

**IMPROVING GRADE EIGHT STUDENTS' VOCABULARY
MASTERY USING FLASHCARDS AT MTSN GODEAN IN
THE ACADEMIC YEAR OF 2016/2017**

A Thesis

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



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**IMPROVING GRADE EIGHT STUDENTS' VOCABULARY
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A THESIS

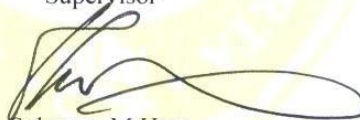
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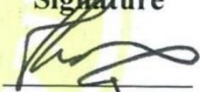
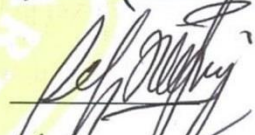
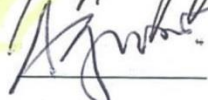
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisikan materi yang ditulis oleh orang lain kecuali bagian-bagian yang saya ambil sebagai acuan dengan mengikuti tata cara dan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

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Yogyakarta, 4 November 2016



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DEDICATIONS

This thesis is dedicated to
my beloved parents, brother, and friends.
The ones who never stop believing me,
Thank you for all of your support, courage, and love.

MOTTOS

“Maybe not today, or tomorrow, or even in a year, but eventually things will turn up. You will get better and be able to look back and say with relief; *I made it.*”

Byun Baek Hyun

“Even on days that were like a storm that came for no reason, everything’s just gonna be fine.”

엑소

“For truly with hardship comes ease; truly with hardship comes ease.”

Al-Inshirah 5-6

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IMPROVING GRADE EIGHT STUDENTS' VOCABULARY MASTERY USING FLASHCARDS AT MTSN GODEAN IN THE ACADEMIC YEAR OF 2016/2017

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ABSCTRACT

The aim of this research was to improve the students' vocabulary mastery using flashcards of grade eight students at MTsN Godean in the academic year of 2016/2017. This research was categorized into Action Research (AR). The steps of the research were reconnaissance, planning, action and observation and reflection. The data were in the form of qualitative and quantitative data. The instruments for collecting data were interview guidelines, observation sheet, observation checklists, tests (pre-test and post-test) and camera. The validity of the research was obtained through applying four of five kinds of validities criteria namely, democratic validity, outcome validity, process validity and dialogic 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 actions implemented in this research were using flashcards to improve students' vocabulary mastery, using classroom English during the teaching and learning process, communicating the objectives of the lessons to the students, asking the students to work in small and large groups, giving practice feedback on the students' pronunciation and spelling, asking the students to bring dictionary, and giving rewards.

The result of the study showed that there were improvements of students' vocabulary mastery. It could be seen from the improvement of the students' average scores from 34.75 in the pre-test to 76.74 in the post-test. Therefore, using flashcards in teaching and learning process could improve the students' vocabulary mastery.

Keywords: Action Research, Vocabulary, Flashcards

CHAPTER I INTRODUCTION

This chapter consists of some subchapters. They are background of the problem, identification of the problem, delimitation of the problem, formulation of the problem, objective of the study, and significances of the study.

A. Background of the Problem

In Indonesia, English is still considered and taught as a foreign language. It is because Indonesian people are not using English for their daily communication. However, considering the importance of English to communicate globally, the Indonesian government includes English in the education curriculum to be taught in schools. According to the curriculum 2006 or the school based curriculum, the purpose of learning English is to make the learners be able to communicate both in oral and written forms. To be able to communicate means that the learners can understand as well as express ideas, thoughts, information, and feelings. In addition, the English teaching and learning covers the four language skills namely listening, speaking, reading, and writing skills. These skills become the learners' asset in communication.

There are some elements like vocabulary, grammar, spelling, punctuation, word formation, and sentence construction which support those four macro skills. However, like in any other languages, to be able to communicate in English, the learners should know its vocabulary first then followed by other elements. It is because vocabulary is the foundation of a language. It provides the learners to

listen, speak, read, or write (Richard and Renandya, 2002: 255). When the learners have decent knowledge of English vocabulary, they will be able to deliver their ideas, thoughts, or opinion clearly in both written and spoken form as well as to comprehend the language. In brief, having a broad collection of English words for the learners is crucial for their understanding and communication. Therefore, it is a must for the students to master the English vocabulary.

There are many benefits when the students master vocabulary. They can deliver their ideas as well as understand English easily. Although mastering vocabulary is important for the students, in fact, often they are not aware the importance of it. They tend to use their first language in the English class. It is because they are not familiar with the English words. They do not know how to express their ideas in English because it is a foreign language for them. Also, they have the stereotype that they will not be able to communicate in English because they do not know the vocabulary.

In conclusion, mastering vocabulary is important for the students. It provides the foundation for the learners to be able to communicate in English. When they master the vocabulary, they can deliver their ideas easily. Considering the importance of mastering vocabulary for the students, the researcher would conduct an action research regarding with students' vocabulary mastery.

B. Identification of the Problem

Based on the preliminary observation and interview done on August 5th 2016, there were some problems found in the grade eight students' vocabulary mastery. The problems were as follows.

The first problem was the students already had the stereotype that learning English was difficult because they did not know the vocabulary. Since they already had the mindset that English was a difficult subject due to their lack of words knowledge, it made them unresponsive or passive everytime the teacher asked them questions. They were too afraid to make mistakes. They reasoned that they did not respond to the teacher's questions because they did not know how to deliver their ideas in English, eventhough sometimes they knew the answer for the questions. Furthermore, the students prefer to use Bahasa Indonesia or Javanese to communicate in English class.

Moreover, when they learnt new texts or materials, the students often did not understand the meaning of most words in it because they were not common for them. They relied on their teacher to translate the unknown words for them without any effort to know it autonomously. Moreover, the teacher did not really give the students vocabulary buiding during the lesson. Often, the teacher repeated over and over of his explanation or told the students the mearning of the words that they did not know everytime the students asked him.

Furthermore, although having dictionary could help the students to learn the vocabulary independently, they rarely brought dictionary into the English class. It made them rely on the English teacher all the time when they encountered the

words that they did not know. When the researcher asked the students why they did not bring dictionary to the English class, they said they were too lazy because it is heavy. Then, the researcher asked them why they did not borrow it from the school library. They said that if they went to the library it would cost a lot of time because the school library is located in the different building from the school main building.

The next problem was the lack of media use in the classroom activity. Since the school already provided the LCDs in every class, the teacher often used Power Point as the media in the teaching and learning process. However, the teacher still needed to take the remote also the HDMI cable at the administration office which took a lot of time to set it up. It took some time to get the Power Point ready. Aside from Power Point, there were rarely other supporting media used in the classroom to help the students understand the lesson better.

C. Delimitation of the Problem

In reference to the identification of the problems above, problems occurring in the teaching and learning process were complex. It was not possible for the researcher to solve all of the problems at once. Therefore, the problems of the research were limited to the implementation of flashcards to improve students' vocabulary mastery.

The researcher chose vocabulary as the main problem to be solved because it has an important value for the students in learning English. The flashcard was chosen as the media to improve students' vocabulary mastery because it was easy

to make, could be implemented into some fun activities and made an enjoyable environment in the classroom for the students to learn.

D. Formulation of the Problem

In line with the background of the problem, identification of the problem, and the delimitation of the problem, the researcher formulated the problem as: “How could the implementation of the flashcards in the class improve the students’ vocabulary mastery of grade eight at MTsN Godean in the academic year 2016/2017?”

E. Objective of the Study

Based on the formulation of the problem above, the objective of this study is to improve vocabulary mastery of grade eight students at MTsN Godean using flashcards.

F. The Significances of the Study

The findings of this research give some contribution to these following parties:

1. The Students

The students could improve their vocabulary mastery through the use of flashcard. Therefore, they could learn English more easily and become more motivated to communicate using English in the teaching and learning process of English.

2. The Teacher

The study provides the teacher with an informative and alternative teaching technique using flashcard, especially in teaching vocabulary for the students.

3. The Researcher

This study gives the researcher an experience of conducting teaching and learning research which is basically important for the development of the researcher's competences. This research gives an opportunity for the researcher to apply what has been learned from the academic learning and gives a contribution to solving real problems in the field.

4. Other Researchers

This study confers an insight and reference to other researchers who will conduct similar research to improve students' vocabulary mastery.

CHAPTER II LITERATURE REVIEW

This chapter presents reviews of related theories contextualized to the topic being studied. The discussion in this chapter is divided into three main parts: theoretical reviews, reviews of relevant study, and conceptual frameworks.

A. Theoretical Reviews

1. Reviews of Vocabulary

Below are the reviews of vocabulary. These include the definition of vocabulary, kinds of vocabulary, vocabulary learning, vocabulary mastery, vocabulary teaching, and methods of teaching vocabulary.

a. Definitions of Vocabulary

Many experts agree that vocabulary is the base of the language that can make the person able to communicate in a language. Richards and Renandya (2002: 255) assert that vocabulary is a language main element and provides the learners of the language to be able to speak, write, read, and listen in a particular language. Brown (2001: 377) states that vocabulary is the foundation to learn a language. Since its role as the basic element of a language, therefore, to be able to communicate in a language, the learners' need to know the language's vocabulary first.

In line with Brown, Hatch and Brown (1995: 1) argue that vocabulary is the language basic construction, for that particular reason, it has an essential role in communication. Along with Brown, Hatch and Brown, Ghazal (2007: 84) states

that vocabulary is the base of a language and it has a significant role for language learners.

In addition, Lauferin Shakuori and Mehrgan (2012: 47) claim that it is impossible to understand the meaning of a text without knowing its vocabulary both in native or the foreign language. Furthermore, Richards and Renandya (2002: 255) argue that without an extensive exposure and good strategies in teaching vocabulary, it leads to the less vocabulary achievement of the learners as well as use it on the daily basis such as speaking to a native speaker, or write an article in English.

Finally, based on the experts' statements above, it can be concluded that vocabulary is a fundamental element in learning a language, occupies a significant role for language learners, and it is important to learn vocabulary in order to be able to communicate in a language. Since it is the foundation of a language, it provides the base for the learners to communicate. Vocabulary should be the first item that needed to be taught for language learners before any other elements, even grammar. It does not mean that grammar or other elements of a language are less important. This is because when the learners know the vocabulary, they can at least convey their ideas, while if they only know the grammar they cannot express their ideas at all.

b. Kinds of Vocabulary

Nation (2000: 38) divides vocabulary into two types; receptive vocabulary and productive vocabulary. These types are based on the knowledge of the

vocabulary. The receptive vocabulary is used in understanding the word form as well as its meaning while listening or reading. The productive vocabulary is used when someone wants to express their mind by speaking or writing, with its appropriate form. Corson in Nation (2000: 38), suggests other terms for the receptive vocabulary and productive vocabulary. He uses active and passive vocabulary terms. According to Corson, active vocabulary is included in passive vocabulary, along with three others types of vocabularies—the words that are avoided to use, low-frequency words, and words that are known partially. Carson's description of active and passive vocabulary is not based on the knowledge of the words but based on the use of the words. He states that someone may know some words to swear or curse but never do. In addition, Crystal (2008: 512) also divides the vocabulary into two types, they are active and passive vocabulary. Active vocabulary is the words that people usually use, while the passive vocabulary is the words that people understand but rarely use them.

In terms of the vocabulary occurrence in a language, Nation (2000: 15) divides it into four. They are high-frequency words, academic words, technical words, and low-frequency words. The further explanation is as follows.

1) High-frequency words

High-frequency words are the most frequently used words. There are at least 2000 English words which are mostly used in the general communication. The opportunity to meet these words and use them is really high. In English, the words go, run, eat, discuss, write, read, and speak are the examples of high-frequency words.

2) Academic words

Barber in Nation (2001: 302) states that academic words are the scientific words that are generally known and used in the academic texts. They refer to the words that are not necessarily common in the general communication, but not restricted into a particular discipline.

3) Technical words

The technical words contain the particular range of vocabulary to a particular subject. They usually do not occur in the other subjects area. For example, the terms scalling, retract, cross-bite, etc., are the words which are commonly related to the dentistry field. Whereas the people in the radio broadcasting area might not be able to recognize those words, but familiar with the notions talk-in, fade-in, fade-out, opening, etc.

4) Low-frequency words

Low-frequency words are the words which are not often used by the language users. It rarely occur in daily communication. Almost all of the low frequency words have a limited range of use in everyday language context. It might occur once in a text but the chances to meet again to these words are rare.

However, these classifications are not implicit for every language user. One's high frequency words perhaps become another person low frequency words. This also applies in other words classification. It is because someone's words knowledge is expanding differently based on their jobs, specialications, or interests.

Futhermore, there are four different classes of vocabulary classified by Johnson (2008: 93-94). They are namely listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. The explanations are as follows.

1) Listening vocabulary

Listening vocabulary is the largest class of vocabularies. It provides the base for the development of other vocabulary classes. It contains words that commonly known by the learners when they hear it in the language that they learn.

2) Speaking vocabulary

Speaking vocabulary is frequently used in conversation. It is relatively limited than the listening vocabulary because the knowledge or understanding of some words is incomplete or contextual. Students sometimes only can understand the words in a specific situation or in a sentence without the exact understanding of the words.

3) Reading vocabulary

It is the words that the students usually understand in a text. It might be the second largest vocabulary after listening vocabulary. At the beginning of the school students are only have few words in their reading vocabulary, but it will increase after they pass the first year.

4) Writing vocabulary

It is the words that students use to express their ideas through written texts. The pupils' writing vocabulary is strongly influenced by the words that they can spell. Moreover, just like speaking vocabulary to listening vocabulary, the

students' writing vocabulary is smaller than their reading vocabulary. In addition, it can be said that the writing vocabulary is the smallest class among the four classes.

Since there are various kinds of classification in English vocabulary, teacher has to know and choose what kind of vocabulary that needed to be taught in the classroom. The teacher also needs to make sure that the words introduced in the class are suitable for the learners. The age, level, or the ability of the learners can be the teacher's consideration when selecting the vocabulary to help the learners learn English.

c. Vocabulary Mastery

Vocabulary is needed to understand and express ideas clearly. To master vocabulary means to learn new words and to increase the vocabulary knowledge. Mastering vocabulary also supports the four language skills namely listening, speaking, reading and writing skills.

McCarten (2007: 21) claims that vocabulary mastery is mostly about remembering the words, as well as seeing, writing, or saying the words in many times before the learners are said to have mastered the vocabulary. Nation in Cameron (2001: 84) suggests new words need to be met at least five or six times before it has a chance to be learnt. Limited vocabulary mastery can become an obstacle in teaching and learning process. It makes the students do not comprehend a text or produce their thought. Therefore, mastering vocabulary is important for the language learners.

Vocabulary mastery is a cyclical process. Cameron (2001: 74) argues that “It is not something that done and finished with”. To be able to have a good vocabulary mastery, the learners have to follow the processes. Meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language are the processes in mastering vocabulary. This means that every time learners meet those familiar words again, they indirectly improve their knowledge about the words.

The students’ vocabulary mastery shows in how they comprehend or produce words in contexts. If learners have good vocabulary mastery, then they can communicate easily in the target language. Supporting this statement, National Reading Panel as cited in Willis (2008: 80) says that the larger students’ vocabulary, the more they can understand a text. When the students develop their vocabulary mastery, they can also be more confident to communicate and express their ideas.

Vocabulary mastery contributes to the learners’ language skills development. However, it cannot be done in one night only. There are some processes that the learners need to follow. In addition, mastering vocabulary means that the learners are able to use the suitable words in a context.

d. The Learning of Vocabulary

Learning a language covers learning the vocabulary of the language to express ideas. Yet, the importance of learning vocabulary is often forgotten in the

teaching and learning the process in the class. The teacher mostly only focuses on the grammar, and vocabulary serves as an addition. Thornburry (2002:14) argues that the teacher approaches in class is mostly centered in grammatical structures study, and the introduction of new words is low.

Meanwhile, the importance of learning vocabulary is emphasized by Wilkins in Thornburry (2002: 13) who states that without grammar people can still be able to convey and interpret some information, but without vocabulary, people cannot express or understand the information at all. Furthermore, vocabulary does have an essential role in order to convey a meaning in a language.

Learning a language's vocabulary is a never ending process. To have a wide range of vocabulary, the learners need to follow the process. Cameron (2001: 74) says that,

learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language.

Knowing a word in learning a language means that the learners know its form (how to pronounce, spell, and change it grammatically), its use (its occurrence patterns with other words in a specific type of language use), and its meaning (how it is correlated to other words or concepts). In relation to the process of learning vocabulary, Wakely (2003) argues that life is short; while vocabulary has a broad list of words and its acquisition need some time to acquire it even for the learners' first language.

Furthermore, there are five essential steps suggested by Hatch and Brown in Cameron (2001: 84) based on research into learners' strategies. These steps are having enough sources to meet the new words, getting the exact idea, whether in audio, visual or both, related to the form of the new words, learning the new words' meaning, making a memory connection between the words' form and meaning, and using the new words.

In learning new words, the learners not only expected to meet as many new words as possible then know its form, use and meaning, but also need to memorize it. Therefore, they can recall the words that they have learnt easily. Moreover, learning vocabulary is important for the language learners. It provides the base for the learners before they learn further about language components. Although vocabulary learning is important for students, it is often being pushed aside compared to other language learning elements.

e. The Teaching of Vocabulary

Thornburry as cited by Alqahtani (2015: 24), states that teaching vocabulary for teachers to their students is one of the essential items in learning a language. It is because languages are based on words. Introducing vocabulary to the students helps them to understand as well as to communicate in the target language. In line with that statement, Cross (1992: 5) argues that the aim for every language teaching is to make the students know a great number of vocabulary. If the teacher gives a high priority to vocabulary learning, it does not

mean that the teaching and learning process is abandoning grammar. Rather, it gives the students the chance to learn and use grammar (Cameron, 2001: 72)

According to Cross (1992: 5) there are three phases in teaching vocabulary. They are namely presentation, practice, and production.

1) Presentation

In this phase, there are four steps that can be followed in teaching vocabulary. They are sound and meaning, repetition, written form, and illustrative sentence.

a) Sound and Meaning

The teacher says the new words for their students around two or three times. The meaning of the words also can be shown to the students at the same time. The teacher needs to make sure that the entire class can listen and understand the words clearly.

b) Repetition

The teacher instructs the students to repeat the words a few times and also check their pronunciation. If there are any media used in this step, the teacher needs to ensure that the whole class have a clear view to it.

c) Written Form

The teacher can write down the new words on the white board, then choose one to two students to read it loud to their classmates. This step is to manage the students to associate the written form of the new words with its pronunciation.

d) Illustrative Sentence

After following the three steps above, in this stage the teacher can make an illustrative sentence to give an example for the students of the use of the new words in a sentence. He can choose the simplest sentence in order to make the students understand the new words completely.

2) Practice

In the second phase, the teacher can give the students exercises in order to make them more familiar with the words that they have learnt. The teacher can ask questions to the pupils related to the new words that has been presented.

3) Production

After given some exposure to the new words, the students can be considered master the vocabulary already. Therefore, in this step the students are expected to be able to apply the new words in the speaking and writing activities.

There are some guidelines suggested by Brown (2001: 377) in relation to the teaching vocabulary. First, teachers need to allocate time to specifically learning vocabulary in the classroom. Then, they can help the students understand the vocabulary within context. Next, the teachers also can minimize the bilingual dictionaries in the classroom. It is to reduce the temptation to find the words in the dictionary to get an instant answer, and make them recall and use the words later on. Another point is that teachers can encourage the students to develop their self-strategies for determining the meaning of words. Furthermore, the teachers need to engage in incidental vocabulary learning. From these guidelines, vocabulary teaching can be planned or unplanned by the teachers.

Nation in Cameron (2001: 85) suggests two basic techniques in order to teach new words in the classroom. They are by demonstration or pictures, and by verbal explanation. In the implementation of demonstration or pictures, the teachers can use gesture, cut-out figure, object, photograph, drawing, pictures from books, flashcard, etc. While in verbal explanation, they can put the new word in a certain context, or translate it into another language that the learners understand.

In teaching vocabulary, the teacher needs to be careful when selecting the words. He needs to choose the suitable words for the learners to be taught in the class. The learners' age, level, or ability can be the teacher's consideration when choosing the vocabulary. The media used in the class also need to be suited with the learners.

f. Methods in Teaching Vocabulary

There are many approaches or methods that can be implemented in teaching vocabulary. Hunt and Beglar in Richards and Renandya (2002: 256) recommend three approaches to teach vocabulary, they are incidental learning, direct instruction, and independent strategy training as the combination for vocabulary building. Incidental learning is arisen when the learners are learning vocabulary as the result of reading or listening to English texts. While the direct instruction depends on the vocabulary-acquisition for the learners, the independent strategy training is the strategy needed to be taught for the students to help them inferring words in a context as well as support the learners to master the vocabulary.

Another opinion in teaching vocabulary methods comes from Campillo (1995: 45) who says that there are two different techniques which are common in teaching vocabulary. They are traditional methods or teacher-centred approaches and techniques, and students-centred learning. She explains about both techniques as follows.

1) The teacher-centred approaches

These approaches are divided into three types, which are verbal techniques, visual techniques, and translation.

a) Verbal techniques

The teacher can give an example of the vocabulary by showing the students the definition, the synonym/antonym, by using scale or gradable items, by giving them illustrated situations, etc.

b) Visual techniques

In teaching vocabulary especially for the young learners, the visual techniques can be used to attract students' attention. Some gestures, face expressions, pictures and flashcards can be implemented in the teaching and learning process.

c) Translation

The teacher can use translation from the target language to the mother tongue language if the students cannot understand the target language. But, the use of translation techniques should not be used too much in the class. Instead, the teacher can make a simple explanation in the target language.

2) Student-Centred Learning

This technique allows the students to be independent learners. They can ask the other students and also look into dictionaries to find out the meaning of the words that they do not understand. The use of dictionaries has a positive impact in the students' understanding of the difficult words. Nevertheless, it also has negative impact towards the students attitude towards learning new words. For instance, they might have the tendency to look into the meaning of the word by word, not by its whole meaning. In addition, Wallace in Campillo (1995: 47) claims that over-frequent use of dictionary in reading a passage can make the text more difficult to understand because the concentration is distracted.

Since there are various type of methods in teaching vocabulary, teacher can select as well as combine the methods. However, the method needs to be fun for the learners especially in vocabulary learning. It is because the learners are still foreign with the English words. So, by creating an enjoyable environment for the students to learn is necessary.

2. Reviews of Flashcards

a. The Definitions of Flashcards

One strategy to help the teacher teach vocabulary to the students is using teaching aids. Flashcards is one of which. It is the most commonly used teaching aid in language teaching (Cross, 1992: 119). According to him, flashcards is a simple form of a visual aid which is a picture in a card or paper.

Baleghizadeh and Ashoori (2011: 4) state that a flashcard is a piece of cardboard consisting of a simple picture, word or a sentence on it. Flashcard is useful for introducing new words in the classroom. It can be classified based on the kind and the class such as flashcard of places, transportations, characteristics of people, and tools. Flashcard is also known as cue card. Broughton et al. (2003: 218) say cue card or flashcard is a card with writing or pictures held by the teacher briefly, and it is used to elicit students' response, either oral or written.

In addition, flashcard is a teaching aid that can be implemented in the teaching and learning process of a language especially for teaching vocabulary. It is the most widely used as the teaching media in the language classroom, may contain a word, a sentence or a simple picture, and can be classified based on its classes.

Flashcards can be chosen as the media in particularly any subject lesson. If the teacher uses it in the classroom, the teacher can make it by himself, or by the help of the flashcard application. Also, the contents of the flashcard can be suited based on the learners' need. Besides, flashcards also can be the media for the learners' to learn autonomously.

b. Types of Flashcards

Generally, there are two types of flashcard. According to Haycraft (1978: 102-106) in YS Nugroho (2012: 22-23), they are as follows.

1) Picture flashcard

This type of flashcard is very useful to present, and practice vocabulary for the students. Picture flashcards also can help the students to identify verb on action, as well as to improvise in a dialogue. Picture flashcards should be interesting, and large enough for the whole class to see what is on the flashcard. Below are the examples of picture flashcards.



(taken from <http://www.eslflashcards.com/wordpress/wpcontent/uploads/2015/05/preview-daily-activities-1.jpg>)

Figure 1: **Picture Flashcards**

2) Word flashcard

Word flashcard is a card where a word is printed on it. This flashcard is useful for practicing word order in a sentence for the students. The cards can be placed randomly on the class board, then the teacher can ask the students to put the cards to form an orderly sentence. The following figure is the example of word flashcards.



(taken from <http://www.sightwordsgame.com/wp-content/uploads/201/12/Flash-Cards-Print-V2-231x300.jpg>.)

Figure 2: **Word Flashcards**

However, the form of flashcards is not fixed. Teachers still can modify it according to their students' need. Scott (1990: 109-111) suggests the variation of picture, word, or even sentence flashcard. The first one, teachers can make the double side card. The front side of the card is a picture of an object, and the back of the card is its word or definition. Below are the examples.

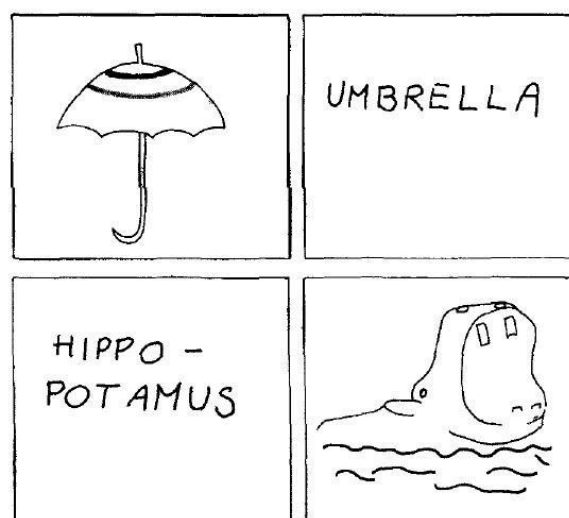


Figure 3: **Double-Side Picture Cards (Scott, 1990: 109)**

The next idea is by making the word flashcard based on its word classes. The teachers then can ask their students to arrange it into a complete sentence. The example is as follows.

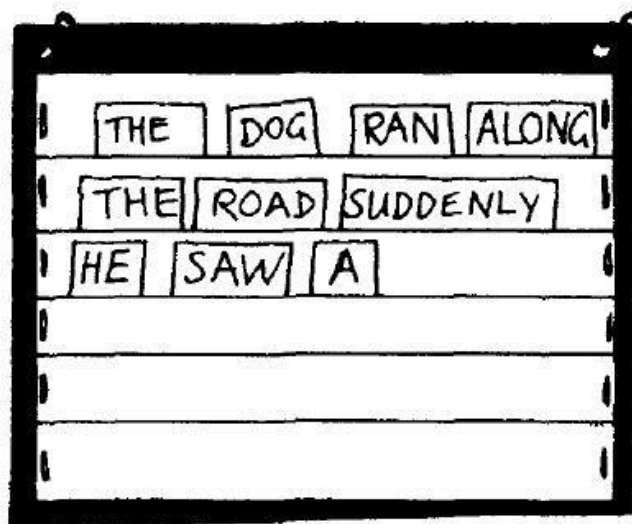


Figure 4: **Word Class Cards (Scott, 1990: 111)**

In addition, as the development of technology, there is a change in the utilization of flashcard. Teachers are assisted with the digital and printable flashcard, or flashcard app that can be downloaded into their smartphones. It helps them to save time and also choose the suitable flashcard for their vocabulary teaching.

In the implementation of flashcard especially in the vocabulary teaching and learning, it is possible for the teacher to combine both word and picture cards. The teacher can make the flashcard into picture-word cards. It is to help the learners to get the clearer idea of the words that are taught. The picture on the card is for the learners' to have the visual of the word, while the word beneath the picture can help them to know how the spelling of the word. Furthermore, teacher

also can use the word class cards to be implemented in the constructing sentences activities. The word class cards can train the students to recognize words into its classes.

c. Using Flashcards in the Classroom

In order to improve students' vocabulary using flashcards, the teacher can make it colorful and fun to make the students more interested in learning English vocabulary as well as enhance their vocabulary knowledge. In implementing flashcards at the classroom, there are many ways that can be followed. Read (2013) in Macmillan English Language Teaching's youtube channel, suggests some ideas on how to use flashcard at the classroom. They are flash, slowly, slowly, what is missing, magic eyes, lip reading activity, flashcard riddles, hands on head, flashcard chains, and Kim's games.

1) Flash

When introducing vocabulary for students, the teacher can use the flash technique. They can gather students' attention to them and then flash the cards quickly. Students then are asked to identify what is on the flashcard. The teacher also needs to be ready to repeat or remodel this step if the students respond to the teacher's instruction in their first language.

2) Slowly, slowly

A teacher can cover the cards that will be used and gradually reveal the picture on the flashcard. Students are expected to be able to identify the picture as soon as they recognize what is on the flashcard.

3) What's missing

In this step, the teacher sticks the cards on the classroom board, then get the students to repeat the words. After that, he asks the students to close and cover their eyes. Then, the teacher removes one of the flashcards from the board. Next, He can ask the students to open their eyes and says what is missing? The students are expected to be able to recognize the word from the missing flashcard.

4) Magic eyes

The teacher can stick the flashcards that will be used in a row on the board. Then, he asks the students to repeat the words after the teacher in a rhythmical pattern. When the teacher feels that the students are confident enough to doing it, he can removes one of the flashcards and continue until there is no flashcard left on the board.

5) Lip reading activity

The teacher can embed the cards on the board then asks for students' attention. He can say one of the words on the cards without making any sound and ask the students what the word is.

6) Flash card riddles

The teacher can make a flashcard riddle using other language and vocabulary that is familiar for the students.

7) Hands on head

A teacher can divide the class into groups. In one team the teacher assigns them 3 or more flashcards. Students need to put their hands on their heads everytime the word that belongs to their group is being called.

8) Flashcard chains

The teacher instructs the students to stand or sit in a circle. He needs the flashcards ready for the activity. Teacher can ask the students next to him a question related to the card, then the student can continue to ask his friend the same question. After the card is 3 students away from the teacher, he can use the new flashcard and ask different question, until all of the flashcards back to the teacher.

9) Kim's game

The teacher can stick 12-15 cards from different objects on the classroom board. Then, he explains to the students that they will be given only one minute to look and remember all of the flashcards. The teacher needs to make sure that his students are ready to do this activity. After a minute, he can remove all the cards from the board. Then the teacher asks the students to work with their partner to write as many words as they can in a piece of paper.

These Read's suggestions of using flashcard in the classroom can be followed by teacher in teaching vocabulary to his students. However, teacher also can use any other way to use flashcard in the teaching and learning new words for the students. He can use flashcard in some tasks which engage the students in learning vocabulary. It depends on the teacher's creativity to make an activity which includes flashcard in it.

d. The Advantages of using Flashcard in Teaching Vocabulary

To make it easier for the students to understand the meaning of the English vocabulary, the real items can be brought into the classroom to catch the students attention. It also can motivate the students to learn the new words because they are given the real examples. Whereas, it is not always possible for the teacher to bring the real items into the classroom. Therefore, using media like flashcard can be a great way for the teacher to introduce new vocabulary to the students. Since it is easy to be made, engages the students into the classroom activity, and makes environment of learning fun for the students, it becomes the most widely used teaching aids in language teaching and learning process (Cross 1992: 119). Flashcard in teaching vocabulary can strengthen the form and meaning in the students' memory. It helps to make the teaching and learning less boring for the students and attracts their attention to the classroom acitivity.

Furthermore, Mukalel (1998: 147) argues that at the communicative step in a teaching and learning process, flashcard is very useful for the teacher to teach their students about grammar or vocabulary. Cross (1992: 120) explains some of the advantages of using flashcards in teaching and learning process.

Class time is saved. They are motivating and eye catching. Because they are done at home, carefully, the quality of the drawing is higher than that of a blackboard sketch. They can be colourful. And, they can be used again and again.

In line with Mukalel and Cross, Lewis (2013) mentions some advantages in using flashcard. They are as follows.

- 1) Flashcards are inexpensive. Teachers can make their own flashcard and do not need to buy a fancy tools to make a flashcard. It might be the least expensive item that can be used in the vocabulary teaching.
- 2) Flashcards are portable. Teachers can bring as many cards as they want to the classroom since flashcards are not heavy and can be easily moved from one class to another class.
- 3) Flashcards are versatile. This aid is very helpful for any subject. In learning a foreign language this can help the teacher to teach vocabulary as well as the students to learn and memorize vocabulary in English.

From the advantages presented above, it can be concluded that flashcard is effective to help students' improve their vocabulary mastery, as it engages and motivates them to participate in the teaching and learning process. It attracts them to pay more attention to the class, encourages them to be involved, and makes them feel at ease while learning. Flashcard in teaching vocabulary can strengthen the form and meaning in the students' memory. It is not boring even if the teacher plans to use it continuously.

The strength of flashcard compared to other media in teaching vocabulary is it can be molded by the teacher to fit with the learners' need. It also does not cost too much to make it. The teacher only needs a piece of paper and draw on it. Or even when the teacher cannot draw by himself, he can put a picture from the internet, or magazine. It is easier to carry flashcard when the teacher moves from classes.

B. Review on Relevant Studies

Komachali and Khodareza (2012) conducted a study on Iranian per-university students to investigate the impact of using flashcards in improving their vocabulary mastery. The subjects of their research consisted of 50 female students who were divided into two groups: the control group and the experimental group. The control group received the traditional treatment while the experimental group received the vocabulary flashcard treatment. In conducting the experiment, they were given a vocabulary pre-test and post-test to find out the students' vocabulary knowledge before and after the treatment. The outcomes of the same vocabulary post-test of both groups were compared. The result of the experimental group which given the vocabulary flashcard treatment showed a higher score than the control group which given the traditional treatment. Based on this study, it proved that the use of flashcard in teaching vocabulary make an improvement of the students' vocabulary mastery.

Another previous study was done by Sitompul (2013). He investigated the effect of using flashcard and word list on the grade fifth students' vocabulary mastery and how their response to both teaching aids in learning English vocabulary. The students were divided into two classes, one class received word list treatment as the control group, and another class who received flashcard treatment as the experimental group. The results showed that after the experimental group's vocabulary mastery improved after being taught using flashcard. This group said that they were more motivated in learning English, also they could easily memorize and understand the English vocabulary. On the other

hand, the control group perceived that word list was a tedious strategy to teach English vocabulary. Therefore, flashcard is suggested as the media to improve students' vocabulary mastery.

In conclusion, these studies on using flashcard to improve students' vocabulary mastery showed positive results. Students who received flashcard as their treatment indicated an improvement in their vocabulary mastery than those who did not.

C. Conceptual Framework

As explained in the literature review, vocabulary as the foundation of a language plays an important role for the language learners to be able to understand and communicate in the target language. In the teaching and learning process of a language, ideally, the teacher gives the students an adequate vocabulary knowledge in order to make the students be able to comprehend and express their idea without hesitation.

In relation to giving the students' vocabulary knowledge, the teacher should present the new vocabulary within some interesting learning activities, so that they can motivate and engage the students. One of the ways that can gather students' interest into the classroom activity is using flashcard.

Flashcard can be used to improve students' vocabulary mastery. It can be implemented in many ways, and can be adjusted to the group of words that the students' need to know. Flashcard makes the teaching and learning process less boring for the students, because it is eye-catching and motivating.

The previous studies show positive results of the use of flashcards in improving students' vocabulary mastery. Flashcards are chosen to make the variety in the language teaching and learning. Since the teaching and learning process for grade eight students at MTsN Godean are rarely using such teaching aids, therefore, the researcher attempts to improve students' vocabulary mastery by using flashcards.

CHAPTER III RESEARCH METHODOLOGY

A. Type of the Study

This study was conducted through action research. Action research is a part of a major change in education. It is connected to the ideas that the teacher makes research in his own classroom to reflect the teaching and learning process involving the teacher himself (Burns, 2010: 2). It attempts to find the solution of the problems and implement actual actions in improving a condition by showing the cause-effect relationship between the actions and the results.

Burns (2010: 2) states that the main aims of action research is to identify the problems in class then try to bring changes or improvements of the problems deliberately. Rapoport as cited in Hopkins (2008: 47) explains the purpose of action research is to help both joint collaboration's goals in the social science study within an acceptable ethical framework and the problematical situation of the people's practical concerns.

The aim of this study was to solve students' problems related to vocabulary mastery. In this research, the researcher collaborated with the English teacher. The researcher conducted this research based on Kemmis and McTaggart's model of action research in Burns (2010: 7-9). These steps are planning, acting, observing and reflecting. The processes can be seen on the figure 5.

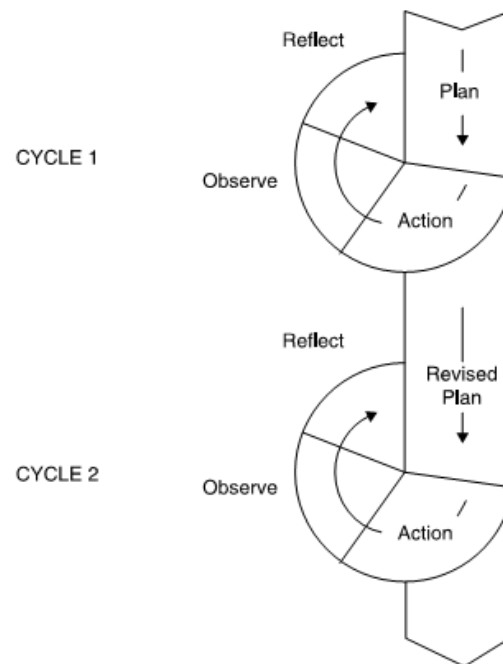


Figure 5: **Cyclical AR model based on Kemmis and McTaggart in Burns (2010)**

B. Procedure of the Study

In order to pursue the aim of this study, this research applied the processes in figure 5 at each cycle. They were as follows.

1. Planning

After finding students' problems in learning vocabulary, the researcher designed plans in order to improve their vocabulary mastery. The researcher prepared and planned the materials based on the basic competency, the kind of vocabulary that would be chosen were based on the SD/KD (Standard of Competence and Basic Competency) in the first semester of grade VIII.

2. Actions

In actions, the researcher taught the students vocabulary using flashcards. The action was carried out into two cycles. The researcher implemented the lesson plans that had been designed in the planning stage. The actions were applied in two cycles, with three meetings for each cycle. It was agreed that the teacher would be the observer and the researcher would do the teaching.

3. Observation

In this phase, the researcher made observation notes, and took documentation during the implementation of flashcards in order to improve grade eight students' vocabulary mastery.

4. Reflection

At the end of each cycle, the researcher and the collaborator reflected and evaluated the action. It was done by evaluated the data that had been collected. Then, the researcher and the collaborator determined the actions which were considered as successful. These actions would be maintained in the next cycle, while the less successful actions would be revised to be implemented in the next cycle.

C. Setting of the Study

This research study took place at MTsN Godean, which is located at Jl. Klaci Sidoagung, Godean, Sleman, Yogyakarta. This school has twelve classes: four classes each grade. Each class consists of around 32 students. There are three

English teachers in this school who one of them was the researcher's collaborator in this study.

D. Subject of the Study

The participants of the research were the researcher herself, 32 grade eight students at MTsN Godean, and the English teacher of the class as the collaborator.

E. Instruments of Data Collection

Instruments are important devices to collect data in a research study. There were two types of instruments that were used in this study, they were test and non-test of instruments. Non-test instruments included interview guidelines and observation checklist. The test instruments included the pre-test and post-test. Each instrument is explained as follows.

1. Interview Guideline

The interview guideline was the researcher's guidance when she interviewed the teacher and also the students. The guideline contained several questions related to the teaching and learning process in the class.

2. Observation Checklist

Classroom observation was used to monitor the teaching and learning process. The researcher and the collaborator collected the data by observing the class situation and condition during the teaching and learning process.

3. Tests

The tests in this study were used to find out the students' vocabulary mastery before and after the actions. There were two types of test that were conducted in this research, they were pre-test and post-test. The tests were used to measure whether there was an improvement in the students' vocabulary mastery.

F. Data Collection Techniques

In this research the data were collected in every step of the research. The data were both qualitative and quantitative data. The qualitative data were collected before, during, and after the action. The researcher gathered the information by observing the teaching and learning activities, interviewing the English teacher and some students, also conducting pre-test and post-test to find out the students' scores. The result of the tests became the quantitative data of this research.

First of all, the researcher observed the teaching and learning process in the class. After that, she interviewed the English teacher and also some students especially in teaching and learning vocabulary. Then, she conducted a pre-test to know the students' vocabulary mastery. After the data before conducting the action were collected, the researcher designed the course grid and lesson plan with the English teacher as the collaborator. Next, after the actions were done, the researcher conducted a post-test to find out the improvement of students' vocabulary mastery.

G. Data Analysis Techniques

In reference to Burns (1999: 157-160) there are five steps that have to be followed by the researcher. They are as follows.

1. Assembling the Data

The data were assembled in the period of the research through some data collection techniques. In this reseach, observations and interviews was used to gather the data.

2. Coding the Data

Coding the data is a process of grouping the data into manageable categories of concepts, themes, or types. In this research the data were categorized according to the theme of actions that were applied in the teaching and learning process.

3. Comparing the Data

After coding the data, the researcher compared the data to identify the relationships and connections of data. This was to find out whether the actions are repeated or developed accross different data gathering techiques.

4. Building Interpretations

In this point, after assembling, coding, and comparing the data, the researcher looked back at the data several times to pose questions, rethought the connections, and developed explanations underpinning the research. This stage was to build the interpretations of why particular patterns of behaviour, interactions, or attitudes arise in the research.

5. Reporting the Outcomes

This is the final stage that the researcher had to report the outcomes of the research. It included presenting the question why such study needs to be conducted, describing the context of the research, outlining the finding supported by the data in relation to the context and finding, and finally suggesting the improvement that other researcher may need to elaborate the research.

H. Research Validity and Reability

According to Anderson et al.in Burns (1999: 161-162) there are five criteria of action research validity. Those are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.The explanations of those criteria are as follow.

1. Democratic Validity

Democratic validity means that the researcher needs to give the stakeholders like the collaborator and the students chance to express their opinions, ideas, comments, suggestions, criticism related to the research. The researcher worked collaboratively with the teacher in the study. She held discussions with the English teacher in each stage of the research. The researcher took the ideas, comments, suggestions or opinions from the teacher. She also interviewed the students to give their views regarding to the implementation of the research. Their ideas, comments, suggestions, or opinions were also taken as considerations in conducting the research.

2. Outcome Validity

This validity means that the research shows successful outcome. In this study, the improvement of the students' vocabulary mastery after receiving treatment using flashcard in the teaching and learning process was the outcome validity.

3. Process Validity

This criterion is related to the dependability and the competency of the research. The process validity was done to make sure that the actions of the research were reliable and the actions were as planned. The process of this research divided into two cycles. Each cycle consisted of planning, implementing, evaluating, and reflecting steps. The observation was not only done by the researcher, but also done the collaborator which was the English teacher of class VIII A at MTsN Godean. The process of this research was divided into two cycles which in each cycle consisted of planning, actions, and reflecting steps. The data were in the form of field notes, interview transcripts, and also photographs. Furthermore, the researcher and the English teacher evaluated and reflected the actions that had been done in the cycle 1 to conduct better teaching and learning process in the cycle 2.

4. Catalytic Validity

In catalytic validity the researcher observed whether there was a change in the students' behaviour before and after given the actions. In this stage, the researcher observed the implementation of the action to see the changes in the students' attitude towards the teaching and learning process. The pre-test and

post-test were also held to find out whether there was improvement in the students' vocabulary mastery.

5. Dialogue Validity

In this phase, the validity was fulfilled by conducting a discussion of the research findings with the English teacher (as the collaborator), also the students as the subject of this study. The English teacher helped the researcher in evaluating and reflecting the process during the implementation of the actions both in cycle 1 and cycle 2. The students helped the researcher to find out their opinion towards the actions. After that, the researcher wrote the data. Then, she shared the result of the research by writing the report of the whole actions.

Furthermore, to avoid the subjectivity and to get the trustworthiness in the data analysis, the triangulation techniques are needed. Burn (1999: 164) explains that there are four type of the triangulation techniques. They are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation.

In this study, the researcher applied two of the triangulation techniques. They are the time triangulation, and the investigator triangulation. The time triangulation was used in which the data were collected at a period of time and to identify the factors involved in the changes. The investigator triangulation was used in which the research would involve the English teacher as the collaborator.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains the research processes and results. It is divided into three sub-chapters. They are the reconnaissance, the implementation of the technique to solve the problems and the results, and the research general findings and discussion.

A. Reconnaissance

The researcher conducted several activities to collect data about the English teaching and learning situation in the 8th grade of MTsN Godean. First, the researcher conducted an interview and discussion with the English teacher. Then, an observation was done to know the real classroom situation. After finding problems from the observation in the teaching and learning process, the researcher and the English teacher discussed the result of the observation. Another interview was also conducted to know from the students' perspectives with regard to the English teaching and learning process especially in the vocabulary learning and their own understanding about their ability in English. Next, a pre-test was carried out on Tuesday, August 9th 2016 at class VIII A and Friday August 12th 2016 at class VIII B. The students' score of the pre-test was very low. This result was in accordance with the teacher's statement that the students still lacked vocabulary.

1. Identification of the Field Problems

Based on the preliminary observation and interview done on August 5th 2016, there were some problems found in the grade eight students' vocabulary mastery. The problems were as follows.

The first problem on the students' vocabulary mastery was the students' stereotype that learning English was difficult because they did not know the vocabulary. Furthermore, the teacher rarely gave the students vocabulary building lesson. So, the students relied on the teacher to translate the English words for them. Another problem was that the students rarely brought dictionary to the class. Therefore, they could not find the meaning of the unknown words autonomously. The next problem was lack of media use in the classroom activity. Since the school already provided the LCDs in every class, the teacher often used Power Point as the media in the teaching and learning process. However, the teacher still needed to take the remote also the HDMI cable at the administration office which took a lot of time to set it up. It took some time to get the Power Point ready. There were rarely other supporting media used in the classroom to help the students understand the lesson better.

In addition, the researcher conducted a pre-test to find out the students' vocabulary mastery. The pre-test was on August 9th 2016 for class VIII A and August 12th 2016 for class VIII B. The result of the pre-test showed that the students had poor vocabulary mastery. It could be seen on the table 1.

Table 1: **The Average of the Students' Pre-test Score**

NO.	Class	Average Score (0-100)
1	VIII A	34,75
2	VIII B	39,53

From the table above, it showed that none of the students in neither class VIII A nor VIII B passed the minimum score 75. It proved that the students' vocabulary mastery were poor. Therefore, it was necessary to conduct a study in order to improve the students' vocabulary mastery.

2. Identification of the Field Problems to Solve

The teacher and the researcher reconsidered the problems above. They discussed and selected the problems that needed to be solved immediately but still feasible with the existing teaching-learning situation, energy, and facility at that time. Then, both of the teacher and the researcher agreed that the most important problem that needed to be solved were related to the students' vocabulary mastery. It because the students' average scores at the pre-test was low for both classes. However, the researcher only conducted the study in class VIII A due to the clash on the schedule for both classes. Also, based on the result of the pre-test the students in class VIII A showed lower average scores compared to class VIII B.

In order to improve the students' vocabulary mastery, the researcher planned to use flashcard as the media. The flashcard was planned to be

integrated in various activities. It was because flashcard had never been used in teaching and learning process, especially in vocabulary learning.

B. Report of Cycle 1

1. Planning

After determining the most important and feasible problems to be solved, the researcher determined some actions to solve the problems. The actions were focused on improving the students' vocabulary mastery using flashcard. Based on the result of the discussion with the English teacher as the collaborator on August 13th 2016, the action plans of the first cycle were as follows.

a. Applying Flashcards to Teach Vocabulary

In the first cycle there were two types of flashcard planned to be implemented. They were the picture-word cards and word cards. The implementations of the actions would be conducted on August 19th until August 26th 2016. The picture-word cards were used to give the students the vocabulary building related to the text to be given by the researcher. Whilst the word cards would be used to give the students the idea to form a simple sentence used simple present tense. Both cards would be also implemented into some games activity, to make the teaching and learning activity more engaging to the students and to make them active in the classroom.

b. Using the Classroom English during the Teaching and Learning Process

During the action, the researcher acted as the teacher in the class. Therefore, classroom English was planned to be used during the teaching and learning

process. Its purpose was to give the students exposure of English and helped them to be more familiar with common English expressions that was used in the classroom. The researcher planned to use classroom English for several functions such as to greet the students, to explain the materials, to give the instructions, to give feedback, to give praise rewards, and also to end the lesson. However, based on the observations and interviews before the actions, the students said that they could not understand the instruction if it used full English all the time. Therefore, the researcher planned to use Indonesian or even Javanese translation in some difficult aspects such as giving the further instructions and explaining the materials so the students could understand it well.

c. Communicating the Objectives of the Lessons to the Students

Communicating the objective was planned to be applied in each meeting in Cycle 1. At the beginning of the lesson, the researcher gave some background knowledge first, and then she communicated the objective of the lesson so that the students knew what they were going to learn.

d. Asking the Students to Work in Small and Large Groups

During the action, the researcher planned to use flashcards into some tasks and games. Both of them would be done in small (in pairs, groups of three to four students in each group), and large (groups of eight students in each group) groups. By doing so, the students were expected to work cooperatively, and helped each other by sharing what they knew to the members of the group to finish the tasks or the games.

e. Giving Practice Feedback on the Students' Pronunciation and Spelling

The aim of giving feedback to the students' pronunciation was certainly to make the students have better pronunciation and spelling. This phase would be implemented during the teaching and learning process whenever it was possible. The researcher gave the students pronunciation practice every time she showed the students flashcard. She drilled the students to pronounce the words she showed to them. Then, she gave feedback when the students made mistakes in pronouncing the words. She also corrected the students' spelling if there were mistakes in it.

f. Asking the Students to Bring the Dictionary

The reason why the researcher asked the students to bring the dictionary into the classroom was certainly to make the students check the spelling and the pronunciation. In each table, it was expected to have at least one dictionary to help the students do the tasks or activities. The researcher always asked the students to bring a dictionary in each meeting. She also emphasized the importance of bringing the dictionary to the students. She said that the dictionary could help the learners in knowing the words they did not know.

g. Giving Rewards

In each meeting, the researcher planned to give a small reward whether it was praise rewards or material rewards. This was expected to give the students motivation to be more active. The rewards also made the students motivated in joining the teaching and learning process.

2. Action and Observation in Cycle 1

The implementation of the action in the first cycle was done in three meetings. The first meeting was conducted on August 19th 2016, the second meeting was on August 23rd 2016, and the last meeting was on August 26th 2016. The topic of the first cycle was describing people, and the type of the text was descriptive text. The texts that were used were “My Favourite Idol Nabilla” for the first meeting, “Aliando Syarief” for the second meeting, and “Emma Watson” for the third meeting. The English teacher gave the researcher some advices during the course grid and lesson plan making based on the curriculum 2006 and his personal experiences in teaching. During the actions, the researcher acted as the teacher and the English teacher acted as the observer. The complete description is provided below.

a. Applying Flashcards to Teach Vocabulary

As the researcher planned before, the implementation of this cycle covered two kinds of flashcard. They were applied in three meetings. First, the researcher asked the students whether they had ever learnt vocabulary through flashcard and they said not yet. On the first meeting, the researcher used the picture cards. Then, the researcher asked the students to pay attention to the flashcard that she showed to them, and repeat after she finished showing each card. She used the flash technique as suggested by Read in the chapter II. She showed one by one the picture cards to the students and made sure that the students also got a pronunciation practice. The cards showed by the researcher were related to describing people appearance. It could be seen on the excerpt below.

“Nah before we start to learn our material today, sebelum kita belajar materi hari ini, Miss akan menunjukkan ke kalian kosakata yang berkaitan sama descriptive text. Ini Miss punya beberapa flashcard, kalian sudah pernah belum belajar make flashcard?” Beberapa SA nampak hanya diam saja namun SA yang berada di depan kelas menjawab “Belum Miss.”. “Oke kalo gitu, Miss nanti akan menunjukkan flashcardnya, then you can repeat after me ya. Kalian bisa tirukan Miss cara pengucapannya setelah Miss. Okay?”. “Oke Miss”, jawab SA secara serempak. P lalu menunjukkan flashcard berkaitan dengan physical appearances dan juga characters kepada SA menggunakan teknik flash. SA lalu menirukan cara pengucapan dari kosakata tersebut.

“So, before we start to learn our material today, I will show you some vocabulary related to descriptive text. Here I have some flashcard. Have you ever learnt using flashcard?” Some students remained silent but some of them who sat at the front answered “Not yet, Miss”. “Okay then. Later I will show you the flashcard, then, you can repeat after me. You can pronounce the words after me too. Okay?” “Okay Miss”, answered the students. The teacher then showed the flashcard related to the physical appearances and characters to the students using flash technique. The students repeated the pronunciation of the words after the teacher.

FN 12

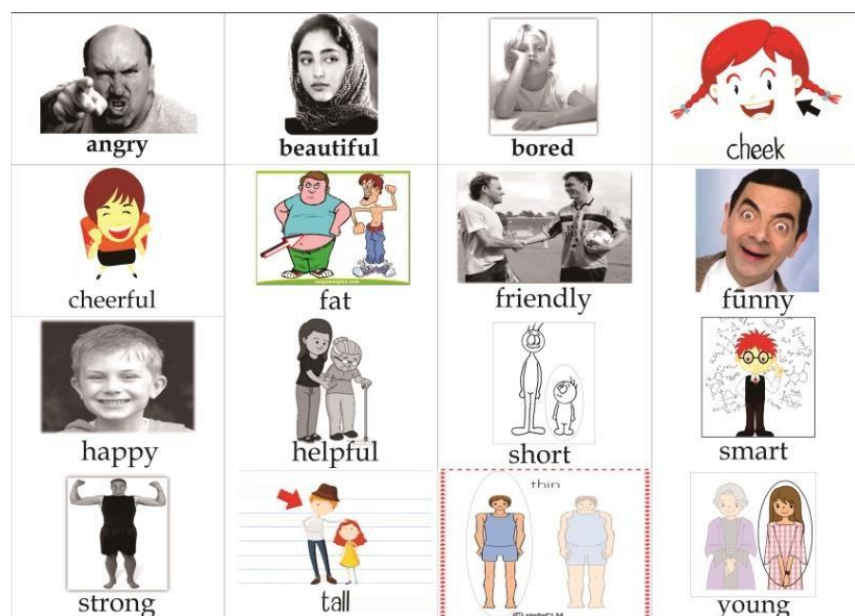


Figure 6: The Picture Flashcards in Meeting 1

All of the students followed the instruction well. However, some students were still mispronounce some words so the researcher needed to repeat some

words to make the students got the correct pronunciation as can be seen in the extract below.

“Beautiful. Repeat after me”. “Beautiful!” “Good. Next, cheerful!” “Cheerful”. “Angry” “Angry”. *Beberapa siswa masih salah dalam mengucapkan kosakata yang sudah diajarkan dengan menggunakan flashcard. Karena itu, P mengulangi cara pengucapan dari masing-masing flashcard sampai SA mengucapkannya dengan benar.*

“Beautiful. Repeat after me!” “Beautiful!” “Good. Next, cheerful!” “Cheerful”. “Angry!” “Angry”. Some students were still mispronouncing the words that have been taught using flashcard. Therefore, the researcher repeated the pronunciation on each flashcard, until the students pronounced it correctly.

FN 12

After the vocabulary building and the researcher made sure that the students pronounced the words correctly, she gave the students several tasks related to descriptive text, as well as the vocabulary that had been taught before. First, she gave the students a descriptive text entitled “My Favorite Idol Nabilla”. Then, she asked the students to work in groups to answer the questions related to the text. After that, she monitored the students’ work, and after that she asked the students to compare their answers. Furthermore, she gave the students an individual assignment. It contained two parts. The first part was matching pictures with its words, and the second part was word puzzle.



Figure 7: The Students Worked Together in Groups



Figure 8: The Researcher Monitored the Students' Work

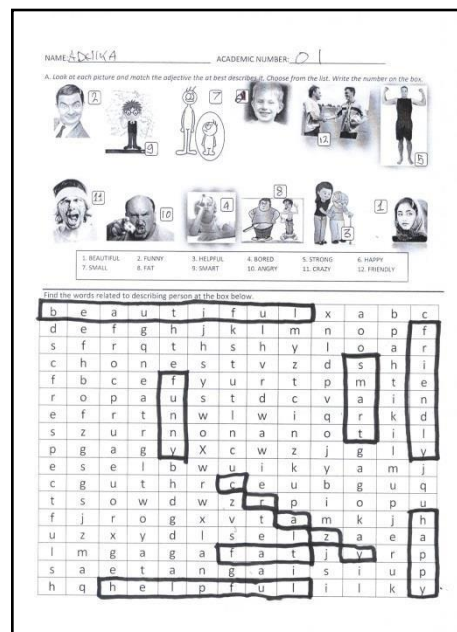


Figure 9: The Students' Work on Individual Task

As could be seen from the figure 7, the students worked in groups to do the tasks. Occasionally, the researcher monitored the students' work in their group (figure 8). In addition, the individual task (figure 9) given to the students was based on the picture cards (figure 6). Most of the students could do the task well because they were given the vocabulary building on the beginning of the meeting. To sum up the first meeting, the students' response to the teaching and learning activity using flashcards was positive. It was because they never had a vocabulary learning before and using media like flashcard. The tasks given to the students were also varied. The interviews below showed the teacher and the students' opinion towards the first meeting.

- P: Gimana tadi pelajarannya sama Miss? Asik nggak?
 R: How was the lesson, was it fun?
 SI: Ya mayan Miss. Soalnya belum pernah belajar kek gitu. Apa kui mau jenenge Miss? Flashcard yo?

- S1: Yeah...pretty much. We never learnt using...what was the name again? Flashcard, right?
- P: *Iya heeh namanya flashcard. Seneng belajar make flashcard?*
- R: Yes correct. That was flashcard. Did it fun learning using flashcard?
- S2: *(menimpali) yaaa mayan Miss. Soale bisa belajar sama cara ngomongnya sekalian. Terus mau ono gambar karo tulisane. Dadine jelas.*
- S2: Yeah...It was fun. We could learn how to pronounce it as well. And it had the picture and the word as well. So, it made it clear for us on how to pronounce the words.

IT 07

- P: *Kalo untuk latihan-latihannya gimana Pak?*
- R: How about the tasks Sir?
- GBI: *Lumayan variatif si Mbak nek tak lihat. Tadi kan ada finding words juga ya?*
- ET: Well, it was quite varied. There was finding words task too if I'm not mistaken right?
- P: *Iya Pak. Kalau untuk penggunaan flashcard nya priapun Pak?*
- R: Yes Sir. How about the use of the flashcard, Sir?
- GBI: *Ya cukup buat kasih vocabulary building ke anak-anaknya. Sesuai sama yang buat latihannya kan tadi itu? Terus juga sudah jelas soalnya ada gambar sama ada tulisannya. Jadi mereka bisa sekalian tahu gimana penulisan kata-katanya.*
- ET: I thought the flashcard was quite enough to give the students the vocabulary building related to the text that you gave them right? It was also clear enough because it got the picture and the word too. So the students could know how the writing of the words.

IT 08

At the second meeting, the researcher used both picture-word cards and word cards. The picture-word cards were used to give the students vocabulary building like in the first meeting. While the word cards were used in the students' sentence making activity. It could be seen on the transcript below.

Kemudian, P menunjukkan flashcard baru mengenai Aliando Syarief. P menggunakan flash technique. Ketika dirasa SA sudah menguasai kosakata yang baru, P lalu menjelaskan mengenai simple present tense. Tak lama kemudian, bel istirahat berbunyi. P lalu mempersilakan SA untuk beristirahat terlebih dahulu, baru nanti melanjutkan pelajaran.

Continued

Then, the researcher showed the new flashcard about Aliando Syarief using flash technique.

When the students already mastered the words, the researcher explained about simple present tense. Not long after that, the break time came. The researcher let the students to take a break first then continued the lesson later.

FN 14

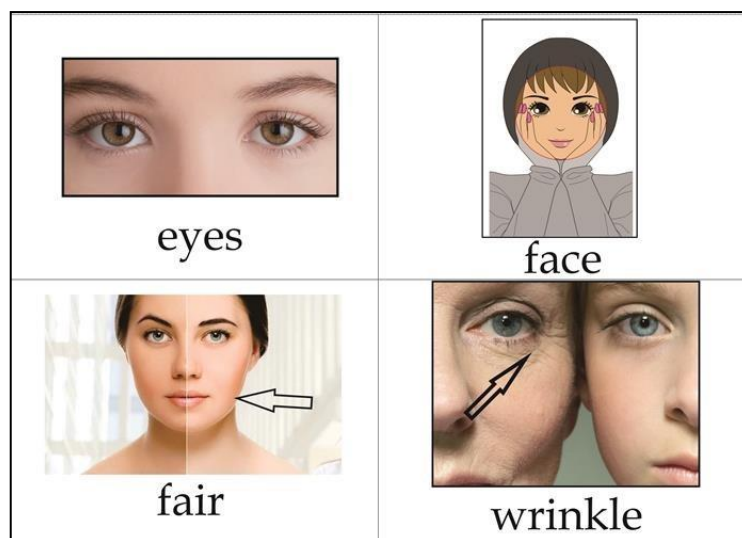


Figure 10: Picture Flashcards in Meeting 2

HE	IS	TWENTY	YEARS	OLD
HIS	HAIR	IS	BLACK	AND
SHORT	HE	IS	TALL	HE
HAS	A	FAIR	SKIN	HE
HAS	A	POINTED	NOSE	HE
HAS	A	GOOD	SMILE	HE
HE	HAS	THICK	EYEBROWS	HE
HAS	A	PAIR	OF	BLACK
EYES	HE	IS	KIND	TO
TO	EVERYONE	HE	IS	TALENTED

Figure 11: The Word Cards for Arranging Words Activity

The figure 10 and 11 were the cards that used in meeting two. The pictures cards in figure 10 were used to give the students vocabulary building, while the word cards in figure 11 were used for arranging words activity. At the sentence making activity, the researcher divided the students into 8 groups. Each group

consisted of 4 students. Due to the limitation of the time, the groups were divided based on their seating. The students were quite active during this activity. They asked the researcher whether their sentences were correct or not. It was a bit noisy because the students were excited to do the task. The excerpt below explained the situation.

P mengatakan pada SA bahwa hari itu akan ada kompetisi. P akan membagi SA menjadi 8 kelompok yang masing-masing kelompok berisi 4 orang. Lalu, tiap-tiap kelompok akan menerima satu kit untuk melakukan kompetisi tersebut. Kit tersebut berisi word card acak yang harus SA susun menjadi kalimat dalam simple present tense yang benar. Kelompok yang nantinya menyusun paling banyak dan benar akan menjadi pemenang dan akan mendapatkan hadiah. Setelah itu, SA ribut karena ingin menang dalam kompetisi tersebut dan mengerjakan dengan heboh.

The researcher told the students that on that day, there would be a competition. She would divide the students into 8 groups, which each group consisted of 4 students. Each group would receive 1 kit to do the competition. The kit contained word cards that the students had to arrange into simple present tense sentences. The group which arranged the correct sentence at most, would be the winner of the competition. After that, the students were gone noisy because they wanted to win the game and did the task excitedly.

FN 14



Figure 12: The Students Did the Arranging words Activity Using Word Cards

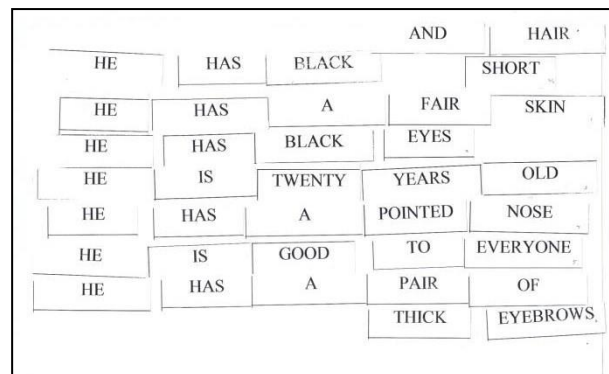


Figure 13: Students' Work on Arranging Words

The problem on this task which later became the one of the weaknesses on the first cycle was the time allocation. Since the researcher did not give the students time limit, the next task which the individual task was not able to be conducted. The students still found it difficult to arrange the sentence because there were too many words. Then, the teacher gave the researcher an advice to split the word cards into two types. So, the students would be easier in arranging the sentence. The following interview transcripts explained the situation.

- P: Iya. Eh, ngomong-ngomong, gimana tadi pelajarannya? Susah nggak?
- R: By the way, how about the lesson today? Was it difficult?
- S1: Mau bahas Aliando sih aku dadine semangat Miss. Haha.
- S1: We discussed Aliando, so I was excited Miss. Haha
- P: Loh kok maah Aliando hahaha. Tadi tu lo pelajarannya gimana?
- R: Haha. Why do you talk about Aliando. The lesson, how was it?
- S2: Asik kok Miss. Tapi aku rada bingung le pas nyusun kalimat kui lo.
- S2: That was fun Miss. But, I still confused at the arranging words.
- P: Bingungnya gimana?
- R: Why?
- S2: Itu lo, soalnya nggak ngerti susunan kalimatnya. Sek subjek sek endi, sek opo kui verb sek mana. Yo ngono kui lah Miss.
- S2: I didn't know about how to arrange the sentence. Which one was the subject, which one was the verb.

Continued

Continued

- P: *O gitu. Besok berarti nyusun kalimat lagi aja kali ya biar lebih paham?*
- R: Ah... I see. Then, it is okay right if we do sentence arrangement again on the next meeting? To make you more understand about the sentence arrangement?
- S1: *Yo gapapa Miss.*
- S1: Yeap. It is okay.

IT 09

- GBI: *Tadi jadi ya menyusun kalimatnya? Saya lihat sekilas si tadi kerjaan anak-anak.*
- ET: Today's task was arranging sentence right? I saw a glance at the students work.
- P: *Iya Pak.*
- R: Yes, Sir.
- GBI: *Tapi kayaknya tadi rada bingung ya anak-anaknya ngerjainnya.*
- ET: But, the students looked a bit confused right?
- P: *Iya Pak. Tadi saya juga sempet nanya beberapa siswa katanya bingung ngerjainnya.*
- R: Yes. I asked some students before and they told me that they still did not know how to do the task.
- GBI: *Mungkin gini aja Mbak, besok to dipisah gitu. Jadi misal satu amplop isinya verb has, satunya verb is. Jadi siswa nya lebih gampang juga nyusunnya. Nek tadi kan jadi satu gitu. Campur jadi satu gitu jadinya malah bikin mereka bingung. Iya nggak?*
- ET: How if you split the word cards into two types? Let say one envelope contains the verb has, and the other one contains the verb is. So, the students would find it easier to make the sentences. If it mixed in one envelope, they would feel overwhelmed by the amount of the words. Don't they?
- P: *Iya sih Pak. Pertemuan selanjutnya berarti saya bakal masih bikin kayak tadi ya Pak. Bikin kompetisi nyusun kalimat. Tapi dipisah biar anak-anaknya nggak bingung.*
- R: That's right Sir. So the next meeting I would still conduct the sentence arrangement like the one today, but I would split the categories so they would not be confused.
- GBI: *Iya saran saya sih gitu aja Mbak. Biar lebih enak juga. Tadi saya lihat juga kayaknya alokasi waktunya kurang ya?*
- ET: Yes. It would make their task easier. And also one note, did the time allocation was not enough?

Continued

Continued

P: O nggih Pak. Iya Pak, saya lupa buat ngewaktuin pas mereka ngerjain. Jadinya ada yang sudah selesai ada yang belum. Yang pertemuan selanjutnya nanti akan saya kasih batas waktu aja Pak, biar nggak molor juga waktunya.

R: Yes Sir. I forgot to give them the time limit. So they were not triggered to do as fast as they could. For the next meeting I would give them the time limit, so It won't overlap the next lesson.

GBI: Oke dicoba aja. Besok berarti masih nyusun kalimat ya?

ET: Yes, you could try that on the next meeting.

P: Iya Pak.

R: Okay, Sir.

IT 10

On the third meeting, the researcher used the picture-word cards and the word cards. Like what was on the second meeting, the picture-word cards (figure 4.9) were used to give the students the vocabulary building related to the text to discussed, and this time also would be related to the Kim's Game activity. The researcher used the picture flashcards from the first meeting to the third meeting for the Kim's Game. While the word cards (figure 4.10) were used on the arranging words activity.

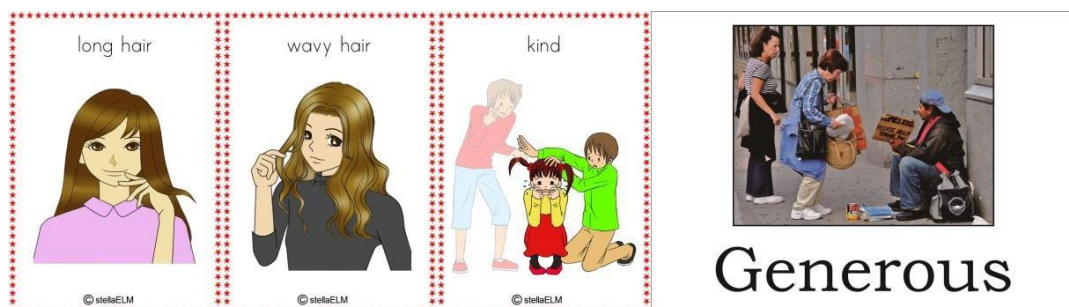


Figure 14: The Picture Flashcards for the Meeting 3

SHE	HAS	A	FAIR	COMPLEXION
SHE	HAS	A	WAVY	HAIR
SHE	HAS	A	BEAUTIFUL	FACE
SHE	HAS	A	PAIR	OF
DARK	BROWN	EYES		

SHE	IS	TWENTY	YEARS
OLD	HER	HEIGHT	IS
165 CM	SHE	IS	GENEROUS
SHE	IS	FRIENDLY	SHE
IS	A	KIND	PERSON

Figure 15: The Word Cards for Arranging Words in Meeting 3

Taking the teacher's suggestion as could be seen on interview transcript 10, the researcher gave them time limit to do the activity. She also divided the word cards into two types. The following excerpt explained the situation.

P membagikan dua amplop yang satu berisi word card dengan verb utama has, dan yang satunya adalah is. SA diminta untuk menyusun kalimat menggunakan verb has terlebih dahulu, lalu, jika sudah selesai, bisa mengambil amplop kedua berisi verb is. Nanti yang lebih dulu dan benar akan menjadi pemenang dan mendapatkan reward. Kali ini, P membatasi waktu pengerjaan hanya 15 menit saja. Jadi SA harus bergegas dalam mengerjakannya.

The researcher distributed two envelopes which one contained the verb has, and the other one contained the verb is. The students were asked to arrange the sentence using the verb has first, then, if they finished they could take the second envelope. The first group that arranged the sentence correctly could gain reward. This time, the researcher gave the students time limit. They could do the activity in 15 minutes only, so they needed to work fast.

FN 15

During the third meeting, the students felt it easier because word cards for the arranging words activity were divided into two categories. They could be more focused on arranging one category, and then moved into the next category. It could be seen from the interview below.

- P: *Tadi gimana dek menurutmu buat latihan nya?*
 R: How do you think about today's exercise?
 S: *Sek endi Mbak?*
 S: Which one?
 P: *La yang tadi itu. Yang kamu kerjain sama temen-temennya.*
 R: The one that you worked with your classmates.
 S: *Oalah. Yang bikin kalimat itu?*
 S: Ah...the arranging words activity?
 P: *Iya. Yang itu. Lebih ngerasa gampang nggak ngerjainnya?*
 R: Yes. That one. Was it easier to do it?
 S: *Lebih gampang sih Miss. Soale nggak kayak kemaren, kan yang tadi jadi dua to, jadi mikirnya nggak ruwet.*
 S: I think so. The one that we did today were divided into two, so it wasn't as complicated as before to do it.
 P: *Lebih gampang ya berarti?*
 R: So it was easier right?
 S: *Hooh Miss.*
 S: Yes Miss.

IT 11

After the arranging words activity, the students played the Kim's Game. The researcher explained the rule of the game first, then, used the picture-word cards as the media on the Kim's Game. The following excerpts explained the situation.

P menempelkan picture-word flashcard di papan tulis kelas. Kemudian, P menjelaskan kepada SA kenapa P menempelkan picture-word flashcard di depan kelas. "Nah, jadi ini Miss nempelin beberapa flashcard yang sudah kita pelajari dari pertemuan-pertemuan sebelumnya kan. Sekarang kita akan bermain game namanya "Kim's Game". Ada yang sudah pernah dengar?" "Belum, Miss." P lalu menjelaskan cara bermain game tersebut. "Miss akan kasih kalian waktu 5 menit untuk melihat ke flashcardnya, lalu nanti setelah 5 menit Miss akan tutup flashcard nya make layar LCD ini ya, biar kalian tidak bisa lihat. Nah terus, kalian nanti coba tulis sebanyak-banyaknya kosakata beserta artinya yang kalian bisa ingat. Okay? Sudah paham?" "Oke Miss. Siap." Lalu SA bermain Kim's Game.

The researcher pasted the picture-word flashcards on the board. Then, she explained the students why she did so. She told the students that today they were going to play a game called "Kim's Game". She then explained the rule of the game. Then, the students played the game.

FN 15



Figure 16: **The Kim's Game**

The students looked on the flashcards pasted on the boards for a few minutes (figure 16). Then, after the researcher covered the flashcards, the students tried their best to get as many words as possible. Further, to sum up the third meeting, the implementation of flashcard did help the students to remember and master the vocabulary. It could be seen on the interview transcript below.

- P: *Yang tadi terakhir ngerjainnya bisa nggak?*
 R: *About the last activity, could you do that?*
 S: *Sek Kim's Game itu tadi Miss?*
 S: *The Kim's Game, Miss?*
 P: *Iya yang itu.*
 R: *Yes, that one.*
 S: *Aku kayaknya si lumayan inget kosakatanya Miss, cuman tulisannya paling rada lali-lali sitik. Tapi ketoke si mayan akeh mau aku nulise hehehehe.*
 S: *I think I could remember the words, Miss. But, I might forgot some of the spelling a bit. But again, I think I wrote a lot hehe.*
 P: *Berarti flashcard nya lumayan ngebantu buat ngapalin kosakatanya ya?*
 P: *So the flashcards helped you to master the vocabulary?*
 S: *Iya Miss. Soalnya kan jadi inget gambarnya, njuk tulisannya juga.*
 S: *I think so. It had the picture, as well as the word.*

Based on the interview above, the students found the Kim's Game was fun and challenging for them. They also said that the flashcard helped them to remember the words. It was because the flashcards used in the game had the pictures and its words. However, there were some words that they still did not remember its spelling. But, they tried their best to get as many answers as possible.

b. Using Classroom English during the Teaching and Learning Process

As planned, classroom English was used in every meeting. The researcher greeted, explained the rule or asked the students to do something using English. At the beginning of the lesson, the researcher used some expressions that have been familiar for the students. It could be seen from the excerpt below.

P membuka kelas dengan salam dan menyapa SA. "Good morning everyone. How are you today?" "I'm fine thank you and you?" "I'm fine too. Thank you. So, who's absent today? Siapa yang tidak masuk?"

The researcher opened the class and greeted the students. "Good morning everyone! How are you today?" "I'm fine thank you and you?" "I'm fine too. Thank you. So, who's absent today?"

FN 12

As the regular opening the researcher greeted the students and also asked who did not come to the class on that day. The students also would directly answer the greeting, and the opening of the class usually ran smoothly because they were already familiar with the English expressions used at the beginning of the class. Then, in order to make the students be more familiar to English expressions in the classroom, the researcher used as many English as possible in the teaching and learning process. The following excerpt explained the situation.

P lalu memulai pelajaran dengan menunjukkan gambar dari Nabilla JKT48. P lalu bertanya kepada SA, "Do you know who she is? Ada yang tahu ini siapa?". SA langsung ribut. Salah satu siswa menyahut "Kae Miss, Nabilla JKT48". Ada juga yang menjawab, "Kembaranku Miss", yang langsung disoraki oleh teman-temannya. P lalu menjawab, "Yes. Correct. This is Nabilla JKT48. Ini Nabilla JKT48. Nah sekarang, could someone tell me how does she look like? Ada yang bisa kasih tahu Miss nggak, Nabilla ini seperti apa?". Ada yang menjawab, "Itu Miss, cantik." P pun menjawab, "That's right. Ada yang tahu bahasa Inggris nya cantik itu apa?". SA tampak ragu-ragu untuk menjawab. Lalu ada satu siswi yang menjawab, "Beautiful, Miss.". "Good! Correct. It's beautiful".

The researcher started the lesson by showing the students a picture of Nabilla JKT 48. The she asked the students, "Do you know she is?" One of the students answered "Nabilla JKT48". A student answered loudly, "My twin Miss!" the answer caused her classmates cheered at her. The researcher then answered, "Yes. Correct. This is Nabilla JKT48. Now, could someone tell me how does she look like?" One of the students answered, "Itu Miss, cantik". "That's right. What is the English word for cantik?" The students looked hesitate to answer, then, one of them shouted, "Beautiful, Miss". "Good! Correct. It's beautiful".

FN 12

When the researcher said some expressions in English, she also translated them or gave the students the meaning of the expressions in Bahasa Indonesia. By giving the students as many exposures as possible in English expressions, it hoped that their vocabulary in English aside from the materials given would increase.

c. Communicating the Objectives of the Lesson to the Students

As stated before, the researcher would communicate the objectives of the lesson in every meeting in cycle 1. The reason was to make the students knew what to learn on each meeting. At first, they did not really pay attention to what the researcher said at the beginning of the meeting. But, in the next meeting they tended to show more attention so that they knew what to learn. Some students were able to recall the previous material when the researcher asked them. The following excerpt explained the situation.

P menanyakan kepada SA "Masih ada yang ingat hari Jumat kemarin kita belajar apa?". Salah satu SA menjawab "Lupa Miss!". Ada juga yang menjawab "Itu Miss, soal descriptive text". "Great! Yes, correct. Jumat kemarin kita belajar soal descriptive text ya. Membahas apa jenis teks yang ini? Menjelaskan tentang.....?" P berusaha untuk memancing respon dari SA. SA ada yang menjawab "Orang Miss!" ada juga yang menjawab "Hewan....terus benda Miss". "Iya betul. Selain orang, hewan, benda apalagi yang bisa dijelaskan di descriptive text?". "tempat Miss. Opo meneh ya?" salah satu SA di bagian depan menjawab. "Haha. Iya betul lagi. Jadi banyak ya subjek yang bisa dijelaskan kalau di descriptive text. Hari ini kita masih akan belajar soal descriptive text ya.

The researcher asked the students, "Do you still remember what we were learning last Friday?" One of the students answered, "I forgot, Miss". There was also a student who answered, "Itu Miss, soal descriptive text". "Great! Yes, correct. Last Friday we learnt about descriptive text right? What was the text about? It explained about....? The researcher tried to get a respond from the students. A student answered, "A person, Miss". One of them also shouted, "Animal! Then things too, Miss". "Yes, correct. Aside from person, animal, things, what else?" "Places, Miss" answered one of the students on the front of the class. "Haha. Yes correct again. There were a lot of items that could be described right? So, today, we were still going to learn descriptive text, Okay?".

FN 14

Based on the excerpt above, even though there were students said that they did not remember the previous meeting material, some of them still remembered. They could recall the information that was given by the researcher. The students also answered the researcher questions actively.

d. Asking the Students to Work in Small and Large Groups

In every meeting, the researcher asked the students to work in pairs, small groups (consisted of three to four students in each group) or large groups (consisted of eight students in each group). The pairing or grouping activities were aimed at experiencing the students to communicate with others, as well as to build the students' confidence, and learning from each other. To save time, the groups

were determined by their seats. It appeared that when they did the task together in groups they were more active. It could be seen from the extract below.

P mengatakan pada SA bahwa hari itu akan ada kompetisi. P akan membagi SA menjadi 8 kelompok yang masing-masing kelompok berisi 4 orang. Lalu, tiap-tiap kelompok akan menerima satu kit untuk melakukan kompetisi tersebut. Kit tersebut berisi word card acak yang harus SA susun menjadi kalimat dalam simple present tense yang benar. Kelompok yang nantinya menyusun paling banyak dan benar akan menjadi pemenang dan akan mendapatkan hadiah. Setelah itu, SA ribut karena ingin menang dalam kompetisi tersebut dan mengerjakan dengan heboh.

The researcher told the students that on that day, there would be a competition. She would divide the students into 8 groups, which each group consisted of 4 students. Each group would receive 1 kit to do the competition. The kit contained word cards that the students had to arrange into simple present tense sentences. The group which arranged the correct sentence at most, would be the winner of the competition. After that, the students were gone noisy because they wanted to win the game and did the task excitedly.

FN 14

P: Kalo kerja kelompoknya gimana? Lebih seneng ngerjain sendiri apa bareng-bareng?

R: How about the grouping? Do you like to work alone, or together in group?

S1: Ya enak kalo bareng-bareng Miss.

S1: I liked to work together more than to work alone, Miss.

P: Kenapa emangnya kok enak kalo bareng-bareng?

R: Why?

S2: Soale kan bisa diskusi nek nggak bisa ngerjainnya. Terus yang nggak pernah nggarap juga jadi ikutan mikir Miss.

S2: Because we could discuss the answer together. And those who never be active in the class also had to think about the answer, Miss.

IT 09



Figure 17: The Students Worked in Pairs



Figure 18: The Students Worked in Groups

The students told the researcher that they liked to work in groups because it would be easier for them if they did not understand something. They could discuss with the member of the group. By doing the tasks in group, the students that usually did not active in the teaching and learning process also had to contribute into the group discussion.

e. Giving Practice Feedback on the Students' Pronunciation and Spelling

During the action, the researcher always tried to give the opportunities to the students to practice their pronunciation. The planned pronunciation practices were applied every time the researcher showed the students the flashcard. On each flashcard that was showed to the students, the researcher asked the students to pronounce the words to make them familiar with the pronunciation. Whenever the researcher heard the mispronunciation from the students and she felt it necessary to drill them a little, she did that. The researcher often asked the students to repeat after her and after that she asked some students to repeat that alone to make sure that they pronounce the words correctly. The following field notes explained the situation.

Beberapa siswa masih salah dalam mengucapkan kosakata yang sudah diajarkan dengan menggunakan flashcard. Karena itu, P mengulangi cara pengucapan dari masing-masing flashcard sampai SA mengucapkannya dengan benar.

Some students were still mispronouncing the words that have been taught using flashcard. Therefore, the researcher repeated the pronunciation of each flashcard until the students pronounce it correctly.

FN 12

P menunjukkan flashcard berkaitan dengan Emma Watson, dan meminta SA untuk mengulangi setelah P. P lalu menunjuk beberapa siswa untuk mengulangi sendiri. "Coba sekarang, Asa, could you please mention the words that we have learnt? Sebutkan tadi apa saja kosakata yang sudah dipelajari". "Itu Miss, wavy hair, long hair, generous..." Coba ulangi generous nya sekali lagi". "Generous". "Again?" "Generous" "Good!. Next, mmm... Dewi coba ucapin tadi cara ngomongnya gimana?" "Wavy hair, long hair, generous, fair, eyes" "Great job. Tepuk tangan buat anak-anak kelas A. Pinter-pinter ya."

The researcher showed the students the flashcard related to Emma Watson and asked the students to repeat after her. After that, she asked some students to pronounce the words. "Asa, could you please mention the words that we have

learnt?” Itu Miss, wavy hair, long hair, generous...” “Repeat the word generous once again?” “Generous” “Come again?” “Generous” “Good! Next, mmm... Dewi?” “Wavy hair, long hair, generous, fair, eyes” “Great job! Give applause for the students of class A”.

FN 15

In giving the students feedback for their spelling and pronunciation, the researcher also tried to speak slowly in order to make the students know exactly how to pronounce the words. The researcher also gave the students some explanation when they spelled the words incorrectly. It could be seen from the field note below.

Salah satu siswa kemudian mengangkat tangan dan menanyakan kepada P apa beda dari fair dan fire. “Miss, berarti kalo fair yang f,a,i, r, sama fire yang nulisnya f, i, r, e, itu beda? Tapi, kok pengucapannya mirip Miss?” P lalu menjelaskan beda dari kedua kata tersebut dan bertanya pada siswa tersebut arti dari keduanya. “Nah, coba sekarang Miss tanya, kalo kalo fair yang f,a,i, r itu artinya apa?” “putih tadi tu kan Miss artinya. Warna kulitnya putih?” “Nah iya. Kalo yang fire yang nulisnya f, i, r, e, bacanya bukan fer ' tapi 'faɪər. Jelas kan bedanya? Coba sekarang diucapkan dua kata itu bareng-bareng ya?” Berarti selama ini aku salah ya nulisnya, Miss”. Lalu SA mengucapkan kata-kata tersebut dan P memastikan bahwa mereka mengucapkannya dengan benar.

One of the students asked the researcher what is the difference between fair and fire. He was confused with both words because the pronunciation and the spelling were slightly same. Then, the researcher explained to him the difference. She mentioned that the word “fair” pronounced as fer and the word “fire” pronounced as 'faɪər. After that, she drilled the students and made sure that they pronounced the words correctly.

FN 15

The researcher drilled the students to get the correct pronunciation. She also explained to them the spelling of both words. After given the feedback in their pronunciation and also spelling, the students knew the difference in spelling the words fire and fair. They also pronounced the words correctly.

f. Asking the Students to Bring the Dictionary

As planned before, the researcher would always ask the students to bring a dictionary during the English class. At least on each table there was one dictionary. In the first meeting the researcher asked the students whether they brought their dictionary. Most of them did not bring dictionary to the class. Then, the researcher asked the students to bring their dictionary for the next meeting. The researcher told the students that by bringing dictionary it could help them to know how to pronounce or spell the English words. It could be seen from the following excerpt.

P bertanya kepada SA apakah mereka tidak pernah membawa kamus. SA menjawab bahwa mereka tidak pernah membawa dan kalau butuh mereka akan pinjam ke perpustakaan. Lalu P mengatakan untuk pertemuan selanjutnya paling tidak satu meja ada satu kamus. Karena dengan adanya kamus, itu dapat membantu SA dalam memahami kosakata dalam bahasa Inggris dengan lebih baik. Kamus juga dapat membantu SA untuk mengetahui bagaimana cara pengucapan maupun penulisan dari kosakata bahasa Inggris.

The researcher asked to the students whether they ever brought dictionary to the class. They answered that they never brought one and if they felt they needed it they would borrow it to the library. Then, the researcher said that for the next meeting at least there was one dictionary on each table. The researcher emphasized the importance of dictionary in learning English vocabulary. It could help the students to understand the English words better, as well as its pronunciation and spelling.

FN 12

On the second meeting, some students brought their dictionaries. Some also borrowed from the school library. They looked in the dictionary for some words that they did not know. But, on the third meeting, they forgot to bring their dictionaries into the classroom. This became the weakness of the cycle 1 which later needed to be improved on the cycle 2.

g. Giving Rewards

In each meeting, the researcher tried to give rewards to the students. She gave the students some praise rewards, or sometimes she gave them candies or chocolate to make them be more motivated and active during the teaching and learning process in the classroom. The students said that they were more motivated if there was a reward. They also became more active in the teaching and learning process. The situation were as follows.

“Coba sekarang, Asa, could you please mention the words that we have learnt? Sebutkan tadi apa saja kosakata yang sudah dipelajari”. “Itu Miss, wavy hair, long hair, generous...” “Coba ulangi generous nya sekali lagi” . “Generous”. “Again?” “Generous” “Good!. Next, mmm... Dewi coba ucapin tadi cara ngomongnya gimana?” “Wavy hair, long hair, generous, fair, eyes” “Great job. Tepuk tangan buat anak-anak kelas A. Pinter-pinter ya.”

The researcher showed to the students the flashcard related to Emma Watson and asked the students to repeat after her. After that, she asked some students to pronounce the words. “Asa, could you please mention the words that we have learnt?” Itu Miss, wavy hair, long hair, generous...” “Repeat the word generous once again?” “Generous” “Come again?” “Generous” “Good! Next, mmm... Dewi?” “Wavy hair, long hair, generous, fair, eyes” “Great job! Give applause for the students of class A”.

FN 15

*P: Oiya, dek, kalo pas Miss kasih hadiah gitu, seneng nggak?
S1: Ya seneng lah Miss. Lumayan haha. Dadi luwih semangat le ngerjain.
R: By the way, how did you feel when I gave reward after some activities? Were you happy with that?
S1: Of course I am. That made me more motivated to do the exercises.*

IT 09

The researcher gave the students praise rewards to make them more motivated and active in the teaching and learning process. The praise rewards made them more confident and attracted to the materials given by the researcher.

As being stated before, besides the praise rewards the researcher also gave the students some material rewards like candies or chocolate for the students who were active during the class. It led them to be more active and gave attention into the classroom activities. It could be inferred from the interview with some of the students above.

3. Reflection

As the plans had been implemented in the action of the first cycle, the teacher and the researcher had a discussion in order to reflect the successful and less-successful actions during the implementation. The discussion of the actions was to fulfill the democratic and dialogue validities as mentioned in chapter III. Furthermore, they evaluated Cycle 1 by analysing the data from the field notes, interview transcripts, and also observations. Then, they concluded some following reflections as follows.

a. Applying Flashcards to Teach Vocabulary

The implementation of flashcards to improve the students' vocabulary mastery was as planned. However, some improvements were still needed in some aspects due to the efforts to maximize the teaching and learning process. On the first cycle, the flashcard that had been used was the picture-word cards and word cards. Some picture-word cards were not in colour and the letters did not clear enough. Therefore, at the second cycle, the researcher and the English teacher planned to make the picture-word cards clearer for the students. They also planned to keep the same flashcard as in Cycle 1 being implemented on Cycle 2. This could be seen from the following excerpts.

S2: *Tapi ini Miss, tadi ada sek rodo nggak jelas.*
 S2: But, there was a condition Miss. Some of them were unclear.
 P: *Apanya dek?*
 P: Which one?
 S2: Tadi lak ada sek gak bewarna karo hurufnya kurang gede Miss.
 S2: The flashcards. There were some of them that were not in colour right? And also the letter was not clear enough.
 P: *Oh iya? Kalo gitu besok diperjelas aja ya.*
 P: Oh really? Okay. It would be improved on the next meeting, Okay?
 S1: Hoooh Miss.
 S1: Okay, Miss.

IT 07

GBI: *Oya gapapa. Dicoba aja Mbak.*
 ET: That's okay. You could try it.
 P: *Nggih Pak. Oiya Pak, tadi juga kata anak-anak flashcards nya sedikit kurang jelas.*
 R: Okay, Sir. Anyway, Sir, the students also said that the flashcards were a bit unclear.
 GBI: *Ya next meeting diperjelas aja Mbak. Emang kurang jelasnya kenapa to?*
 ET: Really? So made it clearer for the next meeting, okay? What's the reason of that?
 P: *Itu Pak, tadi ada yang nggak berwarna sama hurufnya kurang besar.*
 R: Some of the pictures were not in colour, and also the letter was not big enough.
 GBI: *Oya udah. Besok dibikin berwarna semua aja sama dibesarin hurufnya biar jelas anak-anaknya.*
 ET: Oh really? Then you could made it in colour, all of them, okay? And made the letter bigger so the students would not complain anymore.
 P: *Nggih Pak.*
 R: Okay, Sir.

IT 08

b. Using the Classroom English during the Teaching and Learning Process

During the actions, the researcher acted as the teacher in the class. The teacher as the collaborator and the researcher planned to use English in the teaching and learning process to make the students more familiar with the English

expressions. The researcher used English for several functions in the classroom such as greeting, explaining materials, giving instructions, praise rewards or feedback, and also closing the lesson. She translated some of those functions in Indonesian to make the students understand the meaning of the expressions used in the classroom activity. Therefore, in Cycle 2, she will implement the same action. This could be seen from the excerpt below.

- GBI: Yo gapapa Mbak. Tapi jangan dibolehin pake google translate ya. Suka nggak bener itu.*
- ET: It's okay. But, do not allowed them to use google translate okay?*
- P: Oke Pak. Oh iya Pak. Ini di Cycle 2 ini nanti saya tetep nyoba pake beberapa English expression nggak apa-apa Pak? Biar nanti anak-anak juga lebih familiar lagi sama ekspresi-ekspresinya.*
- R: Okay,Sir. One more thing sir. Later in Cycle 2, Is it okay if I would still use some English expressions? So the students would be more familiar with the expressions in English.*
- GBI: Yo nggak papa Mbak. Tapi kalo siswanya keliatan nggak dong tetep dijelasin lagi ya.*
- ET: That's okay. But if the students did not understand, please made it clearer okay?*
- P: Nggih Pak. Nanti saya translate juga ke Bahasa Indonesia kalo mereka masih belum paham.*
- R: Okay,Sir. I would translate it to Bahasa Indonesia too if they did not understand.*

IT 13

c. Communicating the Objectives of the Lesson to the Students

By communicating the objectives of the lesson, the students knew what they were going to learn in every lesson. At the beginning of the lesson, the researcher directed the students to the lesson through interaction. She showed pictures, and gave some questions related to the pictures. Then, she communicated the objective of the lesson. Based on the interview with the students, they found it useful to know the objective of the lesson. So, they would be more prepared in the teaching

and learning process. This step would be used in Cycle 2 as well. The following transcript explained the situation.

- P: Oh gitu. Oh iya dek, kalo di awal-awal pelajaran itu, kalo Miss kasi tau kita hari ini mau belajar apa, paham nggak maksudnya?*
- R: Oh, I see. Anyway, at the beginning of the lesson, if I gave you the information about what we are going to learn today, do you understand what's the meaning behind it?*
- S1: Kae Miss...emm... nggak ngerti hehehe.*
- S1: Umm...I don't know Miss. Hehe.*
- S2: Piye e. Nganu kae lo, ben ngerti ameh sinau opo. Hooh to Miss?*
- S2: So we know about what we are going to learn Miss. The materials. Isn't it?*
- P: Nah hooh bener. Kalo biasanya suka dikasi tau mau belajar apa nggak sama Pak guru?*
- R: Yes. That's right. Does your teacher usually give you the information about the today's material?*
- S1: Enggak, Miss. Ya langsung aja pelajaran gitu.*
- S1: Nope, Miss. We just directly learn the materials.*
- P: Lebih enak mana? Nek dikasi tau mau belajar apa, materinya apa, atau mending langsung pelajaran aja?*
- R: Which one do you prefer? You get the information about the objectives of the lesson, or just go directly to the materials?*
- S1: Enak nek dikasi tau mau belajar apa. Jadine nek materi nya masih sama kan sambil bisa liat catetan yang kemaren Miss.*
- S1: I prefer to have the purpose of our learning from the materials. So, if the materials are the same, we can look into our notes.*
- P: Oh gitu. Jadi enakan kalo dikasi tau dulu ya mau belajar apa?*
- R: Oh I see. So it's better to get the objective of the lesson first, right?*
- S1: Iya Miss.*
- S1: Yes, Miss.*

IT 11

d. Asking the Students to Work in Small and Large Groups

The group activities during this cycle were implemented as what has been expected. The students could help each other to complete the tasks that had been given by working together. Thus, it made the lesson more comfortable and enjoyable for them, as could be seen from the following interview transcript.

- P: *Terus gi mana soal latihan-latihannya?*
 R: How about the taks? Is it hard?
 S1: *Ya nek ngerjainnya bareng-bareng ya penak Miss. Nek sendiri-sendiri aku ki masih suka bingung gimana ngerjainnya.*
 S1: If we worked it together it was less hard. But, if I had to do it alone I still did not know how to do it.

IT 07

From the transcript above, the students felt more comfortable to work in group or together with the classmates. Therefore, the researcher and her collaborator would keep this action in Cycle 2.

e. Giving Practice Feedback on the Students' Pronunciation and Spelling

The practice feedback on the students' pronunciation and spelling purpose was clearly to make the students have better pronunciation and spelling. This action also helped them to be confident to pronounce the words with correct pronunciation. The researcher gave feedback on students' pronunciation in each meeting of Cycle 1. The pronunciation practices gave the students more opportunities in improving students' vocabulary knowledge and gave them confident in pronouncing the words. Although their pronunciation had not improved significantly, they got better of the words they learnt during the lesson. Moreover, the feedback on the students' spelling was aimed to make the students familiar and know whether their spelling of certain words was correct. It could be seen from the following transcripts.

- P: *Oh iya dek, kalo misal tiap Miss kasi praktik ngucapin kata-katanya gitu, menurut kamu gimana?*
 R: One more question. What do you think about the pronunciation practice in the class?
 S1: *Piye Miss?*
 S1: Come again, Miss?

Continued

Continued

- P: Itu lo, kalo Miss misal ngulang-ngulang kosakatanya.
 R: That one, if I repeated the words.
 S1: *Oh kayak tadi itu Miss? Ya gapapa si. Malah dadi do nggatekke soale pada ribut. Hahaha.*
 S1: Ah...Like the one before? I think it's fine. It made us pay more attention to you.
 P: *Iya ya. Jadinya malah pada nggatekke. Tapi jadi ngerasa lebih pede nggak kalo ngucapinnya?*
 R: I see. So it made you pay more attention right? Do you feel more confident to pronounce the words?
 S1: *Mayanlah Miss. Kan diulang-ulang jadinya kek nyantol gitu.*
 S1: Yes. A bit. It was repeated over and over so it's kinda stuck in my mind.

IT 07

f. Asking the Students to Bring the Dictionary

The aim of Asking the Students to Bring the Dictionary to the class was to help them on the teaching and learning process. It also aimed at improving the students' vocabulary. In learning new vocabulary, it could help the students to check the spelling and the pronunciation of certain words that they learnt. However, since the students often forgot to bring their dictionaries, the researcher decided to allow them to use the electronic dictionaries on their smartphone on the cycle 2 as could be seen from the transcript below.

- P: *Oiya Pak, ini kan anak-anak masih kadang lupa bawa kamus. Kalo pinjam ke perpustakaan juga kejauhan, nah saya nanti membolehkan mereka make kamus yang di hp itu boleh Pak?*
 P: Anyway Sir, the students often forgot to bring dictionary into the class and if they borrowed from the library would waste some times, because it quite far from class. How if I allowed them to use the electronic dictionary on their phone Sir?

Continued

		Continued
GBI:	<i>Yo gapapa Mbak. Tapi jangan dibolehin pake google translate ya. Suka nggak bener itu.</i>	
ET:	That's fine. But didn't allowed them to use google translate. Sometimes it gave you a ridiculous translation.	
P:	<i>Oke Pak.</i>	
P:	Okay, Sir.	
		IT 13

g. Giving Rewards

By giving rewards in each meeting, the researcher expected that the students were more motivated and more active in the teaching and learning process. The rewards were materials rewards, as well as praise rewards. The students were more interested in the teaching and learning process when they knew there were rewards for them. This could be seen from the interview transcript below.

P:	<i>Oiya, dek, kalo pas Miss kasih hadiah gitu, seneng nggak?</i>
S1:	<i>Ya seneng lah Miss. Lumayan haha. Dadi luwih semangat le ngerjain.</i>
R:	By the way, how did you feel when I gave reward after some activities? Were you happy with that?
S1:	Of course I am. That made me more motivated to do the exercises.
	IT 09

Based on the excerpt above, the students felt more excited in the teaching and learning process if there were rewards for them. Therefore, the researcher and her collaborator keep this action in Cycle 2.

C. Report of Cycle 2

1. Planning

After reflecting the strengths and the weaknesses of the first cycle, the researcher and the teacher agreed to revise some actions to improve the teaching

and learning process. The actions which considered successful in the first cycle would be kept while some failed actions would be revised. Thus, they believed that the problems which occurred in the first cycle could be solved. The implementation of the actions in the second cycle was done in three meetings like in the first cycle. The first meeting was conducted on August 30th 2016, the second meeting was conducted on September 2nd 2016, and the last meeting was conducted on September 6th 2016. The role of the teacher and the researcher remained same as the first cycle. It was the English teacher as the collaborator and observer and the researcher as the teacher in the classroom. The type of the text set in Cycle 2 was still descriptive text and the topic was describing rooms in the house. The changing of the topic was to make a variation of the materials so the students would not feel bored. The plans for Cycle 2 were explained below.

a. Applying Flashcards to Teach Vocabulary

On the first cycle, the flashcard that had been used was the picture-word cards and word cards. In Cycle 2, the researcher and the collaborator planned to use the same cards. However, since in the first cycle some picture-word cards were not in colour and the letters were not clear enough, at the second cycle the researcher and the English teacher planned to make the picture-word cards clearer for the students. They also planned to use flashcards into some activities like Whisper Challenge, and also grouping the words based on its classes.

b. Using the Classroom English during the Teaching and Learning Process

The researcher planned to use English for several functions in the classroom such as greeting, explaining materials, giving instructions, praise rewards or

feedback, and also closing the lesson like in the cycle 1. She also would translate some of those functions in Indonesian to make the students understand the meaning of the expressions used in the classroom activity.

c. Communicating the Objectives of the Lesson to the Students

Like in the cycle 1, by communicating the objectives of the lesson, the students knew what they were going to learn in every lesson. At the beginning of the lesson, the researcher directed the students to the lesson through interaction. Then, she communicated the objective of the lesson.

d. Asking the Students to Work in Small and Large Groups

The group activities during Cycle 1 showed positive responses from the students. The students could help each other to complete the tasks that had been given by working together. Thus, it made the lesson more comfortable and enjoyable for them. Therefore, in Cycle 2 the researcher and the collaborator also planned to keep this action.

e. Giving Practice Feedback on the Students' Pronunciation and Spelling

In Cycle 1 the researcher gave feedback on students' pronunciation in each meeting. The pronunciation practices gave the students more opportunities in improving students' vocabulary knowledge. Although their pronunciation had not improved significantly, they got better of the words they learnt during the lesson. Moreover, the feedback on the students' spelling was aimed to make the students familiar and know whether their spelling of certain words was correct. Therefore, the researcher also planned to keep this step into Cycle 2.

f. Asking the Students to Bring the Dictionary

The aim of Asking the Students to Bring the Dictionary to the class was to help them on the teaching and learning process. It also aimed at improving the students' vocabulary. In learning new vocabulary, dictionary could help the students to check the spelling and the pronunciation of certain words that they learnt. However, in Cycle 1 the students often forgot to bring their dictionaries, the researcher decided to allow them to use the electronic dictionaries on their smartphone in Cycle 2.

g. Giving Rewards

By giving rewards in each meeting, the researcher expected that the students were more motivated and more active in the teaching and learning process. The rewards were materials rewards, as well as praise rewards. The students were more interested in the teaching and learning process when they knew there were rewards for them. Therefore, the researcher and her collaborator kept this action in Cycle 2.

2. Action and Observation in Cycle 2

a. Applying Flashcard to Teach Vocabulary

In the second cycle, as planned before, there were two types of flashcards that would be implemented in this cycle. They were the picture-word cards and the word cards as in the first cycle. The students were already familiar with the use of flashcards in the classroom so they followed the flow of the lesson much smoother compared to the first cycle. It could be seen on the following excerpt.

P menunjukkan flashcard menggunakan flash technique mengenai things related to bedroom. P meminta SA untuk mengulangi cara pengucapan dari kosakata yang ada dalam flashcards tersebut. SA mengulangi cara pengucapan dari kosakata yang diberikan dengan cepat dibandingkan dengan cycle 1.

The researcher showed the flashcards using flash technique in the vocabulary about things related to bedroom. She asked the students to repeat the pronunciation of the vocabularies given. They repeated and followed the teacher instruction quicker compared to the first cycle.

FN 16

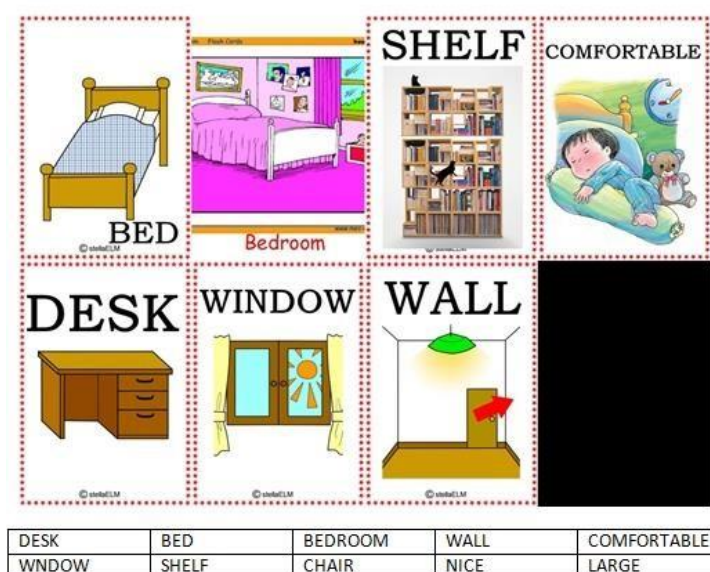


Figure 19: **The Flashcards Used in Cycle 2 Meeting 1**

The figure 19 showed the flashcards used in the first meeting of Cycle 2. In the teaching and learning process, the researcher applied a group competition to make the lesson more attractive for the students. The students were divided into 8 groups, and each group had to have a signature password. She also distributed the same amount of word cards to each group as could be seen from the figure 19. Then, she explained the rule of the competition. She would show some pictures based on the picture cards, then, the students had to raise the word cards that had

been given to their group. The group that answered correctly would get a point.

The following extract reflected the situation.

P memberikan SA sebuah descriptive text berjudul My Lovely Bedroom. P dan SA lalu membahas teks tersebut bersama-sama. Setelah dirasa SA paham mengenai teks tersebut, P lalu mengatakan bahwa waktunya untuk small group competition.

SA lalu ramai “Ngapain itu Miss?” ada yang bertanya. P lalu menjelaskan aturan dari group competition yang akan dilakukan. “Jadi, nanti Miss akan bagikan tiap-tiap kelompok satu set word card, lalu nanti waktu Miss kasih lihat gambar tertentu, kalian cepet-cepetan buat menjawab apa gambar itu menggunakan word card yang ada di kalian itu. Nanti yang paling cepat dan benar, akan dapat score. Okay? Ada pertanyaan?” “Oooohh....gitu Miss. Oke paham. Ayo Miss gek ndang.” “Ya sabar dong. Ini nih Miss bagikan dulu ya. Sudah berkelompok kan?” “Sudah Miss.” “Jangan lupa tiap kelompok punya kode sendiri ya kalo menjawab. Misalnya kelompoknya Fani nanti namanya meong, kelompoknya Fadly namanya cicit...dan seterusnya. Paham to? Understand?” “Iyo Miss paham. Understaaand” jawab SA bersama-sama.

The researcher gave the students a descriptive text entitled My Lovely Bedroom. They discussed the text together. After the students comprehended the text, the researcher then told the students that it was the time for small group competition. The students got noisy and asked her. Then, she explained the rule of the competition that would be conducted soon. “So, I would distribute a set of word card for each group. Then, when I showed you some pictures, you needed to answer what were the pictures using the word cards that you had. It’s simple right? Those who answered it fast and correctly would gain the score. Okay? Any question?” “Ah...I see. Ok got it Miss. Let’s do this quickly!” “Be patient please. I would give you the word card set first, after you gathered with your group members. Did all of you already in your group?”

“Yes, Miss” “Don’t forget to each group need to have their password in answering the questions okay? Let say Fani’s group used meong, and so on so forth. Got it? Understand?” “Yes Miss we understand”, answered the students in choir.



Figure 20: **The Small Group Competition**

In the small group competition, the students showed a positive response. As could be seen on the figure 20, they raised their hand to answer the questions given by the researcher. Not only the female students, but also the male students also showed the same amount of interest in joining the small group competition.

In the second meeting, the topic of the lesson was about the living room. The researcher implemented the flashcards into an activity called “Whisper Challenge”. First, she would divide the students into four groups. Each group would consist of 8 students. Then, the students needed to send one representative of the group to be the whisperer. After that, the researcher explained on how to do the activity to the students. The researcher would give the representative a glance at the picture cards of the word cards that the students needed to find. The representative then needed to guess the word of the picture. After that, s/he whispered the word to the member of the group. The students were not allowed to speak loudly. They had to whisper from one member to the next member of their groups. After the last member of the group got the word, they had to find it on the

word cards that spreaded by the researcher in the front of the class. It could be seen from the excerpt below.

... P mengatakan kepada SA bahwa materi pada hari itu berkaitan dengan living room. Lalu, P memberikan vocabulary building mengenai benda-benda yang ada di dalam living room. Setelah itu, P memberikan sedikit ice breaking berupa game "Whisper Challenge". P menjelaskan aturan main dari "Whisper Challenge" tersebut. "So, jadi, cara main dari "Whisper Challenge ini adalah, nanti Miss akan bagi kalian ke 4 kelompok besar. Nah nanti dari tiap grup mengirimkan satu orang untuk jadi perwakilan. Nah wakil kelompok ini nanti akan Miss kasih lihat gambar apa yang harus ditemukan di word card di depan itu (sebelumnya P sudah menaruh beberapa word card di depan kelas), lalu nanti membisikkan dari belakang ke depan. Yang paling depan nanti berusaha menemukan kata yang sesuai sama yang dibisikkan oleh temannya. Seperti itu ya. Paham nggak? Understand everyone?"

... the researcher told the students that today's topic was related with living room. Then, she gave them a vocabulary building activity first related to the items that could be found in a living rom. After that, she gave the students an ice breaking activity called "Whisper Challenge" to lighten up the class environment. Next, she explained the rules of the activity to the students, "So, how did we play this game? Well, I would divide you into 4 big groups for each line here okay? Then, from each group you had to send one person as your representative. This person would be responsible to the first cycle where I would show him/her the picture of the word card that you needed to find in the front of the class (the researcher had already set some word cards in front of the class), then, he/she had to whisper the word of the picture from back here up to front there. The person who was at the front of the pack has to find the correct word card. That's all. Understand everyone?

FN 17



Figure 21: The Students Played the Whisper Challenge

The figure 21 showed the students when they played the Whisper Challenge. In playing the Whisper Challenge, the students was enthusiast which led them to be a bit noisy. The researcher warned the students that they were not allowed be noisy because the game itself called “Whisper Challenge”. So, they were only allowed to whisper to the other member of their group during the game.

Then, after the “Whisper Challenge” game, the researcher guided the students into the material, which was a descriptive text about living room. She explained about the part of speech to the students. She distinguished the noun, verb, adjective, adverb, etc., which could be found on the text. She also gave the students the hand-out to help them understand more about the materials, because in the next activity the students had to classify the words into its part of speech groups. However, the time was up and she decided to do the grouping words into the next meeting. The Whisper Challenge game took more time than what had been planned by the researcher. The following excerpt explained the situation.

P lalu memasuki ke materi pelajaran pada hari itu. P akan menjelaskan mengenai part of speech dalam descriptive text berjudul “My Living Room”, yang sebelumnya sudah dibagikan oleh P. Setelah memberikan penjelasan, P menanyakan kepada SA apabila masih ada yang belum jelas. P mengatakan bahwa mereka akan melakukan satu aktivitas berupa mengelompokkan kata berdasarkan part of speechnya. Namun, tidak lama kemudian bel pelajaran usai pun berbunyi. P lalu mengatakan bahwa pada pertemuan berikutnya mereka akan melakukan permainan berdasarkan apa yang sudah dipelajari hari ini. P juga merangkum apa saja yang sudah dipelajari hari itu. Lalu menutup kelas dengan mengatakan bahwa materi yang akan dipelajari besok masih akan melanjutkan materi pada hari ini. P lalu mengucapkan salam dan menutup perjumpaan pada hari itu.

The researcher explained the material to the students. It was about part of speech on descriptive text entitled “My Living Room” that had been distributed by the researcher. After giving the explanation to the students, she asked them whether they got the idea or not. Then, they would have an activity based on today’s material. However, the time was up. So, the researcher postponed the activity into the next meeting.

FN 17

Due to the limitation of the time, the researcher shifted the grouping words based on its classification into the next meeting. She also asked the students to study the hand-out that had been given to them. Therefore, in the next meeting they could do the tasks easier because they already learnt the materials.

In the third meeting of Cycle 2, the researcher reviewed the previous meeting flashcards by showing them the cards and asked them randomly. She also conducted the activity that had been postponed on the previous meeting. She explained on how to do the activity to the students. First, the students were divided into groups. The groups were consisted of three to four each. After that, she distributed the word cards to the students. Each group had different colour of word cards. Then, they were asked to identify the word cards based on its classification. After the students got the answers, the researcher told the students

to paste the word cards into its classification that had been written down by the researcher in front of the class. It could be seen from the extract below.

P memberikan tugas untuk SA berupa grouping word cards, yaitu SA harus mengelompokkan word card berdasarkan dari part of speech dalam teks tersebut secara berkelompok. P lalu memonitor diskusi SA sambil sesekali menjawab pertanyaan SA dalam kelompoknya. Beberapa SA nampak antusias karena jarang melakukan aktifitas seperti itu. P mengatakan pada siswa apabila mereka sudah merasa yakin dengan hasil diskusi mereka, mereka dapat menempelkan word cards pada klasifikasi yang sudah ditulis oleh P di papan tulis.

The researcher gave a task to the students in the form of grouping word cards. In this activity, they had to classify the word cards based on the text to its part of speech group. She also monitored the students' discussion and answered their questions once in a while. Some students looked enthusiast to do this activity because they never did such activity before. The researcher told the students if they felt their answers were already correct, they could paste their word cards on the classifications that had been written down by the researcher on the classroom board.

FN 18

From the extract above, the researcher gave the students the task to grouping the words. The reason was based on the discussion with the English teacher. He asked the researcher to give the students some materials related to part of speech, because the students were not familiar yet with it. The following transcript explained the situation.

P: Assalamualaikum. Permisi Pak.
 R: Assalamualaikum. Excuse me,
 Sir. GBI: Waalaikum salam. Pripun
 Mbak? ET: Waalaikum salam. Pripun
 Mbak?
 P: Ini Pak, saya mau konsul bentar soal course grid untuk cycle 2 besok.
 R: So here it was Sir, I wanted to discuss the course grid for Cycle 2.
 GBI: Oya. Itu duduk disitu dulu Mbak.
 ET: Oh...okay. Sit down please.
 P: Nggih Pak.
 R: Yes Sir.
 GBI: Mana Mbak course grid nya?
 ET: Where's the course grid?

Continued

Continued

P: *Ini Pak.*

R: Here you go, Sir.

GBI: *Sek bentar tak baca dulu ya.*

ET: Okay. I'd read it first okay?

P: *Oke Pak.*

R: Okay Sir.

GBI: *Berarti ini ganti topic ya Mbak? Tapi masih soal descriptive text kayak yang saya bilang kemarin to?*

ET: So the topic was different with the previous one right? But, it still discussed about the descriptive text like I told you before, right?

P: *Iya Pak. Yang kemarin kan soal person gitu kan Pak. Nah yang cycle ini saya rencananya memang masih pakai descriptive cuman soal place gitu Pak. Biar siswanya nggak bosan.*

R: Yes Sir. In the first cycle we talked about describing a person, and in the second cycle I'd still teach the students about that but the topic was in describing place, so the students won't feel bored with the materials.

GBI: *Oya. Sama ini aja si Mbak, ditambahin aja yang pengenalan part of speech itu lo., terutamanya di descriptive text. Yang soal noun, adverb, adjective, dan sebangsanya soalnya anak-anaknya juga masih kesulitan soal itu Mbak.*

ET: Okay. How if you added some materials about part of speech in descriptive text? About the noun, adverb, adjective, etc.? I thought the students still found it difficult to classify them.

P: *Oiya Pak. Nanti saya bikin materi soal itu juga kalo begitu.*

R: Oh... I see. Okay Sir then I'd explained that too.

IT 13



Figure 22: The Students Grouped the Word Cards

From the figure 22 above, both of female and male students were involved in doing the activity. They also found it easier to do it because the researcher also provided the handout for them. It could be seen from the interview with one of the students below.

- P:* Gimana dek, tadi susah nggak identifikasi part of speech nya?
R: How do you think about identifying the part of speech activity? Was it hard?
S: Beberapa rada masih nggak paham si aku Miss, tapi kan enek hand-out e dadi ne luwih penak si.
S: I still did not understand some of them, Miss. But, there was a handout to help me. So it was quite easier.
P: Hand-out nya berarti lumayan ngebantu pas nggerjain ya?
R: So, the hand-out was quite helpful?
S: Hooh Miss.
S: Yes, Miss.

IT 18

After doing grouping the words based on its classification activity, the reseracher asked the students if they had some questions. One of the students asked the researcher to re-explain the part of speech because they were still confused about it. When the researcher asked them which part that they did not understand yet. The students told the researcher that it was about the verb used in the descriptive text. The following excerpt explained the situation.

P mereview materi di pertemuan sebelumnya, yaitu descriptive text berjudul "My Living Room". P juga menunjukkan flashcards yang dipakai dalam pertemuan sebelumnya mengenai benda-benda yang ada dalam living room. SA lalu mengatakan bahwa masih belum jelas dalam part of speech di latihan sebelumnya. Mereka lalu meminta P untuk mengulangi penjelasan mengenai part of speech. P lalu menjelaskan ulang mengenai part of speech. P lalu menanyakan kepada SA bagian mana yang masih belum dimengerti. Salah satu SA menanyakan mengenai verb. Karena dia masih merasa kebingungan membedakan verb yang digunakan di simple present tense. Beberapa SA mengiyakan bahwa mereka masih bingung mengenai verb. P lalu menjelaskan mengenai penggunaan verb dalam simple present tense.

Continued

Continued

The researcher reviewed the last meeting materials about a descriptive text entitled “My Living Room”. She also showed the students the flashcards that was used in the previous meeting. The students then told her that they still did not understand about the part of speech. The researcher asked the students which part that they still found it confusing to them. One of the students said that she still did not understand about the verb used in the simple present tense. Other students agreed with her that they still confused about the verb. Then, the researcher explained about the verb in the simple present tense.

FN 18

To sum up the last meeting of Cycle 2, the students were helped by the hand-out given by the researcher. However, they were still confused with the one of the classification which was the verb. So, the researcher re-explained it for the students.

b. Using Classroom English during the Teaching and Learning Process

As planned beforehand, using the classroom English during the teaching and learning process was to make the students familiar with some expressions. However, the researcher also translated some unfamiliar expressions in Indonesian to make the students understood the meaning of a certain expression. This could be seen on the following excerpt.

P memasuki ruang kelas VIII A pukul 09.00. Sambil menunggu SA siap untuk menerima pelajaran, P langsung mempersiapkan materi yang akan digunakan pada hari itu. Setelah SA siap untuk menerima pelajaran, P mengucapkan salam serta selamat pagi dan menyapa SA. “Assalamualaikum wr.wb Good Morning everyone. How are you today?” “I’m fine thank you. And you?” jawab SA lantang. “I’m fine too. Thank you.”

The researcher entered the classroom at 9 am. While waiting until the students were ready to learnt, she prepared the materials that would be used on that day. After the students were ready, the researcher opened the class by using the regular greeting. “Assalamualaikum wr.wb Good Morning everyone. How are you today?”

Continued

Continued

"I'm fine thank you. And you?" answered the students. "I'm fine too. Thank you."

... Nanti grup yang paling cepat dan benar, akan dapat score. Okay? Is there any question? Ada pertanyaan?" ...

...The fastest group that answered correctly would get the score. Okay? Is there any question? ...

... "Jangan lupa tiap kelompok punya kode sendiri ya kalo menjawab. Misalnya kelompoknya Fani nanti namanya meong, kelompoknya Fadly namanya cicit...dan seterusnya. Paham to? Understand?" "Iyo Miss paham. Understaaand" jawab SA bersama-sama.

... "Don't forget to each group need to have their password in answering the questions okay? Let say Fani's group used meong, and so on so forth. Got it? Understand?" "Yes Miss we understand", answered the students in choir.

FN 16

...P segera menuju ke kelas VIII A. beberapa bangku di dalam kelas nampak kosong. P lalu menanyakan kepada salah satu SA dimana teman-temannya. "Where are the others? Teman-teman yang lain di mana?" "Itu Miss, lagi ke toilet. Ketoke ada yang lagi jajan juga.".

...R went directly into the class VIII A. Some of the seats were empty. Then, R asked one of the students where were her friends. "Where are the others?" "Some of them were going to the toilets. I think some of them also went to the canteen, Miss".

FN 18

From the excerpts above, on the regularly used expressions like in the opening of the class, the students could answer the researcher in English directly without any hesitation. It was because they were already familiar with the expressions. These showed that if the students were exposed regularly on the English expressions they also could directly answered it. However, as the field note 18, for some expressions that they were not familiar with, they still answered it using Bahasa Indonesia or Javanese.

c. Communicating the Objectives of the Lesson to the Students

As stated before, the researcher planned to communicate the today's lesson objective to the students so they knew what they learnt on that day as in the cycle

1. This was to prepare the students before they went into the materials that would be taught in the classroom. The following excerpts explained the situation.

Setelah mengecek kehadiran siswa, P mengatakan kepada SA bahwa hari itu materi yang akan dipelajari masih sama yaitu descriptive text namun dalam konteks mendeskripsikan tempat.

After checking the students' attendance, the researcher told the students that they were going to learn was still about descriptive text but the topic was about describing place.

FN 16

P mengulangi secara sekilas materi pada pertemuan sebelumnya. Setelah itu, P mengatakan kepada SA bahwa materi pada hari itu adalah descriptive text berkaitan dengan living room. Tujuannya adalah untuk mengetahui bagaimana mendeskripsikan living room dalam bahasa Inggris.

The researcher reviewed the last meeting material. After that, she told the students that today's material was descriptive text about living room. The purpose of the lesson was to know how to describe living room in English.

FN 17

From the excerpt above, the researcher communicated the objective of the lesson to the students at the beginning of the class. The students became more prepared in receiving the lesson because they knew what they were going to learn on that day. At first, the students were not pay attention to this action, but, as the following meetings they realized the benefit of this phase. It could be seen from the interview with one of the students below.

P: Oya dek, kalo waktu awal-awal Miss kasih tahu hari ini pelajarannya nanti bakal ngebahas soal apa, trus ngapain aja nanti selama pelajarannya menurut kamu gimana dek?

R: Can I ask you a question? What do you think about me giving you the purpose of today's lesson and what kind of activity that we are going to have on the day?

S: Ya jane awal-awal itu menurutku nggak penting Miss, hehehe. Tapi njuk kebiasaan dikasih tau gitu ya jadi lebih siap soal materinya. Dadine paham mau belajar opo. Gitu Miss. La kenapa sih Miss?

S: I thought at first it wasn't nessesary, Miss, hehehe. But, because we were always given that, we became aware to what we were going to learn and understand it better. Why?

P: Oke deh. Sip. Nggak papa si, nanya aja. Hehe . Makasih ya dek.

R: Okay. Nothing, I'm just asking hehe. Thank you by the way.

IT 14

d. Asking the Students to Work in Small and Large Groups

As in the first cycle, in this cycle the students worked in pairs, small groups (contained three to four students in each group) or large groups (contained 8 students in each group). The following excerpts explained the situation.

P menjelaskan aturan main dari "Whisper Challenge" tersebut. "So, jadi, cara main dari "Whisper Challenge ini adalah, nanti Miss akan bagi kalian ke 4 kelompok besar. Nah nanti dari tiap grup mengirimkan satu orang untuk jadi perwakilan. Nah wakil kelompok ini nanti akan Miss kasih lihat gambar apa yang harus ditemukan di word card di depan itu (sebelumnya P sudah menaruh beberapa word card di depan kelas), lalu nanti membisikkan dari belakang ke depan. Yang paling depan nanti berusaha menemukan kata yang sesuai sama yang dibisikkan oleh temannya. Seperti itu ya. Paham nggak? Understand everyone?"

She explained the rules of the activity to the students, "So, how did we play this game? Well, I would divide you into 4 big groups for each line here okay? Then, from each group you had to send one person as your representative. This person would be responsible to the first cycle where I would show him/her the picture of the word card that you needed to find in the front of the class (the researcher had already set some word cards in front of the class), then, he/she had to whisper the word of the picture from back here up to front there. The person who was at the front of the pack has to find the correct word card. That's all. Understand everyone?"

FN 17

P memberikan latihan kepada SA berupa crossword task. P lalu menjelaskan cara menjawab dari crossword tersebut. SA mengerjakan crossword tersebut secara berpasangan dengan teman sebangkunya berdasarkan dari teks yang telah dibahas sebelumnya.

The researcher gave the students an exercise to the students in the form of crossword task. She explained them how to answer the crossword. The students then worked on the task in pairs based on the text that had been discussed before.

FN 18



Figure 23: The Students Discussed in Group

In doing the group tasks, the students discussed with the member of their group (figure 22). They also helped each other in order to get the answer correctly. They managed to have teamwork among each other. They delegated the work to each member of the group. The students helped each other to complete the tasks that had been given. This action made the students more active in the classroom activity. Especially for the activities which required the teamwork from the students like in the Whisper Challenge game. They needed to have a good bounding to get the answer correctly. There were many things that could go

wrong in this game. For example, if the student who became the representative did not get the answer correctly, then, the whole team would lose. Or if one of the group members messed up while whispered the word from the representative, they also would not get the correct answer.

e. Giving Practice Feedback on the Students' Pronunciation and Spelling

Giving the students feedback on their pronunciation was implemented in Cycle 2 as well as in Cycle 1. This action aimed to help the students pronounce the words correctly. Since the feedback on the students' pronunciation and spelling was given in each meeting, the students felt more confident to pronounce the English words. However, sometimes the students still made a mistake in pronouncing the words, but, it was less than before the implementation of the actions. It could be seen from the excerpt below.

SA pun lalu ramai mencoba menyebutkan benda-benda yang ada dalam kamar tidur tersebut. Sese kali, P membenarkan cara pengucapan dari SA. Setelah itu, P menunjukkan flashcard menggunakan flash technique mengenai things related to bedroom. P meminta SA untuk mengulangi cara pengucapan dari kosakata yang ada dalam flashcards tersebut. SA mengulangi cara pengucapan dari kosakata yang diberikan dengan cepat dibandingkan dengan cycle 1.

The students tried to mention the things in a bedroom. Occasionally, the researcher corrected their pronunciation. After that, she showed the flashcard about things related to bedroom using flash techniques. She asked the students to repeat after her. They repeated the pronunciation of the words faster compared to Cycle 1.

FN 16

On the extract above, the students showed a quicker response compared to Cycle 1. It was because they were given feedback from the researcher. She also corrected their pronunciation if she heard some mispronunciation. Therefore, the

students got the exposure of the correct pronunciation. They became aware of the pronunciation without them noticing it.

f. Asking the Students to Bring the Dictionary

In Cycle 2 the researcher also asked the students to bring their dictionaries into the classroom to help them in learning the materials. By using dictionary, they could find out the words that they did not know. So, they could understand the lesson better. However, there were still many students who did not bring their dictionaries. Therefore, the researcher decided to allow them to use the electronic dictionaries that could be downloaded into their mobile phone.

P menanyakan kepada SA apakah mereka membawa kamus. Beberapa menunjukkan kamus yang mereka bawa namun masih banyak SA yang tidak membawa kamus. SA mengatakan bahwa mereka malas bawa kamus karena berat atau malas pinjam ke perpustakaan karena lokasinya sedikit jauh sehingga memotong waktu mereka. P lalu mengatakan bahwa SA boleh menggunakan kamus elektronik di hp mereka tetapi tidak boleh menggunakan google translate.

The researcher asked the students whether they brought dictionaries into the classroom or not. Some of them brought their dictionaries but some of them did not bring dictionaries. They said that they were too lazy to bring the dictionary because it was heavy. They also did not want to borrow the dictionary from the library because it located too far from the school main building. The researcher then told the students that they were allowed to use their electronic dictionaries on their devices, but they were banned to use google translate.

FN 16

The reason why the researcher banned the students to use google translate was because often google translate did not get the correct translation based on the context of the sentences. It also based on the discussion with the English teacher below. He permitted the researcher to allow the students used electronic dictionary but not google translate. He told the researcher that often google

translate did not give the correct translation. It could be seen on the following interview transcript.

- P: Oiya Pak, ini kan anak-anak masih kadang lupa bawa kamus. Kalo pinjam ke perpustakaan juga kejauhan, nah saya nanti membolehkan mereka make kamus yang di hp itu boleh Pak?*
- P: Anyway Sir, the students often forgot to bring dictionary into the class. and if they borrowed from the library would waste some times, because it quite far from class. How if I allowed them to use the electronic dictionary on their phone Sir?*
- GBI: Yo gapapa Mbak. Tapi jangan dibolehin pake google translate ya. Suka nggak bener itu.*
- ET: That's fine. But didn't allowed them to use google translate. Sometimes it gave you a ridiculous translation.*
- P: Oke Pak.*
- P: Okay, Sir.*

IT 13



Figure 24: **The Students Asked the Researcher the Meaning of Some Words**

Eventhough the researcher allowed them to use the electronic dictionary; some of the students still asked her about the meaning of the words. It could be seen from the figure 23 above. It was because some of the words were not available in their smartphone dictionary. However, the students became more autonomous in finding the meaning of the words that they did not know by using the electronic dictionary.

g. Giving Rewards

As in first cycle, giving rewards to the students proved to be one of the ways to make the students more motivated to be active in the teaching and learning process. This action was also implemented in Cycle 2. The rewards were in the form of compliment and also material rewards like candies, chocolate, or snacks. The researcher gave the students compliment when they could do the task or answer correctly. She also gave the students the sweets or snacks especially after the students did the group activities.

The students did the tasks and activities given in the classroom and actively participated in the classroom discussion. They competed to get the correct answers and gained the rewards. Often, they created a chaos in the classroom because of the competition. However, the researcher also calmed the students when they started to make a chaos in the classroom. It could be seen from the extract below.

P memulai game dengan menunjukkan satu gambar kepada SA. Mereka lalu berebut menjawab. Setelah beberapa ronde permainan, P menghentikan babak pertama game. P mengatakan "Pemenang sementara kelompoknya Ridwan ya, ayo yang lain berusaha lagi." SA lalu ramai. P menenangkan SA dan memulai babak kedua. P menanyakan beberapa pertanyaan berkaitan dengan teks yang sudah dibahas. Setelah beberapa pertanyaan, P mengumumkan pemenangnya. "Jadi pemenangnya kelompoknya Yusri ya. Nah hadiahnya nanti istirahat menemui Miss ya." "Wah kok udu kelompokku Miss yang menang" seru beberapa SA. "Ya mungkin lain kali ya, makanya yang cepat. Hehe."

The researcher started the game by showing a picture to the students. they competed to answer it. After some rounds of game, she stopped the first stage of the game. She said, "The winner of this round so far was Ridwan's group. Come on other group, gave more effort". The students got a bit chaos. The researcher asked the students to be quiet. Then, she started the second stage of the game. She asked some questions related to the text that had been discussed before. After some questions, finally she announced the winner of the game.

Continued

Continued

“So, the winner of the game was Yusri’s group. Congratulations! You could take your reward at the break time later”. “Why it wasn’t my group that win the game Miss”, complained some students. “Perhaps next time okay? That’s why you needed to do your best.”

FN 16

P: Seneng belajar sama Miss dek?

R: Were you happy learning with me?

S: Ya, Miss. Apalagi entuk hadiah. Dadi luwih semangat le nggarap. Tapi besok-besok Miss udah nggak kesini lagi ya? Udah selesai ya ngajarnya?

S: Yes, Miss. Moreover, you always gave us rewards. So, it made us motivated to do the task. But, you won’t come here again right? You’ve already done the teaching here right?

P: Iya dek. Hehe.

R: Yes.

IT 18

From the field notes and the interview transcript above, they showed the positive response from the students when the researcher gave them rewards. Although often it caused chaos in the classroom because the students were competing to get the rewards, it also made the students more motivated to do the task. So, they could gain the rewards if they did or answered the tasks and questions correctly.

3. Reflection

In Cycle 1, there were some problems during the implementation of the action. Therefore, the researcher and the collaborator formulated the revised action to be implemented in Cycle 2. The result of Cycle 2 became the researcher and the collaborator’s discussion materials to reflect and evaluate the action in Cycle 2. The result of the reflection is presented below.

a. Applying Flashcards to Teach Vocabulary

The implementation of flashcards to improve the students' vocabulary mastery was as planned. In the second cycle, the picture-word cards contained coloured pictures and also larger font compared to Cycle 1. The word flashcards used in Cycle 2 were used in several activities like the "Whisper Challenge" game, also grouping words based on its classification.

b. Using the Classroom English during the Teaching and Learning Process

During the actions the researcher used English for several functions in the classroom such as greeting, explaining materials, giving instructions, praise rewards or feedback, and also closing the lesson. However, to use full classroom English was not possible to be implemented because students did not understand the whole sentences. Therefore, she translated some of those functions in Indonesian to make the students understand the meaning of the expressions used in the classroom activity.

c. Communicating the Objectives of the Lesson to the Students

The researcher communicated the objectives of the lesson in each meeting. This made the students know what they were going to learn on the each meeting, and prepared them to receive the materials.

d. Asking the Students to Work in Small and Large Groups

The researcher asked the students to work in several groups to do the tasks or activities. They worked in pairs, small groups consisted of three to four students, or large groups of eight students in each group. The grouping for the students was based on what kind of activities of tasks given to them. If it required

large number of students like in the Whisper Challenge game, the researcher asked them to work in the group of eight students each. If the task like in the crossword puzzle, the researcher asked the students to work in pairs so they could be more focused on doing the task. The grouping activities during this cycle runned as expected. The students grouped themselves without any problem. They also could help each other to complete the tasks that had been given by working together. Thus, it made the lesson more comfortable and enjoyable for them.

e. Giving Practice Feedback on the Students' Pronunciation and Spelling

The practice feedback on the students' pronunciation and spelling purpose was clearly to make the students have better pronunciation and spelling. This action also helped them to be confident to pronounce the words with correct pronunciation. The researcher gave feedback on students' pronunciation in each meeting of Cycle 2 like in Cycle 1. The pronunciation practices gave the students more opportunities in improving their pronunciation. Everytime the researcher heard the mispronunciation from the students; she drilled them with the correct pronunciation. Although their pronunciation had not improved significantly, they made fewer mistakes when pronouncing the vocabulary that they have learnt. They were also more confident in responding the researcher questions, or when they repeated the words gave to them at the beginning of the lesson.

Moreover, the feedback on the students' spelling aimed to make the students familiar and know whether their spelling of certain words was correct. It was because often the students still did not know the correct spelling of the words. By giving the students feedback on spelling the words, the students also could

improve their vocabulary mastery because they knew how to write the words correctly. Especially when they were encountered the task that required them to choose the correct words, they could answer it easily.

f. Asking the Students to Bring the Dictionary

The aim of Asking the Students to Bring the Dictionary to the class was to help them knowing the meaning of the words that they did not know on the teaching and learning process. It also aimed at improving the students' vocabulary. In learning new vocabulary, dictionary could help the students to check the spelling and the pronunciation of certain words that they learnt. When the students were not sure how to write a certain word, they could search it into their dictionary. Also, the students could check on how to pronounce the words correctly on the dictionary because English pronunciation was often different from its written form. Moreover, they also learnt to find out the meaning of the words autonomously by using the dictionary. However, the students still asked the researcher when they did not know the meaning of the words.

g. Giving Rewards

By giving rewards in each meeting, the researcher expected that the students were more motivated and more active in the teaching and learning process. The rewards were materials rewards like chocolate, sweets, and snacks, as well as praise rewards like giving compliments when the students did a great job, or finished the tasks given by the researcher. Furthermore, the students were more interested in the teaching and learning process when they knew there were rewards for them.

D. Research Findings

Regarding to the findings of cycle 1 and cycle 2, the implementation of flashcards in teaching and learning process were considered successful in improving the students' vocabulary mastery. The use of flashcards made the students more interested in the classroom activities and engaged them to the learning process. The other actions that were implemented in this research also showed a positive result towards the students. The result of the research in improving students' vocabulary mastery is shown in the table 2.

Table 2: The Result of the Research

No.	Actions	Pre-Condition	Cycle 1	Cycle 2
1.	Applying flashcards as the teaching aids in the classroom	The teacher never used flashcards in the teaching and learning process. Furthermore, the teacher rarely gave a time to teach the students vocabulary.	Applying flashcards motivated the students to learn new vocabularies in English. It helped students to understand the vocabulary related to describing people. The students were also able to do the tasks given by the researcher based on the the picture cards in the beginning of each meeting. Furthermore, they were able to make simple sentences using the word cards.	Using flashcards improved the students' vocabulary mastery. The integration of the flashcards with many games and activities helped the students in remember and understand new words. The students were able to recognize the vocabulary of the picture cards given by the researcher, and also able to distinguish the vocabulary based on its classification.
Continued				

Continued				
2.	Using the Classroom English during the Teaching and Learning Process	The Classroom English only used at the beginning of the class. It was when the teacher opened the lesson. After that, the instructions were in bahasa Indonesia and also Javanese all the time.	The researcher used the English Classroom expressions to give the students exposure to it. The students were able to respond to the researcher when they were familiar with the expressions.	In cycle 2, the researcher used the English Classroom expressions as the cycle 1. In this cycle, the students were able to respond some of the English expressions. However, they were still used Bahasa Indonesia to respond the researcher.
3.	Communicating the Objectives of the Lesson to the Students	The students just went directly into the materials without given any explanation on what they were going to learn on the class.	Communicating the objectives of the lesson to the students made them aware of the materials that they learnt.	The students awared of the purpose on learning the text and actively involved in the teaching and learning process.
4.	Asking the students to work in small and large groups	The teacher often asked the students to work in pairs and rarely in groups.	The grouping of the students made them more involved in the group discussion to finish the task given by the teacher. They were actively doing discussion with the member of their group. In addition, they liked to work in groups because it helped the them to be active in the classroom.	The students felt comfortable with their groups because they could work together. It was because they could discuss the answer that they did not know with their group.
5.	Giving Practice Feedback on the Students' Pronunciation and Spelling	The students rarely got neither a pronunciation practice nor spelling feedback, It made afraid to make mistakes	The students were gradually showed an awareness in their pronunciation and spelling. They often asked the researcher whether their	In cycle 2, the students were also given feedback on their spelling or pronunciation. The students still occasionally asked

		when they pronounced some English words.	spelling or pronunciation was correct. However, the feedback did not give as much improvement as expected by the researcher.	the researcher whether their spelling or pronunciation was correct. However, they were more confident to pronounce the words or to do the task given by the researcher during the lesson.
6.	Asking the Students to Bring the Dictionary	The students never brought dictionaries to the class.	Some students brought dictionaries to the class but some of them did not bring dictionaries.	The students brought conventional dictionaries and also the electronic dictionaries on their mobile phone.
7.	Giving rewards	The teacher rarely gave the students rewards to motivate the students.	Praise or compliments were given as rewards if they did the task correctly, some materials rewards like candies or chocolate also given to the students. It made them more active during the lesson to gain the rewards.	The rewards given in the cycle 2 as in cycle 1. Giving rewards successfully motivated the students to be more active in the classroom.

E. Discussion

Since the researcher believed that vocabulary was an important part in learning a language, she decided to conduct this action study. Based on the observations and interviews, she found out that teacher rarely gave the students vocabulary building and just gave them the translation of the words that the students did not know. The media used in the teaching and learning process was also limited on PowerPoint only.

Further, the reason she applied flashcards as the media in the teaching and learning process because it had many advantages. As stated by Lewis (2013), flashcards were useful to teach vocabulary. This statement also supported by Cross (1992) and Mukalel (1998). Some of the advantages in using flashcards were: it helped the students strengthen the form and meaning in their memory, it helped to make the teaching and learning less boring for the students and attracted their attention to the classroom activity, it was inexpensive, versatile, and portable, it also engaged the students to the teaching and learning process.

After the actions implemented, the students' vocabulary mastery increased. It was based on the result of their pre-test and post-test (table 3). The students' pre-test score showed that they still had poor vocabulary mastery. Then, they got treatment to improve their vocabulary mastery using flashcards. The treatment was consisted of two cycles with three meetings in each one. After that, the researcher conducted a post-test to find out the students' improvement. From the students post-test scores, it proved that using flashcards as the media in teaching vocabulary could improve the students' vocabulary mastery.

F. The Students' Vocabulary Mastery Score

As mentioned before, the use of flashcard succeeded to improve students' vocabulary mastery in two cycles of this study. It could be concluded from the observations of the teaching and learning process and the interviews with the teachers and also the students. As planned before, the researcher conducted a pre-test before the action then followed by a post-test. The post-test was held on September 20th 2016. The minimum score that the students needed to achieve was

75 or above. It based on the curriculum 2006 that the school used. The comparison between the students' score in their pre-test and post-test could be seen on the following table.

Table 3: The Average of Students' Vocabulary Score in Pre-test and Post-test

Class	Pre-Test Score (0-100)	Post-Test Score (0-100)
VIII A	34,64	76,74

Based on the table above, the researcher did the t-test to compare the results from both pre-test and post-test. She suggested two hyphoteses. The first one was that there was no significance difference between the students' scores in pre-test and post-test. The alternative hyphotesis suggested by the researcher was that there was a significance difference between the students' score in pre-test and post-test. The figures below showed the result of the t-test.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	34,6452	31	7,92275	1,42297
	posttest	76,7419	31	14,38742	2,58406

Figure 25: Paired Samples Statistics

From the figure above, it showed that there was an improvement of the students' mean scores from 34.64 to 76.74. The improvement on the students' score from the post-test was because the test was based on the materials in the lessons. They were also from the flashcards given in the teaching and learning process in the classroom.

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval				
					of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-42,09677	14,43919	2,59336	-47,39311	-36,80044	-16,233	30	,000

Figure 26: **Paired Samples Test**

From the figure 25, it showed the $\text{sig.} < 0.05$. Therefore, the alternative hypothesis was accepted. So, there was a significance difference in students' scores after the implementation of flashcards to improve their vocabulary mastery.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, there are three subchapters presented. They are conclusions, implications, and suggestions.

A. Conclusions

The research was conducted in grade VIII students of MTsN Godean. The aim of the study was to improve the grade eight students' vocabulary mastery. This study began on August 2016 and ended in September 2016. The actions were carried out in two cycles and the materials given were related with descriptive texts.

After the implementations of actions in the first cycle, there were some changes on the students' vocabulary mastery. The implementation of flashcards in the the teaching and learning process could improve the students' vocabulary mastery. It also could motivate the students to be active and involved in the classroom activities.

Nevertheless, there were some improvements needed to be done after the researcher and the collaborator had examined the successful and less-successful actions during the research as presented in the chapter IV. Therefore, there were some actions revised Cycle 2.

From Cycle 2, the researcher found that the use of flashcards in order to improve the students' vocabulary mastery was still effective with some additional activities like games. Giving rewards also improved the students' motivation in the teaching and learning process.

In reference to the aim of this study which was to improve the students' vocabulary mastery, this study was considered succeed. It can be seen from the result of pre-test and post-test. In conclusion, using flashcards in the teaching and learning process can helped the students to improve their vocabulary mastery.

B. Implications

Based on the result of the study, the researcher found that using flashcards in the teaching and learning process did improve the students' vocabulary mastery. The students were able to identify and memorize the new vocabularies. They were also able to memorize the vocabulary that they learnt through some engaging activities using flashcards. It implies that flashcards can be used in the teaching vocabulary to the students based on those advantages. Moreover, it also implies that the teaching and learning process has to be interesting, engaging, and having various activities to achieve the goals that have been set, which is in this study is to improve the grade eight students' vocabulary matery. Thus, it is suggested that the English teacher uses flashcards in teaching and learning of vocabulary.

C. Suggestions

From the conclusions and the implications above, the researcher made some suggestions related to the teaching of vocabulary that will be directed toward the students, the English teacher, and other researchers. They are as follows.

1. For the Students

The students should be more active in the classroom. They also need to practice the vocabulary that they have learnt. These efforts are to encourage them to master vocabulary and use it without worries of making mistakes. If they master the words, they can easily understand that they heard, or read, and also say or write in English. They also could make their own flashcards to help them learn the vocabulary. Therefore, it would be easier for them to communicate in English.

2. For the English Teacher

It is recommended for the English teacher to use various kinds of activities that can make the students be more active and motivated in the classroom activities. It is also suggested for the teacher to pay attention to the teaching of vocabulary for the students. The teacher can use media like flashcards to engage the students in the teaching and learning process, especially in teaching-learning vocabulary.

3. For the Other Researchers

For the other researchers who are interested in the same field as the researcher did, the result of this study is expected to give them a little insight of conducting the similar study. It is also suggested to the other researchers to continue and develop this action research in order to find out other efforts to improve students' vocabulary mastery. They could use flashcards to help the students in learning new vocabulary, and integrated it into several engaging activities for the students.

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December 21st 2015

APPENDICES

Appendix 1: Field Notes

FIELD NOTES

no: FN 01
hari, tanggal: Sabtu, 30 Juli 2016
pukul: 09.00-09.15
tempat: Ruang Tata Usaha MTsN Godean
kegiatan: meminta ijin penelitian
responden: P (Peneliti)
 KTU (karyawan TU)
 GBI (guru bahasa Inggris)

P datang ke sekolah pukul 09.00. P menuju ruang guru untuk menemui GBI. P menanyakan ke GBI bagaimana proses untuk mengajukan penelitian. GBI mengarahkan P untuk langsung ke ruang tata usaha dan menyerahkan surat ijin penelitian. P menuju ke ruang tata usaha dan langsung dipersilakan untuk mengutarakan maksud datang ke sekolah tersebut. P mengatakan bahwa P akan melakukan penelitian di kelas VIII untuk mata pelajaran bahasa Inggris. P menyerahkan surat ijin penelitian berikut proposal kepada KTU. KTU menanyakan apakah sudah bertemu dengan GBI yang bersangkutan. P menyatakan bahwa P sudah menghubungi dan menemui GBI yang bersangkutan. KTU menerima surat ijin berikut proposal penelitian dari P. P meninggalkan ruang TU pukul 09.15 dan menuju ke ruang guru.

no: FN 02
hari, tanggal: Sabtu, 30 Juli 2016
pukul: 09.15-09.45
tempat: Ruang guru MTsN Godean
kegiatan: mendiskusikan penelitian dan keadaan kelas dengan guru bahasa Inggris
responden: P (Peneliti)
 GBI (guru bahasa Inggris)

Setelah menyerahkan surat ijin untuk penelitian, P segera menuju kembali ke ruang guru untuk menemui GBI di ruang guru. GBI menanyakan kepada P apakah surat penelitian sudah diserahkan ke TU dan juga kapan akan memulai penelitian. GBI menjelaskan bahwa beliau hanya mengajar 2 kelas di kelas VIII yaitu kelas VIII A dan kelas VIII B. Namun, untuk kelas VIII B GBI yang bersangkutan tidak mengajar penuh tetapi berbagi jadwal dengan GBI yang lain. GBI menawarkan kepada P untuk melakukan observasi dulu di kedua kelas tersebut sebelum menentukan subjek untuk penelitian P. P menyetujuinya. GBI memberitahu jadwal pelajaran bahasa Inggris di kedua kelas tersebut adalah pada hari Selasa dan Jumat. GBI mengusulkan kepada P untuk melakukan observasi kelas pada hari Jumat minggu depan saja karena pada hari tersebut GBI memiliki

jadwal di kedua kelas VIII A dan VIII B. P mengiyakan usulan dari GBI tersebut. P lalu menanyakan pendapat GBI untuk materi dalam penelitian apabila menggunakan descriptive text. GBI pun mengatakan bahwa descriptive text masih diajarkan di kelas VIII oleh karena itu GBI mengiyakan P untuk memakai descriptive text. Setelah itu P berterima kasih dan mohon pamit pada pukul 09.45.

no: FN 03
hari, tanggal: Jumat, 5 Agustus 2016
pukul: 08.20-09.40
tempat: Kelas VIII A
kegiatan: observasi kelas VIII A
responden: P (Peneliti)
 GBI (guru bahasa Inggris)

P tiba di sekolah pada pukul 08.00 dan langsung menuju ruang guru untuk menemui GBI. P mengucapkan salam dan menyapa GBI yang bersangkutan. GBI mengatakan kepada P untuk mengambil kursi di ruang TU. Kemudian, GBI dan P memasuki ruang kelas VIII A pada pukul 08.20. GBI mengucapkan salam dan memberikan ucapan selamat pagi kepada siswa-siswi kelas VIII A. Lalu, GBI mereview materi pertemuan sebelumnya yaitu mengenai modals. Setelah itu, GBI meminta siswa-siswi untuk mengerjakan soal yang sudah beliau persiapkan dan tayangkan melalui LCD. Siswa-siswi mengerjakan soal tersebut. Beberapa siswa tampak kebingungan karena tidak mengetahui arti dari kalimat dalam soal-soal tersebut. Tampak beberapa siswa mencari arti kata dalam kamus namun yang lainnya tampak kasak-kusuk dengan teman sebangkunya untuk berusaha menjawab pertanyaan dalam soal-soal tersebut. Beberapa siswa ada yang bertanya kepada P mengenai arti dari kalimat yang ada dalam soal tersebut. P menanyakan kepada siswa tersebut apakah membawa kamus atau tidak. Siswa tersebut menjawab bahwa ia tidak membawa kamus. Karena biasanya kalau membutuhkan kamus mereka pinjam di perpustakaan. Namun, seringkali, mereka tidak mengambil kamus ke perpustakaan karena perpustakaan terletak agak jauh dari gedung utama sekolah, sehingga memakan waktu untuk mengerjakan soal. P menjelaskan kepada siswa tersebut arti dari kata yang tidak ia ketahui.

Setelah itu, GBI mengatakan pada siswa-siswi bahwa waktu untuk mengerjakan sudah habis dan waktunya untuk mencocokkan jawaban mereka. Siswa-siswi ribut karena mereka belum selesai mengerjakan. GBI lalu memberi waktu tambahan 5 menit untuk menyelesaikan pekerjaan mereka. Siswa-siswi segera menyelesaikan pekerjaan mereka. Lalu, GBI bersama siswa-siswi mengoreksi jawaban dari soal-soal tersebut secara bersama-sama.

Pukul 09.40 bel berbunyi. GBI meminta salah satu siswa untuk mengumpulkan pekerjaan teman-temannya kepada beliau. GBI berterima kasih kepada siswa-siswi, mengucapkan salam dan meninggalkan kelas bersama P.

no: FN 04
hari, tanggal: Jumat, 5 Agustus 2016

pukul: 09.40 – 10.00
tempat: Ruang guru MTsN Godean
kegiatan: mendiskusikan hasil observasi kelas VIII A
responden: P (Peneliti)
 GBI (guru bahasa Inggris)
 SA (siswa-siswi kelas VIII A)

GBI menanyakan bagaimana pendapat P mengenai siswa-siswi dari kelas VIII A. P mengatakan bahwa SA masih memiliki kesulitan untuk mengerjakan soal yang beliau berikan karena mereka tidak mengetahui arti dari kalimat yang ada. GBI mengatakan memang kelemahan siswa-siswi rata-rata adalah memahami kalimat karena mereka tidak familiar dengan kosa kata dalam bahasa Inggris. GBI menjelaskan bahkan siswa-siswi kadang belum mengetahui bagaimana cara yang efektif untuk mencari arti kata dalam kamus. Itu adalah salah satu faktor utama yang sangat menyita waktu untuk penjelasan materi untuk GBI ataupun mengerjakan soal. Bel masuk lalu berbunyi dan GBI mengajak P untuk menuju kelas VIII B.

no: FN 05
hari, tanggal: Jumat, 5 Agustus 2016
pukul: 10.00-11.20
tempat: Ruang kelas VIII B
kegiatan: observasi kelas VIII B
responden: P (Peneliti)
 GBI (guru bahasa Inggris)
 SB (siswa-siswi kelas VIII B)

GBI dan P memasuki ruang kelas VIII B. GBI membuka kelas dengan salam dan sama seperti di kelas VIII A GBI *mereview* materi sebelumnya yang telah diajarkan yaitu mengenai modals. Kemudian GBI meminta siswa-siswi untuk mengerjakan soal yang sudah beliau persiapkan dan tayangkan melalui LCD. Siswa-siswi mengerjakan soal tersebut dengan lebih tenang dibandingkan dengan kelas VIII A. Beberapa dari mereka juga tampak membawa kamus untuk membantu mereka mengerjakan soal yang diberikan oleh GBI. Meski begitu ada juga beberapa murid yang menanyakan kepada GBI mengenai arti dari beberapa kata. Kemudian GBI meninggalkan kelas dan meminta siswa-siswi kelas VIII B untuk tetap tenang dan mengerjakan soal. SB pun tetap tenang dan mengerjakan soal. Ada beberapa siswa yang berjalan-jalan di dalam kelas dan terkadang membuat keributan seperti bercanda akan tetapi kelas tetap kondusif.

Lalu GBI memasuki kelas kembali dan mengatakan bahwa waktu untuk mengerjakan sudah habis. Setelah itu, GBI dan SB mencocokkan jawaban untuk soal yang sudah dikerjakan.

Pukul 11.20 bel berbunyi. GBI meminta salah satu siswa untuk mengumpulkan pekerjaan teman-temannya kepada beliau. GBI berterima kasih kepada siswa-siswi, mengucapkan salam dan meninggalkan kelas bersama P.

no: FN 06
hari, tanggal: Jumat, 5 Agustus 2016
pukul: 11.20-11.40
tempat: Ruang guru MTsN Godean
kegiatan: mendiskusikan hasil observasi di kelas VIII B
responden: P (Peneliti)
 GBI (guru bahasa Inggris)

GBI menanyakan kepada P mengenai siswa-siswi kelas VIII B. P mengatakan bahwa siswa-siswi kelas VIII B lebih bisa diatur dibandingkan dengan kelas VIII A. Meski begitu, kelemahan dari siswa-siswi tersebut masih sama yaitu lemah dalam penguasaan kosakata sehingga dalam pengerjaan masih membutuhkan waktu lebih lama daripada yang seharusnya.

P menanyakan kepada GBI seperti apakah kegiatan yang telah dilaksanakan oleh GBI terutama dalam pengajaran bahasa Inggris. GBI menyatakan bahwa beliau memang tidak menyediakan waktu khusus untuk belajar kosakata. GBI menyebutkan bahwa pengajaran kosakata lebih ke insidental saja contohnya apabila GBI menunjukkan sebuah kalimat atau teks dan di dalamnya ada kata-kata yang siswa-siswi belum tahu maka GBI baru akan menjelaskannya.

GBI lalu menyarankan kepada P untuk mengambil kelas VIII B saja karena siswa-siswinya lebih mudah diatur dan juga lebih aktif daripada kelas VIII A. P mengatakan kepada GBI untuk melihat dulu nanti setelah diadakan pre-test untuk mengetahui kemampuan dari masing-masing kelas. GBI pun menyetujui dan menanyakan kapan akan diadakan pre-testnya. P mengatakan bahwa pre-test akan diadakan minggu depannya di hari Selasa untuk kelas VIII A dan pada hari Jumat untuk kelas VIII B karena pada hari Selasa jadwal antara VIII A dan VIII B bertabrakan sehingga tidak dapat dilakukan dalam satu hari. GBI pun mengiyakan.

P lalu mohon pamit kepada GBI.

no: FN 07
hari, tanggal: Selasa, 9 Agustus 2016
pukul: 09.00-10.40
tempat: Ruang kelas VIII A
kegiatan: uji coba test
responden: P (Peneliti)
 GBI (guru bahasa Inggris)
 SA (siswa-siswi kelas VIII A)

P dan GBI memasuki ruang kelas VIII A pada pukul 09.00. GBI mengucapkan salam dan juga selamat pagi kepada SA. GBI mempersilakan P untuk segera memulai.

P kemudian mengucapkan salam dan memperkenalkan diri kepada SA, lalu menanyakan apakah ada siswa yang tidak masuk pada hari itu. SA mengatakan “*Nihil, Miss*”. P lalu mengatakan pada SA bahwa hari itu P akan mengadakan test untuk mengetahui kemampuan SA dalam kosakata terutama berkaitan dengan descriptive text. SA pun gaduh dan mengatakan bahwa mereka belum belajar sama sekali. P pun mengatakan bahwa tidak apa-apa dan test pada hari itu hanya untuk mengetahui seberapa jauh pengetahuan SA dalam penguasaan kosakata terkait dengan descriptive text. P pun memberikan instruksi dalam mengerjakan soal pre-test.

GBI mengatakan pada P bahwa GBI akan meninggalkan kelas dan menanyakan kepada P apakah bisa *menghandle* kelas apabila ditinggalkan. P pun mengiyakan dan mengucapkan terima kasih.

Pukul 09.10 test dimulai. SA tampak kesulitan dalam mengerjakan soal dan menanyakan kepada P apa arti dari kata-kata dalam soal test tersebut. P mengatakan pada SA untuk dicoba dikerjakan dulu sebisanya. Pada pukul 09.40 bel istirahat berbunyi dan P mengatakan pada SA untuk menyelesaikan test terlebih dahulu dan istirahat di belakang. SA pun melanjutkan mengerjakan test. Pukul 10.30 belum ada satupun siswa yang selesai mengerjakan soal. Lalu pada pukul 10.35 P meminta SA untuk mengumpulkan jawaban mereka selesai atau tidak selesai mengerjakan.

Satu persatu SA pun mengumpulkan lembar pekerjaan mereka. P pun mengucapkan terimakasih dan salam kepada SA. P juga mengatakan bahwa SA sudah boleh istirahat. P pun meninggalkan ruang kelas VIII A.

no:	FN 08
hari, tanggal:	Selasa, 9 Agustus 2016
pukul:	10.40-11.00
tempat:	Ruang guru MTsN Godean
kegiatan:	diskusi mengenai pre-test
responden:	P (Peneliti)
	GBI (guru bahasa Inggris)
	SA (siswa-siswi kelas VIII A)

P menuju ruang guru lalu menemui GBI. GBI mempersilakan P untuk duduk. GBI lalu menanyakan kepada P bagaimana test di kelas VIII A. P mengatakan bahwa SA dalam mengerjakan soal masih sangat kesulitan. Karena kebanyakan mereka tidak mengetahui arti dari kosakata yang ada pada soal yang diberikan P.

P menambahkan bahwa kebanyakan dari SA tidak selesai dalam mengerjakan test padahal soal yang diberikan tidak terlalu banyak dan juga alokasi waktu yang memaka 2 jam pelajaran juga tidak cukup. GBI pun kembali mengatakan bahwa memang anak-anak untuk kosakatanya masih kurang sehingga apabila mereka kesulitan untuk mengerjakannya itu memang wajar. Lalu GBI menanyakan untuk hari Jumat apakah P jadi mengetes kelas VIII B. P pun mengiyakan dan juga mengatakan bahwa nanti hasil akhir dari kedua test akan dibandingkan untuk

menentukan kelas mana yang akan dipakai sebagai objek penelitian. P lalu berpamitan dengan GBI serta mengucapkan terimakasih.

no: FN 09
hari, tanggal: Jumat, 12 Agustus 2016
pukul: 10.00-11.20
tempat: Ruang Kelas VIII B
kegiatan: uji coba test
responden: P (Peneliti)
 GBI (guru bahasa Inggris)
 SB (siswa-siswi kelas VIII B)

GBI dan P memasuki ruang kelas VIII B. GBI mengucapkan salam dan selamat pagi kepada SB. GBI lalu menyerahkan kelas kepada P, kemudian berpamitan meninggalkan kelas. P mengucapkan terima kasih kepada GBI.

P lalu memperkenalkan diri kepada SB. Beberapa siswa terlihat ribut karena kelas mereka didatangi oleh P. Setelah perkenalan, P menanyakan apakah ada siswa yang tidak masuk pada hari itu. SB mengatakan *“ada Miss, ada yang lagi latihan buat padus sama sepak takraw buat lomba”*.

P lalu mengatakan pada SB bahwa hari ini tidak pelajaran dulu, tetapi SB akan mengerjakan test untuk mengetahui seberapa banyak pengetahuan kosakata mereka dalam bahasa Inggris. SB kemudian sedikit panik karena belum belajar. Lalu P mengatakan sama seperti di kelas VIII A bahwa SB dapat mengerjakan test tersebut sebisanya, tetapi tidak boleh membuka kamus atau bertanya ke temannya. Kemudian P memberikan penjelasan mengenai instruksi dalam mengerjakan soal. Pukul 10.10 test dimulai. Beberapa siswa Nampak tenang mengerjakan namun beberapa lainnya Nampak kebingungan. Sese kali mereka mengeluh kepada P bahwa soalnya sulit. Ada juga yang bertanya mengenai arti dari beberapa kosakata kepada P. P mengatakan bahwa dikerjakan saja sebisanya dan tetap mengingatkan SB bahwa tidak boleh membuka kamus atau berdiskusi dengan temannya. pukul 11.05 P mengingatkan SB bahwa waktu mengerjakan tinggal 15 menit lagi. SB pun ribut bahwa mereka belum selesai. P mengatakan kepada SB agar segera menyelesaikan pekerjaan mereka. Lalu pukul 11.20 P meminta SB untuk mengumpulkan pekerjaan mereka. SB pun mengumpulkan pekerjaan mereka kepada P.

P lalu mengucapkan terima kasih kepada SB dan juga salam sekaligus menutup kelas.

no: FN 10
hari, tanggal: Jumat, 12 Agustus 2016
pukul: 11.20-11.35
tempat: Ruang Guru MTsN Godean
kegiatan: diskusi mengenai pre-test di kelas VIII B
responden: P (Peneliti)
 GBI (guru bahasa Inggris)
 SB (siswa-siswi kelas VIII B)

P menuju ruang guru lalu menemui GBI. GBI mempersilakan P untuk duduk lalu menanyakan mengenai test di kelas VIII B. P mengatakan bahwa SB lebih kondusif dalam mengerjakan tetapi juga masih mengalami kebingungan di beberapa kosakata yang tidak familiar dengan mereka. GBI mengatakan bahwa memang seperti itu anak-anak di MTs. Mereka merasa sulit mengerjakan karena tidak familiar dan juga tidak mau membawa kamus untuk membantu mereka mengenal kata-kata yang tidak familiar.

P lalu mengatakan kepada GBI bahwa nantinya hasil test dari kelas VIII A dan VIII B akan dibandingkan sebagai penentu kelas mana yang akan dijadikan subjek penelitian. GBI pun mengiyakan lalu juga menawarkan kalau misalnya akan memakai kelas VIII B P harus menghubungi GBI yang satunya yaitu Ibu Hestu untuk berkoordinasi.

P lalu menemui Ibu Hestu yang kebetulan sedang berada di ruang guru dan menanyakan apabila nantinya kelas VIII B akan dipakai oleh peneliti apakah diperbolehkan mengambil jam peajaran Ibu Hestu karena GBI yang akan menjadi kolaborator P hanya mengisi satu hari saja di kelas VIII B. Ibu Hestu pun mengiyakan dan tidak masalah kalau nantinya jam mengajar beliau di kelas VIII B akan digunakan P. P kemudian mengucapkan terima kasih kepada Ibu Hestu dan GBI lalu mohon pamit.

no:	FN 10
hari, tanggal:	Sabtu, 13 Agustus 2016
pukul:	08.00-09.00
tempat:	Ruang Guru MTsN Godean
kegiatan:	diskusi mengenai materi untuk cycle 1 dan 2
responden:	P (Peneliti)
	GBI (guru bahasa Inggris)

P tiba di sekolah pada pukul 08.00 dan langsung menuju ke ruang guru. Di dalam ruang guru GBI yang akan menjadi kolaborator P belum berada di tempat. Salah satu guru di ruangan tersebut menanyakan kepada P mencari siapa di ruang guru. P kemudian mengatakan mencari GBI. Guru tersebut lalu mempersilakan P untuk duduk terlebih dahulu selagi menunggu GBI karena GBI sedang keluar sebentar. Lalu GBI yang bersangkutan datang. Melihat P yang sudah ada di ruang guru GBI menanyakan maksud dan tujuan kedatangan P pada hari tersebut. P lalu menjelaskan bahwa P setelah melihat hasil dari pretest kedua kelas, keduanya masih memiliki score yang rendah, tidak ada satupun siswayang mencapai KKM dan nilai tertinggi pun hanya mencapai angka 5. P menambahkan, bahwa jumlah nilai dari kelas VIII A lebih rendah daripada kelas VIII B. Oleh karena itu P memutuskan untuk memilih kelas VIII A dengan pertimbangan bahwa VIII A memiliki penguasaan kosakata yang lebih rendah dibanding dengan kelas VIII B. GBI lalu memastikan bahwa P benar-benar akan memakai kelas VIII A atau tidak

karena sebagai GBI dan juga wali kelas dari VIII A beliau sendiri merasa kesulitan untuk mengajar anak-anak kelas VIII A karena anak-anak di kelas tersebut sangat pasif apabila dalam pelajaran bahasa Inggris. P pun mengiyakan, Lalu P mengkonsultasikan materi yang akan diajarkan pada saat penelitian. Bahwa pada cycle 1 P akan mengajarkan materi descriptive text dan pada cycle 2 akan mengajarkan recount text. GBI yang bersangkutan pun setuju namun dengan pertimbangan apabila dalam cycle 1 siswa-siswi masih belum mampu menguasai materi yang diajarkan, maka pada cycle 2 lebih baik masih mengajarkan descriptive text sehingga siswa-siswi lebih fokus dan benar-benar memahami materi yang diajarkan. P lalu menanyakan apakah GBI pernah memakai flash card dalam pengajaran bahasa Inggris terutama dalam pengajaran kosakata. GBI menyatakan bahwa beliau jarang menggunakan flash card dan lebih kepada incidental learning atau hanya memberikan contoh frasa atau kalimat dalam bahasa Inggris yang kemudian akan ditiru oleh siswa-siswi namun dengan pengembangan dari mencari kosakata dalam kamus. Selain itu, GBI juga pernah melakukan *drilling* dalam pembelajaran vocabulary namun tanpa menggunakan visualiasi. Jadi GBI hanya memberikan list kosakata yang akan muncul pada pembelajaran dan secara sekilas menjelaskan arti dari kata-kata yang ada. Sewaktu P mengusulkan untuk menggunakan flash card dalam pembelajaran kosakata GBI nampak tertarik. Beliau lalu menyatakan bahwa sebetulnya beliau juga ingin menggunakan media media tambahan selain LCD namun terkadang beliau tidak memiliki waktu untuk mempersiapkan media yang akan digunakan dalam pembelajaran sehingga hanya memanfaatkan LCD di dalam ruang kelas. P lalu menjelaskan bahwa nantinya flash card yang akan digunakan dalam pembelajaran juga akan diintegrasikan kedalam beberapa games sehingga siswa-siswi tidak merasa bosan ketika belajar. GBI pun menyetujui karena GBI merasa bahwa apabila pembelajaran dengan menggunakan games maka akan membuat siswa-siswi lebih aktif dalam berpartisipasi dalam kegiatan belajar mengajar.

no: FN 11
hari, tanggal: Jumat, 19 Agustus 2016
pukul: 08.00-08.20
tempat: Ruang Guru MTsN Godean
kegiatan: diskusi sebelum mengajar kelas VIII A
responden: P (Peneliti)
 GBI (guru bahasa Inggris)

P tiba di sekolah pukul 08.00. P langsung menuju ke ruang guru. P memberi salam kepada guru-guru yang ada di ruangan tersebut dan menemui GBI. GBI mengatakan pada P untuk duduk dulu sebelum masuk ke kelas karena masih ada waktu 20 menit. Sambil menunggu GBI bercerita mengenai pengalaman beliau dalam mengajar bahasa Inggris terutamanya di kelas VIII A. GBI juga mengingatkan dan berpesan bahwa P harus sangat sabar dalam mengajar di kelas A karena kemampuan pemahaman kelas tersebut masih rendah dibandingkan kelas-kelas lainnya. Pukul 08.20 bel berbunyi. GBI dan P kemudian menuju ke kelas VIII A.

no: FN 12
hari, tanggal: Jumat, 19 Agustus 2016
pukul: 08.20-09.40
tempat: Ruang kelas VIII A
kegiatan: Cycle 1 Meeting 1
responden: P (Peneliti)
 GBI (guru bahasa Inggris)
 SA (siswa-siswi kelas VIII A)

GBI dan P memasuki ruang kelas VIII A. Melihat GBI dan P datang beberapa SA yang masih diluar kelas pun segera masuk ke kelas. Salah satu SA menanyakan kepada P apakah hari ini akan mengajar di kelas. P pun mengiyakan. Tampak beberapa kursi masih kosong karena pemiliknya sedang ke toilet. GBI menuju kursi paling belakang kelas dan P menuju meja guru. P pun mengatakan bahwa pelajaran akan dimulai 5 menit lagi, dan memberikan waktu kepada SA untuk mempersiapkan diri. Lalu setelah 5 menit P membuka kelas dengan salam dan menyapa SA. "Good morning everyone. How are you today?" "I'm fine thank you and you?" "I'm fine too. Thank you. So, who's absent today? Siapa yang tidak masuk?" Kemudian, P mengecek kehadiran SA satu persatu berdasarkan presensi.

P lalu memulai pelajaran dengan menunjukkan gambar dari Nabilla JKT48. P lalu bertanya kepada SA, "Do you know who she is? Ada yang tahu ini siapa?". SA langsung ribut. Salah satu siswa menyahut "Kae Miss, Nabilla JKT48". Ada juga yang menjawab, "Kembaranku Miss", yang langsung disoraki oleh teman-temannya. P lalu menjawab, "Yes. Correct. This is Nabilla JKT48. Ini Nabilla JKT48. Nah sekarang, *could someone tell how does she look like?* Ada yang bisa kasih tahu Miss nggak, Nabilla ini seperti apa?". Ada yang menjawab, "Itu Miss, cantik." P pun menjawab, "Iya betul. Ada yang tahu bahasa Inggris nya cantik itu apa?". SA tampak ragu-ragu untuk menjawab. Lalu ada satu siswi yang menjawab, "*Beautiful, Miss.*". "Good! Betul. *Beautiful.* Itu tahu. Kalau misalnya memang kalian tahu jawabannya, nggak usah malu-malu untuk menjawab ya. *Okay?*". "OK Miss". Jawab SA. Lalu P melanjutkan tanya jawab dengan menanyakan seperti apa warna rambut, warna kulit, dan karakteristik Nabilla JKT48. Lalu, P bertanya kepada SA, "Nah, kita sudah membahas mengenai Nabilla kan, ada yang tahu kenapa Miss bertanya tentang ciri-ciri atau karakteristik dari Nabilla?". SA tidak ada yang menjawab. Mereka hanya diam saja dan saling berpandangan kepada temannya sambil sesekali terkikik. P menambahkan, "Ayo, coba dijawab. Tidak ada yang tahu kenapa?", "Nggak tahu Miss", seru beberapa siswa. "Miss tanya ke kalian, soalnya kita hari ini akan belajar mengenai descriptive text. Ada yang tahu descriptive text itu apa dan kegunaannya?" P masih berusaha untuk memancing SA agar aktif dalam kegiatan pembelajaran.

P lalu secara sekilas menjelaskan kegunaan dari descriptive text. Setelah itu P mengatakan, "Nah *before we start to learn our material today*, sebelum kita belajar materi hari ini, Miss akan menunjukkan ke kalian kosakata yang berkaitan

sama descriptive text. Ini Miss punya beberapa flash card, kalian sudah pernah belum belajar make flash card?" Beberapa SA nampak hanya diam saja namun SA yang berada di depan kelas menjawab "Belum Miss.". "Oke kalo gitu, Miss nanti akan menunjukkan flash cardnya, then you can repeat after me ya. Kalian bisa tirukan Miss cara pengucapannya setelah Miss. *Okay?*". "Oke Miss", jawab SA secara serempak. P lalu menunjukkan flash card berkaitan dengan *physical appearance* dan juga *characters* kepada SA menggunakan teknik *flash*. SA lalu menirukan cara pengucapan dari kosakata tersebut. "*Beautiful. Repeat after me!*" "*Beautiful!*" "*Good. Next, cheerful!*" "*Cheerful!*" "*Angry!*" "*Angry!*". Beberapa siswa masih salah dalam mengucapkan kosakata yang sudah diajarkan dengan menggunakan flash card. Karena itu, P mengulangi cara pengucapan dari masing-masing flash card sampai SA mengucapkannya dengan benar.

Kemudian, P membagikan descriptive text kepada SA berjudul "My Favourite Idol Nabilla". Setelah itu, P meminta SA untuk membaca dan memahami text tersebut. P juga meminta SA untuk coba mengidentifikasi kosakata apa saja yang sudah mereka pelajari yang ada dalam text tersebut. Lalu, P menjelaskan mengenai descriptive text yang ada dalam text tersebut. Seperti struktur dan ciri kebahasaan yang digunakan dalam text. Kemudian P menanyakan apakah ada kosakata yang masih SA belum ketahui. SA hanya diam. P lalu mengatakan bahwa apabila tidak ada pertanyaan, SA bisa mengerjakan soal yang sudah dibagikan secara berpasangan dengan teman sebangkunya.

SA lalu menjawab pertanyaan berkaitan dengan text tersebut. Ada beberapa siswa yang tampak bingung dalam menjawab. Lalu memanggil P untuk menanyakan arti dari pertanyaan yang ada. P lalu menjelaskan kepada kelas mengenai arti dari pertanyaan yang ada. Salah satu penghambat SA dalam mengerjakan soal-soal tersebut adalah tidak terlihat adanya kamus satu pun di atas meja mereka. P bertanya kepada SA apakah mereka tidak pernah membawa kamus. SA menjawab bahwa mereka tidak pernah membawa dan kalau butuh mereka akan pinjam ke perpustakaan. Lalu P mengatakan untuk pertemuan selanjutnya paling tidak satu meja ada satu kamus. Karena dengan adanya kamus, itu dapat membantu SA dalam memahami kosakata dalam bahasa Inggris dengan lebih baik. Kamus juga dapat membantu SA untuk mengetahui bagaimana cara pengucapan maupun penulisan dari kosakata bahasa Inggris. SA menyanggupi. Lalu mereka melanjutkan mengerjakan soal. Setelah itu, P mengatakan bahwa waktu mengerjakan sudah habis dan waktunya untuk mencocokkan pekerjaan mereka. P pun meminta SA untuk menukarkan jawaban mereka dengan teman sebelahnya.

Setelah membahas jawaban dari soal-soal tersebut, P membagikan worksheet 1 yang terdiri dari mencocokkan kata dan gambar, serta menemukan kata dalam jumbled letters kepada SA. P mengatakan bahwa SA harus mengerjakan sendiri-sendiri worksheet tersebut. P lalu memberikan instruksi mengenai cara menjawab worksheet tersebut. SA lalu ribut bertanya mengenai satu bagian dari worksheet. "Miss, ini yang part 2 nya ini boleh miring kan jawabnya?". "Iya boleh, ada kok jawabannya yang diagonal". SA lalu mengerjakan worksheet tersebut. Lalu, P mengatakan yang sudah selesai boleh dikumpulkan. Beberapa siswa protes karena

mereka belum selesai. P mengatakan, "Kan buat yang sudah selesai, kalau yang belum ayo segera diselesaikan". Lalu SA satu-persatu mengumpulkan pekerjaan mereka. GBI mendekati P dan mengatakan bahwa beliau akan keluar kelas dan akan menunggu di ruang guru. P pun mengiyakan.

Setelah SA mengumpulkan pekerjaan mereka, P kembali mereview apa yang sudah dipelajari hari itu bersama SA. Beberapa siswa nampak aktif menjawab namun yang lainnya hanya mengiyakan saja. Lalu, bel pelajaran selesai berbunyi. P mengatakan bahwa pertemuan selanjutnya masih akan membahas mengenai descriptive text dan juga menanyakan siapakah yang ingin dibahas pada pertemuan selanjutnya. Salah satu siswi menyahut, "Miss, bahas Aliando *mbok an* Miss." P pun mengiyakan. Lalu, P mengucapkan salam dan mengatakan sampai jumpa pada pertemuan selanjutnya.

no: FN 13
hari, tanggal: Jumat, 19 Agustus 2016
pukul: 09.40-10.00
tempat: Ruang guru MTsN Godean
kegiatan: diskusi kegiatan pembelajaran di kelas VIII A
responden: P (Peneliti)
 GBI (guru bahasa Inggris)

P memasuki ruang guru lalu dipersilakan untuk duduk oleh GBI. GBI pun menanyakan bagaimana menurut P pembelajaran pada hari ini. P mengatakan bahwa siswa-siswi masih kurang aktif dalam mengikuti pembelajaran sehingga kadang memperlambat proses KBM. GBI pun mengiyakan bahwa kelemahan dari siswa-siswi kelas VIII A adalah mereka masih kurang aktif kalau di kelas. Namun, P juga menambahkan bahwa meskipun kurang aktif tetapi mereka tidak membuat keributan seperti ramai sendiri. P lalu menanyakan bagaimana mengenai penggunaan flash card di dalam pengenalan kosakatanya. GBI pun mengatakan bahwa sudah bagus, karena cukup besar dan berwarna. Juga ada tulisan dari setiap gambar sehingga siswa-siswi lebih mudah dalam memahaminya. GBI dan P lalu mendiskusikan mengenai pertemuan berikutnya. P mengatakan bahwa di pertemuan berikutnya P berencana untuk membuat kegiatan menyusun kalimat dengan menggunakan word card. GBI menanyakan seperti apa detail kegiatannya. P lalu menjelaskan detail dari kegiatan tersebut. GBI memperhatikan penjelasan dari P sambil sesekali memberikan masukan mengenai kegiatan selanjutnya. Setelah itu, P pamit kepada GBI dan beberapa guru yang ada di ruang tersebut.

no: FN 14
hari, tanggal: Selasa, 23 Agustus 2016
pukul: 09.00-10.40
tempat: Ruang Kelas VIII A
kegiatan: Cycle 1 Meeting 2
responden: P (Peneliti)
 GBI (guru bahasa Inggris)
 SA (siswa-siswi kelas VIII A)

R memasuki ruang kelas VIII A bersama GBI. Beberapa siswa yang ada di dalam kelas pun menyapa P dan juga GBI. GBI langsung menuju ke kursi di belakang kelas. Beberapa siswa nampak masih sibuk dengan pekerjaan mereka karena sebelumnya adalah mata pelajaran kesenian. Lalu, beberapa siswa pamit ke kamar mandi untuk mencuci tangan. P pun memberikan waktu 5 menit kepada SA bersiap-siap untuk menerima pelajaran bahasa Inggris. Sambil menunggu SA untuk siap menerima pelajaran, P mempersiapkan materi dan juga flash card yang akan dipakai dalam kelas.

Setelah 5 menit dan SA Nampak sudah siap untuk menerima pelajaran, P membuka pelajaran dengan mengucapkan salam dan menyapa SA. Kemudian, P mengecek kehadiran siswa.

Sebelum menuju ke materi, P mereview materi pertemuan sebelumnya. P menanyakan kepada SA “Masih ada yang ingat hari Jumat kemarin kita belajar apa?”. Salah satu SA menjawab “Lupa Miss!”. Ada juga yang menjawab “Itu Miss, soal *descriptive text*”. “Great! Yes, correct. Jumat kemarin kita belajar soal *descriptive text* ya. Membahas apa jenis teks yang ini? Menjelaskan tentang.....?” P berusaha untuk memancing respon dari SA. SA ada yang menjawab “Orang Miss!” ada juga yang menjawab “Hewan....terus benda Miss”. “Iya betul. Selain orang, hewan, benda apalagi yang bisa dijelaskan di *descriptive text*?”. “tempat Miss. *Opo meneh ya?*” salah satu SA di bagian depan menjawab. “Haha. Iya betul lagi. Jadi banyak ya subjek yang bisa dijelaskan kalau di *descriptive text*. Hari ini kita masih akan belajar soal *descriptive text* ya. Nah sebelum kita mulai Miss mau kasih lihat kalian flash card yang di pertemuan kemarin ya. Masih ingat nggak?”. SA ramai-ramai menjawab “Masih Miss!”. “Okay. Miss tes kalau gitu ya. Nanti kalo Miss kasih lihat gambarnya kalian bisa langsung jawab atau tidak. Siap?”. “Siap Miss!”.

Lalu P menunjukkan flash card pada pertemuan sebelumnya, dengan menggunakan teknik *slowly slowly*. P memperlihatkan sedikit bagian dari flash card dan mengatakan kepada SA untuk berusaha menebak apa gambar tersebut. Setelah *quick review* flash card tersebut, P mengatakan pada SA bahwa hari itu masih akan belajar mengenai *descriptive text*.

P lalu menunjukkan gambar dari Aliando Syarief yang di pertemuan sebelumnya di *request* oleh salah satu SA. P lalu menanyakan kepada SA siapa nama orang yang ada dalam gambar tersebut. Salah satu siswi menjawab “Aliando Miss! Ya Allah gantengggggg...”. “Hahaha. Iya betul. Correct. He is Aliando ya. Can you tell me how does he look like? Ada yang bisa kasih tahu Miss Aliando ini seperti apa penampakannya?”. “Handsome, Miss!” “Handsome ya. Apa bahasa Indonesia nya dari *handsome*?” “Ganteng Miss!” SA kompak menjawab. Setelah tanya jawab mengenai Aliando, P lalu membagikan mind-map task mengenai Aliando kepada SA. P lalu mengatakan kepada SA untuk mengerjakan *mind-map* itu berdasarkan apa yang sudah dibahas sebelumnya bersama-sama. P membagi SA menjadi 8 kelompok yang masing-masing kelompok terdiri dari 4 siswa. “Jadi ini Miss ada *mind-map* dari Aliando ya. Nah, tugas kalian adalah coba deskripsikan sebanyak yang kalian tahu soal si Aliando ini terutama penampakannya, sama sifatnya juga bisa kalau tahu, lebih baik malah. Oke ya. Ada pertanyaan?”. Salah

satu SA mengangkat tangan dan meminta P untuk menjelaskan ulang. P pun menjelaskan ulang bagaimana cara mengerjakan mind-map tersebut. Setelah itu, P memberikan waktu kepada SA untuk mengerjakan mind-map task tersebut sambil memonitor pekerjaan mereka.

Setelah itu, P meminta beberapa perwakilan kelompok untuk menunjukkan hasil kerja mereka. Kemudian, P menunjukkan flash card baru mengenai Aliando Syarief. P menggunakan *flash technique*. Ketika dirasa SA sudah menguasai kosakata yang baru, P lalu menjelaskan mengenai *simple present tense*. Tak lama kemudian, bel istirahat berbunyi. P lalu mempersilakan SA untuk beristirahat terlebih dahulu, baru nanti melanjutkan pelajaran.

Kemudian, setelah waktu istirahat usai, P mengatakan pada SA bahwa hari itu akan ada kompetisi. P akan membagi SA menjadi 8 kelompok yang masing-masing kelompok berisi 4 orang. Lalu, tiap-tiap kelompok akan menerima satu kit untuk melakukan kompetisi tersebut. Kit tersebut berisi word card acak yang harus SA susun menjadi kalimat dalam simple present tense yang benar. Kelompok yang nantinya menyusun paling banyak dan benar akan menjadi pemenang dan akan mendapatkan hadiah. Setelah itu, SA ribut karena ingin menang dalam kompetisi tersebut dan mengerjakan dengan heboh. Sesekali SA masih menanyakan kepada P apakah kalimat yang mereka susun sudah benar.

Setelah itu P mengatakan pada SA bahwa waktu untuk mengerjakan sudah habis dan waktunya untuk mengumpulkan pekerjaan mereka.

Kemudian, P menunjukkan kepada SA *descriptive text* mengenai Aliando Syarief. P lalu menjelaskan mengenai *simple present tense* dan juga karakteristik dari *descriptive text* yang bisa ditemukan dalam text tersebut. Setelah itu, P membagikan *exercise* berupa pertanyaan berkaitan dengan text tersebut. SA diminta untuk menjawab pertanyaan tersebut secara berpasangan dengan teman sebangku mereka. SA pun mengerjakan *exercise* tersebut sambil sesekali bertanya kepada P atau GBI apakah cara menjawab mereka sudah benar. Lalu, P dan SA mendiskusikan jawaban dari pertanyaan-pertanyaan yang ada di dalam *exercise* tersebut.

Bel pelajaran usai pun berbunyi. P lalu membagikan tugas untuk SA kerjakan di rumah. Lalu P mereview pelajaran pada hari itu. Setelah itu P mengucapkan terima kasih dan menutup kelas dengan salam.

no:	FN 15
hari, tanggal:	Jumat, 26 Agustus 2016
pukul:	08.20-09.40
tempat:	Ruang Kelas VIII A
kegiatan:	Cycle 1 Meeting 3
responden:	P (Peneliti)
	GBI (guru bahasa Inggris)
	SA (siswa-siswi kelas VIII A)

P memasuki ruang kelas VIII A pada pukul 08.20. Beberapa siswa nampak masih berjalan-jalan dan tidak berada di tempat duduknya. P memberikan waktu 5 menit

untuk SA bersiap-siap menerima pelajaran. Sembari menunggu SA siap, P mempersiapkan materi yang akan digunakan pada hari itu.

P membuka kelas dengan mengucapkan salam dan menyapa SA. "Assalamualaikum wr.wb. Good Morning everyone! How are you today?" SA pun menjawab "Waalaikum salam wr.wb. *Morning Miss! I'm fine thank you and you?*" "I'm fine too. Thank you. Miss presensi dulu ya. Ada yang tidak masuk hari ini?". "Ada Miss. Si ...alpha." "Ohtidak masuk ya. Kenapa?" "Tidak tahu Miss." "Yasudah. Sekarang kita mulai pelajarannya ya." "Yaaah....Miss....Mbok nonton film to. Bosen belajar terus." " Looohh.....kan ke sekolah memang buat belajar bukan buat nonton film kan? Kapan-kapan Miss kasih lihat film deh, tapi sekarang belajar dulu ya?" P pun melanjutkan pelajaran dengan sedikit mereview materi dan vocabulary yang sudah dipelajari pada pertemuan sebelumnya.

"Nah, kalo kemarin kita sudah bahas Nabilla, Aliando, sekarang Miss mau bahas ini nih (sambil menunjukkan gambar Emma Watson). Ada yang tahu dia siapa?" salah satu SA menjawab " *Kae Miss, sek neng Harry Potter.*" "Iya betul. Namanya aslinya Emma Watson ya. Nah sekarang, *Could you describe her?* Ada yang bisa jelasin soal penampilan dari Emma Watson ini?" SA pun satu persatu menjawab dan mendeskripsikan Emma Watson.

Kemudian, P menunjukkan flash card berkaitan dengan Emma Watson, dan meminta SA untuk mengulangi setelah P. P lalu menunjuk beberapa siswa untuk mengulangi sendiri. "Coba sekarang, Asa, could you please mention the words that we have learnt? Sebutkan tadi apa saja kosakata yang sudah dipelajari". "Itu Miss, *wavy hair, long hair, generous...*" Coba ulangi *generous* nya sekali lagi". "*Generous*". "*Again?*" "*Generous*" "*Good!. Next, mmm...* Dewi coba ucapin tadi cara ngomongnya gimana?" "*Wavy hair, long hair, generous, fair, eyes*" "*Great job. Tepuk tangan buat anak-anak kelas A. Pinter-pinter ya.*"

Salah satu siswa kemudian mengangkat tangan dan menanyakan kepada P apa beda dari fair dan fire. "Miss, berarti kalo fair yang f,a,i, r, sama fire yang nulisnya f, i, r, e, itu beda? Tapi, kok pengucapannya mirip Miss?" P lalu menjelaskan beda dari kedua kata tersebut dan bertanya pada siswa tersebut arti dari keduanya. "Nah, coba sekarang Miss tanya, kalo kalo fair yang f,a,i, r itu artinya apa?" "putih tadi tu kan Miss artinya. Warna kulitnya putih?" "Nah iya. Kalo yang fire yang nulisnya f, i, r, e, bacanya bukan fer ' tapi *'fair*. Jelas kan bedanya? Coba sekarang diucapkan dua kata itu bareng-bareng ya?" Lalu SA mengucapkan kata-kata tersebut dan P memastikan bahwa mereka mengucapkannya dengan benar.

Lalu, P menunjukkan descriptive text mengenai Emma Watson, dan menjelaskan *language feature* dalam *descriptive text*.

P lalu mengatakan kepada SA bahwa hari ini mereka akan melakukan kegiatan seperti pada pertemuan sebelumnya, yaitu menyusun word card menjadi sebuah kalimat. Namun, kali ini, P membagikan dua amplop yang satu berisi word card dengan verb utama has, dan yang satunya adalah is. SA diminta untuk menyusun kalimat menggunakan verb has terlebih dahulu, lalu, jika sudah selesai, bisa mengambil amplop kedua berisi verb is. Nanti yang lebih dulu dan benar akan menjadi pemenang dan mendapatkan reward. Kali ini, P membatasi waktu pengerjaan hanya 15 menit saja. Jadi SA harus bergegas dalam mengerjakannya.

Karena dalam pertemuan-pertemuan sebelumnya materi sudah diajarkan, P mengatakan bahwa ini adalah challenge untuk SA.

SA pun mengerjakan dengan semangat karena mereka jarang mendapatkan latihan seperti ini. SA juga sesekali bertanya pada P maupun GBI mengenai pekerjaan mereka. Sembari menunggu SA mengerjakan, P menempelkan picture-word flash card di papan tulis kelas. SA pun bertanya “Kok ditempelin gitu kenapa e Miss?” “Ini buat nanti setelah ini, kita ada satu game. Tapi latihannya diselesaikan dulu ya.”

P meminta salah satu perwakilan grup untuk membacakan hasil pekerjaan mereka. Mereka adalah Ridwan dan Yusri. Kalimat dari Ridwan berbunyi, “*Her height is 165 cm*”. Sedangkan kalimat dari Yusri adalah “*She has long and wavy hair*”. P dan SA mendiskusikan tugas mereka sesuai dengan *descriptive text*.

Kemudian, P menjelaskan kepada SA kenapa P menempelkan picture flash card di depan kelas. “Nah, jadi ini Miss nempelin beberapa flash card yang sudah kita pelajari dari pertemuan-pertemuan sebelumnya kan. Sekarang kita akan bermain game namanya “Kim’s Game”. Ada yang sudah pernah dengar?” “Belum, Miss.” P lalu menjelaskan cara bermain game tersebut. “Miss akan kasih kalian waktu 5 menit untuk melihat ke flash cardnya, lalu nanti setelah 5 menit Miss akan tutup flash card nya make layar LCD ini ya, biar kalian tidak bisa lihat. Nah terus, kalian nanti coba tulis sebanyak-banyaknya kosakata beserta artinya yang kalian bisa ingat. *Okay?* Sudah paham?” “Oke Miss. Siap.” Lalu SA bermain Kim’s Game. Setelah itu, P mengatakan bahwa waktu untuk bermain Kim’s Game sudah habis dan saatnya mengumpulkan pekerjaan mereka.

SA mengumpulkan pekerjaan mereka kepada P lalu kembali ke tempat duduk masing-masing.

Bel tanda pelajaran usai pun berbunyi. P lalu melakukan *quick review* mengenai materi pada hari itu. Setelah itu, P mengucapkan terima kasih kepada SA, dan menyampaikan kilasan materi untuk pertemuan berikutnya. P menutup kelas dengan memberikan salam.

no:	FN 16
hari, tanggal:	Selasa, 30 Agustus 2016
pukul:	09.00-10.40
tempat:	Ruang Kelas VIII A
kegiatan:	Cycle 2 Meeting 1
responden:	P (Peneliti)
	GBI (guru bahasa Inggris)
	SA (siswa-siswi kelas VIII A)

P memasuki ruang kelas VIII A pukul 09.00. Sambil menunggu SA siap untuk menerima pelajaran, P langsung mempersiapkan materi yang akan digunakan pada hari itu. Setelah SA siap untuk menerima pelajaran, P mengucapkan salam serta selamat pagi dan menyapa SA. “*Assalamualaikum wr.wb Good Morning everyone. How are you today?*” “*I’m fine thank you. And you?*” jawab SA lantang. “*I’m fine too. Thank you. Miss presensi dulu ya*”. P lalu mengecek kehadiran siswa pada hari itu.

Setelah mengecek kehadiran siswa, P mengatakan kepada SA bahwa hari itu materi yang akan dipelajari masih sama yaitu descriptive text namun dalam konteks mendeskripsikan tempat. Sebelum memasuki materi, P mengatakan bahwa P akan menunjukkan sebuah video, lalu SA diminta untuk memperhatikan video tersebut sembari berusaha mengidentifikasi benda-benda apa saja yang ada dalam video tersebut.

P lalu memutar video berjudul “My Bedroom Tour” kepada SA. SA memperhatikan video tersebut sembari sesekali menyeletuk mengomentari video tersebut.

Setelah memperlihatkan video mengenai *bedroom*, P menanyakan kepada SA benda-benda apa saja yang ada dalam video tersebut. “Hayo, tadi sudah nonton video nya kan, coba sekarang kasih tahu Miss, ada apa aja tadi?” “*Opo yo Miss, mau mase le ngomong cepet banget e*” celetuk salah satu siswa. “*Nganu Miss, bed. Terus ono opo meneh yo mau?*” SA pun lalu ramai mencoba menyebutkan benda-benda yang ada dalam kamar tidur tersebut. Sesekali, P membenarkan cara pengucapan dari SA.

Setelah itu, P menunjukkan flash card menggunakan flash technique mengenai *things related to bedroom*. P meminta SA untuk mengulangi cara pengucapan dari kosakata yang ada dalam flashcards tersebut. SA mengulangi cara pengucapan dari kosakata yang diberikan dengan cepat dibandingkan dengan cycle 1. Ketika SA dirasa sudah menguasai kosakata yang diajarkan, P lalu mengatakan bahwa akan ada *group competition* nanti setelah membahas satu teks dulu . P

memberikan SA sebuah descriptive text berjudul My Lovely Bedroom. P dan SA lalu membahas teks tersebut bersama-sama. Setelah dirasa SA paham mengenai teks tersebut, P lalu mengatakan bahwa waktunya untuk *small group competition*. SA lalu ramai “Ngapain itu Miss?” ada yang bertanya. P lalu menjelaskan aturan dari group competition yang akan dilakukan. “Jadi, nanti Miss akan bagikan tiap-tiap kelompok satu set word card, lalu nanti waktu Miss kasih lihat gambar tertentu, kalian *cepat-cepetan* buat menjawab apa gambar itu menggunakan word card yang ada di kalian itu. Nanti grup yang paling cepat dan benar, akan dapat score. Okay? Is there any question? Ada pertanyaan?” “Oooohh....gitu Miss. Oke paham. *Ayo Miss gek ndang.*” “Ya sabar dong. Ini nih Miss bagikan dulu ya. Sudah berkelompok kan?” “Sudah Miss.” “Jangan lupa tiap kelompok punya kode sendiri ya kalo menjawab. Misalnya kelompoknya Fani nanti namanya meong, kelompoknya Fadly namanya cicit...dan seterusnya. *Paham to? Understand?*”

“*Iyo Miss paham. Understaaand*” jawab SA bersama-sama. P lalu membagikan word card kepada masing-masing kelompok. Setelah semua kelompok mendapatkan word card, P lalu memulai kompetisi pada hari itu. “Sudah siap?”

“Sudah Miss!”. P mengatakan bahwa akan dua ronde dalam kompetisi hari itu.

Yang pertama adalah *guess the picture* dan yang kedua adalah quiz berkaitan dengan teks. P memulai game dengan menunjukkan satu gambar kepada SA.

Mereka lalu berebut menjawab. Setelah beberapa ronde permainan, P menghentikan babak pertama game. P mengatakan “Pemenang sementara kelompoknya Ridwan ya, ayo yang lain berusaha lagi.” SA lalu ramai. P menenangkan SA dan memulai babak kedua. P menanyakan beberapa pertanyaan berkaitan dengan teks yang sudah dibahas. Setelah beberapa pertanyaan, P

mengumumkan pemenangnya. “Jadi pemenangnya kelompoknya Yusri ya. Nah hadiahnya nanti istirahat menemui Miss ya.” “*Wah kok udu kelompokku Miss yang menang*” seru beberapa SA. “Ya mungkin lain kali ya, makanya yang cepat. Hehe.”

Bel istirahat berbunyi tak lama kemudian, P lalu mengatakan bahwa SA boleh istirahat terlebih dahulu.

Setelah bel istirahat usai berbunyi, SA satu persatu masuk ke kelas. P menunggu sampai semua siswa masuk. Lalu P mengatakan “Sekarang, Miss akan bagikan true and false exercise ya. Cara menjawabnya adalah kalian lihat di kolom ini (*sambil menunjukkan kolom tersebut*) lihat kalimatnya, lalu kalian *decide* kalimatnya itu betul atau tidak sesuai sama teks yang tadi sudah kita bahas ya. Nah kalau misalnya kalimatnya salah, kalian betulkan. *Get it? Understand?* Paham semuanya?” “*Pie pie Miss?* Nggak paham. Ulangin dooong.” P lalu mengulangi instruksi untuk mengerjakan task tersebut.

Kemudian, SA mengerjakan task tersebut secara individu. P menanyakan kepada SA apakah mereka membawa kamus. Beberapa menunjukkan kamus yang mereka bawa namun masih banyak SA yang tidak membawa kamus. SA mengatakan bahwa mereka malas bawa kamus karena berat atau malas pinjam ke perpustakaan karena lokasinya sedikit jauh sehingga memotong waktu mereka. P lalu mengatakan bahwa SA boleh menggunakan kamus elektronik di hp mereka tetapi tidak boleh menggunakan google translate.

Lalu, P memonitor pekerjaan siswa sambil menanyakan apabila ada kesulitan dalam mengerjakan. Beberapa SA juga bertanya kepada P apakah jawaban mereka sudah betul atau belum. 10 menit sebelum bel pelajaran usai, P membahas soal tersebut bersama dengan SA.

Setelah itu, P mereview pelajaran hari itu. Dan mengatakan materi untuk pertemuan selanjutnya. Bel pelajaran usai pun berbunyi. P mengucapkan terima kasih kepada SA dan menutup kelas dengan mengucapkan salam.

no:	FN 17
hari, tanggal:	Jumat, 2 September 2016
pukul:	08.20 – 09.40
tempat:	Ruang Kelas VIII A
kegiatan:	Cycle 2 Meeting 2
responden:	P (Peneliti)
	GBI (guru bahasa Inggris)
	SA (siswa-siswi kelas VIII A)

P dan GBI memasuki ruang kelas VIII A pada pukul 08.20. GBI langsung menuju ke kursi di belakang kelas. P lalu mempersiapkan materi yang akan diajarkan pada hari itu sembari memberikan waktu untuk SA apabila ada yang ingin ke kamar kecil sebelum memulai pelajaran. P memberikan waktu luang selama 5 menit kepada SA untuk bersiap-siap menerima pelajaran.

Setelah 5 menit, P membuka kelas dengan mengucapkan salam dan juga menyapa SA. Kemudian, P mengecek kehadiran siswa pada hari itu.

P mengulangi secara sekilas materi pada pertemuan sebelumnya. Setelah itu, P mengatakan kepada SA bahwa materi pada hari itu adalah descriptive text berkaitan dengan *living room*. Tujuannya adalah untuk mengetahui bagaimana mendeskripsikan living room dalam bahasa Inggris. Lalu, P memberikan vocabulary building mengenai benda-benda yang ada di dalam *living room*. Setelah itu, P memberikan sedikit ice breaking berupa game “Whisper Challenge”. P menjelaskan aturan main dari “Whisper Challenge” tersebut. “So, jadi, cara main dari “Whisper Challenge ini adalah, nanti Miss akan bagi kalian ke 4 kelompok besar. Nah nanti dari tiap grup mengirimkan satu orang untuk jadi perwakilan. Nah wakil kelompok ini nanti akan Miss kasih lihat gambar apa yang harus ditemukan di word card di depan itu (*sebelumnya P sudah menaruh beberapa word card di depan kelas*), lalu nanti membisikkan dari belakang ke depan. Yang paling depan nanti berusaha menemukan kata yang sesuai sama yang dibisikkan oleh temannya. Seperti itu ya. Paham nggak? *Understand everyone?*” SA mengatakan kepada P untuk mengulangi lagi penjelasan mengenai game tersebut. P lalu menjelaskan ulang dan memastikan bahwa SA paham mengenai aturan mainnya. Setelah itu, P memulai permainan. SA pun ribut dan sedikit gaduh saat memainkan permainan tersebut terutama saat mencapai pemain terakhir. P beberapa kali mengingatkan bahwa SA tidak boleh gaduh dalam bermain karena akan mengganggu kelas lainnya. Beberapa saat kemudian, P mengatakan pada SA bahwa permainan telah selesai.

P lalu memasuki ke materi pelajaran pada hari itu. P akan menjelaskan mengenai part of speech dalam descriptive text berjudul “My Living Room”, yang sebelumnya sudah dibagikan oleh P. Setelah memberikan penjelasan, P menanyakan kepada SA apabila masih ada yang belum jelas. P mengatakan bahwa mereka akan melakukan satu aktivitas berupa mengelompokkan kata berdasarkan part of speechnya.

Namun, tidak lama kemudian bel pelajaran usai pun berbunyi. P lalu mengatakan bahwa pada pertemuan berikutnya mereka akan melakukan permainan berdasarkan apa yang sudah dipelajari hari ini. P juga merangkum apa saja yang sudah dipelajari hari itu. Lalu menutup kelas dengan mengatakan bahwa materi yang akan dipelajari besok masih akan melanjutkan materi pada hari ini. P lalu mengucapkan salam dan menutup perjumpaan pada hari itu.

no:	FN 18
hari, tanggal:	Selasa, 6 September 2016
pukul:	09.00-10.40
tempat:	Ruang Kelas VIII A
kegiatan:	Cycle 2 Meeting 3
responden:	P (Peneliti)
	GBI (guru bahasa Inggris)
	SA (siswa-siswi kelas VIII A)

P tiba di sekolah pada pukul 08.30 dan langsung menuju ke ruang guru. Sembari menunggu jam pelajaran, P berdiskusi dengan GBI mengenai kegiatan belajar mengajar yang sudah dilaksanakan.

Pada pukul 09.00 bel tanda pergantian pelajaran berbunyi. P segera menuju ke kelas VIII A. beberapa bangku di dalam kelas nampak kosong. P lalu menanyakan kepada salah satu SA dimana teman-temannya. “*Where are the others?* Teman-teman yang lain di mana?” “Itu Miss, lagi ke toilet. *Ketoke* ada yang lagi jajan juga.”. “Oh...Yasudah, sambil menunggu teman-temannya Miss presensi dulu ya”. P lalu mengecek kehadiran SA. Tak lama, beberapa SA yang tadinya tidak berada di kelas masuk ke dalam kelas. P bertanya, “Habis darimana?”. “Itu Miss, dari toilet. *Pipis*”. “*Ngapusi Miss, mesti bar jajan to*”. SA lalu sedikit gaduh. P kemudian menenangkan SA agar tidak ramai.

P lalu mereview materi di pertemuan sebelumnya, yaitu *descriptive text* berjudul “My Living Room”. P juga menunjukkan flashcards yang dipakai dalam pertemuan sebelumnya mengenai benda-benda yang ada dalam *living room*. SA lalu mengatakan bahwa masih belum jelas dalam part of speech di latihan sebelumnya. Mereka lalu meminta P untuk mengulangi penjelasan mengenai part of speech. P lalu menjelaskan ulang mengenai *part of speech*. P lalu menanyakan kepada SA bagian mana yang masih belum dimengerti. Salah satu SA menanyakan mengenai verb. Karena dia masih merasa kebingungan membedakan verb yang digunakan di simple present tense. Beberapa SA mengiyakan bahwa mereka masih bingung mengenai verb. P lalu menjelaskan mengenai penggunaan verb dalam *simple present tense*.

Kemudian, P memberikan tugas untuk SA berupa grouping word cards, yaitu SA harus mengelompokkan group card berdasarkan dari part of speech dalam teks tersebut secara berkelompok. P lalu memonitor diskusi SA sambil sesekali menjawab pertanyaan SA dalam kelompoknya. Beberapa SA nampak antusias karena jarang melakukan aktifitas seperti itu. P mengatakan pada siswa apabila mereka sudah merasa yakin dengan hasil diskusi mereka, mereka dapat menempelkan word cards pada klasifikasi yang sudah ditulis oleh P di papan tulis.

Bel tanda istirahat pun berbunyi. P mempersilakan SA untuk istirahat terlebih dahulu. SA lalu keluar kelas dan beberapa ada juga yang masih tinggal di kelas.

Kemudian, ketika bel tanda istirahat usai berbunyi, SA memasuki ruang kelas satu-persatu. P menunggu sampai semua SA masuk kelas. P lalu memberikan latihan kepada SA berupa crossword task. P lalu menjelaskan cara menjawab dari crossword tersebut. SA mengerjakan crossword tersebut secara berpasangan dengan teman sebangkunya berdasarkan dari teks yang telah dibahas sebelumnya. P lalu memonitor pekerjaan SA, sambil sesekali menjelaskan beberapa soal yang SA masih belum paham.

Setelah itu, P dan SA mencocokkan jawaban dari crossword task tersebut secara bersama-sama. P menunjuk salah satu SA setiap menjawab pertanyaan.

Bel pelajaran usai pun berbunyi. P lalu menyimpulkan pertemuan pada hari itu dan mengatakan bahwa pertemuan berikutnya akan ada ulangan jadi SA

diharapkan untuk belajar materi-materi yang sudah dipelajari. P menutup kelas dengan mengucapkan salam.

Appendix 2: Interview Transcripts

INTERVIEW TRANSCRIPTS

no: IT 01
hari, tanggal: Sabtu, 30 Juli 2016
pukul: 09.15-09.45
tempat: Ruang guru MTsN Godean
kegiatan: mendiskusikan waktu observasi kelas
responden: P (Peneliti)
 GBI (guru bahasa Inggris)

- P: Selamat pagi Pak Agus.
- GBI: Eh, mbak. Halo. Gimana-gimana sudah diserahkan ke TU suratnya?
- P: Sudah Pak. Ini baru saja saya habis dari TU.
- GBI: Oh iya. Gimana mau penelitiannya mulai kapan? Saya sih sekarang kalo kelas 8 ngajarnya cuma di kelas 8A sama 8B. Yang 8A ngajarnya hari Selasa sama Jumat. Tapi kalo yang 8B cuma hari Jumat aja Mbak. Dibagi dua sama Bu Hestu soalnya. Mending observasi dulu aja Mbak di dua kelas itu.
- P: Oh begitu Pak. Rencananya si saya memang pengen observasi kelas lagi dulu. Soalnya kan sekarang siswa-siswinya sudah ganti kan Pak.
- GBI: Hoooh Mbak. Tapi kalo saran saya observasi nya hari Jumat saja, biar sekalian bisa di dua kelas. Jadinya kamu nggak usah bolak-balik Selasa kesini Jumat kesini.
- P: Oh iya. Boleh Pak. Kalo materi yang di kelas 8 apa saja ya Pak?
- GBI: Ini si saya udah ngajarin modals Mbak. Tapi udah mau selesai. Nah, pas kalo misal dirimu pengen ngajar materi baru.
- P: Saya sih rencananya akan mengajar descriptive dan recount Pak. Materinya masih diajarkan kan Pak di kelas 8? Hanya untuk memastikan *mawon* Pak.
- GBI: Masih kok Mbak.
- P: Baik Pak. Kalo begitu besok Jumat saya kesini lagi *nggih* Pak. Pukul berapa Pak untuk jadwalnya?
- GBI: Kalo di 8A itu jam 2,3 yang kelas 8B 4,5. Dirimu nanti kesini jam-jam 8 aja Mbak.
- P: Baik Pak. Kalo begitu saya permisi dulu *nggih* Pak. Assalamualaikum.
- GBI: Waalaikum salam.

no: IT 02
hari, tanggal: Jumat, 5 Agustus 2016
pukul: 09.40 -10.00
tempat: Ruang guru MTsN Godean

kegiatan: mendiskusikan hasil observasi kelas VIII A
(Reconnaissance)
responden: P (Peneliti)
GBI (guru bahasa Inggris)

GBI: *Kene Mbak. Lenggah sek. Diminum dulu itu tehnya.*

P: *Nggih Pak, maturnuwun.*

GBI: Gimana Mbak menurut dirimu tadi kelas VIII A?

P: Ini ya Pak. Penguasaan kosakatanya masih sangat kurang. Maksud saya beberapa kata sederhana juga mereka masih belum menguasai.

GBI: Lah ya itu Mbak. Saya tu juga sampai bingung gimana ngajarin mereka. Malesan soalnya Mbak kalo 8A itu. Apalagi mereka juga nggak pernah yang namanya bawa kamus. Ya kalo ngerjain nggak tahu ya, blong gitu Mbak.

P: Kalo penggunaan kamus sendiri berarti sangat jarang ya Pak di kelas?

GBI: Hoooh Mbak. Mereka aja make kamus kadang juga masih bingung gimana pakenya. Jadinya kadang waktuna lama disitu Mbak. Padahal saya kasih soalnya juga udah nggak banyak, tapi kadang juga nggak selesai.

P: O begitu Pak. Wah *challenging* juga ya Pak di kelas 8A.

GBI: Iya Mbak. *Saiki yo Mbak*, ke kelas 8B. Itu udah bel.

P: Nggih Pak.

no: IT 03
hari, tanggal: Jumat, 5 Agustus 2016
pukul: 11.20 -11.40
tempat: Ruang guru MTsN Godean
kegiatan: mendiskusikan hasil observasi kelas VIII B
(Reconnaissance)
responden: P (Peneliti)
GBI (guru bahasa Inggris)

GBI: Gimana Mbak VIII B?

P: Lebih bisa diatur ya Pak. Lebih tertib juga. Nggak terlalu ribut kalo di kelas.

GBI: Iya Mbak. Kalo VIII B itu emang lebih gampang diatur *tur* ya lebih aktif juga *nek* di kelas.

P: Tapi ini ya Pak. Masalahnya masih sama kayak di kelas 8A. Mereka nggak begitu familiar sama kosakata di bahasa Inggris.

GBI: Iya Mbak. Yaw ajar sih. Soalnya kan juga bukan bahasa pertama. Tapi ya kadang suka *gedeg-gedeg dewe Mbak*. Kalo kata-kata yang simple aja mereka nggak tahu itu lo.

P: *Haha..nggih Pak*. Kalo dari Pak Agus sendiri, kalo mengajarkan vocabulary gitu priapun *Pak*?

GBI: *Nek* saya ya, nggak pernah kasih waktu khusus buat anak-anak belajar kosakata Mbak. Insidental aja. Kadang ya saya *drilling vocabulary*. Tapi paling sering ya secara insidental itu mbak. Paling nanti kalau ada kosakata yang anak-anak belum tahu di dalam teks ya, saya baru kasih tahu artinya apa. Gitu si Mbak.

P: Oh...begitu *nggih Pak*. Kalau pakai media atau permainan gitu juga pernah Pak?

GBI: O ya pernah. Tapi ya paling mentok cuman PPT itu Mbak. Soalnya saya ndak punya waktu buat nyiapin media yang lain. Ya kadang saya sih sering pakai game juga di kelas. Biar anak-anak nggak bosen gitu belajarnya. Oya Mbak, kalau saran saya sih makai kelas VIII B saja soalnya anak-anake lebih gampang diatur. Biar kamu juga nggak repot nanti ngajarnya. Lebih nggak malesan juga dari kelas VIII A.

P: Saya rencananya mau lihat dulu Pak, dari hasil pre-testnya. Nanti akan saya *compare* antara hasil kelas VIII A dan VIII B nanti nilainya bagaimana apakah lebih tinggi yang kelas VIII A atau yang VIII B.

GBI: Oya terserah kamu juga sih Mbak. Saya sih manut saja mau kelas yang mana. Tapi nanti kalau pake kelas VIII B juga rada repot sih. Kan bagi jadwal sama Bu Hestu. Yasudah nanti dilihat setelah testnya aja kali ya Mbak.

P: *Nggih Pak*. Oiya Pak, rencananya saya untuk pretest di kelas VIII itu besok Selasa, nah yang kelas VIII B itu hari Jumat Pak. Soalnya kalau dua-duanya di hari Selasa jam nya kan tabrakan Pak, *niku mboten nopo-nopo nggih Pak?*

GBI: Oya nggak papa Mbak. Monggo mawon kalau gitu. berarti kamu kesini lagi besok Selasa ya?

P: *Nggih Pak*.

GBI: Oke...oke. Nanti kabar-kabar aja lewat wa ya.

P: *Nggih, Pak*. Yasudah ya Pak, saya pamit dulu. Assalamualaikum.

GBI: Oya...Waalaikumsalam.

no:	IT 04
hari, tanggal:	Selasa, 9 Agustus 2016
pukul:	10.40-10.50
tempat:	Ruang kelas VIII A
kegiatan:	Wawancara siswa (Reconnaissance)
responden:	P (Peneliti)
	S (siswa)

P: Halo dek. Kok nggak ikutan istirahat?

S: Hooh Miss. Nanti aja lah. Kalo sekarang pasti rame kantinnya.

P: O gitu. Kalo Miss mau nanya-nanya bentar boleh dong ya?

S: Boleh Miss. Mau nanya apa *to?*

P: Nama kamu siapa dek?

S: Frichella, Miss. Ya panggil aja Chella.

- P: Oh...Oke Chella. Miss mau nanya-nanya nih. Menurutmu bahasa Inggris susah nggak?
- S: Ya susah Miss.
- P: Susahnya kenapa?
- S: *Kui lo Miss. Yo susah. Kata-katane* nggak ngerti. Jadi ya nggak paham kalo disuruh ngerjain soal.
- P: Kalo sama Pak Agus, suka diajarin kosakata gitu nggak dek?
- S: Ya kadang-kadang Miss. Nek nggak paham gitu baru dijelasin.
- P: Berarti kalau udah mulai pelajaran gitu ya? Pas tengah-tengah baca kalo nggak dong nanya Pak guru?
- S: *Hooh* Miss.
- P: pernah dikasih waktu khusus gitu nggak dek buat belajar kosakata di bahasa Inggris? Kalo lagi pelajaran bahasa Inggris pada bawa kamus nggak?
- S: Ya paling itu doang Miss, kalo nggak dong baru nanya. Kalo anak-anak sih jarang pada bawa kamus. *Nek mau pinjem ke perpustakaan yo adoh e Miss. Selak rampung ngko pelajaranne.*
- P: O gitu... jadi kalau buat belajar kosakatanya Cuma kalau ada yang nggak paham di teks gitu ya?
- S: Iya Miss.
- P: Biasanya kalo di kelas, Pak Agus suka pake media apa dek kalo buat ngajar?
- S: Ya paling make LCD itu Miss.
- P: Kalo make kayak flash card gitu pernah belum dek?
- S: *Flash card ki opo Miss?*
- P: Flash card itu kartu yang nanti isinya bisa ada gambar, tulisan, gambar sama tulisan itu lo dek.
- S: Ooh...*ketoke si* belum pernah Miss.
- P: Kalo besok belajar sama Miss make flash card gitu mau ya berarti?
- S: Yo gapapa Miss. *Sek penting ora angel-angel pelajarane.*
- P: Haha...enggak *wes* dek. Yaudah ya Miss ke ruang guru dulu. Sana istirahat nanti *ndak lemes* pas pelajaran abis ini.
- S: *Yo Miss.*

no: IT 05
hari, tanggal: Jumat, 12 Agustus 2016
pukul: 11.15-11.20
tempat: Ruang kelas VIII B
kegiatan: Wawancara siswa (Reconnaissance)
responden: P (Peneliti)
 S (siswa)

- P: Sebelum pulang Miss mau nanya nanya sebentar boleh nggak?
- S1: Boleh Miss. Mau nanya apa?
- P: Tadi soalnya susah nggak?
- S2: Susah Miss. Aku nggak ngerti artinya.

- P: Berarti masih kesusahan di vocabulary ya?
- S1: Iya Miss. Nek bahasa Inggris *ki susah kata-katane* banyak yang nggak ngerti.
- P: Kelas kalian ini diajarnya sama Pak Agus sama Bu Hestu ya?
- S3: Hoooh Miss.
- P: Kalo dari Pak Agus apa Bu Hestu gitu belajar kosakatanya biasanya gimana ?
- S2: Ya paling kalau nanti ada kata-kata yang nggak ngerti baru dijelasin Miss.
- P: Kalo sebelum pelajaran gitu berarti jarang belajar kosakata dulu ya?
- S123: Iya Miss.
- P: Pernah pake media flash card gitu belom dek kalau di kelas?
- S1: *Flash card ki sek kayak kartu itu dudu Miss?*
- P: Iya. Tahu kan kayak gimana bentuknya? Pernah dipake di kelas?
- S1: Tahu Miss. Kayaknya sih *sakelingku* belum pernah.
- P: O gitu. Oke deh makasih ya dek.
- S123: Iya Miss. Masama.

no: IT 06
hari, tanggal: Sabtu, 13 Agustus 2016
pukul: 10.40-11.00
tempat: Ruang guru MTsN Godean
kegiatan: diskusi mengenai hasil pre-test dan materi untuk cycle 1 dan cycle 2
responden: P (Peneliti)
 GBI (guru bahasa Inggris)

- P: Pagi Pak Agus.
- GBI: Eh ya Mbak. Pagi. Gimana-gimana?
- P: Ini Pak, saya kemarin sudah selesai mengkoreksi jawaban dari yang VIII A sama yang VIII B. Terus kalau hasilnya rata-rata hampir sama, cuman di kelas VIII A sedikit lebih rendah daripada yang di kelas VIIIB Pak. Ini nilai tertingginya aja hanya satu orang dan Cuma dapat 5 Pak.
- GBI: Berarti besok mau pakai kelas VIII A aja?
- P: Insya Allah iya Pak. Lagian nanti kalau saya make kelas VIII B juga malah mengganggu jadwal dari Bu Hestu juga Pak. Hehe....
- GBI: Tapi ya kelas VIII A ya gitu lo Mbak. Lebih menantang, hahaha.soalnya ya gtu, anak-anaknya kadang pasif kalau ditanya. Jadi bener-bener kudu di *push* biar mereka aktif.
- P: Nggih Pak. Malah sekalian buat pengalaman saya hehe.
- GBI: Owalah. Ya nggak papa Mbak. Enaknya aja gimana nggak usah dibikin *push* ya to.
- P: Inggih Pak.
- GBI: Terus sekarang mau apa Mbak?
- P: Ini Pak, saya mau menunjukkan course grid yang sudah saya buat.
- GBI: Oya? Mana?
- P: Ini Pak. (*sambil menyerahkan course grid*)

- GBI: Oya bentar *tak lihate* dulu ya Mbak.
- P: Iya Pak.
- GBI: Ini berarti rencananya cycle 1 make descriptive trus cycle 2 make recount Mbak?
- P: Iya Pak.
- GBI: Oya. Tapi nek besok pas cycle 1 udah selesai siswanya masih belum gitu menguasai dilanjut aja make descriptive di cycle 2 nya Mbak. Takutnya saya malah nggak maksimal nanti. Tapi ya dilihat dulu nanti setelah cycle 1 nya selesai ya.
- P: O siap Pak. Oya Pak, seperti yang saya udah matur waktu awal itu Pak, ini saya akan fokus di pembelajaran vocabulary nya Pak.
- GBI: Oya nggak papa Mbak. Silakan saja. Berarti lebih ke penguasaan kosakata ya?
- P: Iya Pak. Kalo medianya si saya rencananya akan pake flash card, cuman nanti diintegrasikan sama kegiatan lain kayak semacam game gitu Pak. Biar siswanya nggak bosen.
- GBI: Oh pake flash card ya Mbak? Boleh itu dicoba saja barangkali memang bisa bikin anak-anaknya lebih semangat belajarnya. Kadang tu saya juga pengen bikin media media gitu cuman seringnya nggak sempet Mbak jadi ya mentok make LCD itu. Tapi kalau game kadang saya juga pake di kelas biar buat refreshing siswanya.
- P: Nggih Pak. Saya mulai penelitiannya besok Selasa berarti Pak?
- GBI: Iya Mbak. Eh sebentar. Besok Selasa itu kayaknya cuma lomba-lomba soalnya 17an itu lo Mbak. Jadi Jumat mungkin ya bisa mulainya.
- P: *O nggih Pak.* Kalau gitu saya sekalian pamit *nggih Pak. Assalamualaikum.*
- GBI: *Walaikum salam.*

no: IT 07
hari, tanggal: Jumat, 19 Agustus 2016
pukul: 09.40-09.50
tempat: Ruang kelas VIII A
kegiatan: Feedback dari siswa (Cycle 1 Meeting 1)
responden: P (Peneliti)
 S (siswa)

- P: Ini pada nggak istirahat?
- S1: Enggak Miss. Tadi udah jajan.
- P: nanya-nanya dikit boleh dong berarti?
- S1: Ya boleh Miss.
- P: Gimana tadi pelajarannya sama Miss? Asik nggak?
- S1: Ya mayan Miss. Soalnya belum pernah belajar kek gitu. *Apa kui mau jenenge Miss? Flash card yo?*
- P: Iya heeh namanya flash card. Seneng belajar make flash card?
- S2: (menimpali) yaaa mayan Miss. Soale bisa belajar sama cara ngomongnya sekalian. *Terus mau ono gambar karo tulisane. Dadine jelas.*
- P: Terus gimana soal latihan-latihannya?

- S1: *Ya nek ngerjainnya bareng-bareng ya penak Miss. Nek sendiri-sendiri aku ki masih suka bingung gimana ngerjainnya.*
- P: Bingunge gimana?
- S1: Ya itu. Nek misal gatau kosakatane. Tapi tadi kan udah belajar sitik-sitik soal kata-katane Miss.
- P: Berarti besok make flash card lagi oke ya?
- S1,2: Oke Miss.
- S2: Tapi ini Miss, tadi ada sek rodo nggak jelas.
- P: Apanya dek?
- S2: Tadi lak ada sek gak bewarna karo hurufnya kurang gede Miss.
- P: Oh iya? Kalo gitu besok diperjelas aja ya.
- S1: Hooh Miss.
- P: Oh iya dek, kalo misal tiap Miss kasi praktik ngucapin kata-katanya gitu, menurut kamu gimana?
- S1: Piye Miss?
- P: Itu lo, kalo Miss misal ngulang-ngulang kosakatanya.
- S1: Oh kayak tadi itu Miss? Ya gapapa si. Malah dadi do nggatekke soale pada ribut. Hahaha.
- P: Iya ya. Jadinya malah pada nggatekke. Tapi jadi ngerasa lebih pede nggak kalo ngucapinnya?
- S1: Mayanlah Miss. Kan diulang-ulang jadinya kek nyantol gitu.

no: IT 08
hari, tanggal: Jumat, 19 Agustus 2016
pukul: 09.50-10.00
tempat: Ruang kelas VIII A
kegiatan: Feedback dari guru (Cycle 1 Meeting 1)
responden: P (Peneliti)
 GBI (Guru Bahasa Inggris)

- P: Pagi Pak.
- GBI: Gimana Mbak sudah?
- P: Iya Pak. Tadi nanya-nanya bentar ke anak-anaknya.
- GBI: Gimana Mbak menurutmu tadi kelasnya?
- P: Ya lumayan memperhatikan si Pak anak-anaknya kalau saya lihat tadi. Oya Pak menurut Bapak gimana tadi saya ngajarnya?
- GBI: Yasudah bagus Mbak. Suaranya lumayan keras. Soale ya emang kalau di kelas VIII A kudu ekstra. Haha. Kalo suaranya nggak keras dan nggak jelas nanti kalah sama muridnya.
- P: Kalo untuk latihan-latihannya gimana Pak?
- GBI: Lumayan variatif si Mbak nek tak lihat. Tadi kan ada finding words juga ya?
- P: Iya Pak. Kalau untuk penggunaan flash card nya *pripun* Pak?
- GBI: Ya cukup buat kasih vocabulary building ke anak-anaknya. Sesuai sama yang buat latihannya kan tadi itu? Terus juga sudah jelas soalnya ada

gambar sama ada tulisannya. Jadi mereka bisa sekalian tahu gimana penulisan kata-katanya.

P: Iya Pak. Tapi itu tadi meskipun mereka memperhatikan cuman masih rada kurang aktif ya Pak kalau menjawab pertanyaan. Harus dipancing dulu baru mau. Tadi saya juga rada kagok karena nggak ada yang menjawab. Akhirnya ya saya tunjuk dari presensi aja Pak.

GBI: Laya itu Mbak. Saya kan kemaren juga dah bilang kalau anak-anaknya susah banget buat diajak aktif.

P: Iya Pak. Rencananya untuk pertemuan berikutnya biar mereka lebih aktif saya mau ngadain kompetisi nyusun kalimat gitu Pak. Tapi pakai word card.

GBI: Bikin kalimat gitu ya?

P: Iya Pak. Jadi nanti saya bagi berkelompok satu amplop isinya word card terus mereka nanti nyusun kalimat sebanyak-banyaknya, terus yang paling banyak an betul saya kasih reward.

GBI: Oya gapapa. Dicoba aja Mbak.

P: Nggih Pak. Oiya Pak, tadi juga kata anak-anak flashcards nya sedikit kurang jelas.

GBI: Ya *next meeting* diperjelas aja Mbak. Emang kurang jelasnya kenapa to?

P: Itu Pak, tadi ada yang nggak berwarna sama hurufnya kurang besar.

GBI: Oya udah. Besok dibikin bewarna semua aja sama dibesarin hurufnya biar jelas anak-anaknya.

P: Nggih Pak.

no:	IT 09
hari, tanggal:	Selasa, 23 Agustus 2016
pukul:	09.40-10.00
tempat:	Ruang kelas VIII A
kegiatan:	Feedback dari siswa (Cycle 1 Meeting 2)
responden:	P (Peneliti)
	S (siswa)

P: Halo...ini sek sek siapa namanya?

S1: Mei Miss.

S2: Desy. Mosok lali jengunku Miss.

P: Hahaha. Ya maaf ya Miss belum begitu apal soalnya.

S1,2: Yorapopo Miss. Besok lak yo apal.

P: Iya. Eh, ngomong-ngomong, gimana tadi pelajarannya? Susah nggak?

S1: Mau bahas Aliando sih aku *dadine semangat* Miss. Haha.

P: *Loh kok maah* Aliando hahaha. Tadi tu lo pelajarannya gimana?

S2: Asik kok Miss. Tapi aku rada bingung *le pas nyusun kalimat kui lo*.

P: Bingungnya gimana?

S2: Itu lo, soalnya nggak ngerti susunan kalimatnya. *Sek subjek sek endi, sek opo kui verb sek mana. Yo ngono kui lah* Miss.

P: O gitu. Besok berarti nyusun kalimat lagi aja kali ya biar lebih paham?

- S1,2: Yo gapapa Miss.
P: Kalo kerja kelompoknya gimana? Lebih seneng ngerjain sendiri apa bareng-bareng?
S1: Ya enak kalo bareng-bareng Miss.
P: Kenapa emangnya kok enak kalo bareng-bareng?
S2: Soale kan bisa diskusi nek nggak bisa ngerjainnya. Terus yang nggak pernah nggarap juga jadi ikutan mikir Miss.
P: Oiya, dek, kalo pas Miss kasih hadiah gitu, seneng nggak?
S1: Ya seneng lah Miss. Lumayan haha. Dadi luwih semangat le ngerjain.
P: O... gitu. Yaudah itu diterusin maemnya. Makasih ya.
S1,2: Masama Miss.

no: IT 10
hari, tanggal: Selasa, 23 Agustus 2016
pukul: 10.40-11.00
tempat: Ruang kelas VIII A
kegiatan: Feedback dari guru (Cycle 1 Meeting 2)
responden: P (Peneliti)
GBI (Guru Bahasa Inggris)

- P: Siang Pak.
GBI: Eh Mbak. Gimana-gimana? Sudah mengajarnya? Maaf tadi tak tinggal sebentar ya.
P: Iya Pak. Sudah. Nggak papa Pak.
GBI: Tadi jadi ya menyusun kalimatnya? Saya lihat sekilas si tadi kerjaan anak-anak.
P: Iya Pak.
GBI: Tapi kayaknya tadi rada bingung ya anak-anaknya ngerjainnya.
P: Iya Pak. Tadi saya juga sempet nanya beberapa siswa katanya bingung ngerjainnya.
GBI: Mungkin gini aja Mbak, besok to dipisah gitu. Jadi misal satu amplop isinya verb has, satunya verb is. Jadi siswa nya lebih gampang juga nyusunnya. Nek tadi kan jadi satu gitu. Campur jadi satu gitu jadinya malah bikin mereka bingung. Iya nggak?
P: Iya sih Pak. Pertemuan selanjutnya berarti saya bakal masih bikin kayak tadi ya Pak. Bikin kompetisi nyusun kalimat. Tapi dipisah biar anak-anaknya nggak bingung.
GBI: Iya saran saya sih gitu aja Mbak. Biar lebih enak juga. Tadi saya lihat juga kayaknya alokasi waktunya kurang ya?
P: O nggih Pak. Iya Pak, saya lupa buat ngewaktuin pas mereka ngerjain. Jadinya ada yang sudah selesai ada yang belum. Yang pertemuan

selanjutnya nanti akan saya kasih batas waktu aja Pak, biar nggak molor juga waktunya.

GBI: Oke dicoba aja. Besok berarti masih nyusun kalimat ya?

P: Iya Pak.

no: IT 11
hari, tanggal: Jumat, 26 Agustus 2016
pukul: 09.40-09.50
tempat: Ruang kelas VIII A
kegiatan: Feedback dari siswa (Cycle 1 Meeting 3)
responden: P (Peneliti)
 S (siswa)

P: Dek...dek...sini. Tak tanyain bentar.

S: Opo Miss?

P: Tadi gimana dek menurutmu buat latihan nya?

S: *Sek endi Mbak?*

P: La yang tadi itu. Yang kamu kerjain sama temen-temennya. Masak udah lupa?

S: Oalah. Yang bikin kalimat itu?

P: Iya. Yang itu. Lebih ngerasa gampang nggak ngerjainnya?

S: Lebih gampang sih Miss. Soale nggak kayak kemaren, kan yang tadi jadi dua *to*, jadi mikirnya nggak ruwet.

P: Lebih gampang ya berarti?

S: *Hooh Miss. Tapi mau waktune dilit banget, kelompokku ra menang dadi raentuk hadiah e deh.*

P: Ya makanya ngerjainnya jangan dewe-dewe. Kan namanya juga kerja kelompok kan? Kalo yang pas kuisnya gimana dek?

S: Yo gitu Miss. Malah pada heboh dewe-dewe. Tapi asik. Nggak ngebosenin.

P: Seru ya berarti. Yang tadi terakhir ngerjainnya bisa nggak?

S: Sek Kim's Game itu tadi Miss?

P: Iya yang itu.

S: Aku kayaknya si lumayan inget kosakatanya Miss, cuman tulisannya paling *rada lali-lali sitik. Tapi ketoke si mayan akeh mau aku nulise hehehehe.*

P: Berarti flash card nya lumayan ngebantu buat ngapalin kosakatanya ya?

S: Iya Miss. Soalnya kan jadi inget gambarnya, njuk tulisannya juga.

P: Oh gitu. Oh iya dek, kalo di awal-awal pelajaran itu, kalo Miss kasi tau kita hari ini mau belajar apa, paham nggak maksudnya?

S1: Kae Miss...emm... nggak ngerti hehehe.

S2: Piye e. Nganu kae lo, ben ngerti ameh sinau opo. Hooh to Miss?

P: Nah hooh bener. Kalo biasanya suka dikasi tau mau belajar apa nggak sama Pak guru?

S1: Enggak, Miss. Ya langsung aja pelajaran gitu.

- P: Lebih enak mana? Nek dikasi tau mau belajar apa, materinya apa, atau mending langsung pelajaran aja?
- S1: Enak nek dikasi tau mau belajar apa. Jadine nek materi nya masih sama kan sambil bisa liat materi yang kemaren Miss.
- P: Oh gitu. Jadi enakan kalo dikasi tau dulu ya mau belajar apa?
- S1: Iya Miss.

no: IT 12
hari, tanggal: Jumat, 26 Agustus 2016
pukul: 09.50-10.00
tempat: Ruang guru
kegiatan: Feedback dari guru (Cycle 1 Meeting 3)
responden: P (Peneliti)
 GBI (Guru Bahasa Inggris)

- P: Permisi Pak.
- GBI: Gimana Mbak? Sudah selesai ngajarnya?
- P: Sudah Pak. Tadi juga saya sudah melakukan yang diusulkan Pak Agus kemaren yang membagi jadi dua itu lo Pak.
- GBI: Oh iya tadi saya pas monitor anak-anak juga sudah lihat kok Mbak. Nek gitu kan lebih gampang ya buat mereka ngerjainnya.
- P: Iya Pak, terus untuk alokasi waktunya juga sudah lebih baik mboten Pak?
- GBI: Iya tadi sudah diwaktuin juga kan ya? Jadinya mereka lebih kepacu buat ngerjainnya.
- P: Iya Pak.
- GBI: Oiya Mbak. Ini berarti cycle 1 nya sudah selesai ya Mbak?
- P: Iya Pak.
- GBI: Mending usul saya cycle 2 nya masih descriptive aja Mbak. Biar lebih maksimal penguasaan materinya anak-anak.
- P: Oiya Pak. Berarti besok Senin mungkin saya kesini lagi ya Pak buat memperlihatkan course gridnya.
- GBI: Oke Mbak. Nanti tak tunggu ya. Atau kabar-kabar aja lewat wa.
- P: Siap Pak. Yasudah Pak saya pamit dulu nggih. Assalamualaikum.
- GBI: Oyayaya. Silakan. Waalaikumsalam.

no: IT 13
hari, tanggal: Senin, 29 Agustus 2016
pukul: 08.00-08.20
tempat: Ruang guru
kegiatan: Konsultasi course grid cycle 2
responden: P (Peneliti)
 GBI (Guru Bahasa Inggris)

- P: Assalamualaikum. Permisi Pak.
- GBI: Waalaikum salam. Pripun Mbak?
- P: Ini Pak, saya mau konsul bentar soal course grid untuk cycle 2 besok.

GBI: Oya. Itu duduk disitu dulu Mbak.

P: *Nggih* Pak.

GBI: Mana Mbak course grid nya?

P: Ini Pak.

GBI: Sek bentar tak baca dulu ya.

P: Oke Pak.

(GBI membaca course grid yang diberikan oleh P)

GBI: Berarti ini ganti topic ya Mbak? Tapi masih soal descriptive text kayak yang saya bilang kemarin *to*?

P: Iya Pak. Yang kemarin kan soal person gitu kan Pak. Nah yang cycle ini saya rencananya memang masih pakai descriptive cuman soal place gitu Pak. Biar siswanya nggak bosan.

GBI: Oya. Sama ini aja si Mbak, ditambahin aja yang pengenalan part of speech itu lo., terutamanya di descriptive text. Yang soal noun, adverb, adjective, dan sebangsanya soalnya anak-anaknya juga masih kesulitan soal itu Mbak.

P: Oiya Pak. Nanti saya bikin materi soal itu juga kalo begitu.

GBI: Ini yang untuk pertemuan pertama ada kompetisi ya?

P: Iya Pak.

GBI: O...ya..ya. Oke. Besok berarti sudah siap ya untuk mulai cycle 2?

P: Insha Allah sudah Pak. Oiya Pak, ini kan anak-anak masih kadang lupa bawa kamus. Kalo pinjam ke perpustakaan juga kejauhan, nah saya nanti membolehkan mereka make kamus yang di hp itu boleh Pak?

GBI: Yo gapapa Mbak. Tapi jangan dibolehin pake google translate ya. Suka nggak bener itu.

P: Oke Pak. Oh iya Pak. Ini di Cycle 2 ini nanti saya tetep nyoba pake beberapa English expression nggak apa-apa Pak? Biar nanti anak-anak juga lebih familiar lagi sama ekspresi-ekspresinya.

GBI: Yo nggak papa Mbak. Tapi kalo siswanya keliatan nggak dong tetep dijelasin lagi ya.

P: Nggih Pak. Nanti saya translate juga ke bahasa Indonesia kalo mereka masih belum paham.

no:	IT 14
hari, tanggal:	Selasa, 30 Agustus 2016
pukul:	09.40-10.00
tempat:	Ruang kelas VIII A
kegiatan:	feedback siswa (cycle 2 meeting 1)
responden:	P (Peneliti)
	S (Siswa)

P: Gimana dek tadi pelajarannya? Enak kalo kelompokan gitu?

S: Seru banget Miss. Enak lah! *Tapi kelompokku nggak ditunjuk-tunjuki pie Miss.*

P: Masak sih? Kayaknya kelompokmu lumayan heboh tadi mainnya.

S: Hooh Miss.

- P: Kalo soal materinya, susah nggak?
- S: Enggak sih Miss, soalnya kan udah dijelasin awalnya sama Miss, jadi nggak gitu susah sih. Terus udah ada handout nya juga jadi lebih enak ngerjainnya.
- P: Oya dek, kalo waktu awal-awal Miss kasih tahu hari ini pelajarannya nanti bakal ngebahas soal apa, trus ngapain aja nanti selama pelajarannya menurut kamu gimana dek?
- S: Ya jane awal-awal itu menurutku nggak penting Miss, hehehe. Tapi njuk kebiasaan dikasih tau gitu ya jadi lebih siap soal materinya. Dadine paham mau belajar opo. Gitu Miss. La kenapa sih Miss?
- P: Oke deh. Sip. Nggak papa si, nanya aja. Hehe . Makasih ya dek.

no: IT 15
hari, tanggal: Selasa, 30 Agustus 2016
pukul: 10.40-11.00
tempat: Ruang guru
kegiatan: Feedback dari guru (cycle 2 meeting 1)
responden: P (Peneliti)
 GBI (Guru Bahasa Inggris)

- P: Misi Pak Agus.
- GBI: Gimana Mbak?
- P: Ini Pak. Mau nanya-nanya sebentar soal pelajaran hari ini.
- GBI: Oh ya. Lenggah situ dulu Mbak (*sambil menunjuk kursi tamu*). Jangan berdiri. Nanti nggak enak to diskusinya. Hehe.
- P: Oiya Pak.
- GBI: Nah, pripun Mbak ngajarnya? Udah mulai kerasan ngajar?
- P: Hahaha. Nggih lumayan Pak. Tapi ya kalau siswanya lagi nggak mood belajar tu lo Pak yang rada bikin pusing juga.
- GBI: Yo biasa itu Mbak. Kasih aja break waktu buat mereka biar nggak jenuh belajar. *La wong* saya aja sering jenuh juga kalau lagi ngajar. Ya sama-sama lah.
- P: Iya Pak. Saya juga biasanya kasih break 5 menit gitu Pak sebelum mulai pelajaran.
- GBI: Tadi main main game pake flash card nya ya? Gimana siswanya?
- P: Iya Pak. Siswanya sih jadi lumayan aktif Pak. Jadi yang biasanya diem juga ikutan aktif.
- GBI: Kalo game si biasanya gitu. Tapi nanti ya susah nya kalau sudah pada ribut itu suka nggak ketulungan ramenya.
- P: Iya Pak. Tadi si lumayan rame cuman saya udah bilang ke anak-anak biar jangan terlalu berisik biar nggak *ngganggu* kelas lainnya.
- GBI: Besok coba aja main ini Mbak, Whisper Challenge. Pernah dengar? Bisa itu make flash card juga mainnya.
- P: Oiya Pak. Tahu saya itu game nya sering ada di youtube juga. Yang bisik berantai itu kan ya Pak?

GBI: Iya Mbak. Coba aja besok pas di kelas pake itu.
 P: Baik Pak. Sekalian saya pamit ya Pak ini. Assalamualaikum.
 GBI: Oya. Waalaikum salam.

no: IT 16
hari, tanggal: Jumat 2 September 2016
pukul: 09.40-09.50
tempat: Ruang kelas VIII A
kegiatan: feedback siswa (cycle 2 meeting 2)
responden: P (Peneliti)
 S (Siswa)

P: Lagi apa Des?
 S: Lagi nggak ngapa-ngapain Miss. Gimana?
 P: Tak tanya-tanyain bentar boleh dong berarti?
 S: Ya boleh. Apa sih yang enggak buat Miss.
 P: Haha. Ya ya. Ini lo tadi pelajarannya, asik nggak?
 S: Ya gitu Miss. *Tapi aku mutung ah sama yang si Mudrik. Mosok curang gitu Miss.*
 P: Curang gimana emang?
 S: *Kae Miss. Mosok ora bisik-bisik langsung bengok kata-katane. Kan curang.*
 P: *Oalah.* Ya besok-besok digalakin aja Des haha.
 S: Aku ben dino es galak kok Miss...hehehe.

no: IT 17
hari, tanggal: Jumat, 2 September 2016
pukul: 09.50-10.00
tempat: Ruang guru
kegiatan: Feedback dari guru (cycle 2 meeting 2)
responden: P (Peneliti)
 GBI (Guru Bahasa Inggris)

P: Gimana Pak menurut bapak pelajaran tadi Pak?
 GBI: Itu tadi *Whisper Challenge* nya rada ramai gitu ya Mbak?
 P: Iya Pak. Soalnya ada team yang curang gitu Pak. Hehe.
 GBI: Hahaha...ya wajar Mbak namanya juga anak-anak apalagi yang cowok-cowok itu Mbak. Kalo butuh bantuan ngomong aja Mbak nenangin anak-anaknya. *Nggak usah pekewuh.*
 P: Hehe...Iya Pak.

no: IT 18
hari, tanggal: Selasa, 6 September 2016
pukul: 09.40-10.00

tempat: Ruang kelas VIII A
kegiatan: feedback siswa (cycle 2 meeting 3)
responden: P (Peneliti)
 S (Siswa)

- P: Gimana dek, tadi susah nggak identifikasi part of speech nya?
 S: Beberapa rada masih nggak paham si aku Miss, tapi kan enek hand-out e dadi ne luwih penak si.
 P: Hand-out nya berarti lumayan ngebantu pas nggerjain ya?
 S: Hoooh Miss.
 P: Seneng belajar sama Miss dek?
 S: Ya, Miss. Apalagi entuk hadiah. Dadi luwih semangat le nggarap. Tapi besok-besok Miss udah nggak kesini lagi ya? Udah selesai ya ngajarnya?
 P: Iya dek. Hehe.
 S: Berarti nggak kesini-kesini lagi? Wah raseru dong Miss.
 P: Loh kok gitu? Ya mungkin masih bakal sering kesini tapi main doang dek. Nanti kalau butuh apa-apa wa aja atau sms juga gapapa dek.
 S: Yaaah.....soale nek sama Miss ki seneng kae le sinau karo dolanan. yaudah deh Miss. Tapi sering-sering main kesini ya Miss. Ndak kangen. Hahaha.

no: IT 19
hari, tanggal: Selasa, 6 September 2016
pukul: 10.45-11.00
tempat: Ruang guru
kegiatan: Feedback dari guru (cycle 2 meeting 3)
responden: P (Peneliti)
 GBI (Guru Bahasa Inggris)

- P: Permisi Pak.
 GBI: Oiya Mbak gimana?
 P: Tadi si saya sudah menjelaskan ulang soal part of speech ke anak-anaknya biar lebih jelas lagi soal itu Pak.
 GBI: Oya Mbak? Berarti sudah lumayan bisa ya?
 P: Iya, Pak.
 GBI: Ini ngomong-ngomong udah pertemuan terakhir ya Mbak?
 P: Iya Pak. Tinggal post-test nya saja. Tapi kata dosen saya harus diujikan dulu Pak, mungkin besok Jumat nyoba test di kelas 8B dulu Pak.
 GBI: O ya gapapa monggo wae Mbak. Wes gek ndang dirampungke ben gek lulus yo Mbak.
 P: Amin Pak. Minta doanya mawon.

Appendix 3: Course Grid

IMPROVING GRADE EIGHT STUDENTS' VOCABULARY MASTERY USING FLASHCARDS AT MTSN GODEAN IN THE ACADEMIC YEAR OF 2016/2017

Course Grid

School : MTSN GODEAN

Class : VIII

Subject : English

Standard of competency : 5. Understanding the meaning of simple functional texts in the form of **descriptive** and recount texts related with close environment

Basic competency : 5.3. Conveying the meaning and the rhetorical steps in the written form of **descriptive** and recount texts in accurate, fluent, and acceptable manners to communicate in daily life context

Topic	Name of the Lesson	Indicators	Goals	Materials	Activities	Media	Evaluation
Cycle 1 Meeting 1 : My Favourite Idol Nabila Meeting 2: My Aunt Emily Meeting 3:	Someone that I Admire	1. Students are able to identify and use new vocabulary related to descriptive text. 2. Students are able to identify the generic structure and the language	By the end of the lesson the students are to recognize, understand, and master the vocabulary used in descriptive text, the generic structure and the language	1. Descriptive text (its generic structure and its communicative purpose). 2. Vocabulary lists related to describing people.	Opening - greeting and pray - checking the attendance list - introducing the objectives of the learning to the students Teaching and learning	Flash cards, white board, LCD, worksheet.	Written task

Aliando Syarief		<p>features of the descriptive text.</p> <p>3. Students are able to identify the explicitly stated detail information from the text.</p>	<p>features of the descriptive text, and the explicitly stated detail information from the text.</p>		<p>Activities (meeting 1) (BKOF)</p> <ul style="list-style-type: none"> - The teacher shows some pictures of Nabilla, JKT48 and idol group. - The teacher asks students some questions related to the pictures such as: “Do you know who she is? What is her name?” etc. - The teacher shows the flash card related to people appearance, uses magic eye technique, and says the words in front of the class. - The teacher asks the students to repeat after her. <p>(MOT)</p> <ul style="list-style-type: none"> - The teacher gives the students an example of a descriptive text. - The students get an 		
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					<p>example of descriptive text entitled “My Favourite Idol Nabila”</p> <ul style="list-style-type: none"> - The teacher gives time for the students to read and comprehend the text. - The teacher explains the students about the generic structure and language features of descriptive text in the “My Favourite Idol Nabila” text. <p>(JCOT)</p> <ul style="list-style-type: none"> - In pairs, the students are asked to answer the questions based on the paragraph. - The students work in pairs to answer the questions. - The teacher and the students discuss the answers of the questions based on the “My Favourite Idol Nabila” text. 		
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					<ul style="list-style-type: none"> - The teacher asks the students to work in pairs to discuss the meaning of some words provided in the box based on the context of the paragraph, then, do the matching activity. - The teacher and the students discuss the answers of the matching activity. <p>(ICoT)</p> <ul style="list-style-type: none"> - The students are asked to do the worksheet 1 consisting of matching picture and its adjective, and finding adjectives on words puzzle individually. - The teacher and the students discuss the answers of the worksheet 1. 		
					<p>Meeting 2 (BKOF)</p> <ul style="list-style-type: none"> - The teacher reviews the previous material with 		

					<p>the students and shows them the previous lesson's flash cards using flash technique.</p> <ul style="list-style-type: none"> - The teacher shows pictures of Aliando Syarief and asks the students to identify his appearance. - The teacher divides the students into 8 groups. - The students sit in their group. - The teacher distributes a mind map of Aliando Syarief. - The students are asked to fill the mind map of Aliando Syarief using descriptive words. - The students work in group to do the mind map activity. - After they finish their work, some groups present their work into the class. <p>MOT</p>		
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					<ul style="list-style-type: none"> - The teacher gives the students word cards in a riddle form about Aliando Syarief. - The students are asked to do a competition in arranging descriptive sentences of Aliando Syarief as many as they can in the same group using the word cards. - Group that has the sentences at most win. - The teacher gives the description text about Aliando Syarief. - The teacher gives explanation about descriptive text in the “Aliando Syarief” text. <p>JOT</p> <ul style="list-style-type: none"> - The students are asked to answer the questions in pairs based on the text. - The students work in pairs to answer the questions. 		
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					<ul style="list-style-type: none"> - The teacher and the students discuss the answers of the questions based on the text. <p>(ICoT)</p> <ul style="list-style-type: none"> - The teacher distributes a worksheet of adjectives in describing a person to the students. - The students are asked to classify the adjectives in describing a person based on the physical appearance classes. 		
					<p>Meeting 3 (BKOF)</p> <ul style="list-style-type: none"> - The teacher reviews the previous material. - The teacher shows pictures of Emma Watson and asks questions to the students about Emma Watson's appearance. - The teacher shows 		

					<p>vocabulary flash cards related to Emma Watsons using flash technique.</p> <p>MOT</p> <ul style="list-style-type: none"> - The teacher gives an example of descriptive text entitled “Emma Watson”. - The students get a descriptive text entitled “Emma Watson”. - The teacher gives explanation about the language feature of the text. <p>JOT</p> <ul style="list-style-type: none"> - The teacher divides the students into 8 groups. - The students sit in their group. - The teacher distributes two envelopes of word riddles that the students will arrange. One contains verb to be (is) and one contains have/has. 		
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					<ul style="list-style-type: none"> - The teacher asks the students to work in group to do the arranging words activity. - The students do the arranging words activity. - The teacher and the students discuss the arranging words activity based on the tense and the text. <p>(ICoT)</p> <ul style="list-style-type: none"> - The teacher sticks the previous meeting's flash cards and the new flash cards on the classroom board. - The students are asked to take a look at the flash cards for a few minutes and try to remember as many words as they can. - The teacher puts down the flash cards. - The teacher asks the 		
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					students to write as many words as they can remember.		
					Closing - Question and answer about the material and the vocabulary given - Asking students' opinion about the lesson - Tell the students the material of the next meeting - Ask the students to prepare for the next meeting Thank the students for participating in the class.		

**IMPROVING GRADE EIGHT STUDENTS' VOCABULARY USING FLASHCARDS AT MTSN GODEAN IN THE
ACADEMIC YEAR OF 2016/2017**

Course Grid

School : MTSN GODEAN

Class : VIII

Subject : English

Standard of competency : 5. Understanding the meaning of simple functional texts in the form of **descriptive** and recount texts related with close environment

Basic competency : 5.3. Conveying the meaning and the rhetorical steps in the written form of **descriptive** and recount texts in accurate, fluent, and acceptable manners to communicate in daily life context

Topic	Name of the lesson unit	Indicators	Goals	Materials	Activities	Media	Evaluation
Cycle 2 Meeting 1: My Lovely Bedroom Meeting 2 & Meeting 3: My Living Room, My Kitchen	Parts of the House	1. Students are able to identify, and distinguish the vocabulary related to descriptive text. 2. Students are able to identify the generic structure and the language features of the	By the end of the lesson the students are to identify, distinguish, and master the vocabulary used in descriptive text, the generic structure and the language features of the descriptive text,	1. Descriptive text (its generic structure and its communicative purpose). 2. Vocabulary lists related to to describing people.	Opening - greeting and pray - checking the attendance list - checking students' readiness Teaching and learning Activities (meeting 1) BKoF - The teacher shows the	Flash card, white board, LCD.	Written task

		<p>descriptive text.</p> <p>3. Students are able to identify the explicitly stated detail information from the text.</p>	<p>and the explicitly stated detail information from the text.</p>		<p>students a video about bedroom.</p> <ul style="list-style-type: none"> - Students are asked to mention things in a bedroom that can be found on the video. - Teacher shows flash card related to bedroom to the students using flash technique. <p>MoT</p> <ul style="list-style-type: none"> - The teacher gives the students a descriptive paragraph about “My Lovely Bedroom”. - The teacher explains to the students about descriptive text in the text of “My Lovely Bedroom”. <p>JCoT</p> <ul style="list-style-type: none"> - The teacher asks the students to make a group of four. - The teacher distributes vocabulary word cards that have been shown in the BKOF stage. - The teacher makes a group 		
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					<p>competition using the word cards and also quiz.</p> <ul style="list-style-type: none"> - The teacher shows some pictures related to bedroom. - The students in group are asked to raise the correct word card of the picture. - The group that has correct words at most win. - Then, the teacher gives the students quiz related to the “My Lovely Bedroom” text. - The group that answer the questions correctly at most win the quiz. <p>ICoT</p> <ul style="list-style-type: none"> - The teacher distributes the T/F activity sheet to the students. - Individually, the students are asked to do the true false activity based on the text. They also need to correct the false statement using simple present tense. - The students identify the True/False Statements and 		
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					<p>correct the false statement.</p> <ul style="list-style-type: none"> - The teacher and the students discuss the answers of the T/F activity. 		
					<p>(meeting 2) BKoF</p> <ul style="list-style-type: none"> - The teacher reviews previous materials by giving questions to the students. - The teacher gives vocabulary building related to the things in the living room that can be found on the text using flash cards. - The students are asked to repeat after the teacher. - The students play the “Whisper Challenge” activity based on the vocabularies given by the teacher. <p>The “Whisper Challenge” activity details are:</p> <ul style="list-style-type: none"> - The teacher puts the flash cards in front of the class. - The students are divided into 4 groups. 		

					<ul style="list-style-type: none"> - Then, in each group there is one person assigned as the representative of the group. - The teacher shows the picture without its word to the group representative. - Then, the representatives try to guess the word of the picture, and then whisper the word to their group mates. - The last person of the group needs to find the correct word card. - The students play the “Whisper Challenge”. - The group that collects the cards at most win the game. <p>MoT</p> <ul style="list-style-type: none"> - The teacher gives an explanation about part of speech on a descriptive text. - The teacher gives the students an example of descriptive text entitled “My Living Room”. - The students are asked to identify the part of speech 		
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					<p>that can be found on the text based on its group.</p> <ul style="list-style-type: none"> - The teacher distributes the word cards to the students. - The students work in pairs to do the word grouping activity. - The teacher and the students discuss the part of speech that can be found on the text. <p>(Meeting 3)</p> <p>JCoT</p> <ul style="list-style-type: none"> - The teacher shows the previous meeting text entitled “My Living Room”. - The students are asked to do the crosswords activity by answering the questions based on the text. - The students work in pair to answer the questions. - The teacher and the students discuss the answers based on the text. <p>ICoT</p> <ul style="list-style-type: none"> - The teacher distributes a 		
--	--	--	--	--	--	--	--

					matching task activity		
					Closing - Question and answer about the material and the vocabulary given - Asking students' opinion about the lesson - Tell the students the material of the next meeting - Ask the students to prepare for the next meeting - Thank the students for participating in class.		

Appendix 4: Lesson Plans

LESSON PLAN

School: MTsN Godean

Subject: English

Grade/ Semester : VIII/ 1

Text Type: Descriptive text

Skill : Reading/Vocabulary

Time Allocation : 2 x 40 minutes

Cycle: 1 (Meeting 1)

A. Standard of competency

5. Understanding the meaning of simple functional texts in the form of descriptive and recount texts related with close environment

B. Basic competency

5.3. Conveying the meaning and the rhetorical steps in the written form of descriptive and recount texts in accurate, fluent, and acceptable manners to communicate in daily life context

C. Indicators

1. Students are able to identify new vocabulary related to the text.
2. Students are able to identify the generic structure and the language feature of the text.
3. Students are able to identify the explicitly stated detail information from the text.

D. Instructional Objectives

By the end of the lesson the students are expected to:

1. able to identify new vocabulary related to the text.
2. to identify the generic structure and the language feature of the text.
3. able to identify the explicitly stated detail information from the text.

E. Materials

1. The Characteristics of Descriptive text

Descriptive text is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person, place, or others. For examples, the person or place we know well.

It differs from report text which describe thing, animal, person, place or others in general.

Generic Structure

Identification: Identifying the thing that will be described/ introduction to the characters of the text.

Description: describing the characteristic features of the subject e.g. physical appearance, significant attribute, etc.

Language features

- Describe about a particular thing, not in general.
- Use simple present tense.
- Use to be: is, am, are and have/has.
- Use adjective in describing the thing. For example: strong, beautiful, large, huge, etc.
- Use noun phrase. For example: black male dog, a sweet young lady, a beautiful scenery, etc.
- Sometimes uses figurative language (kata perumpamaan). For example: as white as snow, as black as night sky, as soft as silk, etc.

2. Text

“My Favourite Idol Nabilla”

Nabilla is one of the members of JKT48. She is also my favorite member of the group.

Nabilla is originally from Jakarta, Indonesia. She was born in November 11th 1999. She is the youngest member of JKT48. She used to be the shortest member but now she is quite tall. She has a long and

straight hair. She is thin, but her cheek is chubby. She is very cheerful and always smiling. All her friends and fans like her. She has a really good voice too. In her free time, she likes to play basketball and also swim.

F. Method/ Technique: Genre-based approach

G. Teaching and Learning Activities

1. Opening Activities

- a. Teacher greets the students.
- b. Teacher asks one of the students to lead the prayer
- c. Teacher checks the students' attendance.

2. Main Activities

a. Building Knowledge of the Field

- 1) The teacher shows some picture about a Nabilla , JKT48, and some idol groups.
- 2) Teacher asks students some questions related to the pictures such as: "Do you know who it is? What is her name?" etc.
- 3) Teacher shows the flash card related to people appearance, uses flash technique, and says the words in front of the class.
- 4) Teacher asks the students to repeat after the teacher.

b. Modelling of the Text

- 1) The teacher gives an example of descriptive text to the students.
- 2) The students get a descriptive text about "My Favourite Idol Nabilla".
- 3) The teacher gives time for the students to read and comprehend the text.
- 4) The students read the "My Favourite Idol Nabilla" text.
- 5) The teacher gives explanation about the generic structure and language features of descriptive text in the "My Favourite Idol Nabilla" text.

c. Joint Construction of the Text

- 1) The students are asked to answer the questions in pairs based on "My Favourite Idol Nabilla".

- 2) The students work in pairs to answer the questions.
- 3) The teacher and the students discuss the answers of the questions based on the paragraph.
- 4) The teacher asks the students to work in pairs to discuss the meaning of some words provided in the box based on the context of the paragraph, then; the students need to do the matching activity.
- 5) The teacher and the students discuss the answers of the matching activity.

d. Independent Construction of the Text

- 1) The students are asked to do the worksheet 1 consisting of matching picture and its adjective, and finding adjectives on words puzzle individually.
- 2) The teacher and the students discuss the answers of the worksheet 1.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. The teacher leads the closing prayer.
- e. The teacher says goodbye to the students.

H. Sources

- Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Widiati, Utami. et.al. 2008. *Contextual Teaching and Learning: Bahasa Inggris SMP/MTs Kelas VIII edisi 4*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

https://en.islcollective.com/resources/search_result?Tags=person&searchworksheet=GO&type=Printables. Accessed on 8 August 2016.

I. Evaluation

1. Assessment

No	Indicators	Form	Technique
1	Students identify the explicit information of the text	• Questions and answers	Written task test
2	Students are able to identify the generic structure and the language feature of the text.	• Questions and answer	
3	Students identify the vocabulary used in the text	• Matching and individual assignment	

2. Instruments

Activity 2

Read the paragraph below.

“My Favourite Idol Nabilla”

Nabilla is one of the members of JKT48. She is also my favorite member of the group.

Nabilla is originally from Jakarta, Indonesia. She was born in November 11th 1999. She is the youngest member of JKT48. She used to be the shortest member but now she is quite tall. She has a long and black straight hair. She is thin, but her cheeks are chubby. She is very cheerful and always smiling. All her friends and fans like her. She has a really good voice too. In her free time, she likes to play basketball and also swim.

Activity 3

Answer the following questions based on the text you have read.

1. How old is Nabilla?

2. What is her group name?

3. Where is she from?

4. What does she look like?

5. What does she like to do?

Activity 4

These words are taken from the passage you have read. Discuss the meaning of these words and try to guess the meaning of new words using the context in the passage.

Words
1. tall
2. cheek
3. thin
4. chubby
5. cheerful
6. short
7. young

Meaning
a. not old
b. both side of the face below the eyes
c. happy
d. have a greater than average height
e. small in height
f. slightly fat in an attractive way
g. not fat

Activity 5

Individual Assignment

NAME: _____ ACADEMIC NUMBER: _____

A. Look at each picture and match the adjective the artist described. Choose from the list, write the number in the box.

Find the words related to describing person at the box below:

b	e	a	u	t	i	f	u	i	x	a	b	c
d	e	f	g	h	j	k	l	m	n	o	p	f
s	f	r	q	t	h	s	h	y	i	o	a	r
c	h	o	n	e	s	t	v	z	d	s	h	i
f	b	c	e	f	y	u	r	t	p	m	t	e
r	o	p	a	u	s	t	d	c	v	a	i	n
e	f	r	t	n	w	i	w	t	z	r	k	d
s	z	o	r	n	o	n	a	n	o	t	i	i
p	e	a	e	y	x	c	w	z	j	e	i	y
e	s	e	i	b	w	u	i	k	y	a	m	j
c	e	u	t	h	r	c	e	u	b	e	u	q
t	s	o	w	d	w	z	r	p	i	o	p	u
f	j	r	o	e	x	v	t	a	m	k	j	h
u	z	x	y	d	i	z	e	i	z	a	e	a
i	m	s	a	s	a	s	o	j	y	r	a	
s	a	e	t	a	n	s	a	i	s	i	u	p
h	q	h	e	i	p	f	u	i	i	i	k	y

3. Scoring Format

Answering questions	Correct answers Each number has 2 point. So total score for q&a is 5x3=15.	15
Matching words	5.	5
Individual task	Each number has 1 point. Total point for individual task 20.	20
Total Score		40X10:4=100

Teacher

Researcher

Agus Rinto Aribowo, S.Pd

NIP.196908141995121001

Rahma Matsna Aulia

NIM. 12202244013

Building Knowledge of the Field

Activity 1

1. Who is it?
2. Do you know who is she?
3. What is her name?
4. What does she look like?



Modelling of the Text

Activity 2

Read the text and try to imagine how Nabilla looks like. After that, study the explanation of the text.

“My Favourite Idol Nabilla”	Generic Structure
<p>Nabilla is one of the members of JKT48. She is also my favorite member of the group.</p>	<p>Identification</p>
<p>Nabilla is originally from Jakarta, Indonesia. She was born in November 11th 1999. She is the youngest member of JKT48. She used to be the shortest member but now she is quite tall. She has a long and black straight hair. She is thin, but her cheeks are chubby. She is very cheerful and always smiling. All her friends and fans like her. She has a really good voice too. In her free time, she likes to play basketball and also swim.</p>	<p>Description</p>

The text above is a descriptive text. It is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person, place, or others. For examples, the person or place we know well.

It differs from report text which describe thing, animal, person, place or others in general.

Generic Structure

Identification: Identifying the thing that will be described/ introduction to the characters of the text.

Description: describing the characteristic features of the subject e.g. physical appearance, significant attribute, etc.

Language features

- Describe about a particular thing, not in general.
- Use simple present tense.
- Use to be: is, am, are and have/has.
- Use adjective in describing the thing. For example: strong, beautiful, large, huge, etc.
- Use noun phrase. For example: black male dog, a sweet young lady, a beautiful scenery, etc.
- Sometimes uses figurative language (kata perumpamaan). For example: as white as snow, as black as night sky, as soft as silk, etc.

Joint Construction of the Text

Activity 3

Simple Present Tense

We use the Present Simple tense to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general.

The pattern of simple present tense:

(+) **S + Be (is, am, are) + Object**

S + Verb1 + object

(-) **S + do/does + not + verb1 + Object**

S + be + not + Object

(?) **Be + S + Object +?**

Do/does + S + Verb 1 + object +?

- In the third person singular the verb **always ends in -s**:
he wants, she needs, he gives, she thinks.
- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.
*He wants ice cream. **Does** he want strawberry? He **does** not want vanilla.*
- Verbs ending in **-y** : the third person changes the **-y** to **-ies**:
fly --> flies, cry --> cries
Exception: if there is a vowel before the **-y**:
play --> plays, pray --> prays
- Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:
he passes, she catches, he fixes, it pushes

Activity 3

Answer the following questions based on the text you have read.

1. How old is Nabilla?

2. What is her group name?

3. Where is she from?

4. What does she look like?

5. What does she like to do?

Activity 4

These words are taken from the passage you have read. Discuss the meaning of these words and try to guess the meaning of new words using the context in the passage

Words	Meaning
1. tall	not old
2. thin	happy
3. cheerful	small in height
4. short	have a greater than average height
5. young	not fat

Independent Construction of the Text

NAME: _____ ACADEMIC NUMBER: _____











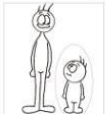
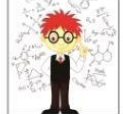




A. Look at each picture and match the adjective that best describes it. Choose from the list. Write the number on the box.

1. BEAUTIFUL 2. FUNNY 3. UGLY 4. SCARED 5. STRONG 6. HAPPY
7. SMALL 8. FAT 9. SMART 10. ANGRY 11. CRAZY 12. FRIENDLY

Find the words related to describing person at the box below:

b	e	a	u	t	i	f	u	i	x	a	b	c
d	e	f	g	h	j	k	l	m	n	o	p	f
s	f	r	q	t	h	s	h	y	l	o	a	r
c	h	o	n	e	s	t	v	z	d	s	h	i
f	b	c	e	f	y	u	r	t	p	m	t	e
r	o	p	a	u	s	t	d	c	v	a	i	n
e	f	r	t	n	w	l	w	i	q	r	k	d
s	z	u	r	n	o	n	a	n	o	t	i	l
p	g	a	g	y	x	c	w	z	j	g	l	y
e	s	e	l	b	w	u	i	k	y	a	m	j
c	g	u	t	h	r	c	e	u	b	g	u	q
t	s	o	w	d	w	z	r	p	i	o	p	u
f	j	r	o	g	x	v	t	a	m	k	j	h
u	z	x	y	d	l	s	e	l	z	a	e	a
l	m	g	a	g	a	g	o	o	j	y	r	p
s	a	e	t	a	n	g	a	i	s	i	u	p
h	q	h	e	l	p	f	u	i	i	l	k	y

Blue Print of Flash cards meeting 1

			
angry	beautiful	bored	cheek
			
cheerful	fat	friendly	funny
			
happy	helpful	short	smart
			
strong	tall	thin	young

LESSON PLAN

School: MTsN Godean

Subject: English

Grade/ Semester : VIII/ 1

Text Type: Descriptive text

Skill : Reading/Vocabulary

Time Allocation : 2 x 40 minutes

Cycle: 1 (Meeting 2)

J. Standard of competency

5. Understanding the meaning of simple functional texts in the form of descriptive and recount texts related with close environment

K. Basic competency

5.3. Conveying the meaning and the rhetorical steps in the written form of descriptive and recount texts in accurate, fluent, and acceptable manners to communicate in daily life context

L. Indicators

1. Students are able to identify vocabulary related to the text.
2. Students are able to identify the generic structure and the language feature of the text.
3. Students are able to identify the explicitly stated detail information from the text.

M. Instructional Objectives

By the end of the lesson the students are expected to:

4. able to identify vocabulary related to the text.
5. to identify the generic structure and the language feature of the text.
6. able to identify the explicitly stated detail information from the text.

N. Materials

3. The Characteristics of Descriptive text

Descriptive text is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person, place, or others. For examples, the person or place we know well.

It differs from report text which describe thing, animal, person, place or others in general.

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- Use simple present tense.
- Use to be: is, am, are and have/has.
- Use adjective in describing the thing. For example: strong, beautiful, large, huge, etc.
- Use noun phrase. For example: black male dog, a sweet young lady, a beautiful scenery, etc.
- Sometimes uses figurative language (kata perumpamaan). For example: as white as snow, as black as night sky, as soft as silk, etc.

4. Text

Aliando Syarief

His name is Aliando Syarief. He lives in Jakarta, Indonesia. He is one of the famous artists in Indonesia nowadays.

He is twenty years old. His hair is black and short. People say that he is handsome. It is because he is tall. He has a fair skin, pointed nose, and a good smile. He also has got thick eyebrows and a pair of black eyes.

He is kind to everyone. That is why many girls love him so much. He is kind to everyone. He is also talented. He plays in a lot of TV shows and also movie. He also can sing and dance.

O. Method/ Technique: Genre-based approach

P. Teaching and Learning Activities

3. Opening Activities

- a. The teacher greets the students.
- b. The teacher asks one of the students to lead the prayer
- c. The teacher checks the students' attendance.

4. Main Activities

c. Building Knowledge of the Field

- 1) The teacher reviews preview materials and shows students flash cards.
- 2) The teacher shows pictures of Aliando Syarief to the students and asks them to identify his appearance.
- 3) The teacher divides class into 8 groups.
- 4) The students sit in their group.
- 5) Teacher distributes a mind map of Aliando Syarief.
- 6) The students are asked to fill the mind map of Aliando Syarief using descriptive words.
- 7) Students work in group to do the mind-mapping activity.
- 8) After they finish their work, some groups present their work into the class.

d. Modelling of the Text

- 6) The teacher gives students word cards in a riddle form about Aliando Syarief.
- 7) The students are asked to do a competition in arranging descriptive sentences of Aliando Syarief as many as they can in the same group using the word cards.
- 8) The group that has the sentences at most win.

- 9) The teacher gives the description text about Aliando Syarief.
- 10) Teacher gives explanation about descriptive text in the “Aliando Syarief” text.

c. Joint Construction of the Text

- 6) The students are asked to answer the questions in pairs based on “Aliando Syarief”.
- 7) The students work in pairs to answer the questions.
- 8) The teacher and the students discuss the answers.
- 9) The teacher asks the students to work in pairs to do the matching activity.
- 10) The teacher and the students discuss the answers.

d. Independent Construction of the Text

- 1) The teacher distributes a worksheet of adjectives in describing a person to the students.
- 2) The students are asked to classify the adjectives in describing a person based on the physical appearance classes.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today’s discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. The teacher leads the closing prayer.
- e. The teacher says goodbye to the students.

Q. Sources

Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Widiati,Utami. et.al.2008. *Contextual Teaching and Learning: Bahasa Inggris SMP/MTs Kelas VIII edisi 4*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

https://en.islcollective.com/resources/search_result?Tags=person&searchworksheet=GO&type=Printables. Accessed on 8 August 2016.

R. Evaluation

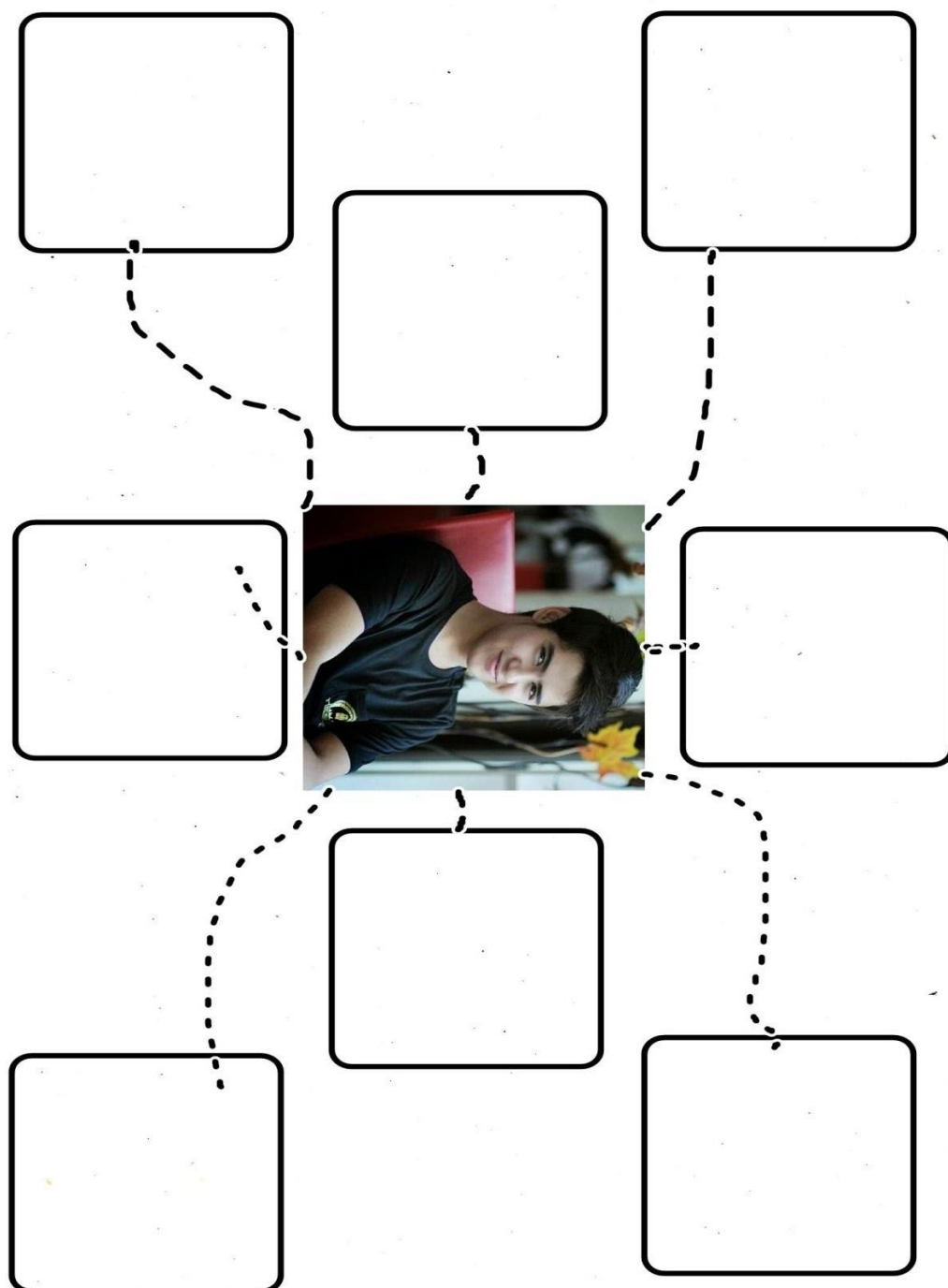
4. Assessment

no	Indicators	Form	Technique
1	Students identify the explicit information of the text	• Questions and answers	Written task test
2	Students are able to identify the generic structure and the language feature of the text.	• Arranging words	
3	Students identify the vocabulary used in the text	• Words Classification	

5. Instruments

Activity 1

Look at the pictures below. Fill the Mind-Mapping Activity using descriptive adjectives related to Aliando Syarief. You may add with other pictures or with words you know.



Activity 3

Arrange these words into sentences.

HE	IS	TWENTY	YEARS	OLD
HIS	HAIR	IS	BLACK	AND
SHORT	HE	IS	TALL	HE
HAS	A	FAIR	SKIN	HE
HAS	A	POINTED	NOSE	HE
HAS	A	GOOD	SMILE	HE
HE	HAS	THICK	EYEBROWS	HE
HAS	A	PAIR	OF	BLACK
EYES	HE	IS	KIND	TO
TO	EVERYONE	HE	IS	TALENTED

Activity 4

Answer the following questions based on the paragraph

Aliando Syarief

His name is Aliando Syarief. He lives in Jakarta, Indonesia. He is one of the famous artists in Indonesia nowadays.

He is twenty years old. His hair is black and short. People say that he is handsome. It is because he is tall. He has a fair skin, pointed nose, and a good smile. He also has got thick eyebrows and a pair of black eyes. He is kind to everyone. That is why many girls love him so much. He is also talented. He plays in a lot of TV shows and also movie. He also can sing and dance.

1. Who is Aliando Syarief?
2. How old is he?
3. Why do people say he is handsome?

4. What is the color of his skin?
5. What is the meaning of eyebrows?

Activity 4

Individual Assignment

Write down 20 adjectives about describing people that you know.

6. Scoring Format

Answering questions	Correct answers Each number has 2 point. So total score for q&a is $5 \times 2 = 10$.	10
Arranging sentence	Max. score of arranging sentence is 20	20
Individual task	Each number has 1 point. Total point for individual task 20.	20
Total Score		$50 \times 10 : 5 = 100$

Teacher

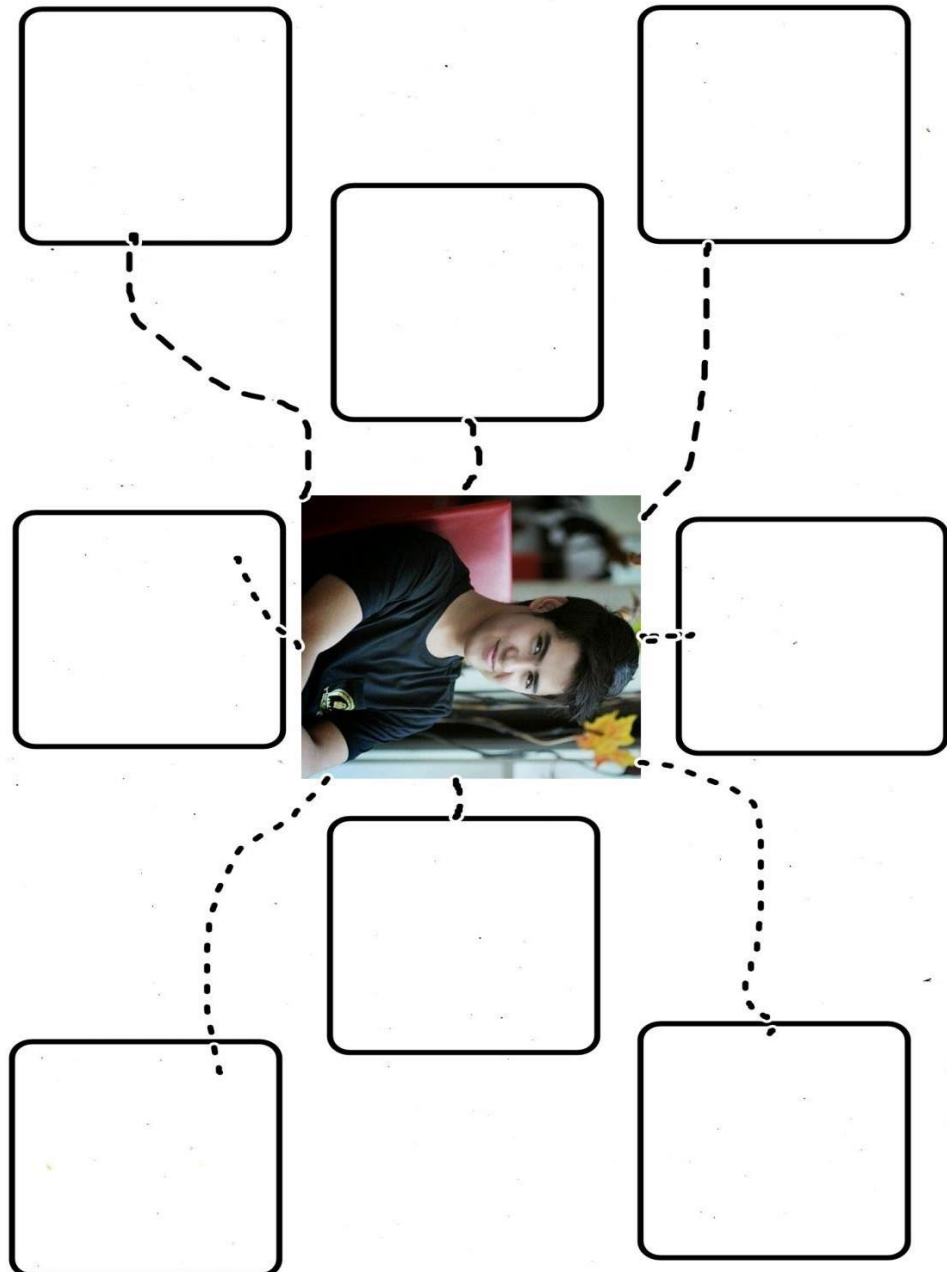
Researcher

Agus Rinto Aribowo, S.Pd
NIP.196908141995121001

Rahma Matsna Aulia
NIM. 12202244013

Building Knowledge of the Field**Activity 1**

Look at the pictures below. Fill the Mind-Mapping Activity using descriptive adjectives related to Aliando Syarief. You may add with other pictures or with words you know.



Modelling of the Text

Arrange these words into sentences.

HE	IS	TWENTY	YEARS	OLD
HIS	HAIR	IS	BLACK	AND
SHORT	HE	IS	TALL	HE
HAS	A	FAIR	SKIN	HE
HAS	A	POINTED	NOSE	HE
HAS	A	GOOD	SMILE	HE
HE	HAS	THICK	EYEBROWS	HE
HAS	A	PAIR	OF	BLACK
EYES	HE	IS	KIND	TO
TO	EVERYONE	HE	IS	TALENTED

Aliando Syarief

His name is Aliando Syarief. He lives in Jakarta, Indonesia. He is one of the famous artists in Indonesia nowadays.

He is twenty years old. His hair is black and short. People say that he is handsome. It is because he is tall. He has a fair skin, pointed nose, and a good smile. He also has got thick eyebrows and a pair of black eyes. He is kind to everyone. That is why many girls love him so much. He is also talented. He plays in a lot of TV shows and also movie. He also can sing and dance.

The text above is a descriptive text. It is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person, place, or others. For examples, the person or place we know well.

It differs from report text which describe thing, animal, person, place or others in general.

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Language features

- Describe about a particular thing, not in general.
- Use simple present tense.
- Use to be: is, am, are and have/has.
- Use adjective in describing the thing. For example: strong, beautiful, large, huge, etc.
- Use noun phrase. For example: black male dog, a sweet young lady, a beautiful scenery, etc.
- Sometimes uses figurative language (kata perumpamaan). For example: as white as snow, as black as night sky, as soft as silk, etc.

Joint Construction of the Text

Activity 3

Simple Present Tense

We use the Present Simple tense to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general.

The pattern of simple present tense:

(+) **S + Be (is, am, are) + Object**

S + Verb1 + object

(-) **S + do/does + not + verb1 + Object**

S + be + not + Object

(?) **Be + S + Object +?**

Do/does + S + Verb 1 + object +?

- In the third person singular the verb **always ends in -s**:
he wants, she needs, he gives, she thinks.
- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.
*He wants ice cream. **Does** he want strawberry? He **does not** want vanilla.*
- Verbs ending in **-y** : the third person changes the **-y** to **-ies**:
*fly --> **flies**, cry --> **cries***
Exception: if there is a vowel before the **-y**:
*play --> **plays**, pray --> **prays***
- Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:
*he **passes**, she **catches**, he **fixes**, it **pushes***

Aliando Syarief

His name is Aliando Syarief. He lives in Jakarta, Indonesia. He is one of the famous artists in Indonesia nowadays.

He is twenty years old. His hair is black and short. People say that he is handsome. It is because he is tall. He has a fair skin, pointed nose, and a good smile. He also has got thick eyebrows and a pair of black eyes. He is kind to everyone. That is why many girls love him so much. He is also talented. He plays in a lot of TV shows and also movie. He also can sing and dance.

1. Who is Aliando Syarief?
2. How old is he?
3. Why do people say he is handsome?
4. What is the color of his skin?
5. What is the meaning of eyebrows?

Independent Construction of the Text

Individual Assignment

Write down descriptive adjectives about people that you know based on these following classes.

Body	Height	Age	Hair	Face	Eyes

Blueprint of Meeting 2 Flash cards

HE	IS	TWENTY	YEARS	OLD
HIS	HAIR	IS	BLACK	AND
SHORT	HE	IS	TALL	HE
HAS	A	FAIR	SKIN	HE
HAS	A	POINTED	NOSE	HE
HAS	A	GOOD	SMILE	HE
HE	HAS	THICK	EYEBROWS	HE
HAS	A	PAIR	OF	BLACK
EYES	HE	IS	KIND	TO
TO	EVERYONE	HE	IS	TALENTED

LESSON PLAN

School: MTsN Godean

Subject: English

Grade/ Semester : VIII/ 1

Text Type: Descriptive text

Skill : Reading/Vocabulary

Time Allocation : 2 x 40 minutes

Cycle: 1 (Meeting 3)

A. Standard of competency

5. Understanding the meaning of simple functional texts in the form of descriptive and recount texts related with close environment

B. Basic competency

5.3. Conveying the meaning and the rhetorical steps in the written form of descriptive and recount texts in accurate, fluent, and acceptable manners to communicate in daily life context

C. Indicators

1. Students are able to identify vocabulary related to the text correctly.
2. Students are able to identify the generic structure and the language feature of the text.

D. Instructional Objectives

By the end of the lesson the students are expected to:

1. able to identify vocabulary related to the text correctly.
2. to identify the generic structure and the language feature of the text.

E. Materials

1. The Characteristics of Descriptive text

Descriptive text is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person, place, or others. For examples, the person or place we know well.

It differs from report text which describe thing, animal, person, place or others in general.

Generic Structure

Identification: Identifying the thing that will be described/ introduction to the characters of the text.

Description: describing the characteristic features of the subject e.g. physical appearance, significant attribute, etc.

Language features

- Describe about a particular thing, not in general.
- Use simple present tense.
- Use to be: is, am, are and have/has.
- Use adjective in describing the thing. For example: strong, beautiful, large, huge, etc.
- Use noun phrase. For example: black male dog, a sweet young lady, a beautiful scenery, etc.
- Sometimes uses figurative language (kata perumpamaan). For example: as white as snow, as black as night sky, as soft as silk, etc.

2. Text

Emma Watson

Out of all Harry Potter casts, I like Emma Watson the most. She plays the role of Hermione Granger. She lives in London, England. She is twenty six years old.

She has a beautiful face. She has a long and wavy hair. Her hair colour is brown. She has a fair complexion, and also a pair of dark brown eyes. Her height is 165 cm. She is a generous, friendly, and kind person.

F. Method/ Technique: Genre-based approach

G. Teaching and Learning Activities

1. Opening Activities

- a. Teacher greets the students.

- b. Teacher asks one of the students to lead the prayer
- c. Teacher checks the students' attendance.

2. Main Activities

a. Building Knowledge of the Field

- 1) Teacher reviews the previous material.
- 2) Teacher shows picture of Emma Watson.
- 3) Teacher asks questions to the students about Emma Watson's appearance.
- 4) The teacher shows vocabulary flash cards related to Emma Watson using flash technique.

b. Modelling of the Text

- 1) The teacher gives an example of descriptive text entitled "Emma Watson".
- 2) The students get a descriptive text entitled "Emma Watson".
- 3) The teacher gives explanation about the language feature of the text.

c. Joint Construction of the Text

- 1) Teacher divides the students into 8 groups.
- 2) The students sit in their group.
- 3) The teacher distributes two envelopes of word riddles that the students will arrange. One contains verb to be (is) and one contains have/has.
- 4) The teacher asks the students to work in group to do the arranging words activity.
- 5) The students do the arranging words activity.
- 6) The teacher and the students discuss the arranging words activity based on the tense and the text.

d. Independent Construction of the Text (Kim's Game)

- 1) The teacher sticks the previous meeting's flash cards and the new flash cards on the classroom board.

- 2) The students are asked to take a look at the flash cards for a few minutes and try to remember as many words as they can.
- 3) The teacher puts down the flash cards.
- 4) The teacher asks the students to write as many words as they can remember.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. The teacher leads the closing prayer.
- e. The teacher says goodbye to the students.

H. Sources

Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Widiati, Utami. et.al. 2008. *Contextual Teaching and Learning: Bahasa Inggris SMP/MTs Kelas VIII edisi 4*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

https://en.islcollective.com/resources/search_result?Tags=person&searchworksheet=GO&type=Printables. Accessed on 8 August 2016.

I. Evaluation

1. Assessment

no	Indicators	Form	Technique
1	Students are able to identify the generic structure and the language feature of the text.	• Arranging Sentence	Written task
2	Students identify the	Kim's Game	

	vocabulary used in the text		

2. Instruments

Activity 2

Read the paragraph below.

Emma Watson

Out off all Harry Potter casts, I like Emma Watson the most. She plays the role of Hermione Granger. She lives in London, England. She is twenty six years old.

She has a beautiful face. She has a long and wavy hair. Her hair colour is brown. She has a fair complexion, and also a pair of dark brown eyes. Her height is 165 cm. She is a generous, friendly, and kind person.

Activity 3

Arrange these word riddles into correct sentences.

SHE	HAS	A	FAIR	COMPLEXION
SHE	HAS	A	WAVY	HAIR
SHE	HAS	A	BEAUTIFUL	FACE
SHE	HAS	A	PAIR	OF
DARK	BROWN	EYES		

SHE	IS	TWENTY	YEARS
OLD	HER	HEIGHT	IS
165 CM	SHE	IS	GENEROUS
SHE	IS	FRIENDLY	SHE
IS	A	KIND	PERSON

ACTIVITY 4

KIM'S GAME

Materials: Flash cards, Duct tape.

Steps in doing Kim's Game:

1. Teacher sticks flash cards into classroom board.
2. The students are given 5 minutes to take a look at the flash card and remember the words as many as they can.
3. The teacher distributes paper to the students to write down the vocabularies that they remember.
4. The students write down as many vocabularies as they can.
5. The one who gets the vocabulary at most win.

3. Scoring Format

Arranging words	Max. score of arranging words task is 20	20
Listing words	Each answer has 2 points. Max. point is 40	40
Total score		60x10:6=100

Teacher

Researcher

Agus Rinto Aribowo, S.Pd

NIP.196908141995121001

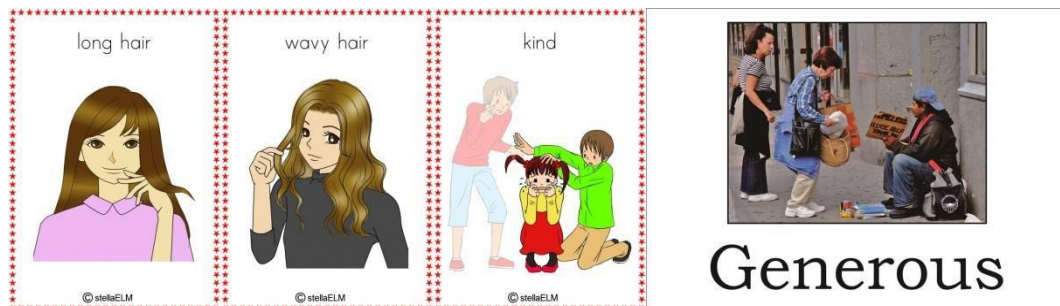
Rahma Matsna Aulia

NIM. 12202244013

Building Knowledge of the Field



1. Do you know who is she?
2. What does she look like? Describe it.



Modelling of the Text

Activity 2

Emma Watson

Out of all Harry Potter casts, I like Emma Watson the most. She plays the role of Hermione Granger. She lives in London, England. She is twenty six years old.

She has a beautiful face. She has a long and wavy hair. Her hair colour is brown. She has a fair complexion, and also a pair of dark brown eyes. Her height is 165 cm. She is a generous, friendly, and kind person.

Activity 3

Simple Present Tense

We use the Present Simple tense to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general.

The pattern of simple present tense:

(+) **S + Be (is, am, are) + Object**

S + Verb1 + object

(-) **S + do/does + not + verb1 + Object**

S + be + not + Object

(?) **Be + S + Object +?**

Do/does + S + Verb 1 + object +?

- In the third person singular the verb **always ends in -s**:
he wants, she needs, he gives, she thinks.
- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.
*He wants ice cream. **Does** he want strawberry? He **does** not want vanilla.*
- Verbs ending in **-y** : the third person changes the **-y** to **-ies**:
*fly --> **flies**, cry --> **cries***
Exception: if there is a vowel before the **-y**:
*play --> **plays**, pray --> **prays***
- Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:
*he **passes**, she **catches**, he **fixes**, it **pushes***

Joint Construction of the Text

Activity 3

Arrange these word riddles into correct sentences.

SHE	HAS	A	FAIR	COMPLEXION
SHE	HAS	A	WAVY	HAIR
SHE	HAS	A	BEAUTIFUL	FACE
SHE	HAS	A	PAIR	OF
DARK	BROWN	EYES		

SHE	IS	TWENTY	YEARS
OLD	HER	HEIGHT	IS
165 CM	SHE	IS	GENEROUS
SHE	IS	FRIENDLY	SHE
IS	A	KIND	PERSON

Independent Construction of the Text

KIM'S GAME

Materials: Flash cards, Duct tape.

Steps in doing Kim's Game:

1. Teacher sticks flash cards into classroom board.
2. The students are given 5 minutes to take a look at the flash card and remember the words as many as they can.
3. The teacher distributes paper to the students to write down the vocabularies that they remember.
4. The students write down as many vocabularies as they can.
5. The one who gets the vocabulary at most win.

LESSON PLAN

School: MTsN Godean

Subject: English

Grade/ Semester : VIII/ 1

Text Type: Descriptive text

Skill : Reading/Vocabulary

Time Allocation : 2 x 40 minutes

Cycle: 2 (Meeting 1)

J. Standard of competency

5. Understanding the meaning of simple functional texts in the form of descriptive and recount texts related with close environment.

K. Basic competency

5.3. Conveying the meaning and the rhetorical steps in the written form of descriptive and recount texts in accurate, fluent, and acceptable manners to communicate in daily life context

L. Indicators

1. Students are able to identify the vocabulary related to the text.
2. Students are able to identify the generic structure and the language feature of the text.
3. Students are able to identify the explicitly stated detail information from the text.

M. Instructional Objectives

By the end of the lesson the students are expected to:

3. able to identify the vocabulary related to the text.
4. to identify the generic structure and the language feature of the text.
5. able to identify the explicitly stated detail information from the text.

N. Materials

3. The Characteristics of Descriptive text

Descriptive text is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person, place, or others. For examples, the person or place we know well.

It differs from report text which describe thing, animal, person, place or others in general.

Generic Structure

Identification: Identifying the thing that will be described/ introduction to the characters of the text.

Description: describing the characteristic features of the subject e.g. physical appearance, significant attribute, etc.

Language features

- Describe about a particular thing, not in general.
- Use simple present tense.
- Use to be: is, am, are and have/has.
- Use adjective in describing the thing. For example: strong, beautiful, large, huge, etc.
- Use noun phrase. For example: black male dog, a sweet young lady, a beautiful scenery, etc.
- Sometimes uses figurative language (kata perumpamaan). For example: as white as snow, as black as night sky, as soft as silk, etc.

4. Text

My Lovely Bedroom

Hi, my name is Asa. I want to tell you about my bedroom. My bedroom is my favourite room in the house. It is like a palace for me. My bedroom is not too large, but, it is very comfortable and nice. My room has a big window. It also has green walls. I put posters of my favourite singers on the wall. My bed is right next to my desk. I usually do my homework at on that desk. On top of the desk there is a shelf for my books. I also put a tape player beside my desk. I usually play the music on when I feel bored or while I do my homework. It is the best place for me to do anything. I really love my bedroom.

O. Method/ Technique: Genre-based approach

P. Teaching and Learning Activities

3. Opening Activities

- a. Teacher greets the students.
- b. Teacher asks one of the students to lead the prayer
- c. Teacher checks the students' attendance.

4. Main Activities

e. Building Knowledge of the Field

- 1) Teacher shows the students a video about bedroom.
- 2) Students are asked to mention things in a bedroom that can be found on the video.
- 3) Teacher shows flash card related to bedroom to the students using flash technique.
- 4) Teacher asks the students to repeat after her.

f. Modelling of the Text

- 1) Teacher gives the students a paragraph about "My Lovely Bedroom".
- 2) Teacher explains to the students about descriptive text in the text of "My Lovely Bedroom".

g. Joint Construction of the Text

- 1) The teacher asks the students to make a group of four.
- 2) The teacher distributes vocabulary word cards that have been shown in the BKOF stage.
- 3) The teacher shows the students pictures related to bedroom.
- 4) The students in group are asked to raise the correct word card of the picture.
- 5) The group that raise correct word cards at most win.
- 6) Then, the teacher gives the students quiz related to the "My Lovely Bedroom" text.

- 7) The group that answer the questions correctly at most win the quiz.

h. Independent Construction of the Text

- 1) The students are asked to do the true false activity based in the text.
- 2) The students are also asked to correct the false statement using simple present tense.
- 3) The students identify the True/False Statements and correct the false statement.
- 4) The teacher and the students discuss the answers of the true and false activity.

5. Closing Activities

- a. Question and answer about the material and the vocabulary given
- b. Asking students' opinion about the lesson
- c. Tell the students the material of the next meeting
- d. Ask the students to prepare for the next meeting
- e. Thank the students for participating in class.

Q. Sources

- Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Widiati, Utami. et.al. 2008. *Contextual Teaching and Learning: Bahasa Inggris SMP/MTs Kelas VIII edisi 4*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

R. Evaluation

4. Assessment

no	Indicators	Form	Technique
1	Students identify the explicit information of the text	• True and False	Written task test
2	Students are able to identify the generic structure and the language feature of the text.	• Questions and answer	

3	Students identify the vocabulary used in the text	Word card competition	

5. Instruments

Activity 2

Read the text below.

My Lovely Bedroom

Hi, my name is Asa. I want to tell you about my bedroom. bedroom is my favorite room in the house. It is like a palace for me. My bedroom is not too large, but, it is very comfortable and nice. My room has a big window. It also has green walls. I put posters of my favourite singers on the wall. My bed is right next to my desk. I usually do my homework at on that desk. On top of the desk there is a shelf for my books. I also put a tape player beside my desk. I usually play the music on when I feel bored or while I do my homework. It is the best place for me to do anything. I really love my bedroom.

Activity 3

Form a group consisted of four students. Your teacher will show you pictures of some items that can be found in a bedroom. She also will distribute the word cards as well. Try to raise the correct word of the picture.

Activity 4

Answer the following questions based on the text you have read.

1. What is the favorite place of the writer in the house?

2. Who is the writer?

3. Where is the place of the writer's posters?

4. Why does the writer love his bedroom?

5. How does the writer's feel about his bedroom?

Activity 5

Read the text again. Choose the correct statement by giving tick (✓) at the column below that you think it is the answer. If there is any false statement, correct it.

No	Statement	True	False	Correction
1.	The colour of the writer's bedroom is blue.			
2.	The bedroom is not big, but so comfortable and nice.			
3.	The living room is the favourite place of the writer.			
4.	The writer puts some posters on the wall.			
5	The writer really loves his bedroom.			

6. Scoring Format

Word game	10	10
Answering questions.	Each number has 2 points.	10
Individual task	0:wrong answer,wrong reason +1: correct answer, wrong reason +2: correct answer, correct reason	10
Total Score		30x10:3 =10

Building Knowledge of the Field

Activity 1

5. Take a look at the video that will be played by your teacher.
6. Listen to it carefully.

Mention some things that can be found on your bedroom!

Modelling of the Text

Activity 2

Read the text below.

My Lovely Bedroom

Hi, my name is Asa. I want to tell you about my bedroom. bedroom is my favorite room in the house. It is like a palace for me. My bedroom is not too large, but, it is very comfortable and nice. My room has a big window. It also has green walls. I put posters of my favourite singers on the wall. My bed is right next to my desk. I usually do my homework at on that desk. On top of the desk there is a shelf for my books. I also put a tape player beside my desk. I usually play the music on when I feel bored or while I do my homework. It is the best place for me to do anything. I really love my bedroom.

The text above is a descriptive text. It is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person, place, or others. For examples, the person or place we know well.

It differs from report text which describe thing, animal, person, place or others in general.

Generic Structure

Identification: Identifying the thing that will be described/
introduction to the characters of the text.

Description: describing the characteristic features of the subject e.g.
physical appearance, significant attribute, etc.

Language features

- Describe about a particular thing, not in general.
- Use simple present tense.
- Use to be: is, am, are and have/has.
- Use adjective in describing the thing. For example: strong, beautiful, large, huge, etc.
- Use noun phrase. For example: black male dog, a sweet young lady, a beautiful scenery, etc.
- Sometimes uses figurative language (kata perumpamaan). For example: as white as snow, as black as night sky, as soft as silk,

Simple Present Tense

We use the Present Simple tense to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general.

The pattern of simple present tense:

(+) **S + Be (is, am, are) + Object**

S + Verb1 + object

(-) **S + do/does + not + verb1 + Object**

S + be + not + Object

(?) **Be + S + Object +?**

Do/does + S + Verb 1 + object +?

- In the third person singular the verb **always ends in -s**:
he wants, she needs, he gives, she thinks.
- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.
He wants ice cream. Does he want strawberry? He does not want vanilla.
- Verbs ending in **-y** : the third person changes the **-y** to **-ies**:
fly --> flies, cry --> cries
Exception: if there is a vowel before the **-y**:
play --> plays, pray --> prays
- Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:
he passes, she catches, he fixes, it pushes

Joint Construction of the Text

Activity 3

Form a group consisted of four students. Your teacher will show you pictures of some items that can be found in a bedroom. She also will distribute the word cards as well. Raise the correct word of the picture.

Activity 4

Answer the following questions based on the text you have read.

2. What is the favorite place of the writer in the house?

2. Who is the writer?

3. Where is the place of the writer's posters?

4. Why does the writer love his bedroom?

5. How does the writer's feel about his bedroom?

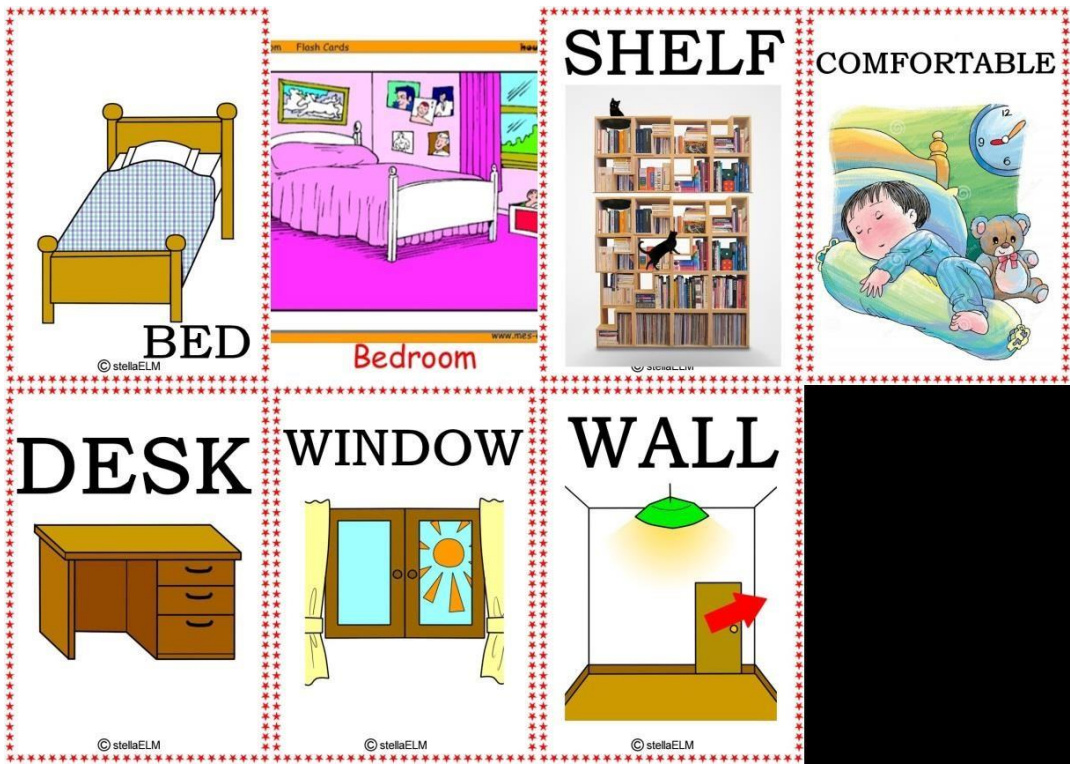
Independent Construction of the Text

Activity 5

Read the text again. Choose the correct statement by giving tick (✓) at the column below that you think it is the answer. If there is any false statement, try to correct or explain it.

No	Statement	True	False	Reason
1.	The colour of the writer's bedroom is blue.			
2.	The bedroom is not big, but so comfortable and nice.			
3.	The living room is the favourite place of the writer.			
4.	The writer puts some posters on the wall.			
5	The writer really loves his bedroom.			

Blue print of the flash cards



DESK	BED	BEDROOM	WALL	COMFORTABLE
WNDOW	SHELF	CHAIR	NICE	LARGE

LESSON PLAN

School: MTsN Godean

Subject: English

Grade/ Semester : VIII/ 1

Text Type: Descriptive text

Skill : Reading/Vocabulary

Time Allocation : 2 x 40 minutes

Cycle: 2 (Meeting 2 and 3)

S. Standard of competency

5. Understanding the meaning of simple functional texts in the form of descriptive and recount texts related with close environment.

T. Basic competency

- 5.3. Conveying the meaning and the rhetorical steps in the written form of descriptive and recount texts in accurate, fluent, and acceptable manners to communicate in daily life context

U. Indicators

1. Students are able to identify the vocabulary related to the text.
2. Students are able to identify the generic structure and the language feature of the text.
3. Students are able to identify the explicitly stated detail information from the text.

V. Instructional Objectives

By the end of the lesson the students are expected to:

6. able to identify the vocabulary related to the text.
7. to identify the generic structure and the language feature of the text.
8. able to identify the explicitly stated detail information from the text.

W. Materials

5. The Characteristics of Descriptive text

Descriptive text is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person, place, or others. For examples, the person or place we know well.

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- Sometimes uses figurative language (kata perumpamaan). For example: as white as snow, as black as night sky, as soft as silk, etc.

6. Text

My Lovely Bedroom

Hi, my name is Asa. I want to tell you about my bedroom. My bedroom is my favourite room in the house. It is like a palace for me. My bedroom is not too large, but, it is very comfortable and nice. My room has a big window. It also has green walls. I put posters of my favourite singers on the wall. My bed is right next to my desk. I usually do my homework at on that desk. On top of the desk there is a shelf for my books. I also put a tape

player beside my desk. I usually play the music on when I feel bored or while I do my homework. It is the best place for me to do anything. I really love my bedroom.

X. Method/ Technique: Genre-based approach

Y. Teaching and Learning Activities

6. Opening Activities

- a. Teacher greets the students.
- b. Teacher asks one of the students to lead the prayer
- c. Teacher checks the students' attendance.

7. Main Activities

i. Building Knowledge of the Field

- 5) The teacher reviews the previous materials by giving questions to the students.
- 6) The teacher gives vocabulary building related to the things in the living room.
- 7) The students are asked to repeat after the teacher.
- 8) The students play the "Whisper Challenge" activity based on the vocabularies given by the teacher.

j. Modelling of the Text

- 3) The teacher gives an explanation about part of speech on a descriptive text.
- 4) The teacher gives the students an example of descriptive text entitled "My Living Room".
- 5) The students are asked to identify the part of speech that can be found on the text based on its group.
- 6) The teacher distributes the word cards to the students.
- 7) The students work in pairs to do the word grouping activity.
- 8) The teacher and the students discuss the part of speech that can be found on the text.

k. Joint Construction of the Text

- 1) The teacher shows the previous meeting text entitled “My Living Room”.
- 2) The students are divided into some groups.
- 3) The teacher gives some questions related to the text as the quiz.
- 4) The group that answer the questions correctly at most win the quiz.
- 5) The teacher distributes the crossword exercise to the students.
- 6) The students answer the crossword exercise in pairs.
- 7) The teacher and the students discuss the crossword’s answers based on the text.

l. Independent Construction of the Text

- 1) The teacher picture-word matching activity based on the words and its meaning from the “My Living Room” text.
- 2) The students are asked to do the tasks individually.
- 3) The students submit their work to the teacher.

8. Closing Activities

- f. Question and answer about the material and the vocabulary given
- g. Asking students’ opinion about the lesson
- h. Tell the students the material of the next meeting
- i. Ask the students to prepare for the next meeting
- j. Thank the students for participating in class.

Z. Sources

- Priyana, Joko. 2008. *Scaffolding English for Junior High School Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Widiati, Utami. et.al. 2008. *Contextual Teaching and Learning: Bahasa Inggris SMP/MTs Kelas VIII edisi 4*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- https://en.islcollective.com/resources/printables/worksheets_doc_docx/have_a_look_at_my_living_room/rooms-in-the/9777

AA. Evaluation

7. Assessment

No	Indicators	Form	Technique
1	Students identify the explicit information of the text	• Quiz	Written task test
2	Students are able to identify the generic structure and the language feature of the text.	• Quiz	
3	Students identify the vocabulary used in the text	Crossword & Matching activity	

8. Instruments

Activity 2

"MY LIVING ROOM"

Hi. My Name is Ana. I am British and I am going to describe you about my living room. My living room is very spacious and bright. I keep it clean and tidy because it is my favourite room in the house. It has blue walls and white floor.

On the floor, in the centre, there is a big brown carpet. On it I have my two sofas, the table, and a stool. There is also a small round table where I sometimes put the book I am reading. I enjoy reading so there is a shelf with many books in it. On the shelf there are also a vase with a small plant and an old clock.

On one corner of the living room there is a big plant in a vase. The living room is very warm in winter because it has a fireplace. Above it there are some pictures. Next to the fireplace there is a round table with a lamp on it. There are four windows and two of them have got lovely violet curtains I made myself. I like to read and have a rest in my living room. It is really warm and cosy.

Activity 3

Answer the following questions based on the text you have read.

3. What is the text about?

4. What is the purpose of the text?

3. What is the name of the writer and where does she come from?

4. Why Ana keep her living room clean and tidy?

5. What are the colors of the walls and the floor?

6. ... I have my two sofas, a table and a stool (Paragraph 2 line 1).

What is the synonym of the underlined words?

7. Where does she put the big carpet on her living room?

8. Why does the living room feel warm even in the winter?

9. Above it there are some pictures (paragraph 2 line 2). What does the word it refers to?

10. What does Ana make for her living room's windows?

Activity 4

Do the crossword in pair by answering the following questions based on the text you have read.

Activity 5

Match the following pictures with its words.

9. Scoring Format

Quiz	10	10
------	----	----

Crosswords	Each number has 2 points. If the students get all the answers correct, s/he gets an extra point.	15
Matching task	12 for each picture. If the students get all the answers correct, s/he gets 3 extra points.	15
Total Score		40x10:4=100

Building Knowledge of the Field

Activity 1

The Whisper Challenge

Rules:

- The teacher puts the flash cards in front of the class.
- The students are divided into 4 groups.
- Then, in each group there is one person assigned as the representative of the group.
- The teacher shows the picture without its word to the group representative.
- Then, the representatives try to guess the word of the picture, and then whisper the word to their group mates.
- The last person of the group needs to find the correct word card.
- The students play the “Whisper Challenge”.
- The group that collects the cards at most win the game.

Modelling of the Text

Activity 2

Read the text below.

"MY LIVING ROOM"

Hi. My Name is Ana. I am British and I am going to describe you about my living room. My living room is very spacious and bright. I keep it clean and tidy because it is my favourite room in the house. It has blue walls and white floor.

On the floor, in the centre, there is a big brown carpet. On it I have my two sofas, the table, and a stool. There is also a small round table where I sometimes put the book I am reading. I enjoy reading so there is a shelf with many books in it. On the shelf there are also a vase with a small plant and an old clock.

On one corner of the living room there is a big plant in a vase. The living room is very warm in winter because it has a fireplace. Above it there are some pictures. Next to the fireplace there is a round table with a lamp on it. There are four windows and two of them have got lovely violet curtains I made myself. I like to read and have a rest in my living room. It is really warm and cosy.

Joint Construction of the Text

Activity 3

Answer the following questions based on the text you have read.

5. What is the text about?

6. What is the purpose of the text?

3. What is the name of the writer and where does she come from?

4. Why Ana keep her living room clean and tidy?

5. What are the colors of the walls and the floor?

6. ... I have my two sofas, a table and a stool (Paragraph 2 line 1).

What is the synonym of the underlined words?

7. Where does she put the big carpet on her living room?

8. Why does the living room feel warm even in the winter?

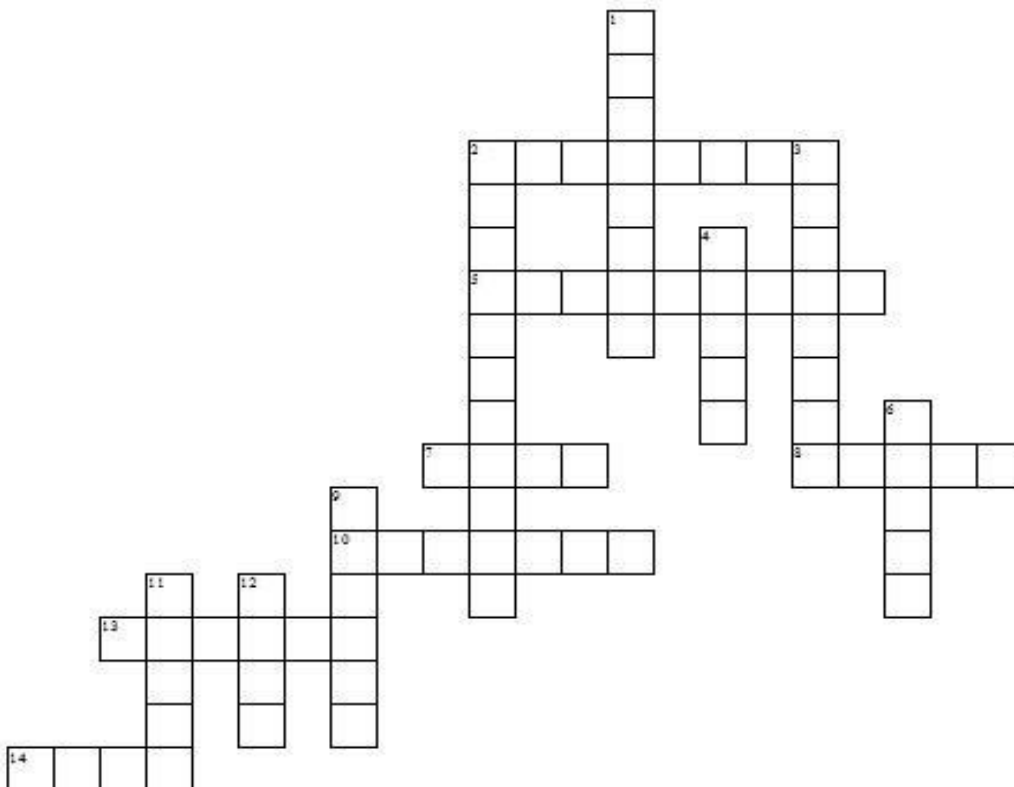
9. Above it there are some pictures (paragraph 2 line 2). What does the word it refers to?

10. What does Ana make for her living room's windows?

Activity 4

Do the crossword in pair by answering the following questions based on the text you have read.

My Living Room



Across

- 2. Two of the window got the thing that Ana’s made by her.
- 5. The_____makes the room warm.
- 7. The living room is very_____in winter.
- 8. There are a lot of books on the_____
- 10. Ana’s homeland.
- 13. The colour of the curtains.
- 14. Ana keep the room clean and _____because it her favourite room in the house.

Down

- 1. There are lots of_____above the fireplace.
- 2. Cosy (synonym)
- 3. The living room is very_____and bright.
- 4. Aside from the books, there is also a _____on the shelf.
- 6. Tidy (antonym)
- 9. The big brown carpet is in the_____of the floor.
- 11. Clean (antonym)
- 12. The colour of the living room’s walls is__

Independent Construction of the Text

Activity 5

Match the following pictures with its words.

	Clock	
	Carpet	
	Window	
	Curtain	
	Wall	
	Vase	
	Sofa	
	Stool	
	Lamp	
	Plant	
	Shelf	
	Fireplace	

Appendix 5: Pre-Test and Post-test

Score:

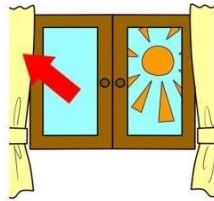
Vocabulary Pre-Test

Name:

Student Number:

Class:

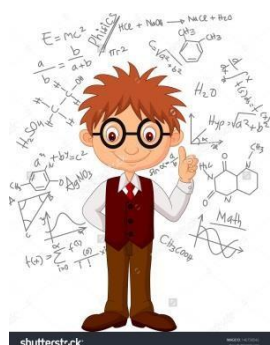
A. Answer the following questions by giving a cross mark (X) on the correct answers.



1. Look at the picture above! The arrow is pointing at the
- | | |
|------------|--------|
| A. window | C. sun |
| B. curtain | D. sky |



2. According to the picture above the boy look
- | | |
|-----------|----------|
| A. boring | C. lazy |
| B. bored | D. happy |



3. Luke is very He can solve difficult tasks easily.
- A. lucky
 - B. smart
 - C. quite
 - D. diligent

Read the following conversation and answer the questions below.



- Andrea: Have you meet your new friend, Toby?
 Toby: Yes. I have met him in my English class today.
 Andrea: Who is his name?
 Toby: His name is Albert.
 Andrea: What kind of person is he?
 Toby: He is the most (4) ... person I've always met. He always laughs and tells jokes.
 Andrea: How does he look like?
 Toby: He has black hair. He is white. He (5) ... a shirt, blue pants, and a pair of black shoes.

4. Based on Toby's description, what kind of person is Albert?
- a. Gloomy
 - b. Cheerful
 - c. Sensitive
 - d. Polite
5. What is the correct verb for blank space number 5?
- a. Wear
 - b. Wears
 - c. Wore
 - d. Worn

6. She ... a generous and kind person.

A. is

B. are

C. has

D. have

Choose the best word to complete the sentences below. (Questions 7-8)

My bedroom (7) ... my favourite place in the house. It is like a palace for me. My room (8) ... a big window. It also has green walls. I really love my bedroom.

7. A. is

B. are

C. has

D. have

8. A. is

B. are

C. has

D. have

For questions 9 to 10, choose the word which is the most similar in meaning to the underlined word.

My bed is right next to my desk. I usually do my homework at on that desk. On top of the desk there is a shelf for my books.

9. A. chair

B. bed

C. table

D. homework

10. A. books

B. rack

C. desk

D. bed

B.

1. There are some missing words of the paragraph below. Fill the blank space using words in the box.

DESCRIBING PEOPLE



Look at the picture and use the words below to complete the gaps.

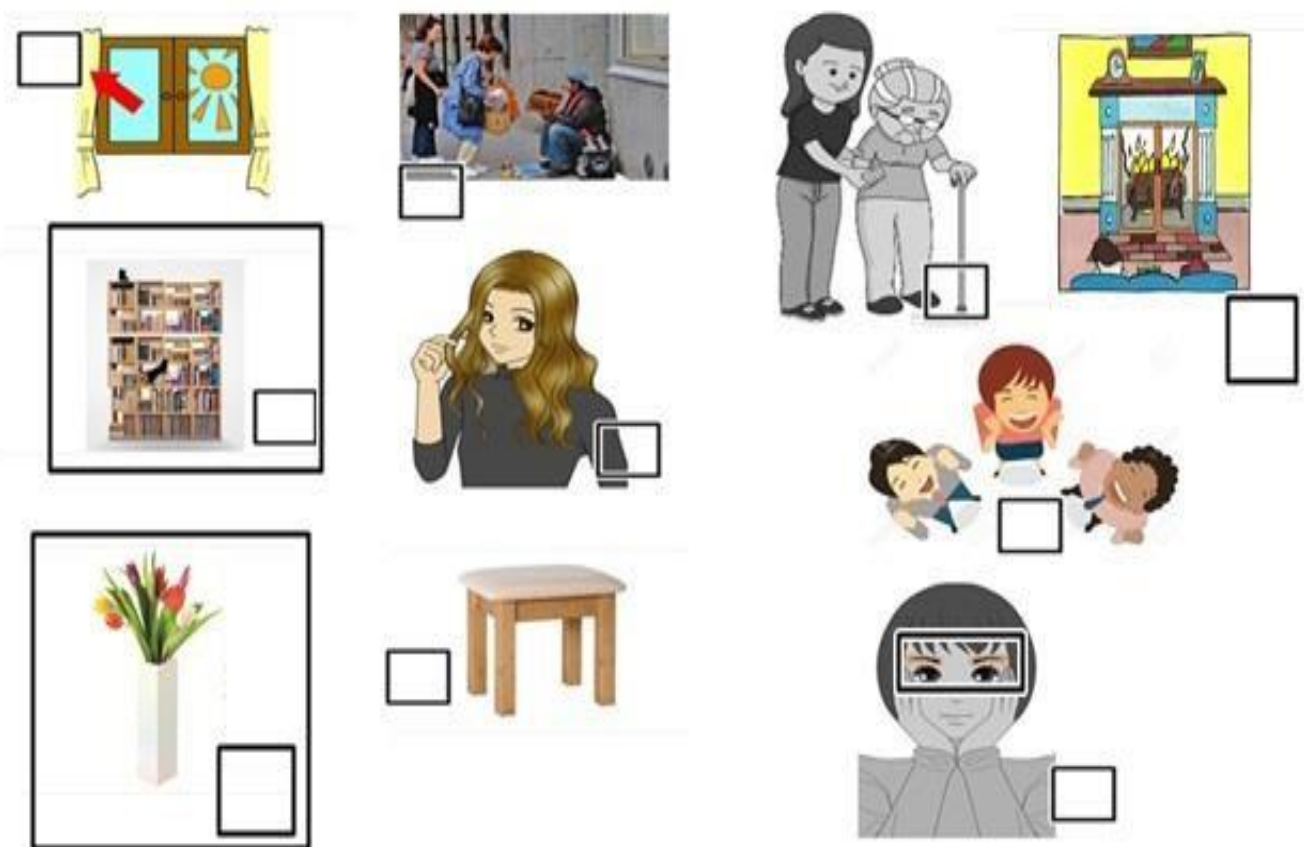


These are my grandparents. They are very sweet but _____. Grandma Jane is 1,72 m tall. She is pretty _____ for a lady. She weighs about 70 kg – she is a bit _____. She has got _____ hair. She has got a _____ nose but _____ ears. She has also got a big _____. Her face is _____.

Grandpa John is very different. He is _____ and about 1,50m tall. So he is very _____. His face is _____ and he is _____. He has also got a _____. They both wear _____.

small round tall glasses curly old square
smile moustache short fat slim bald big

2. Match the pictures with the suitable words. Write the number on the box.



1. generous
2. eyebrows
3. vase
4. wavy
5. fireplace
6. young
7. stool
8. window
9. curtain
10. helpful
11. shelf
12. cheerful

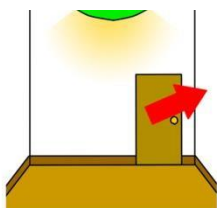
Vocabulary Post-Test

Name:

Student Number:

Class:

C. Answer the following questions by giving a cross mark (X) on the correct answer.



11.

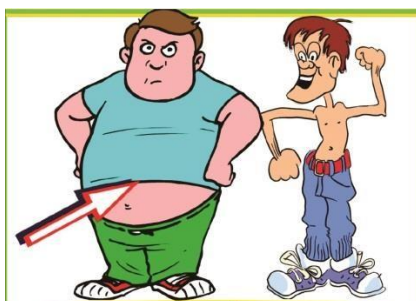
Look at the picture above! The arrow is pointing at the

A. lamp

C. wall

B. door

D. window



12.

I have a friend namely Graham. He really likes to eat, especially junk food. Even though he really loves food, he does not like to do any sports. That is why he is so ... compared to me.

A. bony

C. fat

B. slim

D. thin

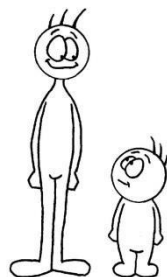


13.

Compared to my grandma, my sister is really She is twelve while my grandma is sixty.

- A. beautiful
B. old

- C. young
D. aged



14.

The boy on the right is my brother. He is so ... and small. He is only 1.2 m. But, I really love to have a cute brother like him.

- A. small
B. tall

- C. high
d. short

15. She ... a pair of black eyes.

- A. is
B. have

- C. has
D. had

16. His height ... around 165 cm.

- A. has
B. have

- C. had
D. is

Choose the best word to complete the paragraph below. (Questions 7-8)

My living room is very spacious and bright. I always keep it clean and tidy. It (7) ... blue walls and white floor. On the floor, in the centre, there (8) ... a big brown carpet.

17. A. is
B. are
C. has
D. have
18. A. is
B. are
C. has
D. have

For questions 9 to 10, choose the word which is the most similar in meaning to the underlined word.

In my living room I have my two sofas, the (9) table, and a (10) stool.

19. A. carpet
B. desk
C. sofa
D. chair
20. A. wall
B. floor
C. chair
D. carpet

D.

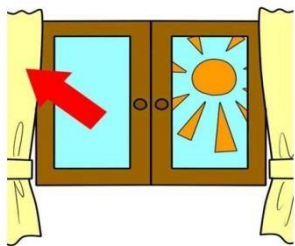
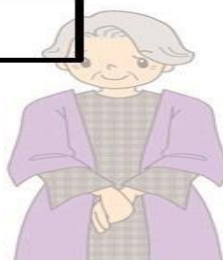
i. Fill the blank spaces using correct words provided in the box.

My Lovely Bedroom

Hi, my name is Asa. I want to tell you about my bedroom. My bedroom is my favourite 1)_____ in the house. It is like a palace for me. My bedroom is not too 2)_____, but, it is very 3)_____ and nice. My room has a big 4)_____. It also has green 5)_____. I put posters of my favourite singers on the wall. My bed is right next to my 6)_____. I usually do my homework at on that desk. On top of the desk there is a 7)_____ for my books. I also put a 8)_____ beside my desk. I usually play the music on when I feel bored or while I do my homework. It is the 9)_____ place for me to do anything. I really 10)_____ my bedroom.

room	desk	best	tape player	window
large	shelf	love	walls	comfortable

ii. Match the pictures with the suitable words. Write the number on the box.



- 13. generous
- 14. eyebrows
- 15. vase
- 16. wavy

- 17. fireplace
- 18. stove
- 19. stool
- 20. window

- 21. curtain
- 22. helpful
- 23. shelf
- 24. cheerful

Appendix 6: Photographs



The Students Worked Together in Groups



The Researcher Monitored the Students' Work



The Students Did the Arranging words Activity Using Word Cards



The Kim's Game



The Students Worked in Pairs



The Students Worked in Groups



The Small Group Competition



The Students Played the Whisper Challenge



The Students Grouped the Word Cards



The Students Discussed in Group



The Students Asked the Researcher the Meaning of Some Words

Appendix 7: Students' Score

The Students' Vocabulary Pre-test Score (Class VIII A)

NO.	Name	Pre-Test Score (0-100)
1	ADHIKA ZINEDINE H	34,00
2	ALFIAH MANGESTUTI	30,00
3	ANINDYA NARI DEWATI	50,00
4	ARIF NUR RAKHIM	22,00
5	ASA ASY-SHIFA	32,00
6	DESY PERWITASARI	40,00
7	DHIFKY FEBRIANTO	22,00
8	DIAN WULANDARI	50,00
9	DITA SETIANINGRUM	46,00
10	EVI DEWI RAHMAWATI	28,00
11	FADLI AYYASH	28,00
12	FANI ADIATI	32,00
13	FATHIN NURUL A	40,00
14	FRICHELLA WAHYU C	36,00
15	INDRAYANI S	42,00
16	LUTFIANA NUR AFIFAH	32,00
17	MEHIMA DEWI SAFITRI	44,00
18	MEIBIUL KUSUMA W	38,00
19	MITA KARLINA	38,00
20	MUDRIKA AKBAR	32,00
21	MUHAMAD LUTFI	26,00
22	NANDA SAJA'AH I P	42,00
23	NUR FATIMAH F	32,00
24	NURHANA K	42,00
25	RIDWAN MUSTAFA H	40,00
26	RIZKY HERLAMBAANG	28,00
27	RUDI BASKORO	22,00
28	SINTYA NADIN A	32,00
29	SYFA RATU ANJELITA	38,00
30	TAUFIK NUROHMAN	22,00
31	YUSRI DIAN RAHAYU	34,00
32	YUSUF NUR A	38,00
Average Score		34,75

The Students' Vocabulary Pre-test Score (Class VIII B)

NO.	Name	Pre-Test Score (0-100)
1	ADE HERLINA PUTRI	56,00
2	AFIF MUSYafa NAJI	
3	AFIFAH MAULINA WIJAYANTI	46,00
4	AGNES WIDYANINGTYAS	42,00
5	AHMAD NILMAZDA AZMI	40,00
6	ALDI NURROHMAN	34,00
7	AMIRUL SAM RHOMADON	
8	ANANDA FEBRIANI	54,00
9	ANISYA ARDYAN TAMA	28,00
10	AULIYA YAZMIN RAFASIA	48,00
11	BAYU FAJAR SETIAWAN	48,00
12	DIAN NASHIROH KHASANAH	44,00
13	DIMBY CANDRA EKA S	36,00
14	ELY KURNIA EKA P	36,00
15	IMTIYAAZ DZAKA Z	42,00
16	ISMA FAIDA M	28,00
17	IYAN SUSENO ARDIYANTO	42,00
18	MARATUN SHOLEKHAH P S	34,00
19	MIKO SEKAR A	30,00
20	MUHAMAT DANI RIFAI	48,00
21	NINA DEWI ALFATH P	18,00
22	NISMA HANNA	58,00
23	NOVIYANTI ALFI R	32,00
24	NURHAYATI AGUSTIN	32,00
25	OKTAFIAN AGUNG S	40,00
26	RAHCEL HESTI S	28,00
27	RIFAI SHIRAT	54,00
28	RISKI KAKA IMADDUDIN P	30,00
29	RULI AM NINA	34,00
30	SIFAK AFRIANSYAH	26,00
31	SINTA LARAS UTAMI	44,00
32	SISKA CITRA PRATIWI	54,00
Average Score		39,53

The Students' Vocabulary Score in Pre-test and Post-test

NO.	Name	Pre-Test Score (0-100)	Post-Test Score (0-100)
1	ADHIKA ZINEDINE H	34,00	83,00
2	ALFIAH MANGESTUTI	30,00	71,00
3	ANINDYA NARI DEWATI	50,00	100,00
4	ARIF NUR RAKHIM	22,00	61,00
5	ASA ASY-SHIFA	32,00	89,00
6	DESY PERWITASARI	40,00	88,00
7	DHIFKY FEBRIANTO	22,00	69,00
8	DIAN WULANDARI	50,00	84,00
9	DITA SETIANINGRUM	46,00	89,00
10	EVI DEWI RAHMAWATI	28,00	68,00
11	FADLI AYYASH	28,00	79,00
12	FANI ADIATI	32,00	92,00
13	FATHIN NURUL A	40,00	42,00
14	FRICHELLA WAHYU C	36,00	92,00
15	INDRAYANI S	42,00	62,00
16	LUTFIANA NUR AFIFAH	32,00	79,00
17	MEHIMA DEWI SAFITRI	44,00	84,00
18	MEIBIUL KUSUMA W	38,00	84,00
19	MITA KARLINA	38,00	-
20	MUDRIKA AKBAR	32,00	70,00
21	MUHAMAD LUTFI	26,00	82,00
22	NANDA SAJA'AH I P	42,00	70,00
23	NUR FATIMAH F	32,00	92,00
24	NURHANA K	42,00	92,00
25	RIDWAN MUSTAFA H	40,00	67,00
26	RIZKY HERLAMBAK	28,00	79,00
27	RUDI BASKORO	22,00	57,00
28	SINTYA NADIN A	32,00	62,00
29	SYFA RATU ANJELITA	38,00	42,00
30	TAUFIK NUROHMAN	22,00	76,00
31	YUSRI DIAN RAHAYU	34,00	84,00
32	YUSUF NUR A	38,00	90,00

Appendix 8: Letters



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SLEMAN
MADRASAH TSANAWIYAH NEGERI GODEAN

*Jl. Klaci Sidoagung Godean Sleman Yogyakarta 55564 Telp.(0274) 797389 Email:
 mtsngodean*

SURAT KETERANGAN

Nomor : B/305/MTs.12.05/PP.00.5/ 09 /2016

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri Godean menerangkan bahwa :

Nama	: Rahma Matsna Aulia
NIM	: 12202244013
Program/ Tingkat	: S1
Fakultas	: Universitas Negeri Yogyakarta
Jurusan	: Pendidikan Bahasa Inggris

Benar-benar telah melaksanakan penelitian di MTs Negeri Godean pada Semester Ganjil Tahun Pelajaran 2016/2017 yang dilaksanakan pada tanggal, 28 Juli 2016 s/d 20 September 2016 dengan judul **"IMPROVING GRADE EIGHT STUDENTS' VOCABULARY MASTERY USING FLASHCARDS AT MTsN GODEAN IN THE ACADEMIC YEAR 2016 / 2107"**



Godean, 23 September 2016

Kepala

H. Zuliadi, M.Ag
 NIP.19620727 198803 1 003



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
 Telepon (0274) 868800, Faksimilie (0274) 868800
 Website: www.bappeda.slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 2870 / 2016

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
 Dan Izin Praktik Kerja Lapangan.
 Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
 Nomor : 070/Kesbang/2756/2016
 Hal : Rekomendasi Penelitian

Tanggal : 28 Juli 2016

MENGIZINKAN :

Kepada :
 Nama : RAHMA MATSNA AULIA
 No.Mhs/NIM/NIP/NIK : 12202244013
 Program/Tingkat : S1
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
 Alamat Rumah : Ngijon Sendangarum Minggir Sleman
 No. Telp / HP : 085729298046
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**IMPROVING GRADE EIGHT STUDENTS VOCABULARY MASTERY USING
 FLASHCARDS AT MTsN GODEAN IN THE ACADEMIC YEAR OF 2016/2017**
 Lokasi : MTsN Godean Sleman
 Waktu : Selama 3 Bulan mulai tanggal 28 Juli 2016 s/d 28 Oktober 2016

Dengan ketentuan sebagai berikut :

1. Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 28 Juli 2016

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris



JOERNY MARYATUN, S.IP, MT
 Pembina IV/a

NIP 19720411 199603 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
4. Camat Godean
5. Kepala UPT Pelayanan Pendidikan Kec. Godean
6. Ka. MTsN Godean Sleman
7. Dekan FBS UNY
8. Yang Bersangkutan