa	66	72	94
26	Tri Novita Dewi	50	70	72
27	Uswatun Khasanah	80	84	96
28	Yudha Pangestu	80	86	96
Average Score		64,3	77,9	89,8
KKM Completion (75)		14,2%	60,7%	92,8%

Ket:

■ Tidak Lulus ■ Lulus

(Appendix H)

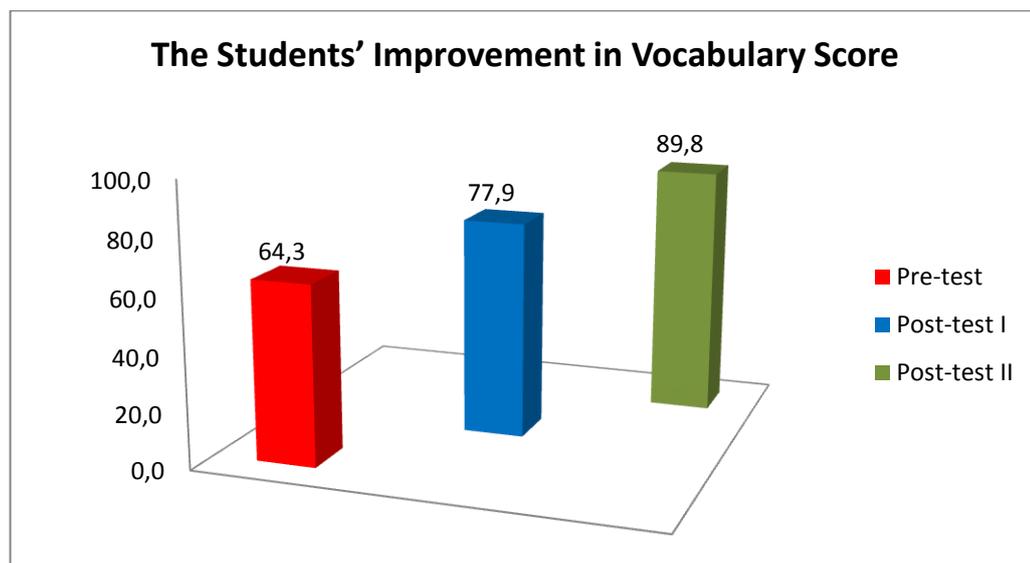


Figure 4: The Students' Improvement in Vocabulary Score

Based on the result of the pre-test, the data showed that the mean of pretest is 64,3. There were only four students who got the score above the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM) 75. Meanwhile the other 24 students were below that criterion. After conducted post-test in Cycle I, the

data showed the mean score of the class increased to 77,9 in which there were 17 students who passed Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM) from 28 students.

Based on the result of the students' vocabulary achievement in Cycle I, there was an increase of students' mean score from the students' vocabulary achievement on the preliminary study to the students' vocabulary achievement on the first Cycle. It was 64,3 increased to 77,9. It meant that there was 21,1% of mean score improvement. But, there were 17 students or 60,7% of the students who passed the Minimum Mastery Criterion. Meanwhile, the other 11 students were below that criterion. It implied that the criterion has not fulfilled which is 75% of the students should pass the Minimum Mastery Criterion. So it should be improved in Cycle 2.

In Cycle II, the result of the students' vocabulary achievement increased. There was an increase of students' mean score from the students' vocabulary achievement in Cycle I to the students' vocabulary achievement in Cycle II. It was 77,9 and it became 89,8 in the second Cycle. It means that there was 15,2% of mean score improvement. The improvement of the students' vocabulary achievement on the preliminary study to the second Cycle was 39,6%. There were 26 students or 92,8% of the students who passed the Minimum Mastery Criterion. Meanwhile, the other 2 students were still below that criterion. It implied that the criterion has fulfilled which is 75% of the students who should pass the Minimum Mastery Criterion.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents three sections; they are conclusions, implications, and suggestions.

A. Conclusions

The research findings in Chapter IV show that the vocabulary mastery of the tenth grade students of SMAN 4 Purworejo improved through the use of Bingo Game. The actions were carried out in two Cycles. They effectively not only improved the students' vocabulary mastery but also the students' self-confidence, enthusiasm, and motivation. Those actions were applying Bingo Game to teach vocabulary; using the classroom English during the teaching and learning process; asking the students to bring a dictionary; giving a handout of today's materials as a brief guideline; giving feedbacks on the students' pronunciation; Asking the students to work in groups, and giving rewards. Those activities gave contributions in the students' vocabulary mastery.

According to their assessments, the students made a better improvement in post-test I and post-test II. It means that the students had better vocabulary mastery.

There were several changes as a result of the actions. It was in the aspects of behavior and the way of thinking. The changes happened to me, the students, the teaching and learning process, and the English teacher. The details of the changes are presented below.

1. The Changes in Me

By doing this research, I have got more knowledge about teaching English especially teaching vocabulary. I realize that before asking the students to master vocabulary well, the teacher should give a good example because the teacher plays as a model in the classroom. Consequently, before teaching the class, I always practiced pronouncing some words so that they got a proper model for pronunciation. Through this action research, I have learnt many things such as how to handle the students, how to choose the appropriate materials, activities, media and so on. In the future, I will consider those aspects to create a good atmosphere of the teaching and learning process.

This study has given a big impact to my personality. I become more patient in explaining something. I come on time at school. I can control my speed when talking to someone else. I become more respectful towards the students who have big efforts to learn.

Furthermore, this study has deepened my insight about conducting a research. There are many procedures followed and should be done systematically. This knowledge will be useful for my future education.

2. The Changes in the students' Behavior

Before the actions were implemented, the students were less active and silent when the teacher explained materials and when they were asked to do the tasks. Since the classroom activities were less varied, the students were not enthusiastically engaged in learning by giving less attention, being noisy, and talking to each other.

Implementing Bingo Game to vary class activities could affect the students' feelings and behaviors. They felt different learning atmosphere. Since the game got them to work in groups, to act based on each role, the students were more active and confident in the classroom activities. They realized that learning could be fun and enjoyable. It was also an effective progress in the view of the fact that the students' vocabulary mastery improved. The students expressed a great enthusiasm to join the teaching and learning during the actions of the study.

3. The Changes in the Teaching and Learning Process

The English teaching and learning process had become more interesting. The use of Bingo Game created a nice relaxed atmosphere of teaching and learning. It also helped the students memorize and understand new words easily. They had a handout as a source to study. Their needs as senior high school students were fulfilled in some materials. The opportunity to ask and answer questions, work in a group or pair, give feedbacks, and correct their works trained them to be brave, confident, and mature. As a result, they became more enthusiastic and got better understanding in learning English.

4. The Changes in the English Teacher

The English teacher became more open minded to make the English the teaching and learning process interesting. He improved his knowledge in creating the activities that could help the students to learn well. He had improved his knowledge in using media and various materials to make the English lesson become more interesting.

B. Implications

The research findings showed that the students' vocabulary mastery had improved. It was related to the actions given in the classroom such as applying Bingo Game to teach vocabulary; using the classroom English during the teaching and learning process; asking the students to bring a dictionary; giving a handout of today's materials as a brief guideline; giving feedbacks on the students' pronunciation; Asking the students to work in groups, and giving rewards. Both successful and unsuccessful actions have some implications. They are described below.

1. The implementation of applying Bingo Game to teach vocabulary improved students' vocabulary mastery. They became motivated, confident, and active. It implies that the teacher has to give less-stressful, attractive, interesting and various activities during the teaching and learning process. Thus, the students do not get bored of learning English and they will be more enthusiastic to join the lesson.
2. The implementation of using the classroom English during the teaching and learning process effectively improved the students' awareness and familiarity about expression used in the class. It implies that the teacher should be accustomed to use English while delivering instructions, asking and answering questions, greeting the students and giving explanations.
3. The implementations of asking the students to bring a dictionary were important to help them when they found difficulties in learning new

vocabulary. It implies that the teacher has to ask the students to bring their dictionary during the English teaching and learning process.

4. The implementation of giving a handout of today's materials as a guideline facilitated the students learn the learning materials. It was an outline of today's lesson so that the students knew what they would learn. They could prepare themselves as well. It implies that the teacher has to provide a handout as the learning source for the students.
5. The implementation of giving the students' pronunciation helped the students to master new vocabulary well in terms of pronouncing the words. It also helped them recognize their mistakes or errors so that they would not make the same mistakes or errors. It implies that the teacher needs to give feedbacks to the students in the end of every meeting.
6. The implementation of asking the students to work in groups helped the students to raise their self-confidence and willingness to be actively involved in the teaching and learning process. It implies that the teacher has to encourage the students to work in groups or pairs so that they have companions to discuss the learning materials and also the students can be more confident and actively participated in the teaching and learning process.
7. The implementation of giving rewards encouraged the students to perform their best and raise their competitiveness between them so that they were more active to join the learning. Their involvement to ask and answer questions increased. It implies that the teacher can give rewards to motivate the students to learn more.

8. The students made a good improvement in mastering vocabulary, pronouncing, memorizing, understanding, and implementing new vocabulary. However, students' awareness to use dictionary needed to be improved.

C. Suggestions

Based on the conclusion and implications of the study, some suggestions to the participants closely to the study are presented below.

1. For the English teacher

The English teacher has to consider the students' needs and interests for the teaching and learning. It is important for the teacher to improve the students' vocabulary mastery. The teacher should create good atmosphere in the classroom and motivate the students to learn language. He needs to enrich herself with the knowledge of how to select the effective resources which can create interesting activities so that they can enjoy during the teaching and learning process. It will help him create the activities in which all students can be involved. The use of various media must be improved so that the English the teaching and learning process will be more interesting. Giving rewards can be an alternative to motivate them learn. All of those will improve the quality of the English teaching learning process.

2. For the students

The students had to be more active in the classroom. A further effort needs to be made by the students is to encourage themselves in mastering vocabulary without worries of making mistakes. It gives advantages for the students if they

can develop their vocabulary mastery. They can easily understand what they heard, say, read, and write.

3. For the other researchers

It is recommended to the other researchers who are interested in the same field to continue and develop this action research in order to find out other efforts in the aim at improving students' vocabulary mastery through Bingo Game.

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APPENDIX A: FIELD NOTE

Field note 1Date: Thursday, October 9th 2014

Time: 10.00

R: Researcher

T: Teacher

KS: Kepala Sekolah

Place: School

No.	Kegiatan
1.	R datang ke sekolah pukul 10.00 WIB menemui KS untuk meminta izin penelitian.
2.	R kemudian bertemu KS menyampaikan maksud kedatangannya yaitu untuk meminta izin melakukan penelitian di SMA N 4 Purworejo. KS mengizinkan R untuk penelitian langsung walau R belum membuat surat izin dari kabupaten. KS memperbolehkan surat izin dari kabupaten menyusul belakangan.
3.	R berpamitan ke KS dan meminta izin untuk menemui T untuk berkoordinasi tentang jadwal penelitian, materi, dan lain-lain.
4.	R bertanya pada siswa yang lewat dimana T dan ternyata T berada di lab bahasa. R bertemu T di lab bahasa. R berkonsultasi dengan T tentang kelas yang akan digunakan dan jadwal pembelajaran.
5.	T dan R mencapai persetujuan tentang kelas yang akan digunakan untuk penelitian yaitu kelas X IIS 3 dan memberitahu jadwal bahasa inggris yaitu hari sabtu jam ke 5-6. R meminta izin untuk melakukan observasi terlebih dahulu sebelum penelitian.
6.	R dipersilahkan untuk melakukan observasi. T menyuruh R untuk datang besok sabtu jam 10 sudah sampai sekolah karena jadwal kelas X IIS 3 hari sabtu.
7.	R berterima kasih dan berpamitan pada T untuk pulang

Field note 2 (Class Observation)Date: Saturday, October 12th 2014

Time: 10.35-11.50

R: Researcher

T: Teacher

Place: School

No.	Kegiatan
1.	R menemui T pukul 10.00 di lab bahasa.
2.	R diizinkan T untuk masuk ke kelas dan mengamati pembelajaran Bahasa Inggris.
3.	T membuka pembelajaran dengan menyapa siswa "good morning" how are you". Sebagian siswa merespons dengan ekspresi "good morning", namun sebagian lagi diam. Kemudian T kembali mengulang salam pembuka, dan akhirnya para siswa dengan serentak menjawab "good morning". "I'm fine".

4.	Setelah itu T menanyakan kepada siswa materi yang dibahas minggu lalu. Kebanyakan siswa sudah lupa dengan materi yang diajarkan. T lalu sedikit mereview materi minggu lalu untuk mengingatkan siswa.
5.	T melanjutkan materi baru yaitu tentang deskriptif. T menyuruh siswa untuk membuka LKS dan membaca materi tentang deskripsi.
6.	T menuliskan beberapa kosa kata dalam bahasa Inggris dipapan tulis lalu menunjuk beberapa siswa untuk menjawab kosa kata tersebut. Kebanyakan dari mereka tidak bisa menjawab lalu T menyuruh siswa-siswa tersebut untuk membuka kamus.
7.	T kemudian mem- <i>pronounce</i> -kan kosa kata yang ada dipapan tulis lalu diikuti para siswa.
8.	T bertanya kepada siswa apakah ada yang ingat tentang adjective dan noun.
9.	Sebagian besar siswa lupa-lupa ingat karena sudah lama tidak diajarkan.
10.	T kemudian menjelaskan secara singkat tentang adjective dan noun secara umum kemudian beliau menjelaskan penggunaan adjective dan noun dalam deskriptif teks.
11.	Ketika T sedang menjelaskan tentang adjective dan noun R melihat beberapa siswa asik ngobrol sendiri dengan teman sebangkunya bahkan ada yang bermain handphone dikelas saat T menjelaskan materi.
12.	T kemudian menyuruh siswa untuk mengelompokkan kosa kata yang ada dipapan tulis menjadi adjective dan noun.
13.	Saat siswa mengerjakan, T berkeliling kelas untuk mengecek pekerjaan siswa.
14.	Setelah itu T membahasnya bersama-sama siswa. Siswa mulai bisa membedakan antara adjective dan noun.
15.	T menyuruh siswa untuk mengerjakan latihan kosa kata yang ada di LKS. T memberikan waktu selama 10 menit untuk mengerjakan latihan tersebut.
16.	T kemudian menyuruh siswa untuk maju kedepan menulis jawaban mereka dipapan tulis.
17.	T kemudian bersama-sama siswa mengelompokkan kosa kata tersebut kedalam adjective dan noun.
18.	T menyuruh siswa membaca halaman selanjutnya di LKS tentang describing people.
19.	Pada saat ingin menjelaskan tentang materi tersebut bel pun berbunyi tanda berakhirnya pelajaran. T mereview tentang apa yang telah dijelaskan pada pelajaran hari ini.
20.	T kemudian menanyakan kepada siswa apa ada yang perlu ditanyakan. Siswa menjawab “tidak”. T memberikan PR kesiswa untuk mengerjakan soal yang ada di LKS tentang describing people.
21.	T mengakhiri pelajaran dengan berkata “ see you next time and assalamualaikum wr. wb.”.

Field note 3 (Meeting 1, Cycle I)Date: Saturday, October 18th 2014

Time: 10.35-11.50

R: Researcher

T: Teacher

Place: School

No.	Kegiatan
1.	R datang ke sekolah pukul 10.00 WIB untuk meeting pertama di kelas X IIS 3.
2.	R menemui T dan mempersilahkan R untuk masuk ke dalam kelas setelah bel berbunyi jam 10.35.
3.	T menyuruh R untuk langsung saja ke kelas kalau sudah bel untuk pertemuan selanjutnya.
4.	Setelah bel berbunyi, R masuk ke dalam kelas X IIS 3 dan menyapa siswa " <i>Good Morning Everybody</i> ", kelas masih kurang kondusif, hanya sebagian saja yang membalas salam dari R. R lalu mengulangi salam dan akhirnya dijawab serentak oleh para siswa " <i>Good Morning Sir</i> ". R lalu menjawab "How are you today?" siswa menjawab "I'm fine thank you, and you?" T menjawab "I'm fine thank you".
5.	R memberitahukan ke siswa pada pertemuan pertama kali ini akan membahas tentang "describing people". R bertanya ke siswa sudah pernah mempelajari tentang "describing people". Siswa menjawab "Sudah pas SMP pak". Kalian masih ingat? Banyak lupanya pak.
6.	R kemudian membagikan handout kepada siswa. Satu handout untuk 2 siswa. Jadi nanti siswa berpasangan dalam mengerjakan task yang ada pada handout. R menyuruh mengamati gambar-gambar yang ada di task 1. Disana terdapat gambar-gambar orang terkenal. Siswa berusaha mendeskripsikan apa yang ada di gambar-gambar tersebut seperti bentuk rambut, wajah, badan, dll.
7.	Ketika R menunjuk pada gambar Daniel Jacob Radcliffe siswa menjawab "He has white skin, He is handsome, He has brown hair". "Good" R memuji para siswa karena berhasil mendiskripsikannya dengan baik. Begitu juga dengan gambar lainnya mereka bs menjawabnya dengan baik tapi pronunciation masih sedikit salah seperti pengucapan kata "hair" kemudian R membenarkannya setelah siswa selesai mendeskripsikan dengan mengulang kata tersebut dan diikuti oleh siswa.
8.	R menyuruh siswa membuka halaman selanjutnya ke task berikutnya. Siswa disuruh mencari arti kata-kata yang ada dalam box. R memberi waktu 5 menit untuk mengerjakan. Jika siswa mengalami kesulitan boleh menggunakan kamus. Tapi banyak siswa tidak membawa kamus jadi terpaksa R membantu siswa yang kesulitan dalam mengartikan kata-kata yang sulit. R menyuruh siswa untuk membawa kamus pada pertemuan selanjutnya.
9.	R membahas bersama siswa arti kata-kata tersebut kemudian R menyuruh siswa untuk mencari kata-kata yang lain selain yang ada di box tentang

	“physical appearance and personality”. Siswa ada yang menjawab “lazy”, “crazy”, “wavy”, dll.
10.	R menyuruh siswa untuk mengklasifikasikan kata-kata yang tadi sudah dipelajari antara “facial features, physical appearance, dan personality”.
11.	R menyuruh salah satu siswa untuk membaca sebuah teks deskriptif tentang Daniel Radcliffe. Setelah selesai membaca R mengoreksi pengucapan kata yang masih salah. Kemudian R memandu siswa untuk mencari kata-kata yang mendeskripsikan Daniel Radcliffe dan menjawab pertanyaan yang berkaitan dengan teks tersebut.
12.	Pada halaman selanjutnya terdapat contoh kosa kata yang biasa digunakan untuk mendeskripsikan seseorang beserta klasifikasinya. Siswa mencoba memahami arti dari kosa kata tersebut.
13.	R kemudian memberikan teks deskriptif lain dan memberikan kebebasan siswa yang mau mencoba membaca teks tersebut secara sukarela.
14.	R memandu siswa untuk menganalisa teks tersebut seperti generic structure dan tenses yang digunakan dalam deskriptif teks.
15.	Beberapa siswa masih bingung dalam memahaminya namun R berusaha menjelaskan kembali agar semua siswa paham.
16.	R melanjutkan ke task selanjutnya. Di task tersebut terdapat teks yang telah dihilangkan sebagian kata-katanya. Siswa disuruh melengkapi kata yang hilang tersebut. Saat mengerjakan R berkeliling untuk memberikan petunjuk kesiswa yang kesulitan. Setelah selesai R membahas bersama-sama.
17.	Setelah selesai siswa mulai ramai meminta R untuk bermain game yang dijanjikan. R membagi siswa menjadi 7 kelompok karena jumlah siswa 28 jadi satu kelompok terdiri dari 4 siswa. R membagikan bingo board kepada tiap kelompok. R menulis 25 kosa kata yang tadi dipelajari dipapan tulis dan siswa menuliskan kosa kata tersebut pada bingo board secara acak. R sudah mempersiapkan kosa kata tersebut pada secarik kertas dilipat menjadi kecil kemudian dimasukan kedalam botol seperti pengundian arisan. Peraturannya adalah R mengocok botol hingga keluar kertas yang berisi sebuah kata lalu siswa memberi tanda kata yang telah disebutkan tersebut pada bingo board begitu seterusnya sampai salah satu kelompok berhasil menyusun kata secara vertikal, horisontal, atau diagonal maka kelompok tersebut menjadi pemenangnya.
18.	Salah satu kelompok berhasil melakukan bingo ketika R mengucapkan kata yang ke-18 R mengecek kembali apakah kosakata yang disebutkan benar. Namun ketika dicek dan ditanyakan ke grup tersebut ternyata ada satu kata yang salah mengartikan sehingga mereka gagal menang. Mereka harus mengurutkan lagi dari awal. R melanjutkan kembali gamenya sampai ada salah satu grup yang berteriak bingo. Setelah R mengucapkan kata ke-24 ada grup lain yang berteriak bingo. R pun mengecek jawaban dari grup tersebut dengan bertanya kepada grup tersebut kata beserta artinya setelah dicek ternyata sesuai kata dengan artinya dan grup tersebut memenangkan game kali ini. R memberikan selamat kepada grup tersebut dan memberikan tepuk tangan diikuti oleh siswa yang lain.

19.	Ketika R sedang mempersiapkan ronde kedua Bel pun berbunyi dan R berkata “What have you learn today?” Siswa menjawab deskriptif Pak, Kosakata tentang bentuk orang pak. “Good”. How about the game? Asik Pak, menyenangkan. “Don’t forget to remember what have you done today”. “Yes sir”. “See you next week.” Assalamualaikum Wr. Wb.
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Field Note 4 (2nd meeting of Cycle I)

Date: Saturday, October 25th 2014

Time: 10.35-11.50

R: Researcher

T: Teacher

Place: School

No.	Kegiatan
1.	R datang ke sekolah pada pukul 10.00. R menanyakan kepada guru piket keberadaan T. Guru piket mengatakan bahwa T sedang berada di lab bahasa. R kemudian menuju ke lab bahasa untuk menemui T dan kami berdiskusi tentang perkembangan pembelajaran minggu kemarin.
2.	Bel berbunyi pergantian jam pelajaran. R meminta izin ke T untuk memasuki kelas. R menuju ke kelas.
3.	R membuka kelas dengan mengucapkan salam pembuka “assalamu’alaikum wr. Wb” “good morning everybody” “how are you today?” kepada siswa.
4.	Siswa menjawab salam R dengan semangat “good morning, Sir! I’m fine, thank you”. Sepertinya mereka antusias dalam pelajaran kali ini karena R menjanjikan hadiah yang lebih banyak dari minggu kemarin.
5.	R tidak lupa untuk menanyakan beberapa hal yang terkait dengan materi pada minggu lalu kepada siswa terutama dalam hal kosa kata yang menjadi tujuan penelitian. Ketika R memberikan pertanyaan seputar kosa kata yang terkait dengan deskripsi seseorang. Ternyata banyak siswa masih ingat tentang kosa kata yang dipelajari minggu lalu terutama pada saat bermain bingo game.
6.	R kemudian memberikan petunjuk tentang materi pelajaran pada pertemuan kali ini. R menjelaskan bahwa hari ini kita akan membicarakan tentang tempat wisata atau “tourism place”.
7.	R bertanya kepada siswa tempat-tempat wisata yang pernah mereka kunjungi. Siswa ada yang menjawab parangtritis, kuta, gembira loka zoo, dll.
8.	R membagikan hand-out yang telah disusun-nya kepada masing-masing siswa.
9.	R menyuruh siswa untuk mengamati gambar yang ada pada hand out halaman pertama. Siswa lalu menyebut nama tempat tersebut dan mencoba untuk mendeskripsikan tempat tersebut.
10.	Pada task selanjutnya terdapat kosa kata didalam box siswa disuruh

	mencari artinya di kamus karena itu berhubungan dengan task selanjutnya. R membantu siswa dalam mengartikan kosa kata tersebut.
11.	Setelah selesai mengartikan R melanjutkan ke task selanjutnya. Disana terdapat teks tentang raja ampat R menyuruh salah satu siswa untuk membaca paragraf pertama. lalu menunjuk siswa yang lain untuk paragraf kedua dan seterusnya.
12.	R lalu menanyakan apa ada kosa kata yang sulit dalam teks tersebut. Banyak siswa bertanya mengenai kosa kata sulit yang ada dalam teks seperti “brood”, “molusk”. R tidak langsung menjawab secara langsung tetapi dengan mencarinya dikamus agar siswa bisa mencari jawabannya sendiri.
13.	R kemudian menyuruh siswa untuk menjawab soal terkait teks.
14.	R kemudian bertanya kepada siswa tentang noun phrase. Siswa banyak yang belum paham tentang itu. R kemudian menjelaskan tentang noun phrase terutama yang berhubungan dengan deskriptif sambil menyuruh siswa untuk melihat materi tentang noun phrase pada handout.
15.	Siswa kemudian mengerjakan task yang berhubungan dengan noun phrase dengan cara mengkombinasikan antara noun dan adjective.
16.	Ketika siswa bertanya arti dari kosa kata yang sulit R menyuruh siswa untuk membuka kamus. Setelah selesai mengerjakan R membahasnya dengan siswa karena nanti kosa kata tersebut akan dimasukkan ke dalam game.
17.	Pada task selanjutnya ada sebuah teks deskriptif tentang Parangtritis dan siswa disuruh melengkapi kalimat yang masih rumpang dengan kosa kata yang telah disediakan. Siswa dituntut untuk mencari jawabannya lewat kalimat sebelumnya untuk mendapatkan kata yang tepat.
18.	Dalam 10 menit R bertanya kepada siswa “Have you finished?” siswa menjawab, No Sir!. Ok I’ll give you 3 more minutes.
19.	R kemudian bertanya kepada siswa “are you ready for the game?”Yes sir siswa menjawab dengan lantang.
20.	R menyiapkan bingo board untuk dibagikan kepada masing-masing kelompok.
21.	Saat siswa membagikan bingo board R menulis kosa kata tentang tourism place pada papan tulis. Kali ini R menuliskan 30 kosa kata untuk memberikan kebebasan pada siswa untuk memilih kosa kata yang mereka bisa. Siswa lalu menulis 25 dari 30 kosa kata yang ada di papan tulis kedalam bingo board mereka.
22.	R memulai bingo game dengan mengocok botol berisi 30 kosa kata sampai mengeluarkan kertas berisi kosa kata.
23.	Saat kosa kata yang keluar dari botol disebutkan siswa mengeceknya pada bingo board jika terdapat kosa kata tersebut mereka bisa memberikan tanda silang pada kata tersebut.
24.	Karena R memberikan 30 kata dari 25 kata yang dipilih maka setiap kelompok memiliki pilihan kata yang berbeda. Jika salah satu kelompok berhasil menebak arti kata tersebut dan membentuk pola vertikal, horizontal atau diagonal maka kelompok tersebut pemenangnya. Untuk

	memastikan bahwa jawabannya benar R mengecek jawaban tersebut.
25.	Saat R mengucapkan kata yang ke-16 ada satu kelompok yang sudah menyelesaikan satu bingo lalu R mengecek kosakatanya dan salah satu anggota kelompok tersebut ada yang lupa arti salah satu kata yang disebutkan. R menghitung mundur satu sampai lima jika tidak bisa menjawab maka dianggap gagal. Ketika hitungan ke-4 anggota lainnya kemudian membantu menjawab dan jawabannya benar sehingga kelompok tersebut menjadi pemenang. R berkata “untung ada temanmu jadi menang deh.” Kelompok lain bilang “lanjut Pak, Lanjut Pak” R pun melanjutkan untuk mencari juara kedua.
26.	Setelah bermain game bingo R kemudian menyuruh siswa untuk mendeskripsikan tempat wisata yang pernah mereka kunjungi. R membolehkan untuk berdiskusi dengan teman sebangku.
27.	Ketika R sedang mengecek pekerjaan siswa bel tanda berakhirnya pelajaran berbunyi dan R menyuruh melanjutkan pekerjaan mereka dirumah dan dikumpulkan minggu depan. R berkata “What have you learn today?” Siswa menjawab deskriptif Pak, Raja empat Pak sama Kata benda. “Good” “don’t forget to submit your writing next week ok. Yes Sir!. Don’t forget we have a vocabulary test next week so be prepare. See you next week.

Field Note 5 (3rd meeting of Cycle I)

Date: Saturday, November 1st 2014

R: Researcher

T: Teacher

Place: School

No.	Kegiatan
1.	R datang ke sekolah pada pukul 10.00. R menanyakan kepada guru piket keberadaan T. Guru piket mengatakan bahwa T sedang berada di lab bahasa. R kemudian menuju ke lab bahasa untuk menemui T dan kami berdiskusi tentang perkembangan pembelajaran minggu kemarin.
2.	Bel berbunyi pergantian jam pelajaran. R meminta izin ke T untuk memasuki kelas. R menuju ke kelas.
3.	R membuka kelas dengan mengucapkan salam pembuka “assalamu’alaikum wr. Wb” “good morning everybody” “how are you today?” kepada siswa.
4.	Siswa menjawab salam R dengan semangat “good morning, Sir! I’m fine, thank you”.
5.	R kemudian menanyakan siapa siswa yang tidak hadir “who is absent today.” Siswa merespon dengan “Nihil Pak”
6.	R kemudian mengingatkan kembali bahwa hari ini adalah vocabulary test untuk mengetahui sejauh mana perkembangan siswa setelah diajar.
7.	Ada salah satu siswa bertanya “ Pak nanti habis test main game yang kemarin lagi donk saya belum menang pak.” “Hari ini tidak ada game

	nanti habis dikumpulkan pekerjaan kalian kita bahas bersama-sama. Gamenya kita lanjutkan minggu depan ya.” “Yahhhhh” siswa kecewa.
8.	R membagikan soal satu per satu ke siswa soal yang dipergunakan adalah pilihan ganda hal ini menuntut siswa untuk lebih teliti.
9.	Siswa mengerjakan soal dengan tenang
10.	R hanya memberi waktu selama 45 menit untuk mengerjakan karena soalnya pilihan ganda.
11.	R melihat para siswa mengerjakan dengan sungguh-sungguh karena tidak ada satu pun dari mereka yang menoleh kiri kanan. Mereka terpaku pada soal yang diberikan.
12.	Setelah 40 menit berjalan R mengingatkan siswa bahwa waktu tinggal 5 menit lagi. Baru sedikit siswa yang sudah selsai mengerjakan tapi masih banyak yang belum selsai.
13.	Time’s up! R pun menyuruh siswa untuk mengumpulkan lembar jawab mereka.
14.	R kemudian membahas soal test tersebut bersama siswa.
15.	Setelah pembahasan selesai ekspresi siswa bermacam-macam ada yang gregetan karena yang tadinya udah bener malah diganti jadi salah, ada yang seneng karena salahnya cuma sedikit, ada yang diam saja mungkin karena banyak salahnya.
16.	R memberi tahu siswa yang dapat nilai tertinggi akan mendapatkan hadiah traktir soto sama es teh dikantin. “Kurang pak tambahin lah” R pun menjawab “Kalo dapat nilai sempurna saya tambahin hadiahnya”
17.	R menanyakan kepada siswa “Gimana enak ga belajar pake game?” “Enak dan asik pak. Jadi kayak ga belajar”
18.	Bel pun berbunyi tanda berakhirnya pelajaran. R meminta siswa untuk mempelajari tempat tempat bersejarah yang pernah mereka kunjungi mulai dari bentuk fisik, sejarahnya, dan apa saja yang ada didalamnya. R menutup pelajaran dengan mengucapkan salam “good morning and see you next week”

Field Note 6 (1st meeting of Cycle II)

Date: Saturday, November 8th 2014

R: Researcher

T: Teacher

Place: Classroom

No.	Kegiatan
1.	R datang ke sekolah pada pukul 10.00
2.	R menemui guru piket untuk meminta izin masuk ke sekolah.
3.	R menemui T untuk mendiskusikan hasil tes kemarin.
4.	R bersama T ke kelas karena sudah waktu untuk mengajar
5.	R membuka pembelajaran dengan salam pembuka “Assalamu’alaikum Wr. Wb. Good morning Everybody. How are you today?” Kemudian para siswa menjawab “Wa’alaikumsalam Wr. Wb. Good morning. I’m fine. R

	kemudian menanyakan siswa yang tidak hadir. Dan siswa menjawab “Nihil”. R kemudian mengingatkan siswa perihal pembelajaran sebelumnya “What did you learn last week?” “Many Sir” “Description of people and tourism place”, R lalu mengkaitkan dengan aktivitas pembelajaran di pertemuan di hari ini.
6.	R mengumumkan siswa dengan nilai tertinggi dan akan mendapatkan hadiah. Kemudian menyebutkan hasil mereka satu persatu bagi yang belum mencapai KKM diharapkan untuk meningkatkan lagi belajarnya. Bagi yang sudah lulus bisa ditingkatkan lagi nilainya.
7.	R menjelaskan pada pertemuan kali ini masih membahas tentang tempat wisata dengan teks yang baru untuk memperkaya kosakata siswa.
8.	Seperti biasa R memberikan handout ke masing-masing siswa. Pada task pertama terdapat beberapa gambar tempat wisata siswa diminta untuk mengamati gambar dan mendeskripsikan secara singkat tentang gambar tersebut.
9.	Pada task selanjutnya terdapat kosa kata didalam box siswa disuruh mencari artinya di kamus karena itu berhubungan dengan task selanjutnya. R bertanya kepada siswa apakah mereka semua membawa kamus atau tidak. “Do you bring your dictionary?” “Yes Sir” lebih dari separuh murid membawa kamus. Bagi yang tidak punya bisa pinjam teman yang dimejanya ada 2 kamus jadi setidaknya ada satu kamus dimeja masing-masing siswa
10.	Setelah selesai mengartikan R melanjutkan ke task selanjutnya. Disana terdapat teks tentang Wakatobi R menyuruh salah satu siswa untuk membaca paragraf pertama. lalu menunjuk siswa yang lain untuk paragraf kedua dan seterusnya.
11.	R lalu menanyakan apa ada kosa kata yang sulit dalam teks tersebut. Banyak siswa bertanya mengenai kosa kata sulit yang ada dalam teks. R tidak langsung menjawab secara langsung tetapi dengan petunjuk petunjuk agar siswa bisa menyimpulkan jawaban sendiri.
12.	R menyuruh siswa mengidentifikasi main idea dari setiap paragraph
13.	R kemudian bertanya kepada siswa tentang bagaimana menunjuk lokasi. Siswa banyak yang belum paham tentang itu. R kemudian menjelaskan tentang expressing location terutama yang berhubungan dengan deskriptif sambil menyuruh siswa untuk melihat materi tentang expressing location pada handout.
14.	Siswa kemudian mengerjakan task yang berhubungan dengan expressing location dengan melengkapi kalimat dengan menggunakan expressing location.
15.	Ketika siswa bertanya arti dari kosa kata yang sulit R menyuruh siswa untuk membuka kamus. Setelah selesai mengerjakan R membahasnya dengan siswa karena nanti kosa kata tersebut akan dimasukkan ke dalam game.
16.	Pada task selanjutnya ada sebuah teks deskriptif tentang Safari Park dan siswa disuruh melengkapi kalimat yang masih rumpang dengan kosa kata yang telah disediakan. Siswa dituntut untuk mencari jawabannya lewat

	kalimat sebelumnya untuk mendapatkan kata yang tepat.
17.	Dalam 5 menit siswa sudah selesai mengerjakan kemudian R membahas task tersebut bersama-sama.
18.	R kemudian bertanya kepada siswa “are you ready for the game?” Yes sir siswa menjawab dengan lantang.
19.	R menyiapkan bingo board untuk dibagikan kepada masing-masing kelompok.
20.	R kemudian memberitahukan kepada siswa bahwa ada sedikit peraturan yang diubah untuk menghindari kebosanan. R menyuruh siswa untuk mencari kata yang berhubungan dengan topik secara mandiri dan saat game dimulai setiap grup nanti akan diminta untuk menyebutkan satu kata secara bergantian. Jika kata yang disebutkan ada di kelompok lain maka bisa dicoret kata tersebut begitu seterusnya sampai membentuk pola vertikal, horisontal, atau diagonal. R tidak lupa memasang alarm untuk mengingatkan agar tidak melebihi waktu yang ditentukan.
21.	R memulai bingo game dengan menunjuk salah satu grup untuk menyebutkan satu kata. Kata yang dipilih adalah “peninsula”. Dari 7 group banyak yang memilih kata tersebut sebanyak 5 group.
22.	Group berikutnya menyebutkan kata pilihan mereka yaitu “coast” dari 7 group hanya 2 group yang punya kata yang sama. Begitu seterusnya sampai ada group yang berteriak “bingo”. Tidak lupa R memberikan coklat sebagai reward bagi pemenang untuk pemicu semangat agar yang lain lebih berjuang lagi untuk menang.
23.	Setelah bermain game bingo R kemudian menyuruh siswa untuk mendeskripsikan tempat wisata yang pernah mereka kunjungi. R membolehkan untuk berdiskusi dengan teman sebangkunya.
24.	Ketika R sedang mengecek pekerjaan siswa bel tanda berakhirnya pelajaran berbunyi dan R menyuruh melanjutkan pekerjaan mereka di rumah dan dikumpulkan minggu depan. “don’t forget to submit your writing next week ok. Yes Sir!.

Field Note 7 (2nd meeting of Cycle II)

Date: Saturday, November 15th 2014

R: Researcher

T: Teacher

Place: Classroom

No.	Kegiatan
1.	R datang ke sekolah pada pukul 10.15
2.	R menemui T di ruang guru untuk mendiskusikan perkembangan siswa
3.	Bel berbunyi pergantian jam pelajaran. R meminta izin ke T untuk memasuki kelas. R menuju ke kelas.
4.	R membuka pembelajaran dengan salam pembuka “Assalamu’alaikum Wr. Wb. Good morning Everybody. How are you today?” Kemudian para siswa menjawab “Wa’alaikumsalam Wr. Wb. Good morning. I’m fine. R

	kemudian menanyakan siswa yang tidak hadir. Dan siswa menjawab “Nihil”. R kemudian mengingatkan siswa perihal pembelajaran sebelumnya, lalu mengkaitkan dengan aktivitas pembelajaran di pertemuan di hari ini.
5.	R memulai dengan menyuruh siswa untuk mengamati gambar-gambar yang ada pada handout. Disana terdapat beberapa gambar tempat yang akan menjadi topik pada pertemuan kali ini.
6.	“For the first picture what’s the name?” “Monas Pak” “Good, Second one?” “Borobudur” “Good, Third one?” “Gedung tua”, Yes but what’s the name?” Lawang sewu sir” “That’s it, Good, the last one?” “Kraton” “well done”.
7.	R menuntun siswa untuk mendeskripsikan tempat tersebut sesuai dengan gambar yang dilihat. Bentuk bangunan, sejarah, lokasinya dimana, dll
8.	R bertanya ke siswa tentang tema yang akan dipelajari pada pertemuan kali ini. “bangunan tua pak” “almost right” “bangunan bersejarah” “exactly, in English means historical place”
9.	R menyuruh siswa mencari arti dari kosakata yang ada didalam box sebelum lanjut ke teks karena kosakata tersebut terkait dengan teks. Siswa mencari kosakata menggunakan kamus.
10.	R membahas arti kosakata yang ada dalam kotak beserta cara pengucapan kosakata tersebut.
11.	R kemudian menyuruh salah satu siswa untuk membaca satu laki-laki satu perempuan untuk membaca teks tentang candi borobudur.
12.	R mengkoreksi kata-kata yang masih salah pengucapannya dan menanyakan apa ada kosakata yang sulit.
13.	R melanjutkan ke task selanjutnya, disini siswa disuruh untuk mencari struktur dalam teks tentang Borobudur. Yang mana kalimat identifikasi mana yang kalimat deskripsi.
14.	Karena sudah pernah dipelajari sebelumnya maka tidak butuh waktu lama bagi siswa untuk mencari kalimatnya.
15.	Pada task selanjutnya siswa mempelajari tentang fact and opinion adjectives dimana sering digunakan dalam mendeskripsikan benda atau tempat. Setelah itu mengerjakan latihan soal tentang fact dan opinion adjectives.
16.	Setelah selesai R dan siswa membahasnya bersama-sama.
17.	Pada task selanjutnya ada sebuah teks deskriptif tentang Monas dan siswa disuruh melengkapi kalimat yang masih rumpang dengan kosa kata yang telah disediakan. Siswa dituntut untuk mencari jawabannya lewat kalimat sebelumnya untuk mendapatkan kata yang tepat.
18.	R juga membantu siswa dalam mencari jawabannya dari kalimat-kalimat sebelumnya. Setelah selesai mengerjakan R dan siswa membahas bersma-sama.
19.	It’s game time! R mempersiapkan bingo game sedangkan siswa mencari kelompok yang kemarin. Untuk kelompok masih sama seperti pertemuan sebelumnya yaitu 7 group masing masing terdiri dari 4 orang.

20.	R memberikan waktu 5 menit bagi setiap kelompok untuk memilih kata yang akan digunakan dalam game. ada 25 kata yang terkait dengan topik yang harus dipilih oleh setiap grup. Karena di handout sudah ada banyak contoh kata-kata maka kebanyakan siswa mengambil dari handout. Jadi siswa tidak berpikir terlalu lama untuk memilih.
21.	Setelah terdapat pemenang dari bingo game maka R melanjutkan dengan menyuruh siswa untuk menulis deskripsi tentang tempat wisata yang pernah mereka kunjungi. Mereka bisa berdiskusi dengan teman sebangku.
22.	Tak lama kemudian bel pun berbunyi sehingga R menyuruh melanjutkan dirumah sebagai PR.
23.	R kemudian meriew materi dan memberitahu bahwa minggu depan akan diadakan vocabulary test yang kedua untuk mengetahui perkembangan mereka. R mengucapkan salam perpisahan " <i>Good Bye, Wassalamu'alaikum Wr. Wb.</i> "

Field Note 8 (3rd meeting of Cycle II)

Date: Saturday, November 22th 2014

R: Researcher

T: Teacher

Place: Classroom

No.	Kegiatan
1.	R datang ke sekolah pada pukul 10.15
2.	R menemui guru piket untuk meminta izin masuk ke sekolah. R dipersilahkan masuk ke dalam sekolah.
3.	R menemui T yang berada di ruang guru untuk berdiskusi.
4.	Jam pelajaran berganti R menuju ke kelas untuk memulai pelajaran.
5.	R membuka pembelajaran dengan salam pembuka " <i>Assalamu'alaikum Wr. Wb. Good morning Everybody. How are you today?</i> " Kemudian para siswa menjawab " <i>Wa'alaikumsalam Wr. Wb. Good morning. I'm fine.</i> " Guru kemudian menanyakan siswa yang tidak hadir. Dan siswa menjawab " <i>Nihil mas</i> ". Guru kemudian mengingatkan siswa perihal pembelajaran sebelumnya, lalu mengkaitkan dengan aktivitas pembelajaran di pertemuan di hari ini.
6.	Pada pertemuan kali ini R akan mengadakan vocabulary test sama seperti pertemuan sebelumnya untuk mengetahui sejauh mana perkembangan penguasaan vocabulary mereka.
7.	R mulai membagikan soal kepada masing-masing siswa. Setelah selesai siswa boleh mengerjakan langsung karena waktu yang diberikan hanya 50 menit. Sisa waktu digunakan untuk membahas soal tersebut.
8.	Suasana menjadi diam ketika siswa sedang mengerjakan soal mungkin dikarenakan rasa percaya diri pada jawaban sendiri. Tapi masih saja ada beberapa siswa yang garuk-garuk kepala tanda masih bingung dan kurang percaya diri.
9.	Waktu kurang 5 menit R mengingatkan siswa untuk mengecek

	jawabannya bagi yang sudah selesai. Bagi yang sudah yakin dengan jawabannya bisa dikumpulkan.
10.	R kemudian membahas soal bersama siswa.
11.	Setelah selesai membahas soal R membagikan questionnaire untuk diisi siswa dan R mohon pamit kepada karena pertemuan kali ini adalah pertemuan terakhir. R berterima kasih kepada siswa yang telah bekerjasama dalam penelitian kali ini.
12.	Siswa pun berterima kasih karena sudah diajari dengan hal yang baru yang belum pernah mereka rasakan sebelumnya.
13.	R mengucapkan salam perpisahan “ <i>Good Bye, Wassalamu’alaikum Wr. Wb.</i> ”

Field Note 9

Date: Saturday, November 29th 2014

R: Researcher

T: Teacher

KS: Kepala Sekolah

Place: Ruang Guru, Ruang kepala sekolah, Kantin

No.	Kegiatan
1.	R datang ke sekolah pada pukul 12.15
2.	R menemui guru dan mengucapkan terima kasih atas bantuan serta partisipasi dalam pelaksanaan <i>Classroom Action Research (CAR)</i> ini
3.	R memberikan cinderamata kepada guru dan menuju ruang kepala sekolah untuk menyampaikan informasi tentang research dan mengucapkan terima kasih atas ijin untuk penelitian di SMA N 4 Purworejo
4.	R juga meluangkan bertemu siswa dan mentraktir mereka dikantin makan siang.
5.	“Terima kasih yaa sudah mau membantu kakak disini semoga kalian bisa sukses kedepannya.” “Sama-sama kak”.
6.	R mengucapkan salam perpisahan “Good bye, see you next time”.

**APPENDIX B:
INTERVIEW
TRANSCRIPTS**

INTERVIEW 1

Date & Time: October 19th 2014, 12.00

Place : Language Lab.

R : Researcher

T : English Teacher

- R: Yang pertama, Bagaimana menurut Bapak tentang pengajaran bahasa inggris secara keseluruhan di kelas?
- T: Untuk pengajaran bahasa inggris secara keseluruhan masih butuh banyak peningkatan semua skill bahasa inggris listening, speaking, reading, writing. Tapi dari semua skill tersebut tidak bisa dicapai bila tidak menguasai vocab dengan baik. Jadi fokus saya sekarang ini di vocab mas. Masalahnya anak-anak sering kali kesulitan dalam memahami kata-kata yang ada dalam teks. Ketika disuruh menghafal minggu depan sudah lupa. Jadi sebelum masuk ke empat skill tersebut saya berusaha untuk memberikan kosakata terkait materi yang akan diajarkan. Ketika saya menyuruh anak-anak untuk mencari dikamus kebanyakan dari mereka tidak membawa kamus. Jadi agak susah mas untuk memotivasi mereka.
- R: Ohh begitu ya Pak, jadi vocabulary jadi fokus bapak sekarang. Bagaimana dengan penguasaan vocabulary siswa? Apa sudah bisa dikatakan baik?
- T: Rata-rata masih kurang mas. Tapi ada satu dua orang yang sudah baik penguasaan kosakatanya. Itu sebabnya saya selalu memberikan vocabulary exercise pada awal materi.
- R: Bagaimana minat siswa dalam belajar vocabulary selama bapak mengajar?
- T: Minat siswa untuk belajar vocabulary masih kurang mas terlihat dari anak-anak yang jarang membawa kamus saat pelajaran.
- R: Dari keempat skill bahasa inggris, menurut bapak skill apa saja yang bisa digunakan dalam mengajar bahasa inggris?
- T: semua skill bisa digunakan mas, tapi yang paling banyak direadingnya karena kita harus memahami teks dan dalam teks tersebut banyak kosa kata yang harus dipahami.
- R: kegiatan atau metode apa yang biasa bapak terapkan dalam mengajar vocabulary?
- T: Saya hanya menggunakan drilling untuk mengetahui penguasaan kosa kata siswa dengan memberikan latihan soal ke siswa lalu dibahas bersama-sama.
- R: Media dan sumber apa saja yang bapak gunakan dalam mengajar vocabulary?
- T: Kalo media paling hanya menggunakan gambar lalu saya suruh mengartikan arti gambar tersebut. Kalau sumber utama saya ya dari buku paket BSE dari pusat mas sama LKS untuk latihan soal. Kadang saya pake power point kalau sedang di lab bahasa soalnya dikelas tidak ada LCD proyektor jadi masih serba manual.
- R: Masih agak sedikit terbelakang ya Pak haha.
- T: Iya mas soalnya kalau kita kasih LCD dikelas nanti dicuri orang rawan sekali.
- R: Oh begitu. Pertanyaan selanjutnya pak, kendala apa saja yang biasa bapak hadapi saat mengajar vocabulary?

- T: Ya itu tadi mas anak-anak jarang yang bawa kamus, sarana kelas yang masih minim fasilitas membuat saya kesulitan untuk menghilangkan kejenuhan anak-anak sehingga anak-anak menjadi tidak termotivasi dan tidak bersemangat dalam belajar.
- R: Bagaimana bapak menanggulangi masalah tersebut atau setidaknya mengurangi masalah tersebut?
- T: Kalau untuk kamus biasanya saya suruh yang ga bawa kamus untuk pinjam di perpustakaan. Nah yang susah memotivasi mereka mas supaya punya semangat belajar. Saya biasanya untuk menghindari kebosanan siswa menggunakan sedikit candaan ringan untuk membuat anak-anak tertawa agar proses belajar mengajar tidak tegang dan membuat siswa santai. Untuk mensiasati fasilitas yang minim saya biasa menggunakan lab bahasa kalau lagi ga dipakai guru lain karena disana diperebutkan banyak guru bahasa inggris lainnya.
- R: ohhh jadi ngantri ya pak pakenya?
- T: Iya mas makanya siapa cepat dia dapat.
- R: hahaha. Kemudian apakah bapak pernah menggunakan games dalam mengajar vocabulary?
- T: saya belum pernah sama sekali menggunakan games. Sempat si saya berpikir untuk menggunakan games tapi takut menghabiskan banyak waktu nanti materi lainnya ga kebagian.
- R: Apakah bapak mengetahui tentang vocabulary bingo?
- T: Saya belum pernah mendengar tapi kalau bingo saya tahu.
- R: Modelnya sama kayak bingo pak cuma diganti pake kosakata. Jadi siswa disuruh menebak arti dari kosakata tersebut. Jika siswa sudah bisa menebak beberapa kosakata dan membentuk pola vertikal, horisontal atau diagonal maka dia jadi pemenangnya.
- T: Bagus mas itu untuk mengusir kebosanan siswa.
- R: Maka dari itu tujuan penelitian saya kali ini untuk menggunakan vocabulary bingo sebagai media untuk meningkatkan penguasaan kosakata siswa pak. Menurut bapak bagaimana?
- T: Kalo menurut saya bagus mas seperti tadi untuk mengusir kebosanan dan membuat suasana belajar yang menyenangkan. Mungkin itu bisa membantu siswa untuk mengingat kosakata yang telah diajarkan dengan baik.
- R: Kira-kira kelas yang butuh ditreatment kelas apa ya pak?
- T: Masnya nanti ngajar kelas X IIS 3 karena dari semua kelas yang saya ajar kelas tersebut paling rendah dari segi nilai bahasa inggris.
- R: Wah tantangan buat saya. Baik pak saya siap. Kalau begitu cukup dulu pak interviewnya saya mohon pamit pulang. Terima kasih banyak pak.
- T: Sama-sama hati-hati dijalan.

INTERVIEW 2Date & Time: October 25th 2014, 09.30

Place : Classroom

R : Researcher

S : Student

R : Maaf ganggu istirahatnya ya dek. Boleh nanya-nanya sebentar ga?

S1: Boleh mas

R : Namanya siapa kalau boleh tahu?

S1: Kansa mas

R : Menurutmu pelajaran bahasa inggris gimana? Susah pa gampang?

S1: Susah mas,

R : Susahnya dimana si?

S1: Susah cara ngomongnya sama susah ngapalin artinya kata-katanya susah ingetnya.

R : Oh gitu to. Emang semua kata-kata bahasa inggris susah kamu inget kata-katanya ya dek?

S1: Ya ga semua si mas kalo cuma kata-kata sehari-hari masih bisa lah di hapalin. Tapi nek kata-kata diteks itu lo mas ku msh susah mengingat.

R : Ohh ngono to. Kalau pak Santo dikelas ngajarnya gimana dek? Asik gak?

S1: Ya asik si mas soalnya banyak bercanda pak Santo jadi ga tegang kalau belajar. Jadi modelnya dipleset-plesetkan kata-katanya gitu lo mas.

R : Kalau sumber materinya biasanya pake apa ya dek?

S1: Kalau Pak Santo paling banyak pakai buku paket sama LKS si.

R : Ohhh, la kalo belajar kosakata Pak Santo ngajarnya kayak apa dek?

S1: Ya biasanya suruh ngerjain latihan yang ada dibuku paket kalau ga ngerti bisa buka kamus nanti dibahas bareng-bareng.

R : Kalau pake games pernah ga Pak Santo?

S1: Belum pernah mas.

R : Belum ya hmmm, Ya udah dek kansa udah mau diwawancarai besok kalau saya butuh informasi bisa tanya ke kansa lagi. Makasih ya.

S1: Sama-sama mas.

INTERVIEW 3Date & Time: October 25th 2014, 11.50

Place : Classroom

R : Researcher

S : Student

R : Gimana dek tadi kakak ngajarnya asik ga?

S2: Asik kak, apalagi gamenya yang bingo itu jadi ga kerasa kalau lagi belajar.

R : Masa sih? Kayaknya tadi gamenya cuma sekali.

S2: Ku suka kok kak tadi jadi semangat daripada ngerjain latihan soal.

- R : Emang kamu gak suka kalau disuruh ngerjain latihan ya?
 S2: Bukane gak suka kak tapi bosan kak udah gitu suruh dihafalin kata-katanya kan susah.
 R : Susahnya dimana dek?
 S2: Susah ngingetnya kak hehe...paling banter seminggu ingetnya habis itu bubar. Kalau kata-kata yang gampang si inget kak tapi kalau kata yang sulit yang ada diteks ku gampang lupa.
 R : Oh gitu. Kalau pake bingo tadi kira-kira bisa inget ga kata-katanya?
 S2: inget kak daripada hafalan mending pake bingo menyenangkan kayak ga belajar malah.
 R : Kalau tadi handout yang diberikan membantu ga dek buat pembelajaran?
 S2: Iya pak, kalau dikasih handout tu aku jadi nggak usah nulis banyak-banyak apa yang diterangin ma bapak. Kalau ada yang kurang tinggal ditambahin aja. Apalagi dihandout jugaada penjelasannya jadi gampang pahamnya.
 R : Bagus kalau gitu. Terus menurut kamu kalau saya ngasih feedback kayak tadi gimana?
 S2: Kalau aku sih bantu banget pak
 R : Hmm gitu yaa. Terus?
 S2: Ya kayak tadi misalnya pas ada yang salah ngucapinnya dibenerin sama bapak jadi ga salah lagi. Terus tulisannya juga kan kalaukita salah bapak koreksi yang salah dimananya. Ya kalau aku si jadi gampang kata-katanya pak.
 R : Oh ya udah makasih ya dek udah ngobrol pokoknya semangat belajar ya dek.
 S2: Siap kak

INTERVIEW 4

Date & Time: November 1st 2014, 11.50

Place : Classroom

R : Researcher

S : Student

- R : Tadi game bingonya asik ga dek?
 S3: Seru kak, nggak ngebosenin. Aku jadi gampang inget sama kata-kata yang dimasukin dalam game tadi.
 R : Yang bikin gampang inget apanya?
 S3: Soalnya kita belajarnya sambil seneng-seneng kak jadinya gampang ingetnya.
 R : Oh gitu, kalau kamu gimana dek?
 S4: Kalau aku si suka kak ma gamenya soalnya kita bisa diskusi bareng temen-temen dan ada hadiahnya hehe..
 R : Kalo game bingo tadi bantu kamu buat lebih gampang inget sama kosakatanya ga?
 S4: Iya kak, jadi kalo pas ditanya langsung kebayang gamenya ada kata yang dimainkan jadi inget deh Pak.
 R : Oh jadi sangat membantu ya dek
 S4: Iya Pak

- R : Kalau kerja kelompok kaya tadi menurut kamu gimana? Malah susah gitu? Apa lebih membantu?
- S4: Sangat membantu banget Pak. Kan bisa diskusi sama temen. Dibagi juga ngerjainnya.
- R : Sip, jadi lebih cepet ya selesai nya.
- S4: Iya Pak. Ngerjainnya juga lebih gampang, ada yang bantuin buka kamus.Hehe...
- R : Yayaya... sip. Makasih ya kalian udah mau ngobrol-ngobrol
- S4: Sama-sama kak.

INTERVIEW 5

Date & Time: November 1st 2014, 13.20

Place : Lobby

R : Researcher

T : Teacher

- R: Menurut bapak bingo gamenya cocok tidak diterapkan untuk belajar kosakata setelah dua kali pertemuan ini ?
- T: Menurut saya gamenya bagus mas, menarik, anak-anak kelihatannya menikmati.
- R: Alhamdulillah kalau begitu pak. Tapi bagaimana menurut bapak, apa anak-anak bisa mengikuti dengan baik?
- T: Menurut pengamatan saya anak-anak terlihat antusias dan menikmati mas. Sebagian besar siswa juga bisa inget kosakatanya dan cara ngucapinnya. Dulu pas saya ngajarin mereka kosakata pake drilling belum sampai habis jam pelajarannya udah ada yang lupa.
- R: Saya berterimakasih kalau menurut bapak siswa bisa belajar melalui bingo game tadi. Mungkin kalo pake game lebih menyenangkan ya Pak, jadi siswa lebih mudah ingat.
- T: Iya mas, selain itu anak-anak yang duduknya paling belakang yang biasanya gak aktif kelihatan antusias waktu dibilang belajarnya pake bingo game. Tapi waktu buat gamenya agak kelamaan ya.
- R: Iya Pak saya rasa begitu. Tadi siswa antusias sekali waktu maen jadi gak kekontrol waktunya.
- T: Itu dimasukin ke refleksi aja mas biar bisa diperbaiki buat selanjutnya. Harus bisa mengatur waktu biar kegiatan berikutnya juga bisa meksimal.
- R: Baik Pak.

INTERVIEW 6

Date & Time: November 9th 2014, 11.50

Place : Classroom

R : Researcher

S : Student

R : Gimana tadi dek tesnya bisa ngerjain ga?

S5: Bisa si kak tapi ga tau bener pa ga jawabannya apalagi yang bagian B jawabanya mirip-mirip jadi bingung.

R : Tapi yakin ga dapat nilai bagus?

S5: Inshaallah kak

R : Kalo kamu gimana dek susah ga tadi ngerjainnya?

S6: Bisa kok kak tapi sedikit lupa pas yang arah mata angin bingung kata-katanya mirip. Yang bagian B juga bingung.

R : Bingung bagian mana dek?

S6: Yang bagian sinonim itu lo.

R : Ohh, emang susah ya dek?

S6: Susah kak pilihannya yang bikin pusing. Jadi ku jawab sesuai hati nurani hahaha...

R : Hahaha oke deh yang penting kamu tetep belajar lagi biar bisa jawab.

S6: Oke kak.

INTERVIEW 7

Date & Time: November 14th 2014, 11.00

Place : Language laboratory

R : Researcher

T : Teacher

R: Pak saya ingin melaporkan hasil posttest minggu kemarin.

T: Gimana mas hasilnya?

R: Sebagian besar siswa sudah memenuhi kriteria ketuntasan minimal (KKM) tapi ada beberapa yang belum tuntas jadi saya ingin mengajukan cycle 2 pak agar semua siswa tuntas nilainya.

T: Ya gapapa mas dilanjutkan saja saya nanti akan memantau siswa perkembangannya.

R: terima kasih pak maaf jadi mengambil waktu ngajar bapak

T: Gapapa mas ini juga demi kebaikan siswa.

INTERVIEW 8

Date & Time: November 15th 2014, 11.50

Place : Classroom

R : Researcher

S : Student

R : Dek gimana tadi bingo gamenya ada yang susah gak?

S7: Nggak si kak, Malahan seneng apalagi bisa berkompetisi bareng temen-temen jadi ada rasa kebersamaannya kak.

R : Dengan aturan yang sedikit berubah dari yang sebelumnya, menurut kamu berpengaruh ngga dengan sama gamenya?

S7: Ga da masalah malah kita bisa milih kata yang kita inginkan jadi lebih mudah aja.

R : Terus lebih mudah mana nginget kosakatanya, pake game ini pa pake model i hafalan langsung sehari harus bisa ngapalin beberapa kosakata?

S7: Ya mending pake game kak soalnya belajar sambil bermain lebih mudah ingetnya kak. Kan sama-sama menikmati apalagi kalo bareng temen-temen terasa lebih mudah lagi kak belajarnya.

R : Kira-kira penguasaan kosakatamu meningkat ga daripada minggu-minggu kemarin?

S7: Jelas donk kak. Pokoknya siap dites deh hehe...

R : Pede banget.

S7: Kita harus pede donk kak jangan pesimis

R : Kalau kamu ngerjain task yang ada si handout mendingan sendiri atau kelompokan?

S7: Kalau aku labih suka kelompokan si kak, soalnya kita bisa saling diskusi melengkapi kekurangan satu sama lain. Kayak kemarin waktu ku nggak dong, temen sekelompoku mudeng, jadi saling bantu deh kak.

INTERVIEW 9

Date & Time: November 22th 2014, 11.50

Place : Classroom

R : Researcher

S : Student

R : Gimana tadi dek tadi gamenya? Gak bosan kan pake game terus?

S8: Asik Kak, wah ya nggak lah. Malah tambah menyenangkan dan lebih menikmati daripada yg awal-awal pas pertama main.

R : Apa yang bikin game tadi lebih menyenangkan daripada game sebelumnya?

S8: Peraturan barunya kak. Kalau dulu kan sudah disediakan kata-katanya jadi pilihannya terbatas sedangkan yang sekarang kita bisa memilih kata yang kita inginkan jadi kita bisa mengexplore kata kata yang tidak ada di handout. Kita

juga bisa berbagi pikiran ke setiap anggota kata-kata yang harus dipilih agar kelompok lain tidak memakai kata-kata yang kita pilih.

R : Oh gitu ya lebih kompetitif dari sebelumnya.

S8: Iya kak jadi aura kompetisi makin panas membuat kita termotivasi untuk jadi yang terbaik.

R : Kelompokmu menang ga tadi?

S8: Juara 2 kak lumayan lah dapat satu coklatnya hehe...terus dibagi bagi deh ma temen satu kelompok.

R : Kalau ada hadiahnya ngefek ga sama performa kelompokmu?

S8: Ya ngefek donk kita jadi semangat dan termotivasi untuk menang.

R : Terus setelah belajar pake game sampai pertemuan kelima ini penguasaan kosakatamu gimana? Meningkatkan ga?

S8: Lumayan Kak. Daripada disuruh ngerjain soal terus dihafalin mending pake game soalnya kalo hafalan cepet lupa.

R : Berarti sekarang udah meningkat ni penguasaan kosakatanya?

S8: Iya kak daripada yang kemarin kemarin.

R : berarti tes besok nilainya harus bagus ya dek.

S8: Siap kak. Tapi jangan susah-susah soalnya.

R : Ya sesuai kemampuan kalian lah. Terus untuk handout yang kakak berikan berguna ga dek?

S8: Iya berguna donk Kak. Kalau dikasih handout aku ga usah nulis banyak-banyak

R : Kalau ngerjain task yang ada di handout mendingan sendiri atau kelompok ni?

S8: Mendingan kelompokan donk kak.

R : Alasannya apa?

S8: Lebih gampang aja kak ngerjain tasknya ada yang bantuin dan bisa tuker pikiran.

R: Oh gitu.

INTERVIEW 10

Date & Time: November 22th 2014, 13.20

Place : Lobby

R : Researcher

T : Teacher

R: Sampai pertemuan kelima saya melihat sebagian besar siswa tidak membawa kamus Pak.

T: Iya mas. Soalnya mereka jarang pakai kamus. Selama saya ngajar juga gitu mendingan nanya langsung daripada buka kamus.

R: Terus mereka belajarnya gimana Pak? Kalau ada kata yang mereka ga ngerti.

T: Biasanya saya suruh meinjem diperpus yang ga bawa mas. Itu juga masih kurang karena jumlahnya sedikit.

R: Oh berarti harus minta pengadaan kamus pak biar siswa bisa kejatah smua

T: Iya mas. Saya sudah bilang ke kepala sekolah terkait pengadaan kamus tapi belum terealisasi.

R: Mudah-mudahan cepat terealisasi pak. Terus mengenai pembelajaran tadi pak menurut bapak game bingo yang saya terapkan sudah bisa memberikan efek ke siswa dalam mengingat kosakata yang diajarkan belum pak?

T: Saya melihat siswa sudah mulai bisa mengingat kosakata yang diajarkan dengan baik karena pas ditanya pada awal pelajaran tentang kosakata yang diajarkan kemarin semua bisa menjawab dengan benar walau pengucapan masih ada yang salah. Tapi masnya sudah memberikan koreksi ke siswa jadi tidak masalah.

R: alhamdulillah pak kalau siswa bisa paham apa yang saya ajarkan. Untuk minggu depan saya akan mengadakan posttest yang kedua pak untuk mengukur penguasaan kosakata siswa saya berharap siswa bisa mendapatkan nilai yang maksimal dan target saya tercapai dalam penelitian ini pak.

T: Silahkan mas yang penting masnya bisa tercapai tujuan dari penelitian kali ini dan cepat lulus.

R: Amin Pak.

INTERVIEW 11

Date & Time: November 29th 2014, 10.50

Place : Classroom

R : Researcher

S : Students

R : Gimana tadi tesnya dapat nilai bagus ga?

S9 : Bagus donk Kak. Tadi Cuma salah sedikit gara-gara agak lupa jadi bingung mo jawab apa jadi pak e aji pengawuran.

R : Alhamdulillah berarti udah memenuhi KKM donk?

S9 : Kalo tak itung si udah lebih dari KKM kak hehe..

R : Sip deh. Kalo kamu gimana dek hasil kira-kira bagus ga setelah tadi dibahas bareng bareng?

S10: Ku dpt bagus juga donk kak. Soalnya masih terngiang-ngiang dikepala ma gamenya jadi byk yang inget ma kosakatanya jadi lancar deh ngerjainnya.

R : Oh berarti gara-gara gamenya jadi inget ma kosakatanya?

S10: Iya kak.

INTERVIEW 12

Date & Time: November 29th 2014, 13.20

Place : Classroom

R : Researcher

T : Teacher

R: Pak saya tadi sudah mengadakan posttest kedua dan ternyata setelah dibahas bersama-sama banyak siswa yang merasa puas dengan hasil yang diperoleh tapi saya masih harus menilai real count dari nilai siswa. Nanti setelah selesai mengoreksi pekerjaan siswa nilai saya serahkan ke bapak.

T: Iya mas nanti nilai yang mas serahkan akan saya jadikan nilai tambahan untuk siswa.

R: Saya berterima kasih ke bapak sudah mau memberikan waktu ngajar bapak untuk penetian saya.

T: Sama-sama mas saya juga berterima ksasih karena sudah bisa membuat siswa semangat lagi dalam belajar saya jadi senang melihatnya.

R: Itu masih jauh dari kata sempurna pak.

T: Gapapa mas yang penting ada perubahan yang dilakukan mas kepada siswa. Itu memberikan saya tambahan variasi mengajar untuk siswa.

APPENDIX C: COURSE GRID

COURSE GRID

School: SMAN 4 Purworejo

Class: X IIS 3

Subject: English

TOPIC	BASIC COMPETENCIES	LEARNING MATERIALS	LEARNING ACTIVITIES	INDICATORS	ASSESSMENT	SOURCE	MEDIA
Describing people and tourism place (Cycle I)	<p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis,</p>	<p>➤ Pictures of Cristiano Ronaldo, Daniel Radclief, Nunung, Tukul, Kuta beach, telaga warna and raja ampat, etc.</p> <p>➤ Texts descriptive about Daniel Radcliff, Emma Watson, Mike Mohede, Raja Ampat, Parangtritis, etc</p> <p>➤ Vocabularies related to the topic</p> <p>➤ Adjectives and Noun</p>	<p>a) Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan beberapa contoh gambar orang dan tempat wisata. • Guru menjelaskan secara umum tentang gambar-gambar yang ada dengan mengarahkan penjelasan mengenai bentuk fisik seseorang dan tempat wisata. • Guru menuntun siswa tentang hal-hal yang dapat didiskusikan dari gambar-gambar tersebut, terutama tentang bagaimana cara mendeskripsikan seseorang dan tempat wisata. • Guru memberikan contoh teks deskriptif tentang seseorang, tempat wisata dan menyuruh siswa untuk mengamati teks tersebut dengan seksama. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>b) Menanya</p>	<p>3.7.1. Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.7.2. Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang,</p>	Written test	<p>➤ Buku Bahasa Inggris SMA/MA Kelas X Semester I 2014</p> <p>➤ Interlanguage: <i>for Senior High School Students X 2008</i></p> <p>➤ Google image</p> <p>➤ http://www.englishindo.com</p> <p>➤ http://myfast.blogspot.com</p>	Pictures, Bingo Board

	<p> sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>phrases</p>	<ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain kosakata yang terkait dengan penggambaran seseorang dan tempat wisata. • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif yang diberikan oleh guru. • Dengan bimbingan dan arahan guru, siswa mempertanyakan struktur teks dari teks deskriptif yang telah diberikan. <p>c) Mengeksplorasi, Mengasosiasi, Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa secara kelompok membacakan teks deskriptif lain tentang orang dan tempat wisata dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. • Siswa berpasangan mencari kosa kata yang sulit yang terkait dengan materi. • Guru menjelaskan tentang penggunaan kata sifat dan noun phrase pada teks deskriptif. • Guru menjelaskan cara bermain vocabulary bingo. 	<p>tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>3.7.3. Mengidentifikasi unsur kebahasaan seperti kata benda dan kata sifat terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal serta ejaan, ucapan, tekanan kata, intonasi</p> <p>4.8.1 Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</p> <p>4.9.1 Melengkapi teks deskriptif rumpang tentang orang, tempat wisata, dan bangunan</p>	<p>➤ www.indonesia-tourism.com</p>	
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			<ul style="list-style-type: none"> • Siswa secara berkelompok bermain vocabulary bingo yang sesuai dengan materi. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menyusun teks deskripsi tentang orang dan tempat wisata sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman. • Siswa menyusun teks deskripsi tentang orang dan tempat wisata yang mereka sukai 	<p>bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10.1 Menyusun teks deskriptif dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>			
Describing Tourism Place and Historical Place (Cycle 2)	<p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna dalam</p>	<ul style="list-style-type: none"> ➤ Pictures of Wakatobi diving resort, Mount Bromo, Komodo Island, safari Park, Monas, Borobudur, Lawang sewu, Kraton, etc. ➤ Text descriptive about wakatobi, Safari Park, Borobudur, Monas, etc. 	<p>d) Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan beberapa contoh gambar tempat wisata dan tempat bersejarah. • Guru menjelaskan secara umum tentang gambar-gambar yang ada dengan mengarahkan penjelasan mengenai bentuk fisik dari tempat wisata dan bangunan bersejarah. • Guru menuntun siswa tentang hal-hal yang dapat didiskusikan dari gambar-gambar tersebut, terutama tentang bagaimana cara mendeskripsikan seseorang dan tempat wisata. • Guru memberikan contoh teks deskriptif tentang tempat wisata 	<p>3.7.1. Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai</p>	Written Test	<ul style="list-style-type: none"> ➤ Buku Bahasa Inggris SMA/MA Kelas X Semester I 2014 ➤ Interlanguage: <i>for Senior High School Students X 2008</i> ➤ Google 	Pictures, Bingo Board

	<p>teks deskriptif lisan dan tulis sederhana.</p> <p>4.10 enyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan,</p>	<p>➤ Phrases to express location, Fact and opinion adjectives.</p>	<p>dan bangunan bersejarah dan menyuruh siswa untuk mengamati teks tersebut dengan seksama.</p> <ul style="list-style-type: none"> • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>e) Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain kosakata yang terkait dengan tempat wisata dan bangunan bersejarah. • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif yang diberikan oleh guru. • Dengan bimbingan dan arahan guru, siswa mempertanyakan struktur teks dari teks deskriptif yang telah diberikan. <p>f) Mengeksplorasi, Mengasosiasi, Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa secara kelompok membacakan teks deskriptif lain tentang tempat wisata dan bangunan bersejarah dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. 	<p>dengan konteks penggunaannya.</p> <p>3.7.2. Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>3.7.3. Mengidentifikasi unsur kebahasaan seperti kata benda dan kata sifat terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal serta ejaan, ucapan, tekanan kata, intonasi</p> <p>4.8.1 Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi</p>		<p>image</p> <ul style="list-style-type: none"> ➤ http://www.englishindo.com ➤ http://myfst.blogspot.com ➤ www.indonesia-tourism.com 	
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	secara benar dan sesuai dengan konteks.		<ul style="list-style-type: none"> • Siswa berpasangan mencari kosa kata yang sulit yang terkait dengan materi. • Guru menjelaskan tentang penggunaan phrase of location dan fact and opinion adjectives • Guru menjelaskan cara bermain vocabulary bingo. • Siswa secara berkelompok bermain vocabulary bingo yang sesuai dengan materi. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menyusun teks deskripsi tentang tempat wisata dan bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman. • Siswa menyusun teks deskripsi tentang orang dan tempat wisata yang mereka sukai 	<p>yang dibaca/didengar.</p> <p>4.9.1 Melengkapi teks deskriptif rumpang tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10.1 Menyusun teks deskriptif dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>			
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APPENDIX D: LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA N 4 PURWOREJO
Kelas	: X
Semester	: 1
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Descriptive Teks (People and Tourism Place)
Alokasi Waktu	: 6 x 45 menit (3 kali pertemuan/Cycle I)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2	3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan pada teks deskriptif sederhana tentang orang , tempat wisata , dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 3.7.2 Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang , tempat wisata , dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan. 3.7.3 Mengidentifikasi unsur kebahasaan seperti kata benda dan kata sifat terkait dengan orang , tempat wisata , dan bangunan bersejarah terkenal serta ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara

		lisan.
3	4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.	4.8.1 Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.
	4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Melengkapi teks deskriptif rumpang tentang orang , tempat wisata , dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menyusun teks deskriptif dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.

3. Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan pada teks deskriptif sederhana tentang orang dan tempat wisata sesuai dengan konteks penggunaannya.
4. Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang dan tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
5. Mengidentifikasi unsur kebahasaan seperti kata benda dan kata sifat terkait dengan orang, tempat wisata dan ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6. Melengkapi teks deskriptif rumpang tentang orang dan tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
7. Bermain vocabulary bingo menggunakan kosakata terkait materi yang diajarkan.
8. Menyusun teks deskriptif sederhana tentang orang dan tempat wisata.

D. Materi Pembelajaran

1. Teks tulis tentang Emma Watson and Raja Ampat
2. Fungsi sosial
Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan.
3. Struktur teks
 - Penyebutan nama orang, tempat wisata, dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
 - Penyebutan sifat orang, tempat wisata, dan bagiannya, dan
 - Penyebutan tindakan dari atau terkait dengan orang dan tempat wisata.
4. Unsur kebahasaan
 - Using Adjectives
S + to be + Adj.

She is beautiful

- Using Noun Phrases

Subject + Verb + Adjective + Noun

That is a big building!

Peter has a fast car.

E. Sumber dan Media Pembelajaran

1. Sumber

- Kementerian Pendidikan dan Kebudayaan. 2014. *“Bahasa Inggris SMA/MA Kelas X Semester I”*. Jakarta: Kementerian Pendidikan dan Kebudayaan
- Priyana, J., et.al. 2008. *Interlanguage: for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional
- Google image
- <http://www.englishindo.com>
- <http://myfost.blogspot.com>
- www.indonesia-tourism.com

2. Media Pembelajaran

- Pictures
- Bingo board

F. Metode Pembelajaran

Scientific Approach

G. Langkah Pembelajaran

Pertemuan I

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di	10 menit

	<p>pertemuan pertama.</p> <p>b. Guru mengkondisikan suasana belajar yang menyenangkan.</p> <p>c. Guru memeriksa kehadiran siswa.</p> <p>d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan;</p> <p>e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.</p> <p>f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</p> <p>g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.</p>	
Inti	<p>a) Mengamati</p> <ul style="list-style-type: none"> ➤ Siswa memperhatikan beberapa contoh gambar tentang penggambaran orang. ➤ Guru menjelaskan secara umum tentang gambar-gambar yang ada dengan mengarahkan penjelasan mengenai bentuk fisik seseorang. ➤ Guru menuntun siswa tentang hal-hal yang dapat didiskusikan dari gambar-gambar tersebut, terutama tentang bagaimana cara mendeskripsikan seseorang. ➤ Guru memberikan contoh teks deskriptif tentang seseorang dan menyuruh siswa untuk mengamati teks tersebut dengan seksama. ➤ Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>b) Menanya</p> <ul style="list-style-type: none"> ➤ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain kosakata yang terkait dengan penggambaran seseorang. ➤ Siswa mempertanyakan gagasan pokok, 	75 menit

	<p>informasi rinci dan informasi tertentu dari teks deskriptif yang diberikan oleh guru.</p> <ul style="list-style-type: none"> ➤ Dengan bimbingan dan arahan guru, siswa mempertanyakan struktur teks dari teks deskriptif yang telah diberikan. <p>c) Mengeksplorasi, Mengasosiasi, Mengkomunikasikan</p> <ul style="list-style-type: none"> ➤ Siswa secara kelompok membacakan teks deskriptif lain tentang orang dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. ➤ Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. ➤ Siswa berpasangan mencari kosa kata yang sulit yang terkait dengan materi. ➤ Guru menjelaskan tentang penggunaan kata sifat pada teks deskriptif. ➤ Guru menjelaskan cara bermain vocabulary bingo. ➤ Siswa secara berkelompok bermain vocabulary bingo yang sesuai dengan materi. ➤ Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan ➤ Berkelompok, siswa menyusun teks deskripsi tentang orang sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya ➤ Siswa menyunting deskripsi yang dibuat teman. ➤ Siswa menyampaikan deskripsinya didepan guru dan teman. 	
Penutup	<ol style="list-style-type: none"> a. Siswa bersama guru menyimpulkan pembelajaran. b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan 	5 menit

	<p>c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini.</p> <p>d. Guru dan peserta didik mengucapkan salam perpisahan.</p>	
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Pertemuan II

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<p>a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris.</p> <p>b. Guru mengkondisikan suasana belajar yang menyenangkan.</p> <p>c. Guru memeriksa kehadiran siswa.</p> <p>d. Guru bertanya tentang apa saja yang dipelajari pada pertemuan sebelumnya.</p> <p>e. Guru menguji kemampuan siswa pemahaman tentang materi yang diajarkan sebelumnya.</p>	10 menit
Inti	<p>a) Mengamati</p> <ul style="list-style-type: none"> ➤ Siswa memperhatikan beberapa contoh gambar tentang tempat-tempat wisata. ➤ Guru menjelaskan secara umum tentang gambar-gambar yang ada dengan mengarahkan penjelasan mengenai bentuk fisik tempat wisata. ➤ Guru menuntun siswa tentang hal-hal yang dapat didiskusikan dari gambar-gambar tersebut, terutama tentang bagaimana cara mendeskripsikan tempat wisata. ➤ Guru memberikan contoh teks deskriptif tentang sebuah tempat wisata dan menyuruh siswa untuk mengamati teks tersebut dengan seksama. ➤ Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>b) Menanya</p>	75 menit

	<ul style="list-style-type: none"> ➤ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain kosakata yang terkait dengan tempat wisata. ➤ Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif yang diberikan oleh guru. ➤ Dengan bimbingan dan arahan guru, siswa mempertanyakan struktur teks dari teks deskriptif yang telah diberikan. <p>c) Mengeksplorasi, Mengasosiasi, Mengkomunikasikan</p> <ul style="list-style-type: none"> ➤ Siswa secara kelompok membacakan teks deskriptif lain tentang tempat wisata dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. ➤ Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. ➤ Siswa berpasangan mencari kosa kata yang sulit yang terkait dengan materi. ➤ Siswa secara berkelompok bermain vocabulary bingo yang sesuai dengan materi ➤ Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan ➤ Berkelompok, siswa menyusun teks deskripsi tentang tempat wisata sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya ➤ Siswa menyunting deskripsi yang dibuat teman. ➤ Siswa menyampaikan deskripsinya didepan guru dan teman. 	
Penutup	<ol style="list-style-type: none"> a. Siswa bersama guru menyimpulkan pembelajaran. b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk 	5 menit

	mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan.	
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Pertemuan III

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru bertanya tentang apa saja yang dipelajari pada pertemuan sebelumnya. e. Guru menguji kemampuan siswa pemahaman tentang materi yang diajarkan sebelumnya.	10 menit
Inti	a. Tes Tulis b. Pemberian umpan balik secara lisan oleh guru terhadap aktivitas yang dilakukan oleh siswa.	75 menit
Penutup	a. Siswa bersama guru menyimpulkan pembelajaran. b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan.	5 menit

H. Penilaian

Indikator Penilaian

1. Penilaian Proses (Sikap)

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
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1	Sungguh-sungguh	Pengamatan	Proses	Lembar Pengamatan	
2	Tanggung jawab				
3	Peduli				
4	Kerja sama				
5	Cinta damai				

2. Penilaian dari Segi Tingkah Laku

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Kerjasama kelompok	Pengamatan	Proses	Lembar Pengamatan	
2	Melakukan tindak komunikasi yang tepat				

3. Penilaian hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi fungsi sosial, ungkapan, dan struktur teks, unsur kebahasaan serta format penulisan (linguistic features) yang digunakan dalam teks deskriptif	Tes tulis	Essay	<i>Identify the following text and find out the language feature.</i>
Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan	Tes tulis	Fill in the blank	<i>Complete the following text with the words in the box.</i>

bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.			
Menyusun teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang kamu sukai	Tes tulis		<i>Write down a simple descriptif text about person, tourism place and historical place you like</i>

Rubrik Penilaian

a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Sungguh-sungguh	<ul style="list-style-type: none"> ❖ Selalu sungguh-sungguh ❖ Sering sungguh-sungguh ❖ Kadang-kadang sungguh-sungguh ❖ Jarang sungguh-sungguh ❖ Tidak pernah sungguh-sungguh 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
2.	Tanggung jawab	<ul style="list-style-type: none"> ❖ Selalu tanggung jawab ❖ Sering tanggung jawab ❖ Kadang-kadang tanggung jawab ❖ Jarang tanggung jawab ❖ Tidak pernah tanggung jawab 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

3.	Peduli	<ul style="list-style-type: none"> ❖ Selalu peduli ❖ Sering peduli ❖ Kadang-kadang peduli ❖ Jarang peduli ❖ Tidak pernah peduli 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
4.	Kerjasama	<ul style="list-style-type: none"> ❖ Selalu kerjasama ❖ Sering kerjasama ❖ Kadang-kadang kerjasama ❖ Jarang kerjasama ❖ Tidak pernah kerjasama 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
5.	Cinta damai	<ul style="list-style-type: none"> ❖ Selalu cinta damai ❖ Sering cinta damai ❖ Kadang-kadang cinta damai ❖ Jarang cinta damai ❖ Tidak pernah cinta damai 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

b. Aspek Pengetahuan

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Struktur teks	<ul style="list-style-type: none"> ❖ Hampir sempurna ❖ Ada kesalahan tapi tidak mengganggu makna ❖ Ada beberapa kesalahan dan mengganggu makna ❖ banyak kesalahan dan mengganggu makna ❖ terlalu banyak kesalahan sehingga sulit dipahami 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
2.	Pilihan kata	<ul style="list-style-type: none"> ❖ Hampir sempurna ❖ Ada kesalahan tapi tidak mengganggu makna ❖ Ada beberapa kesalahan dan mengganggu makna 	<p>5</p> <p>4</p> <p>3</p>

		❖ Banyak kesalahan dan mengganggu makna	2
		❖ Terlalu banyak kesalahan sehingga sulit dipahami	1

c. Aspek Tingkah laku

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	❖ Selalu melakukan kegiatan komunikasi yang tepat	5
		❖ Sering melakukan kegiatan komunikasi yang tepat	4
		❖ Beberapa kali melakukan kegiatan komunikasi yang tepat	3
		❖ Pernah melakukan kegiatan komunikasi yang tepat	2
		❖ Tidak pernah melakukan kegiatan komunikasi yang tepat	1
2.	Kerja sama kelompok	❖ Selalu kerjasama kelompok	5
		❖ Sering kerjasama kelompok	4
		❖ Kadang-kadang kerjasama kelompok	3
		❖ Jarang kerjasama kelompok	2
		❖ Tidak pernah kerjasama kelompok	1

d. Penilaian Hasil

Essay

B = 1

S = 0

Nilai Maksimal = 100

Purworejo, 18 Oktober 2014

Guru,

Peneliti

Susanto, S.Pd.
NIP. 19980302 201001 2 004

Imas Febriyansyah
NIM. 10202244092

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA N 4 PURWOREJO
Kelas	: X
Semester	: 1
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Descriptive Teks (Tourism Place and Historical Place)
Alokasi Waktu	: 6 x 45 menit (3 kali pertemuan)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</p> <p>1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</p>
2	3.7.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	<p>3.7.1 Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan pada teks deskriptif sederhana tentang tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Mengidentifikasi struktur teks seperti penyebutan nama, sifat dan ciri tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.</p> <p>3.7.3 Mengidentifikasi unsur kebahasaan seperti kata benda dan kata sifat terkait dengan tempat wisata, dan bangunan bersejarah terkenal serta ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p>
3	4.8.Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.	4.8.1 Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang

		dibaca/didengar.
	4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Melengkapi teks deskriptif rumpang tentang tempat wisata, dan bangunan bersejarah terkenal , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menyusun teks deskriptif dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan pada teks deskriptif sederhana tentang tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
4. Mengidentifikasi struktur teks seperti penyebutan nama, sifat dan ciri-ciri dari tempat wisata dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
5. Mengidentifikasi unsur kebahasaan seperti kata benda dan kata sifat terkait dengan tempat wisata dan bangunan bersejarah terkenal dan ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

6. Melengkapi teks deskriptif rumpang tentang tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
7. Bermain vocabulary bingo menggunakan kosakata terkait materi yang diajarkan.
8. Menyusun teks deskriptif tentang tempat wisata dan bangunan bersejarah terkenal.

D. Materi Pembelajaran

1. Teks tulis tentang Wakatobi and Borobudur
2. Fungsi sosial
Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan.
3. Struktur teks
 - Penyebutan nama tempat wisata dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
 - Penyebutan sifat tempat wisata dan bangunan bersejarah terkenal, dan
 - Penyebutan ciri-ciri dari atau terkait dengan tempat wisata dan bangunan bersejarah terkenal.
4. Unsur kebahasaan
 - Using Phrases to express location
To face (is facing, faces)
To be opposite (is opposite, are opposite)
On, at, in
Under, beneath
Over, on top of
 - Using Fact and Opinion Adjectives

	opinion	fact	
A	beautiful	silky	dress
An	interesting	young	lady

An expensive large round wooden table

E. Sumber dan Media Pembelajaran

1. Sumber

- Kementerian Pendidikan dan Kebudayaan. 2014. *“Bahasa Inggris SMA/MA Kelas X Semester I”*. Jakarta: Kementerian Pendidikan dan Kebudayaan
- Priyana, J., et.al. 2008. *Interlanguage: for Senior High School Students X*. Jakarta: Pusat Perbukuan Departemen Perbukuan Nasional
- Google image
- <http://www.englishindo.com>
- <http://myfost.blogspot.com>
- www.indonesia-tourism.com

2. Media Pembelajaran

- Pictures
- Bingo board

F. Metode Pembelajaran

Scientific Approach

G. Langkah Pembelajaran

Pertemuan I

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru bertanya tentang apa saja yang dipelajari pada pertemuan sebelumnya.	10 menit

	e. Guru menguji kemampuan siswa pemahaman tentang materi yang diajarkan sebelumnya.	
Inti	<p>a) Mengamati</p> <ul style="list-style-type: none"> ➤ Siswa memperhatikan beberapa contoh gambar tentang tempat-tempat wisata. ➤ Guru menjelaskan secara umum tentang gambar-gambar yang ada dengan mengarahkan penjelasan mengenai bentuk fisik tempat wisata. ➤ Guru menuntun siswa tentang hal-hal yang dapat didiskusikan dari gambar-gambar tersebut, terutama tentang bagaimana cara mendeskripsikan tempat wisata. ➤ Guru memberikan contoh teks deskriptif tentang sebuah tempat wisata dan menyuruh siswa untuk mengamati teks tersebut dengan seksama. ➤ Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>b) Menanya</p> <ul style="list-style-type: none"> ➤ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain kosakata yang terkait dengan tempat wisata. ➤ Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif yang diberikan oleh guru. ➤ Dengan bimbingan dan arahan guru, siswa mempertanyakan struktur teks dari teks deskriptif yang telah diberikan. <p>c) Mengeksplorasi, Mengasosiasi, Mengkomunikasikan</p> <ul style="list-style-type: none"> ➤ Siswa secara kelompok membacakan teks deskriptif lain tentang tempat wisata dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. ➤ Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. ➤ Siswa berpasangan mencari kosa kata yang sulit yang terkait dengan materi. ➤ Siswa menyunting teks deskripsi yang 	75 menit

	<p>diberikan guru dari segi struktur dan kebahasaan</p> <ul style="list-style-type: none"> ➤ Siswa secara berkelompok bermain vocabulary bingo yang sesuai dengan materi. ➤ Berkelompok, siswa menyusun teks deskripsi tentang tempat wisata sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya ➤ Siswa menyunting deskripsi yang dibuat teman. ➤ Siswa menyampaikan deskripsinya didepan guru dan teman. ➤ Siswa membuat teks deskripsi tentang tempat wisata yang mereka sukai. 	
Penutup	<ol style="list-style-type: none"> a. Siswa bersama guru menyimpulkan pembelajaran. b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan. 	5 menit

Pertemuan II

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<ol style="list-style-type: none"> a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru bertanya tentang apa saja yang dipelajari pada pertemuan sebelumnya. e. Guru menguji kemampuan siswa pemahaman tentang materi yang diajarkan sebelumnya. 	10 menit
Inti	<p>a) Mengamati</p> <ul style="list-style-type: none"> ➤ Siswa memperhatikan beberapa contoh gambar tentang sebuah bangunan bersejarah terkenal. ➤ Guru menjelaskan secara umum tentang gambar-gambar yang ada dengan 	75 menit

	<p>mengarahkan penjelasan mengenai bentuk fisik sebuah bangunan bersejarah terkenal.</p> <ul style="list-style-type: none"> ➤ Guru menuntun siswa tentang hal-hal yang dapat didiskusikan dari gambar-gambar tersebut, terutama tentang bagaimana cara mendeskripsikan bangunan bersejarah terkenal. ➤ Guru memberikan contoh teks deskriptif tentang bangunan bersejarah terkenal dan menyuruh siswa untuk mengamati teks tersebut dengan seksama. ➤ Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>b) Menanya</p> <ul style="list-style-type: none"> ➤ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain kosakata yang terkait dengan tempat wisata. ➤ Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif yang diberikan oleh guru. ➤ Dengan bimbingan dan arahan guru, siswa mempertanyakan struktur teks dari teks deskriptif yang telah diberikan. <p>c) Mengeksplorasi, Mengasosiasi, Mengkomunikasikan</p> <ul style="list-style-type: none"> ➤ Siswa secara kelompok membacakan teks deskriptif lain tentang bangunan bersejarah terkenal dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat. ➤ Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. ➤ Siswa berpasangan mencari kosa kata yang sulit yang terkait dengan materi. ➤ Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan ➤ Siswa secara berkelompok bermain vocabulary bingo yang sesuai dengan materi. ➤ Berkelompok, siswa menyusun teks 	
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	<p>deskripsi tentang bangunan bersejarah terkenal sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</p> <ul style="list-style-type: none"> ➤ Siswa menyunting deskripsi yang dibuat teman. ➤ Siswa menyampaikan deskripsinya didepan guru dan teman. ➤ Siswa membuat teks deskripsi tentang bangunan bersejarah terkenal yang mereka sukai. 	
Penutup	<ol style="list-style-type: none"> a. Siswa bersama guru menyimpulkan pembelajaran. b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan. 	5 menit

Pertemuan III

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<ol style="list-style-type: none"> a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru bertanya tentang apa saja yang dipelajari pada pertemuan sebelumnya. e. Guru menguji kemampuan siswa pemahaman tentang materi yang diajarkan sebelumnya. 	10 menit
Inti	<ol style="list-style-type: none"> c. Tes Tulis d. Pemberian umpan balik secara lisan oleh guru terhadap aktivitas yang dilakukan oleh siswa. 	75 menit
Penutup	<ol style="list-style-type: none"> a. Siswa bersama guru menyimpulkan pembelajaran. b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan. 	5 menit

H. Penilaian

Indikator Penilaian

2. Penilaian Proses (Sikap)

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Sungguh-sungguh	Pengamatan	Proses	Lembar Pengamatan	
2	Tanggung jawab				
3	Peduli				
4	Kerja sama				
5	Cinta damai				

2. Penilaian dari Segi Tingkah Laku

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Kerjasama kelompok	Pengamatan	Proses	Lembar Pengamatan	
2	Melakukan tindak komunikasi yang tepat				

3. Penilaian hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi fungsi sosial, ungkapan, dan struktur teks, unsur kebahasaan serta format penulisan (linguistic features) yang digunakan dalam teks deskriptif	Tes tulis	Essay	<i>Identify the following text and find out the language feature.</i>
Menyunting teks	Tes tulis	Fill in the blank	<i>Complete the following</i>

deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.			<i>text with the words in the box.</i>
Menyusun teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang kamu sukai	Tes tulis		<i>Write down a simple descriptif text about person, tourism place and historical place you like</i>

Rubrik Penilaian

c. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Sungguh-sungguh	❖ Selalu sungguh-sungguh	5
		❖ Sering sungguh-sungguh	4
		❖ Kadang-kadang sungguh-sungguh	3
		❖ Jarang sungguh-sungguh	2
		❖ Tidak pernah sungguh-sungguh	1
2.	Tanggung jawab	❖ Selalu tanggung jawab	5
		❖ Sering tanggung jawab	4
		❖ Kadang-kadang tanggung jawab	3
		❖ Jarang tanggung jawab	2
		❖ Tidak pernah tanggung jawab	1

3.	Peduli	<ul style="list-style-type: none"> ❖ Selalu peduli ❖ Sering peduli ❖ Kadang-kadang peduli ❖ Jarang peduli ❖ Tidak pernah peduli 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
4.	Kerjasama	<ul style="list-style-type: none"> ❖ Selalu kerjasama ❖ Sering kerjasama ❖ Kadang-kadang kerjasama ❖ Jarang kerjasama ❖ Tidak pernah kerjasama 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
5.	Cinta damai	<ul style="list-style-type: none"> ❖ Selalu cinta damai ❖ Sering cinta damai ❖ Kadang-kadang cinta damai ❖ Jarang cinta damai ❖ Tidak pernah cinta damai 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

d. Aspek Pengetahuan

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Struktur teks	<ul style="list-style-type: none"> ❖ Hampir sempurna ❖ Ada kesalahan tapi tidak mengganggu makna ❖ Ada beberapa kesalahan dan mengganggu makna ❖ banyak kesalahan dan mengganggu makna ❖ terlalu banyak kesalahan sehingga sulit dipahami 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
2.	Pilihan kata	<ul style="list-style-type: none"> ❖ Hampir sempurna ❖ Ada kesalahan tapi tidak mengganggu makna ❖ Ada beberapa kesalahan dan mengganggu makna 	<p>5</p> <p>4</p> <p>3</p>

		❖ Banyak kesalahan dan mengganggu makna	2
		❖ Terlalu banyak kesalahan sehingga sulit dipahami	1

c. Aspek Tingkah laku

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	❖ Selalu melakukan kegiatan komunikasi yang tepat	5
		❖ Sering melakukan kegiatan komunikasi yang tepat	4
		❖ Beberapa kali melakukan kegiatan komunikasi yang tepat	3
		❖ Pernah melakukan kegiatan komunikasi yang tepat	2
		❖ Tidak pernah melakukan kegiatan komunikasi yang tepat	1
2.	Kerja sama kelompok	❖ Selalu kerjasama kelompok	5
		❖ Sering kerjasama kelompok	4
		❖ Kadang-kadang kerjasama kelompok	3
		❖ Jarang kerjasama kelompok	2
		❖ Tidak pernah kerjasama kelompok	1

d. Penilaian Hasil

Essay

B = 1

S = 0

Nilai Maksimal = 100

Purworejo, 15 November 2014

Guru,

Peneliti

Susanto, S.Pd.
NIP. 19980302 201001 2 004

Imas Febriyansyah
NIM. 10202244092

APPENDIX E: MATERIALS

First Meeting (Cycle 1)

Task 1

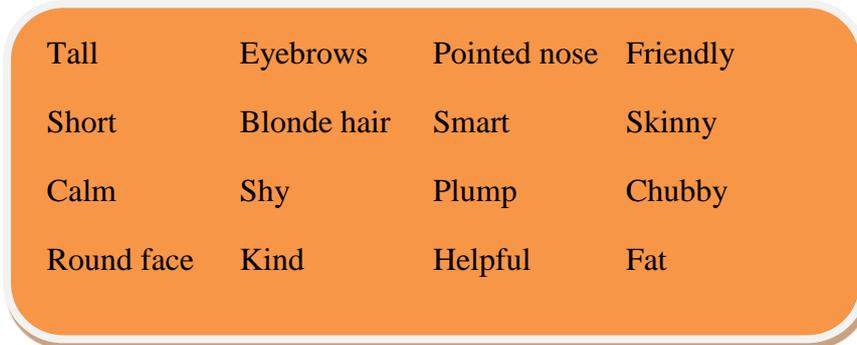
Look at the pictures below! What can you tell about these people? What do they like? Discuss with your friends!



Taken from: googleimages

Task 2

Look at the words in the box. Do you know the meaning? Check your dictionary.



Taken from: *Bahasa Inggris SMA/MA Kelas X Semester I 2014*

Task 3

Now find other adjectives that describe people physical's appearance and/or personality.



Task 4

Then, put the words into the correct group in the table

Facial Features	Physical appearances	Personality
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Task 5

Read the following text and answer the following questions.



Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. his nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham.

Dan has white skin, dark brown hair, blue eyes, and pointed nose. His height is about 168cm. He is a loyal, shy, down to earth and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

1. Who is being describe in the text?
2. What does he look like?
3. What is Daniel's Hobby?
4. Describe Daniel's personality briefly.

Task 6

Study the following explanation

- To describe a person's physical appearance, you can use the following words.

Physical Appearances					
Height	Body	Age	Hair	Face	Eyes
tall	Slim	young	long	round	Big
short	thin	old	short	oval	round
	plump	teenager	bald	square	blue
	fat	in 20s, 30s,	straight	wrinkles	brown
	skinny	40s	curly	pale	green
	muscular		wavy	bearded	slanting
			black	shaved	

- To describe a person's characters (qualities & habitual behaviour), you can use the following words.

Characters	
Careful	Careless
intelligent	stupid
confident	shy
extrovert	introvert
generous	stingy
diligent	lazy

Character
Active
cheerful
determined
energetic
friendly
humble
humorous
sensitive
stubborn

Task 7

Discuss with your partner and fill in the table with suitable information from the text in task 5.

Part of the Text	Details from the Text
Identification Part	
Description Part	

Task 7

Pay attention to the following explanation.

Descriptive Text

Social Function:

To describe a particular person, place or thing.

Generic Structure:

- Identification: identifies phenomenon to be described.
- Description: describes parts, qualities, and characteristics.

Language Feature:

- Focus on specific participant
- Use of adjectives
- Use of simple present tense

Example:

Identification

Emma Watson



Emma Charlotte Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother and younger brother Alexander to Oxford, England.

Emma **has wavy** brown hair. Her height **is** 165 cm. She **is** a **generous, friendly,** and **determined** person. She also said that she is a little bit **stubborn**. Emma loves dancing, singing, tennis and art.

Description

Present Tense

Adjectives

Task 8

Complete the following text about Mike Mohede with the words in the box.

The Cute Mike

Michael Prabawa Mohede was born on November 7, 1983. He is better known as Mike. He has a beautiful voice. He is the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol.

Mike has a ... smile. His body is ... His ... cheeks make him cute. Mike is a nice and ... person. He is very friendly to everyone. Some of his fans call him “Teddy Bear” because of his plump body and nice character.

Taken from: Interlanguage: English for Senior High School Students X

Cheerful

Chubby

Nice

Plump

Beautiful

Task 8

Look at the instructions below. Form a group of 7 to play a vocabulary bingo game.

1. The teacher gives handout consists of 25 empty boxes to each group. The students determine where their free space will be and write the word “Free” in one of the spaces on the card.

2. Every group has to fill every box with the words in any order, one in each box, with vocabularies about describing tourism place that written on the whiteboard given by teacher.
3. After all groups fill in the boxes, All the vocabulary words and definitions are written on strips of paper and put in a container. The teacher pulls a strip out of the container and reads the definition.
4. The students highlight the word that matches the definition. When students have five across, diagonally, or vertically they yell out "Bingo!" The first student to get bingo wins!
5. Have students read out the words that gave them bingo, checking that you actually read the definitions for those words.

Task 9

Ask two of your classmates to describe the physical appearance of their idols. Then, record them in this table.

No	Your Classmate	Their Idols	Physical Appearances
1			
2			

Task 10

Based on the data in Task 10, write descriptions of an idols. Ask your classmates to give you feedback to revise your descriptions.

Second Meeting (Cycle 1)

Task 1

Look at the pictures below! What can you tell about these place? Discuss with your friends!



taken from: wisatakita.web.id



taken from: klikhotel.com



taken from: www.indonesiatravel.com

Task 2

Look at the words in the box. Do you know the meaning? Check your dictionary.

Peninsula	island	diving	coral reef	underwater
Scenery	friendly	diverse	brood	offer

Task 3

Read the following text about Raja Ampat. Then answer the questions.



Raja Ampat or The Four Kings is a famous island located off the northwest tip of Bird's Head Peninsula on the island of New Guinea, in Indonesia's West Papua Province. It is well known as a diving heaven for people around the world.

Raja Ampat covers 9.8 million acres of land and sea, home to 540 types of corals, 1,000 types of coral fish and 700 types of mollusks. It makes Raja Ampat as the most diverse living library for world's coral reef and underwater biota. Beside that, Raja Ampat has a beautiful scenery, especially from its underwater corals and its beach.

Under the water of Raja Ampat Island, we can see many natural coral's reef that never touched by human. We can also see many fishes that have many colors and types. They usually hide between the coral reefs to take a rest or brood their eggs. Not only that, we can see many war planes and ships that sunken in World War II

Because of its beautiful underwater scenery, many tourists come to Raja Ampat island. They come from Indonesia or from the other country. They come to Raja

Ampat by plane or by ship, but most tourists go to Raja Ampat by plane to shorten their trip time.

There are many things that you can see also beside the underwater scenery. You can meet many fishermen around the beach, some of them become the tourist guide for the foreign tourists. The fishermen are very friendly and they will offer you “Pinang” (betel nuts) or some sweet candies.

Taken from: <http://tifa-latifz.blogspot.com>

1. What is Raja Ampat?
2. How many types of corals which homed in Raja Ampat?
3. Why many people said that Raja Ampat island has a beautiful underwater scenery?
4. How are the fishermen around Raja Ampat Island?

Task 4

Study the following explanation.

Noun Phrase

As you know noun is a thing, a place, or a person, an animal, while adjective ia a word that describe noun. An adjective that describes noun is called modifier. A noun tha goes with a modifier is called a noun phrase.

For example:

Adjectives	Nouns	Noun Phrases
Beautiful	Beach	Beautiful beach
Sandy	Beach	Sandy Beach
Scenic	Sunset	Scenic sunset

Task 5

Make noun phrase. The words on the left column are adjectives and the words on the right column are nouns. Combine them to make noun phrases. See number 1 as example.

attractive	lake
memorable	waterfall
fresh	atmosphere
deep	trees
clear	people
gigantic	air
quiet	situation
relaxing	water
friendly	journey
beautiful	food
delicious	cave
large	flora and fauna
various	souvenirs

1. Delicious	Food
2. ....	.....
3. ....	.....
4. ....	.....
5. ....	.....
6. ....	.....
7. ....	.....
8. ....	.....
9. ....	.....
10. ....	.....
11. ....	.....
12. ....	.....
13. ....	.....
14. ....	.....

Task 6

Complete the following text about Parangtritis beach with the words in the box.



Parangtritis beach is fairly well-known attractions in Yogyakarta in addition to other objects such as Samas beach, Baron, Kukup, Krakal and Glagah. Parangtritis has a that is not found in the views of other attractions besides the big are also the existence of mountains of sand around the, which is usually called

In Parangtritis, the attraction has been managed pretty well, ranging from lodging facilities and markets selling There are also ATV, horse & carriage horses can be for up the coast from east to In addition Parangtritis also a place for air

Taken from: <http://fujianto21-chikafe.blogspot.com>

waves	uniqueness	west	souvenirs
beach	rented	dunes	sports

Task 7

Look at the instructions below. Form a group of 7 to play a vocabulary bingo game.

- The teacher gives handout consists of 25 empty boxes to each group. The students determine where their free space will be and write the word “Free” in one of the spaces on the card.

7. Every group has to fill every box with the words in any order, one in each box, with vocabularies about describing tourism place that written on the whiteboard given by teacher.
8. After all groups fill in the boxes, All the vocabulary words and definitions are written on strips of paper and put in a container. The teacher pulls a strip out of the container and reads the definition.
9. The students highlight the word that matches the definition. When students have five across, diagonally, or vertically they yell out "Bingo!" The first student to get bingo wins!
10. Have students read out the words that gave them bingo, checking that you actually read the definitions for those words.

Task 8

Have you ever visited a beach or other natural tourist object? What is interesting about the place? Write down your favourite natural tourist object that you know or visited before.

First Meeting (Cycle 2)

Task 1

Look at the pictures below! What can you tell about these place? Discuss with your friends!





Task 2

Look at the words in the box. Do you know the meaning? Check your dictionary.

Archipelago	island	diving	coralreef	contain
Marine	hospitality	diverse	biodiversity	fisheries

Task 3

Read and Identify the main idea of following text and find out the important details in your own words.

Wakatobi



Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name Wakatobi is derived from the names of the main island of the archipelago: Wangiwangi, Kaledupa, Tomea, and Binongko. The group is part of a larger group called the Tukangbesi island.

The archipelago, located in the diverse hotspot known as Wallacea. It is part of the Wakatobi National Park. Wakatobi as one of the world's marine tourism object is now preparing itself and ready to welcome you and your family with hospitality and its particular culture. The Wakatobi is also home to Operation Wallacea, a UK based non-profit conservation group looking at sustainable development of fisheries and coral reef research. An independent noncommercial website has been set up about a marine park. This website contains tourist and travel information in Wakatobi, including the biodiversity, conservation and local people.

Wakatobi is also situated geographically at the world's coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

Taken from: UN SMA 2012

Main idea	Important details
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	

Task 4

Study the following explanation

Useful phrases to express location:

- To face (is facing, faces)
- To be opposite (is opposite, are opposite)
- On, at, in
- Under, beneath
- Over, on top of
- At the top of, on the site of, at the bottom of
- Inside
- Outside
- Beside, next to, near, in between
- In back of, in the middle of, in front of
- (to) (on) the left (of), (to) (on) the right (of)
- Across from
- (at) (on) the corner of
- At the end of
- To be located (is located)
- To be situated (is situated)
- To lie (lies, lie)

Task 5

Observe this map of Australia. Work in pairs. Complete these sentences.



1. The Kakadu National Park is opposite to
2. is at the end of Northern territory.
3. Melbourne is in New South Wales.
4. Cairns is facing the
5. Alice Spring is situated in

Task 6

Complete the following text about Safari Park with the words in the box.

SAFARI PARK

Safari Park is a quite zoo. It lies about 90 kilometers from Jakarta. It lies in Cisarua, Bogor, West Java. It is about two kilometers from Puncak. In Safari Park, the visitors are in cages. They are not to get off the car or busses. The animals freely. The visitors who do not have a car can use the touring bus available at the park.

Although the animals wander freely, they are grouped into certain The first block is for animals like tigers and lions. the second blocks are for big animals like elephants, hippopotamus, rhinoceros, zebras, and giraffes. The next block is for like orangutans and gorillas. Then we can see many kinds of sheep and deer. In the last block, we can see bears, ostriches, and llamas. Each animals roams freely in their blocks. the other blocks are like in conventional zoos, the animals are in the animals are in cages like white tiger, several kinds of monkeys, birds and crocodiles. There are also some animals like monkeys and baby tigers. can take pictures together with them.

Safari Park is not only a recreational park but also a park. This park has succeeded developing some species especially the ones, like white tigers, giraffes, and hippopotamus. safari Park is indeed a park.

Rare	Allowed	Primates	Visitors
Tame	Research	Cages	Blocks
Wander	Wild	Unique	National

Task 7

Look at the instructions below. Form a group of 7 to play a vocabulary bingo game.

11. The teacher gives handout consists of 25 empty boxes to each group. The students determine where their free space will be and write the word “Free” in one of the spaces on the card.
12. Every group has to fill every box with the words in any order, one in each box, with vocabularies about describing tourism place with their own words.
13. After all groups fill in the boxes, the teacher randomly pointed each group to say their words.
14. The students highlight the word that has the same spelling and pronunciation and cross the word. When students have five across, diagonally, or vertically they yell out "Bingo!" The first student to get bingo wins!
15. Have students read out the words that gave them bingo, checking that you actually read the definitions for those words.

Task 8

Have you ever visited a beach or other natural tourist object? What is interesting about the place? Write down your favourite natural tourist object that you know or visited before.

Meeting 2 cycle 2

Task 1

Look at the pictures below! What can you tell about these place? Discuss with your friends!



taken from:
www.ensiklopediaindonesia.com



taken from: www.hilmanwonders.com



taken from: www.kotawisataindonesia.com



taken from: www.rajajogiatransport.com

Task 2

Look at the words in the box. Do you know the meaning? Check your dictionary.

Temple	art	century	architecture
Stone	beauty	wall	itinerary

Task 3

Read the following text and answer the following questions.

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. Its construction is influenced by the Gupta architecture of India. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

Sumber: <http://www.gufymedia.blogspot.com>

1. What do you know about Borobudur Temple ?
2. Where is it located ?
3. Who built Borobudur Temple ?

4. What do some tourists admire with Borobudur Temple ?
5. How do some domestic tourists and some foreign ones visit Borobudur Temple?
6. Describe briefly the physical description of Borobudur Temple !

Task 4

Complete the following table to find out the structure of the text about Borobudur Temple.

Part of the Text	Details
Introductory sentences to identify the place	
Descriptive sentences about Borobudur Temple	

Task 5

Study the following explanation

Sometimes we use more than one adjective to describe something. We can use both **fact adjectives** and **opinion adjectives**. **Opinion adjectives** go before **fact adjectives**.

	opinion	fact	
A	beautiful	silky	dress
An	interesting	young	lady
An	expensive	large round wooden	table

Sometimes we use two or more fact adjectives. We put fact adjectives in this order.

determiner	opinion	fact							
		size	age	shape	color	origin	material	purpose	Noun
A The	beautiful	small	old	rectangular	yellow	German	wooden	dining	table

Task 6

Complete the following sentences with three adjectives for each. The first one has been done for you as an example.

1. You can see *the magnificent ancient Roman buildings* in Italy.
2. The Mecca Mosque is, and
3. Borobudur is temple.
4. Canada has an/a waterfall.
5. Look at the sky.
6. Everybody in metropolitan cities are annoyed with the
..... traffic.
7. This is a city.
8. Mt. Everest is mountain.
9. Our country has climate.
10. The city has been destroyed since 1900s.

Task 7

Complete the following text about National Monument with the words in the box.

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of in August 1945.

The National Monument has 137-meter tall marble is topped with a flame coated with 35 kg of gold. The base houses is a museum and a hall for meditations. The monument is open to the public. Go early to beat the crowds and the It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the gives such a distorted view of Indonesian history. The monument houses a couple of museums.

The Freedom Hall depicts Indonesia's struggle for independence through a series of, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech. An elevator takes one to the observation platform, which commands a bird's-eye of the cityscape.

Taken from: www.indonesia-tourism.com

diorama	independence	obelisk	freedom
view	historical	basement	haze

Task 8

Look at the instructions below. Form a group of 6 to play a vocabulary bingo game.

1. The teacher gives handout consists of 25 empty boxes to each group. The students determine where their free space will be and write the word "Free" in one of the spaces on the card.
2. Every group has to fill every box with the words in any order, one in each box, with vocabularies about describing tourism place with their own words.
3. After all groups fill in the boxes, the teacher randomly pointed each group to say their words.
4. The students highlight the word that has the same spelling and pronunciation and cross the word. When students have five across, diagonally, or vertically they yell out "Bingo!" The first student to get bingo wins!
5. Have students read out the words that gave them bingo, checking that you actually read the definitions for those words.

Task 9

Find some information about historical places that you know. Write the text about one of those places that interest you most. Use these questions to guide you.

1. What is the name of the place?
2. How old is the place?
3. How does the place look like?

APPENDIX F: OBSERVATION CHECKLIST

Observation Result

No	Aspects to be observed	Description of the result
A.	The students: <ol style="list-style-type: none"> 1. The number of the students 2. The range of ages 3. The characteristics 4. The language used 	28 students 15-16 years old Passive because the teacher did not stimulate them. English and Bahasa Indonesia
B.	The teacher and the learning process: <ol style="list-style-type: none"> 1. The name of the teacher 2. The language used 3. The method used 4. The way of opening class 5. The way of presenting materials 6. The used of allocated time 7. The technique of class management 8. The technique of asking question 9. The type and way of evaluation 10. The way of closing the class 	Susanto, S.Pd. Mostly bahasa Indonesia, slightly using English Curriculum 2013 Greeting and calling the role Using BSE and LKS It is not effectively used. Mostly the time used for doing the tasks The teacher just walking around and check the students' work and giving jokes to control the class. The teacher always ask "any question?" and the students would raise their hand if they want to ask. The evaluation was carried out in the end of the lesson. The teacher gave a review of that days activity and also gave a slight information of next material would be taught
C.	The materials: <ol style="list-style-type: none"> 1. The main source(s) 2. The supporting source(s) 	BSE LKS, dictionary, handout
D.	The teaching instruments: <ol style="list-style-type: none"> 1. The course grid 2. The lesson plan 	He has a course grid prepared in the beginning of semester. He has a lesson plan and adapt it with class situation.
E.	The class: <ol style="list-style-type: none"> 1. The name of the class 2. The room facilities 	X IIS 3 The room equipped with just one white board and blackboard. There is no LCD

		projector and speaker. There are 16 tables and 32 chairs.
F.	The interaction: 1. Students – students 2. Students - teacher	They discussed only with their chair mate. Sometimes they discuss with their classmate in their front or back. There are some interaction when students ask a question to the teacher and when the teacher grab the students attention with his jokes

Observation Checklist**Date : Saturday, October 18th, 2014****Meeting : 1 (cycle I)****Observer : Susanto, S.pd.**

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comments
A.	Pre-teaching			
	1. The teacher greets the students.	√		
	2. The students respond to the greeting addressed by the teacher.	√		
	3. The teacher asks the students' condition.	√		
	4. The students tell their condition to the teacher.	√		
	5. The teacher leads the prayer.	√		
	6. The teacher explains the goal of the teaching and learning.	√		
	7. The teacher gives lead-in questions.	√		
B.	Whilst-teaching			
	1. The students are ready to learn the materials	√		
	2. The teacher divides the students in pairs	√		
	3. The students read the text.	√		
	4. The students identify the language functions, text and vocabulary	√		
	5. The teacher gives the explanation	√		
	6. The teacher checks the students' understanding	√		
	7. The teacher explains the task given	√		
	8. The students discuss the task given with their pairs	√		
	9. The students use dictionary to help them in finding vocabulary.	√		
	10. The students become a volunteer at the class	√		
	11. The teacher divides the students into some group	√		
	12. The teacher gives explanation and rules of bingo game	√		
	13. The students actively play bingo game	√		
C.	Post-Teaching			
	1. The teacher summarize and reflects the lesson	√		
	2. The students reflect their learning	√		
	3. The teacher previews on the upcoming materials.	√		
	4. The teacher ends the class by praying.	√		
D.	Class situation			
	1. The students have enthusiasms/interest during the teaching process.	√		
	2. The students actively take parts in each class activity.	√		
	3. The time allocation is appropriate.		√	
	4. The media used by the teacher are sufficient in the teaching process.	√		
	5. The teacher's instructions are clear.	√		

Observation Checklist**Date : Saturday, October 25th, 2014****Meeting : 2 (cycle I)****Observer : Susanto, S.pd.**

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comments
A.	Pre-teaching			
	1. The teacher greets the students.	√		
	2. The students respond to the greeting addressed by the teacher.	√		
	3. The teacher asks the students' condition.	√		
	4. The students tell their condition to the teacher.	√		
	5. The teacher leads the prayer.	√		
	6. The teacher explains the goal of the teaching and learning.	√		
	7. The teacher gives lead-in questions.	√		
B.	Whilst-teaching			
	1. The students are ready to learn the materials		√	
	2. The teacher divides the students in pairs	√		
	3. The students read the text.	√		
	4. The students identify the language functions, text and vocabulary	√		
	5. The teacher gives the explanation	√		
	6. The teacher checks the students' understanding	√		
	7. The teacher explains the task given	√		
	8. The students discuss the task given with their pairs	√		
	9. The students use dictionary to help them in finding vocabulary.	√		
	10. The students become a volunteer at the class	√		
	11. The teacher divides the students into some group	√	√	
	12. The teacher gives explanation and rules of bingo game			
	13. The students actively play bingo game	√		
C.	Post-Teaching			
	1. The teacher summarize and reflects the lesson	√		
	2. The students reflect their learning	√		
	3. The teacher previews on the upcoming materials.	√		
	4. The teacher ends the class by praying.	√		
D.	Class situation			
	1. The students have enthusiasms/interest during the teaching process.	√		
	2. The students actively take parts in each class activity.	√		
	3. The time allocation is appropriate.		√	
	4. The media used by the teacher are sufficient in the teaching process.	√		
	5. The teacher's instructions are clear.	√		

Observation Checklist**Date : Saturday, November 8th, 2014****Meeting : 1 (cycle II)****Observer : Susanto, S.pd.**

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comments
A.	Pre-teaching			
	1. The teacher greets the students.	√		
	2. The students respond to the greeting addressed by the teacher.	√		
	3. The teacher asks the students' condition.	√		
	4. The students tell their condition to the teacher.	√		
	5. The teacher leads the prayer.	√		
	6. The teacher explains the goal of the teaching and learning.	√		
	7. The teacher gives lead-in questions.	√		
B.	Whilst-teaching			
	1. The students are ready to learn the materials	√		
	2. The teacher divides the students in pairs	√		
	3. The students read the text.	√		
	4. The students identify the language functions, text and vocabulary	√		
	5. The teacher gives the explanation	√		
	6. The teacher checks the students' understanding	√		
	7. The teacher explains the task given	√		
	8. The students discuss the task given with their pairs	√		
	9. The students use dictionary to help them in finding vocabulary.	√		
	10. The students become a volunteer at the class	√		
	11. The teacher divides the students into some group	√		
	12. The teacher gives explanation and new rules of bingo game	√		
13. The students actively play bingo game	√			
C.	Post-Teaching			
	1. The teacher summarize and reflects the lesson	√		
	2. The students reflect their learning	√		
	3. The teacher previews on the upcoming materials.	√		
	4. The teacher ends the class by praying.	√		
D.	Class situation			
	1. The students have enthusiasms/interest during the teaching process.	√		
	2. The students actively take parts in each class activity.	√		
	3. The time allocation is appropriate.	√		
	4. The media used by the teacher are sufficient in the teaching process.	√		
	5. The teacher's instructions are clear.	√		

Observation Checklist**Date : Saturday, November 15th, 2014****Meeting : 2 (cycle II)****Observer : Susanto, S.pd.**

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Observation Items	Yes	No	Comments
A.	Pre-teaching			
	1. The teacher greets the students.	√		
	2. The students respond to the greeting addressed by the teacher.	√		
	3. The teacher asks the students' condition.	√		
	4. The students tell their condition to the teacher.	√		
	5. The teacher leads the prayer.	√		
	6. The teacher explains the goal of the teaching and learning.	√		
	7. The teacher gives lead-in questions.	√		
B.	Whilst-teaching			
	1. The students are ready to learn the materials	√		
	2. The teacher divides the students in pairs	√		
	3. The students read the text.	√		
	4. The students identify the language functions, text and vocabulary	√		
	5. The teacher gives the explanation	√		
	6. The teacher checks the students' understanding	√		
	7. The teacher explains the task given	√		
	8. The students discuss the task given with their pairs	√		
	9. The students use dictionary to help them in finding vocabulary.	√		
	10. The students become a volunteer at the class	√		
	11. The teacher divides the students into some group	√		
	12. The teacher gives explanation and new rules of bingo game	√		
	13. The students actively play bingo game	√		
C.	Post-Teaching			
	1. The teacher summarize and reflects the lesson	√		
	2. The students reflect their learning	√		
	3. The teacher previews on the upcoming materials.	√		
	4. The teacher ends the class by praying.	√		
D.	Class situation			
	1. The students have enthusiasms/interest during the teaching process.	√		
	2. The students actively take parts in each class activity.	√		
	3. The time allocation is appropriate.	√		
	4. The media used by the teacher are sufficient in the teaching process.	√		
	5. The teacher's instructions are clear.	√		

APPENDIX G: QUESTIONNAIRE

The Result of Questionnaire In the Preliminary Study In Class X IIS 3

SMAN 4 Purworejo

No	Questions	Yes		No	
1.	The students were enjoy in the teaching learning process	24	85,7%	4	14,3%
2.	The students understood the teacher's explanation easily	11	39,3%	17	60,7%
3.	The students felt good with their score in vocabulary	8	28,6%	20	71,4%
4.	The students could answer the teacher's questions about vocabulary material given	10	35,7%	18	64,3%
5.	The students asked their difficulty in vocabulary to the teacher	17	60,7%	11	39,3%
6.	The teacher implemented the suitable technique or media to solve difficulties in learning vocabulary	8	28,6%	20	71,4%
7.	The technique or media could help students memorize vocabulary easily and get the new vocabulary	9	32,1%	19	67,9%
8.	The teacher gave exercises to develop students' ability in vocabulary	18	64,3%	10	35,7%
9.	The students could do the task easily	11	39,3%	17	60,7%
10.	The students had rich vocabulary	7	25%	21	75%

The Result of Questionnaire After Classroom Research In Class X IIS 3

SMAN 4 Purworejo

No	Questions	Yes		No	
1.	The students were satisfied in the teaching learning process through bingo game	28	100%	0	0%
2.	The students were motivated learning vocabulary through bingo game	28	100%	0	0%
3.	The students could learn vocabulary better through bingo game than the usual learning	27	96,4%	1	3,6%
4.	The students were helped in enriching their vocabulary through bingo game	28	100%	0	0%
5.	The students felt that bingo game can solve their vocabulary problems	27	96,4%	0	0%
6.	The students could do the vocabulary task easily by using bingo game	24	85,7%	4	14,3%
7.	The students' score increase after then	22	78,6%	6	21,4%
8.	The students' vocabulary were enriched by bingo game	20	71,4%	8	28,6%
9.	The teacher gave opportunity to ask their difficulties	26	92,8%	2	7,2%
10.	The students feel better in learning vocabulary through bingo game	27	96,4%	1	3,6%
11.	Bingo game is suitable to be implied in teaching and learning vocabulary	27	96,4%	1	3,6%
12.	The students more understand the vocabulary easily	28	100%	0	0%
13.	The students like learning vocabulary through bingo game	28	100%	0	0%
14.	The students feel that bingo game facilitate their vocabulary learning	28	100%	0	0%
15.	The students could remember both their previous vocabulary and the new word easily	26	92,8%	2	7,2%

APPENDIX H: PRETEST & POSTTEST

PRETEST

Name:

Class :

A. Choose the right number of the word and write the number of the word to its meaning.

1. Plump
2. Fat
3. Skinny
4. Kind _____ berbadan bulat
5. Tall _____ kurus

1. Blonde hair
2. Pointed nose
3. Round face
4. Chubby _____ mancung
5. Wavy _____ bergelombang

1. Shy
2. Calm
3. Active
4. Careless _____ kurang hati-hati
5. Kind _____ baik hati

1. Humble
2. Stubborn
3. Confident
4. Cheerful _____ pelit
5. Stingy _____ keras kepala

1. Wavy
2. Curly
3. Bald

4. Oval _____ gundul
5. Slim _____ keriting

1. Sunset
2. Sunrise
3. Sunbathe
4. Sandy _____ berpasir
5. Sunny _____ tenggelamnya matahari

1. Fisherman
2. Tourist
3. Butcher
4. Keeper _____ nelayan
5. Agent _____ wisatawan

1. Island
2. Ocean
3. Peninsula
4. Underwater _____ pulau
5. Cave _____ goa

1. Coral reef
2. Lake
3. Beach
4. River _____ danau
5. Dunes _____ terumbu karang

1. Cave
2. Temple
3. Museum
4. Island _____ candi
5. Peninsula _____ semenanjung

B. Choose the correct word (a, b or c) for each gap:

1. We had a _____ time in Italy last summer.
a. . holiday b. wonderful c. long
2. He does his homework everyday! He's a _____ person.
a. nice b. lazy c. responsible
3. She's very _____ , she is always prepared for every occasion.
a. practical b. fanatic c. thoughtful
4. You can tell him everything. I know he is a _____ person.
a.nice b.wonderful c. dependable
5. The print is too small. Can you _____ it for me?
a. read b. hear c. look
6. We _____ in this hotel for three days.
a. been b. went c. stayed
7. Peter is very cheerful, he _____ a lot.
a. smiles b. cries c. jumps
8. They _____ their holiday in Greece every year.
a. go b. stay c. spend
9. Although there were some clouds on the sky we still could see the _____.
a. cloud b. stars c. world
10. How many _____ do we have in the solar system?
a. orbits b. people c. planet

POST-TEST I

A. Choose the right number of the word and write the number of the word to its meaning

1. Plump
2. Fat
3. Skinny
4. Thin _____ badan bulat
5. Slim _____ kurus

1. Shy
2. Brave
3. Stubborn
4. Careless _____ malu
5. Kind _____ baik hati

1. Blonde hair
2. Bald
3. Straight
4. Curly _____ gundul
5. Wavy _____ keriting

1. Humble
2. Stubborn
3. Confident
4. Extrovert _____ pelit
5. Stingy _____ keras kepala

1. Pale
2. Wrinkle
3. Bearded
4. Shaved _____ pucat
5. Slanted _____ berjanggut

1. Humorous
2. Cheerful
3. Humble
4. Extrovert _____ terbuka
5. Introvert _____ rendah hati

1. Slanted
2. Bearded
3. Shaved
4. Wrinkle _____ sipit
5. Pale _____ berkerut

1. Humorous
2. Introvers
3. Brave
4. Extrovert _____ tertutup
5. Generous _____ dermawan

1. Round
2. Oval
3. Square
4. Triangle _____ kotak
5. Hexagon _____ lonjong

1. Determined
2. Friendly
3. Humble
4. Stingy _____ tekun
5. Generous _____ ramah

1. Sunset
2. Sunrise
3. Sunbathe
4. Sandy _____ berpasir
5. Sunny _____ berjemur

1. Scenery
2. Wave
3. Air
4. Journey _____ gelombang
5. dunes _____ pemandangan

1. Fisherman
2. Tourist
3. Butcher
4. Hunter _____ nelayan
5. Tour guide _____ wisatawan

1. Northeast
2. Southwest
3. Northwest
4. Southeast _____ tenggara
5. Western _____ barat laut

1. Island
2. Ocean
3. Peninsula
4. Underwater _____ samudra/lautan
5. Cave _____ goa

1. Scenery
2. Wave
3. Air
4. Journey _____ gelombang
5. dunes _____ pemandangan

1. Underwater
2. River
3. Lake
4. Surface _____ permukaan
5. Peninsula _____ bawah air

1. Hiking
2. Diving
3. Surfing
4. Paragliding _____ menyelam
5. skydiving _____ berselancar

1. Coral reef
2. Lake
3. Underwater
4. Sandbank _____ bukit pasir
5. Dunes _____ terumbu karang

1. diverse
2. offer
3. sunken
4. touched _____ tenggelam
5. brood _____ mengerami

1. Cave
2. Coast
3. Hill
4. Island _____ pesisir
5. Peninsula _____ semenanjung

1. Rent
2. Touched
3. Sunken
4. Managed _____ menyewa
5. Found _____ tersentuh

B. Read each passage. Then read each question that follows the passage. Decide which is the best answer to each question. Select the best answer.

Daniel Jacob Radcliffe

Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. his nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham.

Dan has white skin, dark brown hair, blue eyes, and pointed nose. His height is about 168cm. He is a loyal, shy, down to earth and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

1. In this passage, the word *down to earth* means....
 - a) Dermawan
 - b) Suka menolong
 - c) Rendah hati
 - d) Ramah
 - e) Pemalu
2. In this passage, the word *humorous* means.....
 - a) Pemarah
 - b) Suka bercanda
 - c) Periang
 - d) Ramah
 - e) Pelit
3. In this passage, the word *loyal* means.....
 - a) Rela berkorban
 - b) Penyayang
 - c) Periang
 - d) Ramah
 - e) Setia
4. In this passage, the word *intelligent* means.....
 - a) Cerdas
 - b) Bodoh
 - c) Licik
 - d) Egois
 - e) Cerdik

The Cute Mike

Michael Prabawa Mohede was born on November 7, 1983. He is better known as Mike. He has a beautiful voice. He is the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol.

Mike has a beautiful smile. His body is plump. His chubby cheeks make him cute. Mike is a nice and cheerful person. He is very friendly to everyone. Some of his fans call him “Teddy Bear” because of his plump body and nice character.

5. In this passage, the word *chubby* means.....
 - a) Tembem
 - b) Manis
 - c) Gendut
 - d) Berkerut
 - e) Halus
6. In this passage, the word *cheerful* means.....
 - a) Sedih
 - b) Pemarah
 - c) Pendiam
 - d) Senang
 - e) Periang
7. In this passage, the word *plump* means.....
 - a) Kurus
 - b) Berotot
 - c) Bertubuh bulat
 - d) Jenjang
 - e) Gemuk
8. In this passage, the word *friendly* means.....
 - a) Suka bergaul
 - b) Berteman
 - c) Periang
 - d) Ramah
 - e) Pemurung

Raja Ampat

Raja Ampat or The Four Kings is a famous island located off the northwest tip of Bird's Head Peninsula on the island of New Guinea, in Indonesia's West Papua Province. It is well known as a diving heaven for people around the world.

Raja Ampat covers 9.8 million acres of land and sea, home to 540 types of corals, 1,000 types of coral fish and 700 types of mollusks. It makes Raja Ampat as the most diverse living library for world's coral reef and underwater biota. Beside that, Raja Ampat has a beautiful scenery, especially from its underwater corals and its beach.

Under the water of Raja Ampat Island, we can see many natural coral's reef that never touched by human. We can also see many fishes that have many colors and types. They usually hide between the coral reefs to take a rest or brood their eggs. Not only that, we can see many war planes and ships that sunken in World War II

Because of its beautiful underwater scenery, many tourists come to Raja Ampat island. They come from Indonesia or from the other country. They come to Raja Ampat by plane or by ship, but most tourists go to Raja Ampat by plane to shorten their trip time.

9. In this passage, the word *hide* (paragarph 3) means....
 - a) Bernafas
 - b) Berenang
 - c) Berendam
 - d) Bersembunyi
 - e) Bersarang
10. Raja Ampat covers 9.8 million acres of land and sea, home to 540 types of corals, 1,000 types of coral fish and 700 types of *mollusks* (paragraph 2). This is NOT kind of mollusks....
 - a) Squid
 - b) Snail
 - c) Octopus
 - d) Sea shell
 - e) Crab
11. In this passage, the synonym of the word *diverse* (paragraph 2) is....
 - a) Various
 - b) Different
 - c) Many
 - d) All
 - e) Same
12. In this passage, the synonym of the word *scenery* (paragraph 4) is...
 - a) Atmosphere
 - b) Nature
 - c) Beauty
 - d) Views
 - e) Situation

Parangtritis

Parangtritis beach is fairly well-known attractions in Yogyakarta in addition to other objects such as Samas beach, Baron, Kukup, Krakal and Glagah. Parangtritis has a uniqueness that is not found in the views of other attractions besides the big waves are also the existence of mountains of sand around the beach, which is usually called dunes.

In Parangtritis, the attraction has been managed pretty well, ranging from lodging facilities and markets selling souvenirs. There are also ATV, horse & carriage horses can be rented for up the coast from east to west. In addition Parangtritis also a place for air sports.

13. In this passabe, the word *dunes* means...

- a) Pesisir
- b) Bukit pasir
- c) Permukaan
- d) Palung
- e) Bibir pantai

14. In this passage the word *rented* means...

- a) Menjual
- b) Membeli
- c) Menyewa
- d) Mengendarai
- e) Membawa

15. In this passage, the word *wave* means.....

- a) Pasir
- b) Rumput laut
- c) Karang
- d) Ombak
- e) Pusaran air

16. In this passage, the word *coast* means.....

- a) Palung
- b) Tanjung
- c) Selat
- d) Laguna
- e) Bibir pantai

POST-TEST 2

A. Choose the right number of the word and write the number of the word to its meaning

- | | |
|---|---|
| 1. Archipelago | 1. Meadow |
| 2. Strait | 2. Steppe |
| 3. Peninsula | 3. Park |
| 4. Ocean _____ gugusan pulau | 4. Savanna _____ Padang rumput |
| 5. Continent _____ benua | 5. Desert _____ Taman |

- | | |
|--|---|
| 1. Derived | 1. Forestry |
| 2. Contains | 2. Agriculture |
| 3. Owns | 3. Marine |
| 4. Located _____ Berasal | 4. Tourism _____ Kelautan |
| 5. Situated _____ Mempunyai | 5. Fishery _____ Perikanan |

- | | |
|---|---|
| 1. Lake | 1. Circle |
| 2. Coral reef | 2. Hexagonal |
| 3. Dunes | 3. Square |
| 4. Coast _____ bukit pasir | 4. Triangle _____ segitiga |
| 5. Sandbank _____ terumbu karang | 5. Octagon _____ lingkaran |

- | | |
|--|--|
| 1. Wander | 1. Unique |
| 2. Lies | 2. Rare |
| 3. Roam | 3. Random |
| 4. Wrinkle _____ bergerak | 4. Common _____ berbeda |
| 5. Chase _____ berjalan | 5. Distinctive _____ langka |

- | | |
|---|--|
| 1. Crustacea | 1. Prohibited |
| 2. Primates | 2. Granted |
| 3. Mammals | 3. Forbid |
| 4. Marsupial _____ berkantung | 4. banned _____ diperbolehkan |
| 5. Vertebrate _____ bercangkang | 5. Allowed _____ dijamin |

- | | | | |
|--------------|-------------|---------------|--------------------|
| 1. Shrine | | 1. Sustained | |
| 2. Monastery | | 2. Situated | |
| 3. Temple | | 3. Visited | |
| 4. Chapel | _____ kuil | 4. Preserved | _____ terpengaruh |
| 5. Mosque | _____ candi | 5. influenced | _____ melestarikan |

- | | | | |
|--------------|-------------------------|-----------|---------------|
| 1. Century | | 1. Mud | |
| 2. Nineties | | 2. Stone | |
| 3. Decade | | 3. Dust | |
| 4. Noughties | _____ Periode 10 tahun | 4. Pebble | _____ Kerikil |
| 5. Millenium | _____ Periode 100 tahun | 5. Soil | _____ Batu |

- | | | | |
|-------------|-----------------|--------------|---------------|
| 1. Brick | | 1. Wax | |
| 2. Wall | | 2. Sculpture | |
| 3. Nail | | 3. Statue | |
| 4. Concrete | _____ Batu bata | 4. Figurine | _____ pahatan |
| 5. Asphalt | _____ Dinding | 5. relief | _____ patung |

- | | | | |
|-------------|----------------|------------|------------------|
| 1. Cairn | | 1. Pebble | |
| 2. Monument | | 2. Marble | |
| 3. Diorama | | 3. Boulder | |
| 4. Gate | _____ prasasti | 4. Gravel | _____ batu besar |
| 5. Obelisk | _____ tugu | 5. Ore | _____ kerikil |

- | | | | |
|---------------|----------------------|-------------|----------------|
| 1. Epic | | 1. achieve | |
| 2. Ongoing | | 2. seek | |
| 3. Immemorial | | 3. struggle | |
| 4. Ancient | _____ kuno | 4. manage | _____ berjuang |
| 5. prolonged | _____ berkepanjangan | 5. beat | _____ mencapai |

- | | | | |
|-----------------|-------------------|-------------|-----------------------|
| 1. Freedom | | 1. Upstair | |
| 2. Independence | | 2. Platform | |
| 3. Effort | | 3. Lobby | |
| 4. haze | _____ kemerdekaan | 4. Hall | _____ Ruang bwh tanah |
| 5. Justice | _____ keadilan | 5. Basement | _____ Ruang depan |

B. Read each passage. Then read each question that follows the passage. Decide which is the best answer to each question. Select the best answer.

Wakatobi

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name Wakatobi is derived from the names of the main island of the archipelago: Wangiwangi, Kaledupa, Tomea, and Binongko. The group is part of a larger group called the Tukangbesi island.

The archipelago, located in the diverse hotspot known as Wallacea. It is part of the Wakatobi National Park. Wakatobi as one of the world's marine tourism object is now preparing itself and ready to welcome you and your family with hospitality and its particular culture. The Wakatobi is also home to Operation Wallacea, a UK based non-profit conservation group looking at sustainable development of fisheries and coral reef research. An independent noncommercial website has been set up about a marine park. This website contains tourist and travel information in Wakatobi, including the biodiversity, conservation and local people.

Wakatobi is also situated geographically at the world's coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

1. In this passage, the archipelago means....
 - f) Dermawan
 - g) Selat
 - h) Semenanjung
 - i) Kepulauan
 - j) Benua
2. In this passage, the word *diverse* means.....
 - f) Mirip
 - g) Tergabung
 - h) Berbeda
 - i) Berubah
 - j) Terpisah
3. In this passage, the word *hospitality* means.....
 - f) Kelembutan
 - g) Ketertiban
 - h) Keterbukaan
 - i) Keramahan
 - j) Kebaikan
4. In this passage, the word *owes* means.....
 - a) Memiliki

- b) Menguasai
- c) Menjadikan
- d) Memanfaatkan
- e) Memerlukan

Safari Park

Safari Park is a quite unique zoo. It lies about 90 kilometers from Jakarta. It lies in Cisarua, Bogor, West Java. It is about two kilometers from Puncak. In Safari Park, the visitors are in cages. They are not allowed to get off the car or busses. The animals wander freely. The visitors who do not have a car can use the touring bus available at the park.

Although the animals wander freely, they are grouped into certain blocks. The first block is for wild animals like tigers and lions. The second blocks are for big animals like elephants, hippopotamus, rhinoceros, zebras, and giraffes. The next block is for primates like orangutans and gorillas. Then we can see many kinds of sheep and deer. In the last block, we can see bears, ostriches, and llamas. Each animal roams freely in their blocks. The other blocks are like in conventional zoos, the animals are in cages like white tiger, several kinds of monkeys, birds and crocodiles. There are also some tame animals like monkeys and baby tigers. Visitors can take pictures together with them.

Safari Park is not only a recreational park but also a research park. This park has succeeded developing some species especially the rare ones, like white tigers, giraffes, and hippopotamus. Safari Park is indeed a national park.

5. In this passage, the word *lies* means.....
 - f) Termasuk
 - g) Terbagi
 - h) Berbohong
 - i) Berbaring
 - j) Terletak
6. In this passage, the word *tame* means.....
 - f) Jinak
 - g) Liar
 - h) Langka
 - i) Buas
 - j) Dilindungi
7. In this passage, the word *roams* means.....
 - a) Bersantai
 - b) Berjemur
 - c) Bergerak
 - d) Berjalan
 - e) Bercanda
8. In this passage, the word *rare* means.....
 - a) Buas

- b) Berbeda
- c) Dilindungi
- d) Jinak
- e) Langka

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. Its construction is influenced by the Gupta architecture of India. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

9. In this passage, the synonym of the word *preserved* (paragraph 1) is.....
 - f) Conserved
 - g) Protected
 - h) Sustained
 - i) Maintained
 - j) Kept
10. In this passage, the synonym of the word *restorations* (paragraph 3) is....
 - f) Salvation
 - g) Resurrection
 - h) Modernization
 - i) Reparation
 - j) Revitalization
11. In this passage, the word *admire* (paragraph 3) means...
 - f) Menyukai
 - g) Berpendapat
 - h) Menyatakan
 - i) Mengagumi
 - j) Mengatakan

12. In this passage, the word *itinerary* means.....
- Panduan perjalanan
 - Perlengkapan
 - Biaya perjalanan
 - Data perjalanan
 - Rencana perjalanan

Monas

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945.

The National Monument has 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses is a historical museum and a hall for meditations. The monument is open to the public. Go early to beat the crowds and the haze . It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history. The monument houses have a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of diorama, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech. An elevator takes one to the observation platform, which commands a bird's-eye view of the cityscape.

13. In this passage, the word *fierce* means...
- Sengit
 - Tajam
 - Kasar
 - Bersemangat
 - Kuat
14. In this passage, the word *topped* means...
- Diatapi
 - Dilumuri
 - Dihiasi
 - Digabungkan
 - Ditambahkan
15. In this passage, the word *depicts* means.....
- Memberitahukan
 - Menceritakan
 - Menciptakan
 - Mendapatkan
 - Menggambarkan

16. In this passage, the word *diorama* means.....

- a) Figura
- b) Sejarah
- c) Lukisan
- d) Model
- e) Patung

APPENDIX I: STUDENTS' SCORES

DAFTAR NILAI SISWA KELAS X IIS 3
SEKOLAH MENENGAH ATAS 4 PURWOREJO
TAHUN PELAJARAN 2014/2015

No	Students' Name	Pre-test	Post-test I	Post-test II
1	Agnes Indriani	66	76	91
2	Agus Arbai' Mahmud	73	83	93
3	Aldi Yoga Kuncoro	80	91	93
4	Ananda Rahmatika Pratiwi	66	86	90
5	Anifaturrohmah	83	90	96
6	Anisa Supriatin	60	76	86
7	Auliya Annisa	53	73	91
8	Dyah Sekar Sari	53	66	90
9	Elfa Nugraheni Pramastuti	73	80	93
10	Elisa Cahyaningtyas	63	73	80
11	Erni Cahyani	43	66	70
12	Fajar Choirul Akbar	50	70	76
13	Fikri Hardiyansyah	73	81	96
14	Fitri Kristianingih	70	83	91
15	Ika Puspita Sari	63	80	91
16	Indah Yuliani	46	71	96
17	Istiqomah	60	81	96
18	Mela Patmawati	56	70	90
19	Muhammad Robithul Umam	70	76	96
20	Rismalwa Lutfi Pramesri	56	66	86
21	Rosalinda	63	73	91
22	Sigit Setia P	70	81	93
23	Suksessi Mareta Inkaningtyas	63	76	80
24	Tri Haryanti	73	80	86
25	Tri Junika Khoirunissa	66	71	93
26	Tri Novita Dewi	50	70	71
27	Uswatun Khasanah	80	83	96
28	Yudha Pangestu	80	86	96
Average Score		64,3	77,1	89,2
KKM Completion (75)		14,2%	60,7%	92,8%

Ket:

 Tidak Lulus  Lulus

APPENDIX J: PHOTOGRAPHS



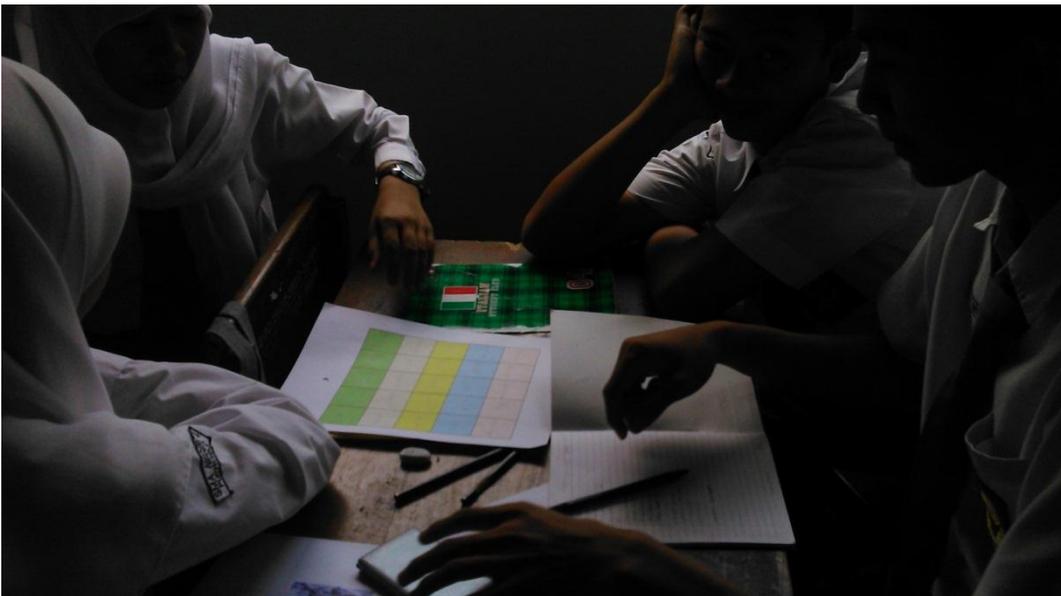
Picture 1: The Researcher tried to pick the word from the bottle during the game



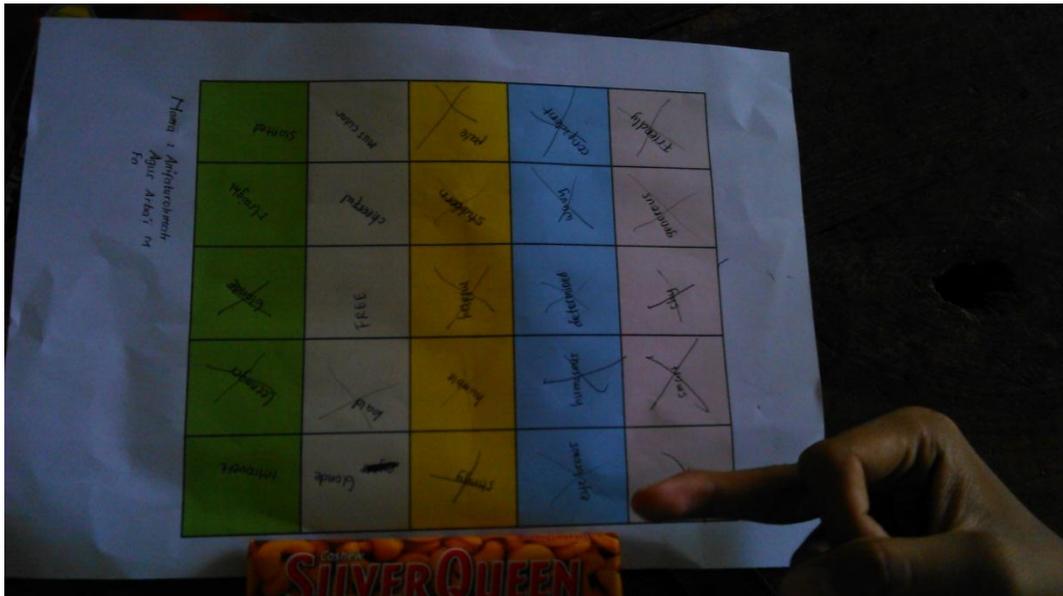
Picture 2: The students listened to the researcher during the game



Picture 3: Every group tried to win the game



Picture 4: The students tried to pick the words that will be played in the game



Picture 5: The winner of the game got the reward



Picture 6: The researcher checked the students answer whether right or wrong

APPENDIX K: LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FORM/05303/01
10 Jun 2011

Nomor : 1254b/UN.34.12/DT/X/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

30 Oktober 2014

Kepada Yth.
Bupati Purworejo
c.q. Kepala Kantor Penanaman Modal dan
Perizinan Terpadu Kab. Purworejo
Jl. Urip Sumoharjo No. 6 Telp (0275) 325202
Purworejo 54111

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH BINGO GAME AT GRADE X OF SMA N 4 PURWOREJO IN THE ACADEMIC YEAR OF 2014/2015

Mahasiswa dimaksud adalah :

Nama : IMAS FEBRIYANSYAH
NIM : 10202244092
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : November - Desember 2014
Lokasi Penelitian : SMA N 4 Purworejo

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.


Dekan
Subbag Pendidikan FBS,
Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMA N 4 Purworejo



PEMERINTAH KABUPATEN PURWOREJO
KANTOR PENANAMAN MODAL DAN PERIZINAN TERPADU

Jl. Urip Sumoharjo No. 6 Purworejo Kode Pos 54111
Telp. (0275) 325202 Fax. (0275) 325202 Email : kpmpt@purworejokab.go.id

IZIN RISET / SURVEY / PKL

NOMOR : 072/395/2014

- I. Dasar : Peraturan Daerah Kabupaten Purworejo Nomor 14 Tahun 2008 tentang Organisasi dan Tata Kerja Perangkat Daerah Kabupaten Purworejo (Lembaran Daerah Kabupaten Purworejo Tahun 2008 Nomor 11).
- II. Menunjuk : Surat izin penelitian dari UNY No.1254b/UN.34.12/DT/X/2014 tanggal 30 Oktober 2014
- III. Bupati Purworejo memberi Izin untuk melaksanakan Riset/ Survey/ PKL dalam Wilayah Kabupaten Purworejo kepada :

- ❖ Nama : Imas Febriyansyah
- ❖ Pekerjaan : Mahasiswa
- ❖ NIM/NIP/KTP/ dll. : 10202244092
- ❖ Instansi / Univ/ Perg. Tinggi : Universitas Negeri Yogyakarta
- ❖ Jurusan : Pendidikan Bahasa Inggris
- ❖ Program Studi : Pendidikan Bahasa Inggris
- ❖ Alamat : Paitan Rt.01/04 Kec.Kemiri Kab.Purworejo
- ❖ No. Telp. : 085743558474
- ❖ Penanggung Jawab : Dra. R.A Rahmi Dipayanti Andayani, M.Pd
- ❖ Maksud / Tujuan : Penelitian
- ❖ Judul : Improving students vocabulary mastery through bingo game at grade X of SMA N4 Purworejo in the academic year of 2014/2015
- ❖ Lokasi : SMA N4 Purworejo
- ❖ Lama Penelitian : 1 bulan
- ❖ Jumlah Peserta :

Dengan ketentuan - ketentuan sebagai berikut :

- a. Pelaksanaan tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu stabilitas daerah.
- b. Sebelum langsung kepada responden maka terlebih dahulu melapor kepada :
 1. Kepala Kantor Kesbangpol Kabupaten Purworejo
 2. Kepala Pemerintahan setempat (Camat, Kades / Lurah)
- c. Sesudah selesai mengadakan Penelitian supaya melaporkan hasilnya Kepada Yth. Bupati Purworejo Cq. Kepala KPMPT, dengan tembusan BAPPEDA Kab. Purworejo

Surat Ijin ini berlaku tanggal 10 Nopember 2014 sampai dengan tanggal 13 Desember 2014.

Tembusan , dikirim kepada Yth :

1. Ka. Bappeda Kab. Purworejo;
2. Ka. Kantor Kesbangpol Kab. Purworejo;
3. Ka. Dindikbudpora Kab.Purworejo;
4. Ka. SMA N4 Purworejo;
5. Dekan Pendidikan FBS UNY

Dikeluarkan : Purworejo
Pada Tanggal : 06 Nopember 2014

a.n. BUPATI PURWOREJO

**KEPALA KANTOR
PENANAMAN MODAL DAN PERIZINAN TERPADU
KABUPATEN PURWOREJO**



TJATUR PRIYO UTOMO, S.Sos

Pembina Tk. I

NIP. 19640724 198611 1 001



PEMERINTAH KABUPATEN PURWOREJO
DINAS PENDIDIKAN, KEBUDAYAAN, PEMUDA DAN OLAHRAGA
SEKOLAH MENENGAH ATAS NEGERI 4 PURWOREJO
Bedono Kluwung, Kemiri, Purworejo Telepon (0275)649096
E-mail: sma4pwr@yahoo.com

Kode Pos: 54262

SURAT KETERANGAN

Nomor : 072/787/2014

Kepala SMA Negeri 4 Purworejo, Kabupaten Purworejo, Provinsi Jawa Tengah dengan ini menerangkan :

N a m a : IMAS FEBRIYANSYAH
Nomor Mahasiswa : 10202244092
Jurusan : Pendidikan Bahasa Inggris
Program Studi : S.1
Universitas : Universitas Negeri Yogyakarta
Dalam rangka : Penelitian untuk menyusun skripsi
Judul : "Improving Students' Vocabulary Mastery Through Bingo Game At Grade X of SMA Negeri 4 Purworejo In The Academic Year of 2014/2015"

Mahasiswa tersebut di atas telah mengadakan penelitian dengan baik mulai tanggal 20 Oktober sampai tanggal 29 November 2014, pada Kelas X IS 3 SMA Negeri 4 Purworejo.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Purworejo, 03 Desember 2014

Kepala Sekolah,



Drs. ARIF ARVIANTA ACHMAD, M.Pd.

NIP. 19630707 198803 1 016